

**TO:** Superintendents of Schools (Title I)  
Elementary and Middle School Principals (Title I and Priority School Districts)  
Charter School Directors, Magnet School Directors  
Youth Service Bureau Directors  
Community-Based Organization Directors  
Extended School Hour Grant Managers  
Family Resource Center Directors  
Regional Education Service Center (RESC) Directors

**FROM:** George P. Dowaliby, Interim Associate Commissioner

**DATE:** June 20, 2007

**SUBJECT:** 21<sup>st</sup> Century Community Learning Centers Grant Request for Proposals (RFPs)

The passage of Public Law 107-110, *No Child Left Behind Act of 2001*, substantially changed the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program. This legislation assigns responsibility for managing the Program to the Connecticut State Department of Education and allocates funding by formula to the state. The Department manages grant competitions and awards grants to eligible local education agencies and community-based organizations.

This serves as the official notification of the 2007-08 fiscal year competition. The focus of the RFP is to assist agencies providing services to students in grades K-12 to:

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

Title I funds, in concert with 21<sup>st</sup> CCLC program funds, can provide extended learning programs in schools to integrate enrichment and recreation opportunities with the academic services. 21<sup>st</sup> CCLC program funds can also meet the needs of parents seeking supplemental educational services (such as tutoring and academic enrichment) for their children.

21<sup>st</sup> CCLC  
June 20, 2007  
Page 2

School districts are required to partner with community-based organizations, youth service bureaus, family resource centers, faith-based organizations or other entities when developing programs and activities. Likewise, community-based organizations must partner with schools.

The RFP (#132) is available on the Department's website: [www.state.ct.us/sde](http://www.state.ct.us/sde), under the "Request For Proposals" link, or via e-mail or hard copy.

**Application (original and four copies) must be received at 25 Industrial Park Road, Middletown, Connecticut, Attn: Dr. Agnes Quiñones, Program Manager, by 4:30 p.m. on Friday, July 13, 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.**

If you have any questions, please contact Dr. Quinones at (860) 807-2126, or via e-mail at [agnes.quinones@ct.gov](mailto:agnes.quinones@ct.gov).

GAC:aqs  
cc: Mark K. McQuillan, Commissioner  
Charlene Russell-Tucker, Bureau Chief

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DIVISION OF TEACHING AND LEARNING  
PROGRAMS AND SERVICES

BUREAU OF HEALTH AND NUTRITION SERVICES AND  
CHILD/FAMILY/SCHOOL PARTNERSHIPS

**Request for Proposals**

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

for  
Connecticut Public Schools

2007 – 2008

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

Pursuant to the Public Law 107-110, *No Child Left Behind Act of 2001*

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:** July 13, 2007

Published: May 25, 2007

RFP #132

Rev. 5/07

# 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***

Purpose .....	1
Eligible Applicants .....	1
Time Period, Size and Number of Grants .....	2
Eligible Activities .....	2
Application Contents .....	3
Grant Requirements .....	3
A. Need for Project (2 pages) .....	3
B. Project Design (7 pages) .....	3
C. Adequacy of Resources (2 pages) .....	4
D. Management Plan (2 pages) .....	5
E. Project Evaluation (2 pages) .....	5
F. Sustainability of Programs (2 pages) .....	6
Annual Performance Report and Evaluation Requirements .....	6
Components of a High-Quality After-School Program .....	7
Review Process and Criteria .....	7
Management Control of the Program .....	7
Grant Award Decisions and Disposition of Proposals .....	8
Obligations of Grantees .....	8
Freedom of Information Act .....	8
Annie E. Casey Foundation .....	8
Timeline of Activities .....	9
Technical Assistance/Bidders Conference .....	9
Application Deadline .....	9
Application Checklist before Submission .....	10

## ***Appendices***

A. Grant Cover Page .....	11
B. Application/Scoring Review Rating Form .....	12
C. Budget and Budget Objective Codes .....	19
D. Application Checklist .....	21
E. Statements of Assurances .....	22
F. Certification of Debarment .....	26
G. Affirmative Action Requirements .....	29
H. List of Priority School/Districts .....	30
I. Staff Letter of Commitment .....	31

## I. Purpose

The 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program was established by Congress as Title X, Part I of the Elementary and Secondary Education Act (ESEA). The passage of the Public Law 107-110, *No Child Left Behind Act of 2001*, significantly amended the ESEA to expand state and local accountability and flexibility and to stress the adoption of research-based practice, substantially changing the 21<sup>st</sup> Century Community Learning Centers program.

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

The law's specific purposes are to (Section 4201(a) 1-3):

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

## II. Eligible Applicants

All local educational agencies (LEAs), community-based organizations (CBOs), including faith-based organizations and other public or private organizations, or a consortium of two or more agencies, organizations, or entities that may include, but not limited to, local and regional boards of education, Regional Educational Service Centers (RESCs) applying on behalf of LEAs, charter and magnet schools are eligible to apply/receive funds from the State under this program, as long as they primarily serve students that attend schools with a high concentration of poor students, **giving priority to applicants serving children in low-performing schools**. This applies to all designated Title I and priority schools. The stipulation that a minimum of 40% of the student population identified as recipients of free/reduced lunch must be met. The Connecticut State Department of Education will give competitive priority to applications that both propose to serve students who attend schools identified for improvement (pursuant to Section 1116 of Title I) **and that are submitted jointly by at least one LEA receiving funds under Title I, Part A, and at least one public or private community organization**. Although

the statute provides an exception to this requirement for LEAs that do not have qualified community organizations within reasonable geographic proximity, such LEAs would still have to propose to serve students attending schools identified for improvement to qualify for the priority.

### **III. Time Period, Size and Number of Grants**

#### ***Time Period***

A 21<sup>st</sup> CCLC Grant cannot exceed five years.

#### ***Size of Grants***

The minimum grant award is \$50,000. The maximum grant award is \$200,000. An average cost per center ranges from \$125,000 to \$150,000, servicing an average of 165 students and their parents. Costs per center may be higher or lower depending on the number of individuals served, the array of activities and the availability of additional resources. Grant awards will be funded at 100% for the first three years of funding. In year four, a phase out will commence and the applicant will receive 75% of the initial grant award. In year five, the applicant will receive 50% of the initial grant award. The grant awards allocated in years four and five cannot be less than \$50,000 a year.

#### ***Number of Grants***

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

### **IV. Eligible Activities**

Each eligible organization that receives an award may use the funds to carry out a broad array of before school and after school activities (including during summer recess periods) 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. programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement;
7. recreational activities; and wellness programs;
8. telecommunications and technology education programs;
9. expanded library service hours;
10. programs that promote parental involvement and family literacy;
11. programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement; and
12. drug, violence and pregnancy prevention programs, counseling programs and character education programs as described in Section 4205(a).

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

## **V. 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 (no more than one page);
- C. Table of Contents (one page);
- D. Application Narrative:
  - Project Design
  - Adequacy of Resources
  - Program Management Plan
  - Project Evaluation and
  - Sustainability of Program Plan
- E. Budget ED114 and Budget Narrative (no more than 2 pages); and
- F. Letters of Commitment from collaborating youth-serving organizations, local education agencies and/or state agencies.

## **VI. Grant Requirements**

**The following components must be included in the application:**

### **A. Need for Project (2 pages maximum)**

**The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**

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

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

### **B. Project Design (7 pages maximum)**

**The extent to which the goals, objectives and outcomes (to be achieved by the proposed project) are clearly specified and measurable.**

**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. It is also suggested that you carefully tailor your activities to address the specific needs of program participants and to achieve the desired outcomes. For example, explain how your project will provide services and activities during extended hours that are not currently available during the regular school day, how project staff will vary their approaches to help meet a child's individual needs and how staff will collaborate with 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.

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.

Successful applicants address the needs of potential dropouts and students otherwise at risk of academic failure, including students living in poverty and students with limited English proficiency.

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.

**C. Adequacy of Resources (2 pages maximum)**

- 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 transportation. It is important to demonstrate how you will leverage existing school resources, such as computer labs, libraries and classrooms to carry out your activities. Also describe the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, etc. You 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 have the support of program designers, service providers and participants.

Provide a detailed budget narrative that itemizes how you will use grant funds as well as funds from other services. **Also include funds to cover travel and other expenses for at least three persons to attend regional training activities during each year of the project.** Grant funds cannot be used to purchase facilities or support new construction.

**3. Fees:**

Fees are allowable. 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.

**4. Matching:**

Applicants must provide a budget narrative that includes an in-kind or local cash contribution that is reasonable. The amount of the match must not exceed the total amount of the grant budget and cannot be derived from other federal or state funds.

**D. Management Plan (2 pages maximum)**

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

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

**E. Project Evaluation (2 pages maximum)**

The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project, and will produce quantitative and qualitative data to the extent possible.

*Guidance for applicants:* Submit a strong evaluation plan that will shape the development

of the project from the beginning of the grant period. The plan should include the program objectives and performance indicators (see Appendix B) established under the Government Performance and Results Act (GPRA) for the 21<sup>st</sup> Century Community Learning Centers Program, clear benchmarks to monitor progress toward specific objectives, and outcome measures to assess impact on student learning and behavior. More specifically, the plan should identify the individual and/or organization that have agreed to serve as the evaluator for the project and describe his/her qualifications. The plan should describe the evaluation design, indicating: (1) types of data that will be collected; (2) when various types of data will be collected; (3) what designs and methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will become available; and (7) how information will be used by the project to monitor progress and to provide accountability information to stakeholders about success at the project site(s).

#### **F. Sustainability of Programs (2 pages maximum)**

**The application must also include a preliminary plan for continuation of the 21<sup>st</sup> Century Community Learning Center after federal funding ends.**

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

### **VII. Annual Performance Report and Evaluation Requirements**

Each year, grantees are required to submit an *Annual Performance Report (APR)* that describes project activities, accomplishments and outcomes. The two purposes of the APR 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 for the 21<sup>st</sup> Century Community Learning Center program. More details about the APR and performance standards will be provided in the technical assistance summer workshop.

A funded applicant must commit to:

- (1) participating in evaluation studies 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, and providing test scores and grades of student participants;
- (2) sending a representative team to CT State Department of Education Technical Assistance Workshops Grantee Meetings and trainings, one national conference;
- (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 5% of the grant budget (year one only) to support the statewide systems evaluation project. This money will be paid bi-annually to a designated agency. The first half of the payment will be due in October 2007 and the second half of the payment will be due in February 2008;
- (5) evaluation requirements will include data collection of:

- Site Information
- Activities
- Attendance
- Participants Profile
- Standardized Test Scores
- Student grades
- Teacher surveys

each grantee will be responsible for providing all the data requested to the state; and

- (6) all grantees must commit 5% of their five-year grant budget to support parent involvement activities.

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

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

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/parents/SafeSmart>. Applicants are encouraged to address as many of these components as possible in their application narrative.

### **IX. Review Process and Criteria**

Subsequent to May 25, 2007, the CT State Department of Education will convene a panel of state agencies, LEAs, Charter Schools, Magnet Schools, CBOs to review all completed applications received by the due date. Grant awards will be negotiated and accepted, with modifications if necessary, in time for final award notification by July 31, 2007. Each applicant will be rated according to the criteria provided within the rating form found in Appendix B.

### **X. Management Control of the Program**

The grantee has complete management responsibility for this grant. While the Connecticut 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 and payment of funds.

## **XI. 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 federal requirements or State Board of Education priorities. In addition, the Department reserves the right to change the dollar amount of grant awards to meet federal guidelines for grant awards.

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

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 and Nutrition Services and Child/Family/School Partnerships will initiate a grant award letter. The Associate Commissioner of the Division of Teaching and Learning Programs and 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.

## **XII. Obligations of Grantees**

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

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).

## **XIII. Freedom of Information Act**

All of the information contained in a proposal submitted in response to this RFP is subject to the provisions of Chapter 3 of the Connecticut General Statutes (Public Records and Meetings and Freedom of Information Act [FOIA] Sections 1-200 to 1-241, 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.

## **XIV. Annie E. Casey Foundation**

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

- a) the collaborative oversight entity has been provided the opportunity to review and comment on the grant application or proposal prior to submission to the Department;
- b) the proposal or application submitted provides information detailing the activities which assure priority access to services to children, youth, and families referred by the collaborative oversight entity; and

c) the applicant shall designate someone to act as liaison for the referral process.

## **XV. Timeline of Activities**

Conduct Bidders Conference and Technical Assistance Workshop	May 25, 2007
21 <sup>st</sup> Century Application – available on Connecticut Dept. of Education Website	May 25, 2007
21 <sup>st</sup> CCLC Applications Deadline	July 6, 2007
Peer Review of Applications	July 9 - 13, 2007
Grant Award Notices Mailed	July 31, 2007

## **XVI. Technical Assistance/Bidders Conference**

Technical Assistance/Bidders Conference  
Friday, May 25, 2007  
8:30 a.m. – 4:00 p.m.  
Rensselaer Polytechnic Institute at Hartford  
275 Windsor Street  
Hartford, CT 06120-2991

## **XVII. Application Deadline**

**Application (original and four copies) must be received at 25 Industrial Park Road, Middletown, Connecticut, Attn: Dr. Agnes Quiñones, Program Manager, by 4:30 p.m. on Friday, July 13, 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.**

### **Deliver to the attention of:**

Dr. Agnes Quinones  
State Department of Education  
25 Industrial Park Road  
Middletown, CT 06457

### **OR mail to:**

CT State Department of Education  
Bureau of Health and Nutrition Services and  
Child/Family/School Partnerships  
25 Industrial Park Road  
Middletown, CT 06457

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

## **XVIII. Application Checklist Before Submission**

A completed Application includes:

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

**APPENDIX A: GRANT COVER PAGE**

Date \_\_\_\_\_  
 P.L. 107-110, Section 401. 21<sup>ST</sup> CENTURY SCHOOLS

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
 Bureau of Health and Nutrition Services and Child/Family/School Partnerships

**21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER GRANT**

**GRANT COVER PAGE**

**Lead Applicant:** \_\_\_\_\_ **Identify:**  District \_\_\_\_\_  
 CBO \_\_\_\_\_  
 FBO \_\_\_\_\_  
 Other \_\_\_\_\_

**Partner Applicant:** \_\_\_\_\_ **Identify:**  District \_\_\_\_\_  
 CBO \_\_\_\_\_  
 FBO \_\_\_\_\_  
 Other \_\_\_\_\_

**Other Applicant:** \_\_\_\_\_

<p><b>Lead Grant Contact Person:</b> _____</p> <p><b>Address:</b> _____</p> <p><b>Town, State &amp; Zip Code:</b> _____</p> <p><b>Telephone:</b> _____</p> <p><b>E-mail Address:</b> _____</p>	<p><b>District Grant Contact Person:</b> _____</p> <p><b>Address:</b> _____</p> <p><b>Town, State &amp; Zip Code:</b> _____</p> <p><b>Telephone:</b> _____</p> <p><b>E-mail Address:</b> _____</p>
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*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.*

**(Choose one that applies)**

<p><b>Lead Applicant:</b> _____</p> <p><b>Name (typed):</b> _____</p> <p><b>Date:</b> _____</p>	<p><b>Superintendent:</b> _____</p> <p><b>Name (typed):</b> _____</p> <p><b>Charter School Director:</b> _____</p> <p><b>Name (typed):</b> _____</p> <p><b>RESC Director:</b> _____</p> <p><b>Name (typed):</b> _____</p> <p><b>Principal:</b> _____</p> <p><b>Name (typed):</b> _____</p> <p><b>Date:</b> _____</p>
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**APPENDIX B: APPLICATION/SCORING REVIEW RATING FORM**

SDE use only RFP category No. \_\_\_\_\_ Proposal No. \_\_\_\_\_

**Application Scoring/Reviewer Rating Form**

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 130

	<b>EXCELLENT</b> (well conceived and thoroughly developed)	<b>GOOD</b> (clear and complete)	<b>MARGINAL</b> (requires additional clarification)	<b>WEAK</b> (lacks sufficient information)	<b>INADEQUATE</b> (information not provided)
<b>A. NEED FOR PROJECT</b> (max. 10 points)					
Provides a description of the applicant community and the needs of the target population.	10	8	5	2	0
<b>SUBTOTAL</b> (max. 10 points)					
<b>TOTAL SCORE A (maximum 10 points) _____</b>					

	<b>EXCELLENT</b> (well conceived and thoroughly developed)	<b>GOOD</b> (clear and complete)	<b>MARGINAL</b> (requires additional clarification)	<b>WEAK</b> (lacks sufficient information)	<b>INADEQUATE</b> (information not provided)
<b>B. QUALITY OF PROJECT DESIGN</b>  (max. 45 points)					
Provides a description of the partnership between a local educational agency or school and community based organization (s) or another public or private organization.	10	8	5	2	0
Includes goals that are aligned with the performance standards in core academic subjects.	5	4	3	2	0
Addresses needs of target population.	5	4	3	2	0
Offers students a broad array of additional services, programs, and activities, such as youth development activities, drug, violence and pregnancy prevention programs, art music, and recreation, tech ed, and character education programs that are designed to reinforce and compliment the regular academic program of participating students.	5	4	3	2	0
Offer parents a broad range of activities that parallel the services programs and activities offered to participating students.	10	8	5	2	0
Documents logical and realistic project activities & timeline to accomplish project goals and objectives. (State Guidelines: 15 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
<b>SUBTOTAL</b>  (max. 45 points)					
<b>TOTAL SCORE B (maximum 45 points) _____</b>					

	<b>EXCELLENT</b> (well conceived and thoroughly developed)	<b>GOOD</b> (clear and complete)	<b>MARGINAL</b> (requires additional clarification)	<b>WEAK</b> (lacks sufficient information)	<b>INADEQUATE</b> (information not provided)
<b>C. ADEQUACY OF RESOURCES</b> <b>(max. 10 points)</b>					
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, (State Guidelines: Quality not Quantity).	5	4	3	2	0
<b>SUBTOTAL</b> <b>(max. 10 points)</b>					
<b>TOTAL SCORE C (maximum 10 points) _____</b>					

<b>D. QUALITY OF MANAGEMENT PLAN</b> <b>(max. 20 points)</b>					
Describes how the organization will disseminate information about the center (including location) 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 operation of proposed project, including parents, teachers, the business community, a variety of professional fields, recipients or beneficiaries of services, or others.	5	4	3	2	0

	<b>EXCELLENT</b> (well conceived and thoroughly developed)	<b>GOOD</b> (clear and complete)	<b>MARGINAL</b> (requires additional clarification)	<b>WEAK</b> (lacks sufficient information)	<b>INADEQUATE</b> (information not provided)
<b>SUBTOTAL</b> (maximum 20 points)					
<b>TOTAL SCORE D (maximum 20 points) _____</b>					
<b>E. QUALITY OF PROGRAM- EVALUATION:</b> (max. 15 points)					
Describes how program will meet the following principles of effectiveness based on: An assessment of objective data regarding need for the before- and after-school programs (including summer recess periods) and activities in the schools and communities); an established set of performance measures ensuring the availability of high-quality academic enrichment opportunities; and if appropriate, scientifically based research providing evidence that the program will help students meet state / local academic achievement standards.	15	10	5	2	0
<b>SUBTOTAL</b> (maximum 15 points)					
<b>TOTAL SCORE E (maximum 15 points) _____</b>					

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

<b>G. LITERACY, COMPONENT</b> (5 points)					
Literacy component is offered as part of the academic offering of the program, and <b>must</b> include small group instruction for low achieving students using strategies consistent with Connecticut's blue print for reading, Connecticut Framework for Language Arts or Research-based Literacy Practices.	5				
<b>SUBTOTAL</b> (5 points)					
<b>TOTAL SCORE G (5 points) _____</b>					

<b>H. MATHEMATICS AND SCIENCE COMPONENT</b> <b>(5 points)</b>					
Math or Science component is offered as part of the academic offering of the program, and must include small group instruction for low achieving students in the participating schools.	10				
<b>SUBTOTAL</b> <b>(10 points)</b>					
<b>TOTAL SCORE H (10 points)</b>					

<b>I. WELLNESS COMPONENT</b> <b>(5 points)</b>					
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				
<b>SUBTOTAL</b> <b>(5 points)</b>					
<b>TOTAL SCORE I (5 points) _____</b>					

***TOTAL SCORING CHART***

<b><i>CATEGORY</i></b>	<b><i>POINTS</i></b>
<b>A. Need for Project</b>	
<b>B. Quality of Project Design</b>	
<b>C. Adequacy of Resources</b>	
<b>D. Quality of Management Plan</b>	
<b>E. Quality of Program Evaluation</b>	
<b>F. Sustainability</b>	
<b>G. Literacy Focused Component</b>	
<b>H. M / S Component</b>	
<b>I. Wellness Component</b>	
<b>TOTAL SCORE (Maximum 130 pts)</b>	

# APPENDIX C: BUDGET AND BUDGET OBJECTIVE CODES

ED114 FISCAL YEAR 2008

21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER BUDGET FORM

GRANTEE NAME:		VENDOR CODE:			
GRANT TITLE: 21 <sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS					
PROJECT TITLE:					
CORE-CT CLASSIFICATION:		FUND: 12060	SPID: 20863	PROGRAM: 84131	
BUDGET REFERENCE: 2008		CHARTFIELD1: 170003	CHARTFIELD2:		
GRANT PERIOD: 07/01/07 - 06/30/08			AUTHORIZED AMOUNT:\$		
AUTHORIZED AMOUNT by SOURCE: CURRENT DUE:\$					
LOCAL BALANCE:\$		CARRY-OVER DUE:\$			
CODES	DESCRIPTIONS	BUDGET AMOUNT	MATCH	IN-KIND	TOTAL
100	PERSONAL SERVICES-SALARIES				
200	PERSONAL SERVICES-EMPLOYEE BENEFITS				
300	PURCHASED PROF/TECH SERVICES				
400	PURCHASED PROPERTY SERVICES				
500	OTHER PURCHASED SERVICES				
600	SUPPLIES				
700	PROPERTY				
800	OTHER OBJECTS				
	TOTAL				

\_\_\_\_\_ ORIGINAL REQUEST DATE

\_\_\_\_\_ REVISED REQUEST DATE

\_\_\_\_\_  
STATE DEPARTMENT OF EDUCATION  
PROGRAM MANAGER AUTHORIZATION

\_\_\_\_\_  
DATE OF  
APPROVAL

## **APPENDIX C: BUDGET AND BUDGET OBJECTIVE CODES**

### **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, nevertheless are part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and 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: Rentals-costs for renting or leasing land, buildings, equipment or vehicles; Repair and Maintenance services – expenditures for repairs and maintenance services not provided directly by grantee personnel, including contracts and agreements covering the upkeep of buildings and equipment; and Construction Services (Remodeling and Renovation) – payments to contractors for major permanent structural alterations and for the initial or additional installation of heating and ventilating systems, electrical systems, plumbing systems or other service systems in existing buildings. Utility services such as cleaning service, disposal service, snow plowing, lawn care, etc. could also be reported in this category. It is up to the program manager to inform applications what is an allowable purchased property service under a grant program. The review of the budget justification should reveal the existence of any unallowable item.

#### **500 Other Purchased Services**

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

#### **600 Supplies**

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

#### **700 Property**

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

**890 Other Objects (Miscellaneous Expenditures)**

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

**APPENDIX D: APPLICATION CHECKLIST**

Applicant Name: \_\_\_\_\_

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

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

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

- Application Cover Page
- Application Abstract
- Need for Project
- Project Design
- Adequacy of Resources
- Program Management Plan
- Project Evaluation
- Sustainability of Program Plan
- ED114
- Budget Narrative
- Appendix D
- Appendix E
- Appendix F
- Appendix G
- Appendix H
- Appendix I

**APPENDIX E: STATEMENT OF ASSURANCES**

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS

PROJECT TITLE:

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THE APPLICANT:

HEREBY ASSURES THAT:

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(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 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. Statute 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) 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; (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. Statute 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; (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. 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 Connecticut State Department of Education and availability of state or federal funds.

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

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## **APPENDIX F: 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, the applicant certifies that

(a) 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;

(b) 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;

(c) 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.

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

As required by the Drug-Free Workplace Act of 1988,

#### **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.

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

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:

(a) 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;

(b) Establishing an on-going drug-free awareness program to inform employees about -

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) 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 (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement; and

(2) 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;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (dX2) 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. (Room 3124, GSA Bldg 3).

(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 -

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

---

### **Certification**

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

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**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 G: AFFIRMATIVE ACTION PACKET IS ON FILE**

**CERTIFICATION THAT CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE**

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

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

**Signature of Authorized Official:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Name and Title:** \_\_\_\_\_

## APPENDIX H: PRIORITY SCHOOLS/DISTRICTS

### **PRIORITY SCHOOLS/DISTRICTS**

#### **BRIDGEPORT**

Basick High School  
Beardsley School  
Columbus School  
Harding High School

#### **HARTFORD**

Kinsella School  
Milner School  
Moylan School  
Weaver High School

#### **NEW HAVEN**

Clemente Middle School  
Hill Central School  
Hyde Leadership  
J. Robinson Middle School

#### **CONNECTICUT TECHNICAL HIGH SCHOOLS**

A.I. Prince  
E.C. Goodwin  
Eli Whitney  
J.M. Wright

**APPENDIX I. STAFF LETTER OF COMMITMENT**

**Staff Letter of Commitment (one per partner)**

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

**Print Name**

**Signature**

**Role**

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