

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**BUREAU OF HEALTH/NUTRITION, FAMILY SERVICES
AND ADULT EDUCATION**

Request for Proposals

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

2013-14

Purpose: To expand school-based learning time by 300 or more hours through a longer school day, week and/or year for addressing schoolwide priorities for all students.

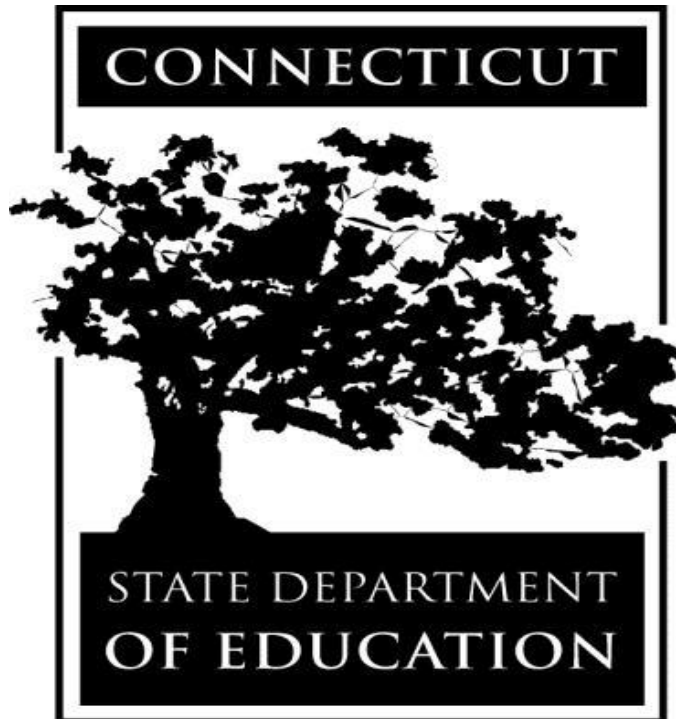
Pursuant to the *No Child Left Behind Act of 2001*, codified at 20 U.S.C. § 7171 et seq.

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

Application Due Date: August 29, 2013

RFP # 802

Connecticut State Department of Education



Stefan Pryor
Commissioner of Education

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Inquiries regarding the Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/American with Disabilities Act Coordinator, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, CT 06457, 860-807-2101, Levy.Gillespie@ct.gov.

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

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I. Purpose

The purpose of the 21st Century Community Learning Center Expanded Learning Time (21st CCLC ELT) Grant Program funding is to expand learning time by 300 or more hours through a longer school day, week and/or year for addressing schoolwide priorities for all students. Priorities include rigorous academics, differentiated supports, frequent data analysis, targeted teacher development, engaging enrichment and an enhanced school culture. This delivery model will include schools partnering with community agencies to provide student supports.

II. Eligible Applicants

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

The lead applicant must be a local educational agency (LEA), charter school or magnet school. Each lead agency must have an identified lead community partner. Community partners may include: community based organizations (CBOs), faith based organizations (FBOs), universities, colleges, regional education service centers (RESCs) or other nonprofit or for profit organizations.

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

Time Period

This will be a one-year, renewable grant based on program evaluation results and the availability of funds.

Size of Grants

The minimum grant award is \$50,000. The maximum grant award is \$150,000.

Number of Grants

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

III. Eligible Activities

Each eligible school/community partnership that receives an award may use the funds to carry out a broad array of activities that align to the schools instructional priority and advance student achievement. Examples include:

- time for additional core academic instruction including English, mathematics, science, and social studies;
- individualized academic intervention or acceleration based on an ongoing analysis of student achievement data (e.g., remedial education activities and academic enrichment learning programs);

- programming that provides limited English proficient student supports to emphasize language skills;
- engaging enrichment programming such as art and music education activities, technology education, health and wellness programming and programming that supports the development of a strong school culture of high expectations and academic achievement;
- programs that promote community and parental involvement; and
- programming that allows teachers and partnering staff to meet regularly for professional learning focused on improving instruction and data analysis to improve academic achievement and student engagement.

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

IV. Application Contents

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

1. Signed Grant Application Cover Page;
2. Application Abstract (no more than one page);
3. Table of Contents (one page);
4. Grant Requirements:
 - A. Need for Project (two pages maximum)
 - B. Project Design (seven pages maximum)
 - C. Adequacy of Resources (two pages maximum)
 - D. Management Plan (two pages maximum)
 - E. Sustainability of Program (one page maximum)
 - F. Affirmative Action Plan
5. Budget ED114, Budget Narrative (no more than two pages); and
6. Letters of Commitment from collaborating youth-serving organizations, LEAs and/or other public or private entities.

V. Grant Requirements

The following components must be included in the application:

A. Need for Project (*two pages maximum*)

1. 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. 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, dropout rates, teen pregnancy rates, achievement gaps, and adult literacy rates and education levels in the community).
2. Describe how your expanded school day and year will address up to three of your most pressing schoolwide priorities and how addressing these schoolwide priorities will remedy the risk factors for your student population described in A(1) above. The proposed project and all changes in your school day and year should be closely tied to the identified student needs and your schoolwide priorities.

B. Project Design (*seven pages maximum*)

1. Provide a description of the partnership between the LEA, school and community-based organization(s) or other public or private organization and how it will support your schoolwide priorities and outcomes.
2. Describe the extent to which the schoolwide priorities and outcomes to be achieved by the proposed project are clearly specified and measurable.

Guidance for applicants: Clearly describe the project activity and elaborate on how these goals and objectives are linked to the identified needs. Further, clearly delineate what role(s) partner organizations and staff will play in carrying out the design. Applicants should carefully tailor activities that address the specific needs of program participants to achieve desired outcomes. For example, as a result of the ELT, please describe what programming will be offered that has not been offered in the past. Also describe how school and community agency staff will vary their approaches to help meet a child's individual needs and how staff will collaborate with principals and teachers to assess a student's needs. Explain how the plan will integrate cost-lowering strategies such as blended learning, staggered teacher schedules and leveraging of all staff, including administrators, in order to maximize instructional time.

3. Identify staff to student ratios, including number of community agency staff on site.
4. Provide a training schedule for direct service (certified and noncertified) staff to attend a minimum of two professional development trainings per year related to ELT schoolwide priorities.
5. Clearly address how ELT will serve ALL students on a daily basis.
6. Clearly address how you will incorporate literacy components as part of the academic and enrichment offerings of the program. In addition, describe how you will include small group instruction for low-achieving students, using strategies consistent with your School Improvement Plan; *Connecticut's Blueprint for Reading*, *Connecticut Framework for Language Arts*, or *Research-based Literacy Practices*.
7. Clearly address how you will offer math and science components as part of the academic and enrichment offerings of the program and how you will provide small group instruction for low-achieving students.
8. Successful applicants must be clear in addressing the needs of potential dropouts and students who are otherwise at risk of academic failure, including students living in poverty and students with limited English proficiency.
9. Clearly describe the activities to support parent involvement and elaborate on how the goals and objectives of the program are integrated into the program design. These could include, for example, adult development activities, parent and child shared activities, governance and leadership activities and activities that link parents to schools.
10. Clearly address how the program will operate with a longer school day/week/year to ensure 300 or more hours of school time for **all** students. Please include start and end dates that the program will be involved with the school.

11. Provide student and teacher schedules of ELT. Plans must demonstrate how the expanded school schedule can be sustained. Plans must be designed to serve all students on a daily basis.
12. Please include letters of commitment or memoranda of understanding that clearly indicate the role and capacity of families, partner organizations, union leaders and district superintendent.
13. Programs must specifically describe the procedures in place to explain how children will travel safely to and from the program.

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

1. Proposals must:
 - clearly articulate and demonstrate a thoughtful analysis of the cost of the expanded school day or year;
 - leverage existing school and/or district resources and reallocate funds in order to support ELT;
 - clearly articulate how the expanded school day or year will be staffed and describe any major changes to staffing that will take place;
 - integrate cost-lowering strategies such as blended learning, staggered teacher schedules, and leverage all staff, including administrators, in order to maximize instructional time; and,
 - describe how the expanded school schedule can be maintained after one-year grants have been exhausted.
2. Detailed Budget and Budget Narrative: Provide a detailed budget narrative for year one (in appendix C) that itemizes how you will use grant funds, as well as funds from other sources. Grantees cannot use funds to purchase facilities or to support new construction.
Successful applicants must make sure that their budget will adequately cover program expenses.

D. Management Plan (*two pages maximum*)

1. Describe the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.
2. Describe how the organization will disseminate information about expanded learning time to the community in a manner that is understandable and accessible.
3. Demonstrate the applicant's and partner organization's experience and promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement and positive youth development of the students.
4. Describe 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.
5. Include charts, timetables and position descriptions for key staff are particularly

when describing the structure of your project and the procedures for successful management. Applicants should describe the role and responsibility of all key staff, and plans and resources for ongoing staff development and training. The CSDE recommends that applicants 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.

6. Describe how the community was provided with notice of intent to submit an application and that the application is available for public review.

E. Sustainability of Program (*one page maximum*)

1. The application must include a preliminary plan for continuation of the ELT program after federal funding.
2. Programs with proven effectiveness are those that are most likely to be sustained after the grant period ends. Sustainability plans must:
 - a. clearly articulate and demonstrate a thoughtful analysis of the cost of the expanded school day;
 - b. leverage existing school and/or district resources and reallocate funds in order to support the ELT;
 - c. describe how the expanded school schedule can be maintained after one-year grants have been exhausted;
 - d. describe how the school day or year will be staffed and describe any major changes to staffing that will take place; and
 - e. integrate cost-lowering strategies such as blended learning, staggered teacher schedules, and leveraging of all staff, including administrators, in order to maximize instructional time.

F. Affirmative Action Plan

If a current Affirmative Action Plan is on file with the CSDE Office of Affirmative Action, complete Appendix I and submit as part of the proposal. Applicants without an Affirmative Action plan on file with the CSDE must obtain and submit a completed packet with their grant application.

An Affirmative Action packet can be obtained by contacting:

Connecticut State Department of Education
Affirmative Action Office
25 Industrial Park Road
Middletown, Connecticut 06457-1543
Tel: 860-807-2101

One of the four copies submitted must include an original signature(s) of the authorized official(s).

VI. Year End Report and Evaluation Requirements

Each year, grantees are required to submit a Year End Report that describes project activities, accomplishments and outcomes. The two purposes of the Year End Report are to: (1) demonstrate that the grantee has made substantial progress toward meeting the objectives of the project as outlined in the grant application; and (2) collect data that addresses the performance indicators for the 21st CCLC program.

A funded applicant must commit to:

1. Providing a Year End Report that describes project activities, accomplishments and outcomes. The CSDE will provide more details about the Year End Report and performance outcomes in the technical assistance fall sessions.
2. Participating in evaluation studies and data collection conducted by the CSDE and their subcontractors. These studies may include site visits and interviews of staff, parents, students and educators and completing and returning evaluation surveys, which the CSDE will provide to the grantees during the grant period.
3. Participating in an oral interview or receiving an onsite visit to clarify application information. The CSDE will contact applicants if such information is needed.
4. Setting aside five percent of the grant budget to support the statewide systems evaluation project. Grantees may pay this money biannually to a designated agency. The first half of the payment will be due in October 2013 and the second half of the payment will be due in February 2014.
5. Providing program and student data for the statewide evaluation project in a timely manner.

VII. Review Process and Criteria

The CSDE will convene a panel to review all completed applications received by the due date. Grant awards will be negotiated and accepted, with modifications if necessary, in time for final award notification by September 18, 2013. Each application will be rated according to the criteria provided within the rating form found in Appendix B.

VIII. Management Control of the Program

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

IX. Grant Award Decisions

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

the CSDE reserves the right to change the dollar amount of grant awards to meet federal guidelines for grant awards.

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

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

X. 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.

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

XI. Freedom of Information Act

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

XII. 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 CSDE;
- 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.

XIII. Timeline of Activities

Application available on the Connecticut CSDE Web site	July 29, 2013
Application Deadline	August 29, 2013
Grant Award Notification	September 30, 2013

XIV. Application Deadline

Proposals (the original plus four photocopies) **must be received by 4:30 p.m. on August 29, 2013.**

Deliver or mail to the attention of:

Shelby Pons

Education Consultant

Connecticut State Department of Education

Bureau of Health/Nutrition, Family Services and Adult Education

25 Industrial Park Road

Middletown, CT 06457

NO EXTENSIONS SHALL BE GRANTED.

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

APPENDIX A: GRANT COVER PAGE

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

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

21ST CENTURY COMMUNITY LEARNING CENTER EXPANDED LEARNING TIME GRANT

GRANT COVER PAGE

Lead Applicant: _____ **Identify:** District

 CBO

 FBO

 Other

Partner Applicant: _____ **Identify:** District

 CBO

 FBO

 Other

Other Applicant: _____

Lead Grant Contact Person:

District Grant Contact Person:

Address:

Address:

Town, State & Zip Code:

Town, State & Zip Code:

Telephone:

Telephone:

E-mail Address:

E-mail Address:

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

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

The signature of the superintendent **and principal(s) is mandatory for the submission of the 21st CCLC Expanded Learning Time Grant application. Please note: by means of this signature, the principal and superintendent of schools is agreeing to provide the participants' Student Assigned State Identifier (SASID) numbers for reporting purposes.*

Principal's Signature:

Superintendent Signature:

Name (typed):

Date:

Charter School Director Signature:

Name (typed):

Name (typed):

APPENDIX B: APPLICATION/SCORING REVIEW RATING FORM

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

Application Scoring/Reviewer Rating Form

Lead Applicant: _____ Reader No. _____

School District: _____

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

Total Score of this proposal is _____

	EXCELLENT (well-conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
A. NEED FOR PROJECT (max. 10 points)					
Provides a description of the community and the extent to which the proposed project is appropriate to, and will successfully address the needs of the target population, including 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, dropout rates, teen pregnancy rates, achievement gap, and adult literacy rates and education levels in the community).	5	4	3	2	0

	EXCELLENT (well-conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
A. NEED FOR PROJECT (max. 10 points)					
Describes how the expanded school day and year will address up to three of the most pressing schoolwide priorities and how addressing these schoolwide priorities will remedy the risk factors for the student population. The proposed project and all changes in the school day and year should be closely tied to the identified student needs and schoolwide priorities.	5	4	3	2	0
SUBTOTAL					
TOTAL SCORE A (maximum 10 points) _____					

	EXCELLENT (well-conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
B. PROJECT DESIGN (max. 85 points)					
Provides a description of the partnership between the local educational agency, school and community-based organization(s) or another public or private organization and how it will support your schoolwide priorities and outcomes.	5	4	3	2	0
Describes the extent to which the schoolwide priorities and outcomes to be achieved by the proposed project are clearly specified and measurable.	5	4	3	2	0
Provides a clear delineation of the roles of the partner organizations and staff will play in carrying out the design.	5	4	3	2	0
Clearly describes what programming will be offered that has not been offered in the past.	5	4	3	2	0
Clearly describes how school and community agency staff will vary their approaches to help meet a child's individual needs.	5	4	3	2	0
Clearly describes how the plan will integrate cost-lowering strategies such as blended learning, staggered teacher schedules, and leverage all staff, including administrators, in order to maximize instructional time.	5	4	3	2	0
Identifies staff to student ratios, including number of community agency staff on site.	5	4	3	2	0
Provides a training schedule for direct service (certified and non-certified) staff to attend a minimum of two professional development trainings per year related to expanded learning time schoolwide priorities.	5	4	3	2	0
Explains how expanded learning time will serve ALL students on a daily basis	5	4	3	2	0

	EXCELLENT (well-conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
B. PROJECT DESIGN (max. 85 points)					
Clearly describes how the program will integrate small group instruction for low-achieving students, using strategies consistent with your School Improvement Plan, Connecticut’s Blueprint for Reading, Connecticut Framework for Language Arts or Research-based Literacy Practices	5	4	3	2	0
Clearly addresses how the program will offer math and science components as part of the academic and enrichment offerings of the program and how the program will provide small group instruction for low-achieving students.	5	4	3	2	0
Addresses the needs of potential dropouts and students who are otherwise at risk of academic failure, including students living in poverty and students with limited English proficiency.	5	4	3	2	0
Clearly describes the activities to support parent involvement and elaborates on how the goals and objectives of the program are integrated into the program design. These could include, for example, adult development activities, parent and child shared activities, governance and leadership activities and activities that link parents to schools.	5	4	3	2	0
Clearly addresses how the program will operate with a longer school day/week/year to ensure 300 or more hours of school time for all students. Please include start and end date that the program will be involved with the school.	5	4	3	2	0

	EXCELLENT (well-conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
B. PROJECT DESIGN (max. 85 points)					
Provides student and teacher schedules of expanded learning time. Plans demonstrate how the expanded school schedule will be sustained. Plans serve all students on a daily basis.	5	4	3	2	0
Includes letters of commitment or memoranda of understanding that clearly indicate the role and capacity of partner organizations, union leaders, district Superintendent, and evidence from families.	5	4	3	2	0
Program specifically describes how children will travel safely to and from the program.	5	4	3	2	0
SUBTOTAL					
TOTAL SCORE B (maximum 85 points) _____					

	EXCELLENT (well-conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
C. ADEQUACY OF RESOURCES (max. 25 points)					
Plan clearly articulates and demonstrates a thoughtful analysis of the cost of the expanded school day or year.	5	4	3	2	0
Plan leverages existing school and/or district resources and reallocates funds in order to support ELT.	5	4	3	2	0
Plan clearly articulates how the expanded school day or year will be staffed and describes any major changes to staffing that will take place.	5	4	3	2	0
Plan integrates cost-lowering strategies such as blended learning, staggered teacher schedules, and leverage all staff, including administrators, in order to maximize instructional time.	5	4	3	2	0
Describe how the expanded school schedule can be maintained after one-year grants have been exhausted.	5	4	3	2	0
SUBTOTAL					
TOTAL SCORE C (maximum 25 points) _____					

	EXCELLENT (well-conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
D. MANAGEMENT PLAN (max. 35 points)					
Describes 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.	5	4	3	2	0
Describes how the organization will disseminate information about expanded learning time to the community in a manner that is understandable and accessible.	5	4	3	2	0
Demonstrates the applicant's and partner organization's experience and promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement and positive youth development of the students.	5	4	3	2	0
Describes 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.	5	4	3	2	0
Provided charts, timetables and position descriptions for key staff and provides objectives, activities, events, beneficiaries and anticipated results.	5	4	3	2	0
Project budgets for a project director.	5	4	3	2	0
Describes how the community was provided with notice of intent to submit this application and was available for public review.	5	4	3	2	0
SUBTOTAL					
TOTAL SCORE D (maximum 35 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
E. SUSTAINABILITY (max. 15 points)					
Provides a plan to sustain the full scope of the program for continuation of the ELT program after federal funding.	5	4	3	2	0
Plan clearly articulates and demonstrates a thoughtful analysis of the cost of the expanded school day.	5	4	3	2	0
Plan leverages existing school and/or district resources, staff, administration and reallocates funds in order to support ELT.	5	4	3	2	0
SUBTOTAL					
TOTAL SCORE E (maximum 15 points) _____					

Summary of Scores

CATEGORY	POINTS
A. Need for Project (max 10 pts.)	
B. Project Design (max 85 pts.)	
C. Adequacy of Resources (max 25 pts.)	
D. Management Plan (max 35 pts.)	
E. Sustainability (max 15 pts.)	
TOTAL SCORE (Maximum 170 pts.)	

APPENDIX C: BUDGET AND BUDGET OBJECTIVE CODES

ED114 FISCAL YEAR 2014 21ST CENTURY COMMUNITY LEARNING CENTER EXPANDED LEARNING BUDGET FORM

GRANTEE NAME:		VENDOR CODE:			
GRANT TITLE: 21 ST CENTURY COMMUNITY LEARNING CENTERS					
PROJECT TITLE:					
CORE-CT CLASSIFICATION:		FUND: 12060	SPID: 20863	PROGRAM: 84131	
BUDGET REFERENCE: 2014		CHARTFIELD1: 170003	CHARTFIELD2:		
GRANT PERIOD: 07/01/13 - 09/30/14			AUTHORIZED AMOUNT:\$		
AUTHORIZED AMOUNT by SOURCE: CURRENT DUE:\$					
LOCAL BALANCE:\$		CARRY-OVER DUE:\$			
CODES	DESCRIPTIONS	BUDGET AMOUNT	MATCH	IN-KIND	TOTAL
100	PERSONAL SERVICES-SALARIES				
200	PERSONAL SERVICES-EMPLOYEE BENEFITS				
300	PURCHASED PROF/TECH SERVICES				
400	PURCHASED PROPERTY SERVICES				
500	OTHER PURCHASED SERVICES				
600	SUPPLIES				
700	PROPERTY				
890	OTHER OBJECTS				
	TOTAL				

_____ ORIGINAL REQUEST DATE

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

200 Personal Services – Employee Benefits

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

300 Purchased Professional and Technical Services

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

400 Purchased Property Services

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

500 Other Purchased Services

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

600 Supplies

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

700 Property

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

890 Other Objects (Miscellaneous Expenditures)

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

APPENDIX D: APPLICATION CHECKLIST

Applicant Name: _____

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

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

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

A completed Application includes:

- Signed Grant Application Cover Page
- Application Abstract
- Table of Contents
- Need for Project
- Project Design
- Adequacy of Resources
- Management Plan
- Sustainability of Program Plan
- Appendix C: Budget and Budget Narrative
- Appendix E: Statement of Assurances
- Appendix F: Certification Regarding Lobbying, Debarment and Suspension
- Appendix G: Affirmative Action Certificate
- Appendix H: Staff Letter of Commitment

APPENDIX E: Statement of Assurances

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: _____

THE APPLICANT: _____ **HEREBY ASSURES THAT:**

(insert Agency/School/CBO Name)

- A.** The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B.** The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C.** The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D.** The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E.** Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F.** Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G.** The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut 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 Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

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

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

of the contractor as relate to the provisions of this section and section 46a-56.

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

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

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

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

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

8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission,

the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

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

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

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

Signature: _____

Name: *(typed)* _____

Title: *(typed)* _____

Date: _____

APPENDIX F: CERTIFICATION REGARDING LOBBYING, DEBARMENT AND SUSPENSION

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

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

Certification

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

Name of Applicant	PR/AWARD Number and/or Project Name
Printed Name and Title of Authorized Representative	
Signature	Date

APPENDIX G: AFFIRMATIVE ACTION CERTIFICATE

**CERTIFICATION THAT A CURRENT
AFFIRMATIVE ACTION PLAN IS ON FILE**

I, the undersigned authorized official, hereby certify that the current affirmative action packet for

_____ is on file with the Connecticut State
[local school district name]

Department of Education. The Affirmative Action Plan is, by reference, part of this application.

Name of Authorized Official

Title

Signature of Authorized Official

Date

APPENDIX H. 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
