

ED 020
Rev. 9/16

P.L. 107-110

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
ACADEMIC OFFICE**

2016-17
Local Agency Application for Prevention and
Intervention
Programs for Children and Youth who are
Neglected, Delinquent or At-Risk
20 U.S.C. § 6301 et seq.
P.L. 107-110

Title I, Part D, Subpart 2

Applications Due: November 9, 2016

The Local Agency Application is due no later than 4:00 p.m. on Wednesday, November 9, 2016. One original and one copy are to be mailed or delivered to the following address:

Marion Lamprecht – Room 215
Connecticut State Department of Education
Academic Office
165 Capitol Ave., P.O. Box 2219
Hartford, CT 06145-2219



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Dr. Dianna R. Wentzell
Commissioner of Education

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of **race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut State and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.** Inquiries regarding the Department of Education's nondiscrimination policies should be directed to:

Levy Gillespie
Equal Employment Opportunity Director
State of Connecticut Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-807-2101
Levy.Gillespie@ct.gov

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CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Local Agency Application for Prevention and Intervention Programs for
Children and Youth who are Neglected, Delinquent or At-Risk**

**Title I, Part D of the Elementary and Secondary Education Act (ESEA) of 1965, as
amended by the No Child Left Behind Act of 2001
Subpart 2 – Local Agency Programs**

FY 2016-17

School District _____ **Code** _____

Title I Coordinator Contact Information:

Name: _____

Address: _____

Phone: _____ Fax: _____

E-mail: _____

CERTIFICATION

I certify that all statements contained herein are true and correct to the best of my knowledge,
and that all state and federal assurances shall be fully implemented.

Superintendent of Schools (signature):

Date Signed:

Superintendent of Schools (please type or print):

Phone:

E-mail:

CONSORTIUM MEMBERSHIP
(To be Completed by Fiscal Agent)

Name of Fiscal Agent: _____

Check here to indicate the district **is** applying as the fiscal agent for a consortium.

List below the consortium districts and their allocations.

Fiscal Agent	Allocation Amount
1.	\$
Participating District(s)	Allocation Amount
1.	\$
2.	\$
3.	\$
Total Amount of Consortium	\$

Please submit a Consortium Letter of Agreement for each of the above participating districts with the original signature of the authorized official as an attachment to this application. The Fiscal Agent enters all program and budget information on behalf of the participating district(s).

CONSORTIUM LETTER OF AGREEMENT FROM AUTHORIZED OFFICIALS

Date:	
Authorized Consortium Official:	
Title:	
District:	

Dear _____,
 (Authorized Consortium Official)

As the authorized official of _____, I agree to assign all of the
 (district)

district's 2016-17 Title I, Part D, Subpart 2 funds to the consortium headed by _____
 (fiscal agent)

Our district's Title I, Part D, Subpart 2 funds total \$ _____. In return, _____ will
 (exact amount) (fiscal agent)

coordinate all services and activities as noted in our joint proposal to the Connecticut State Department of Education.

_____ will also assure that all regulations and guidelines and Connecticut State Department of
 (fiscal agent)

Education requirements will be adhered to during the course of the entitlement program.

Thank you for your assistance with this matter.

ACCEPTANCE	
_____ (Authorized Accepting Official)	_____ (Date)

Sincerely,

 (Authorized Assigning Official)

PURPOSE

The purpose of this grant program is:

- to carry out high-quality education programs to prepare children and youth for secondary school completion, training, employment or further education;
- to provide activities to facilitate the transition of children and youth from the correctional program to further education or employment; and
- to operate programs in local schools for children and youth returning from correctional facilities and programs, which may serve at-risk youth.

ELIGIBILITY

Districts with high numbers or percentages of children and youth residing in locally operated (including county operated) correctional facilities for children and youth (including facilities involved in community day programs).

USE OF FUNDS

Funds awarded to districts may be used, as appropriate, for:

1. Programs that serve children and youth returning to local schools from correctional facilities to assist in the transition of such children and youth to the school environment and to help them remain in school in order to complete their education.
2. Dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least one year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency and gang members.
3. Coordination of health and social services for such individuals if there is a likelihood that the provision of such services will improve the probability that they will complete their education (services include day care, drug and alcohol counseling and mental health).
4. Special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education.
5. Programs providing mentoring and/or peer mediation.

REPORTING REQUIREMENTS

Each district must evaluate the program as detailed on page 7 of this application and shall:

- submit the evaluation results to the Connecticut State Department of Education (CSDE);
and
- use the results of the evaluation under this section to plan and improve subsequent programs for participating children and youth.

ACCOUNTABILITY

The CSDE may:

- reduce or terminate funding for projects under this subpart if a district does not show progress in reducing dropout rates for male and female students over a three-year period;
and
- require correctional facilities or institutions for neglected or delinquent children and youth to demonstrate, after receiving assistance under this subpart for three years, that there has been an increase in the number of children and youth returning to school, obtaining a secondary school diploma or its recognized equivalent, or obtaining employment after such children and youth are released.

APPLICATION REQUIREMENTS

In order to receive funding to operate the Title I, Part D, Subpart 2 program, please describe the program that the district will implement by addressing each of the following requirements. Attach as many pages as necessary.

1. **Program Narrative:** Provide a program narrative that clearly describes the use of Title I, Part D, Subpart 2 funds.
2. **Formal Agreements:** Submit a signed copy of the formal agreement between the district and the correctional facility for whom the district is fiscally responsible for Title I funds. It is the responsibility of districts and correctional facilities to collaborate and communicate in the preparation of a “formal agreement” that provides information describing programmatic and fiscal agreements and procedures information, including class scheduling, selection of students, numbers of students, payment terms and monitoring plans.

Note: See Appendix F for sample agreement.

3. **Coordination of Effort:** As appropriate, describe how participating schools will coordinate with facilities working with delinquent youth to ensure that such youth are participating in an education program comparable to the one operating in the local school such youth would attend.
4. **Support Programs:** Describe, as appropriate, the program operated by the participating school and the types of services they will provide to at-risk youth in participating schools and youth returning from correctional facilities.
5. **Student Characteristics:** Describe (a) the characteristics (including learning disabilities, substance abuse problems, behavioral and other special needs) of the youth who will be returning from correctional facilities and, as appropriate, other at-risk youth served by the program; **and** (b) how the district and participating schools will coordinate existing educational programs to meet the unique educational needs of such children and youth.
6. **Coordination with External Sources:** As appropriate, describe how schools will coordinate with existing social, health and other services to meet the needs of students returning from Neglected or Delinquent facilities, at-risk youth and other participating youth. These services would include prenatal health care and nutrition services related to the health of the parent and the youth, parenting and child development classes, child care, targeted reentry, outreach programs, and referrals to community resources and flexible class scheduling.
7. **Business Partnerships:** As appropriate, describe partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education and mentoring programs for children and youth.

8. **Parental Involvement:** As appropriate, describe how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities and prevent the involvement of their children in delinquent activities.
9. **Coordination with Other At-Risk Programs:** Describe how this program will be coordinated with other federal, state and local programs, such as programs under Title I of P.L.105-220 and vocational and technical education programs serving at-risk children and youth.
10. **Coordination under the Juvenile Justice and Delinquency Act:** Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.
11. **Assistance from Probation Officers:** As appropriate, describe how schools will work with probation officers to assist in meeting the needs of youth returning from correctional facilities.
12. **Individualized Education Program (IEP) Awareness:** Describe the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's existing individualized education program.
13. **Procedure(s) for Alternative Placements:** As appropriate, describe the steps participating schools will take to find alternative placements for youth interested in continuing their education but unable to participate in a regular public school program.
14. **Special Rule:** If 70 percent or more of the children and youth residing in the local Neglected or Delinquent (N or D) facilities will be returning to schools in the district, describe the program operated by the district and the types of transition services that will be provided to children and youth and others at risk.
15. **Student Selection:** Describe the process for identifying those students most in need of supplemental academic support under Title I, Part D, Subpart 2.

**ADDITIONAL APPLICATION REQUIREMENTS FOR CORRECTIONAL
FACILITIES (or Juvenile Detention Facilities) RECEIVING TITLE I, PART D,
SUBPART 2 FUNDS**

For each correctional/juvenile detention facility in the district that receives Title I, Part D, Subpart 2 funding, respond to the following program requirements on a separate page.

1. If a student is identified as in need of special education services while in the correctional facility, the local school district of the student should be notified.
 - Describe the facility's process for addressing this requirement.
2. Transition assistance services should be provided to help a student stay in school (i.e., coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, family counseling, etc.).
 - Describe the facility's process for providing transition services.
 - Provide contact information for the person responsible for transition services.
 - What transition services are provided for the student/family?
3. Support programs should be provided that encourage students who have dropped out of school to reenter school once their term at the correctional facility has been completed OR provide students with the skills necessary to gain employment OR seek a secondary school diploma/equivalent.
 - Describe the support programs and services that are provided for students.
4. The correctional facility should be staffed with teachers and other qualified staff who are trained to work with students who have special needs and take into consideration the unique needs of such children and youth.
 - How does the facility ensure that staff members have the training and experience to work with students who need special services?
 - Describe the professional development that will be provided to teachers and other staff members.
5. The correctional facility must ensure that educational programs are related to assisting students to meet high academic achievement standards.
 - Describe the educational programs and services to ensure the facility meets this requirement.
6. To the extent possible, technology should be used to assist in coordinating educational programs between the correctional facility and the community school.
 - Describe how the facility will use educational technology to meet this requirement.

STUDENT ASSESSMENT

Pre-and Post-test assessment is a method where academic achievement tests are administered to measure academic progress for students participating in educational programming while detained or incarcerated for a period of 90 days or more.

Complete the following table to document the program's student assessment practices using pre-post tests.

1. How soon are students pre-tested after entry into a facility?
2. When are students post-tested after the initial pretest?
3. Which assessment(s) does the facility use to test progress in **reading**?
4. Which assessment(s) does the facility use to test progress in **mathematics**?
5. How does the facility currently use assessment data? Check all that apply:
 - To report progress to students
 - To report progress to parents
 - To report progress to teachers/other school staff
 - To inform instructional/ curriculum decisions
 - To identify school strengths and weaknesses
 - To identify student strengths and weaknesses
 - To report progress to home school/district
 - To report progress to State Department of Education
 - To maintain students' educational records
 - None of the above
 - Other: _____

PROGRAM EVALUATION

Scope of Evaluation: Each district that conducts a program for children and youth who are neglected, delinquent or at-risk under Title I, Part D, Subpart 2 must evaluate the program, disaggregating data on participation by gender, race, ethnicity and age to determine the program's effect on the ability of participants to:

- maintain and improve educational achievement;
- accrue school credits that meet state requirements for grade promotion and secondary school graduation;
- make the transition to a regular program or other education program operated by a district;
- complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
- as appropriate, participate in postsecondary education and job training.

1. Describe how student progress will be measured and reported.
2. Describe how the most recent evaluation results will be used for program planning and improvement.

GRANTEE NAME:		TOWN CODE:
GRANT TITLE: TITLE I, (ESEA) LOCAL N & D		
PROJECT TITLE: NEGLECTED AND DELINQUENT		
FUND:12060 SPID: 20679 YEAR: 2017 PROG: 82070 CF1: 170002 CF2:SDE00006		
GRANT PERIOD: 07/01/2016 - 09/30/2018		AUTHORIZED AMOUNT:\$
CODES	DESCRIPTIONS	BUDGET AMOUNT
100	PERSONAL SERVICES/SALARIES	
200	PERSONAL SERVICES/EMPLOYEE BENEFITS	
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES	
400	PURCHASED PROPERTY SERVICES	
500	OTHER PURCHASED SERVICES	
600	SUPPLIES	
700	PROPERTY	
800	DEBT SERVICES AND MISCELLANEOUS	
914	INTERNAL TRANSFERS	
917	INDIRECT COSTS	
	TOTAL	

_____ ORIGINAL REQUEST DATE _____ STATE DEPARTMENT OF EDUCATION _____ DATE OF APPROVAL
 _____ REVISED REQUEST DATE _____ PROGRAM MANAGER AUTHORIZATION

BUDGET NARRATIVE

A detailed summary explanation must be provided for each line item expenditure noted in your budget. Note: All Title I instruction must be supplemental to the regular program of instruction.

<u>Line Item (Code and Name)</u>	<u>Amount</u>	<u>Explanation</u>
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APPENDIX A:

AFFIRMATIVE ACTION CERTIFICATE

CERTIFICATION THAT CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE

*According to the Connecticut Commission on Human Rights and Opportunities (CHRO) **municipalities** that operate **school districts** and also file a federal and/or state Affirmative Action Plan(s) are exempt from the requirement of filing an Affirmative Action Plan with the Connecticut State Department of Education. **Agencies with an Affirmative Action Plan on file need to certify such by signing the statement below.***

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

Signature of Authorized Official: _____ Date: _____

Name and Title: _____

APPENDIX B

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, 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.

1. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

APPENDIX C

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. NON-DISCRIMINATION

(a) For purposes of this Section, the following terms are defined as follows:

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and "contract" include any extension or modification of the Contract or contract;
- (3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- (4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
- (5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "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;
- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;

(9) "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 Connecticut General Statutes § 32-9n; and

(10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

(b)

(1) 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, gender identity or expression, intellectual disability, mental disability 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; and 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, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) 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; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the 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; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation

or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) 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 Connecticut General Statutes § 46a-56. If the contract is a public works contract, 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 public works projects.

- (c) 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.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) 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 Connecticut General Statutes §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.
- (f) 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.
- (g)
 - (1) 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 the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) 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; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) 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 Connecticut General Statutes § 46a-56.

- (h) The Contractor shall include the provisions of the foregoing paragraph 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 Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

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

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

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

Superintendent Signature: _____

Name: *(typed)* _____

Title: *(typed)* _____

Date: _____

APPENDIX D

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:

1. 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.
2. 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
3. The applicant shall designate someone to act as liaison for the referral process.

APPENDIX E

MANAGEMENT AND CONTROL OF THE PROGRAM AND GRANT CONSULTATION ROLE OF THE STATE

The grantee has overall management control of the grant. While state agency staff may be consulted for their expertise, they will not be directly responsible for the selection of subgrantees or vendors, nor will they be directly involved in the expenditure and payment of funds obligated by the grantee or subgrantee.

APPENDIX F
Sample Formal Agreement
(For use with Correctional Facilities)

The following formal agreement, required by the Title I, Part D Program, has been reached between _____ (district) and _____ (correctional facility). The _____ (district) will act as the fiscal agent and program monitor of the Title I, Part D program. _____ (correctional facility) will utilize Title I, Part D funds to fulfill the following federal program requirements:

- (1) where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under part B of the Individuals with Disabilities Education Act;
- (2) if the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need;
- (3) where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
- (4) provide support programs that encourage children and youth who have dropped out of school to reenter school once their term at the correctional facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent;
- (5) work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;
- (6) ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards;
- (7) to the extent possible, use technology to assist in coordinating educational programs between the correctional facility and the community school;
- (8) where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;
- (9) coordinate funds received under this subpart with other local, state, and federal funds available to provide services to participating children and youth, such as funds made available under Title I of Public Law 105-220, and vocational and technical education funds;
- (10) coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and
- (11) if appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth.

Signed:

_____ Correctional Facility Director

Date: _____

_____ School District Coordinator

Date: _____