

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
BUREAU OF HEALTH/NUTRITION, FAMILY SERVICES  
AND ADULT EDUCATION

**Request for Proposals (RFP)**

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

2016-17

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

Pursuant to the *Elementary and Secondary Education Act, as amended, December 2015, Title IV, Part B.*

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:** September 16, 2016

RFP #132





CONNECTICUT STATE  
DEPARTMENT OF EDUCATION

Dianna R. Wentzell  
Commissioner of Education

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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

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## **I. Purpose**

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

The purpose of the grant is to fund *community-learning centers* that provide students with academic and enrichment opportunities outside of regular school hours. Centers, which can be located in elementary or secondary schools or other similarly accessible facilities, provide a range of high-quality services to support student learning and development. At the same time, centers help support families by offering them educational development opportunities and providing a safe environment for students when school is not in session.

The specific purposes of the 21<sup>st</sup> CCLC program are to:

- provide opportunities for academic enrichment, including homework help and tutorial services to students, particularly those who attend schools with a demonstrated need for services, to meet state and local student performance standards in core academic subjects, such as reading, mathematics and science;
- offer students a broad array of additional services, programs and activities, such as: youth development activities; drug, violence and pregnancy prevention programs; counseling; project-based learning; art, music, technology education programs; service learning; character education and recreation programs that are designed to reinforce and complement the regular academic program of participating students; and
- offer families of students served by community learning centers opportunities for literacy and related educational development, such as: adult development activities, family activities, opportunities for governance and leadership involvement and participation in school and program events.

There are two 21<sup>st</sup> CCLC program options. The application cover sheet must identify one of the following options:

- A. Elementary and/or Middle School 21<sup>st</sup> CCLC; or
- B. High School 21<sup>st</sup> CCLC.

## **II. Eligible Applicants**

Eligible applicants must serve schools where at least 40 percent of students are eligible to receive free or reduced price meals. If a school's data have changed due to school closings and/or redistricting, the Connecticut State Department of Education (CSDE) reserves the right to award or deny eligibility. Applicants may submit more than one proposal.

The following entities are eligible applicants:

- all local educational agencies (LEAs), endowed academies, charter and magnet schools;
- Regional Educational Service Centers (RESCs) applying on behalf of LEAs or magnet schools;
- Community-based organizations (CBOs), including faith-based organizations (FBOs) and other public or private organizations in partnership with a local school or school district; and
- a consortium of two or more of the above-mentioned agencies, organizations or entities.

All proposals require signatures from the applicant school district's superintendent and principal(s) of the participating school(s). **These signatures serve as attestation to the accuracy of the information provided in the proposal and certify compliance with state and federal laws and regulations, including the sharing of State Assigned Student Identifier (SASID) numbers for the CSDE data collection and reporting.**

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

#### *Time Period*

A 21<sup>st</sup> CCLC grant cannot exceed five years. Continuation of funding within the five-year grant cycle is contingent upon compliance with state and federal guidelines, including student attendance and data requirements, use of funds and adequate progress towards program goals. Programs will be required to submit an End-of-Year Report and budget prior to receipt of funding each year.

#### *Size of Grants*

Grant funding requests can range from a minimum of \$50,000 to a maximum of up to \$200,000. The average cost per center ranges from \$150,000 to \$200,000, serving an average of 150 students and their families. Costs per center may be higher or lower depending on the number of individuals served, the array of activities offered and the availability of additional resources. The initial grant award will be maintained annually in years one, two and three. In year four, the process toward sustainability will commence and the applicant will receive 75 percent of the initial grant award. In year five, the applicant will receive 50 percent of the initial grant award.

#### *Number of Grants*

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

### **IV. Eligible Activities**

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

- mandatory homework help: staff must circulate and provide students with necessary resources and assistance and appropriate activities to support homework completion;
- educational activities and academic enrichment learning programs;
- science, technology, engineering and/or mathematics (STEM) activities;
- arts and music education activities;
- entrepreneurial education programs;
- tutoring services and mentoring programs;
- activities for English Language Learners (ELLs) that emphasize language skills and academic achievement;
- health and wellness activities;
- recreational activities;
- telecommunications and technology education programs;
- expanded library service hours;
- programs that promote family engagement and family literacy skills;
- assistance to students who have been chronically absent, truant or suspended;

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- drug, violence and pregnancy prevention programs, counseling programs, and character education programs, as described in Section 7175(a) of the ESEA (or section 4205(a) of the *No Child Left Behind Act of 2001*);
- service learning activities;
- global education and world languages;
- college and career readiness activities, including mentoring programs and internships; and
- credit completion and recovery programs.

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

### V. Application Format

The grant application must be double-spaced and set at 12-point font. A table of contents must be included that references the responses to the required grant sections. Pages must be numbered consecutively, beginning with the abstract page. Visual information, such as charts and graphs, to help simplify evaluator understanding, should be included whenever appropriate.

The following sections must be included:

- Signed Grant Application Cover Page (Appendix A- one page);
- Application Abstract (Appendix B- maximum one page);
- Table of Contents (maximum one page);
- Application Narrative (maximum 17 pages);
- Need for Project (maximum two pages);
- Partnerships and Collaboration (maximum four pages);
- Program Elements (maximum five pages);
- Program Administration (maximum four pages);
- Expenditure of Funds and Sustainability (maximum two pages);
- Budget and Budget Objective Codes (Appendix D);
- Statement of Assurances (Appendix F);
- Certification Regarding Lobbying, Debarment and Suspension (Appendix G);
- Affirmative Action Certificate (Appendix H); and
- Letters of Commitment (Appendix I).

Note: Please see Appendix E for checklist of required elements.

The original and three (3) copies of the proposal with one (1) bearing the **original** signatures of the officials legally authorized to apply is required in order for the application to be accepted and reviewed. All proposals submitted become the property of the CSDE and a part of the public domain.

## **VI. Application Narrative**

The following components must be included in the application:

### **A. Need for Project (6 points, two pages maximum)**

Clearly and specifically outline the needs of the schools and communities targeted and how this funding will address demonstrated needs.

1. Provide a description of the applicant community and the needs of the target population. Cite factors that place students at-risk of educational failure in the communities to be served, (e.g., poverty rates, percentage of ELL students and adults, chronic absenteeism and dropout rates, teen pregnancy rates, education levels and employment rates of adults in the community).
2. Describe how the proposed project will successfully address the needs of the target population. A needs assessment may be helpful in determining the needs of the community and the gaps in services available.

### **B. Partnerships and Collaboration (30 points, four pages maximum)**

Identify partner agencies and describe an established plan for ongoing communication and collaboration for the purposes of the proposed project.

1. Provide a detailed description of the partnership between the LEA(s) or school(s) and CBO(s) or other public or private organizations and how identified partners will address the specific needs of the target population.
2. Describe the collaboration between partners in the project development and grant writing process.
3. Clearly delineate roles of partners, including:
  - a. specific responsibilities of designated staff;
  - b. supervision, evaluation and supports for staff;
  - c. plans for ongoing communication; and
  - d. allocation of resources.
4. Describe how program staff will collaborate with school day teachers and disseminate information about program offerings and goals.
5. Describe how professional development and training opportunities will be shared between partner organizations.
6. Include letters of commitment from the superintendent and administration that programs have the capacity to invest time and resources to support program start-up and implementation as specified in the grant proposal notwithstanding a delay in funding.
7. Include memoranda of understanding or memoranda of agreement (MOU/MOA) that clearly indicate the role and capacity of each partner organization.

### **C. Program Elements (63 points, five pages maximum)**

Clearly and specifically describe how the program will operate.

1. Identify target population, including:
  - a. total number of students to be served per site;
  - b. grades to be targeted; and

- c. recruitment strategies.

*Programs must be designed to serve the same students consistently over time.*

***Applicants for Part B: High schools are advised to limit the maximum target number to 50 students per grant. High school programs that have demonstrated the most success, have served target numbers of less than 50 students, providing targeted services to meet individual needs.***

2. Include a chart to outline days and hours of operation, including:
  - a. start date, end date, days per week and hours per day;
  - b. total expected weeks of programming; and
  - c. before school, Saturday, vacation and summer offerings.

*Programs must run for a minimum of 25 weeks per school year. Exemplary programs will provide services throughout the school year, beginning the first week of school and ending the last week of school, for approximately 35 weeks.*

***Programs must start operation as outlined in the grant proposal notwithstanding a delay in funding.***

*Elementary school programs must operate at least four days a week for a minimum of two and a half hours per day. Middle and high school programs must operate for at least three days a week for a minimum of two hours per day.*

3. Describe project goals and objectives and how they are linked to identified needs. Explain how your project will provide services and activities during extended hours that are not currently available during the regular school day.
4. Describe homework time, including:
  - a. facility space;
  - b. days and hours offered;
  - c. staff to student ratios; and
  - d. available activities for students who have completed homework.
5. Address how you will incorporate literacy, math and science components as part of the academic and enrichment offerings of the program, including:
  - a. facility space;
  - b. days and hours of offerings; and
  - c. staff to student ratios.
6. Outline offerings for health, nutrition and recreational programming as part of the academic enrichment and recreational offerings of the program.
7. Describe how the program will offer students a broad array of additional services, programs and activities that are designed to reinforce and complement the regular academic program of participating students.

*High school programs must include college and career readiness activities.*

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8. Address how the program will attempt to meet the individual and specific needs of students, including: students with Individualized Education Plans (IEP's); ELL students; and those at risk of academic failure.
9. Outline plans to incorporate cultural competency practices into activity offerings and overall program environment.
10. Describe activities to support ongoing family engagement.
11. Describe how snack and/or supper will be provided for program participants.

*Applicants writing to serve schools where at least 50 percent of the student population receives free or reduced price meals, are eligible to participate in the Child and Adult Care Food Program (CACFP) to offer reimbursable snacks and/or supper options after school.*

12. Address how children will travel safely to and from the program.

**D. Program Administration (33 points, four pages maximum)**

Clearly and specifically describe how the program will be implemented.

1. Include an organizational chart of key staff, outlining:
  - a. identified roles (must designate a program director, program coordinator and data person);
  - b. percentage of time staff will be dedicated to the project;
  - c. credentials and backgrounds; and
  - d. roles and responsibilities.
2. Provide a training schedule for direct service (certified and noncertified) staff to attend a minimum of two professional development trainings per year.

*At least two program representatives must attend three Networking Meetings each year.*

*Program directors and coordinators must be trained in the Assessment of Program Practices (APT) tool for assessment of programs.*

3. Describe the adequacy of support, including:
  - a. safe and accessible facilities;
  - b. leverage of existing school resources (e.g. computer labs, libraries, classrooms, etc.); and
  - c. partner contributions of resources (e.g. use of community recreational areas, staff, supplies, etc.).
4. Address how the community has been provided with notice of intent to submit an application and that the application is available for public review.
5. Outline the process through which eligible private school students will be notified of the program and how officials were included in the planning and design of this proposal.

*Federal Non-Regulatory Guidance states that students who attend private school and reside in an area served by the 21<sup>st</sup> CCLC school are eligible to attend the 21<sup>st</sup> CCLC program.*

*It is the responsibility of the 21<sup>st</sup> CCLC program to notify all private schools in the district of this opportunity.*

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*Services and benefits provided to private school students must be secular, neutral, and non-ideological.*

6. Describe how the organization will disseminate information about the center (including location) to the community in a manner that is understandable and accessible.

### **E. Expenditure of Funds and Sustainability (24 points, two pages maximum)**

Outline projected use of funds and plans for sustainability of programming outside of 21<sup>st</sup> CCLC funding.

1. Provide a budget (Appendix D: ED114) and **detailed** budget narrative for year one that itemizes use of 21<sup>st</sup> CCLC funds, as well as funds from other sources, including:
  - a. per pupil allocation (maximum of \$2,000 per pupil for elementary and/or middle school and a maximum of \$2,500 per pupil for high school);
  - b. transportation costs (maximum of 20 percent of total budget);
  - c. professional development and mileage reimbursement costs (including costs for substitutes to allow necessary staff to attend trainings);
  - d. appropriate personnel (including allocated hours to complete necessary tasks);
  - e. family engagement activities (**required** five percent commitment **each** year);
  - f. professional development, database management, quality advising, technical assistance, evaluation costs (**required** five percent commitment during **year one** of funding to cover the five year grant cycle); and
  - g. in-kind or matching contributions (cannot be derived from other state or federal funds).

*Grantees cannot use funds to purchase facilities or support new construction.*

*21<sup>st</sup> CCLC funds cannot be used to support large technology purchases. Any funds dedicated for purchase of technology must specifically be used to support the grant.*

2. Describe the fee structure, if applicable, or indicate that a fee structure will not be instituted.

*Applicants may establish a sliding fee scale that takes into account the financial need of the students and families targeted for services.*

*Applicants that choose to establish a fee structure must provide a narrative that explains the fee structure, its administration and management.*

*Eligible students cannot be turned away from 21<sup>st</sup> CCLC funded programming for inability to pay or lack of payment.*

*Funded applicants must submit documentation outlining policies and procedures for instituting a fee scale if applicable and notification to families that students are eligible to attend programming regardless of ability to pay. The LEA or CBO shall be responsible for the administration of such fees. Fees collected from the 21<sup>st</sup> CCLC program must be used to support 21<sup>st</sup> CCLC programming during the same fiscal year.*

3. Outline a plan to sustain the full scope of the program in years four and five, when funding is decreased (75 percent in year four and 50 percent in year five) and beyond the five year grant cycle.

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

## **VII. Funding History and Experience**

***This section is for applicants who have a funding history with the 21<sup>st</sup> CCLC Grant. Programs can lose up to 6 points in this section based on performance.***

The CSDE program manager will assess the most recent year's performance data for any applicant who has received or is receiving 21<sup>st</sup> CCLC funding, since 2008. Assessment will be based on the following criteria:

1. Program operations followed the grant proposal, including number of weeks, days and hours that services were provided.
2. Program served the number of students targeted in the grant proposal or approved change request.
3. Program met goals for participant attendance expectations.

*Elementary and middle school programs must maintain 60 percent average daily attendance.*

*High school programs must show that 75 percent of the targeted number of students attended a minimum of 50 days within the program year.*

## **VIII. Data Collection, Evaluation, Quality Improvement and Professional Development**

### *Data Collection*

A funded applicant must commit to submission of program and student data for Monthly Attendance Reports by the seventh day of each month of programming. The data to be collected will include:

1. Program data:
  - a. site information;
  - b. details of activities offered (e.g. start and end dates, type of activity);
  - c. teacher surveys; and
  - d. staff information.
2. Student data:
  - a. SASID information;
  - b. student demographics;
  - c. program attendance; and
  - d. school attendance.

*Elementary and middle school programs are required to meet a minimum of 60 percent average daily attendance. High school programs are required to meet quarterly benchmarks to ensure that 75 percent of the targeted number of students reach 50 total days of attendance by the end of the program year.*

*Programs must designate a staff member for data entry. Identified staff must attend database trainings and address data issues by required deadlines.*

*Programs that do not meet attendance requirements are subject to a decrease in funding or termination of funding.*

#### *Evaluation*

Programs must complete an End-of-Year Survey by June 30<sup>th</sup> of each year of funding describing project activities, accomplishments and outcomes. The End-of-Year Survey is used to demonstrate progress in meeting program objectives and to collect data that addresses the performance indicators of a quality after-school program.

#### *Quality Improvement*

Programs must participate in a designated quality improvement process with the CSDE and subcontracted providers. This process may include trainings, meetings, conference calls, scheduled site visits for program observation and feedback and interviews with administrators, staff, families and students.

Programs must submit appropriate forms and receive prior approval from the CSDE Program Manager before any changes are made that differ substantially from what is presented in the grant application.

#### *Professional Development*

Programs must send a representative team to required CSDE Technical Assistance Workshops and Networking Meetings (maximum of four per year).

## **IX. Licensing Requirement**

Please note that programs receiving funding through this grant may be obligated to meet child day care licensing requirements, as defined under Connecticut General Statutes, Section 19a-77. Programs that are operated by public schools may be exempt from this requirement. For more information, please see the following Web site: <http://www.ct.gov/oec/cwp/view.asp?a=4542&q=544636> or call the Connecticut Department of Early Childhood at (860) 509-8045 for more information.

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

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

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

## **XI. 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 October 2016. Each application will be rated according to the criteria provided within the rating form found in Appendix C.

## **XII. 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.

## **XIII. Priority Points and Grant Award Decisions**

The CSDE reserves the right to award in part, to reject all proposals, in its entirety or in part, and to waive technical defects, irregularities or omissions if, in its judgment, the best interest of the state would be served. After receiving the grant application, the 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 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.

## **XIV. 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-l 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.

## **XV. 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.

### **XVI. 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.

### **XVII. Timeline of Activities**

21 <sup>st</sup> Century Application – available on the CSDE Web site	August 5, 2016
Bidders Conference	August 15, 2016
21 <sup>st</sup> Century Community Learning Center Application Deadline	September 16, 2016
Grant Award Notification	October 2016

### **XVIII. Application Deadline**

**Proposals (original plus 3 copies) must be received by 4:30 p.m. on Friday, September 16, 2016.**

**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 the Affirmative Action Packet, which are components of all proposals.

**APPENDIX A: GRANT COVER PAGE**

Date: \_\_\_\_\_

P.L. 107-110, Section 401. 21<sup>st</sup> CENTURY SCHOOLS

Check **one** option below:  
 \_\_\_ Option A Elementary and/or Middle School  
 \_\_\_ Option B High School

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

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

<u>Lead Applicant</u>	<u>Partner Applicant</u>
Organization: _____	Organization: _____
Contact Person: _____	Contact Person: _____
Address: _____	Address: _____
City, State, Zip Code: _____	City, State, Zip Code: _____
Telephone: _____	Telephone: _____
Email: _____	Email: _____
Check one: <input type="checkbox"/> School District <input type="checkbox"/> Community-based Organization <input type="checkbox"/> Faith-based Organization <input type="checkbox"/> Other _____	Check one: <input type="checkbox"/> School District <input type="checkbox"/> Community-based Organization <input type="checkbox"/> Faith-based Organization <input type="checkbox"/> Other _____

*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:*

*Please note: by means of this signature, the Superintendent of Schools is agreeing to provide the Lead Applicant access to participants' Student Assigned State Identifier (SASID) numbers for reporting purposes.*

<u>Superintendent</u>	<u>School Principal</u>
Name (print): _____	Name (print): _____
Title: _____	Title: _____
Signature: _____	Signature: _____
Date: _____	Date: _____

**APPENDIX B: ABSTRACT PAGE FORMAT**

Starting on a separate sheet, provide a **one page**, single-spaced abstract of the after-school program. Insert the abstract immediately following the cover page. You must include the following information. Be sure to list the information in the tables included below.

- Program Name:**
- Program Director:**
- Program Director Email and Phone:**
- Lead Applicant Organization:**
- Total Annual Budget Amount Requested:**

Site and schools served by each site	Grades served	Partners	Target number of students served

Program start date	Program end date	Total weeks of operation	Days and hours of operation

**Objectives:** Briefly state the objectives of the project (one paragraph).

**Project Design:** Provide a brief description of the overall plan for the project (one paragraph).

**APPENDIX C: APPLICATION SCORING/REVEIWER RATING FORM**

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

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 \_\_\_\_\_ Maximum Score is 156

	<b>EXCELLENT</b> (well-conceived and thoroughly developed)	<b>GOOD</b> (clear and complete)	<b>MARGINAL</b> (requires additional clarification)	<b>INADEQUATE</b> (lacks sufficient information/not fundable)
<b>A. NEED FOR PROJECT</b> (max. 6 points)				
1. Provide a description of the applicant community and the needs of the target population. Cite factors that place students at-risk of educational failure in the communities to be served, (e.g., poverty rates, percentage of ELL students and adults, chronic absenteeism and dropout rates, teen pregnancy rates, education levels and employment rates of adults in the community).	3	2	1	0
2. Describe how the proposed project will successfully address the needs of the target population. A needs assessment may be helpful in determining the needs of the community and the gaps in services available.	3	2	1	0
<b>SUBTOTAL</b>				

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<b>B. PARTNERSHIPS AND COLLABORATION (max. 30 points)</b>				
1. Provide a detailed description of the partnership between the LEA(s) or school(s) and CBO(s) or other public or private organizations and how identified partners will address the specific needs of the target population.	3	2	1	0
2. Describe the collaboration between partners in the project development and grant writing process.	3	2	1	0
3. Clearly delineate roles of partners, including:				
a. specific responsibilities of designated staff;	3	2	1	0
b. supervision, evaluation and supports for staff;	3	2	1	0
c. plans for ongoing communication; and	3	2	1	0
d. allocation of resources.	3	2	1	0
4. Describe how program staff will collaborate with school day teachers and disseminate information about program offerings and goals.	3	2	1	0
5. Describe how professional development and training opportunities will be shared between partner organizations.	3	2	1	0
6. Include letters of commitment from the superintendent and administration that programs have the capacity to invest time and resources to support program start-up and implementation, as specified in the grant proposal, notwithstanding a delay in funding.	3	2	1	0
7. Include memoranda of understanding or memoranda of agreement (MOU/MOA) that clearly indicate the role and capacity of each partner organization.	3	2	1	0
<b>SUBTOTAL</b>				

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	<b>EXCELLENT</b> (well-conceived and thoroughly developed)	<b>GOOD</b> (clear and complete)	<b>MARGINAL</b> (requires additional clarification)	<b>INADEQUATE</b> (lacks sufficient information/not fundable)
<b>C. PROGRAM ELEMENTS</b> (max. 63 points)				
1. Identify target population, including:				
a. total number of students to be served per site;	3	2	1	0
b. grades to be targeted; and	3	2	1	0
c. recruitment strategies.	3	2	1	0
2. Include a chart to outline days and hours of operation, including:				
a. start date, end date, days per week and hours per day;	3	2	1	0
b. total expected weeks of programming; and	3	2	1	0
c. before school, Saturday, vacation and summer offerings.	3	2	1	0
3. Describe project goals and objectives and how they are linked to identified needs. Explain how your project will provide services and activities during extended hours that are not currently available during the regular school day.	3	2	1	0
4. Describe homework time, including:				
a. facility space;	3	2	1	0
b. days and hours offered;	3	2	1	0
c. staff to student ratios; and	3	2	1	0
d. available activities for students who have completed work.	3	2	1	0
5. Address how you will incorporate literacy, math and science components as part of the academic and enrichment offerings of the program, including:				
a. facility space;	3	2	1	0
b. days and hours of offerings; and	3	2	1	0
c. staff to student ratios.	3	2	1	0
7. Outline offerings for health, nutrition and recreational programming as part of the academic enrichment and recreational offerings of the program.	3	2	1	0

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8. Describe how the program will offer students a broad array of additional services, programs and activities that are designed to reinforce and complement the regular academic program of participating students. <i>High school programs must include college and career readiness activities.</i>	3	2	1	0
9. Address how the program will attempt to meet the individual and specific needs of students, including, students with Individualized Education Plans (IEP's), ELL students and those at risk of academic failure.	3	2	1	0
10. Outline plans to incorporate cultural competency practices into activity offerings and overall program environment.	3	2	1	0
11. Describe activities to support ongoing family engagement.	3	2	1	0
12. Describe how snack and/or supper will be provided for program participants.	3	2	1	0
13. Address how children will travel safely to and from the program.	3	2	1	0
<b>SUBTOTAL</b>				

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	<b>EXCELLENT</b> (well-conceived and thoroughly developed)	<b>GOOD</b> (clear and complete)	<b>MARGINAL</b> (requires additional clarification)	<b>INADEQUATE</b> (lacks sufficient information/not fundable)
<b>D. PROGRAM ADMINISTRATION</b> (max. 33 points)				
1. Include an organizational chart of key staff, outlining;				
a. identified roles (must designate a program director, program coordinator and data person);	3	2	1	0
b. percentage of time staff will be dedicated to the project;	3	2	1	0
c. credentials and backgrounds; and	3	2	1	0
d. roles and responsibilities.	3	2	1	0
2. Provide a training schedule for direct service (certified and noncertified) staff to attend a minimum of two professional development trainings per year.	3	2	1	0
3. Describe the adequacy of support, including:				
a. safe and accessible facilities;	3	2	1	0
b. leverage of existing school resources (e.g. computer labs, libraries, classrooms etc.); and	3	2	1	0
c. partner contributions of resources (e.g. use of community recreational areas, staff, supplies, etc.).	3	2	1	0
4. Address how the community has been provided with notice of intent to submit an application and that the application is available for public review.	3	2	1	0
5. Outline the process through which eligible private school students will be notified of the program and how officials were included in the planning and design of this proposal.	3	2	1	0
6. Describe how the organization will disseminate information about the center (including location) to the community in a manner that is understandable and accessible.	3	2	1	0
<b>SUBTOTAL</b>				

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	<b>EXCELLENT</b> (well-conceived and thoroughly developed)	<b>GOOD</b> (clear and complete)	<b>MARGINAL</b> (requires additional clarification)	<b>INADEQUATE</b> (lacks sufficient information/not fundable)
<b>E. EXPENDATURES &amp; SUSTAINABILITY (max. 24 points)</b>				
1. Provide a budget (Appendix D: ED 114) and detailed budget narrative for year one that itemizes use of 21st CCLC funds, as well as funds from other sources, including:				
a. per pupil allocation (maximum of \$2,000 per pupil for Part A: Elementary and/or Middle School and a maximum of \$2,500 per pupil for Part B: High School);	3	2	1	0
b. transportation costs (maximum of 20 percent of total budget);	3	2	1	0
c. professional development and mileage reimbursement costs (including costs for substitutes to allow necessary staff to attend trainings);	3	2	1	0
d. appropriate personnel (including allocated hours to complete necessary tasks);	3	2	1	0
e. family engagement activities (required five percent commitment each year);	3	2	1	0
f. professional development, database management, quality advising, technical assistance, evaluation costs (required five percent commitment during year one of funding to cover the five year grant cycle); and	3	2	1	0
g. in-kind or matching contributions (cannot be derived from other state or federal funds).	3	2	1	0
2. Describe the fee structure, if applicable, or indicate that a fee structure will not be instituted.	3	2	1	0
<b>SUBTOTAL</b>				

*\*This section is to be completed by the CSDE 21<sup>st</sup> CCLC State Program Manager only*

<b>F. FUNDING HISTORY AND EXPERIENCE (maximum loss of points 6)</b>			
	Data fully supports	Data partially supports	Data does not support
1. Program operations followed the grant proposal, including number of weeks, days and hours that services were provided.	0	-1	-2
2. Program served the number of students targeted in the grant proposal or approved change request.	0	-1	-2
3. Program met goals for participant attendance expectations.	0	-1	-2

**Summary of Scores**

<i>CATEGORY</i>	<i>POINTS</i>
<b>A. Need for Project (max. 6 pts.)</b>	
<b>B. Partnerships and Collaboration (max. 30 pts.)</b>	
<b>C. Program Elements (max. 63 pts.)</b>	
<b>D. Program Administration (max. 33 pts.)</b>	
<b>E. Expenditures and Sustainability (max. 24 pts.)</b>	
<b>SUBTOTAL SCORE (Maximum 156 pts.)</b>	
<b>E. Funding History and Experience (max. loss of 6 pts.)</b>	
<b>TOTAL SCORE (Maximum 156 pts.)</b>	

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**APPENDIX D: BUDGET AND BUDGET OBJECTIVE CODES**

ED114 FISCAL YEAR 2017

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

GRANTEE NAME:		VENDOR CODE:			
GRANT TITLE: 21 <sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS					
PROJECT TITLE:					
CORE-CT CLASSIFICATION:		FUND: 12060	SPID: 20863	PROGRAM: 84131	
BUDGET REFERENCE: 2016		CHARTFIELD1: 170003	CHARTFIELD2:		
GRANT PERIOD: 07/01/16 - 09/30/17			AUTHORIZED AMOUNT:\$		
AUTHORIZED AMOUNT by SOURCE: CURRENT DUE:\$					
LOCAL BALANCE:\$		CARRY-OVER DUE:\$			
CODES	DESCRIPTIONS	BUDGET AMOUNT	MATCH	IN-KIND	TOTAL
100	PERSONAL SERVICES-SALARIES				
200	PERSONAL SERVICES-EMPLOYEE BENEFITS				
300	PURCHASED PROF/TECH SERVICES				
400	PURCHASED PROPERTY SERVICES				
500	OTHER PURCHASED SERVICES				
600	SUPPLIES				
700	PROPERTY				
800	MISCELLANEOUS				
	TOTAL				

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

**APPENDIX D: BUDGET AND BUDGET OBJECTIVE CODES (cont'd)**

**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. In accordance with the Connecticut State Comptroller's definition equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$1,000.00 and the useful life of more than one year

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and data processing equipment that has unit price under \$1,000.00 and a useful life of not less than five years.

**800 MISCELLANEOUS**

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 E: APPLICATION CHECKLIST**

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

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

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

- Appendix A: Signed Grant Application Cover Page
- Appendix B: Application Abstract
- Table of Contents
- Application Narrative
  - Need for Project
  - Partnerships and Collaboration
  - Program Elements
  - Program Administration
  - Expenditure of Funds and Sustainability
- Appendix D: Budget and Budget Narrative
- Appendix F: Statement of Assurances
- Appendix G: Certification Regarding Lobbying, Debarment and Suspension
- Appendix H: Affirmative Action Certificate
- Appendix I: Letters of Commitment

**APPENDIX F: STATEMENT OF ASSURANCES**

**STATEMENT OF ASSURANCES**

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS

**PROJECT TITLE:**

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**THE APPLICANT:**

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**HEREBY ASSURES THAT:**

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(insert Agency/School/CBO Name)

- A.** The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B.** The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C.** The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D.** The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the 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)**

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

- (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

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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

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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: \_\_\_\_\_

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## **APPENDIX G: 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 rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, 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.

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**Certification**

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

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<b>Name of Applicant</b>	<b>PR/AWARD Number and/or Project Name</b>
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Printed Name and Title of Authorized Representative	
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<b>Signature</b>	<b>Date</b>
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ED 80-0014 9/90 (replaces GCS-009 (REV 12/88) which is obsolete)

**APPENDIX H: AFFIRMATIVE ACTION CERTIFICATE**

**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 I: LETTERS OF COMMITMENT**

### **Letter of Commitment**

1. Use school/community based organization letterhead stationary (one letter from each school and partner, except that you may combine school principals and superintendent in one letter from the school district).
2. The letter of commitment should include language that the program staff and partner agencies commit to participate in all state activities, including, but not limited to: evaluations, data collection and reporting, networking meetings and all of the state mandated professional development, technical assistance, data collection, trainings and meetings associated with the grant program for the duration of the grant.
3. Letters must include signature printed/typed name, title, organization and date.