

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Bureau of Health/Nutrition, Family Services
and Adult Education**

Request for Proposals

**After-School Grant Program
for Grades K-12**

July 1, 2013 to June 30, 2015

Purpose: To implement or expand high-quality programs outside school hours that offer students academic/educational enrichment and recreational activities in grades K-12 that are designed to reinforce and complement the regular academic program of participating students.

Pursuant to Connecticut General Statutes Section 10-16x.

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.

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RFP #999

Connecticut State Department of Education



Stefan Pryor
Commissioner of Education

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

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I. Purpose

The After-School Grant Program was established by the Connecticut General Assembly for the purpose of creating high-quality after-school programs outside of regular school hours. After-school programs are defined as programs that take place when school is not in session and provide educational enrichment and recreational activities for students in Grades K-12 and have a parent involvement component. After-school programs provide students with academic enrichment opportunities as well as additional activities designed to complement the districts' academic programs. These programs, located in elementary, secondary or other facilities, can provide a range of high-quality services to support student learning and development. Services include tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), community service opportunities as well as music, arts, sports and cultural activities. At the same time, programs assist working parents by providing a safe environment for students.

The specific purpose of the grant is to implement or expand programs outside of regular school hours that offer students both academic/educational and enrichment 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 as well as provide parent involvement opportunities for families.

The objectives of the grant are to improve school attendance, academic achievement and in-school behavior of students participating in after-school programs.

Please indicate on the application cover sheet which option you are applying for:

- A. Elementary School After-School Program Implementation/Expansion;
- B. Middle and High School After-School Program Implementation/Expansion; or
- C. Science, Technology, Engineering & Math (STEM) After-School Program.

II. Eligible Applicants

All local educational agencies (LEAs), community-based organizations (CBOs), including faith-based organizations and other public or private organizations, or a consortium of two or more agencies, organizations, or entities that may include, but are not limited to, local and regional boards of education, Regional Educational Service Centers (RESCs) applying on behalf of LEAs, and charter and magnet schools are eligible to apply/receive funds from the state under this program.

The Connecticut State Department of Education (CSDE) will give competitive priority to applications that propose both to serve 1) students in low-performing schools and 2) that are submitted jointly by at least one LEA and at least one public or private community organization.

All proposals require signatures from the superintendent of schools and the principal of the participating school in the applicant's district. **This requirement is more than a signature; it is a commitment of the superintendent and the principal to collaborate with the**

community partners and to provide the lead applicant, if it is not the LEA, with the students' State Assigned Student Identification (SASID) for reporting purposes.

III. Time Period, Size and Number of Grants

Time Period

Funding is for two years starting in fiscal year 2013, subject to the passage of the state budget. The second year of funding is contingent upon adequate progress toward program goals and use of funds. Programs will be required to submit an End of Year Report (EYR) and a budget prior to year two funding.

Size of Grants

The minimum grant award is \$25,000 per year. The maximum grant award is \$200,000 per year. The average cost per program ranges from \$150,000 to \$200,000, at two program sites serving a total of 150 students and their parents. Costs per program may be higher or lower, depending on the number of individuals served, the array of activities and the availability of additional resources.

Number of Grants

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

IV. Priority Points and Grant Awards

The CSDE will give five priority points to Connecticut Alliance Districts that submit proposals that have a letter from the Principal(s) of the school(s) to be served that outlines how the after-school program aligns with and supports the goals of the Alliance District Approved Plan. (See Appendix K for list of eligible districts.)

The CSDE reserves the right to make grant and contract awards under this program without discussion with the applicants, therefore, proposals should represent the applicant's best effort from both a technical and cost standpoint. The CSDE reserves the right to reject all proposals and to conduct a more extensive proposal solicitation, to fund more than the stated number of proposals should they be deemed to have particular merit and to reject a lower cost proposal if it believes that a higher cost proposal more appropriately meets the stated objectives.

Applicants will be notified of the acceptance or rejection of their proposal. The proposal selected for funding may be subject to negotiation. The level of funding and effective dates of the project will be set forth in the notification of the grant award.

V. 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 (C.G.S.), Section 4a-60 and Sections 4a-68j-1 et seq., of the Regulations of Connecticut State Agencies.

VI. Fiscal Responsibility and Reporting Requirements

The grantee will be responsible for adherence to all state and federal regulations governing expenditures, accounting and reporting requirements and shall prepare and submit all reports as required by the CSDE.

VII. 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 include:

- 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.

VIII. Eligible Activities

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

- remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement;
- science, technology, engineering and/or mathematics (stem) activities;
- arts and music education activities;
- entrepreneurial education programs;
- tutoring services (including those provided by senior citizen volunteers and mentoring programs);
- after-school activities for limited English proficient students that emphasize language skills and academic achievement;
- health and wellness activities;
- recreational activities;
- telecommunication and technology education programs;
- assistance to students who have been truant, suspended or expelled to allow the students to improve their academic achievement;

- drug, teen pregnancy and violence prevention programs, counseling programs and character education programs;
- service learning activities;
- global education and world languages;
- college and career readiness activities;
- virtual high school and other credit recovery opportunities; and
- parent engagement activities and family literacy.

It is also essential that programs incorporate significant opportunities for the youth to have input as to which activities will be offered as well as the ability to choose the activities in which they participate with appropriate guidance.

Programs applying for Option C, STEM After-School Program may also provide any of the above listed activities, but should include a significant focus on project-based learning activities that include STEM learning objectives.

IX. Data Collection, Evaluation and Professional Development

A funded applicant must commit to:

1. Providing an *End of Year Report (EYR)* that describes project activities, accomplishments and outcomes. The EYR must be submitted by the end of year one in order to receive second year funding. The two purposes of the EYR are to: (a) demonstrate that substantial progress has been made toward meeting the objectives of the project as outlined in the grant application; and (b) collect data that address the performance indicators of a quality after-school program. More details about the EYR and performance outcomes will be provided in the fall Technical Assistance Workshop for grantees.
2. Participating in evaluation studies and data collection conducted by CSDE and their subcontractors. These studies may include site visits and interviews of staff, parents, students and educators; completing and returning evaluation surveys, which will be provided to the grantees during the grant period.
3. Participating in quality improvement efforts, including at least one annual outside observation conducted by the CSDE and/or their designees.
4. Sending a representative team to every CSDE Technical Assistance Workshop and grantee meetings (maximum of four per year).
5. Grantees must provide training and support for all staff members, including administrators and parents, in developing partnership skills, especially around understanding and appreciating diversity and developing skills to work with people from different backgrounds.
6. Participating in an oral interview or receiving an onsite visit to clarify application information. Applicants will be contacted if such information is necessary.

7. Setting aside five percent of the annual grant budget for the statewide data collection and evaluation project.
8. Providing program and student data for the statewide evaluation project in a timely manner. Student program attendance data must be entered into the on-line data collection system weekly. The data to be collected must include:
 - Program Data -
 - site information;
 - details of activities offered (e.g., start and end dates, type of activity);
 - teacher surveys; and
 - staff demographics.
 - Student Data -
 - State Assigned Student Identification (SASID) number;
 - student demographics; and
 - program attendance.
9. Submitting appropriate forms and receiving prior approval of the CSDE Program Manager before any programmatic changes can be made that differ substantially from what is presented in the grant application.

X. Funding History and Experience

The CSDE program manager will assess the 2012-13 performance data for any applicant who is currently receiving state after-school grant funding. Assessment will be based on the following criteria:

1. Program operations met state guidelines, including number of weeks, days and hours that services were provided.
2. Program met the goal for the total number of students and number of students on any given day targeted in the grant proposal or approved change request.
3. Program met goal for number of students attending 60 percent of program activities targeted in the grant proposal or approved change request.
4. Program met state guidelines for per pupil expenditures.
5. Program provided parent involvement activities as evidenced in the Parent Engagement Reporting Form.
6. Program has participated in quality improvement activities including program self-assessment using the Assessment of Afterschool Program Practices (APT) Observation Tool and as evidenced in the Quality Improvement Report.

The CSDE program manager will complete this section. Programs can gain up to 30 points in this section based on performance.

XI. Application Format

The grant application must be single-spaced on white paper and stapled, not bound. The size of the font must be set at 12 point. A table of contents should be included that references the responses to the required grant sections. Pages must be numbered consecutively, beginning with the abstract page. All proposals must adhere to the format described in this section. Any information, such as visuals or charts, which can simplify the evaluator's understanding of the submitted project, is appreciated. The total proposal must not exceed 38 pages and must include the following completed grant sections in order to be considered:

- A. Signed Grant Application Cover Page (Appendix A - one page).
- B. Application Abstract (one page).
- C. Table of Contents (one page).
- D. Application Narrative:
 - Need for Project (two pages)
 - Project Design (seven pages)
 - Adequacy of Resources (two pages)
 - Management Plan (two pages)
- E. Budget ED114 and Budget Narrative (three pages).
- F. Statement of Assurances (Appendix G - four pages).
- G. Affirmative Action Packet is on File (Appendix H - one page).
- H. Partner Applicant Commitment Letter (Appendix I - one or more pages).
- I. Other supporting materials, for example staffing charts, daily scheduling diagrams or annual program calendar (10 pages).

The original and three (3) copies of the proposal with one (1) bearing the **original** signature of the official legally authorized to apply for the agency must be submitted. All proposals submitted become the property of the CSDE and a part of the public domain.

XII. Application Requirements

The following components must be included in the application:

A. Need for Project

(two pages, 15 points)

1. Provide a description of the applicant community and the needs of the target population.
2. Provides a description of how the proposed project will remedy the risk factors for each target population.

Guidance for applicants: Provide a description of your community and the extent to which the proposed project is appropriate to and will successfully address the needs of students and their families.

B. Project Design

(seven pages, 55 points)

1. Provide a description of the partnership and working relationship between a local educational agency or school and community-based organization(s) or another public or private organization.
2. Identify target population, including number of students to be served and address needs of target population.
3. Offer students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, art, music and recreation, technology education, character education that complement the regular academic program of participating students. For full listing of eligible activities, see pages six and seven.
4. Offer parents a broad range of activities to promote parent engagement.
5. Provide logical and realistic project goals, objectives, activities and timeline.
6. Describe how children will travel safely to and from the program and home.

Guidance for applicants: Clearly delineate the roles to be played by each of the partners, describing who will do what, when and where, to what ends and with what anticipated results. Please include letters of commitment or memoranda of understanding that clearly indicate the role and capacity of each partnering organization discussed in the application. Applicants are advised that the quality of letters of support, with a clear demonstration of buy-in from senior administrators of the partnering organization, is more important than the quantity. Many successful applicants have involved their community partners in planning and writing the grant application, as well as in helping to implement the grant once awarded. If more than one school is involved in the proposed program, please include letters of support from each of the schools' principals and superintendent.

Clearly describe your target population, including:

- the total number of students that each site will serve; and
- the target number of students who will receive a minimum dosage, as defined:
 - Elementary school: number expected to attend a minimum of 60 percent of all program activities during the school year;
 - Middle school: number expected to attend at least 45 days of programming during the school year; and
 - High school number expected to attend at least 30 days of programming during the school year.

To be eligible for second year funding, programs must show at the end of the first year, that they have met 80 percent of their target number for minimum dosage. Additional hours from field trips and special events can be included. Any of these activities planned for students should be thoroughly described in this section.

Clearly describe how the after-school program will provide students with a variety of learning opportunities that complement and enrich, but do not duplicate, school-day instruction. Clearly describe the activities to be provided by the project and elaborate on how these goals and objectives are linked to the identified needs. For example, explain how your

project will provide services and activities that are not currently available during the regular school day, how project staff will vary their approaches to help meet a child's individual needs and how staff will collaborate with regular school day teachers to assess a student's needs.

Successful grant applications are clear in addressing how specific activities in the project design will assist students in their area(s) of need. For instance, merely asserting in an application that the project will assist students in meeting or exceeding local and state standards in core academic areas does not provide the reviewers of the application with a full understanding of how this expectation will occur. It is also suggested that you carefully tailor your activities to address the specific needs of program participants to achieve the desired outcomes. Successful applicants address the needs of potential dropouts and students otherwise at risk of academic failure, including students living in poverty and students with limited English proficiency.

Parent Engagement:

Parent engagement is defined as the participation of parents in regular, two-way and meaningful communication involving student learning. Before- and after-school programs provide a particularly important opening for supporting schools and families. Community agencies can collaborate to provide integrated family support services that build upon existing community resources and link with public schools.

All grantees must commit a *minimum of five percent* of their grant budget to support parent involvement activities including staff training to support parent involvement activities. The use of funds shall support activities designed to build the program's and parent's capacity for strong parental involvement to support student achievement. Please include a description of the parent engagement activities in the Project Design section of the proposal.

Appropriate uses of funds for parent involvement include:

1. Materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, and to foster parental involvement.
2. Training for staff on how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the program.
3. Reasonable and necessary expenses associated with local parental engagement activities, including transportation and child care costs, to enable parents to participate in meetings and training sessions.
4. Training parents to enhance the engagement of other parents.
5. Meetings at a variety of times in order to maximize parental engagement and participation.
6. Establishing a parent advisory council to provide advice on all matters related to parental engagement in the program.

7. Developing appropriate roles for community-based organizations and businesses in parent engagement activities.
8. Providing such other reasonable support for parental engagement activities as parents may request.

Option A – Elementary After-School Programs

For programs applying under Option A: Elementary After-School Programs, clearly address the following:

Program Schedule

Clearly address the number of weeks which the program will run, with proposed start and end dates. The *minimum* number of weeks that the program must meet is 25, although additional points will be awarded for those programs that start in the first week of school and end in the last week of school. Programs that are designed to operate throughout the full school year will receive 15 points, at least 30 weeks will receive 10 points, and less than 30 weeks will receive five points. Programs that plan to operate less than 25 weeks are inadequate and will not be funded.

Specify the number of hours per day and the number of days per week the program will meet. Because school dismissal times vary between districts, programs must explain how their hours and schedule will meet the needs of their students and families. The requirement is that elementary school programs must provide services for a *minimum* of nine hours per week and not less than four days per week on average.

A high level of student attendance in the after-school programs is essential to achieve the desired program outcomes. “Drop-in” programs and those without adequate registration processes and structured activities will not be considered.

Literacy Component

A literacy component must be offered as part of the academic and enrichment offerings of the program and include small group instruction for low-achieving students using strategies consistent with Connecticut’s Common Core State Standards for English Language Arts or research-based literacy practices such as those included in “Literacy Strategies for After School” available here: <http://www.ctafterschoolnetwork.org/resources/index.html>. Up to an additional 15 points will be awarded to programs based on the quality of the proposed literacy component.

Mathematics and Science Component

Math and science components must be offered as part of the academic and enrichment offerings of the program and include small group instruction for low-achieving students. Describe how the program will use strategies consistent with the Connecticut’s Common Core State Standards for Mathematics and/or the Connecticut’s Science Curriculum Framework. Up to an additional 15 points will be awarded to programs based on the quality of the math and science component.

Wellness Component

A health, nutrition and physical activity component must be offered as part of the academic, enrichment and recreational offerings of the program. This includes providing a healthy snack that contains at least two different components of the following four: a serving of fluid milk; a serving of meat or meat alternative; a serving of vegetable(s) or fruit(s) or full strength vegetable or fruit juice; a serving of whole grain or enriched bread or cereal. Sites that are located where at least half the children in the school attendance area are eligible for free and reduced price school meals are required to participate in the United States Department of Agriculture Afterschool Meals Program, which will enable them to provide a more substantial meal after school.

For information about how to access reimbursement for after-school snacks go to <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320648>, for after-school meals go to <http://www.fns.usda.gov/cnd/care/SupperFaq.htm>.

In addition, the wellness component should also include opportunities to put into practice skills developed as a result of these components. Document how you will use strategies consistent with Connecticut's "Healthy and Balanced Living Curriculum Framework for Comprehensive School Health Education and Comprehensive Physical Education. Up to an additional five points will be awarded to programs based on the quality of the wellness component.

Option B – Middle and High School After-School Programs

For programs applying under Option B, Middle and High School After-School Programs, clearly address the following:

Program Schedule:

Clearly address the number of weeks which the program will run, with proposed start and end dates. The *minimum* number of weeks that the program must meet is 25, although additional points will be awarded for those programs that start in the first week of school and end in the last week of school. Programs that are designed to operate throughout the full school year will receive 15 points, at least 30 weeks will receive 10 points, and less than 30 weeks will receive five points. Programs that plan to operate less than 25 weeks are inadequate and will not be funded.

Specify the number of hours per day and the number of days per week the program will meet. Because school dismissal times vary between districts, programs must explain how their hours and schedule will meet the needs of their students and families.

Middle school programs and programs at K-8 schools that will target participants in Grades 6-8 must provide a minimum of four days of services per week. This may be offered in two, two-day sessions, with Group A meeting on Mondays and Wednesdays, and Group B meeting on Tuesdays and Thursdays, so long as participants are allowed to sign up for both groups if they so choose. The expectation is that middle school programs should provide services for a minimum of eight hours per week. The program must be scheduled in such a way that the majority of middle school participants will attend a minimum of 45 days of programming during the school year.

High school programs must provide a minimum of two days of services per week. The requirement is that high school programs must provide services for a *minimum* of five hours per week. The program must be scheduled in such a way that the majority of high school participants will attend a minimum of 30 days of programming during the school year.

A high level of student attendance in the after-school programs is essential to achieve the desired program outcomes. “Drop-in” programs and those without adequate registration processes and structured activities will not be considered.

Literacy Component

A literacy component must be offered as part of the academic and enrichment offerings of the program and include small group instruction for low-achieving students using strategies consistent with Connecticut’s Common Core State Standards for English Language Arts or research-based literacy practices such as those included in the Literacy Strategies for After-School Programs. Up to an additional 15 points will be awarded to programs based on the quality of the proposed literacy component.

Mathematics and Science Component

Math and science components must be offered as part of the academic and enrichment offerings of the program and include small group instruction for low-achieving students. Describe how the program will use strategies consistent with the Connecticut’s Common Core State Standards for Mathematics and/or the Connecticut’s Core Science Curriculum Framework. Up to an additional 15 points will be awarded to programs based on the quality of the math and science component.

Wellness Component

A health, nutrition and physical activity component must be offered as part of the academic, enrichment and recreational offerings of the program. This includes providing a healthy snack that contains at least two different components of the following four: a serving of fluid milk; a serving of meat or meat alternate; a serving of vegetable(s) or fruit(s) or full strength vegetable or fruit juice; a serving of whole grain or enriched bread or cereal. Sites that are located where at least half the children in the school attendance area are eligible for free and reduced price school meals are required to participate in the United States Department of Agriculture Afterschool Meals Program, which will enable them to provide a more substantial meal after school.

For information about how to access reimbursement for after-school snacks go to <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320648>, for after-school meals go to <http://www.fns.usda.gov/cnd/care/SupperFaqs.htm>. In addition, the wellness component should also include opportunities to put into practice skills developed as a result of these components. Document how you will use strategies consistent with Connecticut’s “Healthy and Balanced Living Curriculum Framework for Comprehensive School Health Education and Comprehensive Physical Education. Up to an additional five points will be awarded to programs based on the quality of the wellness component.

College and Career Readiness Component

A meaningful exploration of postsecondary activities, both college and career, must be included as part of a high school after school program. Up to an additional 10 points will be awarded to programs based on the quality of the college and career readiness component.

Option C – STEM After-School Programs

For programs applying under Option C, Science, Technology, Engineering and Mathematics (STEM), clearly address the following:

Program Schedule:

Clearly address the number of weeks which the program will run, with proposed start and end dates. The *minimum* number of weeks that the program must meet is 25, although additional points will be awarded for those programs that start in the first week of school and end in the last week of school. Programs that are designed to operate throughout the full school year will receive 15 points, at least 30 weeks will receive 10 points, and less than 30 weeks will receive five points. Programs that plan to operate less than 25 weeks are inadequate and will not be funded.

Specify the number of hours per day and the number of days per week the program will meet. Because school dismissal times vary between districts, programs must explain how their hours and schedule will meet the needs of their students and families. The requirement is that elementary school programs must provide services for a *minimum* of nine hours per week and not less than four days per week on average.

Middle school programs and programs at K-8 schools that will target participants in Grades 6-8 must provide a minimum of four days of services per week. This may be offered in two, two-day sessions, with Group A meeting on Mondays and Wednesdays, and Group B meeting on Tuesdays and Thursdays, so long as participants are allowed to sign up for both groups if they so choose. The requirement is that middle school programs must provide services for a minimum of eight hours per week. The program must be scheduled in such a way that the majority of middle school participants will attend a minimum of 45 days of programming during the school year.

High school programs must provide a minimum of two days of services per week. The requirement is that high school programs must provide services for a *minimum* of 5 hours per week. The program must be scheduled in such a way that the majority of high school participants will attend a minimum of 30 days of programming during the school year.

A high level of student attendance in the after-school programs is essential to achieve the desired program outcomes. “Drop-in” programs and those without adequate registration processes and structured activities will not be considered.

Mathematics and Science Component

Math and science components must be offered as part of the academic and enrichment offerings of the program and include small group instruction for low-achieving students. Describe how the program will use strategies consistent with the Connecticut’s Common

Core State Standards for Mathematics and/or the Connecticut Core Science Curriculum Framework. Up to an additional 15 points will be awarded to programs based on the quality of the math and science component.

Science, Technology and Engineering Component

Science, technology and/or engineering components will be offered as part of the academic and enrichment offerings of the program and how small group instruction will be provided for low-achieving students. Describe how the program will use strategies consistent with the Connecticut Core Science Curriculum Framework and/or the Connecticut Technology Education Curriculum Framework. Up to an additional 15 points will be awarded to programs based on the quality of science, technology and/or engineering component.

Wellness Component

A health, nutrition and physical activity component must be offered as part of the academic, enrichment and recreational offerings of the program. This includes providing a healthy snack that contains at least two different components of the following four: a serving of fluid milk; a serving of meat or meat alternate; a serving of vegetable(s) or fruit(s) or full strength vegetable or fruit juice; a serving of whole grain or enriched bread or cereal. Sites that are located where at least half the children in the school attendance area are eligible for free and reduced price school meals are required to participate in the United States Department of Agriculture Afterschool Meals Program, which will enable them to provide a more substantial meal after school.

For information about how to access reimbursement for after-school snacks go to <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320648>, for after-school meals go to <http://www.fns.usda.gov/cnd/care/SupperFaq.htm>.

In addition, the wellness component should also include opportunities to put into practice skills developed as a result of these components. Document how you will use strategies consistent with Connecticut's "Healthy and Balanced Living Curriculum Framework for Comprehensive School Health Education and Comprehensive Physical Education. Up to an additional five points will be awarded to programs.

C. Adequacy of Resources

(two pages, 20 points)

1. Provide a description of the adequacy of support, including staff, facilities, equipment, supplies and other resources, from the applicant organization and its partnering organizations. Demonstrate that the total resources are adequate to achieve the stated goals.
2. Demonstrate that total costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.
3. Provide evidence that the organization has adequate fiscal health to sustain at least three months of after-school programming, and has adequate financial controls and policies.

Guidance for applicants: Show that appropriate resources and personnel have been

carefully allocated for the tasks and activities described in your application. Successful applicants make sure that their budget will adequately cover program expenses, including limited expenses for transportation.

It is essential to demonstrate how you will leverage existing resources, such as computer labs, libraries and classrooms to carry out your activities. Also, describe the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, etc. You are advised that costs should be allocated and will be judged against the scope of the project and its anticipated benefits. Applicants should provide evidence that their plans had the support of program designers, service providers and participants.

Provide a detailed budget narrative that itemizes how you will use grant funds as well as funds from other services. The application must demonstrate that the total resources are adequate to achieve the state goals, and that costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. In addition, programs that are able to leverage other sources of funding and in-kind support are able to serve more students and stretch the grant dollars farther. See section XIV, page 16 for more information about how to complete the budget form and narrative.

Successful applicants must make sure that their budget will adequately cover program expenses, including professional development, data entry staff to enter student attendance, transportation if it is provided, parent involvement activities (5 percent of grant budget), statewide systems evaluation project (5 percent of grant budget) and funds to cover mileage reimbursement for at least three people to attend three Connecticut-based grantee meetings and training activities during each year of the project.

Grant funds cannot be used to purchase facilities, support new construction or to purchase office or computer equipment.

Parent fees are permitted. If the program charges fees, the applicant must establish a sliding fee scale that takes into account the relative poverty of the students and families targeted for services. Applicants that choose to establish a fee structure must provide a narrative that explains the fee structure, its administration and management.

For school districts and municipalities applying as lead applicants, fiscal health and financial policies can be documented in a letter of commitment from the superintendent (for school districts) or chief elected official (for municipalities) that states that the 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.

For community-based organizations applying as lead applicants, fiscal health and financial policies must be documented by providing all of the following information as attachments (these do not count against page limits):

- copy of IRS determination letter;
- organization chart;
- list of board of directors with names and affiliations;
- organization's most recent financial statements (audited, if available) and management letter (if available); and

- organization's annual operating budget and actual income and expenses for the current fiscal year.

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

D. Management Plan

(two pages, 25 points)

1. Describe how the organization will disseminate information about the programs to the community in a manner that is understandable and accessible.
2. Provide a description of the adequacy of the management plan to achieve the objectives of the proposed project on time, within budget, including clearly defined responsibilities and milestones to accomplish project tasks.
3. Provide a description of the coordination of proposed project between parents, teachers, the community and students. Include planning and preparation time for after-school teachers to align the program activities with the daily classroom expectations.

Guidance for applicants: Charts, timetables and position descriptions for key staff are particularly helpful in describing the structure of your project and the procedures for managing it successfully. We recommend you clearly spell out goals, objectives, activities, events, beneficiaries and anticipated results. Many successful projects budget for, and employ, a project director and seek guidance from a variety of members of the community. Successful projects have an adequate staff to student ratio and describe the roles and responsibilities of all key staff, as well as plan and provide resources for ongoing staff development and training.

Successful grantees will be required to enter evaluation data on student demographics and program attendance into an online database. It is recommended that proposals identify an individual who will act as the primary contact on all data issues for the program.

XIII. Licensing Requirements

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. Some programs are exempt from this requirement. For more information, please see the following website:

http://www.ct.gov/dph/cwp/view.asp?a=3141&Q=387158&dphNav=|&dphNav_GID=1823, or call the Connecticut Department of Public Health at 1-800-282-6063 for more information.

XIV. Plan for Expenditure of Grant Funds

Each grantee must submit an ED114 (Appendix F) and budget narrative for the first year of the grant as part of this application. For year two, each grantee will resubmit an ED114 and budget narrative by June 1, 2014.

The budget and budget narrative apply specifically for the activities described in the application, which may also be funded from sources other than this state grant. There is no matching requirement for this grant, but additional points are awarded for programs that reach more students by stretching state dollars by using other funding sources and in-kind support. Specific instructions for the Budget ED 114 and Budget Narrative are as follows:

1. The ED 114 Form must be a separate page. See Appendix F.
2. Enter Grantee Name and Project Title.
3. Enter budget amounts in the appropriate expense line and column.
 - a. Budget Amount Column: Enter the expense amounts for the CSDE Grant Award.
 - b. Other Funding Sources and In-Kind Column: Enter the amount that will be spent for each expense line from funding other than the state grant. Other sources may include school district or municipal appropriations, parent fees, grants from other sources, fundraising, United Way funds, and allocation of the projected actual costs of in-kind support, such as supplies, building usage, utilities, telephone, copying, consumable supplies, equipment maintenance, travel, custodial or secretarial support, etc.
4. Total all columns and rows. Check that the total of the rows equals the total of the columns.
5. The Budget Narrative must provide a detailed description by budget code of the expenses to be used for the program, clearly stating which are allocated to this grant and which to other funding sources or in-kind. Total the amount for each budget code, for both this grant and other sources; each total should agree with the corresponding expenses on the ED 114. Include details of all calculations and allocations. For example:

CODE 111A ADMINISTRATOR/SUPERVISOR SALARIES – Budget Amount
1 Grant Coordinator @ \$30.00 per hour x 12 hours/week x 30 weeks = \$10,800
Total Grant Budget = \$10,800

IN-KIND from YMCA:
1 Grant Administrator @ \$40.00 per hour x five hours/week x 30 weeks = \$6,000
1 Administrator @ \$40.00 per hour x 10 hours/week x 30 = \$12,000
Total Other Funds = \$18,000

XV. Grant Award Decisions and Disposition of Proposals

The CSDE reserves the right to award in part, to reject any and all proposals in whole or in part and to waive technical defects, irregularities or omissions if, in its judgment, the best interest of the state would be served. After receiving the grant application, the Department reserves the right not to award all grants, to negotiate specific grant amounts and to select

certain grantees regardless of points awarded as part of the evaluation process to meet state requirements or State Board of Education priorities. In addition, the CSDE reserves the right to change the dollar amount of grant awards to meet state guidelines for grant awards.

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

Applicants will be notified, in writing, of the acceptance or rejection of their proposals. If a proposal is selected for funding, the Bureau of Health/Nutrition, Family Services and Adult Education will initiate a grant award. The Chief Operating Officer of the CSDE will issue notification of the grant award. The level of funding and effective dates of the projects will be set forth in the notification of the grant award. All proposals submitted will be retained by the CSDE and will become part of the public domain.

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

XVI. Freedom of Information Act (FOIA)

All of the information contained in a proposal submitted in response to this Request for Proposal is subject to the provisions of Chapter 3 of the Connecticut General Statutes (Public Records and Meetings and Freedom of Information Act [FOIA] Sections 1-200 to 1-242, inclusive). The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such records and receive a copy of such records.

XVII. 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 Department.
2. The proposal or application submitted provides information detailing the activities which assure priority access to services for children, youth and families referred by the collaborative oversight entity.
3. The applicant shall designate someone to act as liaison for the referral process.

XVIII. Timeline of Activities

<p>RFP available on the CSDE Website at: http://www.sde.ct.gov/</p>	
<p>Date and Location of Bidder’s Conference: Date: June 3, 2013</p> <p>Location: (AM session) Mark Twain House 351 Farmington Avenue Hartford, CT</p> <p>(PM session) Gateway Community College 20 Church Street New Haven, CT (Validated Parking in the Temple Street Garage – 1 Temple Street</p> <p>TEL: TBA</p> <p>Times: 1:00 a.m. – 11:00 a.m. (AM session) 1:00 p.m. – 3:00 p.m. (PM session)</p>	<p><u>Must RSVP</u> attendance by contacting Rose Dugas at rdugas@ctafterschoolnetwork.org 860-730-3371</p> <p><u>Please register for either AM or PM Session with Rose Dugas at the above telephone number or e-mail.</u></p>
<p>Application Deadline: June 28, 2013</p>	
<p>Grant Award Notices Mailed</p>	<p>August 1, 2013</p>

XIX. Application Deadline

Application (original and three copies) must be received at 25 Industrial Park Road, Middletown, Connecticut 06457, Attn: Dr. Agnes Quiñones, Program Manager, by **4:30 p.m. on June 28, 2013**, irrespective of the postmark date and means of transmittal. Facsimile (faxed) copies of applications will not be accepted. Only applications with the original signatures and timely filed will be accepted. **NO EXTENSIONS SHALL BE GRANTED.** 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 and Affirmative Action Packet that are components of all proposals.

XX. Application Checklist Before Submission

A completed application includes an original and three copies:

- Appendix A: Signed Grant Application Cover Page
- Appendix B: Application Abstract
- Table of Contents
- Need for Project
- Project Design
- Adequacy of Resources
- Management Plan
- Appendix F: Budget Form ED114
- Budget Narrative
- Appendix H: Statement of Assurances
- Appendix I: Affirmative Action Packet is on File
- Appendix J: Partner Applicant Commitment Letters
- Appendix K: Connecticut Alliance Districts

APPENDIX A: Grant Cover Page

Date: May 2013
C.G.S. Section 10-16x

<p>CHECK ONE OPTION BELOW: _____ Option A Elementary School After-School Program _____ Option B Middle /High School After-School Program _____ Option C STEM After-School Program</p>

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

AFTER-SCHOOL GRANT

GRANT COVER PAGE

<p><u>Lead Applicant</u></p> <p>Organization: _____</p> <p>Contact Person: _____</p> <p>Facility Name: _____</p> <p>Address: _____</p> <p>Town, State & Zip Code: _____</p> <p>Telephone/Fax: _____</p> <p>E-mail Address: _____</p> <p>Check one: <input type="checkbox"/> School District <input type="checkbox"/> Community-based Organization <input type="checkbox"/> Faith-based Organization <input type="checkbox"/> Other _____</p>	<p><u>Partner Applicant</u></p> <p>Organization: _____</p> <p>Contact Person: _____</p> <p>Facility Name: _____</p> <p>Address: _____</p> <p>Town, State & Zip Code: _____</p> <p>Telephone/Fax: _____</p> <p>E-mail Address: _____</p> <p>Check one: <input type="checkbox"/> School District <input type="checkbox"/> Community-based Organization <input type="checkbox"/> Faith-based Organization <input type="checkbox"/> Other _____</p>
---	--

Other Applicant(s): _____

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.

<p>Lead Applicant: _____</p> <p>Title: _____</p> <p>Name (typed): _____</p> <p>Date: _____</p>	<p>Partner Applicant: _____</p> <p>Title: _____</p> <p>Name (typed): _____</p> <p>Date: _____</p>
--	---

Regardless of whether the local education agency is the lead or partner applicant, the following two signatures are required. Please note that these signatures allow the lead applicant access to the State Assigned Student Identification (SASID) for reporting purposes.

<p>Superintendent, Charter School Director, or RESC Director:</p> <p>_____</p> <p>Title: _____</p> <p>Name (typed): _____</p> <p>Date: _____</p>	<p>School Principal: _____</p> <p>Title: _____</p> <p>Name (typed): _____</p> <p>Date: _____</p>
--	--

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 include the table with numbers for all sites that will be included in this proposal.

Program Name: _____

Program Director: _____

Program Director e-mail and phone: _____

Lead Applicant Organization: _____

Total Annual Budget Amount Requested: \$ _____

Grade levels served: _____

Program Start Date: _____, 2013 Year 1 End Date: _____, 2014

Total number of weeks where after-school program activities are provided in first year: _____

Average number of days per week where after-school program activities are provided in first year: _____

Sample:

Site name and name of all schools served by site	Grades served	Partners	Total number of students expect to serve at each site	Target number of students with minimum dosage (see pages 10-11)
e.g. Bristol/Smith M.S.	6-8	Bristol YWCA Bristol YSB	100	80

OBJECTIVES: State briefly the objectives of the project. (one paragraph)

PROJECT DESIGN: Give a brief description of the overall design or plan of the project. (one paragraph)

APPENDIX C: Application/Scoring Review Rating Form: Option A

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

**ELEMENTARY SCHOOL
AFTER-SCHOOL PROGRAM**

Application Scoring/Reviewer Rating Form

School District/RESC _____ Reader No. _____

Lead Applicant Agency _____

Reader Instructions: Give the proposal a score which best describes its attributes in each category. Give the proposal a subtotal 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 185

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
A. NEED FOR PROJECT					
Provides a description of the applicant community and the needs of the target population.	5	4	3	2	0
Provides a description of how the proposed project will remedy the risk factors for each target population.	10	8	5	2	0
SUBTOTAL SCORE A (maximum 15 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
B. QUALITY OF PROJECT DESIGN					
Provides a description of the partnership and working relationship between a local educational agency or school and community-based organization(s) or another public or private organization.	5	4	3	2	0
Identifies target population, including number of students to be served and addresses needs of target population.	10	8	5	2	0
Offers students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, art, music and recreation, technology education, character education and complements the regular academic program of participating students. See pages six and seven for a full list of activities.	5	4	3	2	0
Offers parents a broad range of activities to promote parent involvement.	10	8	5	2	0
Documents logical and realistic project goals, objectives, activities and timeline.	5	4	3	2	0
Provides a calendar that identifies the program's start date, end date, days of operation including any vacation and summer programming. (State Guidelines: nine hours/week, no less than four days a week). Programs that are designed to operate throughout the full school year will receive 15 points, at least 30 weeks will receive 10 points, and less than 30 weeks will receive five points. Programs that plan to operate less than 25 weeks are weak/inadequate and will receive 0 points.	15	10	5	0	0
Describes how children will travel safely to and from the program and home.	5	4	3	2	0
SUBTOTAL SCORE B (maximum 55 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
B1. LITERACY COMPONENT					
Literacy component is offered as part of the academic offering of the program and includes small group instruction for low achieving students using strategies consistent with Connecticut's Common Core State Standards for English Language Arts or Research-based Literacy Practices.	15	10	7	3	0
SUBTOTAL SCORE B1 (maximum 15 points) _____					

B2. MATHEMATICS AND SCIENCE COMPONENT					
Mathematics and/or Science component is offered as part of the academic offering of the program and includes small group instruction for low achieving students using strategies consistent with the Connecticut's Common Core State Standards for Mathematics and/or the Connecticut Core Science Curriculum Framework.	15	10	7	3	0
SUBTOTAL SCORE B2 (maximum 15 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
B3. WELLNESS COMPONENT					
Includes program components that address health, nutrition and/or physical activity. Includes opportunities to put into practice skills developed as a result of above components. Provides a healthy snack. Uses strategies consistent with Connecticut's Healthy and Balanced Living Curriculum Framework for Comprehensive School Health Education and Comprehensive Physical Education.	5	4	3	2	0
SUBTOTAL SCORE B3 (maximum 5 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
C. ADEQUACY OF RESOURCES					
Provides a description of the adequacy of support, including facilities, equipment, supplies and other resources, from the applicant organization or the lead applicant organization.	5	4	3	2	0
Demonstrates that costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.	10	8	5	2	0
Provide evidence that the organization has adequate fiscal health to sustain at least three months of after-school programming, and has adequate financial controls and policies.	5	4	3	2	0
SUBTOTAL SCORE C (maximum 20 points) _____					

D. QUALITY OF MANAGEMENT PLAN					
Describes how the organization will disseminate information about the programs to the community in a manner that is understandable and accessible.	5	4	3	2	0
Provides description of the adequacy of the management plan to achieve the objectives of the proposed project on time, within budget, including clearly defined responsibilities and milestones to accomplish project tasks.	10	8	5	2	0
Provides a description of the coordination of proposed project, between parents, teachers, the community and students. Includes planning and preparation time for after-school teachers to align the program activities with the daily classroom expectations.	10	8	5	2	0
SUBTOTAL SCORE D (maximum 25 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
E. DISTRICT IMPROVEMENT PLAN					
Connecticut Alliance Districts that submit proposals that have a letter from the principal(s) of the school(s) to be served that outlines how the after-school program aligns with and supports the goals of the District Improvement Plan. (See Appendix K for list of eligible districts.)	5				
SUBTOTAL SCORE E (maximum 5 points) _____					

F. FUNDING HISTORY (Completed by CSDE program manager)					
Program operations met state guidelines, including number of weeks, days and hours that services were provided.	5	4	3	2	0
Program met the goal for the total number of students and number of students on any given day targeted in the grant proposal or approved change request.	5	4	3	2	0
Program met goal for number of students attending 60 percent of program activities targeted in the grant proposal or approved change request.	5	4	3	2	0
Program met state guidelines for per pupil expenditures.	5	4	3	2	0
Program provided parent involvement activities as evidenced in the Parent Engagement Reporting Form.	5	4	3	2	0
Program has participated in quality improvement activities including program self-assessment using the Assessment of Afterschool Program Practices (APT) Observation Tool and as evidenced in the Quality Improvement Report.	5	4	3	2	0
SUBTOTAL SCORE F (maximum 30 points) _____					

OPTION A: TOTAL SCORING CHART

CATEGORY	POINTS
A. Need For Project (15 points)	
B. Quality of Project Design (55 points)	
B1. Literacy Component (15 points)	
B2. Mathematics/Science Component (15 points)	
B3. Wellness Component (5 points)	
C. Adequacy of Resources (20 points)	
D. Quality of Management Plan (25 points)	
E. District Improvement Plan (5 points)	
F. Funding History (30 points)	
TOTAL SCORE (Maximum 185 points)	

APPENDIX D: Application/Scoring Review Rating Form: Option B

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

MIDDLE AND HIGH SCHOOL AFTER-SCHOOL PROGRAM

Application Scoring/Reviewer Rating Form

School District/RESC _____ Reader No. _____

Lead Applicant Agency _____

Reader Instructions: Give the proposal a score which best describes its attributes in each category. Give the proposal a subtotal 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 195

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
A. NEED FOR PROJECT					
Provides a description of the applicant community and the needs of the target population.	5	4	3	2	0
Provides a description of how the proposed project will remedy the risk factors for each target population.	10	8	5	2	0
SUBTOTAL SCORE A (maximum 15 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
B. QUALITY OF PROJECT DESIGN					
Provides a description of the partnership and working relationship between a local educational agency or school and community-based organization(s) or another public or private organization.	5	4	3	2	0
Identifies target population, including number of students to be served and addresses needs of target population.	10	8	5	2	0
Offers students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, art, music and recreation, technology education, character education and complements the regular academic program of participating students. See pages seven and eight for a full list of activities.	5	4	3	2	0
Offers parent's a broad range of activities to promote parent involvement.	10	8	5	2	0
Documents logical and realistic project goals, objectives, activities and timeline.	5	4	3	2	0
Provides a calendar that identifies the program's start date, end date, days of operation including any vacation and summer programming. State Guidelines: Middle School: eight hours/week, at least four days/week High School: five hours/week, at least two days/week Programs that are designed to operate throughout the full school year will receive 15 points, at least 30 weeks will receive 10 points, and less than 30 weeks will receive five points. Programs that plan to operate less than 25 weeks are weak/inadequate and will receive 0 points.	15	10	5	0	0
Describes how children will travel safely to and from the program and home.	5	4	3	2	0
SUBTOTAL SCORE B (maximum 55 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
B1. LITERACY COMPONENT					
Literacy component is offered as part of the academic offering of the program and includes small group instruction for low achieving students using strategies consistent with Connecticut's Common Core State Standards for English Language Arts or Research-based Literacy Practices.	15	10	7	3	0
SUBTOTAL SCORE B1 (maximum 15 points) _____					

B2. MATHEMATICS AND SCIENCE COMPONENT					
Mathematics and/or Science component is offered as part of the academic offering of the program and includes small group instruction for low achieving students using strategies consistent with Connecticut's Common Core State Standards for Mathematics and/or the Connecticut Core Science Curriculum Framework.	15	10	7	3	0
SUBTOTAL SCORE B2 (maximum 15 points) _____					

B3. COLLEGE AND CAREER READINESS COMPONENT					
Describes a plan to provide a high-quality college and career readiness component.	10	8	5	2	0
SUBTOTAL SCORE B3 (maximum 10 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
B4. WELLNESS COMPONENT					
Includes program components that address health, nutrition and/or physical activity. Includes opportunities to put into practice skills developed as a result of above components. Provides a healthy snack. Uses strategies consistent with Connecticut's Healthy and Balanced Living Curriculum Framework for Comprehensive School Health Education and Comprehensive Physical Education.	5	4	3	2	0
SUBTOTAL SCORE B4 (maximum 5 points) _____					

C. ADEQUACY OF RESOURCES					
Provides a description of the adequacy of support, including facilities, equipment, supplies and other resources, from the applicant organization or the lead applicant organization.	5	4	3	2	0
Demonstrates that costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.	10	8	5	2	0
Provide evidence that the organization has adequate fiscal health to sustain at least three months of after-school programming, and has adequate financial controls and policies.	5	4	3	2	0
SUBTOTAL SCORE C (maximum 20 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
D. QUALITY OF MANAGEMENT PLAN					
Describes how the organization will disseminate information about the programs to the community in a manner that is understandable and accessible.	5	4	3	2	0
Provides description of the adequacy of the management plan to achieve the objectives of the proposed project on time, within budget, including clearly defined responsibilities and milestones to accomplish project tasks.	10	8	5	2	0
Provides a description of the coordination of proposed project, between parents, teachers, the community and students. Includes planning and preparation time for after-school teachers to align the program activities with the daily classroom expectations.	10	8	5	2	0
SUBTOTAL SCORE D (maximum 25 points) _____					

E. DISTRICT IMPROVEMENT PLAN	Demonstrated				
Connecticut Alliance districts who submit proposals that have a letter from the principal(s) of the school(s) to be served that outlines how the after-school program aligns with and supports the goals of the District Improvement Plan. (See Appendix K for list of eligible districts.)	5				
SUBTOTAL SCORE E (maximum 5 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
F. FUNDING HISTORY (Completed by the CSDE program manager)					
Program operations met state guidelines, including number of weeks, days and hours that services were provided.	5	4	3	2	0
Program met the goal for the total number of students and number of students on any given day targeted in the grant proposal or approved change request.	5	4	3	2	0
Program met goal for number of students attending 60 percent of program activities targeted in the grant proposal or approved change request.	5	4	3	2	0
Program met state guidelines for per pupil expenditures.	5	4	3	2	0
Program provided parent involvement activities as evidenced in the Parent Engagement Reporting Form.	5	4	3	2	0
Program has participated in quality improvement activities including program self-assessment using the Assessment of Afterschool Program Practices (APT) Observation Tool and as evidenced in the Quality Improvement Report.	5	4	3	2	0
SUBTOTAL SCORE F (maximum 30 points) _____					

OPTION B: TOTAL SCORING CHART

CATEGORY	POINTS
A. Need For Project (15 points)	
B. Quality of Project Design (55 points)	
B1. Literacy Component (15 points)	
B2. Mathematics/Science Component (15 points)	
B3. College/Career Readiness Component (10 points)	
B4. Wellness Component (5 points)	
C. Adequacy of Resources (20 points)	
D. Quality of Management Plan (25 points)	
E. District Improvement Plan (5 points)	
F. Funding History (30 points)	
TOTAL SCORE (Maximum 195 points)	

APPENDIX E: Application/Scoring Review Rating Form: Option C

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

**SCIENCE/TECHNOLOGY/ENGINEERING/MATH
AFTER-SCHOOL PROGRAM**

Application Scoring/Reviewer Rating Form

School District/RESC _____ Reader No. _____

Lead Applicant Agency _____

Reader Instructions: Give the proposal a score which best describes its attributes in each category. Give the proposal a subtotal 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 185

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
A. NEED FOR PROJECT					
Provides a description of the applicant community and the needs of the target population.	5	4	3	2	0
Provides a description of how the proposed project will remedy the risk factors for each target population.	10	8	5	2	0
SUBTOTAL SCORE A (maximum 15 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
B. QUALITY OF PROJECT DESIGN					
Provides a description of the partnership and working relationship between a local educational agency or school and community-based organization(s) or another public or private organization.	5	4	3	2	0
Identifies target population, including number of students to be served and addresses needs of target population.	10	8	5	2	0
Offers students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, art, music and recreation, technology education, character education and complements the regular academic program of participating students. See pages seven and eight for a full list of activities.	5	4	3	2	0
Offers parent's a broad range of activities to promote parent involvement.	10	8	5	2	0
Documents logical and realistic project goals, objectives, activities and timeline.	5	4	3	2	0
Provides a calendar that identifies the program's start date, end date, days of operation, including any vacation and summer programming. State Guidelines: Elementary School: nine hours/week, at least four days/week Middle School: eight hours/week, at least four days/week High School: five hours/week, at least two days/week Programs that are designed to operate throughout the full school year will receive 15 points, at least 30 weeks will receive 10 points, and less than 30 weeks will receive five points. Programs that plan to operate less than 25 weeks are weak/inadequate and will receive 0 points.	15	10	5	0	0
Describes how children will travel safely to and from the program and home.	5	4	3	2	0
SUBTOTAL SCORE B (maximum 55 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
B1. MATHEMATICS COMPONENT					
Mathematics and/or Science component is offered as part of the academic offering of the program and includes small group instruction for low achieving students using strategies consistent with the Connecticut's Common Core State Standards for Mathematics and/or the Connecticut Core Science Curriculum Framework.	15	10	7	3	0
SUBTOTAL SCORE B1 (maximum 15 points) _____					

B2. SCIENCE, TECHNOLOGY ENGINEERING COMPONENT					
Science, Technology and/or Engineering component is offered as part of the academic offering of the program and must include small group instruction for low achieving students using strategies consistent with the Connecticut Core Science Curriculum Framework and/or the Connecticut Technology Education curriculum Framework.	15	10	7	3	0
SUBTOTAL SCORE B2 (maximum 15 points)					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
B3. WELLNESS COMPONENT					
Includes program components that address health, nutrition and/or physical activity. Includes opportunities to put into practice skills developed as a result of above components. Provides a healthy snack. Uses strategies consistent with Connecticut's Healthy and Balanced Living Curriculum Framework for Comprehensive School Health Education and Comprehensive Physical Education.	5	4	3	2	0
SUBTOTAL SCORE B3 (maximum 5 points) _____					

C. ADEQUACY OF RESOURCES					
Provides a description of the adequacy of support, including facilities, equipment, supplies and other resources, from the applicant organization or the lead applicant organization.	5	4	3	2	0
Demonstrates that costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.	10	8	5	2	0
Provide evidence that the organization has adequate fiscal health to sustain at least three months of after-school programming, and has adequate financial controls and policies.	5	4	3	2	0
SUBTOTAL SCORE C (maximum 20 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
D. QUALITY OF MANAGEMENT PLAN					
Describes how the organization will disseminate information about the programs to the community in a manner that is understandable and accessible.	5	4	3	2	0
Provides description of the adequacy of the management plan to achieve the objectives of the proposed project on time, within budget, including clearly defined responsibilities and milestones to accomplish project tasks.	10	8	5	2	0
Provides a description of the coordination of proposed project, between parents, teachers, the community and students. Includes planning and preparation time for after-school teachers to align the program activities with the daily classroom expectations.	10	8	5	2	0
SUBTOTAL SCORE D (maximum 25 points) _____					

E. DISTRICT IMPROVEMENT PLAN	Demonstrated				
Connecticut Alliance districts who submit proposals that have a letter from the Principal(s) of the school(s) to be served that outlines how the after-school program aligns with and supports the goals of the District Improvement Plan. (See Appendix K for list of eligible districts.)	5				
SUBTOTAL SCORE E (maximum 5 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
F. FUNDING HISTORY (Completed by CSDE program manager)					
Program operations met state guidelines, including number of weeks, days and hours that services were provided.	5	4	3	2	0
Program met the goal for the total number of students and number of students on any given day targeted in the grant proposal or approved change request.	5	4	3	2	0
Program met goal for number of students attending 60 percent of program activities targeted in the grant proposal or approved change request.	5	4	3	2	0
Program met state guidelines for per pupil expenditures.	5	4	3	2	0
Program provided parent involvement activities as evidenced in the Parent Engagement Reporting Form.	5	4	3	2	0
Program has participated in quality improvement activities including program self-assessment using the Assessment of Afterschool Program Practices (APT) Observation Tool and as evidenced in the Quality Improvement Report.	5	4	3	2	0
SUBTOTAL SCORE F (maximum 30 points) _____					

OPTION C: TOTAL SCORING CHART

CATEGORY	POINTS
A. Need For Project (15 points)	
B. Quality of Project Design (55 points)	
B1. Mathematics Component (15 points)	
B2. Science/Technology/Engineering Component (15 points)	
B3. College/ Career Readiness Component (10 points)	
B4. Wellness Component (5 points)	
C. Adequacy of Resources (20 points)	
D. Quality of Management Plan (25 points)	
E. District Improvement Plan (5 points)	
F. Funding History (30 points)	
TOTAL SCORE (Maximum 185 points)	

APPENDIX F: Budget ED 114 and Budget Objective Codes

ED114 FISCAL YEAR 2014

AFTER-SCHOOL BUDGET FORM

GRANTEE NAME:		VENDOR CODE:		
GRANT TITLE: AFTER-SCHOOL				
PROJECT TITLE:				
CORE-CT CLASSIFICATION: FUND:11000		SPID:17084	PROGRAM: 82079	CHARTFIELD1: 170003
BUDGET REFERENCE: 2014		CHARTFIELD2:		
GRANT PERIOD: 07/01/2013 - 06/30/2014		AUTHORIZED AMOUNT:\$		
AUTHORIZED AMOUNT by SOURCE:				
LOCAL BALANCE:\$		CARRY-OVER DUE:\$	CURRENT DUE:\$	
CODES	DESCRIPTIONS	BUDGET AMOUNT	OTHER FUNDING SOURCES AND IN-KIND	TOTAL
111A	ADMINISTRATOR/SUPERVISOR SALARIES			
111B	TEACHERS			
119	OTHER			
200	PERSONAL SERVICES-EMPLOYEE BENEFITS			
300	PURCHASED PROF/TECH SERVICES			
400	PURCHASED PROPERTY SERVICES			
500	OTHER PURCHASED SERVICES			
600	SUPPLIES			
890	OTHER OBJECTS			
	TOTAL			

ORIGINAL REQUEST DATE: _____

REVISED REQUEST DATE: _____

STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

DATE OF
APPROVAL

APPENDIX F: BUDGET AND BUDGET OBJECTIVE CODES (cont'd)

Master Budget Form Object Code Descriptions/Includable Items

111A Administrator/Supervisor Salaries

Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.

111B Teachers

Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the grantee payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.

119 Other

Salaries for any other grantee employee not fitting into objects 111A, or 111B. Include the gross salaries for these individuals including overtime salaries or temporary employees. Included can be janitorial personnel costs, grant activity coordinators' salaries, and food service personnel.

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, are nevertheless part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.

300 Purchased Professional and Technical Services

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

400 Purchased Property Services

Expenditures for services to operate, repair, maintain and rent property owned and/or used by the grantee. These are payments for services performed by persons other than grantee employees. Most frequently allowed expenditures include: 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.

890 Other Objects (Miscellaneous Expenditures)

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

APPENDIX G: Application Checklist

Applicant Name: _____

The following sections of the After-School 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
- Need for Project
- Project Design
- Adequacy of Resources
- Management Plan
- Appendix F: Budget Form ED114
- Budget Narrative
- Appendix G: Application Checklist
- Appendix H: Statement of Assurances
- Appendix I: Affirmative Action Packet is on File
- Appendix J: Partner Applicant Commitment Letters
- Appendix K: Connecticut Alliance Districts

APPENDIX H: 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 Connecticut State Board of Education and the State Department of Education;
- E.** Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F.** Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G.** The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the State Department of Education, including information relating to the project records and access thereto as the State Department of Education may find necessary;
- H.** The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I.** If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J.** The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. Required Contract Language:

1. For purposes of this section, "Commission" means the Commission on Human Rights and Opportunities.

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

For purposes of this section, "sexual orientation" means having a preference for heterosexuality, homosexuality or bisexuality, having a history of such preference or being identified with such preference, but excludes any behavior which constitutes a violation of Part VI of Chapter 952 of the General Statutes.

2. (a) The contractor agrees and warrants that, in the performance of the contract, such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut. If the contract is for a public works project, the contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such project. The contractor further agrees to take affirmative action to insure that applicants with job related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved;
- (b) The contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "Affirmative Action-Equal Opportunity Employer" in accordance with regulations adopted by the Commission;
- (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or

worker's representative of the contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment;

(d) the contractor agrees to comply with each provision of this section and Connecticut General Statutes Sections 4a-62, 32-9e, 46a-56 and 46a-68b to 46a-68k, inclusive and with each regulation or relevant order issued by said Commission pursuant to said sections; and

(e) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56.

3. Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: The contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
4. The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
5. The contractor shall include the provisions of subsection (2) of this section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with this section and Connecticut General Statutes Sections 4a-62, 32-9e, 46a-56 and 46a-68b to 46a-68k, inclusive; provided if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.
6. The contractor agrees to comply with the regulations referred to in this section as they exist on the date of this contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.
7. (a) The contractor agrees and warrants that, in the performance of the contract, such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any matter prohibited by the laws of the United States or of the State of Connecticut and that employees are treated when employed without regard to their sexual orientation; ;

(b) The contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or

understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment;

(c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Section 46a-56 of the General Statutes; and

(d) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor which relate to the provisions of this Section and Section 46a-56 of the General Statutes.

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

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

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

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

Signature

Name (typed)

Title (typed)

Date

APPENDIX I:

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

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

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

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

Name of Authorized Official

Title

Signature of Authorized Official

Date

APPENDIX J: Partner Applicant Commitment Letter

Partner Applicant Commitment Letter

1. Use school/community-based organization letterhead stationery (one letter from each school or from each partner, except that you may combine school principals and superintendent in one letter from 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.

APPENDIX K: Connecticut Alliance Districts

Ansonia
Bloomfield
Bridgeport
Bristol
Danbury
Derby
East Hartford
East Haven
East Windsor
Hamden
Hartford
Killingly
Manchester
Meriden
Middletown
Naugatuck
New Britain
New Haven
New London
Norwalk
Norwich
Putnam
Stamford
Vernon
Waterbury
West Haven
Winchester
Windham
Windsor
Windsor Locks