

## Request for Proposals

### Program Enhancement Projects for Adult Education July 1, 2021



**Purpose:** To provide opportunities for the expansion and enhancement of existing educational programs and services for adults who lack the level of basic skills and literacy necessary to be effective parents, citizens and employees.

*Pursuant to the Workforce Innovation and Opportunity Act (WIOA) of 2014, Title II, Adult Education and Family Literacy Act (AEFLA), Public Law 113-128.*

**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.**

**Date Published: March 2021**

**Application Due Date: May 20, 2021**

**RFP #: 817**

## **CONNECTICUT STATE DEPARTMENT OF EDUCATION**

**Charlene M. Russell-Tucker**  
**Acting Commissioner of Education**

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## I. GENERAL INFORMATION

### A. Introduction

The Connecticut State Department of Education's (CSDE) Bureau of Health/Nutrition, Family Services and Adult Education is conducting a competition to award three-year funding from Fiscal Year (FY) 2022 through Fiscal Year 2025, seeking submission of written proposals on a competitive basis, from eligible agencies/organizations, to support and further enhance adult education services in Connecticut. The funds for this solicitation are authorized by the *Workforce Innovation and Opportunity Act (WIOA) of 2014, Title II, Adult Education and Family Literacy Act (AEFLA), Public Law 113-128*. Grants awarded through this competition are continued after one year as funds are available and contingent upon program performance.

### B. Purpose

The intention of the Program Enhancement Project (PEP) Request for Proposals (RFP) is to increase the capacity of Connecticut's eligible providers to deliver the needed educational and support services to adult learners in the five workforce development areas. The WIOA supports this effort by requiring solid collaborations with mandated partners and more purposeful relationships between adult education and Connecticut's Workforce Development Boards (WDBs). The legislation further encourages the alignment of core programs to implement certain critical elements of Connecticut's WIOA Unified State Plan.

The overarching goal of the WIOA legislation is to:

- increase accessibility to adult education programs and services for learners most in need;
- create a seamless transition to postsecondary education and training through the development of career pathways;
- foster strong, literate families in an effort to reduce the current student achievement gap; and
- build an educated and competitive workforce.

### C. Overview of AEFLA Requirements and Purposes

The AEFLA funds must support programs, activities and services that include: adult literacy; workplace education and literacy activities; family literacy activities; English language acquisition (ELA) activities; integrated English literacy and civics education (IEL/Civics); workforce readiness activities; and/or integrated education and training (IET). Programs providing ELA and/or IEL/Civics' services must support transition of those students to adult basic education (ABE) or adult secondary education (ASE) instruction. Programs must also prepare and support students in achieving successful transition to postsecondary education, training or employment.

The AEFLA recognizes that completion of high school is not an end in itself but the means to further opportunity. It adds to the purpose of high school completion and the transition to postsecondary education through the use of career pathways. The AEFLA also formalizes a role that adult education has played for decades related to assisting

immigrants and English language learners to read, write and speak English, and has added mathematics to the scope of services. The AEFLA also expands the focus of English language learning and civics education to support individuals in effectively participating in education, work and civic opportunities.

Multi-year grants will be awarded based on the ability of the eligible applicant to meet the following AEFLA purposes:

- assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- assist adults who are parents or family members to become a full partner in the education development of their children;
- assist adults in completing high school;
- promote transitions from adult education to postsecondary education and training through career pathways; and
- assist immigrants and English language learners improve reading, writing, math, speaking, comprehension skills in the English language, and acquiring an understanding of American government, individual freedom and responsibilities of citizenship.

### **Eligible Applicants**

Applicants for AEFLA funding must be able to demonstrate effectiveness in providing adult education services to adult learners. Eligible applicants may include the following agencies/organizations:

- a local education agency;
- a community-based organization or faith-based organization;
- a volunteer literacy organization;
- an institution of higher education;
- a public or private nonprofit agency;
- a library;
- a public housing authority;
- other nonprofit institutions that have the ability to provide adult education and literacy activities to eligible individuals;
- a consortium or coalition of the agencies, organizations, institutions, libraries or authorities described above; and
- a partnership between an employer and an entity described above.

### **Demonstrated Effectiveness**

An eligible provider must establish that it has demonstrated effectiveness through the following criteria: performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy in the content domains of reading, mathematics, English language acquisition, and other subject areas relevant to the services contained in the state's application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training (34 CFR 463.24).

The following Connecticut state-imposed elements **will** be used in determining demonstrated effectiveness of eligible training providers:

- credential attainment rate;
- measurable skills gain;
- median earnings;
- employment rate;
- total number of individuals served; and
- program of study completed.

There are two ways in which an eligible provider may meet the requirements in this section:

1. An eligible provider that has been funded under Title II of the WIOA must provide performance data required under Section 116 of the WIOA to demonstrate past effectiveness. Past effectiveness will be evidenced by meeting or exceeding performance measures based on documentation from the Literacy Adult and Community Education Services (LACES) database and annual reviews of previously funded providers.
2. An eligible provider that has not been previously funded under Title II of the WIOA must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals in all of the following areas:
  - Reading;
  - Mathematics;
  - English language acquisition; and
  - other subject areas relevant to the services

### **Target Population**

The term “adult education” means services or instruction below the postsecondary level for individuals:

- who are 17 years-of-age or older;
- who are not enrolled or required to be enrolled in secondary school under state law;
- who lack sufficient mastery of basic educational skills to function effectively in society; and
  - do not have a secondary school diploma or its recognized equivalent,
  - have not achieved an equivalent level of education, or
  - are unable to speak, read or write the English language.

Programs should target individuals with multiple barriers to educational attainment, including: individuals with disabilities, criminal offenders, single parents and individuals with limited English proficiency.

### **Considerations for Funding**

The CSDE is required to evaluate each application based on the WIOA Considerations for Funding (WIOA Section 231), which are listed below and in Appendix M. Additionally, past effectiveness of the eligible provider in improving the literacy of eligible individuals to meet state-adjusted levels of performance for the primary indicators of performance



(described in WIOA Section 116), especially with respect to eligible individuals who have low levels of literacy, will also be considered.

In awarding grants, the state provides for a standardized evaluation process using the following considerations. Proposals must demonstrate that all considerations are met.

**WIOA Considerations for Funding (WIOA Section 231)**

- (1) The degree to which the eligible provider would be responsive to:
  - a) Regional needs as identified in the local plan under Section 108 (as evidenced by a description of regional needs and how the applicant will be responsive to those needs).
  - b) Serving individuals in the community who were identified as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners (as evidenced by an objective statement of need accompanied by a recruitment and retention plan which targets these individuals).
- (2) The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities (as evidenced by an objective statement of need accompanied by a recruitment and retention plan which targets these individuals).
- (3) Past effectiveness of the eligible provider in improving the literacy of eligible individuals to meet state-adjusted levels of performance for the primary indicators of performance described in Section 116, especially with respect to eligible individuals who have low levels of literacy (as evidenced by meeting or exceeding performance measures based on documentation from the LACES and annual reviews for previously funded providers; and as evidenced by comparable objective performance measures which demonstrate successful student outcomes for new eligible providers).
- (4) The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under Section 108, as well as the activities and services of the one-stop partners (as evidenced by description of proposed activities, strategies and goals, and how the provider plans to align them).
- (5) Whether the eligible provider's program is of sufficient intensity and quality, and based on the most rigorous research available, so that participants achieve substantial learning gains and uses instructional practices that include the essential components of reading instruction (as evidenced by a program design suitable to achieve applicable performance measures – appropriateness of program design may be demonstrated by past performance of successful outcomes or documentation of a similar program design and associated outcomes).
- (6) Whether the eligible provider's activities, including reading, writing, speaking, mathematics and English language acquisition instruction, delivered by the eligible

provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice (as evidenced by program design and/or curriculum).

- (7) Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning, and how such technology, services, and systems lead to improved performance (as evidenced by program design and/or curriculum and the accessibility of hardware and software applications as appropriate).
- (8) Whether the eligible provider's activities provide learning in context, including through IET, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship (as evidenced by program design and/or curriculum which focus on skills needed for postsecondary education and training, the workplace and citizenship).
- (9) Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the state, where applicable, and who have access to high-quality professional development, including through electronic means (as evidenced by appropriate degrees, certifications and trainings).
- (10) Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local WDBs, One-Stop Centers, job training programs, social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations and intermediaries, for the development of career pathways (as evidenced by formal collaborations and the commitment of the provider to assess and address the literacy and non-literacy support services of participants).
- (11) Whether the eligible provider's activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, transportation, mental health services and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs (as evidenced by program schedules and documentation of support services available).
- (12) Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with Section 116) and to monitor program performance (as evidenced by prior participation in or a commitment to participate in the eligible agency's

Connecticut Competency System (CCS) and LACES, and to submit comprehensive, timely and accurate data).

- (13) Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs (as evidenced by area demographic data).

The assessment of each grant application will involve an intense evaluation of the ability of the eligible provider to meet the literacy needs of the area and to comply with the expectations and statutes described within the WIOA.

#### **Alignment with [WDB Local Plans](#)**

1. Applicants must describe the alignment between their proposed services and the local WDB plan by demonstrating the extent to which the eligible provider aligns the proposed activities and services and the strategy and goals of the local plan, as well as the activities and services of the one-stop partners.
2. As required under the WIOA, local boards will conduct a required review of the local AEFLA grant applications as part of the evaluation process to determine whether the applications are consistent with the local plan and to make recommendations to the eligible agency to promote alignment with the local plan.
3. After the WDB review process, a review team comprised of interagency staff and experts in each priority area will evaluate proposals responding to the RFP. Interagency participants will include representatives of the CSDE, the WDBs and one-stop partners.

**Allowable Activities:** Each eligible provider receiving a grant must use the grant to establish or operate programs that provide services and/or instruction in one or more of the following categories:

- adult education and literacy services, which may include workplace literacy services;
- adult secondary completion programs;
- family literacy services; and
- English literacy programs.

#### **Special Rule for Family Literacy Programs**

Each eligible agency awarded a grant or contract shall not use any funds made available under this title for adult education and literacy activities for purpose of supporting or providing programs, services, or activities for individuals who are under the age of 17, are enrolled, or required to be enrolled, in secondary school under state law, except that such agency may use funds for such purpose if such programs, services or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

#### **General Education Provisions Act (GEPA) Section 427**

The purpose of the GEPA is to ensure that, in designing their projects to be carried out with federal funds, applicants address equity concerns that may affect the ability of

certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to it to eliminate barriers it identifies. Section 427 of the GEPA affects all applicants for grant awards under this program. In order to receive funding under this program, all applicants for grants must include information in their applications to address this provision. Applicants must complete the GEPA Attestation form found on page 38 (Appendix F).

#### **D. Priority Areas**

The CSDE will award multi-year grants to eligible providers through a competitive RFP process to enable providers to develop, implement and improve adult education and literacy activities. The CSDE estimates that approximately 4.5 million dollars will be available under this initiative. The grants will range from \$30,000 to \$300,000, as outlined in each of the following priority areas:

##### **a. Comprehensive Services**

- 1. Transition Activities (may choose 1, 2 or 3 areas):** If choosing more than one priority area under Transition Activities, the applicant **must** address how each activity selected will complement any other selected activities so that a pathway/continuum is created for student success. For example: creates a workforce readiness program that aligns its curriculum directly with a local postsecondary institution in an identified career pathway and in addition, establishes an agreement with that institution to offer education and/or training opportunities in direct partnership with the adult education provider. The 3 types of Transition programs are the following:
  - i. Transition: Workforce Readiness
  - ii. Transition to Postsecondary Education/Training
  - iii. Transition: IET

**No stand-alone programs if more than one area is selected. Proposal will not be considered for funding under those circumstances.**

##### **2. Enhancement of Adult Literacy Services**

- i. High school completion
  1. Connecticut Adult Virtual High School **(as outlined in priority specifications, statewide priority: funding for one agency to provide services).**
  2. Expansion of the National External Diploma Program (NEDP).
- ii. Family Literacy Services
- iii. Corrections Education and Other Institutionalized Individuals or Special Populations

##### **b. Integrated English Literacy/Civics Education (IELCE)**

#### **E. Accountability Practices**

**To meet federal and state accountability requirements, eligible providers must agree to implement the following student assessment and data reporting practices:**

- 1.** Use the CCS to appraise and assess student progress. The CCS is a curriculum, instruction and assessment system that provides a comprehensive framework for teaching and assessing a common core of competencies and content standards that

adults need in order to be successful in life, work and postsecondary education. The system provides a common assessment vocabulary that allows for movement within and among programs and minimizes unnecessary testing. All funded grantees are expected to adhere to the policies and procedures outlined in the [CCS Assessment Policies and Guidelines](#).

2. It is the grantee's responsibility to ensure that staff is fully trained in the implementation of the CCS assessments. Training is offered through the Adult Training and Development Network (ATDN) and the CSDE. **Successful eligible applicants will be required to use the TOPSpro Enterprise system to provide immediate test scoring and reports, which help teachers and program directors identify students' instructional strengths and needs, and pinpoint competencies and content standards to target instruction.**
3. Use LACES to collect and report on programmatic and student data, specifically the program's progress on performance levels for the Core Indicators of Performance. LACES is used to collect and submit individual student and program data. LACES is an Internet-based system. Users are expected to access LACES using the most current version of Google Chrome over a dedicated, broadband Internet connection. It is the grantee's responsibility to ensure that appropriate staff is trained in the LACES system and that staff follows the policies and procedures outlined in the **LACES Users' Guide**: [LACES](#) Training is provided by Literacy Pro.

Use the [College and Career Readiness Standards \(CCR\)](#) in alignment with the Federal Office of Career, Technical, and Adult Education (OCTAE). The CCR Standards for Adult Education are content standards, which align closely with the CCS. The CSDE's policy requires that all eligible applicants have all ABE/General Educational Development (GED), English and Math teachers trained in using the Math and English Language Arts CCR Standards, and all English as a Second Language teachers trained in using the English Language Proficiency (ELP) Standards in their curriculum. As a requirement for funding, eligible applicants who do not meet this criterion must make provisions to do so.

#### **F. Performance Accountability**

The WIOA has established an accountability system that requires states to set specific measures for program performance on an annual basis. At a minimum, as part of their program outcomes, programs responding to this RFP will be required to exceed the Connecticut performance levels for 2020. Performance Accountability assesses the effectiveness of grantees in achieving continuous improvement of adult education and literacy activities. The performance outcome measures consist of the following core indicators of performance:

- percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;

- median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- percentage of participants who obtain either a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent during participation in or within one year of exit from program;
- percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and
- indicators of effectiveness in serving employers.

#### **G. Preparing and Submitting the Application**

The proposal must be prepared in accordance with the “Proposal Guidelines and Requirements,” which begin on page 24. Submit **one** electronic copy to [SDE.AdultEd@ct.gov](mailto:SDE.AdultEd@ct.gov) and **one copy, single sided, with one bearing an original signature** by mail (see address below). All proposals submitted become the property of the CSDE and become part of the public domain. The original proposal must be received by 3:00 pm on Thursday, May 20th. Only proposals with an original signature will be accepted as timely filed—**Extensions shall not be given.** *See page 27 for budget information.* The document, in its entirety, including all components, must also be e-mailed by **MAY 20, 2021** to [SDE.AdultEd@ct.gov](mailto:SDE.AdultEd@ct.gov).

#### **The address for mailing or hand delivery is:**

Glen Peterson, Division Director  
Connecticut State Department of Education  
Bureau of Health/Nutrition, Family Services and Adult Education  
450 Columbus Boulevard, Suite 508  
Hartford, Connecticut 06103

In addition, the grant proposal must be submitted, in total, including budgets into the CT Electronic Grant Management System (eGMS) [CT eGMS](#) no later than May 20<sup>th</sup> at 3:00 pm.

If you are a new applicant who does not have current access to the eGMS, please submit a help desk ticket using Request Help with the name of the organization and the person’s name and email address who needs access.

The original RFP, in its entirety, is found in CSDE Resources. Click on CSDE Resources and open the Adult Education folder to access and download the document. Instructions for using eGMS can be found on the eGMS home page in the section entitled “Training and Video Links.”

#### **H. Proposal Review and Evaluation Criteria**

The proposals will be evaluated by a review team comprised of interagency staff and experts in each priority area. Interagency participants will include representatives of the CSDE, the WDB, the one-stop and vocational rehabilitation partners. The review team will evaluate each proposal using a standardized evaluation form based on required federal, state and regional criteria published in the RFP, including the considerations listed in the

WIOA, Title II, Section 232 as follows:

1. A description of how funds awarded under this title will be spent consistent with the requirements of this title.
2. A description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.
3. A description of how the eligible provider will provide services in alignment with the local plan under Section 108, including how such provider will promote concurrent enrollment in programs and activities under Title I, as appropriate.
4. A description of how the eligible provider will meet the state-adjusted levels of performance described in Section 116(b)(3), including how such provider will collect data to report on such performance indicators. \*
5. A description of how the eligible provider will fulfill one-stop partner responsibilities as described in Section 121(b)(1)(A), as appropriate.
6. A description of how the eligible provider will provide services in a manner that meets the needs of eligible individuals.
7. Information that addresses the considerations described under Section 231 (refer to Appendix M - Considerations for Funding).

**\*Describe the strategies used for following up with students post-exit. Include concrete examples.**

An internal edit check will be conducted by CSDE staff to ensure compliance with the requirements of Title II of the WIOA, all applicable laws and RFP criteria.

#### **I. Direct and Equitable Access**

The CSDE will use the same grant announcement and application process to ensure that all eligible providers have direct and equitable access to apply for these grants under the WIOA. The CSDE will publish and post on the CSDE, the Connecticut Department of Labor and Department of Aging and Disability Services Web sites. In addition, a notice of the RFP will be e-mailed to all current grant-funded eligible applicants and other interested parties, as defined on page 2 of this RFP.

#### **J. Bidders' Conference**

A bidders' conference will be publicly advertised with the Notice of Availability and will be held virtually on Thursday, March 18<sup>th</sup> at 11:00 am. Please use this link to register: <https://attendee.gotowebinar.com/register/349242207776677391>. Once registered, you will receive a link to the Bidders' Conference. CSDE staff will be available to answer questions regarding application procedures, proposal format and funding requirements.

#### **K. Disposition of Applications and Grant Awards**

The content and cost of proposals are subject to negotiation prior to the final grant. Notification of the grant award will be issued by the CSDE. The level of funding and effective dates of the project will be set forth in the notification of the grant award. The CSDE reserves the right to make grant 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 also reserves the right to: (1) reject all proposals in a priority area; (2) conduct a more extensive proposal solicitation; (3) reject a lower cost proposal if the CSDE believes that a higher cost proposal more appropriately meets the stated objectives; or (4) transfer funds among priorities, if the number and quality of proposals should warrant it. In order to promote a broad distribution of funds, the CSDE may limit the number of grant awards per applicant and/or per geographic area. ALL AWARDS ARE SUBJECT TO THE AVAILABILITY OF FEDERAL FUNDS. GRANTS ARE NOT FINAL UNTIL THE AWARD LETTER IS EXECUTED.

#### **L. Matching Funds**

The CSDE requires applicants to provide a **minimum of 20 percent** in matching funds (state requirement). Matching funds may include expenditures from state, local and other non-federal sources for adult education programs, services and activities, as defined in the Act. Matching funds may be cash or in-kind, but must be clearly documented. **Do NOT provide MORE than 20 percent in matching funds. The proposal must provide assurance that federal funds will not be co-mingled with state or local funds.** Costs proposed are those above and beyond normal operational costs and must be attributed to the project described in the proposal.

#### **M. Administrative Costs**

According to the Act, at least 95 percent of an eligible recipient's federal grant award must be expended for adult education instructional activities. The remaining amount, not to exceed 5 percent, may be used for local administrative costs including: planning; administration, including carrying out performance accountability requirements; professional development; and providing adult education and literacy activities in alignment with local workforce plans, including promoting co-enrollment in programs and activities under Title I, as appropriate, and carrying out the one-stop partner responsibilities described in 20 CFR § 678.420, including contributing to the infrastructure costs of the one-stop delivery system. Where the administrative cost limit is too restrictive and would provide insufficient funds for the aforementioned non-instructional purposes, a grant applicant may submit a detailed written request to Marcy Reed, [marcy.reed@ct.gov](mailto:marcy.reed@ct.gov) Education Consultant, Bureau of Health/Nutrition, Family Services and Adult Education, justifying the additional administrative costs.

#### **N. 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 (CGS), Sections 4a-60, 4a-60a, and Sections 4a-68j-1 et seq. of the Regulations of Connecticut State Agencies. Furthermore, the grantee must submit periodic reports of its employment and sub-contracting practices in such form, in such manner and in such time as may be prescribed by the Connecticut Commission on Human Rights and Opportunities.

#### **O. Freedom of Information Act**

All of the information contained in a proposal submitted in response to this RFP is subject to the provisions of the Freedom of Information Act, Sections 1-200 et seq. (FOIA). The FOIA declares that, except as provided by federal or state statute, records maintained or



kept on file by any public agency are public records and every person has the right to inspect such records and receive a copy of such records.

**P .Utilization of Minority Business Enterprises**

All grantees shall make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on projects subject to contract requirements. Contractors shall certify under oath to the Commission on Human Rights and Opportunities and the CSDE that the minority businesses selected as subcontractors and suppliers of materials comply with the criteria of CGS, Section 4a-60, if such businesses are not currently registered with the Department of Economic and Community Development.

## II. PRIORITY AREA SPECIFICATIONS

### SPECIFICATIONS

**Priority Area:** Transition: Workforce Readiness – up to \$40,000 \*

**Rationale for this Priority Area:** To promote the self-sufficiency of adult education students and to strengthen their response to the needs of a rapidly changing labor market; to provide exposure to, and experience in, relevant industry sectors/career pathways as identified in the [WDB local plans](#), and to ensure that Connecticut has workers with the necessary skills, competencies and credentials to be successful in the 21<sup>st</sup> century workplace. **These funds may NOT be used for technical training, job development, and/or job placement services.**

**Target Population:** Individuals who lack sufficient mastery of basic skills, do not have a secondary diploma or its equivalent, are limited English proficient, and who would benefit from exposure to, and experience in, the exploration of, and participation in, a number of career pathways as a way to enhance employability.

**Requirements Specific to The Priority Area:** In order to respond to the evolving needs of the business community and promote individual self-sufficiency, programs will provide workforce readiness activities, including literacy instruction; development of digital literacy skills and employability skills; career exploration and development and links to employment; employment services; and other options. Workforce readiness programs must offer instruction to support transition to work, entry-level employment, and reentry into the workforce for unemployed individuals.

Activities, programs, or services should be designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills and self-management skills, including competencies in:

- utilizing resources;
- using information;
- working with others;
- understanding transition and employment systems; and
- obtaining skills necessary for successful transition into, and completion of, postsecondary education, training or employment.

Programs must demonstrate a commitment to provide appropriate support services to students participating in workforce readiness activities. These services may include, but are not limited to, tutoring or other academic supports, college navigation support, career planning, transportation assistance, and/or childcare.

\*If more than one project plan is submitted for consideration in the Transition priority area, the applicant has addressed how each transition category will be complementary to any other. (Stand-alone programs, if more than one area is selected, will not be considered for funding.)

## SPECIFICATIONS

### **Priority Area: Transition to Postsecondary Education/ Training – up to \$40,000 \***

**Rationale for this Priority Area:** To broaden opportunities for students in adult education by creating a bridge between adult education programs and postsecondary education and training opportunities.

**Target Population:** Individuals who do not have a secondary diploma or its equivalent, need additional services to transition into, and progress within, a postsecondary education or training program.

**Requirements Specific to the Priority Area:** In addition to proposal requirements addressed under Section III, “Proposal Guidelines and Requirements,” the following **additional** requirements must be met to be eligible for this priority area:

1. Written agreements (Memorandum of Understanding) between the adult education provider and its postsecondary partner or partners **must** be included in the proposal.
2. Applicants must provide evidence of an institutional commitment and capacity on the part of all partners to enhance and expand their programs of study in keeping with the requirements of this priority area.
3. The educational framework must include curriculum that is aligned with [CCR Standards for Adult Education](#), digital literacy skills and the necessary assessment criteria for entrance into postsecondary education programs.
4. Exposure to the career pathways that relate to the local WDB’s identified industry sectors in its [local plan](#).
5. Utilization of the curriculum resources available through the [LINCS resource collection](#).
6. Applicants must implement a referral process for students that have 16 or more credits; students with a minimum score of 145 on each test subject area on the GED® Ready Test; students in the NEDP who are in the portfolio review stage of the program; or advanced-level English as a Second Language (ESL) students.
7. Adult education and postsecondary partners must be consistently represented at the transition meetings organized by the CSDE.
8. Partnerships between adult education and postsecondary education and training programs must provide at a minimum:
  - academic and career-related counseling combined with other student support services;
  - academic assessments in line with the receiving institution to ensure student readiness for enrollment; and
  - facilitation of the admissions and financial aid process for transition students.
9. Classes of sufficient intensity and duration to ensure substantial learning gains and achievement of relevant performance measures.

\*If more than one project plan is submitted for consideration in the Transition priority area, the applicant has addressed how each transition category will be complementary to any other. Stand-alone programs, if more than one area is selected, will not be considered for funding.

## SPECIFICATIONS

### **Priority Area: Transition: Integrated Education and Training (IET) – up to \$40,000 \***

*Funds in this priority area may be used to plan, develop and deliver the basic education component of the Integrated Basic Education and Skills Training (I-BEST) model. **These funds may NOT be used for technical training, job development and job placement services.***

**Rationale for this Priority Area:** The I-BEST model provides a parallel, simultaneous approach that combines basic skills adult education with technical training. The model has been nationally validated as an effective method for teaching adults who need both basic skills and job skills.

**Target Population:** Students enrolled in mandated adult education classes, and who are identified as having the interest and ability to participate in an IET program.

**Requirements Specific to the Priority Area:** In addition to proposal requirements addressed under Section III, “Proposal Guidelines and Requirements,” the following **additional** requirements must be met for this priority area:

1. Technical training aligned with the identified industry sectors in the [WDB local plans](#). Proposal must **specifically** identify a partnership with an employer(s) and/or technical training organization and how that partnership will be implemented and sustained.
2. The IET program has a single set of learning objectives that identify specific adult education content aligned with CCR Standards; workforce readiness activities; and workforce training competencies. The program activities are organized to function cooperatively.
3. **Evidence of a funding commitment and an accompanying budget for the technical training component of the I-BEST project that adequately supports all expenses necessary for this component.** To reiterate, local, state or federal adult education funds CANNOT support technical training. **A proposal submitted without this information will not be considered for funding.**
4. Detailed information on the process that will be used to develop a joint program of study that integrates basic education, skills training and digital literacy skills that addresses the following:
  - a. Summarize the curricular components, demonstrate how those components will result in simultaneous and contextualized instruction and identify those individuals involved in its development.
  - b. The number of instructional/training hours per day/days per week, the program length, the program location(s), the staffing structure and how the program will be co-taught by the adult education and technical training faculty.
  - c. Partnerships, including technical training providers, WDBs, foundations and employers, and how they will provide training, job shadowing, mentoring, and/or on-the-job training opportunities for adult learners.
  - d. The attainment of industry-recognized credential(s) and **alignment to labor market needs and local/regional priorities** and how learners will be prepared to enter the next step of an educational pathway. Indicate how this progress will be documented.

### **Integrated Education and Training (IET) (cont'd)**

- e.** Details on how job development and placement services will be provided to assist learners in obtaining employment in the newly credentialed area.
- f.** Support services, student success strategies and transition strategies that will be integrated into the project.

\*If more than one project plan is submitted for consideration in the Transition priority area, the applicant has addressed how each transition category will be complementary to any other. (Stand-alone programs, if more than one area is selected, will not be considered for funding.)

## SPECIFICATIONS

**Priority Area:** Connecticut Adult Virtual High School – up to \$300,000

**Rationale for this Priority Area:** To increase access to online learning opportunities for all learners and promote efficiencies of scale, and reduce duplication of services by developing and supporting a collaborative statewide model.

**Target Population:** Individuals who do not have a secondary diploma or its equivalent.

**Requirements Specific to Priority Area:** In addition to the proposal requirements addressed under Section III “Proposal Guidelines and Requirements,” the successful applicant will be expected to work closely with the bureau representative to conduct the following activities in accordance with all the policies outlined at <http://www.ctvhs.org>:

1. Development of an annual course schedule for students in the Adult High School Credit Diploma (AHSCD) and the GED programs. Course development should consider the industry sectors identified by the local [WDB local plans](#).
2. The applicant agency must increase the number of courses offered each term and ensure that they are aligned with the [CCR Standards for Adult Education](#) and the Comprehensive Adult Student Assessment System (CASAS) competencies and content standards.
3. Teachers with the appropriate Connecticut certification must be hired.
4. Teachers must be compensated based on student enrollment and the number of courses taught.
5. Students from across the state will be able to register for the online courses.
6. Online tools and support services for students and staff, including tutoring and help desk must be provided.
7. All necessary professional development for teachers, mentors, online learning coordinators, administrators, and counselors must be designed and made available.
8. Staff representation from participating providers on an advisory board, a content committee, a research and evaluation committee, and a support services committee must be ensured.
9. A formal process coupled with standards for the ongoing review, approval and revision of adult credit courses must be developed.
10. Ongoing research and evaluation that gathers and appraises data and recommends strategies for improvement must be conducted and presented to the advisory board.

## SPECIFICATIONS

### **Priority Area: Expansion of the National External Diploma Program (NEDP) – up to \$30,000**

**Rationale for this Priority Area:** To increase the accessibility of the NEDP to an adult population in Connecticut that lacks a high school diploma. The NEDP provides a unique way for adults to earn a high school diploma; allows adults to demonstrate their high school-level skills by applying their life experiences in real-life situations; and awards a traditional high school diploma to adults who have acquired many of their high school-level abilities through work, family, and community experiences.

**Target Population:** Individuals who do not have a secondary diploma or its equivalent.

**Requirements Specific to the Priority Area:** In addition to proposal requirements addressed under Section III “Proposal Guidelines and Requirements,” the following requirements must be addressed for this priority area:

1. A letter of agreement from the local superintendent of the district to award a local high school diploma to graduates upon satisfactory completion of the NEDP. This diploma is to have no qualifying language and must be identical to the diploma awarded in the Adult Credit Diploma Program.
2. Identification of a minimum of three certified teachers who are trained in the three-day advisor/assessor training or be willing to participate in the training. Three trained NEDP advisor/assessors are necessary to maintain an NEDP site.
3. Dedicated space with computer accessibility must be identified to hold one-on-one private sessions with students and for maintaining materials.
4. Program must be active in NEDP (i.e., have at least five active clients per year) to maintain funding and to be considered an NEDP site.
5. Ability to deliver the NEDP in a remote setting.
6. All NEDP advisor/assessors are expected to be consistently working in the NEDP and are required to attend one annual meeting to remain current in state and national policies and procedures. In addition, advisor/assessors must participate in any other NEDP required trainings which are requested by CSDE.
7. Must have representation at the biannual NEDP Council (NEDPC) Conference.
8. **A sustainability plan for the NEDP must be provided within the proposal. Provide evidence of true expansion of currently existing NEDP. Failure to satisfactorily demonstrate expansion will result in elimination of the proposal from further consideration.**

## SPECIFICATIONS

### **Priority Area: Family Literacy Services – up to \$50,000**

**Rationale for this Priority Area:** To develop and expand programs that integrate the following activities: parent literacy training that leads to economic self-sufficiency; age-appropriate education for children; training for parents regarding how to be the primary teacher and full partners in the education of their children; and interactive literacy activities between parents and children. Family literacy activities are services that make sustainable improvements in the economic prospects for a family and better enable parents or family members to support their children’s learning needs.

**Target Population:** Parents of children from birth to grade three, who lack sufficient mastery of basic skills; who are unable to speak, read or write the English language effectively enough to assist their children; or who do not have a high school diploma or its equivalent. **Preference will be given to programs that collaborate with a Family Resource Center or other community agency.**

**Requirements Specific to Priority Area:** In addition to proposal requirements addressed under Section III of the RFP, “Proposal Guidelines and Requirements” and the **Special Rule for Family Literacy Programs found on page 6**, the following additional requirements must also be addressed for this priority area:

1. Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement and economic self-sufficiency.
2. Interactive literacy activities between parents or family members and their children.
3. Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.
4. Age-appropriate education to prepare children for success in school and life experiences.
5. Development of digital literacy skills.
6. The integration of CCR standards.

Family Literacy Services are to benefit the child, the parent, and the community. Program services will focus on enabling parents to become full partners in the education of their children and providing workforce readiness activities. Services will be of sufficient intensity and duration to make sustainable changes in the family.



## SPECIFICATIONS

**Priority Area: Corrections Education and Other Institutionalized Individuals or Special Populations – up to \$30,000**

**Rationale for this Priority Area:** To increase access to adult education programs and services for adults with multiple barriers to education.

**Target Population:** Individuals within a correctional institution (priority should be given to serving individuals who are likely to leave the correctional institution within five years of participation in the program); individuals with disabilities; individuals residing in a halfway house, homeless shelter or other nontraditional setting who lack basic skills, do not have a secondary diploma or its equivalent, or who are unable to speak, read or write the English language.

**Requirements Specific to the Priority Area:** In addition to proposal requirements addressed under Section III “Proposal Guidelines and Requirements,” the following requirements must be addressed for this priority area according to the nontraditional environment in which the project will take place and the parameters of the target population:

1. Providers must either implement programs that deliver innovative, nontraditional instructional approaches that include comprehensive counseling and support services; or providers must deliver instructional programs, comprehensive counseling and support services that take place within a nontraditional setting/site.
2. Providers must provide documentation of coordination and collaboration with the host institution/site, if applicable, to ensure program integration and support.
3. Providers must offer **one** of the following programs:
  - a. A basic skills or ESL program taught in a life skills context that will provide individuals with the skills necessary to function in the community, advocate for themselves, and access appropriate community resources.
  - b. A basic skills, ESL or secondary completion program, *taught in an employability context*, that will provide individuals with the skills necessary to function in the workplace and transition to employment and continued education.
  - c. Funds may also be used for obtaining a high school credential, and/or participation in IET, career pathways and transition to reentry initiatives and other post-release services with the goal of reducing recidivism. These funds may not be used to support the cost of technical training.
4. Programs must integrate digital literacy into the core curriculum to create opportunities for authentic research, writing and communication, while encouraging critical thinking, decision-making and problem-solving skills.
5. Programs must demonstrate how they will collaborate with the Department of Aging and Disability Services for support and resources, as well as the American Job Center in their area to ensure delivery of appropriate services, such as participant referral, job search, workshops and/or career information.

## **Corrections Education and Other Institutionalized Individuals or Special Populations (cont'd)**

**Special Note:** Funds used for programs for criminal offenders in correctional institutions, or for other institutionalized individuals, can be academic programs in basic education, special education, English literacy, and secondary school completion. A “criminal offender” is defined as any individual who is charged with or convicted of any criminal offense. The term “correctional institution” is defined as any prison, jail, reformatory, work farm, detention center, half-way house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders.

## SPECIFICATIONS

**Priority Area: Integrated English Literacy and Civics Education (IEL/Civics) – up to \$100,000**

**Rationale for this Priority Area:** To assist individuals who must be able to read and communicate in English in order to understand and navigate governmental, educational, workplace systems and key American institutions.

**Target Population:** Immigrants and other limited English proficient individuals.

**Special Note:** The intention of this funding is to provide IEL/Civics education services, which are designed to serve a cohort of identified ESL learners (intermediate or higher). **Integrated Education and Training (IET) program must be designed by and clearly established with training partner at time of application.\***

**Collaborations among adult education programs are strongly encouraged.**

**IEL/Civics Education:** The term “IEL/Civics education” means education services provided to English language learners who are adults, *including professionals with degrees and credentials in their native countries* that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers and citizens in the United States. Such services shall include instruction in literacy and English language acquisition, and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training. For the purpose of educational and career advancement, IEL/Civics also provides adult education and literacy activities concurrently and contextually with workforce readiness activities and workforce training for a specific occupation or occupational cluster.

IEL/Civics programs must offer contextualized instruction in literacy and English language acquisition; the rights and responsibilities of citizenship; naturalization procedures; civic participation; and U.S. history and government as essential components of the program and in addition, must address the following:

1. Program design and goals that focus on preparing adults for employment in in-demand industries and occupations that leads to economic self-sufficiency;
2. Curriculum focus that will provide information and support in the workplace skills;
3. Coordination with the local workforce system and its activities provided in combination with IET activities. **Must provide proof of a reliable and valid training program. Applicant must provide a signed agreement with a training provider.**
4. Improvement of literacy skills including speaking, reading, writing and numeracy in order to provide learners with the skills to apply English and mathematics accurately and appropriately in a variety of home, community, workplace and academic settings; and opportunities for experiential learning in which participants are actively engaged in community pursuits included in the program design.

## **Integrated English Literacy and Civics Education (IEL/Civics) (cont'd)**

Not all students are required to be enrolled in IET programs. Services must be provided concurrently and contextually such that within the overall scope of a particular program, the adult education and literacy activities, workforce readiness and workforce training:

- are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics and English proficiency of eligible individuals;
- occur simultaneously; and
- use occupationally-relevant instructional materials.

*This funding should not be used to expand or supplant your English Language Acquisition program. IEL/Civics programs should contain multiple components in combination with IET activities and offered only to a subgroup of appropriate ESL learners.*

\*IET model provides a parallel, simultaneous approach that combines basic skills adult education or English Language Acquisition skills with technical training. The model has been nationally validated as an effective method for teaching adults who need both basic skills and job skills.

IET programs reflect the criteria of being a part of a career pathway aligned to the local workforce plan and how it supports the requirements that a career pathway helps an individual enter or advance within a specific occupation or occupational cluster.

See registered training providers and programs listed on the Connecticut Department of Labor's website, [CTHires](#).

### III. Proposal Guidelines and Requirements

The CSDE must receive, by the deadline date, **ONE copy which must bear an original signature(s)** The proposal must be printed on single-sided, (8 ½" by 11") paper, **unstapled**, and with a font set at a 12-point size of the authorized official(s) of the submitting agency on the cover page, the Statement of Assurances, and the Certification Regarding Debarment and Suspension and one **electronic copy e-mailed** to [SDE.AdultEd@ct.gov](mailto:SDE.AdultEd@ct.gov).

The proposal must include a table of contents that references the responses to the required information. Please number pages consecutively, beginning with the abstract page. All proposals must adhere to the format described in this section. Include any additional information, such as tables or charts, which can simplify the evaluators' understanding of the submitted project.

Applicant agencies will be able to apply for more than one priority area within the application. Each priority area for which the agency is applying must have a project plan, which includes all of the elements listed below. The project plan for each priority area must be limited to a **total of five pages**. To be effectively assessed by the readers, the plan must be sufficient in scope to ensure that all necessary information is included for the proposed project. The project plans for each priority area must follow the proposal cover page in order.

#### A. Proposal Cover

A template for the cover page is provided in Appendix A. The cover page must contain all the required information, the signature of the authorized official of the submitting agency, and the approval date of the board of education.

#### B. Project Plan

For each priority area, there must be an individual project plan, which is limited to **five pages in addition to the Proposal Cover Page**. The Project Plan, as outlined in Appendix B-1, must include the following:

- **Priority Area Abstract:** Provide a priority area abstract, which is described in Appendix B. The abstract must depict the major components of the project design and not exceed one page.
- **Statement of Need/Target Population:** Provide a statement of need for the project within the community and the industry sectors as identified in the [WDB local plans](#). Your description should justify the program you are proposing and the current gaps in access and/or service in the applicant's delivery of adult education services. In addition, the proposal must describe the specific target population to be served. **Failure to establish need based on the WDB local plans and to justify gaps in access and/or service will result in elimination of the proposal from further consideration.**
- **Project Design:** Provide a succinct description of the design of the project you are proposing, why it is appropriate to meet the stated objectives and how it will build on the organization's existing programs.
- **Project Objectives:** State clearly the project's objectives, activities/strategies, measurable outcomes and evaluation method(s). Include a timeline depicting each phase or aspect of the program. The use of additional diagrams or tables may be effective for this purpose.

- **Curriculum:** Describe the curriculum to be used for the proposed project. Illustrate how writing, reading and mathematics instruction will be integrated into the curriculum to improve student achievement, and how digital literacy will be incorporated into the classroom. Indicate that projected activities and instruction are built on a strong foundation of research and effective educational practice and of sufficient intensity and duration to substantially impact student learning.
- **Project Site(s) and Staff:** Identify the site(s) in which this project would be implemented, affirming the availability and appropriateness for use. Efforts must be made to secure public facilities, which involve no cost to the state. If you are proposing to use facilities other than your own, **a collaboration agreement must be included**. All programs and instructional sites *must be accessible to persons with disabilities*. Staffing must be suitable for the scope of the project.
- **Recruitment/Retention Plan:** Describe the eligible provider’s recruitment and retention plan for those individuals who lack the level of basic skills and literacy necessary to be effective parents, citizens and employees, and how that plan will focus on long-term program development and community responsiveness rather than solely on current year issues and achievements.
- **Support Services:** Describe any support services that will be offered to program participants and/or the referral process used to access support services for participants in order to minimize barriers to their successful learning experiences (e.g., transportation, child care, etc.).
- **Evaluation:** Describe what evaluation process will be used and how it will impact program progress and improvement.
- **Prior Program Performance with Target Population:** Provide information on the success of prior educational and/or support interventions with the specific population and services that the priority area is to address
- **Demonstrated Effectiveness:** Establish demonstrated effectiveness through the following criteria: performance data on the applicant’s record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the state’s application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of a secondary school diploma or its recognized equivalent, and transition to postsecondary education and training (34 CFR 463.24). Refer to Appendix C.

### C. Organization’s Background/Program Management

Applicants must provide information on the following:

- background and experience of the applicant agency, including services to primary population(s) and geographic areas served;
- management of the project in order to ensure the attainment of successful outcomes;
- project staff, responsibilities and positions for the proposed project with appropriate adult education certification where applicable; and
- professional development or training activities which will be funded.

**D. Prior Program Performance/Accomplishments**

Applicants must describe their overall programs' past performance with the target population (review section on Demonstrated Effectiveness on page 2). Agencies receiving funds pursuant to the WIOA are required to demonstrate successful past performance in delivering a similar program or serving a similar population. Programs that received federal or state adult education funding from the CSDE in FY 2019 and FY 2020 must include their Adult Education Program Profiles for 2019 and 2020, the Provider Performance Summary for 2019, Tables 4, 4a, 4b and 5 from 2020 and 2021 and complete Appendix C. All other programs must complete Appendix C-1, including a brief narrative that supports the agency's past performance. The CSDE reserves the right to verify information. **Failure to satisfactorily establish prior performance/accomplishments will result in elimination of the proposal from further consideration.**

**E. Interagency Collaboration**

Applicants must include a description of existing or planned coordination with other programs, agencies and/or services, which provides specific information delineating the role and responsibilities to be carried out by the collaborating agencies. Programs will document how they will collaborate with the American Job Center, Connecticut Department of Aging and Disability Services (Appendix D) and the WDB (Appendix D-1) in their area. At least **five letters of collaboration** must be completed and included with the proposal, **one of which must be from the WDB** in the applicant agency's area (Appendix N). **Failure to include a minimum of five letters of collaboration with the proposal will result in elimination from further consideration.**

**F. Future Funding**

Applicants must include an explanation of the organization's strategies for ensuring sustaining of the project(s) after the one-year funding period. Please include a sustainability plan that details funding sources, partnerships, action steps and infrastructure/personnel.

**G. Attestations**

The project director must sign and date the Attestations Form (Appendix E).

**H. General Education Provisions Act (GEPA)**

Applicants must provide a description of the steps they intend to take to ensure equitable access to, and equitable participation in, the project to be conducted with federal adult education assistance. In order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age, the special needs of students, teachers and other program beneficiaries must be addressed. The description must address those barriers that are applicable to your circumstances (e.g., making materials available on audio tape, distributing a brochure printed in the native language of the population you plan to serve by the project). Complete the GEPA Attestation Form (Appendix F).

**I. Edit Check:** Complete the edit check form found in Appendix G.

**J. Considerations for Funding Checklist:** Complete the checklist found in Appendix G-1.

**K. Budget Form ED-114**

The Budget Form ED-114 can be found on the CSDE’s Web site at the link indicated below.

Applicants will use this form to provide a budget for the total allocation requested within the proposal (other than IEL/Civics). The applicant must complete the rows underneath the total line to indicate the amount requested per priority area. For the two priority areas of Workforce Readiness and Family Literacy Services, the applicant shall indicate whether the program will target an ABE, ESL (as identified by E in the last letter of the code below), or a secondary school completion population (as identified by S in the last letter of the code below). For an example, please see the table below:

<b>Code</b>	<b>Priority Area</b>	<b>Total</b>
<b>XWFE</b>	Workforce Readiness – ESL, ABE/GED	
<b>XWFS</b>	Workforce Readiness – CDP, NEDP	
<b>XFLE</b>	Family Literacy Services – ESL, ABE, GED	
<b>XFLS</b>	Family Literacy Services – CDP, NEDP	

The budget templates and the Budget Buddy listed below can be found on the CSDE Website at [Federal-Legislation-and-Grants](#):

1. The budget narrative for the comprehensive ED-114. Applicants shall provide information (refer to the Budget Buddy) per line item as to the anticipated total allocation across all identified priority areas;
2. The budget narrative for the matching funds of the comprehensive ED-114. The total match must be 20 percent of the total amount requested within the RFP (state requirement);
3. The budget narrative for the ED-114 for the IEL/Civics priority area.
4. The budget narrative for IEL/Civics ED-114 matching funds.

All budget forms must be submitted electronically to [SDE.AdultEd@ct.gov](mailto:SDE.AdultEd@ct.gov) in Excel format (do not send a PDF) using the Excel worksheets, along with the grant proposal(s). Applicants anticipating administrative costs in excess of 5 percent must submit a request to negotiate a waiver for their proposal. As described on page 11, local matching funds of 20 percent must be provided for all projects. Other federal funds are not eligible for meeting match requirements.

The CSDE expects that proposals meeting all criteria of the RFP process will be funded in all priority areas according to the following considerations: regional needs, the quality of the proposals submitted, and the recommendations of the review panel. The CSDE reserves the right to move funds from undersubscribed priority areas to other areas and to consider geographic distribution and access in making funding decisions.

**L. Indirect Costs**

The CSDE has approved restricted and unrestricted indirect rates for the Regional



Educational Service Centers (RESCs) and some local education agencies. Those agencies which have an approved indirect rate on file at the CSDE may apply costs to line item 940 (Indirect Costs) and they must use the **Restricted Indirect Rate**. These rates may be used to compute indirect costs for grants and contracts funded by the U.S. Department of Education (USDOE), as well as other federal and private agencies. Agencies who wish to apply for an approved indirect rate should contact Education Consultant, Marcy Reed (marcy.reed@ct.gov), for information. The rates are to be applied to a base composed of total direct costs less items of equipment, alterations and renovation, and subcontracts in excess of \$25,000 and flow-through grants. When using prepayment grant budgets and expenditure statements, indirect overhead may only be budgeted and reported using line item 940 only. **Indirect costs must be included in the administrative total.**

**M. Statement of Assurances**

The original copy of the proposal submitted must bear an original signature(s) of the authorized official(s) of the applicant on the Statement of Assurances (Appendix J).

**N. Certifications**

The original copy of the proposal submitted must bear an original signature(s) of the authorized official(s) of the applicant on the Certification Regarding Debarment and Suspension, Ineligibility and Voluntary Exclusion (Appendix K).

**O. Affirmative Action Certificate**

Complete and sign Appendix L and include with RFP submission.

**P. Date of Local Board or Agency Acceptance**

Board approval **must be obtained prior** to submitting the proposal on the established due date. Request for a delay in obtaining board approval must be forwarded to Glen Peterson (glen.peterson@ct.gov) in advance of submitting the proposal with sufficient reason for delay, and must also be included in the RFP cover letter. **Failure to do so may result in elimination from consideration.**

In addition, the grant proposal must be submitted, in total, including budgets into the CT Electronic Grant Management System [CT eGMS](#)

If you are a new applicant who does not have current access to the eGMS, please submit a help desk ticket using Request Help with the name of the organization and the person's name and email address who needs access.

The original RFP, in its entirety, is found in CSDE Resources. Click on CSDE Resources and open the Adult Education folder to access and download the document.

Instructions for using eGMS can be found on the eGMS Home page in the section entitled "Training and Video Links."

## IV. APPENDICES

### APPENDIX A

#### PROPOSAL COVER SHEET

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

- Title of Grant:** Be concise; avoid highly technical terms.
- Applicant Organization:** Name and address of applicant agency or organization.
- Initiated By:** Full name, position, telephone number, extension and e-mail address of person responsible for developing the proposal.
- Project Director:** Full name, position, address, telephone number, extension and e-mail address of person who will be in charge of the project.
- Submitted By:** Full name, position, telephone number and extension of person authorized to commit agency to the project (e.g., Superintendent of Schools, Chief Executive Officer of agency).

**Signature of Superintendent of Schools or Chief Executive Officer of Agency:** \_\_\_\_\_

Priority Area	Code	Funds Requested	Matching Funds (20%)
Workforce Readiness – Elementary, ESL and ABE/GED	AE-22-1E		
Workforce Readiness – CDP, NEDP	AE-22-1S		
Integrated Education and Training (IET)	AE-22-2S		
Transition to Postsecondary Education and/or Training	AE-22-3S		
Family Literacy Services – Elementary, ESL and ABE/GED	AE-22-4E		
Family Literacy Services – CDP, NEDP	AE-22-4S		
Expansion of the NEDP	AE-22-5		
Corrections Education and Other Institutionalized Individuals or Special Populations	AE-22-6		
English Literacy and Civics Education (IEL/Civics)	AE-22-7		
Connecticut Adult Virtual High School	AE-22-8		
<b>Total Funds Requested</b>			
<b>Date Submitted:</b>	<b>Date of Board or Agency Approval:</b>		

**APPENDIX B  
PRIORITY AREA ABSTRACT**

Each of the priority areas within the grant application must have its own abstract. Abstract must be one page – no exceptions.

<b>Priority Area Name:</b>	<b>Project Title:</b>
<b>Applicant Organization:</b>	<b>Project Director:</b>
<b>Requested Federal Funds:</b>	<b>Program Area: (ABE, ESL, GED, CDP, NEDP, Citizenship):</b>
<b>Planned Number of Students:</b>	<b>Cost Per Student:</b>

**STATEMENT OF NEED/TARGET POPULATION:**

**PROJECT DESIGN: (Give a brief description of the overall design; indicate how this project aligns with community needs and the industry sectors identified by your local WDB.)**

**PROJECT OBJECTIVES: (Briefly state the objectives of the project.)**

## APPENDIX B-1

### PRIORITY AREA PROJECT PLAN

**Project Plan:** Each of the priority areas within the grant application must have an individual project plan, which is limited to FIVE pages, including the Priority Area Abstract. In your responses to each item below, please address how you are aligning your proposal with the 13 considerations found in Section 231 of WIOA and in Appendix M. Also, see Considerations for Funding Checklist (Appendix G-1).

#### Include in the Abstract:

- **Statement of Need/Target Population:** A statement of need for the project within the community and the service delivery area. Your description must justify the program you are proposing, the current gaps in access and/or service in the applicant's delivery of adult education services. In addition, the proposal must describe the specific target population to be served.
- **Project Design:** A succinct description of the design of the project you are proposing, why it is appropriate to meet the objectives, and how it will build on the organization's existing programs.
- **Project Objectives:** Clearly stated project objectives, activities/strategies, measurable outcomes and evaluation method. Include a timeline depicting each phase or aspect of the program. The use of additional diagrams or tables may be effective for this purpose.

#### In addition to the Priority Area Abstract, the Plan must include the following:

- **Curriculum:** A description of the curriculum to be used for the proposed project. Illustrate how writing, reading and mathematics instruction, aligned with CCR and ELP standards (where applicable), will be integrated into the curriculum to improve student achievement and how digital literacy will be incorporated into the classroom. Indicate that projected activities and instruction are built on a strong foundation of research and effective educational practice; sufficient intensity; and duration to substantially impact student learning.
- **Project Site(s) and Staff:** The site(s) in which this project would be implemented, affirming the availability and appropriateness for use. Efforts must be made to secure public facilities, which involve no cost to the state. If you are proposing to use facilities other than your own, **a letter of support must be included**. All programs and instructional sites **must be accessible to persons with disabilities**. Staffing must be suitable for the scope of the project and appropriately credentialed.
- **Recruitment/Retention Plan:** A thorough description of the eligible provider's recruitment and retention plan for those individuals who lack the level of basic skills and literacy necessary to be effective parents, citizens and employees, and how that plan will focus on long-term program development and community responsiveness rather than solely on current year issues and achievements.
- **Support Services:** In order to minimize barriers to their successful learning experiences (e.g., transportation, child care, etc.), a description of any support services that will be offered to program participants and/or the referral process used to access support services for participants.

- **Evaluation:** A description of the evaluation process that will be used and how it will impact program progress and improvement.
- **Prior Program Performance with Target Population:** Information on the success of its prior educational and/or support interventions with the specific population and services that the priority area is to address.
- **Program Competency and Past Effectiveness:** Establish demonstrated effectiveness through the following criteria: performance data on your record of improving the skills of eligible individuals; particularly, eligible individuals who have low levels of literacy in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the state’s application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of a secondary school diploma or its recognized equivalent, and transition to postsecondary education and training (34 CFR 463.24).

**APPENDIX C**

**PROGRAM COMPETENCY AND PAST EFFECTIVENESS**

**Instructions:** Provide a description of the “past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet the state-adjusted levels of performance for the primary indicators of performance described in Section 116, especially with respect to eligible individuals who have low levels of literacy.” (*WIOA Title II Sec. 231 (e)(3)*)

**NOTE:** Agencies that cannot demonstrate past effectiveness in increasing students’ educational functioning levels will not be considered “eligible providers.” Only “eligible providers” may qualify for funding.

<b>Criteria</b>	
Expand each row, as needed, to fully respond to the criteria.	
	<b>Each applicant must complete Appendix C and submit its Program Performance Summary for 2019, Program Profiles for 2019 and 2020, Tables 4, 4a, 4b and 5 for 2020 and 2021.</b>
	Identify the program’s key <u>academic</u> outcomes and successes in the past three years for all students, including those students who have low levels of literacy.
	Describe academic outcome challenges and plans to address these challenges. Provide a full explanation of any years that did not meet the threshold for educational functioning level gains.
	Provide information regarding outcomes for participants related to employment, attainment of a secondary school diploma or its recognized equivalent, and transition to postsecondary education and training
	Describe the strategies that you use for following up with students post-exit. Include concrete examples.

**APPENDIX C – 1**

**PRIOR PROGRAM PERFORMANCE/ACCOMPLISHMENTS FOR NEW PROVIDERS\***

This grid must be fully completed and attached to your proposal. List special grant-funded programs related to this proposal within the last three years. If necessary, use more pages.

**Applicant:** \_\_\_\_\_ **Title of Program:** \_\_\_\_\_

Title of Previous Program(s)	Date of Grant	Funding Source and Amount	Funding Institution Contact Person, Phone #	Target Population	Type of Program/ Activities	Total Number Enrolled/ Planned/ Actual	Documentation of Accomplishments (be specific)*

Note: The CSDE reserves the right to verify information.

\*Examples: Numbers and/or percentages relating to academic gains, pre- and post-tests, moving to a higher level, entering employment/higher education/advanced training.

**APPENDIX D**

**INTERAGENCY COLLABORATION  
LETTER OF AGREEMENT** *(This is not a Memorandum of Understanding)*

\_\_\_\_\_ (name of proposing agency) has submitted a proposal for  
the \_\_\_\_\_ (name of program). This program will

\_\_\_\_\_  
\_\_\_\_\_  
(brief information about program)

For fiscal year 2021-2022 we would like to enter into a collaborative agreement with your agency for the following services.

**Responsibilities of Proposing Agency:**

*For this application, describe the specific activity to be provided by the proposing agency, the number of people to be served, the location of the activity, time period, etc.*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Responsibilities of Collaborating Agency:**

*For this application, describe the specific activity to be provided by the collaborating agency, the number of people to be served, the location of the activity, time period and cost, etc. If a workplace program, the employer must list contribution; e.g., employee paid release time.*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<b>PROPOSING AGENCY</b>
_____ Name: _____ Title: _____ Address: _____
(Signature)
Date: _____

<b>COLLABORATING AGENCY</b>
_____ Name: _____ Title: _____ Address: _____
(Signature)
Date: _____



**APPENDIX D-1**  
**Workforce Development Board**  
**INTERAGENCY COLLABORATION**  
**LETTER OF AGREEMENT**

\_\_\_\_\_ (name of proposing agency) has submitted a proposal for the  
 \_\_\_\_\_ (name of program). This program will  
 \_\_\_\_\_ (brief  
 information about program)

For fiscal year 2021-22, we would like to enter into a collaborative agreement with your agency for the following services:

**Responsibilities of Proposing Agency:**

*For this application, describe the specific activity to be provided by the proposing agency, the number of people to be served, the location of the activity, time period, etc.*

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Responsibilities of Local Workforce Board:**

*For this application, describe the specific activity to be provided by the WDB, the number of people to be served, the location of the activity, time period and cost, etc. If a workplace program, the employer must list contribution; e.g., employee paid release time.*

\_\_\_\_\_  
 \_\_\_\_\_

<b>PROPOSING AGENCY</b>	<b>WORKFORCE DEVELOPMENT BOARD</b>
_____ Name: _____ Title: _____ Address: _____ _____	_____ Name: _____ Title: _____ Address: _____ _____
(Signature)	(Signature)

***For Local Workforce Board only:***  
 Grant Proposal Aligned with Local Board Plan: Yes \_\_\_\_\_ No \_\_\_\_\_  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Signed: \_\_\_\_\_ Title: \_\_\_\_\_

**APPENDIX E  
ATTESTATIONS**

This attestation affirms that \_\_\_\_\_ will adhere  
(Applicant Agency)

to the following requirements requested by the CSDE in the RFP titled *Program Enhancement Projects (PEP)* should this proposal be funded.

- Implement the CCS and ensure that appropriate staff participates in training as necessary. Eligible applicants must provide evidence that CASAS e-testing will be implemented OR use of TOPSpro Enterprise for electronic data collection.
- Align proposed project with the industry sectors identified by the WDB in its local plan.
- Collaborate with the Department of Aging and Disability Services. Check Web site for local/regional contact information by clicking here on [Department of Aging and Disability Services](#).
- Maintain the LACES, collect and submit comprehensive and accurate data in a timely fashion for each program participant and as necessary, ensure that appropriate staff participate in training.
- Ensure that the proposed program design is of sufficient intensity and duration to meet the planned student outcomes.
- Maintain complete management control of the grant. The CSDE staff may be consulted for their technical assistance; however, they will not be directly responsible for the solicitation of sub-grantees or vendors, nor will they be directly involved in the expenditure and payment of funds to sub-grantees or vendors.
- Consult with staff listed in narrative to ensure their involvement in the design of the proposed project.
- Ensure that all teaching staff possesses the appropriate adult education certification.
- Ensure that the proposed curriculum is based upon research and effective educational practice, as evidenced by program design. Align project curriculum with the CCR and ELP standards.
- Ensure that all “The Considerations for Funding” as described in Appendix M have been reviewed and are addressed. Appendix G-1 checklist must be included in the RFP as evidence.
- Ensure that any presenters and/or sub-contractors hired will be secured through an open and competitive process with selection based on qualifications, demonstrated ability, prior experience and fees charged. Minority contractors should be encouraged to bid for such subcontract.
- Ensure that federal funds will not be commingled with state or local funds. Costs proposed are those which are above and beyond normal operational costs and are attributed to the project described in the proposal.
- Disclose a) the dollar amount of federal funds for the project; and b) the percentage of the total cost of the project that will be financed with federal funds in any statements, press releases, bid solicitations, brochures and other documents describing this project.
- Disclose whether this or a similar proposal has been submitted to this or any other agency/organization for funding. If so, please fill in the name of the other funding agency. \_\_\_\_\_
- Submit the required number of final reports to the CSDE within sixty (60) days after the completion of the project. The report will include any product that was developed and a description of the process used to develop the product.
- Submit other reports, as required, on forms provided by the CSDE.
- Participate in dissemination activities and share materials, procedures or findings supported through this grant.

Project Director: (Name and Title) \_\_\_\_\_

Signature of Project Director: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX F**

**GENERAL EDUCATION PROVISIONS ACT (GEPA) SEC. 427 ATTESTATION**

**WORKFORCE INNOVATION AND OPPORTUNITY ACT, TITLE II – ADULT EDUCATION AND FAMILY LITERACY**

This attestation outlines the steps that \_\_\_\_\_ will ensure be taken  
(Applicant Agency)  
should the \_\_\_\_\_ project be funded.  
(Title of Project)

The purpose of this requirement is to assist the U.S. Department of Education in implementing its mission to ensure equal access to education and to promote educational excellence.

The statute highlights six types of barriers that can impede equitable access or participation: gender; race; national origin; color; disability; or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc., from such access or participation in the federally-funded project or activity. Please describe the steps applicable to your project that you will take to comply with the GEPA requirements.

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Project Director: (Name and Title) \_\_\_\_\_

Signature of Project Director: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX G**

**PROPOSAL EDIT CHECK  
2021-2022 ADULT EDUCATION PROGRAM ENHANCEMENT PROJECTS**

Applicant Agency: \_\_\_\_\_ Priority Area: \_\_\_\_\_

Project Title: \_\_\_\_\_

**Please submit this edit check with your proposal to the CSDE.**

Item	Yes	Page #
Table of Contents is included.		
Cover Page is correctly completed and signed with date of Board/Agency approval.		
Priority Area Project Plan is included for each priority area and contains all components – see pages 31-32.		
Program Profiles, Provider Performance Summary and NRS Tables are included and Appendix C or Appendix C-1 completed.		
GEPA form is completed and signed.		
Attestation form is checked and signed.		
ED-114 Budget(s) is completed electronically and entered into the CT Electronic grant management system (egms).		
<b>One original copy</b> of proposal is submitted to the Department and is also entered into the egms.		
Budget Narratives are completed and accurate.		
Matching funds equal at least 20 percent of total grant.		
Administration costs are within 5 percent guideline. If not, waiver request is included.		
<b>The following proposal requirements are addressed:</b>		
Completed Considerations for Funding Checklist (G-1).		
Assurances signed.		
Certification Regarding Debarment and Suspension Requirements is signed.		
Appropriate documents in Affirmative Action Certificate are completed and signed.		
Collaboration Agreements completed and signed (minimum of 4).		
Collaboration Agreement with local workforce board completed and signed.		
MOU with partner college (transition to postsecondary only).		
Entire Proposal is uploaded into the CT Electronic Grant system		

Edit Check Completed by:

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

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

**APPENDIX G-1  
CONSIDERATIONS FOR FUNDING CHECKLIST  
WIOA SECTION 231**

Please indicate the page or pages of the proposal where each consideration is demonstrated.

	<b>Considerations for Funding</b>	<b>Page(s) Found (Expand boxes as necessary)</b>	<b>For evaluators only Indicate Yes/No/Incomplete for each item Comments required for any No or Incomplete item(s) – make comments on Appendix H-2</b>
1	<p>The degree to which the eligible provider would be responsive to:  <b>(A)</b> Regional needs as identified in the local plan under Section 108 (as evidenced by a description of regional needs); and <b>(B)</b> serving individuals in the community who were identified as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners.</p>		
2	<p>The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities (as evidenced by an objective statement of need accompanied by a recruitment and retention plan which targets these individuals).</p>		
3	<p>Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet state-adjusted levels of performance for the primary indicators of performance described in Section 116, especially with respect to eligible individuals who have low levels of literacy (as evidenced by meeting or exceeding performance measures based on documentation from the LACES and annual reviews for previously funded providers; and as evidenced by comparable objective performance measures which demonstrate successful student outcomes for new eligible providers).</p>		
4	<p>The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under Section 108, as well as the activities and services of the one-stop partners (as evidenced by description of proposed activities, strategies and goals, and how the provider plans to align them).</p>		
5	<p>Whether the eligible provider’s program is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains and uses instructional practices that include the essential components of reading instruction (as</p>		

	evidenced by a program design suitable to achieve applicable performance measures – appropriateness of program design may be demonstrated by past performance of successful outcomes or documentation of a similar program design and associated outcomes).		
6	Whether the eligible provider’s activities, including reading, writing, speaking, mathematics and English language acquisition instruction, delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice (as evidenced by program design and/or curriculum).		
7	Whether the eligible provider’s activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance (as evidenced by program design and/or curriculum and the accessibility of hardware and software applications, as appropriate).		
8	Whether the eligible provider’s activities provide learning in context, including through IET, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship (as evidenced by program design and/or curriculum, which focus on skills needed for postsecondary education and training, the workplace and citizenship).		
9	Whether the eligible provider’s activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the state, where applicable, and who have access to high-quality professional development, including through electronic means (as evidenced by appropriate degrees, certifications and trainings).		
10	Whether the eligible provider’s activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local WDBs, One-Stop Centers, job training programs, social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations and intermediaries, for the development of career pathways (as evidenced by formal collaborations and the commitment of the provider to assess and address the literacy and non-literacy support services of participants).		

11	Whether the eligible provider’s activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, transportation, mental health services and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs (as evidenced by program schedules and documentation of support services available).		
12	Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with Section 116) and to monitor program performance (as evidenced by prior participation in, or a commitment to participate in, the eligible agency’s CCS and LACES, and to submit comprehensive, timely and accurate data).		
13	Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs (as evidenced by area demographic data).		

**Appendix H**  
**Proposal Elements Check Off and Summary**  
*(Internal Use Only)*

Eligible Applicant: \_\_\_\_\_

Required Information	Yes	No
<b>PROPOSAL COVER PAGE:</b> Addresses all information, signed, with Board/Agency approval.		
<b>PRORITY AREA ABSTRACT:</b> Addresses each item as outlined, and provides a brief summary of objectives and program design for each priority area.		
<b>PROGRAM COMPETENCY AND PAST EFFECTIVENESS:</b> Addresses all criteria (APPENDIX C or C-1).		
<b>CONSIDERATIONS FOR FUNDING:</b> Responds to each of the considerations (APPENDIX G-1).		
<b>EDIT CHECK:</b> Completed and signed.		
<b>ATTESTATIONS:</b> All items completed and signed.		
<b>ASSURANCES:</b> Signed.		
<b>CERTIFICATIONS:</b> Signed.		
<b>AFFIRMATIVE ACTION CERTIFICATE:</b> Completed and signed.		
<b>GEPA:</b> Includes completed form.		
<b>MEMORANDUM OF UNDERSTANDING(S):</b> If applying for Transition to Postsecondary funding, a completed Memorandum of Understanding with the community college partner is included.		
<b>INTERAGENCY COLLABORATION LETTER OF AGREEMENT</b> (minimum of four)		
<b>WORKFORCE DEVELOPMENT BOARD LOCAL PLAN/COLLABORATION LETTER OF AGREEMENT WITH LOCAL BOARD:</b> Demonstrates alignment with the industry sectors as identified in the board's local plan/includes signed agreement with board.		
<b>ASSESSMENT:</b> Evidence provided that eligible applicants will convert to CASAS e-testing or TOPSpro Enterprise.		
<b>BUDGET:</b>		
<ul style="list-style-type: none"> <li>• Comprehensive Budget ED-114 completed accurately.</li> </ul>		
<ul style="list-style-type: none"> <li>• If applicable, IEL/Civics ED-114 completed accurately.</li> </ul>		
<ul style="list-style-type: none"> <li>• As applicable, provides a complete and accurate budget narrative for the matching funds (20 percent) for Comprehensive and IEL/Civics budgets.</li> </ul>		
<ul style="list-style-type: none"> <li>• Demonstrates that administrative funds are within 5 percent cap or includes a request for a waiver.</li> </ul>		
<ul style="list-style-type: none"> <li>• Provides a complete and accurate ED-114 (comprehensive and IEL/Civics), budget worksheet(s) and budget narrative(s) from H-1 section on budget.</li> </ul>		
<ul style="list-style-type: none"> <li>• Budget is reasonable for the scope of the project. MOVED FROM H-1.</li> </ul>		



**APPENDIX H-1  
EVALUATION WORKSHEET  
(Internal Use Only)**

PROGRAM COMPONENT	COMMENTS
<b>ORGANIZATION'S BACKGROUND/PROJECT MANAGEMENT</b>	
1. Describes administrative structure, background and experience of persons conducting the program.	
2. Describes the management information system that will be used and demonstrates program capacity to report student outcomes and monitor program performance.	
<b>PRIOR PERFORMANCE</b>	
1. Demonstrates past effectiveness in serving a similar target population or delivering a similar program. Provides appropriate documentation (e.g., Provider Performance Summary, Program Profiles, Tables 4, 4a, 4b and 5 and Appendix C or C-1).	
<b>COLLABORATION</b>	
1. Includes collaboration appropriate to priority areas with completed forms from Appendix D. Transition to Postsecondary Education requires a completed Memorandum of Understanding with the partner institution.	
2. Collaboration with the Workforce Development Board (WDB) and One-Stop Operator(s) is included (Appendix D-1).	
<b>TRANSITION PRIORITY AREA</b>	
1. If more than one project plan is submitted for consideration in the Transition priority area, the applicant has addressed how each transition category will be complementary to any other. (Stand-alone programs, if more than one area is selected, will not be considered for funding.)	
<b>NEDP EXPANSION</b>	
1. Proposal satisfactorily demonstrates expansion	
<b>PROJECT SITE AND STAFF:</b>	
<b>If using facilities other than programs, include a letter of support.</b> All programs and instructional sites are accessible to persons with disabilities. Staffing is suitable for the scope of the project.	

**If all criteria are met as noted in Appendices H and H-1, the proposal moves forward for external review.**

**H-2 REVIEWER'S FORM**

**PRIORITY AREA PROJECT PLAN**

**Evaluation Criteria (Maximum Points – 44 for each priority area)**

**Scoring Rubric**

<b>4</b> Excellent (well-conceived and thoroughly developed)	<b>3</b> Good (clear and complete)	<b>2</b> Marginal (requires additional clarification)	<b>1</b> Weak (lacks sufficient information)	<b>0</b> Inadequate (information not provided)
--------------------------------------------------------------------	------------------------------------------	-------------------------------------------------------------	----------------------------------------------------	------------------------------------------------------

**Reviewers must only use the above number references. No half scores or other numbers.**

Criteria	AE-18-1	AE-18-2	AE-18-3	AE-18-4	AE-18-5	AE-18-6	AE-18-7	AE-18-8
Addresses each of the required components within the priority area; there is a plan for each appropriate priority area for which the eligible entity applied.								
Provides goals and objectives that relate to priority area and are stated in a clear and measurable manner.								
Describes a comprehensive, long-term retention/recruitment plan.								
Describes target population and demonstrates that proposed project addresses gaps in services for target population.								
Describes activities/strategies and outcomes that are measurable and impact learning gains.								
Demonstrates that curriculum is appropriate for priority area and incorporates digital literacy into the everyday classroom experience.								
Demonstrates that necessary professional development for staff in CCR standards will be implemented								
Includes instructional practices that research has proven to be effective in the priority area and is of sufficient intensity and duration.								
Provides information that staff are certified and at the capacity necessary to provide all instructional elements.								
Describes a process by which the evaluation will be used for program progress and improvement.								

Describes a sustainability plan that details funding sources, partnerships, action steps and infrastructure/personnel.								
<b>TOTAL for each column</b>								
<b>PRIORITY AREA REQUIREMENTS</b>	<b>YES</b>	<b>NO</b>						
Where required by the priority area, proposal describes a specific partnership:								
• IET – employer partner AND evidence of funding commitment.	<input type="checkbox"/>	<input type="checkbox"/>						
• Transition to postsecondary – community college partner.	<input type="checkbox"/>	<input type="checkbox"/>						
• Transition Activities: If applying in more than one transition area, the applicant has addressed how each priority area will be complementary (see note on page 7 – Transition Activities).	<input type="checkbox"/>	<input type="checkbox"/>						
All Considerations for Funding are met								

**READER'S NAME:** \_\_\_\_\_

**Total Score:** \_\_\_\_\_

Addresses all Considerations for Funding. Using Appendix G-1, cross check all page references and indicate Yes/No/or Incomplete in evaluator's column. Any "No's" or "Incomplete's" should be noted below. Please provide the number of each Consideration when commenting.

**1. Consideration for Funding (Appendix G-1) comment section (expand as necessary):**

**2. Priority Area Comments (please add any comments about the overall submission. Include specific comments on each priority area that are noteworthy. Expand as necessary):**

**APPENDIX I**  
**MASTER CODE BUDGET DESCRIPTION**

**Object Code Descriptions**

**111A Administrator/Supervisor Salaries (ADMINISTRATIVE)**

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.

**112A Education Aides**

Salaries for grantee employees who assist staff in providing classroom instruction. Include all gross salaries for these individuals while they are on the grantee payroll, including overtime salaries or salaries of temporary employees.

**112B Clerical (ADMINISTRATIVE)**

Salaries for grantee employees performing clerical/secretarial services. Include all gross salaries for these individuals while they are on the grantee payroll, including overtime salaries or salaries of temporary employees.

**119 Other**

Salaries for any other grantee employee not fitting into objects 111A, 111B, 112A or 112B. 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**

Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A, 111B, 112A, 112B or 119. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless is 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.

- 321 Tutors (Instructional Non-Payroll Services)  
Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee.
- 322 In-service (Instructional Program Enhancement Services) (ADMINISTRATIVE)  
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.
- 323 Pupil Services (Non-Payroll Services)  
Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, contracted guidance counselors, etc.
- 324 Field Trips  
Costs incurred for conducting educational activities off site. Includes admission costs to educational centers, fees for tour guides, etc.
- 325 Parental Activities  
Expenditures related to services for parenting, including workshop presenters, counseling services, baby-sitting services and overall seminar/workshop costs.
- 330 Employee Training and Development Services  
Payments for professional or technical services that are not directly related to instructional activities. Included are payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor in this category.
- 400 Purchased Property Services  
Expenditures for services to operate, repair, maintain and rent property owned and/or used by the grantee. These are payments for services performed by persons other than grantee employees. Most frequently allowed expenditures include: Rentals - costs for renting or leasing land, buildings, equipment or vehicles; Repair and Maintenance services - expenditures for repairs and maintenance services not provided directly by grantee personnel, including contracts and agreements covering the upkeep of buildings and equipment; and Construction Services (Remodeling and Renovation) - payments to contractors for major permanent structural alterations and for the initial or additional installation of heating and ventilating systems, electrical systems, plumbing systems or other service systems in existing buildings. Utility services such as cleaning service, disposal service, snow plowing, lawn care, etc. could also be reported in this category. It is up to the program manager to inform 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.
- 510 Pupil Transportation  
Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children.

- 530 Communication  
Payments for services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and telegraph services, as well as postage machine rental and postage.
- 580 Travel (ADMINISTRATIVE)  
Expenditures for transportation, meals, hotel and other expenses associated with staff travel. Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included.
- 590 Other Purchased Services  
All other payments for services rendered by organizations or personnel not on the GRANTEE payroll not detailed in 510, 530, 560, 580 or 590. These include: Insurance Costs (other than employee benefits) - payments for all types of insurance coverage including property, liability and fidelity, Printing and Binding - publication costs, and Advertisement - any expenditures for announcements in professional publications, newspapers or broadcasts over radio or television, including personnel recruitment, legal ads, and the purchase and sale of property.
- 611 Instructional Supplies  
Expenditures for consumable items purchased for instructional use.
- 612 Administrative Supplies (ADMINISTRATIVE)  
Expenditures for consumable items directly related to program administrative (non-instructional) activities.
- 641 Textbooks  
Expenditures for textbooks, workbooks, textbook binding and repair.
- 690 Other Supplies  
Allowable Expenditures for any other supply which is not instructional or administrative in nature. This category would include maintenance supplies, heating supplies, and transportation supplies.
- 700 Property  
Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment. For most grants, only equipment such as computers, duplicating machines, furniture and fixtures is allowable and the line item description on the budget will read Property/Equipment only. Other items which could be included in this category, if allowable under grant legislation, are expenditures for the acquisition but not the rental of buildings and land. Although cost of materials which resulted in a new or vastly improved structure would also be included here, the expenditures for the contracted construction of buildings, for permanent structural alterations, and for the initial or additional installation of heating and ventilating systems, fire protection systems, and other service systems in existing buildings are recorded under object 400 - Purchased Property Services.

In accordance with the Connecticut State Comptroller's definition of equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$5,000.00 and the useful life of more than one year.

940 Indirect Costs

Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Beginning Fiscal Year 1998, grantees must submit indirect cost proposals to the Connecticut CSDE to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.

**APPENDIX J  
STATEMENT OF ASSURANCES**

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS

**PROJECT TITLE:**

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**THE APPLICANT:**

HEREBY ASSURES THAT:

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(insert Agency/School/CBO Name)

- A.** The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B.** The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C.** The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D.** The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E.** Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F.** Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G.** The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H.** The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I.** If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J.** The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;



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

**L. REQUIRED LANGUAGE (NON-DISCRIMINATION)**

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

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

- i. “Commission” means the Commission on Human Rights and Opportunities;
- ii. “Contract” and “contract” include any extension or modification of the Contract or contract;
- iii. “Contractor” and “contractor” include any successors or assigns of the Contractor or contractor;
- iv. “Gender identity or expression” means a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person’s core identity or not being asserted for an improper purpose.
- v. “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. “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;
- vii. “marital status” means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;
- viii. “mental disability” means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association’s “Diagnostic and Statistical Manual of Mental Disorders”, or a record of or regarding a person as having one or more such disorders;
- ix. “minority business enterprise” means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of C.G.S. § 32-9n; and
- x. “public works contract” means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms “Contract” and “contract” do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, unless the contract is a municipal public works contract or quasi-public agency project contract, (2) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in C.G.S. § 1-267, (3) the federal government, (4) a foreign government, or (5) an agency of a subdivision, state or government described in the immediately preceding enumerated items (1), (2), (3), or (4).

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an “affirmative action-equal opportunity employer” in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers’ representative of the Contractor’s commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e, 46a-68f and 46a-86; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and C.G.S. § 46a-56. If the contract is a public works contract, municipal public works contract or contract for a quasi-public agency project, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency projects.
- (c) Determination of the Contractor’s good faith efforts shall include, but shall not be limited to, the following factors: The Contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are

designed to ensure the participation of minority business enterprises in public works projects.

- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and in every subcontract entered into in order to fulfill any obligation of a municipal public works contract for a quasi-public agency project, 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 C.G.S. § 46a-56, as amended; 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 regarding a State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to C.G.S. § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and C.G.S. § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56 as amended; 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 regarding a State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- M.** The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N.** The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Superintendent  
Signature:

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Name: *(typed)*

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Title: *(typed)*

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Date:

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## Appendix K

### **CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

#### **1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress or an employee of a Member of Congress in connection with the making of any Federal Grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

#### **2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110—

A. The applicant certifies that is and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false

statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

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

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610—

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

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

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

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

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

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

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

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

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

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202- 4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

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Check  if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT PROJECT NAME	PR/AWARD NUMBER AND / OR
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

APPENDIX L

AFFIRMATIVE ACTION CERTIFICATE

CERTIFICATION THAT CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE

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

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

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

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

## NOTIFICATION TO BIDDERS

The contract to be awarded is subject to contract compliance requirements mandated by Section 4a-60 and 4a-60a of the Connecticut General Statutes; and, when the awarding agency is the State, Section 46a-71(d) and 46a-81i(d) of the Connecticut General Statutes. There are Contract Compliance Regulations codified at Section 46a-68j-21 through 43 of the Regulations of Connecticut State Agencies which establish a procedure for the awarding of all contracts covered by Sections 46a-71(d) of the Connecticut General Statutes.

According to Section 46a-68j-30(9) of the Contract Compliance Regulations, *every agency awarding a contract subject to the contract compliance requirements has an obligation to "aggressively solicit the participation of legitimate minority business enterprises as bidders, contractors, subcontractors and suppliers of materials."* **"Minority business enterprise"** is defined in Section 4a-60 of the Connecticut General Statutes as a business wherein fifty-one percent or more of the capital stock, or assets belong to a person or persons: **"(1) Who are active in the daily affairs of the enterprise; (2) who have the power to direct the management and policies of the enterprise; (3) who are members of a minority, as such term is defined in sub-section (a) of Section 32-9n."** **"Minority"** groups are defined in section 32-9n of the Connecticut General Statutes as **"(1) Black Americans... (2) Hispanic Americans... (3) persons with origins in the Iberian Peninsula... (4) Women... (5) Asian Pacific Americans and Pacific Islanders... (6) American Indians... (7) individuals with a disability considered a minority business enterprise pursuant to Connecticut General Statutes, Section 32-9e."** The above definitions apply to the contract compliance requirements by virtue of Section 46a-68j-21(11) of the Contract Compliance Regulations.

The awarding agency will consider the following factors when reviewing the bidder's qualifications under the contract compliance requirements:

- a) the bidder's success in implementing an affirmative action plan;
- b) the bidder's success in developing an apprenticeship program complying with Section 46a-68-1 to 46a-68-17 of the Administrative Regulations of Connecticut State Agencies, inclusive;
- c) the bidder's promise to develop and implement a successful affirmative action plan;
- d) the bidder's submission of EEO-1 data indicating that the composition of its work force is at or near parity when compared to the racial and sexual composition of the work force in the relevant labor market area;
- e) the bidder's promise to set aside a portion of the contract for legitimate minority business enterprises. **See** Section 46a-68j-30(10)(E) of the Contract Compliance Regulations; and
- f) the bidder's certifies firm is not listed on debarment lists promulgated pursuant to CGS, Section 31-53a and 34 CFR Part 85, Appendix A of federal statutes.

**INSTRUCTION:** Bidder must sign acknowledgment below, and return the signed acknowledgment to the CSDE, along with the bid proposal.



The undersigned acknowledges receiving and reading a copy of the Commission on Human Rights and Opportunities Contract Compliance Regulations and the "Notification to Bidders" form.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**On behalf of:**

\_\_\_\_\_  
Organization Name

Project No: \_\_\_\_\_

Rev. 6/99

**CONNECTICUT COMMISSION ON HUMAN RIGHTS & OPPORTUNITIES  
CONTRACT COMPLIANCE REGULATIONS AND NOTIFICATION TO BIDDERS  
Sections 46a-68j-23 (1)-(10) and 46a-68j-24 (a)**

**CONTRACT COMPLIANCE**

**Sec. 46a-68j-23. Obligations of Contractors:**

Every contractor awarded a contract subject to contract compliance requirement shall:

- 1) Comply fully with all federal and state anti-discrimination laws, and shall not discriminate or permit a discriminatory practice to be committed;
- 2) Cooperate fully with the commission;
- 3) Submit periodic reports of its employment and subcontracting practices in such a form, in such a manner and at such a time as may be prescribed by the Commission;
- 4) Provide reasonable technical assistance and training to minority business enterprises to promote the participation of such concerns in state contracts and subcontracts;
- 5) Make a good faith effort, based upon the availability of minority business enterprises in the labor market area, to award a reasonable proportion of all subcontractors to such enterprises;
- 6) Maintain full and accurate support data for a period of two (2) years from the date the record is made or the date the contract compliance form is submitted, whichever is later, provided that this provision shall not excuse compliance with any other applicable record retention, state regulation or policy providing for a period of retention in excess of two (2) years;
- 7) Not discharge, discipline or otherwise discriminate against any person who has filed a complaint, testified or assisted in any proceeding with the commission;
- 8) Make available for inspection and copying any support data requested by the commission, and make available for interview any agent, servant or employee having knowledge of any matter concerning the investigation of a discriminatory practice complaint or any matter related to a contract compliance review;
- 9) Include a provision in all subcontracts with minority enterprises requiring that the minority business enterprise provide the Commission with such information on its structure and operations as the Commission finds necessary to make an informed determination as to whether the standards of Section 4a-60 of the Connecticut General Statutes as amended by Sec. 2 of Public Act 89-253 have been met; and

- 10) Undertake such other reasonable activities or efforts as the Commission may prescribe to ensure the participation of minority business enterprises as state contractors and subcontractors.

**Sec 46a-68j-24. Utilization of Minority Business Enterprises:**

- a) Contractors shall make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on all projects subject to contract compliance requirements.

**CONNECTICUT COMMISSION ON HUMAN RIGHTS AND OPPORTUNITIES  
WORKFORCE ANALYSIS**

Contractor Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Total number of CT employees:  
 Full-time \_\_\_\_ Part time \_\_\_\_

Complete the following Analysis for employees of Connecticut work sites who are:

JOB CATEGORIES	OVERALL TOTALS (SUM OF ALL COLS. MALE & FEMALE)	WHITE (NOT OF HISPANIC ORIGIN)		BLACK (NOT OF HISPANIC ORIGIN)		HISPANIC		ASIAN OR PACIFIC ISLANDER		AMERICAN INDIAN OR ALASKAN NATIVE		PEOPLE WITH DISABILITIES	
		M A L E	FEMALE	M A L E	FEMALE	M A L E	FEMALE	M A L E	FEMALE	M A L E	FEMALE	M A L E	FEMALE
OFFICIALS & MANAGERS													
PROFESSIONALS													
TECHNICIANS													
PARAPROFESSIONAL													
SALES WORKER													
OFFICE & CLERICAL													
CRAFT WORKERS (Skilled)													
OPERATIVES (Semi-skilled)													
LABORERS (unskilled)													
SERVICE WORKERS													
TOTALS ABOVE													
TOTALS ONE YEAR AGO													

**FORMAL, ON-THE-JOB TRAINEES (enter figures for the same categories as are shown above).**

Apprentices													
Trainees													

**EMPLOYMENT FIGURES WERE OBTAINED FROM VISUAL CHECK: EMPLOYMENT RECORDS: OTHER**

1. Have you successfully implemented an Affirmative Action Plan? Yes: \_\_\_\_\_ No: \_\_\_\_\_  
Date of implementation \_\_\_\_\_ Not Applicable: \_\_\_\_\_ Explanation:

(a) Please submit a summary of your Affirmative Action Plan.

2. Have you successfully developed an apprenticeship program complying with Sec. 46a-68-17 of the Connecticut Department of Labor Regulations, inclusive? Yes: \_\_\_ No: \_\_\_  
Not Applicable: \_\_\_\_\_ Explanation:

3. According to EEO-1 data, is the composition of your workforce at or near parity when compared with the race and gender composition of the workforce in the relevant labor market area?  
Yes: \_\_\_ No: \_\_\_ Explanation:

4. If you plan to subcontract, will you set aside a portion of the contract for legitimate minority business enterprises?  
Yes: \_\_\_ No: \_\_\_ Explanation:

\_\_\_\_\_  
Contractor's Authorized Signature

\_\_\_\_\_  
Date

[WFA 6/99]

## DEFINITIONS FOR WORKFORCE ANALYSIS

### **RACE/ETHNIC IDENTIFICATION:**

You may acquire the race/ethnic information necessary for this report either by visual surveys of the Workforce, or from records as to the identity of employees after the starting date of employment.

Please note that conducting a visual survey and keeping records of the race/ethnic identity of employees is legal in all jurisdictions and under all federal and state laws.

Race/ethnic designations as used by the Equal Employment Opportunity Commission do not denote scientific definitions of anthropological origins. For the purpose of this report, an employee may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than one race/ethnic group.

### **DESCRIPTION OF JOB CATEGORIES:**

**Officials and managers:** Occupations requiring administrative managerial personnel who set broad policies, exercise overall responsibility for execution of these policies, and direct individual departments or special phases of a firm's operations. Includes: *officials, executives, middle management, plant managers, department managers and superintendents, salaried supervisors who are members of management, purchasing agents and buyers, railroad conductors and yard masters, ship captains, mates and other officers, farm operators and managers, and kindred workers.*

**Professionals:** Occupations requiring either college graduation or experience of such kind and amount as to provide a comparable background. Includes: *accountants and auditors, airplane pilots and navigators, architects, artists, chemists, designers, dietitians, editors, engineers, lawyers, librarians, mathematicians, natural scientists, registered professional nurses, personnel and labor relations specialists, physical scientists, physicians, social scientists, teachers, and kindred workers.*

**Technicians:** Occupations requiring a combination of basic scientific knowledge and manual skill which can be obtained through two (2) years of post-high school education, such as is offered in many technical institutes and junior colleges, or through equivalent on-the-job training. Includes: *computer programmers, drafters, engineering aides, junior engineers, mathematical aides, licensed practical or vocational nurses, photographers, radio operators, scientific assistants, surveyors, technical illustrators, technicians (medical, dental, electronic, physical science), and kindred workers.*

**Sales:** Occupations engaging wholly or primarily in direct selling. Includes *kindred workers.*

**Office and clerical:** All clerical type work regardless of level of difficulty. Includes *kindred workers*.

**Craft Workers:** (*skilled*) - Manual workers of relatively high skill level having a thorough comprehensive knowledge of the processes involved in their work. Exercise considerable independent judgment and usually receive an extensive period of training. Includes *kindred workers*.

**Operatives:** (*semiskilled*) - Workers who operate machine or processing equipment or perform other factory-type duties of intermediate skill level which can be mastered in a few weeks and require only limited training. Includes *kindred workers*.

**Laborers:** (*unskilled*) - Workers in manual occupations, which generally require no special training, perform elementary duties that may be learned in a few days and require the application of little or no independent judgment. Includes *kindred workers*.

**On-the job trainees:**

**Production:** Persons engaged in formal training as a craft worker - when not trained under apprentice programs - operative, laborer and service occupations.

**White collar:** Persons engaged in formal training for clerical, managerial, professional, technical, sales office and clerical occupations.

**CONTRACTOR'S MINORITY BUSINESS ENTERPRISES**

**UTILIZATION FORM**

<b>NAME AND ADDRESS OF AWARDING AGENCY:</b>	<b>NAME AND ADDRESS OF CONTRACTOR:</b>
---------------------------------------------	----------------------------------------

**PROJECT NO:** \_\_\_\_\_

**DATE AWARDED:** \_\_\_\_\_

**DATE BID OPENED:** \_\_\_\_\_

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**NOTICE TO CONTRACTORS:** Under Section 46a-68J-23(5) of the Contract Compliance Regulations, contractors are required to make GOOD FAITH EFFORTS to employ Minority Business Enterprises (MBEs) as subcontractors and suppliers of materials on all projects subject to contract compliance requirements. The contract which is referenced above is subject to contract compliance requirements.

**INSTRUCTIONS:** List the name and addresses of all MBEs you have selected as subcontractors and suppliers of materials for this project. If the MBEs selected as subcontractors and suppliers of materials meet the criteria for MBEs set out in Section 4a-60 of Connecticut General Statutes, contractors MUST complete the attached affidavit. If such business are not currently registered with the Department of Economic Development and if the contractor wishes the Commission on Human Rights and Opportunities (CHRO) to consider favorably the selection of an unregistered MBE in the evaluation of **the contractor's good faith efforts**, contractors MUST complete the attached affidavit. In either case, the affidavit must be filled out in triplicate, with the original sent to the CHRO, Contract Compliance Unit, 450 Columbus Blvd, Hartford, Connecticut 06103; one copy sent to the Awarding Agency; and one copy retained by contractor. If the contractor does not wish the CHRO to consider selection of an unregistered MBE in its evaluation of the contractor's good faith efforts, no affidavit need be made.

*(Attached additional pages if necessary, using same headings.)*



<b>NAME AND ADDRESS OF ALL MBE SUBCONTRACTOR(S) OR SUPPLIER(S) OF MATERIALS:</b>	<b>If MBE(s) qualify under Section 4a- 60 of the Conn. Gen. Statues, check here.</b>	<b>If MBE is unregistered but wants consideration for good faith efforts, check here.</b>

This form developed pursuant to Section 46a-68j-23(5) of Regulations of Connecticut State Agencies concerning Contract Compliance.

**AFFIDAVIT**

I, \_\_\_\_\_ acting on behalf of \_\_\_\_\_ of which  
(Name of person signing certification) (Contractor)

I am the \_\_\_\_\_ certify and affirm:  
(Title)

*Check if provision applicable:* \_\_\_\_\_ That the following minority business subcontractors and /or suppliers of materials that \_\_\_\_\_ has hired for Contract No. \_\_\_\_\_ with \_\_\_\_\_ (Contractor)

\_\_\_\_\_ meet the criteria for Minority Business Enterprises (Awarding Agency)

set out in Section 4a-60 of the Connecticut General Statutes: \_\_\_\_\_

\_\_\_\_\_

(Lists names of Minority Business Enterprises that qualified under current statutory requirements)

\_\_\_\_\_

*Check if provision applicable:* \_\_\_\_ That the \_\_\_\_\_ has hired the (Contractor)

following minority business subcontractors or suppliers of materials for Contract No. \_\_\_\_

\_\_\_\_\_ with \_\_\_\_\_ that are not (Awarding Agency)

registered with the Department of Economic Development, but which should be considered by the Connecticut Commission on Human Rights and Opportunities when evaluating

\_\_\_\_\_ the good faith efforts: (Contractor)

\_\_\_\_\_ (List names or unregistered MBEs)

\_\_\_\_\_

\_\_\_\_\_

I further certify and affirm that I have read and understand the contract compliance requirements codified at Section 4a-60 and Section 46a-7 1 (d) of the Connecticut General Statutes.

I further certify and affirm that I have read and understand the contract compliance Regulations codified at Section 46a-68j-2 I through 43 of the Regulations of Connecticut State Agencies.

I understand that false statements made herein are punishable by law.

\_\_\_\_\_  
(Name of Corporation or Firm)                      (Signature and Title of Official Making the Affidavit)

Subscribed and sworn to before me, this \_\_\_\_\_ day of \_\_\_\_\_ 20 \_\_\_\_.

\_\_\_\_\_  
Notary Public/Commissioner of the Superior Court

My Commission Expires: \_\_\_\_\_

**CERTIFICATE OF CORPORATION**

I, \_\_\_\_\_ certify that I am the Secretary of the Corporation named in the foregoing instrument; that I have been duly authorized to affix the seal of the Corporation to such papers as require the seal; that \_\_\_\_\_, who signed said instrument on behalf of the Corporation was then \_\_\_\_\_ of said Corporation; that said instrument was duly signed for and in behalf of said Corporation by authority of its governing body and is within the scope of its Corporation powers.

\_\_\_\_\_  
(Signature of person certifying)

(Corporate Seal)

**APPENDIX M**  
**CONSIDERATIONS FOR FUNDING**  
**Section 231 of the WIOA**

**Evaluation of Applications**

In awarding grants under the Program Enhancement Projects (PEP) RFP, the state provides for a standardized evaluation process and evaluates the considerations defined in Section 231.

- (1)** The degree to which the eligible provider would be responsive to:
  - (A)** Regional needs as identified in the local plan under Section 108 (as evidenced by a description of regional needs and how the applicant will be responsive to those needs); and
  - (B)** Serving individuals in the community who were identified as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners (as evidenced by an objective statement of need accompanied by a recruitment and retention plan which targets these individuals).
- (2)** The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities (as evidenced by an objective statement of need accompanied by a recruitment and retention plan which targets these individuals).
- (3)** Past effectiveness of the eligible provider in improving the literacy of eligible individuals to meet state-adjusted levels of performance for the primary indicators of performance described in Section 116, especially with respect to eligible individuals who have low levels of literacy (as evidenced by meeting or exceeding performance measures based on documentation from the LACES and annual reviews for previously funded providers; and as evidenced by comparable objective performance measures which demonstrate successful student outcomes for new eligible providers).
- (4)** The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under Section 108, as well as the activities and services of the one-stop partners (as evidenced by description of proposed activities, strategies and goals, and how the provider plans to align them).
- (5)** Whether the eligible provider's program is of sufficient intensity and quality, and based on the most rigorous research available, so that participants achieve substantial learning gains and uses instructional practices that include the essential components of reading instruction (as evidenced by a program design suitable to achieve applicable performance measures – appropriateness of program design may be demonstrated by past performance of successful outcomes or documentation of a similar program design and associated outcomes).

- (6)** Whether the eligible provider's activities, including reading, writing, speaking, mathematics and English language acquisition instruction, delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice (as evidenced by program design and/or curriculum).
- (7)** Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning, and how such technology, services, and systems lead to improved performance (as evidenced by program design and/or curriculum and the accessibility of hardware and software applications as appropriate).
- (8)** Whether the eligible provider's activities provide learning in context, including through IET, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship (as evidenced by program design and/or curriculum which focus on skills needed for postsecondary education and training, the workplace and citizenship).
- (9)** Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the state, where applicable, and who have access to high-quality professional development, including through electronic means (as evidenced by appropriate degrees, certifications and trainings).
- (10)** Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local WDBs, One-Stop Centers, job training programs, social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations and intermediaries, for the development of career pathways (as evidenced by formal collaborations and the commitment of the provider to assess and address the literacy and non-literacy support services of participants).
- (11)** Whether the eligible provider's activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, transportation, mental health services and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs (as evidenced by program schedules and documentation of support services available).
- (12)** Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with Section 116) and to monitor program performance (as evidenced by prior participation in, or a commitment to participate in, the eligible agency's CCS and LACES, and to submit comprehensive, timely and accurate data).

- (13) Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs (as evidenced by area demographic data).

**Special Rule**

Whenever a state or outlying agency implements any rule or policy relating to the administration of - or operation of - a program authorized under this subtitle that imposed a requirement that is not imposed by federal law, the state or outlying area shall identify, to eligible providers, the rule or policy as being state or outlying area imposed. If an eligible agency has created any rule that impacts the activities, that aspect shall be provided. The PEP RFP will specify to eligible providers which rules, policies and requirements are imposed by the state.

**APPENDIX N**

**WORKFORCE DEVELOPMENT BOARD DIRECTORS**

<b>WORKFORCE DEVELOPMENT AREAS (WIOA)</b>	<b>DIRECTORS</b>	<b>PHONE AND FAX</b>
<b>Southwest</b> The WorkPlace	Joseph M. Carbone, Executive Director The WorkPlace 350 Fairfield Avenue Bridgeport, CT 06604	203-610-8502 203-335-9703 (FAX)
<b>North Central</b> Capital Workforce Partners	Alex Johnson, CEO Capital Workforce Partners 1 Union Place Hartford, CT 06103	860-522-1111 x12 860-722-2486 (FAX)
<b>South Central</b> Workforce Alliance	William P. Villano, Executive Director Workforce Alliance 560 Ella T. Grasso Boulevard New Haven, CT 06519	203-562-7811 203-562-1106 (FAX)
<b>Eastern</b> Eastern CT Workforce Development Board	Mark Hill, Executive Director Eastern CT Workforce Development Board 108 New Park Avenue Franklin, CT 06254	860-859-4100 860-859-5741 (FAX)
<b>Northwest</b> Northwest Regional Workforce Development Board	Catherine Awwad, Executive Director Northwest Regional Workforce Development Board 249 Thomaston Avenue Waterbury, CT 06702	203-574-6971 x 426 203-573-8951 (FAX)

Information for both the local and regional offices of the Connecticut Department of Aging and Disability Services can be found at their Web site:

[Dept. of Aging and Disability Services](#)

**References to the Workforce Innovation and Opportunity Act (WIOA) of 2014, Title II, Adult Education and Family Literacy Act (AEFLA) can be found at the following link:**

[WIOA Title II](#)