

**Connecticut State Department of Education
Academic Office**



CONNECTICUT
Education

**Connecticut High Dosage Tutoring Competitive Grant Application
for Local Education Agencies (LEAs)**

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

**Request for Proposal
RFP: #868**

**RFP Published: August 7, 2026
Application Due Date: September 11, 2026**

Connecticut High Dosage Tutoring Program

Purpose: Given the extensive impact of the COVID-19 pandemic on students, states and districts across the country are seeking to identify and implement viable methods to accelerate learning. High-Dosage Tutoring (HDT) is a well-researched strategy to address learning loss, ensuring students have intensive, curriculum-aligned support to close academic gaps. [Public Act \(PA\) 26-68](#), Section 1 is allocating \$2 million in funding to local education agencies (LEAs) to implement the Connecticut HDT Program in accordance with evidence-based guidelines through a competitive grant process to LEAs meeting the criteria established in this competitive grant application. The criteria within the grant application originate from contemporary research, paired with authentic implementation experiences across select Connecticut LEAs.

The grant period aligns to [PA 26-68, Section 1](#) timeline and grant revision protocols, with applications to the High-Dosage Tutoring Program due no later than Friday September 11, 2026, at 5:00 PM EDT and announced awards by September 25, 2026. The grant period ends June 30, 2027, the date by which funds must be expended.

All HDT programs for successful applicants must be ready to implement no later than October 23, 2026. All interested applicants are also welcome and encouraged to [register](#) for an online Bidder's Conference on August 14, 2026, from 2:00-3:00 PM to learn more about the process. The Bidder's Conference will be recorded and posted to eGMS. Questions may be directed to Irene Parisi at Irene.Parisi@ct.gov.

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All of the information contained in any proposal submitted in response to this RFP is subject to the provisions of the Connecticut Freedom of Information Act (FOIA), C.G.S. Sections 1-200 et seq.

The FOIA states that, except as provided by Federal or State law, records maintained by any public agency (as defined in FOIA) are public records, and every person has the right to inspect and request a copy of such records.

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I. Introduction

High-Dosage Tutoring

According to contemporary research and the [Connecticut High Dosage Tutoring Statewide Program Evaluation](#), High-Dosage Tutoring (HDT) is an effective strategy to accelerate learning and provide equity in accessing tutoring for all students. The intensity and frequency of HDT has been shown to accelerate learning [more than any other academic intervention](#). An exemplary HDT model is made accessible intentionally, embedding small-group and/or individual instruction *during* the school day. Instructed by highly-qualified tutors, every session focuses on students' identified needs with standards-based content aligned to the LEA's curriculum, grade level performance goals, and high school course requirements.

Research and Results

Research on successful HDT models reveals a significant impact on academic progress when tutoring focuses on mathematics in grades 6 through 9. Not all tutoring is effective if certain program elements are not in place, such as minimum dosages, tutor-student ratios, tutor-teacher communication, high-quality tutor training, and standards-aligned curriculum. Research outcomes indicate that intensive models of tutoring, when implemented with fidelity, can produce learning gains for students as high as [one to two years in math](#) beyond what students typically achieve in the classroom, with reductions in [failure rates by more than 50 percent](#).

Need and Equity in Connecticut

Matched student data reveal that academic growth in mathematics from the prior grade consistently lags in the middle grades 6 through 8 as compared to in the elementary grades 4 and 5. See table below. This was true prior to the pandemic and remained true in the years after as well. The intent of including grades 9 and 10 is to support the transition to high-level, more complex mathematics in the higher grades.

Smarter Balanced Growth Report, Trend
State of Connecticut, Math, All Grades, All Students
[Export .csv file](#)

District	Grade	Growth Rate					Average Percentage of Target Achieved				
		School Year					School Year				
		2018-19	2021-22	2022-23	2023-24	2024-25	2018-19	2021-22	2022-23	2023-24	2024-25
State of Connecticut	4	43.6%	49.3%	45.5%	45.0%	45.4%	71.3%	76.4%	73.0%	71.5%	71.9%
	5	44.7%	50.8%	45.2%	44.2%	45.8%	65.1%	71.2%	65.7%	64.4%	65.7%
	6	41.2%	43.3%	40.4%	39.7%	40.5%	59.1%	60.8%	57.5%	56.5%	57.4%
	7	42.7%	47.0%	43.0%	43.4%	43.8%	59.6%	64.5%	60.2%	60.0%	60.3%
	8	42.5%	38.5%	38.3%	39.8%	41.8%	57.7%	53.4%	53.3%	54.7%	56.7%

LEAs interested in applying for grant funding to develop or expand an HDT program should consider focusing these resources on grade levels, student cohorts, and content areas of need. LEAs may also consider employing HDT as a long-term strategy in district goals, the LEA's Accountability Plan or School Improvement Plan.

II. Program Vision and Outcomes

Program Vision

The vision of the Connecticut State Department of Education's (CSDE) High-Dosage Tutoring (HDT) program is to provide high-quality, evidence-based, rigorous instruction to accelerate and transform learning for Connecticut students.

Essential elements of HDT include well-trained tutors working consistently with small groups of students *during* the school day, using high-quality materials and LEA curricula aligned to state standards. Connecticut HDT's design draws extensively on research and school-based models with a demonstrable record of success. Tutoring sessions should focus on remediation but will prioritize grade-level content and mastery of prerequisite concepts and skills required for continued academic success during tutoring and in class.

Outcomes

The Connecticut HDT program anticipates achieving the following outcomes:

1. Grade 6-8 students will attain 100% of established growth goals in Math on district benchmark assessments and Smarter Balanced Assessment; Grade 9 and 10 students will attain a grade of B or better in Math coursework;
2. LEAs, educators, and families will sustain HDT beyond the grant period as a result of increased achievement and;
3. The educator pipeline will expand by creating in-person tutor positions.

III. Eligible Applicants and Grant Supports

Eligible applicants include public schools (K-12), Regional Education Services Centers (RESCs), the governing authority for a state charter school, state technical high schools, incorporated endowed high schools or academy and nonpublic and private schools.

Successful applicants for this competitive grant will receive the following resources and supports:

1. A maximum grant award of up to \$50,000 (estimated \$2,500 per student) served through the program, with the per student grant award dependent on the Biennial Budget allocation. Section VII outlines priority students that LEAs should target through this grant. *Please note grant funding will be available on a reimbursement basis only.*
2. Access to trained, qualified tutors provided by for-profit, non-profit, and/or community-based organizations that have been vetted and approved by the CSDE.
3. Ongoing technical assistance, coaching, and participation in a Community of Practice (CoP) provided by the CSDE.

IV. Eligible Activities and Spending

A. Eligible Grant Activities

LEAs must commit to using HDT funding to support one of the two activities:

- Expand, enhance or improve an existing HDT program to conform to all elements outlined in Section V; or
- Create a new HDT program in a school and/or across the LEA that targets specific grade levels and/or student cohorts.

B. Eligible Spending Categories

LEAs may use HDT funds to support any number of the following activities:

- Hiring or contracting tutors via a third-party tutoring organization or providing stipends or other incentives to paraprofessionals, retired teachers, AmeriCorps members, and or community organizations to ensure staffing needs are complete;
- Hiring district- or school-level personnel and other administrative roles to oversee creation, design, and implementation of the program across identified school(s);
- Providing stipends to existing LEA- or school-level personnel to serve as mentors and coaches for tutors;
- Providing initial and ongoing training, coaching and professional development for tutors, if needed;
- Procuring any necessary curriculum, assessments, materials, hardware, and software to facilitate tutoring; or
- Covering the costs of rent for a larger facility or more space in order to expand high-dosage tutoring.

C. Ineligible Spending Categories

- Student stipends, vouchers paid directly to families/students, gift cards/certificates given directly to families/students, or other cash benefits directly to families/students;
- Mortgage, maintenance, hardware and software upgrades, and utility costs that do not directly support one of the eligible grant activities listed in Section IV.A; and
- Construction related to creating additional HDT space.

V. Program Elements

LEAs seeking to apply for the HDT Competitive Grant funding will propose a plan that incorporates the following program elements.

A. LEA Point of Contact (POC)

For this program to be successful, LEAs will need to appoint a specific individual to coordinate program logistics across the participating school(s), tutor vendor, CSDE, and other partners. This person will be the primary POC of the program, overseeing its implementation and supporting schools making the necessary changes to provide students with access to high-quality tutoring

services. LEAs should designate an individual with the capacity to achieve critical program milestones, including coordinating and procuring tutors from external providers, navigating school schedule changes, participating in Community of Practice sessions, and ensuring high levels of participation from students and families.

B. Tutoring Personnel

Having well-trained, consistent tutors is the most critical component to build an effective HDT program. Highly-qualified tutors can come from a variety of backgrounds, including former or retired educators, private/contracted tutors, paraprofessionals, AmeriCorps members and college students. Regardless of tutor background, [research](#) finds those who show up consistently and form deep relationships with students have the biggest impact on student learning.

LEAs chosen for this program should procure trained, high-quality tutors from a list of eligible vendors determined by the CSDE. Tutors obtained from external organizations not approved by CSDE will not be permitted. The most competitive vendors will provide tutors, particularly those new to the profession, with upfront training on relevant topics including and facilitating small groups, managing student behavior, instructing students with learning differences and/or IEPs, responding to students' socio-emotional needs, and using data to inform instruction. LEAs may also require tutors to receive district-specific professional development and coaching opportunities prior to or during the school year. Hiring local tutors is also an excellent way to diversify the LEA's educator workforce and bring new talent into the classroom.

C. Content Area and Grade Level

Based on the most recent Smarter Balanced Assessment data, students in middle school grades (6-8) may lag pre-pandemic levels. **As such, this grant application will be focused on learning acceleration for middle (Grades 6-8) and high school (Grade 9 and 10) students in Math only.**

D. Tutoring Dosage

The National Student Support Accelerator [program design toolkit](#) recommends that at least three (3) sessions per week lasting 30-50 minutes each is required for HDT to have the biggest impact. At a minimum, schools should offer tutoring sessions three (3) times a week for at least 30 minutes per session.

E. Tutor-Student Ratio

Tutors should work with groups no larger than 4 students (1:4) at a time, with the same tutor working with the same groups of students each week. It helps to pair English Learners/Multilingual learner (EL/ML) together, particularly if their tutor speaks their native language.

F. Instruction Timing and Delivery

Based on rigorous evidence, it is strongly encouraged that LEAs embed HDT both in-person and during the regular school day wherever possible to maximize regular student attendance, ensure

coordination with teachers, and build a culture of academic engagement and collaboration. [Research](#) has found that learning from school-day tutoring sessions is twice as powerful as learning sessions conducted outside the school day. Schools can provide time for tutors to meet with students during intervention periods, double-blocked content-area courses, or by creating an elective-for-credit course for students (delivered by certified staff).

LEAs may provide virtual tutoring in cases where hiring in-person talent is not feasible, although designated staff will need to be present to ensure students attend the session and can navigate tutoring software. For schools that cannot accommodate tutoring during the school day, schools may use grant funds to provide for before- or after-school tutoring, though in-person tutoring is strongly encouraged. See Table 1 for CSDE’s recommendations for the instruction timing and delivery of tutoring services.

Table 1: CSDE’s Recommendations for Instruction Timing and Delivery

	During School Day	Before/After School Day
In-Person Tutoring	Strongly Encouraged	Acceptable
Virtual Tutoring	Acceptable	Strongly Discouraged

G. Curriculum

LEAs have flexibility in choosing Connecticut State Standards-based programs, evidenced-based instructional strategies, and associated materials aligned to curriculum, course, and grade level performance goals. LEAs should not use HDT as a remediation tool or rely solely on simpler materials from earlier grade levels. Rather, the program should focus on building foundational skills directly relevant to grade-level content and core curriculum. High-quality curricula and programs, including digital materials, foster rigor and student engagement with a focus on accelerating learning for every student. To ensure students whose learning has been significantly impacted by the pandemic can access instruction, LEAs should include an array of formative assessments adaptable to meet different proficiency levels. LEAs should consider the [CSDE Acceleration Cycle](#) and the CSDE Model Curricula in [GoOpenCT](#) when determining the most appropriate curricula.

VI. Priority Students

The HDT Competitive Grant provides funding to LEAs to accelerate learning growth. As a needs-driven program, LEAs should use HDT funding to prioritize students who, based on recent data from Smarter Balanced Assessment and/or Benchmark Assessments (Interim Assessment Blocks, proprietary benchmarking systems) are performing below grade level, are classified as high need in mathematics, are from historically underserved backgrounds, and/or who would benefit the most from this intensive intervention model. In some schools, this may be the entire population, entire grade levels, or a select cohort of students.

As such, LEAs should consider the following criteria when determining how many and which students will participate:

- Students performing below proficiency, according to the 2026 Smarter Balanced Assessment, the Connecticut Alternate Assessment, benchmark assessments, Kindergarten Entrance Inventory, or Screener and/or Diagnostic Assessments.
- Students classified as high need, including students receiving Free or Reduced-Priced Meals, students who are English Learners, and students with an Individualized Education Program (IEP).
- Students who experience homelessness, including those currently homeless, formerly homeless, or are at risk of homelessness.
- Students listed as chronically absent during the 2024-25 or 2025-26 school year.

Schools should communicate to families/guardians/caregivers that their child has been selected to participate in the program for the 2026-27 school year. Wherever possible, schools should mandate participation, particularly if the tutoring occurs during the regular school day and allow for family opt-out.

VII. Application Questions

Application Completer

District Name

First Name

Last Name

Title

Telephone

Email

I. Statement of Need and Current Status

Describe the need in your district/school to expand or create a High-Dosage Tutoring program. Provide any recent summative assessment data and student demographic data that demonstrate this need. Applicants should also complete Tables A, B, and C, documenting the total number of students in each grade level scoring below proficiency on the respective assessment, number of chronically absent students, and the number of high-need students.

Table A: Total # of Students by Grade Level Scoring Below Proficiency on the 2026 Smarter Balanced Assessment, the Connecticut Alternate Assessment, Benchmark Assessments, or Screener and/or Diagnostic Assessments

Grade	Total Number of Students
6	
7	
8	
9	
10	
A Total #	

Table B: Total # of Students Who Are Identified as High Need (Students with IEPs, English Learners/Multilingual, Eligible for Free or Reduced Priced Meals) or Experiencing Homelessness

Grade	Total Number of Students
6	
7	

8	
9	
10	
B Total #	

Table C: Total # of Students Listed as Chronically Absent During the 2024-25 or 2025-26 School Year.

Grade	Total Number of Students
6	
7	
8	
9	
10	
C Total #	

1. Using Data Tables A, B, and C, document in Data Table D how many students you expect to serve through the HDT program. *Note: LEAs may allocate funds to serve all or a subset of the total students listed in Data Tables A, B, and/or C.*

Table D: Total # of Students Recommended for HDT Program

Grade	Total Number of Students
6	
7	
8	
9	
10	
D Total #	

2. What school(s) and grade level(s) will participate in this program, based on the levels of need identified in Data Table A and B. Describe their approach to implementing effective tiered

instruction or intervention (MTSS or SRBI). High schools may also describe current or proposed for-credit courses that provide acceleration instruction and intervention.

II. High-Dosage Tutoring (HDT) Program Description

1. Describe the team that will oversee and implement the HDT program at the LEA or school level, including their name(s) and title(s). LEAs should appoint one project director to lead programming across the school(s).
2. Describe how your LEA will support and train new tutors over the course of the year. What ratio of tutor to students will your school(s) follow?
3. Describe your LEA's plan to introduce or expand HDT in your school(s), including weekly dosage, timing (before, during, or after school), and delivery (in-person, virtual) of services. Applicants are welcome to include a sample school day schedule.
4. Describe the instructional materials your LEA will use to provide HDT and its alignment to Connecticut state standards. What communications protocol will your school adopt to ensure teachers and tutors align HDT sessions around daily classroom instruction?

III. Communication, Collaboration, and System Progress

Describe how your LEA will inform families/guardians and other stakeholders about student participation in the HDT program, including student selection, progress-monitoring, attendance, and opt-out procedure.

IV. Assessment and Evaluation

Describe how you will use formative and summative assessments to evaluate student progress. If your LEA utilizes data teams, please describe how data obtained from HDT sessions will be included.

V. Budget

Explain your LEA's long-term plan to sustain this program after the grant period concludes and whether your LEA intends to match the CSDE grant with any local funding.

Please complete the budget template below, providing detailed project and cost information to summarize the proposed bond investment. List descriptions and item quantities in sufficient detail. Only expenditures falling under the designated cost categories will be considered for this application. If you need additional rows for a given cost category, add rows to the template or include as an attachment. A sample table is provided below.

VI. State of Assurances

Please complete the Standard Statement of Assurances for Grant Programs provided in Appendix A.

ED114 / BUDGET FORM

LEA GRANTEE NAME: _____ **TOWN** _____

CODE: _____

GRANT TITLE: Connecticut HDT Program

PROJECT TITLE: (District/School): _____

GRANT PERIOD: 9/2026 to 6/30/2027

CODE	DESCRIPTION	AMOUNT
100	Personnel Services – Employee Salary	\$
200	Personnel Services – Employee Benefits	\$
300	Purchased Professional and Technical Services	\$
500	Other Purchased Services	\$
600	Supplies	\$
Project Total:		\$

EXAMPLE:

ED 114 Category	SAMPLE Project & Cost Description	Amount
100	Half of salary for one full-time LEA-level administrator to oversee program development and implementation across one middle school: \$15,000	\$20,000
300	Anticipated \$60,000 contract with ABC Tutors to recruit, hire, and train tutors to work virtually in one middle school 3x/week for 45 minutes per session, serving 50 students	\$25,000
500	Curriculum materials - \$4,000	\$2,500
600	Food, supplies, and childcare for HDT family and parent events	\$2,500
Project Total:		\$50,000

VIII. Review Process and Scoring Criteria

Only the most competitive of applications will be selected to receive grant funding and participate in the program. LEAs identifying HDT as a long-term district or school improvement strategy; and LEAs that prioritize students outlined in Section VI of this document. LEAs will be informed via email of the status of their application.

Table 2 lists the scoring criteria and point value for each category listed. The scoring criteria aligns to the descriptions in the HDT Indicators and Elements of Successful HDT Programs in Table 2.

Table 2. HDT Application Scoring Sheet. Criteria rated according to the five (5)-, ten (10)-, or fifteen (15)-point scale shown:

Rating Criteria						
	Not Provided	Poor	Fair	Average	Good	Excellent
5 Point:	0	1	2	3	4	5
10 Point:	0	2	4	6	8	10
15 Point:	0	3	6	9	12	15

I. Statement of Need and Current Status (Max 25 pts)	Reader's Score	Reader's Comments
A. LEA Data Tables A, B, C, and D are complete and identify the total number of students expected to be served in the program. (5 pts)		
B. Describes the applicant's process to assess the educational needs of students in secondary math (Grades 6-10) including analysis and number/percentage of students receiving tiered interventions (MTSS, SRBI). (10 pts)		
C. Addresses specific equity needs of students in the LEA, noting any barriers or challenges this grant is intended to address related to academic performance and achievement. (10 pts)		
II. High-Dosage Tutoring (HDT) Program Description (Max 45 pts)	Reader's Score	Reader's Comments
A. Identifies an administrative structure and district and/or school staffing for HDT implementation that lists position(s) and responsibilities.		

If applicable, this includes HDT subcontractors and their role in the program design. (10 pts)		
B. Describes LEA's HDT program alignment to the HDT model outlined in Section V of this document. The application clearly describes staff professional development (3 points), tutor-student ratio (3 points for ratios of 4:1 or smaller), dosage (3 points for minimum of 3 days/week for at least 30 minutes), timing (3 points for during school), and delivery (3 points for in person). (15 pts)		
C. Describes the standards-based curriculum/programs and instructional strategies, and their alignment to Connecticut standards. (10 pts)		
D. Describes communication protocol(s) among tutors, teachers, and school leadership detailing how the HDT sessions impact and align to daily classroom performance and progress monitoring. (10 pts)		
III. Communication, Collaboration, and System Progress (Max 5 pts)	Reader's Score	Reader's Comments
A. Identifies protocol to communicate and collaborate with families/guardians and stakeholders to maximize attendance, celebrate progress, and provide opt-out procedures. (5pts)		
IV. Assessment and Evaluation (Max 15 pts)	Reader's Score	Reader's Comments
A. Describes the process to evaluate the success of HDT (attendance, achievement), measuring the degree to which objectives are achieved. Uses this section to describe how HDT formative and summative assessments are included in grade or content level data teams. (15 pts)		
V. Budget (Max 10 pts)	Reader's Score	Reader's Comments
A. Completes HDT budget components describing how funds will be used under each object code selected and aligned to the HDT model. (5 pts)		
B. Describes the plan for which the LEA uses available funds (such as Title I, Title IIa, Title III, Title IV, IDEA) to match HDT grant funding or sustain HDT after grant has terminated. (5 pts)		
TOTAL		

IX. Evaluation and Reporting

Aligned to the HDT Application Scoring Sheet Criteria detailed in Table 2, CSDE will work with LEAs and an evaluation team from the CSDE to evaluate the end-of-year outcomes of the HDT program. While the evaluation team will determine the type, frequency, and means of specific data elements collected, they will likely include:

- attendance and dosage of tutoring received per student;
- baseline scores and progress made on end-of-year assessments;
- formative assessment outcomes;
- course grades;
- feedback from students, families, educators, and tutors on the program.

X. Closing Statement

The CSDE recognizes the urgency of addressing factors that have negatively influenced student achievement and is tackling this widespread challenge, in part, through the HDT Competitive Grant. This ambitious grant offers financial support for LEAs to develop a model-based intervention for Math instruction. Designed to inspire innovation that benefits every student, HDT has been shown to raise achievement when implemented according to the researched model. The CSDE encourages LEAs interested in adopting HDT as an inclusive improvement strategy to apply for this competitive grant.

Appendix A:

Standard Statement of Assurances for Grant Programs

Connecticut State Department of Education

Project Title:	
Applicant:	

The Applicant hereby assures the Connecticut State Department of Education that:

- 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 summaries, abstracts, 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 C.G.S., 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. Nondiscrimination
 - 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" includes, but is not 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 (1) fifty-one per cent or more of the capital stock, if any, or assets of which are owned by a person or persons who (a) exercise operational authority over the daily affairs of the enterprise, (b) have the power to direct the management and policies and receive the beneficial interest of the enterprise, (c) possess managerial and technical competence and experience directly related to the principal business activities of the enterprise, and (d) are members of a minority, as defined in C.G.S. § 32-9n, or are individuals with a disability, or (2) which is a nonprofit corporation in which fifty-one per cent or more of the persons who exercise operational authority over the enterprise, (a) possess managerial and technical competence and experience directly related to the principal business activities of the enterprise, (b) have the power to direct the management and policies of the enterprise, and (c) are member of a minority, as defined in C.G.S. § 32-9n, or are individuals with a disability; and
- x. "public works contract" means any agreement (A) for construction, rehabilitation, conversion, extension, demolition or repair of changes or improvements in real property, and (B) that is financed in whole or in part by the state, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees where such funding equals one hundred fifty thousand dollars or more.

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 public works 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) 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, sexual orientation, gender identity or expression, status as a veteran, status as a victim of domestic violence, status as a victim of sexual assault or status as a victim of trafficking in persons, 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 ensure 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, sexual orientation, status as a veteran, status as a victim of domestic violence, status as a victim of sexual assault or status as a victim of trafficking in persons, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this Section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e, 46a-68f and 46a-86; and (5) the Contractor agrees to provide the Commission with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; the timing and value of bids; 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 public works contract, and such

provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions, including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- g) Pursuant to subsection (c) of section 4a-60 of the Connecticut General Statutes, the Contractor, for itself and its authorized signatory of this Contract, affirms that it understands the obligations of this Section and that it will maintain a policy for the duration of the Contract to assure that the Contract will be performed in compliance with the nondiscrimination requirements of such section. The Contractor and its authorized signatory of this Contract demonstrate their understanding of this obligation by (A) having provided an affirmative response in the required online bid or response to a proposal question which asks if the contractor understands its obligations under such sections, (B) signing this Contract, or (C) initialing this nondiscrimination affirmation in the following box: ☐

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 C.G.S. concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Signature of Authorized Official:	
Name: <i>(typed)</i>	
Title: <i>(typed)</i>	
Date:	