Connecticut State Department of Education

Special Education Trauma-Informed Schools Initiative Grant

Purpose: Established pursuant to Connecticut General Statutes § 10-76nnn, originally enacted through Connecticut Public Act 25-93, Sec. 26, this competitive grant opportunity is available to local and regional boards of education to strengthen support services for students who require special education and who have either experienced trauma or have behavioral health needs, while also strengthening district capacity to identify and respond to trauma and behavioral health needs among students who may not yet have been identified as requiring special education.

An Equal Opportunity/Affirmative Action Employer

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Special Education Trauma-Informed Schools Initiative Grant

I. Grant Overview

Statutory Grant Requirements

In accordance with C.G.S. § 10-76nnn, applicants must propose support services for students who require special education and who have experienced trauma or have behavioral health needs, and their families. Proposed activities must include trauma-informed care coordination and family outreach and must be carried out in partnership with one or more community service providers.

Purpose

The Special Education Trauma-Informed Schools Initiative Grant ("the Grant") supports Connecticut districts in developing, strengthening, and implementing coordinated trauma-informed systems and practices that improve supports for students who require special education and have experienced trauma or have behavioral health needs.

The Connecticut State Department of Education (CSDE) is making $1.5 million available for this initiative. All grant activities must be completed and funds expended by June 30, 2027.

Districts may be at different stages of implementing trauma-informed practices. Funding may support the development, strengthening, expansion, or implementation of trauma-informed systems and practices based on locally identified needs.

Definitions

For purposes of this grant, the following definitions apply.

Trauma: An event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or threatening that may have lasting adverse effects on the individual's functioning and well-being. Trauma may result from a single event, repeated experiences, or ongoing circumstances, and its impact may vary based on the individual student's experience and response.

Trauma-Informed Practices and Systems: Approaches that recognize and respond to the potential impact of trauma on students and use that understanding to inform policies, procedures, practices, relationships, learning environments, and supports. A trauma-informed system integrates these practices across the district rather than relying on a single program, service, or training. This may include promoting safe and supportive learning environments, recognizing signs and effects of trauma, strengthening early identification and appropriate response, supporting family engagement, and improving

coordination among school staff, special education, behavioral health, and community partners.

Behavioral Health Needs: Social, emotional, mental health, and behavioral needs that may affect a student's functioning, participation, relationships, behavior, or ability to access and benefit from learning. A formal behavioral health diagnosis from an outside prover is not required for a student to demonstrate a behavioral health need.

Need for Trauma-Informed District Systems

Trauma and behavioral health needs can affect a student's ability to learn, regulate emotions and behavior, develop relationships, attend school consistently, and fully participate in the school environment. These needs may be particularly complex for students with disabilities and often require coordination across special education, behavioral health, general education, families, early childhood systems, and community providers.

Trauma-informed practices recognize the potential impact of trauma on learning, development, behavior, and relationships. Trauma-informed practices help schools create environments, practices, and systems that promote safety, connection, consistency, and student success.

Trauma-informed practices may include:

- creating safe, predictable, and supportive learning environments;
- building strong relationships between students and trusted adults;
- increasing staff capacity to recognize and appropriately respond to behaviors that may be associated with trauma or behavioral health needs;
- identifying student needs early and establishing clear processes for intervention, referral, and follow-up;
- using supportive and developmentally appropriate approaches to student behavior;
- coordinating special education, behavioral health, general education, and other student supports;
- strengthening family engagement and connections to community resources; and
- using data to identify needs, monitor implementation, and improve supports.

Home visiting and other family-centered outreach strategies can strengthen relationships with families, help identify needs, connect families to appropriate resources, and improve continuity between home, early learning settings, and school.

Grant Intent

Special Education Trauma-Informed Schools Initiative Grant

The intent of this grant is to strengthen the capacity of districts and their community partners to develop and implement coordinated trauma-informed systems, partnerships, staff practices, and processes that improve supports for students who require special education and who have either experienced trauma or have behavioral health needs. Grant-funded activities should strengthen coordination across special education, behavioral health, families, early childhood systems, and community-based mental health and health care providers; support family engagement and outreach; and establish sustainable practices and systems that can continue beyond the grant period.

Trauma-Informed Practices and Appropriate Identification of Student Needs

Trauma and behavioral health needs can sometimes present as difficulties with attention, behavior, emotional regulation, relationships, attendance, and academic engagement. Similar concerns may also be associated with developmental differences, disabilities, environmental factors, or other student needs.

When educators have access to trauma-informed practices, appropriate interventions and relevant data, and work in collaboration with families and community providers, they are better positioned to understand the range of factors that may be contributing to a student's difficulties and to respond with appropriate supports, interventions, and referrals.

This is particularly important when considering referrals for special education evaluation. Trauma-informed practices, together with comprehensive evaluation procedures and appropriate general education supports, can help districts more fully consider trauma-related needs, behavioral health needs, developmental differences, environmental factors, and disability-related needs when determining how best to support a student.

The goal is to support informed intervention, referral, and evaluation decisions so that students receive services and supports that appropriately address their individual needs. Strengthening these systems may also contribute to broader district efforts to address inappropriate or disproportionate identification in special education.

Importance of Early Learning and Community Partnerships

Trauma-informed practices are particularly important during early childhood, when relationships, environments, and early experiences play an important role in children's social-emotional development, behavior, readiness to learn, and successful transition into school.

Young children and their families often interact with multiple systems before and during entry into public school, including Birth to Three, Early Head Start and Head Start, public

and community-based preschool programs, state-funded early childhood programs, health and behavioral health providers, home visiting and family support programs, and other community organizations serving young children and families.

Strong connections among these systems can provide children and families with greater continuity of support as they move across programs and into the public school system. Grant activities may strengthen:

- communication and coordination between districts and community early learning providers;
- shared understanding of trauma-informed and developmentally appropriate practices;
- professional learning that includes district and community-based early childhood staff;
- early identification of developmental, behavioral, social-emotional, and family support needs;
- referral and connection processes across early childhood, health, behavioral health, and school systems;
- transitions from Birth to Three and community-based programs into preschool and kindergarten;
- home visiting and other family-centered outreach;
- family engagement and connections to appropriate community resources; and
- continuity of supports for young children with disabilities and their families.

Community early learning, home visiting, behavioral health, and family support providers are important partners in developing a coordinated trauma-informed approach.

Focus Areas

- Trauma-Informed Care Coordination: Strengthen coordination among special education, general education, behavioral health, families, and community providers.
- Staff Capacity and Professional Learning: Build staff knowledge and capacity to recognize and respond appropriately to trauma and behavioral health needs.
- Community Partnerships: Establish, strengthen, or expand partnerships with mental health, health care, family support, early learning, and other community providers.
- Early Learning Alignment: Strengthen coordination with Birth to Three, Head Start/Early Head Start, public and community-based early childhood programs, and other early learning providers.
- Family Engagement and Home Visiting: Strengthen family relationships, outreach, navigation, home visiting, and connections to school and community supports.

- Referral and Service Coordination: Improve processes for identifying needs, making referrals, helping families connect with community providers, coordinating supports, and following up with students and families.
- Sustainability: Strengthen practices, partnerships, and structures that can continue beyond the grant period.

Resources

- Strategies and Resources to Support Trauma-Informed Schools
- Trauma-Informed Schools | NEA
- TIPPS – Trauma-informed Programs and Practices for Schools
- School-Based Trauma-Informed Support Services - TISS | SAMHSA
- Creating Trauma-Informed Policies: A Practice Guide for School and Mental Health Leadership

Expected Grant-Period Outcomes

By June 30, 2027, funded districts should demonstrate meaningful progress in strengthening their capacity to identify and respond to trauma and behavioral health needs through coordinated trauma-informed systems and practices.

Expected grant-period outcomes include:

- Increased staff knowledge and capacity to implement trauma-informed practices.
- Stronger coordination among special education, behavioral health, general education, families, and community providers.
- Improved processes for identifying needs, making referrals, coordinating services, and connecting students and families to appropriate supports.
- Implementation or strengthening of trauma-informed practices, structures, or processes.
- Stronger relationships and coordination with early learning and community providers.
- Increased family engagement and connection to school and community supports, including through home visiting or other family-centered outreach, as appropriate; and
- Increased capacity to sustain effective practices, partnerships, and structures beyond the grant period.

Longer-Term Intended Outcomes

The systems and capacity developed through this initiative are intended over time to contribute to:

- Improved student engagement and attendance.
- Improved social-emotional and behavioral well-being.
- Improved access to learning and appropriate supports.
- More informed intervention, referral, and evaluation decisions.
- Stronger family engagement.
- Reduced fragmentation or duplication of services;
- Reduced use of exclusionary discipline in response to trauma-related behaviors; and
- More coordinated and sustainable district and community systems.

II. Funding Overview

Total Funds Available: $1,500,000
Grant Period: July 1, 2026-June 30, 2027
Eligible Applicants: Connecticut local and regional boards of education

Maximum award amounts are based on district enrollment to reflect differences in district size and the scale of implementation required across schools and programs. Applicants may not request more than the maximum amount established for their district size. Applicants should use the October 1, 2025, student enrollment count reported in EdSight to determine the maximum amount they may request.

Applicants should request only the amount necessary to carry out the proposed activities within the applicable maximum. Final award amounts may be less than the amount requested and will be based on the scope and quality of the proposed work, demonstrated need, the scale of implementation, and the availability of funds.

Maximum Award Amounts

Small District: Fewer than 2,000 students — Up to $100,000
Medium District: 2,001–7,499 students — Up to $150,000
Large District: 7,500 or more students — Up to $200,000

Allowable Uses of Funds

Grant funds may be used for reasonable and necessary costs directly related to the purpose of the Grant, including:

- trauma-informed care coordination;

- personnel or a portion of personnel costs directly supporting approved grant activities;
- partnerships and contracts with community mental health, health care, family service, early childhood, home visiting, and other appropriate community providers;
- staff professional learning and capacity building;
- technical assistance and consultation;
- family outreach, engagement, navigation, home visiting, and connection to services;
- coordination with Birth to Three, Head Start/Early Head Start, Child First, public and community-based early childhood programs, home visiting and family support programs, and other early learning providers;
- activities to strengthen transitions into preschool and kindergarten;
- development or improvement of identification, intervention, referral, service coordination, and follow-up processes;
- planning and implementation time, including stipends, substitutes, or additional duty compensation necessary to carry out approved grant activities;
- data collection and evaluation activities to establish baselines, monitor implementation, and measure progress;
- direct supports for eligible students and families when connected to the district's broader trauma-informed approach;
- materials and supplies necessary to implement approved grant activities; and
- other activities directly related to the purpose and approved scope of the grant.

All expenditures must comply with applicable state requirements and CSDE grant assurances.

III. The Grant Application

A. Applicant Information

A. Applicant Information

Applicants must provide the following information in the electronic application:

- **Local Education Agency (LEA):**
- **District Enrollment:** Enter the district enrollment used to determine the maximum eligible award.
- **Maximum Eligible Award:** Enter the maximum award amount available to the district based on its enrollment category.
- **Amount Requested:** Enter the total amount of grant funding requested. The amount requested may not exceed the district's maximum eligible award.
- **Primary Contact Name:** Identify the individual who will serve as the primary contact for the grant application and implementation.
- **Title:**
- **Phone:**
- **Email:**
- **Address:**

Applicants must also upload a signed letter of support from the Superintendent or designee as part of the electronic application. The letter must confirm that the Superintendent or designee has reviewed and supports the application, approves the district's participation in the grant, is aware of the proposed project, planned activities, community partners, and required timelines, and supports implementation of the proposed project if awarded funding.

B. Application Questions

1. Summary

Applicants must complete the following questions in the electronic application.
The response must clearly identify:

- The primary needs the district intends to address.
- The students, schools, or programs that will be impacted.
- The trauma-informed practices, systems, partnerships, or supports that will be developed, strengthened, or expanded.
- Key district and community partners; and
- What the district expects to accomplish by June 30, 2027.

2. Current System and Demonstrated Need

Describe the district's current approach to supporting students who require special education and have experienced trauma or have behavioral health needs.

Your response must include:

- Relevant student needs and available data.
- Current trauma-informed practices, supports, and resources.
- Existing strengths and capacity.
- Gaps or challenges in the current system.
- Current coordination across special education, behavioral health, general education, families, early learning, and community providers; and
- How the identified needs and gaps informed the proposed project.

3. Partner Identification and Strategy

Identify the community partner(s) that will participate in the proposed project and describe how each will contribute to implementation. Community partners may include, but are not limited to, community-based mental health or health care providers, family service organizations, early childhood providers, home visiting programs, youth-serving organizations, or other community-based organizations that provide relevant services or supports to students and families.

For each key partner, describe:

- The partner's role and responsibilities.
- The expertise, services, or resources the partner will contribute.
- How the partnership responds to the identified needs.
- How the partner's work will be coordinated with district staff and existing supports; and
- How the grant will establish, strengthen, or expand the partnership.

Describe how the proposed partnerships will strengthen connections among the district, families, behavioral health providers, early learning providers, home visiting and family support programs, and other community resources, as appropriate.

4. Proposed Activities and Implementation

Describe how the district will use the Grant funding to address the needs identified in the application.

a. Proposed Activities and Use of Funds

Describe:

- The activities, practices, systems, or supports that will be developed, strengthened, or expanded.
- How the proposed activities respond to the identified needs.
- Who will be responsible for implementation; and
- How grant funds will support the proposed work.

b. Staff Capacity and Trauma-Informed Practices

Describe:

- The trauma-informed practices the district will implement or strengthen.
- The staff who will participate.
- Professional learning, technical assistance, coaching, or other capacity-building activities; and
- How staff will apply the practices in their work.

c. Early Learning, Home Visiting, and Family Engagement

Describe how the proposed project will strengthen:

- Connections and coordination with early learning and community providers;
- Coordination with home visiting and family support programs, as appropriate;
- Family engagement and connections to resources; and
- Continuity of supports and transitions from early childhood into school.

d. Implementation Timeline

Provide a clear and achievable timeline through June 30, 2027, that identifies:

- Major activities.
- Key milestones.
- Responsible district staff and partners.
- Expected deliverables; and
- Completion dates.

5. Outcomes, Progress Monitoring, and Sustainability

Describe what the district expects to accomplish through the proposed project and how progress will be assessed.

Your response must include:

- Specific and achievable grant-period outcomes.
- How progress toward each outcome will be measured.
- Data or other evidence that will be used to assess implementation and progress.
- Relevant student indicators that will be monitored over time; and
- Practices, partnerships, processes, or capacity that will continue beyond the grant period and how they will be sustained.

IV. Budget & Budget Narrative

Budget		
CODE	**DESCRIPTION**	
100	**PERSONAL SERVICES – SALARIES**	
200	**PERSONAL SERVICES – EMPLOYEE BENEFITS**	
300	**PURCHASED PROF/TECH SERVICES**	
500	**OTHER PURCHASED SERVICES**	
600	**SUPPLIES**	
	TOTAL	

Budget Narrative

Provide a narrative that details the costs associated with each line item and explains how each expenditure supports the proposed grant activities.

V. Letters of Support and Commitment

Applicants must include a letter of support from the Superintendent or designee and letter(s) of commitment from identified community partners, as applicable.

- **Superintendent or Designee**
  A signed letter confirming district support for the application, approval of the proposed project, commitment to district participation, and awareness of the proposed partners, activities, and required grant timelines.

- **Community-Based Trauma-Informed Mental Health or Health Care Provider(s)**
  A signed letter from each identified provider describing the organization's role in the proposed project, the specific activities or supports it will provide, and its commitment to participate in implementation if the district is awarded funding.

- **Community Early Childhood Partner(s)**
  A signed letter from each identified early childhood partner describing the

organization's role in the proposed project, the specific activities or supports it will provide, and its commitment to participate in implementation if the district is awarded funding. Examples may include Birth to Three, Early Head Start/Head Start, and private or state-funded early childhood centers, as applicable.

VI. Submission Instructions

Due Date: November 19, 2026

Format: Electronic submission (The Grant Application)

Contact: Bryan.Klimkiewicz@ct.gov & Shelby.Pons@ct.gov

VII. Review Process, Criteria, and Grant Award Decisions

CSDE will review all completed applications submitted by the deadline. Grant awards will be negotiated and finalized, with modifications as needed, and successful applicants will be required to complete all mandatory assurances affirming full compliance with CSDE and all other relevant regulations before any award is issued.

Applications will be evaluated using a scoring rubric designed to ensure that successful applicants are well positioned to meet the requirements of the Trauma-Informed Schools Initiative.

The CSDE reserves the right to award grants in whole or in part, to reject any proposal in whole or in part, and to waive technical defects, irregularities, or omissions when, in its judgment, doing so is in the best interest of the State. After reviewing submitted applications, the CSDE may negotiate specific grant amounts and may select certain grantees, regardless of points awarded, to meet state requirements or the priorities of the State Board of Education.

The CSDE also reserves the right to adjust grant award amounts as necessary to align with available state funding. The level of funding and the effective dates of awarded projects will be specified in the official grant award notification. All awards are contingent upon the availability of state funds, and no award is final until the grant award letter is executed.

All submitted proposals will be retained by the CSDE and will become part of the public domain.

VIII. Freedom of Information Act

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.

IX. Standard Statement of Assurances for Grant Programs

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: *(typed)*	
Title: *(typed)*	
Date:	