

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

Request for Proposals

**21st Century Community Learning Centers
(21st CCLC) Grant Program
for Grades K-12**

2012-13

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

Pursuant to the *No Child Left Behind Act of 2001*, codified at 20 U.S.C. § 7171 et seq.

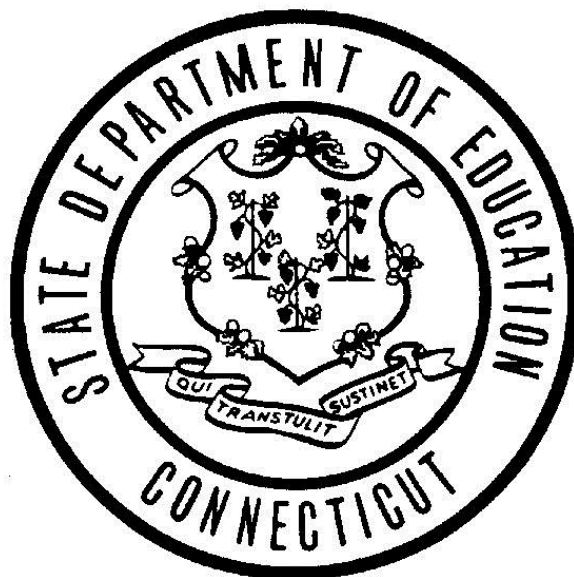
The Connecticut State Department of Education reserves the right to make necessary policy changes after proposals are submitted and to negotiate awards with potential recipients.

Application Due Date: July 19, 2012

RFP #132



Connecticut State Department of Education



Stefan Pryor
Commissioner of Education

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Levy Gillespie
Equal Employment Opportunity Director/American with Disabilities Act Coordinator
State of Connecticut Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-807-2101
Levy.Gillespie@ct.gov

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

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I. Purpose

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

The purpose of the program is to fund *community-learning centers* that provide students with academic enrichment opportunities, as well as additional activities designed to complement their regular academic program. The 21st CCLC must offer students' families literacy and related educational development activities. Centers, which can be located in elementary or secondary schools or other similarly accessible facilities, provide a range of high-quality services (see Section VIII) to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), community service opportunities, as well as music, arts, sports, health and cultural activities. At the same time, centers help working parents by providing a safe environment for students when school is not in session.

The specific purposes of the 21st CCLC program are to:

- provide opportunities for academic enrichment, including tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student performance standards in core academic subjects, such as reading, mathematics and science;
- offer students a broad array of additional services, programs and activities, such as: youth development activities; drug, violence and pregnancy prevention programs; counseling programs; art, music and recreation programs; technology education programs; character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- offer families of students served by community learning centers opportunities for literacy and related educational development. (Such opportunities could include adult development activities, parent and child shared activities, governance and leadership activities and activities that link parents to schools.) See, 20 U.S.C. § 7171(a).

II. Eligible Applicants

Applicants must show that they primarily serve students attending schools with a high concentration of low-income students, where at least 40 percent of the children served lunch are eligible for free or reduced price meals (see attached list). If a school's data has changed due to school closings and/or redistricting, the Connecticut State Department of Education (CSDE) reserves the right to award or deny eligibility. The following entities are eligible applicants:

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

The CSDE encourages applicants to design programs that propose to serve students who attend schools identified for improvement (pursuant to Section 1116 of Title I, see Appendix H) **and that are submitted jointly by at least one LEA receiving funds under Title I, Part A and at least one public or private community organization.** Although the statute provides an exception to this requirement for LEAs that do not have qualified community organizations within reasonable geographic proximity, such LEAs still must propose to serve students attending schools identified for improvement to qualify for the priority.

All proposals require signatures from the applicant school district's superintendent of schools and principal(s) of the participating school(s). The signatures serve as the commitment of the superintendent and the principal to attest to the appropriateness and accuracy of the information in the proposal and certify that this proposal will comply with all relevant requirements of the state and federal laws and regulations. **The commitment includes the sharing of State Assigned Student Identifier (SASID) numbers for CSDE data collection and reporting.**

Time Period

A 21st CCLC Grant cannot exceed five years.

Size of Grants

The minimum grant award is \$50,000. The maximum grant award is \$200,000. The average cost per center ranges from \$150,000 to \$200,000, servicing an average of 150 students and their parents. Costs per center may be higher or lower depending on the number of individuals served, the array of activities and the availability of additional resources. Grant awards will be funded at 100 percent for the first three years of funding. In year four, a phase-out will commence and the applicant will receive 75 percent of the initial grant award. In year five, the applicant will receive 50 percent of the initial grant award. The grant awards allocated in years four and five cannot be less than \$50,000 a year.

Number of Grants

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

III. Eligible Activities

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

- mandatory homework help: staff must actively engage in homework time while circulating and providing students with necessary resources and assistance. When the students' homework is complete, program must provide appropriate activities to support student learning;
- remedial education activities and academic enrichment learning programs, which include providing additional assistance to allow the students to improve their academic achievement;
- mathematics and science education activities;
- art and music education activities;
- entrepreneurial education programs;

- tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement;
- recreational activities;
- telecommunications and technology education programs;
- expanded library service hours;
- programs that promote parental involvement and family literacy;
- programs that provide academic assistance to students who have been truant, suspended or expelled; and
- drug, violence and pregnancy prevention programs, counseling programs, and character education programs, as described in Section 7175(a) of the ESEA (or section 4205(a) of the *No Child Left Behind Act of 2001*).

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

IV. Application Contents

The grant application must be double spaced and include the following completed sections:

- A.** Signed Grant Application Cover Page (Appendix A);
- B.** Application Abstract (no more than one page);
- C.** Table of Contents (one page);
- D.** Application Narrative:
 - Need for Project (two pages maximum)
 - Project Design (seven pages maximum)
 - Adequacy of Resources (two pages maximum)
 - Sustainability of Program (two pages maximum)
- E.** Budget ED114, Budget Narrative (no more than two pages); and
- F.** Letters of Commitment from collaborating youth-serving organizations, LEAs and/or other public or private entities.

Note: Please see Appendix D for Checklist of required elements.

V. Grant Requirements

The following components must be included in the application:

- A. Need for Project (two pages maximum)**
 1. Provide a description of your community and the extent to which the proposed project is appropriate to, and will successfully address, the needs of the target population. Cite the factors that place students at-risk of educational failure, (e.g., the poverty rates in the communities to be served, the percentage of rapid growth of limited English-proficient students and adults, the percentage of Title I students, the dropout rates, teen pregnancy rates, achievement gap and adult literacy rates and education levels in the community).

2. Describe how the proposed project will remedy the risk factors for each target population. Applicants may find that a needs assessment may be helpful in determining the needs of the community and the gaps in the services that are available. The services to be provided should be closely tied to the identified needs.

B. Project Design (seven pages maximum)

1. Provide a description of the partnership between the LEA, school and community-based organization(s) or another public or private organization.
2. Describe the extent to which the goals, objectives and outcomes to be achieved by the proposed project are clearly specified and measurable.

Clearly describe the project activity and elaborate on how these goals and objectives that are linked to the identified needs. Further, clearly delineate the roles of the partners, describing who will do what, when and where, to what ends and with what anticipated results. Applicants should carefully tailor activities to address the specific needs of program participants and to achieve the desired outcomes. For example, explain how your project will provide services and activities during extended hours that are not currently available during the regular school day, how project staff will vary their approaches to help meet a child's individual needs and how staff will collaborate with principals and regular school day teachers to assess a student's needs.

3. Identify staff to student ratios, including number of certified staff on site.
4. Provide a training schedule for direct service (certified and noncertified) staff to attend a minimum of two professional development trainings per year. One training must be the Positive Behavior and Intervention Supports in After School Programs Training provided through 21st CCLC funding.
5. Clearly describe homework time. Homework time is a mandatory scheduled time made available to every student in the program, where the student can receive assistance and support in completing homework. For instance, provide staff to student ratio as well as examples of small group activities for students who have completed their homework.
6. Clearly describe your target population, including number of students to be served daily. Programs must be designed to serve the same students on a daily basis.
7. Clearly address how you will incorporate literacy components as part of the academic and enrichment offerings of the program. In addition, describe how you will include small group instruction for low-achieving students, using strategies consistent with your School Improvement Plan, *Connecticut's Blueprint for Reading*, *Connecticut Framework for Language Arts* or *Research-based Literacy Practices*.
8. Clearly address how you will offer math and science components as part of the academic and enrichment offerings of the program and how you will provide small group instruction for low-achieving students.

9. Clearly address how you will offer health, nutrition and physical activity programming as part of the academic enrichment and recreational offerings of the program.
10. Clearly address how the program will offer students a broad array of additional services, programs and activities, such as: youth development activities; drug, violence and pregnancy prevention programs; art, music and recreation; technical education; and character education programs that are designed to reinforce and complement the regular academic program of participating students.
11. Successful applicants must be clear in addressing the needs of potential dropouts and students who are otherwise at-risk of academic failure, including students living in poverty and students with limited English proficiency.
12. Clearly describe the activities to support parent involvement and elaborate on how the goals and objectives of the program are integrated into the program design. These could include, for example, adult development activities, parent and child shared activities, governance and leadership activities and activities that link parents to schools.
13. Clearly address the number of weeks, days and hours the program will be in operation. Please include start and end date of program, as well as which days the program will operate. It is recommended that elementary school programs operate at least four days a week for two and a half to three hours a day and middle school and high school programs operate at least three days a week for two hours a day.
14. Provide a calendar that identifies the program's start date, end date and days of operation including vacation and summer programming. Programs that are designed to provide services throughout the school year, beginning the first day of school and ending the last week of school, will receive the maximum amount of points for this section. Programs must run for a minimum of 25 weeks per school year. Programs must be designed to serve the same students on a daily basis. Funds cannot be used to support "drop-in" programs.
15. Please include letters of commitment or memoranda of understanding that clearly indicate the role and capacity of all partnering organization discussed in the application. The quality of letters of support, with a clear demonstration of buy-in from senior administrators of the partnering organization, is more important than the quantity. Many successful applicants have involved their community partners in planning and writing the grant application, as well as in helping to implement the grant, once awarded.
16. Programs must describe how children will travel safely to and from the program.

C. Adequacy of Resources (two pages maximum)

1. The Adequacy of Support: Describe the Adequacy of Support including safe and accessible facilities, equipment, supplies and other resources from applicant

organizations and partners. It is important to demonstrate how you will leverage existing school resources, such as computer labs, libraries and classrooms to carry out your activities. Also, describe the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, etc. You should allocate costs, and the CSDE shall evaluate such costs, against the scope of the project and its anticipated benefits. Applicants should provide evidence that their plans have the support of the superintendent, program designers, service providers and participants.

2. Provide a commitment from the superintendent and administration that programs have the capacity to invest time and resources to support program start up and implementation as specified in the grant proposal notwithstanding a delay in funding.
3. Per Pupil Allocation: Demonstrate the costs are reasonable in relationship to the number of persons served and the anticipated results and benefits. Show that you have carefully allocated appropriate resources and personnel for the tasks and activities described in your application. The recommended per pupil allocation is \$1,500-\$2,000 per student. Please note that applicants that request a larger per pupil allocation must recognize and justify the higher cost per student.
4. Detailed Budget Narrative: Provide a detailed budget narrative for year one (Appendix C) that itemizes how you will use grant funds, as well as funds from other sources. Please include a per pupil allocation. Successful applicants must make sure that their budget will adequately cover program expenses, including transportation (no more than 20 percent of total budget), funds to cover mileage reimbursement for at least three persons to attend four Connecticut based training activities during each year of the project, professional development and data entry staff. Note: a staff person must be hired or assigned to enter student attendance data on a weekly basis.

Other mandatory allocations:

- Five percent commitment to support parent involvement activities
- Five percent set aside in year one to support the statewide systems evaluation project for the five year funding cycle

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

5. Fees: Describe the fee structure, if applicable or indicate that a fee structure will not be instituted. Applicants may establish a sliding fee scale that takes into account the financial need of the students and families targeted for services. Applicants that choose to establish a fee structure must provide a narrative that explains the fee structure, its administration and management. The LEA, Youth Service Bureau or CBO shall be responsible for the administration of such fees.
6. Matching: Provide a budget narrative that includes in-kind or local cash contributions. The amount of the match cannot be derived from other federal or state funds.

D. Management Plan (two pages maximum)

1. Describe the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.
2. Describe how the organization will disseminate information about the center (including location) to the community in a manner that is understandable and accessible.
3. Demonstrate experience and promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement and positive youth development of the students.
4. Describe how the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services or others, as appropriate.

Charts, timetables and position descriptions for key staff are particularly helpful in describing the structure of your project and the procedures for successful managing. We recommend that you clearly spell out objectives, activities, events, beneficiaries and anticipated results. Many successful projects budget for, and employ, a project director and seek guidance from a variety of members of the community. In addition, you must address the issue of planning for sustainability after the grant period and elaborate upon how your school district, CBOs and partnering organizations will assist in sustaining the project. Successful applicants should describe the role and responsibility of all key staff, and how they plan for and provide resources for ongoing staff development and training.

5. Describe how the community was provided with notice of intent to submit an application and that the application is available for public review.
6. The Federal Non-Regulatory Guidance states, that all students who reside in the attendance area of the 21st CCLC grant's identified school(s) are eligible to attend all 21st CCLC programming. This means, that if a private school student resides in an area served by the 21st CCLC school, that student is eligible to attend the 21st CCLC program. It is the responsibility of the 21st CCLC program to notify all private schools in the district of this opportunity. Grantees must consult with private school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and nonideological. Please describe the process in which private school officials were included in the planning and design of this proposal.

E. Sustainability of Program (one page maximum)

1. The application must also include a preliminary plan for continuation of the 21st CCLC after federal funding.

Programs with proven effectiveness are those that are most likely to be sustained after the grant period ends. Research reveals that it takes a period of approximately five years for a community to design, implement and continually revise a program to the point where the community can sustain the program, in the absence of state or federal funds. Please outline a plan to sustain the full scope of the program in years four and five, when funding is decreased to 75 percent in year four and 50 percent in year five. Also, include a plan to sustain the program beyond year five.

F. Affirmative Action Plan

If a current Affirmative Action Plan is on file with the CSDE Office of Affirmative Action, complete Appendix I and submit as part of the proposal. Applicants who do not have an Affirmative Action plan on file with the CSDE must obtain and submit a completed packet with their grant application. An Affirmative Action packet can be obtained through the:

Connecticut State Department of Education
Affirmative Action Office
25 Industrial Park Road
Middletown, Connecticut 06457-1543
860-807-2101

One of the four copies submitted must bear an original signature(s) of the authorized official(s).

VI. Funding History and Experience

This section is for applicants who have a funding history with the 21st CCLC Grant

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

1. Program operations met state guidelines, including number of weeks, days and hours that services were provided.
2. Program served the number of students targeted in the grant proposal or approved change request.
3. Program met goal for participant average daily attendance (60 percent).

4. Program met state guidelines for per pupil expenditures.
5. Program provided parent involvement activities as evidenced in budgeted expenditures and quality advising reports.
6. Program exceeded average daily attendance requirements (minimum 80 percent for partial points, 90 percent for full points).

The CSDE program manager will complete this section. Programs can gain up to five points and lose up to 25 points in this section based on performance.

VII. Year End Report and Evaluation Requirements

Each year, grantees are required to submit a Year End Report that describes project activities, accomplishments and outcomes. The two purposes of the Year End Report are to: (1) demonstrate that the grantee has made substantial progress toward meeting the objectives of the project, as outlined in the grant application; and (2) collect data that addresses the performance indicators for the 21st CCLC program. The CSDE will provide more details about the Year End Report and performance standards in the “New Grantee” technical assistance workshop.

A funded applicant must commit to:

1. Providing a Year End Report that describes project activities, accomplishments and outcomes. The Year End Report must be submitted by June 30 of each year of funding in order to receive the subsequent year’s funding. The two purposes of the Year End Report are to: (a) demonstrate that the grantee has made substantial progress toward meeting the objectives of the project as outlined in the grant application; and (b) collect data that addresses the performance indicators of a quality after-school program. The CSDE will provide more details about the Year End Report and performance outcomes in the technical assistance fall sessions.
2. Participating in evaluation studies and data collection conducted by the CSDE and their subcontractors. These studies may include site visits and interviews of staff, parents, students and educators and completing and returning evaluation surveys, which the CSDE will provide to the grantees during the grant period.
3. Sending a representative team to CSDE Technical Assistance Workshops and grantee meetings.
4. Participating in an oral interview or receiving an onsite visit to clarify application information. The CSDE will contact applicants if such information is needed.
5. Setting aside five percent of the grant budget (for year one only) to support the statewide systems evaluation project. Grantees may pay this money biannually to a designated agency. The first half of the payment will be due in October 2012 and the second half of the payment will be due in February 2013.

6. Providing program and student data for the statewide evaluation project in a timely manner. Student attendance data must be entered weekly and programs are required to meet a minimum of 60 percent average daily attendance. Programs that *do not* meet the mandatory 60 percent average daily attendance are subject to a decrease in funding or termination of grant funding.

The data to be collected must include:

Program Data –

- site information;
- details of activities offered (e.g. start and end dates, type of activity);
- teacher surveys; and
- staff demographics.

Student Data –

- SASID;
- student demographics;
- program attendance; and
- school attendance.

Each grantee will be responsible for providing all the requested data to the CSDE; and

7. Committing five percent of the grantees five-year grant budget to support parent involvement activities.

VIII. Licensing Requirement

Please note that programs receiving funding through this grant may be obligated to meet child day care licensing requirements, as defined under Connecticut General Statutes, Section 19a-77. Programs that are operated by public schools may be exempt from this requirement. For more information, please see the following Web site:

http://www.dph.state.ct.us/Licensure/apps/G_C_StatutesRegs.pdf or call the Connecticut Department of Public Health at 1-800-282-6063 for more information.

IX. Components of a High-Quality After-School Program

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

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

X. Review Process and Criteria

The CSDE will convene a panel to review all completed applications received by the due date. Grant awards will be negotiated and accepted, with modifications if necessary, in time for final award notification by July 2012. Each application will be rated according to the criteria provided within the rating form found in Appendix B.

XI. Management Control of the Program

The grantee has complete management responsibility for this grant. While the CSDE staff may be consulted for their expertise, they will not be directly responsible for the selection of sub-grantees or vendors, nor will they be directly involved in the expenditure and payment of funds.

XII. Priority Points and Grant Award Decisions

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

The CSDE reserves the right to award in part, to reject all proposals, in its entirety or in part, and to waive technical defects, irregularities or omissions if, in its judgment, the best interest of the state would be served. After receiving the grant application, the CSDE reserves the right not to award all grants, to negotiate specific grant amounts, and to select certain grantees, regardless of points awarded, as part of the evaluation process to meet federal requirements or the State Board of Education's priorities. In addition, the CSDE reserves the right to change the dollar amount of grant awards to meet federal guidelines for grant awards.

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

The CSDE will notify applicants in writing of the acceptance or rejection of their proposals. If a proposal is selected for funding, the Bureau of Health/Nutrition, Family Services and Adult Education will initiate a grant award letter. The level of funding and effective dates of the projects will be set forth in the notification of the grant award. The CSDE will retain all proposals submitted and such proposals will become part of the public domain.

XIII. Obligations of Grantees

All bidders are hereby notified that the grant to be awarded is subject to contract compliance requirements, as set forth in Connecticut General Statutes Sections 4a-60 and 4a-60a and Sections 4a-68j-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 Commission on Human Rights and Opportunities.

XIV. Freedom of Information Act

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

maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such records and receive a copy of such records.

XV. Annie E. Casey Foundation

Applicants that are part of a collaborative effort funded in whole or in part by the Annie E. Casey Foundation must submit documentation that:

- a) the collaborative oversight entity has been provided the opportunity to review and comment on the grant application or proposal prior to submission to the CSDE;
- b) the proposal or application submitted provides information detailing the activities which assure priority access to services to children, youth and families referred by the collaborative oversight entity; and
- c) the applicant shall designate someone to act as liaison for the referral process.

XVI. Timeline of Activities

Conduct Bidders Conference and Technical Assistance Workshop	June 13, 2012
21 st Century Application – available on the Connecticut State Department of Education Web site	June 13, 2012
21 st Century Community Learning Center Application Deadline	July 19, 2012
Grant Award Notification	August 2012

XVII. Technical Assistance/Bidders Conference

Technical Assistance/Bidders Conference will be held on Friday, June 13, 2012.

XVIII. Application Deadline

Proposals (the original plus 4 photocopies) **must be received by 4:30 p.m. on Thursday, July 19, 2012.**

Deliver or mail to the attention of:

Shelby Pons, Associate Consultant
Connecticut State Department of Education
Bureau of Health/Nutrition, Family Services and Adult Education
25 Industrial Park Road
Middletown, CT 06457

NO EXTENSIONS SHALL BE GRANTED.

The original proposal must bear an original signature of the authorized representative of the applicant. An original signature must also be included on the Standard Statement of Assurances, the Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters, Internet/Universal Service Fund and the Affirmative Action Packet, which are components of all proposals.

APPENDIX A: GRANT COVER PAGE

Date _____
P.L. 107-110, Section 401. 21ST CENTURY SCHOOLS

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Bureau of Health/Nutrition, Family Services and Adult Education
21ST CENTURY COMMUNITY LEARNING CENTER GRANT

GRANT COVER PAGE

Lead Applicant: _____ **Identify:** District _____
 CBO _____
 FBO _____
 Other _____

Partner Applicant: _____ **Identify:** District _____
 CBO _____
 FBO _____
 Other _____

Other Applicant: _____

Lead Grant Contact Person:

District Grant Contact Person:

Address:

Address:

Town, State & Zip Code:

Town, State & Zip Code:

Telephone:

Telephone:

E-mail Address:

E-mail Address:

The undersigned authorized chief administrative official submits this proposal on behalf of the applicant agency, attests to the appropriateness and accuracy of the information contained therein, and certifies that this proposal will comply with all relevant requirements of the state and federal laws and regulations.

In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein. The following **signatures** are required:

The signature of the Superintendent **and Principal(s) is mandatory for the submission of the 21st CCLC grant application. Please note: by means of this signature, the Superintendent of Schools is agreeing to provide the Lead Applicant access to participants' Student Assigned State Identifier (SASID) numbers for reporting purposes.*

Lead Applicant Signature:

Name (typed):

Date:

Superintendent* Signature:

Name (typed):

Charter School Director Signature:

Name (typed):

RESA Director Signature:

Name (typed):

Principal(s)* Signature:

Name of School(s):

APPENDIX B: APPLICATION/SCORING REVIEW RATING FORM

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

Application Scoring/Reviewer Rating Form

Lead Applicant: _____

Reader No. _____

School District: _____

Reader Instructions: Give the proposal a score that best describes the attributes in each category. Give the proposal a sub-total as indicated at the end of each section. Total all the subsections in the final scoring chart attached.

Total Score of this proposal is _____ Maximum Score is ____

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
A. NEED FOR PROJECT (max. 10 points)					
Cites the factors that place students at-risk of educational failure, such as poverty rates in the communities to be served, the percentage of rapid growth of limited English-proficient students and adults, the percentage of Title I students, the dropout rates, teen pregnancy rates, achievement gap and adult literacy rates and education levels in the community.	5	4	3	2	0
Provides a description of how the proposed project will remedy the risk factors for each target population.	5	4	3	2	0
SUBTOTAL					
TOTAL SCORE A (maximum 10 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
B. PROJECT DESIGN (max. 125 points)					
Provides a description of the partnership between a local educational agency or school and community-based organization(s) or another public or private organization.	5	4	3	2	0
Includes goals that are aligned with the performance standards in core academic subjects.	5	4	3	2	0
Identifies staff to student ratios, including number of certified staff on site. (0 points for programs without certified staff.)	5	4	3	2	0
Provide a training schedule for direct service (certified and non-certified) staff to attend a minimum of two professional development trainings per year.	5	4	3	2	0
Provides a description of homework time, including staff to student ratio and appropriate resources and assistance.	5	4	3	2	0
Identifies target population, including number of students to be served.	5	4	3	2	0
Literacy component is part of the academic offering of the program and includes small group instruction for low-achieving students using strategies consistent with <i>Connecticut's Blue Print for Reading, Connecticut Framework for Language Arts or Research-based Literacy Practices</i> .	10	8	5	2	0
Math or Science component is part of the academic offering of the program and includes small group instruction for low-achieving students.	10	8	5	2	0

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
Integrates health, nutrition and physical activity programming into the academic, enrichment and recreational program design.	10	8	5	2	0
Offers students a broad array of additional services, programs and activities, such as: youth development activities; drug, violence and pregnancy prevention programs; art, music and recreation; technical education; and character education programs that are designed to reinforce and complement the regular academic program of participating students.	10	8	5	2	0
Applicant is clear in addressing the needs of potential dropouts and students who are otherwise at-risk of academic failure, including students living in poverty and students with limited English proficiency.	10	8	5	2	0
Offer parents a broad range of activities that parallel the services, programs and activities offered to participating students. (For example: Adult development activities, parent and child shared activities, governance and leadership activities and activities that link parents to schools.)	10	8	5	2	0
Program meets recommended state guidelines for duration and intensity. Elementary programs operate a minimum of 4 days/10 hours per week. Middle/High School programs operate a minimum of 3 days/6 hours per week.	10	8	5	2	0

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
Provide a calendar that identifies the program's start date, end date, days of operation including vacation and summer programming. Programs that are designed to operate throughout the full school year will receive 15 points, more than 30 weeks will receive 10 points, and under 30 weeks will receive 5 points. Programs that plan to operate less than 25 weeks are inadequate and will receive 0 points.	15	10	5	2	0
Contains letters of commitment or memoranda of understanding that clearly indicate the role and capacity of each partnering organization that will receive 21 st CCLC funding, discussed in the application.	5	4	3	2	0
Describes how children will travel safely to and from the center and home.	5	4	3	2	0
SUBTOTAL					
TOTAL SCORE B (maximum 125 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
C. ADEQUACY OF RESOURCES (max. 35 points)					
Provides commitment of support from the district superintendent and community partners to provide: safe and accessible facilities, equipment, supplies and other resources.	5	4	3	2	0
Provide a commitment from superintendent and administration that programs have the capacity to invest time and resources to support program start up and implementation as specified in the grant proposal notwithstanding a delay in funding.	10	8	5	2	0
Clearly addresses the recommended per pupil allocation of \$1,500-\$2,000 per student.	5	4	3	2	0
Budget narrative adequately covers program expenses, including transportation (no more than 20 percent), parent involvement (5 percent), professional development and data entry and 5 percent of the grant budget to support the statewide systems evaluation project.	5	4	3	2	0
Clearly describes the fee structure, if applicable or indicates that a fee structure will not be instituted.	5	4	3	2	0
Applicant provides a budget narrative that includes in-kind or local cash contributions.	5	4	3	2	0
SUBTOTAL					
TOTAL SCORE C (maximum 35 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
D. MANAGEMENT PLAN (max. 30 points)					
Provides description of the adequacy of the management plan to achieve the objectives of the proposed project on time, within budget, including clearly defined responsibilities and milestones to accomplish project tasks.	10	8	5	2	0
Describes how the organization will disseminate information about the center (including location) to the community in a manner that is understandable and accessible.	5	4	3	2	0
Demonstrates experience and promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement and positive youth development of the students.	5	4	3	2	0
Provides a description of the operation of proposed project. The description includes: parents, teachers, business community members, representatives from other professional fields and recipients or beneficiaries of services.	5	4	3	2	0
Describe how the community was provided with notice of intent to submit an application and that the application is available for public review.	2	1	1	0	0
Describes the process in which private school officials were included in planning and design of this proposal.	3	2	1	0	0
SUBTOTAL					
TOTAL SCORE D (maximum 30 points) _____					

	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
E. SUSTAINABILITY (max. 10 points)					
Provides a plan to sustain the full scope of the program in years four and five, when funding is decreased, and beyond year five.	10	8	5	2	0
SUBTOTAL					
TOTAL SCORE E (maximum 10 points) _____					

**This section to be completed by CSDE 21st CCLC State Program Manager only*

F. FUNDING HISTORY AND EXPERIENCE (maximum loss of points 25)			
	Data fully supports	Data partially supports	Data does not support
Program operations met state guidelines, including number of weeks, days and hours that services were provided.	0	-2	-5
Program served the number of students targeted in the grant proposal or approved change request.	0	-2	-5
Program met goal for participant Average Daily Attendance (60 percent).	0	-2	-5
Program met state guidelines for per pupil expenditures.	0	-2	-5
Program provided parent involvement activities as evidenced in budgeted expenditures and quality visits.	0	-2	-5
Program exceeded average daily attendance requirements (minimum 80 percent for partial points, 90 percent for full points).	5	2	0
SUBTOTAL SCORE F (maximum loss of 25 points or gain of 5 points) _____			

Summary of Scores

<i>CATEGORY</i>	<i>POINTS</i>
A. Need for Project (max 10 pts.)	
B. Project Design (max 125 pts.)	
C. Adequacy of Resources (max 35 pts.)	
D. Management Plan (max 30 pts.)	
E. Sustainability (max 10 pts.)	
SUBTOTAL SCORE (Maximum 210 pts.)	
F. Funding History and Experience (max <i>loss</i> of 25 pts., or max <i>gain</i> of 5 pts.)	
G. Priority Points for CT Alliance District that aligns program with School Improvement plan (5 pts.)	
TOTAL SCORE (Maximum 220 pts.)	

APPENDIX C: BUDGET AND BUDGET OBJECTIVE CODES

ED114 FISCAL YEAR 2013

21ST CENTURY COMMUNITY LEARNING CENTER BUDGET FORM

GRANTEE NAME:		VENDOR CODE:			
GRANT TITLE: 21 ST CENTURY COMMUNITY LEARNING CENTERS					
PROJECT TITLE:					
CORE-CT CLASSIFICATION:		FUND: 12060	SPID: 20863	PROGRAM: 84131	
BUDGET REFERENCE: 2013		CHARTFIELD1: 170003	CHARTFIELD2:		
GRANT PERIOD: 07/01/12 - 09/30/13			AUTHORIZED AMOUNT:\$		
AUTHORIZED AMOUNT by SOURCE: CURRENT DUE:\$					
LOCAL BALANCE:\$		CARRY-OVER DUE:\$			
CODES	DESCRIPTIONS	BUDGET AMOUNT	MATCH	IN-KIND	TOTAL
100	PERSONAL SERVICES-SALARIES				
200	PERSONAL SERVICES-EMPLOYEE BENEFITS				
300	PURCHASED PROF/TECH SERVICES				
400	PURCHASED PROPERTY SERVICES				
500	OTHER PURCHASED SERVICES				
600	SUPPLIES				
700	PROPERTY				
890	OTHER OBJECTS				
	TOTAL				

_____ ORIGINAL REQUEST DATE

_____ STATE DEPARTMENT OF EDUCATION
PROGRAM MANAGER AUTHORIZATION

_____ DATE OF
APPROVAL

_____ REVISED REQUEST DATE

APPENDIX C: BUDGET AND BUDGET OBJECTIVE CODES

Master Budget Form Object Code Descriptions/Includable Items

100 Personal Services – Salaries

Amounts paid to both permanent and temporary grantee employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.

200 Personal Services – Employee Benefits

These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workers compensation insurance.

300 Purchased Professional and Technical Services

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

400 Purchased Property Services

Expenditures for services to operate, repair, maintain and rent property owned and/or used by the grantee. These are payments for services performed by persons other than grantee employees. Most frequently allowed expenditures include: Rental-costs for renting or leasing land, buildings, equipment or vehicles; Repair and Maintenance services – expenditures for repairs and maintenance services not provided directly by grantee personnel, including contracts and agreements covering the upkeep of buildings and equipment; and Construction Services (Remodeling and Renovation) – payments to contractors for major permanent structural alterations and for the initial or additional installation of heating and ventilating systems, electrical systems, plumbing systems or other service systems in existing buildings. Utility services such as cleaning service, disposal service, snow plowing, lawn care, etc. could also be reported in this category. It is up to the program manager to inform applicants what is an allowable purchased property service under a grant program. The review of the budget justification should reveal the existence of any unallowable item.

500 Other Purchased Services

Expenses for services rendered by organizations that are not classified as Purchased Professional and Technical Services or Purchased Property Services.

600 Supplies

Expenses for items that are consumed, worn out or deteriorated through use and have an expected useful life of less than one year.

700 Property

Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment.

890 Other Objects (Miscellaneous Expenditures)

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

APPENDIX D: APPLICATION CHECKLIST

Applicant Name: _____

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

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

You will only need to complete **one** Application Cover Page and **one** Application Abstract.

A completed Application includes:

- Signed Grant Application Cover Page
- Application Abstract
- Table of Contents
- Application Narrative
- Need for Project
- Project Design
- Adequacy of Resources
- Management Plan
- Sustainability of Program Plan
- Appendix A: Grant Cover Page
- Appendix C: Budget and Budget Narrative
- Appendix E: Statement of Assurances
- Appendix F: Certification Regarding Lobbying, Debarment and Suspension
- Appendix G: Affirmative Action Certificate
- Appendix H: Staff Letter of Commitment

APPENDIX E: STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: _____

THE APPLICANT: _____ **HEREBY ASSURES THAT:**

(insert Agency/School/CBO Name)

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

For the purposes of this section, “Commission” means the Commission on Human Rights and Opportunities.

For the purposes of this section “minority business enterprise” means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which 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 section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. “Good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

2) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the state of Connecticut. The contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved; (b) the contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or 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; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e

and 46a-68f; (e) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56.

3) Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: the contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor which relate to the provisions of this section and section 46a-56.

8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and

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

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

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

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

Superintendent Signature: _____

Name: *(typed)* _____

Title: *(typed)* _____

Date: _____

APPENDIX F: CERTIFICATION REGARDING LOBBYING, DEBARMENT AND SUSPENSION

B-11: Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

This certification is required by the Connecticut State Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary takeover," "transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of roles implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by *this* clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

Name of Applicant

PR/AWARD Number and/or Project Name

Printed Name and Title of Authorized Representative

Signature

Date

APPENDIX G: AFFIRMATIVE ACTION CERTIFICATE

CERTIFICATION THAT CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE

Agencies with an Affirmative Action Plan on file need to certify such by signing the statement below. This is in lieu of completing again the packet on the following pages.

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

Signature of Authorized Official: _____ **Date:** _____

Name and Title: _____

APPENDIX H. STAFF LETTER OF COMMITMENT

Staff Letter of Commitment (one per partner)

1. Use school/community based organization letterhead stationary (one letter from school, one letter from CBO).
2. Indicate the total number of staff working in your building/organization.
3. Indicate the percent of staff signing this letter.
4. The letter of commitment should include language that the program staff and partner agencies commit to participate in all state activities, including, but not limited to: evaluations, data collection and reporting, networking meetings and all of the state mandated professional development, technical assistance, data collection, trainings and meetings associated with the grant program for the duration of the grant.

Print Name

Signature

Role

APPENDIX I. CONNECTICUT ALLIANCE DISTRICTS

ALLIANCE DISTRICTS

ANSONIA	NAUGATUCK
BLOOMFIELD	NEW BRITAIN
BRIDGEPORT	NEW HAVEN
BRISTOL	NEW LONDON
DANBURY	NORWALK
DERBY	NORWICH
EAST HARTFORD	PUTNAM
EAST HAVEN	STAMFORD
EAST WINDSOR	VERNON
HAMDEN	WATERBURY
HARTFORD	WEST HAVEN
KILLINGLY	WINCHESTER
MANCHESTER	WINDHAM
MERIDEN	WINDSOR
MIDDLETOWN	WINDSOR LOCKS