

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF TEACHING, LEARNING AND INSTRUCTIONAL
LEADERSHIP**



**Consolidated Application for State Grants
2011-2012**

Purpose: To provide state grants to eligible districts pursuant to Connecticut General Statutes:

- Sec.10-266p as amended by Public Act 09-06 (35), Sept. Sp. Session and Sec. 10-266q-r (Priority School District)
- Sec. 10-266t (Extended School Hours)
- Sec. 10-265m (Summer School)

Application is due no later than 4:00 p.m. on August 5, 2011

CONNECTICUT STATE DEPARTMENT OF EDUCATION

GEORGE A. COLEMAN
ACTING COMMISSIONER OF EDUCATION

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of **race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, disability (including, but not limited to, mental retardation, past or present history of mental disability, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.** Inquiries regarding the Department of Education's nondiscrimination policies should be directed to:

Levy Gillespie
Equal Employment Opportunity Director
Title IX /ADA/Section 504 Coordinator
State of Connecticut Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-807-2071

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Connecticut State Department of Education
Consolidated Application for State Grants 2011-2012
COVERSHEET

State Grants:	Check if Applying:
Priority School District	
Extended School Hours	
Summer School	

Name of Applicant District:
Name of Grant Contact:
Phone:
Fax:
Email:
Address of Grant Contact:
Name of Superintendent:
Signature of Superintendent:

I. Overview and Description of Grants

The state consolidated grant is comprised of three sub-grants:

- Priority School District (Sec.10-266p and Sec. 10-266q-r of the CGS)
- Extended School Hours (Sec.10-266t)
- Summer School (Sec. 10-265m)

Details about the purpose of each sub-grant and application requirements are included in this application.

Grant Awards

By September 15, 2011, through this application, the Connecticut State Department of Education (CSDE) will award state consolidated grants to the eligible LEAs. The CSDE will conduct a comprehensive review process to determine if the LEA continues to meet all grant requirements based on the funds available, the annual application and the program evaluation.

Grant Period

July 1, 2011 – June 30, 2012

Funds must be obligated by June 30, 2012. There are no exceptions or waivers to this requirement.

Due Date

Grant applications (the original plus two copies), **IRRESPECTIVE OF POSTMARK DATE, must be received by 4:00 p.m. on Friday, August 5, 2011.** The original grant application must bear an original signature of the authorized representative of the applicant.

Mailing and Delivery Information

<u>Mailing Address:</u> Michelle Rosado CT State Department of Education 165 Capitol Avenue, Room 222 PO Box 2219 Hartford, CT 06145-2219	<u>Delivery Address:</u> Michelle Rosado CT State Department of Education 165 Capitol Avenue, Room 222 Hartford, CT 06106
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If delivering to 165 Capitol Avenue, you will need photo identification to enter the building.

Grant Contacts

Michelle Rosado Priority School District and Summer School Grant Manager Telephone (860) 713-6748 Fax (860) 713-7023 Email: michelle.rosado@ct.gov	Shelby Pons Extended School Hours Grant Manager Telephone (860) 807-2103 Fax (860) 807-2127 Email: shelby.pons@ct.gov
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Part II: Priority School District Grant

Purpose of Grant

The Priority School District (PSD) Grant was established to provide the support necessary for school districts with the greatest academic need. Within the context of the need for increased educational equity and excellence, the narrative explanation of the legislative proposal stated:

“Although it is impossible to measure all outcomes of schooling, student achievement is viewed by many to be the critical determinant of the success of an educational program. Certain elements can enhance a district’s educational program and thereby contribute to the improvement of student achievement. The purpose of this grant is to allocate additional resources to districts needing assistance to allow them to include these elements in their educational programs.”

The PSD Grant provides funds for the following initiatives:

- (1) The creation or expansion of innovative programs related to dropout prevention.
- (2) Alternative and transitional programs for students having difficulty succeeding in traditional educational programs.
- (3) Academic enrichment, tutorial and recreation programs or activities in school buildings during non-school hours and during the summer.
- (4) Development or expansion of extended-day kindergarten programs.
- (5) Development or expansion of early reading intervention programs which include summer and after-school programming.
- (6) Enhancement of the use of technology to support instruction or to improve parent and teacher communication.
- (7) To strengthen parent involvement in the education of children, and parent and other community involvement in school and school district programs, activities and educational policies.
- (8) For purposes of obtaining accreditation for elementary and middle schools from the New England Association of Schools and Colleges.

Application Requirements for Priority School District Grant

Project Plan

Each proposal shall be aligned with your district improvement plan and based on measurable achievement goals which have been identified by disaggregating student data. The project plan should address only those initiatives which are aligned to your district improvement plan.

Note: Twenty percent of the grant must be used for early reading intervention programs.

For each initiative selected, on the following pages, include specific information on the performance indicator and the strategies to meet this indicator. The strategies should be concrete with specific **outcomes** that assess the impact on student learning gains and the quality of instruction.

Also describe how you will monitor results, including the timeline and the persons responsible.

Management and Control of the Program and Grant Consultation Role of the State

The grantee has overall management control of the grant. While state agency 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 obligated by the grantee or sub-grantee.

Priority School District Plan 2011-2012

District Improvement Goal:

Program Initiative: Create or expand innovative programs related to dropout prevention

Performance Indicator: (in terms of student achievement)

Strategies (Adult Actions)	Person(s) Responsible	Monitoring of Results		
		Results Indicators	Timeline	Person(s) Responsible

Priority School District Plan 2011-2012

District Improvement Goal:

Program Initiative: Alternative and transitional programs for students having difficulty succeeding in traditional educational programs

Performance Indicator: (in terms of student achievement)

Strategies (Adult Actions)	Person(s) Responsible	Monitoring of Results		
		Results Indicators	Timeline	Person(s) Responsible

Priority School District Plan 2011-2012

District Improvement Goal:

Program Initiative: Academic enrichment, tutorial and recreation programs or activities in school buildings during non-school hours and during the summer

Performance Indicator: (in terms of student achievement)

Strategies (Adult Actions)	Person(s) Responsible	Monitoring of Results		
		Results Indicators	Timeline	Person(s) Responsible

Priority School District Plan 2011-2012

District Improvement Goal:

Program Initiative: Development or expansion of extended-day kindergarten programs

Performance Indicator: (in terms of student achievement)

Strategies (Adult Actions)	Person(s) Responsible	Monitoring of Results		
		Results Indicators	Timeline	Person(s) Responsible

Priority School District Plan 2011-2012

District Improvement Goal:

Program Initiative: Development or expansion of reading intervention programs which include summer and after-school programming

Performance Indicator: (in terms of student achievement)

Strategies (Adult Actions)	Person(s) Responsible	Monitoring of Results		
		Results Indicators	Timeline	Person(s) Responsible

Priority School District Plan 2011-2012

District Improvement Goal:

Program Initiative: Enhancement of the use of technology to support instruction or to improve parent and teacher communication

Performance Indicator: (in terms of student achievement)

Strategies (Adult Actions)	Person(s) Responsible	Monitoring of Results		
		Results Indicators	Timeline	Person(s) Responsible

Priority School District Plan 2011-2012

District Improvement Goal:

Program Initiative: Strengthen parent involvement in the education of children and parent and community involvement in school and school district programs, activities and educational policies

Performance Indicator:

Strategies (Adult Actions)	Person(s) Responsible	Monitoring of Results		
		Results Indicators	Timeline	Person(s) Responsible

Priority School District Plan 2011-2012

District Improvement Goal:

Program Initiative: Obtain accreditation for elementary and middle schools from the New England Association of Schools and Colleges

Performance Indicator: (in terms of student achievement)

Strategies (Adult Actions)	Person(s) Responsible	Monitoring of Results		
		Results Indicators	Timeline	Person(s) Responsible

Program Evaluation for Priority School District Grant

On or before August 15 of each year, PSD grant recipients must submit an annual program evaluation and fact sheet. The evaluation will include data that reflects the successful accomplishment of program initiatives as related to student achievement. The evaluation may also require other relevant data related to program implementation. Such data may include student enrollment in programs, teacher and personnel hired using grant funds, programs and materials used, and performance benchmarks used for measuring student progress such as Developmental Reading Assessment (DRA), Connecticut Mastery Test (CMT), attendance, or any other data that demonstrates student progress as a result of the grant.

Part III. Extended School Hours Grant

Purpose of Grant

Section 10-266t of the CGS establishes grants for Extended School Hours (ESH) programs for academic enrichment, support and recreation programs in PSDs.

Each district shall solicit applications for individual school programs, on a competitive basis, from town and non-profit agencies, prioritize the application and select applications for funding with the total grant amount allocated to the district.

Districts' decisions to fund individual school programs shall be based on specific criteria including:

- total hours of operation;
- number of students served;
- total student hours of service;
- total program cost;
- estimate of volunteer hours, or other sources of support;
- community involvement, commitment and support;
- non-duplication of existing services;
- needs of student body of the school;
- unique qualities of the proposal; and
- responsiveness to the requirements of Section 10-266u.

Each district must submit all proposals received as part of its grant application and documentation of the review and ranking process for such proposals.

Each district application shall:

- demonstrate that a district-wide and school building needs assessment was conducted, including an inventory of existing academic enrichment and support, and recreational opportunities available during non-school hours both within and outside of school buildings;
- ensure equal program access for all students and necessary accommodations and support for students with disabilities;
- provide a summer component, unless it is able to document that sufficient summer opportunity already exists;
- include a schedule and total number of hours that it determines to be reasonable and sufficient for individual school programs;
- support no less than 10 percent of the cost of the total district-wide ESH program and provide documentation of local funding or in-kind contributions, or both; and
- contract for the direct operation of the program, if the district is able to document that no providers are interested or able to provide a cost efficient program.

Application Requirements for Extended School Hours Grant

Project Plan

A comprehensive plan outlining the design and implementation of the district's ESH program which shall include, but not be limited to, an explanation of goals, objectives, evaluation strategies and budgets which shall identify local funding and other resources' contributions as prescribed by Section 10-266t.

Description of the type of academic enrichment and support activities offered:

Description of the type of recreational activities offered:

Description of the criteria for student participation:

Description of how the district will ensure that the program is tied to the regular school curriculum:

Description of how the program will provide accommodations for the irregular participation of any one student:

Description of how the program provides for community involvement (40% of funding must support community partners):

Description of how the district will investigate the use of the National Service Corps:

Description of how the program coordinates operations and activities with existing programs and the agencies which operate such programs:

Description of the plan for involving parents in program planning and using parents as advisers and volunteers:

Description of the plan for gaining approval by the school principal and superintendent for access to the school's facilities and equipment by the program:

Description of the competitive process for funding in your district:

Description of when the competition will take place:

Description of when the programs begin:

Pursuant to Section 10-266u, each district shall prepare an annual report which describes program operations, student participation and other student indicators of success.

Please use the following format to report the information about your district's ESH Program for 2011-12.

Schools offering extended school building hours program	Grade level(s) offered	Projected # of students by grade level	Days/times of week offered	Number of weeks offered

Indicators of Success*

Describe how student performance (progress) will be assessed as a result of attending the ESH Program, including type(s) of measures and timeline for assessments:

Describe how student performance (progress) will be tracked during the next school year, including type(s) of measures and timeline for assessments:

Extended School Hours Program

District Improvement Goal:

Program Initiative: Academic enrichment, tutorial and recreation programs or activities in school buildings during non-school hours and during summer.

Performance Indicator: (in terms of student achievement)

Strategies (Adult Actions)	Person(s) Responsible	Monitoring of Results		
		Results Indicators	Timeline	Person(s) Responsible

Extended School Hours Program

District Improvement Goal:

Program Initiative: Strengthen parent involvement in the education of children and parent and community involvement in school and school district programs, activities and educational policies.

Performance Indicator:

Strategies (Adult Actions)	Person(s) Responsible	Monitoring of Results		
		Results Indicators	Timeline	Person(s) Responsible

Extended School Hours Program

District Improvement Goal:

Program Initiative: Development or expansion of reading intervention programs which include summer and after school programming

Performance Indicator: (in terms of student achievement)

Strategies (Adult Actions)	Person(s) Responsible	Monitoring of Results		
		Results Indicators	Timeline	Person(s) Responsible

Program Evaluation for Extended School Hours Grant

On or before August 15 of each year, ESH Program grant recipients must submit an annual program evaluation and fact sheet. The evaluation will include data that reflects the successful accomplishment of program initiatives as related to student achievement. The evaluation may also request other relevant data related to program implementation. Such data may include student enrollment in programs, teacher and personnel hired using grant funds, programs and materials used, and performance benchmarks used for measuring student progress such as DRA, CMT, attendance, or any other data that demonstrated student progress as a result of the grant.

Part IV: Summer School Grant

Purpose of Grant

Section 10-265m of the CGS establishes grants for summer school programs in PSDs.

Sections 10-265g and 10-265l of the CGS, relating to summer reading programs and student promotion, require PSDs to:

- offer a summer reading program to children enrolled in kindergarten who are determined by their teachers to need additional reading and reading readiness instruction;
- evaluate students in Grades 1 through 3 in October, January and May using the DRA / DRA 2. For each student who is determined to be substantially deficient in reading on the DRA/DRA2 based on the January or May assessment, the district must notify the student's parent or guardian of the DRA/DRA2 results and the school must develop a personal reading plan for the student;
- develop personal reading plans that shall include additional instruction, within available appropriations, such as tutoring, an after-school-program, school vacation, weekend program or summer program, as described in Section 10-265f of the CGS. Personal reading plans must be reviewed and revised as appropriate. Each evaluation or statewide examination must be discussed with the provider of additional instruction and given to the student's parent or guardian with recommendations for reading strategies that can be used at home. For the purposes of providing additional instruction, preference must be given first to elementary schools and then to middle schools with the highest number of students who are substantially deficient in reading;
- promote students with personal reading plans from Grades 1-3, based on documented progress in achieving the goals of the personal reading plan or demonstrated reading proficiency. If a decision is made to promote a student who is substantially deficient in reading, the school principal shall provide written justification for such promotion to the superintendent of schools. A personal reading plan, that incorporates competencies required for early reading success and effective reading instruction, must be maintained for a student who is substantially deficient in reading until the student achieves a satisfactory grade level proficiency, as determined by a reading evaluation or statewide examination;
- require students in Grades 1-3 who are determined to be substantially deficient in reading based on the May administration of the DRA to attend summer school. The superintendent of schools may exempt an individual student from such requirement, upon the recommendation of the school principal, based on the student's progress with the personal reading plan. If a student does not receive such an exemption and has been offered the opportunity to attend summer school and fails to attend, the PSD shall not promote the student to the next grade;
- submit to the CSDE DRA 2 data two times per year for all students using an electronic reporting system provided by CSDE to monitor student progress;

- submit to the CSDE the number of students who are substantially deficient in reading and are promoted from first, second or third grade to the next grade. The CSDE will prepare and publish this report annually;
- require within available appropriations the development and implementation of personal reading plans for each student who scores below basic level on the Grades 3-5 CMT, unless the principal determines that such additional instruction is not necessary based on the recommendation of the student's teacher; and
- may require, within available appropriations, students in Grades 4 through 6 who fail to make progress with additional instruction provided in their personal reading plans, to attend summer school. The superintendent of schools may exempt an individual student from such requirement upon the recommendation of the school principal.

Application Requirements for Summer School Grant Program

Project Plan

Each applicant must include a project plan outlining the design and implementation of the district's Summer School Program which shall include, but not be limited to, an explanation of goals, objectives, evaluation strategies and budget which shall identify local funding and other resource contributions.

The project plan shall include:

- (1) Criteria for student participation in the program, including provisions for priority for students who are determined to be substantially deficient in reading.
- (2) Criteria for teacher selection that emphasize the skills needed for teaching the summer program and criteria for establishment of the curriculum for the summer program.
- (3) A system for reporting, by school and grade, on the number of students who attend the program and for assessing the performance of such students in the program and for tracking their performance during the school year.

Summer School Program Plan

Criteria for student participation (including provisions for priority students who are determined to be substantially deficient in reading)

Criteria for teacher selection (emphasizing the instructional skills needed for summer school)

Criteria for establishing the curriculum for the summer program

Program Evaluation for Summer School Grant

Projections for 2011

Schools offering summer program	Grade level(s) offered	Projected # of students by grade level	Days/times of week offered	Number of weeks offered

System for Monitoring Results

Describe how student progress will be assessed and tracked during the next school year as a result of attending the summer school program, including type(s) of measures and timeline for assessments.

Part V. Budget Information

ED114 FISCAL YEAR 2012
PUBLIC BUDGET FORM

GRANTEE NAME:

TOWN CODE:

GRANT PERIOD: 07/01/11-06/30/12

GRANT TITLE: CONSOLIDATED STATE GRANT APPLICATION

CODES	Description	PSD FUND 11000 SPID 17043 Program 82052 Chartfield 1: 170002	ESH FUND 11000 SPID 17043 Program 82054 Chartfield 1: 170002	Summer School FUND 11000 SPID 17043 Program 82055 Chartfield 1: 170002
100	Personal Services/ Salaries			
200	Personal Services/ Employee Benefits			
300	Purchased Professional & Technical Services			
400	Purchased Property Services			
500	Other Purchased Services			
560	Tuition			XXXXX
580	Travel			XXXXX
600	Supplies			
700	Property			
890	Other Objects	XXXXX		
940	Indirect Costs			XXXXX
	TOTAL			

GRANT BUDGET NARRATIVE

NAME OF GRANTEE: _____

TOWN CODE: _____

<input type="checkbox"/> Priority School District Grant* <input type="checkbox"/> Extended Day Kindergarten <input type="checkbox"/> Early Reading Initiatives (no less than 20%) <input type="checkbox"/> Drop Out Prevention <input type="checkbox"/> Parent Involvement <input type="checkbox"/> Extended School Hours <input type="checkbox"/> Technology for Instruction <input type="checkbox"/> Alternative Programs <input type="checkbox"/> School Accreditation	
<input type="checkbox"/> Extended School Hours (ESH)	<input type="checkbox"/> Summer School

***LEGISLATION REQUIRES 20% OF THE TOTAL PSD GRANT BE UTILIZED FOR EARLY READING INTERVENTION INITIATIVES.**

CODE	OBJECT	Amount
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. Amounts paid by the grantee on behalf of employees; 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 parts of the cost of personal services.	\$
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES. Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc. UNALLOWABLE USAGE OF FUNDS: Priority School District and Extended School Hours cannot be used for Audits.	\$
400	PURCHASED PROPERTY SERVICES. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. Persons other than grantee employees perform these services. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$

CODE	OBJECT	Amount
500	OTHER PURCHASED SERVICES. Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Summer School funding cannot be used for Tuition and Travel.	\$
560	TUITION	
580	TRAVEL	
600	SUPPLIES. Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$
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. UNALLOWABLE USAGE OF FUNDS PRIORITY SCHOOL DISTRICT FUNDING CANNOT BE USED FOR OTHER OBJECTS.	\$
940	INDIRECT COSTS. Costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. UNALLOWABLE USAGE OF FUNDS: Summer School grant funds cannot be used for Indirect Costs.	\$
	TOTAL	

APPENDIX A: Consolidated State Grant Coordinator Information

Please provide the following information:

District: _____

Address: _____

PSD Grant Manager: _____

Telephone: _____ **Email:** _____

Summer School Grant Manager: _____

Telephone: _____ **Email:** _____

EHS Grant Manager: _____

Telephone: _____ **Email:** _____

APPENDIX B: Affirmative Action Plan

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

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

Signature of Authorized Official

Date

Print Name of Authorized Official

APPENDIX C: Statement of Assurances

PROJECT TITLE:

THE APPLICANT: _____ HEREBY ASSURES 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 Connecticut State Board of Education and the State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the State Department of Education, including information relating to the project records and access thereto as the State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General

Statutes, and the applicant shall return to the State Department of Education any monies not expended in accordance with the approved program/operation budget as determined by the audit;

L. Required Contract Language

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 per cent 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.

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

Signature:

Name (typed):

Title (typed):

Date:
