

**Request for Proposals**

**CT Core Standards in K-3 Reading: A System of Professional Learning**



**PURPOSE:** Provide professional learning on the reading survey subareas and objectives, CCS in ELA: Foundational Skills, and effective teaching practices in service of comprehension of literature and informational texts.

<b>Department Contact:</b>	<b>Joanne R. White, Education Consultant</b>
<b>Date Issued:</b>	<b>August 7, 2015</b>
<b>Due Date:</b>	<b>September 9, 2015</b>

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**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

**Dr. Dianna R. Wentzell  
Commissioner of Education**

The Connecticut State Department of Education (CSDE) is committed to a policy of equal opportunity/affirmative action for all qualified persons. The CSDE 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, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The CSDE does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.** Inquiries regarding the CSDE's nondiscrimination policies should be directed to:

Levy Gillespie  
Equal Employment Opportunity Director  
State of Connecticut Department of Education  
25 Industrial Park Road  
Middletown, CT 06457  
860-807-2071  
Levy.Gillespie@ct.gov

## REQUEST FOR PROPOSALS

The CSDE is seeking submission of written proposals, on a competitive basis, from qualified organizations to partner with the CSDE in the design, development and delivery of a system of direct professional learning that builds the capacity of Connecticut's K-3 teachers to support and expand knowledge in the reading survey subareas and objectives, Connecticut Core Standards in English Language Arts: Foundational Skills (CCS ELA: Foundational Skills), and effective teaching practices.

## PROJECT BACKGROUND

Pursuant to Connecticut General Statutes (C.G.S.) Section 10-145r, the CSDE has implemented the reading survey requirement for K-3 teachers. Pursuant to C.G.S. Section 10-148b, the CSDE must provide professional learning aligned to the reading survey subareas and objectives in accordance with C.G.S. Section 10-145r.

Reading Survey Subareas and Objectives:

- Foundations of Reading Development
  - Phonological and phonemic awareness
  - Concepts of print the alphabetic principle
  - The role of phonics in promoting reading development
  - Word analysis skills and strategies
- Development of Reading Comprehension
  - Vocabulary development
  - Reading comprehension skills and strategies for literary texts
  - Reading comprehension skills and strategies for informational texts
- Reading Assessment and Instruction
  - Formal and informal methods for assessing reading development
  - Multiple approaches to reading instruction

(See Appendix A for additional information about the reading survey.)

### Responsibilities of the CSDE

Provide professional learning on the reading survey subareas and objectives, CCS in ELA: Foundational Skills, and effective teaching practices.

Provide coordinated and consistent communication to district administrators through the Reading Survey District Liaisons, as well as organize professional learning opportunities for administrators in support of K-3 reading implementation.

## SCOPE OF SERVICES AND SERVICE SPECIFICATIONS

Based on Connecticut's legislative requirements for K-3 reading instruction, the vendor selected by the CSDE will be expected to design, develop, and implement multi-year professional learning opportunities (up to five years) for up to 6,400 K-3 teachers by grade bands K-1 and 2-3, up to 500 K-3 literacy coaches, and up to 300 district literacy leaders and principals.

### **Professional Learning Components**

Specifically, and separate from approach to reading instruction (e.g., guided reading, reading workshop), or reading program (e.g., Fountas & Pinnell, Journey's, Mondo, and Scholastic), the professional learning must address:

- the alphabetic principle (the concept, understood by readers, that the letters on the page represent of map onto the sounds of spoken words);
- vocabulary development (and the vocabulary-comprehension relationship);
- listening comprehension;
- reading comprehension skills and strategies for literary and informational texts;
- formal and informal methods for assessing reading development (see Appendix B for information about K-3 reading assessments);
- multiple methods for providing reading instruction;
- oral language development (narrative discourse, expository discourse, syntax, macrostructure/story structure, microstructure/language linguistic devices);
- print concepts (the organization and basic features of print);
- phonological awareness (understanding of spoken words, syllables, and sounds or phonemes);
- phonics and word recognition (grade-level phonics and word analysis skills in decoding words);
- fluency (reading literary and informational texts with purpose and understanding); and
- learning progressions for Grades K-5 (see Appendix C for detailed information about the CCS in ELA: Foundational Skills, or visit <http://www.centeroninstruction.org/building-the-foundation---a-suggested-progression-of-sub-skills-to-achieve-the-reading-standards-foundational-skills-in-the-common-core-state-standards>) which are:
  - the sub-skills, or prerequisites students need to achieve each of the Foundational Skills in the CCS in ELA;
  - progression of a concept across grade levels (sophistication in understanding and skills);
  - the connections among the learning progressions (e.g., phonemic awareness, phonics knowledge, and the alphabetic principle); and
  - important patterns in early literacy and what they mean to a student's development.

### **Effective Teaching Practices**

The following elements must be incorporated into the professional learning components listed above (i.e., Reading Survey Subareas and Objectives and CCS in ELA: Foundational Skills)

- Using assessment item analysis and general outcomes for flexible grouping of students for targeted instruction and academic supports.
- Developing and using explicit instructional routines, including pre-teaching strategies, to bring students to mastery of reading skills.
- Understanding reading errors of students in order to provide corrective feedback (i.e., teacher responses during and following performance of a skill that is sensitive to the student's level and that guides him or her closer to mastery of reading skills).

- Examining, adjusting, and incorporating various instructional routines in order to bring students to mastery of reading skills.
- Developing and implementing specific intervention strategies (i.e., Tier I instructional program supports for English learners, students with disabilities including dyslexia, and students at risk for reading difficulties) to accelerate the students in an effort to bring their understandings and skills to the appropriate level.
- Understanding and using explicit instruction, which means the deliberate teaching of all concepts with continuous student-teacher interaction (it is not assumed that students will naturally deduce these concepts on their own).
- Understanding and using systematic instruction (the organization of material follows the logical order of the language), and cumulative instruction (based on concepts previously learned) designed to promote memory, recall, understanding, and application.
- Planning and delivering scientifically research-based interventions with successive tiers that involve increasingly intensive levels of intervention (see Appendix D for additional information about interventions; see Appendix E for Specific Learning Disability/Dyslexia guidance).

Hereafter, the above professional learning components will be referred to as “components of effective, comprehensive reading instruction.”

Professional learning for K-3 teachers on the components of effective, comprehensive reading instruction must be delivered in a customized manner. The results of the previously administered reading survey will serve as the needs assessment, and determine the sequence and frequency of the various offerings.

Professional learning must be face-to-face, and must include opportunities for additional professional learning through accessible, easy-to-use, 24/7 online modules, and tools and resources.

The scope of services must be provided over a five-year period, up to \$2,000,000.00 per annum pending available funding.

**Interested parties may respond with proposals to provide services to all of the following:**

**Face-to-face and Virtual Reading Intensives**

- Beginning with the first year of the project, design and implement a system of face-to-face professional learning/blended learning with application, on the components of effective, comprehensive reading instruction for up to 6,400 K-3 teachers (no less than 1,100 teachers per year over a five year period) by grade bands K-1 and 2-3, in cadres of up to 40 teachers and coaches session, for a series of eight (8) sessions per year per cadre. (Some coaches may need this critical content in order to support teachers in their understanding and implementation of the components of effective, comprehensive reading instruction.) Proposals must include project management and quality control (see the Frequently Asked

Questions section for more information about project management and quality control) for the system of professional learning on the components of effective, comprehensive reading instruction as well as event management for all learning opportunities. Event management includes, but is not limited to selection and reservation of venues (in consultation with the CSDE) for professional learning sessions, participant registration management, administrative support and planning, the printing, collation and delivery of materials, and video recording portions of professional learning sessions to support the development of virtual learning content.

- Beginning with the second year of the project, design and implement a Reading Coaches Academy (a system of face-to-face professional learning/blended learning with application) for up to 500 K-3 literacy coaches, in cadres of 20 coaches per session, for a series of eight (8) sessions per cadre on developing systems and processes to facilitate ongoing, job-embedded professional learning for supporting teachers in their understanding and implementation of the components of effective, comprehensive reading instruction, regardless of instructional approach or framework used by districts and schools. Proposals must include project management and quality control for professional learning on supporting teachers in implementing the components of effective, comprehensive reading instruction, as well as event management of the professional learning of the 500 K-3 literacy coaches.
- Beginning with the first year of the project, design and implement a series of eight (8) live webinars for district literacy leaders and principals in developing processes and systems to support teachers in their understanding and implementation of the components of effective, comprehensive reading instruction, regardless of instructional approach or framework used by districts and schools. The webinars must be recorded for future on-demand learning opportunities.

### **Multimedia Production**

- Beginning with the first year of the project, professionally film and edit an introductory video (talent to be selected) that will be posted on the CSDE Web site, and shown at the beginning of each professional learning session (face-to-face and webinars) for teachers, coaches and administrators to orient audiences to the background and purposes of the professional learning.
- Simultaneous to the development of the face-to-face professional learning content, design a parallel system of learning consisting of online self-paced learning modules to support teachers, literacy specialists, and K-3 literacy coaches in reading development, and practices and processes aligned to the components of effective, comprehensive reading instruction. The online modules, and tools and resources must be available through a platform with unlimited access and managed by the vendor.
- During year one of the project, develop a 24/7 virtual library organized by topic and media type for education professionals (teachers, literacy specialists, K-3 literacy coaches, district

literacy leaders, and principals) that includes interactive sessions with video vignettes of classroom instruction for viewing and understanding best practices, self-paced modules that compliment face-to-face professional learning, topical articles and white papers, instructional tools, and other professional resources.

- During year one of the project, develop an online interactive glossary of concepts and terms on K-3 reading development presented in professional learning sessions, that includes videos and activities to explicate contents of the glossary. This online interactive glossary must be ready for use as the first series of face-to-face professional learning/blended learning begins.
- Be responsible for creating and updating all online content, professional filming, editing, and “closed captioning” and video scripts of content for all learning modules, webinar development, and login credentials for professional learning participants.
- By the second year of the project, design and launch a 24/7 virtual networking community for education professionals (teachers, literacy specialists, K-3 literacy coaches, district literacy leaders, and principals) that provides research- and evidence-based resources, videos of classroom instruction, webinars, instructional tools, and articles about best practices. The vendor must be responsible for registration for joining the networking community, updating all online content, and introducing the networking opportunity to education professionals.
- A statewide stakeholder conference will be scheduled before the first series of face-to-face professional learning/blended learning sessions. The purpose of the conference is to orient the audience to the background and purposes of the “System of Professional Learning for Teachers in K-3 Reading.” The vendor will be responsible for planning and organizing the conference (in consultation with the CSDE), professionally filming and editing the keynote speaker (to be selected) portion of the conference, event management, registration, location procurement, audio-visual services, and catering.

## **SELECTION CRITERIA**

A selection committee will review and score all proposals. The following information, in addition to the requirements, terms and conditions identified throughout this Request for Proposals (RFP) Document, will be considered as part of the selection process and are listed in order of relative importance. Applicants must address each of the items detailed below.

### **Selection Criteria:**

#### **A. Qualifications and Experience**

##### **a. Demonstrated ability to provide services: Organization’s experience**

Provide a detailed explanation of the experience your organization has to support the CSDE in the above activities as outlined.

- b. Demonstrated ability to provide services: Dedicated staff working on project**  
Provide a detailed explanation of the experience and capacity within your organization, and of specific staff working on the proposed project, to support the CSDE as outlined.

**B. Methodology**

- a. Proposed method of providing services**  
Provide a detailed explanation of the methodology you will use to provide requested services.
- b. Proposed resources of providing services**  
Provide a detailed explanation of the resources you will use to provide the requested services.

**C. Pricing**

- a. Proposed pricing**  
Provide budget narrative and an itemized, detailed budget.
- b. Additional savings and/or sustainability plan**  
Provide an explanation of additional savings and/or logic for how your proposal will be sustainable.

**D. Organizational information**

- a. Financial stability**  
Provide any documentation that supports the organizations past, present, and future financial stability. This may include any financial support up to and including audited financial statements.
- b. References**  
Provide written references that support your professional capabilities.
- c. Quality assurance**  
Provide a narrative that describes what your organization does to maintain a high quality to its products and services.
- d. Appropriate insurance**  
A statement that contains a listing of current active business insurance of the organization is sufficient. Certificates of insurance are acceptable, but not required, unless a contract is awarded that specifies this need.

**PROPOSAL REQUIREMENTS**

**I. Contract period**

The State intends that this contract shall be in effect for a period of 5 years, beginning January 4, 2016. The State reserves the right to extend this contract for a period up to the full original contract term or parts thereof with mutual consent between both parties.

**II. Quantities and/or Usages**

These are estimated quantities and/or usages only and in no way represent a commitment and/or intent to purchase. Actual quantities may vary, and will be identified on individual purchase orders issued by the requesting state entity.

**III. Contract Award**

The State reserves the right to award this Contract in a manner deemed to be in the best interest of the State and may include, but not be limited to:

- A. by item, group of items or in its entirety;
- B. geographic location to adequately service the entire State of Connecticut in the best possible manner; or
- C. multiple vendor awards.

**IV. Stability of Proposed Prices**

Any price offerings from proposers must be valid for a period of 120 days from the due date of the proposals.

**V. Amendment or Cancellation of the RFP**

The CSDE reserves the right to cancel, amend, modify, or otherwise change this RFP at any time if it deems it to be in the best interest of the State to do so.

**VI. Proposal Modifications**

No additions or changes to any proposal will be allowed after the proposal due date, unless such modification is specifically requested by the CSDE. The CSDE, at its option, may seek proposer retraction and/or clarification of any discrepancy or contradiction found during its review of proposals.

**VII. Proposer Presentation of Supporting Evidence**

Proposers must be prepared to provide any evidence of experience, performance, ability, and/or financial surety that the CSDE deems to be necessary or appropriate to establish fully the performance capabilities represented in their proposals.

**VIII. Proposer Demonstration of Proposed Services and or Products**

At the discretion of the CSDE, proposers must be able to confirm their ability to provide all proposed services. Any required confirmation must be provided at a site approved by the CSDE and without cost to the State.

**IX. Erroneous Awards**

The CSDE reserves the right to correct inaccurate awards. This may include, in extreme circumstances, revoking the awarding of a contract already made to a proposer and subsequently awarding the contract to another proposer. Such action on the part of the CSDE shall not constitute a breach of contract on the part of the CSDE since the contract with the initial proposer is deemed to be void and of no effect as if no contract ever existed between the CSDE and such proposer.

**X. Proposal Expenses**

Proposers are responsible for all costs and expenses incurred in the preparation of proposals and for any subsequent work on the proposal that is required by the CSDE.

**XI. Ownership of Proposals**

All proposals shall become the sole property of the State and will not be returned.

**XII. Ownership of Subsequent Products**

Any product, whether acceptable or unacceptable, developed under a contract awarded as a result of this RFP shall be the sole property of the State unless otherwise stated in the contract.

**XIII. Oral Agreement or Arrangements**

Any alleged oral agreements or arrangements made by proposers with any state agency or employee will be disregarded in any state proposal evaluation or associated award.

**XIV. Subcontractors**

The CSDE must approve any and all subcontractors utilized by the successful proposer prior to any such subcontractor commencing any work. Proposers acknowledge by the act of submitting a proposal that any work provided under the contract is work conducted on behalf of the State and that the Commissioner of the CSDE or his/her designee may communicate directly with any subcontractor as the State deems to be necessary or appropriate. It is also understood that the successful proposer shall be responsible for all payment of fees charged by the subcontractor(s). The successful proposer shall provide a performance evaluation of any subcontractor promptly to the CSDE upon request. The successful proposer must provide the majority of services described in the specifications.

**XV. Freedom of Information Act**

All of the information contained in a proposal submitted in response to this RFP is subject to the provisions of Chapter 3 of the C.G.S. Sections 1-7 et seq. and the Freedom of Information Act (FOIA), C.G.S. 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.

**CONTRACT**

This RFP is not a contract and, alone, shall not be interpreted as such. Rather, this RFP only serves as the instrument through which proposals are solicited. The state will pursue negotiations with the highest scoring proposal. If, for some reason, the CSDE and the initial proposer fail to reach consensus on the issues relative to a contract, then the CSDE may commence contract negotiations with other proposers. The CSDE may decide at any time to start the RFP process again. Thereafter, Proposers will be required to sign a formal contract as

identified in "Contract." The contract may include a liquidated damages clause at the discretion of the State.

## **INSTRUCTIONS TO BIDDERS**

### **I. Proposal Schedule**

RELEASE OF RFP	<b>August 7, 2015</b>
BIDDER'S CONFERENCE	<b>August 13, 2015</b>
RECEIPT OF QUESTIONS FROM PROSPECTIVE VENDORS	<b>by August 17, 2015</b>
ANSWERS TO QUESTIONS FROM PROSPECTIVE VENDORS POSTED AS AN ADDENDUM	<b>August 19, 2015</b>
PROPOSAL DUE DATE	<b>September 9, 2015</b>

During the period from your organization's receipt of this RFP, and until a contract is awarded, your organization shall not contact any employees of the State of Connecticut for additional information, except in writing, using the following address.

Connecticut State Department of Education  
System of Professional Learning for K-3 Teachers  
165 Capitol Avenue, Room 215  
Hartford, CT 06106

A bidder's conference will be held on Thursday, August 13, 2015, from 9:00 a.m. to 11:00 at the Connecticut State Department of Education, 165 Capitol Avenue, Hartford, CT in room 307A. To RSVP, contact Joanne White at [joanne.white@ct.gov](mailto:joanne.white@ct.gov) by August 12, 2015. Attendees will be required to sign in with security.

### **II. Bidder Information**

Company/Vendor \_\_\_\_\_

Bidder's Address \_\_\_\_\_

Bidder's Representative \_\_\_\_\_

Telephone Number(s) \_\_\_\_\_

E-mail Address \_\_\_\_\_

### **III. Bidder Submission**

Please submit one proposal for all services described in the scope of services and service specifications sections of the RFP.

#### **IV. Questions**

Questions for clarifying the RFP must be submitted in writing and must be received by 4:00 p.m. on August 17, 2015, in the State of Connecticut. Answers to questions received will be posted as an Addendum on August 19, 2015 on the CSDE web site at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=320346>. Questions must be e-mailed to [joanne.white@ct.gov](mailto:joanne.white@ct.gov).

#### **V. Proposals**

Proposals must include the following:

1. Submit one (1) proposal that bears the original signature of the applicant plus five (5) copies. All proposals submitted become the property of the CSDE and part of the public domain.
2. Proposals must follow the guidelines that are contained in this document and its appendices.
3. **Proposals (original plus five copies) must be received at the address below by: 4:00 p.m., Friday, September 9, 2015**

**LATE PROPOSALS WILL NOT BE ACCEPTED. EXTENSIONS WILL NOT BE GRANTED.**

**The mailing and delivery address is:**

Connecticut State Department of Education  
165 Capitol Avenue, Room 215  
Hartford, CT 06106  
Attn: Joanne R. White

4. Signed Statement of Assurances (Appendix F)

## **FREQUENTLY ASKED QUESTIONS**

### **Professional Learning Sessions**

#### **Who is responsible for providing the professional learning?**

The selected vendor will be responsible for developing and providing all professional learning as described in the face-to-face and virtual professional learning section, and the multimedia production section of the RFP.

#### **Will the professional learning be full-day or half-day sessions?**

The final determination will be made after further discussion between the CSDE and selected vendor. However, the CSDE invites vendors to include an approach within their proposal.

#### **When does the CSDE expect the first series of face-to-face professional learning/blended learning sessions to begin?**

The CSDE intends to begin offering professional learning sessions July 2016, continuing throughout the 2016-17 school year. In subsequent years, face-to-face professional learning

will be offered July 1 through June 30 of the following year, for a total of five years. However, the CSDE invites prospective vendors to include an approach within their proposal.

**When does the CSDE expect the first series of live webinar sessions to begin?**

The CSDE intends to begin offering professional learning sessions July 2016, continuing throughout the 2016-17 school year. In subsequent years, live webinar sessions will be offered July 1 through June 30, of the following year for a total of five years.

**Will the professional learning sessions be conducted in one central location or in locations throughout the state?**

The final determination will be made after further discussion between the CSDE and selected vendor. However, the CSDE invites vendors to include an approach within their proposal. Event management, including location procurement, audio-visual services, and catering, will be the responsibility of the selected vendor.

**What is the definition of project management?**

Project management includes, but is not limited to planning, monitoring, and implementing the various components of the System of Professional Learning for K-3 Teachers. Production, resolving problems, determining system improvements, meeting financial objectives by forecasting requirements, preparing an annual budget, scheduling expenditures, analyzing variances, and initiating corrective actions are also expectations for project management.

**What is the definition of quality control?**

Quality control includes, but is not limited to developing a system for maintaining standards that will be executed to monitor all deliverables (e.g., identifying individuals responsible for carrying out particular tasks, ensuring all materials developed meet the specifications for desired quality for professional learning, establishing procedures for receiving feedback from client and for corrective action); verify that the deliverables are of acceptable quality; and ensure that the client is satisfied.

**What is the definition of event management?**

Event management includes, but is not limited to selection and reservation of venues (in consultation with the CSDE) for professional learning sessions, participant registration management, refreshments, administrative support and planning, the printing, collation and delivery of materials for professional learning, and video recording portions of professional learning sessions to support the development of virtual professional learning.

**What is the schedule for offering face-to-face professional learning/blended learning, and live webinars?**

The final determination will be made after further discussion between the CSDE and selected vendor. However, the CSDE invites prospective vendors to include an approach within their proposal.

**Is the CSDE responsible for identifying and paying stipends to professional learning participants?**

Stipends will not be required unless professional learning occurs beyond participants' contracted work hours (e.g., beyond the school day) or weekends. If so, the selected vendor must include stipends in the budget.

**Will teachers and other LEA personnel attend professional learning sessions in cohorts?**

It is possible that participants will attend in cohorts. However, since the need for professional learning will be based on reading survey outcomes, participants may individually determine the series of sessions to attend.

**Product Development**

**When does the CSDE expect the items in the multimedia production portion of the RFP to be completed?**

The CSDE intends for LEA personnel (e.g., teachers and administrators) to have access beginning Fall 2016. The final determination will be made after further discussion between the CSDE and selected vendor. However, the CSDE invites prospective vendors to include an approach within their proposal.

**Copyright**

**What is the CSDE's copyright policy?**

Materials developed prior to signing the contract with the CSDE is owned by a vendor. Any new materials, including virtual learning and multimedia materials, developed after signing the contract will be owned by the CSDE.

**Additional Information**

**Where can prospective vendors find more information about the reading survey and the CCS in ELA: Foundational Skills?**

Additional information about the reading survey is located in Appendix A or on the CSDE Web site at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&pm=1&Q=335450>. Additional information about the CCS in ELA: Foundational Skills is located in Appendix C or at <http://www.centeroninstruction.org/building-the-foundation---a-suggested-progression-of-sub-skills-to-achieve-the-reading-standards-foundational-skills-in-the-common-core-state-standards>.

**What guidance does the CSDE provide to districts regarding Tier II and Tier III interventions?**

For more information, see Appendix D or visit <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322020>.

## APPENDICES

- **Appendix A**  
Implementation and Administration of the Reading Survey or visit  
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&pm=1&Q=335450>
- **Appendix B**  
Approved Menu of K-3 Reading Assessments or visit  
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320866>
- **Appendix C**  
**Center on Instruction Publication**  
*Building the Foundation: A Suggested Progression of Sub-skills to Achieve the Reading Standards: Foundational Skills in the Common Core Standards* or visit  
<http://www.centeroninstruction.org/building-the-foundation---a-suggested-progression-of-sub-skills-to-achieve-the-reading-standards-foundational-skills-in-the-common-core-state-standards>.
- **Appendix D**  
*Using Scientific Research-Based Intervention: Improving Education for All Students – Connecticut’s Framework for RTI* or visit  
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322020>
- **Appendix E**  
Specific Learning Disability/Dyslexia - Public Act 14-39 or visit  
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=335500>
- **Appendix F**  
Statement of Assurances

## Appendix F: Statement of Assurances

### Statement of Assurances

PROJECT: CT Core Standards in K-3 Reading: A System of Professional Learning

THE APPLICANT, \_\_\_\_\_, HEREBY ASSURES THAT:  
(Insert Name)

1. The applicant has the necessary legal authority to submit a proposal in response to this RFP and to contract for the provision of the services described therein.
2. 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.
3. The activities and services for which assistance is sought under this RFP will be administered by or under the supervision and control of the applicant.
4. The project will be operated in compliance with all applicable state and federal laws and in compliance with the regulations and other policies and administrative directives of the Connecticut State Board of Education and the State Department of Education; Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded.
5. 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;
6. 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;
7. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including fees and legal fees and costs, if any, arising out of any breach of the duties, in whole or in part, described in the application;
8. At the conclusion of the contract period, the applicant will provide for an independent audit report acceptable to the CSDE in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the CSDE any monies not expended in accordance with the approved program/operation budget as determined by audit;
9. Required Contract Language:
  - (1) 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 capitol stock, if any, or assets of which is owned by a person or persons: (a) who are active in the daily affairs of the enterprise, (b) who have the power to direct the management and policies of the enterprise and (c) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes Section 32-9n; and "good faith" means that the degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "Good faith efforts" shall include, but shall 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. For the purposes of this section, "sexual orientation" means having a preference for heterosexuality, homosexuality or bisexuality, having a history of such preference or being identified with such preference, but excludes any behavior which constitutes a violation of part VI of chapter 952 of the general statutes.

(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 the State of Connecticut. If the contract is for a public works project, the contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such project. 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 the 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 contractor with which such contractor has a contract or understanding, a notice to be provided by the commission, advising the labor union or worker's 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 Connecticut General Statutes Sections 4a-62, 32-9e, 46a and 46a-68b to 46a-68k, inclusive and with each regulation or relevant order issued by said commission pursuant to said sections; (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 related 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 subsection (2) of this section 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 in a subcontractor, contractor 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 reinforcing such provisions including sanctions for noncompliance in accordance with this section and Connecticut General Statutes Sections 4a-62, 32-9e, 46a-56 and 46a-68b to 46a-68k, inclusive; provided if such contractor becomes involved in, or is threatened with litigation with a subcontractor or contractor 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 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 contractors has a collective bargaining agreement or other contract or understanding and each contractor 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 of the Connecticut General Statutes; (d) the contractor agrees to provide the commission on human rights and 21opportunities with such information requested by the commission and permit access to pertinent books, records and accounts, concerning employment practices and procedures of the contractor which related to the provisions of this section and section 46a-56 of the general statutes.

(8) The contractor shall include the provisions of subsection (7) of this section 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, contractor, or manufacturer unless exempted by regulations and 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 of the general statutes; provided, if such contractor or contractor becomes involved in, or is threatened with, litigation with a subcontractor or contractor 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.

The signature of the authorized official on the Statement of Assurances Signature Page indicates the intent to comply with the provisions referenced in each section. Assurances not agreed to by the authorized official must be identified on a separate sheet with a rationale for the disagreement.

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

Signature \_\_\_\_\_

Name (typed) \_\_\_\_\_

Title (typed) \_\_\_\_\_

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

Date \_\_\_\_\_

