

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



Early Reading Success Competitive Grant Program

2008-2009

Purpose: To provide state grants to eligible districts pursuant to Section 10-265f of the 2008 Supplement to the Connecticut General Statutes.



Approved By Policy Review Committee:

RFP108-052808

Early Reading Success Competitive Grant Program

Applications Due: August 8, 2008

Published: May 2008

RFP 108

CONNECTICUT STATE DEPARTMENT OF EDUCATION

MARK K. MCQUILLAN

COMMISSIONER OF EDUCATION

“The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons and does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, national origin, sex, disability, age, religion or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Inquiries regarding the Department of Education’s nondiscrimination policies should be directed to the Equal Employment Opportunity Manager, State of Connecticut, Department of Education, 25 Industrial Park Road, Middletown, Connecticut 06457, (860) 807-2071.”

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

Table of Contents

Overview and Description of Grant.....	1
Purpose of Grant	1
Grant Period	1
Eligible Applicants.....	1
Funding	1
Management and Control of the Program	1
Application Requirements.....	2
Project Design	2
Project Evaluation	3
Fiscal Information	3
Project Reporting	3
Preparing the Application.....	4
Proposal Review and Evaluation.....	4
Grant Award Disclaimer	4
Due Date	4
Mailing and Delivery Information	4
Grant Contact	4
Grant Requirements and Assurances	5
Indirect Costs	5
Obligations of Grantees.....	5
Freedom of Information Act	5
Utilization of Minority Business Enterprises	5
Application Packet	6
Cover Page	6
Application Preparation Check-off Sheet.....	7
Project Design Program Forms	
: Intensive Early Reading Intervention Programs, Grades K-3	8
Full-day Kindergarten	17
Reduction in Class Size.....	24
ED 114	25
Budget Narrative	26
Statement of Assurances	30
Affirmative Action Packet is on File.....	33
Appendices	34
Appendix A: Eligible Districts and Schools.....	34
Appendix B: Scoring Rubric	35



Approved By Forum Review Committee:

RFP108-052808

Early Reading Success Competitive Grant Program

Overview and Description of Grant

Purpose of Grant

The intended outcome of the Early Reading Success (ERS) Competitive Grant Program is to support the implementation of a district reading plan in accordance with Section 10-221h of the Connecticut General Statutes (C.G.S.) to improve reading skills and allow all students in Grades K-3 to attain reading competency. The ERS Competitive Grant Program supports: (1) establishing full-day kindergarten programs; (2) reducing class size in Grades K-3 to not more than 18 students; and (3) establishing intensive early intervention reading programs, including after school and summer programs for students identified as being at risk of failing to learn to read by the end of Grade 1 and students in Grades 1-3 who are reading below grade level

Grant Period

July 1, 2008 – June 30, 2009

Funds must be obligated by June 30, 2009. There are no exceptions or waivers to this requirement.

Eligible Applicants

Eligible applicants (priority schools) are defined by C.G.S. 10-265e as “a school in which forty percent or more of the lunches served are served to students who are eligible for free or reduced price lunches pursuant to federal law and regulations, excluding such a school located in a priority school district.”

A list of eligible applicants can be found in Appendix A.

Funding

Total funds available: \$1,650,000 (up to \$100,000 maximum per eligible district)

Applications are being received and evaluated for a five-year period based on a school district’s designation as a school district in which a priority school is located for the initial year of the application.

The State Department of Education (SDE) reserves the right to make grant awards under this program without discussion with the applicants; therefore, proposals should represent the applicant’s best effort to ensure a quality proposal from both a technical and cost standpoint. All awards are subject to availability of state funds. Grants are not final until the award letter is executed. The level of funding and effective dates of the project will be set forth in the notification of the grant award.

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 subgrantees or vendors, nor will they be directly involved in the expenditure and payment of funds obligated by the grantee or subgrantee.



Approved By Forms Review Committee:

RFP108-052808

Early Reading Success Competitive Grant Program

Application Requirements

Project Design

- A brief narrative (1-2 pages) outlining the need for funds to support the purpose of this grant, including intensive early intervention programs, full-day kindergarten programs and/or reduced class size designed to improve the reading competencies of all students, Grades K-3.
- Applicants must guarantee that a minimum of 50 percent of grant awards will be directed toward the implementation of the intensive early intervention reading program. If the district perceives that it is currently addressing the components for intensive early reading intervention sufficiently, the superintendent may submit a **letter to the Commissioner requesting** to waive the 50 percent requirement for allocation of funds awarded from the ERS Grant funds for that initiative. The letter must be submitted with the initial application and annually with each continuation grant thereafter.
- A comprehensive plan (3-4 pages) outlining the design and implementation for the intensive early reading intervention program, full-day kindergarten and/or reduced class size program. This plan must be aligned with the district's three-year reading plan as required in section 10-221h of the C. G. S. and reflect the components outlined in the *Connecticut Blueprint for Reading Achievement*.

The intensive early reading intervention plan must address the following areas:

- The competencies required for early reading success, critical indicators for teacher intervention and the components of a high quality early reading success curriculum in accordance with the findings of the Early Reading Success Panel delineated in section 10-221l of the C.G.S.
- The period of time each day of individualized or small group instruction for each student.
- The monitoring of student progress and student achievement in Grades 1-3 using an individualized reading plan system specified by the SDE and overseen by qualified literacy teams, provided the system shall include, but not be limited to, documentation of continuous classroom observation of students' reading behaviors and establishment of performance indicators aligned with the statewide mastery examinations, the findings of the Early Reading Success Panel and other methodologies for assessing reading competencies established by the SDE (see the SDE Web site at: <http://www.state.ct.us/sde/dtl/curriculum/currcbra.htm>).
- A diagnostic survey to gather baseline data on teachers in Grades K-3 with respect to their knowledge of the goals and competencies identified in the *Connecticut Blueprint for Reading Achievement* and use such data to plan and deliver high-quality professional development for teachers in Grades K-3 in the science of early reading instruction based on the findings of the Early Reading Success Panel.
- A school literacy team staffed by the principal and literacy coaches fully grounded in the science of beginning reading instruction.
- Parental involvement ensuring that parents have access to information on strategies that may be used at home to improve pre-reading or reading skills.
- Methods for data collection and program evaluation.

In addition to requirements for the intensive early reading intervention component, proposals for the full-day kindergarten programs must address the following components:

- language development and appropriate reading readiness experiences;
- a plan to provide for assessment of a student's progress;
- a professional development component for kindergarten teachers in the teaching of reading and reading readiness and assessment of reading competency;
- parental involvement;
- a plan to refer eligible children who do not have health insurance to the HUSKY program; and
- information on coordination between the full-day kindergarten program and school readiness programs for the purpose of providing information concerning transition from preschool to kindergarten, including the child's preschool records, and before and after school child care for children attending the full-day kindergarten program.

Forms Review Committee

RFP108-052808

Early Reading Success Competitive Grant Program

Proposals for reduced class size in Grades K-3, in addition to requirements for the intensive early reading intervention component, must address the following components:

- a time frame for achieving a reduction in class size to not more than 18 students in Grades K-3
 - information on the class size in Grades K-3 at the time of the application for the grant and the number of classes to be reduced in size with grant funds;
 - the number of additional teachers needed and any additional equipment needed;
 - a description of any proposed school building project related to the need for additional space for smaller classes, including an analysis of different options available to meet such need, i.e., relocatable classrooms, the division of existing classrooms, an addition to the building or new construction; and
 - an estimate of costs associated with the implementation of the plan.
- A copy of the current three-year reading plan must be included with the grant application. The plan will act as the foundation for the intensive early reading intervention program, full-day kindergarten program and/or the reduced class size program and should align curriculum, performance indicators, assessments and resources with state standards and expected outcomes as a result of state assessments
 - Required appendices including budget narratives and ED 114.

Project Evaluation

ERS Competitive Grant recipients must annually submit an end of year evaluation to the SDE, as part of the application for continuation during the five-year eligibility period. The SDE reserves the right to request information it sees fit to help determine continued support and to share best practices for future grants and related programs. The evaluation will include data that reflects the successful accomplishment of program goals as related to student achievement. The SDE 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.

Fiscal Information

- Awards for this grant are based on available funds and may vary from year to year. The SDE will make every good faith effort to notify districts of any changes to the amount of the award during the grant award period.
- No funds received pursuant to this grant shall be used to supplant federal, state or local funding to the local or regional boards of education for programs in Grades K-3.
- Expenditure reports shall be filed with the SDE as requested by the Commissioner. School districts shall refund (1) any unexpended amounts at the close of the program for which the grant is awarded; and (2) any amounts not expended in accordance with the approved grant application.
- Funds for this grant must be used to provide direct support for the acquisition and implementation of programs, services and resources for teachers and students with the intended purpose of establishing and supporting high-quality effective early reading intervention programs.
- Indirect costs are not allowed with this grant. Funding is expected to directly provide programs, services and resources to teachers and students for the purpose of establishing and supporting high-quality effective early reading intervention programs.
- Within reasonable allocation, the SDE encourages districts to use funds for the purpose of program evaluation. This amount should not exceed one percent of the total allocation.
- Use of funds for transportation and supplying food at functions is discouraged and will only be considered within the parameters of the goals of the application. The SDE will closely monitor such requests and reserves the right not to approve such costs. Funds are intended for the direct support of student intervention programming.
- Budget revisions must be submitted to the ERS program manager and must include a cover letter addressing the reason for the requested changes, a budget narrative and an ED 114. Final budget revisions are due to the SDE no later than May 1 of each fiscal year.
- All funds applied for through this grant must be directly linked to a program description and must be supplemental in nature. Administrative costs and noninstructional costs will be carefully reviewed prior to approval.

Approved By Forms Review Committee:

RFP108-052808

Early Reading Success Competitive Grant Program

Preparing the Application

All applications must include one (1) signed original copy, including required assurances and four (4) additional copies. The original must bear an original signature of the official legally authorized to apply. The official must sign both the cover page of the application and the statement of assurances. Applicants must follow the format prescribed in this document. All applications submitted become the property of the SDE and are part of the public domain. Please note that the SDE will not make copies on behalf of the districts and failing to provide the required copies may result in ineligibility.

Proposal Review and Evaluation

A team of evaluators will review each submitted proposal based on criteria in the scoring rubric (Appendix B) section of this document. Applicants are advised to review the evaluation criteria when developing their proposals.

Grant Awards Disclaimer

The SDE reserves the right to make grant and contract awards under this program without discussion with the applicants; therefore, proposals should represent the applicant's best effort from both a technical and cost standpoint. The SDE reserves the right to reject all proposals and to conduct a more extensive proposal solicitation, or to reject a lower cost proposal if it believes that a higher cost proposal more appropriately meets the stated objectives. In order to promote a broad distribution of funds, the SDE reserves the right to limit the number of grant awards per applicant and/or per geographic area.

Due Date

Proposals (the original plus four copies), **IRRESPECTIVE OF POSTMARK DATE, must be received by 4:00 p.m. on Friday, August 8, 2008. EXTENSIONS WILL NOT BE GRANTED.**

Mailing and Delivery Information

Mailing Address:

Ann R. Gaulin
Grant Manager
Connecticut State Department of Education
P.O. Box 2219
Hartford, CT 06145-2219

Delivery Address:

Ann R. Gaulin
Grant Manager
Connecticut State Department of Education
165 Capitol Avenue
Room 363
Hartford, CT 06106

Grant Contact

Amy F. Radikas
Early Reading Success Grant Manager
Telephone (860) 713-6762
Fax (860) 713-7018

E-mail: amy.radikas@ct.gov



Approved By Forms Review Committee:

RFP108-052808

Early Reading Success Competitive Grant Program

Grant Requirements and Assurances

Indirect Costs:

Indirect costs are not an allowable expense for the ERS Grant.

Obligations of Grantees

All bidders are hereby notified that the grant to be awarded is subject to contract compliance requirements as set forth in C.G.S. Sections 4a-60a, 4a-60 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 subcontracting practices, in such form, in such manner and in such time as may be prescribed by the Connecticut Commission on Human Rights and Opportunities.

Freedom of Information Act

All of the information contained in a proposal submitted in response to this Request for Proposal (RFP) is subject to the provisions of the Freedom of Information Act Sections 1-200 et seq. (FOIA). 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.

Utilization of Minority Business Enterprises

All contractors shall make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on projects subject to contract requirements. Contractors shall certify under oath to the Commission on Human Rights and Opportunities and the state agency that the minority businesses selected as subcontractors and suppliers of materials comply with the criteria of Section 4a-60 of the C.G.S. if such businesses are not currently registered with the Department of Economic Development.



Approved By Forms Review Committee:

RFP108-052808

Early Reading Success Competitive Grant Program

APPLICATION
 For
 Early Reading Success Competitive Grant Program
 FY 2008-2009

Name of Applicant District:		
District Code:		
Name of Applicant School(s):		
Fiscal Agent:		
District Contact:		
Phone:		
Fax:		
E-mail:		
Address:		
Name of Superintendent:		
E-mail:		
Signature of Superintendent:		Date
Check the Category for Which You Are Applying:	<input type="checkbox"/>	Intensive Early Reading Intervention Program (Required) Unless Waiver Requested (A minimum of 50 percent must be spent for this initiative as directed by C.G.S.10-265f unless the Commissioner has approved a waiver.)
	<input type="checkbox"/>	Full-day Kindergarten
	<input type="checkbox"/>	Class Size Initiative



Approved By Forms Review Committee:

RFP108-052808

Early Reading Success Competitive Grant Program

Application Preparation Check-Off Sheet

The submitted application has the following:

- Cover Page
- Application Preparation Check-off Sheet
- Three Year Reading Plan and Professional Development Plan

Project Design Program Forms

(Mark NA if not applying for)

- Intensive Early Reading Intervention
- Full-day Kindergarten
- Reduction in Class Size
- Fiscal Information (ED 114 and Narrative)
- Statement of Assurances
- Affirmative Action Packet is on File

Grant Preparer



Approved By Forms Review Committee:

RFP108-052808

Early Reading Success Competitive Grant Program

Date

Project Design Program Form: Intensive Early Reading Intervention Programs, Grades K-3

Project Design

On the following pages, include specific information on the performance indicators 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 persons responsible.

* If the district perceives that it is currently addressing the components for intensive early reading intervention sufficiently, the superintendent may submit a letter requesting to waive the 50 percent requirement for allocation of funds awarded from the Early Reading Success Grant funds for that initiative. This waiver must be submitted with the initial application and annually with each continuation grant thereafter.

Attach to this grant: A letter to the Commissioner requesting to set aside a smaller percentage of the funds received pursuant to Sec.10-265f (a) of the C.G.S to the Commissioner of Education. Evidence of how the district is currently addressing the specified components of the early reading intervention initiative for the students at the identified school. The district will be formally notified if the request is granted.



Approved By Forms Review Committee:

RFP108-052808

Early Reading Success Competitive Grant Program

Early Reading Success Plan – Intensive Early Reading Intervention 2008-2009

District Improvement Goal:

Program Initiative: Incorporate the competencies required for early reading success, including critical indicators for teacher intervention and the components of high-quality early reading success curriculum.

Performance Indicator: (In terms of student achievement.)

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



Early Reading Success Plan – Intensive Early Reading Intervention 2008-2009

District Improvement Goal:

Program Initiative: Provide a period of time each day for individualized or small group instruction for each student.

Performance Indicator: (In terms of student achievement.)

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



Approved By Forms Review Committee:

RFP108-052808

Early Reading Success Plan – Intensive Early Reading Intervention 2008-2009

District Improvement Goal:

Program Initiative: Provide for the monitoring of student progress and student achievement in Grades 1-3 using an individualized reading plan system specified by the SDE, consistent with the requirements for personal reading plans and overseen by qualified literacy teams.

Performance Indicator: (In terms of student achievement.)

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



Approved By Fairs Review Committee:

RFP108-052808

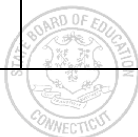
Early Reading Success Plan – Intensive Early Reading Intervention 2008-2009

District Improvement Goal:

Program Initiative: Administer a diagnostic survey to gather baseline data on teachers in Grades K-3 with respect to their knowledge of the goals and competencies identified in the *Connecticut Blueprint for Reading Achievement* and use such data to plan and deliver high-quality professional development for teachers in Grades K-3 in the science of early reading instruction based on the findings of the Early Reading Success Panel and methodologies for assessing reading competencies established by the SDE.

Performance Indicator:

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



Approved By Fairs Review Committee:

RFP108-052808

Early Reading Success Plan – Intensive Early Reading Intervention 2008-2009

District Improvement Goal:

Program Initiative: Build a school literacy team staffed by the principal and literacy coached fully grounded in the science of beginning reading instruction.

Performance Indicator:

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



Approved By Forms Review Committee:

Early Reading Success Plan – Intensive Early Reading Intervention 2008-2009

District Improvement Goal:

Program Initiative: Provide for on-site teacher training and coaching in the implementation of research-based reading instruction and assessment.

Performance Indicator:

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



Approved By Forms Review Committee:

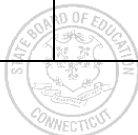
Early Reading Success Plan – Intensive Early Reading Intervention 2008-2009

District Improvement Goal:

Program Initiative: Provide for parental involvement and ensure that parents have access to information on strategies that may be used at home to improve reading and reading readiness.

Performance Indicator:

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



Early Reading Success Plan – Intensive Early Reading Intervention 2008-2009

District Improvement Goal:

Program Initiative: Provide for data collection and program evaluation.

Performance Indicator:

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



Project Design Program Form: Full-day Kindergarten

Project Design Program

On the following pages, include specific information on the program plan and the performance indicators and 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 persons responsible.



Approved By Forms Review Committee:

RFP108-052808

Early Reading Success Competitive Grant Program

Program Plan: Full-day Kindergarten

Complete the following, indicating the number of full-day kindergarten classes that will be offered as a result of Early Reading Success grant funding. Information must include the number of teachers to be hired and the percent of students served.

District Name	# Full-day K classes 2008-09	# of teachers 2008-09	% of students served 2008-09

What constraints do you anticipate the district will face **in expanding** full-day kindergarten?



Approved By Forms Review Committee:

RFP108-052808

Early Reading Success Competitive Grant Program

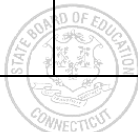
Early Reading Success Plan – Full-day Kindergarten 2008-2009

District Improvement Goal:

Program Initiative: Language development and appropriate reading readiness experiences.

Performance Indicator: (In terms of student achievement.)

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



Approved By Forms Review Committee:

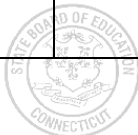
Early Reading Success Plan – Full-day Kindergarten 2008-2009

District Improvement Goal:

Program Initiative: Assessment of student progress.

Performance Indicator: (In terms of student achievement.)

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



Approved By Forms Review Committee:

RFP108-052808

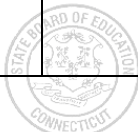
Early Reading Success Plan – Full-day Kindergarten 2008-2009

District Improvement Goal:

Program Initiative: Professional development in the teaching of reading readiness and assessment of reading competency for kindergarten.

Performance Indicator: (In terms of student achievement.)

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



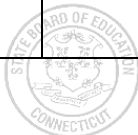
Early Reading Success Plan – Full-day Kindergarten 2008-2009

District Improvement Goal:

Program Initiative: Parent involvement.

Performance Indicator: (In terms of student achievement.)

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



Approved By Forms Review Committee:

RFP108-052808

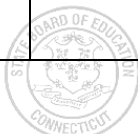
Early Reading Success Plan – Full-day Kindergarten 2008-2009

District Improvement Goal:

Program Initiative: Plan to refer eligible children who do not have health insurance to the HUSKY program.

Performance Indicator: (In terms of student achievement.)

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



Approved By Forms Review Committee:

Project Design Program Form: Reduction in Class Size

These funds may not be used to supplant any local, state or federal funding requirement. If a school district accepts funds for this provision, the class size for core curriculum in Grades K-3 *shall be limited* to 18 students or less.

Provide the following information for the items below:

Reduced Class Size Initiative	2008-2009
The grade level(s) and the number of classes, which will be reduced in class size with 18 students or less as a result of using these grant funds	
The number of additional teachers anticipated to address the reduction of class size with 18 students or less	

Describe the time frame for reducing class size with the use of these grants funds. Include any proposed school building projects related to the need for additional space for smaller classes. What constraints do you anticipate the district will face to reduce class size?



Approved By Forms Review Committee:

RFP108-052808

Early Reading Success Competitive Grant Program

FISCAL YEAR 2009

GRANTEE NAME:		TOWN CODE:
GRANT TITLE: Early Reading Success Competitive Grant Program		
PROJECT TITLE:		
ACCOUNTING CLASSIFICATION		
CORE-CT Classification: FUND: 11000 SPID: 17056 PROGRAM: 82079		
BUDGET REFERENCE: 2009 CHARTFIELD1: 170003 CHARTFIELD2: SDE 00006		
GRANT PERIOD: 10/01/08-06/30/09		AUTHORIZED AMOUNT:
CODE	DESCRIPTION	BUDGET AMOUNT
111A	ADMINSTRATION/SUPERVISOR SALARIES	
111B	TEACHERS	
112A	EDUCATION AIDES	
112B	CLERICAL	
119	OTHER	
200	PERSONNEL SERVICES-EMPLOYEE BENEFITS	
321	TUTORS	
322	INSERVICE (INSTRUCTIONAL PROGRAM IMPROVEMENT SERVICES)	
323	PUPIL SERVICES	
325	PARENTAL ACTIVITIES	
330	OTHER PROFESSIONAL/TECHNICAL SERVICES	
400	PURCHASED PROPERTY SERVICES	
510	PUPIL TRANSPORTATION	
530	COMMUNICATION	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	
612	ADMINISTRATIVE SUPPLIES	
641	TEXTBOOKS	
642	LIBRARY BOOKS	
690	OTHER SUPPLIES	
700	PROPERTY/EQUIPMENT	
890	OTHER	
	TOTAL	



Approved By Forms Review Committee:

108-052808

Early Reading Success Competitive Grant Program


Budget Narrative

Complete one budget narrative for the grant inclusive of all categorical areas. Please specify amounts by category for each line item. A minimum of 50 percent of the total budget must be used for the intensive early intervention reading program category as directed by C.G.S. 10-265f unless the Commissioner has approved a waiver.

All funds applied for through this grant must be directly linked to a program description and must be supplemental in nature. Administrative costs and noninstructional costs will be carefully reviewed prior to approval.

CODE	OBJECT	AMOUNT
111A	Administration/ Supervisor Salaries Amount paid to administrative employees of the grantee not involved in providing direct services to pupil or clients. This amount is to be limited to a reasonable percentage as negotiated between the district and the state program consultant.	\$
111B	Teachers Salaries for employees providing direct instruction to pupils. Include all salaries for these individuals while they are on the grantee payroll, including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis are also reported here. Individuals hired through a contract are not included here.	\$
112A	Education Aides Salaries for grantee employees who assist staff in providing classroom instruction, such as in a full-day kindergarten. Education aides cannot be hired without an intensive professional development program to support their role and efforts within the classroom. Refer to the NCLB guidelines for paraprofessionals. http://www.csde.state.ct.us/public/der/nclb/paraprofessional_reqs.htm	\$
112B	Clerical Salaries for grantee employees performing clerical or secretarial services specific to this grant. The proportionate amount of salary to time spent on this project is allowable only if it is supplemental and does not supplant a portion of the salary already in place.	\$
119	Other Salaries for other grantee employees not fitting into objects 111A, 111B, 112A or 112B. Included can be grant activity coordinators' salaries.	\$

CODE	OBJECT	AMOUNT
200	<p>Personal Services-Employee Benefits Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A, 111B, 112B or 119. 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 is part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution and unemployment compensation.</p>	\$
321	<p>Tutors Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teacher aides who are not on the payroll of the grantee. Professional development must be provided this staff.</p>	\$
322	<p>In-service (Instructional Program Improvement 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 and in-service training specialists.</p>	\$
323	<p>Pupil Services Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists and contracted guidance counselors.</p>	\$
325	<p>Parental Activities Expenditures related to services for parenting, including workshop presenters, counseling services and overall seminar or workshop costs.</p>	\$
330	<p>Other Professional/Technical Services Payments for professional or technical services that are not directly related to instructional activities. Included are payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor in this category.</p>	\$
	<p style="text-align: center;">Approved By Forms Review Committee: RFP108-052808 Early Reading Success Competitive Grant Program</p>	

CODE	OBJECT	AMOUNT
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.	\$
510	Pupil Transportation Services Expenditures for transporting children to and from school and other activities.	\$
530	Communication Payments for services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone services, as well as postage machine rental and postage.	\$
580	Travel Expenditures for transportation, meals, hotel and other expenses associated with <u>staff</u> travel. Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included.	\$
590	Other Purchased Services All other payments for services rendered by organizations or personnel not on the GRANTEE payroll not detailed in 510, 530 or 580. These include: insurance costs (other than employee benefits) - payments for all types of insurance coverage, including property, liability and fidelity; printing and binding - publication costs; and advertisement - any expenditures for announcements in professional publications, newspapers or broadcasts over radio or television, including personnel recruitment, legal ad and the purchase and sale of property.	\$
611	Instructional Supplies Expenditures for consumable items purchased for instructional use.	\$
		
612	Administrative Supplies 52808 Expenditures for consumable items directly related to program administrative (noninstructional) activities. The combined amount for codes 111A and 612 cannot be greater than 5 percent of total award.	\$

CODE	OBJECT	AMOUNT
641	Textbooks Expenditures for supplemental textbooks and related instructional texts. These materials must not replace what the local board of education is obligated to assume responsibility for.	\$
642	Library Books Expenditures for library books, reference books, periodicals and newspapers that are purchased for use by the school or classroom libraries.	\$
690	Other Supplies Allowable expenditures for any other supply, which is not instructional or administrative in nature. This category would include maintenance supplies, heating supplies and transportation supplies.	\$
700	Property/Equipment In accordance with the Connecticut State Comptroller's definition of equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over <u>\$1,000</u> and a useful life of more than one year.	\$
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.	\$
	TOTAL	\$



Approved By Forms Review Committee:

RFP108-052808

Early Reading Success Competitive Grant Program

Statement of Assurances

Statement of Assurances Connecticut State Department of Education Standard Statement of Assurances Grant Programs

PROJECT TITLE: _____

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

(Insert Agency/School 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 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 moneys not expended in accordance with the approved program/operation budget as determined by the audit;
- L. The grant award is subject to approval of the State Department of Education and availability of state or federal funds;
- M. 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; and

N. Required Language:

- 1) For 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: (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 Conn. Gen. Statute 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.

For 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) 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. 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 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 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 Conn. Gen. Stat. Sections 4a-62, 32-9e, 46a-56 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 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 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 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 this section and Conn. Gen. Statute 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 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 they exist on the date of this contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.
- 7) 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 matter 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 of the general statutes; (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 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, 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 of the general statutes; 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 _____

REV. 6/99



Approved By Forms Review Committee:

RFP108-052808

Early Reading Success Competitive Grant Program

Affirmative Action Packet is on File

CERTIFICATION THAT A 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: _____



Approved By Forms Review Committee:

RFP108-052808

Early Reading Success Competitive Grant Program

Appendix A: Eligible Districts and Schools

Eligible Districts and Schools 2008-2009			
Districts	Schools	Districts	Schools
Derby	Irving School	Naugatuck	Andrew Avenue School
East Haven	Deer Run School		Central Avenue
	Momauguin School		Hop Brook School
	Grove J. Tuttle School		Prospect Street School
	D.C. Moore School		Salem School
	Robert W. Carbone School		Western School
Enfield	Enfield Street School	Plainfield	Moosup Elementary School
	Thomas G. Alcorn School		Shepard Hill Elementary School
	Henry Barnard School	Putnam	Putnam Elementary School
Fairfield	McKinley School	Shelton	Lafayette School
Greenwich	Hamilton Avenue School	Stratford	Franklin School
	New Lebanon School		Lordship School
Groton	Claude Chester School		Second Hill Lane School
	Eastern Point School	Thompson	Mary R. Fisher Elementary School
	Mary Morrisson School	Torrington	Forbes School
	Charles Barnum School		Southwest School
Hamden	Shepard Glen School		Vogel-Wetmore
	Church Street School	Vernon	Maple Street School
	Dunbar Hill School		Northeast
	Helen Street School		Skinner Road School
	Spring Glen School	West Hartford	Charter Oak School
	Ridge Hill School		Smith School
Killingly	Killingly Central School	West Haven	Alma E. Pagels School
	Killingly Memorial School		Anna V. Molloy School
Manchester	Bowers School		Clarence E. Thompson School
	Nathan Hale School		Edith E. Mackerille School
	Robertson School		Forest School
	Verplanck Elementary School		Savin Rock Community School
	Waddell Elementary School		Seth G. Haley Elementary School
	Washington School		Washington School
Middletown	Bielefield School	Winchester	Batcheller Elementary School
	Farm Hill School		Mary P. Hinsdale School
	Lawrence School	ACES	Mill Road School
	Macdonough School		Village School
	Moody School	CREC	University of Hartford Magnet
	Snow School		Soundbridge
	Spencer School	LEARN	Regional Multicultural Magnet School
	Wesley School	AMISTAD	Amistad Elementary
Milford	Simon Lake School	INTEGRATED DAY	Integrated Day

Eligible Districts and Schools 2008-2009

Districts	Schools	Districts	Schools
ELM CITY COLLEGE PREP	Elm City College Preparatory		
JUMOKE	Jumoke Academy		
NEW BEGINNINGS	New Beginnings Family Academy		
SIDE BY SIDE	Side by Side		



Approved By Forms Review Committee:

RFP108-052808

Early Reading Success Competitive Grant Program

Appendix B: Scoring Rubric

PROPOSAL COMPONENTS	EXCELLENT (5 pts.) well conceived and thoroughly developed	GOOD (4 pts.) clear and complete	MARGINAL (3 pts.) requires additional information, clarification	WEAK (2 pts.) lacks sufficient information	INADEQUATE (1 pt.) information not provided
Data to support program design	<input type="checkbox"/> Proposal clearly identifies the reading intervention needs for students Grades K-3, based on student performance and demographic data.	<input type="checkbox"/>	<input type="checkbox"/> Proposal addresses reading intervention needs for students Grades K-3, based on student performance and demographic data.	<input type="checkbox"/>	<input type="checkbox"/> Proposal does not identify data to support addressing the reading intervention needs for students Grades K-3, based on student performance and demographic data.
Comprehensive program for early intervention, including in-school, after school and summer programs	<input type="checkbox"/> Proposal has well-designed comprehensive program goals that reflect the competencies, skills, and strategies outlined in the CT Blueprint for Reading Achievement, Grades K-3.	<input type="checkbox"/>	<input type="checkbox"/> Proposal refers to the competencies, skills, and strategies outlined in the CT Blueprint for Reading Achievement, Grades K-3.	<input type="checkbox"/>	<input type="checkbox"/> Proposal does not have a plan for addressing intervention strategies and the competencies, skills and strategies outlined in the CT Blueprint for Reading Achievement, Grades K-3.
Ongoing systematic assessment plan for monitoring student progress and evaluating student performance	<input type="checkbox"/> The proposal includes a comprehensive assessment plan designed to provide a system for ongoing/regular monitoring of student performance in early literacy, Grades K-3.	<input type="checkbox"/>	<input type="checkbox"/> The proposal includes some mention of an assessment plan that may provide a system for ongoing/regular monitoring of student performance in early literacy, Grades K-3.	<input type="checkbox"/>	<input type="checkbox"/> The proposal has not provided an assessment plan that may provide a system for ongoing/regular monitoring of student performance in early literacy, Grades K-3.

PROPOSAL COMPONENTS	EXCELLENT (5 pts.) well conceived and thoroughly developed	GOOD (4 pts.) clear and complete	MARGINAL (3 pts.) requires additional information, clarification	WEAK (2 pts.) lacks sufficient information	INADEQUATE (1 pt.) information not provided
Comprehensive professional development plan	<input type="checkbox"/> The proposal contains a comprehensive professional development plan that will support the implementation and sustainability of the program design and provide training for all persons involved with the early literacy intervention program, including parents and community members.	<input type="checkbox"/>	<input type="checkbox"/> The proposal plans for professional development that will support the implementation of the program design and is intended to provide training for all persons involved with the early literacy intervention program.	<input type="checkbox"/>	<input type="checkbox"/> The proposal does not include plans for professional development that will support the implementation of the program design and is intended to provide training for all persons involved with the early literacy intervention program.
Program and materials selection	<input type="checkbox"/> The proposal identifies the materials and resources selected and provide evidence that the selection was research-based and will adequately support the student population.	<input type="checkbox"/>	<input type="checkbox"/> The proposal identifies the materials and resources selected and provide evidence that the selection was research-based and will adequately support the student population.	<input type="checkbox"/>	<input type="checkbox"/> The proposal does not identify the materials and resources selected and provide no evidence that the selection will be based on research that will adequately support the identified student population.

Approved By Forms Review Committee:

RFP108-052808

Early Reading Success Competitive Grant Program

PROPOSAL COMPONENTS	EXCELLENT (5 pts.) well conceived and thoroughly developed	GOOD (4 pts.) clear and complete	MARGINAL (3 pts.) requires additional information, clarification	WEAK (2 pts.) lacks sufficient information	INADEQUATE (1 pt.) information not provided
Parental involvement and engagement in early literacy activities	<input type="checkbox"/> The proposal outlines an ongoing and systematic parent involvement component that will provide parents with support to actively engage in their child's early literacy program.	<input type="checkbox"/>	<input type="checkbox"/> The proposal includes a parent involvement component that will provide parents with support to actively engage in their child's early literacy program.	<input type="checkbox"/>	<input type="checkbox"/> The proposal does not include a parent involvement component.
System for monitoring and evaluating program implementation	<input type="checkbox"/> The proposal outlines a clear and comprehensive plan for monitoring and evaluating the implementation and outcomes of the program goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/> The proposal addresses the monitoring and evaluation of the implementation and outcomes of the program goal and objectives.	<input type="checkbox"/>	<input type="checkbox"/> The proposal has not addressed how the implementation and outcomes of the program goal and objectives will be monitored or evaluated.



Approved By Forms Review Committee:

RFP108-052808

Early Reading Success Competitive Grant Program