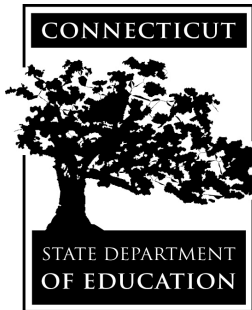


**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
**Division of Teaching, Learning and Instructional Leadership**  
**Bureau of Teaching and Learning**  
**Hartford, Connecticut**



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**2011-12 Competitive Application**  
**for**  
**State Funds to Provide for**  
**Investing and Personal Finance Education Programs**  
**in the Public Secondary Schools**

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Purpose: To develop an investing and personal finance education course to provide students with basic financial skills that will enable them to apply effective financial decision making as they make the transition into postsecondary education or the workforce. In addition, the grant will provide opportunities for students to explore career options in the financial field.

**Applications Due: June 10, 2011**

**Published: May 2011**

**RFP #992**

# CONNECTICUT STATE DEPARTMENT OF EDUCATION

**George A. Coleman**  
**Acting Commissioner of Education**

“The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of **race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, disability (including, but not limited to, mental retardation, past or present history of mental disability, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.** Inquiries regarding the Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director, Title IX/ADA/Section 504 Coordinator, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, Connecticut 06457, 860-807-2071.

**AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER**

**Investing and Personal Finance Education Programs  
in the Public Secondary Schools**

**Table of Contents**

<b>Description</b>	<b>Page No.</b>
I. Introduction .....	1
II. Purpose of Grant .....	1
III. Grant Period .....	1
IV. Eligible Applicants.....	1
V. Funding Level .....	1
VI. Use of Funds .....	2
VII. Ineligible Use of Funds.....	2
VIII. Application Deadline .....	2
IX. Management Control of the Program.....	2
X. Disclaimer .....	2
XI. Proposal Review and Evaluation .....	3
XII. Bidders’ Conference .....	3
XIII. Grant Contact .....	3
XIV. Mailing and Delivery Address .....	3
XV. Grant Requirements .....	3
Grant Cover Page .....	5
Application Checklist.....	6
Application Narrative Format .....	7
Budget Narrative .....	8
Budget (ED 114) .....	9
Budget Form Object Code Descriptions .....	10
Statement of Assurances .....	12
Affirmative Action Plan.....	16
<b>Appendices</b>	
Appendix A Career and Technical Education Academic Foundation Standards .....	17
Appendix B Evaluation Criteria.....	19
Appendix C Annie E. Casey Foundation .....	20

## **INVESTING AND PERSONAL FINANCE EDUCATION PROGRAMS IN THE PUBLIC SECONDARY SCHOOLS**

### **I. Introduction:**

Growing evidence suggests that many students who graduate from high school lack basic skills in the management of personal finance affairs. Many students are unable to balance a checkbook and lack insight into the basic principles involved with earning, spending, saving and investing. Many young people fail in the management of their first consumer credit experience, establish bad financial management habits and stumble through life learning by trial and error. For more information about personal finance education, please go to the JumpStart Coalition Web site at <http://www.jumpstartcoalition.org>.

### **II. Purpose of Grant:**

Pursuant to the Connecticut General Statutes (C.G.S.) Subsection (d) of Section 10-16b, the State Board of Education shall assist local and regional boards of education in developing instructional programs in personal financial management.

This grant is intended to provide local and regional boards of education with an opportunity to develop an investing and personal finance education course. This course shall be designed to provide students with investing and financial skills that will enable them to apply effective financial decision making as they transition into postsecondary education and/or the workforce.

Investing and Personal Finance Education grants are intended for the sole purpose of promoting financial literacy, including, but not limited to, knowledge of banking, investing and saving and handling personal finance matters, in accordance with the Connecticut Personal Finance Framework and Competencies and the Career and Technical Education (CTE) Academic Foundation Standards (see [http://www.sde.ct.gov/sde/lib/sde/pdf/deps/career/business/Personal\\_Finance.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/deps/career/business/Personal_Finance.pdf) and Appendix A). Students will have the opportunity to learn personal finance education through the above-mentioned standards.

### **III. Grant Period:**

**July 1, 2011, to June 30, 2012.**

**All funds must be obligated by June 30, 2012. There are no exceptions to, or waivers from, this requirement.**

### **IV. Eligible Applicants:**

All local and regional boards of education, the Connecticut Technical High School System, secondary charter and magnet schools, endowed academies and adult education programs are eligible.

### **V. Funding Level:**

Total funds available: \$500,000 for the grant period with grants ranging from \$15,000 to \$25,000 per school for a 12-month period.

## **VI. Use of Funds:**

The funds must be used to develop an investing and personal finance education course to provide students with financial skills that will enable them to apply effective financial decision making as they transition into postsecondary education and/or the workforce.

To be considered for this grant award, a school district must submit a plan that:

- develops a rigorous investing and personal finance curriculum that follows the state Personal Finance Framework and CTE Academic Standards and then shares the new course plan with the Connecticut State Department of Education (CSDE). (See Web site and Appendix A)<sup>1</sup>
- establishes an investing and personal finance education course for students in Grades 11-12 taught by either certified business and finance technology education teachers or family consumer science teachers;
- provides students with a work-based and/or mentorship opportunity;
- develops and provides a public relations component and plan for marketing the course;
- provides a plan for the integration of technology;
- includes participation in professional development directly related to personal finance;
- consists of an advisory board that includes school representatives, business and industry representatives and higher education; and
- includes opportunities for postsecondary collaboration.

## **VII. Ineligible Use of Funds:**

Funding cannot be used for any other program initiatives.

## **VIII. Application Deadline:**

**Proposals (original and four copies), irrespective of postmark date and means of transmittal, must be received by 5:00 p.m. on Friday, June 10, 2011. Only proposals with the original signatures will be accepted as timely. Extensions will not be given.**

## **IX. Management 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.

## **X. Disclaimer:**

The CSDE reserves the right to make grant 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 CSDE 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 CSDE reserves the right to limit the number of grant awards per applicant and/or per geographic area. All awards are subject to the availability of state funds. Grants are not final until the Grant Award Notification letter has been executed.

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<sup>1</sup> [http://www.sde.ct.gov/sde/lib/sde/pdf/deps/career/business/Personal\\_Finance.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/deps/career/business/Personal_Finance.pdf)

**XI. Proposal Review and Evaluation:**

A team of evaluators will review each submitted proposal based on criteria in the rubric located in Appendix B.

**XII. Bidders' Conference:**

**The CSDE will hold a bidders' conference on Tuesday, May 10, 2011, at the Capitol Region Education Council (CREC), Coltsville, 34 Sequassen Street, 2<sup>nd</sup> Floor Conference Room, Hartford, CT, from 1:30-3:00 p.m.**

**XIII. Grant Contact:**

Any questions regarding the request for proposals (RFP) may be directed to Lee C. Marcoux, Program Manager, at 860-713-6768 or [lee.marcoux@ct.gov](mailto:lee.marcoux@ct.gov).

**XIV. Mailing and Delivery Address:**

**Mailing Address**

Lee C. Marcoux, Program Manager  
Connecticut State Department of Education  
Bureau of Teaching and Learning  
P.O. Box 2219, Room #221  
Hartford, CT 06145

**Delivery Address**

Lee C. Marcoux, Program Manager  
Connecticut State Department of Education  
Bureau of Teaching and Learning  
165 Capitol Avenue, Room #221  
Hartford, CT 06106

**XV. Grant Requirements:**

Applicants must complete and submit the following:

**1. Application Checklist:**

Complete application checklist and include in the grant application.

**2. Application Narrative:**

Provide a narrative of no more than two pages that includes a plan to incorporate the purposes of the grant and the use of funds that meet the established criteria. The narrative must include:

- a description of the **new** personal finance course or a second personal finance course for students in Grades 11-12;
- a description of performance-based student activities;
- samples of assessments of activities;
- a description of how the proposed course meets the intent of the grant;
- a description of how the course links to standards (see Web site and Appendix A)<sup>2</sup>;
- a description of how the course will directly and indirectly benefit students and how and it will be sustained;
- an explanation of the budget process; and
- a copy of local board of education minutes approving the personal finance course.

**3. Budget Narrative:**

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<sup>2</sup> [http://www.sde.ct.gov/sde/lib/sde/pdf/deps/career/business/Personal\\_Finance.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/deps/career/business/Personal_Finance.pdf)

Provide a detailed description of the uses of funds that includes all the elements of the ED 114.

**4. Budget:**

Using the ED 114 (see page 9), prepare a budget for project costs covering the period of July 1, 2011, to June 30, 2012. Administrative costs should not exceed 5 percent and technology equipment should not exceed 15 percent. Budget code descriptions are provided to ensure that applicants appropriately allocate the funds within the ED 114.

**5. Assurances:**

All signed assurances should be included with the application.

**6. Affirmative Action:**

An affirmative action packet should be completed and submitted with this application if the applicant does not have a packet on file with the CSDE.

**COVER PAGE**

**CONNECTICUT STATE DEPARTMENT OF EDUCATION  
Division of Teaching, Learning and Instructional Leadership  
Bureau of Teaching and Learning**

**2011 Competitive Application for  
State Funds to Provide for  
Investing and Personal Finance Education Programs  
in the Public Secondary Schools**

**RFP #992**

**GRANT PERIOD  
July 1, 2011, to June 30, 2012**

**GRANT COVER PAGE - To Be Completed and Submitted with the Grant Application**

<b>Applicant Agency:</b> <i>(Name, Address, Telephone, Fax)</i>	<b>Local Program Title:</b>
<b>Agency Contact Person:</b> <i>(Name, Address, Telephone, Fax, E-mail)</i>	<b>Funding Request:</b>

**Signature:**  
(Superintendent of Schools)

Name: (typed)

Date

**Signature:**

Name: (typed)

Date

## APPLICATION CHECKLIST

### GRANT REQUIREMENTS AND DOCUMENTS TO BE SUBMITTED

- Application Checklist:** Please complete and include in the application.
- Application Narrative:** Provide a narrative of no more than two pages that describes how the applicant meets the established criteria, including a plan to incorporate the purpose of the grant and the use of funds.
- Budget Narrative:** Provide a detailed description of the uses of funds that includes all the elements of the ED 114 budget form.
- Budget:** Using the ED 114 budget form.
- Assurances:** All signed assurances should be included with the application.
- Affirmative Action:** An affirmative action packet should be completed and submitted with this application; if the applicant does not have a packet on file with the Connecticut State Department of Education. The completed “Certification Form” with signatures must be submitted.

## APPLICATION NARRATIVE FORMAT

### Application Narrative:

Provide a narrative of no more than two pages that describes how the applicant meets the established criteria. This should include a plan to incorporate the purpose of the grant and the use of funds.

Please use the following table:

<b>1. Description of the <u>new</u> personal finance course or second personal finance course for students in Grades 11-12:</b>
<b>2. Description of how the proposed course meets the intent of the grant:</b>
<b>3. Samples of assessments:</b>
<b>4. Description of performance-based student activities:</b>
<b>5. Description of how the course links to standards (see Web site and Appendix A)<sup>3</sup>:</b>
<b>6. Description of how the course will directly and indirectly benefit students and how it will be sustained:</b>
<b>7. An explanation of the budget process (use of funds):</b>
<b>8. Copy of local board of education minutes approving the personal finance course:</b>

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<sup>3</sup> [http://www.sde.ct.gov/sde/lib/sde/pdf/deps/career/business/Personal\\_Finance.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/deps/career/business/Personal_Finance.pdf)

**ED 114 BUDGET NARRATIVE FORM – FY 2011-12**  
**(Provide details on the cost factors included in each line item)**

<b>LINE ITEMS</b>	<b>NARRATIVE</b>	<b>LINE ITEM TOTALS \$</b>
111A	ADMINISTRATOR/SUPERVISOR SALARIES	
111B	TEACHERS	
322	IN-SERVICE	
323	PUPIL SERVICES	
324	FIELD TRIPS	
330	OTHER PROFESSIONAL TECHNICAL SERVICES	
510	PUPIL TRANSPORTATION	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	
641	TEXTBOOKS	
700	PROPERTY	

**BUDGET (ED 114) FORM**

**ED 114 FISCAL YEAR 2012**

**BUDGET FORM**

**FUNDING STATUS:**

<b>GRANTEE NAME:</b>		<b>VENDOR CODE:</b>
<b>GRANT TITLE: Investing and Personal Finance Education Programs in the Public Secondary Schools</b>		
<b>PROJECT TITLE:</b>		
<b>CORE-CT CLASSIFICATION:</b>	<b>FUND: 12060</b>	<b>SPID: 35351</b> <b>PROGRAM: 84013</b>
<b>BUDGET REFERENCE: 2007</b>	<b>CHARTFIELD1: 170003</b>	
	<b>CHARTFIELD2:</b>	
<b>GRANT PERIOD: 07/01/11 - 06/30/12</b>		<b>AUTHORIZED AMOUNT: \$</b>
<b>CODES</b>	<b>DESCRIPTIONS</b>	<b>BUDGET AMOUNT</b>
*111A	ADMINISTRATOR/SUPERVISOR SALARIES	
111B	TEACHERS	
322	IN-SERVICE	
323	PUPIL SERVICES	
324	FIELD TRIPS	
330	OTHER PROFESSIONAL TECHNICAL SERVICES	
510	PUPIL TRANSPORTATION	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	
641	TEXTBOOKS	
**700	PROPERTY (EQUIPMENT ONLY)	
	TOTAL	

**\*5 PERCENT OF TOTAL GRANT AMOUNT ALLOWED ON LINE 111A**

**\*\*15 PERCENT OF TOTAL GRANT AMOUNT ALLOWED ON LINE 700**

\_\_\_\_\_ ORIGINAL REQUEST DATE

\_\_\_\_\_ DATE OF REVISED REQUEST DA1

\_\_\_\_\_  
STATE DEPARTMENT OF EDUCATION  
PROGRAM MANAGER AUTHORIZATION

\_\_\_\_\_  
DATE OF  
APPROVAL

## BUDGET FORM ED 114 OBJECT CODE DESCRIPTIONS

- 111A Administrator/Supervisor Salaries  
Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll, including overtime salaries or salaries paid to employees of a temporary nature.
- 111B Teachers  
Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. 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 to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits, and who is on the grantee payroll, is included; a person who is paid a fee with no grantee obligation for benefits is not.
- 322 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, in-service training specialists, etc., who are not on the grantee payroll.
- 323 Pupil Services (Non-Payroll 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, psychiatrists, contracted guidance counselors, etc.
- 324 Field Trips  
Expenditures for student field trips (registration fees, meals and other costs) related to personal finance education.
- 330 Other Professional Technical Services  
Payments for professional or technical services that are not directly related to instructional activities. Included in this category are payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor.
- 510 Pupil Transportation  
Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children.
- 580 Travel  
Expenditures for transportation, meals, hotel and other expenses associated with staff 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 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 ads and the purchase and sale of property.
- 611 Instructional Supplies  
Expenditures for consumable items purchased for instructional use.

641 Textbooks  
Expenditures for textbooks, workbooks, textbook binding and repair.

700 Property  
Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment. For most grants, only equipment such as computers, duplicating machines, furniture and fixtures is allowable, and the line item description on the budget will read Property/Equipment only. Other items which could be included in this category, if allowable under grant legislation, are expenditures for the acquisition but not the rental of buildings and land. Although cost of materials which resulted in a new or vastly improved structure would also be included here, the expenditures for the contracted construction of buildings, for permanent structural alterations and for the initial or additional installation of heating and ventilating systems, fire protection systems and other service systems in existing buildings are recorded under object 400 - Purchased Property Services.

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 \$1,000 and the useful life of more than one year.

**Please note: Grantees are allowed 5 percent of total grant amount on line 111A and 15 percent on line 700.**

**STATEMENT OF ASSURANCES**

**Connecticut State Department of Education  
Standard Statement of Assurances**

PROJECT TITLE: \_\_\_\_\_

THE APPLICANT: \_\_\_\_\_ HEREBY ASSURES THAT:  
(Insert Local Educational Agency 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.

**N. Required 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 per cent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "Good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

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

contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56.

- 3) Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: The contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- 4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- 5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.
- 6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.
- 7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places

available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor which relate to the provisions of this section and section 46a-56.

- 8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

**AFFIRMATIVE ACTION PLAN**

IF A CURRENT AFFIRMATIVE ACTION PLAN IS ON FILE WITH THE STATE DEPARTMENT OF EDUCATION, COMPLETE THE STATEMENT WRITTEN BELOW AND SUBMIT AS PART OF THE PROPOSAL.

IF A CURRENT AFFIRMATIVE ACTION PLAN IS NOT ON FILE, COMPLETE THE AFFIRMATIVE ACTION PACKET AND SUBMIT AS PART OF THE PROPOSAL.

CERTIFICATION THAT A CURRENT  
AFFIRMATIVE ACTION PLAN IS ON FILE

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

---

**Signature of Authorized Official**

---

**Date**

---

**Print Name of Authorized Official**

## APPENDIX A

### CAREER AND TECHNICAL EDUCATION ACADEMIC FOUNDATION STANDARDS

Career and technical education (CTE) provides a context for the development of academic teaching and learning. The commitment of CTE to enhance academic achievement in our schools, programs and courses, has led to the identification of these Academic Foundation Standards. Taken directly from the measurable standards of the Connecticut Academic Performance Test (CAPT), these foundation standards will be contextually applied to each of the 18 areas of concentration statewide CTE assessments.

#### MATHEMATICS STANDARDS

Extend the understanding of numbers to include integers, rational numbers and real numbers.

- compare, locate, label and order real numbers on number lines, scales, coordinate grids and measurement tools; and
- select and use an appropriate form of number (integer, fraction, decimal, ratio, percent, exponential, scientific notation, irrational) to solve practical problems involving order, magnitude, measures, labels, locations and scales.

Interpret and represent large sets of numbers with the aid of technologies.

- use technological tools such as spreadsheets, probes, computer algebra systems and graphing utilities to organize and analyze large amounts of numerical information.

Develop strategies for computation and estimation using properties of number systems to solve problems.

- select and use appropriate methods for computing to solve problems in a variety of contexts;
- solve problems involving scientific notation and absolute value; and
- develop and use a variety of strategies to estimate values of formulas, functions and roots to recognize the limitations of estimation and to judge the implications of the results.

Develop and evaluate mathematical arguments using reasoning and proof.

- recognize the validity of an argument; and
- create logical arguments to solve problems and determine geometric relationships.

Construct appropriate representations of data based on the size and kind of data set and the purpose for its use.

- collect, organize, display, compare and analyze large data sets; and
- construct a variety of data displays, including box-and-whisker plots and identify where measures of central tendency and dispersion are found in graphical displays.

#### READING STANDARDS

Make connections between the text and outside experiences and knowledge.

- students recognize and appreciate that contemporary and classical literature has shaped human thought;
- students interpret, analyze and evaluate text in order to extend understanding and appreciation;
- students communicate with others to create interpretations of written, oral and visual texts;
- students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text; and,
- students use appropriate strategies before, during and after reading in order to construct meaning.

Draw conclusions about the author's purpose in including or omitting specific details.

- students interpret, analyze and evaluate text in order to extend understanding and appreciation;
- students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text; and
- students use appropriate strategies before, during and after reading in order to construct meaning.

Use evidence from the text to draw and/or support a conclusion.

- students interpret, analyze and evaluate text in order to extend understanding and appreciation;
- students communicate with others to create interpretations of written, oral and visual texts; and
- students use appropriate strategies before, during and after reading in order to construct meaning.

Use information from the text to make a prediction based on what is read.

- students interpret, analyze and evaluate text in order to extend understanding and appreciation;
- students communicate with others to create interpretations of written, oral and visual texts; and
- students use appropriate strategies before, during and after reading in order to construct meaning.

Evaluate explicit and implicit information and themes within a given work.

- students use appropriate strategies before, during and after reading in order to construct meaning;
- students interpret, analyze and evaluate text in order to extend understanding and appreciation;
- students communicate with others to create interpretations of written, oral and visual texts;
- students recognize how literary devices and conventions engage the reader; and
- students explore multiple responses to literature.

**APPENDIX B**

**EVALUATION CRITERIA BASED ON GRANT REQUIREMENTS**

Section	Points	Section Score	Comments
1. Application Narrative			
<ul style="list-style-type: none"> <li>description of <b>new</b> personal finance course or second personal finance course for students in Grades 11-12 that follow State Personal Finance Standards and Career and Technical Education Academic Standards;</li> </ul>	10		
<ul style="list-style-type: none"> <li>description of a rigorous investing and personal finance curriculum taught by business and finance technology education teachers and family consumer science teachers;</li> </ul>	10		
<ul style="list-style-type: none"> <li>description of how the proposed course provides students with the opportunity to acquire responsible life-long investing and personal finance decision-making skills;</li> </ul>	10		
<ul style="list-style-type: none"> <li>description of how the course provides students with a work-based and /or mentorship opportunity;</li> </ul>	10		
<ul style="list-style-type: none"> <li>description of a plan for the integration of technology;</li> </ul>	10		
<ul style="list-style-type: none"> <li>description of an advisory board that includes school representatives, business and industry representatives and higher education;</li> </ul>	10		
<ul style="list-style-type: none"> <li>description of a plan that would include opportunities for postsecondary collaboration;</li> </ul>	10		
<ul style="list-style-type: none"> <li>description of professional development opportunities directly related to personal finance; and</li> </ul>	10		
<ul style="list-style-type: none"> <li>Copy of local board of education minutes approving the personal finance course.</li> </ul>	10		
2. Budget Narrative is complete and sufficient to meet scope of work.	10		
<b>Total Points:</b>	100		

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluator's Name:** \_\_\_\_\_

## **APPENDIX C**

### **ANNIE E. CASEY FOUNDATION**

All RFPs for competitive grants related to at risk youth must contain the uniform language that follows:

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

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