

CONNECTICUT COLLEGIATE AWARENESS
AND PREPARATION PROGRAM



CONNCAP

REQUEST FOR PROPOSAL

Submission Deadline

May 17, 2024

Fiscal Award Period

July 1, 2024 - June 30, 2027

CONNECTICUT COLLEGIATE AWARENESS AND PREPARATION PROGRAM (CONNCAP)

PROGRAM	This Request for Proposals provides directions for applying for state funds in compliance with the General Statutes of Connecticut, Volume 3, Title 10a, Chapter 185, Section 10a-11, Minority Advancement Program (MAP) for the Connecticut Collegiate Awareness and Preparation Program (ConnCAP) grant General Statutes of Connecticut, Volume 3, Title 10a, Chapter 185, Section 10a-11a.
PURPOSE	ConnCAP is a competitive grant program that partners with Connecticut's nonprofit colleges and universities to offer pre-college programs that support disadvantaged middle and high school students. The ConnCAP program has two goals. The first is to help disadvantaged students improve their academic skills and graduate from high school. The second is to help disadvantaged students enroll in college and succeed in a postsecondary degree program. To achieve these goals, OHE and the ConnCAP program will develop relationships between Connecticut's public school systems and the grantee institutions of higher education (IHE) to support disadvantaged middle and high school students in graduating high school and preparing them for college.
ELIGIBILITY	An individual institution of higher education in Connecticut can apply for a grant to carry out a ConnCAP initiative. Both public and independent IHEs are eligible.
SUBMISSION	Proposals are due to the Office of Higher Education by 11:59 pm. on May 17, 2024. All proposals, including attachments, must be submitted electronically to Jeffrey.Barry@ct.gov . Proposals must meet all submission requirements to be accepted.
FUNDING	Funding will be available for IHEs to serve the target population in one of three Connecticut districts. Each award will be fixed annually for three years, contingent on the availability and level of appropriations to fund MAP. This fixed amount will provide funding for up to 100 participants at \$2,000 per participant. *Please note that under the terms of this grant, grantees are expressly prohibited from allocating any portion of the grant funds toward finance and administration (F&A) costs.
REQUIRED MATCH	Grantees must provide matching funds, fiscal resources, and in-kind contributions totaling at least one-quarter (25 percent) of the requested OHE funds. An applicant demonstrates its commitment to the ConnCAP program, partly through its matching funds and their tangible augmentation of program operations. Matching funds must be itemized in the applicant's proposed budget and included in the interim and final expenditure reports.
FISCAL YEAR AWARD PERIOD	The grant award period is three years: July 1, 2024 – June 30, 2027. Those grantees chosen in Year 1 will not be required to participate in another competition through Year 3. However, funding is not guaranteed beyond Year 1. Yearly renewal will be subject to program performance and the availability and level of appropriations to fund MAP and the ConnCAP grant.
PERFORMANCE PERIOD	The ConnCAP grant performance period is from September 1 through August 31.

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GRANT TIMELINE

Request for Proposal (RFP) Announced	April 19, 2024
Proposal Submission Deadline	May 17, 2024
Grant Award Notification	May 31, 2024
Fiscal Year Award Period	July 1, 2024 – June 30, 2027
Performance Period	September 1, 2024 – August 31, 2027

Questions regarding the RFP and related forms should be directed to Jeffrey Barry at Jeffrey.Barry@ct.gov.

Proposals are due to the Office of Higher Education by 11:59 pm. on May 17, 2024. All supplemental application documents (budget, organizational chart, sample surveys, calendar of events, and MOUs) must be submitted electronically to Jeffrey.Barry@ct.gov, along with completing the online application found below.

Link to the online application: <https://forms.office.com/g/SLbJ227uEF>

The Office of Higher Education will send an electronic confirmation of submissions; applicants are encouraged to verify receipt by email. Proposals must meet submission requirements and include all supplemental documentation to be accepted. Applications submitted via fax or hard copies are not acceptable.

***Please note: Applications received after the deadline will not be accepted or reviewed.**

CONNCAP REQUEST FOR PROPOSAL

This Request for Proposals provides directions for applying for state funds in compliance with the General Statutes of Connecticut, Volume 3, Title 10a, Chapter 185, Section 10a-11, Minority Advancement Program (MAP) for the Connecticut Collegiate Awareness and Preparation Program (ConnCAP) grant General Statutes of Connecticut, Volume 3, Title 10a, Chapter 185, Section 10a-11a.

BACKGROUND

ConnCAP is a competitive grant program that partners with Connecticut's colleges and universities to offer pre-college programs that support disadvantaged middle and high school students. The ConnCAP program has two goals. The first is to help disadvantaged students improve their academic skills and graduate from high school. The second is to help disadvantaged students enroll in college and succeed in a postsecondary degree program. To achieve these goals, OHE and the ConnCAP programs will develop relationships between Connecticut's public school systems and the grantee IHEs to support disadvantaged middle and high school students in graduating high school and preparing them for college.

A Disadvantaged student is unlikely to achieve their academic potential without programmatic intervention due to circumstances outside their control. ConnCAP programming is delivered year-round (fall, spring, and summer). ConnCAP programs provide students with at least thirty weeks of programming during the traditional fall and spring semesters. Summer ConnCAP sessions are a minimum of one week (five days) of intensive programming. OHE oversees ConnCAP grantees. ConnCAP programs must maintain student records and file periodic reports in response to accountability procedures established by OHE. Additionally, OHE staff will periodically visit ConnCAP programs to gauge quality and compliance with program guidelines.

ELIGIBLE APPLICANTS

An individual institution of higher education (IHE) in Connecticut can apply for a grant to carry out a ConnCAP initiative. Both public and independent IHEs are eligible. IHEs applying for a ConnCAP initiative must demonstrate existing MOUs or provide new signed MOUs with public school systems identified by OHE in the Eligible Participants section as part of the application process.

All IHEs, even those part of a larger group of institutions, must apply independently for a ConnCAP grant. OHE will evaluate each applicant's ability to carry out a ConnCAP grant as an independent IHE.

NEW APPLICANTS

The Office of Higher Education encourages institutions that have never received MAP funding to apply for funding described in this Request for Proposals.

ELIGIBLE PARTICIPANTS

Students from all racial and ethnic backgrounds from disadvantaged communities and school districts located in District Reference Groups (DRG) G, H, and I based on National Center for Educational Statistics (NCES) census data who meet specific socioeconomic criteria are eligible to participate in the ConnCAP program.

DRGs are associated with seven data indicators to classify districts across three categories. The categories are socioeconomic status (SES), need, and enrollment. The SES category comprises three indicators: median family income, parental education, and parental occupation. The need category comprises three indicators: the

percentage of children living in families with a single parent, the percentage of public school children eligible to receive free or reduced-price meals, and the percentage of children whose families speak a language other than English at home. The enrollment category comprises one indicator: the number of students attending schools in the district.¹

Connecticut's most affluent and low-need school districts are grouped in DRG A. In contrast, the poorest and highest-need districts, which include four of Connecticut's five largest cities (Bridgeport, New Haven, Hartford, and Waterbury), are in DRG I.

DRG G		DRG H		DRG I	
• Mid-size to large towns, suburbs • Slightly lower income rate and rate of low-income students than DRG F • 3rd highest in single-parent households		• Larger towns and suburbs • 2nd lowest income level and significantly lower than all DRGs except I • 2nd highest rate of low-income students and students from single-parent homes • 2nd lowest education attainment level		• State's largest cities and urban centers • By far the highest in enrollment, low-income students, and number of single-parent homes • Lowest in income, education attainment, and percentage of management professionals	
SCHOOL DISTRICTS		SCHOOL DISTRICTS		SCHOOL DISTRICTS	
1. Ansonia	10. Manchester	1. Danbury	5. Norwich	1. Bridgeport	5. New London
2. Bloomfield	11. Middletown	2. East Hartford	6. Stamford	2. Hartford	6. Waterbury
3. Bristol	12. Naugatuck	3. Meriden	7. West Haven	3. New Britain	7. Windham
4. Derby	13. Plainfield	4. Norwalk		4. New Haven	8. Andover
5. East Haven	14. Plainville				
6. Groton	15. Putnam				
7. Hamden	16. Stratford				
8. Killingly	17. Torrington				
9. Lisbon	18. Vernon				

Disadvantaged communities are where either a group of individuals living in close proximity to one another or a geographically dispersed set of individuals... experiences common conditions.² Students from disadvantaged communities are determined based on a combination of variables that may include, but are not limited to, the following:

- Low income, high and/or persistent poverty
- High unemployment and underemployment
- Racial and ethnic residential segregation, particularly where the segregation stems from discrimination by government entities
- Linguistic isolation
- High housing cost burden and substandard housing
- Distressed neighborhoods
- High transportation cost burden and/or low transportation access
- Disproportionate environmental stressor burden and high cumulative impacts
- Limited water and sanitation access
- Disproportionate impacts from climate change
- High energy cost burden and low energy access
- Access to healthcare³

¹ National Center for Educational Statistics census data from the 2023 Census. & Public School Information Systems.

² CEQ, *Environmental Justice: Guidance under the National Environmental Policy Act* (Dec. 10, 1997), available at <https://ceq.doe.gov/docs/ceq-regulations-and-guidance/regs/ej/justice.pdf>.

³ Young, S. D., Mallory, B., & McCarthy, G. (2021). *Interim Implementation Guidance for the Justice40 Initiative* (M-21-28). Executive Office of the President: Office of Management and Budget. <https://www.whitehouse.gov/wp-content/uploads/2021/07/M-21-28.pdf>

The Office of Higher Education remains committed to increasing the racial and ethnic diversity of the students attending and graduating from the state's IHEs. In so doing, most students participating should be members of underrepresented ethnic groups (e.g., Hispanic or Latino, American Indian or Alaska Native, Black or African American, etc.). Since minority students from middle-class families attend college at rates comparable to non-minorities, ConnCAP will continue focusing on low-income students.

PARTICIPANT ELIGIBILITY REQUIREMENTS:

An individual is eligible to be a participant in a ConnCAP program if they **meet all three (3)** of the following criteria:

1. **RESIDENCY** — The student is a permanent resident of the State of Connecticut.
2. **ACADEMIC ACHIEVEMENT** — The student is deemed to be underachieving academically.
 - A. An underachiever according to test scores, grades, and/or teacher assessment but has demonstrated:
 - i. The potential to successfully graduate high school.
 - ii. The potential to successfully accept and complete a college degree.
 - iii. Demonstrated a need for guidance, encouragement, and/or further academic preparation to achieve a college degree.
 - B. Due to circumstances outside their control, they are unlikely to achieve their academic potential without programmatic intervention.
 - C. ConnCAP programs must develop and implement a sufficient intake process and screening tool to determine academic eligibility for the program according to the participant eligibility requirements and criteria.
3. **DISTRICT REFERENCE GROUP** — The student meets both DRG criteria below.
 - A. The student attends a public middle or high school from one of the 33 priority school districts in disadvantaged communities with DRG classifications of G, H, or I,
 - B. The student meets at least 1 of the 7 DRG measures listed below.
 - i. Median family income (SES)
 - ii. Parental education (SES)
 - iii. Parental occupation (SES)
 - iv. The percentage of children living in families with a single parent (Need)
 - v. The percentage of public school children eligible to receive free or reduced-price meals (Need)
 - vi. The percentage of children whose families speak a language other than English at home (Need)
 - vii. The number of students attending schools in the district (Enrollment)

PROGRAM DESIGN

ConnCAP programs aim to support disadvantaged middle and high school students from districts in the lower-ranking District Reference Groups G, H, and I in achieving academic success through high school graduation and college enrollment. Participating students will receive specialized academic instruction and supplemental activities tailored to their current grade level, delivered through a cohort-based intervention model.

The programs will track students from initial enrollment through completion, focusing on maximizing retention and graduation rates as critical measures of program efficacy. ConnCAP intends to level the playing field and open doors to higher education for disadvantaged students by providing targeted, sustained support.

REQUIRED ACTIVITIES

ConnCAP programs must provide students with instructional and supplemental activities during the academic year (fall and spring) and summer. Programs should be designed to enhance participants' likelihood of graduating high school while preparing them academically for postsecondary education and attaining a college degree.

PROGRAM COMPONENTS

Grantees demonstrating program efficacy will meet all requirements listed below regarding the staffing, record keeping, reporting, and citation of the Office of Higher Education and the Connecticut Collegiate Awareness and Preparation Program. The application should address the requirements, provide details on implementation, and provide supporting documentation of planned program components listed below.

1. PROGRAM STAFFING AND TRAINING

- A. Appoint a program director (principal investigator) to oversee program administration.
- B. Hire and maintain well-qualified staff to ensure effective program implementation.
- C. Equip staff with the skills and knowledge required to support disadvantaged middle and high school students to improve their academic skills, graduate from high school, and enroll in a college or university, developed with consideration given to the student's race, cultural background, sexual orientation, gender identity, religion, or socio-economic status.

2. OFFICE OF HIGHER EDUCATION CITATION

- A. The grantee shall identify the Office of Higher Education on all programmatic marketing utilizing the following citation, **"this program is supported by the Minority Advancement Program administered by the Connecticut Office of Higher Education."**
- B. The grantee shall identify the program on all programmatic marketing utilizing the ConnCAP program logo provided by OHE.
- C. **Grantees shall clearly state they are a MAP grantee in the ConnCAP program and use the MAP name and ConnCAP logo on public materials** such as websites, stationery, application forms, recruitment brochures, online position postings, or other recruitment materials, orientation materials, student curriculum materials, signs, banners, press releases, and publications related to MAP.
- D. If the ConnCAP program is part of a more extensive web of grant initiatives at the grantee institution, the MAP and ConnCAP citation requirements still exist and should be displayed prominently alongside other grant marketing and logos.

3. RECORD KEEPING AND REPORTING

- A. Grantees will utilize intake forms to enroll students into the ConnCAP program to identify eligibility and collect and maintain demographic information required by OHE.
 - i. Intake forms are required for initial enrollment into the ConnCAP program or if a student leaves the program and re-enters it.
 - ii. Demographic information should be updated yearly to reflect the status of student participants.

- B. Grantees will have an adequate record-keeping system to report to OHE on students' attendance in programmatic activities, academic progress (GPA), program retention, high school graduation rates, postsecondary enrollment, scholarships, grants received, or other metrics defined by OHE.
- C. Grantees shall develop and implement a survey for students and staff participating in the grant and utilize the results and analysis as part of grant reporting.
- D. All student files shall be housed digitally in secured folders on the grantee's network or fireproof filing cabinets for three years after the student's participation in the program.
- E. Information collected by grantees shall be provided to OHE for review during site visits. OHE site visits will provide grantees with adequate notification to prepare records for review.
- F. Grantees will submit interim and year-end budgets, reports, and other data to OHE by the due dates defined in the fully executed Memorandum of Understanding or Grant Agreement.

4. OFFICE OF HIGHER EDUCATION MEETINGS

- A. Grantees must attend all MAP meetings (including professional development and technical support workshops) called by the OHE.
- B. Grantee institutions are to be represented by the program director (principal investigator) and designated personnel unless otherwise indicated by OHE.

PROGRAM ACTIVITIES

The ConnCAP grant is a year-long program with a performance period from September 1 to August 31 each grant year. Two primary components (academic year and summer) govern the program's goals: 1) to help students graduate from high school and 2) to enroll in college and succeed in postsecondary programs.

These components provide participating students with an array of student-supportive services and programmatic interventions that enhance the likelihood that they will succeed in their coursework, graduate high school, and persist in their college enrollment through graduation. Recent research⁴ has indicated that students are more likely to be successful when adopting a growth mindset addressing perceptions of belonging and ability. Therefore, students are more likely to succeed if they believe that the challenges or setbacks experienced at college are typical and that they can overcome them.

ACADEMIC YEAR COMPONENT — Grantees must provide students with an academic year component that coincides with the participants' secondary school(s) schedule.

»»» *The grantee must provide participating students with academic and supplemental activities for at least thirty weeks during the school year (fifteen weeks per traditional fall and spring semesters).*

SUMMER COMPONENT — Grantees must provide students with a summer instructional component designed to enhance the likelihood that participants will graduate from high school and enter their postsecondary institution adequately prepared to attain a college education successfully.

»»» *The grantee must provide participating students with intensive all-day academic and supplemental activities for at least one week (five days). The summer component can be held concurrently or throughout the summer.*

⁴ Paunesku, D., Walton, G. M., Romero, C., Smith, E. N., Yeager, D. S., & Dweck, C. S. (2015). Mind-set interventions are a scalable treatment for academic underachievement. *Psychological Science*, 26(6), 784-793. doi:10.1177/0956797615571017
 Yeager, D. S., Walton, G. M., Brady, S. T., Akcinar, E. N., Paunesku, D., Keane, L., & ... Dweck, C. S. (2016). Teaching a lay theory before college narrows achievement gaps at scale. *PNAS Proceedings Of The National Academy Of Sciences Of The United States Of America*, 113(24), E3341-E3348. doi:10.1073/pnas.1524360113

Academic Year Component = Thirty (30) Weeks + Summer Component = Five (5) Intensive Days

1. PROGRAM DELIVERY: ACADEMIC YEAR AND SUMMER COMPONENTS

A. The programmatic interventions and activities that provide personal and academic support to students for Goals 1 and 2 should be delivered weekly throughout the Academic Year and over five days of intensive all-day programming during the Summer Component.

B. Academic year components must:

- i. Provide a weekly calendar of activities for students.
- ii. Detailed description of the activity (topic, intent, outcomes, etc.).
- iii. Track student attendance at all activities.
- iv. Utilize surveys for continuous improvement (student and facilitator).

C. Summer components must:

- i. Provide a summer calendar (minimum five days) of student activities.
- ii. Detailed description of the activity (topic, intent, outcomes, etc.).
- iii. Track student attendance at all activities.
- iv. Utilize surveys for continuous improvement (student and facilitator).

2. GOAL 1: HELP DISADVANTAGED STUDENTS IMPROVE THEIR ACADEMIC SKILLS AND GRADUATE FROM HIGH SCHOOL

A. Academic Support and Development

- i. Grantees will provide students with academic support by providing academic tutoring.
- ii. Grantees will provide students with programmatic intervention to develop academic skills.
- iii. Tutoring and academic skills development support and interventions should provide students with the skills and knowledge required to graduate from high school and prepare them for the academic rigor of postsecondary education.

B. Personal Support and Development

- i. Grantees will provide students with personal support and development through counseling and mentoring relationships.
- ii. Grantees will provide students with personal support and development by providing opportunities to participate in community service, internships, or social networking with enrolled college students.

3. GOAL 2: HELP DISADVANTAGED STUDENTS ENROLL IN COLLEGE AND SUCCEED IN POSTSECONDARY PROGRAMS.

A. Individualized Student Plan

- i. Each student will be assigned to program staff responsible for developing an ongoing individualized student plan for enrolling in a postsecondary degree program.
- ii. Student and program staff meetings should occur regularly, with student and staff co-creating an individualized student plan. The suggested meeting frequency is every two weeks throughout the academic year.
- iii. Individualized student plans should be updated with progress on goal achievement throughout program participation.
- iv. The individualized student plan should detail barriers students encounter regarding their academic success, outline strategies they will undertake, and resources they will utilize to overcome barriers and goals to improve academic performance to meet the academic rigor of postsecondary education.

B. Exposure to Institutions of Higher Education

- i. Grantees will provide students and their families opportunities to visit and tour IHEs located in Connecticut to build comfort and belonging. Tours of institutional support structures (e.g., financial aid, advising, library, tutoring, etc.) while on campus are recommended.
- ii. Grantees will provide programmatic interventions that help students and their families understand the landscape of an IHE and the support structures on campus to help students in need. Programmatic interventions can include presentations by IHE support structures (e.g., financial aid, academic advising, etc.) to students and their families.

C. Academic Instruction, Support, and Development

- i. Grantees will provide students with an introduction to postsecondary education by enrolling them in general education credit-earning postsecondary courses as part of the program during their junior and senior years in high school. Courses should focus on gateway courses traditionally associated with the most significant issues for student retention, persistence, and college graduation (e.g., math, English, science, etc.).
 1. Participants can be offered general education courses throughout the grant year during the academic year or summer components
 2. General education courses offered in the program must qualify for credit transfer to any Connecticut college or university.
 3. Faculty employed by the grantee institution must teach general education courses offered by the program.
 4. Junior and senior students in ConnCAP programs should be offered at least three (3) credits of general education courses per grant year.
 5. For-credit courses should include embedded tutoring to improve students' academic preparation for college.

- ii. Tutoring and academic skills development support and interventions should provide students with the skills and knowledge required to graduate from high school and prepare them for the academic rigor of a postsecondary education.
 - 1. Provide remedial instruction to ensure students are ready to take at least fifteen credits' worth of coursework in their first year.
 - 2. The program component should also provide participating students with instruction in study skills, organization, communication, research, and any other area deemed necessary by the grantee for success in college.
 - 3. Additionally, this component should teach students:
 - a. The self-advocacy skills needed to navigate their college experience.
 - b. How to effectively communicate with faculty and staff while enrolled in college courses.
 - c. How to identify support systems and proactively build a support network on a college campus.
 - d. Identify and mitigate personal behaviors and circumstances that might jeopardize their college success. Appropriately qualified personnel must facilitate the various learning and counseling activities.

D. Academic Test Preparation

- i. Programmatic interventions in study skills and test preparation will also be provided for junior and senior students to gain the knowledge and strategies necessary to improve performance on achievement tests (e.g., SAT, ACT).

E. Postsecondary and Financial Aid Applications

- i. Grantees will assist junior and senior students and their families with applying to a postsecondary degree program.
- ii. Grantees will assist junior and senior students and their families with applying for government financial aid and searching for and applying for grants and scholarships.
 - 1. Grantees will help students apply for government financing through the FAFSA application process.
 - 2. Grantees will help students with the scholarship search and application process.
 - 3. Grantees will help students search for grant opportunities and the application process.

F. Parent/Guardian Engagement

- i. Grantees will meet regularly with parents/guardians to:
 - 1. Increase engagement and develop a partnership to ensure students' success.
 - 2. Increase the parent or guardian's knowledge regarding the importance and benefits of a college education.

3. Involve the parent or guardian in the college and financial aid application processes.
 4. Provide parents or guardians with workshops on applying to college and the financial aid process.
- ii. Grantees will invite parents or guardians to events on the college campus to increase familiarity and exposure to the academic environment.
 - iii. Grantees will track parent and guardian engagement and report it to OHE.

PROPOSAL PROCEDURES

Proposals are due to the Office of Higher Education by 11:59 pm. on May 17, 2024. All supplemental application documents (budget summary, intake form, organizational chart, sample surveys, calendar of events, and MOUs) and the completed application must be submitted electronically to Jeffrey.Barry@ct.gov.

Link to the online application: <https://forms.office.com/g/SLbJ227uEF>

The Office of Higher Education will send an electronic confirmation of submissions; applicants are encouraged to verify receipt by email. Proposals must meet submission requirements and include all supplemental documentation to be accepted. Applications submitted via fax or hard copies are not acceptable.

***Please note: Applications received after the deadline will not be accepted or reviewed.**

APPLICATION CRITERIA

Applications must adhere to the following format.

- A. ONLINE APPLICATION & EXECUTIVE SUMMARY** — Complete the online application and provide a concise program summary. Executive summaries of all compliant applications will be published on the OHE website following grant award notifications.
- B. BUDGET SUMMARY & NARRATIVE** — Provide total funding requirements for each budget category described in the Budget Narrative on the Microsoft Excel Budget Summary. The Budget Narrative must explain how costs were derived for each budget category found in the Budget Summary and describe all contributions. Note that reviewers give close attention to the Budget Narrative.
- C. PROGRAM NARRATIVE** — The narrative section of the application is your opportunity to convince reviewers that your program meets the selection criteria. Provide a concise, jargon-free description of the proposed program by addressing subsections one (1) through six (6) regarding 1) demonstrated need, 2) measurable objectives, 3) program activities, 4) institutional commitment to the proposed program, 5) community involvement and support of the proposed program, and 6) evaluation plan.
- D. SUPPLEMENTAL DOCUMENTATION** — The online application must include several supplemental documents emailed to Jeffrey.Barry@ct.gov to complete the application process.

»»» **THE SIX (6) REQUIRED SUPPLEMENTAL DOCUMENTS ARE** — 1) Intake form, 2) Calendar of events, 3) Organizational chart, 4) MOUs with public school systems, 5) Evaluation surveys, and 6) Budget summary.

CRITERIA FOR REVIEWING PROPOSALS

A review panel comprised of qualified professionals and professional organizations within and outside of the Office of Higher Education who are familiar with effective pre-college access programs will evaluate eligible proposals based on the categories of review below.

Reviewer ratings and comments will serve as a significant, but not the only, aspect of the final award selection made by the Office of Higher Education.

REVIEW CRITERIA CATEGORIES

1. Demonstrated Need (10 points)
2. Measurable Objectives (20 points)
3. Program Activities (25 points)
4. Institutional Commitment to Proposed Program (10 points)
5. Community Involvement and Support of Proposed Program (10 points)
6. Evaluation Plan (10 points)
7. Proposed Budget and Budget Adequacy (15 points)

A proposal must receive an average panel review of 70 points or greater to be considered for final award approval.

BELOW, YOU'LL FIND SOME PRACTICAL SUGGESTIONS TO EFFECTIVELY PRESENT YOUR PROPOSED PROGRAM IN A MANNER THAT WILL RESONATE WITH REVIEWERS.

🌀 **Be clear and concise.** Reviewers are not interested in jargon, boilerplate, rhetoric, or exaggeration. They are interested in learning what you intend to do and how your program responds to the charge to provide motivation and skills development for underachievers.

🌀 **Avoid circular reasoning.** The problem you describe should not be defined as lacking your proposed solution.

🌀 **Explain how.** Avoid simply stating that the program you describe will address the issue. Explicitly describe how the proposed program will meet the need identified.

🌀 **Don't make assumptions.** Even if you have received MAP funding in the past, do not assume your reviewers know anything about you, your proposed program, your partners, or your participants. Avoid overuse of acronyms.

🌀 **Use an impartial proofreader.** Before submitting your application, let someone unfamiliar with your program read and critique the program narrative.

🌀 **Follow the instructions and discuss each criterion within each area presented.** Use the RFP to identify criteria in each area when completing the narrative sections.

GRANT AWARDS & REPORTING REQUIREMENTS

Following final program and budget negotiations, grants will be issued to each successful program after the Office of Higher Education has received a signed agreement on the terms of the award. Terms of the award include completion of contract compliance forms.

Successful applicants are required to submit interim and end-of-year final narratives, data, and financial reports. Grantees will receive funds on a reimbursement basis once the financial reports are submitted and a cash request has been made to OHE.

EXECUTIVE SUMMARY

Please provide an executive summary of your proposed program. Ensure you address the following elements.

BE SURE TO INCLUDE THE FOLLOWING:

1. Provide a high-level overview of the proposed program.
2. Address how the program will help disadvantaged students improve their academic skills, graduate from high school, and enroll and succeed in postsecondary programs.
3. Address how the program will engage with disadvantaged students' parent/guardian(s) to support the goals of the ConnCAP program.
4. Address the anticipated outcome of the proposed program at the end of the grant cycle (what do you expect to see as a result of the grant at the end of year three of the grant).

BUDGET NARRATIVE

Explain how costs were derived for each budget category in the Budget Summary.

- A. SALARIES AND WAGES** — Please list the title of each staff position and provide a description, salary, and percentage of effort devoted to this award. Explain all salary requests by position and how salary requests were calculated. Staff salaries should be prorated for the period/percentage of time committed to the program and be displayed as an **hourly rate**. Be specific.
- B. FRINGE BENEFITS** — Fringe Benefits may be applied if applicable. Identify the types of fringe benefits to be covered and the costs of benefit(s) for each staff position. Allowable fringe benefits typically include FICA, Worker's Compensation, Retirement, SUTA, Health and Life Insurance, IRA, and 401K. You may calculate total benefits as a percentage of the salaries to which they apply or list each benefit as a separate item. Holidays, leave, and other similar vacation benefits are not included in the fringe benefit rates but are absorbed into the salaries and wages budget line item. Uncommon or exceptionally high-cost benefits should be itemized.
- C. INSTRUCTIONAL MATERIALS AND SUPPLIES** — Identify all items necessary during the grant year to support program delivery.
- D. OTHER COSTS** — Enter any other costs essential to the delivery of the proposed program.
- E. FINANCE AND ADMINISTRATION (F&A)** — Under this grant's terms, grantees are expressly prohibited from allocating any portion of the grant funds toward finance and administration (F&A) costs.

PROGRAM NARRATIVE

Provide a concise, jargon-free description of the proposed program by addressing subsections one (1) through six (6) regarding 1) demonstrated need, 2) measurable objectives, 3) program activities, 4) institutional commitment to the proposed program, 5) community involvement and support of the proposed program, and 6) evaluation plan.

1. DEMONSTRATED NEED

- A. Describe the specific need, priority, and degree to which your proposed program is particularly well suited to address the identified concerns regarding the program initiatives in your local school district(s).

2. MEASURABLE OBJECTIVES

- A. OHE has the following three objectives that grantees are expected to measure and achieve:
 - i. At least ninety-five percent (95%) of students will graduate high school.
 - ii. At least ninety percent (90%) of students of the graduating class will be enrolled at an IHE seeking a postsecondary degree.
 - iii. One hundred percent (100%) of students in the graduating class will have earned at least six transferrable General Education college credits in gateway courses. Gateway courses are traditionally associated with college courses, which pose the most significant issues for student retention, persistence, and college graduation (e.g., math, English, science, etc.).
- B. Grantees must furnish a minimum of three (3) institutional outcomes along with measurable objectives that the grant aims to achieve. These objectives must be quantifiable, with well-defined criteria to assess their attainment.

3. PROGRAM ACTIVITIES

- A. Describe the plan for identifying, recruiting, and selecting participants to be served by the program.
- B. Detail the plan for assessing individual participant needs and monitoring their academic progress while in the ConnCAP program.
- C. Describe the systems that will be implemented to ensure effective and efficient program administration, including, but not limited to, financial management, student records management, and personnel management.
- D. Outline the curriculum, services, and activities planned for participants in both the academic year and summer components and the planned timelines for accomplishing critical elements of the program.
- E. Provide a weekly timeline of events (calendar) for the grant year. Include a detailed description of the activity (topic, intent, outcomes, etc.).
- F. Provide an organizational chart that details the program's staffing.
 - i. The organizational chart should only include the principal staff involved in the delivery of grant programming, not the entire organization.

- ii. Staff identified in the organizational chart should include titles, roles, and responsibilities.

4. INSTITUTIONAL COMMITMENT TO THE PROPOSED PROGRAM

- A. Detail the institution's commitment to supplementing the program with resources that will enhance the program, such as direct financial support, space, furniture, equipment, supplies, and the time and effort of personnel engaged in program functions other than those employed in the program.
- B. Describe the strategy to inform faculty, staff members, and students of the program's objectives and to engage faculty, staff members, and students in achieving the program objectives.

5. COMMUNITY INVOLVEMENT AND SUPPORT OF THE PROPOSED PROGRAM

- A. Discuss any written support commitments from schools, other educational institutions, community-based organizations, and businesses, including the commitment of resources to enhance the program, such as financial support, space, furniture, equipment, supplies, and the time and effort of personnel engaged in program functions.
- B. Provide existing or newly signed MOUs with public school systems identified by OHE in the Eligible Participants section, in which you will operate a ConnCAP program.

6. EVALUATION PLAN

- A. Describe the evaluation plan for the program. Include quantitative and qualitative evaluation measures, which examine the program's success in achieving its outcomes and objectives in specific and measurable ways.
- B. Detail how the evaluation plan informs an internal program modification and improvement process.
- C. Define how the program will track student attendance at all activities and utilize this data to determine program efficacy and continuous improvement.
- D. Provide sample surveys that will be used to determine program efficacy and continuous improvement (provide examples for students and facilitators).