
Request for Proposals

Systems of Professional Learning for CT Common Core
District Teams

14SDE0009RFP

**Revised 7-19-2013 to include Appendix D
EXTENDED TO AUGUST 23, 2013**

Connecticut State Department of Education
Department Contact: Charlene Tate Nichols
Date Issued: July 17, 2013
Due Date: August 23, 2013



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CONNECTICUT STATE DEPARTMENT OF EDUCATION

Stefan Pryor
Commissioner of Education

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Levy Gillespie
Equal Employment Opportunity Director/American with Disabilities Act Coordinator
State of Connecticut Department of Education
25 Industrial Park Road
Middletown, Connecticut 06457
(860) 807-2071.
levy.gillespie@ct.gov

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

REQUEST FOR PROPOSALS

The Connecticut State Department of Education (CSDE) is seeking submission of written proposals, on a competitive basis, from qualified organizations to partner with CSDE in the design, development and delivery of a system of training as well as direct training that builds the capacity of Connecticut's local education agencies (LEAs) to support and expand implementation of the Connecticut Common Core Standards (CCS) in English language arts/Literacy (ELA) and mathematics. The ultimate goal of the system of training is to build capacity that can be sustained and expanded through professional learning communities (PLCs), or communities of practice, within the state. Approved proposals will be supported through the funds authorized by PA 13-184 as amended by Sec. 1 of PA 13-247.

PROJECT BACKGROUND

On July 7, 2010, the Connecticut State Board of Education adopted the CCSS in English/Language Arts and mathematics. Effective March 1, 2013, CT LEAs and the CSDE entered into Memoranda of Collaboration (Appendix A), which established a partnership framework in support of implementation of the CCS. These memoranda include the articulation of the following responsibilities:

LEA

Create a Common Core District Team and attend the Common Core District Team meetings and trainings so that CSDE can provide information to the appropriate people within the district. Attendance at these meetings will provide opportunities for successful implementation of the CCS.

CSDE

Provide coordinated and consistent communication through the Common Core District Teams as well as organize professional learning opportunities in support of Common Core implementation.

The initiatives described in this RFP are aligned with the efforts of Governor Dannel P. Malloy and Commissioner Stefan Pryor to ensure that Connecticut's schools are empowered to leverage the CCS so that all students are prepared for college and career.

SCOPE OF SERVICES

The organization(s) will be expected to design, develop and implement CCSS-aligned training designed to develop skills and best practices necessary for successful implementation of CCSS in ELA and mathematics for regional trainers and identified Common Core District Teams.

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

Proposals must describe a system of training that can accommodate up to 50 trainers, who will in turn train (in a train-the-trainer model) 200 Common Core District Teams, which shall consist of up to 1700 school leaders; and accommodate direct training and professional learning to 800 and 2000 Common Core District Team coaches.

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

- Design and implement a system of training on standards-based professional learning that can accommodate up to 50 trainers, who will in turn (in a train-the-trainer model) provide the professional learning aligned to the CT CCS in ELA for up to 1700 teachers and administrators. Proposal must include project management of design of system of training on standards-based professional learning that is aligned to the CT CCS in ELA as well as event management of the training of the 50 or so trainers.
- Design and implement a system of training on standards-based professional learning that can accommodate up to 50 trainers, who will in turn (in a train-the-trainer model) provide the professional learning aligned to the CT CCS in mathematics for up to 1700 teachers and administrators. Proposal must include project management of design of system of training on standards-based professional learning that is aligned to the CT CCS in mathematics as well as event management of the training of the 50 or so trainers.
- Design and implement professional learning workshops for 800-2000 Common Core District Coaches as well as create a system of training modules that address the practices, processes, and performance aligned to CCS in ELA by grade bands K-2, 3-5, 6-8 and High School. Proposals must include project management of design of professional learning workshops as well as the event management of the workshops for the 800-2000 Common Core District Coaches.
- Design and implement professional learning workshops for 800-2000 Common Core District Coaches as well as create a system of training modules that address the practices, processes, and performance aligned to CCS in mathematics by grade bands K-2, 3-5, 6-8 and High School. Proposals must include project management of design of professional learning workshops as well as the event management of the workshops for the 800-2000 Common Core District Coaches.

SERVICE SPECIFICATIONS

A. Design and implement a system of training on standards-based professional learning that can accommodate up to 50 trainers, who will in turn (in a train-the-trainer model) provide the professional learning aligned to the CT CCS in ELA for up to 1700 teachers and administrators. Proposal must include project management of design of system of training on standards-based professional learning that is aligned to the CT CCS in ELA as well as event management of the training of the 50 or so trainers. The standards-based professional learning that is provided by the trainers must:

1. Provide guidance to Common Core District Teams on how to identify and determine key indicators and attributes of CCS-aligned instruction and assessment.
2. Provide guidance to Common Core District Teams on how to identify and determine key indicators and attributes of CCS-aligned resources and tools.
3. Provide guidance to Common Core District Teams to assist LEAs in shifting current practices toward full implementation of the CCS in ELA, which includes but is not limited to the following:

- Direction on how to build a school-wide culture of reflective process and support through Professional Learning Communities (PLCs) or other communities of practice;
 - Direction on how to inventory available resources, assess all roles and responsibilities, and strategically plan for efficient and effective use of existing resources; and
 - Direction on how to support continuous improvement of instructional practice and student outcomes through the use data from evaluation processes.
4. Provide Common Core District Teams with professional development modules delivered in a traditional format and with blended learning components as well as professional learning tools/resources for LEA and educator (teacher, principal, and other district staff) usage. Professional development modules and professional learning tools/resources must be available through a platform with unlimited access and must provide ample opportunity for planning and practice of the new learning, which include but are not limited to the following:
- Research-based instructional strategies aligned to CCS in ELA;
 - Data-driven instruction;
 - Strategies for planning and delivering differentiated instruction for all learners, including those with special needs; and
 - Strategies for planning and delivering instruction English language learners (ELLs).

B. Design and implement a system of training on standards-based professional learning that can accommodate up to 50 trainers, who will in turn (in a train- the-trainer model) provide the professional learning aligned to the CT CCS in mathematics for up to 1700 teachers and administrators. Proposal must include project management of design of system of training on standards-based professional learning that is aligned to the CT CCS in mathematics as well as event management of the training of the 50 or so trainers. The standards-based professional learning that is provided by the trainers must:

1. Provide guidance to Common Core District Teams on how to identify and determine key indicators and attributes of CCS-aligned instruction and assessment.
2. Provide guidance to Common Core District Teams on how to identify and determine key indicators and attributes of CCS-aligned resources and tools.
3. Provide guidance to Common Core District Teams to assist LEAs in shifting current practices toward full implementation of the CCS in mathematics, which includes but is not limited to the following:
 - Direction on how to build a school-wide culture of reflective process and support through Professional Learning Communities (PLCs) or other communities of practice;

- Direction on how to inventory available resources, assess all roles and responsibilities, and strategically plan for efficient and effective use of existing resources; and
 - Direction on how to support continuous improvement of instructional practice and student outcomes through the use data from evaluation processes.
4. Provide Common Core District Teams with professional development modules delivered in a traditional format and with blended learning components as well as professional learning tools/resources for LEA and educator (teacher, principal, and other district staff) usage. Professional development modules and professional learning tools/resources must be available through a platform with unlimited access and must provide ample opportunity for planning and practice of the new learning, which include but are not limited to the following:
- Research-based instructional strategies aligned to CCS in mathematics;
 - Data-driven instruction;
 - Strategies for planning and delivering differentiated instruction for all learners, including those with special needs; and
 - Strategies for planning and delivering instruction English language learners (ELLs).

C. Design and implement professional learning workshops for 800-2000 Common Core District Coaches as well as create a system of training modules that address the practices, processes, and performance aligned to CCS in ELA by grade bands K-2, 3-5, 6-8 and High School. Proposals must include project management of design of professional learning workshops as well as the event management of the workshops for the 800-2000 Common Core District Coaches.

1. The training modules must include resources for ongoing collaboration by grade bands K-2, 3-5, 6-8, and High School.
2. The training modules must include a coaching component to assist Common Core District Coaches in the designated content areas (ELA, humanities, and STEM) in developing processes and systems to facilitate ongoing professional learning that supports interdisciplinary connections, including literacy across the content areas. Modules that address the skills needed to work with adult learners.
3. The training modules must provide examples of different components and reviews of practice as defined by domains 2-5 of the common core of teaching (CCT) (Appendix B CCT link/rubric).
4. The training modules and workshops must include but are not limited to:
 - The CCS Shifts at a Glance
 - The Shifts In Practice (ELA)
 - Instruction – The How and Why of Instruction

- Applying the Formative Instructional Process
- Instructional Leadership and the CCS
- Building Capacity for Work

5. Content specific training must include but is not limited to the following:

ELA

- Reading across the content areas (secondary school)
- How to assist struggling readers?
- Text Complexity and Instruction

D. *Design and implement professional learning workshops for 800-2000 Common Core District Coaches as well as create a system of training modules that address the practices, processes, and performance aligned to CCS in mathematics by grade bands K-2, 3-5, 6-8 and High School. Proposals must include project management of design of professional learning workshops as well as the event management of the workshops for the 800-2000 Common Core District Coaches.*

1. The training modules must include resources for ongoing collaboration by grade bands K-2, 3-5, 6-8, and High School.
2. The training modules must include a coaching component to assist Common Core District Coaches in the designated content areas (mathematics, STEM, etc.) in developing processes and systems to facilitate ongoing professional learning that supports interdisciplinary connections, including literacy across the content areas. Modules that address the skills needed to work with adult learners.
3. The training modules must provide examples of different components and reviews of practice as defined by domains 2-5 of the common core of teaching (CCT) (Appendix B CCT link/rubric).
4. The training modules and workshops must include but are not limited to:
 - The CCS Shifts at a Glance
 - The Shifts In Practice (Mathematics)
 - Instruction – The How and Why of Instruction
 - Applying the Formative Instructional Process
 - Instructional Leadership and the CCS
 - Building Capacity for Work
5. Content specific training must include but is not limited to the following:

MATHEMATICS

 - Practice Standards in Action
 - Critical Areas of Focus and Fluency – How to Get There
 - Using the Progressions to Scaffold Instruction

SELECTION CRITERIA

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

Selection Criteria:

A. *Qualifications and Experience (40%)*

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

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

b. *Demonstrated ability to provide services: Staff working on project*

Please provide a detailed explanation of the expertise and capacity within your organization (and of specific staff working on the proposed project) to support the CSDE as outlined.

B. *Methodology (30%)*

a. *Proposed method of providing service*

Please provide a detailed explanation of the methodology you will use in order to provide the requested services.

b. *Proposed resources of providing services*

Please provide a detailed explanation of the resources you will use in order to provide the requested services.

C. *Pricing (20%)*

a. *Proposed pricing*

Please provide budget narrative and an itemized, detailed budget.

b. *Additional savings and/or sustainability plan*

Please provide an explanation of additional savings and/or logic for how your proposal will be sustainable.

D. *Organizational information (10%)*

a. *Financial stability*

Please provide any documentation that supports the organizations past present and future financial stability. This may include any financial support up to and including audited financial statements.

b. *References*

Please provide written references that support your professional capabilities.

c. *Quality assurance*

Please provide a narrative that describes what your organization does to maintain a high quality to its products or services.

d. Appropriate insurance

A statement that contains a listing current active business insurance of the organization is sufficient. Certificates of insurance are acceptable, but not required, unless a contract is awarded that specifies this need.

PROPOSAL REQUIREMENTS

I. Contract Period

The State intends that this contract shall be in effect for a period of 1 year, beginning, September 2, 2013.

The State reserves the right to extend this contract for a period up to the full original contract term or parts thereof with mutual consent between both parties.

II. Quantities and/or Usages

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

III. Contract Award

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

- A. by item, group of items or in its entirety
- B. geographic location to adequately service the entire State of Connecticut in the best possible manner
- C. Multiple Vendor Awards

IV. Stability of Proposed Prices

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

V. Amendment or Cancellation of the RFP

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

VI. Proposal Modifications

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

VII. Proposer Presentation of Supporting Evidence

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

VIII. Proposer Demonstration of Proposed Services and or Products

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

IX. Erroneous Awards

The CSDE reserves the right to correct inaccurate awards. This may include, in extreme circumstances, revoking the awarding of a contract already made to a proposer and subsequently awarding the contract to another proposer.

Such action on the part of the CSDE shall not constitute a breach of contract on the part of the CSDE since the contract with the initial proposer is deemed to be void and of no effect as if no contract ever existed between the CSDE and such proposer.

X. Proposal Expenses

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

XI. Ownership of Proposals

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

XII. Ownership of Subsequent Products

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

XIII. Oral Agreement or Arrangements

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

XIV. Subcontractors

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

XV. Freedom of Information Act

All of the information contained in a proposal submitted in response to this RFP is subject to the provisions of Chapter 3 of the Connecticut General Statutes Sections 1-7 et seq. and the Freedom of Information Act, Conn. Gen. Stat. 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.

CONTRACT

This RFP is not a contract and, alone, shall not be interpreted as such. Rather, this RFP only serves as the instrument through which proposals are solicited. The state will pursue negotiations with one of the top three scoring proposers. If for any reason the CSDE and the proposer selected initially fail to reach consensus on the issues relative to a contract, then the CSDE may commence contract negotiations with another proposer. The CSDE may decide at any time to start the RFP process again.

Thereafter, Proposers will be required to sign a formal contract as identified in “Contract.” The contract may include a liquidated damages clause at the discretion of the State.

INSTRUCTIONS TO BIDDERS

I. Proposal Schedule

Release of RFP:	July 17, 2013
Mandatory Site Visit:	Not Applicable
Receipt of Questions: Answer to questions will be posted as an Addendum:	July 24, 2013 July 29, 2013
Proposal Due Date	August 23, 2013

During the period from your organization’s receipt of this Request for Proposals, and until a contract is awarded, your organization shall not contact any employee of the State of Connecticut for additional information, except in writing, directed to the “Department Contact” listed on the cover page of this document, at 165 Capitol Avenue, Room 215, Hartford, CT 06106.

II. Bidder Information

Company/Vendor

Bidder's Address

Bidder's Representative

Telephone #'s

Email Address

III. Bidder Submission

Please identify the categories below which are addressed in the submitted proposal. Should interested parties select more than one category, bidder submissions should be clearly indicate the categories the bidder is responding to from the RFP followed by a detailed response and additional requested information within the "Instructions to Bidders."

Supports requested in the CSDE Academic Office are as follows:

- Design and implement a system of training on standards-based professional learning that can accommodate up to 50 trainers, who will in turn (in a train-the-trainer model) provide the professional learning aligned to the CT CCS in ELA for up to 1700 teachers and administrators. Proposal must include project management of design of system of training on standards-based professional learning that is aligned to the CT CCS in ELA as well as event management of the training of the 50 or so trainers.
- Design and implement a system of training on standards-based professional learning that can accommodate up to 50 trainers, who will in turn (in a train-the-trainer model) provide the professional learning aligned to the CT CCS in mathematics for up to 1700 teachers and administrators. Proposal must include project management of design of system of training on standards-based professional learning that is aligned to the CT CCS in mathematics as well as event management of the training of the 50 or so trainers.
- Design and implement professional learning workshops for 800-2000 Common Core District Coaches as well as create a system of training modules that address the practices, processes, and performance aligned to CCS in ELA by grade bands K-2, 3-5, 6-8 and High School. Proposals must include project management of design of professional learning workshops as well as the event management of the workshops for the 800-2000 Common Core District Coaches.

- Design and implement professional learning workshops for 800-2000 Common Core District Coaches as well as create a system of training modules that address the practices, processes, and performance aligned to CCS in mathematics by grade bands K-2, 3-5, 6-8 and High School. Proposals must include project management of design of professional learning workshops as well as the event management of the workshops for the 800-2000 Common Core District Coaches.

Should a party respond to more than one of the above categories, they may submit one proposal but they must clearly indicate within their proposal which category that they are responding to of the four listed. If it is not clearly indicated which category a proposal is responding to and the CSDE cannot easily understand where one category response begins and ends, the CSDE may discard said proposal.

IV. Questions

Questions for the purpose of clarifying the RFP must be submitted in writing and must be received no later than noon on July 24, 2013, in the State of Connecticut.

Questions must be emailed to: Emily.Byrne@ct.gov

Answers to questions received will be posted as an Addendum on July 29, 2013.

V. Proposals

Proposals must include the following:

1. Six (6) copies of the proposal, one (1) of which must bear the original signature of the applicant. All proposals submitted become the property of the Connecticut State Department of Education and part of the public domain.
2. Proposals must follow the guidelines that are contained in this document and its appendices.
3. **Proposals (original and five copies) must be received at the address below by:
4:00 P.M., Friday, August 9, 2013.
LATE PROPOSALS WILL NOT BE ACCEPTED. EXTENSIONS WILL NOT BE GIVEN.**

The mailing and delivery address is:

Connecticut State Department of Education
165 Capitol Avenue, Room 215
Hartford, CT 06106
Attn: Charlene Tate Nichols

4. Signed Statement of Assurances (Appendix D)

APPENDICIES

I. Appendix A

Memorandum of Collaboration
by and between
The Connecticut State Department of Education
and
Connecticut Public School District

This Memorandum of Collaboration (“MOC”) establishes a framework of collaboration and articulates the creation, specific roles, and responsibilities of the Connecticut State Department of Education (CSDE) and Connecticut Public School District. The Common Core District Team and Common Core District Coaches are targeted at facilitating effective communication to and with said district as well as supporting Connecticut’s implementation of the Common Core State Standards and next generation of assessments. This MOC is, and should be viewed as a tool that will help the CSDE to better serve your district as you implement the Common Core and next generation of assessments. The CSDE serves as the lead agency in this effort.

Please have an authorized district representative complete the MOC and return pages two through four (2-4) to the CSDE via email (emily.byrne@ct.gov) no later than March 7, 2013.

ASSURANCES

- 1) All content/subject areas in all school districts will incorporate the instructional shifts necessary to implement the Common Core for all students in all grade levels.
- 2) CSDE will support these instructional shifts by identifying, revising and making available model curriculum practices and resources, exemplar programs and student work, CCSS-aligned professional learning, assessment tools, and assessments to all districts.

CONNECTICUT STATE DEPARTMENT OF EDUCATION RESPONSIBILITIES

The Connecticut State Department of Education hereby certifies that it will, to the best of its ability, support districts by:

- 1) Providing a statewide, new Common Core aligned “Practice” assessment in the Spring of 2013 and 2014;
- 2) Providing coordinated and consistent communication through the Common Core District Teams and other mediums as well as organizing Common Core District Team convenings, the first of which will be a statewide workshop in the spring;
- 3) Organizing English language arts and mathematics Professional Learning Communities (PLCs) and/or communities of practice for districts to learn from and share best practices as well as share lessons learned; and
- 4) Aligning and making available model curriculum practices and resources, exemplar student work, professional learning opportunities, assessment tools, and assessments.

CONNECTICUT PUBLIC SCHOOL DISTRICT RESPONSIBILITIES

The Connecticut Public School District hereby certifies that it will, to the best of its ability, commit to (check your district commitments for 2012-13):

- Creating a Common Core District Team with guidance from the CSDE and attending the Common Core District Team convenings so the CSDE will easily be able to provide information to the appropriate people within your district;
- Nominating educators to become Common Core District Coaches so that the CSDE will be able to easily call upon the right people within your district to participate in professional learning opportunities and take back lessons learned to your district;
- Engaging with the CSDE in content-specific Professional Learning Communities (PLCs) and/or other communities of practice;
- Planning, training for, and implementing the Common Core and new 2013 Common Core aligned "Practice Assessment;"
- Inviting the CSDE to visit the district and view implementation of Common Core in schools and classrooms; and
- Providing feedback to the CSDE on how the Department can support districts in order to improve upon implementation of Common Core in 2014-2015.

DURATION

This Memorandum of Collaboration shall become effective March 1, 2013, upon your district’s authorized representative’s signature and return of the MOC to the CSDE.

COMMON CORE DISTRICT TEAM: *District Team should be listed regardless if your district agrees to and signs the MOC.* District Team could be a currently established group so long as it includes the following categories of people: executive district leader, principal, teacher, parent and Smarter Balanced point person. District Team may include more than one of any particular category of people. District Team must include a Smarter Balanced point person. The Smarter Balanced point person should be an existing district person and will serve as the primary receiver of information as it pertains to the next generation of assessments, specifically Smarter Balanced, and should be relatively senior within your district as s/he will need to facilitate the administration and technology components of the Smarter Balanced assessments.

Please include a list of no fewer than 5 team members and one person for each category.

Team Leader (Executive district leader with responsibility for CCSS implementation such as Superintendent, Assistant Superintendent, Curriculum Director, and/or CAO):

Name _____ Email _____

Team Member (Smarter Balanced Point Person):

Name _____ Email _____

Team Member (Principal/s and/or Administrator/s):

Name _____ Email _____

Name _____ Email _____

Team Member (Teacher/s):

Name _____ Email _____

Name _____ Email _____

Team Member (Parent/s):

Name _____ Email _____

Name _____ Email _____

COMMON CORE DISTRICT COACHES: *District Coaches should be listed regardless if your district agrees to and signs the MOC.* District Coaches can be currently established coaches so long as they cover the following content areas: English language arts, humanities, mathematics, and Science, Technology, Engineering, and Mathematics (STEM). Content areas are indicated below in parentheses.

Coach One (ELA):

Name _____ Email _____

Coach Two (Humanities):

Name _____ Email _____

Coach Three (Mathematics):

Name _____ Email _____

Coach Four (STEM):

Name _____ Email _____

SIGNATURES

By checking this box and signing below, my district agrees to uphold the assurances and responsibilities checked and ascribed to my district in this Memorandum of Collaboration.

Authorized Representative of _____ School District:

(Please fill-in the name of your district in the space provided above)

Signature _____ Date _____

Print Name _____ Title _____

By checking this box and signing below, my district abstains from all the assurances and responsibilities ascribed in this Memorandum of Collaboration.

Authorized Representative of _____ School District:
(Please fill-in the name of your district in the space provided above)

Signature _____ Date _____

Print Name _____ Title _____

Please have an authorized district representative complete the MOC and return pages two through four (2-4) to the CSDE via email (emily.byrne@ct.gov) no later than March 7, 2013.

II. Appendix B

Connecticut Common Core of Teaching:

http://www.connecticutseed.org/wp-content/uploads/2013/05/CCT_Instrument_and_Rubric_DRAFT.pdf

III. Appendix C

Connecticut's System for Educator Evaluation and Development:

http://www.connecticutseed.org/wp-content/uploads/2012/10/SEED_Handbook.pdf

IV. Appendix D

Statement of Assurances

Statement of Assurances

PROJECT: Professional Learning for Common Core District Teams

THE APPLICANT, _____, HEREBY ASSURES THAT:
(Insert Name)

1. The applicant has the necessary legal authority to submit a proposal in response to this RFP and to contract for the provision of the services described therein.
2. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application.
3. The activities and services for which assistance is sought under this RFP will be administered by or under the supervision and control of the applicant.
4. The project will be operated in compliance with all applicable state and federal laws and in compliance with the regulations and other policies and administrative directives of the Connecticut State Board of Education and the State Department of Education; Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded.
5. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the State Department of Education, including information relating to the project records and access thereto as the State Department of Education may find necessary;
6. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records, and materials resulting from this project;
7. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including fees and legal fees and costs, if any, arising out of any breach of the duties, in whole or in part, described in the application;
8. At the conclusion of the contract period, the applicant will provide for an independent audit report acceptable to the CSDE in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the CSDE any monies not expended in accordance with the approved program/operation budget as determined by audit;
9. Required Contract Language:

(1) For the purposes of this section, "Commission" means the Commission on Human Rights and Opportunities. For the purposes of this section, "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capitol stock, if any, or assets of which is owned by a person or persons: (a) who are active in the daily affairs of the enterprise, (b) who have the power to direct the management and policies of the enterprise and (c) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes Section 32-9n; and "good faith" means that the degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "Good faith efforts" shall include, but shall not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

For the purposes of this section, "sexual orientation" means having a preference for heterosexuality, homosexuality or bisexuality, having a history of such preference or being identified with such preference, but excludes any behavior which constitutes a violation of part VI of chapter 952 of the general statutes.

(2) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or the State of Connecticut. If the contract is for a public works project, the contractor agrees and

warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such project. The contractor further agrees to take affirmative action to insure that applicants with job related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by the contractor that such disability prevents performance of the work involved; (b) the contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the commission; (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each 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 Connecticut General Statutes Sections 4a-62, 32-9e, 46a and 46a-68b to 46a-68k, inclusive and with each regulation or relevant order issued by said commission pursuant to said sections; (e) the contractor agrees to provide the commission on human rights and opportunities with such information requested by the commission, and permit access to pertinent books, records, and accounts, concerning the employment practices and procedures of the contractor as related to the provisions of this section and section 46a-56.

(3) Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: the contractor's employment and subcontracting policies, patterns and practices; affirmative advertising; recruitment and training; technical assistance activities and such other reasonable activities or efforts as the commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

(4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the commission, of its good faith efforts.

(5) The contractor shall include the provisions of subsection (2) of this section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding in a subcontractor, 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 reinforcing such provisions including sanctions for noncompliance in accordance with this section and Connecticut General Statutes Sections 4a-62, 32-9e, 46a-56 and 46a-68b to 46a-68k, inclusive; provided if such contractor becomes involved in, or is threatened with litigation with a subcontractor or 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 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 Connecticut 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 employment practices and procedures of the contractor which related to the provisions of this section and section 46a-56 of the general statutes.

(8) The contractor shall include the provisions of subsection (7) of this section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor, or manufacturer unless exempted by regulations and orders of the commission. The contractor shall take such action with respect to any such subcontract or purchase order as the commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56 of the general statutes; provided, if such contractor or vendor 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.

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

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

Signature _____

Name (typed)_____

Title (typed) _____

Name of Organization _____

Date _____