

THE CONNECTICUT COLLEGIATE AWARENESS AND PREPARATION PROGRAM
STATE OF CONNECTICUT
OFFICE OF HIGHER EDUCATION



- Program** This Request for Proposals provides directions for making application for state funds in compliance with the General Statutes of Connecticut, Volume 3, Title 10a, Chapter 185, Section 10a-11a: Connecticut collegiate awareness and preparation program.
- Purpose** To support programs implemented by Connecticut institutions of higher education to develop linkages with public school systems for the purpose of providing motivation and skills development for middle school or high school underachievers.
- Eligibility** An individual institution or a consortium of institutions of higher education in the state of Connecticut is eligible to apply for a grant to carry out a ConnCAP initiative. Both public and independent non-profit institutions of higher education are eligible.
- Submission** Proposals are due to the Office of Higher Education no later than 11:59 pm. on May 14, 2021. All proposals, including attachments, must be submitted electronically to Robert Felder, robert.felder@ct.gov. Proposals that do not meet submission requirements will not be accepted.
- Funding** Since the size of a ConnCAP initiative is not fixed, the amount of a grant is dependent upon the planned size of the target population of eligible participants and the scope of proposed program activities. Final awards will be determined during budget negotiations between the applicant and the Office of Higher Education.
- Required Match** Grantees are required to provide matching funds, fiscal resources and/or in-kind contributions, totaling at least one-quarter (25 percent) of the ConnCAP grant request. An applicant demonstrates its commitment to the ConnCAP Program, in part, through its matching funds and their tangible augmentation of program operations. Matching funds are to be itemized in the applicant's proposed budget and are required to be included on the interim and final expenditure reports.
- Grant Award Period** The grant award period is three years: July 1, 2021 – June 30, 2024. 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 ConnCAP programs.
- Program Year** The ConnCAP program year is July 1 through June 30 to coincide with the state's fiscal year.

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GRANT TIMELINE

Request for Proposals (RFP) Announced	April 16, 2021
Proposal Submission Deadline	May 14, 2021
Grant Award Notification	May 28, 2021
Program Funding Period	July 1, 2021 – June 30, 2022

This Request for Proposals and relevant forms are available at www.ctohe.org. Questions concerning proposals should be directed to Robert Felder, Program Officer-MAP, Office of Higher Education, robert.felder@ct.gov.

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GENERAL STATUTES OF CONNECTICUT, VOLUME 3, TITLE 10a, CHAPTER 185, SEC. 10a-11a
STATE OF CONNECTICUT
OFFICE OF HIGHER EDUCATION**

BACKGROUND

The Connecticut Collegiate Awareness and Preparation Program (ConnCAP) seeks to impart student participants the skills and motivation necessary to (1) complete a program of secondary education, and to (2) matriculate and succeed in a program of postsecondary education.

ConnCAP is a programmatic component of the Minority Advancement Program (MAP). It is the principal strategy of the Office of Higher Education to develop linkages with public school systems targeted by the office for the purpose of providing motivation and skills development for middle school or high school underachievers so that they become prepared to successfully acquire a college education. An underachiever is also defined as someone unlikely to achieve his or her academic potential without programmatic intervention due to circumstances other than his or her current level of academic achievement.

At this time, the Office of Higher Education (OHE) is especially desirous of establishing/continuing ConnCAP initiatives that will assist eligible students to enter and succeed in programs of study at the baccalaureate level. The OHE is particularly concerned with the lagging high school graduation rates among Hispanic (80.2%), and Black/African American (79.8%) students versus their White counterparts (93.3%). Data retrieved by the 2018-2019 four-year graduation rates study completed by the Connecticut State Department of Education.

ConnCAP grantees are overseen by the Office of Higher Education. ConnCAP programs are required to maintain certain records and file periodic reports in response to accountability procedures established by OHE. Additionally, staff will make periodic site visits as a quality control measure to gauge compliance with program guidelines.

ELIGIBLE APPLICANTS

An individual institution or a consortium of institutions of higher education in the state of Connecticut is eligible to apply for a grant to carry out a ConnCAP initiative. Both public and private higher education institutions are eligible. There must be a demonstrated linkage with a public school system evidenced in the funding request.

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 who meet certain socioeconomic criteria are eligible to participate in a ConnCAP Program. The Office of Higher Education remains committed to increasing the racial and ethnic diversity of the students attending and graduating from the state's institutions of higher education. Subsequently, the ConnCAP program places a special emphasis upon the participation of students from Hispanic, and Black/African American ethnicities.

An individual is eligible to participate in a ConnCAP program if that individual is judged to be an academic underachiever or unlikely to achieve their full academic potential.

- a) an underachiever according to test scores, grades and/or teacher assessment, but has demonstrated:
 - the potential to be successful in obtaining a college education, and
 - the need for guidance, encouragement and/or further academic preparation in order to achieve a college education.
- b) unlikely to achieve his or her academic potential without programmatic intervention due to circumstances other than his or her current level of academic achievement.

REQUIRED ACTIVITIES

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

Grantee must provide participants with an academic year component to coincide with the schedule of the participants' secondary school(s). The grantee must provide participating students with academic and supplemental activities for a minimum of thirty weeks during the school year.

Effective Activities

Effective programs provide eligible participants with rigorous developmentally appropriate pipeline courses such as English, Math, Natural Sciences, Social Sciences and Foreign Language. Algebra, geometry, calculus, biology, chemistry and physics are also important elements of effective pre-college access programs.

Effective programs provide eligible participants with academic support to aid in mastering pipeline courses. Courses and workshops in study skills and test preparation provide additional opportunities to gain knowledge and strategies necessary to improve performance on achievement tests. Additionally, 1:1 mentoring, leadership development, SAT/ACT test preparation, and personal branding should be made available to all student participants.

Effective programs hire and retain appropriately qualified staff to provide instruction/coach in pipeline courses and supplemental activities.

Effective programs provide staff with quality relevant professional development to identify current issues and trends that impact pre-college access programs.

Effective programs prime and guide student financial aid resourcing. Track FAFSA application process. Assist with family advocacy and planning to support college admission.

Other allowable services include:

- Tutorial services,
- Academic, career and personal counseling,
- Mentoring,
- Test preparation,
- Experiential learning and career exploration, and
- Assistance with the college application and financial aid application processes

PROPOSAL PROCEDURES

Proposals are due to the Office of Higher Education no later than 11:59 pm. on May 14, 2021. All proposals, including attachments, must be submitted electronically to Robert Felder, robert.felder@ct.gov. The Office of Higher Education will send an electronic confirmation of submission. Proposals that do not meet submission requirements will not be accepted. Applications submitted via fax will not be accepted.

Applications received after the deadline will not be considered, except when noted below. The Office of Higher Education reserves the right to extend the submission deadline and any notice of such extended deadline will be posted on the agency's website.

The Office of Higher Education may, in its discretion, consider an application received after the deadline, but only if the applicant submits a letter to Robert.felder@ct.gov explaining the extenuating circumstance which caused the delay. The letter must be received no later than 5:00 pm Eastern Time on May 14, 2021. The Office of Higher Education determines whether or not to accept a late application for review on a case-by-case basis.

Applications must adhere to the following format.

- A. **Cover Page & Executive Summary** — Complete the Cover Page and provide a concise executive summary of the project. This summary must be one-page or less. 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 as described in the Budget Narrative. The Budget Narrative must contain a detailed explanation on how costs were derived for each budget category, and

describe all contributions. There is no page limit for the Budget Narrative, allowing applicants the opportunity to fully articulate how activities will be funded and costs were computed. Note that reviewers give close attention to the Budget Narrative.

- C. **Project Narrative** — The narrative section of the application is your opportunity to convince reviewers that your project meets the selection criteria. Below are some general recommendations to help you present your project in a way the reviewers will find compelling and persuasive.
- **Be clear and succinct.** Reviewers are not interested in jargon, boilerplate, rhetoric, or exaggeration. They are interested in learning precisely what you intend to do, and how your project responds to the charge to provide motivation and skills development for middle school or high school underachievers.
 - **Avoid circular reasoning.** The problem you describe should not be defined as the lack of the solution you are proposing.
 - **Explain how.** Avoid simply stating that the program you describe will address the issue. Explicitly describe how the proposed project will meet the need identified.
 - **Don't make assumptions.** Even if you have received ConnCAP 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 you submit your application, let someone who is completely unfamiliar with your project read and critique the project narrative.
 - **Follow the instructions and discuss each criterion in the order they are presented.** Use headings to differentiate narrative sections by criterion.

Provide a clearly-written, jargon-free, description of the proposed project, not to exceed **25 pages**, numbered, double-spaced and using a 12-point type font and one-inch margins organized by the subsections (1) through (6) which follow.

1) *Demonstrated Need*

- Describe the specific need and the degree to which your proposed program is particularly well-suited to address the identified concern.

2) *Goals and Measurable Objectives*

- List each specific goal that will be accomplished by the project, accompanied by measurable objectives for each goal. How will you know when you have succeeded? What would count as success after 1 year, 2 years, etc.? The objectives should explain what will be different by the program's end date.

3) *Project Activities*

- Describe the plan for identifying, recruiting, and selecting participants to be served by the program.
- Detail the plan for assessing individual participant needs and for monitoring the academic progress of participants while they are in the ConnCAP program.
- Describe the systems that will be implemented to ensure effective and efficient administration of the program, including, but not limited to, financial management, student records management, and personnel management.
- Outline the curriculum, services and activities that are planned for participants in both the academic year and summer components and the planned timelines for accomplishing critical elements of the program.
- Provide plan to assist participants and their parent(s)/guardian(s) with the college selection, college application and financial aid application procedures and the relevant decision-making processes.

4) *Institutional Commitment to Proposed Program & Management*

- Show how the institution is committed 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. The minimal level of in-kind contributions to program operations is 25% of the ConnCAP grant.

- 5) *Community Involvement and Support of Proposed Program*
 - Discuss any written commitments of support from schools, other educational institutions, community-based organizations and businesses, including the commitment of resources that will enhance the program such as financial support, space, furniture, equipment, supplies, and the time and effort of personnel engaged in program functions.
 - Outline a strategy to work with participants' parent(s)/guardian(s) and others to achieve program objectives.
- 6) *Evaluation Plan*
 - Describe an evaluation plan for the program to include both quantitative and qualitative evaluation measures which examines in specific and measurable ways the success of the program in making progress toward achieving its process and outcomes objectives; and provides feedback to an internal process for program modification and improvement.

CRITERIA FOR REVIEWING PROPOSALS

A review panel comprised of qualified professionals and professional organizations within and outside of the Office of Higher Education who is 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 final award selection made by the Office of Higher Education.

Review Criteria Categories

1. Demonstrated Need (10 points)
2. Goals and Measurable Objectives (20 points)
3. Project Activities (25 points)
4. Institutional Commitment to Proposed Program & Management (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.

GRANT AWARDS & REPORTING REQUIREMENTS

Following final program and budget negotiations, grants will be issued to each successful project after a signed agreement on the terms of the award has been received by the Office of Higher Education. Terms of the award include completion of contract compliance forms. Grantees will receive 50 percent of their awards at the start of the program, 30 percent upon receipt and review of all interim reports and the remaining amount awarded in May 2022.

Successful applicants are required to complete a six-month interim report and an end-of-year final narrative, data and financial reports.

APPLICATION FOR OFFICE OF HIGHER EDUCATION FUNDS COVER PAGE

Connecticut Collegiate Awareness and Preparation Program (ConnCAP)

APPLICANT INFORMATION

Institution Name:	NAME AND TELEPHONE NUMBER OF PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION <i>(give area code)</i>
ADDRESS <i>(give street address, city, county, state and zip code)</i> :	
STREET STREET CITY/TOWN:	
NAME:	TELEPHONE NUMBER:
E-MAIL ADDRESS:	

Number of Participants: Beginning Grade: <i>(check box below)</i> GRADE 6 <input type="checkbox"/> GRADE 7 <input type="checkbox"/> GRADE 8 <input type="checkbox"/> GRADE 9 <input type="checkbox"/> GRADE 10 <input type="checkbox"/> GRADE 11 <input type="checkbox"/> GRADE 12 <input type="checkbox"/>	Type of Applicant: <i>(check letter A, B or C)</i> A. Connecticut Community College <input type="checkbox"/> B. Connecticut State University <input type="checkbox"/> C. Independent Non-Profit Institution <input type="checkbox"/>
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PROPOSED SUMMER INSTRUCTIONAL COMPONENT:
 Start Date:
 Ending Date:

PROPOSED ACADEMIC YEAR COMPONENT:
 Start Date:
 Ending Date:

ESTIMATED FUNDING	
OHE AWARD	\$
APPLICANT MATCH	\$
TOTAL	\$

TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE FUNDING IS AWARDED.

TYPED NAME OF AUTHORIZED REPRESENTATIVE:

TITLE:

SIGNATURE OF AUTHORIZED REPRESENTATIVE:

DATE SIGNED:

EXECUTIVE SUMMARY

Please provide an executive summary of your proposed program. This summary must be one-page or less. Be sure to include the following:

- Proposed Number of Student Participants
- Brief Description of the Summer Instructional Component
- Brief Description of the Academic Year Component
- Anticipated Outcome of the Program at the End of the Project

2021 Connecticut Collegiate Awareness and Preparation Program

BUDGET SUMMARY

(round cents to the nearest dollar)

INSTITUTION _____

A. SALARIES AND WAGES	OHE AMOUNT	GRANTEE MATCH
1.		
2.		
3.		
SUBTOTAL		
B. FRINGE BENEFITS (If applicable)	OHE AMOUNT	GRANTEE MATCH
1.		
2.		
3.		
SUBTOTAL		
C. INSTRUCTIONAL MATERIAL AND SUPPLIES (SPECIFY AND NOTE CALCULATION)	OHE AMOUNT	GRANTEE MATCH
SUBTOTAL		
D. OTHER COSTS (SPECIFY AND NOTE CALCULATION)	OHE AMOUNT	GRANTEE MATCH
SUBTOTAL		
	OHE AMOUNT	GRANTEE MATCH
TOTAL COSTS		
PERCENTAGE		

BUDGET NARRATIVE

A. Salaries and Wages

Please list each staff position title and provide a position 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 project, and be portrayed **on an hourly rate basis**. 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 provide a calculation for 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 Material and Supplies

Identify all items necessary during the project such as books, software, instructional tools, laboratory supplies, including equipment that does not fit the definition below.

Equipment: Purchases of equipment are limited to 10% of the total state funds requested. If applicable, show the unit cost and number of units you are requesting. Provide a brief justification for the purchase of the equipment

E. Other Costs

Enter any other costs essential to the conduct of the proposed program. Include the costs associated with training staff on project requirements and training to enhance the skills staff need for effective project implementation, i.e., project or financial management, team building, etc. Allowable costs in this budget category should also include when applicable:

- Office space rental for projects operating without an approved indirect cost rate agreement that covers office space. If space is budgeted and shared with other projects or activities, the costs must be equitably pro-rated and allocated between the activities or projects.
- Utilities, telephone, Internet and similar expenses that are specifically used for project staff, and are not part of the organization's indirect cost/admin cost allocation pool.
- Campus activity fees for participating students during the summer instructional component, if participants have access to all campus facilities.
- Recognition awards/events