

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

**BUREAU OF HEALTH/NUTRITION, FAMILY SERVICES  
AND ADULT EDUCATION**

**Request for Proposals**

**YOUNG PARENTS PROGRAM**

**2014-15**

**Purpose:** To assist local and regional boards of education with the establishment or maintenance of education programs with day care components for students who are parents.

Pursuant to Section 10-74c of the Connecticut General Statutes

The Connecticut State Department of Education reserves the right to make necessary policy changes after proposals are submitted and to negotiate award with potential recipients.

RFP #006

Application Due: August 14, 2014

# 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, CT 06457  
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## **I. Background and Purpose of the Program**

### **A. Background**

The birth of a child to teenage parents often causes physical, emotional and financial challenges that often result in their dropping out of school. While the educational system alone cannot solve all of the problems facing pregnant and parenting teenagers or provide all of the health and social services they need, educators are in a unique position to recognize the importance of encouraging pregnant adolescents, and those who are already parents, to continue their education and become independent and productive adults.

### **B. Purpose of the Program**

This grant provides resources to assist local and regional school districts to design, develop and implement an education program for young parents. The program must provide day care services for infants/toddlers of students who are enrolled in a program of study leading to graduation from high school. Day care services may be provided on site at the school or at a licensed day care facility. The purpose of the program is to provide an opportunity to ensure that young mothers and fathers have access to a suitable educational program while fulfilling their obligations as a parent of an infant/toddler. This program is necessary to assist young parents in acquiring parenting skills and information on child development, which will increase their competency as parents. In addition, the program shall provide continuity of care for the infant/toddler and thus an opportunity for early intervention for these high-risk children. It is also important to provide nonparenting students an opportunity to acquire information on pregnancy prevention, child development, parenting and day care.

All grant applicants must demonstrate the ability to collaborate with other support service providers, such as local and regional health agencies, school social workers or guidance counselors and home school liaisons. This grant program requires a commitment to establish interagency cooperation, which affords the opportunity for a more systematic support for the health, education, counseling and day care service needs of young parents and their infants/toddlers.

These grants are offered competitively upon availability of funds. Nothing precludes an applicant from applying for continuation of funding.

## **II. Description of a Young Parents Program**

A Young Parents Program (YPP) is a program that provides support services, including day care services, for expectant and parenting students who are enrolled in and attending a comprehensive high school program leading to graduation from high school. A comprehensive high school program does not include an adult education program.

### **III. Attendance and Retention**

Each project must encourage participating students to attend regularly and to remain in the program to meet their program goal of obtaining a comprehensive high school diploma.

### **IV. Coordination with Other Programs**

Each project must coordinate with relevant programs, such as Family and Consumer Sciences, Family Resource Centers (FRCs), Connecticut Birth to Three and volunteer literacy programs. Programs must also provide a minimum of 20 hours per month of parenting education.

### **V. Licensing/Program Requirements**

Please note that programs receiving funding through this grant may be obligated to meet Department of Public Health (DPH) child day care licensing requirements, as defined under Connecticut General Statutes, Section 19a-77. Some programs are exempt from this requirement. For more information, please see the following Web site: [http://www.dph.state.ct.us/Licensure/apps/G\\_C\\_StatutesRegs.pdf](http://www.dph.state.ct.us/Licensure/apps/G_C_StatutesRegs.pdf), or call the DPH at 1-800-282-6063 for more information. For programs that are exempt from child day care licensing, programs must demonstrate that they will meet the following minimum program standards:

1. The ratio of qualified staff to infants/toddlers must be a minimum of one staff to four infants/toddlers at all times (qualified staff is defined in number four).
2. Maintain an emergency plan to ensure that the qualified staff to infant/toddler ratio is met at all times.
3. At least one staff member trained in Cardiopulmonary Resuscitation (CPR) and first aid is present on site at all times.
4. By the end of the first year of funding, personnel working with infants/toddlers must possess at a minimum, a Child Development Associates (CDA) credential.
5. All personnel must attend one or more training/workshop opportunities provided or approved by the Connecticut State Department of Education (CSDE) that may address parenting, quality care, working with children with disabilities and/or strategies for home/school partnerships. Documentation shall be provided in a Year End Report.
6. Programs funded cannot exclude an infant or toddler with a disability. Federal and state laws, including the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, require equal access, equal opportunity and equal benefit to individuals with disabilities.

Any application that does not include a plan that meets the above six standards will not be accepted for review.

## **VI. Eligible Applicants**

Local and regional boards of education and regional educational service centers may apply for funding under this grant program.

## **VII. Amount of Available Funding**

### Anticipated Funding Levels

The CSDE intends to issue grant awards that are estimated to range from \$25,000 to \$50,000 to eligible grantees in order to accomplish the following:

- address the qualifications of personnel prepared to serve infants and toddlers;
- address the appropriateness and quality of the environment for infants and toddlers;
- ensure that the environments address the developmental needs of the infants and toddlers through a planned curriculum that aligns with, *The Connecticut Framework: Preschool Curriculum Framework (2006)* document;
- ensure continuity between the infant/toddler program and the home environment;
- provide parenting and life skills education programs; and
- develop linkages with community-based organizations that provide services for expectant and parenting teens.

It is important that there is consistency and linkages between the CSDE programs that service young children and their families. Funding will be provided to those grantees applying for this project in accordance with the fiscal year 2014-15 state budget.

Within the availability of funds, the Commissioner shall approve grant awards to local and regional boards of education based on: 1) availability in the school and community of professional, paraprofessional and other program staff with the ability to provide a YPP; 2) availability of space in a school building to accommodate the program; 3) demonstration of support by administrative personnel, teaching staff and pupil personnel staff and collaboration with members of the local or regional health agency; 4) reasonable evidence of future stability of the program and its personnel; 5) evidence of the need for a YPP in the local community; and 6) cost effectiveness of the program.

## **VIII. Funding and Match**

Proposals should include a two-year plan that demonstrates a maintenance of local support. Only funds for the first year (July 1, 2014, through June 30, 2015) should be included in the current budget amount requested. An annual application must be submitted for the subsequent year of this two-year cycle.

Matching: Projects funded under this grant program must provide matching of no less than 50 percent of the total cost of the project. Allowable matching sources of funds are: 1) in-kind contributions by the local school district; and 2) local school district funds (locally-raised revenues or federal grant funds).

The CSDE reserves the right to make grant awards under this program without discussion with the applicants. Therefore, proposals should represent the applicant's best effort from both a technical and cost stand point. The CSDE reserves the right to reject all proposals and to conduct a more extensive proposal solicitation, and to reject a lower cost proposal if it believes that a higher cost proposal more appropriately

meets the stated objectives. All awards are subject to availability of states funds.  
Grants are not final until the award letter is executed.

**IX. Review of Proposals and Grant Awards**

Complete proposals received by August 14, 2014, will be reviewed by the CSDE staff, according to the criteria presented in this RFP and based on the Scoring Review Rating Form (Appendix F). The CSDE will announce recipients of grant awards on or before September 30, 2014.

**X. Other Program Requirements**

- A. The CSDE staff will annually conduct on-site monitoring visits to all grant programs.
- B. Annual program evaluations must be submitted to the CSDE following each fiscal year in which the school district participates in the grant program. Refer to Appendix E for Year End Report.
- C. Within 60 days after the close of the fiscal year, each grantee must file a financial statement of expenditures with the CSDE, on such forms as the CSDE may require.
- D. The grantee must have complete management control of this grant. While the CSDE staff may be consulted for their assistance, they will not be directly responsible for the selection of subgrantees or vendors, nor will they be directly involved in the expenditure and payment of funds.

**XI. Deadline and Use of Application Form**

Proposals (original and two copies) must be received by 4:30 p.m. on August 14, 2014.  
Mailing/delivery address:

**Shelby Pons, 21<sup>st</sup> CCLC Program Director**  
Connecticut State Department of Education  
25 Industrial Park Road  
Middletown, Connecticut 06457-1543

**XII. Competitive Grant Application**

The grant application must be double spaced, size 12 font and printed on one side of the paper. The application must include the following completed grant sections in order to be considered:

- A. Signed Grant Application Cover Page;
- B. Application Abstract (no more than one page);
- C. Table of Contents (one page);
- D. Application Narrative:
  - Need for Project (two pages maximum)
  - Project Design (five pages maximum)
  - Adequacy of Resources (two pages maximum)

- Program Management Plan (three pages maximum)
- Documentation and Evaluation (one page maximum)
- Continuation of Project (one page maximum);
- E. Budget ED114 and Budget Narrative (Appendix A);
- F. Affirmative Action Certification (Appendix B);
- G. Statement of Assurances (Appendix C);
- H. Licensing Standards (Appendix D); and
- I. Letters of Commitment from local education agencies and collaborating partners, such as your local FRC.

### **XIII. Grant Requirements**

**The following components must be included in the application:**

#### **A. Need for Project (two pages maximum)**

- 1. The extent to which the proposed project will provide services or otherwise address the needs of parenting students and their infant/toddler.**

*Guidance for applicants:* Provide a description of your community and the extent to which the proposed project is appropriate to, and will successfully address, the needs of the young parents and their infant/toddler. In doing this, you may describe how the proposed project will remedy the risk factors for this target population. Applicants are advised that a needs assessment may be helpful in determining the needs of the community and the gaps in the services that are available. The services to be provided should be closely tied to the identified needs.

Evidence of need for a YPP is based on:

- a. number of births to students in the school district;
- b. number of students who are parents or expect to be parents within the next school year; and
- c. number of students who dropped out of school or a program leading to a high school diploma in the past three years after becoming parents.

#### **B. Project Design (five pages maximum)**

- 1. The extent to which the goals, objectives and outcomes to be achieved by the proposed project are clearly specified and measurable.**

Clearly describe the expected benefits to the school district, including:

- your target population, including number of parenting students and infants/toddlers to be served;
- the number of students served with present class levels and age;
- a description of how this program contributes to delaying additional pregnancies in teen parents and deters parenthood in nonparenting teens;



- identification of the programs and services to be offered in cooperation with other agencies, including local and regional health agencies; and
- a Year One Workplan.

**2. The extent to which the proposed project will collaborate with other appropriate agencies and organizations providing services to the target population.**

*Guidance for applicants:* Clearly describe the activities to be provided by the project and elaborate on how these goals and objectives are linked to the identified needs. Further, clearly delineate the roles to be played by each of the partners, describing who will do what, when, and where, with what anticipated results. It is also suggested that you carefully tailor your activities to address the specific needs of program participants and to achieve the desired outcomes. For example, explain how your project will: 1) provide services and activities during the school day that are not currently available; 2) how project staff will vary their approaches to help meet an infant/toddler's individual needs; and 3) how staff will collaborate with principals and regular school day teachers to assess a student's needs.

Describe how the partnership will build on the existing services of the community to develop a new range of services to teen parents and their families, including access to Care-4-Kids, social services, and parenting education and support.

Please include letters of commitment or memoranda of understanding that clearly indicate the role and capacity of each partnering organization discussed in the application. Applicants are advised that the quality of letters of support, with a clear demonstration of support from senior administrators of the partnering organization, is more important than the quantity. Many successful applicants have involved their community partners in planning and writing the grant application, as well as in helping to implement the grant once awarded.

**3. Parent Involvement and Parent Education**

Clearly describe the activities to be provided by the project to support parent involvement and elaborate on how the goals and objectives of the program are integrated into the program design. Programs must provide a minimum of 20 hours per month of parenting education to all young parents in the program. The activities could include, for example: parenting education and parent and infant/toddler shared activities.

Plans to strengthen the family should include: 1) encouragement of parental involvement in a infant/toddler's development and education; and 2) enhancement of a family's capacity to meet the special needs of the children, including children with disabilities.

Each project must provide a plan to train staff, including infant/toddler staff, to develop the skills necessary to work with parents and infants/toddlers. All personnel must attend one or more training/workshop opportunities provided or approved by the CSDE that may address parenting, quality care, working with children with disabilities, and or strategies for home/school partnerships. In addition to the plan, documentation of attendance must be provided in a Year End Report.

**C. Adequacy of Resources (two pages maximum)**

**The extent to which the costs are reasonable in relation to the number of students to be served and to the anticipated results and benefits.**

*Guidance for applicants:* Show that appropriate resources and personnel (see page five for “Licensing/Program Requirements” for “minimum program standards” and personnel requirements) have been carefully allocated for the tasks and activities described in your application. Successful applicants must ensure that their budget will adequately cover program expenses, including transportation if applicable. It is important to demonstrate how you will leverage existing school resources to carry out your activities. Also, describe the resources that partners are contributing, such as the use of community school space, staff, etc. You are advised that costs should be allocated and will be judged against the scope of the project and its anticipated benefits. Applicants should provide evidence that their plans have the support of program designers, service providers and participants.

**Matching:**

Projects funded under this grant program must provide matching of no less than 50 percent of the total cost of the project. Allowable matching sources of funds are: 1) in-kind contributions by the local school district; and 2) local school district funds (locally raised revenues and grant funds).

**D. Program Management Plan (three pages maximum)**

1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities and timelines.
2. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of the parenting students, teachers, principals, FRCs and other partnering agencies or organizations.

*Guidance for applicants:* Charts, timetables and position descriptions for key staff are particularly helpful in describing the structure of your project and the procedures for successful managing. Clearly spell out objectives and daily activities for both the parenting students and their infant/toddler. Please use the the Connecticut Guidelines for the Development of Infant & Toddler Early Learning: A Handbook for Caregivers of Young Children, published by the Department of Social Services. A copy of the publication can be obtained online at [http://www.ct.gov/dss/lib/dss/dss\\_early\\_learning\\_guidelines.pdf](http://www.ct.gov/dss/lib/dss/dss_early_learning_guidelines.pdf).

3. Provide a description of the adequacy of support including: facilities, equipment, supplies and other resources from the applicant organization or the lead applicant organization. Demonstrate how costs are reasonable in relationship to the number of persons served and the anticipated results and benefits.
4. Describe each of the major project services and activities and explain the direct relationship between each activity. Provide a description of the project organization including: (a) who is involved in the delivery of the programs and services; (b) who will have the responsibility for administering the grant; (c) what steering committee will be established; and (d) how students will be informed of the YPP.

**E. Documentation and Evaluation (one page maximum)**

Describe the procedures to be used to determine how the objectives of the proposed project will be achieved. How will the evaluation design answer the following two questions:

1. Have the intended outcomes been attained?
2. To what extent has this project been responsible for the outcomes attained?

The CSDE has designed procedures and formats for documentation and evaluation in order to collect information which is consistent across all project sites. Timely submission of the documentation and evaluation information is a condition for funding. Designation of a person responsible for documentation and evaluation of the project must be provided.

**F. Continuation of Project (one page maximum)**

Describe the proposed implementation of the program and services for a subsequent year of operation (Year Two). Describe how the school district(s) will continue to support the project with local funds after the termination of state funding.

**G. Budget (one page maximum)**

Matching: Projects funded under this grant program must provide matching of no less than 50 percent of the total cost of the project. For example, if the project costs the school district \$80,000, the district must provide a minimum of \$40,000 in matching funds. Allowable matching sources of funds are: 1) in-kind contributions by the local school district; and 2) local school district funds (locally raised revenues and federal grant funds).

All applicants must provide a statement describing the cost effectiveness of the project, for example, that the project:

1. Establishes or maintains a program which is supplementary to each student's right to a free public education.

2. Promotes interagency planning to prevent duplication of services which are available from other sources.
3. Identifies the spectrum of services for young parents in the community and isolates the cost of the educational component of day care and the parenting education efforts associated with it.

Allowable costs include: personnel, equipment, instructional services and materials, and parent and infant/toddler transportation.

**COVER PAGE**

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
 DIVISION OF FAMILY AND STUDENT SUPPORT SERVICES

BUREAU OF HEALTH/NUTRITION,  
 FAMILY SERVICES AND ADULT EDUCATION

**YOUNG PARENTS PROGRAM**

**Competitive Grant Application**

Grant Period: **July 1, 2014**, through **June 30, 2015**

|   |   |
|---|---|
| <p><b><u>Applicant Agency</u></b><br/>         (Name, address and phone)</p>      | <p><b><u>Local Project Title</u></b></p> <p><b><u>Child Care Licensed</u> Yes ___ Exempt ___</b><br/> <b>If yes please attach Department of Public Health License. If exempt, please complete Appendix D. Applications without this information are incomplete and will not be processed.</b></p> |
| <p><b><u>Agency Contact Person</u></b><br/>         (Name, address and phone)</p> | <p><b><u>Estimated Funding:</u></b></p> <p>Federal        \$ _____</p> <p>State            \$ _____</p> <p>Local            \$ _____</p> <p>In-Kind        \$ _____</p> <p>TOTAL           \$ _____</p>   |

I, \_\_\_\_\_, the undersigned authorized chief administrative official of this agency submit this proposal on behalf of the applicant agency, attest to the appropriateness and accuracy of the information contained herein, and certify that this proposal, if funded, will comply with all relevant requirements of state and federal laws and regulations.

Signature \_\_\_\_\_ Title \_\_\_\_\_

Name (typed) \_\_\_\_\_ Date \_\_\_\_\_

**APPENDIX A: Master Budget Forms and Object Code Descriptions**

Project Number: \_\_\_\_\_  
(CSDE Use Only)

**Young Parents Program**  
2014-15

ED 114 Fiscal Year 2015

Budget Form

|   |   |                      |  |
|---|---|----------------------|--|
| Vendor Name:  |   | Vendor ID:           |  |
| Grant Title: <u>Young Parents Program</u>   |   |                      |  |
| Project Title: <u>Young Parents Program</u>   |   |                      |  |
| Fund: <b><u>11000</u></b> SPID: <b><u>17044</u></b> Year: <b><u>2015</u></b> PROG: <b><u>82079</u></b> CFI: <b><u>170003</u></b> CF2: |   |                      |  |
| AUTHORIZED AMOUNT BY SOURCE:  |   |                      |  |
| LOCAL BALANCE:  |   | CARRYOVER DUE        | CURRENT DUE  |
|   |   | <b>Grant Funding</b> | <b>Federal, State, Local, Matching Funds including in-kind</b> |
| <b>CODES</b>  | <b>DESCRIPTIONS</b>                           |                      |  |
| 100   | Personal Services - Salaries                  |                      |  |
| 200   | Personal Services - Employee Benefits         |                      |  |
| 300   | Purchased Professional and Technical Services |                      |  |
| 400   | Purchased Property Services                   |                      |  |
| 500   | Other Purchased Services                      |                      |  |
| 600   | Supplies                                      |                      |  |
| 700   | Property/Equipment Only                       |                      |  |
|   | Total   |                      |  |
|   | Total Local Matching                          |                      |  |

Project Number: \_\_\_\_\_  
(CSDE Use Only)

**F. Budget Narrative**

Please provide a brief description of each line item expenditure in your budget, including federal, state and local matching funds. If in-kind contributions are applied to the local match, please describe.

(Include an additional page if needed for your responses).

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**SUMMARIZE AND LIST COST FOR PROGRAM ADMINISTRATION AND EVALUATION.**

| <b>Code Number</b> | <b>Description</b> |
|--------------------|--------------------|
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## MASTER BUDGET FORM AND OBJECT CODE DESCRIPTIONS

### **100 Personal Services – Salaries**

Salaries of both permanent and temporary employees, including personnel substituting for those in permanent positions are included.

### **200 Personal Services – Employee Benefits**

Expenses on behalf of the employees whose salaries are reported in ‘100’ accounts. These amounts are not included in gross salaries. Included are employee costs of group insurance, social security, and retirement contribution, etc.

### **300 Purchased Professional and Technical Services**

Services, which, by their nature, can be performed only by persons or firms with specialized skills and knowledge.

### **400 Purchased Property Services**

Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. These services are performed by persons other than grantee employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

### **500 Other Purchased Services**

Expenses for services rendered by organizations or non-employees that are not classified as Purchased Professional and Technical Services or Purchased Property Services.

### **600 Supplies**

Expenses for items that are consumed, worn out, or deteriorated through use and have an expected useful life of less than one year.

### **700 Property**

Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. For most grants only equipment such as computers, duplicating machines, furniture, and fixtures is allowable and the line item description on the budget will read Property/Equipment only. Other items which could be included in this category if allowable under grant legislation are expenditures for the acquisition but not the rental of buildings and land. Although cost of materials which resulted in a new or vastly improved structure would also be included here, the expenditures for the contracted construction of buildings, for permanent structural alterations, and for the initial or additional installation of heating and ventilating systems, fire protection systems, and other service systems in existing buildings are recorded under object 400 - Purchased Property Services. In accordance with the Connecticut State Comptroller’s definition of equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$1,000.00 and the useful life of more than one year.



**APPENDIX B: AFFIRMATIVE ACTION CERTIFICATE**

**CERTIFICATION THAT A CURRENT  
AFFIRMATIVE ACTION PACKET IS ON FILE**

**I, the undersigned authorized official, hereby certify that the current affirmative action packet for \_\_\_\_\_ is on file with the Connecticut State Department of Education. The Affirmative Action Plan is, by reference, part of this application.**

\_\_\_\_\_  
Name of Authorized Official

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature of Authorized Official

\_\_\_\_\_  
Date

**APPENDIX C: STATEMENT OF ASSURANCES**

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**STATEMENT OF ASSURANCES**

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS

**PROJECT TITLE:**

\_\_\_\_\_  
\_\_\_\_\_

**THE APPLICANT:**

**HEREBY ASSURES THAT:**

\_\_\_\_\_  
\_\_\_\_\_

(insert Agency/School/CBO Name)

- A.** The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B.** The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C.** The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D.** The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E.** Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F.** Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G.** The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H.** The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;

- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

**L. REQUIRED LANGUAGE (NON-DISCRIMINATION)**

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and “contract” include any extension or modification of the Contract or contract;
- iii. "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;
- iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- v. “good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who

have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

- x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b) (1) 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, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and 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, gender identity or expression, mental retardation, mental disability 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; (2) 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; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and

Connecticut General Statutes § 46a-56. If the contract is a public works contract, 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 public works projects.

- (c) 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.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) 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; (2) 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; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to

pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

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

**M.** The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

**N.** The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Superintendent Signature: \_\_\_\_\_

Name: *(typed)* \_\_\_\_\_

Title: *(typed)* \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX D: LICENSING STANDARDS FOR PROGRAMS THAT ARE EXEMPT FROM OBTAINING A DEPARTMENT OF PUBLIC HEALTH CHILD DAY CARE LICENSE**

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CONNECTICUT STATE DEPARTMENT OF EDUCATION  
**STATEMENT OF ASSURANCES**  
GRANT PROGRAMS

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

**THE APPLICANT:** \_\_\_\_\_

HEREBY ASSURES THAT:

\_\_\_\_\_  
(insert Agency/School/CBO Name)

The applicant hereby declares that it is exempt from obtaining a Department of Public Health Child Care License. The applicant shall perform the following:

1. The ratio of qualified staff to infants/toddlers must be a minimum of one staff to four infants/toddlers at all times (qualified staff is defined in number four).
2. Maintain an emergency plan to ensure that the qualified staff to infant/toddler ratio is met at all times.
3. At least one staff member trained in Infant/Toddler Cardiopulmonary Resuscitation (CPR) and first aid is present on site at all times.
4. By the end of the first year of funding, personnel working with infants/toddlers must possess at a minimum, a Child Development Association (CDA) credential.
5. All personnel must attend one or more training/workshop opportunities provided or approved by the CSDE that may address parenting, quality care, working with children with disabilities and/or strategies for home/school partnerships. Documentation shall be provided in a Year End Report.
6. Programs funded cannot exclude an infant or toddler with a disability. Federal and state laws, including the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, require equal access, equal opportunity and equal benefit to individuals with disabilities.

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

Superintendent Signature: \_\_\_\_\_

Name: *(typed)* \_\_\_\_\_

Title: *(typed)* \_\_\_\_\_

Date: \_\_\_\_\_



**APPENDIX E: YEAR-END REPORT**

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
DIVISION OF FAMILY AND STUDENT SUPPORT SERVICES

BUREAU OF HEALTH/NUTRITION, FAMILY SERVICES  
AND ADULT EDUCATION

*Young Parents Program 2014-15*

| School District | Code | Contact Person | Tel. No | Filing Period |
|-----------------|------|----------------|---------|---------------|
|                 |      |                |         |               |

**I. Participation in the Program**

| Description                     | Age Range | # of Male | # of Female | # of Minority | # of Total Served |
|---------------------------------|-----------|-----------|-------------|---------------|-------------------|
| A. Infant/toddler Provided Care |           |           |             |               |                   |
| B. Student Parents              |           |           |             |               |                   |
| C. Nonparent Students           |           |           |             |               |                   |

**II. Student Parents**

A. To what degree did the program contribute to the student parents' regular attendance in school?

| Description   | Total # of Served (Sec. 1/ Line A Total) | # of Dropped Out | # Who Completed Course of Study (moved to next grade level) | # Awarded Diplomas/ GED |
|---|--|------------------|---|-------------------------|
| Total Student Parents                               |  |                  |   |                         |
| Subtotals 6 <sup>th</sup> and 8 <sup>th</sup> Grade |  |                  |   |                         |
| 9 <sup>th</sup> Grade                               |  |                  |   |                         |
| 10 <sup>th</sup> Grade                              |  |                  |   |                         |
| 11 <sup>th</sup> Grade                              |  |                  |   |                         |
| 12 <sup>th</sup> Grade                              |  |                  |   |                         |

B. To what degree did the program help student parents to acquire parenting and infant/toddler development skills?

**III. Nonparent Students**

A. To what degree did nonparent students have the opportunity to acquire information on infant/toddler development and parenting skills?

**IV. Special Needs of Children Provided Child Care**

A. Are there children that are identified and receiving services through Connecticut Birth to Three systems?

| Description                       | # of Referred for Services |        | # of Special Needs Students Served |        |
|-----------------------------------|----------------------------|--------|------------------------------------|--------|
|                                   | Male                       | Female | Male                               | Female |
| Connecticut Birth to Three System |                            |        |                                    |        |

**V. Interagency Collaboration/Cooperation**

A. To what degree did the program help to establish or expand interagency cooperation/coordination to meet the: (1) health; (2) educational; (3) counseling; and (4) day care needs of young parents and their infant/toddler?

B. Summarize observations about the program made by students, staff, cooperating health and community agencies, the media, etc. Attach supportive information, if available.

C. Describe evaluation measures and attach any evaluation materials which relate to your stated program objectives.

Please return **two** copies to:

**Connecticut State Department of Education**  
**Attention: Shelby Pons, Program Manager**  
Bureau of Health/Nutrition, Family Services  
and Adult Education  
25 Industrial Park Road  
Middletown, Connecticut 06457-1543

**APPENDIX F: APPLICATION/SCORING REVIEW RATING FORM**

CSDE use only RFP category No. \_\_\_\_\_ Proposal No. \_\_\_\_\_

**Application Scoring/Reviewer Rating Form**

Lead Applicant: \_\_\_\_\_

School District: \_\_\_\_\_

Reader Initials: \_\_\_\_\_

Reader Instructions: Give the proposal a score that best describes the attributes in each category. Give the proposal a sub-total as indicated at the end of each section. Total all the subsections in the final scoring chart attached.

**Total Score of this proposal is \_\_\_\_\_ Maximum Score is 105**

|  | <b>EXCELLENT<br/>(well-conceived<br/>and thoroughly<br/>developed)</b> | <b>GOOD<br/>(clear and<br/>complete)</b> | <b>MARGINAL<br/>(requires<br/>additional<br/>clarification)</b> | <b>WEAK<br/>(lacks<br/>sufficient<br/>information)</b> | <b>INADEQUATE<br/>(information<br/>not provided)</b> |
|--|--|--|---|--|--|
| <b>A. NEED FOR PROJECT<br/>(max. 15 points)</b>  |  |  |   |  |  |
| Provides a description of services or otherwise addresses the needs of parenting students and their infant/toddler.  | 5  | 4  | 3   | 2  | 0  |
| Provides a description of the community and the extent to which the proposed project is appropriate to, and will successfully address, the needs of the parenting students and their infant/toddler. | 5  | 4  | 3   | 2  | 0  |

|  | <b>EXCELLENT</b><br>(well-conceived<br>and thoroughly<br>developed) | <b>GOOD</b><br>(clear and<br>complete) | <b>MARGINAL</b><br>(requires<br>additional<br>clarification) | <b>WEAK</b><br>(lacks<br>sufficient<br>information) | <b>INADEQUATE</b><br>(information<br>not provided) |
|--|---|--|--|---|--|
| Provides:<br><ul style="list-style-type: none"> <li>a. number of births to students in the school district;</li> <li>b. number of students who are parents or who expect to be parents within the next school year; and</li> <li>c. number of students who dropped out of school or a program leading to a high school diploma, in the past three years, after becoming a parent.</li> </ul> | 5   | 4                                      | 3  | 2   | 0  |
| <b>SUBTOTAL</b>  |   |  |  |   |  |
| <b>TOTAL SCORE A (maximum 15 points) _____</b>   |   |  |  |   |  |

|  | <b>EXCELLENT</b><br>(well-conceived<br>and thoroughly<br>developed) | <b>GOOD</b><br>(clear and<br>complete) | <b>MARGINAL</b><br>(requires<br>additional<br>clarification) | <b>WEAK</b><br>(lacks<br>sufficient<br>information) | <b>INADEQUATE</b><br>(information<br>not provided) |
|--|---|--|--|---|--|
| <b>B. PROJECT DESIGN</b><br>(max. 25 points)   |   |  |  |   |  |
| Provides a description of how the goals, objectives and outcomes to be achieved by the proposed project are clearly specified and measurable.                          | 5   | 4                                      | 3  | 2   | 0  |
| Provides a description of how the proposed project will collaborate with other appropriate agencies and organizations providing services to the target population.     | 5   | 4                                      | 3  | 2   | 0  |
| Includes letters of commitment or memoranda of understanding that clearly indicate the role and capacity of each partnering organization discussed in the application. | 5   | 4                                      | 3  | 2   | 0  |
| Describes the activities to be provided by the project to support parent involvement including the mandatory 20 hours of parenting education per month.                | 5   | 4                                      | 3  | 2   | 0  |
| Provides a plan to train staff, including infant/toddler staff, to develop the skills necessary to work with parents and young infants/toddlers.                       | 5   | 4                                      | 3  | 2   | 0  |
| <b>SUBTOTAL</b>  |   |  |  |   |  |
| <b>TOTAL SCORE B (maximum 25 points) _____</b>   |   |  |  |   |  |

|  | <b>EXCELLENT</b><br>(well-conceived<br>and thoroughly<br>developed) | <b>GOOD</b><br>(clear and<br>complete) | <b>MARGINAL</b><br>(requires<br>additional<br>clarification) | <b>WEAK</b><br>(lacks<br>sufficient<br>information) | <b>INADEQUATE</b><br>(information<br>not provided) |
|--|---|--|--|---|--|
| <b>C. ADEQUACY OF RESOURCES</b><br>(max. 15 points)  |   |  |  |   |  |
| Projected costs are reasonable in relation to the number of students to be served and to the anticipated results and benefits.   | 5   | 4                                      | 3  | 2   | 0  |
| Clearly describes how appropriate resources and personnel have been carefully allocated for the tasks and activities described in your application.  | 5   | 4                                      | 3  | 2   | 0  |
| Provides clear evidence of matching funds that are no less than 50 percent of the total cost of the project, including the source of these funds and a complete description of how funds will be used. Allowable matching sources of funds are: 1) in-kind contributions by the local school district; and 2) local school district funds (locally raised revenues and federal grant funds). | 5   | 4                                      | 3  | 2   | 0  |
| <b>SUBTOTAL</b>  |   |  |  |   |  |
| <b>TOTAL SCORE C (maximum 15 points) _____</b>   |   |  |  |   |  |

|  | <b>EXCELLENT</b><br>(well conceived<br>and thoroughly<br>developed) | <b>GOOD</b><br>(clear and<br>complete) | <b>MARGINAL</b><br>(requires<br>additional<br>clarification) | <b>WEAK</b><br>(lacks<br>sufficient<br>information) | <b>INADEQUATE</b><br>(information<br>not provided) |
|--|---|--|--|---|--|
| <b>D. MANAGEMENT PLAN</b><br>(max. 35 points)  |   |  |  |   |  |
| Applicant demonstrated how they will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of the parenting student, teachers, principals, FRCs and other partnering agencies or organizations.                            | 5   | 4                                      | 3  | 2   | 0  |
| Charts, timetables and position descriptions for key staff were used to describe the structure of the project, as well as the procedures for successful management.  | 5   | 4                                      | 3  | 2   | 0  |
| Grantee clearly spelled out objectives and daily activities for both the parenting students and their infant/toddler (which aligns with the usage of the Connecticut Guidelines for the Development of Infant & Toddler Early Learning: A Handbook for Caregivers of Young Children, DSS). | 5   | 4                                      | 3  | 2   | 0  |
| Provides a description of the adequacy of support including: staff (infant/toddler staff /ratio) staff qualifications, a minimum of a CDA), facilities, equipment, supplies and other resources from the applicant organization or the lead applicant organization.                        | 5   | 4                                      | 3  | 2   | 0  |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| Demonstrates that costs are reasonable in relationship to the number of persons served and the anticipated results and benefits.   | 5 | 4 | 3 | 2 | 0 |
| Describes each of the major project services and activities and explains the direct relationship between each activity.  | 5 | 4 | 3 | 2 | 0 |
| Provides a description of the project organization including: (a) who is involved in the delivery of the programs and services; (b) who will have the responsibility for administering the grant; (c) what steering committee will be established; and (d) how students will be informed of the YPP. | 5 | 4 | 3 | 2 | 0 |
| <b>SUBTOTAL</b>  |   |   |   |   |   |
| <b>TOTAL SCORE D (maximum 35 points) _____</b>   |   |   |   |   |   |



|   | <b>EXCELLENT</b><br>(well conceived and thoroughly developed) | <b>GOOD</b><br>(clear and complete) | <b>MARGINAL</b><br>(requires additional clarification) | <b>WEAK</b><br>(lacks sufficient information) | <b>INADEQUATE</b><br>(information not provided) |
|---|---|-------------------------------------|--|---|---|
| <b>E. DOCUMENTATION AND EVALUATION</b><br>(max. 5 points)   |   |                                     |  |   |   |
| Describes the procedures to be used to determine how the objectives of the proposed project will be achieved. | 5   | 4                                   | 3  | 2   | 0   |
| <b>SUBTOTAL</b>   |   |                                     |  |   |   |
| <b>TOTAL SCORE E (maximum 5 points) _____</b>   |   |                                     |  |   |   |

|  | <b>EXCELLENT</b><br>(well conceived and thoroughly developed) | <b>GOOD</b><br>(clear and complete) | <b>MARGINAL</b><br>(requires additional clarification) | <b>WEAK</b><br>(lacks sufficient information) | <b>INADEQUATE</b><br>(information not provided) |
|--|---|-------------------------------------|--|---|---|
| <b>F. CONTINUATION OF PROJECT</b><br>(max. 10 points)  |   |                                     |  |   |   |
| Provides a description of how the proposed implementation of the program and services will continue for a subsequent year of operation.            | 5   | 4                                   | 3  | 2   | 0   |
| Provides a description of how the school district(s) will continue to support the project with local funds after the termination of state funding. | 5   | 4                                   | 3  | 2   | 0   |
| <b>SUBTOTAL</b>  |   |                                     |  |   |   |
| <b>TOTAL SCORE F (maximum 10 points) _____</b>   |   |                                     |  |   |   |

## Summary of Scores

| <b>CATEGORY</b>                                    | <b>POINTS</b> |
|--|---------------|
| <b>A. Need for Project (max 15 pts)</b>            |               |
| <b>B. Project Design (max 25 pts)</b>              |               |
| <b>C. Adequacy of Resources (max 15 pts)</b>       |               |
| <b>D. Management Plan (max 35 pts)</b>             |               |
| <b>E. Documentation and Evaluation (max 5 pts)</b> |               |
| <b>F. Continuation of Project (max 10 pts)</b>     |               |
| <b>TOTAL SCORE (Maximum 105 pts)</b>               |               |