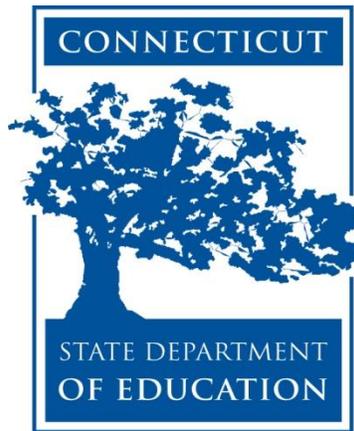


Connecticut Primary Mental Health Program

Bureau of Special Education



Request for Proposals (RFP)
July 1, 2015- June 30, 2017
Applications

RFP 026

Due: June 5, 2015 - no later than 4:00 p.m.

Purpose: To assist Connecticut school districts to better serve at-risk primary grade children through the availability of an early intervention mental health program for the detection and prevention of emotional, behavioral and learning problems, under Connecticut General Statutes, Sections 10-76t through 10-76w.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Dr. Dianna R. Wentzell
Commissioner Designate**

The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Connecticut State Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of **race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut State and/or federal nondiscrimination laws. The Connecticut State Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.**

Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to:

Levy Gillespie, Equal Employment Opportunity Director
Connecticut State Department of Education,
25 Industrial Park Road,
Middletown, CT 06457
860-807-2071
Levy.Gillespie@ct.gov.

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

TABLE OF CONTENTS

	Page
INTRODUCTION	iii
GENERAL INFORMATION	1
Legal Authority.....	1
Eligible Applicants.....	1
Topic Area.....	2
Application Priorities.....	2
Priority School Districts.....	2
Application Requirements.....	2
Application Deadline.....	3
Selection.....	3
Technical Assistance and Management.....	3
Grant Awards.....	4
PRIMARY PROJECT	4
Description.....	4
Minimum Requirements.....	4
Direct Services Provided by Child Associates.....	6
COMPLEMENTARY MENTAL HEALTH COMPONENT	6
Description.....	6
Minimum Requirements.....	7
FORMAT FOR PREPARING APPLICATIONS	7
APPLICATION REQUIREMENTS	13
APPENDICES	
APPENDIX A: Cover Page.....	14
APPENDIX B: Abstract Page.....	15
APPENDIX C: Budget Form.....	16
Budget Object Codes.....	17
APPENDIX D: Budget Explanation.....	18
APPENDIX E: Personnel Costs.....	19
APPENDIX F: PMHP Budget Worksheet for Continuing Districts.....	20
APPENDIX G: Proposal Evaluation Instruments.....	21
APPENDIX H: Statement of Assurances.....	28
Affirmative Action Plan.....	32
APPENDIX I: COMET Measure/Cost Calculation Worksheet.....	33
APPENDIX J: Affirmative Action Packet.....	34

INTRODUCTION

In 2015-16, the Connecticut State Department of Education (CSDE) will award selected grantees funds authorized by Sections 10-76t through 76w (inclusive) of the Connecticut General Statutes (C.G.S.) to establish or continue a Primary Mental Health Program (PMHP) in local or regional boards of education.

The provisions of the PMHP legislation are intended to further the State Board of Education (SBE) goals, which include: (1) high-quality early education for all students and (2) high academic achievement of all students in reading, writing, mathematics and science.

The purpose of this opportunity is to assist Connecticut school districts to better serve children at risk of developing learning and behavioral concerns. Through the use of these funds, it is the intention of CSDE to seek the most qualified districts for these programs. Those districts with a demonstrated record of early intervention mental health services for students at risk will be given priority in funding. Additionally, a special effort is made to assist those school districts that have been designated as "Priority School Districts" by Section 10-266p of the C.G.S.

Please note that PMHP grant awards are issued annually; therefore, prior selection for a grant does not ensure continued funding or funding at any particular level.

GENERAL INFORMATION

LEGAL AUTHORITY

Sections 10-76t through 10-76w (inclusive) of the C.G.S., directs the CSDE to distribute funds to local and regional boards of education for the establishment of school-based PMHPs for the detection and prevention of emotional, behavioral and learning problems in public school children primarily in kindergarten through Grade 3.

In determining if a board of education shall be granted funds, the Commissioner shall consider, but not be limited to, the following factors:

- availability in the school and community of professional, paraprofessional and other program staff with background and experience in early intervention;
- availability of space to accommodate the program in an elementary school building;
- demonstration of strong support by administrative personnel, teaching staff, pupil personnel staff and local community mental health centers; and
- reasonable evidence of future stability of the program (i.e., readiness for new districts and ongoing support for continuing districts).

ELIGIBLE APPLICANTS

Local or regional boards of education may apply for these grants. A PMHP supported under the terms of this announcement must be school based and focus on the provision of services to children primarily in kindergarten through Grade 3.

Applicants should take special note of the following criteria:

1. New applicants must operate the standard PMHP model (hereafter called “Primary Project”), as outlined on pages 4-5.
2. If a school district has previously received state funding at any time to offer Primary Project (hereafter called “Continuing Districts”) the district may reapply if, and only if, the district offers Primary Project minimally at the previously funded level, and:
 - a. expands Primary Project to offer one or more additional schools; or
 - b. implements or continues a Complementary Mental Health Component (CMHC) at the same school as outlined on pages 6-7. Continuing districts are encouraged to implement complementary mental health components to enhance the impact of Primary Project.
3. The services provided by school-based mental health professionals must be provided as in-kind contribution by the school district and not included in the proposed budget (i.e., Appendix C).
4. Twenty percent of available funds will be reserved for new applicants.

TOPIC AREA

The focus of this grant is on the implementation of the general education, school-based early detection and intervention program, Primary Project, that serves children primarily in kindergarten through Grade 3. Primary Project participants have been identified as being at risk of developing behavior issues or school adjustment difficulties. Continuing districts are encouraged to implement complementary mental health components to enhance the impact of Primary Project.

APPLICATION PRIORITIES

Preference will be granted according to the following criteria:

1. Applicants who have never before been awarded funding to support PMHP activities will receive a bonus of five points in the proposal scoring.
2. Districts that indicate in their proposal how Primary Project will create opportunities for parent involvement and support components that exceed the minimum requirements will receive up to a bonus of five points in the proposal scoring.
3. Districts that provide evidence of future stability of the program and its personnel through a continuation plan that includes explicit school board support for the continued implementation of Primary Project will receive a bonus of five points in the proposal scoring.
4. Priority school districts that apply will be awarded a five-point bonus in the proposal scoring.

PRIORITY SCHOOL DISTRICTS

In 1984, the Priority School District Grant Program was initiated by section 10-266p of the C.G.S. The goal of the program is to assist Connecticut school districts with the greatest demonstrated academic need to improve student achievement and enhance educational opportunities. While the focus of the program and the associated state grant is basic skills achievement and the improvement of instruction, the CSDE will also be attempting to target discretionary resources from all sources and for all purposes at these same districts. Therefore, districts identified by Section 10-266p of the C.G.S. as priority school districts are particularly encouraged to prepare proposals for the grants included in this request for proposals.

APPLICATION REQUIREMENTS

To be considered for funding, all applicants must submit an **original plus four copies** of the application. The original must bear an original signature of the official legally authorized to apply on behalf of the board of education. This official must sign both the cover page of the application AND THE STATEMENT OF ASSURANCES. Applications must follow the format prescribed in this document.

All applications submitted become the property of the CSDE and become part of the public domain. The CSDE reserves the right to make necessary policy and programmatic changes after proposals are submitted and to negotiate awards with potential recipients.

APPLICATION DEADLINE

Proposals (original and four copies), IRRESPECTIVE OF POSTMARK DATE AND MEANS OF TRANSMITTAL, must be received by 4:00 p.m. on June 5, 2015. EXTENSIONS WILL NOT BE GIVEN.

Applications may be mailed or hand delivered to:

**Norma T. Sproul, Ph.D., Program Manager
Primary Mental Health Program
Bureau of Special Education
State Department of Education
165 Capitol Avenue, Room 369
Hartford, CT 06106
Phone: (860) 713-6936**

SELECTION

The CSDE will determine eligibility for the period from July 1, 2015, through June 30, 2017. Determination of eligibility does not ensure funding for a two-year period, since the award of funds is issued annually and contingent upon annual appropriations by the Connecticut General Assembly. A PMHP grant recipient must submit a full application each year that the application is made.

In rating and ranking applications submitted by school districts, special consideration will be given to applications from: (a) school districts designated by Section 10-266p of the C.G.S. as “priority school districts”; (b) districts that develop innovative parent involvement strategies; and (c) districts that indicate how this mental health program will effectively interface with other early intervention programs and first time applicants. Please see Proposal Evaluation Instruments (Appendix G) for scoring rubric.

If technical questions arise that prevent final selection on the basis of application review, finalists will be contacted by Dr. Isabelina Rodriguez, Bureau Chief, Bureau of Special Education.

TECHNICAL ASSISTANCE AND MANAGEMENT

Norma Sproul, CSDE consultant, has been assigned as project manager. Questions regarding this request for proposals (RFP) may be directed to her at 860-713-6936 or norma.sproul@ct.gov. The CSDE reserves the right to monitor program progress at least annually, including examination and approval of all reports and data collection.

GRANT AWARDS

The estimated total PMHP grant amount is \$427,209. The minimum grant award will be \$15,000 or the amount requested, whichever is less. The maximum grant award is \$20,000. For new applicants that are proposing to offer Primary Project only, the maximum grant award is \$20,000. Administratively, continuing districts must apply a *minimum* of 80 percent of state funds to Primary Project. Therefore, a *maximum* of 20 percent of state funds may be designated to the CMHC. The amount designated for the CMHC should be recorded on the PMHP Budget Worksheet for Continuing Districts (Appendix F). **For continuing applicants, the school district must contribute at least \$5,000 or one-fourth (whichever is greater) of the total amount of state funds requested.** Salaries of school personnel (e.g., administrators and school mental health professionals) may not be included as part of the school district's contribution.

The funding request must be necessary to implement or continue the project. Funds may not be used for student field placement stipends.

The CSDE reserves the right to make awards under this program without discussion with the applicants. Therefore, applications should represent the best effort from both a technical and cost standpoint.

PRIMARY PROJECT

DESCRIPTION

Primary Project is a non-instructional, general education program for children primarily in kindergarten through Grade 3 who are having minor difficulties in adjusting to school. The focus of Primary Project is prevention, not remediation. It is a school-based program that detects early school adjustment problems and prevents the establishment of chronic school problems. Identified students are provided with attention and extra support as they engage in play-based activities with a trained paraprofessional.

MINIMUM REQUIREMENTS - (Per Sec. 10-76u to 10-76w; Legislative Reference in bold)

- 1. Demonstrated support among a school's administrative, instructional and pupil services staff.**
2. For continuing districts, the implementation of a CMHC (enhancing program support and stability through opportunities for improving pro-social behavior, school adjustment, early detection and/or screening and family support for education) or expansion to an additional school.
- 3. Adequate playroom space.**
4. Employment of a child associate (CA) — a caring, responsible person with proven ability to relate well to children and provide direct services to children, as described in the following section.
- 5. Availability of one or more school mental health professionals, (e.g., school psychologist, school social worker, school counselor), to provide the paraprofessional with a minimum of one hour of direct supervision per week, at a designated time in addition to consultation on an "as needed" basis.**

6. Commitment to staff development for the CA through state level training.
7. Commitment to staff development for mental health professionals (who provide supervision to the CA through state level training.)
- 8. Systematic screening, supervised by the Mental Health Professional, to identify children who could benefit from services using the AML-R (a standardized behavior rating scale) or comparable measure as deemed appropriate by the CSDE and input of professional staff.**
- 9. Establish specific goals for individual children that evolve from the areas in which the child is perceived to have difficulties.**
10. Provision of individual focus on child-centered play and promotion of social development, improved self-concept and adjustment to school.
11. Evaluation of student outcomes through the use of data collection measures identified by the CSDE.
12. Timely submission of four program updates (two per semester) and an end-of-year report following the formats provided by the CSDE.
13. Monitoring of student progress towards goal achievement through informal parent/teacher conferences and formal progress and termination conferences.
- 14. A plan designed to ensure parent involvement that includes:**
 - **signed permission for student participation;**
 - **parent participation in progress and termination conferences;**
 - **opportunities for parents to participate in the program, to learn about their children's development and needs, and/or to improve parenting skills; and**
 - **parent participation in program evaluation.**
- 15. Coordination of services with, and referrals of children to, community agencies that provide child and family services.**
16. Linkages with other school-based prevention, early intervention programs and supports.
- 17. Reasonable evidence of future program sustainability.**
18. Secure necessary signed releases/permission from the parents and/or legal guardians of student participants to allow the CSDE program manager and/or CSDE designee to observe a student or students engaged in Primary Project activities/sessions during site visits.
19. Secure necessary signed releases/permission from the parents and/or legal guardian(s) of student participants to allow the CSDE program manager to have access to all Primary Project pre- and post-measure data (electronic and hardcopy formats) gathered and maintained via the COMET data collection and management system.

DIRECT SERVICES PROVIDED BY CHILD ASSOCIATES

Research has shown that Primary Project has a positive effect on children's adjustment to school and sense of well-being. Essential to this model is the establishment of a personal relationship with the student who comes to trust and feel accepted by the CA. This relationship is established as:

- the child is initially seen on an individual basis;
- the child meets with the CA on a weekly basis outside of the classroom;
- the child engages in self-directed expressive play; and
- direct services are provided to each child for at least 12 weeks.

Some latitude in the service delivery model is permissible. Acceptable practices are:

- the child is offered a choice of activities during play sessions;
- some children (i.e., those who will benefit) transition from individual to small group sessions;
- the CA meets with the child on an emergency basis, in addition to their usual sessions;
- the CA *occasionally* visits classrooms to become known to students or to promote the Primary Project goals; and
- the CA is familiar with the social skills curriculum used in the classroom and makes reference to terms and concepts during sessions. (Program activities themselves, however, should not involve implementation of a "canned" curriculum.)

Programs that engage in the following practices, which are contrary to the program's core concepts, will not be funded:

- the service model regularly involves classroom-based instruction or coaching;
- the child is seen exclusively in group sessions;
- the child's weekly sessions may be cancelled as a punishment; and
- **the CA is used for general duties, disciplinary activities, academic instruction, office assistance or other activities unrelated to the program.**

COMPLEMENTARY MENTAL HEALTH COMPONENT

DESCRIPTION

As described on page 1, continuing districts may apply for PMHP funding only if the district continues to offer Primary Project at a comparable level and either expands to one or more additional schools, or implements or continues a CMHC at the same school. A CMHC is an extension of Primary Project and provides services such as positive behavioral supports and early detection and intervention services (i.e., for students at elevated risk and primarily in kindergarten through Grade 3) that enhance the benefits of Primary Project by providing opportunities for improving pro-social behavior, school adjustment, early detection and/or screening and family support for education.

Examples include early detection and/or screening activities and one or more of the following:

- classroom-wide and school-wide positive behavioral interventions;
- curriculum for teaching social skills or promoting social-emotional development;
- teaching self-control strategies;
- collaboration to develop and/or increase the availability of community-based resources¹;
- parent education/support to promote pro-social behavior and development;
- parent-to-parent mentoring/outreach program; and
- programmatic approaches to promoting a positive, supportive school environment.

Selecting more than one of the above programs will not improve the chances of being funded. More important, is to ensure that the program can be effectively designed and delivered with the resources available.

MINIMUM REQUIREMENTS

1. The CMHC must be an extension of Primary Project and support its overarching goals and objectives.
2. For continuing applicants, the school district must contribute at least \$5,000 or one-fourth (whichever is greater) of the total amount of state funds requested to the PMHP budget.
3. The district may meet the requirement of providing a CMHC by continuing to offer activities that meet the description above.
4. The district must provide evidence that the CMHC uses an approach and/or practices that are known to be evidence based or research based.
5. The school(s) should have a building-based team or committee to coordinate and monitor Primary Project and related programs. Ideally, this should be an existing team.

FORMAT FOR PREPARING APPLICATIONS

The application must be typewritten, double spaced (with the exception of the Abstract Page), and on one side only of standard size paper. All applications must adhere to the following standard format:

Cover Page

A model for the format and content of the cover page is provided (see Appendix A).

¹ **One recommended means of developing community resources is through the local Community Collaborative. For more information, see the *Community Collaboratives for Children and Families* at: http://www.ct.gov/dcf/lib/dcf/behavioral_health/pdf/ct_comm_coll_directory.pdf**

Abstract Page

Following the cover page, on a separate sheet, there must be a **one page single-spaced abstract** of the program. Use the format attached (see Appendix B).

I. Program Foundations

A. Need

Describe the area of need that this grant would address. Include relevant descriptive information about the school(s).

B. Existing Programs

Summarize the mental health programs and supports that currently exist in the applying school(s) and how they are, or would be, linked with Primary Project. (Do not describe the CMHC at length here.)

II. Primary Project: Description and Implementation

A. Objectives

List the Primary Project objectives in order of importance. **Objectives should be clearly stated and in measurable terms. They should be directly related to the purpose of the grant and the minimum requirements as described on pages 4-5.**

B. Target Population

Describe the applicant school(s), including such factors as size, pupil enrollment and ethnic make-up. Indicate what grades would be served by the program. Continuing districts must describe staffing levels (CA hours in particular) and number of children served during the current school year. If services will be offered only to certain students within a grade or age range, describe the sub-population and provide the rationale.

C. Program Services: Students

Describe how services will be implemented for students.

1. Indicate the characteristics of children to be served, the number of children to be screened, the methods to be used for screening and selection of children and the estimated number to be served. Applicants **must** follow all Primary Project and/or other method(s) of screening and data collection as deemed appropriate by the CSDE.
2. Describe intervention procedures, e.g., form of intervention, location (name of school), frequency (times per week) and extent (minutes per session).
3. Specify the procedures to be used by school staff to communicate with each other during the course of the program.

D. Program Services: Parents

Describe how services will be implemented for parents.

1. Indicate methods for involving parents and support components (i.e., increasing parent knowledge about the program and the educational needs of the child, participation in progress and termination conferences and participation in district level program evaluations).
2. Describe how the district will promote additional parental participation so that parents will become better informed about the program, parenting skills, development opportunities and how to effectively support the educational/developmental needs of their children.

E. Administration and Personnel

1. Identify the name and position of the person in the district preparing the application. Identify school-based mental health professional staff by background, role, experience and amount of time to be given to the project. Attach a resume for each professional member of the project. Identify how the mental health professional staff will be trained (including state training) to provide supervision to the CAs and how many hours per week this staff will provide CAs with direct and indirect supervision. Ensure that mental health professional staff attend designated CSDE training(s) designed to enhance supervision skills and knowledge of Primary Project.
2. Identify the number and type of CAs who will be working on the project. Indicate briefly how they will be recruited, supervised and trained (including statewide training), as well as how many hours per week they will work in the program at each school site.
3. Indicate how teachers and other school personnel will be informed about, and involved in, program goals and implementation.

F. Dissemination Plan

Applications should describe how the results of the project could be disseminated. Describe any effective ways (workshops, publicity, etc.) of making results available to others.

G. Facilities

Indicate facilities to be used and other resources available to your district that will aid in the implementation of the program. The school must have space dedicated to the program. It is expected that building use will be a contribution of the recipient agency.

H. Program Timelines

Indicate projected beginning and ending dates for the program for the 2015-16 school year. Please note on page 12, Section V, Part C, Assurances that programs must operate for at least 24 weeks during each school year, and must continue through the end of May.

I. Program Evaluation

1. Grantees must provide the CSDE with four program updates (two per semester), an end-of-year report and collect additional data (including pre- and post-measures) as prescribed by the CSDE for purposes of program analysis, evaluation and assessment of student progress. The CSDE requires the data collection format, data collection and management system (Children’s Institute, Rochester, New York), and all of the COMET instruments and data analysis reports (such as the COMET program evaluation) to be used as required by the CSDE. School district data coordinator should be assigned to manage the COMET data collection and management system and related activities.
2. In addition to the evaluation procedures prescribed by the CSDE, describe how the district will evaluate program impact (e.g., knowledge and involvement of parents, staff and administration) and effectiveness.

J. Budget

Using the Budget Form (Appendix C), show the state funds requested to be used in the project. Proposed expenses are to be those that are above and beyond normal operational costs and must be attributed directly to the program described in the proposal. Using the Budget Explanation instructions (Appendix D), provide a detailed explanation for each line item on the Budget Form. In addition to the Budget Explanation, use the Personnel Costs page (Appendix E) to specify the time commitment for all project staff, including those not paid for by the grant. **All continuing districts must also complete the Budget Worksheet (Appendix F)**, specifying the local contribution and the state funds requested. Line items in budget category 100 are to be itemized on a per diem basis for each individual.

The COMET data management and collection system (via Children’s Institute) is used to evaluate the effectiveness of the Primary Project. The measures may be accessed via this system. The data analysis summary provided by the COMET data collection and management system is required. Districts should see Appendix I for the COMET Measure/Cost Calculation Worksheet to project the cost for evaluation services. If a determination is made to utilize other measures, in lieu of those provided by the Children’s Institute, districts will be required to adjust accordingly. Use line 500, Other Purchased Services, for this purpose.

III. Complementary Mental Health Component: Description and Implementation

Complete this section only if applicable. If the CMHC described below is already in existence, submit documentation of current contribution of local funds. For districts seeking funds for a CMHC, complete the Budget Worksheet (Appendix F) in addition to the Budget Form (Appendix C), in order to summarize both the pledged local funds and the requested PMHP funds. On the Budget Worksheet, exclude in-kind contributions such as salaries for school district personnel and use of buildings and grounds.

A. Objectives

The program objectives should be listed in the order of importance. Objectives should be clearly stated, in measurable terms, and should be directly related to the purpose of the grant and the minimum requirements as described on pages 4 and 5.

B. Program Description

Describe program services and activities, including how and when services will be provided, to whom and by which personnel. Indicate how staff involvement and commitment will be obtained. Describe any special resource or material requirements. Include evidence that the program is supported by research and based on sound practices.

C. Program Timelines

Provide timelines for describing when the major components of the program will be initiated or completed.

D. Data Analysis and Evaluation

Describe how progress towards objectives will be evaluated. Indicate how data from screening and progress assessment measures will be used.

E. Personnel and Organization

1. Identify the name and positions of school district personnel involved in the program, their roles and training, and amount of time to be devoted to the project. Attach a resume for each professional member of the project.
2. Describe the organizational structure(s) for program coordination and monitoring.

F. Budget

In this section, continuing districts should indicate the amount of pledged local funds and requested state funds for Primary Project and CMHC, respectively, on the Budget Worksheet (Appendix F). Costs proposed are to be those that are above and beyond normal operational costs and attributed directly to the program described in the proposal. Using the Budget Explanation form (Appendix D), provide a full explanation for each line item listed in the Budget Worksheet (Appendix F), including local contribution items. Do not include salaries for professional staff in this budget. In addition to the budget explanation, use the Personnel Costs page (Appendix E) to specify the time commitment for all project staff, including those not paid for by the grant.

IV. Additional Points

A. Infrastructure

Provide evidence of prevention, early intervention and/or family support programs, or of well-developed implementation plans. Describe how school and community services are linked.

B. Sustainability

Provide evidence of the school district's support for long-term continuation of the program. Describe how the district intends to maintain the program after the grant period.

V. Other Application Requirements

A. Date of Board Approval to Submit the Application

Documentation (e.g., official board minutes) of a governing board's approval to submit a proposal is a required component. If it is not possible for you to obtain School Board approval prior to June 5, 2015, please submit the application according to the timelines written herein and send documentation of official board approval no later than July 6, 2015. No grant will be awarded to a school district without approval from its school board.

B. Obligations of Grantees

All bidders are hereby notified that the grant to be awarded is subject to contract compliance requirements as set forth in Section 4a-60 and Section 4a-60a of the C.G.S. and Sections 46a-68j-23 et seq. of the Regulations of Connecticut State Agencies.

Furthermore, the grantee must submit periodic reports of its employment and sub-contracting practices in such form, in such manner and in such time as may be prescribed by the Commission on Human Rights and Opportunities (CHRO).

C. Assurances

Each application must include a Statement of Assurances undersigned by the authorized official of the district (see Appendix H).

Each application must clearly indicate that a viable program of services will be operating at each project site for at least a 24-week period each school year between October and May.

D. Freedom of Information Act

All of the information contained in a proposal submitted in response to this RFP is subject to the provisions of the Freedom of Information Act (FOIA) Sections 1-200 et seq. 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.

E. Annie E. Casey Foundation

Applicants that are part of a collaborative effort, funded in whole or in part by the Annie E. Casey Foundation, must submit documentation that the collaborative oversight entity has been provided the opportunity to review and comment on the grant application or proposal, prior to submission to the CSDE; the proposal or application submitted provides information detailing the activities, which assure priority access to services to children, youth and families referred by the collaborative oversight entity; and the applicant shall designate someone to act as liaison for the referral process.

F. Use of "Faxed" Copies for RFP and Grant Applications

Facsimile ("Faxed") copies of proposals/applications will not be accepted. Only proposals/applications with original signatures will be accepted as timely filed.

APPLICATION REQUIREMENTS

- TITLE:** Primary Mental Health Program - Summary Sheet
- FUNDS AVAILABLE:** \$427,209 estimated (\$20,000 maximum per continuing grant recipient and \$20,000 for first year applicants)
- PROJECT DURATION:** July 1, 2015 – June 30, 2016
- PRIORITY AREA:** Implement a school-based early detection and intervention mental health program addressing emotional, behavioral and learning problems in public school children primarily in grades kindergarten through Grade 3 when deemed appropriate.
- RATIONALE:** School districts can benefit from an early detection and intervention mental health program designed to prevent children presenting with “at-risk” characteristics from developing more serious learning and behavioral concerns.

MINIMUM REQUIREMENTS FOR APPLICATION:

The proposal should clearly describe how the district intends to ensure that:

1. There is solid support among administrative, instructional and pupil services staff.
2. The district will develop appropriate linkages with school and community-based programs and services.
3. Adequate space is made available to house the program.
4. One or more school-based mental health professional (i.e., school psychologist, school social worker, school counselor) is available for participation in the program.
5. CAs are carefully selected to become key members of the program.
6. Provisions are made to facilitate CA involvement in statewide staff development.
7. The district uses the screening and program evaluation measures (i.e., COMET data collection and management system of the Children’s Institute) or as deemed appropriate by the CSDE and includes in the proposed budget the projected cost of such evaluations (see Appendix I) and designates a school district data coordinator for this purpose.
8. Specific goals, which evolve from the areas of perceived difficulties, are established for individual children.
9. Student progress toward goal achievement is monitored through informal parent/teacher conferences and formal progress and termination conferences.
10. Linkages are established with school and community resources to provide support to students with behavioral health needs that are not addressed by Primary Project services. The school district agrees to share any other project data with the CSDE.
11. There is reasonable evidence of future stability of the program and its personnel.

RFP. #026
Sec. 10-76t-w
Rev. 07/07

Project No: _____
(For State Use Only)

Agency: _____

COVER PAGE

Connecticut State Department of Education
Bureau of Health/Nutrition, Family Services and Adult Education
Middletown

Applicant Agency
(name, address, and phone):

Local Program Title:

Name of School(s) Where Program Will Operate:

Date of Initial PMHP Funding (for continuing programs):

Present Agency Contact Person
(name, address, phone, e-mail)

Program Dates:
From _____ To _____

Agency Contact Person during Program Implementation
(name, address, phone, e-mail)

I, _____, the undersigned authorized chief administrative official of this agency, submit this application on behalf of the participating agency, attest to the appropriateness and accuracy of the information contained herein, and certify that this application, if funded, will comply with all relevant requirements of Section 10-76t-w (inclusive) of the Connecticut General Statutes and that the Statement of Assurances and all other assurances made herein will be fully implemented.

Signature: _____ Title: _____

Name (typed): _____ Date: _____

Agency: _____

ABSTRACT PAGE

Applicant Agency: _____

Local Project Title: _____

Funds Requested: _____

Objectives:

Project Activities:

Procedures for Data Collection and Reports Expected:

BUDGET FORM

ED 114 FISCAL Year 2016

GRANT <input checked="" type="checkbox"/> CONTRACT <input type="checkbox"/>		
GRANTEE NAME:		TOWN CODE:
GRANT TITLE: PRIMARY MENTAL HEALTH PROGRAM		
PROJECT TITLE:		
CORE-CT CLASSIFICATION: FUND: 11000 SPID: 12198 PROGRAM: 82079 BUDGET REFERENCE: 2016 CHARTFIELD1: 170036		
GRANT PERIOD: 07/01/15 - 06/30/16		AUTHORIZED AMOUNT: _____
CODES	DESCRIPTIONS	BUDGET (State Funds Only)
100	SALARIES	
200	PERSONAL SERVICES EMPLOYEE BENEFITS	
322	IN-SERVICE	
325	PARENT ACTIVITIES	
500	OTHER PURCHASED SERVICES	
600	SUPPLIES	
700	PROPERTY/EQUIPMENT ONLY	
	TOTAL	

_____ Original request date
 _____ Revised request date

 CT State Department of Education
 Program Manager Authorization

 Date of
 Approval

Budget Object Codes

This list is a description of the codes in the budget. The list is provided to help you in designing your budget for the program.

- 100 **Personal Services - Salaries.** Amounts paid to both permanent and temporary grantee employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.
- 200 **Personal Services - Employee Benefits.** Amounts paid by the grantee on behalf of the employees whose salaries are reported in line 100. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.
- 322 **In-service.** (Instructional Program Improvement Services). Payments for services performed by persons qualified to assist program personnel and/or teachers to enhance program quality or effectiveness. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.
- 325 **Parent Activities.** Expenditures related to services for parenting including workshop presenters, counseling services, baby-sitting services, and overall seminar/workshop costs.
- 500 **Other Purchased Services.** Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
- 600 **Supplies.** Amounts paid for items that are consumed, worn out, or deteriorated through use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.
- 700 **Property.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.

BUDGET EXPLANATION

Provide a detailed description of the proposed use of funds for each line item amount listed on the budget page. Wherever applicable, cite local policy and/or contractual basis for amounts requested. Examples:

1. "The salary amount is projected at the first step of the Education Aides salary range established in the local education agency's collective bargaining agreement."
2. "Line 322 represents the contracted services of a workshop presenter who will be paid x dollars per day for y days."
3. "Line 500, travel expenses, includes x amount for y miles of auto travel at z cents per mile in accordance with the local collective bargaining agreement."

Please respond to this task with as much detail as possible in order to avoid requests for more information, which may delay the granting process.

APPENDIX F

PMHP BUDGET WORKSHEET FOR CONTINUING DISTRICTS

School District: _____

FISCAL Year 2016

CODES	DESCRIPTIONS	BUDGET (Local Contribution Only)		BUDGET (*State Funds Only)	
		Primary Project	CMHC	Primary Project	CMHC
100	SALARIES				
200	PERSONAL SERVICES EMPLOYEE BENEFITS				
322	IN-SERVICE				
325	PARENT ACTIVITIES				
500	OTHER PURCHASED SERVICES				
600	SUPPLIES				
700	PROPERTY/EQUIPMENT ONLY				
	TOTALS				

*The total amount of state funds indicated in Appendix F should match the total amount of state funds indicated in Appendix C.

_____ Original request date
 _____ Revised request date

_____ CT State Department of Education
 Program Manager Authorization

_____ Date of
 Approval

PROPOSAL EVALUATION INSTRUMENTS

Connecticut State Department of Education
Bureau of Special Education
Hartford

These evaluation instruments are included with this RFP for two reasons:

1. To provide a self-review checklist for applicants to ensure that submitted proposals are complete.
2. To publicize the criteria by which proposals will be reviewed.

The Basic Eligibility Checklist will be used by CSDE staff and the PMHP project manager. The Proposal Evaluation Form will be used by the proposal reading team.

RFP Title and Number: Primary Mental Health Program #026

Applicant Name	
Title of Program	
Reviewer Name (Printed)	
Reviewer Name (Signature)	
Date Reviewed	

BASIC ELIGIBILITY

For each item below, check the appropriate response. Check one response only.

The proposal is responsive to the RFP: YES NO

The proposal includes all required components:		
	Yes	No
1. Cover Page with Signature, etc. (Appendix A)	<input type="checkbox"/>	<input type="checkbox"/>
2. Abstract Page (Appendix B)	<input type="checkbox"/>	<input type="checkbox"/>
3. Program Objectives	<input type="checkbox"/>	<input type="checkbox"/>
4. Program Description and Implementation Plan	<input type="checkbox"/>	<input type="checkbox"/>
5. Demographics and Existing Programs	<input type="checkbox"/>	<input type="checkbox"/>
6. Administration and Personnel	<input type="checkbox"/>	<input type="checkbox"/>
7. Program Services	<input type="checkbox"/>	<input type="checkbox"/>
8. Dissemination Plan	<input type="checkbox"/>	<input type="checkbox"/>
9. Facilities	<input type="checkbox"/>	<input type="checkbox"/>
10. Program Timelines	<input type="checkbox"/>	<input type="checkbox"/>
11. Program Evaluation	<input type="checkbox"/>	<input type="checkbox"/>
12. Budget Form for New and Continuing Districts (Appendix C)	<input type="checkbox"/>	<input type="checkbox"/>
13. Budget Explanation (Appendix D)	<input type="checkbox"/>	<input type="checkbox"/>
14. Personnel Costs (Appendix E)	<input type="checkbox"/>	<input type="checkbox"/>
15. Budget Worksheet for Continuing Districts (Appendix F)	<input type="checkbox"/>	<input type="checkbox"/>
16. Continuation Plan	<input type="checkbox"/>	<input type="checkbox"/>
17. Date of Board Approval to Submit the Proposal	<input type="checkbox"/>	<input type="checkbox"/>
18. Signed Statement of Assurances (Appendix H)	<input type="checkbox"/>	<input type="checkbox"/>
19. Annie E. Casey Foundation, if applicable	<input type="checkbox"/>	<input type="checkbox"/>

Note concerning "No" responses: Specify particular missing components.

Please give reasons for “weak,” “inadequate” or “not evident” scores on the “Comments” lines.

I. Program Foundation					
	Excellent 5 points	Good 4 points	Fair 3 points	Weak 2 points	Inadequate 1 point
A. Need – The proposal specifies areas of need that are responsive to the criteria outlined in the RFP and includes descriptive information.					
B. Existing Programs – The proposal describes related school-based programs and clearly delineates existing or proposed linkages. (Do not evaluate CMHC here.)					
Sub Total:	Maximum 10 Points				

Comments: _____

II. Primary Project: Description and Implementation					
	Excellent 5 points	Good 4 points	Fair 3 points	Weak 2 points	Inadequate 1 point
A. Objectives – The proposal clearly states objectives, which are related to the RFP, in measurable terms.					
B. Target Population – The proposal specifies demographics of the target population, including grade levels, and provides a rationale for any special conditions of eligibility.					
C. Program Services: Students – The proposal describes how program services will be implemented for students (see page 8). Score on the basis of consistency with Application Requirements #1-19 on pages 4-5. For districts previously receiving funding through this grant, the application must also provide documentation of effectiveness of their interventions.					

	Excellent 5 points	Good 4 points	Fair 3 points	Weak 2 points	Inadequate 1 point
D. Program Services: Parents – The proposal describes how program services will be implemented for parents (see page 9). Score 5 points for adherence to requirements (i.e., permission to participate, involvement in progress and termination conferences, program evaluation), and up to 5 additional points for parent involvement and support components that exceed the minimum requirements. Score this under IV.					
E. Administration and Personnel – The proposal describes which staff will be involved in the program, their roles, training and hours in the program.					
F. Dissemination Plan – The plan describes how the results of program outcomes will be considered and disseminated.					
G. Facilities – The district describes the spaces and other resources used in the implementation of the program.					
H. Program Timelines – The plan includes a timeline for implementation of the program.					
I. Program Evaluation – A district plan for evaluation of the program, including use of the data collection and management system of the Children’s Institute.					
J. Budget – The budget provides sufficient support for success and appears reasonable. Review the Budget Explanation (Appendix D).					
Sub Total	Maximum 50 Points				
Section II:	<i>(Note: If a Continuing District, divide points in half and round up for a maximum of 25 points, as referenced on page 27.)</i>				

Comments:

III. Complementary Mental Health Component or PMHP Program Expansion: Description and Implementation

(This section is for Continuing Districts Only)

	Excellent 5 points	Good 4 points	Fair 3 points	Weak 2 points	Inadequate 1 point
A. Objectives – The proposal clearly states objectives that are related to the RFP, in measurable terms.					
B. Program Description – The proposal describes the service population, program services and activities, and the rationale for program content and structure. The program should be well conceived and have sufficient resources and staff commitment to have good prospects for success. The proposal provides solid evidence that the program is research based (preferably), or highly promising (having significant probability of eventual exemplary results).					
C. Personnel and Organization – The proposal describes the staff that will be involved in the program, their roles and training and hours; and organizational structure(s) for program coordination and monitoring.					
D. Program Timelines – The plan includes a timeline for implementation of the program.					
E. Data Analysis and Evaluation – The proposal describes how screening results will be used and what data will be generated to evaluate progress towards objectives.					
F. Budget – The budget provides sufficient support for success and appears reasonable. Review the Budget Explanation (Appendix D).					
Sub Total:	Maximum 30 Points				
Section III					

Comments:

IV. <u>Additional Points</u>					
	Excellent 5 points	Good 4 points	Fair 3 points	Weak 2 points	Inadequate 1 point
A. Infrastructure – Evidence of early intervention and parent/family support programs, or well developed plans to begin implementing them. School-based mental health professionals provide services beyond minimum required for mandates and for Primary Project.					
B. Sustainability – Indication of school board support for continuation of the program. <i>(New applicants: score 5 pts. for stated commitment. Continuing Districts: score 5 pts. for actual evidence of district funding.)</i>					
C. First Time Applicant – The applicant has never before been awarded grant funding to support PMHP activities.					
D. Extra Activities for Parents					
E. Alliance District					
Sub Total:	Maximum 25 Points				
Section IV					

Comments:

SCORING SUMMARY:	
I. Program Foundation (10 points)	
II. Primary Project Description and Implementation (50 points) <i>(Note: If a Continuing District, points have been divided in half and rounded up for a maximum of 25 points)</i>	
III. Complementary Mental Health Component or PMHP Program Expansion (30 points) <i>(This section is for Continuing Districts only.)</i>	
IV. Additional Points (25 points)	

TOTAL

<i>(A maximum of 85 points for both New and Continuing School Districts)</i>	
--	--

Please note any specific strengths and/or weaknesses of this proposal that should be included in the final evaluation. For additional space, use reverse side of page.

Strengths:

Weaknesses:

Reader's Signature:		Date:	
----------------------------	--	--------------	--

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.

Signature: _____

Name: *(typed)* _____

Title: *(typed)* _____

Date: _____

AFFIRMATIVE ACTION PLAN

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

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

CERTIFICATION THAT A CURRENT AFFIRMATIVE ACTION PLAN IS ON FILE

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

Signature of Authorized Official

Date

Name and Title

**COMET Measure Cost Calculation Worksheet
Primary Project 2015-16
Children's Institute
Rochester, New York**

To calculate your district's cost estimate, fill in the Quantity column for Items 2, 3, and 4. Multiply each of the quantities by the appropriate Item Cost and enter amount in Cost column. Sum the Cost column.

	<i>Item</i>		<i>Quantity</i>	<i>Item Cost</i>	<i>Cost</i>
1.	Annual District Fee	# of Districts:	1	X \$200	\$200
2.	Annual School Fee	# of Schools:		X \$100	
3.	Screening Measure (AML-R)	# of Students Screened:		X \$2.20	
4.	Outcome/Demographic Measures (BIF, TCRS, PSR)	# of Children in Project:		X \$8.80	
				Total	

Note: Measures in this cost estimate include the AML-R Behavior Rating Scale (screening), Teacher-Child Rating Scale (pre/post outcome), Professional Summary Report (post only outcome) and Background Information Form (demographic).

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
AFFIRMATIVE ACTION PACKET**

The State Department of Education (SDE) is committed to Equal Opportunity and Affirmative Action and will not knowingly do business with any grantees, bidders, contractors, subcontractors or suppliers of materials who engage in acts of unlawful discrimination. In accordance with Administrative Regulations Sections 46a-68-31 through 46a-68-74 "Affirmative Action By State Government" and 4a-60 through 4a-60a and 46a-68c through 46a-68k "Contract Compliance" as administered by the Commission on Human Rights and Opportunities (CHRO), the SDE encourages grantees, bidders, contractors, subcontractors, and suppliers of materials to develop and implement Affirmative Action Plans.

Contractors with 50 or more employees and contract awards that total **\$4,000** or more for leases, rental and personal service agreements are required to have or develop a written Affirmative Action Plan addressing any identified under utilization of minorities and women. Further, contractors with fewer than 50 employees regardless of contract amount or contractors with 50 or more employees with a total contract amount of less than \$4,000 for leases, rental and personal service agreements are required, at a minimum, to develop a written Affirmative Action Policy Statement.

In accordance with CHRO Regulations concerning contract compliance procedures for state agencies, this packet was prepared to assist all bidders for contractual services to comply with legally mandated application procedures. **All contractors and grantees must read and complete the appended forms where appropriate, and submit their Affirmative Action Policy Statement and Plan where appropriate.**

The following are appended hereto:

1. **Commission on Human Rights and Opportunities Contract Compliance Regulations and Notification to Bidders:** Makes prospective contractors and grantees aware of the State Department of Education's obligation to ensure that prospective contractors and grantees qualify pursuant to contract compliance requirements. *(Contractor/Grantee must complete).*
2. **Workforce Analysis:** A comprehensive inventory of all employees by race, sex, job title, and occupational category *(Contractor/Grantee must complete).*
3. **Definitions for Workforce Analysis:** Race/Ethnic identification and description of job categories to assist in the completion of workforce analysis.
4. **Standard Statement of Assurances:** *(Grantee must complete to apply for grants).*
5. **Contractor's Minority Business Enterprises Utilization Form:** *(Contractor/Grantee must complete when an MBE or WBE is engaged in a subcontract).*
6. **Affidavit/Certificate of Corporation:** *(Contractor/Grantee must complete only when an MBE or WBE that is not registered with the Department of Economic Development is engaged as a subcontractor and the Contractor/Grantee wish to receive credit for such pursuant to regulations).*
7. **Sample Affirmative Action Policy Statement:** Contractor/Grantee may use this as an example or may use it as their statement by placing it on their letterhead.

Please submit the completed forms along with your proposal or bid to the person or office identified in the request for proposal.

Affirmative Action Office
State Department of Education
(860) 807-2071

(Rev 6/99)

NOTIFICATION TO BIDDERS

The contract to be awarded is subject to contract compliance requirements mandated by Section 4a-60 and 4a-60a of the Connecticut General Statutes; and, when the awarding agency is the State, Section 46a-71(d) and 46a-81 i(d) of the Connecticut General Statutes. There are Contract Compliance Regulations codified at Section 46a-68j-21 through 43 of the Regulations of Connecticut State Agencies which establish a procedure for the awarding of all contracts covered by Sections 46a-71(d) of the Connecticut General Statutes.

According to Section 46a-68j-30(9) of the Contract Compliance Regulations, *every agency awarding a contract subject to the contract compliance requirements has an obligation to "aggressively solicit the participation of legitimate minority business enterprises as bidders, contractors, subcontractors and suppliers of materials."* "**Minority business enterprise**" is defined in Section 4a-60 of the Connecticut General Statutes as a business wherein fifty-one percent or more of the capital stock, or assets belong to 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; (3) who are members of a minority, as such term is defined in sub-section (a) of Section 32-9n." "**Minority**" groups are defined in section 32-9n of the Connecticut General Statutes as "(1) Black Americans... (2) Hispanic Americans... (3) persons with origins in the Iberian Peninsula... (4) Women... (5) Asian Pacific Americans and Pacific Islanders... (6) American Indians... (7) individuals with a disability considered a minority business enterprise pursuant to Connecticut General Statutes, Section 32-9e." The above definitions apply to the contract compliance requirements by virtue of Section 46a-68j-21(11) of the Contract Compliance Regulations.

The awarding agency will consider the following factors when reviewing the bidder's qualifications under the contract compliance requirements:

- a) the bidder's success in implementing an affirmative action plan;
- b) the bidder's success in developing an apprenticeship program complying with Section 46a-68-1 to 46a-68- 17 of the Administrative Regulations of Connecticut State Agencies, inclusive;
- c) the bidder's promise to develop and implement a successful affirmative action plan;
- d) the bidder's submission of EEO-1 data indicating that the composition of its work force is at or near parity when compared to the racial and sexual composition of the work force in the relevant labor market area; and
- e) the bidder's promise to set aside a portion of the contract for legitimate minority business enterprises. **See** Section 46a-68j-30(10)(E) of the Contract Compliance Regulations.
- f) the bidder's certifies firm is not listed on debarment lists promulgated pursuant to CGS, Section 31-53a and 34 CFR Part 85., Appendix A of federal statutes.

INSTRUCTION: Bidder must sign acknowledgment below, and return the signed acknowledgment to the State Department of Education along with the bid proposal.

The undersigned acknowledges receiving and reading a copy of the Commission on Human Rights and Opportunities Contract Compliance Regulations and the "Notification to Bidders" form.

Signature	Date
-----------	------

On behalf of:

Organization Name	Project No: _____