

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Statewide Social-Emotional Universal and Supplemental Screening Assessments
Request for Proposals (RFP)



Due: November 13, 2020

RFP #828

Connecticut State Department of Education
Division of Educational Supports and Wellness
450 Columbus Boulevard, Suite 603
Hartford, CT 06103-1841

Dr. Miguel A. Cardona
Commissioner of Education

Under federal antidiscrimination laws, the Connecticut State Department of Education (CSDE), as a recipient of federal funds, must include a statement of nondiscrimination in all publications, posting, handbooks, announcements, bulletins, and application forms that it makes available to employees, students, parents, applicants, sources of referral of applicants, and all unions and professional organizations (see below). This must be done in order to ensure compliance with federal requirements. The Department's approved statement reads as follows:

The Connecticut State Department of Education is committed to a policy of affirmative action/equal opportunity for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of age, ancestry, color, civil air patrol status, criminal record (in state employment and licensing), gender identity or expression, genetic information, intellectual disability, learning disability, marital status, mental disability (past or present), national origin, physical disability (including blindness), race, religious creed, retaliation for previously opposed discrimination or coercion, sex (pregnancy or sexual harassment), sexual orientation, veteran status or workplace hazards to reproductive systems, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes.

Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Coordinator (ADA), Connecticut State Department of Education, 450 Columbus Boulevard, Suite 505, Hartford, CT 06103, 860-807-2071, levy.gillespie@ct.gov.

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

**STATEWIDE SOCIAL-EMOTIONAL UNIVERSAL AND
SUPPLEMENTAL SCREENING ASSESSMENTS RFP
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Statewide Social-Emotional Universal and Supplemental Screening Assessments RFP

I. Overview and Background

The Connecticut State Department of Education (CSDE) is requesting proposals on social-emotional universal and supplemental screening assessments. The CSDE is seeking an evidence-based, strength-based, standardized, and norm-referenced assessment of behaviors related to social-emotional well-being that help to identify the interventions and supports, including documenting progress on social-emotional learning (SEL) outcomes for K-12 students over time. The CSDE issues a Request for Information during the summer of 2020 and many qualified vendors responded.

The CSDE is looking to launch statewide social-emotional assessments that collect critical feedback and data about our students. We are looking for universal screening instruments and more in-depth assessment tools as follow-up measures for both elementary and secondary students that will be available to all districts on a voluntary basis. At a maximum, there are over 200 districts and over 500,000 students in Connecticut. Our district sizes range from small towns with a single elementary school and single charter schools to larger cities enrolling over 21,000 students. Many districts are likely to participate in this voluntary assessment program, but others may not. In some cases, districts may decide to use the screening tool only or use both assessments for elementary level and not at the secondary level. CSDE is seeking a flexible price structure based on the number of districts that participate and the number of students that are assessed.

II. Purpose of the Statewide Social-Emotional Universal and Supplemental Screening Assessments

The CSDE is seeking two SEL screening assessments. The vendor should provide a universal screening assessment to ascertain whether students (grades K-12) are at risk for behavioral, emotional difficulties, and mental health concerns. The assessment should measure students' prosocial factors and social-emotional skills based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies. The assessment should be able to identify and address these needs early on to support positive behavioral and mental health outcomes as well as improved academic performance. Additionally, the vendor should provide a supplemental screening assessment that is a comprehensive follow-up with at-risk students.

III. Criteria for Eligible Recipients are the following:

- The RFP is open to all educational assessment vendors, based in the United States, who possess a social-emotional universal screening and supplemental follow-up assessments for grades K-12 that have demonstrated validity and reliability measures.
- The universal assessment should have a rating scale that can be completed in five to eight minutes to measure the social-emotional competence for students in grades K-12.
- The vendor has to have the capacity to provide the assessments and reporting mechanisms to over 200 districts (500,000 students) with a web-based capability.
- The universal and supplemental assessments should represent the demographics of the larger U.S. population and grounded in resilience theory. Specifically, samples of gender, ethnic, and racial distribution, as well as the representation of the geographic region (rural, urban, suburban) are to be provided.
- The assessment should be multi-lingual in both in English and Spanish.
- The assessment should be aligned to the highly-regarded five SEL competency framework by CASEL.
- The vendor must guarantee confidentiality and safe and secure data collection.
- The assessments must have an educational equity lens.
- The vendor can provide quick and easy reporting to see screening results.
- The vendor can provide data at district level that allows district staff, with appropriate permission, to aggregate and analyze data in a number of ways including by race, gender, grade level, school, and test

question. Both district level aggregate data and state level data should be available to designated state agency staff with the same ability to aggregate and analyze the data.

- The vendor should provide state-level quarterly usage data and an annual evaluation of the overall performance of the rollout, usage, and outcome data, including disaggregated data.
- The vendor has a team of dedicated personnel to ensure that each user's experience is efficient and effective.

IV. Rights Reserved by the CSDE

The CSDE reserves the right to withdraw this RFP after the proposals are received if the CSDE, in its sole discretion, determines that no applicant has met the requirements. The CSDE also reserves the right to accept a proposal subject to conditions that CSDE imposes.

V. Role of the State

The state agency staff (s) will work directly with the vendor to develop, implement, monitor, and assess the state rollout plan.

VI. Contract Awards

Applicants are required to submit narratives, budgets, and budget justifications to the CSDE electronically. The CSDE reserves the right to make changes to the RFP contract awards without discussion with the applicants. Therefore, proposals should represent the applicant's best effort to ensure a quality proposal from both a technical and cost standpoint. All awards are subject to the availability of state funds. The RFP is not final until the award letter is executed. The manager will issue notification of the RFP award. The effective dates of the project will be set forth in the notification of the RFP award.

VII. Contract Award Period

The RFP contract will be awarded on or before December 11, 2020 through June 30, 2023. The contract can be amended to extend the contract beyond June 30, 2023.

VIII. Obligations of Contract Recipient

1. The recipient of this contract will be required to provide training, technical assistance, and/or participate in statewide workshops or conferences (remote or in-person) to provide supports and information to the state and districts. Including daily online and helpdesk support and a team of dedicated personnel to ensure that each user's experience is efficient and effective.
2. The vendor will use CSDE district, school, and student identification numbers such as the State Assigned Student Identifier (SASID) as the unique identifier for all students participating in this program.
3. All bidders are hereby notified that the contract to be awarded is subject to contract compliance requirements as set forth in Connecticut General Statutes (C.G.S.) Sections 4a-60, 4a-60a and Sections 4a-68-21 et seq. of the Regulations of the Connecticut State Agencies.
4. The vendor must submit periodic reports of its employment and sub-contracting practices in such form, in such a manner and in such time as may be prescribed by the Commission on Human Rights and Opportunities.

IX. Other Program Requirements

Within 60 days after the close of the fiscal year, the awardee must file a financial statement of expenditures with the CSDE on such forms as prescribed by the CSDE.

X. Freedom of Information Act

All of the information contained in a proposal submitted in response to this RFP is subject to the Freedom of Information Act sections 1-200 et seq. (FOIA). The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records, and every person has the right to inspect such records and receive a copy of such records.

XI. End-of-Year Reports

The contract recipient will be required to complete an end-of-year evaluation report.

XII. Application Submission Requirements

Submit questions concerning this RFP to Kimberly.traverso@ct.gov. The CSDE will review and rate proposals according to the application criteria in this RFP. The SDE intends to announce awards by December 4, 2020.

Proposals must be received electronically by e-mail by **4:00 p.m. on Friday, November 13, 2020**.

The application is available on the CSDE Web site at:

<https://portal.ct.gov/SDE/RFP/Request-for-Proposals/2020-RFPs>

Submitted proposals become the property of the CSDE and a part of the public domain.

E-mail Address: Kimberly.traverso@ct.gov

**Statewide
Social-Emotional Universal and Supplemental Screening Assessments RFP
RFP Application Packet**

**Statewide Social-Emotional Universal and Supplemental Screening
Assessments RFP**

THE FOLLOWING FORMAT AND PROCESS ARE REQUIRED FOR ALL APPLICATIONS.

Application Title

Statewide Social-Emotional Universal and Supplemental Screening Assessments

Content Area

Social-Emotional Learning Universal and Supplement Assessments

Funding Need

The vendor has to have the capacity to provide the assessments and reporting mechanisms to over 200 districts (500,000 students) with a web-based capability, including access to district aggregate and state data to the state agency, and a cost analysis. However, initially the number of districts and students participating in the SEL screening and assessment may be far fewer than the maximum.

Purpose

The first assessment is a universal tool to ascertain whether students (grades K-12) are at risk for behavioral and emotional difficulties. The assessment is used to measure students' prosocial factors and social-emotional skills as an early indicator tool to screen for potential behavioral and mental health concerns. By identifying and addressing these needs early, intervention can occur leading to positive behavioral and mental health outcomes as well as improved academic performance. The supplemental assessment is a comprehensive follow-up for at-risk students (targeted) to identify specific areas of need.

Due Date

By November 13, 2020, at 4:00 p.m., an electronic copy of the contract application, including signatures, should be e-mailed to Kimberly.traverso@ct.gov.

Application Checklist

After completing the application, complete the checklist to ensure that all necessary information has been provided. **Submit the checklist** with the application.

Statewide Social-Emotional Universal and Supplemental Screening Assessments RFP Application Checklist

Vendor: _____

Place a check where information has been completed:

- All pages are sequentially numbered;
- Contract Application Cover Sheet (original or electronic signature) is completed and signed;
- Complete all Proposal Narratives;
- Budget Form;
- Budget Narrative;
- Statement of Assurances Completed and Signed by the Chief Administrative Officer; and
- Affirmative Action Packet-The individual authorized to sign on behalf of the applicant must sign and return the Affirmative Action Certification Form and submit such form with the contract application.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Division of Education Supports and Wellness



**Statewide Social-Emotional Universal And Supplemental Screening
Assessments RFP Application Contract Period**

December 11, 2020 to June 30, 2023

CONTRACT COVER PAGE- To Be Completed and Submitted with the Application

Applicant (Vendor)

(Name, Address, Telephone, Fax, E-Mail)

Program Funding Dates

December 11, 2020 to June 30, 2023

Contact Person

(Name, Address, Telephone, Fax, E-Mail)

Total Funding Amount: \$

I, _____, the undersigned authorized chief administrative official, 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 the state and federal laws and regulations.

In addition, funds obtained through this source will be used solely to support the purpose, goals, and objectives as stated herein.

Signature of Authorized Chief Administrative Official _____ **Date** _____

Vendor _____

Statewide Social-Emotional Universal and Supplemental Screening Assessments RFP Proposal Narratives

Submit a detailed plan addressing the following requirements:

1. Describe the content of the grades K-12 social-emotional universal and supplemental assessments that will be used, include information regarding multi-lingual assessment availability.

2. Describe how the universal and supplemental assessments represent the demographics of the larger United States population and is grounded in resilience theory used in the United States school system. Specifically, describe samples of gender, ethnic, and racial distribution, as well as the representation of the geographic region (rural, urban, suburban).

3. Describe how your assessments can be a lever for promoting equity.

4. Describe how the assessments align with the Collaborative for Academic, Social, and Emotional Learning (CASEL's) framework.

5. Describe the rating scales for both assessments and the social-emotional competencies.

6. Describe the length and time required to administer each assessment.

7. Describe the specific data collection methods that will be used, including detailed information about the efficacy of the methods and the research-based validity and reliability measures. Provide copies of the assessments and describe how the assessments are operationalized in the school/district setting.

8. Describe how you can provide the assessments and reporting mechanisms to over 200 districts (500,000 students) with a web-based application. In addition, provide insight on how the CSDE can review and analyze the survey results to highlight trends overtime, subgroup populations, strengths and opportunities for growth. Include information regarding producing, monitoring, and disseminating a quarterly and an annual summative evaluation report to the CSDE on usage and outcome data.

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9. Describe your process for rolling out the assessments statewide and how you will provide dedicated personnel to ensure that each user's experience is efficient and effective.

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10. Describe how you will ensure confidentiality and safe and secure data collection based on the Family Educational Rights and Privacy Act (FERPA).

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11. Describe how you will provide training, technical assistance, and/or participate in statewide workshops or conferences (remote or in-person) to provide supports and information to the state and districts. Include descriptions of how you will provide daily online and helpdesk support and a team of dedicated personnel to ensure that each user's experience is efficient and effective.

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12. Describe the process and timeframe for administering both assessments at the classroom level, include information regarding a timeframe for collecting, analyzing and using the data.

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Budget Form Descriptions and Pricing Structure Instructions

In preparing the budget narrative, provide a complete description of the expenditure for each of the categories being used and identify the program area and course(s) of the required use of funds to which the expenditure applies.

- 1) Each line item in the budget narrative must give a detailed description of the item(s) that will be purchased, including quantity and unit cost. Personnel costs should be shown by the number of positions, time involved, and hourly rate.
- 2) Compute all expenditures to the nearest dollar by line item. Do not include cents.

Budget Form Descriptions:

Professional Education Services (assessments)			
Purchase of assessments and services supporting the delivery, administration, evaluation and reporting.			
Description of Assessments	How will this improve universal and target supports	Fees per district (please note: include fees if we do not have all 200 districts participate)	Total cost per student (please note: include cost if we do not have all 500,000 students participate)

Employee Training and Development Services	
Services supporting professional development and technical assistance to the CSDE and school district personnel, including (at either school district facilities or off-site), and other expenditures associated with training or professional development.	
Professional Learning-onsite, off-site and/or virtual	Technical Assistance-onsite, help desk, virtual
Year One:	Year One:
Ongoing PD:	Ongoing PD:
Training Materials:	Training Materials:

Line Supplies		
Expenditures for items purchased for instructional use. <u>List each item separately.</u>		
List each item, including a description of the items	How will this improve universal and targeted supports?	Quantity x Cost per Unit = Total
Item Name:		
Description:		
Item Name:		
Description:		

Pricing Structure:

Although this is a statewide initiative, it is not a mandate for districts. Please provide a pricing structure and subscription levels that reflects a few schools to a large-scale implementation plan based on district's needs.

Please provide information on the cost and the operations of a statewide licensing fee for the CSDE. Also describe the plan to provide the state with verifiable usage data that will be used as the basis for payments.

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 C.G.S. § 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, unless the contract is a municipal public works contract or quasi-public agency project contract, (2) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in C.G.S. § 1-267, (3) the federal government, (4) a foreign government, or (5) an agency of a subdivision, state or government described in the immediately preceding enumerated items (1), (2), (3), or (4).

- (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, status as a veteran, intellectual disability, 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, status as a veteran, intellectual disability, 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 C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e, 46a-68f and 46a-86; 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 C.G.S. § 46a-56. If the contract is a public works contract, municipal public works contract or contract for a quasi-public agency project, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency 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 in every subcontract entered into in order to fulfill any obligation of a municipal public works contract for a quasi-public agency project, 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 C.G.S. § 46a-56, as amended; 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 regarding a State contract, 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 C.G.S. § 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 C.G.S. § 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 C.G.S. § 46a-56 as amended; 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 regarding a State contract, 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 STATE 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 AFFIRMATIVE ACTION PACKET AND SUBMIT AS PART OF THE PROPOSAL (these forms are found at URL: https://www.ct.gov/chro/lib/chro/Notification_to_Bidders.pdf).

**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

Print Name of Authorized Official

Rubric

Scoring Rubric Criteria
To be completed by CSDE staff only

Application Checklist

Item	Yes	No
All pages are sequentially numbered		
Contract Application Cover Sheet with signature		
Complete all Proposal Narratives		
Budget Form		
Budget Narrative		
Statement of Assurances		
Affirmative Action Certification or Packet with signature		

Applicant Meets Basic Requirements-All basic requirements must be met to be considered for funding.
Max Points 280

Rubric Components	Score 0-5 Did not address the item and missing details, not clearly and succinctly presented. Substantial grammatical and spelling errors.	Score 6-10 Needs more details on most parts of the item. Somewhat clear and concisely presented. Some grammatical and spelling errors.	Score 11-15 Provided a great deal of details on most parts of the item with clarity. Minimum grammatical and spelling errors.	Score 16-20 Full details, thorough and substantive responses on all parts of the item. Clear and succinctly presented. Few to no grammatical and spelling errors.
Demonstrated the content of the grades K-12 Social-Emotional Universal and Supplemental Screening Assessments that will be used.				
Demonstrated the content of the grades K-12 Social-Emotional Universal and Supplemental Screening Assessments has a multi-lingual assessment available.				

Demonstrated how the assessment can be a lever for promoting equity.				
Demonstrated alignment to CASEL’s Framework.				
Demonstrated the rating scales for both assessments and the social-emotional competencies.				
Demonstrated the length and time to complete each assessment.				
Demonstrated the specific data collection methods that will be used, including detailed information about the efficacy of the methods and the research-based validity and reliability measures. Provide copies of the assessments and described how the assessments are operationalized in a school/district setting.				
Demonstrated how the Social-Emotional Universal and Supplemental Screening Assessments represents the demographics of the larger U.S population and grounded in the resilience theory used in the United States school system. Provided samples of gender, ethnic, and racial distribution, as well as the representation of the geographic region (rural, urban, suburban).				
Demonstrated a history of implementing large scale Social-Emotional Universal and Supplemental Screening Assessments for K-12 for over 200 districts (500,000 students) that is web-based. Include information on monitoring, dedicated personnel, disseminating, and summative evaluation report.				
Demonstrated ability to provide confidentiality, safe and secure data collection.				
Demonstrated effective and efficient communication and rollout.				

Demonstrate proposed expenditures are appropriate and cost-effective.				
Demonstrate plan to provide training, technical assistance, and/or participate in statewide workshops or conferences (remote or in-person) to provide supports and information to the state and districts. Including daily online and helpdesk support and a team of dedicated personnel to ensure that each user's experience is efficient and effective.				
Describe the process and time for administering both assessments at the classroom level, include information regarding a timeframe for collecting, analyzing and using the data.				
Total Points				