

---

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

Needs Assessment:  
Prekindergarten Programs for Children Three, Four and Five-Years Old in Which  
Individual Education Programs are Implemented

**August 1, 2019 to January 31, 2020**



**RFP**  
**2019\_39265**  
**Due Date**  
June 28, 2019

**DIANNA R. WENTZELL  
INTERIM COMMISSIONER**

The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action 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, 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 607  
Hartford, CT 06103-1841  
860-807-2071  
[Levy.gillespie@ct.gov](mailto:Levy.gillespie@ct.gov)

In the event of space constraints (e.g., newspaper advertisements), the Department's condensed statement may be used:

**The Connecticut State Department of Education is an affirmative action/equal employment opportunity employer.**

**The State of Connecticut Department of Education is an affirmative action/equal opportunity employer.**

# Table of Contents

Part I. Needs Assessment Information and Requirements.....	4-6
Purpose.....	4
Background.....	4
Conditions for Funding.....	5
Eligible Applicants.....	5
Grant Period.....	5
Funds Available.....	6
Part II. Application Requirements.....	7-8
Cover Sheet.....	7
Proposal Narratives.....	7
Development of the Needs Assessment.....	7
Implementation of the Needs Assessment.....	7
Final Report.....	7
Budget Forms.....	7
Budget Justification.....	8
Statement of Assurances.....	8
Affirmative Action Plan.....	8
Part III. Application Process.....	9
Obligation of Grantees.....	9
Freedom of Information Act.....	9
Management Control of the Program and Grant Consultation.....	9
Due Date.....	10
Review of Proposal and Grant Awards.....	10
Other Program Requirements.....	10
Part IV. Review Criteria.....	10-11
Application Check List.....	10
Scoring Rubric.....	11
Part V. Application Forms.....	12-15
Cover Page.....	12
Sample Budget Justification.....	13
Budget Form.....	14
Budget Justification.....	15
Part VI. Appendices.....	16-24
Appendix A. Affirmative Action Plan.....	16
Appendix B. Statement of Assurances.....	17
Appendix C. Narrative Proposal Template.....	23

## **Part I. Prekindergarten (PreK) Needs Assessment Information and Requirements**

### **Purpose**

The purpose of the Needs Assessment: Prekindergarten Programs for Children Three, Four and Five-Years Old in Which Individual Education Programs are Implemented is to identify the current state and landscape of programs in the State of Connecticut in which young children with IEPs receive special education and related services. Under the Individuals with Disabilities Education Act (IDEA) school districts are required to provide a free and appropriate public education (FAPE) for young children ages three, four, and five who qualify for special education in the least restrictive environment (LRE).

The intent of this grant is to identify strengths and weaknesses in the aforementioned programs to inform professional learning opportunities and guidance in an effort to ensure that young children that qualify for special education and related services are receiving services in high-quality early childhood settings. This will assist the Connecticut State Department of Education (CSDE) in providing supports, guidance and technical assistance to districts for quality improvement. Connecticut's goal is to improve quality in the early learning years as a means to improve outcomes for young children as they move through the educational system.

The needs assessment should answer the following question:

**What is the quality of the prekindergarten environments in which children with individualized education programs (IEPs) are served?**

The scope of work includes development of an instrument(s) to determine the current state and landscape of programs in the State of Connecticut in which young children with IEPs receive special education and related services in preK programs. This will include programs that are located in school districts as well as community-based programs in which IEPs are implemented and locations that itinerant services are provided.

### **Background**

The CSDE Bureau of Special Education monitors compliance to IDEA and actively supports planning and placement teams (PPTs) to provide FAPE in the LRE for students who are eligible for special education and related services, including young children ages three, four and five (preschoolers) that are eligible under IDEA 619 Part B. Data gathered through this needs assessment will be used to plan supports and guidance to assist school districts, as well as community partners in providing high-quality services for preschoolers in high quality early childhood environments.

*The public agency responsible for providing FAPE to a preschool child with a disability must ensure that FAPE is provided in the LRE where the child's unique needs (as described in the child's IEP) can be met, regardless of whether the LEA operates public preschool programs for children without disabilities. An LEA may provide special education and related services to a preschool child with a disability in a variety of*

*settings, including a regular kindergarten class, public or private preschool program, community-based child care facility, or in the child's home.<sup>1</sup>*

The IDEA statute includes a requirement that schools provide each disabled student an education that provides "...access to the general curriculum to meet the challenging expectations established for all children."

The Connecticut Office of Early Childhood (OEC) has developed draft criteria for quality in its Quality Recognition and Improvement System (QRIS) that can provide a framework for the development of proxies of quality. The areas of focus for the needs assessment as it relates to QRIS are learning and environments and health and safety.

### **Conditions for Funding**

Entity or Entities receiving funding through this grant must:

- demonstrate a history of developing large scale needs assessments;
- demonstrate a history of implementing large scale needs assessments;
- identify key stakeholders that would be engaged in the needs assessments;
- have access to a robust data collection system and/or collaborate with a stakeholder to provide data collection and analysis supports;
- demonstrate expertise with public education in general and special education specifically;
- demonstrate expertise with early childhood, specifically programs and services for young children ages three, four and five; and
- demonstrate ability to communicate effectively.

Priority for funding will be given to entities that demonstrate:

- established systems and experience with a need assessments;
- fiscal stability to manage the project;
- knowledge of education systems and program quality, specifically special education and early childhood; and
- staffing capacity and infrastructure to perform this work on a short timeline.

### **Eligible Applicants**

Entity or entities that meet the conditions for funding for this contract.

### **Grant Period**

Following approval, the CSDE anticipates the funding of this technical assistance contract to be available on August 1, 2019 and the project completed by January 31, 2020.

---

<sup>1</sup> United States Department of Education Office of Special Education and Rehabilitative Services, Dear Colleague Letter, sites.ed.gov. January, 2017. Retrieved from <https://sites.ed.gov/idea/files/idea/policy/speced/guid/idea/memosdcltrs/preschool-lre-dcl-1-10-17.pdf>

**Funds Available**

Up to \$200,000 to meet the functions and requirements of the grant to be awarded to a single entity.

Successful applicants are required to submit narratives, budgets and budget justifications to the CSDE electronically. Activity monitoring will occur at regular intervals and a final written report is required by February 28, 2020.

All grants shall be awarded within the limits of available funding.

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

## **Part II: Application Requirements**

THE FOLLOWING FORMAT IS REQUIRED FOR ALL APPLICATIONS.

### **Cover Sheet**

The format for the cover sheet appears on page 12 of this document. The chief administrative official representing the applicant must sign the cover sheet. The cover page must identify the amount of funding requested to operationalize the plan put forward by the applicant.

### **Proposal Narratives**

Submit detailed plans addressing the following categories on the narrative proposal forms provided in Appendix C.

### **Development of the Needs Assessment**

Describe the content of the needs assessment that will give a robust and accurate picture about the current state of programs in which IEPs are implemented in CT. This should include specific data points that will be considered proxies for quality in these programs. Consideration should be given to implementation of [CT's Early Learning and Development Standards](#), curriculum and instruction, ratios (both class size and number of students on IEPs/typically developing peers), governance and supervision, LRE, related service provision, IEP development, family engagement, transition, and continuum of services. The OEC's QRIS criteria should inform the quality criteria for this needs assessment.

### **Implementation of the Needs Assessment**

Describe the specific data collection methods and the sampling methodology(s) that will be used. Include specific information about the efficacy of the methods and sample size to give the most accurate picture of the current state of programs in which IEPs are implemented in CT. CSDE has data available about the environments in which IEPs are implemented as reported to the Office of Special Education Programs (OSEP) for IDEA Part B Indicator 6 on CT's Annual Performance Report.

### **Final Report**

A final written report, including all findings and supporting data, shall be submitted to the CSDE by February 28, 2020. A presentation of the findings shall be scheduled with CSDE upon submission of the written report.

### **Budget Forms**

Use the appropriate forms on pages 14 through 15 to indicate how the grant funds will be expended for each year of funding. A grantee (fiscal agent) with delegate agencies must provide a composite budget that includes proposed expenditures for the delegate agencies. Such fiscal agent must complete individual budget justification sheets and attach for each delegate agency represented in the composite budget.

**The alignment of the budget with the purpose and scope of the contract is one of the criteria for award consideration.**

**Budget Justification**

Provide a detailed explanation by budget line item. Separate budgets for capital expenses and program operations are required.

**Statement of Assurances**

The Statement of Assurances must be signed and included with this application and certified on the Cover Sheet by the applicant agency.

**Affirmative Action Packet**

In accordance with the regulation established by the Commission on Human Rights and Opportunities, each applicant is required to have a completed Affirmative Action Packet on file with the CSDE. This grant application contains the “Affirmative Action Certification Form” certifying that an Affirmative Action Plan is on file with CSDE. 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 grant application (Appendix A).

## **Part III: Application Process**

### **Obligations of Grantees**

All bidders are hereby notified that the grant 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.

The grantee 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.

### **Freedom of Information Act**

All of the information contained in a proposal submitted in response to this Request for Proposal (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 record and receive a copy of such records.

### **Management Control of the Program and Grant Consultation**

The grantee must have complete management control of this grant. While the CSDE staff may be consulted for their expertise, they will not be directly involved in the expenditure and payment of funds.

**Due Date**

By June 28, 2019 at 4:00 pm an electronic copy of the grant application including signatures should be emailed to [andrea.brinnel@ct.gov](mailto:andrea.brinnel@ct.gov).

**Review of Proposals and Grant Awards**

The CSDE reserves the right to make grant awards under this program without discussion with applicants. Therefore, applicants should submit proposals that present the project in the most favorable light from both technical and cost standpoints.

The 619 Part B Coordinator will be available to answer questions concerning this RFP at [andrea.brinnel@ct.gov](mailto:andrea.brinnel@ct.gov) or 860-713-6941. A bidder’s conference will be held on Thursday, June 6<sup>th</sup> at 2 PM via WebEx. Please RSVP to [andrea.brinnel@ct.gov](mailto:andrea.brinnel@ct.gov) if you would like to participate, and you will be sent a link to the WebEx.

The CSDE will review and rate proposals according to the Review Criteria in this RFP. The SDE intends to announce grant awards on or before August 1, 2019.

**Other Program Requirements**

Within 60 days after the close of the fiscal year, each grantee must file a financial statement of expenditures with the CSDE on such forms as prescribed by the CSDE. In addition, recipients of capital improvement funds must submit a final expenditure/project completion report within 60 days after project completion.

**Part IV: Review Criteria**

**GRANT**

**Application Checklist**

	Yes	No
Cover sheet with original signatures		
Proposal narrative		
Budget		
Budget justification		
Statement of Assurances		
Affirmative Action Packet		

## Scoring Rubric

### 1. Applicant Meets Basic Requirements

All basic requirements must be met to be considered for funding.

	Yes	No
demonstrate a history of developing large scale needs assessments		
demonstrate a history of implementing large scale needs assessments		
identify key stakeholders that would be engaged in the needs assessments		
have access to a robust data collection system and/or collaborate with a stakeholder to provide data collection and analysis supports		
demonstrate familiarity with public education in general and special education specifically		
demonstrated familiarity with early childhood, specifically programs and services for young children ages three, four and five		
demonstrate ability to communicate effectively		

### 2. Overall Proposal

The proposal is able to demonstrate the organizations ability to design and implement a Needs Assessment of Prekindergarten Programs for Three, Four and Five-Years Old in Which Individual Education Programs are implemented.

Points	Points Awarded	Possible
demonstrate a history of developing large scale needs assessments		10
demonstrate a history of implementing large scale needs assessments		10
identify key stakeholders that would be engaged in the needs assessments		5
have access to a robust data collection system and/or collaborate with a stakeholder to provide data collection and analysis supports		10
demonstrate familiarity with public education in general and special education specifically		5
demonstrated familiarity with early childhood, specifically programs and services for young children ages three, four and five		10
demonstrate ability to communicate effectively		10

**(60)**

### 3. Priorities for funding

established systems and experience with a need assessments		10
fiscal stability to manage the project		5
knowledge education systems and quality, specifically special education and early childhood		5
staffing capacity and infrastructure to perform this work on a short timeline		10

**(30)**

### 4. Budget

Proposed expenditures are appropriate and cost effective.		10
---	--	----

**(10)**

Total Score	Points Possible
	<b>100</b>

**Part V: Application Form**

**Connecticut State Department of Education  
SPECIAL EDUCATION EARLY CHILDHOOD NEEDS  
ASSESSMENT APPLICATION  
CONTRACT PERIOD  
August 1, 2019 to January 31, 2020**

**CONTRACT COVER PAGE**

Organization Name
Contact Name
Address
Telephone Number
Contact E-mail Address

It is the responsibility of the contractor to provide up-to-date contact information. In the event of any changes, contact information must be reported to the 619 Part B Coordinator within five business days.

I hereby certify that the information contained in this application is true and accurate to the best of my knowledge and belief.

\_\_\_\_\_  
Organization President/CEO

\_\_\_\_\_  
Date

Total Funds Requested \$
-----------------------------

### SAMPLE BUDGET JUSTIFICATION

Indicate costs of implementing the Early Childhood Education (ECE) Special Education Needs Assessment. Use additional pages if needed.

A summary explanation must be provided for each line item expenditure noted in your budget. An examples is provided below.

**Examples:**

Description	Expenditure Explanation
RESEARCH ASSOCIATE	3 hours per day for 39 weeks 8 hours per day for 13 weeks (total 1,105 hours) 1,105 hours @ \$14/hour x 1 associate <span style="float: right;">\$ 15,470</span>





**Part VI: Appendices**

**APPENDIX A: 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.

**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

**APPENDIX B: 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, 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, 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:

---

## APPENDIX C: Narrative Proposal Template

<p><b>Basic Requirements:</b> Describe plan to design and implement a needs assessment of Prekindergarten Programs for Children Three, Four and Five-Years Old in Which Individual Education Programs are Implemented. Not to exceed 8 pages. [60 points]</p>	
Describe the organization's history of developing large scale needs assessments.	
Describe the organization's history of implementing large scale needs assessments.	
Identify the key stakeholders that would be engaged in the proposed needs assessment.	
Describe the organization's access to a robust data collection system and/or how the organization proposes to collaborate with a stakeholder to provide data collection and analysis supports.	
Describe the organization's familiarity with public education in	

<p>general and special education specifically.</p>	
<p>Describe the organization's familiarity with early childhood, specifically with programs and services for young children ages three, four and five.</p>	
<p>Describe the organization's ability to communicate effectively.</p>	

**Priorities for funding:** [30 points] Not to exceed 4 pages.

<p>Describe established systems and experience with need assessments.</p>	
<p>Demonstrate fiscal stability to manage the project.</p>	
<p>Describe knowledge education systems and quality, specifically in special education and early childhood settings.</p>	
<p>Describe the organization's staffing capacity and infrastructure to design the needs assessment in the designated time period, including a specific timeline for activities.</p>	