

Connecticut Primary Mental Health Program

Bureau of Special Education



Request for Proposals (RFP)
July 1, 2018–June 30, 2019
Applications

RFP 026

Submission Deadline: September 24, 2018, 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, inclusive.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Dianna R. Wentzell
Commissioner of Education**

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Levy Gillespie, Equal Employment Opportunity Director
Connecticut State Department of Education
450 Columbus Boulevard, Suite 607
Hartford, CT 06103-1841
860-807-2071
Levy.Gillespie@ct.gov

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

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INTRODUCTION

In 2018-19, 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 (CGS) 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 the 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, extra points are awarded in the review process for districts designated as "Priority School Districts" pursuant to Section 10-266p of the CGS or "Alliance Districts" pursuant to Section 10-262u(d) of the CGS.

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 CGS directs the CSDE to establish a grant program to provide 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 in prekindergarten through Grade 3.

In determining if a board of education shall be granted funds, the Commissioner of Education 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;
- reasonable evidence of future stability of the program (i.e., readiness of new districts and ongoing support for continuing districts); and
- the number of children enrolled in grades kindergarten through Grade 2 inclusive, in a school under the jurisdiction of such board of education experiencing behavioral, disciplinary, or early school adjustment problems.

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 prekindergarten 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 4–6.
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.
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).

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 in pre-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 may 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.
5. Alliance School Districts that apply will be awarded a five-point bonus in the proposal scoring.

PRIORITY AND ALLIANCE SCHOOL DISTRICTS

In 1984, the Priority School District Grant Program was initiated by Section 10-266p of the CGS. In 2012, the Alliance District program pursuant to CGS 10-262u established a unique and targeted funding program for Connecticut's 33 lowest-performing districts.

The goal of these programs is to assist Connecticut school districts with the greatest demonstrated academic need to improve student achievement and enhance educational opportunities.

Therefore, districts identified pursuant to Sections 10-266p and 10-262u of the CGS are particularly encouraged to apply for the grant included in this request for proposals.

APPLICATION REQUIREMENTS

To be considered for funding, all applicants must submit a hardcopy AND an electronic copy of the application. The paper copy must bear the original signatures 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 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

Electronic AND paper versions of the proposal must both be submitted by September 24, 2018, at 4:00 PM.

Proposals, IRRESPECTIVE OF POSTMARK DATE AND MEANS OF TRANSMITTAL, must be received by 4:00 p.m. on September 24, 2018. EXTENSIONS WILL NOT BE GIVEN.

Applicants must also submit an electronic version of the grant application with signatures to Regina.Gaunichaux@ct.gov by **September 24, 2018 at 4:00 PM**. The electronic document must be a PDF or Microsoft Word document and must include scanned copies of signatures. The submission must be in one file; multiple electronic files will not be accepted.

Applications may be mailed or hand delivered to:

**Andrea Brinnel, Program Manager
Primary Mental Health Program
Connecticut State Department of Education
Academic Office - Bureau of Special Education**

MAILING ADDRESS

**P.O. Box 2219, Suite 604
Hartford, CT 06145-2219**

Phone: (860) 713-6941

HAND DELIVERY ADDRESS

**450 Columbus Boulevard, Suite 604
Hartford, CT 06103-1841**

SELECTION

The CSDE will determine eligibility for the period from July 1, 2018, through June 30, 2019.

In rating and ranking applications submitted by school districts, special consideration will be given to applications from: (a) applicants who have never before been awarded funding to support PMHP activities, (b) districts that indicate in their proposal how the Primary Project will create opportunities for parent involvement and support components that exceed the minimum requirements, (c) 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, (d) school districts designated by Section 10-266p of the CGS as “priority school districts;” and (e) applicants that are Alliance Districts. 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 Bryan Klimkiewicz, Bureau Chief of Special Education.

TECHNICAL ASSISTANCE AND MANAGEMENT

Andrea Brinnel, CSDE Education Consultant, is the Project Manager. Questions regarding this RFP may be directed to her at 860-713-6941 or andrea.brinnel@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 grant allocation for the PMHP grant for Fiscal Year (FY) 2019 is \$345,000. There is no minimum grant award. The maximum grant award for both new and continuing districts 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.

Salaries of school personnel (e.g., administrators and school mental health professionals) **may not** be included as part of the school district's contribution.

Funds may not be used to support staff work beyond Primary Project activities as indicated in the approved district's grant proposal, nor may funds 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 prekindergarten 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

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. Availability of space to accommodate the program (i.e., playroom).

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 to supervise the acceptance of children into the program (i.e., school psychologist, school social worker, and school counselor).
6. Availability of mental health professionals to select, train, and supervise paraprofessionals in program implementation. The mental health professional will 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.
7. Commitment to staff development for the CA through attendance at state level training. Attendance by the CA and program supervisor at two full-day trainings on November 13, 2018 and December 13, 2018, as well as other trainings and technical assistance convenings that may be planned in the future.
8. Commitment to staff development for mental health professionals (who provide supervision to the CA) through attendance at state level training (contingent upon annual appropriations and availability of such training).
9. Systematic screening to identify children experiencing early school adjustment problems, supervised by the Mental Health Professional, using the Teacher-Child Rating Scale (T-CRS) (a nationally normed 32-item measure specifically designed for use by teachers to assess children's school and social behaviors), or other comparable measure as deemed appropriate by the CSDE.
10. Establish specific goals for individual children that evolve from the areas in which the child is identified to have difficulties.
11. Provision of individually focused child-centered play and the promotion of social development, improved self-concept, and adjustment to school.
12. Evaluation of student outcomes through the use of data collection measures identified by the CSDE (e.g., office referral and suspensions and academic performance).
13. Timely submission of four program updates (two per semester) and an end-of-year report following the formats provided by the CSDE.
14. Monitoring of student progress towards goal achievement through informal parent/teacher conferences and formal progress and termination conferences.
15. A plan designed to ensure parent involvement that includes:
 - a. Signed permission for student participation; and
 - b. Parent participation in program progress, termination conferences and evaluation to learn about their child's development and needs and to inform parenting skills.
16. Coordination of services with, and referrals of children to, community agencies that provide child and family services.
17. Linkages with other school-based prevention, early intervention programs, and supports including referrals for children not meeting the requirements for direct services through this program
18. Evidence of future program sustainability.

19. Secure necessary signed releases/permission from the parents and/or legal guardians of student participants to allow the CSDE program manager and/or the CSDE designee to observe student(s) engaged in Primary Project activities/sessions during site visits.
20. Secure necessary releases/permission signed by parents and/or legal guardian(s) of student participants to allow the CSDE access to all Primary Project pre- and post-measure data (electronic and hard copy 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 *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 use familiar and consistent terms and concepts during sessions.

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

- 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 (CMHC) REQUIREMENTS

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 through 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 and schoolwide 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 importantly, 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 and have additional capacity beyond any CMHC in previous years.
2. For continuing applicants, the school district must contribute at least \$5,000.
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 in Times New Roman, 12-point font, 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:

STREAMLINED APPLICATION PROCESS FOR CONTINUING DISTRICTS

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

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). Describe if existing primary or CMHC programs are continuing as is or if there are any changes or additions to the programs.

I. Budget (Appendices C and D, and, if applicable, Appendix I)

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

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.ctbhp.com/members/info/Community_Collaboratives.pdf

Budget Explanation instructions (Appendix D), provide a detailed explanation for each line item on the Budget Form. **All continuing districts must complete the Budget Worksheet (Appendix C)**, 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.

II. Documentation of Local 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. No grant will be awarded to a school district without approval from its school board. Documentation of such approval should be provided with this application. If it is not possible for you to obtain School Board approval prior to September 24, 2018, please submit the application according to the timelines written herein and provide information regarding when the next board meeting will be held and when board approval will be provided. The Program Manager, in consultation with the Chief of the Bureau of Special Education, will determine if the applicant's proposed date for submission of the School Board approval is acceptable.

III. Assurances

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

FULL APPLICATION FOR NEW DISTRICT APPLICANTS

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

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

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

II. Primary Project: Description and Implementation

A. Objectives

List the Primary Project objectives in order of importance. **Objectives should be clearly stated and measurable. 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, racial/ethnic make-up and other demographics as appropriate. Indicate what grades would be served by the program. 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 requested 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 (contingent upon annual appropriations and availability of such training).
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 2018-19 school year.

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. A 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 complete the Budget Worksheet (Appendix C),** 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 J for the COMET Measure/Cost Calculation Worksheet to project the cost for evaluation services. If the CSDE makes a determination 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. Additional Points

Indicate and/or provide evidence of the following (as appropriate):

1. Applicant has never before been awarded a PMHP Grant.
2. The proposal creates opportunities for parent involvement and supports components that exceed the minimum requirements.
3. The proposal addresses 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.
4. Applicant is a Priority School District.
5. Applicant is an Alliance District.

IV. Other Application Requirements

A. Documentation 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. No grant will be awarded to a school district without approval from its school board. Documentation of such approval should be provided with this application. If it is not possible for you to obtain School Board approval prior to September 24, 2018, please submit the application according to the timelines written herein and provide information regarding when the next board meeting will be held and when board approval will be provided. The Program Manager, in consultation with the Chief of the Bureau of Special Education, will determine if the applicant's proposed date for submission of the School Board approval is acceptable.

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 CGS and Sections 46a-68j-23 et seq. of the Regulations of Connecticut State Agencies (RCSA).

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).

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.

RFP. 026
Sec. 10-76t-w
Rev. 04/16

Project No: _____
(For State Use Only)

Agency: _____

COVER PAGE

Connecticut State Department of Education
Bureau of Special Education
Hartford

Applicant Agency
(name, address, and phone):

Local Program Title: _____

Name of School(s) Where Program(s) 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 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.

In accordance with the Connecticut State Comptroller's definition equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$5,000.00 and the useful life of more than one year and data processing equipment that has unit price under \$5,000.00 and a useful life of not less than five years.

BUDGET JUSTIFICATION

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.

PROPOSAL EVALUATION INSTRUMENTS

Connecticut State Department of Education
Bureau of Special Education
Hartford, Conn.

These evaluation instruments are included with this RFP to:

- Provide a self-review checklist for applicants to ensure that submitted proposals are complete; and
- 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 review 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.

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 C)	<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 (see p.11)	<input type="checkbox"/>	<input type="checkbox"/>
20. Affirmative Action Certification (see p. 30)	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Primary Mental Health Program Evaluation Rubric (2018-19)

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.					
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 9). Score on the basis of consistency with Application Requirements #1-20 on pages 4-6. For districts previously receiving funding through this grant, the application must also provide documentation of effectiveness of their interventions.					

II. Primary Project: Description and Implementation (continued)					
	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 2.5 points for adherence to requirements (i.e., permission to participate, involvement in progress and termination conferences, program evaluation), and up to 2.5 additional points for parent involvement and support components that exceed the minimum requirements. Score this under IV.B.					
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 program implementation.					
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 (and/or other plan as designated by the CSDE).					
J. Budget – The budget provides sufficient support for success and appears reasonable. Review the Budget Explanation (Appendix D).					
Sub Total Section II:	Maximum 50 Points <i>(Note: If a Continuing District, divide total number of points in half and round up for a <u>maximum of 25 points</u>)</i>				

Comments:

III. Complimentary 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
<p>A. Objectives – The proposal clearly states objectives that are related to the RFP, in measurable terms.</p> <p>The plan includes a timeline for implementation of the program.</p>					
<p>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).</p>					
<p>C. Personnel and Organization – The proposal describes the staff that will be involved in the program, their roles, training, and hours; and organizational structure(s) for program coordination and monitoring.</p>					
<p>D. Data Analysis and Evaluation – The proposal describes how screening results will be used and what data will be generated to evaluate progress towards objectives.</p>					
<p>E. Budget – The budget provides sufficient support for success and appears reasonable. Review the Budget Explanation (Appendix D).</p>					
<p>Sub Total: Section III</p>	Maximum 25 Points				

Comments:

IV. <u>Additional Points</u>					
	Excellent 5 points	Good 4 points	Fair 3 points	Weak 2 points	Inadequate 1 point
A. First Time Applicant – The applicant has never before been awarded grant funding to support PMHP activities.					
B. Infrastructure – Evidence of early intervention and parent/family support programs that exceed minimal requirements or well developed plans to begin implementing them.					
C. 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>					
D. Priority School District					
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 (25 points) <i>(This section is for Continuing Districts only.)</i>	
IV. Additional Points (up to 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:	
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STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: _____

THE APPLICANT: _____ **HEREBY ASSURES THAT:**

(insert Agency/School/CBO Name)

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

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

(1) "Commission" means the Commission on Human Rights and Opportunities;

(2) "Contract" and “contract” include any extension or modification of the Contract or contract;

(3) "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;

(4) "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.

(5) “good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;

(6) "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;

(7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;

(8) "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;

(9) "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

(10) "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

(11) "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, 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 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 RCSA promulgated there under are hereby incorporated by reference.

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

Superintendent Signature: _____

Name: *(typed)* _____

Title: *(typed)* _____

Date: _____

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.

AFFIRMATIVE ACTION CERTIFICATE

CERTIFICATION THAT CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE

*According to the Connecticut Commission on Human Rights and Opportunities **municipalities** that operate **school districts** and also file a federal and/or state Affirmative Action Plan(s) are exempt from the requirement of filing an Affirmative Action Plan with the Connecticut State Department of Education. **Agencies with an Affirmative Action Plan on file need to certify such by signing the statement below.***

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

Signature of Authorized Official: _____ Date: _____

Name and Title: _____

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

The Connecticut State Department of Education (CSDE) 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 CHRO, the CSDE 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 the 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 RCSA 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 RCSA, 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:

	<u>Project No:</u>
Organization Name	

**COMET Measure Cost Calculation Worksheet
Primary Project 2018-19
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 \$230	\$230
2.	Annual School Fee	# of Schools:		X \$115	
3.	Screening Measure (T-CRS)	# of Students Screened:		X \$2.50	
4.	Outcome/Demographic Measures (BIF, T-CRS, PSR)	# of Children in Project:		X \$8.80	
				Total	

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