

Connecticut Primary Mental Health Program

*Bureau of Health/Nutrition, Family Services
and Adult Education*



Request for Proposals (RFP)
July 1, 2012- June 30, 2014
Applications
Due: July 23, 2012

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 76w.



CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Stefan Pryor
Commissioner of Education**

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Levy Gillespie
Equal Employment Opportunity Director/American with Disabilities Act Coordinator
State of Connecticut Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-807-2101
Levy.Gillespie@ct

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

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INTRODUCTION

In 2012-13, the Connecticut State Department of Education (CSDE) will award select grantees funds authorized by Sections 10-76t through 76w (inclusive) of the Connecticut General Statutes (C.G.S.) to establish or continue a Primary Mental Health Program (PMHP) in local or regional boards of education.

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

Our purpose 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 our intention to seek the most qualified districts for these programs. Those districts with a demonstrated record of early intervention mental health services for students at risk will be given priority in funding. Additionally, a special effort is made to assist those school districts that have been designated as "Priority School Districts" by Section 10-266p of the C.G.S.

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

GENERAL INFORMATION

LEGAL AUTHORITY

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

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

- availability in the school and community of professional, paraprofessional, and other program staff with background and experience in early intervention;
- availability of space to accommodate the program in an elementary school building;
- demonstration of strong support by administrative personnel, teaching staff, pupil personnel staff and local community mental health centers; and
- reasonable evidence of future stability of the program and its personnel.

ELIGIBLE APPLICANTS

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

Applicants should take special note of the following criteria:

1. New applicants must operate the standard PMHP model (hereafter called “Primary Project”), as outlined on pages 4 - 5.
2. School districts that have previously received state funding to offer Primary Project (hereafter called “Continuing Districts”) may apply if, and only if, the district continues to offer Primary Project at the previously funded level, and:
 - a. expands Primary Project to 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).
4. Twenty percent of available funds will be reserved for new applicants.

TOPIC AREA

The focus of the grant is on the implementation of the general education, school-based early detection and intervention program, Primary Project, which serves children primarily kindergarten through Grade 3. Primary Project participants have been identified as being at risk of developing behavior or school adjustment concerns. 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 10 points in the proposal scoring.
2. Districts that indicate in their proposal how Primary Project will create opportunities for parent involvement and support components that exceed the minimum requirements will receive up to five additional 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 a Primary Project will receive a bonus of five points in the proposal scoring.
4. Priority school districts that apply will be awarded a 10 point bonus in the proposal scoring.

PRIORITY SCHOOL DISTRICTS

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

APPLICATION REQUIREMENTS

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

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

APPLICATION DEADLINE

*Proposals (original and four copies), **IRRESPECTIVE OF POSTMARK DATE AND MEANS OF TRANSMITTAL**, must be received by 4:30 p.m. on July 23, 2012. **EXTENSIONS WILL NOT BE GIVEN.***

Applications may be mailed or hand delivered to:

**Jocelyn Mackey, Ph.D., Program Manager
Primary Mental Health Program
Bureau of Health/Nutrition, Family Services
and Adult Education
Connecticut State Department of Education
25 Industrial Park Road
Middletown, Connecticut 06457-1543**

SELECTION

The CSDE will determine eligibility for the two-year period from July 1, 2012, through June 30, 2014. **Determination of eligibility does not ensure funding, since the award of funds is issued annually and contingent upon annual appropriations by the Connecticut General Assembly. Eligibility means that the application process will be streamlined for districts that have received a previous grant and are applying for a second consecutive year of funding. Therefore, a PMHP grant recipient may submit a streamlined application every other year. The two-year cycle commenced during the 2011-12 fiscal year. All districts that received a PMHP grant, and who are reapplying for funding for the 2012-13 fiscal year, may submit a streamlined application. The streamlined application process requires the applicant to submit (1) a new budget submission, and (2) a description of any proposed changes in the program.**

In rating and ranking applications submitted by school districts, special consideration will be given to applications from: (a) school districts designated by Section 10-266p of the C.G.S. as "priority school districts;" (b) districts that develop innovative parent involvement strategies; and (c) districts that indicate how this mental health program will effectively interface with other early intervention programs. 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 the Chief of the Bureau of Health/Nutrition, Family Services and Adult Education and/or bureau staff.

TECHNICAL ASSISTANCE AND MANAGEMENT

Jocelyn Mackey, CSDE consultant, has been assigned as project manager. Questions regarding this RFP may be directed to her at 860-807-2029 or jocelyn.mackey@ct.gov. The CSDE reserves the right to monitor program progress at least annually, including examination and approval of all reports and data collection.

GRANT AWARDS

The estimated total PMHP grant amount is \$507,294. The minimum grant award will be \$15,000 or the amount requested, whichever is less. The maximum grant award is \$25,000. For new applicants that are proposing to offer Primary Project only, the maximum grant award is \$20,000. Administratively, continuing districts must apply a *minimum* of 80 percent of state funds to Primary Project. Therefore, a *maximum* of 20 percent of state funds may be designated to the CMHC. The amount designated for the CMHC should be recorded on the PMHP Budget Worksheet for Continuing Districts (Appendix F). **For continuing applicants, the school district must contribute at least \$5,000 or one-fourth (whichever is greater) of the total amount of state funds requested.** Salaries of school personnel (e.g., administrators and school mental health professionals) may not be included as part of the school district's contribution.

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

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

PRIMARY PROJECT

DESCRIPTION

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

MINIMUM REQUIREMENTS

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

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

DIRECT SERVICES PROVIDED BY CHILD ASSOCIATES

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

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

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

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

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

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

COMPLEMENTARY MENTAL HEALTH COMPONENT

DESCRIPTION

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

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

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

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

MINIMUM REQUIREMENTS

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

FORMAT FOR PREPARING APPLICATIONS

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

Cover Page

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

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

Abstract Page

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

I. Program Foundations

A. Need

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

B. Existing Programs

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

II. Primary Project: Description and Implementation

A. Objectives

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

B. Target Population

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

C. Program Services: Students

Describe how services will be implemented for students.

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

D. Program Services: Parents

Describe how services will be implemented for parents.

1. Indicate methods for involving parents. Minimum parent involvement and support components (i.e., increased parent knowledge about the program and their child's educational needs, parental participation in progress and termination conferences and parental 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 their child's educational/developmental needs, etc.

E. Administration and Personnel

1. Identify the name and position of the person in the district preparing the application. Identify school-based mental health professional staff by background, role, experience and amount of time to be given to the project. Attach a resume for each professional member of the project. Identify how the mental health professional staff will be trained (including state training) to provide supervision to the CAs and how many hours per week this staff will provide CAs with direct and indirect supervision. Ensure that mental health professional staff attend designated CSDE training(s) designed to enhance supervision skills and knowledge of Primary Project.
2. Identify the number and type of child associates 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

All 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, which will aid in the implementation of 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 2012-13 school year. Please note on page 12, Section V, Part D, Assurances that programs must operate for at least 24 weeks during each school year, through at least May.

I. Program Evaluation

1. Grantees must provide the CSDE with four program updates (two per semester), an end-of-year report and collect additional data (including pre- and post-measures) as prescribed by the CSDE for purposes of program analysis, evaluation and assessment of student progress. The CSDE requires the data collection format, data collection and management system (Children’s Institute, Rochester, New York), and all of the COMET instruments and data analysis reports (such as the COMET program evaluation) to be used as required by the CSDE. 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 which are above and beyond normal operational costs and must be attributed directly to the program described in the proposal. Using the Budget Explanation form (Appendix D), provide a detailed explanation for each line item on the Budget Form. In addition to the Budget Explanation, use the Personnel Costs page (Appendix E) to specify the time commitment for all project staff, including those not paid for by the grant. **All continuing districts must also complete the Budget Worksheet (Appendix F)**, specifying the local contribution and the state funds requested. Line items in budget category 100 are to be itemized on a per diem basis for each individual. The COMET data management and collection system (via Children’s Institute) is used to evaluate the effectiveness of the Primary Project. The measures may be accessed via this system. The data analysis summary provided by the COMET data collection and management system is required. Districts should see Appendix I for the COMET Measure/Cost Calculation Worksheet to project the cost for evaluation services. If a determination is made to utilize other measures, in lieu of those provided by the Children’s Institute, districts will be required to adjust accordingly. Use line 590, Other Purchased Services, for this purpose.

III. Complementary Mental Health Component: Description and Implementation

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

A. Objectives

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

B. Program Description

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

C. Program Timelines

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

D. Data Analysis and Evaluation

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

E. Personnel and Organization

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

F. Budget

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

IV. Additional Points

A. Infrastructure

Provide evidence of prevention, early intervention and/or family supports programs, or of well-developed plans to begin implementing them. Describe how school and community services are linked.

B. Sustainability

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

V. Other Application Requirements

A. Date of Board Approval to Submit the Application

Documentation (e.g., official board minutes) of a governing board's approval to submit a proposal is a required component. If it is not possible for you to obtain board approval prior to July 23, 2012, please submit the application according to the timelines written herein and send documentation of official board approval no later than September 7, 2012. No grant will be awarded to a school district without approval from its school board.

B. Obligations of Grantees

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

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

C. Assurances

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

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

D. Freedom of Information Act

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

E. Annie E. Casey Foundation

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

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

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

APPLICATION REQUIREMENTS

- TITLE:** Primary Mental Health Program - Summary Sheet
- FUNDS AVAILABLE:** \$507,294 estimated (\$25,000 maximum per continuing grant recipient and \$20,000 for first year applicants)
- PROJECT DURATION:** July 1, 2012 – June 30, 2013
- PRIORITY AREA:** Implement a school-based early detection and intervention mental health program addressing emotional, behavioral and learning problems in public school children primarily in grades kindergarten through Grade 3 when deemed appropriate.
- RATIONALE:** School districts can benefit from an early detection and intervention mental health program designed to prevent children presenting with “at-risk” characteristics from developing more serious learning and behavioral concerns.

MINIMUM REQUIREMENTS FOR APPLICATION:

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

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

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

Project No: _____
(For State Use Only)

Agency: _____

COVER PAGE

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

Applicant Agency
(name, address, & phone):

Local Program Title:

Name of School(s) Where Program Will Operate:

Date of Initial PMHP Funding (for continuing programs):

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

Program Dates:
From _____ To _____

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

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

Signature: _____

Title: _____

Name (typed): _____

Date: _____

Agency: _____

ABSTRACT PAGE

Applicant Agency: _____

Local Project Title: _____

Funds Requested: _____

Objectives:

Project Activities:

Procedures for Data Collection and Reports Expected:

BUDGET FORM

ED 114 FISCAL Year 2013

GRANT <input checked="" type="checkbox"/> CONTRACT <input type="checkbox"/>		
GRANTEE NAME:		TOWN CODE:
GRANT TITLE: PRIMARY MENTAL HEALTH PROGRAM		
PROJECT TITLE:		
CORE-CT CLASSIFICATION: FUND: 11000 SPID: 12198 PROGRAM: 82079 BUDGET REFERENCE: 2013 CHARTFIELD1: 170036		
GRANT PERIOD: 07/01/12 - 06/30/13		AUTHORIZED AMOUNT: _____
CODES	DESCRIPTIONS	BUDGET (State Funds Only)
112A	EDUCATION AIDES	
112B	CLERICAL	
119	OTHER	
200	PERSONAL SERVICES EMPLOYEE BENEFITS	
322	IN-SERVICE	
325	PARENT ACTIVITIES	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	
690	OTHER SUPPLIES	
700	PROPERTY/EQUIPMENT ONLY	
	TOTAL	

_____ Original request date
 _____ Revised request date

 CT State Department of Education
 Program Manager Authorization

 Date of
 Approval

Budget Object Codes

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

- 112A **Education Aides.** Salaries for grantee employees who assist staff in providing program services. Include all gross salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees.
- 112B **Clerical.** Salaries for grantee employees performing clerical/secretarial services. Include all gross salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees.
- 119 **Other.** Salaries for any other grantee employee not fitting into objects 112A or 112B. Include the gross salaries for these individuals including overtime salaries or temporary employees. Include also, janitorial personnel costs, grant activity coordinators' salaries and food service personnel.
- 200 **Personal Services - Employee Benefits.** Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 112A, 112B or 119. 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 is the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation.
- 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.
- 580 **Travel.** Expenditures for transportation, meals, hotel and other expenses associated with staff travel. Per diem payments to staff in lieu of reimbursement for subsistence, (room and board) are also included.
- 590 **Other Purchased Services.** COMET data collection and management system evaluations, including the COMET program evaluation report(s).
- 611 **Instructional Supplies.** Expenditures for consumable items purchased for instructional use.
- 690 **Other Supplies.** Allowable Expenditures for any other supply which is not instructional or administrative in nature. This category would include maintenance supplies, heating supplies, and transportation supplies.

700 **Property.** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. For most grants only equipment such as computers, duplicating machines, furniture and fixtures is allowable and the line item description on the budget will read Property/Equipment only. Other items which could be included in this category if allowable under grant legislation are expenditures for the acquisition but not the rental of buildings and land. Although cost of materials which resulted in a new or vastly improved structure would also be included here, the expenditures for the contracted construction of buildings, for permanent structural alterations, and for the initial or additional installation of heating and ventilating systems, fire protection systems, and other service systems in existing buildings are recorded under object 400 - Purchased Property Services. In accordance with the Connecticut State Comptroller's definition of equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value over \$1,000 and the useful life of more than one year.

BUDGET EXPLANATION

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

1. "The salary amount is projected at the first step of the Education Aides salary range established in the local education agency's collective bargaining agreement."
2. "Line 322 represents the contracted services of a workshop presenter who will be paid x dollars per day for y days."
3. "Line 580, 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.

PERSONNEL COSTS

Applicant Agency: _____ Date Submitted: _____

RFP Title: _____ RFP #: _____

Names and Role of Program Staff ²	Hours per day	Days per week	Total days	Cost per Diem³	Total cost for program

² Please include all school district personnel, professional and nonprofessional, who would work with the program.

³ Do not specify per diem costs for school district professional personnel (e.g., school based mental health professionals, program administrator). In the total cost column, simply indicate "in-kind" for such staff.

APPENDIX F

PMHP BUDGET WORKSHEET FOR CONTINUING DISTRICTS

School District: _____

FISCAL Year 2013

CODES	DESCRIPTIONS	BUDGET (Local Contribution Only)		BUDGET (*State Funds Only)	
		Primary Project	CMHC	Primary Project	CMHC
		112A	EDUCATION AIDES		
112B	CLERICAL				
119	OTHER				
200	PERSONAL SERVICES EMPLOYEE BENEFITS				
322	IN-SERVICE				
325	PARENT ACTIVITIES				
580	TRAVEL				
590	OTHER PURCHASED SERVICES				
611	INSTRUCTIONAL SUPPLIES				
690	OTHER SUPPLIES				
700	PROPERTY/EQUIPMENT ONLY				
	TOTALS				

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

_____ Original request date
 _____ Revised request date

 CT State Department of Education
 Program Manager Authorization

 Date of
 Approval

PROPOSAL EVALUATION INSTRUMENTS

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

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

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

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

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

Evaluation of Proposals in the Primary Mental Health Program
 Connecticut General Statutes Section 10-76t-w

Applicant Agency: _____

RFP Title and Number: Primary Mental Health Program #026 _____

Program Title: _____

BASIC ELIGIBILITY

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

The proposal is responsive to the RFP: YES _____ NO _____

The proposal includes all required components:

	YES	NO
1. Cover Page with Signature, etc. (Appendix A)	_____	_____
2. Abstract Page (Appendix B)	_____	_____
3. Program Objectives	_____	_____
4. Program Description and Implementation Plan	_____	_____
5. Demographics and Existing Programs	_____	_____
6. Administration and Personnel	_____	_____
7. Program Services	_____	_____
8. Dissemination Plan	_____	_____
9. Facilities	_____	_____
10. Program Timelines	_____	_____
11. Program Evaluation	_____	_____
12. Budget Form for New and Continuing Districts (Appendix C)	_____	_____
13. Budget Explanation (Appendix D)	_____	_____
14. Personnel Costs (Appendix E)	_____	_____
15. Budget Worksheet for Continuing Districts (Appendix F)	_____	_____
16. Continuation Plan	_____	_____
17. Date of Board Approval to Submit the Proposal	_____	_____
18. Signed Statement of Assurances (Appendix H)	_____	_____
19. Annie E. Casey Foundation, if applicable	_____	_____

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

RFP#026: PRIMARY MENTAL HEALTH PROGRAM

Applicant: _____

Proposal Evaluation Form

For each component write a number (between zero and the maximum allotted to that item) to best describe your rating. Refer to pages 7-13 for guidance in evaluating items.

I. Program Foundation

- A. **Need** – The proposal specifies areas of need that are responsive to the criteria outlined in the RFP and includes descriptive information. _____
Max. 5 pts.

- B. **Existing Programs** – The proposal describes related school-based programs and clearly delineates existing or proposed linkages. _____
(Do not evaluate CMHC here.) Max. 5 pts.

Total points for Section I _____
Max. 10 pts.

II. Primary Project: Description and Implementation

- A. **Objectives** – The proposal clearly states objectives, which are related to the RFP, in measurable terms. _____
Max. 5 pts.

- B. **Target Population** – The proposal specifies demographics of the target population, including grade levels, and provides a rationale for any special conditions of eligibility. _____
Max. 5 pts.

- C. **Program Services: Students** – The proposal describes how program services will be implemented for students (see page 8). Score on the basis of consistency with Application Requirements #1-19 on pages 4-5. For districts previously receiving funding through this grant, the application must also provide documentation of effectiveness of their interventions. _____
Max. 20 pts.

- D. **Program Services: Parents** – The proposal describes how program services will be implemented for parents (see page 9). Score 5 points for adherence to requirements (i.e., permission to participate, involvement in progress and termination conferences, program evaluation), and up to 5 additional points for parent involvement and support components that exceed the minimum requirements. _____
Max. 10 pts.

- E. **Administration and Personnel** – The proposal describes which staff will be involved in the program, their roles, training and hours in the program. _____
Max. 10 pts.

- F. **Dissemination Plan** – The plan describes how the results of program outcomes will be considered and disseminated. _____ Max. 5 pts.
- G. **Facilities** – The district describes the spaces and other resources used in the implementation of the program. _____ Max. 10 pts.
- H. **Program Timelines** – The plan includes a timeline for implementation of the program. _____ Max. 5 pts.
- 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. _____ Max. 5 pts.
- J. **Budget** – The budget provides sufficient support for success and appears reasonable. Review the Budget Explanation (Appendix D). _____ Max. 5 pts.

Total points for Section II

(Note: Continuing Districts total points will be divided in half, rounding Upwards. This adjustment will occur in the Scoring Summary-II.)

_____ Max. 80 pts.

III. Complementary Mental Health Component: Description and Implementation
(For Continuing Districts Only)

- A. **Objectives** – The proposal clearly states objectives that are related to the RFP, in measurable terms. _____ Max. 5 pts.
- 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). _____ Max. 15 pts.
- C. **Personnel and Organization** – The proposal describes the staff that will be involved in the program, their roles and training and hours; and organizational structure(s) for program coordination and monitoring. _____ Max. 5 pts.
- D. **Program Timelines** – The plan includes a timeline for implementation of the program. _____ Max. 5 pts.
- E. **Data Analysis and Evaluation** – The proposal describes how screening results will be used and what data will be generated to evaluate progress towards objectives. _____ Max. 5 pts.
- F. **Budget** – The budget provides sufficient support for success and appears reasonable. Review the Budget Explanation (Appendix D). _____ Max. 5 pts.

Total points for Section III

_____ Max. 40 pts.

IV. Additional Points

A. Infrastructure – Evidence of early intervention and parent/family support programs, or well developed plans to begin implementing them. School-based mental health professionals provide services beyond minimum required for mandates and for Primary Project.

_____ Max. 5 pts.

B. Sustainability – Indication of school board support for continuation of the program. New applicants: score 5 pts. for stated commitment. Continuing Districts: score 5 pts. for actual evidence of district funding.

_____ Max. 5 pts.

C. First Time Applicant – The applicant has never before been awarded grant funding to support PMHP activities.

_____ Max. 10 pts.

D. Alliance District

_____ If applicable, 10 pts.

Total points for Section IV

_____ Max. 30 pts.

SCORING SUMMARY:

I. Program Foundation (10 pts.) _____

II. Primary Project Description and Implementation (80/40 pts.)
(Continuing Districts divide total points in half, rounding upwards.) _____

III. Complementary Mental Health Component (40 pts.)
(For Continuing Districts only.) _____

IV. Additional Points (30/20 pts.)
(30 pts. for New Districts or 20 points for Continuing Districts.) _____

TOTAL

(120/110 pts.)

(A maximum of 120 pts. for New Districts or 110 pts. for Continuing Districts) _____

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

Strengths:

Weaknesses:

Reader's Signature: _____

Date: _____

Statement of Assurances

Connecticut State Department of Education
Standard Statement Of Assurances
Grant Programs

A. PROJECT TITLE:

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

(Insert Agency/School 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 Connecticut State Board of Education and the 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 State Department of Education, including information relating to the project records and access thereto as the 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 State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;
- L. The grant award is subject to approval of the State Department of Education and availability of state or federal funds.

M. 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.

N. **Required Language:**

- 1) For purposes of this section, “Commission” means the Commission on Human Rights and Opportunities.

For the purposes of this section, “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: (a) who are active in the daily affairs of the enterprise, (b) who have the power to direct the management and policies of the enterprise and (c) who are members of a minority, as such term is defined in subsection (a) of Conn. Gen. Statue Section 32-9n; and “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. “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.

For purposes of this section, “sexual orientation” means having a preference for heterosexuality, homosexuality or bisexuality, having a history of such preference or being identified with such preference, but excludes any behavior which constitutes a violation of part VI of chapter 952 of the general statutes.

- 2) 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, mental retardation 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. If the contract is for a public works project, 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 project. 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, mental retardation, 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; (b) 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; (c) 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, advising the labor union or worker’s 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; (d) the contractor agrees to comply with each provision of this section and Conn. Gen. Stat. Sections 4a-62, 32-9e, 46a-56 and 46a-68b to 46a-68k, inclusive, and with each regulation or relevant order issued by said Commission pursuant to said sections; (e) 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 section 46a-56.
- 3) 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.
- 4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the commission, of its good faith efforts.

- 5) The contractor shall include the provisions of subsection (2) 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 this section and Conn. Gen. Statute Sections 4a-62, 32-9e, 46a-56 and 46a-68b to 46a-68k, inclusive; 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.

- 6) 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.

- 7) 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 matter prohibited by the laws of the United States or of the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) 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; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said commission pursuant to section 46a-56 of the general statutes; (d) 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 section 46a-56 of the general statutes.

- 8) The contractor shall include the provisions of subsection (7) 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 section 46a-56 of the general statutes; 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.

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

Signature	_____
Name (typed)	_____
Title (typed)	_____
Date	_____

**COMET Measure Cost Calculation Worksheet
Primary Project 2012-13
Children's Institute
Rochester, New York**

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

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

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