

Rev. 6/11
C.G.S. 10-4o

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Family and Student Support Services
Bureau of Health/Nutrition, Family Services and Adult Education

**APPLICATION PACKAGE FOR THE RENEWAL OF A
FAMILY RESOURCE CENTER PROGRAM**

July 1, 2011- June 30, 2013

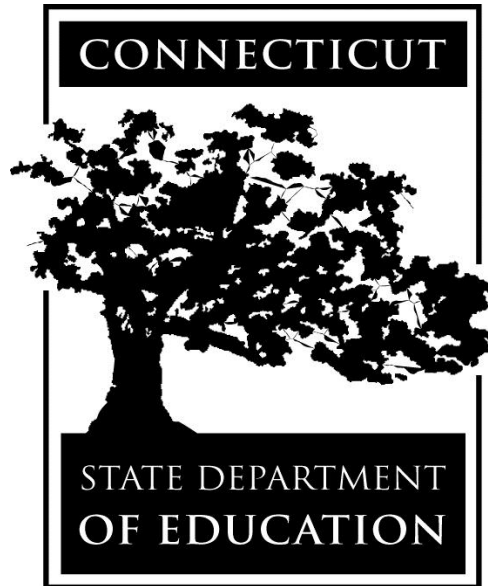
PURPOSE: To seek proposals from eligible applicants for program and funding renewal pursuant to Connecticut General Statutes Section 10-4o.

RFP092

Due Date: July 22, 2011

Published: June 22, 2011

CONNECTICUT STATE DEPARTMENT OF EDUCATION



George A. Coleman
Acting Commissioner of Education

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, disability (including, but not limited to, mental retardation, past or present history of mental disability, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director, Title IX /ADA/Section 504 Coordinator, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, CT 06457, 860-807-2071.

CONTENTS

I.	Overview and Application Guidance	4
A.	Introduction.....	4
B.	Core Program Strategies	4
C.	Eligible Applicants.....	5
D.	Grant Duration and Amount of Funding.....	5
E.	Target Population.....	5
F.	Location and Space Requirements	6
G.	Delivery of Services	7
H.	Program Evaluation, State Monitoring and Reporting Requirements	10
I.	Program Management and Staffing	11
J.	Fees and Funding	11
K.	Grant Process	12
L.	Standard Considerations	13
II.	Application Packet	15
A.	Cover Page and Authorizations	15
B.	Standard Statement of Assurances.....	16
C.	Affirmative Action Certification Form	20
D.	Family Resource Center Site Plan and Program Description	21
E.	Family Resource Center Staffing Plan	26
F.	Grant Budget	27
G.	Grant Budget Narrative	28
III.	Rating Criteria	29
	Appendix A – Budget Code Description.....	31

A. Introduction

The intent of this application is to maintain Connecticut’s network of school-based Family Resource Centers (FRCs) consistent with the requirements of Connecticut General Statutes (C.G.S.), Section 10-4o, and to evaluate the capacity of programs to continue to operate. Under state law FRCs are obligated to provide or collaborate with existing agencies to provide families access to seven comprehensive service components: (1) full-day child care and education for preschool-age children; (2) school-age child care; (3) a home visitation program for parents with children aging from birth through five; (4) networking and outreach to family day care providers; (5) positive youth development (including teenage pregnancy prevention); (6) adult education and family literacy; and (7) resource and referral to other community providers and services.

The FRC model builds upon the basics; families, neighborhoods and academics to support an integrated approach focused upon academics and stronger families. Every FRC operates as a system of partnerships between the school and other community resources to promote the development of a shared vision across community, agencies and services. Locally developed planning in support of comprehensive educational reform, inclusive of local decision making where parents are engaged as full partners, is a key element for each community to remain focused in their progress toward school success for every child.

B. Core Program Strategies

While each FRC is expected to design and deliver services within the context of their community needs, the quality and extent of existing community services and availability of resources, emphasis must be given to four core program strategies that the Connecticut State Department of Education (CSDE) has aligned to effect statewide results. These four core program strategies are identified as:

1. Provide a high-quality, well-coordinated home visitation program for at-risk families and their children from birth to age 5 five as part of a continuum of early childhood services.
2. Deliver early detection and well-child screenings for all children, birth to age five, that ensures regular health check-ups, vision/hearing/dental screenings, immunizations and identification for possible developmental delays and other health issues.
3. Employ effective, coordinated practices that involve families in transitioning children to kindergarten between early care and education programs to elementary schools and from home to school.
4. Support school and district improvement efforts that accelerate the closing of Connecticut's achievement gaps through school-family-community connections, including parent engagement, parent leadership and family literacy.

Program management responsibilities require each FRC to align staffing and activities they administer to produce the best possible performance related to each core program strategy. While collaboration is needed to address these strategies and designing an effective service

delivery model, FRCs are cautioned not to consider it as a central activity used to implement a core program strategy. FRCs are expected to concentrate the allocation of grant resources on the delivery of services to families and other key constituents that produce performance based outcomes aligned with these core strategies.

C. Eligible Applicants

Only applicants that have been invited by the CSDE to submit a renewal application are eligible to apply. Invited applicants have been selected by the CSDE based upon demonstrated experience in operating an FRC and include only communities with existing FRCs. Invited applicants are eligible to apply for funding for the next two years to sustain programs that have already been approved by the CSDE. This includes a five year cumulative history successfully managing an FRC grant. Invited applicants will be notified of their eligibility to apply.

The CSDE prefers that the local school district submit the application. However, the school district may identify a lead applicant for the purpose of managing this program on behalf of the school district. A copy of the agreement between the school district and the lead applicant must be attached in order for a grant award letter to be authorized. Regardless of the transfer of management to a lead applicant the school district will be accountable for the outcomes of the grant because these grants are intended to benefit children, families and schools.

D. Grant Duration and Amount of Funding

The CSDE expects to grant approximately \$97,000 for each FRC located in a public elementary school. The actual amount of funding will be based on the availability of state funds appropriated for this program.

This renewal application covers a two-year period; July 1, 2011 through June 30, 2013. Grantees will be required to demonstrate success during year one in order to be funded for the second year. Successful grantees will be required to submit a separate budget for the grant period July 1, 2012 – June 30, 2013.

E. Target Population

The target population for FRCs includes children, parents and families who reside in the public elementary school attendance area. While FRC services and activities are for all families and should serve the full, heterogeneous, racial/ethnic and socio-economic mix of families, emphasis must be given towards the recruitment of families with children who are “at risk” or of “high risk” for school and academic failure, potential dropouts, educationally disadvantaged and underachieving.

The following may be considered indicators of high risk for the purpose of determining appropriate services:

- children who experience abuse and neglect or domestic violence in the home;
- children with disabilities or developmental delays (i.e., low score on a developmental screen or issues noted from health history);
- foster parents, adoptive parents or court-appointed legal guardians;

- families who are immigrant or refugee;
- families who exhibit the inability to deal with stress in a way that is healthy and productive;
- families with low income and economic stress issues (i.e., living at or below state or federal poverty levels, loss of job or primary income source);
- parents with disabilities;
- relatives who are the primary person in the parent support role (i.e., grandparents, aunts, uncles, etc.);
- single parent households, divorced or loss of family members due to death, estrangement or incarceration;
- speakers of other languages/English Language Learners;
- individuals with substance abuse and chemical dependencies;
- parents who are teenagers; and
- families who are transient, experience numerous housing relocations or are homeless.

As waiting lists may be developed, a priority for services shall be given to the neediest families.

F. Location and Space Requirements

Section 10-4o of the C.G.S. states that “the family resource centers shall be located in or associated with public schools, and, any family resource center established on or after July 1, 2000, shall be located in a public elementary school unless the Commissioner of Education waives such requirement.” Locating FRCs in schools assures that the service will be close to transportation systems where they exist and that the buildings will be accessible to persons with disabilities.

It is the position of the Connecticut State Board of Education (CSBE) that “strong partnerships between preschool and elementary education promote aligned and coordinated educational practices and support transitions between grade levels and programs” (Position Statement on Early Childhood Education, adopted February 3, 2010). In an effort to support this position, FRC and early care and education programs and public schools need to establish ongoing dialogue and activities that develop and maintain positive relationships and partnerships and promote smooth transitions for children and their families to kindergarten. Therefore, FRCs should be located in public elementary schools with kindergarten programs. Strong consideration should also be given to locating an FRC within a public elementary school with both kindergarten and preschool child care programs. The co-location of these programs supports a coordinated effort to address transition activities for all children and their families, including children with disabilities.

Services and activities of an FRC go beyond the regular school schedule and are provided on days and at times which offer the maximum accessibility for parents, children and families. This involves offering services during school vacations, holidays and on Saturdays, as well as providing services early in the morning (before school), late in the afternoon (after school) and during evening hours. FRCs that are operated by community-based organizations must negotiate explicit written agreements with the school district to address issues, such as liability, custodial services, maintenance and other factors involved in extending the normal operating hours of the school building.

In order to ensure that services of an FRC are provided in a high quality, age-appropriate manner, the public elementary schools must designate fixed, regular and adequate space for the FRC to operate. Space requirements must include the following:

- parent resource room (play space, parent activities, group meetings and resource materials) – dedicated school space; and
- administrative office (including space for private conference space to accommodate both staff and participants) - dedicated school space.

G. Delivery of Services

It is assumed by the FRC model that healthy development and good education begin with access to the seven service components. These are services that are required by the enabling legislation that the child and family must have access to in the community served by an FRC. The FRC serves in a central role to organize these various service delivery systems to meet local families' needs. The core program strategies (identified on page four of this document) must be imbedded in the programs and services that are administered directly by the FRC. Other services provided by collaborating with community-based service providers should operate in support of the core program strategies and must ensure access to quality programs.

The provision of services, either offered directly through or in collaboration with the FRC, must include:

1. Early Care and Education. High-quality affordable early care and education programs for children age three and older that support children's ability to begin kindergarten with the knowledge, skills and behaviors needed for success in school. This must be available by one or more of the following:
 - full-day/full-year programs providing services for 10 hours per day for 52 weeks per year;
 - school-day/school-year programs providing services for 7 hours per day for 180 consecutive days;
 - part-day/part-year programs providing services for at least 2.5 hours per day for 180 consecutive days; and
 - extended-day programs that provide services to extend the hours, days and/or weeks of programming for children who are in an existing part time program, in order to provide those children with a full time program of 10 hours per day for 52 weeks.

Child care services and facilities operated or utilized by the FRC for the delivery of this component must be in compliance with all state statutes and regulations governing child day care and the standards for the School Readiness Program set by the CSDE pursuant to C.G.S., Section 10-16p. et seq. Early care and education programs must either be accredited by the National Association for the Education of Young Children (NAEYC), be approved by Head Start or meet criteria established by the other accrediting agencies recognized by the CSDE.

2. School-Age Child Care. High-quality programs, outside of regular school hours, that provide students with academic enrichment opportunities as well as activities designed to complement their regular academic program. Programs should provide a range of services

that improve academic achievement, keep children safe and help working families. This must be available as all of the following:

- before-school program activities in operation from 7:00 a.m. through local school start time;
- after-school program activities in operation from local school end time through 6:00 p.m.; and
- vacation program activities during the summer recess periods and school breaks when school is not in session.

School-age child care services and facilities operated or utilized by the FRC for the delivery of this component must meet child day care licensing requirements, as defined under C.G.S., Section 19a-77. Programs that are operated by public schools may be exempt from this requirement. For more information, please see the following Web site: http://www.ct.gov/dph/cwp/view.asp?a=3141&Q=387158&dphNav_GID=1823 , or call the Connecticut Department of Public Health at 1-800-509-8045 for more information.

3. Families in Training. An evidence based and structured model of service delivery known as Parents as Teachers (PAT) to help parents understand their role in encouraging their child's development right from birth, thereby preparing children for school and life success. The PAT program is a nationally recognized early childhood parent education program that provides high-quality parent education and family supports. PAT serves families throughout pregnancy until a child reaches 5 years old and beyond or until children enter kindergarten. In addition to PAT, and within available resources, FRCs may also choose to provide other evidence based models of service delivery that provide family support and parent education programs.

PAT services must include:

- personal visits - visits are conducted with participants at home or similar setting on a regular basis to provide information and advise parents and other caregivers on their child's language, cognitive, social and motor development. Families receive at least one monthly home visit and high-need and at-risk families should receive more frequent visits;
- group connections - families are offered at least one monthly group connection focused on parent-child interaction, development-centered parenting and family well-being during the program year. Programs are encouraged to develop or expand group connections that meet the needs of all families. This includes families with children under the age of three that are receiving early intervention services and would benefit from a structured group experience;
- screenings - formal screening (hearing, vision, developmental and the PAT health record) on each child must be completed at least annually with the initial screening taking place within 90 days of enrollment. *Ages & Stages Questionnaire* is the developmental screening choice for the Connecticut PAT programs. Each program must also have a plan for screening which would include how any contracted out screenings will be shared with the program; and
- resource network - families will be connected to resources, as determined during home visits and other contacts, to address assistance needed to overcome barriers.

As of July 1, 2011, any CSDE funded FRC must be a PAT affiliated program and maintain PAT affiliation for the duration of the grant period. Additionally, this component requires FRC projects to use a minimum of 30 percent of the funds that a project receives annually from the CSDE to operate and maintain a PAT affiliated program.

4. Family Day Care Provider Training. Training can be categorized in two areas: formal or recognized training where certificate of attainments or formal qualifications are the result; and, informal training where the focus is on improving skills and knowledge through reflections and interaction. Aimed at both licensed and unlicensed providers, this service should consider the practical needs of child day care centers, group day care homes, family day care homes, relatives, in-home care providers and other types of providers that are representative of the community served.
5. Positive Youth Development. Positive youth development (PYD) activities may include both recreational and educational opportunities. These activities emphasize responsible decision-making, communication skills and building positive attributes that children need in order to be successful throughout various stages of development. FRCs are encouraged to offer activities to school-aged children that complement regular classroom lesson plans, school achievement goals or community initiatives to improve quality of life results. Although traditionally focused on children in Grades 4-6, the target population of PYD activities will depend upon each FRC related school's design.
6. Adult Education and Family Literacy. Connecticut's adult education programs are governed by C.G.S., sections 10-67 to 10-73(d), which require local school districts to offer education programs necessary to acquire basic literacy skills, elementary education, English language proficiency, secondary school completion and/or preparation for equivalency or proficiency examinations. Adult education services shall include:
 - Adult Basic Education (ABE);
 - Americanization/Citizenship;
 - English as a Second Language (ESL)/English for Adults with Limited English Proficiency (LEP); and
 - Secondary School Completion offered as Adult High School Credit Diploma (AHSCD), General Educational Development (GED) or National External Diploma Program (NEDP).

This effort must be done in partnership with local school districts or community-based organizations. FRCs must work in conjunction with existing local structures in meeting the goals, objectives and long term vision for local adult education programs.

In addition to adult education services, and within available resources, FRCs may deliver family literacy programs and services that provide intergenerational instruction and support that enrich the family environment, promote lifelong learning and improve the quality of family life. While family literacy activities range from events involving parents and children reading together to parent workshops on effective home-based strategies, a comprehensive approach is strongly recommended.

Comprehensive family literacy programming should be of sufficient intensity in terms of hours and of sufficient duration to make sustainable changes in a family. It also integrates four core elements:

- early childhood education - age-appropriate education to prepare children for success in school and life experiences;
- parenting education - training for parents on how to be the primary teacher for their children and full partners in their children's education;
- adult learning - parent literacy training that leads to economic self-sufficiency; and
- parent and child together time - interactive literacy activities between parents and their children.

7. Resource and Referral Services - FRCs, by their location and access to families, have established themselves as a primary resource and referral service for issues operating to the well being of families. Resource and referral should be coordinated with United Way 211, Connecticut's free information and referral service. Information should be available about local, statewide and national resources and should be updated regularly.

Each FRC should establish a process that provides follow up with a family as appropriate. When a family requests assistance with the referral process, issues of confidentiality need to be addressed.

H. Program Evaluation, State Monitoring and Reporting Requirements

The CSDE has committed to developing a results-based accountability (RBA) model that will align with agency priorities. This agency plans to utilize the RBA model as a structural foundation in the development of the State Board of Education five year (2012-2017) Comprehensive Plan for Education that is required by C.G.S., section 10-4(c). Using the RBA approach this plan will:

- link agency work across divisions and bureaus to a common set of results;
- inform the allocation of agency resources;
- inform the selection and timeline of future programs for which RBA reports should be developed;
- guide the agency's decision making so that the work remains aligned to the desired results;
- facilitate clear communication to all constituencies on annual progress made; and
- support communication between partners as the agency examines its contribution to the population result.

The CSDE intends to utilize this RBA framework to continually evaluate FRC programs by examining measurable results that are based upon how much, how efficiently and how effectively they contribute to academic achievement goals for children. The CSDE or its designee reserves the right to conduct site visits to grantees and sub-grantees funded under this grant program to monitor progress and compliance with the intent of the legislative act and in accordance with this application for funding.

Annually, each FRC grantee will be required to submit an End of Year Report (EYR) that describes project activities, accomplishments and outcomes. The purpose of the EYR is to demonstrate that the grantee has made substantial progress toward meeting the objectives of the project as outlined in the grant application and to collect data that addresses key performance indicators for the FRC program.

All applicants must commit to:

1. Providing an End of Year Report.
2. Participating in any evaluation studies and data collection conducted by the CSDE and their subcontractors. Related activities may include site visits and interviews of staff, parents, students and educators; completing and returning evaluation surveys, which the CSDE will provide to the grantees during the grant period.
3. Providing program and student data for the statewide evaluation project in a timely manner. Program Data includes, but is not limited to, site information, details of activities offered (e.g. start and end dates, type of activity), staff surveys, and staff demographics. Participant Data includes, but is not limited to, State Assigned Student Identifier (SASID), participant demographics, program attendance, and participant surveys.

The CSDE is responsible for providing details about the EYR and performance standards to grantees. Each grantee will be responsible for providing all the requested data to the CSDE.

Within 60 days after the close of the fiscal year, each grantee must file a financial statement of expenditures with the CSDE on such forms as the CSDE may require.

I. Program Management and Staffing

Connecticut General Statute's 10-4o requires that each FRC shall employ a qualified program administrator having "at least two years of experience in child care, public administration or early childhood education and a master's degree in child development, early childhood education or a related field." In addition, where a program administrator is responsible for managing multiple programs, a site coordinator who is hired for an individual FRC must be employed full time and have obtained, at minimum, a bachelor's degree in early childhood education, child development or a related field.

The management and administration of the FRC must be done in partnership with the public school principal. Additionally, all staff employed by the FRC must maintain sufficient education and background in order to ensure the high-quality of services provided to families.

J. Fees and Funding

Programs are allowed to establish and collect reasonable fees to offset the expenses incurred by the FRC in connection with carrying out the purposes of this grant. When fees are charged to families for certain services, the inability of families to pay for services must not result in the denial of services to the child and/or the child's family.

Early care and education and school-age child care program services must be provided based on the Connecticut Department of Social Services School Readiness Sliding Fee Scale or use

the child care subsidy certificates from the Care 4 Kids program. FRCs must utilize the Department of Social Services child care subsidy funds and other funding streams that may be available through the local and private sector.

The amount of funding in any grant period is based on the availability of state funds designated for this program. Carryover of state funds is not allowed. All budget revisions must be approved prior to expenditure of funds. All budget revisions must be received by the CSDE on or before May 1 of the grant year.

The development and administration of an FRC will likely incur costs well over the allocation provided to grantees through this grant. Therefore, it is expected that applicants for this grant have developed revenues from other sources that will be used in partnership with state funds.

K. Grant Process

1. Review of Applications and Grant Awards

The CSDE reserves the right to make a grant award under this program without discussion with the applicants. Therefore, applications should be submitted which present the project in the most favorable light from both technical and cost standpoints. All awards are subject to the availability of funds. Districts awarded funds under this grant program should not commit such funds until an official grant award letter is received.

2. Management Control of the Program and Grant Consultation Role of State Department of Education Personnel

The grantee should have complete management control of this grant. While CSDE staff may be consulted for their expertise, they will not be directly responsible for the selection of sub-grantees or vendors nor will they be directly involved in the expenditure and payment of funds obligated by the grantee.

For questions regarding application procedures or proposal format, contact Louis Tallarita, Education Consultant, Bureau of Health/Nutrition, Family Services and Adult Education at 860-807-2058 or louis.tallarita@ct.gov.

3. Reservations and Restrictions

The CSDE reserves the right not to fund an applicant or grantee if it is determined that the grantee cannot manage the fiscal responsibilities required under this grant.

4. Facsimile (Faxed) Copies

Facsimile (faxed) copies of applications **will not** be accepted. Only applications with the original signatures and timely filed will be accepted.

5. Due Date and Delivery of Applications

Delivery of the Application Package for the Renewal of a FRC Program is required by 4:30 p.m on **Friday, July 22, 2011**, irrespective of the postmark date and means of transmittal. Extensions shall not be given. Applications must include one original and two copies.

IMPORTANT NOTE: Applicants must use the enclosed application format. This format may be copied onto a word processing program. Modifications will not be accepted. Mailing/Delivery address is:

State Department of Education
Bureau of Health/Nutrition, Family Services and Adult Education
25 Industrial Park Road, Middletown, CT 06457-1543
ATTN: LOUIS TALLARITA

L. Standard Considerations

1. Obligations of Grantees

All bidders are hereby notified that the grant to be awarded is subject to contract compliance requirements as set forth in Connecticut General Statutes Section 4a-60 and Section 4a-60a and Sections 4a-68j-1 et seq. of the Regulations of Connecticut State Agencies.

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

2. Freedom of Information Act

All of the information contained in a proposal submitted in response to this RFP is subject to the provisions of Chapter 3 of the Connecticut General Statutes (Public Records and Meetings and Freedom of Information Act (FOIA) Sections 1-200 to 1-242, inclusive). 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.

3. 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:

- (a) the collaborative oversight entity has been provided the opportunity to review and comment on the grant application or proposal prior to submission to the Department;
- (b) 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
- (c) the applicant shall designate someone to act as liaison for the referral process.

4. Affirmative Action

In accordance with the regulations established by the Commission on Human Rights and Opportunities, each applicant is required to have a complete Affirmative Action Packet on file with the CSDE. This grant application contains the "Certification Form" certifying that an Affirmative Action Plan is on file with the State Department of Education. The individual(s) authorized to sign on behalf of the applicant agency must sign the Affirmative Action Certification Form and submit such form with the grant application.

Applicants who do not have an Affirmative Action packet on file with the State Department of Education must obtain and submit a completed packet with their grant application. An Affirmative Action packet can be obtained through:

<p style="text-align: center;">State Department of Education Affirmative Action Office 25 Industrial Park Road Middletown, Connecticut 06457 860-807-2071</p>
--

5. Date Of Board Acceptance

This application requires the official approval and/or endorsement of any Board or like body (e.g., Board of Education, town council, etc.), the approval and/or endorsement of such body should be submitted with the grant application. If it is not possible to obtain Board or like approval prior to submission of the grant application, then the official Board approval or like document should be sent under separate cover no later than July 29, 2011.

A. Cover Page/Authorizations for Grant Period: July 1, 2011 through June 30, 2013

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

**APPLICATION PACKAGE FOR THE RENEWAL OF A
FAMILY RESOURCE CENTER PROGRAM**

<p>Family Resource Center Site: (School name, address and grade levels)</p>	<p>Estimated Funding: FRC State \$ _____ Local \$ _____ Fees \$ _____ Other \$ _____ TOTAL \$ _____</p>
<p>Lead Applicant: (Name and address)</p> <p>Identify: <input type="checkbox"/> School District <input type="checkbox"/> Other: _____</p>	<p>Partner Applicant, if applicable: (Name and address)</p> <p>Identify: <input type="checkbox"/> School District <input type="checkbox"/> Other: _____</p>
<p>Lead Applicant Contact Person: (Name, phone and email)</p>	<p>Partner Applicant Contact Person: (Name, phone and email)</p>

The undersigned authorized chief administrative official submits this proposal on behalf of the applicant agency, attests to the appropriateness and accuracy of the information contained therein, and certifies that this proposal will comply with all relevant requirements of the state and federal laws and regulations.

In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein. The following signatures are required:

<p>Lead Applicant Signature (Chief Administrative Official):</p> <p>Name (typed): _____ Date: _____</p>	
<p>Superintendent of Schools* Signature:</p> <p>Name (typed): _____ Date: _____</p>	
<p>Principal* Signature:</p> <p>Name (typed): _____ Date: _____</p>	

The signature of the Superintendent **and Principal(s) is mandatory for the submission of the Family Resource Center renewal application. Please note: by means of this signature, the Superintendent of Schools is agreeing to provide the Lead Applicant access to participants' State Assigned Student Identification (SASID) numbers for reporting purposes.*

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
B. Standard Statement of Assurances for Grant Programs**

PROJECT TITLE: Family Resource Center Grant Program

July 1, 2011 – June 30, 2013

**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 Connecticut 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. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

For the 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 per cent 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 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.

2) (a) 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. 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 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; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (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 section (2) above 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; 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 the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) 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 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; (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.

8) The contractor shall include the provisions of section (7) above 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; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

- M.** The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N.** The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

OTHER FRC PROGRAM ASSURANCES

- O.** The applicant will expend at least 30 percent of the FRC funds received in each fiscal year to establish, expand or operate a Parents as Teachers affiliated program.
- P.** The applicant agrees to comply with any additional data collection methods established by the CSDE for future program evaluation purposes. This includes, but is not limited to:
 - Site information. Details of activities offered (e.g. start and end dates, type of activity), staff surveys, and staff demographics.
 - Participant Data. State Assigned Student Identifier (SASID), participant demographics, program attendance, and participant surveys.

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

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

Signature _____

Name (typed) _____

Title (typed) _____

Date _____

C. Affirmative Action Certification Form

**FAMILY RESOURCE CENTER GRANT PROGRAM
CERTIFICATION THAT A CURRENT AFFIRMATIVE ACTION PLAN IS ON FILE
WITH THE STATE DEPARTMENT OF EDUCATION**

I (We), the undersigned authorized official(s), hereby certify that the current Affirmative Action Plan of the applicant organization/agency is on file with the Connecticut State Department of Education. The Affirmative Action Plan is by reference, part of this application.

Signature of Authorized Official

Date

Name of Authorized Official (please type)

Title of Authorized Individual

D. Family Resource Center Site Plan and Program Description

List the name, title, phone number and e-mail address for the person currently performing the following roles and responsibilities. If a position is currently vacant or a vacancy is expected during the 2011-12 program year, please indicate the program's intended plan for reemployment.

Building Principal	
Name:	
Title:	
Phone:	
Email:	
Comments:	

FRC Program Administrator	
Name:	
Title:	
Phone:	
Email:	
Comments:	

Does this person meet the legislative qualifications outline in C.G.S. 10-4o: *“at least two years of experience in child care, public administration or early childhood education and a master’s degree in child development, early childhood education or a related field”*?

- Yes: Please indicate area of experience, level and area of degree and graduating college/university:
- No

In any FRC where a program administrator is responsible for multiple programs, please indicate:

FRC Site Coordinator	
Name:	
Title:	
Phone:	
Email:	
Comments:	

Does this person meet the CSDE grant requirements: *“hired for an individual FRC, employed full time and has obtained, at minimum, a bachelor’s degree in early childhood education, child development or a related field”*?

- Yes - Please indicate the level and area of degree and graduating university/college:
- No

1. Community Need and Target Population(s)

- a. Describe the need for the program. Use data to make your case, and indicate the specific need(s) this FRC will address. (Maximum of 500 words)
- b. What population(s) will the program or services reach? Identify the “at-risk” population(s) in the community that the program intends to target for support and how this population will be recruited and retained by the FRC. (Maximum of 300 words)
- c. Discuss the program’s relationship to communitywide comprehensive action plans that have been developed to address birth to age 8 local needs. Specifically mention plans that have been developed or in the development stages through the Graustein Discovery initiative or other coordinated efforts aimed at creating an early childhood system to ensure early learning success for all children. Identify the community’s desired result, and how the FRC program supports specific strategy (ies) that have been identified by the community. (Maximum of 500 typed words)

2. Collective Impact and Strategy Alignment

For the following core program strategies, provide a brief service delivery framework for how the FRC will align staffing and activities to support performance related to each:

Strategy 1: Provide a high-quality, well-coordinated home visitation program for at-risk families and their children from birth to age 5 five as part of a continuum of early childhood services. Framework (Maximum of 200 words):
Strategy 2: Deliver early detection and well-child screenings for all children birth to age 5 that ensure regular health check-ups, vision/hearing/dental screenings, immunizations and identification for possible developmental delays and other health issues. Framework (Maximum of 200 words):
Strategy 3: Employ effective, coordinated practices that involve families in transitioning children to kindergarten between early care and education programs to elementary schools and from home to school. Framework (Maximum of 200 words):
Strategy 4: Support school and district improvement efforts that accelerate the closing of Connecticut's achievement gaps through family-school and family-community connections, including parent engagement, parent leadership, and family literacy Framework (Maximum of 200 words):

3. Location/Space Requirements (Maximum of 300 words)

Provide a description of the FRC location and space. This must include a description of the elementary school designated to be the recipient of the FRC services and the classroom

grades offered. Each FRC is expected to be a part of the elementary school in the attendance area regardless of where the child care components are offered. Provide an overview of how the Family Resource Center will be physically incorporated into the public elementary school and describe the dedicated space allocated for each of the following:

- parent resource room (play space, parent activities, meetings and resource library); and
- office space for FRC staff, including private meeting space.

4. Delivery of Services

For each of the following components, provide a description of the service delivery model. Clearly articulate the role that the FRC will assume in the delivery of services of each component versus the role of any collaborative partners, including the location(s) of where these services will be provided. Demonstrate that programs and services will be provided in a comprehensive system that benefits families and children and achieves community access to these supports.

a. Early Care and Education Component (Maximum of 500 words)

Must include:

- status of compliance with all child day care licensing requirements, as defined under C.G.S., Section 19a-77;
- status of compliance with the standards for the School Readiness Programs pursuant to C.G.S. Section 10-16p; or
- status of accreditation by the National Association for the Education of Young Children (NAEYC), Head Start or criteria established by the other accrediting agencies recognized by the State Department of Education.

b. School-Age Child Care Component (Maximum of 500 words)

Must include:

- individual descriptions for a before-school program, after-school program and vacation program; and
- status of compliance with child day care licensing requirements as defined under C.G.S., Section 19a-77.

c. Families-in-Training Component (Maximum of 500 words)

Must include:

- evidence that as of July 1, 2011, the FRC is considered an affiliate of Parents as Teachers or a description and timeline detailing how the FRC plans to become an affiliate of Parents as Teachers; and
- name and location of at least one Connecticut Birth to Three program that is a partner with the FRC and a description of activities that will include children with disabilities or developmental delays and how those activities will be planned and implemented in collaboration with one or more Birth to Three programs.

d. Positive Youth Development Component (Maximum of 500 words)

e. Support and Training for Family Day Care Providers Component (Maximum of 500 words)

f. Adult Education and Family Literacy Component (Maximum of 500 words)

Must include:

- name and location of the local designate responsible for administering adult education services governed by C.G.S. Sections 10-67 through 10-73d and Title II of the Federal Workforce Investment Act; and
- evidence that establishes the coordination of existing local structures in meeting the goals, objectives and long-term vision for local adult education programs.

g. Resource and Referral Component (Maximum of 500 words)

5. Program Evaluation

Provide estimates of the quantity of services the FRC will provide during the program year. Examples include estimates on the number of individuals to be served, number of sessions to be held, or activities completed.

FRC Service Component/Activity	Year End Estimate (Quantity and Type)
Early Care and Education Component	
School-Age Child Care Programs	
Families in Training Program	
Support & Training for Family Day Care Providers	
Positive Youth Development Services	
Adult Education and Family Literacy	
Resource and Referral Services	

Provide estimates for the quality of the programs and services the FRC provides. These measures should help us understand how well the program performs, how well a strategy is implemented, and if your customers will be better off because of your efforts. Quality measure examples include:

- Timeliness (e.g., percentage of response for assistance made within 24 hours);
- Attendance (e.g., percentage of parents completing a class);
- Satisfaction (e.g., percentage of customers satisfied with how they were served); and
- Standards (e.g., percentage of staff certified by professional standards).

Quality Measure	Anticipated Year-End Results

How will you measure if your customers are better off because of the FRC program? Examples of ways to measure customers being better off include:

- Behaviors change (e.g., shift in the number or percentage of parent who read to their children twice per week);
- Circumstances change (e.g., number or percentage of Kith and Kin providers supported in licensing process who receive license);
- Knowledge increases (e.g., number or percentage of parents or caregivers who report an increase in their knowledge of child development); and
- Skill increases (e.g., number or percentage of children with increased reading or math skills).

Better Off Measure	Anticipated Results	
	Number (#)	Percent (%)

6. Fees and Funding (Maximum of 300 words)

Describe any program fees that will be collected by the FRC lead applicant, including a sliding fee scale that takes into account the financial need of the students and families targeted for services. Any fee structure must provide a narrative that explains its administration, management and how the funds collected will subsequently be used in support of the FRC.

E. FRC STAFFING PLAN

FRC SITE: _____

Provide information on the staff assigned and supervised under the FRC program. If a position is currently vacant or a vacancy is expected during the 2011-12 program year, please indicate "vacancy" in the intended position and estimated start date for employment			
	Name: Position/Function:	Weekly Hours:	Wage Source (FRC Grant or Other):
2	Name: Position/Function:	Weekly Hours:	Wage Source (FRC Grant or Other):
3	Name: Position/Function:	Weekly Hours:	Wage Source (FRC Grant or Other):
4	Name: Position/Function:	Weekly Hours:	Wage Source (FRC Grant or Other):
5	Name: Position/Function:	Weekly Hours:	Wage Source (FRC Grant or Other):
6	Name: Position/Function:	Weekly Hours:	Wage Source (FRC Grant or Other):
7	Name: Position/Function:	Weekly Hours:	Wage Source (FRC Grant or Other):
8	Name: Position/Function:	Weekly Hours:	Wage Source (FRC Grant or Other):
9	Name: Position/Function:	Weekly Hours:	Wage Source (FRC Grant or Other):
10	Name: Position/Function:	Weekly Hours:	Wage Source (FRC Grant or Other):
11	Name: Position/Function:	Weekly Hours:	Wage Source (FRC Grant or Other):

F. GRANT BUDGET

The applicant must complete the following ED 114 Budget Form with anticipated line item total expenditures FY 2011-12. Grantees will submit a new ED 114 State Budget Form and Budget Justification page for Year 2 (2012-13.) Indirect costs (940) will be considered only for eligible grantees.

GRANTEE NAME:		TOWN/AGENCY CODE:	
GRANT TITLE:	Family Resource Center Grant		
PROJECT TITLE:	Family Resource Center Grant Location:		
ACCOUNTING CLASSIFICATION: FUND: 11000 SPID: 16110 YEAR: 2012 PROG: 82079 CF1: 170003 CF2:			
GRANT PERIOD: 07/01/2011 – 06/30/2012		AUTHORIZED AMOUNT: \$ 97,000	
AUTHORIZED AMOUNT BY SOURCE:			
LOCAL BALANCE:	CARRY-OVER DUE:	CURRENT DUE: \$	
CODES	DESCRIPTIONS	BUDGET AMOUNT	
100	Personal Services - Salaries		
200	Personal Services - Employee Benefits		
300	Purchased Professional and Technical Services		
400	Purchased Property Services		
500	Other Purchased Services		
600	Supplies		
700	Property		
800	Other Objects		
940	Indirect Costs		
	TOTAL		
Original Request Date:			
Revised Request Date:		<i>Connecticut State Department of Education Program Manager Authorization</i>	<i>Date of Approval</i>

G. GRANT BUDGET NARRATIVE: FY 12 BUDGET JUSTIFICATION

The applicant must complete the following Budget Justification and provide a brief explanation justifying each line item of expenditures proposed on the ED 114 Budget Form. A summary explanation must be provided for each line item expenditure noted in your budget (e.g., 100 Personal Services - Salaries Salaries: 2 parent educators [2 FTE (30hrs x \$15 per hour)]. Use additional pages as needed. See pages for a description of budget option codes.

Object codes and amounts MUST match those listed on the FRC Grant Funds Form

Center/Site Name:		State Grant Amount:
		\$
Code:	Description:	Line Item Amount Budgeted:

Detailed explanation of the use of funds for this line item:

Code:	Description:	Line Item Amount Budgeted:
--------------	---------------------	-----------------------------------

Detailed explanation of the use of funds for this line item:

Code:	Description:	Line Item Amount Budgeted:
--------------	---------------------	-----------------------------------

Detailed explanation of the use of funds for this line item:

Code:	Description:	Line Item Amount Budgeted:
--------------	---------------------	-----------------------------------

Detailed explanation of the use of funds for this line item:

Code:	Description:	Line Item Amount Budgeted:
--------------	---------------------	-----------------------------------

Detailed explanation of the use of funds for this line item:

Checklist

Cover Page/Authorizations	Yes	No
Standard Statement of Assurances	Yes	No
Affirmative Action Certification Form	Yes	No
Approval or Endorsement of Board	Yes	No

EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
10 points	8 points	5 points	2 points	0 points
15 points	12 points	8 points	4 points	0 points

	Maximum Points	Points Scored
1. Location and Space Requirements and Community Integration		
<ul style="list-style-type: none"> Plan demonstrates the commitment of an appropriate location and adequate space for the FRC in the public elementary school. 	10 points	
<ul style="list-style-type: none"> Plan demonstrates a system of services designed to integrate the FRC into the selected school and into a shared vision for the community. 	10 points	
Subtotal	20 points	
2. Delivery of Services		
<ul style="list-style-type: none"> Plan provides and/or supports a school based preschool Program. 	10 points	
<ul style="list-style-type: none"> Plan provides and/or supports a school based School Age Child Care program. 	10 points	
<ul style="list-style-type: none"> Plan provides a Parents as Teachers (PAT) affiliated program that has a coordinated model of service delivery using PAT certified staff. 	15 points	
<ul style="list-style-type: none"> Other: Resource and Referral, Positive Youth Development, Adult Education, Family Day Care Provider Training. 	10 points	
<ul style="list-style-type: none"> Plan provides a framework to deliver collective impact associated with the alignment of CSDE core strategies. 	15 points	
Subtotal	60 points	
3. Program Management and Administration		
<ul style="list-style-type: none"> Plan provides a method for program evaluation that demonstrates alignment with results based accountability (RBA) standards. 	10 points	
<ul style="list-style-type: none"> Includes a completed Budget Packet which is reasonable and realistic, given the intended objectives and program design. 	10 points	
Subtotal	20 points	

4. Priority Points	Yes	No
• Site location is within a CSDE Priority or Partner School District.	5 points	0
• As of July 1, 2011, site location has an existing kindergarten program.	2 points	0
• As of July 1, 2011, site location has an existing preschool program.	2 points	0
• Site location was established on or before July 1, 2007.	1 point	0
Subtotal (maximum 10 points)		
5. Data Quality History (for period July 1, 2009 through June 30, 2011)	Yes	No
• Late monthly reporting rate is greater than 25 percent.	-2 points	0
• Error rate in monthly reporting is greater than 25 percent.	-2 points	0
• Both late and error rates in monthly reporting is greater than 40 percent.	-1 point	0
Subtotal (maximum -5 points)		
Summary of Scores		Points
1. Location and Space Requirements and Community Integration (maximum 20 points)		
2. Delivery of Services (maximum 60 points)		
3. Program Management and Administration (maximum 20 points)		
4. Priority Points (maximum 10 points)		
5. Data Quality History (maximum <u>loss</u> of 5 points)		
TOTAL SCORE (Maximum 110 points)		
Comments :		

BUDGET CODE DESCRIPTIONS

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 employees; 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.
300	Purchased Professional and Technical Services. Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.
400	Purchased Property Services. Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. These services are performed by persons other than grantee employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.
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.
800	Other Objects. Amounts paid for goods and services not otherwise classified above.
940	Indirect Costs. Costs incurred by the grantee which are not directly related to the program but are A result thereof. Beginning Fiscal Year 1998, grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs.