

SCHOOL READINESS GRANT PROGRAM
Fiscal Year 2017
(July 1, 2017 – June 30, 2018)

LOCAL REQUEST FOR PROPOSAL

Legislative Authority
Connecticut General Statutes (CGS)
Sections 10-16o through 10-16u

Purpose of Grant as outlined in Connecticut General Statutes Section 10-16o is to:

- 1) provide open access for children to quality programs that promote the health and safety of children and prepare them for formal schooling;
- 2) provide opportunities for parents to choose among affordable and accredited programs;
- 3) encourage coordination and cooperation among programs and prevent the duplication of services;
- 4) recognize the specific service needs and unique resources available to particular municipalities and provide flexibility in the implementation of programs;
- 5) prevent or minimize the potential for developmental delay in children prior to their reaching the age of five;
- 6) enhance federally funded school readiness programs;
- 7) strengthen the family through: (A) encouragement of parental involvement in a child's development and education; and (B) enhancement of a family's capacity to meet the special needs of the children, including children with disabilities;
- 8) reduce educational costs by decreasing the need for special education services for school age children and to avoid grade repetition;
- 9) assure that children with disabilities are integrated into programs available to children who are not disabled; and
- 10) improve the availability and quality of school readiness programs and their coordination with the services of child care providers.

Responses to the RFP are also used to monitor compliance with the School Readiness quality components.

Local School Readiness RFP Basic Requirements Checklist

These items are listed in the order in which they appear in the RFP

- Application submitted by deadline
- Required Signatures received by deadline

The following program information has been submitted:

- Completed cover page with contact information
- Licensing Information (license and most recent licensing inspection report) or
- License Status Verification Form (*license exempt programs only*)
- Professional Registry, Staff Qualification Detail Report
- Professional Registry, NAEYC Candidacy Staff Report
- Proposed activities A-G are all addressed
- Program description A-D are all addressed
 - Program calendar
 - Class size and teacher/child ratio (if not included in program description)
 - Curriculum and assessment (if not included in program description)
- Family handbook (do NOT submit other program documents unless specifically requested)
 - List of literacy activities
 - Kindergarten orientation activities done at the program or in collaboration with the schools
- Statement of Assurances signature page
- Completed School Readiness local program data workbook
- Completed School Readiness local program budget workbook
- Interagency Collaboration Agreements

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DIRECTIONS

This application is for all programs wishing to be considered for funding from the School Readiness Council for state funded School Readiness spaces. All programs interested in being considered for School Readiness spaces must complete this application for review by the local School Readiness Council. All completed applications will be scored. Recommendations for allocation of School Readiness spaces will be made based on the availability of spaces **AND** application scores.

Please note that in order for applications to be considered for funding:

1. All sections must be completed and all materials/forms submitted to _____.
2. Program must be in compliance with all policies and requirements for School Readiness. School Readiness General Policies (GPs) are available at <http://www.ct.gov/oec/generalpolicies>.
3. Programs must meet all health and safety requirements mandated by the OEC (licensed and license exempt).

SCHOOL READINESS POLICIES AND REQUIREMENTS

LICENSING/ACCREDITATION/APPROVALS

Grantees must ensure that all sites are licensed by the OEC or meet legal requirements to be considered license exempt. Applicants must include a copy of the current license and the most recent full licensing inspection report from the OEC for each site requesting School Readiness funds. If the site meets the definition of license exempt, the Licensing Status Verification Form must be completed and submitted with the application. Programs (both licensed and license exempt) must meet all health and safety requirements mandated by the OEC.

PLEASE NOTE: Applicants claiming license exemption must meet these basic licensing requirements:

- **Class size:** No more than 20 children per classroom space at any one time (18 recommended);
- **Class space:** 35 square feet per child;
- **Outdoor space:** 75 square feet per child;
- **Outdoor play equipment:** Shock-absorbing materials under outdoor play equipment five feet or less must meet ECERS standards of six inches of resilient surfaces (wood chips, shredded bark, etc.);
- **Supervision:** All children MUST be supervised visually at ALL times. One adult for every 10 children (or less) is the required staff-to-child ratio; and
- **Other health and safety requirements:** additional requirements may be mandated by the Office of Early Childhood.

License exempt only: By checking this box the program attests to meeting the above safety requirements.

All program sites must be accredited/approved or in process of becoming accredited/approved. All programs must submit evidence of National Association for the Education of Young Children (NAEYC) Accreditation or for new programs only, willingness to become accredited by NAEYC within three years of accepting funding or evidence of Head Start approval. The following documentation is required:

- Accredited by the National Association for the Education of Young Children (NAEYC);
 - For currently accredited sites, submit a copy of your NAEYC certificate and maintain your accreditation status; and
 - For new sites not currently accredited, a statement signed by the director acknowledging that the program will become NAEYC accredited within three years; **or**
- Head Start approval as documented by the programs most recent Head Start grant award letter.

Programs approved by Head Start must electronically submit a copy of their most recent Financial Assistance Award Letter from the United States Department of Health and Human Service, Administration of Children and Families. In addition, submit a copy of the Head Start approved Quality Improvement Plan demonstrating progress toward correcting any areas of deficiencies and/or non-compliances.

Applicants must meet the program requirements and quality standards for participation in School Readiness program as described in CGS Section 10-16q (a). (see GP A-02 and GP [B-05](#)).

LICENSING STATUS VERIFICATION FORM

Must be submitted annually by license exempt programs

Connecticut General Statutes, Section 19a-77(b) provides that a program administered by a public school system is not required to be licensed to operate. In addition, the licensing requirement does not apply to programs administered by private schools that are approved by the State Board of Education and have filed a yearly attendance form with the Connecticut State Department of Education (CSDE). "Administered by" means that a public school system or a CSDE approved private school retains responsibility for the management and oversight of the program and for the program staff and the children served.

If a School Readiness grantee submits to the OEC sub-grantee applications with sites that are not required to be licensed by the OEC to provide child day care, the grantee must complete this form for each license exempt site. One of the following persons must complete and sign this form, as appropriate: the superintendent of schools, charter school director, administrator of a CSDE approved private school or executive director of a Regional Education Service Center (RESC).

Please check the appropriate boxes below with an "X", provide your signature, and indicate whether your board of education, charter school, CSDE approved private school or RESC administers the program.

_____ located at _____
(Name of Program) (Program Address)

____ Yes, the board of education, charter school, CSDE approved private school, or RESC administers the above named program and therefore retains responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.

This arrangement is effective from: _____ to _____
Start date End date

____ No, the board of education, charter school, CSDE approved private school, or RESC does not administer the above named program and does not retain responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.

_____ Superintendent of Schools
Signature Printed Name Charter School Director
 CSDE Approved Private School Administrator
 RESC Executive Director

for the _____ Board of Education
Name of Grantee Charter School
 CSDE Approved Private School
 RESC

_____ (____) _____ - _____
City or Town Phone Number email address

TEACHER EDUCATION REQUIREMENT

Programs applying for School Readiness spaces must meet teacher education requirements specified in School Readiness General Policy [A-01](#) for the entire program, NOT just funded classrooms, as follows:

July 1, 2017 – June 30, 2020	July 1, 2020 and after
<p>50% or more of the designated QSMs must have one of the following: A current Connecticut State Department of Education (CSDE) appropriate Early Childhood Certification Endorsement, OR</p> <p>A Bachelor degree specific to an early childhood concentration from the OEC Approved College Listing, OR</p> <p>A Bachelor degree in any other field AND 12 credits or more in early childhood or child development from any college not listed on the approved list; AND successful completion of the Early Childhood Teacher Credential (ECTC) Individual Review Route; OR</p> <p>On June 30, 2015 was identified in the Registry at ladder level 11 or higher and employed at a state-funded program; therefore, was grandfathered to meet the Bachelor degree level staff education qualifications; OR</p> <p>On June 30, 2015 was identified in the Registry at ladder level 9 or 10 and as having been employed at the same state-funded program since 1995 or before; therefore, was grandfathered as meeting the Bachelor degree requirement until June 30, 2025.</p> <p>The remaining percent of designated QSMs must have either an Associate degree in early childhood or an Associate degree in any field and 12 early childhood credits.</p>	<p>100% of the designated QSMs must have one of the following: A current Connecticut State Department of Education (CSDE) appropriate Early Childhood Certification Endorsement, OR</p> <p>A Bachelor degree specific to an early childhood concentration from the OEC Approved College Listing, OR</p> <p>A Bachelor degree in any other field AND 12 credits or more in early childhood or child development from any college not listed on the approved list; AND successful completion of the ECTC Individual Review Route; OR</p> <p>On June 30, 2015 was identified in the Registry at ladder level 11 or higher and employed at a state-funded program; therefore, was grandfathered to meet the Bachelor degree level staff education qualifications; OR</p> <p>On June 30, 2015 was identified in the Registry at ladder level 9 or 10 and as having been employed at the same state-funded program since 1995 or before; therefore, was grandfathered as meeting the Bachelor degree requirement until June 30, 2025.</p>

STAFFING

All staff working with children in School Readiness sites and managing a School Readiness site must be registered in the [Early Childhood Professional Development Registry](#) (see [GP A-01](#)). The OEC and School Readiness Liaisons use the Professional Development Registry to verify and monitor staff qualifications.

In this application, all programs must submit the following Registry reports:

1. Staff Qualifications Detail Report
2. NAEYC Candidacy Staff Report

SPACE TYPES

Program sites must offer space types that meet one of the following requirements as outlined in [GP B-04](#) including minimum attendance requirements.

- **Full-Day/Full-Year** – site must provide preschool services five days per week, 10 hours per day, for a minimum of 50 weeks per year and adhere to the policy for an alternative plan of care outlined in [GP B-04](#).
- **School-Day/School-Year** – site must provide preschool services for five days per week, a minimum of six hours per day for a minimum of 180 consecutive days.
- **Part-Day/Part-Year** – site must provide preschool services for children not enrolled in any other program for a minimum of two and one-half hours per day, five days per week for 180 consecutive days.
- **Extended Day (Priority School Readiness Only)** – site must provide services that extend the hours per day, days per week and weeks per year for children in an existing part-time program, not funded by school readiness. This space type is intended to provide children enrolled in a part-time service to receive a Full-Day/Full-Year program (five days per week, 10 hours per day, 50 weeks and adhere to the policy for an alternative plan of care outlined in [GP B-04](#)).

THE EVERY STUDENT SUCCEEDS ACT OF 2016 (ESSA)

Public preschool programs, administered by a local or regional board of education must follow the same guidelines as grades K-12. LEA preschool programs must:

- allow immediate enrollment of homeless students who are unable to present health or other required forms;
- provide continuity of care;
- provide transportation to the school of origin to provide continuity of care; and
- the local or regional board of education's McKinney Vento Liaison can provide additional information and/or clarification for these requirements.

GRANT SUBMISSION INFORMATION

Date of Board Acceptance

IF the submission of the application for the Local RFP for School Readiness and Grant Program requires the official approval and/or endorsement of any Board or like body (e.g., 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 approval prior to submission of the grant application, then the official Board approval should be sent separately as soon as possible. The application should document the date of expected Board approval.

Freedom of Information Act

All of the information contained in the grant application submitted in response to the Local RFP for the School Readiness Grant Program is subject to the provisions of Chapter 3 of the Connecticut General Statutes (Public Records and Meetings and Freedom of Information Act (FOIA) Sections 1-13 through 1-21K). 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 and receive a copy of such records.

Obligations of Grantees and Sub-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, 4a-60a and Sections 4a-68j-l 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.

State Monitoring and Evaluation

The OEC, or its designee, may conduct site visits both announced and unannounced to grantees and sub-grantees funded under this grant program to monitor a community's progress and compliance with the intent of the legislative act and in accordance with the RFP.

Management and Control of the Program and Grant Consultation Role of the State

The sub-grantee will have overall management control of the grant. While state agency 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 or sub-grantee.

Reporting Requirements

Within 60 days after the close of the fiscal year, each sub-grantee must file a financial statement of expenditures with the community on such forms as the community and/or the OEC may require.

The applicant must complete and submit the monthly data reports to the community at the end of each month.

The applicant must complete and submit any reports or provide data as required by the OEC.

Review of Applications and Grant Awards

The community reserves the right to make a grant award decision 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.

Reservations and Restrictions

The OEC 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 or is out of compliance with policies governing this grant. In turn, the community reserves the right not to fund an applicant or a sub-grantee if it is determined that the sub-grantee cannot manage the fiscal responsibilities required under this grant program or is out of compliance with policies governing this grant.

Waiting Lists

The program agrees to share waiting lists of children and families with the OEC and/or the School Readiness Council upon request.

Delivery of Applications

Delivery of the Local RFP for the School Readiness Program application is required by _____ on _____.

1. Original, hard-copy signature pages (Statement of Assurances) must be mailed or hand-delivered to _____.
2. The RFP and original signatures **must be received by _____ on _____, IRRESPECTIVE OF POSTMARK DATE.** Faxed or scanned copies of signatures will not be accepted.

IMPORTANT NOTE: Late or incomplete applications MAY not be considered for funding.

Mailing/Delivery address and email is:

Additional criteria may be added to this request for proposals at the discretion of the School Readiness Council. Any additional criteria should be documented in the community request for proposal submitted to the OEC.

GLOSSARY/DEFINITIONS

Child Standards – The [CT Early Learning and Development Standards](#) (CT ELDS) set forth what young children birth to age five should know and be able to do. They should be used for programs to implement necessary adjustments to the curriculum and experiences that support children in the development of skills and knowledge. All state funded programs are required to use the CT ELDS.

Child Assessment - The [CT Preschool Assessment Framework](#) (PAF) is currently available as an assessment tool to inform curriculum and design instruction. A new tool aligned to the CT ELDS will be available soon.

General Policies– [General Policies](#) (GPs) provide guidance to School Readiness Councils, School Readiness Liaisons and providers about school readiness policies and procedures. Programs are required to adhere to all applicable School Readiness general policies.

Inclusion/Integration – It is expected that all children with and without disabilities shall have the same access to School Readiness programs as other children. Programs must adhere to the requirements of the **Americans with Disabilities Act (ADA)** and the **Individuals with Disabilities Education Act (IDEA)** that require that no child be excluded based on disability.

Parent Fees & Sliding Fee Scale – The amount of money parents are required to pay for participation in the School Readiness program is based on the sliding fee scale or is stated on their childcare certificate. Fees must be used to support the activities of the School Readiness program that the child is attending. The School Readiness Council may choose to exempt only Part-Day/Part-Year Programs from this requirement. For additional information, see GP [B-01](#) and GP [B-02](#). A scale of fees based on income and family size. For all children, except those with a childcare certificate, the programs must use the Sliding Fee Scale to determine the fees charged to parents for School Readiness programs, in accordance to policy guidelines provided by their local School Readiness Council.

Program Standards – Programs who either have or are seeking NAEYC accreditation must meet the NAEYC standards. Head Start programs must meet the Head Start Program Performance Standards. For additional information, see GP [A-02](#) and GP [B-05](#).

Quality Components – The 11 components required of School Readiness programs required by the legislation: collaboration, parent involvement, health, nutrition, pre-literacy practices, family literacy, admission policies, transition to kindergarten, professional development, a sliding fee scale and an annual program evaluation.

Teacher – Each classroom that provides services under the School Readiness Grant must be staffed for all operating hours for Part-Day and School-Day spaces and for six hours per day for Full-Day spaces, by a teacher who at minimum has an Associate’s Degree or a four-year degree with 12 credits in early childhood education or child development from an institution of higher learning accredited by the Board of Governors of Higher Education; or a teacher who has a Connecticut teaching certificate with an early childhood endorsement. At least 50% of teachers must also meet QSM requirements. For additional information see [GP A-01](#) and GP [A-03](#).

Professional Learning for Teaching Staff - Twelve hours of professional learning are required annually for teaching staff. Teachers must participate in a minimum of two professional development trainings each year focused on early childhood development, or topics directly related to the field of early childhood education and one training in inclusive practices for children with disabilities and learning differences. New staff must have or obtain specific training in pre-literacy skill development and in racial and ethnic diversity within a year of hire.

GRANT COVER PAGE

DUE DATE
April 18, 2017

SUBMISSION INFORMATION

Agency/Program Name:			
Street Address:			
City, State, Zip			
Primary Contact Person:		Email:	
Telephone:		Fax:	

Please check one: New Agency/Program _____ Existing Agency/Program _____

PROGRAM FISCAL AGENT *(To be completed if the Fiscal Agent is other than the applicant agency)*

Agency/Program Name:			
Street Address:			
City, State, Zip			
Primary Contact Person:		Email:	
Telephone:		Fax:	

- D. Indicate any current fiscal commitments (loans, e.g. CHEFA) or financial applications (e.g., grants) that are or will be used to benefit the School Readiness programs.
- E. Describe any collaborative efforts or joint activities with other early childhood programs in your community. For currently funded School Readiness programs include any joint activities funded by family fees or other School Readiness funds. Please note if program participation is mandatory or voluntary and how children will benefit because of the program's participation.
- F. Describe how the program includes children with disabilities and their families as well as those with learning differences and special health care needs.
- G. Describe additional activities or efforts that you would like considered as part of your application for School Readiness funding.

PROGRAM DESCRIPTION

Provide a response to each of the following:

If a question does not apply to your program note "N/A" in the space provided. You may answer directly on the application or attach your response. If using attachments, make sure they are clearly labeled and "see attached" is noted on the application.

- A. Attach a copy of a program calendar for July 1, 2016, to June 30, 2017, and clearly identify all closings and the program's Alternative Care Plan. Programs must adhere to the required number of days open by program type as outlined in [GP B-04](#). Full-day/full-year programs must be available to families for 50 weeks. Consult [GP B-04](#) and School Readiness Council policy for information about the required Alternative Care Plan Policy.

- B. Class size may not exceed 20 children; the OEC recommends a class size of 18 children. A class is a well-defined space with clear physical barriers that is used by the same set of children with assigned teacher and staff. Below, please describe the program's class size and teacher to child ratio for each class. Label classrooms as they are listed in the [Professional Registry](#).

- C. Describe the curriculum and assessment tools used in your program. Does the program utilize a published curriculum and assessment? If so, identify the curriculum and assessment and describe the training received by staff to implement it. Describe the relationship between your curriculum and assessment practices and the [CT ELDS](#).

- D. Describe the daily schedule in the program.

PROGRAM DOCUMENTS

Please indicate below which of your program’s current documents contain information that shows evidence your program meets the School Readiness Program Quality Components. **Submit a copy of the Family Handbook with your completed application.** Indicate the page numbers of the Family Handbook that address the information marked by an asterisk (*) in the checklist below. Items not marked with an asterisk (*) may be identified in other documents. **DO NOT SUBMIT OTHER DOCUMENTS;** just check the appropriate box indicating you have documents on site that meet the non-asterisk quality components. If there are parts of a section that are not checked off as being met through any existing program document, provide a written statement addressing how the program plans to meet this requirement.

General Information

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	
			*GI 1. Services provided (including age range of children).
			*GI 2. Hours of operation (hours per day, days per week, months per year).
			*GI 3. Enrollment policy * (include the policy for children not yet toilet trained).
			*GI 4. Program mission/purpose statement and education philosophy/framework statement.
			*GI 5. Open access to parents/guardians.
			*GI 6. Parent conferences.
			*GI 7. Commitment to include children with special needs.
			*GI 8. Discipline policy.
			GI 9. Where/how special education services are provided (i.e. on-site, by whom, off-site, by whom)?

Program Components

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	A. Plan for collaboration with other community programs and services
			A 1. Process to identify and refer families to programs and services.
			A 2. Coordination of resources to eliminate duplication.
			A 3. Unique resources specific to your community.
			A 4. Public school efforts to provide information, training and technical assistance to the SR staff to supporting children and families.
			A 4. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	B. Parent involvement, parenting education and outreach
			*B 1. Parent advisory council (including decision-making policy).
			*B 2. Home/school partnership initiatives designed to develop reciprocal communication and engagement.
			*B 3. Opportunities for parenting education and other support activities.
			B 4. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	C. Referrals for Health Services, Including Referrals for Appropriate Immunizations and Screenings.
			C 1. Use of the ED 191 form for health records.
			C 2. Child health files include health screens pursuant to <i>Early and Periodic Screening, Diagnosis and Treatment (EPSDT)</i> .
			C 3. Tracking system for health record expiration and accuracy.
			*C 4. Providing vision, hearing, and dental screenings either on-site or in collaboration with another agency.
			*C 5. Processes to assist families to secure medical insurance, a medical home, on-going well-child care, immunizations, and health, dental and nutritional screenings.
			C 6. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	D. Nutrition Services
			D 1. Identification and documentation of children's nutritional needs.
			*D 2. Participation in the <i>Child and Adult Care Food Program (CACFP)</i> and the <i>National School Lunch Program (NSLP)</i> .
			*D 3. If your program does not participate in CACFP or NSLP, how does it ensure that the meals and snacks served meet the CACFP requirements?
			D 4. Nutrition services, including nutrition education, provided by the program.
			D 5. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	E. Family Literacy
			E 1. Process for the identification of families' literacy education/training needs and assistance with access to literacy program.
			*E 2. Assistance to families in accessing adult education programs, job training, and public library services.
			*E 3. Opportunities to support families in interactive literacy activities. (Attach a list of sample activities)
			E 4. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	F. Admission Policies
			*F 1. Promote the enrollment of children from diverse racial, ethnic and economic backgrounds.
			*F 2. Include non-discrimination statement and confidentiality statement.
			*F 3. Access to all 3-and 4-year old children.
			F 4. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	G. Transition Plan
			*G 1. Collaboration between the School Readiness staff and kindergarten staff.
			*G 2. Orientation activities for children and families that prepare them for transition to kindergarten. (Attach a list of activities)
			*G 3. Supports provided to families in transitioning their child to kindergarten.
			*G 4. Records transferred to kindergarten.
			G 5. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	H. Professional Development Plan and Experiences <i>Professional development is considered to be an experience of sufficient duration (at least 2 hours) provided by a person with expertise, knowledge, and training in the subject matter.</i>
			H 1. All staff members have a written professional development plan outlining professional goals that increase their knowledge and expertise in early childhood practice.
			H 2. Each staff member participates in early-literacy skill development training, and cultural and linguistic diversity training for early childhood classrooms within their first year of employment.
			H 3. Each staff member engages in professional development experiences each year that increases their awareness, knowledge, and practice of recognition and response to children’s needs. (i.e., planning, observing, adaptive strategies, use of screening and assessment, special education strategies).
			H 4. Each year all staff members choose at least two early childhood-related professional development experiences that will advance their practice.
			*H 5. Statements regarding the impact of professional development on program quality.
			H 6. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	I. Sliding Fee Scale
			*I 1. Use of the current OEC School Readiness sliding fee scale.
			*I 2. Assisting families with access to the Child Care Assistance Program (Care-4-Kids). <i>Care-4-Kids application is voluntary for School Readiness enrollment.</i>
			*I 3. Procedures for fee determination and re-determination.
			*I 4. Fee calculation is reviewed with parent, includes parent signature and parent receives a copy of the fee calculation form.
			I 5. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	J. Evaluation of the Effectiveness of Program
			*J 1. The CT ELDS and appropriate assessments are used for planning learning experiences, observing and documenting child progress, and implementing teaching strategies. All curriculum used must align with the CT ELDS.
			*J 2. Staff, parents, and others collect information on quality from many sources, and engage in a reflective process to assess the effectiveness of the program as measured by accreditation/approval entities, OEC evaluation measures, and program measures.
			J 3. How does the program document the efforts described in J 1 and J 2, monitor progress, and report to families and the School Readiness Council?
			J 4. Other:

STATEMENT OF ASSURANCES

The Statement of Assurances Signature Page included in this grant must provide the authorized signatures of the applicant agency (e.g., mayor and superintendent of schools).

Please note that the authorized signatures of the eligible applicant must also be provided on the cover page of the grant application submitted with the grant (see application instructions).

Applicants need only submit the Statement of Assurances Signature Page with submission of their grant application.

PROJECT TITLE: SCHOOL READINESS GRANT PROGRAM

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

- 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 Office of Early Childhood and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education for the Office of Early Childhood, including information relating to the project records and access thereto as the Connecticut Office of Early Childhood and Connecticut State Department of Education may find necessary;
- H. The Connecticut Office of Early Childhood 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 Office of Early Childhood and the State Department of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any monies not expended in accordance with the approved program/operation budget as determined by the audit; and
- L. Programs are required to meet all health and safety requirements mandated by the Office of Early Childhood for both license and license exempt programs.

M. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

- a) For purposes of this Section, the following terms are defined as follows:
- 1) “Commission” means the Commission on Human Rights and Opportunities;
 - 2) “Contract” and “contract” include any extension or modification of the Contract or contract;
 - 3) “Contractor” and “contractor” include any successors or assigns of the Contractor or contractor;
 - 4) “Gender identity or expression” means a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person’s core identity or not being asserted for an improper purpose;
 - 5) “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
 - 6) “good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
 - 7) “marital status” means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
 - 8) “mental disability” means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association’s “Diagnostic and Statistical Manual of Mental Disorders”, or a record of or regarding a person as having one or more such disorders;
 - 9) “minority business enterprise” means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes §32-9n; and
 - 10) “public works contract” means any agreement between any individual, form or corporation and the State of any political subdivision of the State other than a community for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms “Contract” and “contract” do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a community, (2) a quasi-public agency, as defined in Connecticut General Statutes § 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Connecticut General Statutes § 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- b) (1) The Contractor agrees and warrants that in for performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an “affirmative action-equal opportunity employer” in accordance with regulations adopted by the Commission; (3) the contractor agrees to provide each labor union or representative of workers with which the contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers’ representative of the Contractor’s commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §46a-68e and §46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §46a-56, 46a-68e and 46a-68f.; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes §46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.
- c) Determination of the Contractor’s good faith efforts shall include, but shall not be limited to, the following factors: The Contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions, including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of

Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of the Section and Connecticut General Statutes § 46a-56.
- h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- N. The grant award is subject to approval of the Connecticut Office of Early Childhood and availability of state or federal funds.
- O. 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.
- P. The Connecticut Office of Early Childhood reserves the right to negotiate terms, including the withholding of funds, based on the grantee's inability to comply with the assurances.
- Q. The Connecticut Office of Early Childhood reserves the right to de-fund sub-grantees of the School Readiness Council based on the sub-grantee's inability to comply with School Readiness General Policies.

STATEMENT OF ASSURANCES SIGNATURE PAGE

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

Signature of Official: _____

Name: (please type) _____

Title: (please type) _____

Date: _____

To be signed below **ONLY** if the Fiscal Agent is other than the program applying for the funds:

Signature of Fiscal Agent: _____ **Date:** _____

Name & Title (please print): _____

PROGRAM DATA

Each applicant is required to complete a **School Readiness Local Program Data Workbook** (see attachments) which contains three tabs: (1) Program Information; (2) Accreditation/Approval Status; and (3) Space Proposal.

Complete the forms in the workbook as they pertain to your site and attach with your RFP submission. Please also e-mail your entire workbook to your School Readiness Liaison. Detailed directions on how to complete the workbook are located within the electronic file.

BUDGET

Each applicant is required to complete a **School Readiness Local Program Budget Workbook** (see attachments) which contains two tabs: (1) Budget Justification and (2) ED114.

On the **Budget Justification** tab, provide a brief explanation justifying each line item expenditure proposed in the grant budget. Justifications for line item expenses must reflect the programs needs to ensure high-quality programming for children.

The ED114 is a detailed line item budget that reflects the programs requested use of funds for the proposed space capacity represented in this RFP for the **FY 2018**. (*Budget total must equal the requested School Readiness funds.*)

There are no indirect costs or carry-over funds allowed.
All funds, including family fees, must be spent by June 30, 2018.
A new ED114 budget form is required annually.

BUDGET OBJECT CODES

The OEC is using object code definitions from the United States Department of Education publication "Financial Accounting for Local and State School Systems." (<http://nces.ed.gov/pubs2009/2009325.pdf>) Per federal definition, an object is used to describe the service or commodity obtained as the result of a specific expenditure. For a specific grant, it may be necessary to modify what can be included in a given object based on the grant legislation. Please review the instructions for specific grant budget development carefully.

Master Budget Form Object Code Descriptions/Includable Items

111A Non-Instructional

Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.

111B Instructional

Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the grantee payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.

200 Personal Services - Employee Benefits

Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 100 or 111A and 111B. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.

320 Professional Educational Services

Services supporting the instructional program and its administration. Included are curriculum improvement services, assessment, counseling and guidance services, library and media support, and contracted instructional services.

321 Tutors (Instructional Non-Payroll Services)

Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee.

322 In-service (Instructional Program Improvement Services)

Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.

- 323 Pupil Services (Non-Payroll Services)
Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, contracted guidance counselors, etc.
- 324 Field Trips
Costs incurred for conducting educational activities off site. Includes admission costs to educational centers, fees for tour guides, etc.
- 325 Parental Activities
Expenditures related to services for parenting including workshop presenters, counseling services, baby-sitting services, and overall seminar/workshop costs.
- 330 Employee Training and Development Services
Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors.
- 340 Other Professional Services
Professional services other than educational services that support the operation of the school district. Included, for example, are medical doctors, lawyers, architects, auditors, accountants, therapists, audiologists, dieticians, editors, negotiations specialists, paying agents, systems analysts, and planners.
- 341 Audit
Direct cost for the audit of the grant program by an independent auditor. This category is separated from object code 340 as many grants do not include this cost as an eligible grant expenditure.
- 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.

INTERAGENCY COLLABORATION AGREEMENTS

Programs should have collaborative agreements with outside community agencies in order to provide support and services to families as required by the collaboration quality components. These agreements should include, but are not limited to, agencies such as health, mental health, WIC, libraries, adult education and job training programs. These agreements may be developed as a community effort that is signed by the individual programs or individual agreements signed by each program.

PLEASE NOTE:

- Agreements may be for one or two years.
- If collaboration agreements are completed on a community basis, all signatures for programs involved in the collaboration must be on a single agreement form.
- Agreements must clearly specify:
 - the individual responsibilities and duties of each agency as it relates to the school readiness families;
 - include the number of people to be served; and
 - a description of the services to be provided.
- Do not include agreements with consultants required by licensing.

****SAMPLE****

**INTERAGENCY COLLABORATION
LETTER OF AGREEMENT**

_____ would like to enter into a collaborative agreement with _____
(Proposing Agency Name) (Collaborating Agency Name)

for the following services for FY 2018.

Responsibilities of Proposing Agency:

(Describe the specific activity to be provided by proposing agency for this application)

Responsibilities of Collaborating Agency:

(Describe the specific activity to be provided by the collaborating agency for this application, the number of people to be served, and the location of the activity)

<u>PROPOSING AGENCY</u>

Name: _____
Title: _____
Address: _____

(Signature)
Date: _____

<u>COLLABORATING AGENCY</u>

Name: _____
Title: _____
Address: _____

(Signature)
Date: _____

ATTACHMENTS

- School Readiness Local Program Data Workbook
- School Readiness Local Program Budget Workbook
- Local School Readiness Application Scoring Packet