

CONNECTICUT STATE DEPARTMENT OF EDUCATION

SCHOOL READINESS GRANT PROGRAM

Application for Competitive School Readiness Municipalities



Legislative Authority

Connecticut General Statutes
Sections 10-16o through 10-16r and Sections 10-16t through 10-16u

RFP 054

Due Date
May 17, 2013

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Stefan Pryor
Commissioner of Education

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SCHOOL READINESS GRANT PROGRAM
Competitive School Readiness Municipalities

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COMPETITIVE SCHOOL READINESS MUNICIPALITIES

OVERVIEW AND PURPOSE OF GRANT

Purpose of Grant as outlined in the Connecticut General Statutes (C.G.S.) Section 10-160:

- (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 avoiding 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.

It is expected that all children who participate in quality school readiness programs will demonstrate the skills at kindergarten entry. **THE CONNECTICUT PRESCHOOL CURRICULUM AND ASSESSMENT FRAMEWORKS** were developed by the Connecticut State Department of Education (CSDE) and available from the Bureau of Teaching and Learning.

Eligible Recipients

Any town with a priority school as determined in accordance with Section 10-16p(a)(3) of the 2008 Supplement of the CGS, (which excludes current and former Priority School Districts), and any town ranked in the bottom 50 towns in the state in town wealth as defined in CGS Section 10-262f(26), is eligible for this grant.

Eligibility for School Readiness is determined for a five-year period based upon the applicant's designation as a town with a priority school or a town in the lowest 50 wealth rank for the initial year of application, and annually thereafter, contingent upon available funding and a satisfactory annual evaluation. (Eligible municipalities are determined yearly by the CSDE using this criteria).

Grant Duration and Submission Requirements

This grant application is for a two-year period based on the availability of funds. In each Competitive School Readiness Municipality, the chief elected official and the superintendent of schools, in conjunction with the School Readiness Council, shall develop and submit a plan for the expenditure of grant funds **based on council recommendations of a review of applications from area early childhood programs solicited through public notice**. Eligible applicants must submit an application for July 1, 2013, through June 30, 2015. For Year 2, the CSDE requires applicants to submit a cover letter signed by the chief elected official and superintendent of schools with attached budget pages, updated information regarding programs, staff, space capacity, accreditation or approval timeline and status, and any revisions or changes to the information submitted in the Year 1 application. Grant award letters will be issued annually based on the annual appropriation of the Connecticut legislature and the grant recipient's compliance with the program requirements.

Submission

The School Readiness Grant Application (original and one (1) copy) must be received by 4:30 p.m. on Friday, May 17, 2013, irrespective of the postmark dates and means of transmittal. Facsimile copies of the application will not be accepted. Only applications with original signatures will be accepted.

Mailing and Delivery is:

Gerri S. Rowell, School Readiness Program Manager
Bureau of Teaching and Learning
Connecticut State Department of Education
165 Capitol Avenue, Room 215
Hartford, CT 06106

Program Guidelines

Accreditation/Approvals - Grantees must ensure that all sites are licensed by the Connecticut State Department of Public Health (DPH), unless exempt. If exempt, the Licensing Status Verification Form (see Appendix A) must be completed and submitted with the application. In addition, all programs must be accredited or approved as indicated below:

- 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;
 - For new sites not currently accredited, there is a three-year window in which you must achieve accreditation and submit your certificate. The three-year window commences the month the site begins to serve school readiness children. **Accreditation must be achieved prior to the end of the third year.**

OR

- Awarded Federal Head Start status.

See Section V for accreditation/approval submission requirements.

General Policies and Program Operations – In 2008, the General Policies (GP) and Program Operations (PO) were designed to revise and consolidate the former ALERT system. These standards and policies are numbered in chronological order and cover a variety of topics to assist grantees and subgrantees in their adherence to the requirements of the grant. At any time, the CSDE reserves the right to amend these documents. The GP and PO are posted on the CSDE Web site at <http://www.state.ct.gov/sde/cwp/view.asp?A=2678&Q=320808>.

Allowable Use of Funds

Program Spaces - School Readiness funds may be used to purchase spaces from center-based programs only, including for-profit or not-for-profit private preschool programs, public preschool programs, Head Start programs, and state-funded day care programs. Programs must meet one of the following criterions: be accredited by the NAEYC; documented as in

process of being accredited; awarded federal Head Start status or meet the criteria established by the Commissioner of Education. Services may be provided in the three (3) program types.

Programs Types Include:

- Full-Day/Full-Year Programs (5 days per week, 10 hours per day for a minimum of 50 weeks per year),
- School-Day/School-Year (5 days per week, 6 hours per day for a minimum of 180 consecutive days), and
- Part-Day/Part-Year Programs (minimum of 2.5 hours per day for 180 consecutive days for children not in any other program).

Competitive grant towns must provide a minimum of 13 Full-Day/Full-Year spaces. If the Competitive grant towns provide Part-Day or School-Day spaces, the number of spaces must exceed the minimum 13 Full-Day space requirement. At least 50 percent of the spaces must be Full-Day/Full-Year. For further information and definition of program types, see PO 09-04. At least 60 percent of School Readiness children must be at or below 75 percent of the state median income.

Contract - Each grantee must have written contracts with their sub-grantees that clearly spell out the terms and conditions of their responsibilities in carrying out the grant program.

Monitoring - Each grantee is responsible for monitoring their sub-grantees to ensure programmatic and fiscal responsibility, accountability for children served and that the 11 quality components under Section 10-16q of the 2008 Supplement to the General Statutes are implemented for each program, as summarized below.

- (1) a plan for collaboration with other community programs and services and for coordination of resources in order to facilitate full-day and year-round child care and education programs for children of working parents and parents in education training programs;
- (2) parent involvement, parenting education and outreach;
- (3) policies documenting essential health-related information and referrals for health services, including referrals for appropriate immunizations and screenings;
- (4) a plan for the incorporation of appropriate pre-literacy practices and teacher training in such practices;
- (5) nutrition services;
- (6) referrals to family literacy programs that incorporate adult basic education and provide for the promotion of literacy through access to public library services;
- (7) admission policies that promote enrollment of children from different racial, ethnic and economic backgrounds and from other communities;
- (8) a plan for transitioning participating children from a school readiness program to kindergarten;
- (9) a plan for professional development for staff;
- (10) a sliding fee scale for families participating in the program; and
- (11) an annual evaluation of the effectiveness of the program.

Teaching Staff – By July 1, 2015, any program accepting state funds from the School Readiness Grant, Child Day Care Contracts, or State Head Start Funds, must have at least 50 percent of teachers assigned to each classroom in the program hold an Associate’s degree with an early childhood concentration and at least 50 percent of teachers hold a Bachelor’s degree with an early childhood concentration. By July 1, 2020, there needs to be a teacher in each classroom that holds a Bachelor’s degree with an early childhood concentration (see GP 13-04 for guidance). Until such time, the current educator requirements remain in place. Each classroom that provides services under the school readiness grant must be staffed, according to GP 13-04 by:

- a teacher, who at minimum, has a Child Development Associate (CDA) credential and 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 an Associate 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 or special education endorsement.

Any school readiness classroom operated by a public school must employ appropriately certified teaching staff if one or more children in the class are claimed for Education Cost Sharing (ECS) reimbursement. (See “Staffing” grid under School Readiness Program Data Section V.)

Reports – All Competitive School Readiness municipalities must submit school readiness reports, including fiscal data and monthly space utilization reports, or any additional requests for data. Grantees are also expected to participate as requested in all state-level evaluation activities.

SECTION II

SCHOOL READINESS GRANT PROGRAM
 Competitive Grant Municipalities

This grant is supported by the Connecticut State Department of Education

GRANT PERIOD

July 1, 2013 to June 30, 2014

GRANT COVER PAGE

To be Completed and Submitted with the Grant Application

<u>APPLICANT AGENCY:</u> (Name, Address, Telephone, Fax)	<u>LOCAL PROGRAM TITLE:</u> <u>PROGRAM FUNDING DATES:</u> From July 1, 2013 to June 30, 2014
<u>AGENCY CONTACT PERSON:</u> (Name, Address, Telephone, E-mail, Fax)	<u>ESTIMATED FUNDING:</u>

We, _____, the undersigned authorized chief administrative officials submit this proposal on behalf of the applicant agency, attest to the appropriateness and accuracy of the information contained therein, and certify that this proposal, if funded, 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.

Signature: (Chief Elected Official)

Name: (typed) _____ Title: _____
 Agency: _____ Date: _____

Signature: (Superintendent)

Name: (typed) _____ Title: _____
 Agency: _____ Date: _____

TO BE SIGNED IF FISCAL AGENT IF OTHER THAN THE MUNICIPALITY OR SCHOOL DISTRICT

Signature: (Fiscal Agent)

Name: (typed) _____ Title: _____
 Agency: _____ Date: _____

**COMPETITIVE SCHOOL READINESS MUNICIPALITIES
SCHOOL READINESS COUNCIL**

1. Identify the Chairperson or Co-Chairpersons of the municipality’s School Readiness Council for the School Readiness Grant Program in FY 2014 and FY 2015

Chairperson
or Co-Chair: _____ Affiliation: _____
Address: _____
City, State: _____ Zip Code: _____
Telephone: _____ Fax: _____

Co-Chair: _____ Affiliation: _____
Address: _____
City, State: _____ Zip Code: _____
Telephone: _____ Fax: _____

2. School Readiness Council Members FY 2014 and FY 2015

Council members shall be representative of the community and include the Chief Elected Official or designee, the Superintendent of Schools or designee, parents, representatives from local programs associated with young children such as Family Resource Centers, non-profit and for-profit preschool programs and Head Start, a public librarian, and other local community organizations that provide services to young children.

<u>Name</u>	<u>Address</u>	<u>Email/Telephone</u>	<u>Role/Affiliation</u>
			Mayor/Designee
			Superintendent/Designee
			Public Librarian
			Parent(s)
			Other (please name role)

3. Applicants must describe how the School Readiness Council participated in the writing of the grant application and what the ongoing role of the Council will be in carrying out the goals and objectives of the grant.
4. **Individual School Readiness Program handbooks must be submitted with the RFP addressing the quality components (see Appendix B: Program Documents for handbook guidance).** Submission of local School Readiness Council’s written policies regarding administration and coordination of the School Readiness Grant will be required in the mid-grant cycle FY 2015 (refer to GP 09-02 for guidance).

SCHOOL READINESS GRANT PROGRAM

OTHER COMMUNITY GRANTS

Please check those grants that are currently in your community. Please describe how each grant/program collaborates with the School Readiness Grant Program.

- Adult Education**

- Community Partnership/Community Plans for Early Childhood Grant**

- Discovery Grant**

- Even Start**

- Family Resource Center**

- Head Start**

- Young Parents Program**

- Preschool Special Education**

- Education Reform Plan**

How does your community promote meaningful, inclusive practices for young children with disabilities? Describe how the school readiness program(s) work with the local school system in the delivery of services to meet the needs of children with disabilities.

Please list other state or federal grants or private grants that collaborate with School Readiness programs.

SCHOOL READINESS GRANT PROGRAM

SCHOOL READINESS PROGRAM DATA

The following forms are SAMPLES only. Please submit these forms electronically to alissa.marotta@ct.gov at the CSDE. An Excel workbook file will be sent via e-mail to your designated School Readiness community liaison (new applicants can contact Alissa Marotta). Detailed directions on how to complete the workbook are located within the electronic file. After completing the workbook, please print a copy for your records and e-mail the workbook simultaneously when the School Readiness application is submitted.

SCHOOL READINESS GRANT PROGRAM

PROGRAM APPLICANTS FOR FY 2014*

List every application by site received by the School Readiness Council for the grant period July 1, 2013 - June 30, 2014. For each applicant, indicate licensing status as (L) for currently licensed by DPH or (E) exempt.

Site / Sites	Address	Town	Zip	Contact Name	Phone	Licensed
<h1>SAMPLE</h1>						

* A new grid for FY 2015 must be submitted in Year 2

SCHOOL READINESS GRANT PROGRAM

LICENSING AND ACCREDITATION/APPROVAL STATUS

LICENSING AND ACCREDITATION/APPROVAL STATUS

Applicants must meet the program requirements and quality standards for participation in this grant program as described in CGS Section 10-16q (a).

1. **Applicants must attach a copy of each current license from the DPH for each site requesting school readiness funds. If the site is exempt from DPH licensing requirements, (i.e., public schools) the site claiming exemption from licensing must request that the superintendent of schools complete a Licensing Status Verification Form (Appendix A).**

PLEASE NOTE: Applicants claiming license exemption must document how they meet health and safety standards required by their local health department.

2. All program sites must be accredited/approved or in process of becoming accredited/approved. The following documentation must be submitted along with the completion of the Program Accreditation/Approval Form.
 - a. Programs accredited by the NAEYC must submit current accreditation certificate.
 - b. Programs in process for initial NAEYC accreditation and NAEYC re-accreditation must submit their application number and documentation of their current status on page 14. Please see the Web site link below for NAEYC accreditation dates and timelines:
http://www.naeyc.org/files/academy/file/Timeline_Currently_Accredited.pdf
 - c. Programs approved by Head Start must 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.

New programs seeking the NAEYC accreditation must apply for their accreditation packet and receive their decision within three years of the start date when children begin attending the School Readiness site.

SCHOOL READINESS GRANT PROGRAM

LICENSING AND ACCREDITATION/APPROVAL STATUS

SITE	LICENSING				NAEYC STATUS					HEAD START	
	Yes	License Exp. Date	Exempt	Pending	ID#	Certificate Exp. Date	3-yr window Due Date	Candidacy Date (see NAEYC timeline)	Expected Date of Visit (3-month window)	Yes	No

SAMPLE

SCHOOL READINESS GRANT PROGRAM

STAFFING

All staff working with children in School Readiness classrooms and managing a School Readiness site must be registered in the Early Childhood Professional Development Registry (**Please refer to GP 09-09**). The State Department of Education uses the Registry system to verify staff qualifications in association with meeting the requirements of the RFP and annual program evaluation. **Complete the staffing grid first listing the personnel who provide classroom coverage (i.e. those who meet SR qualifications), Directors, and all other staff working in SR classrooms.**

Site Name: _____ (please complete per site)

Staff Name	Staff Registry ID#	Ladder Level	Class Name / Number	# of SR Children / Total # (i.e., 5/18)	Role: (Teacher, Assistant, Aide, Director, other)	Daily Hours in Classroom: From: To:(i.e. 8:30-12:30, 2:30-4:30)	Total Daily Hours in Classroom: (i.e. 6)	Total Daily Hours on site (i.e. 8)
SAMPLE								

SCHOOL READINESS GRANT PROGRAM

SPACE PROPOSAL FOR FY 2014

Site	Start Date*	# FD / FY Spaces	Total FD / FY Cost	# SD / SY Spaces	Total SD / SY Cost	# PD / PY Spaces	Total PD / PY Cost	Total # Spaces	Total Cost

SAMPLE

*Indicate the first year this site received School Readiness funds.

SCHOOL READINESS GRANT PROGRAM

FISCAL AGENT

Identify the fiscal agent for the School Readiness Grant Program for FY 2014 and FY 2015.

Please be advised that if the fiscal agent for this grant program is other than the municipality or the municipality's school district, the fiscal agent must sign the Grant Cover Page and the grant's Statement of Assurances to certify compliance with all relevant requirements of this State grant program.

Fiscal Agent Information

Identify Fiscal Agency:	_____		
Street Address:	_____		

City, State, Zip Code:	_____		
Telephone:	_____	Fax:	_____
Primary Contact Person:	Name: _____	E-mail:	_____
Federal ID #:	_____		

SCHOOL READINESS GRANT PROGRAM
GRANT BUDGET FY 2014

Directions

1. The applicant agency must complete the ED 114 State Budget Form with anticipated line item total expenditures for the municipality and the Budget Justification Page.
 - a. On the Budget Justification Page, provide a brief explanation justifying each line item expenditure proposed in the grant budget.
2. Grantees must submit a new ED 114 State Budget Form and Budget Justification page in Year 2.

An "Explanation of Budget Codes" is attached for reference.

FISCAL YEAR 2014

ED 114 BUDGET FORM

GRANTEE NAME:		TOWN/AGENCY CODE:	
GRANT TITLE:	School Readiness Grant Program Competitive Grant Municipalities		
PROJECT TITLE:	School Readiness Grant Program Competitive Grant Municipalities		
ACCOUNTING CLASSIFICATION: FUND: 11000 SPID: 12113 YEAR: 2014 PROG: 82079 CF1: 170003 CF2:			
GRANT PERIOD: 07/01/2013 – 06/30/2014		AUTHORIZED AMOUNT: \$	
AUTHORIZED AMOUNT BY SOURCE:			
LOCAL BALANCE:	CARRY-OVER DUE:	CURRENT DUE: \$	
CODES	DESCRIPTIONS	BUDGET AMOUNT	
111A	Administrators / Supervisors Salaries		
111B	Teachers		
112A	Education Aides		
112B	Clerical		
119	Other		
200	Personal Services – Employee Benefits		
322	In-Service (Professional Development)		
323	Pupil Services		
324	Field Trips		
325	Parent Activities		
330	Other Professional Technical Services		
331	Audit		
400	Purchased Property Services		
510	Pupil Transportation		
530	Communications		
580	Travel		
590	Other Purchased Services		
611	Instructional Supplies		
612	Administrative Supplies		
690	Other Supplies		
700	Property		
890	Other Objects		
	TOTAL		
Original Request Date:			
Revised Request Date:		<i>Connecticut State Department of Education Program Manager Authorization</i>	<i>Date of Approval</i>

SCHOOL READINESS GRANT PROGRAM

EXPLANATION OF BUDGET OBJECT CODES

SALARIES (100)

- 111A Administrator/Supervisor Salaries:** 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 Teachers:** Salaries for employees providing direct instruction/therapy to pupils/clients. This category is used for both pupil personnel staff 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 those hired on a temporary basis to perform work in positions of either a temporary or permanent nature are 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 payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.
- 112A Education Aides:** Salaries for employees who assist staff in providing classroom instruction. Include all gross salaries for these individuals while they are on the grantee payroll, including overtime salaries or salaries of temporary employees.
- 112B Clerical:** Salaries for employees performing clerical/secretarial services. Include all gross salaries for these individuals while they are on the grantee payroll, including overtime salaries or salaries of temporary employees.
- 119 Other:** Salaries for any other employee not fitting into objects 111A, 111B, 112A or 112B. Include the gross salaries for these individuals, including overtime salaries or temporary employees. Included can be janitorial personnel costs, grant activity coordinators, salaries and food service personnel.

BENEFITS (200)

- 200 Personnel Services - Employee Benefits:** Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A, 111B, 112A, 112B or 119. These amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services. Included is the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.

PURCHASED SERVICES (300)

- 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, inservice training specialists, etc., who are not on the grantee payroll.

- 323 **Pupil Service (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, etc.
- 324 **Field Trips**: Cost incurred for conducting educational activities off site, including admission costs.
- 325 **Parent Activities**: Expenditures related to services for parents including workshop presenters, babysitting services and overall seminar/workshop costs.
- 330 **Other Professional/Technical Services**: Payments for professional or technical services that are not directly related to instructional activities. Included are payments for data processing, management consultants, legal services, etc.
- 331 **Audit**: Direct cost for the audit of the grant program by an independent auditor. This category is separated from object code 330, as many grants do not include the cost as eligible grant expenditures.

PURCHASED PROPERTY SERVICES (400)

- 400 **Purchased Property Services**: Expenditures for services to operate, repair, maintain and rent property owned or used by the grantee. These are payments for services performed by persons other than employees of the grantee.

OTHER PURCHASED SERVICES (500)

- 510 **Pupil Transportation**: Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting children with disabilities
- 530 **Communications**: Payments for services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone, FAX services, postage and postage machine rental.
- 580 **Travel**: Expenditures for transportation, meals, hotel and other expenses associated with staff travel, including conference or workshop fees. Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are included.
- 590 **Other Purchased Services**: All other payments for services rendered by organizations or personnel not on the grantee payroll not detailed in budget line items 510, 530 or 580. These include printing and advertising costs.

SUPPLIES (600)

- 611 **Instructional Supplies**: Expenditures for consumable items purchased for instructional use.
- 612 **Administrative Supplies**: Expenditures for consumable items directly related to program administrative (non-instructional) activities.
- 690 **Other Supplies**: Allowable expenditures for any other supply which is not instructional or administrative in nature, including assessment instruments.

PROPERTY (700)

700 **Property:** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment and replacement of equipment. For most grants, only equipment such as computers, duplicating machines, furniture and fixtures is allowable and the line item description on the budget will read Property/Equipment only.

Other items, which could be included in this category if allowable under grant legislation, are expenditures for the acquisition but not rental of buildings and land. Although cost of materials that resulted in a new or vastly improved structure would also be included here, the expenditures for the contracted construction of buildings, for permanent structural alterations, and for the initial or additional installation of heating and ventilating systems, fire protection systems, and other service systems in existing buildings are recorded under Object 400: Purchased Property Services.

In accordance with the Connecticut State Comptroller's definition of equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value over \$1,000.00 and the useful life of more than one year.

OTHER OBJECTS (800)

890 **Other Objects (Miscellaneous Expenditures):** Expenditures for goods or services not properly classified in one of the above objects, including expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance and interest payments on bonds and notes.

FY 2014 BUDGET JUSTIFICATION PAGE

A separate budget justification must be completed in detail identifying the specifics for each line item expenditure noted in your budget.

For Example:

<i>111B</i>	<i>Teachers</i>	<i>\$ 50,000</i>
	<i>Number of teachers, hours per week, cost per hour or weekly salary</i>	
<i>611</i>	<i>Instructional Supplies</i>	<i>\$ 1,200</i>
	<i>Art Materials, Books, Cooking Supplies</i>	

SCHOOL READINESS GRANT PROGRAM

MANAGEMENT AND ACCOUNTABILITY STRUCTURE

Section 10-16p (g) of the Connecticut General Statutes requires each School Readiness community to “*designate a person to be responsible for such coordination, program evaluation and administration and to act as a liaison between the town and the Connecticut State Departments of Education and Social Services.*”

This section must include the following information:

1. The School Readiness Liaison is the person responsible for the management (as defined above) of the grant program. Please address the following in your response.
 - How does the liaison carry out the fiscal monitoring of sub-grantees?
 - How does the liaison ensure that sub-grantees adhere to the 11 quality standards, program standards, accreditation and grant policies?
 - How often is each sub-grantee site visited by the liaison or persons contracted through the School Readiness Council?
 - How are the visits documented and what is the process for follow-up? *Please attach a copy of local monitoring site visit form used by the Liaison.*
 - If the Liaison identifies issues to be addressed, describe the process to resolve them.
2. Who is responsible for ensuring the accuracy of the monthly data submitted to the CSDE, and how is the enrollment and attendance verified?
3. How will the School Readiness Council be kept informed of the grant status in relationship to child and program issues identified in the community, as well as the ongoing management process?

Please note that the appointment of a fiscal agent other than the grantee does not relieve the grantee of their obligation for the management and accountability of this grant program.

SCHOOL READINESS GRANT PROGRAM

DOCUMENTATION AND EVALUATION

Under Section 10-16q (a) (11), programs funded by School Readiness must use the assessment measures developed by the Commissioners of Education and Social Services.

- 1. How does the applicant recruit new children and families to ensure full utilization of spaces?**
- 2. How does the applicant document the progress in the community to increase the numbers of children served and ensure that all eligible children are served?**
- 3. What processes and requirements does the School Readiness Council have to ensure that the curriculum and assessment system used by the School Readiness Programs to measure child progress is aligned to the “Connecticut Preschool Curriculum Framework and the Connecticut Preschool Assessment Framework”?**
- 4. How does the School Readiness Council provide oversight, coordination and support for the sub-grantee’s measurement of child progress? For guidance, please refer to the “Connecticut Preschool Curriculum Framework and the Connecticut Preschool Assessment Framework”.**
- 5. How is information on the School Readiness Grant goals, outcomes and progress disseminated to the community at-large?**

**SCHOOL READINESS GRANT PROGRAM
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 by the individual programs or individual agreements by each program.

Please attach the community/individual collaborative agreements for programs through June 30, 2014, or beyond.

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.

Attached is a sample of an agreement that may be used.

SCHOOL READINESS GRANT PROGRAM

SAMPLE

LETTER OF AGREEMENT

(Proposing Agency Name) would like to enter into a collaborative agreement with (Collaborating Agency Name) for the following services for FY 2014- FY 2015.

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)

Thank you for your support.

<u>PROPOSING AGENCY</u>	
Name:	<hr/>
Title:	<hr/>
Address:	<hr/>
	<hr/>
	<u>(Signature)</u>
Date:	<hr/>

<u>COLLABORATING AGENCY</u>	
Name:	<hr/>
Title:	<hr/>
Address:	<hr/>
	<hr/>
	<u>(Signature)</u>
Date:	<hr/>

PROGRAM DESCRIPTION

- A. Attach a copy of a program calendar for July 1, 2013, to June 30, 2014, and clearly identify all closings. Programs must adhere to the required number of days open by program type as outlined in PO 09-04.

NOTE: Full-day/full-year programs must be available to families for 50 weeks. Consult your School Readiness Council regarding the required Alternative Care Plan Policy.

- B. Class size may not exceed 20 children; the CSDE recommends a class size of 18 children. Class is defined as a well-defined space with clear physical barriers that is used by the same set of children with assigned teacher and staff. Please attach a description the program's class size and teacher to child ratio for each class.
- C. Attach a description of the curriculum and assessment documents used in your program.
- Does your program utilize a published curriculum and assessment? If so, please name the curriculum and assessment and describe the formal training received in the use of the curriculum. Please describe the relationship between your curriculum and assessment documents with the *Connecticut Preschool Curriculum and Assessment Frameworks*.
 - If your program's curriculum and assessment are not a published curriculum, please describe the major components, the theoretical foundation, how the *Connecticut Preschool Curriculum and Assessment Frameworks* were used in the development, and the professional development activities associated in the implementation of the curriculum.
- F. Attach a daily schedule and **two current consecutive** weeks of learning experience plans that demonstrate how the program uses the standards and benchmarks outlined in the *Connecticut Preschool Curriculum and Assessment Frameworks* and incorporates appropriate pre-literacy practices (**See Appendix C - Learning Experience Plan Guidance.**)

SCHOOL READINESS GRANT PROGRAM

STATEMENT OF ASSURANCES

- 1. 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.**

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

SCHOOL READINESS GRANT PROGRAM

Statement of Assurances

PROJECT TITLE

School Readiness Grant Program

THE APPLICANT:

HEREBY ASSURES THAT:

(Insert Agency 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 agency;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with the regulations and other policies and administrative directives of the Connecticut State Board of Education and the CSDE;
- 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 throughout the entire grant period;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the CSDE, 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 and/or federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including fees and legal fees and costs, if any, arising out of any breach of the duties, in whole or in part, described in the application for this 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 CGS, and the applicant shall return to the State Department of Education any monies not expended in accordance with the approved program/operation budget as determined by 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.

OTHER ASSURANCES

- M. The grant award is subject to approval of the State Departments of Education and Social Services and the availability of state and/or federal funds;
- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the CGS concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated thereunder are hereby incorporated by reference;
- O. Grant funds should not be committed until an official grant award letter is received;
- P. The grantee agrees to other attestations and special assurances, particular to the requirements of CGS Sections 10-16o through 10-16r and the amendments outlined in P.A. 99-230 and P.A. 00-187 for grantees or state agencies that require grantee or subgrantee participation or compliance;
- Q. The signature of the chief elected officials on the Statement of Assurances Signature Page indicates the intent to comply with the provisions referenced in each section. Assurances not agreed to by the chief elected official of the town must be identified on a separate sheet with a rationale for the disagreement; and
- R. The State Departments of Education and Social Services reserve the right to negotiate terms, including the withholding of funds, based on the grantee's inability to comply with these assurances.

SCHOOL READINESS GRANT PROGRAM
STATEMENT OF ASSURANCES SIGNATURE PAGE

We, the undersigned authorized officials, do hereby certify that these assurances shall be fully implemented.

Signature of Chief Elected Official: _____

Name: (please type) _____

Title: (please type) _____

Date: _____

Signature of Superintendent: _____

Name: (please type) _____

Title: (please type) _____

Date: _____

To Be Signed if the Fiscal Agent is other then the Municipality or the School District:

Signature of Fiscal Agent: _____

Name: (please type) _____

Title: (please type) _____

Date: _____

SCHOOL READINESS GRANT PROGRAM

AFFIRMATIVE ACTION PACKET

1. The Affirmative Action Certification Form must be signed by the applicant agency's authorized official and submitted with the grant application.

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 State Department of Education. 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:

**Connecticut State Department of Education
Affirmative Action Office
25 Industrial Park Road
Middletown, Connecticut 06457
(860) 807-2101**

SCHOOL READINESS GRANT PROGRAM
AFFIRMATIVE ACTION CERTIFICATION FORM

AFFIRMATIVE ACTION CERTIFICATION

AN AFFIRMATIVE ACTION PLAN IS ON FILE WITH THE CONNECTICUT 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

Signature of Authorized Official

Date

Name of Authorized Official (please type)

Title of Authorized Individual

SCHOOL READINESS GRANT PROGRAM

GLOSSARY/DEFINITIONS

Connecticut Frameworks – The “CONNECTICUT PRESCHOOL CURRICULUM FRAMEWORK” and “CONNECTICUT PRESCHOOL ASSESSMENT FRAMEWORK” are the guides for programs to use in the implementation and necessary adjustments to the curriculum and experiences that support children in the development of skills and knowledge.

General Policy and Program Operation Communication System – This system replaces the ALERT system previously used to communicate guidance to councils. General Policy (GP) and Program Operation (PO) communications are issued to provide guidance to councils and providers concerning School Readiness policies and procedures. **Technical Assistance** documents are issued to give guidance to programs on early childhood topics such as Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) in Preschools, Transition to Kindergarten, Parent Involvement and Nutrition. A copy of these General Policies, Program Operations and Technical Assistance documents should be maintained and followed. **General Policies, Program Operations and Technical Assistance documents are posted on the CSDE Web page at www.sde.ct.gov/sde.**

Inclusion/Integration – It is expected that all children with and without disabilities shall have access to school readiness programs. Programs must adhere to the requirements of the ADA and the IDEA that require that no child be excluded on the basis of a disability. For more information, see the TECHNICAL ASSISTANCE DOCUMENT ON INCLUSION SR TA. 99-01 (available at www.sde.ct.gov/sde).

Learning Experience Plan – A Learning Experience Plan describes both the learning expectations for children, as well as the teaching strategies that support all children across varying levels of development and the setting in which the experiences are planned to occur.

Outcomes – Those skills that children with a quality preschool experience are expected to demonstrate when entering kindergarten. For more information and guidance, see the publication CONNECTICUT PRESCHOOL CURRICULUM FRAMEWORK and CONNECTICUT ASSESSMENT FRAMEWORK that is available from the CSDE Web page at www.sde.ct.gov/sde.

Parent Fees – 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 child care 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 **Program Operation PO 09-03**.

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 **General Policy GP 09-05 and GP 09-06**.

Quality Components – The 11 components required of School Readiness programs by the legislation include collaboration, parent involvement, health, nutrition, pre-literacy practices, family literacy, admission policies, transition to kindergarten, professional development, sliding fee scale and an annual program evaluation (see page 6 for a complete listing of the 11 components).

Sliding Fee Scale – A scale of fees based on income and family size. For all children, except those with a child care certificate, the programs must use the DSS Sliding Fee Scale or develop their own based on the DSS Scale to determine the fees charged to parents for School Readiness programs, in accordance to policy guidelines provided by their local School Readiness Council.

Teacher – Each classroom that provides services under the School Readiness Grant must be staffed for all operating hours of the day for Part-Day and School-Day spaces and for six hours per day for Full-Day spaces by: a teacher who, at minimum, has a Child Development Associate (CDA) credential and 12 credits or more in early childhood education or child development from an institution of higher learning accredited by the Board of Governors of Higher Education; or an associate’s degree or a four (4) year degree with 12 or more 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 Connecticut teaching certificate with an early childhood or special education endorsement. The qualifications change beginning July 1, 2015 in accordance with Public Act 12-50. **For additional information, see General Policy 13-04.**

SCHOOL READINESS GRANT PROGRAM

GRANT SUBMISSION INFORMATION

A. Date Of Board Acceptance

IF the submission of the application for the School Readiness Grant Program 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 similar approval prior to submission of the grant application, then the official board approval or similar document should be sent under separate cover, no later than July 1, 2011.

B. Freedom of Information Act

All of the information contained in the grant application submitted in response to the School Readiness Grant Program is subject to the provisions of the Freedom of Information Act Sections 1-200 to 1-241, inclusive (FOIA). The FOIA declares that except as provided by federal law or state statute, records maintained or kept on file by any public agency, as defined in the statute, are public records and every person has the right to inspect and receive a copy of such records.

C. 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 the C.G.S. Section 4a-60 and 4a-60a and Sections 4a-68j-I 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.

D. State Monitoring and Evaluation

The CSDE or its designee, may conduct site visits 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.

E. Management and Control of the Program and Grant Consultation Role Of The State

The grantee should have complete management control of this 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.

F. Reporting Requirements

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

The applicant must submit a complete data report, including individual programs reports and a municipality report to the CSDE by the required date each month.

The applicant awarded a grant must also submit a final project report using the assessment measure adopted by the CSDE. Applicants should identify the outcomes achieved over the course of each funding year and the progress towards achievement of an applicant's outcomes. The final report at the end of the year should include a summary of all data and information collected from an evaluation of the community's School Readiness program.

G. 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:

1. 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.
2. 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.
3. The applicant shall designate someone to act as liaison for the referral process.

H. 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 are cautioned not to commit such funds until an official grant award letter is received.

2. Consultative Assistance

Gerri S. Rowell, School Readiness Program Manager, Bureau of Teaching and Learning, will be available at 860-713-6774 to answer questions regarding application procedures or proposal format.

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. Delivery of Applications

Delivery of the School Readiness Grant Program application is required **by 4:30 p.m. on Friday, May 17, 2013, irrespective of the postmark date and means of transmittal.** Extensions shall not be given. Applications must include one (1) original and one (1) copy.

IMPORTANT NOTE: Applicants must use the enclosed application. This form may be copied onto a word processing program. Modifications will not be accepted. Failure to submit the grant application on time may result in a delayed issuance of the grant award to the eligible applicant. The Mailing/Delivery address is:

**Gerri S. Rowell, Program Manager
Connecticut State Department of Education
165 Capitol Ave, Room 215
Hartford, CT 06106**

**860-713-6774
gerri.rowell@ct.gov**

SCHOOL READINESS GRANT PROGRAM

**Appendix A: Licensing Status Verification Form
School Readiness Grant Program**

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 CSDE sub-grantee applications with sites that are not licensed by the Department of Public Health to provide child day care, the grantee must complete this form for each non-licensed 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, 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:
(start date): _____ to (end date): _____.

_____ **No**, the board of education, charter school, CSDE approved private school, 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 Charter School Director Printed Name
 CSDE Approved Private School Administrator
 RESC Executive Director

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

at _____ (____) _____ - _____
City or Town Phone Number

Please submit this form as Appendix A to the School Readiness Grant Program application.

SCHOOL READINESS GRANT PROGRAM

Appendix B: Program Documents

Please indicate below which of your program’s existing documents contain information that shows evidence your program meets the School Readiness Program Component requirements. Your parent handbook must be submitted to CSDE clearly indicating the page numbers 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.

* Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	General Information
				*GI1. Services provided (including age range of children).
				*GI2. Hours of operation (hours per day, days per week, months per year).
				*GI3. Enrollment policy * (including policy for children not yet toilet trained).
				*GI4. Program mission/purpose statement and education philosophy/framework statement.
				*GI5. Open access to parents/guardians.
				*GI6. Parent conferences.
				*GI7. Commitment to serve children with special needs.
				*GI8. Discipline policy.
				GI9. Where/how special education services are provided (i.e. on-site, by whom, off-site, by whom)?

*Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	Program Components A. Plan for collaboration with other community programs and services
				A1. Process to identify and refer families to programs and services.
				A2. Coordination of resources to eliminate duplication.
				A3. Unique resources particular to your community.
				A4. Public school efforts to provide information, training and technical assistance to the SR staff in supporting children in school readiness.
				A4. Other:

*Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	B. Parent involvement, parenting education and outreach
				*B1. Parent advisory council (including decision-making policy).
				*B2. Home and school partnership initiatives.
				*B3. Opportunities for parenting education and other support activities.
				B4. Other:

*Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	C. Referrals for health services, including referrals for appropriate immunizations and screenings.
				C1. Use of the ED 191 form for health records.
				C2. Child health files include health screens pursuant to <i>Early and Periodic Screening, Diagnosis and Treatment (EPSDT)</i> .
				C3. Tracking system for health record expiration and accuracy.
				*C4. Providing vision, hearing, and dental screenings either on-site or in collaboration with another agency.
				*C5. Processes to assist families to secure medical insurance, a medical home, on-going well-child care, immunizations, and health, dental and nutritional screenings.
				C6. Other:

*Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	D. Nutrition Services
				D1. Identification and documentation of children's nutritional needs.
				*D2. Participation in the <i>Child and Adult Care Food Program (CACFP)</i> and the <i>National School Lunch Program (NSLP)</i> .
				*D3. If your program does not participate in CACFP or NSLP, how does it ensure that the meals and snacks served meet the CACFP requirements?
				D4. Nutrition services, including nutrition education, provided by the program.
				D5. Other:

*Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	E. Family Literacy
				E1. Process for the identification of families' literacy education/training needs and assistance with access to literacy program.
				*E2. Assistance to families in accessing adult education programs, job training, and public library services.
				*E3. Activities to support families in interactive literacy activities. (Attach a list of sample activities)
				E4. Other:

*Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	F. Admission Policies
				*F1. Promote the enrollment of children from diverse racial, ethnic and economic backgrounds.
				*F2. Include non-discrimination statement and confidentiality statement.
				*F3. Access to all 3-and 4-year old children.
				F4. Other:

*Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	G. Transition Plan
				*G1. Collaboration between the school readiness staff and the kindergarten staff.
				*G2. Orientation activities for children and families that prepare them for transition to kindergarten. (Attach a list of activities)
				*G3. Supports provided to families in transitioning their child to kindergarten.
				*G4. Records transferred to kindergarten.
				G5. Other:

*Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	H. Professional development plan and experiences (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)
				H1. Each staff member has a written professional development plan that outlines professional goals toward increasing their knowledge and expertise in early childhood practice.
				H2. 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.
				H3. 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).
				H4. Each year all staff members choose at least two early childhood-related professional development experiences that will advance their practice.
				*H5. Statements regarding the impact of professional development on program quality.
				H6. Other:

*Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	I. Sliding Fee Scale
				*I1. Use of the current DSS School Readiness sliding fee scale.
				*I2. Assisting families with access to the Child Care Assistance Program (Care-4-Kids). Care-4-Kids application is voluntary for School Readiness enrollment.
				*I3. Procedures for fee determination and re-determination.
				*I4. Fee calculation is reviewed with parent, includes parent signature and parent receives a copy of the fee calculation form.
				I5. Other:

*Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	J. Evaluation of the effectiveness of program
				*J1. The <i>Connecticut Preschool Curriculum and Assessment Frameworks</i> (PCF/PAF) are used as the basis for planning learning experiences, observing and documenting child progress, and implementing teaching strategies. All curriculum used must align with the standards and benchmarks outlined in the PCF/PAF.
				*J2. 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, CSDE evaluation measures, and program measures.
				J3. How does the program document the efforts described in J1 and J2, monitor progress, and report to families and the School Readiness Council?
				J4. Other:

SCHOOL READINESS GRANT PROGRAM

Appendix C: Learning Experience Plan Guidance

The intent of this document is to recognize the important work teaching staff carries out on behalf of young children and families and to facilitate continuing efforts toward documenting this work. The State Department of Education (CSDE) recognizes that the majority of staff time is spent engaged with children in rich and meaningful learning experiences. Second, the CSDE also recognizes that to create such thoughtful experiences there must be time provided for staff to build comprehensive learning plans that address the needs of all children. Therefore, over the next three years, the CSDE expects program administrators and staff to incorporate daily planning time into the program schedule so that they may fulfill the planning documentation expectations for School Readiness funded programs.

It has always been a requirement that the early learning standards outlined in the Connecticut Preschool Curriculum (CT PCF) and Assessment Framework (CT PAF) documents are the basis for School Readiness curriculum implementation and assessment design. **Therefore, it is required that all programs receiving School Readiness funds use the CT PCF and CT PAF as the foundational documents to plan learning experiences and monitor children's growth.** The CT Frameworks are not a curriculum; they are documents that outline Connecticut's preschool learning standards and outcomes. Programs may either purchase or design a curriculum and assessment that aligns with the CT PCF and CT PAF; however, there must be evidence in the planning documents and classroom implementation that the CT preschool standards are intentionally planned, implemented, observed, and assessed.

Planning can be documented in many ways that look different from one program to another. The process for planning rich, relevant, and engaging experiences begins with the ability of teaching staff to intentionally reflect upon what they know about children, the contexts in which children live and learn, and what teaching strategies will be most appropriate and effective in helping children maintain a path of growth toward the desired learning outcomes.

The following guidance will assist teaching staff to document their planned experiences for children. Technical assistance is available through your local Regional Education Service Center (RESC), independent coaches and consultants, or by contacting the State Department of Education School Readiness Program Manager associated with your grant. Documents that may be of assistance are located at the Connecticut State Department of Education's website found at:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320780>

The following are links to individual documents within the collection noted above:

http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/early_childhood_guide.pdf (Early Childhood Program Guide)

http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_framework.pdf (CT Preschool Curriculum Framework)

http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_Assessment_Framework.pdf (CT Preschool Assessment Framework)

<http://www.sde.ct.gov/sde/lib/sde/pdf/deps/early/flipchart.pdf> (CT Assessment Flip Chart)

http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/ec_srbi_pamphlet.pdf (Early Childhood Guide to SRBI)

<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/early/TW.pdf> (Training Wheels information and RESC contacts)

The following guidance is offered to support programs in documenting learning experiences. Plans submitted to CSDE in the School Readiness Grant Request for Proposal (RFP) should show continuous progress over the next three years with the inclusion of the elements outlined in this guidance document.

Learning Experience Plan: The term ‘Learning Experience Plan’ will take the place of the previous ‘lesson plan’ terminology when referring to School Readiness lesson planning. A Learning Experience Plan describes both the learning expectations for children as well as the teaching strategies that support all children across varying levels of development and the setting in which the experiences are planned to occur.

Developing a Learning Experience Plan: This process will assist teachers in making stronger connections between learning expectations, adult actions to support learning for every child, observation and assessment, and the settings in which learning occurs. Many programs currently engage in a highly reflective and creative planning process. For those programs, a simple review of existing planning documents may be all that is necessary to satisfy the RFP requirement. For some programs, a more in-depth look at planning processes and formats may be needed along with revisions. While the format is important, the first step is for staff to be asking themselves reflective questions such as:

- What data do we have to help us decide on which standards to choose for planning?
 - Examples include documented observations of teaching staff, parents, and others, work samples from children, child interests, Child and Class Profiles of the CT PAF.
- Which benchmarks should be targeted for instruction based on the assessment information we have gathered? (for the group as a whole; for small group; for individual children)?
- How are the experiences we are planning developmentally appropriate and actively engaging the children in demonstrating their skills, knowledge and dispositions in each standard we chose? How are these experiences linked to child interests?
- Which teaching strategies will we use to differentiate the experience for children moving from benchmark to benchmark within the selected standards?
- How will we observe and document children’s progress in each standard we chose?
- What modifications will we make or implement related to our findings from our assessments?
- What are the cultural considerations we should be aware of as we plan for each learning experience? How are we supporting children’s primary language and English language learning?

The CSDE recognizes that programs may have limited planning time. Optimally, program administrators should provide at least one hour a day for teaching staff to engage in the planning process. Programs are in different stages in their planning documentation. To allow for growth over time, within the next three years, the CSDE expects to see progress in documenting the elements of Learning Experience Plans listed below:

- A set of plans includes a combination of documents that indicate:
 - a daily schedule with estimated time allotments;
 - description of learning centers available in the classroom;
 - child interests;
 - learning standards and specific benchmarks;
 - experiences connected to standards and benchmarks;
 - approaches to instruction (e.g., facilitated play, small group, large group, individual);
 - an early literacy plan, including consideration of dual language learners
 - evidence of strategies for individualization/differentiation;
 - evidence of promoting higher order thinking (Bloom’s Taxonomy);
 - a plan for assessment processes;
 - family engagement; and
 - staff reflections that have informed the plan

Further guidance to support Learning Experience Plan development:

(Includes an example using one Performance Standard)

- The CT Preschool Assessment Framework: The priority standards outlined in this document are the basis for planning as well as the CT PCF as a companion document. The CT PAF guide outlines the recommendations for the number of standards planned weekly. Planning for three standards weekly is recommended. Other experiences should be planned as well but need not be related to a standard. While your entire plan will be submitted, highlight the selected standards that are a focus of your instruction by paraphrasing or writing out the learning standard.
 - Example: COG 4: Recognizes and makes patterns

- Briefly describe the planned experiences that are directly connected to the benchmarks associated with the standard(s) selected. These experiences must relate to the benchmarks associated with the standards selected, be appropriate, and provide detail. Other experiences in your plan should also be well thought out and descriptive, but are not necessarily the focus of your overall standards plan by which you will be collecting observations documentation or work samples.
 - Example:

Rationale for selection of experiences; Based on observations of children, seven children are working to repeat simple patterns, six children on creating and describing simple patterns and three on creating and describing complex patterns.

Small group: Use attribute blocks with pattern cards with children that are working on repeating simple patterns. Child selects pattern card and recreates simple pattern, teacher facilitates child’s review of pattern.

Writing area: Use dot painters with different colors on paper strips to create patterns. Children will describe their pattern to each other.

Music: Use rhythm sticks to make patterns (fast, slow, slow, fast, slow, slow). Children will describe the patterns they hear.

- Highlight the experiences in the weekly plans that are connected to standards. Weekly plans include many activities; the following example only shows the planned experiences that are connected to standards.
 - Example: (based on a half-day schedule)

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast And arrival 8:30-9:00	Review daily schedule; choose learning center	Review daily schedule choose learning center	Review daily schedule choose learning center	Review daily schedule choose learning center	Review daily schedule choose learning center
Learning Centers (Available all week) 9:00-10:00	Math -Large beads and laces for stringing – different colors and shapes to copy or create patterns ; Parquetry blocks	Writing – Dot painters and strips – create pattern	Listening Center – <i>Lots and Lots of Zebra Stripes</i> – <i>CD with read along in English and Spanish</i>	Blocks: Take photos of children’s structures and have them describe the construction and pattern made	Art: Watercolors with different size brushes

Small Groups (this rotation is hard to capture) 10-10:30	Patterning cards with attribute cards Read <i>A Pair of Socks</i>	Make fruit kabobs using pattern Read <i>Pattern</i>	With partner, decide on a construction using foam blocks. Build it and then draw it.	Read <i>Pattern Fish</i> Using stamps and stamp pads of different colors have create his/her own fish	In journals, ask children to respond to: What is a pattern? Have them illustrate their answer.
Outdoors/ Gross Motor 10:30-11:15	Rhythm Sticks for children to make patterns – loud, soft, loud, soft	Rhythm Sticks for children to make patterns – loud, soft, loud, soft	Rhythm Sticks for children to make patterns – loud, soft, loud, soft	Make ‘sound’ patterns using hands and/or feet	Rhythm Sticks for children to make patterns – loud, soft, loud, soft
Whole group – Shared reading 11:15-11:35	Q: Are you wearing a pair of socks? Read a <i>Pair of Socks</i>	<i>All About Patterns</i> Q: Can you see a pattern in the room? Find patterns in room	<i>All About Patterns</i> Q: What kind of pattern can you invent?	<i>Lots and Lots of Zebra Stripes</i> Q: Why do animals have patterns?	Q: What do you know about patterns? Review experiences of week – reinforce vocabulary
Dismissal 11:35-11:45	Make a pattern, sneakers, shoes, sneakers, shoes to get ready to go home	Make a pattern, boy, boy, girl to get ready to go home	Ask children what pattern could be used – implement idea?	Ask children what pattern could be used – implement idea?	Ask children to share one favorite thing they did in school this week. Chart responses.

- Teaching strategies are planned to meet the diverse needs of all children. Provide evidence of teaching strategies planned for one experience for each of the three standards chosen as a focus based on the CT PAF performance standards and benchmarks. Individual children’s initials could be listed within each benchmark area.
 - Example:

Performance Standard
COG 4: Recognizes and makes patterns
Learning Experience
Lace beads of different colors and shapes. Pattern cards available.

<i>Teaching Strategy Benchmark 1</i>	<i>Teaching Strategy Benchmark 2</i>	<i>Teaching Strategy Benchmark 3</i>	<i>Teaching Strategy Benchmark 4</i>
<p>Notices similarities and differences in items in a series</p> <p>No children currently at this benchmark</p>	<p>Repeats simple pattern</p> <p>Provide child a card with simple AB pattern. Ask child to find beads that match the pattern and to place the beads on top of the pictured beads on the card. Review pattern using names of colors or shapes</p> <p>AC, TF, SJ, RD, WJ, ME, EQ</p>	<p>Creates <u>and describes</u> simple patterns</p> <p>Provide beads with two different colors and two different shapes. Ask child to make a simple AB pattern with the lace beads. After the work is completed, ask child to explain the pattern. "I used orange and green."</p> <p>DD, PL, IW, CF, JW, SR,</p>	<p>Creates <u>and describes</u> complex patterns</p> <p>Provide beads with four different colors with the same shape. Ask child to tell you what a complex pattern is. Ask child to think about what type of pattern she wants to make. After child makes pattern ask child to describe pattern.</p> <p>TR, JS, CA,</p>

- Addressing higher order thinking using Bloom’s Taxonomy should be evident. This could be done by highlighting questions used across the plan that facilitate the stages of Bloom’s. These considerations should be across all experiences, not just those that are directly intended to address specific learning standards.
 - Example:
 - Remembering/Recall: What happened first...?
 - Understanding: Can you explain what happened to...?
 - Applying: How can you change this building so that more will fit?
 - Analyzing: If...happened, what might the ending have been?
 - Evaluating: How have the plants changed since...?
 - Creating: What do you need so you can act out the story of ...?

http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm (a link to information on Bloom’s Taxonomy)

- Evidence of early literacy experiences should be identified in the plan (e.g., listening, speaking, reading and writing).

School Readiness identifies early literacy as an essential component of the grant program. Below is a general listing of early literacy concepts that should be addressed throughout the year. It is expected that some elements are evident in weekly plans.

- Oral language development (expressive and receptive)
 - Vocabulary skill building for all children, including dual language learners
 - Examples:
 - Nouns: pattern, AB pattern, attribute, design, model
 - Verbs: create, repeat, describe, extend, replicate
 - Descriptors: simple, complex, different, consistent, repeating, before, after, next
- Alphabetic code
 - Alphabet knowledge
 - Phonological awareness
 - Emergent writing

- Print knowledge
 - Environmental print
 - Concepts of print
 - Opportunities for varied reading experiences
 - fiction, non-fiction, etc. story opportunities
 - shared reading
 - dialogic reading

Books for literacy center and shared reading:
 Example: *A Pair of Socks – All About Patterns – Lots and Lots of Zebra Stripes- Pattern – Pattern Fish*
 - Support for dual language learners
 - Use of children’s primary language
 Examples:
 Nouns: el patròn, el diseño, el modelo
 Verbs: crear, repetir, describir, alternar, extender, copiar,
 Descriptors: simple, complicado, diferente, consecuente, repitiendo, antes de, después de, proximó, igual
 - Strategies to support English Language learners
 Example: During shared reading, read *All About Patterns* and *A Pair of Socks* in Spanish
 Strategy: Emphasize vocabulary with voice as well as placing vocabulary words of focus at the beginning or end of each sentence.
- A plan for assessment includes documentation of:
 - Observation plans (how and where you expect to observe children’s behaviors associated with your standards and benchmarks).
 - Example:
 Observations during music rhythm sticks listening for child’s musical pattern and description of patterns.
 Collect work from Dot Painter experience: Children’s description of their patterns will be scripted.
 - Timing of analysis of data (when and how will you analyze your data)
 - Example:
 Organize all observations and work samples for COG 4 on Thursday, compare current data with child profiles on Friday to determine benchmarks for next week’s planning.
 - Documentation of family engagement is included in your plan.
 - Example:
 - Peek at the Week includes an explanation of what patterning is. Activity sheet will provide families with ideas for doing patterns at home.
 - Mrs. Q is coming on Monday morning to read at small group and do patterning activity.
 - Parent –teacher conferences on Tuesday and Wednesday

The overall goal is for teaching staff to engage in an ongoing cycle of intentional teaching that supports a path of growth over time toward learning outcomes for children based on state early learning standards. As depicted in the graphic below, the process of planning, implementing, observing and assessing is braided through the context of early

learning standards, child interests, cultural and community context, and family. The use of early learning standards is balanced with child interests and in the contexts in which children live and learn. A key factor in outcomes that lead to children's future success is the ability of teaching staff, with support from their administrators and others, to engage in intentional practice in the use of early learning standards to plan, implement, observe and assess children's progress.

