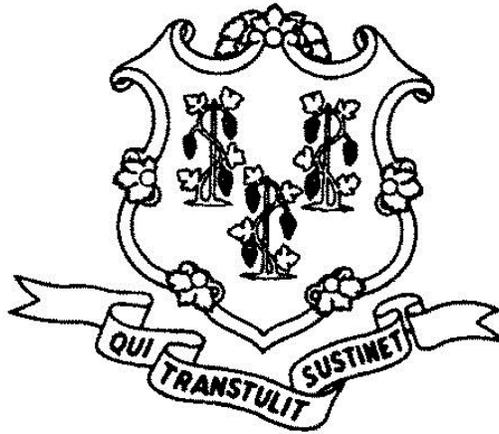


CONNECTICUT OFFICE OF EARLY CHILDHOOD

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 15, 2015

CONNECTICUT OFFICE OF EARLY CHILDHOOD

Myra Jones-Taylor
Commissioner, Office of Early Childhood

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Levy Gillespie
Equal Employment Opportunity Director
State of Connecticut Department of Education
25 Industrial Park Road
Middletown, CT 06457
levy.gillespie@ct.gov

860-807-2071

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

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COMPETITIVE SCHOOL READINESS

OVERVIEW AND DESCRIPTION OF GRANT

Purpose of Grant as outlined in Connecticut General Statutes (C.G.S.) Section 10-160 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 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 that have been delineated in **THE EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS)**. The Office of Early Childhood (OEC) will provide guidance on professional development opportunities and documents related to alignment between the Preschool Assessment Framework and the ELDS. Programs are expected to make the transition to the ELDS while seeking the appropriate guidance and support.

Eligible Recipients

A town served by a priority school or a former priority school; a town ranked one to fifty when all towns are ranked in ascending order according to town wealth as defined in C.G.S. Section 10-262f(26) whose school district is not a priority school district or a town so ranked for the fiscal year ending June 30, 2010, even if such town is no longer so ranked; and a town designated as an alliance district, as defined in C.G.S. section 10-262u, whose school district is not a priority school district. 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 Connecticut Office of Early Childhood using these 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. Submission of materials must include all local responses to requests for proposals along with their scores grouped into the following categories: a) those that the School Readiness Council recommends for funding; b) those that the School Readiness Council would consider funding with additional allocations; and c) those that the School Readiness Council did not approve for funding. **All requests shall be solicited through public notice using the local RFP (see Appendix A).** Eligible applicants must submit an application for July 1, 2015, through June 30, 2016. For this fiscal year, applicants are required to submit a hard-copy cover letter signed by the Chief Elected Official and Superintendent of Schools along with an electronic copy of this grant 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.

The School Readiness Grant Application must be submitted in the following three formats by **4:30 p.m. on Friday, May 15, 2015**. Please note that this is a new method of submission for this grant.

1. An **electronic copy** of the School Readiness Grant Application **must be e-mailed** to SchoolReadiness@ct.gov.
2. Original, hard-copy signature pages (Cover Page, Statement of Assurances and Affirmative Action Certification Form) must be mailed or hand-delivered.
3. A CD-copy of the School Readiness Grant Application must be mailed or hand-delivered.

All three items **must be received by 4:30 p.m. on Friday, May 15, 2015, IRRESPECTIVE OF POSTMARK DATE.** Faxed or scanned copies of signatures will not be accepted.

Delivery Information for Required Grant Submission

Electronic copy of School Readiness Grant Application	E-mail to: SchoolReadiness@ct.gov
Hard-copy signature pages and CD-copy of School Readiness Grant Application	Mail or hand-deliver to: Gerri S. Rowell, School Readiness Program Manager Connecticut Office of Early Childhood Division of Early Care and Education 165 Capitol Avenue, Room G-17 Hartford, Connecticut 06106

Program Guidelines

Accreditation/Approvals - Grantees must ensure that all sites are licensed by the OEC. If license exempt, the Licensing Status Verification Form (see Appendix B) must be completed and submitted with the application and one of the following:

- 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, 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 – The General Policies and Program Operations are located on the OEC Web site at: <http://www.ct.gov/oec/cwp/view.asp?a=4541&q=539506>.

Allowable Use of Funds - Allowable costs for School Readiness are administrative costs, with the balance of the allocation spent on program space costs.

- A. **Administrative Cost** –For the purpose of coordination, program evaluation and administration, Competitive School Readiness municipalities may use a percentage of their School Readiness Allocation determined by OEC, based on available funds. (This is a statutory requirement and is subject to change.)
- B. **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 be accredited by the NAEYC, or documented as in process of being accredited, or approved by Head Start, or meet the criteria established by the Commissioner of the OEC. 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 municipalities 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, unless a waiver is granted from the School Readiness Program Manager. For further information and definition of program types, see General Policy 14-05. **At least 60 percent of School Readiness children must be at or below 75 percent of the state median income.**

Local Request for Proposals (RFP) - Each sub-grantee that provides School Readiness services, or wishes to provide School Readiness services, must submit a local proposal to the School Readiness Council for approval. The local RFPs shall be reviewed by a local team and scored. The Council shall provide interested local providers copies of the School Readiness General Policies. The sub-grantee proposals must be submitted **electronically** either with the original grant package or, if it occurs subsequently in the year, **prior** to the start of the sub-grantee's program.

Contract - Each grantee must have written contracts with their sub-grantees that clearly define 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 Connecticut General Statutes are implemented for each program, as summarized below.

- (1) a plan for collaboration with other community programs and services including public libraries 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 or training programs;
- (2) parent involvement, parenting education and outreach;
- (3) (A) record-keeping policies that require documentation of the name and address of each child's doctor, primary care provider and health insurance company and information on whether the child is immunized and has had health screens pursuant to the federal Early and Periodic Screening, Diagnostic and Treatment Services Program under 42 U.S.C. Section 1396d, and
(B) 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 and provide for the transfer of records from the program to the kindergarten program;
- (9) a plan for professional development for staff, including but not limited to, training (A) in pre-literacy skills development, and (B) designed to assure respect for racial and ethnic diversity;
- (10) a sliding fee scale for families participating in the program; and
- (11) an annual evaluation of the effectiveness of the program.

Teacher Education Requirement– 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 a Bachelor’s Degree with an early childhood concentration and the remainder hold an Associate’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 General Policy 15-04 for guidance). Each classroom that provides services under the school readiness grant must be staffed, according to General Policy 15-04 by:

- 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 reimbursement.

Reports – All Priority School Readiness municipalities must submit school readiness reports, including fiscal data, and monthly space utilization reports, and any other 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 Office of Early Childhood

GRANT PERIOD

July 1, 2015, to June 30, 2016

GRANT COVER PAGE

To be Completed and Submitted with the Grant Application

<p><u>APPLICANT AGENCY:</u> (Name, Address, Telephone, Fax)</p>	<p><u>LOCAL PROGRAM TITLE:</u></p> <p><u>PROGRAM FUNDING DATES:</u> From July 1, 2015, to June 30, 2016</p>
<p><u>AGENCY CONTACT PERSON:</u> (Name, Address, Telephone, E-mail, Fax)</p>	<p><u>ESTIMATED FUNDING:</u></p>

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

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 2016 and FY 2017

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 2016 and FY 2017

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)
			Health Care Provider
			Others (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. **Submission of the local School Readiness sub-grantee handbooks must be submitted with the RFP (see the local School Readiness RFP for more information).**

COMPETITIVE SCHOOL READINESS

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**

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

- Even Start**

- Family Resource Center**

- Head Start and/or Early Head Start**

- Preschool Development Grant**

- Preschool Special Education**

- Smart Start Grant**

How does your community promote meaningful, inclusive practices for young children with disabilities? Describe how the school readiness program(s) works 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.

COMPETITIVE SCHOOL READINESS

SCHOOL READINESS PROGRAM DATA

The following forms will be used to identify information regarding program applicants, licensing and accreditation, and space requests.

For FY 2016, an additional program applicants page and space grid is provided to capture information regarding potential expansion. If funds become available, the OEC will use this information to grant additional spaces to towns that show the capacity to serve according to existing School Readiness requirements.

COMPETITIVE SCHOOL READINESS

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 C.G.S. Section 10-16q (a).

1. Applicants must attach a copy of each current license from the OEC for each site requesting school readiness funds. If site is exempt from OEC licensing requirements, (i.e. public schools,) complete and submit Appendix B.

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.); and
 - **Supervision:** All children shall be supervised visually at all times (check licensing). One adult for every 10 children (or less) is the required staff-to-child ratio.
2. All program sites must be accredited/approved or in process of becoming accredited/approved.
 - a. Programs accredited by NAEYC must electronically submit current accreditation certificate.
 - b. Programs in process for initial NAEYC accreditation and NAEYC re-accreditation must submit their application number and electronic documentation of their current status on the following page. 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.

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 an electronic 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, programs must submit an electronic copy of the Head Start approved Quality Improvement Plan demonstrating progress toward correcting any areas of deficiencies and/or non-compliances.

COMPETITIVE SCHOOL READINESS

QUALITY ENHANCEMENT

Purpose: The Office of Early Childhood shall establish a program, within available appropriations, to provide on a competitive basis supplemental quality enhancement grants to providers of child day care services or providers of school readiness programs pursuant to C.G.S. Sections 10-16p and 10-16u to enhance the quality of early childhood education programs. School Readiness programs in priority school districts, and competitive school readiness municipalities may apply for a quality enhancement grant. These applicants must use their local School Readiness Council to review and recommend projects for funding.

The purpose of the Quality Enhancement funding is to assist early care and education programs in addressing quality standards and/or expand comprehensive services for children and families. C.G.S. Section 17b-749c identifies the following as appropriate use of grant funds:

1. Help providers who are not accredited by the NAEYC to obtain such accreditation;
2. Help directors and administrators to obtain training;
3. Provide comprehensive services, such as enhanced access to health care, a health consultant, a mental health consultant, nutrition, family support services, parent education, literacy and parental involvement, and community and home outreach programs; and provide information concerning access when needed to a speech and language therapist;
4. Purchase educational equipment;
5. Provide scholarships for training to obtain a credential in early childhood education or child development;
6. Provide training for persons who are mentor teachers, as defined in federal regulations for the Head Start program, and provide a family service coordinator or a family service worker as such positions are defined in such federal regulations;
7. Repair fire, health and safety problems in existing facilities and conduct minor remodeling to comply with the Americans with Disabilities Act; train child care providers on injury and illness prevention; and achieve compliance with national safety standards;
8. Create a supportive network with family day care homes and other providers of care for children;
9. Provide for educational consultation and staff development;
10. Provide for program quality assurance personnel;
11. Provide technical assistance services to enable providers to develop child care facilities pursuant to C.G.S. Sections 17b-749g, 17b-749h and 17b-749i;
12. Establish a single point of entry system; and
13. Provide services that enhance the quality of programs to maximize the health, safety and learning of children from birth to three years of age, inclusive, including, but not limited to, those children served by informal child care arrangements. Such grants may be used for the improvement of staff to child ratios and interaction, initiatives to promote staff retention, pre-literacy development, parent involvement, curriculum content and lesson plans.

Priorities for Funding: This grant should not duplicate program accreditation or training activities that are generally available at the local or regional level. Additionally, funds cannot be used for increasing staff salaries or for administrative or planning functions. This section of funding is based upon availability of funds. The plan must align with the purpose of the funding (above).

Funds Available:

The OEC anticipates that the total amount of \$185,710 will be available between July 1, 2015 and June 30, 2016. All grants shall be funded within the limits of available appropriations. The table below details the proposed allocations for the Competitive School Readiness districts.

Competitive School Readiness Grant Recipients
Proposed Quality Enhancement Allocations

Andover	\$3,790	Mansfield	\$3,790
Ashford	\$3,790	Milford	\$3,790
Branford	\$3,790	Naugatuck	\$3,790
Beacon Falls	\$3,790	North Canaan	\$3,790
Brooklyn	\$3,790	Plainfield	\$3,790
Canterbury	\$3,790	Plainville	\$3,790
Chaplin	\$3,790	Plymouth	\$3,790
Colchester	\$3,790	Scotland	\$3,790
Coventry	\$3,790	Seymour	\$3,790
Derby	\$3,790	Shelton	\$3,790
Eastford	\$3,790	Sprague	\$3,790
East Haven	\$3,790	Stafford	\$3,790
Ellington	\$3,790	Sterling	\$3,790
Enfield	\$3,790	Stratford	\$3,790
Greenwich	\$3,790	Thomaston	\$3,790
Griswold	\$3,790	Thompson	\$3,790
Groton	\$3,790	Torrington	\$3,790
Hamden	\$3,790	Vernon	\$3,790
Hampton	\$3,790	Voluntown	\$3,790
Hebron	\$3,790	West Hartford	\$3,790
Killingly	\$3,790	Winchester	\$3,790
Lebanon	\$3,790	Windsor	\$3,790
Ledyard	\$3,790	Windsor Locks	\$3,790
Lisbon	\$3,790	Wolcott	\$3,790
Manchester	\$3,790		
		Total	\$185,710

Please note that actual funding is subject to availability and legislative approval.

Statement of Need, Goals and Indicators

Describe the need for the proposed activities, the intended goals and the indicators of achievement that will be used to measure the success of the activity. Please provide a narrative description for each activity in the format provided.

Evaluation

Using the chart provided, describe the methods and procedures that will be used to determine if, and to what extent, the objectives are met. A narrative page may be added if the applicant needs to provide greater detail than the chart allows. The OEC may use data collected from your evaluations in a report to the Executive Director describing the use of the Quality Enhancement funds and the impact of the activities toward the intended goals of the funds. The OEC requires an evaluation at the end of the fiscal year for the activities funded through this grant. A reporting form will be provided electronically after March 1, 2016. Funding for subsequent years is contingent upon successful completion and submission of the final report.

Budget Forms and Access to Funds

Using the appropriate form(s) provided, indicate how the funds will be expended through June 30, 2016. There are no administrative, indirect costs or carryover funds allowed. The fiscal agent may request funds through the online prepayment grant system. Depending on the availability of funds, from July 1, 2015, through September, 2015, 25 percent of your allocation will be available upon request. From October 2015 through December 2015, 50 percent of your allocation will be available for request. From January 2016 through May 2016, 100 percent of your allocation may be available upon request.

Budget Justification

Provide detailed explanation of each line item expenditure in your proposed budget. Separately, if applicable, describe any funds used from local sources to support the implementation of the Quality Enhancement activities.

Competitive Application Requirement

The local Request for Proposal (RFP) is for use when soliciting applications for projects. The general public, including contractors, must be notified of the opportunity to bid. Include a copy of the public notice with this application. The School Readiness Council will collect, review and score the applications. Approved applications will be electronically forwarded to the OEC.

STATEMENT OF NEED, GOALS AND INDICATORS OF PROGRESS

For each proposed activity please provide a detailed description of the need for the activity, the intended goals and indicators of progress toward the goals. Provide the expected cost of each activity and the resources that could support the implementation of the activity. Copy this page as needed to describe each activity and provide a summary on the chart provided.

<u>Town:</u>
<i><u>Name of Activity:</u></i>
<i><u>Expected Cost:</u></i>
<i><u>Possible Resources:</u></i>
<i><u>Population (number of children, staff, and programs served by this activity):</u></i>
<i><u>Statement of Need:</u></i>
<i><u>Goals:</u></i>
<i><u>Indicators of Progress:</u></i>
<i><u>Plan for Activity Evaluation:</u></i>

SUMMARY OF NEEDS, GOALS AND INDICATORS

Please summarize each activity description clearly and concisely. This chart may be used as a grant summary for the OEC and externally for program evaluation purposes.

TOWN:

Activity Cost Resources	Statement of Need	Goals	Indicators of Progress
Activity Name: Cost: Resources: Population: Contractor:			

EVALUATION

Please document the grant objectives outlined on page 15 of this RFP that align with each proposed activity and the evaluation methods you will use to measure the extent each activity will meet the objectives. A year-end report will be sent to the applicant electronically where results of the evaluation will be reported to the OEC.

TOWN:

Grant Objectives Addressed	Activity	Evaluation

COMPETITIVE SCHOOL READINESS

BUDGETS

Directions

1. The applicant agency must complete the Fiscal Agent Form.
2. The applicant agency must complete the ED 114 School Readiness Budget Form with anticipated line item total expenditures for the municipality. An explanation of budget codes is provided.
3. The applicant agency must complete the School Readiness Budget Justification Page, provide a brief explanation justifying each line item expenditure proposed in the grant budget.
4. The applicant agency must complete the ED 114 Quality Enhancement Budget Form with anticipated line item total expenditures for the municipality. An explanation of budget codes is provided.
5. The applicant agency must complete the Quality Enhancement Budget Justification Page, provide a brief explanation justifying each line item expenditure proposed in the grant budget.

COMPETITIVE SCHOOL READINESS

FISCAL AGENT FORM

Identify the fiscal agent for the School Readiness Grant Program for FY 2016.

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 #:

COMPETITIVE SCHOOL READINESS

FY 2016 SCHOOL READINESS ED114 BUDGET FORM
COMMUNITY

GRANTEE NAME:		TOWN/AGENCY CODE:		
GRANT TITLE:	School Readiness Grant Program			
PROJECT TITLE:	Competitive School District Municipalities			
ACCOUNTING CLASSIFICATION: FUND: 11000 SPID: 12113 YEAR: 2016 PROG: 82079 CF1: 170002 CF2:				
GRANT PERIOD: 07/01/2015 – 06/30/2016		AUTHORIZED AMOUNT: \$		
AUTHORIZED AMOUNT BY SOURCE:				
LOCAL BALANCE:	CARRY-OVER DUE:	CURRENT DUE: \$		
CODES	DESCRIPTIONS	ADMIN BUDGET	SPACE ALLOCATION BUDGET	START-UP BUDGET
111A	Non- Instructional			
200	Employees Benefits			
330	Employee Training and Development Services			
341	Audit			
500	Other Purchased Services			
600	Supplies			
	TOTAL			
Original Request Date:				
Revised Request Date:		<i>Connecticut Office of Early Childhood School Readiness Program Manager Authorization</i>		
		<i>Date of Approval</i>		

Budget Object Codes

I. General Description

The Connecticut State Department of Education 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. There are nine major object categories which are defined below. These major categories use a single digit followed by two zeroes; more specific object classifications replace one or both of the zeroes with other figures. (e.g., the major category "Purchased Professional and Technical Services" is code 300. At the second level of detail, the code is 340 for "Other Professional Services", 320 for "Professional Educational Services", and 330 for "Employee Training and Development Services". At the lowest level of detail, codes 321 and 322 further breakdown "Professional Educational Services" to "Tutors" and "In Service", respectively.) Letters A and B are used to further define the second level of detail for the Personal Services - Salaries category.

An analysis of object code usage throughout the department has allowed us to develop the attached master budget with object codes of varying levels of detail. A standard description of each is also provided.

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 before requesting an ED114 form from the Bureau of Grants Management.

II. Major Object Code Definitions

100 Personal Services - Salaries

Amounts paid to both permanent and temporary grantee employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.

200 Personal Services - Employee Benefits

Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services.

300 Purchased Professional and Technical Services

Services which, by their nature, can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.

400 Purchased Property Services

Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. These services are performed by persons other than grantee employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

500 Other Purchased Services

Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

600 Supplies

Amounts paid for items that are consumed, worn out, or deteriorated through use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

700 Property

Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.

In accordance with the Connecticut State Comptroller's definition equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$1,000.00 and the useful life of more than one year and data processing equipment that has unit price under \$1,000.00 and a useful life of not less than five years.

800 Debt Service and Miscellaneous

Amounts paid for goods and services not otherwise classified above.

900 Other Items

This series of codes is used to classify transactions which are not properly recorded as expenditures to the grantee but require budgetary or accounting control.

III. 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.

350 Technical Services

Services to the school district that are not regarded as professional, but that require basic scientific knowledge, manual skills, or both. Included, for example, are data-processing services, purchasing and warehousing services, and graphic arts.

351 Data-processing and Coding Services

Data entry, formatting, and processing services other than programming.

352 Other Technical Services

Technical services other than data-processing and related services.

430 Repairs and Maintenance Services

Expenditures for repairs and maintenance services not provided directly by school district personnel.

440 Rentals

Costs for renting or leasing land, buildings, equipment, and vehicles.

450 Construction Services

Includes amounts for constructing, renovating, and remodeling buildings or infrastructure assets paid to contractors. Account for the costs of non-permanent site improvements, such as fencing, walkways, and roads, that are related to buildings and building sites.

490 Other Purchased Property Services

Purchased property services that are not classified above. Communication services are not included here, but should be included in object 530.

510 Student Transportation Services

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 handicapped children.

530 Communication

Services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and voice communication services; data communication services to establish or maintain computer based communications, networking, and Internet services; video communications services to establish or maintain one-way or two-way video communications via satellite, cable, or other devices; postal communications services to establish or maintain postage machine rentals, postage, express delivery services, and couriers. Include licenses and fees for services such as subscriptions to research materials over the Internet software, both 'downloaded' and 'off-the-shelf,' should be coded to objects 650 or 735.

540 Advertising

Expenditures for announcements in professional publications, newspapers, or broadcasts over radio and television. These expenditures include advertising for such purposes as personnel recruitment, legal ads, new and used equipment, and sale of property. Costs for professional advertising or public relations services are not recorded here, but are charged to object 340.

560 Tuition

Expenditures to reimburse other educational agencies for instructional services to pupils.

580 Travel

Expenditures for transportation, meals, hotel and other expenses associated with staff travel. Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included.

640 Books and Periodicals

Expenditures for books, textbooks, and periodicals prescribed and available for general use, including reference books. This category includes the cost of workbooks, textbook binding or repairs, and textbooks that are purchased to be resold or rented. Also recorded here are the costs of binding or other repairs to school library books.

650 Supplies—Technology Related

Technology-related supplies include supplies that are typically used in conjunction with technology-related hardware or software. Some examples are CDs, flash or jump drives, parallel cables, and monitor stands. Software costs below the capitalization threshold should be reported here.

710 Land and Land Improvements

Expenditures for the purchase of land and the improvements thereon. Purchases of air and mineral rights, for example, are included here. Also included are special assessments against the school district for capital improvements such as streets, curbs, and drains.

720 Buildings

Expenditures for acquiring existing buildings, except payments to public school housing authorities or similar agencies. Expenditures for the contracted construction of buildings, for major 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 450. Buildings built and alterations performed by the school district's own staff are charged to objects 100, 200, 600 and 730, as appropriate. This code is used with governmental funds only.

730 Equipment

Expenditures for initial, additional, and replacement items of equipment, such as machinery, furniture and fixtures, and vehicles.

734 Technology-Related Hardware

Expenditures for technology-related equipment and technology infrastructure. These costs include those associated with the purchase of network equipment, servers, PCs, printers, other peripherals, and devices. Technology-related supplies should be coded to object code 650, Supplies—Technology Related.

735 Technology Software

Expenditures for purchased software used for educational or administrative purposes that exceed the capitalization threshold. Expenditures for software that meet the standards for classification as a supply should be coded to object code 650, Supplies—Technology Related.

914 Internal Transfers

Includes all transactions conveying financial resources from one fund to another within the district.

917 Indirect Costs

Costs incurred by the grantee which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. Please note, however, that grantees who receive the majority of their grant funds other than through the Connecticut State Department of Education may use the rate approved by another federal agency.

FY 2016 SCHOOL READINESS 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:

*111A Administrator- Supervisor Salary - \$45,000
1 Full-Time School Readiness Coordinator to coordinate, administer
and evaluate the implementation of School Readiness Grant.*

FY 2016 QUALITY ENHANCEMENT ED114 BUDGET FORM

GRANTEE NAME:		TOWN CODE:	
GRANT TITLE:	Quality Enhancement Grant Program		
PROJECT TITLE:	Quality Enhancement Grant Program		
ACCOUNTING CLASSIFICATION:	FUND: 11000	SPID: 17097	YEAR: 2016
	PROG:82079	CF1: 170035	CF2:
GRANT PERIOD: 07/01/15 – 06/30/16	AUTHORIZED AMOUNT:		
AUTHORIZED AMOUNT BY SOURCE:	CURRENT DUE:		
LOCAL BALANCE:	CARRY-OVER DUE:		
CODES	DESCRIPTIONS	BUDGET AMOUNT	
111A	Non-Instructional (Administrative/Supervisor Salaries/Clerical/Other)		
322	In-service (Professional Development)		
323	Pupil Services		
324	Field Trips		
325	Parent Activities		
330	Employee Training and Development Services		
340	Other Professional Services		
400	Purchased Property Services		
500	Other Purchased Services		
600	Supplies		
700	Property		
	TOTAL		

_____ **Original Request Date**

_____ **Revised Request Date**

*Connecticut Office of Early
 Childhood Program Manager
 Authorization*

 Date of Approval

Budget Object Codes

I. General Description

The Connecticut State Department of Education 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. There are nine major object categories which are defined below. These major categories use a single digit followed by two zeroes; more specific object classifications replace one or both of the zeroes with other figures. (e.g., the major category "Purchased Professional and Technical Services" is code 300. At the second level of detail, the code is 340 for "Other Professional Services", 320 for "Professional Educational Services", and 330 for "Employee Training and Development Services". At the lowest level of detail, codes 321 and 322 further breakdown "Professional Educational Services" to "Tutors" and "In Service", respectively.) Letters A and B are used to further define the second level of detail for the Personal Services - Salaries category.

An analysis of object code usage throughout the department has allowed us to develop the attached master budget with object codes of varying levels of detail. A standard description of each is also provided.

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 before requesting an ED114 form from the Bureau of Grants Management.

II. Major Object Code Definitions

100 Personal Services - Salaries

Amounts paid to both permanent and temporary grantee employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.

200 Personal Services - Employee Benefits

Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services.

300 Purchased Professional and Technical Services

Services which, by their nature, can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.

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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.

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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.

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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.

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Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.

In accordance with the Connecticut State Comptroller's definition equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$1,000.00 and the useful life of more than one year and data processing equipment that has unit price under \$1,000.00 and a useful life of not less than five years.

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This series of codes is used to classify transactions which are not properly recorded as expenditures to the grantee but require budgetary or accounting control.

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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.

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Expenditures related to services for parenting including workshop presenters, counseling services, baby-sitting services, and overall seminar/workshop costs.

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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.

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Services to the school district that are not regarded as professional, but that require basic scientific knowledge, manual skills, or both. Included, for example, are data-processing services, purchasing and warehousing services, and graphic arts.

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Data entry, formatting, and processing services other than programming.

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Expenditures for repairs and maintenance services not provided directly by school district personnel.

440 Rentals

Costs for renting or leasing land, buildings, equipment, and vehicles.

450 Construction Services

Includes amounts for constructing, renovating, and remodeling buildings or infrastructure assets paid to contractors. Account for the costs of non-permanent site improvements, such as fencing, walkways, and roads, that are related to buildings and building sites.

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Purchased property services that are not classified above. Communication services are not included here, but should be included in object 530.

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Services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and voice communication services; data communication services to establish or maintain computer based communications, networking, and Internet services; video communications services to establish or maintain one-way or two-way video communications via satellite, cable, or other devices; postal communications services to establish or maintain postage machine rentals, postage, express delivery services, and couriers. Include licenses and fees for services such as subscriptions to research materials over the Internet software, both 'downloaded' and 'off-the-shelf,' should be coded to objects 650 or 735.

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Expenditures for announcements in professional publications, newspapers, or broadcasts over radio and television. These expenditures include advertising for such purposes as personnel recruitment, legal ads, new and used equipment, and sale of property. Costs for professional advertising or public relations services are not recorded here, but are charged to object 340.

560 Tuition

Expenditures to reimburse other educational agencies for instructional services to pupils.

580 Travel

Expenditures for transportation, meals, hotel and other expenses associated with staff travel. Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included.

640 Books and Periodicals

Expenditures for books, textbooks, and periodicals prescribed and available for general use, including reference books. This category includes the cost of workbooks, textbook binding or repairs, and textbooks that are purchased to be resold or rented. Also recorded here are the costs of binding or other repairs to school library books.

650 Supplies—Technology Related

Technology-related supplies include supplies that are typically used in conjunction with technology-related hardware or software. Some examples are CDs, flash or jump drives, parallel cables, and monitor stands. Software costs below the capitalization threshold should be reported here.

710 Land and Land Improvements

Expenditures for the purchase of land and the improvements thereon. Purchases of air and mineral rights, for example, are included here. Also included are special assessments against the school district for capital improvements such as streets, curbs, and drains.

720 Buildings

Expenditures for acquiring existing buildings, except payments to public school housing authorities or similar agencies. Expenditures for the contracted construction of buildings, for major 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 450. Buildings built and alterations performed by the school district's own staff are charged to objects 100, 200, 600 and 730, as appropriate. This code is used with governmental funds only.

730 Equipment

Expenditures for initial, additional, and replacement items of equipment, such as machinery, furniture and fixtures, and vehicles.

734 Technology-Related Hardware

Expenditures for technology-related equipment and technology infrastructure. These costs include those associated with the purchase of network equipment, servers, PCs, printers, other peripherals, and devices. Technology-related supplies should be coded to object code 650, Supplies—Technology Related.

735 Technology Software

Expenditures for purchased software used for educational or administrative purposes that exceed the capitalization threshold. Expenditures for software that meet the standards for classification as a supply should be coded to object code 650, Supplies—Technology Related.

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Includes all transactions conveying financial resources from one fund to another within the district.

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Costs incurred by the grantee which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are eligible to claim indirect costs. Please note, however, that grantees who receive the majority of their grant funds other than through the Connecticut State Department of Education may use the rate approved by another federal agency.

FY 2016 QUALITY ENHANCEMENT BUDGET JUSTIFICATION PAGE

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

- 1. Use this page to justify the use of proposed line item expenditures to implement the Local RFP for the Quality Enhancement Grant Program.*

For Example:

322	Workshop on Developmentally Appropriate Materials	\$1,000.00
	10 hours at \$100.00 per hour	

COMPETITIVE SCHOOL READINESS

MANAGEMENT AND ACCOUNTABILITY STRUCTURE

Section 10-16p (g) of the C.G.S. 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 Office of Early Childhood.*”

This section must include the following information:

1. The School Readiness Liaison is the person responsible for the management (as defined in General Policy 14-10) of the grant program. Please address the following in your response:
 - Please include a description of how that person carries out the fiscal and program monitoring of sub-grantees. **(Program classroom monitoring must be performed by an Early Childhood Educator with background in classroom practice and ELDS.)**
 - How does the person monitoring the classrooms ensure that sub-grantees adhere to the 11 quality standards (see Section I), 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 an electronic copy of local monitoring site visit form.*
 - 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, 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.

COMPETITIVE SCHOOL READINESS

DOCUMENTATION AND EVALUATION

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

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 Early Learning and Development Standards?
4. How does the School Readiness Council provide oversight, coordination and support for the sub-grantee's measurement of child progress?
5. How is information on the School Readiness Grant goals, outcomes and progress disseminated to the community at-large?
6. The Council will assume the responsibility of reviewing and providing feedback to the program on the early learning experience plans utilizing a consultant knowledgeable in such work. The Council is not obligated to submit the learning experience plans to the OEC as part of this application.

COMPETITIVE SCHOOL READINESS

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.*

COMPETITIVE SCHOOL READINESS

Statement of Assurances

PROJECT TITLE

School Readiness Grant Program

THE APPLICANT:

_____ (Insert Agency Name)

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 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 C.G.S., 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)**

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:

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and “contract” include any extension or modification of the Contract or contract;
- iii. "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;
- iv. "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;
- v. “good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "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;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "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;
- ix. "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
- x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

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

(b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor

will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, 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, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will

not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

OTHER ASSURANCES

- M. The grant award is subject to approval of the Connecticut Office of Early Childhood 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 C.G.S. 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 C.G.S. Sections 10-160 through 10-16r 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 Grantee/applicant acknowledges that funds supporting this contract may be provided by various Federal agencies, including but not limited to the United States Department of Health and Human Services through a number of grants, block grants, and grants-in aid, including, but not limited to the Social Services Block Grant (“SSBG”), Child Care and Development Block Grant (CCDBG) and/or the Temporary Assistance for Needy Families Block Grant (TANF). Each federal block grant has a

federal Catalog of Federal Domestic Assistance (CFDA) number, which provides relevant information about federal requirements specific to each block grant. The CFDA numbers are as follows: SSBG - 93.667, CCDBG - 93575 and TANF - 93.558. The Grantee (or Applicant) agrees that it shall communicate the above language to all sub-contractors that perform services as delineated in a subcontract agreement. The Grantee (or Applicant) agrees that it shall also maintain and require all sub-contractors to maintain any necessary data and documentation required for auditing of any of the grant funds.

- S. The Office of Early Childhood reserves the right to negotiate terms, including the withholding of funds, based on the grantee's inability with the assurances.
- T. The Office of Early Childhood reserves the right to de-fund subgrantees of the School Readiness Council based on the subgrantee's inability to comply with School Readiness General Policies.
- U. The Office of Early Childhood reserves the right to negotiate terms, including the withholding of funds, based on the grantee's inability to comply with these assurances.

COMPETITIVE SCHOOL READINESS
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: _____

COMPETITIVE SCHOOL READINESS

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**

COMPETITIVE SCHOOL READINESS

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

COMPETITIVE SCHOOL READINESS

GLOSSARY/DEFINITIONS

Connecticut Frameworks – The “**CONNECTICUT EARLY LEARNING AND DEVELOPMENT STANDARDS**” 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 Policies Communication System – General Policies (GPs) are issued to provide guidance to councils and providers concerning school readiness policies and procedures. A copy of these General Policies and Program Operations documents should be maintained and followed. **General Policies are posted on the OEC Web site at:**
<http://www.ct.gov/oec/cwp/view.asp?a=4541&q=539506>

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.

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 publications **CONNECTICUT EARLY LEARNING AND DEVELOPMENT STANDARDS** and **CONNECTICUT PRESCHOOL ASSESSMENT FRAMEWORK** that are available on at: <http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726>

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 **General Policy 14-02**.

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 09-06 and GP 15-06**.

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 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.

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 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 or special education endorsement. **For additional information, see General Policy 15-04.**

COMPETITIVE SCHOOL READINESS

LOCAL REQUEST FOR PROPOSALS

1. Each municipality is required to publicly issue a Local Request for Proposal (RFP) in FY 2016 identifying new or continuing eligible local early care and education providers, which shall provide school readiness and child day care services to eligible children and their families.
2. In its review of these applications, the School Readiness Council must ensure that the proposals address all the statutory requirements specifying how the program will meet these requirements and only submit those proposals that are complete and in compliance with such requirements.
3. Each municipality must submit an electronic copy of the School Readiness Council's written review of each sub-grantee's application that includes the strengths and weaknesses, as well as the council's recommendation.
4. Agencies with multiple sites may submit one (1) application with the individual sites, spaces, and cost information indicated on the Program Space Grid and include site-specific information for licensing, accreditation, staff grids, program administration and operation pages, budget and justifications, budget attachments, and collaboration agreements.
5. Local Proposals (New or Continuing)
 - Each local proposal must accompany the community application to the OEC as individual electronic appendices.
 - Each proposal must be accompanied by a signed Local RFP Cover Sheet that attests that the application was reviewed, scored and in compliance with the School Readiness requirements.

COMPETITIVE SCHOOL READINESS

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, 2015.

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, C.G.S. Sections 1-200 et seq. (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 OEC, 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 Connecticut State Department of Education (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 OEC 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 OEC. Applicants should identify the outcomes achieved over the course of each funding year and the progress towards achievement of an applicant's outcomes.

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 OEC.
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 OEC 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 or municipalities 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, Connecticut Office of Early Childhood, Division of Early Care and Education, will be available at 860-713-6744 to answer questions regarding application procedures or proposal format.

3. Reservations and Restrictions

The Office of Early Childhood 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. Delivery of Applications

The School Readiness Grant Application must be submitted in the following three formats by **4:30 p.m. on Friday, May 15, 2015**. Please note that this is a new method of submission for this grant.

1. An **electronic copy** of the School Readiness Grant Application **must be e-mailed** to SchoolReadiness@ct.gov.
2. Original, hard-copy signature pages (Cover Page, Statement of Assurances and Affirmative Action Certification Form) must be mailed or hand-delivered.
3. A CD-copy of the School Readiness Grant Application must be mailed or hand-delivered.

All three items **must be received by 4:30 p.m. on Friday, May 15, 2015, IRRESPECTIVE OF POSTMARK DATE**. Faxed or scanned copies of signatures will not be accepted.

Electronic copy of School Readiness Grant Application	<p style="text-align: center;">E-mail to:</p> <p style="text-align: center;">SchoolReadiness@ct.gov</p>
Hard-copy signature pages and CD-copy of School Readiness Grant Application	<p style="text-align: center;">Mail or hand-deliver to:</p> <p style="text-align: center;">Gerri S. Rowell, School Readiness Program Manager Connecticut Office of Early Childhood Division of Early Care and Education 165 Capitol Avenue, Room G-17 Hartford, Connecticut 06106</p>