

CONNECTICUT STATE DEPARTMENT OF EDUCATION

SCHOOL READINESS GRANT PROGRAM

Competitive Grant Municipalities

FY 2007-2008

FY 2008-2009

Application for Participation

Purpose of Grant Application

- 1. To significantly increase the number of spaces in accredited and/or approved programs for young children to provide greater access to high-quality school readiness programs;*
- 2. To significantly increase the number of spaces for young children to receive full-day, full-year school readiness and child day care to meet family needs and enable parents to become employed; and*
- 3. To establish a shared cost for such school readiness and child day care programs among the state and its various agencies, the communities and families.*

RFP 054

Legislative Authority

Connecticut General Statutes

Sections 10-16o through 10-16u, as amended in the 2006

Supplement to the Connecticut General Statutes

Due Date

May 18, 2007

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Dr. Mark K. McQuillan
Commissioner of Education**

It is the policy of the Connecticut State Board of Education that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program including employment, because of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, mental retardation, mental retardation and past/present history of mental disorder, learning disability and physical disability.

**SCHOOL READINESS GRANT PROGRAM
Competitive Grant Municipalities**

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SCHOOL READINESS GRANT PROGRAM
Competitive Grant Municipalities
OVERVIEW OF THE STATE GRANT PROGRAM

What Is The School Readiness Grant Program?

Connecticut General Statutes Section 10-16o through 10-16u, as amended in the 2006 Supplement to the Connecticut General Statutes, established a competitive grant program for towns with a priority school and towns ranked one to fifty (1-50) in lowest town wealth, exclusive of the state's priority school districts. This grant provides the state's contribution for financial support for the establishment of school readiness programs for young children ages 3 and 4 years to eligible local and regional communities. The purpose of the grant is:

1. To significantly increase the number of spaces in accredited and/or approved programs for young children to provide access to high quality school readiness programs;
2. To significantly increase the number of spaces for young children to receive full-day, full-year school readiness and child day care to meet family needs and enable parents to become employed; and
3. To establish a shared cost for such school readiness and child day care programs among the state and its various agencies, the communities and families.

Who is an Eligible Recipient?

Any town with a priority school as defined in the Connecticut General Statutes Section 10-16p(a)(3), (which excludes current and former priority school districts), and any town ranked in the bottom 50 towns in the state in town wealth as defined in Connecticut General Statutes Section 10-262f(26), is eligible for this grant.

Eligibility is determined for a five year period based upon the applicant's designation as a severe need 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.

Duration of the Grant

This grant application is for a two year-period based on the availability of funds. Eligible applicants must submit an application for two-year period for FY 2007-2008 and FY 2008-2009. For Year 2, the State Department of Education requires applicants to submit a cover letter signed by the Chief Elected Official and Superintendent with attached budget pages, program grid, staff grid, slot and capacity page and any revisions/changes to the information submitted in the Year 1 application as well as a summary of Year 1 activities and objectives achieved. Grant award letters will be issued annually based on the annual appropriation of the Connecticut legislature and compliance with the program requirements.

What Are The Expected Outcomes From A School Readiness Grant Program?

Connecticut General Statutes Section 10-16o through 10-16u supports the development of a network of programs that will:

- ◆ Represent at least 60 percent of families served who meet the income criteria of being at or below 75 percent of the state's median income;
- ◆ Provide open access for children into quality programs that promote their health and safety and prepare them for formal schooling;
- ◆ Provide opportunities for parents to choose among affordable, accredited or approved programs;
- ◆ Encourage the coordination and cooperation among programs and prevent the duplication of services;
- ◆ Recognize the specific service needs and unique resources available to individual communities and provide flexibility in the implementation of programs;
- ◆ Prevent or minimize the potential for developmental delay in children prior to the age of five;

- ◆ Enhance federal and state funded school readiness programs;
- ◆ Strengthen the family through: (a) encouragement of family involvement in a child's development and education, and (b) enhance a family's capacity to meet the special needs of their children, including children with disabilities;
- ◆ Reduce the educational costs by decreasing the need for special education services for children and to avoid school retention;
- ◆ Assure that all children with disabilities are integrated into programs available for children who are not disabled; and
- ◆ Improve the availability and quality of school readiness programs.

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 CONNECTICUT STATE DEPARTMENT OF EDUCATION PRESCHOOL CURRICULUM FRAMEWORK** developed by the Department of Education and available from the Bureau of Early Childhood Education, Career and Adult Education.

Process

In each eligible Severe Need School District, Regional School Readiness Council or a town in the 50 lowest wealth rank, the chief elected official and the superintendent of schools of the eligible municipality in conjunction with the School Readiness Council shall develop a plan for the expenditure of grant funds. The plans shall be limited to the sections defined in the appendix. The original and three (3) copies shall be submitted by the established due date to the School Readiness Program Manager at the Connecticut State Department of Education.

Program Guidelines

Accreditation - All Grantees are to ensure that school readiness programs are licensed by the Department of Public Health, unless exempt, and either accredited by the National Academy Of Early Childhood Programs (NAECP), a division of the National Association of Education for Young Children (NAEYC) (or have applied for an NAECP number and will complete the accreditation process within 3 years of receipt of school readiness funding), or approved by Head Start. If accredited by the New England Association of Schools and Colleges for America (NEASC) or American Montessori, programs must meet **Connecticut's Standards for Preschool and Readiness Programs**.

ALERTS - In 1998 a system of ALERTS was set up to issue policies and/or guidelines to Grantees. These ALERTS are numbered in chronological order and cover a variety of topics to assist grantees and subgrantees in their adherence to the requirements of the grant. At any time, the State Department of Education and State Department of Social Service reserve the rights to issue an amendment to an **ALERT** reflecting changes in policy and process. Technical Assistance ALERTS and Policy ALERTS are posted on the SDE web page www.state.ct.us/sde.

Contract - Each grantee should have written contracts with programs that provide their school readiness services that clearly spell out the terms and conditions of their responsibilities in carrying out the grant program.

Family Resource Center (FRC) – Under the school readiness legislation, the Family Resource Centers work in conjunction with the School Readiness Council to meet the goals, objectives and long-term vision for children and families in the community. School Readiness Councils and Family Resource Centers are expected to work collaboratively to support children and families.

Teacher - It is expected that each classroom that provides services under the School Readiness Grant must be staffed by a teacher who at minimum has a Child Development Associate credential and 12 credits or more in early childhood, or child development from an institution of higher learning accredited by the Board of Governors of Higher Education, or an associate degree or a four-year degree in early childhood, or child development, or a Connecticut teaching certificate with early childhood or special education endorsement. These qualifications are subject to changes enacted during the 2007 legislative session. For additional information see ALERT SR 05-02.

Monitoring - Each grantee is responsible for monitoring the program(s) providing school readiness services, to ensure programmatic and fiscal responsibility, accountability for children served, and that each program is implementing the 10 quality components under C.G.S. Section 10-16q that include:

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

Programs

School Readiness funds may be used to purchase capacity 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. All programs must be accredited by the National Academy for Early Childhood Programs (NAECP), or documented as in process of being accredited, or approved by Head Start, or meet the criteria established by the Commissioner of Education which is known as the **Connecticut Standards for Preschool and Readiness Program**. (Available from the Connecticut State Department of Education, Bureau of Early Childhood). **Competitive Grant programs may provide services in two (2) program types.**

Program types include:

- **Full Day/Full Year Programs** (5 days per week, 10 hours per day for a minimum of 50 weeks per year and adhere to the policy outlined in ALERT SR 04-03 Addendum),
- **Part Day/Part Year Programs**(minimum of 2.5 hours per day for 180 consecutive days for children who do not participate in any other program.

For further information and definition of program types see **ALERT SR 04-03** or **ALERT SR 05-03**.

Competitive Grant towns must provide a **minimum of 15 Full Day/Full Year slots**. If Part Day/Part Year slots are provided then the slots must exceed the minimum of the 15-slot requirement and **at least 60%** of the slots must be Full Day/Full Year.

Reports – All Competitive Grant towns must submit school readiness reports, including fiscal, data, and programmatic reports **by the dates indicated on the Report Matrix** or additional requests for data in order not to jeopardize monthly draw down payments. Grantees are also expected to participate as requested in all state level evaluation activities. For additional information see Alert 99-04.

Submission - The School Readiness and Child Day Care Grant Application (original and 3 copies) must be received by 4:30 p.m. on **Friday May 18, 2007** irrespective of the postmark dates and means of transmittal. Facsimile copies of the application will not be accepted. Only applications with original signatures will be accepted.

Mailing and Delivery Address is:

**Gerri S. Rowell, Competitive Grant, School Readiness Program Manager
Bureau of Early Childhood, Career and Adult Education
CT Department of Education
25 Industrial Park Road
Middletown, Connecticut 06457**

SECTION II

SCHOOL READINESS GRANT PROGRAM Competitive Grant Municipalities DIRECTIONS FOR COMPLETING GRANT APPLICATION

DIRECTIONS FOR NEW APPLICANTS

Agencies or programs applying for grant funds in FY 2007-2008 and FY 2008-2009 for the School Readiness Grant Program for Competitive Grant Municipalities WHO WERE NOT FUNDED IN FY 2006-2007 must complete and submit the entire grant application in order to be considered for funding in FY 2007-2008 and FY 2008-2009.

DIRECTIONS FOR GRANTEES SEEKING CONTINUED FUNDING*

Grantees awarded the School Readiness Grant in FY 2006-2007 who are seeking continued funding for the similar slots/capacity at the same location, by the same agency may submit the following sections in order to be considered for continued funding:

- ◆ Section III Grant Cover Page
- ◆ Section IV: School Readiness Council, Community Strategic Plan and Outreach
- ◆ Section VI: Program Grid for Slot Capacity FY 2007-2008
- ◆ Section VII: Accreditation and Approval of Programs FY 2007-2008
- ◆ Section VIII: Staff Educational Level
- ◆ Section XI: Interagency Collaboration Agreements
- ◆ Section XIV: Fiscal Agent
- ◆ Section XV: Budget and Budget Attachments
- ◆ Section XVIII: Statement of Assurances
- ◆ Section XIX Affirmative Action

*Grantees who have made changes to their previous year's proposal must complete and submit the ENTIRE grant application in order to be considered for continued funding in FY 2007-2008.

SECTION III

RFP 054
C.G.S. Section 16p

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Teaching and Learning Programs and Services

Rev. 03/07

Bureau of Early Childhood, Career and Adult Education

SCHOOL READINESS GRANT PROGRAM
Competitive Grant Municipalities

The State Department of Education supports this grant program.

GRANT PERIOD

July 1, 2007 to June 30, 2009

GRANT COVER PAGE

To Be Completed and Submitted with the Grant Application

Applicant Agency: <i>(Name, Address, Telephone, Fax)</i>	Local Program Title: Program Funding Dates: From July 1, 2007 to June 30, 2009
Agency Contact Person: <i>(Name, Address, Telephone, Fax)</i>	Estimated Funding:

We, _____ and _____, 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) _____ Title: _____
Name: (typed) _____ Date: _____
Agency: _____

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

SECTION IV

**SCHOOL READINESS GRANT PROGRAM
Competitive Grant Municipalities
SCHOOL READINESS COUNCIL**

1. Identify the Chairperson or Co-Chairs of the municipality’s School Readiness Council for the School Readiness and Child Day Care Grant Program in FY 2007-2008 and in FY 2008-2009

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

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

SCHOOL READINESS COUNCIL MEMBER 2007-2008 and in 2008-2009

Council members shall be representative of the community and include the chief elected official or designee and the superintendent of schools or designee from the eligible competitive grant municipalities, parents, representatives from local programs associated with young children such as Family Resource Centers, nonprofit and for-profit preschool programs and Head Start, a public librarian, a representative from a health care provider in the community, and other local community organizations that provide services to young children.

Name	Address	Telephone/Fax	Affiliation
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1. New 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.
2. Applicants must describe what specific activities or actions of the School Readiness Council have been taken, implement and improve kindergarten transition in the community. (Refer to ALERT TA/SR 99-01 and the Quality Indicators in CSRPPSES).
3. Describe the vision for kindergarten transition through the year 2008.

4. Early Childhood Community Strategic Plan

- a. Does your community have a strategic plan? If so, please describe: the involvement of your School Readiness Council, W.C. Graustein Discovery initiative and other community groups in the development of this plan; the process; goals; timelines; activities and actions that occurred; current status; future plans; and any actions that are planned in order to implement the strategic plan.
- b. If the community does not have a current early childhood strategic plan, is the community planning to develop one? If so, please describe those community groups involved and the current status and activities process.

5. Outreach Survey

- a. What plans have been developed to initiate outreach to the “hard to reach” families in your community such as immigrant populations, those under 185% of the federal poverty level, and the homeless population?
- b. What consideration is given to this population when selecting program sites?
- c. Have you considered other solutions to increase the level of access to preschool such as transportation (collaborating programs, alternative schedules, public transportation collaboration)?

SECTION V

**SCHOOL READINESS GRANT PROGRAM
Competitive Grant Municipalities
OTHER COMMUNITY GRANTS**

Please check those grants that are currently in your community. Describe how each grant is coordinated with the School Readiness Grant and specific activities that occur. List the person responsible.

Adult Education _____

Early Reading Success _____

Even Start _____

Family Resource Center _____ Number and Location of Centers _____

Head Start _____

Young Parents Program _____

Preschool Special Education _____

Please include the additional following information on your Preschool Special Education Classes:

Number of classes _____

**Number of children with Individual Education Programs in integrated
classes _____**

**Ratio of children with Individual Education Programs to children without
disabilities _____**

Number of children in classes that are not integrated _____

SECTION VI

**SCHOOL READINESS GRANT PROGRAM
Competitive Grant Municipalities
PROGRAM GRID FOR SLOT CAPACITY FY 2007-2008**

1. Identify the agencies and/or programs that will receive School Readiness Grant funds in FY 2007-2009* to provide school readiness.

2. Please attach a copy of the license and accreditation document for each site.

<u>SITE</u> Include the Name, Address, Telephone and Primary Contact Person at the School Readiness site, which is providing School Readiness/Child Day Care.	<u>NUMBER</u> Full Day/ Full Year	<u>NUMBER</u> Part Day/Part Year	<u>NUMBER</u> School Day/ School Year	TOTAL SLOTS Provided by Program(s)	Initial Date of School Readiness Funding	<u>TYPE &</u> Expiration Date Of Accreditation * NAEYC Head Start Montessori NEASC
1.						
2.						
3.						
TOTALS (as applicable)						

* A new Grid for 2008-2009- must be submitted in Year 2.

Programs must attach a copy of the **current accreditation document from their respective accreditation systems

SECTION VII

SCHOOL READINESS GRANT PROGRAM

Competitive Grant Municipalities

ACCREDITATION AND APPROVAL OF PROGRAMS FY 2007-2008 and FY 2008-2009

- 1. Applicants must address the following items related to the accreditation and/or approval of the programs receiving grant funds.**
 - A. Applicants must describe the process of accreditation and criteria utilized to identify the programs that will deliver the school readiness services.**
 - B. Programs delivering services must attach a copy of their current license from the Department of Public Health (if applicable). (If not covered under licensing requirements, i.e. Public schools, please indicate.)**
 - C. All programs must be accredited or in the process of completing accreditation within 3 years of funding. Programs must submit the following:**
 - 1. Programs accredited by National Academy of Early Childhood Programs (NAECP) a division of the National Association for the Education of Young Children (NAEYC) must submit a copy of their current accreditation. If the program has received an extension, please attach a copy of the letter from NAEYC.**
 - 2. If the program is not yet approved, please attach documentation of enrollment and purchase of materials from NAEYC.**
 - 3. Programs accredited by Head Start must submit a copy of their approval letter for that site.**
 - 4. Programs accredited by the American Montessori Society must submit a copy of their approval for that site and a plan to meet the Connecticut's Standards for Preschool and School Readiness Programs.**
 - 5. Programs accredited by New England Association of Schools and Colleges (NEASC) must submit a copy of their approval for that site and a plan to meet Connecticut's Standards for Preschool and School Readiness Programs.**

Staff Educational Levels (Con't)

Please fill out a grid for each classroom (teacher, teaching assistant, hours of coverage, and credential).

Please note that a credential or degree with the early childhood credits must already have been achieved in order to be checked off.

HS= High School Diploma CDA =Child Development Associate Certificate Early Childhood Certificate = issued by the CT Community Colleges AA=Associate's Degree in Early Childhood Four Year Degree=Bachelor's Degree in Early Childhood Four Year Degree Other=Bachelor's Degree in Another Field Master's Degree in Early Childhood or Master's Degree in Another Field

Classroom # or Name: _____

Hours of School Readiness Day: _____

Total number of Children in the room: _____

Number of SR children in the room: _____

<u>TEACHER</u> Credentialled staff that provide coverage at any time during the School Readiness day	<u>HRS. IN THE CLASSROOM</u> From: To:	<u>CDA with 12 Early Childhood Credits</u> Dates of Credential From: To:	<u>EARLY CHILDHOOD CERTIFICATE</u> with 30 credits	<u>AA DEGREE</u> with 12 Early Childhood Credits	<u>4 YEAR DEGREE</u> with 12 Early Childhood Credits	<u>MASTER'S DEGREE</u> with 12 Early Childhood Credits	<u>CT CERTIFIED TEACHER</u> With an endorsement PreK/Spec. Ed PreK-12

<u>TEACHING ASSISTANT</u> Staff assigned to the classroom to assist the classroom teacher	<u>HOURS IN THE CLASSROOM</u> From: To:	<u>HIGH SCHOOL</u>	<u>CDA</u> Dates of Credential From: To:	<u>EARLY CHILDHOOD CERTIFICATE</u> with 30 credits	<u>AA DEGREE</u>	<u>4 YEAR DEGREE</u>	<u>OTHER</u>

SECTION IX

SCHOOL READINESS GRANT PROGRAM Competitive Grant Municipalities PROPOSED ACTIVITIES FY 2007-2008 and 2008-2009

- 1. Applicants must describe how the following activities will be addressed in FY 2007-2008 and in 2008-2009.**
 - A. Indicate how the grantee will ensure that the community/program will seek out and identify families who meet the income criteria of being at or below 75 percent of the state's median income (***this is expected to represent at least 60 percent of families served by the program***). Applicants are to provide concrete details pertaining to their outreach and recruitment efforts.
 - B. As applicable, identify and describe any plans to locate two or more programs or services in the same setting and/or collaborative agreements with other community providers and agencies. Collaborative programming with other agencies, programs or services should document such efforts on an interagency agreement. Applicants must attach a copy of all relevant inter-agency agreement(s) to document efforts to expand and enhance services, slots and quality across programs and funding streams.
 - C. Describe any plans for building or securing a new facility, renovating an existing structure and/or potentially expanding an existing facility to address the school readiness and child day care needs of the community.
 - D. Indicate whether the applicant has made any current fiscal commitments or has submitted any pending financial applications to address school readiness and child day care in the community.

SECTION X

SCHOOL READINESS GRANT PROGRAM Competitive Grant Municipalities SERVICE STANDARDS AND QUALITY

Applicants are required to describe how the program addresses or proposes to address the school readiness components as defined in Connecticut General Statutes Section 10-16q.

Applicants are requested to attach all relevant supporting documents and any applicable inter-agency agreements that reflect the collaboration of program services for eligible children and families.

A. A plan for collaboration with other community programs and services

Give a specific description of how the program will collaborate with other community providers and agencies, including public libraries, to ensure:

- the coordination of resources;
- the elimination of duplicative services; and
- the utilization of unique community resources particular to the municipality.

Describe how the program will identify and refer families, document the referral process and evaluate and improve the agreement.

Please include agency names and documentation of interagency agreements.

B. Parent involvement, parenting education and outreach

Provide a description of:

- how the program is implementing the home school partnerships including the opportunities and activities provided by the program to engage families;
- how families are engaged to participate in decision making and policy efforts;
- how the program utilizes services, linkages and/or referrals to programs or services that provide parenting education, training and other parent support opportunities; and
- how the program incorporates the activities outlined in “A Guide to Using the Position Statement on School-Family-Community Partnerships in Early Care and Education Programs” ALERT SR/TA 00-01.

C. Referrals for health services, including referrals for appropriate immunizations and screenings.

Please describe specifically how the program:

- implements record keeping policies documenting;
 - name and address of each child’s doctor
 - primary care provider
 - the health insurance company and information on a child’s immunization and information on whether a child has had health screens pursuant to *Early and Periodic Screening, Diagnosis and Treatment (EPSDT)* (attach a sample program record form)
- identifies the current linkages, referral services and program resources that will address the medical and health needs of young children and their families; and
- how the program helps families secure
 - medical health insurance
 - a medical home
 - on-going well-child care
 - immunizations
 - health, dental and nutritional screenings.

D. Nutrition services

Please describe how the program:

- identifies the nutrition needs of children in the program;
- provides nutritional meals and snacks to children; and
- provides nutrition services, including nutritional education for children and their families.

Programs must also indicate if they are involved in the Adult and Child Food Service Program and/or the Federal Free and Reduced Lunch Program.

E. Family Literacy

Identify and describe the referral services and available resources that will:

- identify families' literacy/education/training needs;
- help families access family literacy programs;
- help families access adult education programs/ESL classes/job training;
- help families partner in their child's education;
- assist families in accessing public libraries and the available library services;
- support families in interactive literacy activities for parents and children; and
- support other opportunities for families that provide the opportunity to become involved in literacy and continuing education.

F. Admission Policies

Describe how the program:

- utilizes admission and recruitment policies that promote the enrollment of children from different racial, ethnic and economic backgrounds and from other communities;
- recruits staff that reflect the cultural and linguistic backgrounds of the children and families they serve; and
- ensures the open enrollment of all children, including allowing families the opportunity to choose among programs.

G. Transition Plan

Describe the program's plan for the transition of participating children from the school readiness program to kindergarten. Include:

- orientation activities for children and families;
- how the linkages are made between the school readiness program staff and the kindergarten staff; and
- the current and proposed activities services and supports that will be provided to young children and their families that address the transition into kindergarten including how records are transferred.

H. Professional Development Plan

Describe the program's annual professional development plan including:

- how written professional development plans for each staff member are developed;
- how staff receive specific training in pre-literacy skill development and cultural and linguistic diversity;
- how professional development is linked to the improvement of quality in the school readiness and/or child day care program;
- a list of the topics provided for staff over the last year;
- how topical areas for professional development were selected;

- the number of opportunities for in-service training provided by the program;
- any incentives offered by the program to ensure the continued skill development of staff members;
- the topics of outside professional development attended by staff;
- how training opportunities in best business practices, administration and supervision are available for administrators; and
- how the program ensures each staff participates in two (2) professional development trainings each year, focused on early childhood development, and early education and one (1) training in servicing children with disabilities.

I. Sliding Fee Scale

All school readiness programs must collect fees and/or subsidies for School Readiness children unless they are a part-time program that has been exempted by the School Readiness Council. School readiness and child day care programs are required to utilize the current DSS School Readiness Sliding Fee Scale and follow the policies established in the **SR ALERT SR 06-03 Guidance-Fees, Fee Schedule and Family Contributions**. A copy of the sliding fee scale to be used for families participating in the program must be attached to the application and a brief description of the use of the sliding scale fee within the program must be provided. The description should include:

- the process and frequency for income verification;
- sliding fee scale program policies for staff and parents; and
- how programs assist families in accessing childcare subsidies.

J. Annual Evaluation of the Effectiveness of this Program

Programs funded by school readiness must use the assessment measures developed by the commissioners. Please include the following:

- how the program will annually complete the *“Connecticut Annual Program Evaluation System for Preschool and School Readiness Programs”*;
- who will be responsible for filling out the Individual Program Report results;
- how the results will be used to improve the program;
- if program is accredited/approved by NAEYC, Head Start, Montessori or NEASC who is responsible for the Annual Report for that system;
- how the program monitors children’s development of skills, abilities and progress;
- how the program supports children who need additional assistance in developing skills and abilities; and
- how the program measures child outcomes and how the curriculum aligns with the preschool standards.

For guidance, please refer to the *“Connecticut Preschool Curriculum Framework”* and the *Connecticut Preschool Assessment Framework.*”

K. Serving Children With Disabilities

A. School Readiness and Public School Connections

1. Describe the program policy that articulates the commitment to serve children with disabilities in the program.
2. Describe the program's previous and current experience in serving children with disabilities and what resources are available.
3. How are the special education services provided by the public school communicated to the school readiness program?
4. What linkages exist for information exchange, training and the development of preventative strategies to support children in school readiness?
5. Please specify any collaborative activities undertaken by the program to ensure consistency, continuity and carryover between the special education services provided by the public school system and the school readiness and/or child day care component of the program.
6. Describe any additional plans the program has to collaborate with the public school system and other community resources relative to serving children with disabilities.

B. Identify those adaptations and accommodations provided within the program's environment(s) to ensure the participation and engagement of children with disabilities with their peers without disabilities.

C. Describe what structural improvements or equipment have been added, will be added, to accommodate children with disabilities.

D. Describe the section of the annual staff-training plan that provides training in the area of working with young children with disabilities.

XI. INTERAGENCY COLLABORATION AGREEMENTS

Programs should have collaborative agreements with other agencies as required by the collaboration quality components. These agreements may be developed as a community effort or on an individual program level.

Please attach the community/individual collaborative agreements for your program and include the responsibilities for each party to the agreement.

SECTION XII

SCHOOL READINESS GRANT PROGRAM

Municipality Plan FY 2007-08 and FY 2008-2009

1. Municipalities, who have been funded for five years or less, are required to review the Year 2 through 5 Plan each year. Any updates, reviews or modifications that reflect new or changed activities, needs and/or projected outcomes must be expressly addressed in the municipality's grant application. If there are no changes to be made, applicants must so specify that their Year 2 through 5 Plan is unchanged.

School Readiness Council Review of Year 2 through 5 Plan

Date of Review _____

No Changes _____

Changes were made in the following areas:

For municipalities in year 5 or more of funding, please answer the following:

1. How have you assessed the current needs of your community?
2. What strategies has your community put into place to resolve the issues and concerns identified in the annual program evaluation, relating to community needs in such areas as professional development, qualified staff, staff retention and program quality?

PROGRAM ADMINISTRATION AND OPERATIONS

A. Attach the program's admission policies, procedures and other administrative materials that promote and provide for the open enrollment of children from various racial, ethnic and economic backgrounds, including the access and opportunities provided to parents within the community and from other communities.

B. Describe the administration and operation of the center. Provide a copy of documentation, if available, or a brief description of the following items. Applicants applying for multiple sites should provide documentation for each site for which funding is requested.

◆ ***Program Location (if more than one site, identify all sites in operation);***

◆ ***Years of Operation for each site;***

◆ ***Months of Operation for each site;***

◆ ***Hours of Operation for each site;***

◆ ***Scheduled Annual Closures (include a program calendar and annual scheduled closings);***

◆ ***Curriculum:***

-What curriculum does your program use? (Name of curriculum or description of curriculum and relation to the Connecticut Preschool Curriculum Framework);

-Did you receive training in the curriculum? (Please describe)

◆ ***Class Size (not to exceed 20);***

◆ ***Child/Teacher Ratio; and***

◆ ***Description of a Day (include a schedule, sample lesson plan, etc.)***

-Daily schedule

-Sample lesson plan - (Demonstrate how curriculum is aligned with the Connecticut Preschool Curriculum Framework).

**SCHOOL READINESS GRANT PROGRAM
Competitive Grant Municipalities
FISCAL AGENT**

- 1. Identify the fiscal agent for the School Readiness Grant Program for Competitive Grant Municipalities 2007-2008 and FY 2008-2009.**

Fiscal Agent Information

Identify Fiscal Agency: _____

Street Address: _____

City, State, Zip Code: _____

Telephone: _____	Fax: _____
------------------	------------

Primary Contact Person: _____

Federal ID #: _____

Please be advised that the assignment of fiscal management does not relieve the grantee of the responsibility to implement the goals of this grant program in accordance with the intent of the legislation and the requirements contained in the grant application.

SECTION XV

SCHOOL READINESS GRANT PROGRAM Competitive Grant Municipalities BUDGET AND BUDGET ATTACHMENTS

1. Applicants must complete the State Budget Form, ED 114, and all budget information requested in the grant application.

A. On the state budget form, **ED 114**, develop a detailed line item budget that reflects the program's requested use of funds for the proposed slots/capacity represented in this RFP for the FY 2007-2008 and FY 2008-2009.

B. On the **Budget Justification Page**, provide a brief explanation justifying each line item expenditure proposed in the grant budget. Justifications for line item expenses must reflect program needs relative to ensuring slot/capacity expansion and quality program standards.

C. On the page, **Budget Attachment: Funded Slots Page**, identify the number of slots/capacity proposed for funding (whether new or continuing) and the total amount of funds requested.

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

GRANTEE NAME:		TOWN CODE:	
GRANT TITLE:	School Readiness Grant Program Competitive Grant Municipalities		
PROJECT TITLE:	School Readiness Grant Program Competitive Grant Municipalities		
ACCOUNTING CLASSIFICATION:	FUND: 11000 SPID: 12113 Budget Reference 2008 Program Number: 82079 Chartfield 1: 170003		
GRANT PERIOD: 07/01/2007-06/30/2008	AUTHORIZED AMOUNT:		
AUTHORIZED AMOUNT BY SOURCE:	CURRENT DUE:		
LOCAL BALANCE:	CARRY-OVER DUE:		

CODES	DESCRIPTIONS	BUDGET AMOUNT
111A	Administrators / Supervisors Salaries	
111B	Teachers	
112A	Education Aides	
112B	Clerical	
119	Other	
200	Personal Services – Employees Benefits	
322	Inservice (Professional Development)	
323	Pupil Services	
324	Field Trips	
325	Parent Activities	
330	Other Professional Technical Services	
331	Audit	
400	Purchased Property Services	
510	Pupil Transportation	
530	Communications	
580	Travel	
590	Other Purchased Services	
611	Instructional Supplies	
612	Administrative Supplies	
690	Other Supplies	
700	Property	
890	Other Objects	
	TOTAL	

_____ Original Request Date

_____ Revised Request Date

*State Department of Education
 Program Manager Authorization*

SCHOOL READINESS GRANT PROGRAM
Competitive Grant Municipalities
BUDGET JUSTIFICATION

1. Provide a brief explanation justifying each line item expenditure proposed in the grant budget. Justifications for line item expenses must be detail-specific and reflect program needs relative to ensuring slot/capacity expansion and quality program standards.

For Example:

111B	Teachers	\$50,000.00
	Number of teachers, hours per week, cost per hour or weekly salary	

611	Instructional Supplies	\$1200.00
	Art Materials, Books, Cooking Supplies	

SCHOOL READINESS GRANT PROGRAM
Competitive Grant Municipalities
SLOT CAPACITY AND EXPANSION

1. Municipalities must reflect: (a) the number of slots being funded in any category of CONTINUING SLOTS or NEW SLOTS, as applicable and (b) the total amount of dollars allocated to fund the slots/capacity proposed.

TYPE OF SLOTS/CAPACITY PROPOSED	NUMBER OF SLOTS FROM FY 06-07 RECEIVING CONTINUED FUNDING	NUMBER OF <u>NEW SLOTS</u> CREATED FY 2007-2008	TOTAL SLOTS and AMOUNT OF FUNDS REQUESTED
<p><u>A Full Day/Full Year Program</u></p> <p>◆ A full day, full year program providing services 5 days per week, 10 hours per day, for 50 weeks.</p> <p>(Programs open the minimum of 50 weeks must adhere to the policy outlined in ALERT SR 04-03 Addendum)</p>			
<p><u>A Part Day/Part Year Program</u></p> <p>◆ A part day, part year program providing services 5 days per week, 2.5 hours per day, for 180 days for children not participating in any other program.</p>			
<p><u>A School Day/School Year Program</u></p> <p>◆ A school day, school year program providing services for 5 days per week, 7 hours per day, for 180 days</p>			
TOTALS			

SCHOOL READINESS GRANT PROGRAM

Competitive Grant Municipalities

EXPLANATION OF BUDGET OBJECT CODES

SALARIES (100)

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

BENEFITS (200)

- 200** **Personnel Services - Employee Benefits:** Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A, 111B, 112A, 112B or 119. These amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.

Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.

PURCHASED SERVICES (300)

- 322 In Service (Instructional Program Improvement Services):** Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, inservice training specialists, etc., who are not on the grantee payroll.
- 323 Pupil Service (Non-Payroll Services):** Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, etc.
- 324 Field Trips:** Cost incurred for conducting educational activities off site, including admission costs.
- 325 Parent Activities:** Expenditures related to services for parents including workshop presenters, baby-sitting services, and overall seminar/workshop costs.
- 330 Other Professional/Technical Services:** Payments for professional or technical services that are not directly related to instructional activities. Included are payments for data processing, management consultants, legal services, etc.
- 331 Audit:** Direct cost for the audit of the grant program by an independent auditor. This category is separated from object code 330, as many grants do not include the cost as eligible grant expenditures.

PURCHASED PROPERTY SERVICES (400)

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

OTHER PURCHASED SERVICES (500)

- 510 Pupil Transportation:** Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting children with disabilities.
- 530 Communications:** Payments for services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone, FAX services, postage, and postage machine rental.
- 580 Travel:** Expenditures for transportation, meals, hotel and other expenses associated with staff travel, including conference or workshop fees. Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are included.
- 590 Other Purchased Services:** All other payments for services rendered by organizations or personnel not on the grantee payroll not detailed in budget line items 510, 530, 560, or 580. These include printing and advertising costs.

SUPPLIES (600)

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

PROPERTY (700)

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

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

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

OTHER OBJECTS (800)

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

SCHOOL READINESS GRANT PROGRAM

Competitive Grant Municipalities

Management and Accountability Structure

C.G.S. Section 10-16p (g) (2) 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 Departments of Education and Social Services.”*

This section must include the following information:

1. Who is the person(s) responsible for the management (as defined above) of the grant program?
 - Please include a description of how that person carries out the fiscal and programmatic monitoring of each subgrantee.
 - How does that person ensure that programs adhere to the ten (10) quality standards, program standards, accreditation, and grant policies?
 - How often are programs visited by this person?
 - To whom does that person or persons report?
 - Are the visits documented?
2. Who is responsible for ensuring the accuracy of the monthly data submitted and how is enrollment and attendance verified?
3. Who is responsible for the accuracy of the monthly data submitted and how is this verified?
4. How is the Council kept informed on the status of the grant in relationship to the 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.

SECTION XVII

SCHOOL READINESS GRANT PROGRAM Competitive Grant Municipalities DOCUMENTATION AND EVALUATION

- 1. Describe how the applicant proposes to document the progress and recruitment of new families to move towards the goal of serving the full utilization of slots.**
- 2. How does the applicant document the progress in the community to increase the number of children served and ensure that all eligible children are served?**
- 3. Under CGS Section 10-16q (a) (10), programs funded by school readiness must use the assessment measures developed by the commissioners.**
 - 1. Please address how the community will ensure that all subgrantees comply with the “Connecticut School Readiness Preschool Program Evaluation System.”**
 - 2. How will the community provide resources and support for program improvements on issues identified in the evaluation?**
 - 3. Who will be responsible for compiling results?**
 - 4. Who is the School Readiness Council Designee responsible for monitoring and approving Section III Continuous Quality Improvement (CQI)?**
- 4. How does the School Readiness Council provide oversight and coordination and support for the measurement of child outcomes? For guidance, please refer to the “Connecticut State Department of Education Preschool Curriculum Frameworks and Student Benchmarks for Preschool Programs” and the “Connecticut School Readiness Preschool Program Evaluation System.”**
- 5. How is the information on the School Readiness And Child Day Care Grant goals, outcomes and progress disseminated to the community-at-large?**

SECTION XVIII

SCHOOL READINESS GRANT PROGRAM Competitive Grant Municipalities STATEMENT OF ASSURANCES

- 1. The Statement of Assurances Signature Page included in this grant must provide the authorized signatures of the applicant agencies (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.**

The State Department of Education's Statement of Assurances is enclosed in the grant application packet. The signatures of the authorized individuals represent their agreement to adhere to the standards and requirements set forth in the Statement of Assurances.

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

L. **Required Contract Language**

(1). For the purposes of this section, "Commission" means the Commission on Human Rights and Opportunities.

For the purposes of this section, "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (a) who are active in the daily affairs of the enterprise, (b) who have the power to direct the management and policies of the enterprise and (c) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes Section 32-9n; and "good faith" means that the degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "Good faith efforts" shall include, but shall not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

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

(2). (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or the State of Connecticut. If the contract is for a public works project, the contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such project. The contractor further agrees to take affirmative action to insure that applicants with job related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by the contractor that such disability prevents performance of the work involved; (b) the contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the commission; (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the commission, advising the labor union or worker's representative of the contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the contractor agrees to comply with each provision of this section and Connecticut General Statutes Sections 4a-62, 32-9e, 46a and 46a-68b to 46a-68k, inclusive and with each regulation or relevant order issued by said commission pursuant to said sections; (e) the contractor agrees to provide the commission on human rights and opportunities with such information requested by he commission, and permit access to pertinent books, records, and accounts, concerning the employment practices and procedures of the contractor as related to the provisions of this section and section 46a-56.

(3). Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: the contractor's employment and subcontracting policies, patterns and practices; affirmative advertising; recruitment and training; technical assistance activities and such other reasonable activities or efforts as the commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

(4). The contractor shall develop and maintain adequate documentation, in a manner prescribed by the commission, of its good faith efforts.

(5). The contractor shall include the provisions of subsection (2) of this section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding in 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 reinforcing such provisions including sanctions for noncompliance in accordance with this section and Connecticut General Statutes Sections 4a-62, 32-9e, 46a-56 and 46a-68b to 46a-68k, inclusive; provided if such contractor becomes involved in, or is threatened with litigation with a subcontractor or vendor as a result of such direction by the commission, the contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

(6). The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

(7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated, when employed, without regard to their sexual orientation; (b) the contractor agrees to provide each labor union or representative of workers with which such contractors has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the commission on human rights and opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said commission pursuant to section 46a-56 of the Connecticut General Statutes; (d) the contractor agrees to provide the commission on human rights and opportunities with such information requested by the commission and permit access to pertinent books, records and accounts, concerning employment practices and procedures of the contractor which related to the provisions of this section and section 46a-56 of the general statutes.

(8). The contractor shall include the provisions of subsection (7) of this section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor, or manufacturer unless exempted by regulations and orders of the commission. The contractor shall take such action with respect to any such subcontract or purchase order as the commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56 of the general statutes; provided, if such contractor or vendor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the commission, the contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

OTHER ASSURANCES

- M. The grant award is subject to approval of the State Departments of Education and Social Services and the availability of state and/or federal funds;
- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated 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 Connecticut General Statutes Sections 10-160 through 10-16u, as amended in the 2006 Supplement to the Connecticut General Statutes, for grantees or state agencies that require grantee or subgrantee participation or compliance;

- Q. The signature of the chief elected officials on the Statement of Assurances Signature Page indicates the intent to comply with the provisions referenced in each section. Assurances not agreed to by the chief elected official of the town must be identified on a separate sheet with a rationale for the disagreement; and

- R. The State Departments of Education and Social Services reserve the right to negotiate terms, including the withholding of funds, based on the grantee's inability to comply with these assurances.

SCHOOL READINESS GRANT PROGRAM
Competitive Grant Municipalities
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: _____

SECTION XIX

(SAMPLE: You may use this as an example or you may use it as your statement by placing it on your letterhead).

AFFIRMATIVE ACTION POLICY STATEMENT

It has always been the policy and will continue to be the strong commitment of _____ and all contractors and subcontractors who do business with _____ to provide equal opportunities in employment to all qualified persons solely on the basis of job-related skills, ability and merit.

_____ will continue to take affirmative action to ensure that no persons are discriminated against with regard to their race, color, sex, sexual orientation, national origin, ancestry, religion, age, physical disability, mental retardation, marital status, present or past history of mental disorder, learning disability or criminal record. Such action includes, but is not limited to, employment, upgrading, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation and selection for training including apprenticeship. _____ will continue to make good faith efforts to comply with all federal and state laws and policies which speak to Equal Employment Opportunity and Affirmative Action.

Equal Employment Opportunity is essential, but is not enough to guarantee the full and fair employment of minorities, women or other protected classes. Therefore, Affirmative Action is necessary. Affirmative Action is results - oriented programs used to address and overcome the present effects of past discrimination.

Sexual Harassment, another form of sex discrimination, will not be tolerated in the work place. Therefore, engaging in acts of sexual harassment or any other forms of unlawful discrimination will constitute grounds for disciplinary action.

This Policy Statement is based on both the spirit and the letter of state and federal anti discrimination laws, regulations and executive orders. Accordingly, care is taken to ensure that no person shall be excluded from participation in, be denied the benefits of, or otherwise be unlawfully discriminated against. Further, _____ will not knowingly use the services of, patronize or otherwise deal with any business, contractor, subcontractor or agency that engages in acts of unlawful discrimination.

This Affirmative Action Policy Statement reaffirms my personal commitment to the principles of Equal Employment Opportunity and Affirmative Action.

SIGNATURE

DATED

AN AFFIRMATIVE ACTION PLAN

IF A CURRENT AFFIRMATIVE ACTION PLAN IS ON FILE WITH THE STATE DEPARTMENT OF EDUCATION, COMPLETE THE STATEMENT WRITTEN BELOW AND SUBMIT AS PART OF THE PROPOSAL.

IF A CURRENT AFFIRMATIVE ACTION PLAN IS NOT ON FILE, COMPLETE THE AFFIRMATIVE ACTION PACKET AND SUBMIT AS PART OF THE PROPOSAL.

**CERTIFICATION THAT A CURRENT
AFFIRMATIVE ACTION PLAN IS ON FILE**

I, the undersigned authorized official, hereby certify that the current affirmative action plan of the applying 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

Print Name of Authorized Official

SCHOOL READINESS GRANT PROGRAM

Competitive Grant Municipalities

GLOSSARY

Alerts – Policy Alerts are issued to provide guidance to councils and providers concerning school readiness policies and procedures. Technical Assistance Alerts are issued to give guidance to programs on early childhood topics such as ADA and IDEA in Preschools, Transition to Kindergarten, Parent Involvement and Nutrition. A copy of these ALERTS should be maintained and followed. ALERTS are posted on the SDE web page www.state.ct.us/sde.

The Connecticut Preschool Curriculum Framework - The guide for programs to use in the implementation and necessary adjustments of the curriculum and activities, to support children in the development of skills and knowledge necessary for learning.

The Connecticut Preschool Assessment Framework – To determine children’s progress in meeting the performance standards.

Child Development Associate (CDA) – This minimum credential and 12 credits or more in approved early childhood education or child development courses, from an institution of higher learning, approved by the Board of Governors of Higher Education is required by the school readiness grant for teachers of children ages 3 and 4 years of age to ensure that for all operating hours of a program the classroom is staffed by appropriately qualified persons. Please note that by July 2004 staff must meet the minimum qualifications outlined in C.G.S. 10-16p(b). For additional information see ALERT School Readiness 05-02.

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 **INDIVIDUALS WITH DISABILITIES ACT (IDEA)** and the **AMERICANS WITH DISABILITIES ACT (ADA)** which require that no child be excluded on the basis of a disability. For more information see the **TECHNICAL ASSISTANCE ALERT ON INCLUSION SR TA 99-01**

Outcomes – Those skills children with a quality preschool experience are expected to demonstrate when entering kindergarten. For more information and guidance see the publication, **CONNECTICUT STATE DEPARTMENT OF EDUCATION PRESCHOOL CURRICULUM FRAMEWORK** that is available from the State Department of Education.

Parent Fees – The amount of money parents are required to pay for participation in the school readiness program based on the sliding fee scale. Fees must be used to support the activities of the school readiness program the child is attending. The School Readiness Council may choose to exempt only Part Day/Part Year Programs from this requirement.

Plus Standards – Those standards developed by the Connecticut State Department of Education in a crosswalk format to ensure that all early childhood programs meet the same standards of quality despite the various accreditation requirements and ensures consistency between programs accredited by NAECP, Head Start, Montessori or NEASC. Those standards may be found in the document **CONNECTICUT’S STANDARDS FOR PRESCHOOL AND READINESS PROGRAMS** available from the Connecticut State Department of Education.

Program Standards – Those principles that programs must meet to ensure quality. Programs who either have or are seeking National Academy of Early Childhood Programs (NAECP) Accreditation under the National Association of Early Childhood Education for Young Children (NAEYC) must meet the NAECP standards. Head Start programs must meet the Head Start Standards. Montessori and New England Association of Schools and Colleges or NEASC, must meet CONNECTICUT’S **STANDARDS FOR PRESCHOOL AND READINESS PROGRAMS**.

Quality Components – Those ten components required of school readiness programs by the legislation that include collaboration, parent involvement, health, nutrition, family literacy, admission policies, transition to kindergarten, sliding fee scale and an annual program evaluation.

Sliding Fee Scale – A scale of fees based on income and family size. Programs must use the Department of Social Services (DSS) School Readiness Sliding Fee Scale or a develop a local one based on the DSS Scale to determine the fees charged to parents for school readiness programs.

SECTION XXI

SCHOOL READINESS GRANT PROGRAM

Competitive Grant Municipalities

SUBMISSION INFORMATION

Date Of Board Acceptance

IF the submission of the application for the School Readiness Grant Program for Competitive Grant Municipalities requires the official approval and/or endorsement of any Board or like body (e.g., Board of Education, town council, etc.), the approval and/or endorsement of such body should be submitted with the grant application. If it is not possible to obtain Board or like approval prior to the submission of the grant application, then the official Board approval or like document should be sent under separate cover, no later than July 3, 2006.

Freedom of Information Act

All of the information contained in the grant application submitted in response to the School Readiness Grant Program for Competitive Grant Municipalities is subject to the provisions of Chapter 3 of the Connecticut General Statutes (Public Records and Meetings and Freedom of Information Act (FOIA) Sections 1-200 to 1-242, inclusive. The FOIA declares that except as provided by federal law or state statute, records maintained or kept on file by any public agency, as defined in the statute, are public records and every person has the right to inspect and receive a copy of such records.

Obligations of Grantees and Sub-Grantees

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

State Monitoring and Evaluation

The State may conduct site visits to grantees and subgrantees 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 School Readiness Grant Program for Competitive Grant Municipalities.

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

The grantee will have overall management control of the grant. While state agency staff may be consulted for their expertise, they will not be directly responsible for the selection of subgrantees or vendors, nor will they be directly involved in the expenditure and payment of funds obligated by the grantee or subgrantee.

Reporting Requirements

Within 60 days after the close of the fiscal year, each grantee is **required to file a financial statement** of expenditures with the State on such forms as the State may require.

The applicant must complete and submit data reports to State Department of Education on the required date each month.

The applicant awarded a grant must also **submit a final project report**, the Connecticut School Readiness Preschool Program Evaluation System within 60 days after the end of each funding year and within 60 days of project completion. Identification of the outcomes achieved over the course of each funding year and the progress towards achievement of an applicant's outcomes should be identified. The final report at the end of the year should include a summary of all data and information collected from an evaluation of this grant program. Documentation should include progress towards serving increasing numbers of children and families consistent with this grant program. Evaluation should also demonstrate the effectiveness of the grant program and provide documentation that program goals have been achieved.

Annie E. Casey Foundation

Applicants that are part of a collaborative effort funded in whole or in part by the Annie E. Casey Foundation must submit documentation that:

- the collaborative oversight entity has been provided the opportunity to review and comment on the grant application or proposal prior to submission to the Department;
- the proposal or application submitted provides information detailing the activities which assure priority access to services to children, youth and families referred by the collaborative oversight entity; and
- the applicant shall designate someone to act as liaison for the referral process.

Review of Applications and Grant Awards

The State 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 availability of funds. Districts/towns awarded funds under this grant program are cautioned not to commit such funds until an official grant award letter is received.

Consultative Assistance

Gerri S. Rowell, Program Manager of School Readiness/Competitive Grant, Bureau of Early Childhood, Career and Adult Education, State Department of Education, will be available at (860) 807-2031 to answer questions regarding application procedures or proposal format.

Reservations and Restrictions

The State 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.

Facsimile (Faxed) Copies

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

Delivery of Applications

Delivery of the grant application for the School Readiness Grant Program for Competitive Grant Municipalities is required by **4:30 p.m. on May 18, 2007**, irrespective of the postmark date and means of transmittal. Extensions shall not be given. Applications must include one original and three (3) copies.

IMPORTANT NOTE: Only the enclosed application may be used. This form may be copied onto award processing program. However modifications, attachments or appendices will not be accepted. Failure to submit the grant application on time may result in the exclusion of the grant application from consideration and/or a delayed issuance of the grant award to the eligible applicant. Mailing/Delivery address is:

**Gerri S. Rowell
State Department of Education
Division of Teaching & Learning Programs and Services
Bureau of Early Childhood, Career and Adult Education
25 Industrial Park Road
Middletown, CT 06457**