

**Default Question Block**

# Connecticut Office of Early Childhood

When completing this application it is recommended that narrative responses be created in a MS Word document and pasted into the application in the event of any technology issues with this electronic form. Please note that this application does not need to be completed in its entirety in one sitting and may be saved and completed over multiple sessions.

We are providing a Requirement Checklist to assist with preparing documents that will be required as part of this application.

Download School Readiness Basic Requirements Checklist

[School Readiness Basic Requirements Checklist](#)

## **PRIORITY AND COMPETITIVE SCHOOL READINESS FY 2018 COMMUNITY RFP**

Legislative Authority

Connecticut General Statutes

Sections 10-16o through 10-16r and Sections 10-16t through 10-16u

Due Date:

May 17, 2017

The Connecticut Office of Early Childhood is committed to a policy of equal opportunity/affirmative action for all qualified

persons. The Office of Early Childhood does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Office of Early Childhood does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Office of Early Childhood's nondiscrimination policies should be directed to:

Levy Gillespie  
Equal Employment Opportunity Director  
State of Connecticut Department of Education  
Suite 607  
450 Columbus Boulevard  
Hartford, CT 06103  
[levy.gillespie@ct.gov](mailto:levy.gillespie@ct.gov)

860-807-2071

**Completion of this application notifies the Office of Early Childhood (OEC) that each applicant sub-grantee has met all OEC requirements of the local School Readiness (SR) application.**

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 School Readiness application must reviewed and scored by a team.

## OVERVIEW AND DESCRIPTION

**Purpose of grant as outlined in Connecticut General Statutes (C.G.S.) Section 10-16o is to:**

- Provide open access for children to quality programs that promote the health and safety of children and prepare them for formal schooling;
- Provide opportunities for parents to choose among affordable and accredited programs;
- Encourage coordination and cooperation among programs and prevent the duplication of services;
- Recognize the specific service needs and unique resources available to particular municipalities and provide flexibility in the implementation of programs;
- Prevent or minimize the potential for developmental delay in children prior to their reaching the age of five;

- Enhance federally funded school readiness programs;
- Strengthen the family through encouragement of parental involvement in a child's development and education; and enhancement of a family's capacity to meet the special needs of the children, including children with disabilities;
- Reduce educational costs by decreasing the need for special education services for school age children and avoiding grade repetition;
- Assure that children with disabilities are integrated into programs available to children who are not disabled; and
- Improve the availability and quality of school readiness programs and their coordination with the services of child care providers.

For additional information about School Readiness requirements, the OEC's General Policies (GPs) for all state-funded programs are available at: <http://www.ct.gov/oec/generalpolicies>.

**The School Readiness grant is intended to provide funds for:**

- Preschool spaces in center-based programs: These spaces include for-profit or not-for-profit private preschool programs, public preschool programs, Head Start programs, faith-based preschool programs and state-funded day care programs. Programs must be Head Start approved, NAEYC accredited or eligible for NAEYC accreditation. See [GP B-05](#).

Services may be provided in combination of the following space types:

Space Type	Services	Rate
Full Day	10 hours per day 5 days per week 50 weeks per year	\$8,924
School Day	6 hours per day 5 days per week 180 days minimum	\$6,000
Part Day	2.5 hours per day 5 days per week 180 days minimum	\$4,500
Extended Day (Wrap-around) *Priority SR only	Extends the day	\$2,772

- Administrative costs: For the purpose of coordination, program evaluation and administration, Priority 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.)

## Monitoring Requirements

Each grantee is responsible for monitoring their sub-grantees to ensure programmatic and fiscal compliance, accountability for children served, and that each program is implementing the 11 quality components under Section 10-16q of the C.G.S., as detailed below:

- 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;
- Parent involvement, parenting education and outreach;
- 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 42 U.S.C. Section 1396d and referrals for health services, including referrals for appropriate immunizations and screenings;
- A plan for the incorporation of appropriate pre-literacy practices and teacher training in such practices;
- Nutrition services;
- Referrals to family literacy programs that incorporate adult basic education and provide for the promotion of literacy through access to public library services;
- Admission policies that promote enrollment of children from different racial, ethnic and economic backgrounds and from other communities;
- A plan of transition for participating children from school readiness program to kindergarten and transfer of records from program to kindergarten under Section 10-16a(a)(8);
- A plan for professional development for staff, including but not limited to, training in pre-literacy skills development and designed to assure respect for racial and ethnic diversity;
- A sliding fee scale for families participating in the program pursuant to section 17b-749d; and
- An annual evaluation of the effectiveness of the program.

The OEC may conduct announced and unannounced site visits.

All state funded programs must meet basic health and safety requirements, determined by the OEC.

## Reports

All School Readiness communities must submit School Readiness reports, including fiscal data, and monthly space utilization reports, and any other additional requests for data. Grantees are required to

participate as requested in all state-level evaluation activities.

## ELIGIBLE RECIPIENTS

### Priority School Readiness (PSR) Eligibility

Priority School Districts are defined under Section 10-266p of the C.G.S. Eligibility is determined for a five-year period based upon the applicant's designation as a Priority School District for the initial year of application. If a school district that receives a grant pursuant to this subsection is no longer designated as a Priority School District at the end of the five-year period, that Priority School District shall continue to be eligible to receive a grant pursuant to C.G.S. 10-16p(c).

### Competitive School Readiness (CSR) Eligibility

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 three-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 communities are determined yearly by the Connecticut Office of Early Childhood using these criteria).

### Enrollment

Each site must enroll at least 60 percent of School Readiness-funded children at or below 75 percent of the state median income.

## STAFF QUALIFICATIONS AND THE EARLY CHILDHOOD PROFESSIONAL REGISTRY

According to General Policy [A-01](#), it is the responsibility of each School Readiness Council to ensure 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 (CDA) credential and 12 credits in early childhood education or child development from an institution of higher learning accredited by the Board of Regents; **or**
- a teacher who has an Associate Degree or a four-year degree with 12 credits in early childhood education or child development from an institution of higher learning accredited by the Board of

Governors of Higher Education; **or**

- a teacher who has a Connecticut Teaching Certificate with an Early Childhood or Special Education Endorsement.

50 percent of teachers assigned to programs accepting Child Day Care or State Head Start funds must 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, each classroom must have a teacher that holds a Bachelor's degree with an early childhood concentration (see General Policy [A-01](#) for guidance).

Any School Readiness classroom operated by a public school must employ appropriately certified teaching staff if one or more children in the class are claimed for Education Cost Sharing (ECS) reimbursement.

**Required Professional Development for Teaching Staff** - Twelve (12) hours of professional learning are required annually for teaching staff. This requirement may be fulfilled as part of other requirements, e.g., licensing, Child Care and Development Fund (CCDF), etc. Teachers must participate in a minimum of two (2) professional development trainings each year focused on early childhood development, or topics directly related to the field of early childhood education and one (1) training in effectively including and caring for children with learning differences including those with disabilities and dual-language learners. New staff must have or obtain specific training in pre-literacy skill development and in racial and ethnic diversity within the first year of hiring.

## LOCAL REQUEST FOR PROPOSALS

Each community is required to publicly issue a Local RFP for FY 2018 to identify new or continuing eligible local early care and education providers, which shall provide School Readiness services to eligible children and their families. In its review of these applications, the School Readiness Council must ensure 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. Each community must provide a copy of the School Readiness Council's score and written review of each sub-grantee's application that includes the strengths and weaknesses, as well as the Council's recommendation for funding. Agencies with multiple sites may submit one (1) application with the individual sites, spaces, and cost information and include site-specific information for licensing, accreditation, staff grids, program administration and operation pages, budget and justifications, budget attachments, and collaboration agreements.

### Local Proposals (New AND Continuing Programs)

Each local proposal must be uploaded in the Local Proposals section of this application. A signed Local RFP Cover Sheet that attests that the application was reviewed, scored and in compliance with the School Readiness requirements must also be part of the file uploaded in the Local Proposals section of this application.

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

## **GRANT SUBMISSION INFORMATION**

### **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, the official board approval or similar document should be sent under separate cover, no later than July 1, 2017.

### **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 (FOIA), C.G.S. Sections 1-200 et seq. 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 the C.G.S. Section 4a-60 and 4a-60a and Sections 4a-68j-l et seq. of the Regulations of Connecticut State Agencies. Furthermore, the grantee must submit periodic reports of its employment and sub-contracting practices in such form, in such manner and in such time as may be prescribed by the Commission on Human Rights and Opportunities.

### **State Monitoring and Evaluation**

The OEC, or its designee, may conduct unannounced and announced 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.

### **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.

## **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.

## **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 OEC.
- 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.
- The applicant shall designate someone to act as liaison for the referral process.

## **GRANT PROCESS**

### **Information / Technical Assistance**

An information/technical assistance session will be held on Wednesday, March 29, 2017, from 8:30-11:30 am and 12:00-3:00 pm. Space is limited. RSVP by March 22, 2017, to Andrea Brinnel (andrea.brinnel@ct.gov).

### **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.

### **Consultative Assistance**

Andrea Brinnel, School Readiness Program Manager, Connecticut Office of Early Childhood, Division of Early Care and Education, will be available at 860-500-4426 to answer questions regarding application procedures or proposal format.

### **Reservations and Restrictions**

The OEC reserves the right not to fund an applicant or grantee if it is determined that the grantee cannot manage the fiscal responsibilities required under the grant or demonstrates an inability to meet programmatic requirements of this grant, e.g., licensing, health and safety, Professional Registry, etc.

### **Grant Submission**

The following pages constitute the community application for School Readiness funding. Specific instructions are included within each section. Please note that you will be required to upload documents throughout this application.

## **FY 18 SCHOOL READINESS GRANT APPLICATION**

This grant is supported by the Connecticut Office of Early Childhood

### **GRANT PERIOD**

July 1, 2017 to June 30, 2018

### **COMMUNITY**

### APPLICATION CONTACT PERSON

(School Readiness Liaison or Grant Application Contact if no Liaison)

Name	<input type="text"/>
Address	<input type="text"/>
Address 2	<input type="text"/>
City	<input type="text"/>
Zip Code	<input type="text"/>
Telephone	<input type="text"/>
E-mail	<input type="text"/>

### ESTIMATED FUNDING REQUESTED

School Readiness	<input type="text"/>
Quality Enhancement	<input type="text"/>
Total Funds	<input type="text"/>

### SCHOOL READINESS GRANT SIGNATURE PAGE

Complete and upload the School Readiness Grant Signature Page.

[School Readiness Grant Signature Page](#)

**The page must ALSO be submitted in hard-copy format with original signatures by the RFP deadline, May 17, 2017.**

### SCHOOL READINESS COUNCIL

Identify all members of the community's School Readiness Council for the School Readiness Grant Program in FY 2018.

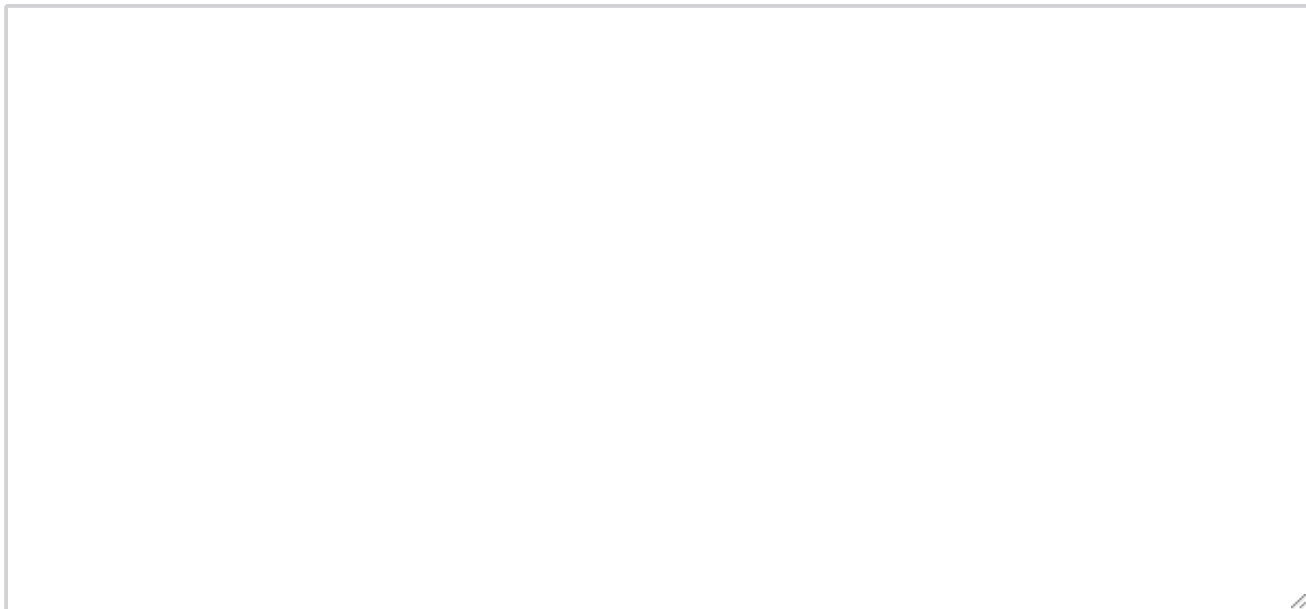
Council members shall be representative of the community and include the Chief Elected Official or designee, the Superintendent of Schools or designee, parents, the McKinney-Vento Liaison, representatives from local programs associated with young children such as Family Resource Centers,

non-profit and for-profit preschool programs and Head Start, a public librarian, and other local community organizations that provide services to young children.

Complete and upload the School Readiness Membership Form.

[FY 18 School Readiness Council Membership Form](#)

Describe how the School Readiness Council participated in the grant application process and what the ongoing role of the Council will be in carrying out the goals and objectives of the grant.



### OTHER COMMUNITY GRANTS

Please check those grants that are currently in your community.

- Adult Education
- Family Resource Center
- Head Start and/or Early Head Start
- Preschool Development Grant
- Preschool Special Education
- Smart Start Grant
- Birth to Three
- Home Visiting

Other state, federal or private grants that collaborate with School Readiness programs

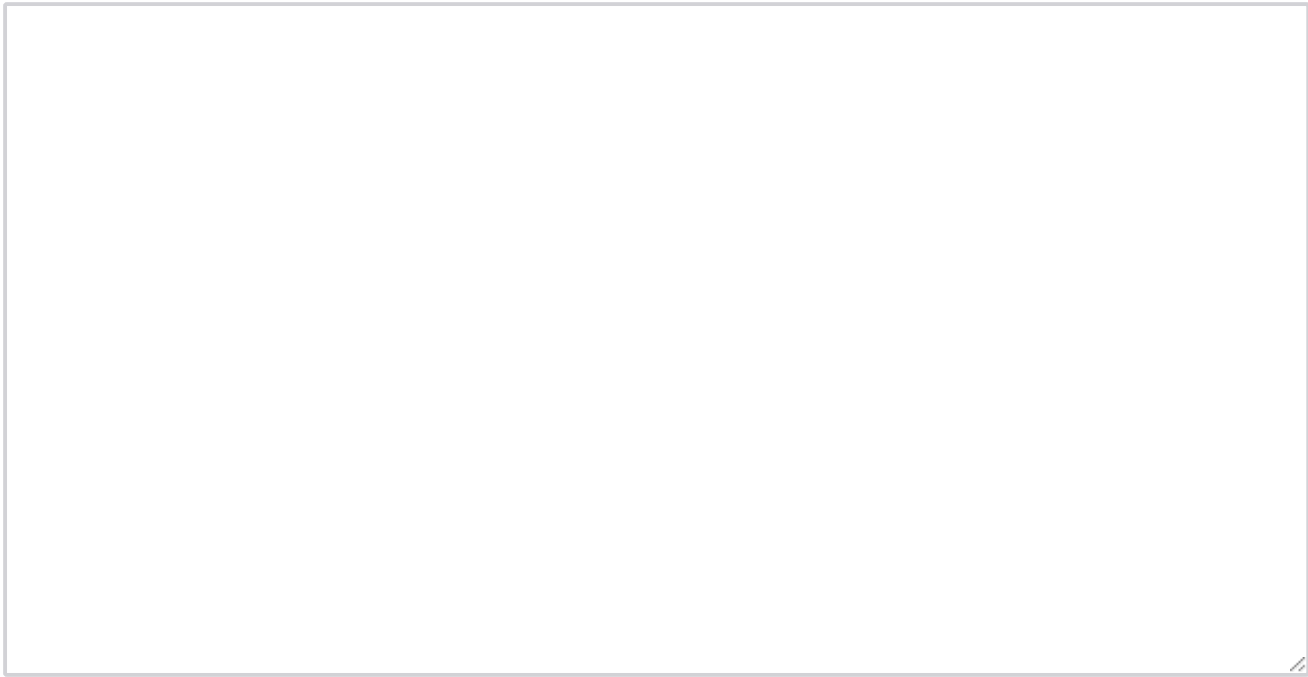
Please describe how each grant/program collaborates with the School Readiness Grant Program.

## MANAGEMENT AND ACCOUNTABILITY STRUCTURE

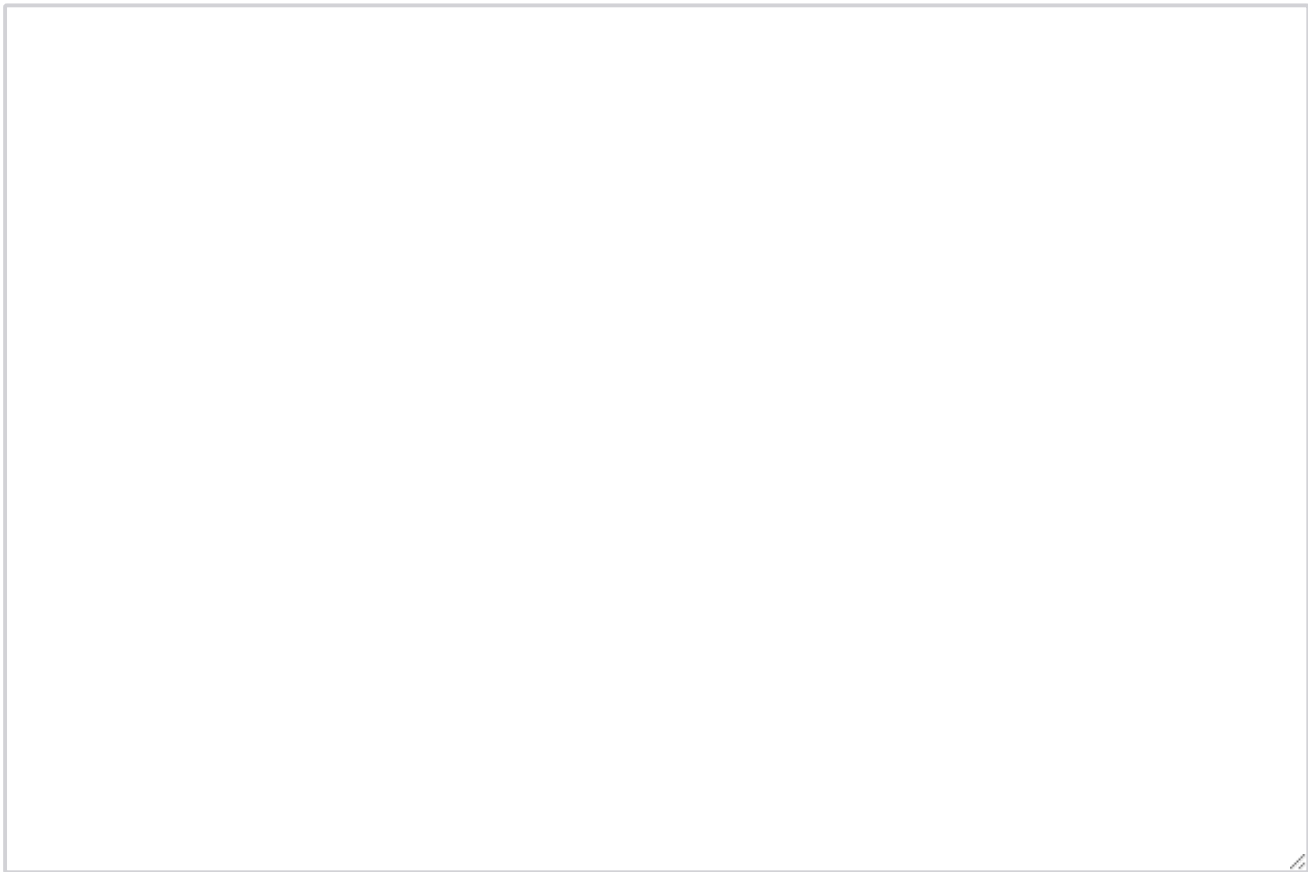
Section 10-16p (g) of the C.G.S. requires each School Readiness community to “*designate a person to be responsible for such coordination, program evaluation and administration and to act as a liaison between the town and the Commissioner of the Office of Early Childhood.*”

The School Readiness Liaison (Liaison) is the person responsible for the management (as defined in [GP C-01](#)) of the grant program. Please address the following:

How does the Liaison carry out the fiscal and program monitoring of sub-grantees?



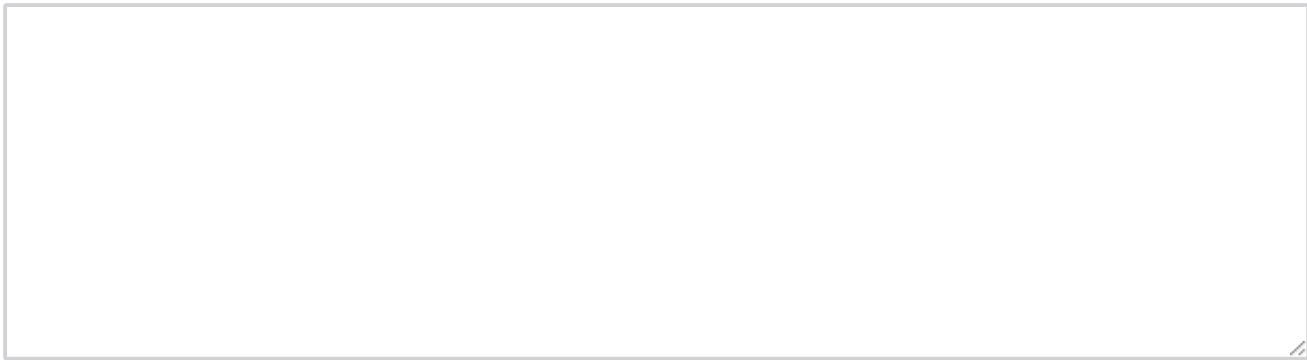
How are sub-grantee classrooms monitored? And how does the person monitoring the classrooms ensure that sub-grantees adhere to the 11 quality components, program standards, NAEYC Accreditation/Head Start approval and grant policies?



How often is each sub-grantee visited on site by the Liaison or persons contracted through the School Readiness Council to monitor for School Readiness compliance?

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How are site visits documented and what is the process for follow-up?

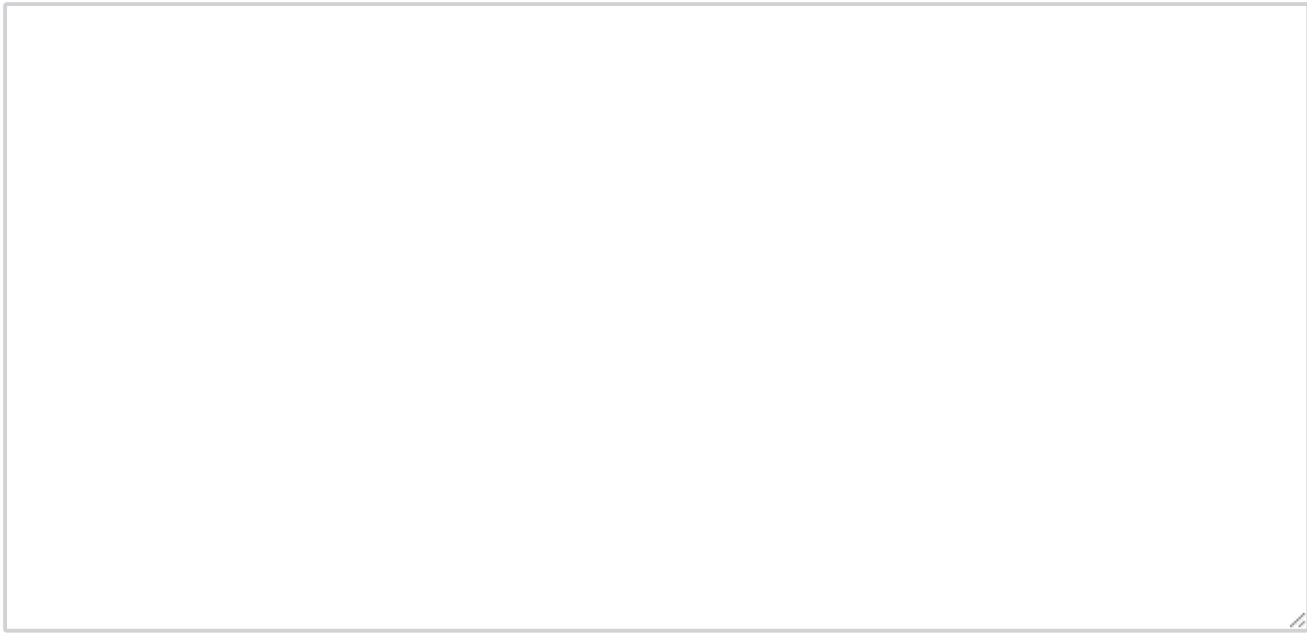
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Attach a copy of a sample local monitoring site visit form.

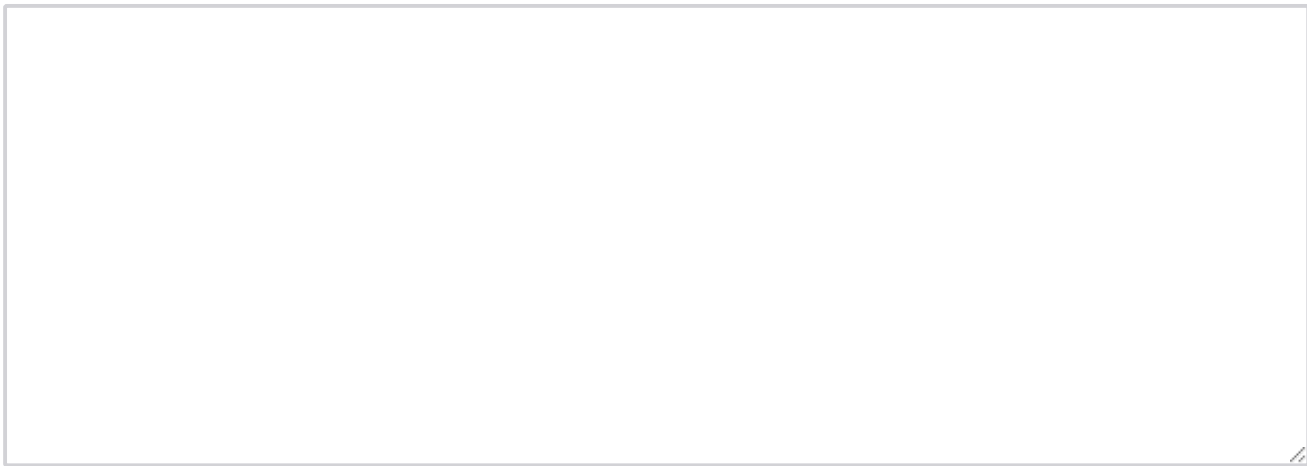
Additional sample local monitoring site visit form.

Additional sample local monitoring site visit form.

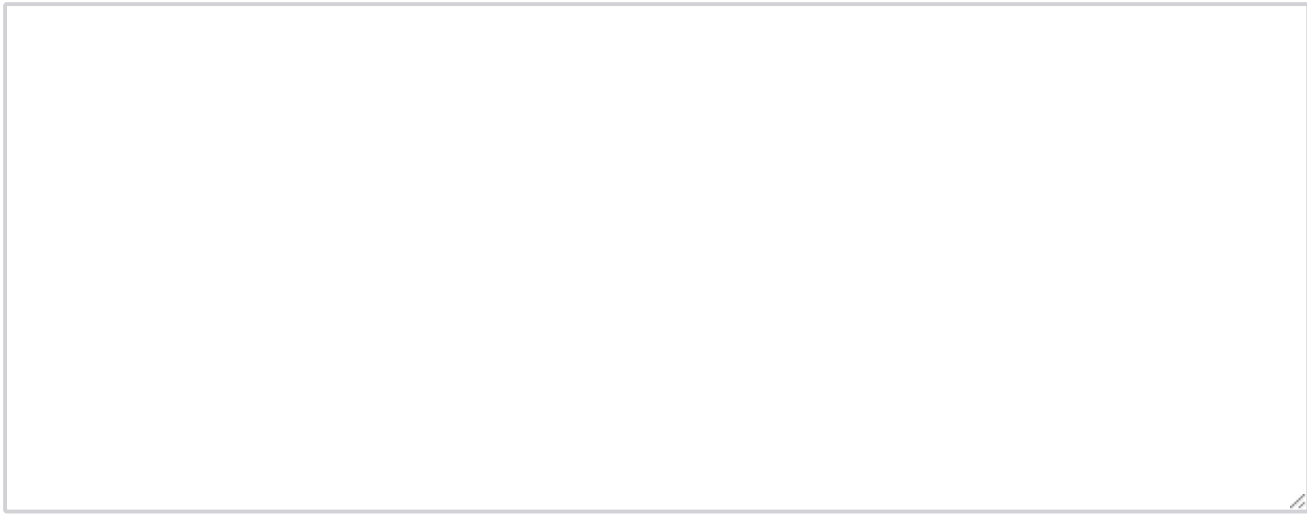
What is the process for the School Readiness Liaison or program monitor to report findings to the School Readiness Council?



If issues are identified through monitoring, describe the process to resolve them.



Who is responsible for ensuring the accuracy of the monthly data submitted and how is the enrollment and attendance verified?



## **MONITORING AND EVALUATION OF SCHOOL READINESS QUALITY COMPONENTS**

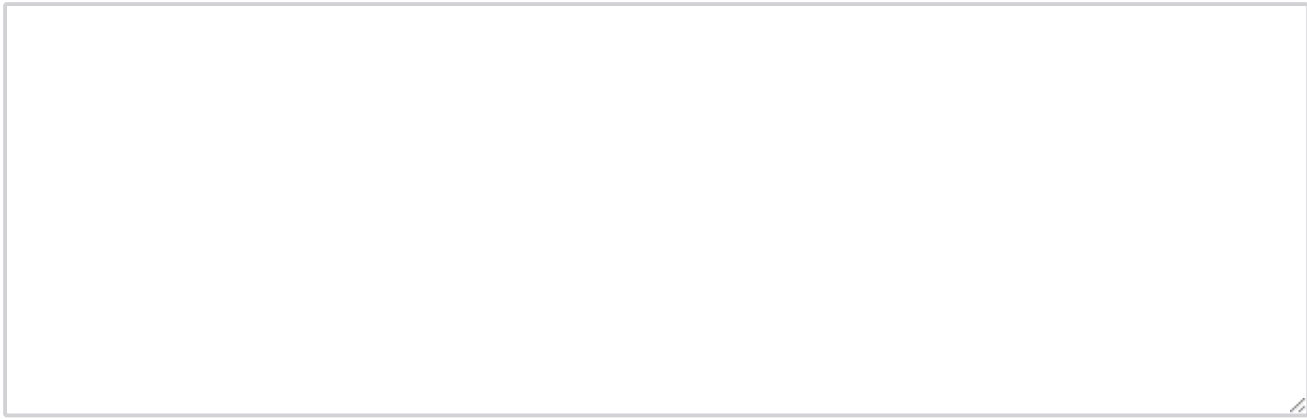
According to C.G.S. Section 10-16q, each School Readiness Program (community) shall include the following quality components:

1. Collaboration with other community programs and services
2. Parent involvement (family engagement)
3. Health (record-keeping policies and referrals)
4. Pre-literacy (teacher training)
5. Nutrition
6. Family literacy
7. Admission policies that promote diversity
8. Transition to Kindergarten
9. Professional development
10. Sliding fee scale
11. Annual evaluation

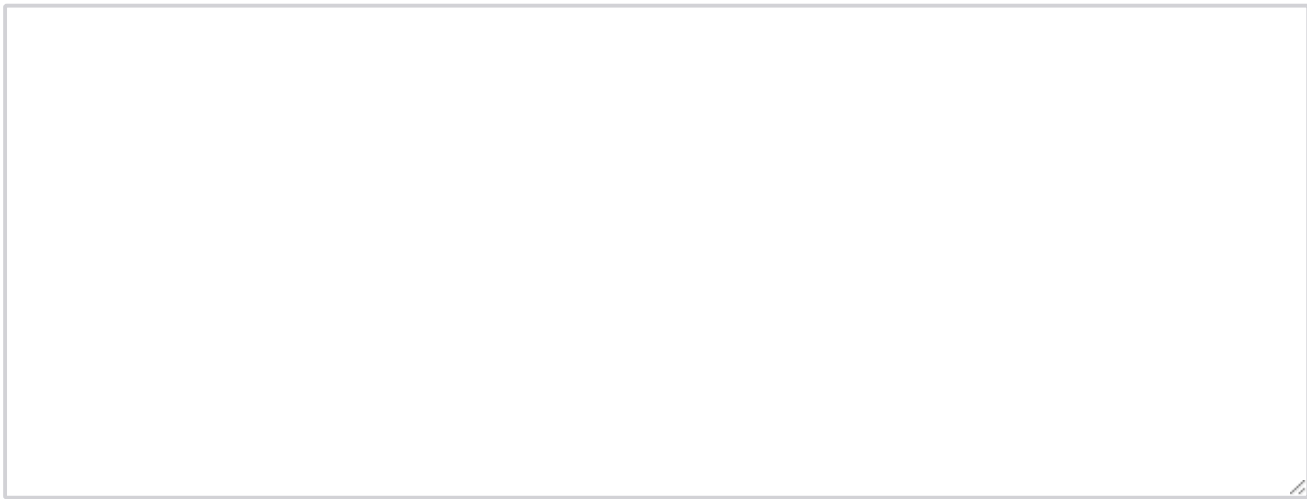
Please answer the following questions to provide information about the School Readiness Council's role in monitoring the School Readiness sub-grantees for these 11 quality components.

How does the School Readiness Council monitor and support collaborative efforts with community programs and services?



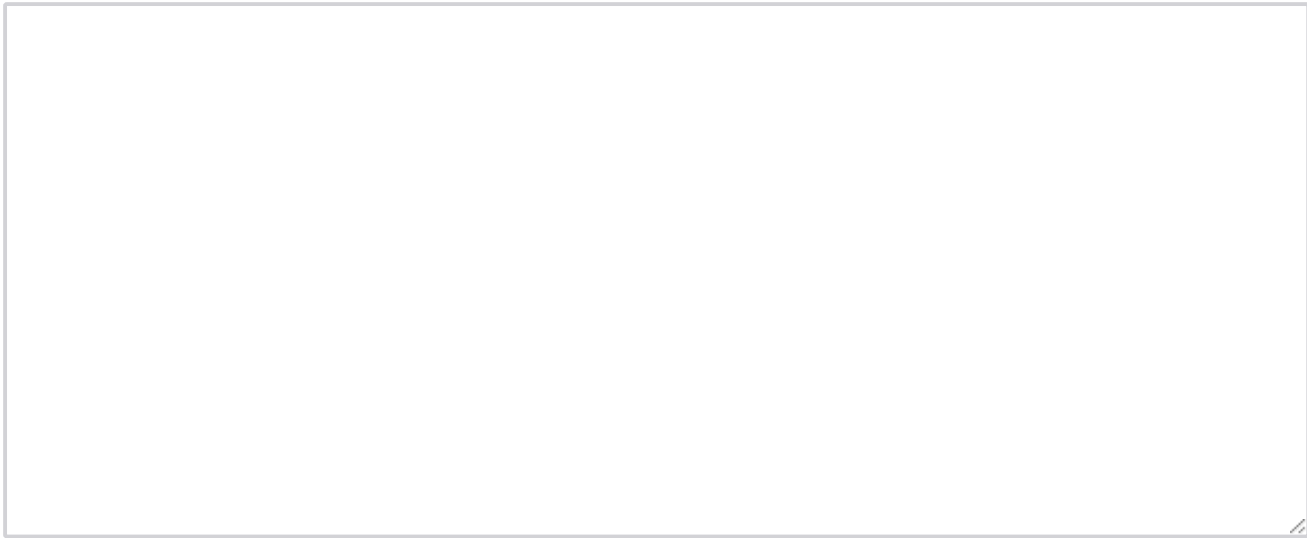
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How does the School Readiness Council monitor and support efforts to effectively engage families?

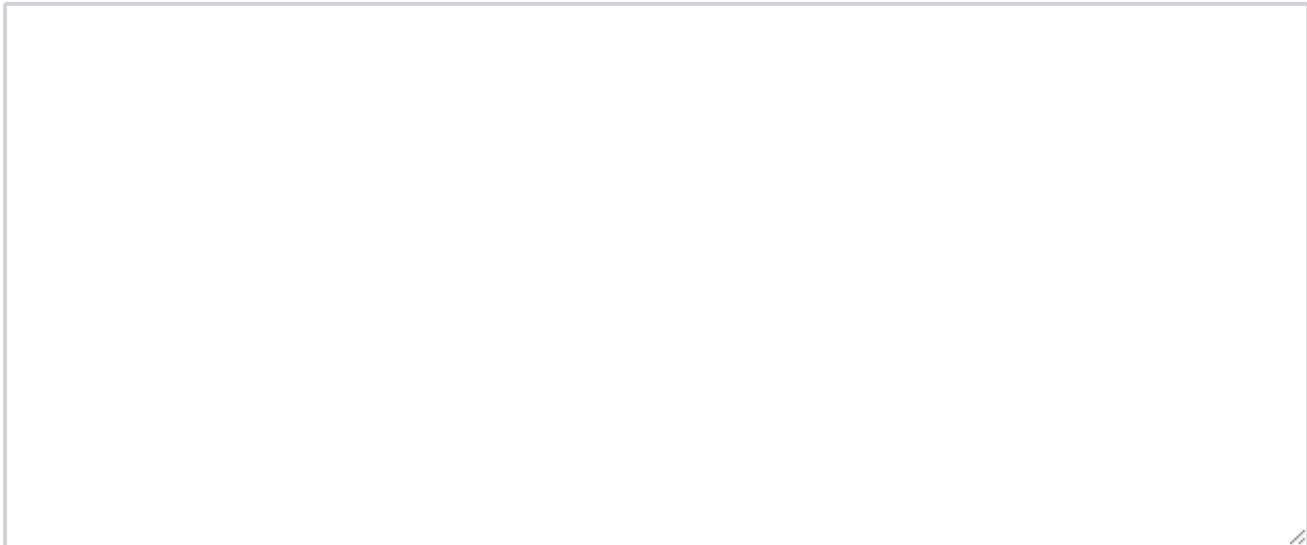
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(a) How does the School Readiness Council monitor and ensure each sub-grantee's documentation of each child's doctor, primary care provider, and health insurance company, and whether the child is immunized and has health screenings (pursuant to the federal Early and Periodic Screening, Diagnostic and Treatment Services Program)?


(b) How does the School Readiness Council monitor and ensure referrals for health services including referrals for appropriate immunizations and screenings are being done by sub-grantees?

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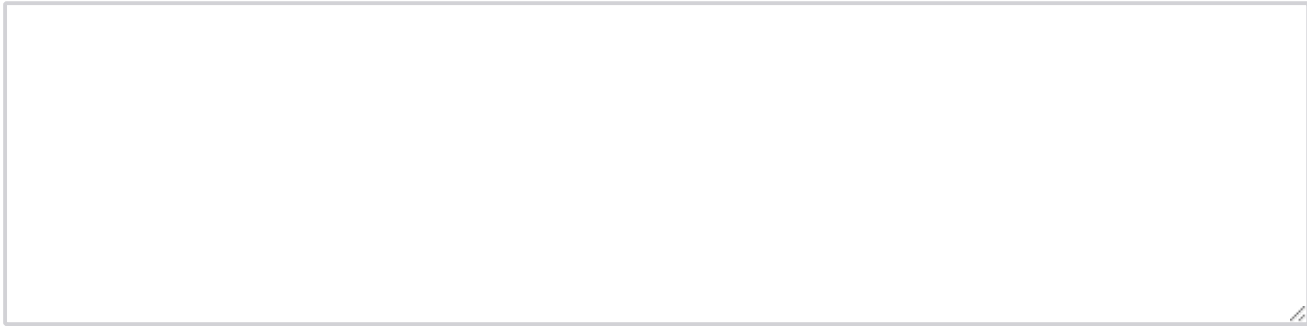
How does the School Readiness Council monitor and ensure that each sub-grantee has a plan for the incorporation for the appropriate pre-literacy practices and teacher trainings in such practices?

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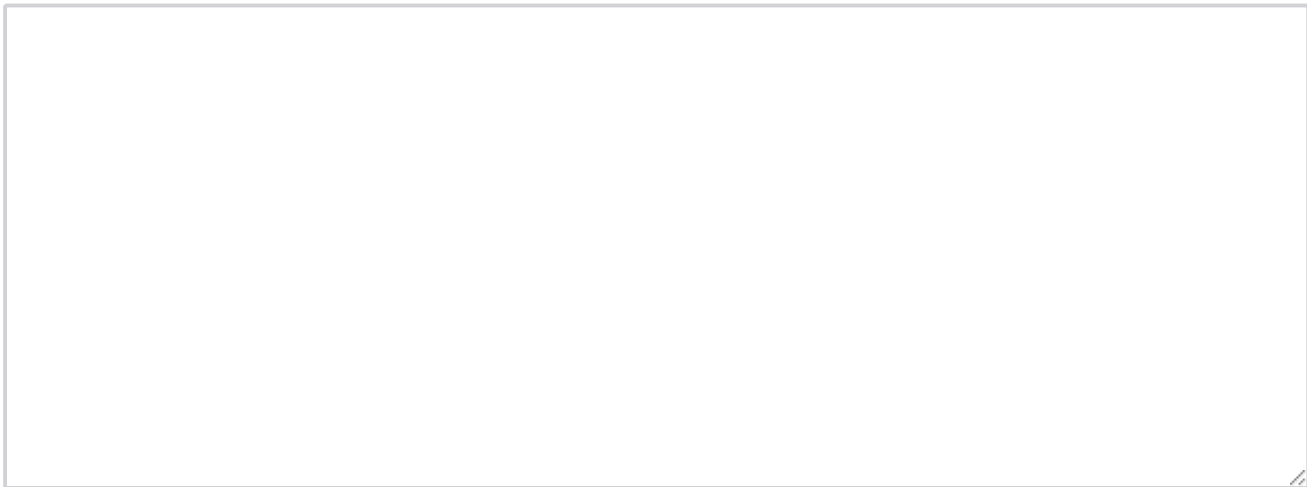
How does the School Readiness Council monitor and ensure nutrition services are being provided by sub-grantees?

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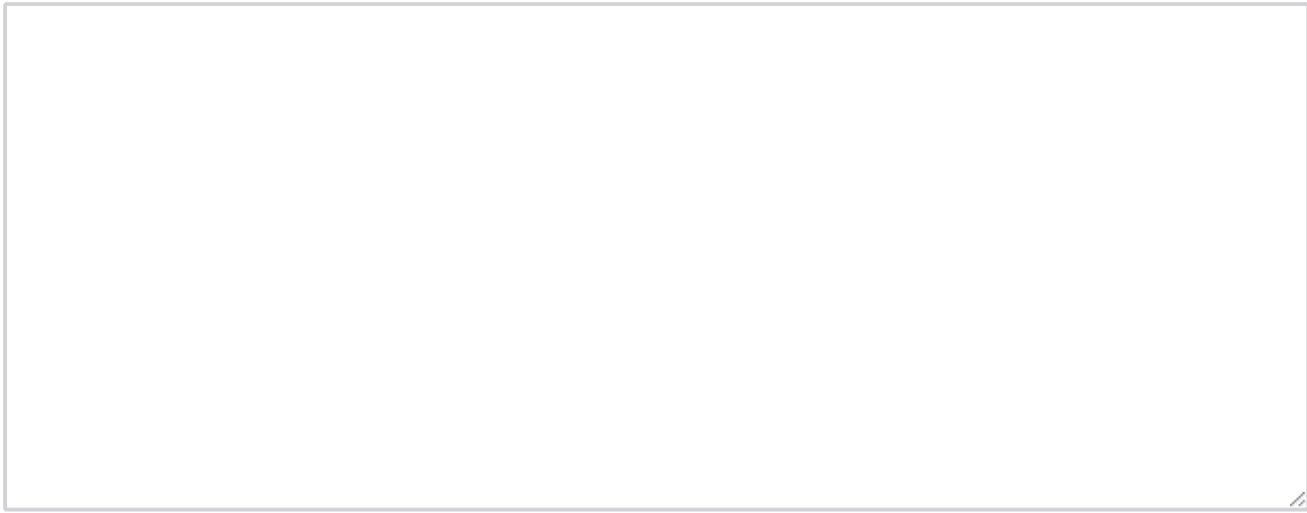
How does the School Readiness Council monitor and ensure that sub-grantees provide referrals to family literacy programs that incorporate adult basic education and provide for the promotion of literacy through local public library services?

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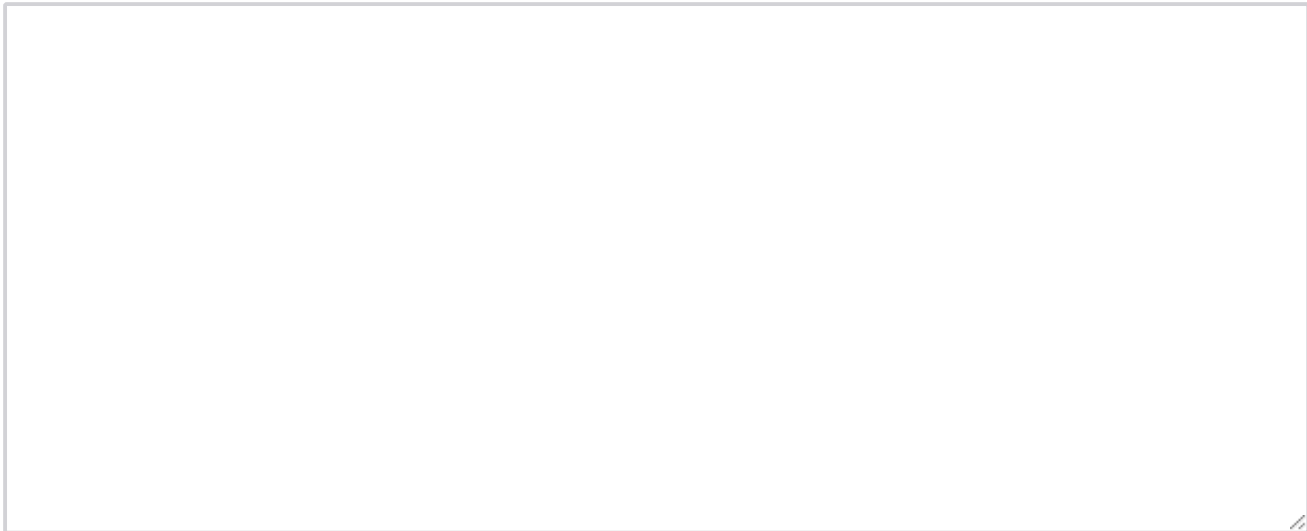
How does the School Readiness Council monitor and ensure that sub-grantees have admission policies that promote enrollment of children from different racial, ethnic and economic backgrounds?

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How does the School Readiness Council monitor and ensure that sub-grantees have a plan for transitioning children from School Readiness to Kindergarten and provide for the transfer of records to the Kindergarten program?



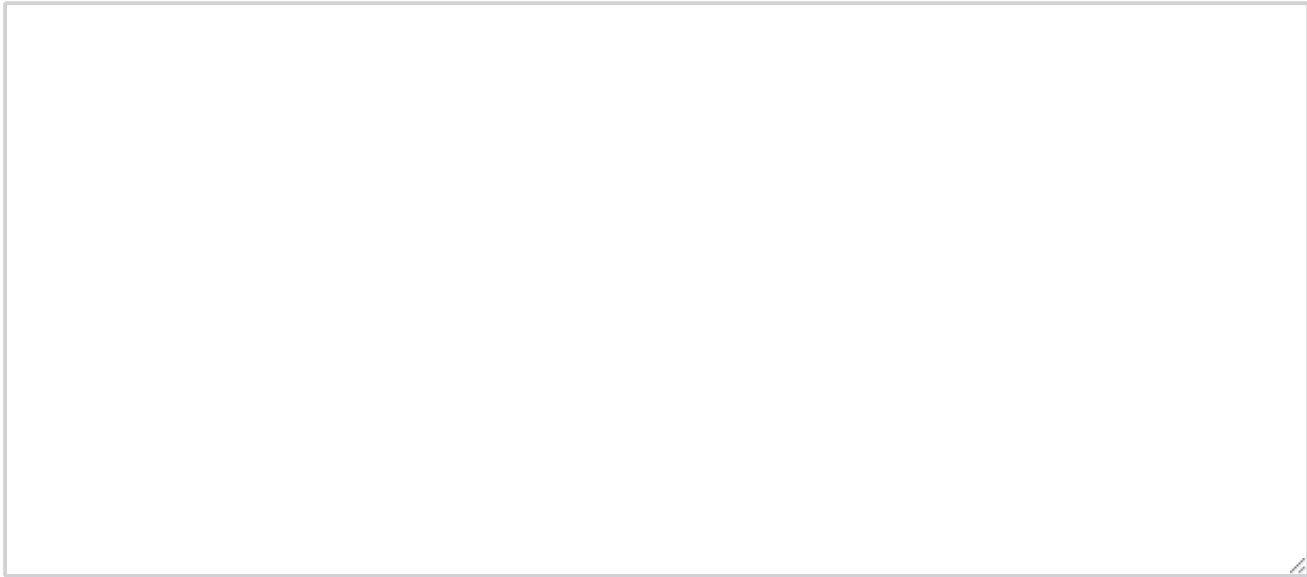
How does the School Readiness Council monitor and ensure that each sub-grantee has a professional development plan for staff including but not limited to training in pre-literacy skills development designed to assure cultural sensitivity and racial and ethnic diversity?



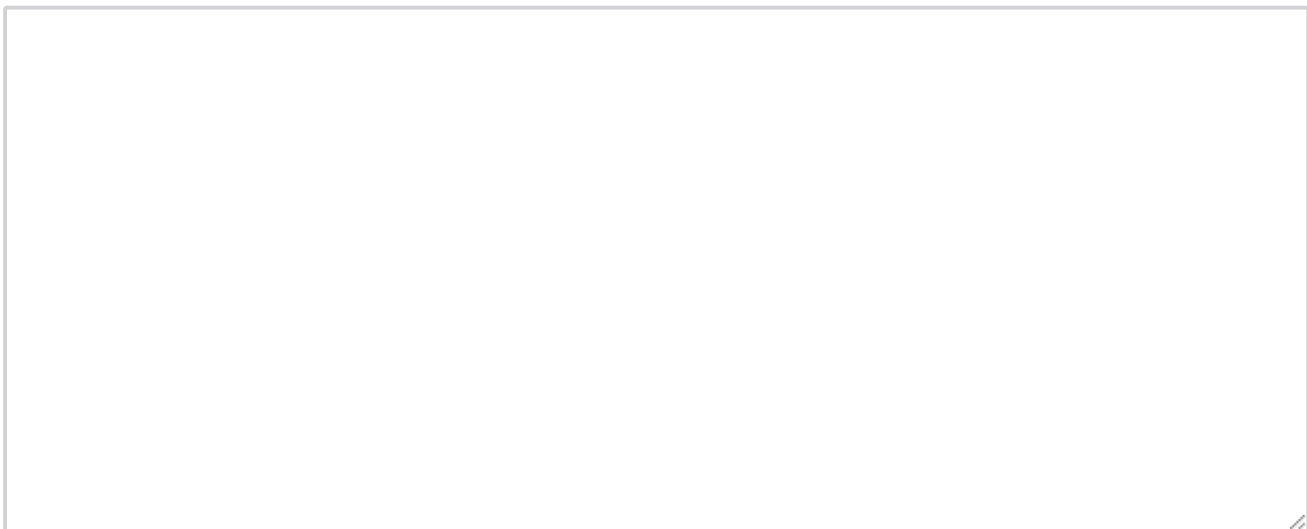
How does the School Readiness Council monitor and ensure that each sub-grantee is appropriately implementing the Sliding Fee Scale provided by the OEC? (See [GP B-01](#) and [GP B-02](#) for guidance.)



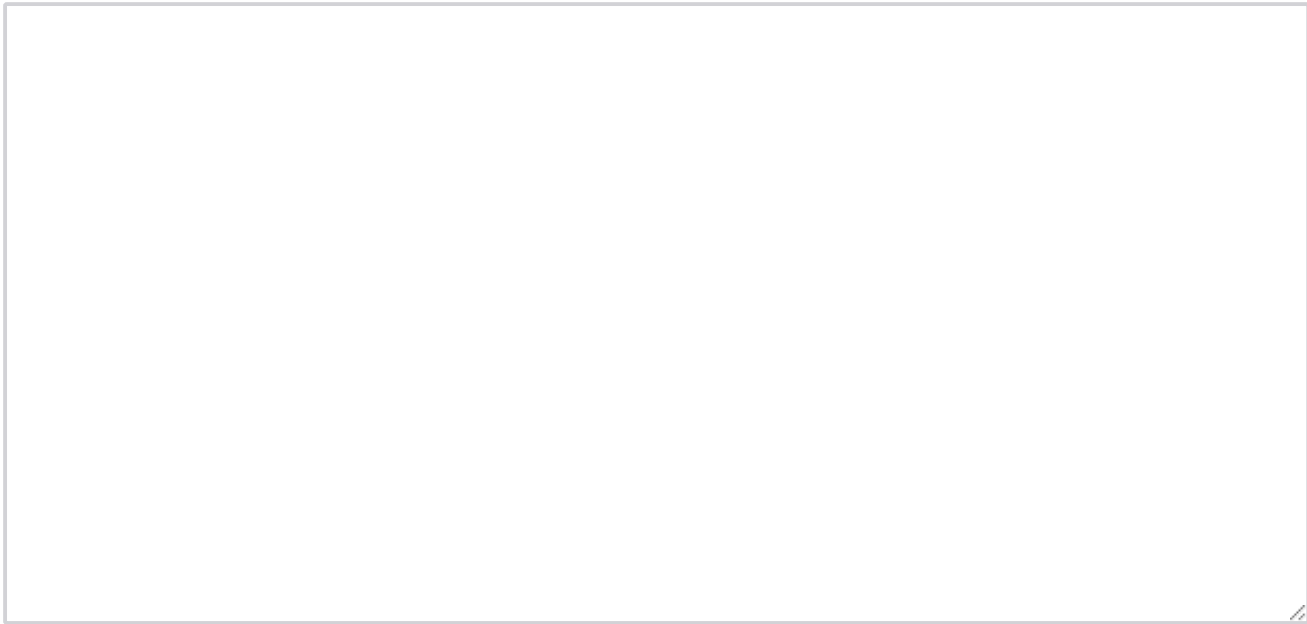
How does the School Readiness Council monitor and ensure that both the curriculum and child assessments used by School Readiness sub-grantees are aligned to the Connecticut Early Learning and Development Standards (CT ELDS)?

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How does the School Readiness Council promote School Readiness sub-grantees provision of meaningful, inclusive experiences for young children with learning differences, including those with disabilities and dual-language learners? Describe how the School Readiness sub-grantees work with the local school system in the delivery of services to meet these needs, specifically those children with Individual Education Programs (IEPs).

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How does the School Readiness Council monitor and support the appropriate measurement of child progress by School Readiness sub-grantees?



### **SCHOOL READINESS PROGRAM INFORMATION**

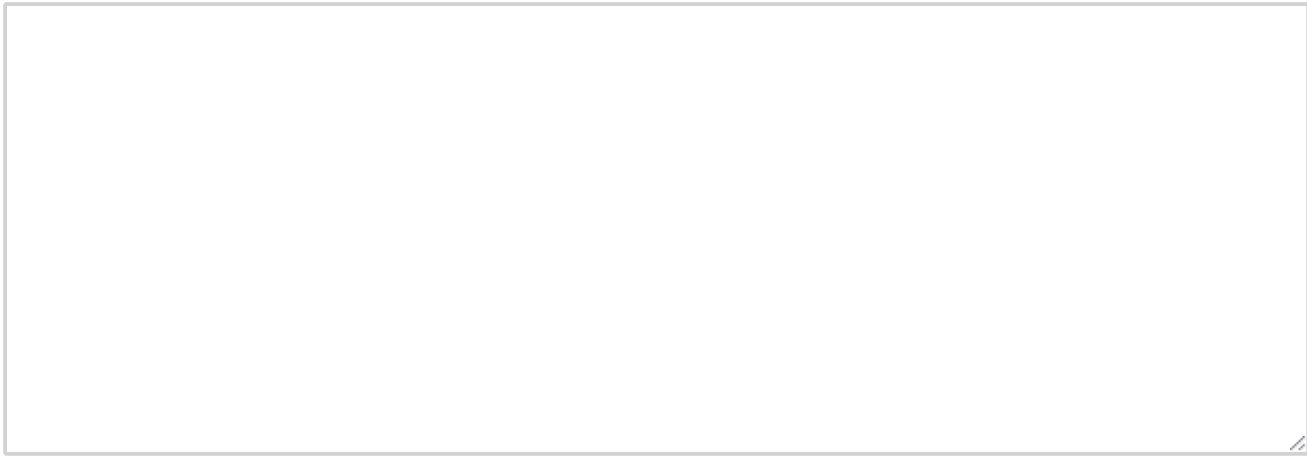
NOTE: All program/site names MUST match the name on the official license (if applicable). See [GP A-03](#) for detailed naming protocol.

### **PROGRAM APPLICANTS**

Complete and upload the FY 18 School Readiness Program Applicant's contact page.

[FY 18 SR Program Applicant's Contact Page](#)

How does the School Readiness Council recruit new children and families to ensure full utilization of spaces?



## **PROGRAM SPACE GRID**

Complete and upload the FY 18 School Readiness Program Space Grid.

[FY 18 SR Program Space Grid](#)

## **LICENSING AND ACCREDITATION**

Complete and upload the FY 18 School Readiness Licensing and Accreditation information page.

[FY 18 SR Licensing and Accreditation](#)

## **EARLY CHILDHOOD PROFESSIONAL REGISTRY (REGISTRY)**

[GP A-03](#)

**By checking below you are verifying the following:**

- New applicant - School Readiness Liaison not yet assigned
- School Readiness Liaison has an account with the Registry
- School Readiness Liaison has Liaison Access to the Registry
- School Readiness Liaison verifies that sub-grantees update Registry information EVERY month

By checking below you are verifying that:

School Readiness Liaison is completing a quarterly check of each sub-grantee's education qualifications, and progress toward meeting and maintaining compliance with both NAEYC Accreditation candidacy requirements and the state-legislated education requirements.

Upload NAEYC Accreditation Candidacy Report

Upload the Designated QSM Compliance Report

## SCHOOL READINESS BUDGET

Applicants must complete the School Readiness Budget Justification Page (tab 1 of the SR Budget Workbook), providing a brief justification for each line item expenditure in the grant budget. The ED114 Budget Page (tab 2 of the SR Budget Workbook) will auto-calculate based on totals from the Budget Justification Page.

An explanation of budget codes can be found here:

[School Readiness Community Budget Object Codes](#)

**Complete and upload the FY 18 SR Budget Workbook.**

[FY 18 SR Community Budget Workbook](#)

### Community Admin Match

If a community receives more than \$75,000 in admin, there may be a local match of up to \$25,000. If there is a local match, please upload a letter to the OEC indicating a local match and the amount.



**FISCAL AGENT**

Fiscal Agency	<input type="text"/>
Address	<input type="text"/>
City	<input type="text"/>
Zip Code	<input type="text"/>
Federal ID#	<input type="text"/>
Agency Contact Name	<input type="text"/>
Agency Contact E-mail	<input type="text"/>

**LOCAL REQUEST FOR PROPOSALS**

Each community is required to publicly issue a Local RFP for FY 2018 identifying new or continuing eligible local early care and education providers, which shall provide School Readiness services to eligible children and their families. In its review of these applications, the School Readiness Council must ensure 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.

Each community must provide a copy of the School Readiness Council's scoring summary sheet which includes scores for each local School Readiness program applicant as well as the Council's recommendation for funding.

Agencies with multiple sites may submit one (1) application with the individual sites, spaces, and cost information and include site-specific information for licensing, accreditation, staff grids, program administration and operation pages, budget and justifications, budget attachments, and collaboration agreements.

Complete and upload the Local School Readiness RFP Scoring Summary Sheet.

[Local RFP Scoring Summary Sheet](#)

Complete and upload every Local Request for Proposal for every sub-grantee (even those not recommended for funding).

[Local SR RFP FY 18](#)

Local RFP Attachments:

[SR Local Program Data Workbook FY 18](#) (to be e-mailed to your Liaison)

[SR Local Program Budget Workbook FY 18](#) to be e-mailed to your Liaison)

[Local RFP Scoring Packet](#)

Note: Local RFP attachments do not need to be uploaded but should be kept on file at the program.

Upload a copy of your community's public notice for the local RFP.

Local RFP - Program 1

Local RFP - Program 2

Local RFP - Program 3

Local RFP - Program 4

Local RFP - Program 5

Local RFP - Program 6

Local RFP - Program 7

Local RFP - Program 8

Local RFP - Program 9

Local RFP - Program 10

Local RFP - Program 11

Local RFP - Program 12

Local RFP - Program 13

Local RFP - Program 14

Local RFP - Program 15

Local RFP - Program 16

Local RFP - Program 17

Local RFP - Program 18

Local RFP - Program 19

Local RFP - Program 20

## QUALITY ENHANCEMENT

**Purpose:** The OEC shall establish a program, within available appropriations, to provide on a competitive basis supplemental quality enhancement (QE) grants to 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 Readiness 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 a total amount of \$892,955 will be available between July 1, 2017 and June 30, 2018. All grants shall be funded within the limits of available appropriations. The table below details the proposed allocations for the Priority School Readiness municipalities.

Municipality	Grant Award		Municipality	Grant Award

Andover	3,881		Milford	3,881
Ansonia	6,447		Naugatuck	3,881
Ashford	3,881		New Britain	39,928
Bloomfield	8,035		New Haven	81,386
Branford	3,881		New London (LEARN)	17,226
Bridgeport	101,074		North Canaan	3,881
Bristol	18,756		Norwalk	37,688
Brooklyn	3,881		Norwich	20,120
Canterbury	3,881		Plainfield	3,881
Chaplin	3,881		Plainville	3,881
Colchester	3,881		Plymouth	3,881
Coventry	3,881		Putnam	6,447
Danbury	24,889		Scotland	3,881
Derby	3,881		Seymour	3,881
Eastford	3,881		Shelton	3,881
East Hartford	21,242		Sprague	3,881
East Haven	3,881		Stafford	3,881
Ellington	3,881		Stamford	48,970
Enfield	3,881		Sterling	3,881
Greenwich	3,881		Stratford	3,881
Griswold	3,881		Thomaston	3,881
Groton	3,881		Thompson	3,881
Hamden	3,881		Torrington	3,881
Hampton	3,881		Vernon	3,881
Hartford	112,523		Voluntown	3,881

Hebron	3,881		Waterbury	75,641
Killingly	3,881		West Hartford	3,881
Lebanon	3,881		West Haven	24,973
Ledyard	3,881		Winchester	3,881
Lisbon	3,881		Windham	13,963
Manchester	3,881		Windsor	3,881
Mansfield	3,881		Windsor Locks	3,881
Meriden	28,337		Wolcott	3,881
Middletown	19,023		<b>TOTAL</b>	<b>\$892,955</b>

### QUALITY ENHANCEMENT (QE) INDIVIDUAL VENDOR REQUESTS FOR PROPOSAL

Each community is required to publicly issue a QE RFP for FY 2018 to identify eligible local vendors to provide School Readiness quality enhancement services to local School Readiness providers.

**Requirement:** The QE RFP is for use when soliciting applications for projects. The general public 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 application(s).

The School Readiness Council must ensure that all local procurement processes are followed.

[QE Individual Vendor RFP FY 18](#)

[QE Individual Vendor Budget Workbook FY 18](#) (to be e-mailed to your Liaison)

\*QE Individual Vendor Budget Workbook(s) do not need to be uploaded but should be kept on file at the program.

Upload a copy of your community's public notice for the QE Individual Vendor RFP.

Local QE - Approved Vendor 1

Local QE - Approved Vendor 2

Local QE - Approved Vendor 3

### QUALITY ENHANCEMENT BUDGET

Using the QE budget workbook provided, indicate how the funds will be expended through June 30, 2018. There are no administrative, indirect costs or carryover funds allowed. The fiscal agent may request funds through the online prepayment grant system.

**Complete and upload the FY 18 QE Approved Vendor Summary Budget Workbook (summary of all vendor budgets).**

[QE Approved Vendor Summary Budget Workbook FY 18](#)

Applicants must complete the Quality Enhancement Budget Justification Page (tab 1 of the QE Budget Workbook), providing a justification for each line item expenditure proposed in the grant budget. The ED114 Budget Page (tab 2 of the QE Budget Workbook) will auto-calculate based on totals from the Justification Page.

An explanation of budget codes can be found here:

[Quality Enhancement Budget Object Codes](#)

**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.

Complete and upload the Statement of Need, Goals and Indicators of Progress Form.

[FY 18 QE Summary of Needs, Goals and Indicators of Progress Form](#)



**STATEMENT OF ASSURANCES**  
CONNECTICUT OFFICE OF EARLY CHILDHOOD  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS

**Review Statement of Assurances**

[Statement of Assurances](#)

**Complete and upload the School Readiness Statement of Assurances Signature Page.**

**The page must ALSO be submitted in hard-copy format with original signatures by the RFP deadline.**

[Statement of Assurances Signature Page](#)

**AFFIRMATIVE ACTION CERTIFICATE**

CERTIFICATION THAT CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE

According to the Connecticut Commission on Human Rights and Opportunities (CHRO) **municipalities** that operate **school districts** and also file a federal and/or state Affirmative Action Plan(s) are exempt from the requirement of filing an Affirmative Action Plan with the Connecticut State Department of Education. **Agencies with an Affirmative Action Plan on file need to certify such by signing the statement below.**

**Download the Affirmative Action Certificate.**

**The page must ALSO be submitted in hard-copy format with original signatures by the RFP deadline.**

[Affirmative Action Certificate](#)

## SCORING RUBRIC

All School Readiness Grant applications will be scored by the OEC using the attached rubric.

[School Readiness Scoring Rubric](#)

## CERTIFICATION PAGE

**There are no further questions in this RFP. Please be sure to go back and check that all questions have been answered.**

**After you certify below that all questions have been answered and click the ">>" button, your RFP will have been submitted and cannot be reopened.**



By clicking here, I certify that I have answered every question to the best of my knowledge and belief and that all of the information contained herein this School Readiness Community RFP is truthful and accurate.

## **CERTIFICATION PAGE**

**You will not be able to reopen this RFP once you click ">>".**

**Are you sure you want to submit this RFP?**

Yes, I am sure I want to submit this RFP.

Powered by Qualtrics



