

LOCAL SCHOOL READINESS APPLICATION SCORING PACKET

Full Program Name: Community Children’s Center
 Priority _____ Competitive _x_ Community Name: Mansfield
 Reviewer’s Names:

Spaces requested: Full-Day <u>8</u> School-Day _____ Part-Day <u>4</u> Extended-Day (PSR only) _____	Score: <u>120/125</u> Funding Recommendation: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Discuss
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Check the most appropriate box per row based on the program application materials.

Application Section	Criteria	Insufficient Evidence of Criteria	Sufficient Evidence of Criteria	Strong Evidence of Criteria
See basic requirements checklist (page 2 of the local RFP)	Meets Basic ALL Requirements	Application does not meet one or more of the basic requirements (DO NOT SCORE) Application <i>may</i> be returned for completion and when completed, may be scored at the discretion of the School Readiness Council with a deduction of 10 points. (-10 points) <input type="checkbox"/>	NA	Application meets all of the basic requirements (score application) <input checked="" type="checkbox"/>
		NOTES:		
Health and Safety (licensed and license exempt)	License or license verification form for license exempt	License Exempt Program: Meets health and safety requirements of governing entity, inclusive of items listed on page 5 of the local RFP. (2 points) <input type="checkbox"/>	License Exempt Program: Meets health and safety requirements of governing entity and has a plan in place for a voluntary health and safety inspection by OEC (DCEX report required for Care4Kids providers) Licensed Program: Most recent inspection report shows no more than 3 issues in each category: Health and Safety, Physical Plant, and Outdoor Space. There are no uncorrected violations for significant health risk items (see definition in RFP glossary)	License Exempt Program: had a health and safety inspection by OEC (DCEX report required for Care4Kids providers) with no more than 3 items cited and no uncorrected violations for significant health risk items (see definition in RFP glossary). Licensed Program: Most recent inspection report shows no more than 2 issues in each category: Health and Safety, Physical Plant, and Outdoor Space. There are no uncorrected violations for significant health risk items (see definition in RFP glossary)
		Licensed Program: OEC license is current (2 points) <input type="checkbox"/>		(7 points) <input type="checkbox"/>
		NOTES:		

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Accreditation	NAEYC Accreditation/ Head Start Approval	Program is OEC Licensed (0 points) <input type="checkbox"/>	Program has documented plan for achieving NAEYC Accreditation within 3 years of initial receipt the School Readiness grant (3 points) <input type="checkbox"/>	Program is NAEYC Accredited or Head Start approved (5 points) <input checked="" type="checkbox"/>
		NOTES:		
Staffing	Professional Registry	Program maintains internal staff records (0 points) <input type="checkbox"/>	Program has an OEC Professional Registry account with majority of staff assigned to classrooms. (5 points) <input type="checkbox"/>	The program provides evidence that ALL staff members are entered into the Professional Registry, assigned to classrooms, and updates the program information monthly. (10 points) <input checked="" type="checkbox"/>
		See GP A-03 https://www.ctoec.org/wp-content/uploads/2020/02/GP_A-03_Early-Childhood-Professional-Registry-2020-05.pdf NOTES:		
Staffing	Qualified Staff Members (see answer to item D)	Program does not meet DQSM requirements in each classroom (0 points) <input type="checkbox"/>	Program meets the current DQSM requirements in each classroom (5 points) <input type="checkbox"/>	Program has a DQSM in each classroom that meets the June 30, 2025 requirements (10 points) <input type="checkbox"/>
		Program has submitted current Plans of Study (POS) for each DQSM that does not meet current DQSM requirements in each room (3 points) <input type="checkbox"/>	NOTES:	Program has a DQSM in each classroom that meets the June 30, 2029 requirements (15 points) <input checked="" type="checkbox"/>

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Proposed Activities	Recruitment (see answer to item A)	<p>There is no plan to identify and recruit children from families at or below 75% SMI.</p> <p>(0 points)</p> <input type="checkbox"/>	<p>There is a vague plan to identify and recruit children from families at or below 75% SMI.</p> <p>(5 points)</p> <input checked="" type="checkbox"/>	<p>There is a plan with specific action steps to identify and recruit children from families at or below 75% SMI.</p> <p>(10 points)</p> <input type="checkbox"/>
		NOTES:		
Proposed Activities	Fiscal commitments (holistic view of answers and budget information)	<p>The program has fiscal commitments that appear to be beyond the capacity of the organization to maintain.</p> <p>(0 points)</p> <input type="checkbox"/>	<p>The program has some fiscal commitments that could impact the program but has a plan to manage them.</p> <p>(5 points)</p> <input type="checkbox"/>	<p>The program is managing its fiscal commitments.</p> <p>(10 points)</p> <input checked="" type="checkbox"/>
		NOTES:		
Proposed Activities	Collaborative activities (see answer to item E)	<p>No evidence of collaboration.</p> <p>(0 points)</p> <input type="checkbox"/>	<p>Quantity and Quality of Collaborations are minimal.</p> <p>(3 points)</p> <input type="checkbox"/>	<p>Quantity and Quality of Collaborations with other grants/programs/agencies are robust.</p> <p>(5 points)</p> <input checked="" type="checkbox"/>
		NOTES:		

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Proposed Activities	Inclusion of children with diverse needs (see answer to item F)	<p>There is no evidence that children with diverse needs are included in the program.</p> <p style="text-align: center;">(0 points)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>There is evidence that children with diverse needs are included in the program (e.g., policies related to suspension and expulsion, handbook includes language regarding inclusion of children with disabilities).</p> <p style="text-align: center;">(3 points)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>There is evidence that children with diverse needs are effectively included in the program (e.g., program collaborates with special education services and documents professional development on meeting diverse needs, such as social-emotional competence/challenging behaviors).</p> <p style="text-align: center;">(5 points)</p> <p style="text-align: center;"><input checked="" type="checkbox"/></p>
		<p>NOTES:</p>		
Proposed Activities	Other activities (see answer to item G)	<p>The program does not describe additional activities (beyond those described in A-F) that benefit children and families.</p> <p style="text-align: center;">(0 points)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The program describes activities (beyond those described in A-F) that benefit children and families. Description(s) are general.</p> <p style="text-align: center;">(3 points)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The program describes additional activities (beyond those described in A-F) that benefit children and families. Description(s) include sufficient detail and proposed outcomes.</p> <p style="text-align: center;">(5 points)</p> <p style="text-align: center;"><input checked="" type="checkbox"/></p>
		<p>NOTES:</p>		
Program Description	Program calendar (see answer to item A)	<p>The program offers full-day programming, the program is not open 50 weeks/year.</p> <p style="text-align: center;">(0 points)</p> <p style="text-align: center;"><input type="checkbox"/></p>		<p>The program offers full day programming and is open 50 weeks/year OR Programs that ONLY offer School Day and/or Part day operate on the public school schedule</p> <p style="text-align: center;">(5 points)</p> <p style="text-align: center;"><input checked="" type="checkbox"/></p>
		<p>NOTES:</p>		

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Program Description	Class size (see answer to item B)	<p>The program does not clearly document class size or adult:teacher ratio or proposed a class size above 20.</p> <p>(0 points)</p> <p><input type="checkbox"/></p>	<p>The program has a class size of 20 children or fewer with 2 staff members.</p> <p>(3 points)</p> <p><input type="checkbox"/></p>	<p>The program has a class size of 18 or fewer children with 2 staff members.</p> <p>(5 points)</p> <p><input checked="" type="checkbox"/></p>
		NOTES:		
		<p>Program uses a written schedule/plan to provide developmentally appropriate and engaging experiences to support learning and development.</p> <p>(3 points)</p> <p><input type="checkbox"/></p>	<p>Developmentally appropriate goals guide plans for supporting children’s learning (CT ELDS and, if applicable, the Head Start Early Learning Outcomes Framework – HSELOF).</p> <p>(5 points)</p> <p><input type="checkbox"/></p>	<p>A curriculum plan is in place that includes an approach or curriculum aligned to the CT ELDS, training in use of the curriculum/approach, a process for ongoing planning, and how the curriculum and process is responsive to the individual children and families served.</p> <p>(10 points)</p> <p><input checked="" type="checkbox"/></p>
Program Description	Curriculum (see answer to item C)	<p>Program informally works to meet individual developmental needs.</p> <p>(3 points)</p> <p><input type="checkbox"/></p>	<p>An assessment aligned to the CT ELDS is used to inform curriculum and instruction and a process is in place to monitor children for concerns and progress in program.</p> <p>(5 points)</p> <p><input type="checkbox"/></p>	<p>A plan for all assessments used is in place which includes: how the tool will be used (appropriate to the purpose for which the tool was designed), training provided, and the process for reviewing and using data that is collected.</p> <p>(10 points)</p> <p><input checked="" type="checkbox"/></p>
		NOTES:		
		<p>Program uses a written schedule/plan to provide developmentally appropriate and engaging experiences to support learning and development.</p> <p>(3 points)</p> <p><input type="checkbox"/></p>	<p>Developmentally appropriate goals guide plans for supporting children’s learning (CT ELDS and, if applicable, the Head Start Early Learning Outcomes Framework – HSELOF).</p> <p>(5 points)</p> <p><input type="checkbox"/></p>	<p>A curriculum plan is in place that includes an approach or curriculum aligned to the CT ELDS, training in use of the curriculum/approach, a process for ongoing planning, and how the curriculum and process is responsive to the individual children and families served.</p> <p>(10 points)</p> <p><input checked="" type="checkbox"/></p>
Program Description	Assessment (see answer item D)	<p>Program informally works to meet individual developmental needs.</p> <p>(3 points)</p> <p><input type="checkbox"/></p>	<p>An assessment aligned to the CT ELDS is used to inform curriculum and instruction and a process is in place to monitor children for concerns and progress in program.</p> <p>(5 points)</p> <p><input type="checkbox"/></p>	<p>A plan for all assessments used is in place which includes: how the tool will be used (appropriate to the purpose for which the tool was designed), training provided, and the process for reviewing and using data that is collected.</p> <p>(10 points)</p> <p><input checked="" type="checkbox"/></p>
		NOTES:		
		<p>Program uses a written schedule/plan to provide developmentally appropriate and engaging experiences to support learning and development.</p> <p>(3 points)</p> <p><input type="checkbox"/></p>	<p>Developmentally appropriate goals guide plans for supporting children’s learning (CT ELDS and, if applicable, the Head Start Early Learning Outcomes Framework – HSELOF).</p> <p>(5 points)</p> <p><input type="checkbox"/></p>	<p>A curriculum plan is in place that includes an approach or curriculum aligned to the CT ELDS, training in use of the curriculum/approach, a process for ongoing planning, and how the curriculum and process is responsive to the individual children and families served.</p> <p>(10 points)</p> <p><input checked="" type="checkbox"/></p>

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Program Description	Daily schedule (see answer to item E)	<p>Program activities and routines vary from day to day</p> <p>(0 points)</p> <input type="checkbox"/>	<p>A written plan for daily activities and routines is provided and is available to families</p> <p>(5 points)</p> <input type="checkbox"/>	<p>A daily schedule is provided that includes a variety of developmentally appropriate activities including: outdoor/gross motor time, active and quiet time, a balance of small and whole group, and child choice/play.</p> <p>(10 points)</p> <input checked="" type="checkbox"/>
		NOTES:		
Budget	Budget	<p>No budget workbook is provided.</p> <p>(0 points)</p> <input type="checkbox"/>	<p>The budget workbook is provided and justifications are included or have insufficient detail to explain and support expenses.</p> <p>(3 points)</p> <input type="checkbox"/>	<p>The budget workbook is provided with justifications that contain sufficient detail to explain and support expenses.</p> <p>(5 points)</p> <input checked="" type="checkbox"/>
		NOTES:		

Scoring Summary

Points from Insufficient Evidence	0
Points from Sufficient Evidence	5
Points from Strong Evidence	115
Total Points	120

Reviewer Signature:

Date Review Completed:

Reviewer Comments (detailed comments must be provided by each scorer)