

SCHOOL READINESS GRANT PROGRAM
Fiscal Year 2017
(July 1, 2016 – June 30, 2017)

LOCAL REQUEST FOR PROPOSAL Year 2

Legislative Authority
Connecticut General Statutes (CGS)
Sections 10-16o through 10-16u

Purpose of Grant as outlined in Connecticut General Statutes Section 10-16o is to:

- (1) provide open access for children to quality programs that promote the health and safety of children and prepare them for formal schooling;
- (2) provide opportunities for parents to choose among affordable and accredited programs;
- (3) encourage coordination and cooperation among programs and prevent the duplication of services;
- (4) recognize the specific service needs and unique resources available to particular municipalities and provide flexibility in the implementation of programs;
- (5) prevent or minimize the potential for developmental delay in children prior to their reaching the age of five;
- (6) enhance federally funded school readiness programs;
- (7) strengthen the family through: (A) encouragement of parental involvement in a child's development and education; and (B) enhancement of a family's capacity to meet the special needs of the children, including children with disabilities;
- (8) reduce educational costs by decreasing the need for special education services for school age children and to avoid grade repetition;
- (9) assure that children with disabilities are integrated into programs available to children who are not disabled;
and
- (10) improve the availability and quality of school readiness programs and their coordination with the services of child care providers.

It is expected that all children who participate in quality school readiness programs will demonstrate the skills at kindergarten entry that have been delineated in **THE EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS)**. The Office of Early Childhood (OEC) will provide guidance on professional development opportunities, and documents related to alignment between the Preschool Assessment Framework and the ELDS. We expect programs to make the transition to the ELDS while seeking the appropriate guidance and support.

**AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER
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DIRECTIONS

New agencies or programs applying for FY 2017 School Readiness Grant Program funds must submit the entire grant application to their local School Readiness Council for approval.

Please note that in order for applications to be considered for funding:

1. **All sections must be completed and all materials/forms submitted for “NEW” programs to Mansfield Early Childhood Services.**
2. **Currently funded agencies/programs re-applying, please submit only requested documents and submit to Mansfield Early Childhood Services.**
3. **Program must be in compliance with all policies and requirements for School Readiness. For copies of School Readiness General Policies (GP), contact your local School Readiness Liaison or visit <http://www.ct.gov/oec/generalpolicies>.**

SCHOOL READINESS POLICIES AND REQUIREMENTS

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

- Accredited by the National Association for the Education of Young Children (NAEYC);
 - For currently accredited sites, submit a copy of your NAEYC certificate and maintain your accreditation status; and
 - For new sites not currently accredited, there is a three-year window in which you must achieve accreditation and submit your certificate. The three-year window commences the month the site begins to serve school readiness children. **Accreditation must be achieved prior to the end of the third year. All documents must be included in the attachments section of the RFP.**
- or**
- Awarded Federal Head Start status.

Teacher Education Requirement—Each classroom that provides services under the school readiness grant must be staffed, according to General Policy A-01 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 Regents; **or**
- a teacher who has a Connecticut teaching certificate with an early childhood or special education endorsement.

By July 1, 2017, any program accepting state funds from the School Readiness Grant, Child Day Care Contracts, or State Head Start Funds, must have at least 50 percent of teachers assigned to each classroom in the program hold a Bachelor's Degree with an early childhood concentration and the remainder hold an Associate's Degree with an early childhood concentration. By July 1, 2020, there needs to be a teacher in each classroom that holds a Bachelor's degree with an early childhood concentration (see General Policy 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 is claimed on the Education Cost Sharing reimbursement.

License – Each program site must hold a current license from the OEC. Program sites claiming exemption from licensing must request that the Superintendent of Schools complete a Licensing Status Verification Form (in the attachments section of the RFP). All licensed exempt sites must meet health and safety standards required for licensed sites.

Program Types – Program sites must offer space types that meet one of the following requirements as outlined in **GP B-04**. **Please refer to GP B-04 for minimum attendance requirements:**

- **Full-Day/Full-Year** – site must provide preschool services 5 days per week, 10 hours per day, for a minimum of 50 weeks per year and adhere to the policy for an alternative plan of care outlined in **GP B-04**.
- **School-Day/School-Year** – site must provide preschool services for 5 days per week, a minimum of 6 hours per day for a minimum of 180 consecutive days.
- **Part-Day/Part-Year** – site must provide preschool services for children not enrolled in any other program for a minimum of 2.5 hours per day, 5 days per week for 180 consecutive days.
- **Extended Day (Priority School Readiness Only)** – site must provide services that extend the hours per day, days per week and weeks per year for children in an existing part-time program, not funded by school readiness. This space type is intended to provide children enrolled in a part-time service to receive a Full-Day/Full-Year program (5 days per week, 10 hours per day, 50 weeks and adhere to the policy for an alternative plan of care outlined in **GP B-04**).

The Every Student Succeeds Act of 2015 (ESSA) – Public preschool programs, administered by the SEA or LEA, must ensure that homeless children have access to programs as provided to other children.

GRANT SUBMISSION INFORMATION

Date of Board Acceptance

IF the submission of the application for the Local RFP for School Readiness and Grant Program requires the official approval and/or endorsement of any Board or like body (e.g., 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 submission of the grant application, then the official Board approval or like document should be sent under separate cover, no later than **April 29, 2016**.

Freedom of Information Act

All of the information contained in the grant application submitted in response to the Local RFP for the School Readiness Grant Program is subject to the provisions of Chapter 3 of the Connecticut General Statutes (Public Records and Meetings and Freedom of Information Act (FOIA) Sections 1-13 through 1-21K). 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 OEC, or its designee, may conduct site visits to grantees and sub-grantees funded under this grant program to monitor a community's progress and compliance with the intent of the legislative act and in accordance with the RFP.

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

The sub-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 sub-grantees or vendors, nor will they be directly involved in the expenditure and payment of funds obligated by the grantee or sub-grantee.

Reporting Requirements

Within 60 days after the close of the fiscal year, each sub-grantee must file a financial statement of expenditures with the Municipality on such forms as the Municipality and/or the OEC may require.

The applicant must complete and submit the monthly data reports to the Municipality at the end of 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

Review of Applications and Grant Awards

The Municipality 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.

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 this grant or is out of compliance with policies governing this grant. In turn, the Municipality

reserves the right not to fund an applicant or a sub-grantee if it is determined that the sub-grantee cannot manage the fiscal responsibilities required under this grant program or is out of compliance with policies governing this grant.

Delivery of Applications

Delivery of the Local RFP for the School Readiness Program application is required by **12:00 p.m. on Friday April 8, 2016.**

1. Original, hard-copy signature pages (Statement of Assurances) must be mailed or hand-delivered.
2. The RFP **must be received by 12:00 p.m. on Friday April 8, 2016, IRRESPECTIVE OF POSTMARK DATE.**
Faxed or scanned copies of signatures will not be accepted.

IMPORTANT NOTE: Failure to submit the Local RFP grant application on time may result in the exclusion of the grant application or a delayed issuance of the grant award to the eligible applicant.

Mailing/Delivery address and email is:

Maggie Ferron, School Readiness Coordinator

Youth Services Bureau

4 South Eagleville Road

Mansfield, CT 06268

860-429-3338

FerronMB@mansfieldct.org

Other criteria which may assist in the local administration of this program, may be added to this Local Request for Proposal, as long as the Local Council clearly identifies and/or attaches the additional material requested by the School Readiness Council. The attachments must accompany the municipalities' grant submission materials to the OEC.

GLOSSARY/DEFINITIONS

Connecticut Frameworks – The “**CONNECTICUT EARLY LEARNING AND DEVELOPMENT STANDARDS**” and “**CONNECTICUT PRESCHOOL ASSESSMENT FRAMEWORK**” are the guides for programs to use in the implementation and necessary adjustments to the curriculum and experiences that support children in the development of skills and knowledge. Please visit this website for more information <http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726>

General Policies Communication System – General Policies (GPs) are issued to provide guidance to councils and providers concerning school readiness policies and procedures. A copy of these General Policies documents should be maintained and followed. **General Policies are posted on the OEC web site at <http://www.ct.gov/oec/generalpolicies>.**

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 **Americans with Disabilities Act (ADA)** and the **Individuals with Disabilities Education Act (IDEA)** that require that no child be excluded on the basis of a disability.

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

Outcomes – Those skills that children with a quality preschool experience are expected to demonstrate when entering kindergarten. For more information and guidance, see the publications **CONNECTICUT EARLY LEARNING AND DEVELOPMENT STANDARDS and CONNECTICUT PRESCHOOL ASSESSMENT FRAMEWORK** that are available on at: <http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726>.

Parent Fees & Sliding Fee Scale – The amount of money parents are required to pay for participation in the School Readiness program is based on the sliding fee scale or is stated on their childcare certificate. Fees must be used to support the activities of the School Readiness program that the child is attending. The School Readiness Council may choose to exempt only Part-Day/Part-Year Programs from this requirement. For additional information, see **General Policy B-01 and B-02**.

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

Program Standards – Programs who either have or are seeking NAEYC accreditation must meet the NAEYC standards. Head Start programs must meet the Head Start Program Performance Standards. For additional information, see **General Policy GP A-02 and B-05**.

Quality Components – The 11 components required of School Readiness programs by the legislation include collaboration, parent involvement, health, nutrition, pre-literacy practices, family literacy, admission policies, transition to kindergarten, professional development, sliding fee scale and an annual program evaluation (see pages 9 to 13 for a complete listing of the 11 components).

Teacher – Each classroom that provides services under the School Readiness Grant must be staffed for all operating hours of the day for Part-Day and School-Day spaces and for six hours per day for Full-Day spaces by a teacher who has an Associate’s Degree or a four-year degree with 12 credits in early childhood education or child development from an institution of higher learning accredited by the Board of Governors of Higher Education; or a teacher who has a Connecticut teaching certificate with an early childhood endorsement. **For additional information, see General Policy A-01 and A-03.**

Professional Learning for Teaching Staff - Twelve (12) hours of professional learning are required annually for teaching staff. 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 serving children with disabilities. 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.

GRANT COVER PAGE

DUE DATE

(Determined by local School Readiness Council)

April 8, 2016, 12:00 PM

SUBMISSION INFORMATION

Agency Name: _____
Street Address: _____
City, State, Zip _____
Primary Contact Person: _____ **Email:** _____
Telephone: _____ **Fax:** _____

Please check one: New Agency/Program _____ Existing Agency/Program _____

PROGRAM FISCAL AGENT (To be completed if the Fiscal Agent is other than the applicant agency)

Agency Name: _____
Street Address: _____
City, State, Zip _____
Primary Contact Person: _____ **Email:** _____
Telephone: _____ **Fax:** _____

PROPOSED ACTIVITIES FY 2016-2017

*Please Note: answer the questions under each section. If providing attachments for further clarification, please put “see attachments” below the section, and then label the attachment “Ex: Proposed Activity B” so the reader is clear the section has been completed. Please put N/A if the program is not working on this or it does not pertain to the program, or “not at this time”. “NEW” applicants only, or if things have changed for existing applicants.

- A. Indicate how the program will seek out and identify families who meet the income criteria of being at or below 75% of the state's median income (*this is expected to represent at least 60% of families served*).
- B. 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 be reflected in an interagency agreement**. See attachments section for interagency forms.
- C. Describe any plans for building or securing a new facility, renovating an existing structure to provide school readiness and/or childcare, including expanding existing facilities to serve more children.
- D. Indicate any current fiscal commitments or pending financial applications to assist the program to provide school readiness and/or child day care.
- E. For those programs that collaborate (this is not your collaborative agreements) on joint activities with other school readiness programs in their community through contributions of their School Readiness funds or parent fees, please answer the following:
- Is this done on a voluntary basis?
 - How are the funds used?
 - What are the benefits for the School Readiness children in your program?
- F. Please describe additional activities you wish to submit for review.

PROGRAM DESCRIPTION

*Please Note: answer the questions under each section. If providing attachments for further clarification, please put “see attachments” below the section being answered, then label the attachment “Ex: Program Description B” so the reader is clear the section has been completed. “NEW” applicants only, or if things have changed for existing applicants.

- A. Attach a copy of a program calendar for July 1, 2016, to June 30, 2017, and clearly identify all closings. Programs must adhere to the required number of days open by program type as outlined in GP B-04.

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

- B. Class size may not exceed 20 children; the OEC recommends a class size of 18 children. A class is defined as a well-defined space with clear physical barriers that is used by the same set of children with assigned teacher and staff. Below, please describe the program’s class size and teacher to child ratio for each class. Please label classrooms as they are listed in the Teacher Registry.
- C. Describe below, or attach a description of the curriculum and assessment documents used in your program.
- Does your program utilize a published curriculum and assessment? If so, please name the curriculum and assessment and describe the formal training received in the use of the curriculum. Please describe the relationship between your curriculum and assessment documents with the *Early Learning and Development Standards*.
- D. Include in the attachments section of this RFP a copy of the daily schedule and **two current consecutive** weeks of learning experience plans that demonstrate the program's planning process and use of standards. The Council will provide feedback regarding the learning experience plans. The Council is not obligated to submit the learning experience plans to the OEC. **See the Attachment Section for the Early Learning Experience Plan Guidance.**

PROGRAM DOCUMENTS

Please indicate below which of your program’s existing documents contain information that shows evidence your program meets the School Readiness Program Component requirements. Clearly indicating the page numbers that address the information marked by an asterisk (*) in the checklist below. Items not marked with an asterisk (*) may be identified in other documents. **DO NOT SUBMIT OTHER DOCUMENTS**; just check the appropriate box indicating you have documents on site that meet the non-asterisk quality components. If there are parts of a section that are not checked off as being met through any existing program document, provide a written statement addressing how the program plans to meet this requirement. **(To be completed by “New” applicants, Or if revisions have been made to the handbook since last submission.)**

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

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

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

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

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

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

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

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

*Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	H. Professional development plan and experiences (Professional development is considered to be an experience of sufficient duration (at least 2 hours) provided by a person with

				expertise, knowledge, and training in the subject matter)
				H1. Each staff member has a written professional development plan that outlines professional goals toward increasing their knowledge and expertise in early childhood practice.
				H2. Each staff member participates in early-literacy skill development training, and cultural and linguistic diversity training for early childhood classrooms within their first year of employment.
				H3. Each staff member engages in professional development experiences each year that increases their awareness, knowledge, and practice of recognition and response to children’s needs. (i.e., planning, observing, adaptive strategies, use of screening and assessment, special education strategies).
				H4. Each year all staff members choose at least two early childhood-related professional development experiences that will advance their practice.
				*H5. Statements regarding the impact of professional development on program quality.
				H6. Other:

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

*Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	J. Evaluation of the effectiveness of program
				*J1. <i>The Early Learning Development Standards (ELDS) and</i>

				<p><i>Assessment Frameworks (PAF)</i> are used as the basis for planning learning experiences, observing and documenting child progress, and implementing teaching strategies. All curriculum used must align with the ELDS standards and benchmarks.</p>
				<p>*J2. Staff, parents, and others collect information on quality from many sources, and engage in a reflective process to assess the effectiveness of the program as measured by accreditation/approval entities, OEC evaluation measures, and program measures.</p>
				<p>J3. How does the program document the efforts described in J1 and J2, monitor progress, and report to families and the School Readiness Council?</p>
				<p>J4. Other:</p>

STATEMENT OF ASSURANCES

- 1. The Statement of Assurances Signature Page included in this grant must provide the authorized signatures of the applicant agency (e.g., mayor and superintendent of schools). Please note that the authorized signatures of the eligible applicant must also be provided on the cover page of the grant application submitted with the grant (see application instructions).**

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

STATEMENT OF ASSURANCES

CONNECTICUT OFFICE OF EARLY CHILDHOOD

STANDARD STATEMENT OF ASSURANCES

GRANT PROGRAMS

PROJECT TITLE: SCHOOL READINESS GRANT PROGRAM

THE APPLICANT: _____ **HEREBY ASSURES THAT:**

- _____
- A.** The applicant has the necessary legal authority to apply for and receive the proposed grant;
 - B.** The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
 - C.** The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
 - D.** The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Connecticut Office of Early Childhood and the Connecticut State Department of Education;
 - E.** Grant funds shall not be used to supplant funds normally budgeted by the agency;
 - F.** Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
 - G.** The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education for the Office of Early Childhood, including information relating to the project records and access thereto as the Connecticut Office of Early Childhood and Connecticut State Department of Education may find necessary;

H. The Connecticut Office of Early Childhood reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;

I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;

J. The applicant will protect and save harmless the Office of Early Childhood and State Department of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

(1) "Commission" means the Commission on Human Rights and Opportunities;

(2) "Contract" and “contract” include any extension or modification of the Contract or contract;

(3) "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;

(4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

(5) “good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;

(6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;

(7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;

(8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;

(9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and

policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

(10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

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

(b)

(1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

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

(d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

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

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

(g)

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

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

M. The grant award is subject to approval of the Connecticut Office of Early Childhood and availability of state 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 there under are hereby incorporated by reference.

O. The Connecticut Office of Early Childhood reserves the right to negotiate terms, including the withholding of funds, based on the grantee's inability to comply with the assurances.

P. The Connecticut Office of Early Childhood reserves the right to de-fund sub-grantees of the School Readiness Council based on the sub-grantee's inability to comply with School Readiness General Policies.

STATEMENT OF ASSURANCES SIGNATURE PAGE

I, the undersigned authorized official; do hereby certify that these assurances shall be fully implemented.

Signature of Official:

Name: (please type)

Title: (please type)

Date:

To Be Signed ONLY if the Fiscal Agent is other than the Program applying for the funds:

Signature of Fiscal Agent: _____ **Date:** _____

Name & Title (Please print): _____

BUDGET AND JUSTIFICATION

- A. **The ED114, Budget Justification and Fiscal Agent form is now an Excel Workbook**, contact your local School Readiness Liaison at **860-429-3338 or FerronMB@mansfieldct.org** to obtain this form. The ED114 is tab one, the budget justification is tab 2, and tab 3 is the fiscal agent form. The **ED114** is a detailed line item budget that reflects the programs requested use of funds for the proposed space capacity represented in this RFP for the FY 2017. (*Budget total must equal the requested School Readiness funds.*)

- B. On the **Budget Justification Tab**, 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 that space/capacity expansion and quality program standards.

- C. Fiscal Agent Form Tab 3

PLEASE NOTE: There are no indirect costs or carry-over funds allowed. All funds must be spent by June 30, 2017. A new ED114 budget form will be required each year.

Budget Object Codes

I. General Description

The Connecticut State Department of Education is using object code definitions from the United States Department of Education publication "Financial Accounting for Local and State School Systems." (<http://nces.ed.gov/pubs2009/2009325.pdf>) Per federal definition, an object is used to describe the service or commodity obtained as the result of a specific expenditure. For a specific grant, it may be necessary to modify what can be included in a given object based on the grant legislation. Please review the instructions for specific grant budget development carefully.

II. Master Budget Form Object Code Descriptions/Includable Items

111A Non-Instructional

Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.

111B Instructional

Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the grantee payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.

200 Personal Services - Employee Benefits

Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 100 or 111A and 111B. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.

320 Professional Educational Services

Services supporting the instructional program and its administration. Included are curriculum improvement services, assessment, counseling and guidance services, library and media support, and contracted instructional services.

321 Tutors (Instructional Non-Payroll Services)

Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee.

322 In-service (Instructional Program Improvement Services)

Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.

323 Pupil Services (Non-Payroll Services)

Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, contracted guidance counselors, etc.

324 Field Trips

Costs incurred for conducting educational activities off site. Includes admission costs to educational centers, fees for tour guides, etc.

325 Parental Activities

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

330 Employee Training and Development Services

Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors.

340 Other Professional Services

Professional services other than educational services that support the operation of the school district. Included, for example, are medical doctors, lawyers, architects, auditors, accountants, therapists, audiologists, dieticians, editors, negotiations specialists, paying agents, systems analysts, and planners.

341 Audit

Direct cost for the audit of the grant program by an independent auditor. This category is separated from object code 340 as many grants do not include this cost as an eligible grant expenditure.

400 Purchased Property Services

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

500 Other Purchased Services

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

600 Supplies

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

700 Property

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

A. SCHOOL READINESS PROGRAM DATA

Please contact the local School Readiness Liaison for a copy of this Excel Workbook

B. LICENSING AND ACCREDITATION/APPROVAL STATUS (New Programs Only)

Applicants must meet the program requirements and quality standards for participation in this grant program as described in CGS Section 10-16q (a). Refer to General Policy A-02 and B-05.

1. Applicants must include a copy of the current license from the OEC for each site requesting School Readiness funds. If the site is exempt from OEC licensing requirements, (i.e. public schools,) the site claiming exemption from licensing must request that the Superintendent of Schools complete a Licensing Status Verification Form included in this packet. **PLEASE NOTE: Applicants claiming license exemption must meet these basic licensing requirements:**
 - **Class size:** No more than 20 children per classroom space at any one time (18 recommended).
 - **Class space:** 35 square feet per child
 - **Outdoor space:** 75 square feet per child
 - **Outdoor play equipment:** Shock-absorbing materials under outdoor play equipment five feet or less must meet ECERS standards of six inches of resilient surfaces (wood chips, shredded bark, etc.)
 - **Supervision:** All children shall be supervised visually at all times (check licensing). One adult for every 10 children (or less) is the required staff-to-child ratio.

2. All program sites must be accredited/approved or in process of becoming accredited/approved. The following documentation must be submitted electronically along with the completion of the Program Accreditation/Approval Form.
 - a. Programs accredited by the National Association for the Education of Young Children (NAEYC) must electronically submit current accreditation certificate.
 - b. Programs in process for initial NAEYC accreditation and NAEYC re-accreditation must submit their application number and documentation of their current status on the program data page. Please see the website link below for NAEYC accreditation dates and timelines:
http://www.naeyc.org/files/academy/file/Timeline_Currently_Accredited.pdf
 - c. Programs approved by Head Start must electronically submit a copy of their most recent Financial Assistance Award Letter from the United States Department of Health and Human Service, Administration of Children and Families. In addition, submit a copy of the Head Start approved Quality Improvement Plan demonstrating progress toward correcting any areas of deficiencies and/or non-compliances.

New programs seeking NAEYC accreditation must apply for their accreditation packet and receive their decision within three (3) years of the start date when children begin attending the School Readiness site.

C. Licensing Status Verification Form

**Licensing Status Verification Form
School Readiness Grant Program**

(must be submitted annually by license exempt programs)

Connecticut General Statutes, Section 19a-77(b) provides that a program administered by a public school system is not required to be licensed to operate. In addition, the licensing requirement does not apply to programs administered by private schools that are approved by the State Board of Education and have filed a yearly attendance form with the Connecticut State Department of Education (CSDE). "Administered by" means that a public school system or a CSDE approved private school retains responsibility for the management and oversight of the program and for the program staff and the children served.

If a School Readiness grantee submits to the CSDE sub-grantee applications with sites that are not licensed by the Department of Public Health to provide child day care, the grantee must complete this form for each non-licensed site. One of the following persons must complete and sign this form, as appropriate: the superintendent of schools, charter school director, administrator of a CSDE approved private school or executive director of a Regional Education Service Center (RESC).

Please check the appropriate boxes below with an "X", provide your signature, and indicate whether your board of education, charter school, CSDE approved private school or RESC administers the program.

_____ located at _____.
(Name of Program) (Program Address)

_____ **Yes**, the board of education, charter school, CSDE approved private school, RESC administers the above named program and therefore retains responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program. This arrangement is effective from: (start date): _____ to (end date): _____.

_____ **No**, the board of education, charter school, CSDE approved private school, RESC does not administer the above named program and does not retain responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.

_____, Superintendent of Schools _____
Signature Charter School Director Printed Name
 CSDE Approved Private School Administrator
 RESC Executive Director

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

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

D. STAFFING

All staff working with children in School Readiness sites and managing a School Readiness site must be registered in the Early Childhood Professional Development Registry (**Please refer to GP A-01**). The OEC uses the Registry system to verify staff qualifications in association with meeting the requirements of the RFP and annual program evaluation.

In this application, all programs must electronically submit the following Registry reports:

1. Staff Qualifications Detail Report
2. NAEYC Candidacy Staff Report

E. OTHER ATTACHMENTS:

- Copy of the program calendar
- Class size and teacher/child ratio, if not described on the Program Description page in Section II (**New Program Only**)
- Curriculum and Assessment if not described on the Program Description Page in Section II (**New Program Only**)
- A list of Literacy Activities done at the program (**New Program Only**)
- A list of Kindergarten Orientation Activities done at the program or in collaboration with the schools (**New Program Only**)

F. INTERAGENCY COLLABORATION AGREEMENTS
NEW APPLICANTS ONLY, OR FOR THOSE WHO ONLY SIGN 1 YEAR
AGREEMENTS).

Programs should have collaborative agreements with outside community agencies in order to provide support and services to families as required by the collaboration quality components. These agreements should include, but are not limited to, agencies such as health, mental health, WIC, libraries, adult education and job training programs. These agreements may be developed as a community effort that is signed by the individual programs or individual agreements signed by each program.

PLEASE NOTE:

- Agreements may be for one or two years.
- If collaboration agreements are completed on a community basis, all signatures for programs involved in the collaboration must be on a single agreement form.
- Agreements must clearly specify:
 - the individual responsibilities and duties of each agency as it relates to the school readiness families;
 - include the number of people to be served; and
 - a description of the services to be provided.
- Do not include agreements with consultants required by licensing.

**INTERAGENCY COLLABORATION
LETTER OF AGREEMENT**

_____ would like to enter into a collaborative agreement with _____
(Proposing Agency Name) (Collaborating Agency Name)

for the following services for FY 2017.

Responsibilities of Proposing Agency:

(Describe the specific activity to be provided by proposing agency for this application)

Responsibilities of Collaborating Agency:

(Describe the specific activity to be provided by the collaborating agency for this application, the number of people to be served, and the location of the activity)

Thank you for your support.

<u>PROPOSING AGENCY</u>

Name: _____
Title: _____
Address: _____

(Signature)
Date: _____

<u>COLLABORATING AGENCY</u>

Name: _____
Title: _____
Address: _____

(Signature)
Date: _____

G. Learning Experience Plans (LEP) NEW PROGRAMS ONLY

Please attach a copy of the **daily schedule** and **two current consecutive** weeks of learning experience plans that demonstrate the program's planning process and use of standards. The Council will provide feedback regarding the learning experience plans. The Council is not obligated to submit the learning experience plans to the OEC.

Learning Experience Plan Guidance

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

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

The process for planning rich, relevant, and engaging experiences begins with the ability of teaching staff to intentionally reflect upon what they know about children, the contexts in which children live and learn, and what teaching strategies will be most appropriate and effective in helping children maintain a path of growth toward the desired learning outcomes.

The following guidance will assist teaching staff to document their planned experiences for children. Technical assistance is available through your local Regional Education Service Center (RES-C), independent coaches and consultants, or by contacting Michelle Levy, the Office of Early Childhood Manager of Curriculum, Standards and Assessment at 860-713-6756. Documents that may be of assistance are located at the Connecticut Office of Early Childhood's website found at: <http://www.ct.gov/oec/cwp/view.asp?a=4541&q=536726>

The following guidance is to support programs in documenting learning experiences. Plans should show continuous progress with the inclusion of the elements outlined in this guidance document.

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

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

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

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

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

Further guidance to support Learning Experience Plan development:

- The CT PAF: The priority standards outlined in this document are the basis for planning as well as the ELDS. The CT PAF guide outlines the recommendations for the number of standards planned weekly. Planning for three standards weekly is recommended. Other experiences should be planned as well but need not be related to a standard. While your entire plan will be submitted, highlight the selected standards that are a focus of your instruction by paraphrasing or writing out the learning standard.
- Briefly describe the planned experiences that are directly connected to the benchmarks associated with the standard(s) selected. These experiences must relate to the benchmarks associated with the standards selected, be appropriate, and provide detail. Other experiences in your plan should also be well thought out and descriptive, but are not necessarily the focus of your overall standards plan by which you will be collecting observations documentation or work samples.
 - Rationale for selection of experiences; Based on observations of children, seven children are working to repeat simple patterns, six children on creating and describing simple patterns and three on creating and describing complex patterns.

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

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

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

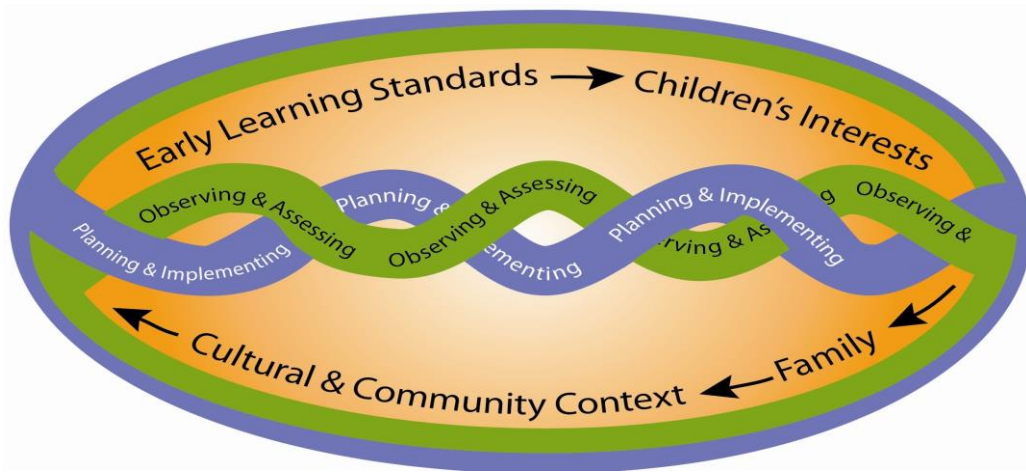
- Highlight the experiences in the weekly plans that are connected to standards. Weekly plans include many activities; the following example only shows the planned experiences that are connected to standards.
 - Teaching strategies are planned to meet the diverse needs of all children. Provide evidence of teaching strategies planned for one experience for each of the three standards chosen as a focus based on the CT PAF performance standards and benchmarks. Individual children's initials could be listed within each benchmark area.
 - Addressing higher order thinking using Bloom's Taxonomy should be evident. This could be done by highlighting questions used across the plan that facilitate the stages of Bloom's. These considerations should be across all experiences, not just those that are directly intended to address specific learning standards.
 - Example:
 - Remembering/Recall: What happened first...?
 - Understanding: Can you explain what happened to...?
 - Applying: How can you change this building so that more will fit?
 - Analyzing: If...happened, what might the ending have been?
 - Evaluating: How have the plants changed since...?
 - Creating: What do you need so you can act out the story of ...?
- http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm (a link to information on Bloom's Taxonomy)
- Evidence of early literacy experiences should be identified in the plan (e.g., listening, speaking, reading and writing).

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

- Oral language development (expressive and receptive)
 - Vocabulary skill building for all children, including dual language learnersExamples:
Nouns: pattern, AB pattern, attribute, design, model
Verbs: create, repeat, describe, extend, replicate
Descriptors: simple, complex, different, consistent, repeating, before, after, next
- Alphabetic code
 - Alphabet knowledge
 - Phonological awareness
 - Emergent writing
- Print knowledge
 - Environmental print
 - Concepts of print
- Opportunities for varied reading experiences
 - fiction, non-fiction, etc. story opportunities
 - shared reading

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

The overall goal is for teaching staff to engage in an ongoing cycle of intentional teaching that supports a path of growth over time toward learning outcomes for children based on state early learning standards. As depicted in the graphic below, the process of planning, implementing, observing and assessing is braided through the context of early learning standards, child interests, cultural and community context, and family. The use of early learning standards is balanced with child interests and in the contexts in which children live and learn. A key factor in outcomes that lead to children’s future success is the ability of teaching staff, with support from their administrators and others, to engage in intentional practice in the use of early learning standards to plan, implement, observe and assess children’s progress.



LEARNING EXPERIENCE PLAN RUBRIC

Town and Name of Program: _____ Reader: _____

Criteria	Beginning-1	Developing-2	Accomplished-3	Exemplary-4	Score	Recommendations
A Daily Schedule with estimated time allotments	The daily schedule is included with no time allotments indicated	The schedule indicates time for learning centers, group experiences, and outdoor experiences.	The schedule clearly indicates substantial time for learning centers, group experiences and outdoor experiences.	The schedule clearly indicates substantial and balanced time for learning centers, whole and small group experiences and outdoor experiences.		
Learning Centers clearly indicated in plans and available	Little evidence of centers.	Some centers listed with minimal planning.	Variety of centers listed with evidence of planning.	Wide variety of centers listed and evidence of detail in planning.		
Learning Experiences Associated with the Connecticut Early Learning and Development Standards (CT ELDS)	Strands or learning progressions from the CT ELDS are identified but are not clearly associated to learning experiences.	One or more experiences are included that are related to strands or learning progressions from the CT ELDS.	Three learning experiences are specifically described to align with the CT ELDS.	Three learning experiences are clearly identified and show connections to the CT ELDS and integrate learning across domains. Planned experiences are directly connected to the developmental levels of the children in the group.		
Teaching Strategies (Adult actions are described)	-Activities listed, no evidence of teaching strategies	-Evidence of teaching strategies planned for one experience for one or two standards	-Evidence of teaching strategies planned for one experience for each of the three standards -Evidence of individualizing for specific	-Evidence of teaching strategies planned for one experience for each of the three standards -Evidence of teaching strategies throughout the day -Evidence of individualizing for specific children		

			children			
Criteria	Beginning-1	Developing-2	Accomplished-3	Exemplary-4		
Early literacy experiences	Includes time for Shared Reading and/or Read Aloud	Includes a daily plan for Shared Reading and/or Read Aloud	-Includes a daily plan for Shared Reading and/or Read Aloud -Support for oral language development	-Evidence of listening, speaking, reading, and writing -Evidence of individualization, including support for dual language learners		
Bloom's taxonomy	Little or no evidence of Bloom's taxonomy	Evidence of planned higher order thinking questions	Evidence of planned higher order thinking questions and experiences	Evidence of planned higher order thinking questions and experiences stating connection to Bloom's Taxonomy		
Observation plans (max 2 pts)	Little or no evidence that observation of children occurs	Evidence that observation of children occurs	N/A	N/A		
Family engagement	Little or no evidence of planned family engagement	Evidence of planned family-teacher communication	Evidence of plans to engage families in various ways (example: -communication -volunteerism -learning at home)	N/A		
Reflection	Little or no reflection documented	Reflections documented				
					Total:	

NOTES: