



NEW HAVEN PUBLIC SCHOOLS  
**AGREEMENT COVER SHEET**

**Please Type**

Contractor full name: New Haven Public Schools

Doing Business As, if applicable:

Business Address: 54 Meadow Street, New Haven, CT 06519

Business Phone: 475-220-1794

Business email: [Pamela.Augustine-Jefferson@new-haven.k12.ct.us](mailto:Pamela.Augustine-Jefferson@new-haven.k12.ct.us)

Funding Source & Acct # including location code: CT Office of Early Childhood  
2523-6432-56697 Loc Code 0442

Principal or Supervisor: Shubhra Gupta, School Readiness Project Coordinator

Agreement Effective Dates: 07/01/22 TO 06/30/23

Monthly rate per Utilized Space Type.

<u>Rate set by State</u>	<u>Spaces approved for this Contractor</u>	<u>Totals (Not to exceed)</u>
School Day/School Year: \$64.00/month/utilized space	142	\$90,880
Part Day/School Year \$48.00/month/utilized space	68	\$32,640
		Contract total: \$123,520

Description of Service: Please provide a one or two sentence description of the service. *Please do not write "see attached."*

These funds are to be used to support any costs associated with providing early childhood care and education services for New Haven children between the ages of 3-4 years old as stated in the policies and procedures outlined by the CT Office of Early Childhood and the New Haven School Readiness Council

Submitted by:

Shubhra Gupta, School Readiness Project Coordinator Phone: 475-220-1470



NEW HAVEN PUBLIC SCHOOLS

**AGREEMENT**

**By and Between**

**The New Haven Board of Education**

**AND**

New Haven Public Schools School Readiness Program

**FOR**

**NEW HAVEN PUBLIC SCHOOLS' EARLY CHILDHOOD DEPARTMENT**

This Agreement entered into on the 1st day of December 2022, effective (*no sooner than the day after Board of Education Approval*), and the 23<sup>rd</sup> day of Jan, 2023, by and between the New Haven Board of Education (herein referred to as the "Board" and New Haven Public Schools located at 54 Meadow Street, New Haven, CT 06519(herein referred to as the "Contractor").

**Compensation:**

The Board will provide funding to the Contractor pending receipt of Enrollment-based Grant Award an amount **not to exceed \$ 123,520** for the provision of services at the following locations:

Columbus Family Academy, 255 Bletchley Ave, New Haven, CT 06513

East Rock School, 133 Nash Street, New Haven, CT 06511

Hill Central School, 140 DeWitt Street, New Haven, CT 06519

Nathan Hale School, 480 Townsend Avenue, New Haven, CT 06512

Augusta Lewis Troup School, 259 Edgewood Avenue, New Haven, CT 06511

<u>210</u> TOTAL	"Spaces utilization" for 142 <b>school day/school year</b> and 68- <b>part day/school year</b> services to be paid at the rate not to exceed \$64 per space/month and \$48 per space per month respectively for a total not to exceed <u>\$123,520</u>
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The Contractor will be paid a maximum of \$123,520 for the services. Compensation will be made quarterly upon the receipt of notice from the Office of Early Childhood, regarding the actual payment due to the program.

**Fiscal support** for this Agreement shall be by the **School Readiness Priority Enrollment Grant Program** of the New Haven Board of Education, **Account Number: 2523-6432-56697 Location Code: 0442.**

This agreement shall remain in effect from July 1, 2022 to June 30, 2023.

**Scope of Service:**

The Contractor will use these funds to support any costs associated with providing an early childhood care and education program to New Haven children ages 3 and 4 years old in a location licensed by the CT Office of Early Childhood or, exempt from licensing by the CT State Department of Education, utilizing fully staffed classrooms with personnel who are qualified by experience, training and as required by the CT Office of Early Childhood and the National Association for the Education of Young Children or the Head Start program. These funds may include paying for Personnel costs, including payroll and salaries or similar compensation for any employee (including any sole proprietor or independent contractor), and benefits, Premium pay, or costs for employee recruitment and retention, including but not limited to staff bonuses, wage increases, costs of insurance coverage, retirement, educational advancement, tuition reimbursement and child care costs, Rent (including under a lease agreement) or payment on any mortgage obligation, utilities, or insurance, Facility maintenance or improvements, including outdoor learning spaces/playgrounds, Personal protective equipment, cleaning and sanitization supplies and services, or training and professional development related to health and safety practices, Purchases of or updates to equipment and supplies, Goods and services necessary to maintain child care services, Mental health supports for children and staff Professional development for staff

***Exhibit A: Scope of Service:*** Please attach contractor's detailed *Scope of Service* on contractor letterhead with all costs for services including travel and supplies, if applicable.

***Exhibit B: Student Data and Privacy Agreement:*** Attached

**APPROVAL:** This Agreement must be approved by the New Haven Board of Education ***prior to funding start date***. Contractors may begin to get the funds no sooner than the day after Board of Education approval.

**HOLD HARMLESS:** The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

**TERMINATION:** The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.

\_\_\_\_\_  
Contractor Signature

\_\_\_\_\_  
Yesenia Rivera, President  
New Haven Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director  
Contractor Printed Name & Title



## NEW HAVEN PUBLIC SCHOOLS

### EXHIBIT A

#### **DETAILED SCOPE OF SERVICE AGREEMENT SPECIAL TERMS AND CONDITIONS FOR SCHOOL READINESS PROVIDERS (referred to as the “Contractor”)**

##### **Overview of School Readiness**

The School Readiness Program was established in 1997 under P.A. 97-259, An Act Concerning School Readiness and Child Day Care and codified in the CT General Statutes (CGS) 10-16p–10-16u. This legislation established a state grant program to provide spaces for eligible children in priority school districts and competitive grant municipalities in high-quality programs either accredited by the National Association for the Education of Young Children (NAEYC) or Head Start approved. The School Readiness Grant Program is administered by the CT Office of Early Childhood (OEC).

The New Haven School Readiness grant provides over 1,000 spaces for three and four year olds in preschool programs across the city including community-based centers and classrooms within the New Haven Public Schools and Gateway Community College. New Haven Board of Education is the fiscal agent for the grant. The School Readiness Office (SRO), located in the New Haven Public Schools’ Early Childhood Department is the Board’s designee for the grant. The New Haven Early Childhood Council (NHECC), whose members are appointed by the Mayor and Superintendent, is responsible for making recommendations on issues related to the School Readiness Grant Program, including the application for School Readiness grants.

The School Readiness Contractor will provide an early care and education program for New Haven children ages 3 and 4 years old including the services listed below and as outlined in the OEC’s General Policies for State-funded Programs and its Licensing Unit, as the Policies and Procedures of the New Haven Early Childhood Council (NHECC).

#### **SECTION 1: REQUIRED SERVICES and STAFFING**

##### **A. OUTREACH SERVICES AND RECRUITMENT OF FAMILIES**

1. The Contractor is responsible for recruitment and enrollment of eligible children. Eligibility criteria, as determined by the NHECC includes the New Haven residency requirement and allotting 75% of the total School Readiness funded spaces for families who are at or below 75% of the State Median Income as determined by the OEC.
2. Any SR space that becomes vacant will be filled within 15 business days.
3. Contractors are to keep documentation of their outreach efforts. Outreach should include contacts with the organizations that have Memoranda of Understanding with the NHECC as well as businesses and other organizations within the vicinity of the center.
4. Contractors that are not at full capacity by October 31<sup>st</sup> must submit a recruitment plan by November 15<sup>th</sup> for approval by the NHECC. At the recommendation of the NHECC, the Board may amend the Agreement to reduce the Contractor’s grant allocation.
5. Contractors who are at capacity must share their waitlist with the School Readiness Office.

## **B. EDUCATIONAL SERVICES**

1. Learning environment, curriculum and assessment
  - a. The Contractor will provide a developmentally appropriate, play-based early care and education program for children age 3 to 4 years and eligible 5-year old.
  - b. For each classroom, weekly Learning Experience Plans will be developed, followed and archived. The content of each plan will be based on children's interests and the CT Early Learning and Development Standards (ELDS). Curriculum standards that have been cross-walked with the ELDS may also be used.
  - c. A developmental screening tool will be used within the first 45 days of a child's entry into the program. Acceptable screening tools include: the Ages and Stages Questionnaire and the Ages and Stages Social/Emotional Questionnaire (ASQ); the Gesell Institute Developmental Screen, Early Screening Inventory (ESI) and Temperament and Atypical Behavior Scale TABS).
  - d. Classroom staff will document children's growth, understanding and skill in the areas of: cognition; social; emotional; physical health; language and literacy; creative arts; mathematics; science; and, social studies. Documentation should include teacher observations, work samples and parent input. Teachers will document how children's ideas are incorporated into the curriculum.
2. Family participation
  - a. Ongoing documentation will culminate in two annual assessment periods. Teachers will share the assessment with parents at 2 parent-teacher conferences annually. At least 80% of parents will attend 2 annual conferences. Documentation will include conference times and length, the comments and signature of parents.

## **C. QUALITY COMPONENTS**

As outlined in CT General Statutes **Sections 10-16o through 10-16u**, each program will:

1. Develop a plan for collaboration with other community programs, including public libraries. Coordinate resources to facilitate full-day and full-year child care and education programs for children of working parents and parents in education or training programs;
2. Encourage family involvement, parenting education and outreach;
3. Provide referrals for health services, including referrals for appropriate immunizations and screenings;
4. Provide nutrition services;
5. Provide referrals to family literacy programs that incorporate adult basic education and provide for the promotion of literacy through access to public library services;
6. Develop admission policies that promote enrollment of children from different racial, ethnic and economic backgrounds and from other communities;
7. Develop a transition plan for children moving from the School Readiness program to kindergarten. This includes provisions for the transfer of records from the program to the kindergarten program;
8. Develop 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;
9. Use the OEC designated sliding fee scale for families participating in the program;
10. Implement an annual evaluation of the effectiveness of the program; and
11. Develop a plan to ensure that children with disabilities are integrated into programs with children who are not disabled

## **D. STAFFING**

### **1. HIRING AND STAFFING LEVELS**

- a. Contractors will maintain adequate teacher: child ratios that at minimum, adhere to the OEC Day Care Licensing Regulations.
- b. Any staff changes will be reported to the School Readiness Office on the Staffing Coverage Form and added to the CT Registry.

### **2. EDUCATION REQUIREMENTS**

Each classroom will meet the following:

- a. OEC Day Care Licensing regulations
- b. OEC Quality Staff Member education requirements
- c. NAEYC or Head Start requirements

### **3. STAFF ORIENTATION, STAFF DEVELOPMENT**

All staff will have:

- a. The understanding, skills & experience to work with preschool children and families.
- b. An orientation within the first two weeks of hire. This must include an overview of the School Readiness Program policies, procedures and expectations.
- c. A staff development plan that includes the education requirements set forth by OEC's Bureau of Early Care and Education and its Licensing Unit, NAEYC and NHECC. Staff training will be documented in each staff members file. First year full time staff will complete all required trainings by May of their first year. Part time staff will complete trainings required for the position by all regulatory agencies including the School Readiness professional development areas of language and literacy, diversity, and working with children with special needs.
- d. Staff development plans will also include training in the CT ELDS, CT DOTS or similar systems. Regular observations, at minimum quarterly and preferably once a month, by the program leader and/or education consultant will be included in the staff member's professional development plan and annual evaluation.
- e. A program-wide staff development plan with proper documentation as required by NAEYC.

### **4. SUPERVISION**

- a. All staff will be supervised by the program's education leader or designee with the skills and knowledge to support their professional learning. Supervision will include classroom observations, regular meetings with staff and a plan of goals, action steps and measures of progress as well as the strengths observed and contributions made to the program. The plan must be updated at least twice a year.
- b.1 Contractors are required to report any alleged act of commission or omission, suspicion of child abuse or neglect to all regulatory agencies within 24 hours, the School Readiness Office (SRO), the OEC, NAEYC and/or Head Start. Notification must include the date and time of the alleged act and the nature of the complaint. The Contractor must also notify the SRO of the results of any investigation and any actions taken by the Contractor to correct the situation.
- b.2 Contractors will also inform the SRO of any notification to DCF against a parent or non-employee of a SR funded child.

## **E. CONSULTATION**

As required by NHECC Policies, all Contractors must have an education consultant who provides consultation to teachers and program leaders for a minimum of 2 hours per month. This may be the education consultant on the Contractor's OEC License, or may be another qualified consultant with expertise in curriculum, assessment, classroom management and supervision. The Contractor will notify the SRO of the education consultant selected. The consultant's time and focus will be recorded monthly.

## **SECTION 2: REPORTING REQUIREMENTS AND RECORD KEEPING**

### **A. REPORTING REQUIREMENTS**

1. All reports are to be submitted by the due date. The monthly reporting periods and due dates are listed on the chart below. Monthly Reports include:  
Priority School Readiness Monthly Report  
Site Data Report  
Withdrawal Report  
Financial Report, including accounting for the collection and use of parent fees and Care for Kids funds consistent with the terms of this Contract.
2. All Contractors are to update their program's information on the CT Registry and the ECE Reporter systems on a monthly basis.
3. Any staff changes are to be reported to the SRO within 5 business days, by updating the Staffing Coverage Plan.
4. Using the protocol established by the OEC, all state funded programs are to email the SRO the required NAEYC, OEC and DCF documents.
5. Annual evaluations, surveys or other documents requested by OEC or by the SRO on behalf of the New Haven Board of Education and/or the New Haven Early Childhood Council.

### **B. RECORD KEEPING**

1. Staff files contain a cover sheet listing completion dates of professional development training, staff self-evaluation, annual PD goals, annual evaluations with supporting documentation on file. Staff in programs that are exempt from licensing must have a minimum of 15 hours of professional development. Notes of education leaders' and/or their designees' classroom observations, meetings with individual teachers, teaching teams and full staff are documented and outline next steps and a timeline.
2. Child files Enrollment: contain a checklist listing all the documents required by OEC Licensing Unit and the SRO, with supporting documents on file. Records of daily family sign in/out sheets and daily attendance are kept on file and agree with the data submitted on the Site Data Report and in the ECIS.  
Child files Assessment: there is a system to track teachers' observation notes and assessments to ensure that all domains are assessed with ample supporting documentation. Assessments should be completed at least twice a year.
3. The Contractor will maintain books, records, documents, program and individual service records, evidence of its accounting and billing procedures and practices for a period of 3 years.

## **SECTION 3: PROGRAM MONITORING**

The Contractor will make all records and documents required under this Agreement as outlined here, in OEC Policies and NHECC Policies available to the SRO or its designee, the SR Fiscal Officer or their designee and the OEC. Scheduled monitoring visits will take place twice a year. The SRO and OEC reserve the right to make unannounced visits.

## SECTION 4

Provision against assignment: The contractor may not at any time assign any responsibilities of this contract to any other person, persons or agency without prior approval by SRO.

Access: The information shall be available during the hours of the Contractor's program operation and at all other reasonable times for monitoring, inspection, review or audit by employees or agents of the Board and/or the supervising state agencies. The Board reserves the right to conduct unannounced visits to funded sites to confirm reported data.

Complaints: The Contractor will ensure that all families funded through the School Readiness Grant are aware of their rights to have their concerns/complaints addressed. The Contractor will inform families in writing of the steps to follow to have a complaint/concern resolved. This will include the contact information for the SRO. NHECC Policies and Procedures make clear the steps the SRO will take to help resolve the complaint.

Suspension and/or Expulsion: No child should be expelled or suspended from a program. In the rare instances when a child's behavior jeopardizes the safety of themselves or others, the Contractor will immediately notify the SRO in writing of the situation and the actions taken to date to remedy the concern. The Board and the NHECC reserve the right to eliminate the funded spaces in cases where it deems the termination is not in keeping with the intent of the School Readiness Program.

Insurance: the Contractor is required to provide proof of liability coverage.

Statement of Non-Discrimination: the Contractor agrees that in the performance of this Agreement and in the composition of its staff, governing bodies and families it will not discriminate against any person or group of persons on the basis of race, color, religious creed, age, sex, marital status, national origin, ancestry, present or past history of mental disorder, sexual orientation, learning disability or on any other unlawful grounds.

Non-Renewal: in the event that this agreement is canceled or if the Board does not offer the Contractor a new Agreement of the same or similar service upon its expiration, the Contractor will assist in the orderly transfer of clients served under this Agreement to a new program and will assist in the orderly cessation of the operations under this Agreement and return of all property purchased with School Readiness funds.

Termination and Default: if the Contractor fails to fulfill its obligations under this contract, the Board, in consultation with the New Haven Early Childhood Council may:

- Temporarily Withhold payments until the obligation is fulfilled to the satisfaction of the Board;
- Temporarily or permanently discontinue services under the Agreement;
- Require that unexpended funds be returned to the Board;
- Assign appropriate personnel to execute the Agreement until such time as corrections have been made to the satisfaction of the Board;
- Require that this contract be assigned to an agency or person designated by the Board to bring the program into contractual compliance.
- Terminate this Agreement; or
- Take such other action, as the Board believes necessary.



## SECTION 5: COMPENSATION FOR SCHOOL READINESS FUNDED PROGRAMS

Compensation for services is based on the approved maximum number of children served each reporting period (see below for report periods) where each child is in attendance at least one day during the reporting period. For each child served, programs will be reimbursed at the rates established by the CT Office of Early Childhood.

Compensation will be made upon the submission of an invoice and is contingent on the timely receipt of expenditure reports, invoices and all program and service reports outlined in this Contract. In the event that reports have not been submitted by the deadlines stipulated in the Contract, the Board will delay payment until such time the report(s) are submitted and approved. The current rates are:

**Full day/full year** services will be paid at the rate of \$743.66 per month not to exceed \$8,924 per child per year. Full day/full year is defined as 10 hours/day, 50 weeks/year, legal holidays excluded, where children regularly attend 5 days/week for at least 6 hours/day.

**School day/school year** services will be paid at the rate of \$600.00 per month, not to exceed \$6,000 per child per year. School day/school year is defined as 6 hours/day, 10 months/year, where children regularly attend 5 days/week for a minimum of 6 hours/day.

**Part day/school year** services to be paid at the rate of \$450.00 per month, not to exceed \$4,500 per child, per year. Part day/school years is defined as a minimum of 2.5 hours/day, 10 months/year, where children regularly attend 5 days/week.

### Monthly Reporting Due Dates—

PSRMR, SDR, Withdrawal REPORTING PERIODs		# of wks	DUE DATES
From	End Date		
July 1, 2022	July 29, 2022	4	August 2
August 1, 2022	August 26, 2022	4	August 30
August 29, 2022	September 30, 2022	5	October 4
October 3, 2022	October 28, 2022	4	November 1
October 31, 2022	November 25, 2022	4	November 29
November 28, 2022	December 30, 2022	5	January 3
January 2, 2023	January 27, 2023	4	January 31
January 30, 2023	February 24, 2023	4	February 28
February 27, 2023	March 31, 2023	5	April 4
April 3, 2023	April 28, 2023	4	May 2
May 1, 2023	May 26, 2023	4	May 30
May 29, 2023	June 23, 2023	5	June 27

## SECTION 6: OUTCOME MEASURES

OUTCOMES	MEASURES
Improve access to and utilization of School Readiness Preschool Programs for New Haven 3 & 4 years old.	SR monthly utilization rate of 95% to 100% will be maintained from September to June 30. Programs have a detailed recruitment plan to reach out to New Haven families including families in underserved neighborhoods. Spaces that become vacant will be filled within 15 business days.
Reduce the chronic absenteeism rate.	Chronic absenteeism is defined as a monthly attendance rate of less than 85%. When attendance falls below 85%, families will be contacted, reasons for the absences and a plan to improve attendance will document progress.
Increase the quality of early childhood programs by recruiting and maintaining the current OEC education requirement: at least one teacher in every classroom with a minimum of a CDA and 12 early childhood credits.	100% classrooms, including non-funded rooms will meet the education requirement.
By July 1, 2022, SR funded programs will hire teachers who meet the OEC's increased education standards by having a minimum of 50% of classroom lead teachers with an approved Associate's Degree.	SR programs have individual education plans for each staff member that includes meeting the OEC July 1, 2022 goal. Education plans are updated every six months and show progress toward the goal.
Children will show growth in all developmental domains	Classroom environments and weekly Learning Experience Plans will align and consistently include strategies to support children's development as outlined in the OEC's Early Learning Development Standards (ELDS). Assessment documentation will show 95% of all children have made progress in each developmental domain.

Revised: 6-7-21



**NEW HAVEN PUBLIC SCHOOLS**

**EXHIBIT B**

**STUDENT DATA PRIVACY AGREEMENT  
SPECIAL TERMS AND CONDITIONS**

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student-generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. §10-234aa.

1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.

5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student- generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.

**SCHOOL READINESS GRANT PROGRAM**  
**Fiscal Year 2023**  
**(July 1, 2022 – June 30, 2023)**

**LOCAL REQUEST FOR PROPOSAL**

**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.

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

## EV 23 SR COUNCIL RECOMMENDED PROGRAM SPACE AND FUNDING ALLOCATION GRID

FY 23 SR COUNCIL RECOMMENDED PROGRAM SPACE AND FUNDING REQUESTS												
Effective Date:		7/1/2022										
Community:		New Haven										
Site Name  The name of the site(s) MUST match the name as listed in the Registry/or license	Mark X if this is a New SITE recommended for funding in FY23	Start Date* (Sites approved for funding in FY22)	# FD/FY Spaces	Total FD/FY Cost	# SD/SY Spaces	Total SD/SY Cost	# PD/PY Spaces	Total PD/PY Cost	# ED/EY Spaces	Total ED/EY Cost	Total # Spaces	Total Cost
All Our Children Academy		7/1/2021	10	\$ 89,240.00		\$ -		\$ -		\$ -	10	\$ 89,240.00
Auntie Rose Child Care Development Center LLC		7/1/2019	37	\$ 330,188.00		\$ -		\$ -		\$ -	37	\$ 330,188.00
Calvin Hill Day Care Ctr-KLF Kindergarten		1/10/1999		\$ -	10	\$ 60,000.00		\$ -		\$ -	10	\$ 60,000.00
Centro San Jose Child Development Center		9/11/2001	40	\$ 356,960.00		\$ -		\$ -		\$ -	40	\$ 356,960.00
Catholic Charities Child Development Center		1/10/2011	37	\$ 330,188.00		\$ -		\$ -		\$ -	37	\$ 330,188.00
Anicis and Saint Rose of Lima Child Development Center		12/3/2018	87	\$ 776,388.00		\$ -		\$ -		\$ -	87	\$ 776,388.00
Creating Kids at the CT Children's Museum		7/1/2000		\$ -	9	\$ 54,000.00		\$ -		\$ -	9	\$ 54,000.00
Creative M.E		7/1/2019	22	\$ 196,328.00		\$ -		\$ -		\$ -	22	\$ 196,328.00
Farnam Nursery School		6/1/1997	44	\$ 392,656.00		\$ -		\$ -		\$ -	44	\$ 392,656.00
First Step Child Care & Learning Center		7/1/2021	16	\$ 142,784.00		\$ -		\$ -		\$ -	16	\$ 142,784.00
Friends Center for Children		7/1/2011	40	\$ 356,960.00		\$ -		\$ -		\$ -	40	\$ 356,960.00
Friends Center for Children		11/1/2019	20	\$ 178,480.00		\$ -		\$ -		\$ -	20	\$ 178,480.00
Gateway Community College Early Learning Center		9/1/1997		\$ -	40	\$ 240,000.00		\$ -		\$ -	40	\$ 240,000.00
Leila Day Nurseries, Inc		11/1/1997		\$ -	18	\$ 108,000.00	4	\$ 18,000.00		\$ -	22	\$ 126,000.00
The Little Schoolhouse		7/1/2011	18	\$ 160,632.00		\$ -		\$ -		\$ -	18	\$ 160,632.00
Luiac Head Start-Fay Miller Center		7/1/2022	90	\$ 803,160.00		\$ -		\$ -		\$ -	90	\$ 803,160.00
Luiac Head Start-Mill River Center		7/1/2022	28	\$ 249,872.00		\$ -		\$ -		\$ -	28	\$ 249,872.00
Montessori School on Edgewood		10/1/2006	31	\$ 276,644.00		\$ -		\$ -		\$ -	31	\$ 276,644.00
Morning Glory Early Learning Center		12/1/1999	18	\$ 160,632.00		\$ -		\$ -		\$ -	18	\$ 160,632.00
Morning Glory Infant Toddler Center		10/1/2010	12	\$ 107,088.00		\$ -		\$ -		\$ -	12	\$ 107,088.00
New Haven BOE at Columbus Family Academy		9/1/2008		\$ -	40	\$ 240,000.00		\$ -		\$ -	40	\$ 240,000.00
New Haven BOE at East Rock School		11/1/2012		\$ -	20	\$ 120,000.00	40	\$ 180,000.00		\$ -	60	\$ 300,000.00
New Haven BOE at Hill Central School		9/1/2011		\$ -	40	\$ 240,000.00		\$ -		\$ -	40	\$ 240,000.00
New Haven BOE at Nathan Hale School		9/1/2006		\$ -	22	\$ 132,000.00	28	\$ 126,000.00		\$ -	50	\$ 258,000.00
New Haven BOE at Augusta Lewis Troup School		9/1/2014		\$ -	20	\$ 120,000.00		\$ -		\$ -	20	\$ 120,000.00
St. Aedan Pre School		9/1/1998	69	\$ 615,756.00		\$ -		\$ -		\$ -	69	\$ 615,756.00
St Andrew's Child Care Center		9/1/1997	36	\$ 321,264.00		\$ -		\$ -		\$ -	36	\$ 321,264.00
Westville Community Nursery School		11/1/1997		\$ -	6	\$ 36,000.00	6	\$ 27,000.00		\$ -	12	\$ 63,000.00
Yale-New Haven Hospital Day Care Center		7/1/2001	17	\$ 151,708.00		\$ -		\$ -		\$ -	17	\$ 151,708.00
Yale-New Haven Early Care and Education Centers		7/1/2013	5	\$ 44,620.00		\$ -		\$ -		\$ -	5	\$ 44,620.00
New Haven YMCA Youth Center		7/1/1998	32	\$ 285,568.00		\$ -		\$ -		\$ -	32	\$ 285,568.00
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### Local School Readiness RFP Basic Requirements Checklist

- ☐ Application submitted by deadline
- ☐ Required Signatures received by deadline

The following program information has been submitted:

- ☐ Completed cover page with contact information
- ☐ Licensing Information (license and most recent licensing inspection report)
- ☐ License Status Verification Form (*license exempt programs only*)
- ☐ Registry OEC Health and Safety Orientation Report (applicable to programs accepting Care4Kids funds)
- ☐ Professional Registry, Staff Qualification Detail Report (without wage information)
- ☐ Registry Designated QSM Report
- ☐ Plan of Study Tracking for Designated QSMs not meeting requirements (Addendum)
- ☐ Professional Registry, NAEYC Staff Report
- ☐ Proposed activities A-G are all addressed
- ☐ Program description A-E are all addressed
  - ☐ Program calendar
  - ☐ Class size and teacher/child ratio (if not included in program description)
  - ☐ Curriculum and assessment documents (planning documents, assessment work, curriculum description, etc)
- ☐ Family handbook (do NOT submit other program documents unless specifically requested)
  - ☐ List of literacy activities (item E3 in the Program Documents Section)
  - ☐ Kindergarten orientation activities done at the program or in collaboration with the schools (item G2 in the Program Documents Section)
- ☐ Grant Signature and Statement of Assurances signature page
- ☐ Program Contact and Data workbook
- ☐ Completed School Readiness local program budget workbook
- ☐ Interagency Collaboration Agreements

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## **DIRECTIONS**

This application is for all programs wishing to be considered for funding from the School Readiness Council for state funded School Readiness spaces. All programs interested in being considered for School Readiness spaces must complete this application for review by the local School Readiness Council. All completed applications will be scored. Recommendations for allocation of School Readiness spaces will be made based on the availability of spaces **AND** application scores.

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

1. All sections must be completed and all materials/forms submitted to \_\_\_\_\_.
2. Program must be in compliance with all policies and requirements for School Readiness. School Readiness General Policies (GPs) are available at [General Policies - Connecticut Office of Early Childhood](#)
3. Programs must meet all health and safety requirements mandated by the OEC (licensed and license exempt).

**If the School Readiness Council added items to this OEC local request for proposal, the items are listed here and were approved by the Office of Early Childhood prior to release of this application.**

## SCHOOL READINESS POLICIES AND REQUIREMENTS

### LICENSING/ACCREDITATION/APPROVALS

Grantees must ensure that all sites are licensed by the OEC or meet legal requirements to be considered license exempt. Applicants must include a copy of the current license and the most recent full licensing inspection report from the OEC for each site requesting School Readiness funds. If the site meets the definition of license exempt, the Licensing Status Verification Form must be completed and submitted with the application. Programs (both licensed and license exempt) must meet all health and safety requirements mandated by the OEC.

**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:** minimum 35 square feet per child;
- **Outdoor space:** minimum 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 MUST be supervised visually at ALL times. One adult for every 10 children (or less) is the required staff-to-child ratio; and
- **Other health and safety requirements:** additional requirements may be mandated by the Office of Early Childhood.

**License exempt only:** ☐ By checking this box, the program attests to meeting the above safety requirements.

**Care4Kids:** ☐ By checking this box, the program attests to being a Care4Kids provider accepting Care4Kids funds. **Programs that receive Care4Kids must include the Registry's OEC Health and Safety Orientation Report as part of their application.**

All program sites must be accredited/approved or in process of becoming accredited/approved. All programs must submit evidence of National Association for the Education of Young Children (NAEYC) Accreditation or for new programs only, willingness to become accredited by NAEYC within three years of accepting funding or evidence of Head Start approval. The following documentation is required:

- 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, a statement signed by the director acknowledging that the program will become NAEYC accredited within three years; **or**
- Head Start approval as documented by the programs most recent Head Start grant award letter.

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.

Applicants must meet the program requirements and quality standards for participation in School Readiness program as described in CGS Section 10-16q (a). [GP B-05 Meeting-Quality-Assurance-Requirements](#)

## SFY 23 LICENSING STATUS VERIFICATION FORM

**Must be submitted annually by license exempt programs**

**PROGRAMS WITH MULTIPLE EXEMPT SITES MUST LIST EACH INDIVIDUAL SITE NAME AND ADDRESS**

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), provided the provisions of childcare services are only to those children whose ages are covered under such approval or accreditation. "Administered by" has been interpreted by the OEC to mean that a public school system or a CSDE approved private school retains ultimate 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 OEC sub-grantee applications with sites that are not required to be licensed by the OEC to provide child day care, the grantee must complete this form for each license exempt 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, or ☐ RESC administers the above named program and therefore retains ultimate 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: \_\_\_\_\_ to \_\_\_\_\_.  
Start date End date

- ☐ If yes, please check this box to verify that the above named program shall inform the parents and legal guardians of the children participating in such program that such program is not licensed by the OEC to provide child care services.

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

\_\_\_\_\_  
Signature Printed Name  
☐ Superintendent of Schools ☐ Charter School Director ☐ CSDE Approved Private School Administrator  
☐ RESC Executive Director

for the \_\_\_\_\_  
Name of Grantee

☐ Board of Education ☐ Charter School ☐ CSDE Approved Private School ☐ RESC ☐ Charter School

\_\_\_\_\_ ( \_\_\_\_ ) \_\_\_\_ - \_\_\_\_\_ @ \_\_\_\_\_  
City or Town Phone Number email address

## STAFFING

All staff working with children in School Readiness sites and managing a School Readiness site must be registered in the [OEC Early Childhood Professional Registry](#) (see [GP A-01 Legislative-Requirements-for-Staff-Qualifications-in-State-Funded-Programs](#)). The OEC and School Readiness Liaisons use the Professional Development Registry to verify and monitor staff qualifications.

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

1. Staff Qualifications Detail Report (**Do not send the wage data. DELETE THESE COLUMNS BEFORE SENDING**).  
Download report, delete wage columns, save report, format to print on one legal sized sheet of paper.
2. NAEYC Candidacy Staff Report

## TEACHER EDUCATION REQUIREMENT

Programs applying for School Readiness spaces must meet teacher education requirements specified in School Readiness General Policy [GP A-01](#) for the entire program, NOT just funded classrooms. A DQSM is a Teacher assigned to a classroom and cannot act as a floater. See the chart below as well as the definitions outlined in [GP A-01](#).

To be a designated **Qualified Staff Member (QSM)** in a state funded program, your program administrator must do the following in the OEC Registry: a) Confirm your employment, and b) tag you in the role of Teacher c) in a specific classroom / group in a state funded program.

Are you **ELIGIBLE**? Find out in 3 Steps:

1. Find your education details in the chart below.
2. Make sure all of your education is reflected in your free OEC Registry account ([www.ccacregistry.org](http://www.ccacregistry.org)).
3. Check your OEC Registry membership card for your QSM eligibility and expiration date.

<input checked="" type="checkbox"/>	My EC qualification is:	Am I eligible?	How long am I eligible?	Next Steps
<input type="checkbox"/>	Less than a CDA credential AND 12 ECE credits	Not yet	Not eligible yet	Apply for OEC Scholarship toward your ECE degree!
<input type="checkbox"/>	Current CDA credential AND 12 ECE credits	Yes, for a little longer...	...until June 30, 2025	Apply for OEC Scholarship toward an ECE degree!
<input type="checkbox"/>	Associates degree in any field AND at least 12 ECE credits	Yes, but...	...until June 30, 2025	Apply for OEC Scholarship toward your ECE bachelor degree!
<input type="checkbox"/>	Bachelor's degree or higher in any field AND at least 12 ECE credits	Yes, but...	...until June 30, 2025	Apply for the ECTC (Early Childhood Teacher Credential) B Level Individual Review Route!
<input type="checkbox"/>	On 06/30/2015 I was grandfathered in the Registry as meeting the bachelor degree because I worked at my program since 1995 and had my associate degree	Yes, but...	...until June 30, 2025	Apply for OEC Scholarship toward your ECE bachelor degree!
<input type="checkbox"/>	Associates degree in ECE, OR ECTC (Early Childhood Teacher Credential) - Associate level only (Traditional college route OR Individual Review Route)	Yes, but...	...until June 30, 2029	Apply for OEC Scholarship toward your ECE bachelor degree!
<input type="checkbox"/>	On 06/30/2015 I had a bachelor degree + at least 12 ECE credits in the Registry and was grandfathered as meeting the bachelor degree	YES!	You meet the goal!	Take advantage of quality professional development to keep your skills sharp and stay up to date with the latest ECE research and best practices.
<input type="checkbox"/>	Bachelor's degree in ECE	YES!	You meet the goal!	
<input type="checkbox"/>	ECTC (Early Childhood Teacher Credential) - Bachelor level only (Traditional college route OR Individual Review Route)	YES!	You meet the goal!	
<input type="checkbox"/>	Current teacher certification in early childhood education	YES!	You meet the goal!	

In this application, all programs must submit the Registry Designated QSM Report

PA 19-34 (SB 932) Program Compliance Benchmarks and Details			
A	B	C	D
Goal: All DQSMs have at least a CDA credential + 12 ECE credits	Goal: 50% or more DQSMs have at least an associate degree in ECE, AND the remaining percentage have a CDA credential plus 12 ECE credits	Goal: 50% or more DQSMs have a qualifying bachelor degree in ECE, AND the remaining percentage have an associate degree in ECE or an ECTC associate level (traditional or IRR)	Goal: 100% DQSMs have a qualifying bachelor degree in ECE
Until June 30, 2022	July 1, 2022 to June 30, 2025	July 1, 2025 to June 30, 2029	From July 1, 2029 on
100% of DQSMs must be career ladder <sup>1</sup> 7 or higher in the Registry, meeting one of the following: <ol style="list-style-type: none"> <li>1. Current CDA credential plus 12 ECE credits</li> <li>2. Associate degree or higher plus 12 or more ECE credits</li> <li>3. Current teacher certification in ECE/Special Education</li> <li>4. Any grandfathered QSM status</li> </ol>	At least 50% of DQSMs have one of the following: <ol style="list-style-type: none"> <li>1. Current teacher certification ECE/ Special Education</li> <li>2. ECTC (Early Childhood Teacher Credential) Associate or Bachelor level; traditional college route or IRR (Individual Review Route)</li> <li>3. Associate degree or higher specifically in ECE</li> <li>4. Any grandfathered QSM status</li> </ol> Remaining % have: <ul style="list-style-type: none"> <li>• CDA credential plus 12 ECE credits</li> <li>• The OEC also recognizes any non-qualifying degree (not mentioned above; ladder level 9 or higher)</li> </ul>	At least 50% of DQSMs have one of the following: <ol style="list-style-type: none"> <li>1. Current teacher certification ECE/ Special Education</li> <li>2. ECTC (Early Childhood Teacher Credential)_ <u>Bachelor level only</u>; traditional college route or IRR (Individual Review Route)</li> <li>3. Bachelor degree specifically in ECE</li> <li>4. Grandfathered QSM status with expiration 2099</li> </ol> Remaining % have: <ul style="list-style-type: none"> <li>• Associate degree ECE OR ECTC (Early Childhood Teacher Credential) Associate level; traditional college route or IRR (Individual Review Route)</li> </ul>	100% of DQSMs have one of the following: <ol style="list-style-type: none"> <li>1. Current teacher certification ECE/Special Education</li> <li>2. ECTC (Early Childhood Teacher Credential)_ <u>Bachelor level only</u>; traditional college route or IRR (Individual Review Route)</li> <li>3. Bachelor degree specifically in ECE</li> <li>4. Grandfathered QSM status with expiration 2099</li> </ol>

<sup>1</sup> <https://www.ccacregistry.org/index.cfm?module=careerLadder&navID=nav33>

**Notes:**

- **Individual** QSM eligibility is automatically calculated for every OEC Registry account holder. Detail of status is found on the user's *Education and Training Report* AND *Registry membership card*.
- **Program compliance** is automatically calculated in the OEC Registry, and is visible in the *Designated QSM Compliance Report for State Funded Programs* (extra detail) and the *Designated QSM Summary Report for State Funded Programs* (short form), accessible by authorized administrative access users.

## SPACE TYPES

Program sites must offer space types that meet one of the following requirements as outlined in [GP B-04 Definition-of-Space-Types-Categories-of-Care](#) including minimum attendance requirements.

- **Full-Day/Full-Year** – site must provide preschool services five 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 five days per week, a minimum of six 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 two and one-half hours per day, five 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 (five 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](#) ).

## EVERY STUDENT SUCCEEDS ACT OF 2016 (ESSA)

Public preschool programs, administered by a local or regional board of education must follow the same guidelines as grades K-12. LEA preschool programs must:

- allow immediate enrollment of homeless students who are unable to present health or other required forms;
- provide continuity of care;
- provide transportation to the school of origin to provide continuity of care; and
- the local or regional board of education's McKinney Vento Liaison can provide additional information and/or clarification for these requirements.

## NONSECTARIAN POLICY

Under Connecticut General Statutes (C.G.S.) Section 10-16p (a) (1), a School Readiness program must be a “nonsectarian program” which is defined in section 10-16p (f) as “any public or private school readiness program that is not violative of the Establishment Clause of the Constitution of the State of Connecticut or the Establishment Clause of the Constitution of the United States of America”.

For more information please read [GP C-05 Nonsectarian-Policy-for-School-Readiness-Programs](#) and certify below that your program meets the nonsectarian policy outlined therein.

☐ By checking this box my program certifies that it adheres to the nonsectarian policy outlined in GP C-05.

## **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 approval prior to submission of the grant application, then the official Board approval should be sent separately as soon as possible. The application should document the date of expected Board approval.

### **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-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 site visits both announced and unannounced 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 community on such forms as the community and/or the OEC may require.

The applicant must complete and submit the monthly data reports to the community at the end of each month.

The applicant must complete and submit any reports or provide data as required by the OEC.

## Review of Applications and Grant Awards

The community reserves the right to make a grant award decision 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 community 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.

## Waiting Lists

The program agrees to share waiting lists of children and families with the OEC and/or the School Readiness Council upon request.

## Delivery of Applications

Delivery of the Local RFP for the School Readiness Program application is required by \_\_\_\_\_ on \_\_\_\_\_.

1. Original, hard-copy signature pages (Statement of Assurances) must be mailed or hand-delivered to \_\_\_\_\_.
2. The RFP and original signatures **must be received by \_\_\_\_\_ on \_\_\_\_\_, IRRESPECTIVE OF POSTMARK DATE.** Faxed or scanned copies of signatures will not be accepted.

**IMPORTANT NOTE:** Late or incomplete applications MAY not be considered for funding.

Mailing/Delivery address and email is:

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***Additional criteria may be added to this request for proposals once approved by the OEC. Any additional council criteria approved by OEC should be documented in the community request for proposal submitted to the OEC.***



## **GLOSSARY/DEFINITIONS**

**Child Standards** – [Connecticut Early Learning and Development Standards](#) (CT ELDS) set forth what young children birth to age five should know and be able to do. Curriculum and assessments should be based upon, or aligned to, the CT ELDS. All state-funded programs are responsible for ensuring that the skills and behaviors in the CT ELDS are addressed. Programs may use the Head Start Early Learning Outcomes Framework (HS ELOF) as the child standards in conjunction with the crosswalk outlining additional skills to be addressed from the CT ELDS when it becomes available.

**Child Assessment** – Programs are required to use an assessment tool designed for the purpose of informing curriculum and instruction practices that is aligned to the CT ELDS. The Connecticut Documentation and Observation for Teaching System [CT DOTS](#) is a tool that is available at no cost that meets this criteria.

**General Policies**– [General Policies - Connecticut Office of Early Childhood](#) (GPs) provide guidance to School Readiness Councils, School Readiness Liaisons and providers about school readiness policies and procedures. Programs are required to adhere to all applicable School Readiness general policies.

**Inclusion/Integration** – It is expected that all children with and without disabilities shall have the same access to School Readiness programs as other children. 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 based on disability.

**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 [GP B-01 Fee-Schedule-](#) and [GP B-02 Fee-Guidance](#) . 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 [GP B-05](#)

**Quality Components** – The 11 components required of School Readiness programs required by the legislation: collaboration, parent involvement, health, nutrition, pre-literacy practices, family literacy, admission policies, transition to kindergarten, professional development, a sliding fee scale and an annual program evaluation.

**Teacher** – Each classroom that provides services under the School Readiness Grant must be staffed for all operating hours for Part-Day and School-Day spaces and for six hours per day for Full-Day spaces, by a teacher who meets the definition outlined in [GP A-01](#) and [GP A-03](#) .

**Professional Learning for Teaching Staff** - Fifteen hours of professional learning are required annually for teaching staff. Teachers must participate in a minimum of two professional development trainings each year focused on early childhood development, trauma informed practice or topics directly related to the field of early childhood education and one training in inclusive practices for children with disabilities and learning differences. (see item H3 in Program Documents Section). New staff must have or obtain specific training in pre-literacy skill development and in racial and ethnic diversity within a year of hire.

**Significant Health Risk Items (Licensing)** – Items assessed that pose a significant and immediate risk to children that include ratios, group size, supervision, program capacity, and items related to bodies of water as applicable.

**GRANT COVER PAGE**

**DUE DATE**

(Determined by local School Readiness Council)

\_\_\_\_\_

**SUBMISSION INFORMATION**

<b>Agency/Program Name:</b>			
<b>Street Address:</b>			
<b>City, State, Zip</b>			
<b>Primary Contact Person:</b>		<b>Email:</b>	
<b>Telephone:</b>		<b>Fax:</b>	

**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)*

<b>Agency/Program Name:</b>			
<b>Street Address:</b>			
<b>City, State, Zip</b>			
<b>Primary Contact Person:</b>		<b>Email:</b>	
<b>Telephone:</b>		<b>Fax:</b>	

## PROPOSED ACTIVITIES FY 2023

**Provide a response to each of the following:**

If a question does not apply to your program note "N/A" in the space provided. You may answer directly on the application or attach your response. If using attachments, make sure they are clearly labeled and "see attached" is noted on the application.

- 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 for interagency agreement forms.
- C. Describe any plans for building or securing a new facility, renovating an existing structure. Include any planned efforts to expand existing facilities to serve more children.

- D. Describe efforts to seek out and retain qualified staff to meet the 2025 requirements outlined in [GP A-01](#) .
- E. Describe any collaborative efforts or joint activities with other early childhood programs in your community. For currently funded School Readiness programs include any joint activities funded by family fees or other School Readiness funds. Please note if program participation is mandatory or voluntary and how children will benefit because of the program's participation.
- F. Describe how the program includes children with disabilities and their families as well as those with learning differences, challenging behaviors and/or special health care needs. Please describe the program's relationship with Public School Special Education Services.
- G. Describe additional activities or efforts that you would like considered as part of your application for School Readiness funding.

## **PROGRAM DESCRIPTION**

### **Provide a response to each of the following:**

If a question does not apply to your program note “N/A” in the space provided. You may answer directly on the application or attach your response. If using attachments, make sure they are clearly labeled and “see attached” is noted on the application.

- A. Attach a copy of a program calendar for July 1, 2022, to June 30, 2023, and clearly identify all closings. Programs must adhere to the required number of days open by program type as outlined in [GP B-04](#) . Full-day/full-year programs must be available to families for 50 weeks.
  
- B. Class size may not exceed 20 children; the OEC recommends a class size of 18 children. A class is 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. Label classrooms as they are listed in the [PROFESSIONAL REGISTRY](#)
  
- C. Describe the curricular approach or tools used in your program. If your program utilizes a published curriculum, include information about the tools used, training provided on the tools, and the process used to adjust curriculum/instruction for individual children. If your program plans experiences on an ongoing basis, provide information about the planning process and the training or coaching staff receive related to the process. Include the relationship between your curriculum and the [CT ELDS](#) .
  
- D. Describe your program’s approach to assessment. What tool(s) and processes are used for gathering information to inform curriculum and instruction and meet the needs of individual learners? Include information about the alignment of tools used to the [CT ELDS](#) and [CT DOTS](#).
  
- E. Describe the daily schedule in the program.

## **PROGRAM DOCUMENTS**

Please indicate below which of your program's current documents contain information that shows evidence your program meets the School Readiness Program Quality Components. **Submit a copy of the Family Handbook with your completed application.** Indicate the page numbers of the Family Handbook 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.

### General Information

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	
			*GI 1. Services provided (including age range of children).
			*GI 2. Hours of operation (hours per day, days per week, months per year).
			*GI 3. Enrollment policy * (include the policy for children not yet toilet trained).
			*GI 4. Program mission/purpose statement and education philosophy/framework statement.
			*GI 5. Open access to parents/guardians.
			*GI 6. Parent conferences.
			*GI 7. Commitment to include children with special needs.
			*GI 8. Discipline policy.
			GI 9. Where/how special education services are provided (i.e. on-site, by whom, off-site, by whom)?

### Program Components

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>A. Plan for collaboration with other community programs and services</b>
			A 1. Process to identify and refer families to programs and services.
			A 2. Coordination of resources to eliminate duplication.
			A 3. Unique resources specific to your community.
			A 4. Public school efforts to provide information, training and technical assistance to the SR staff to supporting children and families.
			A 4. Other:

* Family Handbook Pg. #	NAEYC or Head Start	Other Source	<b>B. Parent involvement, parenting education and outreach</b>
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	document		
			*B 1. Parent advisory council (including decision-making policy).
			*B 2. Home/school partnership initiatives designed to develop reciprocal communication and engagement.
			*B 3. Opportunities for parenting education and other support activities.
			B 4. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>C. Referrals for Health Services, Including Referrals for Appropriate Immunizations and Screenings.</b>
			C 1. Use of the ED 191 form for health records.
			C 2. Child health files include health screens pursuant to <i>Early and Periodic Screening, Diagnosis and Treatment (EPSDT)</i> .
			C 3. Tracking system for health record expiration and accuracy.
			*C 4. Providing vision, hearing, and dental screenings either on-site or in collaboration with another agency.
			*C 5. Processes to assist families to secure medical insurance, a medical home, on-going well-child care, immunizations, and health, dental and nutritional screenings.
			C 6. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>D. Nutrition Services</b>
			D 1. Identification and documentation of children's nutritional needs.
			*D 2. Participation in the <i>Child and Adult Care Food Program (CACFP)</i> and the <i>National School Lunch Program (NSLP)</i> .
			*D 3. If your program does not participate in CACFP or NSLP, how does it ensure that the meals and snacks served meet the CACFP requirements?
			D 4. Nutrition services, including nutrition education, provided by the program.
			D 5. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>E. Family Literacy</b>
			E 1. Process for the identification of families' literacy education/training needs and assistance with access to literacy program.
			*E 2. Assistance to families in accessing adult education

			programs, job training, and public library services.
			*E 3. Opportunities to support families in interactive literacy activities. (Attach a list of sample activities)
			E 4. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>F. Admission Policies</b>
			*F 1. Promote the enrollment of children from diverse racial, ethnic and economic backgrounds.
			*F 2. Include non-discrimination statement and confidentiality statement.
			*F 3. Access to all 3-and 4-year old children.
			F 4. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>G. Transition Plan</b>
			*G 1. Collaboration between the School Readiness staff and kindergarten staff.
			*G 2. Orientation activities for children and families that prepare them for transition to kindergarten. (Attach a list of activities)
			*G 3. Supports provided to families in transitioning their child to kindergarten.
			*G 4. Records transferred to kindergarten.
			G 5. Other:



* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>H. Professional Development Plan and Experiences</b> <i>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.</i>
			H 1. All staff members have a written professional development plan outlining professional goals that increase their knowledge and expertise in early childhood practice.
			H 2. 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.
			H 3. Each staff member engages in <b>15</b> hours of 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, general child development, trauma informed practice, etc.).
			*H 4. Statements regarding the impact of professional development on program quality.
			H 5. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>I. Sliding Fee Scale</b>
			*I 1. Use of the current OEC School Readiness sliding fee scale.
			*I 2. Assisting families with access to the Child Care Assistance Program (Care-4-Kids). <u>Care-4-Kids application is voluntary for School Readiness enrollment.</u>
			*I 3. Procedures for fee determination and re-determination.
			*I 4. Fee calculation is reviewed with parent, includes parent signature and parent receives a copy of the fee calculation form.
			I 5. Other:

* Family Handbook Pg. #	NAEYC or Head Start document	Other Source	<b>J. Evaluation of the Effectiveness of Program</b>
			*J 1. The CT ELDS as the child level standards and an appropriate assessment aligned to the CT ELDS are used for planning learning experiences, observing and documenting child progress, and implementing teaching strategies. All curriculum used must align with the CT ELDS.
			*J 2. 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.
			J 3. How does the program document the efforts described in J 1 and J 2, monitor progress, and report to families and the School Readiness Council?
			J 4. Other:

## **STATEMENT OF ASSURANCES**

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.***

**PROJECT TITLE:** SCHOOL READINESS GRANT PROGRAM

**THE APPLICANT:**

HEREBY ASSURES THAT:

Full Program Name

- 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 the 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 monies not expended in accordance with the approved program/operation budget as determined by the audit; and
- L. Programs are required to meet all health and safety requirements mandated by the Office of Early Childhood for both license and license exempt programs.

#### M. 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, form or corporation and the State of any political subdivision of the State other than a community 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 community, (2) a quasi-public agency, as defined in Connecticut General Statutes § 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Connecticut General Statutes § 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 for 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 the 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.
- N. The grant award is subject to approval of the Connecticut Office of Early Childhood and availability of state or federal funds.
- O. 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.
- P. 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.
- Q. 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**

**Program Name:**

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 below **ONLY** if the Fiscal Agent is other than the program applying for the funds:

**Signature of Fiscal Agent:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Name & Title (please print):** \_\_\_\_\_

### **PROGRAM LOCATION, CONTACT AND DATA**

Each applicant is required to complete a **School Readiness Program Contact, Data Workbook** (see attachments) which contains four tabs: (1) Program site location (2) Program site contact information and (3) Program site data (licensing, accreditation status/Head Start approval, Registry ID, Facility Code) Complete the forms in the workbook as they pertain to your site and attach with your RFP submission. Please also e-mail your entire workbook to your School Readiness Liaison.



## **BUDGET**

Each applicant is required to complete a **School Readiness Local Program Budget Workbook** (see attachments) which contains two tabs: (1) Budget Justification and (2) ED114.

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 the programs needs to ensure high-quality programming for children.

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 2023**. (*Budget total must equal the requested School Readiness funds.*)

**There are no indirect costs or carry-over funds allowed.**  
**All funds, including family fees, must be spent by June 30, 2023.**  
**A new ED114 budget form is required annually.**

## BUDGET OBJECT CODES

The OEC is using object code definitions from the United States Department of Education publication "Financial Accounting for Local and State School Systems." (<https://nces.ed.gov/pubs2015/2015347.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.

### 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.

## **INTERAGENCY COLLABORATION AGREEMENTS**

Programs should have collaborative agreements with outside community agencies **for each individual site** 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.
- If agreements are completed for individual programs, those programs with multiple sites that are provided duplicate services by a community agency may include multiple sites on the agreement as applicable.
- 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.

**\*\*SAMPLE\*\***

**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 2020.

**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)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PROPOSING AGENCY**

\_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
(Signature)  
Date: \_\_\_\_\_

**COLLABORATING AGENCY**

\_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
(Signature)  
Date: \_\_\_\_\_

**STAFF IN DQSM ROLES CURRENTLY NOT MEETING QSM  
REQUIREMENTS**

[GP\\_A-01](#)

Programs should actively support staff to achieve QSM requirements: provide guidance and track progress in individual and program-wide professional development plans [also see NAEYC Program Standards and Accreditation Assessment Items – Standard 6 Topic Area D – Ongoing Professional Development; and OEC licensing regulations – Staffing 19a- 79-4a(g)]. Staff enrolled in degree programs have a plan of study (POS) developed and regularly updated with the staffer’s college advisor. The POS should be regularly reviewed and referenced during professional development plan check ins. Staff should make measurable progress toward qualifications goals, keeping in mind that the ultimate goal is for 100% DQSM staff to have their ECE bachelor degree by July 1, 2029.

PROGRAM SITE NAME	STAFF NAME	DATE ASSIGNED TO DQSM ROLE	PLAN OF STUDY ON FILE AT PROGRAM YES/NO	DATE OF LAST REVIEW OF POS BY PROGRAM ADMIN



## **ATTACHMENTS**

***These items are submitted to the Council and maintained at the local level and are NOT to be uploaded with Local RFP Applications.***

- School Readiness Local Program information, Data and Contact Workbook
- School Readiness Local Program Budget Workbook
- Local School Readiness Application Scoring Packet



NEW HAVEN FY23 ENROLLMENT GRANT ALLOCATIONS

PRIORITY SCHOOL READINESS PUBLIC SCHOOLS/LICENSE EXEMPT or DCEX = RED HEAD START = BLUE FY 23 ENROLLMENT GRANT ALLOCATION CALCULATIONS 10.25.22								Annual MAX that Programs/Sites may be eligible to receive based on Utilization			Monthly MAX that Programs/Sites may be eligible to receive based on Utilization		
TOWN	*SD and PD not eligible for funding for July and August Reporting Periods. These spaces are funded September-June ONLY.	FD 80/mo	SD* 64/mo	PD* 48/mo	ED \$91/mo	License Status	Registry ID	Breakdown of Allocation by Site	Breakdown of Allocation by Program	District Max Allocation (Allocation amount to be uploaded into eGMS)	Site Max Allocation	Program Max Allocation	District Max Allocation
NEW HAVEN		709	225	78	0					\$ 862,080.00			\$ 74,864.00
	All Our Children Academy	10				DCCC.70457	8554	\$ 9,600.00	\$ 9,600.00		\$ 800.00	\$ 800.00	
	Auntie Rose Child Care Development Center	37				DCCC.70456	8553	\$ 35,520.00	\$ 35,520.00		\$ 2,960.00	\$ 2,960.00	
	Catholic Charities (3 SITES: 164 FD)								\$ 157,440.00			\$ 13,120.00	
	Centro San Jose Child Development Center	40				DCCC.15510	1623	\$ 38,400.00			\$ 3,200.00		
	Catholic Charities Child Development Center- New Haven	37				DCCC.16763	2047	\$ 35,520.00			\$ 2,960.00		
	Saint Francis And Saint Rose Of Lima Child Development Cente	87				DCCC.70464	1483	\$ 83,520.00			\$ 6,960.00		
	Calvin Hill Day Care Ctr-KLF Kindergarten		10			DCCC.12194	888	\$ 6,400.00	\$ 6,400.00		\$ 640.00	\$ 640.00	
	Creating Kids At The Ct Childrens Museum		9			DCCC.13946	1839	\$ 5,760.00	\$ 5,760.00		\$ 576.00	\$ 576.00	
	Creative M.E.	22				DCCC.70147	1502	\$ 21,120.00	\$ 21,120.00		\$ 1,760.00	\$ 1,760.00	
	Farnam Nursery School	44				DCCC.70617	9540	\$ 42,240.00	\$ 42,240.00		\$ 3,520.00	\$ 3,520.00	
	First Step Child Care & Learning Ctr	16				DCCC.70158	6970	\$ 15,360.00	\$ 15,360.00		\$ 1,280.00	\$ 1,280.00	
	Friends Center for Children (2 SITES: 60 FD)								\$ 57,600.00			\$ 4,800.00	
	Friends Center for Children	40				DCCC.16847	3216	\$ 38,400.00			\$ 3,200.00		
	Friends Center for Children	20				DCCC.70516	8839	\$ 19,200.00			\$ 1,600.00		
	Gateway Community College Early Learning Center		40			DCCC.12735	1492	\$ 25,600.00	\$ 25,600.00		\$ 2,560.00	\$ 2,560.00	
	Leila Day Nurseries		18	4		DCCC.12571	890	\$ 13,440.00	\$ 13,440.00		\$ 1,344.00	\$ 1,344.00	
	The Little Schoolhouse	18				DCCC.16475	1831	\$ 17,280.00	\$ 17,280.00		\$ 1,440.00	\$ 1,440.00	
	LULAC Head Start (2 SITES: 118 FD)								\$ 113,280.00			\$ 9,440.00	
	Lulac Head Start	90				DCCC.15536	1110	\$ 86,400.00			\$ 7,200.00		
	Lulac Head Start- Mill River Center	28				DCCC.13876	1021	\$ 26,880.00			\$ 2,240.00		
	Montessori School On Edgewood	31				DCCC.16274	1579	\$ 29,760.00	\$ 29,760.00		\$ 2,480.00	\$ 2,480.00	

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NEW HAVEN FY23 ENROLLMENT GRANT ALLOCATIONS

CONTINUED FROM PREVIOUS PAGE

	Morning Glory Early Learning Center (2 SITES: 30 FD)								\$ 28,800.00			\$ 2,400.00	
	Morning Glory Early Learning Center	18				DCCC.15339	1112	\$ 17,280.00			\$ 1,440.00		
	Morning Glory Infant-Toddler Center	12				DCCC.16433	2032	\$ 11,520.00			\$ 960.00		
	New Haven BOE (5 SITES: 142 SD - 68 PD)								\$ 123,520.00			\$ 12,352.00	
	New Haven Boe At Columbus Family Academy		40			EXEMPT	1886	\$ 25,600.00			\$ 2,560.00		
	New Haven Boe At East Rock School		20	40		EXEMPT	6363	\$ 32,000.00			\$ 3,200.00		
	New Haven Boe At Hill Central School		40			EXEMPT	2001	\$ 25,600.00			\$ 2,560.00		
	New Haven Boe At Nathan Hale School		22	28		EXEMPT	1520	\$ 27,520.00			\$ 2,752.00		
	New Haven Boe At Augusta Lewis Troup School		20			DCEX.80632	7199	\$ 12,800.00			\$ 1,280.00		
	St. Aeden Preschool	69				DCCC.70560	1698	\$ 66,240.00	\$ 66,240.00		\$ 5,520.00	\$ 5,520.00	
	St Andrews Child Care Center	36				DCCC.12248	894	\$ 34,560.00	\$ 34,560.00		\$ 2,880.00	\$ 2,880.00	
	Westville Community Nursery School		6	6		DCCC.13435	1696	\$ 6,720.00	\$ 6,720.00		\$ 672.00	\$ 672.00	
	Yale New Haven Hospital Child Care (2 SITES: 22 FD)								\$ 21,120.00			\$ 1,760.00	
	Yale- New Haven Hospital Day Care Center	17				DCCC.13612	1652	\$ 16,320.00			\$ 1,360.00		
	Yale Nh Hosp Early Learning Centers- George St	5				DCCC 70084	6177	\$ 4,800.00			\$ 400.00		
	New Haven Ymca Youth Center	32				DCCC.14328	1697	\$ 30,720.00	\$ 30,720.00		\$ 2,560.00	\$ 2,560.00	

NEW HAVEN FY 23 ENROLLMENT-BASED PAYMENT CALCULATIONS

FY 2023	Quarter: 1	July				August				September				Quarter				FUNDS EARNED THIS QUARTER		
TOWN		FD	SD	PD	ED	FD	SD	PD	ED	FD	SD	PD	ED	FD	SD	PD	ED	Site Payment Based on Utilization	Program Payment Based on Utilization	District Payment Based on Utilization
		\$80	\$64	\$48	\$91	\$80	\$64	\$48	\$91	\$80	\$64	\$48	\$91	TOTAL UTILIZATION BY QUARTER						
NEW HAVEN		581	0	0	0	571	0	0	0	493	135	40	0	1645	135	40	0			\$ 142,160.00
	All Our Children Academy	10				10				10				30	0	0	0	\$ 2,400.00	\$ 2,400.00	
	Auntie Rose Child Care Development Center	37				37				37				111	0	0	0	\$ 8,880.00	\$ 8,880.00	
	Catholic Charities (3 SITES: 164 FD)																		\$ 30,320.00	
	Centro San Jose Child Development Center	36				32				32				100	0	0	0	\$ 8,000.00		
	Catholic Charities Child Development Center- New Haven	37				37				26				100	0	0	0	\$ 8,000.00		
	Saint Francis And Saint Rose Of Lima Child Development Center	62				56				61				179	0	0	0	\$ 14,320.00		
	Calvin Hill Day Care Ctr-KLF Kindergarten										10			0	10	0	0	\$ 640.00	\$ 640.00	
	Creating Kids At The Ct Childrens Museum										7			0	7	0	0	\$ 448.00	\$ 448.00	
	Creative M.E.	21				19				19				59	0	0	0	\$ 4,720.00	\$ 4,720.00	
	Farnam Nursery School	41				41				27				109	0	0	0	\$ 8,720.00	\$ 8,720.00	
	First Step Child Care & Learning Ctr	16				16				15				47	0	0	0	\$ 3,760.00	\$ 3,760.00	
	Friends Center for Children (2 SITES: 60 FD)																		\$ 12,320.00	
	Friends Center for Children East Grand Ave	32				40				31				103	0	0	0	\$ 8,240.00		
	Friends Center for Children Blake St	16				20				15				51	0	0	0	\$ 4,080.00		
	Gateway Community College Early Learning Center													0	0	0	0	\$ -	\$ -	
	Leila Day Nurseries										18	3		0	18	3	0	\$ 1,296.00	\$ 1,296.00	
	The Little Schoolhouse	14				12				16				42	0	0	0	\$ 3,360.00	\$ 3,360.00	
	LULAC Head Start (2 SITES: 118 FD)																		\$ 24,720.00	
	Lulac Head Start	85				80				61				226	0	0	0	\$ 18,080.00		
	Lulac Head Start- Mill River Center	28				28				27				83	0	0	0	\$ 6,640.00		
	Montessori School On Edgewood	20				18				14				52	0	0	0	\$ 4,160.00	\$ 4,160.00	
	Morning Glory Early Learning Center (2 SITES: 30 FD)																		\$ 2,560.00	
	Morning Glory Early Learning Center	13				13				6				32	0	0	0	\$ 2,560.00		
	Morning Glory Infant-Toddler Center													0	0	0	0	\$ -		
	New Haven BOE (5 SITES: 142 SD - 68 PD)																		\$ 7,504.00	
	New Haven Boe At Columbus Family Academy										26			0	26	0	0	\$ 1,664.00		
	New Haven Boe At East Rock School										19	8		0	19	8	0	\$ 1,600.00		
	New Haven Boe At Hill Central School										19			0	19	0	0	\$ 1,216.00		
	New Haven Boe At Nathan Hale School										17	23		0	17	23	0	\$ 2,192.00		
	New Haven Boe At Augusta Lewis Troup School										13			0	13	0	0	\$ 832.00		
	St. Aeden Preschool	43				44				38				125	0	0	0	\$ 10,000.00	\$ 10,000.00	
	St Andrews Child Care Center	36				36				34				106	0	0	0	\$ 8,480.00	\$ 8,480.00	
	Westville Community Nursery School										6	6		0	6	6	0	\$ 672.00	\$ 672.00	