

CONNECTICUT OFFICE OF EARLY CHILDHOOD

Smart Start
May 1, 2016 to June 30, 2018



Legislative Authority

Public Act 14-41

RFP
810

Due Date
October 30, 2015

MYRA JONES-TAYLOR, PH.D.
COMMISSIONER

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conviction. Inquiries regarding the Office of Early Childhood's nondiscrimination policies should be directed to:

Levy Gillespie
Equal Employment Opportunity Director
State of Connecticut Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-807-2101
Levy.Gillespie@ct.gov

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Purpose

Smart Start is intended to serve the following purpose as specified in Public Act 14-41:

“To provide grants to local and regional boards of education for capital and operating expenses related to establishing or expanding a preschool program under the jurisdiction of the board of education for the town.”

Background

The Connecticut Office of Early Childhood (OEC) is committed to providing children greater access to high-quality preschool programs in an effort to reduce the achievement gap between the state’s poorest students and their wealthier peers. Research shows that access to high-quality preschool programs provides important foundational skills needed for academic and lifelong success. Expanding preschool services to high-need children will increase opportunities for promoting children’s development and school readiness. Through Smart Start, more children can be engaged in high-quality preschool experiences that address the whole child including the developmental domains of cognition, science, mathematics, creative arts, language and literacy, physical health and development, social and emotional development, and social studies.

Applicants for Smart Start funding may expand current preschool programs or create a new preschool program. Funding for Smart Start must serve additional children above the number of children being served by the applicant at the end of 2015-2016 school year. Funding must also be used to support enrollment in preschool programs that are at minimum school-day and school-year in duration (i.e., a minimum of 6 hours/day and 180 days/year).

To be eligible for Smart Start funding, boards of education must demonstrate having an unmet need for high-quality preschool in their community (see Appendix E).

This grant is intended to serve additional children who would not otherwise be able to enroll in a preschool program.

Conditions for Funding

Boards of education funded through this grant must:

- locate proposed preschool classroom(s) in a public school or in a space maintained by an early care and education and child development provider, pursuant to an agreement between the board of education and the provider establishing the Smart Start classrooms be operated by the board of education;
- hold accreditation and be in good standing with the National Association for the Education of Young Children (NAEYC), be approved and/or in good standing with the federal Head Start program, have documentation that they are in the process of obtaining

accreditation from NAEYC or have a plan to ensure that the program will be accredited within three years of receiving funding through Smart Start;
have class sizes that do not exceed 18 children;
Comply with annual interim quality measures while seeking accreditation (Early Childhood Environmental Rating Scale);
submit a letter of support for establishing or expanding a preschool program by the local or regional School Readiness Council, if any, for the school district;
demonstrate evidence of cooperating and coordinating with other governmental and community programs to provide services during periods when the preschool program is not in session; and
demonstrate how they will prioritize enrollment of vulnerable children (e.g. those with special needs, dual language learners, homeless, etc.).

Priority for funding will be given to boards of education that:

demonstrate the greatest need for the establishment or expansion of a preschool program;
allocate at least sixty percent of the spaces to children who are members of families that are at or below seventy-five percent of the state median income (SMI), or fifty percent of the spaces to children who are eligible for free and reduced price lunches; and
offer a full-day kindergarten program to all children in their community.

Boards of education may utilize other funding streams that may be available locally and/or privately. Boards of education may also collect family fees for services provided through Smart Start (see Appendix F).

Each classroom proposed for funding must be taught by an individual who is an employee of the board of education. The individual must hold a certification pursuant to Connecticut General Statutes Sec. 10-145b with an endorsement in early childhood education or early childhood special education as follows:

- 112 Integrated Early Childhood/Special Ed., Birth - K
- 113 Integrated Early Childhood/Special Ed., N/K through grade 3
- 001 PreK-Grade 8
- 002 PreK – Grade 6
- 003 PreK-Grade 3
- 008 PreK-K
- 065 Comprehensive Special Education PreK-Grade 12

The board of education must guarantee that any classroom renovated using Smart Start funds will remain in use as a pre-kindergarten classroom as long as the board of education continues to receive funding for operations through Smart Start.

Eligible Applicants (P.A. 14-41 (b)(1))

Boards of education are eligible to receive a grant if they either:

Have been determined through a statewide needs assessment conducted by the Connecticut Health and Educational Facilities Authority (CHEFA) on behalf of the OEC to have an unmet need for additional preschool spaces for high-needs 3- and 4-year-olds in their community.

(Refer to Appendix E for a list of eligible communities.)

OR

Have not been determined eligible as a result of the statewide needs assessment conducted on behalf of the OEC, but can demonstrate an unmet need. Any board of education not found to have an unmet need based on the statewide needs assessment must submit a justification with supporting documentation demonstrating unmet need. Supporting documentation requires **significant evidence and specific data** demonstrating evidence of unmet need as well as a statement by the Chief Elected Official and Superintendent of Schools about the unmet need.

Grant Period

Following approval, the OEC anticipates the funding of Smart Start for a five-year period with an option to re-apply for future funding based on the availability of funds. The funding will be allocated in two parts:

- 1) Capital expenses (not to exceed \$75,000 per classroom) for costs related to renovation of an existing public school in year one of the grant.
- 2) Operating expenses for years two through five of the grant (not to exceed \$5,000 per child, OR in an amount not to exceed \$75,000 for each preschool classroom; annual operating costs cannot exceed \$300,000 per town).

Operations funding will be awarded for a period not to exceed six years. The board of education is responsible for entering the budget on an annual basis using the ED114 Prepayment Grant System.

Funding Year	Capital Expenses for Renovations	Operations
2017	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2018	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2019	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom

		(maximum of \$300,000)
2020	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2021	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2022	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2023	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2024	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2025	Not Available	\$5,000/child = \$75,000/classroom (maximum of \$300,000)

Funds Available

\$10,000,000 per year is anticipated to be available for capital expenses for eight years. Funding for capital expenses is a one-time funding opportunity.

The amount of \$4,850,000 is anticipated to be available for operating expenses for funding years 2017 & 2018. \$10,000,000 is anticipated to be available for operating expenses per year thereafter for seven years.

New applicants for Smart Start funds may be considered on an annual basis.

Successful applicants are required to submit updated narratives, budgets and budget justifications to the Office of Early Childhood every two years. The applicant will be responsible for entering the budget on an annual basis using the ED114 Prepayment Grant System.

All grants shall be awarded within the limits of available funding. Should all available funds not be obligated, the OEC reserves the right to reissue this RFP.

THE FOLLOWING FORMAT IS REQUIRED FOR ALL APPLICATIONS. THE OEC WILL NOT ACCEPT MODIFICATIONS, ADDITIONAL PAGES, ATTACHMENTS OR APPENDICES.

Cover Sheet

The format for the cover sheet appears on page 14 of this document. The cover sheet must be signed by the Superintendent of Schools, the Chief Elected Official and the Chairperson of the local board of education. The cover page must identify the amount of funding requested for capital improvements and/or operating expenses as well as the number of proposed classrooms and number of additional preschool children to be served as a result of Smart Start funding.

Proposal Narratives

Separate Narratives are required for requests that include funding for both capital improvements and operating costs. The Narratives must include how the applicant plans to meet the purpose of Smart Start and provide high-quality preschool programming. The following information must be included:

Capital Improvements

- Key features of the capital improvements and program operations;
- Specific capital improvements planned including specific information about capital improvements necessary to meet specific NAEYC program accreditation standards (when possible, the specific NAEYC program accreditation standard should be cited for each project); and
- Number of classrooms to be created through Smart Start.

Operations

- For districts with a local or regional School Readiness Council, a letter of support for establishing or expanding a preschool program by the local or regional School Readiness Council, for the school district;
- Total number of preschool children to be served as a result of Smart Start (must be in addition to the number of preschool children enrolled by the board of education at the end of the 2015-2016 school year);
- NAEYC accreditation/demonstration of commitment to secure NAEYC accreditation within three years of operation or Head Start approval including relevant dates of such accreditation, approval or enrollment;
- How Smart Start specifically contributes to the district's efforts to create a high-quality, coherent preschool to 3rd grade continuum (e.g., horizontal/vertical/temporal alignment of professional development, curriculum, etc.);
- Describe the steps the district will take to recruit children who are from families with incomes at or below 75% of SMI or receive free or reduced lunch;
- Describe the steps the district will take to recruit and prioritize the enrollment of children who are dual language learners (DLL), identified with special needs, are homeless or have unstable housing, have an incarcerated parent(s), have a parent(s) on active military duty or are involved with DCF or in foster care. Include projections of how many children from these priority categories will be served;

Describe how staffing patterns address applicable NAEYC and Head Start staffing criteria/guidance;

Include a specific, detailed plan for planning, implementing, observing and assessing children in Smart Start classrooms. The plan should describe a cycle of intentional teaching and the use of the Connecticut Early Learning and Development Standards;

Describe how appropriate child assessments and assessment data will be used to inform classroom instruction including specific measures and what is being assessed;

Plan for how child and program evaluation data will be used for continuous program improvement. Plan should include data collection methods and tools to be used for program evaluation;

Plan for hiring and retaining qualified staff including a teacher for each classroom that meets the requirements and holds a certification as detailed in the conditions for funding on page four of this application;

Describe cooperation and coordination with other governmental and community programs to provide services during periods when the preschool program is not in session (e.g. after school, winter and summer breaks, etc.) as well appropriate referrals for other services as needed. A plan on how this information will be shared with families should also be included. The district is not required to fund services when school is not in session;

Plans for charging tuition using the required sliding fee scale (see Appendix F) or a statement that the program will not charge tuition; and

Describe efforts to meaningfully engage families in reciprocal relationships in order to improve student outcomes.

Reporting and Evaluation

Each local or regional board of education receiving Smart Start funds shall submit an annual report, in a format prescribed by the Office of Early Childhood, regarding the status and operations of the Smart Start program.

Budget Forms

Use the appropriate form(s) on pages 21 through 24 to indicate how the grant funds will be expended for each year of funding. A grantee (fiscal agent) with delegate agencies must provide a composite budget that includes proposed expenditures for the delegate agencies. Such fiscal agent must complete individual budget justification sheets and attach for each delegate agency represented in the composite budget.

Applicants must provide budget amounts for the periods of: April 1, 2016 through June 30, 2017 for capital improvements and July 1, 2016 through June 30, 2018 for operating expenses. **The OEC does not permit grantees to use more than 5 percent of the total budget for administrative costs.** Administrative costs are reflected on budget lines 111A.

The alignment of the budget with the purpose and scope of Smart Start is one of the criteria for award consideration.

Budget Justification

Provide a detailed explanation by code number of the line item expenditures in each budget. Separate budgets for capital expenses and program operations are required.

Statement of Assurances

The Statement of Assurances must be signed and included with this application and certified on the Cover Sheet by the applicant agency.

Affirmative Action Packet

In accordance with the regulation established by the Commission on Human Rights and Opportunities, each applicant is required to have a completed Affirmative Action Packet on file with the Connecticut Office of Early Childhood (OEC). This grant application contains the "Affirmative Action Certification Form" certifying that an Affirmative Action Plan is on file with OEC. The individual authorized to sign on behalf of the applicant must sign and return the Affirmative Action Certification Form and submit such form with the grant application (Appendix B).

Date of Board Acceptance

If it is not possible to obtain board approval prior to October 30, 2015, please submit the application by this date. Send official board approval no later than November 20, 2015.

Obligations of Grantees

All bidders are hereby notified that the grant to be awarded is subject to contract compliance requirements as set forth in C.G.S. Sections 4a-60, 4a-60a and Sections 4a-68j-1 et seq. of the Regulations of the Connecticut State Agencies.

The grantee must submit periodic reports of its employment and sub-contracting practices in such form, in such a manner and in such time as may be prescribed by the Commission on Human Rights and Opportunities.

Freedom of Information Act

All of the information contained in a proposal submitted in response to this Request for Proposal (RFP) is subject to the Freedom of Information Act Sections 1-200 et seq. (FOIA). 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 such record and receive a copy of such records.

Management Control of the Program and Grant Consultation

The grantee must have complete management control of this grant. While the OEC staff may be consulted for their expertise, they will not be directly involved in the expenditure and payment of funds.

Updating of information

The applicant is required to provide updates of any changes in program administration and copies of all reports relating to findings, deficiencies or investigations by Head Start, the CT Department of Public Health or local health department, the U.S. Department of Health and Human Services, the CT Department of Children and Families or any agency or organization reviewing the program or program staff.

Self-reporting of information (including accompanying documentation) must be received by the OEC program manager within 72 hours of any significant incident or report.

Definition of Terms

The following definitions should be considered when drafting the application:

School day: programming provided for a minimum of 6 hours

School year: programming provided for a minimum of 180 days

Children with special needs: children who have an Individual Education Program (IEP)

Dual language learners: children who are acquiring two or more languages simultaneously.

The term encompasses other terms frequently used e.g. Limited English Proficient (LEP), bilingual, English Language Learners (ELL), children who speak a language other than English (LOTE).

Capital improvement: a structural improvement or restoration of some aspect of a property that will improve the property's ability to function as a preschool classroom based on NAEYC Standards and Accreditation Criteria or Head Start program standards (includes furnishings/equipment with a ten year life).

Unmet need: a documented deficit of center-based preschool programs for 3- and 4-year-olds.

Priority Populations: Children in the following circumstances should be high priority for enrollment in Smart Start: poverty (children who are from families with incomes at or below 75% of SMI or receive free or reduced lunch), homeless, migrant, refugee, violence and neglect (DCF involved, in foster care), developmental delays, and/or challenging parental circumstances (teenage, incarcerated, in treatment for substance abuse, active military service).

Due Date

By October 30, 2015 at 4:00 pm the following must be received:

An electronic copy of the grant application emailed to andrea.brinnel@ct.gov

Original signature pages

A copy of the application, in its entirety, on a CD-ROM

Original signatures must be received by the due date **IRRESPECTIVE OF POSTMARK DATE**. Faxed copies of the signatures will not be accepted.

Mailing and Delivery Information

<u>Mailing Address:</u> Andrea Brinnel, Smart Start Manager CT Office of Early Childhood PO Box 2219 Hartford, CT 06145-2219	<u>In-person Delivery Address:</u> CT Office of Early Childhood 165 Capitol Avenue, Room G-17 Hartford, CT 06106 (Monday through Friday 8:00 to 4:30)
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Review of Proposals and Grant Awards

The OEC reserves the right to make grant awards under this program without discussion with applicants. Therefore, applicants should submit proposals that present the project in the most favorable light from both technical and cost standpoints.

The Smart Start Manager will be available to answer questions concerning this RFP at andrea.brinnel@ct.gov or 860-713-6771. A bidder's conference will be held on August 20, 2015 from 9:00 to 10:30 AM in room 307 A/B at the Connecticut State Department of Education Hartford offices located at 165 Capitol Avenue. Please RSVP to andrea.brinnel@ct.gov if you plan to attend.

The OEC will review and rate proposals according to the Review Criteria in this RFP. The OEC intends to announce grant awards on or before April 2016.

Other Program Requirements

The OEC may conduct announced and unannounced on-site monitoring visits of any grant awardees.

The OEC requires boards of education that receive funding under this grant to submit annual and monthly activity reports and attend meetings as scheduled by the OEC.

Annual reports must be submitted to the OEC on or before August 15 following the end of the funding year.

Within 60 days after the close of the fiscal year, each grantee must file a financial statement of expenditures with the OEC on such forms as prescribed by the OEC.

Boards of education receiving Smart Start funding (for capital improvements and/or operations) are required to participate in evaluations or data collection conducted by or on behalf of the OEC.

SMART START GRANT

Application Checklist

	Yes	No
Cover sheet with original signatures		
Program Data; Accreditation/Head Start Approval Information pages		
Proposal Narrative for Capital Improvements		
Budget for Capital Improvements		
Budget Justification Sheet for Capital Improvements		
Proposal Narrative for Operating Expenses		
Budget for Operating Expenses		
Budget Justification for Operating Expenses		
NAEYC Accreditation/Head Start Approval or Evidence of Application	NA	
Letter of support from School Readiness Council (if applicable)	NA	
Statement of Assurances		
Affirmative Action Packet		
Signed Verification of License Exempt Status		
Documentation of unmet need if not listed in Appendix E (if applicable)	NA	
CD-ROM with all application materials and supporting documents		

Scoring Rubric

1. Applicant meets basic requirements

All basic requirements must be met to be considered for funding.

	Yes	No
Letter of support from School Readiness Council (if applicable)	NA	
Additional preschool spaces are proposed.	x	
NAEYC accredited <u>or</u> have a detailed plan to achieve NAEYC accreditation <u>or</u> Head Start approved.	x	
Unmet need is documented through statewide needs assessment or through the provision of specific data.	x	
Program is able to demonstrate a plan for proportional enrollment of children: With special needs (proportionate to K-12 enrollment) Who are dual language learners	x	
All proposed teachers will have required certification.	x	
Proposed class size does not exceed 18.	x	
Expenditures for administrative costs in the proposed budget do not exceed 5 percent.	na	

2. Overall Proposal

The proposal is able to demonstrate the board of education's ability to provide a high-quality preschool program for 3- and 4-year-olds.

Possible Points	Points Awarded	
Offers full-day kindergarten to all age eligible children	x	5
Allocates at least sixty percent of the spaces to children who are members of families that are at or below seventy-five percent of the state median income, or fifty percent of the of the spaces to children who are eligible for free and reduced price lunches and has a recruitment plan.	x	10
Staffing patterns are appropriate.	x	5
Describes a cycle of intentional teaching and use of Connecticut Early Learning and Development Standards (planning and implementation/observing and assessing) and how children's progress will be evaluated.	x	10
Describes efforts to engage families.	x	5
Uses appropriate child assessments and appropriate use of assessment data.	x	10
Includes plan for Smart Start as a part of a Pre-Kindergarten to Grade 3 continuum.	x	5
Describes collaborative and coordinating efforts with local agencies and organizations to provide services when school is not in session as well as plans for appropriate referrals for services as needed.	x	5

(55)

3. Program Evaluation

There is a plan to use the child and program evaluation data for continuous program improvement.	x	10
Plans for program evaluation include data collection methods and tools (e.g. ECERS, CLASS, parent surveys, etc.).	x	10

(20)

4. Budget

Proposed capital expenditures are tied to specific NAEYC and current Head Start program standards.	x	5
Proposed expenditures for capital improvements are appropriate and cost effective.	x	5
Proposed expenditures for program operations are appropriate.	x	5
Budget justifications for capital improvements provide detailed information on how the funds are to be spent.	x	5
Budget justifications for program operations provide detailed information on how the funds are to be spent.	x	5

(25)

TOTAL

Points

Possible
Points
Scored

	100
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**Connecticut Office of Early Childhood
SMART START APPLICATION**

GRANT PERIOD

May 1, 2016 to June 30, 2018

GRANT COVER PAGE

School District Cromwell Public Schools
Contact Name Paula M. Talty
Address 9 Captain James Mann Memorial Drive, Cromwell, CT 06416
Telephone Number 860-632-4838
Contact E-mail Address Ptalty@cromwell.k12.ct.us

It is the responsibility of the grantee to provide up-to-date contact information. In the event of any changes, contact information must be reported to the Smart Start Manager within five business days.

I hereby certify that the information contained in this application is true and accurate to the best of my knowledge and belief.

Chairperson, Board of Education	Date
Superintendent of Schools	Date
Chief Elected Official	Date

Number of proposed Smart Start classrooms	Number of additional children proposed to be served by Smart Start
1	15

Total Funds Requested \$75,000.00	Capital Improvements \$75,000.00	Annual Operating Expenses \$300,000.00
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All applications must be completed in Times New Roman 11 point font.

Program Data

Please complete the following table about proposed Smart Start classrooms.

Note that all Smart Start enrollment MUST be in addition to preschool enrollment at the end of the 2015-2016 school year.

Smart Start Program address	Number of Smart Start classrooms	Number of children to be served by Smart Start	Smart Start Hours per day	Smart Start Days per year
Edna C. Stevens Elementary School 25 Court Street Cromwell, CT 06416	1	15	6.0	183

Accreditation/Head Start Approval Information

Are you accredited by NAEYC or a federal Head Start grantee? If yes, complete the following information:

NAEYC	Date	Are you	Have you	Have you	Has the	Are you a	If you are
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ID#	valid until:	aware of and planning to meet NAEYC's renewal timeline?	submitted Intent to Renew? If yes, indicate date.	submitted Renewal Materials? If yes, indicate date.	program been denied candidacy, or deferred or denied accreditation by NAEYC?	Federal Head Start grantee?	a Federal Head Start grantee in what month do you receive your funding?
N/A							

If not currently NAEYC accredited or a federal Head Start grantee, complete the following information:

Have you enrolled (Step 1) with NAEYC? If yes, date and NAEYC ID #.	Have you applied (Step 2) for accreditation? If yes, indicate candidacy date.	If not currently enrolled, indicate planned enrollment date?	If not currently enrolled, indicate planned application date?
		September, 2016	

Is full-day kindergarten offered to ALL students? Yes No (check one)
 All proposed teachers will have required certification. Yes No (check one)

The district is listed in Appendix D as having an unmet need. Yes No (check one. If no, please be sure to provide significant documentation demonstrating the community's unmet need for additional preschool spaces.)

Proposal Narratives

Provide a narrative of not more than three pages that contains a summary for each of the funding requests. There should be a separate narrative for capital expenses and a separate narrative for operations.

Section I: Capital Improvements

Describe the facility and capital improvements planned in order to meet NAEYC and/or Head Start Program Standards. Include a timeline detailing when the planned improvements are to take place as well as specific reference to the NAEYC Standards and Accreditation Criteria and/or Head Start program standards that are being addressed. Note that educational environments

include both indoor and outdoor space used by children. Capital improvements will only be considered for proposed preschool classrooms in a public school building. New construction will not be considered for this grant program. Applicants are encouraged to provide specific detail about specific NAEYC standards that will be addressed with capital improvement funds.

Applications for capital improvements will not be considered unless an operations plan (Section II of this application) is also submitted.

Capital Improvement Narrative

The Cromwell Public Schools, using Smart Start Funds, will renovate a former Kindergarten classroom in the Edna C. Stevens Elementary School for the purpose of creating an additional PreKindergarten classroom. This classroom will enable 15 additional three and four year old children to attend a high quality school day preschool experience. This classroom will operate in the same building as the current Cromwell Public Preschool programs that serve the mandated three and four year old students with IEP's with their non-disabled peers in half-day and school day settings.

In order to make the classroom compliant with NAEYC standards, Capital Improvement funds will be utilized to:

1. Utilize Architectural and Engineering Design Services to plan renovations according to ADA requirements and NAEYC building standards section 9.A.01 - 9.A.12, including appropriate toilet and sink space within the classroom area
2. Purchase classroom furnishings in alignment with NAEYC standards
3. Purchase classroom instructional materials for use indoor and outdoor instruction in accordance with ECERS and NAEYC
4. Review the outdoor needs for repair, and purchase storage equipment for gross motor materials

The classroom will meet all of the NAEYC building standards section 9A.01 through 9A.12 such as square footage requirements, classroom tables and chairs with the correct height for the children, adaptations meet requirements for children with disabilities, children will have space for their personal belongings, and all non disposable materials are in good working order, The indoor environment is designed so that staff can supervise children by sight and sound at all times, there are open shelves that encourage the children to use equipment independently. Materials for the centers will reflect cultural, linguistic and gender diversity. There will be multiple opportunities for extended exploration of student created materials, natural materials and technology. Materials and student learning areas will be created in the classroom and outdoor environment according to 10 NAEYC standards and ECERS criteria, to include dramatic play, gross and fine motor activities, literacy and language experiences, math and science exploration, tools for sand and water exploration and personal/health routines aligned with Connecticut Early Learning and Development Standards.

Section II: Operations

Staffing: Describe the staffing patterns that will enable services to be provided in accordance with NAEYC and/or Head Start Program Standards. Identify all proposed staff/positions (e.g. teachers, paraprofessionals, classroom aides) to be funded through Smart Start and the proposed rates of pay. Describe a plan for hiring and retaining qualified staff including a teacher for each classroom that meets the requirements detailed in the conditions for funding on page four of this application.

Hours/Days of Operation: The plan must include the hours and days of operation, as well as how the program will coordinate with other governmental and community programs to provide services during periods when the preschool program is not in session.

Collaboration: Please address plans for collaboration with other agencies and services to meet the needs of the children you propose serving. Provide evidence of cooperation and coordination with other governmental and community programs to provide services during periods when the preschool program is not in session (e.g. after school, winter and summer breaks, etc.). Plans should also include how information regarding available services for children when school is not in session will be shared with families. The district is not required to fund services when school is not in session.

Instruction and Assessment: Describe how the program will address the cycle of intentional teaching (learning standards, curriculum and assessment), including use of the Connecticut Early Learning and Development Standards (CT ELDS), and aligned student assessments appropriate for the developmental level and intended purpose. Describe how the board of education proposes to actively engage and form partnerships with families in order to support children's learning. Also describe how Smart Start will specifically contribute to the district's efforts to create a high-quality, coherent preschool to 3rd grade continuum (e.g., horizontal/vertical/temporal alignment of professional development, curriculum, etc.).

Locating and Serving Vulnerable Children: Describe the need for programming for children with identified special needs and those who are dual language learners. Provide detail about how the program will recruit and include children with special needs and those who are dual language learners. Include a description of how you will ensure the number of children with special needs does not exceed the proportion of children with special needs in grades K through 12. Describe specific efforts to meet students' unique needs. Describe the steps the district will take to recruit children who are from families with incomes at or below 75% of SMI or receive free or reduced lunch.

Family Engagement: Describe efforts to engage families in their children's learning in school and at home, as well as multiple strategies to develop partnerships with families (e.g. shared decision making opportunities, two-generation support strategies, etc.).

Fees: If the program intends to charge tuition, provide information about family fee collection using the approved sliding fee scale (see Appendix F). If no family fee will be charged, please indicate as such. Please provide information about other funding sources for the program, if applicable.

Documentation and Evaluation: Describe the methods and procedures used to evaluate the program, classroom and children's progress. Describe how the data gathered will be used for continuous program improvement as well as planning for instruction. Include strategies for sharing progress and communicating with families.

Operations Narrative

The Cromwell Public Schools, having been identified by the CHEFA study as having an unmet need in the area of high quality preschool education, is requesting funds through the Smart Start grant to create an additional PreKindergarten classroom in the Edna C. Stevens Elementary School. This classroom will enable 15 additional three and four year old children to attend a high quality school day preschool experience. There will be no tuition for the program. The program will operate from 9:00 a.m. to 3:00 p.m. five days a week following the Cromwell Public School calendar, for a total of 183 school days. There is a fenced-in early childhood playground area adjacent to the preschool classrooms that the Smart Start classroom will be able to utilize for outdoor learning, gross motor development and pro-social behavior development. The Smart Start classroom will be part of the preschool programming along with the full day Kindergarten programming through Cromwell Public Schools.

The Cromwell Public Schools are working collaboratively with an area childcare center to provide childcare to students when public school is not in session. The current preschool classrooms located at Edna C. Stevens are not yet NAEYC accredited. The staff are committed to undergoing the self-study process beginning in September of 2016. In addition, the staff of Edna C. Stevens are committed to the interim quality measure use of the ECERS to help inform practice and provide areas of strength and areas for growth. Cromwell Public Schools will undertake the NAEYC process for all of its preschool programs.

Staffing:

The Smart Start classroom will be staffed according to the NAEYC staffing qualifications as well as the Smart Start requirements of a certified teacher and adequately certified paraprofessional who will be paid according to the Cromwell Board of Education contracts for teachers and paraprofessionals. Classroom staff will receive appropriate CPR and First Aid training, as well as professional development in the areas of literacy, diversity, child development and curriculum and instruction through offerings of the Edna Stevens administrator. The principal of Edna C. Stevens will serve as the administrator for the preschool program when the classrooms apply for NAEYC self study. Cromwell Public Schools currently operates three school day and one half day reverse inclusion preschool programs that are located in the same building as the proposed Smart Start classroom. Teachers will have the opportunity to collaborate on the areas of professional development, as well as the NAEYC process that all classrooms will begin in the self-study phase in September of 2016.

Instruction and Assessment:

The certified Cromwell Board of Education teachers in the current preschool classrooms are utilizing the Connecticut Early Learning and Development Standards to prepare instruction in response to children's interests and the needs of student IEP's. The preschool staff created an aligned report card using the ELDS standards and assessment data gathered from the Brigance, as well as teacher observation, student work samples and teacher created rubrics. Preschool teachers meet with parents twice during the school year to report on progress, as well as update and revise IEP goals. Parents are invited into the school as literacy volunteers and preschool parents are invited to join the school wide PTO to provide input into school events and school improvement strategies.

The Preschool staff share professional development with the Kindergarten through Grade 2 teachers to insure a vertical alignment of language arts and mathematics standards. This year, CREC staff are supporting the preschool teachers to unpack the standards and create learning opportunities over time for student investigation of topics.

Cromwell Public Schools is working collaboratively with area childcare centers to offer information to interested families on the options for childcare when public school is not in session. Cromwell Public Schools will provide transportation for students that enroll in care before/after school.. The childcare center will work with families to apply for Care 4 Kids to assist with associated cost of care.

Collaboration: Family Engagement:

Cromwell is a member of the Middlesex Early Childhood Council through the membership of a local United Way staff member. The United Way provides referrals to families in the areas of social assistance for food pantry, fuel assistance and counseling providers. In addition, along with the Cromwell Public Schools, the United Way provides professional development and informational sessions on the topics of early childhood for private/public providers and parents in the Cromwell community.

A United Way Early Readiness Grant allowed Cromwell to build upon the connection among all local preschool and daycare providers. Music, Movement and Art courses were offered for three and four year old children. Resources including Raising Reader Workshops for parents are made available to families before students enter our school. Edna C. Stevens staff held a 2nd Annual Math Night for all Preschool children and families in town with the help of a team of professors and students from Wesleyan University. Edna C. Stevens School continues to be a Professional Development School with Central Connecticut State University. This partnership brings many opportunities for teaching and learning for everyone at Edna C. Stevens School. Additionally, Edna C. Stevens School was a finalist for the 2013 Connecticut Association of School of the Year Award.

Through collaborative efforts with the Town of Cromwell Office of Social Services and the Public Library, Cromwell Public Schools will outreach and inform families that are in need of preschool services through flyers, parent information events and outreach to families accessing social services and library playgroups.

The United Way currently collects data on unmet need through Kindergarten Registration parent surveys, and is able to identify families that have requested quality care within Cromwell, but were unable to access high quality programs due to lack of transportation, or require a longer day program. Families are able to access Head Start in Middletown, but only those with reliable transportation are able to attend, which many families have cited as an issue for not attending preschool. In addition, the community of Cromwell lacks sufficient sidewalks, and only mandated preschool children are currently eligible for bussing transportation. Through the Cromwell Public Schools budget, bussing will be provided to before/after care sites to address this issue.

Locating and Serving Vulnerable Children:

Cromwell Public Schools opened two additional school day programs for students with mandated Special education needs and peer models for the 2015-2016 school year in response to parent request for a school day option. There were an additional students that were on the waitlist that expressed an interest in attending a high quality public school program, but could not do so due to lack of available spaces. The SmartStart classroom will enroll at least 50% of spaces for children who qualify for free and reduced lunch and are English Language Learners.

Edna C. Stevens Elementary School currently operates 3 school day preschool programs and 1 half day program. 41.6% of students who attend school day programming qualify for free and reduced lunch. Cromwell Public Schools is committed to increasing quality preschool options for students through its budget provision for supporting additional preschool students. For the 2013-2014 school year 17 preschool students were served through the Cromwell Public Schools, which increased to 34 students for the 2015-2016 school year due to parental request. In addition, the percentage of students from second language homes is increasing. The 2012-2013 Strategic School profile reports 13.8% of this school's

students, Kindergarten through Grade 2, come from homes where English is not the primary language. The number of non-English home languages is 21.

Documentation and Evaluation:

Cromwell Public Schools will adhere to the process that is in place for evaluating the other district programs. Methods for evaluating the Smart Start Classroom will include:

Academic Walkthroughs. The district superintendent, building principal, curriculum supervisors and Director of Special Services will engage in academic walkthroughs with a NAEYC standard.

Observations and Supervision. The Smart Start teacher will be supervised and evaluated under the Cromwell Educator Growth and Development Plan.

Professional Learning. The Smart Start teacher as well as members of the preschool team will be involved in learning opportunities that focused on topic supporting student learning and teacher needs.

NAEYC Self-Assessment. During the 2016-2017 academic year, the preschool program will begin the self-study process of the NAEYC accreditation process.

ECERS. Using the interim quality measure of the ECERS, staff will review the strengths and weaknesses of the program and plan accordingly

Parent Survey. The Preschool classrooms will utilize feedback from PTO and school climate surveys. In addition, teachers will begin the self-study process for NAEYC in September of 2016.

SAMPLE BUDGET JUSTIFICATION

Year 1 & 2

Indicate costs of implementing FY 2016 or 2017 for **Capital Improvements** and FY 2017 and 2018 for **Operation Expenses** by budget code. Refer to Budget Object Codes in application packet for code descriptions. A worksheet is provided following each Budget Form page. Use additional pages if needed.

A summary explanation must be provided for each line item expenditure noted in your budget. Examples are provided below.

Examples:

Code #	Description	Expenditure Explanation	
111B	INSTRUCTIONAL	3 hours per day for 39 weeks 8 hours per day for 13 weeks (total 1,105 hours) 1,105 hours @\$14/hour x 1 teacher	\$ 15,470
200	PERSONAL SERVICES- EMPLOYEE BENEFITS	FICA @ 7.68% of salaries: \$1,925 \$ 7,063 Worker's Compensation 6.9% of salaries: \$850 Health Insurance @ \$3,525/staff/year: \$4,288	

SMART START

FISCAL YEARS 2017 & 2018 BUDGET FORM

GRANTEE NAME: Cromwell Public Schools		TOWN CODE: 033	
GRANT TITLE: OPERATIONS		YEARS:2017 & 2018	
PROJECT TITLE:			
FUND: 12060 SPID: 35586 YEAR: 2017		PROG: 83004 CF1: 170031	CF2:
GRANT PERIOD: 7/1/16 –6/30/18		AUTHORIZED AMOUNT: \$	
CODES	DESCRIPTIONS	BUDGET AMOUNT	
		FY 2017	FY 2018
111B	INSTRUCTIONAL SALARIES	\$60,000.00	\$60,000.00
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	\$5,000.00	\$5,000.00
322	INSERVICE		
323	PUPIL SERVICES		
324	FIELD TRIPS		
325	PARENTAL ACTIVITIES		
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES		
340	OTHER PROFESSIONAL SERVICES		
400	PURCHASED PROPERTY SERVICES		
510	STUDENT TRANSPORTATION SERVICES		
530	COMMUNICATIONS		
580	TRAVEL		
600	SUPPLIES		
700	PROPERTY		
	TOTAL	75,000	75,000

____ ORIGINAL REQUEST DATE
 _____ REVISED REQUEST DATE

 OFFICE OF EARLY CHILDHOOD
 PROGRAM MANAGER AUTHORIZATION

 DATE OF
 APPROVAL

CAPITAL IMPROVEMENT BUDGET JUSTIFICATION

Indicate costs of implementing FY 16 and FY 17 by budget code. Refer to Budget Object Codes in application packet for code descriptions. Use additional pages if needed. Capital improvements are a ONE-TIME funding opportunity.

A summary explanation must be provided for each line item expenditure noted in your budget. You are only allowed to use the budget codes that have been assigned. **Please note that budget codes available differ for capital improvements and operating expenses. You are required to complete a separate budget justification for each funding year and for each funding category (capital improvements and operating expenses).**

Code #	Description
300	Use of Architectural and Engineering Firm to plan renovation bathroom, classroom \$4,000
400	Renovations of Classroom for a cost of \$41,000.00 Upgrading classrooms bathroom renovation, @ \$33,000 Installation of ductless AC unit @ \$8,000
600	Purchase of supplies for fully equipping classroom and meeting NAEYC and ECERS centers based on student interest, and ELDS standards for a total cost of \$10,700.00 Art and Writing Easel @ \$300.00 Storage bins for games and books for a total of \$2,600.00 Building blocks@\$300.00 Miscellaneous supplies and materials@ 2,500.00 Dramatic play materials@ \$2,000.00 Literacy and language center including books and materials@ \$1,500.00 Curriculum and assessment materials @ \$1,000.00 Cots @\$500.00
700	Furniture, fixtures and equipment for classroom and outdoor learning area for a total cost of \$19,300.00 Tables @ \$2,000.00 Chairs@\$2,000.00 Shelves and Cubbies@\$3,000.00 Outdoor play materials @\$1,000.00 Rugs@\$1,000.00 Technology for classroom, listening center, iPad and CD player \$5,300.00 Outdoor Storage Shed \$5,000.00 Pre-fab shed (10'x 12')

	Shed, delivered and set \$4,500.00 Site work \$500.00
800	

OPERATIONS BUDGET JUSTIFICATION

Indicate costs of implementing FY 17 and FY 18 by budget code. Refer to Budget Object Codes in application packet for code descriptions. Use additional pages if needed.

A summary explanation must be provided for each line item expenditure noted in your budget. You are only allowed to use the budget codes that have been assigned. **Please note that budget codes available differ for capital improvements and operating expenses.** You are required to complete a separate budget justification for each funding year and for each funding category (capital improvements and operating expenses).

Code #	Description
	<u>SY 2016-2017</u>
111B	1.0 FTE Certified Teacher estimated at \$52,000.00 (mid-range of Cromwell Public School pay scale for teachers. Smart Start funding will cover \$48,000.00. The district will utilize local funds to cover remaining cost. 1 Paraprofessional (190 days x 6 hours/day) is estimated at \$24,000.00 Smart Start funding will cover \$22,000.00 The district will utilize local funds to cover remaining cost.
200	Teacher Health insurance for an individual plan is approximately \$8,000.00. Smart Start funding will cover \$5,000.00. The district will utilize local funds to cover remaining cost.
	<u>SY 2017-2018</u>
111B	1.0 FTE Certified Teacher estimated at \$55,000.00 (mid-range of Cromwell Public School pay scale for teachers. Smart Start funding will cover \$48,000.00. The district will utilize local funds to cover remaining cost. 1 Paraprofessional (190 days x 6 hours/day) is estimated at \$26,000.00 Smart Start funding will cover \$22,000.00 The district will utilize local funds to cover remaining cost.
200	Teacher Health insurance for an individual plan is approximately \$9,000.00. Smart Start funding will cover \$5,000.00. The district will utilize local funds to cover remaining cost.

This list is a description of the budget codes. The list is provided to help you in designing budgets for operating expenses and capital improvements.

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 Personnel 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.

300 Purchased Professional and Technical Services

Services which, by their nature, can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.

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 (drop to next page – so heading won't stand alone)

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.

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.

510 Student Transportation Services

Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children.

530 Communication

Services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and voice communication services; data communication services to establish or maintain computer based communications, networking, and Internet services; video communications services to establish or maintain one-way or two-way video communications via satellite, cable, or other devices; postal communications services to establish or maintain postage machine rentals, postage, express delivery services, and couriers. Include licenses and fees for services such as subscriptions to research materials over the Internet software, both 'downloaded' and 'off-the-shelf,' should be coded to objects 650 or 735.

580 Travel

Expenditures for transportation, meals, hotel and other expenses associated with staff travel. Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included.

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.

In accordance with the Connecticut State Comptroller's definition equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$1,000.00 and the useful life of more than one year and data processing equipment that has unit price under \$1,000.00 and a useful life of not less than five years.

800 Debt Service and Miscellaneous

Amounts paid for goods and services not otherwise classified above.

IF A CURRENT AFFIRMATIVE ACTION PLAN IS ON FILE WITH THE CONNECTICUT OFFICE OF EARLY CHILDHOOD, COMPLETE THE STATEMENT WRITTEN BELOW AND SUBMIT AS PART OF THE PROPOSAL.

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

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

I, the undersigned authorized official, hereby certify that the current Affirmative Action Plan of the applying organization/agency is on file with the Connecticut Office of Early Childhood. The Affirmative Action Plan is, by reference, part of this application.

Signature of Authorized Official

Date

Paula M. Talty: Superintendent of Schools
Print Name of Authorized Official

STATEMENT OF ASSURANCES

CONNECTICUT OFFICE OF EARLY CHILDHOOD
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: Cromwell Public Schools Smart Start Grant

THE APPLICANT: Paula M. Talty HEREBY ASSURES THAT:
Cromwell Public Schools

(insert Agency/School/CBO 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;
- 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 Office of Early Childhood, including

information relating to the project records and access thereto as the Connecticut Office of Early Childhood 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, narrative, 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 Connecticut Office of Early Childhood 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 Office of Early Childhood any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

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

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

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and “contract” include any extension or modification of the Contract or contract;
- (3) "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;
- (4) "Gender identity or expression" means a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person’s core identity or not being asserted for an improper purpose.
- (5) “good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;

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

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

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

(9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

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

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

(b)

(1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-

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

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the

State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

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

(g)

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

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

M. The grant award is subject to approval of the Connecticut Office of Early Childhood and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of

the Regulations of Connecticut State Agencies promulgated thereunder are hereby incorporated by reference.

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

Superintendent Signature:

Paula M. Talty

Name: *(typed)*

Superintendent of Schools

Title: *(typed)*

October 30, 2015

Date:

**SMART START
LICENSE EXEMPT VERIFICATION**

Board of Education: Cromwell Public Schools

Connecticut General Statutes, Section 19a-77(b)(1)(A) provides that a program administered by a public school system is not required to be licensed to operate. "Administered by" as used in the statute means that a public school system retains ultimate responsibility for the management and oversight of the program and for the program staff and the children served.

Please confirm below that your public school system plans to administer the Smart Start classrooms proposed in this request for funding:

The Cromwell Board of Education plans to administer the Smart Start classrooms proposed in this application 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.

Superintendent of Schools Signature

Date

Board of Education Signature

Date

The following communities have been identified by the Office of Early Childhood as having an unmet need for high-quality preschool in their community:

Ansonia
Ashford
Avon
Barkhamsted
Beacon Falls
Berlin
Bethel
Branford
Bridgeport
Bristol
Brookfield
Brooklyn
Burlington
Canton
Cheshire
Chester
Clinton
Colchester
Coventry
Cromwell
Danbury
Darien
Deep River
Derby
Durham
East Granby
East Haddam
East Hampton
East Hartford
East Haven
East Lyme
East Windsor
Easton
Ellington
Farfield
Farmington
Glastonbury

Granby
Greenwich
Griswold (and Jewett City)
Groton
Guilford
Haddam
Hamden
Kent
Killingly
Killingworth
Lebanon
Ledyard
Lyme
Madison
Manchester
Marlborough
Meriden
Middlebury
Middlefield
Middletown
Milford
Monroe
Montville
Naugatuck
New Britain
New Canaan
New Fairfield
New Hartford
New London
New Milford
Newington
Newtown
North Branford
North Haven
North Stonington
Norwich (Taftville)
Old Saybrook
Orange
Oxford
Plainfield
Plainville
Plymouth
Pomfret
Portland

Preston
Prospect
Putnam
Redding
Ridgfield
Rocky Hill
Salem
Seymour
Sharon
Shelton
Simsbury
Somers
South Windsor
Southbury
Southington
Stafford
Stamford
Sterling
Stonington
Stratford
Suffield
Thompson
Tolland
Torrington
Trumbull
Vernon (and Rockville)
Wallingford
Waterbury
Waterford
Watertown
West Hartford
West Haven
Westport
Wethersfield
Willington
Wilton
Winchester (and Winsted)
Windsor
Windsor Locks
Wolcott
Woodbury
Woodstock

If your community is not listed above, you may apply for Smart Start funding by providing detailed evidence of unmet need in your community. Include specific data as well as the methodology used by the community to determine unmet need for preschool.

Use the following link to access the OEC Administered State-Funded Program General Policy. Programs that choose to charge a parent fee must use the sliding fee scale that has been approved for use by School Readiness programs and Child Day Care contractors.

http://www.ct.gov/oec/lib/oec/earlycare/smart_start_fee_schedule.pdf