

CONNECTICUT OFFICE OF EARLY CHILDHOOD

Smart Start
May 1, 2015 to June 30, 2017



Legislative Authority

Public Act 14-41

RFP

810

Due Date

December 19, 2014

**MYRA JONES-TAYLOR, PH.D.
COMMISSIONER**

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Part I. Program Information and Requirements

Purpose

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

“To reimburse 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.

Grantees are able to propose expanding current preschool programs to include additional children or to develop new preschool programs. Funding must 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).

Local Education Agencies (LEAs) demonstrating unmet need are considered eligible and are invited to submit applications for Smart Start (see Appendix D).

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

Conditions for Funding

LEAs 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;
- 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;
- 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.
- Have class sizes that do not exceed 18 children;

- 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 children with special needs and children who are dual language learners.

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

- Demonstrate the greatest need for the establishment or expansion of a preschool program;
- 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
- Offer a full-day kindergarten program to all children.

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

Each classroom proposed for funding must be taught by an individual who is an employee of the board of education and holds 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 LEA must guarantee that any classroom that has been renovated using Smart Start funds will remain in use as a pre-kindergarten classroom for the duration of the Smart Start funding period for operating expense.

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

LEAs are eligible to apply 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 D for a list of eligible LEAs.)

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 LEA not found to have an unmet need based on the statewide needs assessment must submit a justification with supporting documentation demonstrating unmet need. Evidence of need requires significant documentation 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 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; and
- 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 LEA is responsible for entering the budget on an annual basis using the ED114 Prepayment Grant System.

Funding Year	Capital Expenses for Renovations	Operations
2014-2015	Up to \$75,000 per classroom	Not Available
2015-2016	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2016-2017	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2017-2018	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2018-2019	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2019-2020	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2020-2021	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2021-2022	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2022-2023	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2023-2024	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2024-2025	Not Available	\$5,000/child = \$75,000/classroom (maximum of \$300,000)

Funds Available

The amount of \$15,000,000 is anticipated to be available for capital expenses for funding year 2014-2015. \$10,000,000 per year is anticipated to be available for capital expenses per year thereafter for nine years.

The amount of \$10,000,000 is anticipated to be available for operating expenses for funding year 2015-2016. \$10,000,000 is anticipated to be available for operating expenses per year thereafter for nine years.

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

Successful applicants are required to submit updated narrative reports, 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 application.

Part II: Application Requirements

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 15 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 Abstracts

Separate abstracts are required for requests that include funding for both capital improvements and operating costs. The abstracts must include how the applicant plans to meet the purpose of the Smart Start and provide high-quality preschool programing. 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 NAEYC program accreditation standards); and
- Number of classrooms to be created through Smart Start.

Operations

- 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;

Program Data

Please complete the following table

Program address	Number of classrooms	Number of children	Hour per day	Days per year
Coventry Early Childhood Center 1171 Main Street Coventry, CT 06238	4	85	10	180

Accreditation/Head Start Approval Information

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

NAEYC ID#	Valid until date	Are you aware of and planning to meet NAEYC's renewal timeline?	Have you submitted Intent to Renew?	Have you submitted Renewal Materials? If yes, indicate date.	Has the program been denied candidacy, or deferred or denied accreditation by NAEYC?	Are you a Federal Head Start grantee?	If you are a Federal Head Start grantee what is your annual funding month?
723368	9/1/2018	Yes	NA	NA	No	No	

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

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

Proposed Services and Activities

Part 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. New construction will not be considered for this grant program.

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

Part II: Operations

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.

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. Please address plans for collaboration with other agencies and services to meet the needs of the children you propose serving.

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 LEA proposes to actively engage and form partnerships with families in order to support children's learning.

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.

Provide information about family fee collection if the program intends to charge tuition using the approved sliding fee scale (see Appendix E). Please provide information about other funding sources for the program.

Reporting and Evaluation

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

Budget Forms

Use the appropriate form(s) on pages 23 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: May 1, 2015, through June 30, 2016 for capital improvements and July 1, 2015, through June 30, 2016 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.

Date of Board Acceptance

If it is not possible to obtain board approval prior to December 19, 2014, please submit the application by this date. Send official board approval no later than January 9, 2015.

Part III: Application Process

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 pre-Kindergarten

- 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 pre-Kindergarten programs for 3 and 4 year-olds.

Due Date

An electronic copy of the grant application must be received by 4:30 PM on December 19, 2014. Additionally, original signature pages as well as a copy of the application on a CD must be received by 4:30 PM on December 19, 2014. 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

<p><u>Mailing Address:</u> Andrea Brinnel, Smart Start Manager CT Office of Early Childhood PO Box 2219 Hartford, CT 06145-2219</p>	<p><u>Delivery Address:</u> CT Office of Early Childhood 165 Capitol Avenue, Room G-17 Hartford, CT 06106 oecc@ct.gov</p>
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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 November 3, 2014 from 9:00 to 11:30 AM in Room 307 A/B of the State Office Building located at 165 Capitol Avenue in Hartford. The conference will also be live streamed in Conference Room 3 at The Connecticut State Department of Education Middletown offices located at 25 Industrial Park Rd. If attending the live streaming in Middletown, please enter through the rear entrance. Attendees will be required to sign in with security.

The OEC will review and rate proposals according to the Review Criteria in this RFP. The OEC intends to announce grant awards by May 2015.

Other Program Requirements

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

The OEC requires LEAs 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.

LEAs receiving Smart Start funding (for capital improvements and/or operations) are required to participate in evaluations conducted by or on behalf of the Office of Early Childhood.

Part IV: Review Criteria

SMART START GRANT

Application Checklist

	Yes	No
Proposal Abstract for Capital Improvements		
Budget for Capital Improvements		
Budget Justification Sheet for Capital Improvements		
Proposal Abstract for Operating Expenses		
Budget for Operating Expenses		
Budget Justification for Operating Expenses		
NAEYC Accreditation/Head Start Approval or Evidence of Application		
Letter of support from School Readiness Council (if applicable)		
Statement of Assurances		
Affirmative Action Packet		

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)		
Additional preschool spaces are proposed.		
NAEYC accredited <u>or</u> have a detailed plan to achieve NAEYC accreditation <u>or</u> Head Start approved.		
Unmet need is documented through statewide needs assessment or through the provision of specific data.		
Program is able to demonstrate a plan for proportional enrollment of children: <ul style="list-style-type: none"> • With special needs (proportionate to K-12 enrollment) • Who are dual language learners 		
All teachers have required certification.		
Proposed class size does not exceed 18.		
Expenditures for administrative costs in the proposed budget do not exceed 5 percent.		

2. Overall Proposal:

The proposal is able to demonstrate the LEA’s ability to provide a high-quality preschool program for 3- and 4-year-olds.

	Points Awarded	Possible Points
Offers full-day kindergarten to all age eligible children		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.		10
Staffing patterns are appropriate		5
Describes a cycle of intentional teaching and use of Connecticut Early Learning and Development Standards (planning and implementation/observing and assessing).		10
Describes efforts to engage families.		5
Use of appropriate child assessments and appropriate use of assessment data.		10
Includes plan for Smart Start as a part of a Pre-Kindergarten to Grade 3 continuum.		5
Describes collaborative and coordinating efforts with local agencies and organizations to provide services when school is not in session.		5

(55)

3. Program Evaluation

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

(20)

4. Budget

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

(25)

TOTAL

Possible Points Points Scored

100	
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Part V: Application Form

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

GRANT PERIOD

June 30, 2015 to June 30, 2020

GRANT COVER PAGE

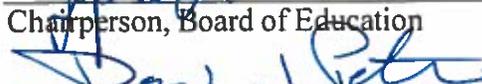
School District Coventry
Contact Name David Petrone, Superintendent of Schools
Address 1700 Main Street Coventry, CT 06238
Telephone Number 860.742.7317 ext 2
Contact E-mail Address dpetrone@coventryct.org

*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.

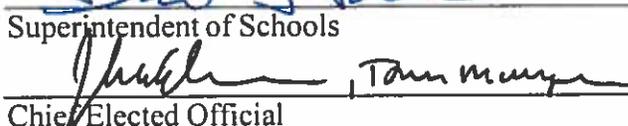
I hereby certify that the information contained in this application is true and accurate to the best of my knowledge and belief.



Chairperson, Board of Education Date 12-18-2014



Superintendent of Schools Date 12-18-14



Chief Elected Official Date 12/18/2014

Number of Classrooms	Total Number of Children
2	30

Total Funds Requested \$450,000	Capital Improvement \$150,000	Annual Operating Expenses \$150,000
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Capital Improvement Abstract

Our NAEYC accredited preschool, the Coventry Early Childhood Center, Inc. (CECC) partners with the Board of Education to offer special education services to children with IEPs, as well as the School Readiness program, where all of Coventry's School Readiness spaces are located. CECC will be re-locating for the start of the 2015-2016 school year into a separate wing of the Capt. Nathan Hale School (Coventry Public School) which will allow it to operate independently from the middle school. A separate entrance will be created for CECC students and their families. CECC has outgrown its current location in the lower level of the 1st Congregational Church and the program is not able to expand to offer additional programming.

We are proposing that two Smart Start classrooms be created and these classrooms will be located within the CECC program in the separate wing of the Capt. Nathan Hale School. The Smart Start classrooms will each be approximately 600 square feet (meeting the required 35 square feet per child guideline). Each classroom would serve 15 children and the hours of operation would be 8:45-2:45 pm. The Smart Start classrooms will operate under a provider agreement between CECC and the Coventry Board of Education.

The key features of the planned capital improvements that will need to be made to the two classrooms in order to accommodate the Smart Start program and to maintain CECC's current NAEYC accreditation include the following:

- Two handicapped accessible bathrooms located in the preschool space will be installed. These bathrooms will be within the 40 feet limitation from the classroom (NAEYC 9.C.05) and would meet the one to sixteen required ratio (CT OEC Licensing standard). A changing area will be available (NAEYC 9.A.01).
- A water fountain and sink for hand washing will be installed in both of the classrooms (NAEYC 9.C.05).
- Due to the fact that this space is currently being utilized as part of the middle school, there is no direct access other than to have families walk through the middle school to drop off and pick up their children. To accommodate families with young children, we will need to create a new and separate driveway up to the Coventry Early Childhood Center entrance. A new entrance to the preschool program will be created as well. We will also need to add parking spaces for the handicapped accessible vans and parents dropping off and picking up their children.
- To meet the NAEYC Standard 10.D.08 under Safety Policies and Procedures, which specifies that the program must have an emergency procedure in place for handling security threats, a camera at the newly created CECC entrance, along with a buzzer system will be installed. A security system protecting the space will also be installed.
- An interactive white board with a projector will be wired and installed for use in the multipurpose room for all children to have access to throughout the day with wiring and installation.
- A play space that is developmentally appropriate will be created adjacent to the preschool program. This space will meet the 75 square feet of playground space per child playing (NAEYC 9.B.04). The play space will be approximately 2500 square feet (1/3 of capacity). The playground will have a 4 foot fence or barrier around the perimeter. The playground will accommodate children of all abilities, needs and interests of each age group the program serves. The playground will be inspected for safety (NAEYC 9.B.07).

Operations Abstract

The preschool program, CECC, which will include the two Smart Start classrooms, will operate 5 days a week, 180 days a year, following the Coventry Public Schools calendar. Each Smart Start classroom will serve 15 additional preschool aged children in the community between the hours of 8:45 am and 2:45 pm. In 2013, the Superintendent of Schools convened the Preschool Feasibility Committee comprised of district leaders, teachers, parents and community stakeholders to examine early childhood programming in the town. Data was collected in the spring of 2014 from families with young children about their future early care and education needs. 154 families indicated that they were interested in longer day programming (school day and full day). Currently, Coventry only has the capacity for 15 full day or school day high quality (as defined by NAEYC accreditation) spaces for 3 and 4 year old children. Not only does the CHEFA Unmet Needs survey show Coventry to have a high need, but we have the local data supporting that as well. The 2014-2015 data collected from incoming kindergarten families indicated that 61% of the children entering kindergarten attended preschool. This data also indicated that 23% of the students attended daycare and that 13% of the students had no preschool or daycare experience. Parents have indicated that a full day program that would fulfill both needs is what is needed. The Smart Start grant would open up the possibility of new opportunities for preschool programming to meet the needs of Coventry's families.

A Smart Start classroom within the Coventry Public Schools framework will further improve and promote early childhood instructional practices, the instructional coherence for our students as well as provide meaningful learning experiences within a well-established and vibrant preschool community. The opportunity for early childhood educators to continue to grow professionally will be supported by the Smart Start funding, the Board of Education's dedication to early childhood and the collaboration of the STEPS initiative as it further promotes the Early Childhood Collaborative which offers educators and day care providers in the Coventry community an opportunity to come together for professional development and training. As Marybeth Moyer, administrator of Coventry Grammar School (K-2) who serves as the liaison between the preschool program and the grammar school, continues in her role, the emphasis will continue to be to have preschool and kindergarten teachers continually review curricular standards and expectations as well as to provide opportunities for shared opportunities to review student profiles for those entering kindergarten. By implementing the vision developed by the Office of Early Childhood, the preschool community will support high-quality learning experiences by fostering the social, emotional and academic skills supported by the Connecticut Early Learning Developmental standards as children begin their school experience. These practices, which will build the foundational skills for our youngest learners, will transfer into the well-established full day kindergarten program comprised of seven classrooms that was established in Coventry in the 2012-2013 school year.

The hiring process would begin in the spring of 2015 for the Smart Start classrooms. The hiring team would include the CECC administrator, the administrator of the K-2 school, a teacher, a parent representative and the Director of Pupil & Staff Support Services. The Superintendent of Schools will have the final approval of the potential new employees. New staff members would be continually evaluated and supported under the supervision of a public school administrator and would be offered opportunities for continuous professional development.

Each Smart Start Classroom will have one certified teacher and one full time paraprofessional, which will meet licensing and NAEYC accreditation guidelines for teacher to child ratios. These will all be Board of Education positions. The plan is to recruit two master's level teachers each

earning \$48,707 a year. Each para-professional will enter at a Step 0 on the para union's contract and earn \$12.37 an hour for 30 hours a week.

The Smart Start program will charge fees based on the Connecticut Office of Early Childhood (OEC) Administered State-Funded Program General Policy 15-01. Based on the 2014 survey results, there is a high demand for full day and school day spaces, as evidenced by our new three school day School Readiness spaces being filled in a matter of hours. We will reserve 60% of these spaces (9 children) for families below state median income, as published annually. We will partner with town agencies, churches and school social workers to actively recruit families below the state median income. We will also advertise extensively in all Coventry publications and use social media to get word to the all community members. Two spaces will be reserved for students with special education needs and four families will be full pay at \$4,500 for the school day/school year program. This cost is in line with state averages as found on the 211 Childcare Infoline. A staff member will meet with families to review income and determine family fee contribution. The staff member will also be able to make referrals to other agencies for services that the family may qualify for, such as WIC, Adult Education, Human Services, the Library, etc. We will have inter-agency agreements on file with these providers, similar to School Readiness and will evaluate them annually.

Documentation and Evaluation

To ensure the highest quality program possible, CECC will be monitored three different ways. First, the program will be monitored by the Office of Early Childhood – Licensing. The OEC is a state agency that administers and regulates our state child daycare center license through on-site inspections every year. The OEC evaluates the following areas: administration, posted items, staffing patterns, record keeping, health and safety, physical plant, outdoor space, administration of medication, and educational requirements.

Second, the program will be monitored by The National Association for the Education of Young Children (NAEYC). NAEYC is a national organization that sets standards for high quality preschool programs. The program is evaluated using ten standards, including relationships, curriculum, teaching, assessment, health, teachers, families, community relationships, physical environment, and leadership and management. Programs wishing to become accredited must apply for candidacy, participate in the self-study process and undergo an extensive onsite visit by a trained NAEYC evaluator. NAEYC accreditation is valid for five years; however, programs must maintain standards of excellence through ongoing program improvement, family surveys, and by filing an annual report. Family and Staff surveys are distributed annually. If the results of any question of a family or staff surveys is below 85% satisfaction, an action plan is developed to address the concern and improve satisfaction.

Finally, CECC is monitored by the School Readiness Council (SRC). The SRC administers and maintains the School Readiness grant through the Connecticut Office of Early Childhood. Council members may visit the program at any time to ensure the program's compliance to all mandates. Site Monitoring will occur three times each year by The Coventry Grammar School Principal. The results of the Site Monitoring are shared with SRC and actions plans are developed as necessary.

The Coventry Early Childhood Center's curriculum is based on the Connecticut Preschool Curriculum and Assessment Framework. The teachers have aligned the CT Early Learning and Developmental Standards (CT ELDS) with the CT PAF and are integrating them into their weekly learning experience plans. The teachers are attending ongoing professional development opportunities in order to fully implement the CT ELDS in their teaching.

Teachers use the cycle of intentional teaching based upon the early learning standards and CT ELDS, the children's interests, their family, and cultural and community context. After an initial observation of the students in the classroom, teachers meet weekly to brainstorm activities based upon the children's interest and the standards addressed that week. Once the Learning Activities Planning Form is complete, the teachers develop learning strategies tailored for each benchmark to address individual learning. Each teacher creates a learning experience based upon the planning form and differentiates her lesson based upon the specific needs of the children in her classroom, including children with identified special needs. Each of the learning experiences plans specifically note when and where the standards will be assessed. Additionally, teachers include parent and community connections to foster the school and home partnership. At the end of the assessment period, the teachers revisit their observation, adjust their teaching and input the data into the child's profile.

Teachers use the CT Preschool Assessment Framework to assess children and have begun to incorporate the CT ELDS standards into the Learning Experience Plans to determine how

children are progressing across the domains of development. CECC conducts an annual developmental screening for students to observe overall development. Teachers use formative assessments to determine how children are progressing in the development of certain abilities, so that further support can be planned. Parent/Teacher conferences are held 2x per year and, in addition, parents are welcome to meet with teachers on an as-needed basis.

The LEA understands that families are the primary caregivers and educators of young children and are critical partners in all learning environments. The LEA works with the early care provider, CECC, to engage parents and form partnerships with families to support children's learning.

CECC maintains frequent communication about student progress and provides opportunities for family connection and engagement throughout the year including, but not limited to;

- All About My Family – a family project is sent home at the beginning of the school year to allow parents the opportunity to share information and photos, etc., about their child and family.
- Teachers invite families to visit classrooms, send home newsletters, offer a Teacher Chat as needed, posts daily white board messages to communicate with families.
- Open House/Curriculum Event – an interactive opportunity for families to learn about the preschool curriculum/standards and how their child is learning.
- Parent/Teacher Conferences - families are given an opportunity to share information about their child and/or family dynamics and teachers share initial observations used to assess children's growth in four developmental domains.
- Preschool Screen – Annually, the Coventry Early Intervention Services (special education) holds a town-wide preschool screen to find children in the community who may need additional support services (Child Find). Children attending CECC must participate in this screen in order to provide families and preschool staff with developmental data.
- Christmas in the Village/Decorate a Cookie with CECC – CECC raises money for the Coventry Fuel Bank for Human Services.
- Flapjacks & Families at Applebees – CECC teachers and staff serve families pancakes on a Saturday morning and have the opportunity to connect outside of school.
- Open Enrollment Night – Every Spring, CECC is open to the public and welcomes families to visit the center and enroll their child in the upcoming school year.
- Multicultural Pot-Luck Supper – In late spring, CECC invites families, including extended family and friends, to a pot luck supper. Families bring food and share their cultural favorites while they enjoy a performance by the children.

- **Annual Golf Tournament** – For the past 9 years, CECC’s Scramble for Our School fundraiser hosts many fathers and local community leaders/members at a Coventry Golf Course for a day of fun and raffle prizes.
- **St. Jude Trike-A-Thon** – CECC raises money for St. Jude annually at a Trike-A-Thon. Families attend to watch the children ride their bikes, all while supporting a charitable cause. The Coventry Police Chief visits the center to talk to children about safety on this day.
- **End of the Year Picnic/Graduation** – In the summer, CECC invites all families to Patriots Park Community Center for a picnic to celebrate the 4 year old children going on to Kindergarten.
- **Parenting Seminars** – CECC partners with UCONN Psychological Services to offer seminars on topics such as Social/Emotional Well-being. Other workshops have been offered by local health professionals to address child nutrition, hearing and vision.

Inclusion of Special Populations and Collaboration

Historically, Coventry has had a very limited number of dual language learners. Based on a recent increase of dual language learners in Grades K to 12 (from 3 students in 2013-2014 to 10 students in 2014-2015), meeting the needs of these student has become a new priority districtwide and Coventry Public Schools has been working to improve and increase programming for these students. Through a collaborative effort between all service providers and departments districtwide, our Reading Department is leading the charge to immerse these students into the language and culture of our schools while also providing opportunities for structured direct instruction designed to meet identified goals for each student. One-to-one or small group instruction is provided to these students daily, using scientifically research-based interventions, with ongoing assessment and program adjustment to support individual student achievement. Ongoing professional development of all staff involved with these dual language learners is a key component to support student success. These efforts have included attending workshops focusing on understanding the needs of dual language learners; understanding the policies, practices and procedures needed to support these students and their families; analyzing available instructional resources, including both print and electronic sources; and reviewing data relative to student progress to support ongoing program development designed to meet student needs. These K-12 efforts allow us to do two things relative to preparing to meet the needs of preschool dual language learners: it sets the stage for designing programming needed to meet the needs of preschool students and it establishes the connections needed to network within the community to identify families to recruit and prioritize students in need of dual language preschool educational opportunities. Based on districtwide enrollment of dual language learners, it is anticipated that up to one or two dual language learners would be enrolled in any Smart Start classroom.

Currently, public preschool programming in Coventry is entirely developed for students with disabilities. These students are referred, assessed and identified as needed based on referrals from a variety of sources, including Birth to 3, parent request, and Coventry's town-wide preschool screen. This required and established process of child find will provide clear assistance in identifying and recruiting students with disabilities to participate in programming established through Smart Start. A historical view of the data reveals that both the number of preschool students with disabilities and intensity of need for these students continue to increase.

Year	09-10	10-11	11-12	12-13	13-14	14-15 (as of December 5, 2014)
Total preschool children with IEP's at Coventry Early Childhood Center (CECC)	14	25	28	22	33	29
Number of children receiving Speech and Language services at CECC	6	10	11	11	12	10
Number of children receiving Itinerant services					1	3
Number of children diagnosed with Developmental Delays at CECC	8	12	12	7	11	6
Number of children diagnosed with Autism at CECC	0	3	5	4	9	7
Other						1 medically fragile, 1 blind, 1 down syndrome

As student needs have continued to grow at the preschool level, Coventry has a proven record for increasing supports, including the establishment four years ago of a Preschool ABA (Applied Behavior Analysis) Program to ensure the use of scientifically researched interventions to support the needs of our preschool students with Autism Spectrum Disorders. The procedure used to recruit and prioritize students for Smart Start programming needs to be based on a similar review of individual student data to determine the strengths and needs of each student considered for Smart Start programming. Based on our current districtwide percentage of identified students with disabilities, a Smart Start Program classroom in Coventry would include two identified students with disabilities. To ensure the number of students with disabilities in any Smart Start classroom does not exceed the proportion of students with disabilities in grades K to 12, our existing district preschool programs will continue to meet the needs of all other preschool students with disabilities. All of our preschool classrooms would continue to use Connecticut's Early Learning and Development Standards and to analyze individual student needs, as determined by observational data and assessment and incorporated into the Individualized Educational Program (IEP), to educate each preschool student with a disability.

Coventry has also historically provided a strong foundation of cooperation and coordination with other programs, agencies and organizations to support the comprehensive needs of all our students. At the preschool level, Coventry's public school programming for students with disabilities has a long-term collaborative relationship with CECC, a NAEYC accredited, nonprofit preschool, and with the Coventry School Readiness program. This unique collaborative relationship has allowed students with disabilities, students paying to attend CECC, and students qualifying for readiness funds to attend preschool together for the past 9 years. In the last two years, CECC has added a full day classroom to their program. Based on available slots, any student at CECC can access this full-day program. During the 2014-2015 school year, some students with disabilities have used this program to provide "surround care." These students pay tuition to CECC to attend as "daycare" in the morning hours prior to the start of their school day, attend their preschool program sponsored by the Board of Education as described in the IEP for a portion of their day, and then continue with a "daycare" portion of programming after their traditional preschool day has completed. This comprehensive design has provided support to a number of students and their families this year.

To support services for preschool students, the Board of Education and CECC have established relationships with area colleges and universities, and with town agencies. Districtwide, including the preschool, we have utilized staff and students from area colleges and universities to provide services to our students. At the preschool level, we have an ongoing relationship with the Psychology Department at the University of Connecticut to offer diagnostic services and ongoing supports for the social, emotional and behavioral needs of our students. Student teachers and interns from multiple colleges and universities are offered opportunities to develop their skills while also providing additional supports to our students. The ongoing relationship with Coventry's Readiness Council, Human Services Department and the STEPS Collaborative (Coventry's Early Childhood Council) provide additional evidence of the high level of collaboration at the preschool level.

In order to accommodate working families with full day, year round childcare, some new partnerships will need to be formed and some existing programming offerings will need to be strengthened. Coventry Parks and Recreation currently offers a summer camp program for children in preschool, but it is only ½ day. We will explore the possibility of full day programming with the Parks and Recreation office. CECC does offer a full day program, so for an additional fee families whose children are enrolled in the Smart Start classroom for the school day school year program can utilize the full day program. CECC only offers school year programming at the present time, but they are considering offering both summer programming and vacation programming in the future. The Superintendent of Schools is committed to establishing summer enrichment programs for children in Coventry as evidenced by his goal in 2014. One program that was created was for children who had

little or no preschool experience were offered a two week enrichment program prior to the start of Kindergarten. This was a very successful program and will be expanded for the summer of 2015.

SAMPLE BUDGET JUSTIFICATION
Year 1 & 2

Indicate costs of implementing Funding Years 2014-2015 and 2015-2016 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 2015-2016

BUDGET FORM

GRANTEE NAME: Coventry		TOWN CODE:032	
GRANT TITLE: CAPITAL IMPROVEMENTS		YEARS: 14-15	
PROJECT TITLE:			
FUND:	SPID:	YEAR: 2015	PROG: CF1: CF2:
GRANT PERIOD: 7/1/15 – 6/30/17		AUTHORIZED AMOUNT: \$	
CODES	DESCRIPTIONS	BUDGET AMOUNT	
		FY 14-15	FY 15-16
300	PURCHASED SERVICES/TECHNICAL SERVICES	27,000	
400	PURCHASED PROPERTY SERVICES, INCLUDING CONSTRUCTION	9,500	
500	OTHER PURCHASED SERVICES		
600	OTHER SUPPLIES		
700	PROPERTY	176,712	
800	OTHER OBJECTS		
	TOTAL	213,212*	

_____ ORIGINAL REQUEST DATE	_____ OFFICE OF EARLY CHILDHOOD	_____ DATE OF
_____ REVISED REQUEST DATE	PROGRAM MANAGER AUTHORIZATION	APPROVAL

- Please see notation on Budget Justification Page

SMART START

FISCAL YEARS 2015-2016

BUDGET FORM

GRANTEE NAME: Coventry		TOWN CODE: 032	
GRANT TITLE: OPERATIONS		YEARS:15-16, 16-17	
PROJECT TITLE:			
FUND:	SPID:	YEAR: 2015	PROG: CF1: CF2:
GRANT PERIOD: 7/1/15 -6/30/17		AUTHORIZED AMOUNT: \$	
CODES	DESCRIPTIONS	BUDGET AMOUNT	
		FY 15-16	FY 16-17
111A	NON-INSTRUCTIONAL SALARIES		
111B	INSTRUCTIONAL SALARIES	97,574 28,080	98,882 28,782
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	21,537	21,537
322	INSERVICE	1,000	
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	1,809	799
700	PROPERTY		
	TOTAL	150,000	150,000

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 15-16 and FY 16-17 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).**

FY 15-16

Code #	Description
700	4 foot black vinyl chain link fence to enclose play space \$5,112
700	Interactive white board with wiring and installation \$3200
300	Architect permit plans \$6000
300	Builder permit plans \$6000
300	CM/CA General Conditions \$15,000
400	Demo existing ramp \$3,500
700	Excavate and install frost walls for 8x12 foyer \$5,500
700	Excavate and install handicapped ramp and landings \$12,000
700	2 sets concrete steps (\$1000 each) \$2000
700	Railings for stairs and ramps \$3,000
700	Construction of 8x12 entryway \$9,500
700	2 Handicapped Access exterior doors and hardware \$3000
700	Replace existing door with 6' double door \$3500
700	Cut and install new exterior door from southeast room \$2500
700	100 lineal feet of wall partitions to create bathroom and office \$12,000
700	Storage along west wall \$2000
700	3 interior doors \$2400
700	2 toddler toilets \$3000
700	2 hand sinks \$2000
700	2 drinking fountains \$1700
700	Interior lights in new room \$1200
700	HVAC modifications in new rooms including split air unit \$6300
400	Painting \$3000

400	Flooring \$1500
400	Ceiling retrofit \$1500
	<u>Site Work:</u>
700	Mobilization \$5000
700	Erosion control \$3500
700	Earthwork \$20,000
700	Shape and roll subgrade \$8500
700	Provide and install bankrun gravel \$6000
700	Provide and install process gravel \$6000
700	Fine grade and roll \$5000
700	4" paving 8500 square feet \$22,000
700	Concrete sidewalks 1700 square feet \$13,600
700	Line striping \$1200
700	Reloam and seed distributed areas \$6000

*Coventry recognizes that the total cost of the project is over the \$150,000 which we are eligible to apply for. We wanted to be sure that OEC recognized the full scope of this proposed project, which includes the addition of the 2 Smart Start Classrooms and that Coventry is making a considerable amount of local contribution to improve preschool programming for three and four year old children.

OPERATIONS BUDGET JUSTIFICATION

Indicate costs of implementing FY 15-16 and FY 16-17 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).**

FY 15-16

Code #	Description
111B	Cost of two full time teachers Masters Level 3 Board of Education Teacher Union Contract Cost of two paraprofessionals Step 0 on the Board of Education Contract
200	Benefit packages for 2 teachers and one para, each at \$7,179.00 FICA for a para would be 7.65% of wages, Medicare for a teacher would be 1.45% of wages.
322	Professional development for the new teacher around the new CT ELDS
600	New supplies for new classrooms

FY 16-17

111B	Cost of two full time teachers Masters Level 3 Board of Education Teacher Union Contract Cost of two Board of Education paraprofessionals
200	Benefit packages for 2 teachers and one para, each at \$7,179.00 FICA for a para would be 7.65% of wages, Medicare for a teacher would be 1.45% of wages.
600	Supplies for classrooms

APPENDIX A: Budget Object Codes

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 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 employ , 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

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.

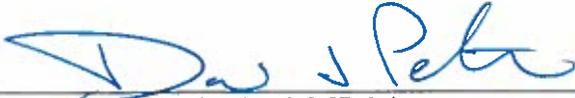
APPENDIX B: Affirmative Action Plan

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

12-18-14
Date

David J. Petrone

Print Name of Authorized Official

APPENDIX C: Statement of Assurances

STATEMENT OF ASSURANCES

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

PROJECT TITLE: Coventry Smart Start Preschool

THE APPLICANT: David J. Petrone **HEREBY ASSURES THAT:**
the Coventry 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, 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 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:

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and “contract” include any extension or modification of the Contract or contract;
- iii. "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;
- iv. "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;
- v. “good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "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;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "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;
- ix. "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

- x. "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, mental retardation, 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, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and

Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to

pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

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

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

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Superintendent Signature:  12-18-14

Name: *(typed)* David J. Petrone

Title: *(typed)* Superintendent of Schools

Date: December 18, 2014

APPENDIX D: Unmet Need

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	Easton	New Canaan	Southbury
Ashford	Ellington	New Fairfield	Southington
Avon	Enfield	New Hartford	Stafford
Barkhamsted	Farfield	New London	Stamford
Beacon Falls	Farmington	New Milford	Sterling
Berlin	Glastonbury	Newington	Stonington
Bethel	Granby	Newtown	Stratford
Branford	Greenwich	North Branford	Suffield
Bridgeport	Griswold (and Jewett City)	North Haven	Thompson
Bristol	Groton	North Stonington	Tolland
Brookfield	Guilford	Norwich (Taftville)	Torrington
Brooklyn	Haddam	Old Saybrook	Trumbull
Burlington	Hamden	Orange	Vernon (and Rockville)
Canton	Kent	Oxford	Wallingford
Cheshire	Killingly	Plainfield	Waterbury
Chester	Killingworth	Plainville	Waterford
Clinton	Lebanon	Plymouth	Watertown
Colchester	Ledyard	Pomfret	West Hartford
Coventry	Lyme	Portland	West Haven
Cromwell	Madison	Preston	Westport
Danbury	Manchester	Prospect	Wethersfield
Darien	Marlborough	Putnam	Willington
Deep River	Meriden	Redding	Wilton
Derby	Middlebury	Ridgfield	Winchester (and Winsted)
Durham	Middlefield	Rocky Hill	Windham
East Granby	Middletown	Salem	Windsor
East Haddam	Milford	Seymour	Windsor Locks
East Hampton	Monroe	Sharon	Wolcott
East Hartford	Montville	Shelton	Woodbury
East Haven	Naugatuck	Simsbury	Woodstock
East Lyme	New Britain	Somers	
East Windsor		South Windsor	

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.

APPENDIX E: Approved Sliding Fee Scale

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



Sharing Together Enriches Potential Success for Children

3453 Main Street Coventry, CT 06238 • coventrysteps@yahoo.com

December 11, 2014

To Whom It May Concern;

The Coventry School Readiness Council has been presented with the Connecticut Office of Early Childhood Smart Start Grant RFP for consideration. The council convened specifically to discuss this opportunity on December 9, 2014 as we recognized the importance of the timeline for submission.

The council has reviewed the components and criteria of the grant for the expansion of preschool programming in our community. We understand the basic requirements including but not limited to NAEYC accreditation for high-quality early childhood, unmet need, proportional enrollment of Special Education students, program evaluation and data collection for continuous quality improvement.

For the past 8 years, the Coventry School Readiness Council has been instrumental in supporting our existing program, the Coventry Early Childhood Center, to provide high-quality early childhood to our youngest Citizens. We are confident many of the operational criteria for this grant are currently being satisfied; however, the existing facility has been limited in expansion so the capital improvements will enable the program to serve the community needs.

The council has also supported the Coventry STEPS Collaborative and the Community Planning process through the William Caspar Graustein Memorial Fund. One of the existing strategies of the Coventry Plan to ensure children are successful learners is preschool expansion. Data collection in this area of focus continues to show need. We believe the Smart Start grant opportunity will build on our current efforts and assist our community in achieving our results statement; All Coventry Children are Nurtured, Healthy, Engaged and Successful Learners.

In closing, and after careful consideration, the Coventry School Readiness Council fully supports the Board of Education to pursue this grant opportunity and we are hopeful this funding will be awarded to our community.

Sincerely,

Jeff Shorts
School Readiness Council Chair

Marybeth Moyer
School Readiness Council Co-Chair

CONNECTICUT OFFICE OF EARLY CHILDHOOD

Smart Start
May 1, 2015 to June 30, 2017



Legislative Authority

Public Act 14-41

RFP
810

Due Date

December 19, 2014

**MYRA JONES-TAYLOR, PH.D.
COMMISSIONER**

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

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

The State of Connecticut Office of Early Childhood is an affirmative action/equal opportunity employer.

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Part I. Program Information and Requirements

Purpose

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

“To reimburse 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.

Grantees are able to propose expanding current preschool programs to include additional children or to develop new preschool programs. Funding must 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).

Local Education Agencies (LEAs) demonstrating unmet need are considered eligible and are invited to submit applications for Smart Start (see Appendix D).

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

Conditions for Funding

LEAs 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;
- 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;
- 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.
- Have class sizes that do not exceed 18 children;

- 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 children with special needs and children who are dual language learners.

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

- Demonstrate the greatest need for the establishment or expansion of a preschool program;
- 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
- Offer a full-day kindergarten program to all children.

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

Each classroom proposed for funding must be taught by an individual who is an employee of the board of education and holds 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 LEA must guarantee that any classroom that has been renovated using Smart Start funds will remain in use as a pre-kindergarten classroom for the duration of the Smart Start funding period for operating expense.

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

LEAs are eligible to apply 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 D for a list of eligible LEAs.)

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 LEA not found to have an unmet need based on the statewide needs assessment must submit a justification with supporting documentation demonstrating unmet need. Evidence of need requires significant documentation 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 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; and
- 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 LEA is responsible for entering the budget on an annual basis using the ED114 Prepayment Grant System.

Funding Year	Capital Expenses for Renovations	Operations
2014-2015	Up to \$75,000 per classroom	Not Available
2015-2016	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2016-2017	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2017-2018	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2018-2019	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2019-2020	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2020-2021	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2021-2022	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2022-2023	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2023-2024	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2024-2025	Not Available	\$5,000/child = \$75,000/classroom (maximum of \$300,000)

Funds Available

The amount of \$15,000,000 is anticipated to be available for capital expenses for funding year 2014-2015. \$10,000,000 per year is anticipated to be available for capital expenses per year thereafter for nine years.

The amount of \$10,000,000 is anticipated to be available for operating expenses for funding year 2015-2016. \$10,000,000 is anticipated to be available for operating expenses per year thereafter for nine years.

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

Successful applicants are required to submit updated narrative reports, 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 application.

Part II: Application Requirements

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 15 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 Abstracts

Separate abstracts are required for requests that include funding for both capital improvements and operating costs. The abstracts must include how the applicant plans to meet the purpose of the 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 NAEYC program accreditation standards); and
- Number of classrooms to be created through Smart Start.

Operations

- 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;

Program Data

Please complete the following table

Program address	Number of classrooms	Number of children	Hour per day	Days per year
Coventry Early Childhood Center 1171 Main Street Coventry, CT 06238	4	85	10	180

Accreditation/Head Start Approval Information

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

NAEYC ID#	Valid until date	Are you aware of and planning to meet NAEYC's renewal timeline?	Have you submitted Intent to Renew?	Have you submitted Renewal Materials? If yes, indicate date.	Has the program been denied candidacy, or deferred or denied accreditation by NAEYC?	Are you a Federal Head Start grantee?	If you are a Federal Head Start grantee what is your annual funding month?
723368	9/1/2018	Yes	NA	NA	No	No	

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

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

Proposed Services and Activities

Part 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. New construction will not be considered for this grant program.

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

Part II: Operations

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.

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. Please address plans for collaboration with other agencies and services to meet the needs of the children you propose serving.

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 LEA proposes to actively engage and form partnerships with families in order to support children’s learning.

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.

Provide information about family fee collection if the program intends to charge tuition using the approved sliding fee scale (see Appendix E). Please provide information about other funding sources for the program.

Reporting and Evaluation

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

Budget Forms

Use the appropriate form(s) on pages 23 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: May 1, 2015, through June 30, 2016 for capital improvements and July 1, 2015, through June 30, 2016 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.

Date of Board Acceptance

If it is not possible to obtain board approval prior to December 19, 2014, please submit the application by this date. Send official board approval no later than January 9, 2015.

Part III: Application Process

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 pre-Kindergarten

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 pre-Kindergarten programs for 3 and 4 year-olds.

Due Date

An electronic copy of the grant application must be received by 4:30 PM on December 19, 2014. Additionally, original signature pages as well as a copy of the application on a CD must be received by 4:30 PM on December 19, 2014. 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>Delivery Address:</u> CT Office of Early Childhood 165 Capitol Avenue, Room G-17 Hartford, CT 06106 oeec@ct.gov
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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 November 3, 2014 from 9:00 to 11:30 AM in Room 307 A/B of the State Office Building located at 165 Capitol Avenue in Hartford. The conference will also be live streamed in Conference Room 3 at The Connecticut State Department of Education Middletown offices located at 25 Industrial Park Rd. If attending the live streaming in Middletown, please enter through the rear entrance. Attendees will be required to sign in with security.

The OEC will review and rate proposals according to the Review Criteria in this RFP. The OEC intends to announce grant awards by May 2015.

Other Program Requirements

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

The OEC requires LEAs 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.

LEAs receiving Smart Start funding (for capital improvements and/or operations) are required to participate in evaluations conducted by or on behalf of the Office of Early Childhood.

SMART START GRANT

Application Checklist

	Yes	No
Proposal Abstract for Capital Improvements		
Budget for Capital Improvements		
Budget Justification Sheet for Capital Improvements		
Proposal Abstract for Operating Expenses		
Budget for Operating Expenses		
Budget Justification for Operating Expenses		
NAEYC Accreditation/Head Start Approval or Evidence of Application		
Letter of support from School Readiness Council (if applicable)		
Statement of Assurances		
Affirmative Action Packet		

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)		
Additional preschool spaces are proposed.		
NAEYC accredited <u>or</u> have a detailed plan to achieve NAEYC accreditation <u>or</u> Head Start approved.		
Unmet need is documented through statewide needs assessment or through the provision of specific data.		
Program is able to demonstrate a plan for proportional enrollment of children: <ul style="list-style-type: none"> • With special needs (proportionate to K-12 enrollment) • Who are dual language learners 		
All teachers have required certification.		
Proposed class size does not exceed 18.		
Expenditures for administrative costs in the proposed budget do not exceed 5 percent.		

2. Overall Proposal:

The proposal is able to demonstrate the LEA’s ability to provide a high-quality preschool program for 3- and 4-year-olds.

	Points Awarded	Possible Points
Offers full-day kindergarten to all age eligible children		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.		10
Staffing patterns are appropriate		5
Describes a cycle of intentional teaching and use of Connecticut Early Learning and Development Standards (planning and implementation/observing and assessing).		10
Describes efforts to engage families.		5
Use of appropriate child assessments and appropriate use of assessment data.		10
Includes plan for Smart Start as a part of a Pre-Kindergarten to Grade 3 continuum.		5
Describes collaborative and coordinating efforts with local agencies and organizations to provide services when school is not in session.		5

(55)

3. Program Evaluation

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

(20)

4. Budget

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

(25)

TOTAL

Possible Points	Points Scored
100	

Capital Improvement Abstract

Our NAEYC accredited preschool, the Coventry Early Childhood Center, Inc. (CECC) partners with the Board of Education to offer special education services to children with IEPs, as well as the School Readiness program, where all of Coventry's School Readiness spaces are located. CECC will be re-locating for the start of the 2015-2016 school year into a separate wing of the Capt. Nathan Hale School (Coventry Public School) which will allow it to operate independently from the middle school. A separate entrance will be created for CECC students and their families. CECC has outgrown its current location in the lower level of the 1st Congregational Church and the program is not able to expand to offer additional programming.

We are proposing that two Smart Start classrooms be created and these classrooms will be located within the CECC program in the separate wing of the Capt. Nathan Hale School. The Smart Start classrooms will each be approximately 600 square feet (meeting the required 35 square feet per child guideline). Each classroom would serve 15 children and the hours of operation would be 8:45-2:45 pm. The Smart Start classrooms will operate under a provider agreement between CECC and the Coventry Board of Education.

The key features of the planned capital improvements that will need to be made to the two classrooms in order to accommodate the Smart Start program and to maintain CECC's current NAEYC accreditation include the following:

- Two handicapped accessible bathrooms located in the preschool space will be installed. These bathrooms will be within the 40 feet limitation from the classroom (NAEYC 9.C.05) and would meet the one to sixteen required ratio (CT OEC Licensing standard). A changing area will be available (NAEYC 9.A.01).
- A water fountain and sink for hand washing will be installed in both of the classrooms (NAEYC 9.C.05).
- Due to the fact that this space is currently being utilized as part of the middle school, there is no direct access other than to have families walk through the middle school to drop off and pick up their children. To accommodate families with young children, we will need to create a new and separate driveway up to the Coventry Early Childhood Center entrance. A new entrance to the preschool program will be created as well. We will also need to add parking spaces for the handicapped accessible vans and parents dropping off and picking up their children.
- To meet the NAEYC Standard 10.D.08 under Safety Policies and Procedures, which specifies that the program must have an emergency procedure in place for handling security threats, a camera at the newly created CECC entrance, along with a buzzer system will be installed. A security system protecting the space will also be installed.
- An interactive white board with a projector will be wired and installed for use in the multipurpose room for all children to have access to throughout the day with wiring and installation.
- A play space that is developmentally appropriate will be created adjacent to the preschool program. This space will meet the 75 square feet of playground space per child playing (NAEYC 9.B.04). The play space will be approximately 2500 square feet (1/3 of capacity). The playground will have a 4 foot fence or barrier around the perimeter. The playground will accommodate children of all abilities, needs and interests of each age group the program serves. The playground will be inspected for safety (NAEYC 9.B.07).

Operations Abstract

The preschool program, CECC, which will include the two Smart Start classrooms, will operate 5 days a week, 180 days a year, following the Coventry Public Schools calendar. Each Smart Start classroom will serve 15 additional preschool aged children in the community between the hours of 8:45 am and 2:45 pm. In 2013, the Superintendent of Schools convened the Preschool Feasibility Committee comprised of district leaders, teachers, parents and community stakeholders to examine early childhood programming in the town. Data was collected in the spring of 2014 from families with young children about their future early care and education needs. 154 families indicated that they were interested in longer day programming (school day and full day). Currently, Coventry only has the capacity for 15 full day or school day high quality (as defined by NAEYC accreditation) spaces for 3 and 4 year old children. Not only does the CHEFA Unmet Needs survey show Coventry to have a high need, but we have the local data supporting that as well. The 2014-2015 data collected from incoming kindergarten families indicated that 61% of the children entering kindergarten attended preschool. This data also indicated that 23% of the students attended daycare and that 13% of the students had no preschool or daycare experience. Parents have indicated that a full day program that would fulfill both needs is what is needed. The Smart Start grant would open up the possibility of new opportunities for preschool programming to meet the needs of Coventry's families.

A Smart Start classroom within the Coventry Public Schools framework will further improve and promote early childhood instructional practices, the instructional coherence for our students as well as provide meaningful learning experiences within a well-established and vibrant preschool community. The opportunity for early childhood educators to continue to grow professionally will be supported by the Smart Start funding, the Board of Education's dedication to early childhood and the collaboration of the STEPS initiative as it further promotes the Early Childhood Collaborative which offers educators and day care providers in the Coventry community an opportunity to come together for professional development and training. As Marybeth Moyer, administrator of Coventry Grammar School (K-2) who serves as the liaison between the preschool program and the grammar school, continues in her role, the emphasis will continue to be to have preschool and kindergarten teachers continually review curricular standards and expectations as well as to provide opportunities for shared opportunities to review student profiles for those entering kindergarten. By implementing the vision developed by the Office of Early Childhood, the preschool community will support high-quality learning experiences by fostering the social, emotional and academic skills supported by the Connecticut Early Learning Developmental standards as children begin their school experience. These practices, which will build the foundational skills for our youngest learners, will transfer into the well-established full day kindergarten program comprised of seven classrooms that was established in Coventry in the 2012-2013 school year.

The hiring process would begin in the spring of 2015 for the Smart Start classrooms. The hiring team would include the CECC administrator, the administrator of the K-2 school, a teacher, a parent representative and the Director of Pupil & Staff Support Services. The Superintendent of Schools will have the final approval of the potential new employees. New staff members would be continually evaluated and supported under the supervision of a public school administrator and would be offered opportunities for continuous professional development.

Each Smart Start Classroom will have one certified teacher and one full time paraprofessional, which will meet licensing and NAEYC accreditation guidelines for teacher to child ratios. These will all be Board of Education positions. The plan is to recruit two master's level teachers each

earning \$48,707 a year. Each para-professional will enter at a Step 0 on the para union's contract and earn \$12.37 an hour for 30 hours a week.

The Smart Start program will charge fees based on the Connecticut Office of Early Childhood (OEC) Administered State-Funded Program General Policy 15-01. Based on the 2014 survey results, there is a high demand for full day and school day spaces, as evidenced by our new three school day School Readiness spaces being filled in a matter of hours. We will reserve 60% of these spaces (9 children) for families below state median income, as published annually. We will partner with town agencies, churches and school social workers to actively recruit families below the state median income. We will also advertise extensively in all Coventry publications and use social media to get word to the all community members. Two spaces will be reserved for students with special education needs and four families will be full pay at \$4,500 for the school day/school year program. This cost is in line with state averages as found on the 211 Childcare Infoline. A staff member will meet with families to review income and determine family fee contribution. The staff member will also be able to make referrals to other agencies for services that the family may qualify for, such as WIC, Adult Education, Human Services, the Library, etc. We will have inter-agency agreements on file with these providers, similar to School Readiness and will evaluate them annually.

Documentation and Evaluation

To ensure the highest quality program possible, CECC will be monitored three different ways. First, the program will be monitored by the Office of Early Childhood – Licensing. The OEC is a state agency that administers and regulates our state child daycare center license through on-site inspections every year. The OEC evaluates the following areas: administration, posted items, staffing patterns, record keeping, health and safety, physical plant, outdoor space, administration of medication, and educational requirements.

Second, the program will be monitored by The National Association for the Education of Young Children (NAEYC). NAEYC is a national organization that sets standards for high quality preschool programs. The program is evaluated using ten standards, including relationships, curriculum, teaching, assessment, health, teachers, families, community relationships, physical environment, and leadership and management. Programs wishing to become accredited must apply for candidacy, participate in the self-study process and undergo an extensive onsite visit by a trained NAEYC evaluator. NAEYC accreditation is valid for five years; however, programs must maintain standards of excellence through ongoing program improvement, family surveys, and by filing an annual report. Family and Staff surveys are distributed annually. If the results of any question of a family or staff surveys is below 85% satisfaction, an action plan is developed to address the concern and improve satisfaction.

Finally, CECC is monitored by the School Readiness Council (SRC). The SRC administers and maintains the School Readiness grant through the Connecticut Office of Early Childhood. Council members may visit the program at any time to ensure the program's compliance to all mandates. Site Monitoring will occur three times each year by The Coventry Grammar School Principal. The results of the Site Monitoring are shared with SRC and actions plans are developed as necessary.

The Coventry Early Childhood Center's curriculum is based on the Connecticut Preschool Curriculum and Assessment Framework. The teachers have aligned the CT Early Learning and Developmental Standards (CT ELDS) with the CT PAF and are integrating them into their weekly learning experience plans. The teachers are attending ongoing professional development opportunities in order to fully implement the CT ELDS in their teaching.

Teachers use the cycle of intentional teaching based upon the early learning standards and CT ELDS, the children's interests, their family, and cultural and community context. After an initial observation of the students in the classroom, teachers meet weekly to brainstorm activities based upon the children's interest and the standards addressed that week. Once the Learning Activities Planning Form is complete, the teachers develop learning strategies tailored for each benchmark to address individual learning. Each teacher creates a learning experience based upon the planning form and differentiates her lesson based upon the specific needs of the children in her classroom, including children with identified special needs. Each of the learning experiences plans specifically note when and where the standards will be assessed. Additionally, teachers include parent and community connections to foster the school and home partnership. At the end of the assessment period, the teachers revisit their observation, adjust their teaching and input the data into the child's profile.

Teachers use the CT Preschool Assessment Framework to assess children and have begun to incorporate the CT ELDS standards into the Learning Experience Plans to determine how

children are progressing across the domains of development. CECC conducts an annual developmental screening for students to observe overall development. Teachers use formative assessments to determine how children are progressing in the development of certain abilities, so that further support can be planned. Parent/Teacher conferences are held 2x per year and, in addition, parents are welcome to meet with teachers on an as-needed basis.

The LEA understands that families are the primary caregivers and educators of young children and are critical partners in all learning environments. The LEA works with the early care provider, CECC, to engage parents and form partnerships with families to support children's learning.

CECC maintains frequent communication about student progress and provides opportunities for family connection and engagement throughout the year including, but not limited to;

- All About My Family – a family project is sent home at the beginning of the school year to allow parents the opportunity to share information and photos, etc., about their child and family.
- Teachers invite families to visit classrooms, send home newsletters, offer a Teacher Chat as needed, posts daily white board messages to communicate with families.
- Open House/Curriculum Event – an interactive opportunity for families to learn about the preschool curriculum/standards and how their child is learning.
- Parent/Teacher Conferences - families are given an opportunity to share information about their child and/or family dynamics and teachers share initial observations used to assess children's growth in four developmental domains.
- Preschool Screen – Annually, the Coventry Early Intervention Services (special education) holds a town-wide preschool screen to find children in the community who may need additional support services (Child Find). Children attending CECC must participate in this screen in order to provide families and preschool staff with developmental data.
- Christmas in the Village/Decorate a Cookie with CECC – CECC raises money for the Coventry Fuel Bank for Human Services.
- Flapjacks & Families at Applebees – CECC teachers and staff serve families pancakes on a Saturday morning and have the opportunity to connect outside of school.
- Open Enrollment Night – Every Spring, CECC is open to the public and welcomes families to visit the center and enroll their child in the upcoming school year.
- Multicultural Pot-Luck Supper – In late spring, CECC invites families, including extended family and friends, to a pot luck supper. Families bring food and share their cultural favorites while they enjoy a performance by the children.

- Annual Golf Tournament – For the past 9 years, CECC’s Scramble for Our School fundraiser hosts many fathers and local community leaders/members at a Coventry Golf Course for a day of fun and raffle prizes.
- St. Jude Trike-A-Thon – CECC raises money for St. Jude annually at a Trike-A-Thon. Families attend to watch the children ride their bikes, all while supporting a charitable cause. The Coventry Police Chief visits the center to talk to children about safety on this day.
- End of the Year Picnic/Graduation – In the summer, CECC invites all families to Patriots Park Community Center for a picnic to celebrate the 4 year old children going on to Kindergarten.
- Parenting Seminars – CECC partners with UCONN Psychological Services to offer seminars on topics such as Social/Emotional Well-being. Other workshops have been offered by local health professionals to address child nutrition, hearing and vision.

Inclusion of Special Populations and Collaboration

Historically, Coventry has had a very limited number of dual language learners. Based on a recent increase of dual language learners in Grades K to 12 (from 3 students in 2013-2014 to 10 students in 2014-2015), meeting the needs of these student has become a new priority districtwide and Coventry Public Schools has been working to improve and increase programming for these students. Through a collaborative effort between all service providers and departments districtwide, our Reading Department is leading the charge to immerse these students into the language and culture of our schools while also providing opportunities for structured direct instruction designed to meet identified goals for each student. One-to-one or small group instruction is provided to these students daily, using scientifically research-based interventions, with ongoing assessment and program adjustment to support individual student achievement. Ongoing professional development of all staff involved with these dual language learners is a key component to support student success. These efforts have included attending workshops focusing on understanding the needs of dual language learners; understanding the policies, practices and procedures needed to support these students and their families; analyzing available instructional resources, including both print and electronic sources; and reviewing data relative to student progress to support ongoing program development designed to meet student needs. These K-12 efforts allow us to do two things relative to preparing to meet the needs of preschool dual language learners: it sets the stage for designing programming needed to meet the needs of preschool students and it establishes the connections needed to network within the community to identify families to recruit and prioritize students in need of dual language preschool educational opportunities. Based on districtwide enrollment of dual language learners, it is anticipated that up to one or two dual language learners would be enrolled in any Smart Start classroom.

Currently, public preschool programming in Coventry is entirely developed for students with disabilities. These students are referred, assessed and identified as needed based on referrals from a variety of sources, including Birth to 3, parent request, and Coventry's town-wide preschool screen. This required and established process of child find will provide clear assistance in identifying and recruiting students with disabilities to participate in programming established through Smart Start. A historical view of the data reveals that both the number of preschool students with disabilities and intensity of need for these students continue to increase.

Year	09-10	10-11	11-12	12-13	13-14	14-15 (as of December 5, 2014)
Total preschool children with IEP's at Coventry Early Childhood Center (CECC)	14	25	28	22	33	29
Number of children receiving Speech and Language services at CECC	6	10	11	11	12	10
Number of children receiving Itinerant services					1	3
Number of children diagnosed with Developmental Delays at CECC	8	12	12	7	11	6
Number of children diagnosed with Autism at CECC	0	3	5	4	9	7
Other						1 medically fragile, 1 blind, 1 down syndrome

As student needs have continued to grow at the preschool level, Coventry has a proven record for increasing supports, including the establishment four years ago of a Preschool ABA (Applied Behavior Analysis) Program to ensure the use of scientifically researched interventions to support the needs of our preschool students with Autism Spectrum Disorders. The procedure used to recruit and prioritize students for Smart Start programming needs to be based on a similar review of individual student data to determine the strengths and needs of each student considered for Smart Start programming. Based on our current districtwide percentage of identified students with disabilities, a Smart Start Program classroom in Coventry would include two identified students with disabilities. To ensure the number of students with disabilities in any Smart Start classroom does not exceed the proportion of students with disabilities in grades K to 12, our existing district preschool programs will continue to meet the needs of all other preschool students with disabilities. All of our preschool classrooms would continue to use Connecticut's Early Learning and Development Standards and to analyze individual student needs, as determined by observational data and assessment and incorporated into the Individualized Educational Program (IEP), to educate each preschool student with a disability.

Coventry has also historically provided a strong foundation of cooperation and coordination with other programs, agencies and organizations to support the comprehensive needs of all our students. At the preschool level, Coventry's public school programming for students with disabilities has a long-term collaborative relationship with CECC, a NAEYC accredited, nonprofit preschool, and with the Coventry School Readiness program. This unique collaborative relationship has allowed students with disabilities, students paying to attend CECC, and students qualifying for readiness funds to attend preschool together for the past 9 years. In the last two years, CECC has added a full day classroom to their program. Based on available slots, any student at CECC can access this full-day program. During the 2014-2015 school year, some students with disabilities have used this program to provide "surround care." These students pay tuition to CECC to attend as "daycare" in the morning hours prior to the start of their school day, attend their preschool program sponsored by the Board of Education as described in the IEP for a portion of their day, and then continue with a "daycare" portion of programming after their traditional preschool day has completed. This comprehensive design has provided support to a number of students and their families this year.

To support services for preschool students, the Board of Education and CECC have established relationships with area colleges and universities, and with town agencies. Districtwide, including the preschool, we have utilized staff and students from area colleges and universities to provide services to our students. At the preschool level, we have an ongoing relationship with the Psychology Department at the University of Connecticut to offer diagnostic services and ongoing supports for the social, emotional and behavioral needs of our students. Student teachers and interns from multiple colleges and universities are offered opportunities to develop their skills while also providing additional supports to our students. The ongoing relationship with Coventry's Readiness Council, Human Services Department and the STEPS Collaborative (Coventry's Early Childhood Council) provide additional evidence of the high level of collaboration at the preschool level.

In order to accommodate working families with full day, year round childcare, some new partnerships will need to be formed and some existing programming offerings will need to be strengthened. Coventry Parks and Recreation currently offers a summer camp program for children in preschool, but it is only ½ day. We will explore the possibility of full day programming with the Parks and Recreation office. CECC does offer a full day program, so for an additional fee families whose children are enrolled in the Smart Start classroom for the school year school year program can utilize the full day program. CECC only offers school year programming at the present time, but they are considering offering both summer programming and vacation programming in the future. The Superintendent of Schools is committed to establishing summer enrichment programs for children in Coventry as evidenced by his goal in 2014. One program that was created was for children who had

little or no preschool experience were offered a two week enrichment program prior to the start of Kindergarten. This was a very successful program and will be expanded for the summer of 2015.

SAMPLE BUDGET JUSTIFICATION

Year 1 & 2

Indicate costs of implementing Funding Years 2014-2015 and 2015-2016 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 \$ 15,470 8 hours per day for 13 weeks (total 1,105 hours) 1,105 hours @\$14/hour x 1 teacher
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 2015-2016

BUDGET FORM

GRANTEE NAME: Coventry	TOWN CODE: 032
GRANT TITLE: OPERATIONS	YEARS: 15-16, 16-17
PROJECT TITLE:	
FUND: SPID: YEAR: 2015	PROG: CF1: CF2:
GRANT PERIOD: 7/1/15 –6/30/17 AUTHORIZED AMOUNT: \$	

CODES	DESCRIPTIONS	BUDGET AMOUNT	
		FY 15-16	FY 16-17
111A	NON-INSTRUCTIONAL SALARIES		
111B	INSTRUCTIONAL SALARIES	97,574 28,080	98,882 28,782
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	21,537	21,537
322	INSERVICE	1,000	
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	1,809	799
700	PROPERTY		
	TOTAL	150,000	150,000

____ 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 15-16 and FY 16-17 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).**

FY 15-16

Code #	Description
700	4 foot black vinyl chain link fence to enclose play space \$5,000
300	Architect permit plans \$6000
300	Builder permit plans \$6000
300	CM/CA General Conditions \$15,000
400	Demo existing ramp \$3,500
700	Excavate and install frost walls for 8x12 foyer \$5,500
700	Excavate and install handicapped ramp and landings \$12,000
700	2 sets concrete steps (\$1000 each) \$2000
700	Railings for stairs and ramps \$3,000
700	Construction of 8x12 entryway \$9,500
700	2 Handicapped Access exterior doors and hardware \$3000
700	Replace existing door with 6' double door \$3500
700	Cut and install new exterior door from southeast room \$2500
700	100 lineal feet of wall partitions to create bathroom and office \$12,000
700	Storage along west wall \$2000
700	3 interior doors \$2400
700	2 toddler toilets \$3000
700	2 hand sinks \$2000
700	2 drinking fountains \$1700
700	Interior lights in new room \$1200
400	Ceiling retrofit \$1500
	<u>Site Work:</u>
700	Mobilization \$5000

700	Erosion control \$3500
700	Earthwork \$20,000
700	Shape and roll subgrade \$8500
700	Concrete sidewalks 1700 square feet \$10,700

OPERATIONS BUDGET JUSTIFICATION

Indicate costs of implementing FY 15-16 and FY 16-17 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).**

FY 15-16

Code #	Description
111B	Cost of two full time teachers Masters Level 3 Board of Education Teacher Union Contract Cost of two paraprofessionals Step 0 on the Board of Education Contract
200	Benefit packages for 2 teachers and one para, each at \$7,179.00 FICA for a para would be 7.65% of wages, Medicare for a teacher would be 1.45% of wages.
322	Professional development for the new teacher around the new CT ELDS
600	New supplies for new classrooms

FY 16-17

111B	Cost of two full time teachers Masters Level 3 Board of Education Teacher Union Contract Cost of two Board of Education paraprofessionals
200	Benefit packages for 2 teachers and one para, each at \$7,179.00 FICA for a para would be 7.65% of wages, Medicare for a teacher would be 1.45% of wages.
600	Supplies for classrooms

APPENDIX A: Budget Object Codes

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 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 employ , 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

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.

APPENDIX B: Affirmative Action Plan

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

Print Name of Authorized Official

STATEMENT OF ASSURANCES

CONNECTICUT OFFICE OF EARLY CHILDHOOD
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE:

THE APPLICANT:

HEREBY ASSURES THAT:

(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, 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 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:

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and “contract” include any extension or modification of the Contract or contract;
- iii. "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;
- iv. "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;
- v. “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "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;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "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;
- ix. "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

- x. "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, mental retardation, 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, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and

Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to

pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

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

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

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

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

Superintendent Signature: _____

Name: *(typed)* _____

Title: *(typed)* _____

Date: _____

APPENDIX D: Unmet Need

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	Easton	New Canaan	Southbury
Ashford	Ellington	New Fairfield	Southington
Avon	Enfield	New Hartford	Stafford
Barkhamsted	Farfield	New London	Stamford
Beacon Falls	Farmington	New Milford	Sterling
Berlin	Glastonbury	Newington	Stonington
Bethel	Granby	Newtown	Stratford
Branford	Greenwich	North Branford	Suffield
Bridgeport	Griswold (and Jewett City)	North Haven	Thompson
Bristol	Groton	North Stonington	Tolland
Brookfield	Guilford	Norwich (Taftville)	Torrington
Brooklyn	Haddam	Old Saybrook	Trumbull
Burlington	Hamden	Orange	Vernon (and Rockville)
Canton	Kent	Oxford	Wallingford
Cheshire	Killingly	Plainfield	Waterbury
Chester	Killingworth	Plainville	Waterford
Clinton	Lebanon	Plymouth	Watertown
Colchester	Ledyard	Pomfret	West Hartford
Coventry	Lyme	Portland	West Haven
Cromwell	Madison	Preston	Westport
Danbury	Manchester	Prospect	Wethersfield
Darien	Marlborough	Putnam	Willington
Deep River	Meriden	Redding	Wilton
Derby	Middlebury	Ridgfield	Winchester (and Winsted)
Durham	Middlefield	Rocky Hill	Windham
East Granby	Middletown	Salem	Windsor
East Haddam	Milford	Seymour	Windsor Locks
East Hampton	Monroe	Sharon	Wolcott
East Hartford	Montville	Shelton	Woodbury
East Haven	Naugatuck	Simsbury	Woodstock
East Lyme	New Britain	Somers	
East Windsor		South Windsor	

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.

APPENDIX E: Approved Sliding Fee Scale

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

February 23, 2015
Coventry Public Schools
Smart Start Supplemental Information

The *Smart Start* classrooms within the Coventry Public Schools framework will further improve and promote early childhood instructional practices, strengthen the instructional coherence for our students while providing meaningful learning experiences within a welcoming and vibrant school community. Coventry Public Schools plans to support student achievement through the thoughtful articulation of a PreK-12 program. Important in this endeavor will be the focus on the alignment review of the standards from Pre-K through Grade 3. This will ensure that the curriculum and instructional practices reinforce appropriate academic, social and emotional skills from grade to grade. We are clear that developing a foundation that builds confidence, effective communication skills, foundational reading and math skills, as well as the eagerness to learn, will be the mission. The key to this success will be to develop a sequential curriculum that builds on the children's cognitive and social development.

Professional development and communication between all the adults supporting our students will be essential to ensure this success. Pre-K through Grade 3 staff will be cross-trained in the CT ELDS and the Connecticut State Standards to ensure that all are well versed in the expectations of the curriculum. Coventry Public Schools will include all Pre-K teachers, related service providers and para educators into its current Professional Development plan in an effort to provide customized and meaningful trainings designed to ensure that all staff members are provided with appropriate learning opportunities aligned with their work.

The preschool will be re-located within the public schools beginning at the start of the 2015-16 school year. With this move comes the unique and exciting opportunity to partner with the Coventry High School Family Consumer Early Childhood Education class. High school students in this class will have the opportunity to volunteer and shadow experienced teachers in the preschool to gain valuable experience working with young children. With the expansion of the preschool to include *Smart Start* classrooms, we will also be gaining shared space within the middle school which will include an auditorium, gym access and identified areas for OT and PT and specific areas for conferencing with parents.

In order to increase opportunities for families with young children and to provide additional resources and services, it is the intent of the Coventry Public Schools to begin the planning for the creation of a Family Resource Center during the 2015-2016 school year to be opened in the 2016-2017 school year. We will rely on the well-established School Readiness Council, the STEPS Early Childhood Collaborative, the preschool parent executive board, local childcare providers, as well as representatives from the Town Council and Board of Education to work together to establish this valuable and much needed town resource. The offerings and services

provided will cater to the needs of our youngest students and their families. It will be designed to offer engaging experiences for children and help connect parents to a network of community resources, as well as to other parents. The Family Resource Center will be located within close proximity of the preschool classrooms, which will help ensure a seamless extension to the preschool offerings. The Family Resource Center will offer play groups, parent support and education, as well as provide health and wellness information with a family-school partnership philosophy.

Lejardi, Diana

From: David Petrone <dpetrone@coventryct.org>
Sent: Monday, February 23, 2015 12:04 PM
To: Brinnel, Andrea
Subject: RE: Coventry Smart Start-Confidential (Action Required)

Hi Andrea,

It is not a problem at all to provide you with more details and I am happy you asked.

Mobilization for \$5000 is the fee the contractor is charging us for set-up expenses. Included in this number is the time they will need to devote to establishing contracts and scheduling of subcontractors. Also included in this figure in the cost of moving the necessary equipment that will be needed to and from the job site.

CM/CA General Conditions are to cover general overhead which would include the construction management and administration.

Please do not hesitate to let me know if you have any additional questions or concerns related to our budget. As you are aware the total cost of this project is approximately \$240,000.00.

Regards,

David

David J. Petrone
Superintendent of Schools
Coventry Public Schools
1700 Main Street
Coventry, CT 06238
(860) 742-7317 x2

From: Brinnel, Andrea [<mailto:Andrea.Brinnel@ct.gov>]
Sent: Monday, February 23, 2015 11:12 AM
To: David Petrone
Subject: RE: Coventry Smart Start-Confidential (Action Required)

Hi again,
Sorry to keep bothering you, but could you please tell me what "mobilization (5,000) and CM/CA General Conditions are (15,000)?
Thanks again,
Andrea

Andrea Brinnel, Ed.D.
Education Consultant
Connecticut Office of Early Childhood
Division of Early Care and Education
165 Capitol Avenue
Hartford, CT 06106
860-713-6771



From: David Petrone [<mailto:dpetrone@coventryct.org>]
Sent: Monday, February 23, 2015 10:29 AM
To: Brinnel, Andrea; David Petrone
Subject: RE: Coventry Smart Start-Confidential (Action Required)

Hello Andrea,

Thank you so much for your assistance with this on behalf of Coventry.

Attached is our Smart Start Grant, with the budget pages 23, 25 and 26 adjusted to make our Capital Budget equal the allowable \$150,000. In addition, we have attached the supplemental information requested regarding how the PreK program will be part of our district's overall plan .

Please let me know if you need any additional information.

Thank you, again.

David

David J. Petrone
Superintendent of Schools
Coventry Public Schools
1700 Main Street
Coventry, CT 06238
Phone: 860-742-7317 x2
Fax: 860-742-4567

From: Brinnel, Andrea [<mailto:Andrea.Brinnel@ct.gov>]
Sent: Friday, February 20, 2015 10:39 AM
To: David Petrone
Subject: RE: Coventry Smart Start-Confidential (Action Required)

I am so sorry for my errors in the original email. I inadvertently pulled the \$450, 000 from the cover page (total funds requested). The email should have read as follows:

Coventry Public Schools has been recommended for Smart Start funding. In order to make the final decision regarding recommended awards, it is necessary for you to review your application as it **requested \$213,212 for capital expenses** (maximum annual award should be \$150,000). We will need a budget and budget justification for what the Smart Start dollars will be funding. We also request additional information about how PreK is part of the school districts overall plan over and above plans for transition to kindergarten. It is very important that we receive this corrected/additional

information by Monday, February 23 order so that we may finalize the awards and possibly include you on the Bond Commission agenda for March 2015. If the requested information is not received by February 23, you risk not being put on the Bond Commission agenda and delaying your possible funding award.

Take good care,
Andrea

Andrea Brinnel, Ed.D.

Education Consultant
Connecticut Office of Early Childhood
Division of Early Care and Education
165 Capitol Avenue
Hartford, CT 06106
860-713-6771
www.ct.gov/oec



From: Brinnel, Andrea
Sent: Wednesday, February 18, 2015 9:09 AM
To: 'dpetrone@coventryct.org'
Subject: Coventry Smart Start-Confidential (Action Required)

Dear Mr. Petrone,

To recap our conversation:

Coventry Public Schools has been recommended for Smart Start funding. In order to make the final decision regarding recommended awards, it is necessary for you to review your application as it requested \$450,000 for operating expenses (maximum annual award should be \$150,000). We will need a budget and budget justification for what the Smart Start dollars will be funding. We also request additional information about how PreK is part of the school districts overall plan over and above plans for transition to kindergarten. It is very important that we receive this corrected/additional information by Monday, February 23 order so that we may finalize the awards and possibly include you on the Bond Commission agenda for March 2015. If the requested information is not received by February 23, you risk not being put on the Bond Commission agenda and delaying your possible funding award.

As these awards are not final, we ask that information regarding Smart Start funding NOT be announced to your district or the media. Please only share this information with necessary staff and personnel at this time. You will be notified by the Office of Early Childhood once the decisions for awards are final.

Best regards,
Andrea

Andrea Brinnel, Ed.D.

Education Consultant
Connecticut Office of Early Childhood
Division of Early Care and Education

165 Capitol Avenue
Hartford, CT 06106
860-713-6771
www.ct.gov/oec



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State of Connecticut

HOUSE OF REPRESENTATIVES STATE CAPITOL

REPRESENTATIVE TIM ACKERT
EIGHTH ASSEMBLY DISTRICT

LEGISLATIVE OFFICE BUILDING ROOM 4200
300 CAPITOL AVENUE
HARTFORD, CT 06106-1591

CAPITOL: (860) 240-8700
HOME: (860) 742-5287
Tim.Ackert@housegop.ct.gov

RANKING MEMBER
EDUCATION COMMITTEE

MEMBER
HIGHER EDUCATION AND
EMPLOYMENT ADVANCEMENT COMMITTEE
HUMAN SERVICES COMMITTEE

December 19, 2014

Harriet Feldlaufer
Director
Connecticut Office of Early Childhood
Division of Early Care and Education
State of Connecticut
165 Capitol Avenue
Hartford, CT 06106

Re: Smart Start Grant – Coventry, CT.

Dear Harriet:

I am writing to express my support of the Smart Start Grant application submitted by the Town of Coventry. This issue is of great importance to me, as I have been an on-going champion of early childhood education, and more specifically the Office of Early Childhood Education.

The town of Coventry, for some years now, has been a leader in offering opportunities for early childhood education. Coventry recognizes the correlation between early childhood education and successful academic careers. This Grant would be another tool for them to help the children and families of Coventry get the start they need. With this help, Coventry will be able to make sure the children start their academic journey on the right foot, and with the proper tools and preparation to make themselves the successful students they can and will become.

I am confident that you will find Coventry to be a great example of a town that can truly benefit from the Smart Start Grant. Furthermore, I appreciate your consideration and attention to their application.

Sincerely,

A handwritten signature in black ink, appearing to read "Tim Ackert", written in a cursive style.

Tim Ackert
State Representative
8th District

Cc: Myra Jones-Taylor, Ph.D.

Please Visit My Website At www.repackert.com