Part IV: Application Form

Connecticut Office of Early Childhood
SMART START APPLICATION
GRANT PERIOD
From: [illegible] To: [illegible]

GRANT CONTACTS

Lead Partner Derby Public Schools
Contact Name William Carmody
Address [illegible] Derby, CT [illegible]
Telephone Number [illegible]
Contact E-mail Address acorway@derbyps.org

[illegible]

Hereby certify that the information contained in this application is accurate and complete to the best of my knowledge and belief.

[illegible] Superintendent	[illegible]
[illegible] Board of Education President	[illegible]
[illegible] Lead Partner Director	[illegible]

Number of Classrooms	Total Number of Children
4	80

Total Funds Requested	Capital Improvements	Other Operating Expenses
$1,122,400	$73,600	$48,000

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 Derby Public Schools
Contact Name Alison Conway
Address 8 Nutmeg Avenue Derby, CT 06418
Telephone Number 203-736-5027
Contact E-mail Address aconway@derbyps.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.

Kenneth Marcaccio Sr. — 12/18/2014
Chairperson, Board of Education — Date

12/18/2014
Superintendent of Schools — Date

12/18/2014
Chief Elected Official — Date

Number of Classrooms	Total Number of Children
4	84

Total Funds Requested	Capital Improvements	Annual Operating Expenses
$ 1,122,450	$ 273,800	$ 848,650

Program Data

Please complete the following table

Program address	Number of classrooms	Number of children	Hour per day	Days per year
Derby High School 8 Nutmeg Avenue, Derby, CT 06418	4	84*	6.5	183
* Number of children = 27 current + 57 new				

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?
728330							

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?
June 2014	8/12/14		

Derby Early Childhood Council/TEAM Inc.
Support Letter

DERBY SCHOOL READINESS

"PUTTING THE PIECES TOGETHER FOR FUTURE SUCCESS"

FAMILY SCHOOL COMMUNITY

December 16, 2014

Andrea Brinnel, Smart Start Manager
State of Connecticut
Office of Early Childhood
165 Capitol Avenue, Room G-17
Hartford, CT 06106

Dear Ms. Brinnel:

On behalf of the Derby Early Childhood Council, we are writing this letter of support for Derby Public Schools to establish and expand its preschool programs via the enclosed *Smart Start* application. The Derby Early Childhood Council will continue to partner and coordinate with Derby Public Schools in order to expand preschool program options that meet the needs of the Derby community.

Derby is well suited to become one of the state's first Smart Start classroom sites evidenced by Derby's existing Early Childhood planning & implementation successes that include meaningful transition planning to Kindergarten, coordination of professional development services across all sectors, and effective outreach to all Derby children, families, providers, and schools.

Sincerely yours,

Beth Colette, Chair
Derby Early Childhood Council

David Morgan
TEAM Inc.

Proposal Abstracts

Provide a one-page abstract that contains a summary for each of the funding requests. There should be a separate abstract for capital expenses and a separate abstract for operations. Use space provided.

Capital Improvement Abstract

Technical Services (340): plans and surveys to be performed and stamped for code compliance.

Purchased property services, construction (400):

* Indoor (physical/play space): two (2) rooms for the Derby Public Preschool will be re-purposed (and currently unused) rooms at Derby High School with the other three (3) rooms already housed in building and remodeled to meet OEC standards, NAEYC standards and specifications for preschool students. The addition of the classrooms will require the addition of three (3) additional bathrooms, wall construction/padding, windows, flooring, lighting (including emergency) and electrical work.

* Outdoor play space: adequate play space has already been identified and needs to be prepared. This will include fencing, grounds work, gates, sidewalks and playground equipment.

* Outdoor - ramp: a handicap accessible ramp and access must be constructed to meet ADA Standards in the indoor play area In addition to renovations and accommodations to meet all fire code regulations.

Property (700)

* Indoor physical space: we will be adding two (2) new classrooms that will be completely furnished and contain instructional supplies and equipment. There will also be three (3) new, fully equipped bathrooms, doors and additional security cameras.

* Indoor play space: the indoor play spaces will include space and equipment that are clearly defined in OEC standards and NAEYC standards and documentation. As evidenced in Derby Public Schools model early childhood classroom, high quality NAEYC and OEC standards-based play areas have been purposively planned to meet the needs of all students. Derby's preschool plan includes water tables, dramatic play, music and movement, block area, sensory area, language and literacy area, creative arts, science and exploration areas. Special care has gone into planning for indoor climbing areas to address the critical need for physical movement. Our request is for both equipment and specialized flooring. We are also requesting funding for a sensory room for our special needs students.

* Outdoor play space: permanent outdoor equipment is needed to complete the physical play space need as identified in the OEC standards and NAEYC standards and to adequately provide play space for additional students as well as our special education population.

Operations Abstract

The Derby Public Preschool is located in the south-side wing of Derby High School on 8 Nutmeg Avenue.
The population of Derby's community consists of 75% of families that are at/below seventy-five percent of the state median income - and 60% of the population is eligible to receive free and reduced price lunches. The school district recruits families for the free and reduced price meals or free milk through sending home the application for the free and reduce price meals or free milk application yearly as well as offering the application on the Derby Public Schools website. DPS will allocate a minimal of 60% of reduced meals or free milk slots to Derby families. DPS offers a full-day kindergarten.

Our mission at Derby Public Schools is to support our students in reaching their highest developmental, social, and academic potential. We will create and maintain a developmentally appropriate environment for learning while empowering families to participate in and enhance their children's education. Our students are encouraged to expand their thinking while developing a positive self-image in a rich learning environment for exploring and discovery. The curriculum is based upon Connecticut Preschool Standards as well as Connecticut Early Learning and Development Standards. The teachers have Connecticut teaching certificates with early childhood / special education endorsements. (ex. 112, 113) DPS Preschool uses The Highscope curriculum as a reference and base for the quality early childhood program it offers, which reflects the best practices of the early childhood field. The teachers create a supportive setting for the students built around principles of active learning.

The routine of the day is Greeting time, message board, planning, work, clean up, recall, snack, large group time, small group time, outside time, lunch, books, snack, outside time and dismissal.
At the start of the day the teachers and students meet to talk about their morning , share a story, talk about who is in attendance, share whatever is on the teacher or students mind, Message board is to discuss and introduce new pictures, and or words. In the planning, work, clean up and recall time, the teacher will choose interest areas and materials for the learning environment and establish a consistent daily routine that includes Highscopes signature plan – do –review sequence and small and large group times.

The student's meet in a small group with the teacher to discuss what the student plans on doing in the morning, the student shares, the teacher watches and listens, asks for clarification if needed and will record the students plans. This encourages the student to connect their interests with purposeful actions. While the students (do) have active learning or work the teacher pays close attention and moves easily among the students, observing, supporting and assisting them as needed. Review time is a time when the students meet back with the same small group and share and discuss what they have done during work time. This helps the students to reflect on, understand and build on their own actions. The teachers listen carefully and converse with the students about their work time experiences. The other students can ask questions or make comments as well. Snack and lunch time are for students and teachers to enjoy healthy food in a family style setting. The students serve themselves, building their fine motor skills and social skills.

Small group time is the same teacher and group of students as the Highscope signature plan – do – review time described above. The same 5/7 students. The students experiment with materials and solve problems in an activity the teacher planned for a particular purpose. Although the teacher introduces the common activity the students may use the material in any way he/she chooses. In small group times the students use materials and encounter problems they may not experience on their own, while the teacher has the opportunity to observe, join and support the student's and learn new things daily about the students. Large group time is to build a sense of community for all the students. This is the time when the entire class sings, does music and movement actives, storytelling, and reenacting familiar stories or meaningful events. This is a time for teachers and students to work together, enjoy one another and build a repertoire of common experiences. Outside time is for gross motor development, social skill building, and noisy physical play. Each daily routine segment provides teachers with ongoing opportunities to engage student's natural interest and promote children's initiatives. Throughout the day the teachers strive to maintain an atmosphere of trust in which the students feel secure enough to try new things, speak their mind, identify problems, and attempt solutions.

Operations Abstract (continued)

The preschool teachers are hired through the Derby Board of Education and have the same contracts as the other educators hired through Derby Board of Education. Derby Public Schools offers professional development at a minimum of seven (7) days per school year. The teachers have knowledge of and practice intentional teaching and using best practices and Highscope curriculum. The teachers act with specific outcomes or goals in mind for children's learning by integrating and promoting meaningful learning in both academic and traditional domains. They use strategies that purposefully challenge scaffolds and extend the student's learning and they understand that both child – guided and adult – guided experiences are important in their classroom. The teachers do this by using best practice principals and Highscope Curriculum:

• Structuring the physical environment – The teachers provide a safe and healthy indoor and outdoor environment. They have organized and labeled in English and Spanish interest areas and centers. They provide plentiful and diverse material and equipment. The students work is displayed and the students have a feeling of accomplishment seeing their work displayed.
• Scheduling the program day – The teachers have a consistent yet flexible daily routine allowing for a variety of types of activities throughout the day. They use a variety of grouping, individual, small and large groups and are mindful of the amount of time that should be taken at each activity.
• Interacting with children – The teachers meet the students basic physical needs, the atmosphere that they create is warm and caring, they encourage and support language and communication, they encourage initiative, they introduce new information and they model the new skill, all students activities and accomplishments are acknowledged, they support peer interactions and they encourage independent problem solving.
• Building relationships with families – The teachers send home weekly newsletters explaining the weekly curriculum and how the curriculum promotes the students development and also in the newsletter the teachers provide information for the parents how to extend the learning at home. This material is offered bi lingual. The teachers are also available by phone or by e-mail for communication. Daily communication notebooks are also offered to parents for daily communication from home to school. DPS Preschool also has an open door policy for any parent who would like to visit or communicate.
• Assessing children's development – The teacher's use assessment results to plan for individual students and the entire class as a whole. They also use the assessment results to identify areas for professional development. Student assessment with Highscope is COR advantage: This evaluates children's learning in 9 content areas. The tool assesses children's learning in every content area. Each day teachers generate brief written descriptions that objectively describe the student's behavior. They use these notes to evaluate the student development. And then plan activities to help individual students in the classroom as a whole make progress. Program assessment: Highscope- The Preschool Program Quality Assessment which every area of classroom teaching and program operations is rated to identify strengths and areas of improvement. Parent questionnaires are also sent home twice a year. DPS Preschool also uses Ct. Preschool Assessment Framework , flip charts are kept in each classroom for easy reference.

The hours and days of operation of Derby Public Preschool is Monday – Friday from 8:30am – 2:50pm. The fee for preschool will be on a sliding scale based on income and Care 4 Kids will be accepted.

Class size will be no larger than 18 students with one teacher and at least 1 paraprofessional.

The operation of the Derby Public Preschool will consist of the following:
* One (1) program director - borne by this grant
* Five (5) teachers - three (3) positions borne by this grant
* Seven (7) paraprofessionals - four (4) borne by this grant
* One (1) social worker - borne by this grant
* One (1) part-time custodian - borne by this grant
* Utility and repair maintenance expenses (~$15K) - paid by the city of Derby
* Transportation for the 80 students ($~30K) - paid by the city of Derby
* Employee benefits ($120K) - paid by the city of Derby

It is estimated the city of Derby/BOE will bear ~45% of the operations budget. Please refer to the Smart Start "Operations" budget form for justification of expenses that are included with this application.

Documentation and Evaluation

Describe the methods and procedures used to evaluate the program, classroom and children's progress. Describe how the data gathered will be used for continuous program improvement as well as planning for instruction, including strategies for sharing progress and communicating with families. Use space provided as necessary.

The methods and procedures used to evaluate The Derby Public Preschool is classroom observation and documentation of the children's progress toward early learning goals using Connecticut's Preschool Assessment Framework. Three (3) times per year the teachers target several key skills for universal screening using Connecticut Early Learning and Development Standards. Using the Preschool Assessment Framework the teachers are able to link their universal screening process to the assessment tool. The teachers set up simple common materials and have a process planned to evoke a specific skill, to enable them to compare their observations through the classrooms. As a result of the universal screening process the teachers are able to identify children who are in need of additional support and supply the student as well as their family with this additional support.

The Derby Public Preschool staff is very aware the families are the student's first teachers and to ensure a well-rounded and complete evaluation of the program as well as the progress of the students a continuous line of communication with families is mandatory.

Minimally three (3) times per year the staff will hold parent/teacher conferences. At this time the teacher will discuss the progress of the student, as well as any concerns the teacher or family may have. The teachers also discuss how the school-to-classroom transition can work together to ensure a happy, healthy, educational experience. The school also asks families to fill out student questionnaires as well as program evaluations to keep the parent / school connection supported.

The Derby Public Preschool teachers also use Brigance testing to identify and meet the needs of our young learners. The testing provides screening of skills that are critical predictors of present and future school success, including physical development, language, academic, self-help and social-emotional skills.

The school also uses Highscope's educational approach which emphasizes "active participatory learning." The Highscope educational approach is consistent with the best practices recommended by NAEYC. Highscope also assesses children's development using comprehensive observation using COR Advantage. These results can also be used to explain children's progress during parent conferences.

Inclusion of special populations and collaboration

Describe how the program will prioritize enrollment of children who are dual language learners and/or have special needs. Describe how the program will collaborate with other agencies and organizations to provide services for children. Use space provided as necessary.

Strategic outreach to identify, find and include Dual Language Learners and students with special needs within our programs has been specifically planned and is already part of the work of Derby Public Schools. Multiple agency collaboration is well underway with our Early Childhood Director taking the lead on this work.

The Derby Public Preschool will prioritize enrollment of children who are dual language learners and students with special needs by reaching Derby families through collaboration with Birth to Three regional coordinators, TEAM, Valley Community Foundation, Derby Early Childhood Council (DECC), Board of Education Servicing the Blind (BESB), Child First, local Department of Family and Services (DCF) and other Derby groups. A strategic plan is in place to reach out to families and bring them into our family of schools through Early Child Find work.

Through common practices already in place, Derby Public Schools will ensure that monitoring is ongoing and aligned with current implementation practices in Derby. School leaders, teachers and community members will provide feedback through cultural events designed to welcome families, use research-based strategies that collect and analyze data and determine the needs of students as individuals.

Critical, necessary English Language Learners instructional support will be provided by current Derby Public School employees who know our families, their needs and can go beyond the usual services by supporting our outreach methods. Additional staff will be added as required.

Special education services including OT/PT, Speech and Language, Social Work and School Psychology support will be provided through the work of our current staff. In addition, Derby Public Schools has established strong relationships with local agencies that can provide intensive support for individual students through contracts and/or new hires.

Derby will use the Connecticut Pre-School Assessment Framework, Brigance testing, observation, Highscope curriculum and the CTELDS to collect data from classrooms to set up individual education plans for students which may include IEP's and/or instructional goals for English Language Learning Students and other preschool students in need. Derby will collaborate first and foremost with our families as we clearly understand that parents/families are our students' first teachers.

Derby has both the cooperation and coordination with other community programs to provide services during periods when the preschool is not in session. Derby Learning Center, Derby Day Care (NAEYC Accredited) and the town of Ansonia Readiness Program have all committed to providing space for students to attend when Little Raiders University is not in session. These agencies have agreed to make appropriate referrals for other services as needed.

Derby Public Schools commit to both recruiting and hiring teachers that are fully certified by the Connecticut State Department of Education (e.g. certificate 112, 113) and will receive the same contract benefits as the other educators in the district.

Smart Start will contribute to the district's efforts to create a coherent pre-kindergarten to 3rd grade continuum by aligning all early learning curriculum, assessment and instruction with the goal of reaching appropriate developmental milestones from birth to age 5.

As is recommended by the Connecticut Early Childhood Education Cabinet, Derby Public Schools are committed to begin kindergarten with the knowledge, skills and behaviors needed for success in school.

SMART START

FISCAL YEARS 2015-2016 **BUDGET FORM**

GRANTEE NAME: Derby Public Schools	TOWN CODE: 00037
GRANT TITLE: **CAPITAL IMPROVEMENTS**	YEARS: FY14-15
PROJECT TITLE: Derby Public Pre-School 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	6000	
400	PURCHASED PROPERTY SERVICES, INCLUDING CONSTRUCTION	174200	
500	OTHER PURCHASED SERVICES	0	
600	OTHER SUPPLIES	0	
700	PROPERTY	93600	
800	OTHER OBJECTS	0	
	TOTAL	273800	0

_____ ORIGINAL REQUEST DATE
_____ REVISED REQUEST DATE

_____
OFFICE OF EARLY CHILDHOOD
PROGRAM MANAGER AUTHORIZATION

_____
DATE OF
APPROVAL

SMART START

FISCAL YEARS 2015-2016 **BUDGET FORM**

GRANTEE NAME: Derby Public Schools	TOWN CODE: 00037
GRANT TITLE: **OPERATIONS**	YEARS:
PROJECT TITLE: Derby Public Preschool 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	23000	23575
111B	INSTRUCTIONAL SALARIES	387000	396675
200	PERSONAL SERVICES-EMPLOYEE BENEFITS		
322	INSERVICE		
323	PUPIL SERVICES		
324	FIELD TRIPS		
325	PARENTAL ACTIVITIES		
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES		
340	OTHER PROFESSIONAL SERVICES		
400	PURCHASED PROPERTY SERVICES		
510	STUDENT TRANSPORTATION SERVICES		
530	COMMUNICATIONS		
580	TRAVEL		
600	SUPPLIES		
700	PROPERTY	18400	
	TOTAL	428400	420250

_____ 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).

Code #	Description
340	Architectural plans and engineering services ($6,000)
400	Renovations of a existing site (indoors/outdoors) including:
	Padding of current walls; construction of new walls ($30,000)
	Outdoor play area fence and mulch ($15,000)
	Brickwork, cinder blocks, windows ($10,000)
	Relocate transformer from this area ($10,000)
	Repair to current vinyl floor after construction ($9,900)
	Fireproofing, lighting, emergency lighting, fire alarms ($8,900)
	Security window film to all ground level windows ($8,900)
	Demo walls, open space; electrical demo, relocation of circuits ($14,500)
	Build out ADA ramps egress ($7,000)
	Renovations - 3 new bathrooms ($45,000)
	Indoor play area demolition and preparations ($5,500)
	Outdoor lighting, emergency lighting ($4,000)
	Install sally port ($3,500)
	Renovations to current "sensory" room ($2,000)
700	Sensory room equipment and heating system ($11,900)
	LED screens (2) ($15,200)
	Rubber flooring ($7,000)
	Security cameras (3) and doors ($11,500)
	Playground / play area equipment /furniture ($33,000)
	Bathroom equipment/fixtures ($15,000)

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).

Code #	Description
111B	One (1) FTE program director = $75,000
	Three (3) FTE teachers @ $58,000 = $174,000
	Four (4) FTE paraprofessionals @ $20,000 = $80,000
	One (1) FTE social worker = $58,000
111A	0.5 FTE Custodian = 23,000
700	20 I-Pads with charging cart and accessories = $18,400
Total FY16	$428,400
Total FY17	Assume same staffing + 2.5% merit raise = $420,250

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

12-19-14
Date

Dr. Matthew J. Conway, Jr.
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: Derby Early Learning and School Readiness Center

THE APPLICANT: Dr. Matthew J. Conway, Jr. HEREBY ASSURES THAT:

Derby 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: _____

Name: *(typed)* Dr. Matthew J. Conway, Jr.

Title: *(typed)* Superintendent of Schools

Date: 12-19-14.