

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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Equal Employment Opportunity Director/American with Disabilities Act Coordinator
State of Connecticut Department of Education
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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;

- Total number of additional preschool children to be served as a result of Smart Start;
- NAEYC accreditation/demonstration of commitment to secure NAEYC accreditation within three years of operation or Head Start approval;
- How Smart Start will contribute to the district's efforts to create a coherent pre-Kindergarten to 3rd Grade continuum;
- Plans for recruitment and prioritization of children who are dual language learners (DLL) or identified with special needs and projections of how many children from the categories will be served;
- Plan for hiring and retaining qualified staff including a teacher for each classroom that meets the requirements detailed in the conditions for funding on page two of this application;
- Evidence of cooperation and coordination with other governmental and community programs to provide services during periods when the preschool program is not in session (e.g. after school, winter and summer breaks, etc.);
- Plans for charging tuition using the required sliding fee scale (see Appendix E) or a statement that the program will not charge tuition; and
- Evidence of collaboration with other governmental and community programs to make appropriate referrals for other services as needed.

Program Data

Please complete the following table

Program address	Number of classrooms	Number of children	Hour per day	Days per year
Momauguin Elementary School 99 Cosey Beach Avenue East Haven, CT 06512	2	30-36	6.25	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?

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?
Yes	September 2015		

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 4:00 PM on December 19, 2014. Additionally, original signature pages as well as a copy of the application on a CD must be received by 4:00 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 oecc@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.

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	

Part V: Application Form

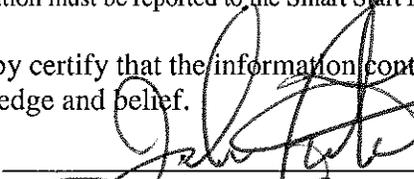
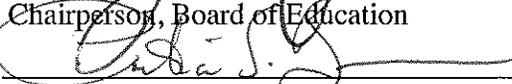
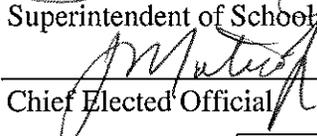
**Connecticut Office of Early Childhood
SMART START APPLICATION
GRANT PERIOD
June 30, 2015 to June 30, 2020**

GRANT COVER PAGE

School District East Haven
Contact Name Erica Forti
Address 35 Wheelbarrow Lane East Haven CT 06513
Telephone Number 203-468-3262
Contact E-mail Address eforti@east-haven.k12.ct.us

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

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

	_____	12/16/14
Chairperson, Board of Education		Date
	_____	12/16/2014
Superintendent of Schools		Date
	_____	12/16/14
Chief Elected Official		Date

Number of Classrooms	Total Number of Children
2	30

Total Funds Requested	Capital Improvements	Annual Operating Expenses
\$ 298,055	\$ 148,055	\$ 150,000

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

Our Capital Budget is designed to support the successful creation of two Smart Start classrooms and to assist us in meeting our Smart Start program goals which are to ensure that each child is afforded a strong foundation in language development, while acquiring and developing key foundational, behavioral, and social skill competencies. The Capital Budget supports the creation of a safe and healthy environment by providing appropriate indoor and outdoor physical surroundings to create a welcoming and accessible setting for children, families, and staff. This environment includes developmentally-appropriate facilities, equipment, and materials that will facilitate the promotion of every child's learning and cognitive growth potential. The program's physical blueprint will also support high-quality program activities, technology, and services and allow for optimal operational use. The environment will be well-equipped, maintained, and organized adhering to all NAEYC standards, while supporting the program's resolute directive to foster learning, comfort, health, and safety for each child.

A NAEYC accredited preschool site requires safe and developmentally appropriate defined spaces with outdoor equipment for motor experiences such as running, climbing, balancing, riding, jumping, scooting and swinging. The Momauguin School site will require new outdoor playground area and equipment in compliance with NAEYC standards. The current equipment is not developmentally-appropriate or in a condition that would not meet NAEYC standards now. The capital improvement budget will support the purchasing of a new age-appropriate playscape that will enhance the quality of the Early Childhood program while meeting prescribed NAEYC standards. The area will include various surfaces (sand, soil, grass, hills, flat section, hard surface) for the development of gross motor skills, as well as, ball play and wheel toys. The budget also includes a playground area that will have shade, open and digging spaces, while also providing space for a variety of additional play equipment for the promotion of developmentally-appropriate riding, climbing, balancing and individual play. The outdoor area will be secured and protected by a chainlink fence, along with other natural barriers, that eliminate access from onsite parking lots and other areas of danger. Our project's goal is to augment, support and enhance the physical classroom space, which will then promote the children's physical, social, emotional, and cognitive needs in a circuitous manner.

The fiduciary's competitive bidding procedures/policies for securing bids for this type of project will be followed. Specifications and certifications from the manufacturer for the groundcover will be secured. All bids will meet the safety guidelines of the CT Dept. of Consumer Protection and the guidelines for play areas established by the ADA. Prior to using the equipment, it will be inspected by an independent, qualified, safety inspector hired for this purpose.

The Capital Budget also includes purchasing technology that will assist in extending the learning process within the classroom. The technology will be intentionally selected and used to expand, enrich, and implement the overall goals and Early Learning and Developmental Standards (ELDS) held within the curriculum. We see computers and other forms of technology as important, but also see hardware such as digital audio recorders, digital cameras, and video recording devices, use of software, electronic books, and smart boards as essential. The applications accessible through iPads, iPad apps, as well as, simple tools like gears, wheels, and levers are equally cognitively important. The purchased technology will be for the utilization of both teachers and children to enhance the teaching and learning process, build background knowledge and will include use of soft technology skills such as dramatic play (disconnected computer keyboard) and appropriate interactive software.

The Capital Budget will allow us to purchase a comprehensive learning package from Lakeshore to meet the indoor space, furnishings and materials/resources requirement under the NAEYC guidelines and standards. This NAEYC approved acquisition will include furnishing each classroom of 18 children with the materials and resources that will be infused daily into the learning and play centers (blocks, dramatic play, music/listening, math/manipulatives, library/reading, writing/language, art, gross motor, sensory, science discovery). The proposal includes a variety of materials/resources, and instructional materials necessary for teachers to support student gross/fine motor development, learning and social/emotional growth within these learning and play centers. The Lakeshore purchase also assists in creating an organized indoor classroom with individual spaces for children's belongings, while supporting the integration of various surfaces (soft, hard areas) that establish environmental and material adaptations made specifically for children with disabilities. Additionally, these areas will be designed to support high levels of supervision, along with providing unencumbered pathways, needed for both child and adult movement. The materials and resources purchased will be rotated into play as the needs and interests of the children change, while also meeting the diverse needs of students. All purchased resources will be culturally relevant, and in quantities that avoids children needing to wait for materials/use. Capital funding will also support in making aesthetic and code compliance updates to keep the classrooms in alignment with NAEYC standards for approved indoor learning spaces. This may include funding for paint, hypoallergenic carpeting, and shades for room darkening.

Operations Abstract

The mission of the East Haven Public Schools is to provide a comprehensive rigorous education through a variety of engaging learning experiences, centered within a safe, healthy, and nurturing environment that prepares all students to build a foundation that will support a college and/or career ready life. East Haven, a district with an unmet need, is committed to utilizing the Smart Start funds to provide families with greater access to high-quality preschool programming that will ensure the important foundational skills needed for academic and lifelong success. A successful Smart Start Program would promote children's development and school readiness ensuring the following goals are met: 1. A strong foundation in language development and acquisition assisting in building background knowledge for early literacy success; 2. A strong development of key foundational behavioral and social skill competencies. The expansion of East Haven's preschool services to high-need children, who would otherwise not be able to enroll, will increase opportunities for promoting children's development and school readiness while closing achievement gaps and leveling the playing field for further success. Through the establishment of two Smart Start classrooms, East Haven will serve an additional 30-36 children in a 6-hour, high-quality preschool experience that addresses the whole child through the developmental domains of cognition, science, mathematics, creative arts, language and literacy, physical health and development, social and emotional development, and social studies. Currently, we are providing 39 at-risk preschool students through our School Readiness Program, but still have an unmet need with more than twenty families on our wait list seeking affordable preschool experiences. We will utilize the existing successful School Readiness recruitment processes/procedures to fill all Smart Start slots with preschool students who are in most need with a proportional enrollment of children with IEPs along with dual language learners. This would require each Smart Start classroom to have at minimum two (2) students with an IEP.

Our current School Readiness classrooms are NAEYC accredited and East Haven plans to employ those same guidelines and accreditation process for the two Smart Start classrooms we establish. A NAEYC application for the two Smart Start classrooms, to be housed at Momauguin School, was filed in early November making the application timeline from November 1, 2014 - February 28, 2015. The NAEYC Candidacy due date is September 30, 2015. The NAEYC Site Visit window will be from October 1, 2015 - March 31, 2016. We will utilize the School Chapters online accreditation program to complete the full NAEYC accreditation process in accordance with the program/classroom portfolios and expected timelines. Our current School Readiness Coordinator, in collaboration with East Haven's Assistant Superintendent and Momauguin School Principal, will lead the NAEYC accreditation using our prior successful accreditation experiences. While seeking accreditation, East Haven will comply with all annual interim quality assurance measures utilizing the Early Childhood Environmental Rating Scale.

The establishment of the Smart Start Classrooms will support East Haven's Current K-3 continuum. East Haven currently offers full-day kindergarten to all age-eligible children. Momauguin School has been selected as the location to house the two Smart Start classrooms. East Haven is an Alliance District with an unmet need as outlined on page 36 of the Smart Start RFP. Momauguin School is identified as a school in greatest need serving 155 children in grades 3-5. Should Smart Start Pre-K classrooms be funded, we will roll the Pre-K students into a full-day kindergarten, grade 1, and grade 2 classrooms over the subsequent three (3) years by creating a Pre-K - 4 school to further ensure a coherent Pre-K to grade 3 continuum. Families will be a part of a community-based school for the duration of their child's early elementary years fostering strong home-school connections and stability from Pre-k through grade 4.

If approved, the Smart Start program will be free of charge to families. As the program evolves and grows, we will utilize the approved sliding fee scale structure as outlined within the OEC Administered State-Funded Program General Policy if needed. Families will also be encouraged to apply for CARE4Kids funding administered by the United Way.

The recruitment and hiring of staff will be pursuant to all Connecticut General Statute guidelines, have a recognized SDE endorsement(s) in early childhood and/or early childhood special education, and also follow East Haven BOE guidelines. Staff will be compensated in accordance to the certified staff structure set forth within the East Haven teacher's bargaining agreement. To maintain a 1:10 ratio, each classroom will have a head teacher (certified) and hourly-based paraprofessionals. The need for additional staff can be evaluated based on classroom makeup and supports identified through IEP requirements and/or primary language needs. The program will follow Momauguin School hours from 8:45a.m. - 3:00 p.m. in accordance with the East Haven Public Schools yearly calendar. The Smart Start classrooms will have access to all additional support staff housed at Momauguin school. These support service personnel may include the ELL teacher, School Nurse, School Psychologist, Social Worker or School-Based Health Center Medical Personnel, Physical and Occupational Therapists, and Speech Pathologists.

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 Connecticut Early Learning and Development Standards (CT ELDS) are statements about what young children from birth to age five should know and be able to do. The ELDS will provide a roadmap that will assist East Haven in achieving our Smart Start Program goals of developing strong language acquisition, and cultivating key foundational behavioral and social skills and competencies. The ELDS, coupled with teacher's observations that drive early learning experience plans, will guide the development of our Smart Start classroom's planning, learning environments and experiences, as well as, support individual children and communicate common goals. The CT ELDS will be used to guide the continuous cycle of intentional teaching, comprised of planning experiences to support children's development, gathering information about how they are progressing, and adjusting what is being done to support their continued growth based on this information.

The Smart Start classrooms will implement a curriculum utilizing The Connecticut Early Learning and Development Standards (CT ELDS) that is consistent with its goals for children in promoting learning and development in each of the following areas: social, emotional, physical, language, and cognitive. The curriculum will assist teachers in identifying important concepts and skills, as well as, effective methods for fostering children's learning and development. The curriculum will guide teachers so they can provide children with experiences that foster growth across a broad range of developmental and content areas. The curriculum will support teacher's intentionality in planning a daily schedule that maximizes children's learning through effective use of time, materials used for play, self-initiated learning, and creative expression, as well as, offer opportunities for children to learn individually and in groups according to their developmental needs and interests.

All preschool children, including the Smart Start classrooms, upon enrollment and at end-of-year will be evaluated utilizing selected subtests of the Brigance Diagnostic Inventory of Early Development - II. The Brigance IED - II Developmental Record Book will be used to collect and record assessment information. The Brigance IED - II is utilized because the instrument corresponds to the three early childhood outcome areas measured for federal reporting and accountability purposes. The domain areas of the Brigance also align to the Connecticut Preschool Curriculum Frameworks (2006) and the Connecticut Preschool Assessment Framework (2005). The Brigance criterion referenced assessment instrument allows for the collection of information through observation, parent interview, certain accommodations and adaptations making it an effective tool for typical, ESL, and IDEA identified students. Brigance results will be utilized to evaluate program effectiveness, guide instruction, and student outcomes.

As a part of the cycle of intentional teaching, an assessment tool aligned to the CT ELDS will also be used to determine how children are progressing across the eight domains of development. East Haven will continue to use the CT Preschool Assessment Framework (CT PAF) until a new tool is developed by CT, who is currently working with a consortium of states to create a developmentally appropriate assessment tool aligned to the new CT Early Learning and Development Standards. The crosswalk of both documents will allow East Haven to continue using the CT PAF, while also using the CT ELDS to plan curriculum, learning experiences, teaching strategies, and supports for children in a high-quality preschool setting. East Haven will use other appropriate child assessments to gather information about preschoolers to make informed decisions. We will utilize the Ages and Stages screening to assist in identifying developmental and social-emotional delays that can be subtle and occur in children who appear to be developing typically. We will also use the CIRCLE Pre-K assessment to measure critical skills for early literacy, science, and math with sort, research-based tasks. It will also allow us to progress monitor the development and skills included in all eight CT ELDS domains and record behaviors to gauge social and emotional development. The assessments provide identified areas of strength or concern with detailed reports and analysis that can be used to make sound instructional decisions and programmatic modifications.

Documentation and Evaluation (continued)

The Smart Start preschool program will be informed continually by ongoing systematic, formal and informal, assessment approaches that provide diverse information on children's learning and development. These assessments will occur within the context of clear communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results will be used to benefit children and make sound decisions about children, teaching, learning and program improvement. Further, systematic assessment will be essential for identifying children who may benefit from more intensive instruction or intervention or who may need additional developmental evaluation and supports. This information will ensure that the Smart Start classrooms meet the desired goals for children's learning and developmental progress and continue to inform our preschool program improvement efforts.

Additional program evaluation will include more specific quantitative and qualitative indicators that support the attainment of the program goals of developing strong language acquisition and cultivating key foundational behavioral and social skills and competencies. These indicators will include:

1. The number of preschool students who are meeting the end-of-year Early Learning and Development Standards ready to enter kindergarten with the necessary foundational skills to be successful.
2. An increase in the percentage of students reading on grade-level at the end of kindergarten.
3. The number of students who are successfully transitioning into kindergarten as measured by the Fall Kindergarten Entrance Inventory that provides information about the level of skill and behaviors that students demonstrate at the beginning of kindergarten.
4. Frequent communication and collaborative practices between the preschool and kindergarten teachers regarding students' strengths and weaknesses and sharing of strategies that have proven to be successful in supporting students' needs.
5. A decrease in the number of kindergarten retentions.
6. The number of parents and families accessing the wraparound services (ex. School-Based Health Center, Little Jackets, Family Resource Center) provided by our school/district and community-based organizations that support the overall well-being of the preschool students.
7. Parent satisfaction survey results

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.

Our primary objective is to provide a cognitive and developmental educational experience that will benefit the whole child as articulated in the Guiding Principles of the CT ELDS. We currently employ Pre-K enrollment practices that assist us in identifying at-risk 3- and 4-year olds, dual language learners, and children with disabilities through a comprehensive screening process, and feel we are poised to expand on this practice to select and enroll children in the Smart Start classrooms. Placing the Smart Start classrooms at Momauguin School will enable us to allocate at least 50% of the spaces to children who are eligible for free and reduced price lunches. Momauguin School, itself, currently has 56% of its total school population on free and/or reduced lunch. Families will be able to access the program's classrooms in a number of convenient ways; be it district-provided transportation, local bus routes, personal transportation, or pedestrian traffic.

The classrooms will be located in an area heavily populated with new emigrating families with English language deficiencies, families with multiple language speakers, and children with identified special needs. Initial projection data shows that 30 families can be assisted by providing a structured and positive early learning experience. Ten percent of the students enrolled at Momauguin this year are from families where English is not the primary language spoken in the home. 17% of Momauguin's students have special education IEP's. We project similar needs will be found in our Smart Start classrooms. As a response to our school district's population of dual language learners and students having special needs steadily increasing, we have hired additional certified Teachers of English to Speakers of Other Languages, certified Special Education Teachers, and Spanish proficient staff. Also, Our paraprofessionals and classroom teachers hired for Smart Start will attend training for the instruction of English Learners, as professional development provided by a regional education service center. We will also ensure specialized services meet the social and academic needs of each student, in accordance with the State Board of Education's Position Statement on the Education of Students Who Are English Language Learners.

Momauguin School is located in an area where a number of young children present with social, economic, linguistic, and emotional needs that require high-quality preschool preventative experiences. These children will benefit from a school-based program that detects problems early and offers an opportunity for learning prosocial behavior, appreciating the value of education, and benefiting from developing personal relationships with caring, responsible adults in a public school setting. According to the Department of Health's Health Equity Index, the Momauguin section of East Haven is in the lowest 30% of voting districts in the State with the amount of households living under the poverty level. The Momauguin section of East Haven resides in the bottom 20% of Connecticut voting districts for children's health. This statistic includes elevated blood lead levels for children under 6 years of age from 2004-11, asthma-related emergency department visits and hospitalizations for children under 18, and for asthma-related hospital discharges from 2005-2010 for children under 18. This area also has higher rates than 80% of the State in reported diabetes, hepatitis C, infectious disease and parasitic diseases, mental health emergency department treatments, years of productive life lost to accident and injury, and drug-induced deaths. Our goal is to utilize the Smart Start Pre-K classrooms to support our continuous efforts in breaking the cycle of generational school failure, one family at a time, by creating a tipping point in our schools in which children are surrounded by a supportive PreK-grade 3 continuum within an enriching environment that fosters student success and support for families.

Our Smart Start preschool classrooms will establish and maintain reciprocal relationships with agencies and institutions that can support the program in achieving its goals for the curriculum, health promotion, children's transitions, inclusion, and diversity. Through our current collaboration with various organizations, we will connect families with needed resources to ensure the program furthers children's healthy development and learning. These supportive organizations include: East Haven United, Birth-to-Three, United Way, Help Me Grow, Maternal Infant and Early Child Home Visiting, East Haven Social Services,

Inclusion of special populations and collaboration (continued)

East Haven Family Resource Center (FRC), Momauguin School-Based Health Center (SBHC), Parents as Teachers Home Visiting Program, CT Food Bank, and The Department of Social Services. The East Haven School district and supportive School Readiness Council will be able to identify those deemed most vulnerable and in need, by offering a comprehensive educational initiation to the school system that will offer best practices for early education through systematic, targeted, well-planned and integrated interventions and supports.

East Haven Little Jackets, a collaborator in our early childhood program, is also one of the partners we will look to for assistance in providing quality program services during the hours before/after school, as well as those periods of time when the school system has scheduled breaks and vacations. They are an established district program, such as our School Readiness program, that provide year-round childcare educational experiences, which families can access to fill those time gaps when school is not in session.

These organizations will also be utilized to provide the support mechanism of community and governmental services that will help stabilize the home environment needed for both growth and success. Our efforts at prevention and intervention must begin early in order to yield the greatest measurable results. The East Haven Smart Start program will provide a demographically struggling and resource-starved area of our community access to a high-quality, learning experience for children and parents. This comprehensive approach, combined with the wraparound services previously mentioned, strengthens families, enhances the school-parent partnership, and promotes the lifetime support network required for improved academic and life-long outcomes.

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

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
430	EH Building & Grounds Paint & Carpeting \$16,000.00 (2 Classrooms)
430	EH Building & Grounds Room Darkening Shades \$4250.00 (2 Classrooms)
430	Dome Network Camera \$2,300.00 (2 Classrooms)
430	Security Server \$775.05
450	Network Door Camera \$194.50 X 4 units = \$389.00 (2 classrooms)
450	Viking Door Controller \$435.90 X 6 units = \$1,307.70 (2 classrooms)
450	Installation \$1,378.25 X 2 units = \$2,756.50 (2 classrooms)
450	Security Fence & Gate \$2,500.00 = \$2,500.00
730	Classroom Furniture \$11,998.44 X 2 = \$23,996.88 (2 classrooms)
730	Easy Ride Jumbo Wagon \$399.00 X 4 = \$798.00 (2 classrooms)
730	Easy Scooter Ride Trike \$169.00 X1 = \$169.00
730	Helmets \$18.99 X 10 units = \$189.90
730	Easy Ride Taxi Trike \$299.00 X 1 unit = \$299.00
730	Easy Ride Jumbo Trike \$229.00 X 1 unit = 229.00
730	Outdoor Playscape \$44,000.00 X 1 unit = \$44,000.00
730	Ground cover \$10,000.00
734	Eno SmartBoard \$6,000.00 X 2 units = \$12,000.00
734	Ipad \$500.00 X 20 units = \$10,000.00 (2 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 employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.

300 Purchased Professional and Technical Services

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

322 In-service (Instructional Program Improvement Services)

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

323 Pupil Services (Non-Payroll Services)

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

324 Field Trips

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.

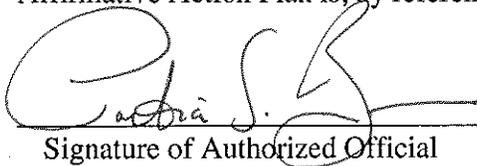
APPENDIX B: Affirmative Action Plan

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 / 16 / 2014

Date

Dr. Portia Bonner, Superintendent, East Haven School District

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: East Haven School District
Smart Start PreK Classrooms

THE APPLICANT: Dr. Portia Bonner **HEREBY ASSURES THAT:**
East Haven School District
(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. Portia Bonner

Title: *(typed)*

Superintendent, East Haven School District

Date:

December 11, 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

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 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;

- Total number of additional preschool children to be served as a result of Smart Start;
- NAEYC accreditation/demonstration of commitment to secure NAEYC accreditation within three years of operation or Head Start approval;
- How Smart Start will contribute to the district’s efforts to create a coherent pre-Kindergarten to 3rd Grade continuum;
- Plans for recruitment and prioritization of children who are dual language learners (DLL) or identified with special needs and projections of how many children from the categories will be served;
- Plan for hiring and retaining qualified staff including a teacher for each classroom that meets the requirements detailed in the conditions for funding on page two of this application;
- Evidence of cooperation and coordination with other governmental and community programs to provide services during periods when the preschool program is not in session (e.g. after school, winter and summer breaks, etc.);
- Plans for charging tuition using the required sliding fee scale (see Appendix E) or a statement that the program will not charge tuition; and
- Evidence of collaboration with other governmental and community programs to make appropriate referrals for other services as needed.

Program Data

Please complete the following table

Program address	Number of classrooms	Number of children	Hour per day	Days per year

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?

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 2 through 2 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 4:00 PM on December 19, 2014. Additionally, original signature pages as well as a copy of the application on a CD must be received by 4:00 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 oec@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	
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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

Operations Abstract

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.

Documentation and Evaluation (continued)

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.

Inclusion of special populations and collaboration (continued)

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:	TOWN CODE:
GRANT TITLE: CAPITAL IMPROVEMENTS	YEARS:
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		
400	PURCHASED PROPERTY SERVICES, INCLUDING CONSTRUCTION		
500	OTHER PURCHASED SERVICES		
600	OTHER SUPPLIES		
700	PROPERTY		
800	OTHER OBJECTS		
	TOTAL		

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

SMART START

FISCAL YEARS 2015-2016

BUDGET FORM

GRANTEE NAME:	TOWN CODE:
GRANT TITLE: OPERATIONS	YEARS:
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		
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		
	TOTAL		

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

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 employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.

300 Purchased Professional and Technical Services

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

322 In-service (Instructional Program Improvement Services)

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

323 Pupil Services (Non-Payroll Services)

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

324 Field Trips

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

APPENDIX C: Statement of Assurances

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	Farifield	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