

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 Plainville
Contact Name Maureen Brummett, Ed.D.
Address 1 Central Square Plainville, CT 06062
Telephone Number *(860) 793-3210x206
Contact E-mail Address brummettm@plainvilleschools.org

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

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

Andrea Saunders 12/18/14
Chairperson, Board of Education Date

[Signature] 12/17/14
Superintendent of Schools Date

Elizabeth A. Boukus Representative 12/18/14
Chief Elected Official 22nd D Date

Number of Classrooms	Total Number of Children
6 continuing, 3 new	124 currently, 89 new

Total Funds Requested \$ 480,731	Capital Improvements \$ 160,736	Annual Operating Expenses \$ 156,711/163,284
-------------------------------------	------------------------------------	---



Plainville Community Schools

One Central Square
Plainville, CT

Phone: 860.793.3210 Fax: 860.747.6790
Central Office

Purchase Order 29456

This number must appear on all invoices and packages.

Page 1 of 1
Order Date: 12-Dec-2014

Send all
invoices to:

CENTRAL OFFICE
ONE CENTRAL SQUARE
PLAINVILLE, CT 06062-0000

Ship To:

CENTRAL OFFICE
ONE CENTRAL SQUARE
PLAINVILLE, CT 06062-0000

NAEYC INSTITUTE REGISTRATION
1509 16TH ST. N.W.
WASHINGTON, DC 20036-1426
USA

008653-01

Qty	Unit	Item # / Description	Unit Price	Freight	Other	Line Total
		09091 CENTRAL ADMIN-DUES & FEES Fee for NAEYC Accreditation for Grant Application for M.B.	\$575.0000	\$0.00	\$0.00	\$575.00
		1200-9-9-9-2300-8101-09091 CENTRAL ADMIN-DUES & FEES				575.00

INSTRUCTIONS TO VENDOR

Vendor

PO 29456

\$575.00

1. ANY INCREASE IN PRICE MUST BE APPROVED BY THE BUSINESS OFFICE PRIOR TO SHIPMENT
2. ALL TRANSPORTATION TO BE PREPAID
3. NOTIFY THE BUSINESS OFFICE IF UNABLE TO DELIVER IN 60 DAYS
4. PURCHASE ORDER NOT VALID UNLESS SIGNED BY THE BUSINESS MANAGER
5. CONNECTICUT MUNICIPALITIES ARE TAX EXEMPT

EDWARD J. HOYT, BUSINESS MANAGER

Internal Use Only

Dept Group:	UNCLASSIFIED	Fiscal Year:	2015
PO Type:	R	Entered By:	GRYGUCT

Plainville, CT is an equal opportunity employer and shall act in accordance with the Equal Employment Opportunity provisions of Section 202 of Part II of Presidential Executive Order 11246 as amended by EO 11375.



December 15, 2014

Dear Smart Start Grant Committee,

It is our pleasure to write this letter of endorsement for the proposed expansion of the Plainville Community Preschool program using Smart Start grant funding. During a School Readiness Council meeting held on December 10, 2014 the proposed addition of a preschool program for at risk three year olds at Linden St. School was discussed. The Council was also advised of the addition of 39 seats for at risk four year olds at Linden, Wheeler, and Toffolon Elementary Schools.

We have enjoyed a collaborative relationship with all members of the School Readiness Council for more than five years, as we work together to provide high quality preschool programs in Plainville. Plainville Community School District has authored two grants to secure 28 School Readiness seats at the Plainville Early Learning Center and Penny's Playground. Funds have also allowed these centers to purchase additional technology, curricular supplies, and other program upgrades. In May, 2014 the School Readiness programs in cooperation with the Family Resource Center hosted a Plainville Community Day, which featured family friendly activities, events, and food that drew over 500 local families.

During the 2014-2015 school year we will add another exciting collaboration opportunity. Two Dine and Discuss events will be hosted by the Plainville School District in cooperation with the School Readiness Council. We believe this will provide a wonderful opportunity for us to learn from each other about current best practices in early childhood education.

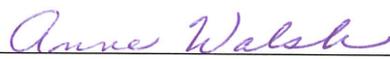
In short, this preschool expansion will be beneficial to the children of our community. It will further strengthen our early childhood continuum in Plainville. Without the funding of this grant, many three and four year old residents will not have access to a high quality preschool program. We hope you will see fit to fund this valuable addition to preschool programming in our community.

On behalf of the Plainville School Readiness Council,

Maureen Brummett, Ed.D.,
Chairperson



Anne Walsh,
Council Liaison



Betty Mayer,
Director, Plainville Early Learning Center



Penny Saucier,
Owner/Director, Penny's Playground



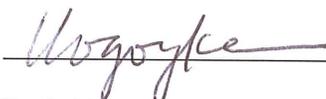
Donna Cavallaro,
Plainville Family Resource Center



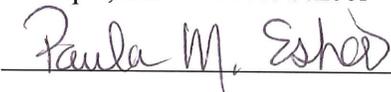
Chris Roy,
Wheeler Regional YMCA



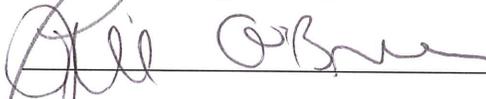
Lynn Logoyke,
Principal, Toffolon Elementary School



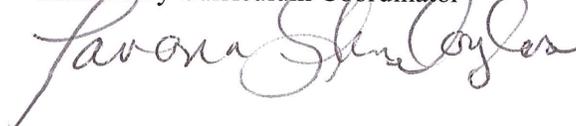
Paula Eshoo,
Principal, Linden Street School



Jill O'Brien,
Plainville Adult Education



Tawana Graham-Douglas,
Elementary Curriculum Coordinator



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	✓	

Program Data

Please complete the following table

Program address Current	Number of classrooms	Number of children	Hour per day	Days per year
Linden St. Elementary School 69 Linden St Plainville, CT 06062	2	44	3-6 hours	147-180*
Toffolon Elementary School 145 Northwest Drive Plainville, CT 06062	2	35	3-6 hours	147-180*
Wheeler Elementary School 15 Cleveland Memorial Dr. Plainville, CT 06062	2	45	3-6 hours	147-180*
Additions with grant funds-3 year old program 69 Linden St Plainville, CT 06062	1	20	3 hours	76-147*
New seats for 4 year old program Linden(no new 4 year old classrooms added)	-	11	3-6 hours	147-180*
New seats for 4 year old program Toffolon (no new 4 year old classrooms added)	-	18	3-6 hours	147-180*
New seats for 4 year old program Wheeler (no new 4 year old classrooms added)	-	10	3-6 hours	147-180*
New Summer Program to be housed at Linden St. School *=plus 30 days if eligible for extended school year	2	30	3 hours	30

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?
NA							

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 12/16/2014	see attached		

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

Plainville Community Schools has been committed to building a high quality PreK-3 continuum of educational services for many years. The district has maintained three integrated preschool classrooms for purposes of providing mandated special education services. This program has served about 40 special needs and 25 typical role model three and four year old students annually. Each preschool session has an early childhood certified teacher and at least one paraprofessional in each classroom. The Plainville Community Preschool program provides both full and half day programming as determined by the PPT. Most students attend 4 half days per week, Tuesday-Friday. In 2010 the district partnered with the Plainville Early Learning Center and was awarded School Readiness grant funds that established 18 full day, school year preschool seats for three and four year olds. This program is housed in Toffolon Elementary School, which is part of the Plainville Community School District. In 2011, we began to offer all Plainville students a full day Kindergarten program in every school. In 2014, the district partnered with Penny's Playground and was awarded supplemental School Readiness funds for 10 additional preschool seats at that facility. During the 2014-15 school year, Plainville Community Preschool was expanded to offer 60 new 4 year old seats in three additional classrooms for students who are at risk of early school failure. This risk was determined during our monthly screening process for 3 or 4 year old Plainville residents that identifies children who are already falling behind on developmental benchmarks as measured by the Dial-4 screening tool. Prior to these additional seats being offered, at risk children were turned away and often remained at home or in agency daycare settings. Plainville Community School District was able to staff these positions by reallocating teachers due to declining enrollment in the district. The Board of Education funded the one additional 1.0 FTE preschool teacher needed to staff our expanded programs. Previously received grant monies from the Community Foundation of Greater New Britain were used to purchase start up supplies such as furniture and curricular items. Space was supplied and will continue to be supplied by the district at each elementary school so students can attend their neighborhood school. As indicated by State Department of Education measures, we are identified as a district in need of more high quality preschool programming (see Smart Start Grant, Appendix D, Unmet Need). Despite all of the aforementioned program improvements, our census data indicates that we have approximately 180 students in our community who will be starting Kindergarten in Fall 2016. We would like to be able to serve as many of those incoming K students prior to their enrollment in Kindergarten by expanding our existing PreK programs. Additionally, we have been desirous of NAEYC accreditation for many years, but have lacked the funds to make the necessary facilities changes. It is our intention to expand our current preschool programs and achieve NAEYC accreditation if awarded Smart Start Grant funds.

Currently 5 out of 6 preschool classrooms are adequately sized per NAEYC standards. However, one classroom at Wheeler Elementary School is less than 450 square feet. Due to its current size, we have only been able to accommodate 8 students per session, which has left some students without a program. Additionally, due to the age of the school, the bathrooms in both Prek classrooms do not meet appropriate NAEYC standards. Grant funds will be used to expand one classroom(Standard 9.C.01) and update the two PreK bathrooms(Standard 9.C.03) at Wheeler Elementary School to support increased enrollment and eligibility for NAEYC accreditation. We will also request funds to provide additional furniture for the expanded classroom so it can go from 8 students up to 15 in each session. The other 4 preschool classrooms are in newer buildings with classroom sizes that do meet NAEYC accreditation standards. However, a recent inspection revealed that the bathrooms in these classrooms will need modifications to meet NAEYC standards. These modifications include, appropriately sized drop down changing tables, handicap accessible bars, lowering of toilets and sinks, and wall shelving to accommodate toileting supplies. Grant funds will be requested to bring all bathrooms up to NAEYC standard 9.C.03.

The Board of Education and Parent Teacher Associations have already supported the addition of PreK playgrounds at all three elementary schools in the Plainville Community School District. However, both Wheeler and Linden St. Schools' playgrounds will need modifications such as landscaping and shrubery to delineate a specific Prek play area(Standard 9B.02). Grant funds will be requested for these modifications to insure both these schools have playground areas at NAEYC accreditation standards.

Finally, our three year old PreK population is underserved. Students who are deemed at risk or language impaired have had minimal access to services through our Plainville Family Resource Center and Itinerant Special Education services. We would like to develop a seventh preschool classroom that will serve up to 20 three year olds in AM sessions, 4 half days a week. Each child will attend 2 half day sessions, unless the PPT or Preschool team determine they need more services. Linden St. School has set aside classroom space for the upcoming school year and beyond. However, preschool furniture, equipment and curricular supplies (Standard 9.A.05) will be needed for the classroom. Additionally a bathroom in the same hallway as this proposed classroom, will need to be modified to include a changing table and preschool sized toileting facilities(Standard 9.C.05). Grant funds will be requested to meet these needs.

Operations Abstract

Plainville Community Preschool currently operates 6 preschool classrooms serving about 40 three and four years olds with identified special education needs(32% of program total). The remaining 84, four year old students currently served in these classrooms are both typical role models as well as those students identified as at risk by the DIAL-4 screening tool. It is our goal to provide preschool programming for an additional 20 at risk students in a new three year old program. Grant funds would be used to add an additional 1.0 FTE certified PreK teacher for the program that will run four half days(3 hour sessions) per week. Our Plainville Family Resource Center will provide two trained program assistants (in kind) during every PreK session.

In addition to adding more services for 3 year old students, expansion to the classroom at Wheeler School and the addition of a 1.0 FTE paraprofessional will allow us to add a total of 10 additional seats in AM and PM sessions. Similarly adding 1.0 FTE paraprofessional staff at Linden and Toffolon schools will support the addition of another 29 students in half day AM and PM PreK sessions. Moreover, staffing increases will allow us to offer up to 9 full day seats(3 at each school). These seats(included in the total seats listed above) will be available to support those students in greatest need for additional intervention. The allocation of full day seats will be determined by a district wide preschool team that meets monthly as well as by Planning and Placement team meetings. The grand total of new students served as a result of these grant improvements will be up to twenty, three year olds and up to 39 additional four year olds. Priority for all these new seats will be given to students identified as English Language Learners(ELL) as well as those students who are eligible for free or reduced price lunch. Currently in the Plainville Community Preschool Programs we have 6 ELL students (5% of total preschoolers), 21 students eligible for free or reduced price lunch(17% of total preschoolers), and 40 special education students (32% of total preschoolers). We are hoping that the addition of these new seats will also insure the percentages in our prek subgroups align with our overall district totals in our K-12 programs, which is 12.9% special education, 4% ELL, and 32 % free or reduced price lunch.

Plainville Community Preschool recognizes the need for year round programming for our most at risk preschool students. Our current six week extended school year summer preschool program is only serving 25, three and four year olds who are identified with special education needs that are likely to regress over the summer. This program runs four half days per week for six weeks. Grant funds will be requested to add 2 more certified staff and 2 more paraprofessionals, which will allow us to serve an additional 25-30 students in 2 additional AM, 4 half day (3 hour) per week sessions. Priority for these new seats will be given to students identified as ELL as well as those students who are eligible for free or reduced price lunch. It is our expectation that these students will be recruited from our school year program based on the results of their year end benchmark assessments as well as their ELL, or free and reduced lunch status.

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.

Program efficacy will be measured using numerous methods. Students' overall progress toward Connecticut Early Learning and Development standards will be measured by a benchmark assessment to be administered in the fall and spring of every school year. This tool was developed by our preschool team in consultation with our full day Kindergarten teachers. It features standards/objectives that are most critical for students entering Kindergarten. This locally developed assessment is directly aligned to CT ELDS standards and is also closely aligned with the DIAL 4 screening tools and the Brigance Early Childhood Screen. The tool, which is being piloted during this school year, also uses standard based language similar to what parents will see in our K-5 standards based report cards. Skills measured by this tool include cognitive, motor, social, emotional, self help, writing, and letter/number identification. Due to space limitations (per grant guidelines) I have only submitted a one page sample of this assessment, which is on page 8. This data will be stored in our district wide data warehouse, Performance Tracker. Student progress will be shared with parents at Fall and Spring parent teacher conferences. Those students identified with special needs will also be assessed using the Brigance Early Childhood Screening tool as required by the State Department of Education. These scores are reported to the state annually.

Ongoing data is kept on all students during classroom center activities as part of our intentional planning and implementation of the curriculum. The preschool team which includes teachers, OT, PT, and Speech Therapists meet on a weekly basis by school to discuss student progress. Any student who is showing difficulty, as measured by classroom benchmark assessments (checklists that list skills from the bigger Fall and Spring benchmark), will be put into an intervention group within the program. Progress monitoring will be completed within these interventions every two weeks and will be discussed routinely at team meetings to insure efficacy. Team meetings will also be the forum for discussing instructional changes necessitated by student progress. Parents will be fully informed via phone calls, notes home, and additional parent conferences if their child is receiving any intervention services.

In addition to the aforementioned assessments, program efficacy will also be measured by our students' readiness for Kindergarten. Prior to our implementation of this enhanced PreK model, 40% of our incoming K students, as measured by Fall K benchmark assessments, were already deemed "at risk" in their reading readiness skills. We anticipate this number will shrink at least 10% annually as a result of students' participation in this high quality preschool model. Our current program model allows all preschool teachers to meet weekly with our full day Kindergarten teachers. These meetings allow the teams to monitor the preschool curriculum to insure it is preparing students for the upcoming Kindergarten standards.

Parent communication and outreach will be an integral part of the program. A weekly electronic and hardcopy newsletter will allow parents to stay informed on classroom themes and curricular foci. Several teachers maintain classroom blogs that allow parents to see daily pictures and updates online. Parents will be invited to school activities at least five times annually that will allow them to see their child in action in the learning environment. Teachers and other service providers will use these opportunities for parent education. We will also offer at least two parent education opportunities in the evening based on parent interests and student needs. Topics from previous years include how to work with your child at home to promote literacy skills.

Our continued collaboration with the Plainville Family Resource Network and School Readiness programs will allow our families to access the activities hosted by these groups. The School Readiness program, housed at Toffolon Elementary, invites Plainville families to attend all their program events. Additionally, the Plainville Family Resource Center (PFRC) hosts a Conscious Discipline series every year. These 7 week, 90 minute sessions provide parents with supportive ideas to deal with discipline issues in the home. Our families district wide are also welcome to attend daytime and evening playgroups offered by the PFRC. During these sessions, parent educators are available to model positive play strategies for parents. Our Family Resource Center has a Parents as Teachers program. Certified bilingual parent educators serve up to 8 families annually with school year and summertime home visits to provide directed support to at risk families who are identified during weekly playgroup sessions. Home visits include sessions on literacy, child development, safety, and school/learning topics. The FRC also sponsors monthly field trips to provide learning in a natural environment. Trips this year have included the Barnes Nature Center, Stop and Shop for healthy eating strategies, and farm tours.

**Plainville Community Schools
Preschool Progress Report**

Student: _____

Teacher: _____

Cognitive and Motor Skills Scoring System

(+) performs skill (-) Does not perform skill

Cognitive Skills:	Fall	Spring
Recognizes own name		
Demonstrates emerging letter awareness.		
Identifies 8 or more colors		
Identifies 4 or more shapes.		
Counts to 15 from memory		
Counts objects to 12 using 1:1 correspondence		
Answers simple "Wh" questions related to text		
Makes some letter-sound connections		

(M) Mastered skill (P) Progressing towards skill (L) Limited Skill

Motor Skills:	Fall	Spring
Implements small muscle movements to manipulate writing tools, paint objects, and playdough tools.		
Engages in physical activity in both indoor and outdoor environments that require use of large muscles.		
Cuts lines with scissors		
Forms some recognizable letters		
Writes name with some accuracy		
Draws basic shapes with control (line, plus sign, circle, square)		

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.

The Plainville Community Preschool program has been serving an average of 40 special needs three and four year olds as mandated by IDEA for more than twenty years. Currently students identified with special needs comprise 32% of the preschool programs. Each year, the district has also provided typical role models for these classrooms. However, recruiting typical role models at the recommended levels of 50% special needs/50% typical was often challenging as parents of role models were required to provide their own transportation. During the 2014-15 school year, however, our preschool program was expanded to offer 60 additional seats for students who were determined to be at risk of school failure. As part of this expansion, transportation is now offered to all PreK students. This transportation will also be provided for the newly created 3 year old preschool program.

Preschool aged children come to Plainville schools via parent or DCF referral, B-3 agencies, and through our own child find process. Specifically, for the past fifteen years, Plainville has been conducting monthly birthday party screenings. Using the DIAL-4 tool, students are screened to determine their developmental status in cognitive, social, fine/gross motor and language development. We advertise these monthly screenings through press releases, school newsletters, flyers at local preschools and pediatrician offices, and by parent contact in our Family Resource Center playgroup programs. Until the 2014-15 school year, students who were determined to be at-risk during this screening were not offered a program. The preschool team was only able to offer strategies for parents to try at home. Similarly, if students' screening results led to a special education referral, we were unable to offer preschool programming to students who did not meet eligibility requirements under IDEA. By using grant funds to further expand our preschool services for three and 4 years olds for the 2015-16 school year and beyond, we anticipate being able to accommodate all students who are deemed at risk during our screening process. Plainville continues to be in complete compliance with IDEA for all students who meet special education eligibility guidelines. These eligible students are provided appropriate services as determined by the Planning and Placement team.

Another referral source for our preschool programs is our Adult Education program. Any parent enrolled in Program Improvement Project(PIP): English as Second Language(ESL), Adult Basic Education(ABE), or General Education Development(GED) attends weekly technology sessions at Linden St. School. While parents attend these sessions, their children attend a special Play and Learn group. This group focuses on language immersion through social interaction. These children participate in focused play that supports language and concept acquisition. It is anticipated that this program will be a referral source for ESL and at risk preschool aged children for our 3 and 4 year old programs. Based on Fall 2014 data from the Plainville Family Resource Center, there are 12 ESL three and four year old children enrolled in this special playgroup.

As mentioned previously, we have collaborated with the Plainville Early Learning Center and Penny's Playground to develop 28 school readiness preschool slots. We also collaborate with area PreK/daycare providers such as the Plainville YMCA, Great Beginnings, and Plainville Early Learning Center to provide PreK programming and/or daycare when the students are not attending the Plainville Community Preschool program. Our program was designed to not run on Monday afternoons so that each of our certified preschool teachers in the Plainville Community PreK can serve as a liaison to these local providers. Our teachers regularly consult with each program regarding student concerns. This has led to referrals to our program for screenings and/or Planning and Placement team meetings. During the 2014-15 school year, we have begun a Dine and Discuss program that will meet twice annually. During these evening sessions, all preschool providers in Plainville will meet to share ideas and specific inservice training will be provided. Topics for our upcoming session on January 13, 2015 include literacy through songs and using visuals to structure your Prek classroom. Many of these area Prek providers also serve on our School Readiness Council. All council members have agreed to write a letter in support of this grant application.

Part I: Capital Improvements

The following capital improvements will need to be made in order to accommodate the additional PreK seats described in this grant application and to bring all our facilities up to NAEYC standards. These improvements will be made as soon as grant funds are secured with an expected completion date of August 2015. This will allow us to open all new seats described in this grant in time for the start of the 2015-16 school year and continue the process of securing NAEYC accreditation. As part of the grant preparation process, estimates have been received from several local vendors. Contractors were shown relevant NAEYC standards to help guide the scope of their work to insure appropriate and accurate estimates. As of December 16, 2014 we have officially enrolled in the process and paid the \$575 registration fee. We intend to move forward with accreditation of all our preschool programs upon notification of grant funding. Our self study process has begun as part of our preparation for writing this grant.

Linden St. School: three bathrooms will need to be modified to meet NAEYC standard 9.C.03. These modifications include the following work and costs: demolition, masonry/patching, bathroom accessories(lower handicap bars, modify toilets, install drop down changing tables and bathroom wall shelves), ceramic tile, plumbing and painting. Each renovated bathroom will cost \$14,785.50 for a total of \$44,356.50 for Linden St. School bathroom modifications.

Toffolon School: two bathrooms will need to be modified to meet NAEYC standard 9.C.03. These modifications include the following work and costs: demolition, masonry/patching, bathroom accessories(lower handicap bars, modify toilets, install drop down changing tables and bathroom wall shelves), ceramic tile, plumbing and painting. Each renovated bathroom will cost \$14,785.50 for a total of \$29,571 for Toffolon bathroom modifications.

Wheeler School: two bathrooms will need to be modified to meet NAEYC standard 9.C.03. These modifications include the following work and costs: reinstall doors, frames, hardware, acoustical ceilings, bathroom accessories(install handicap bars, modify toilets, install drop down changing table and wall shelves), ceramic tile, electrical, plumbing, and painting. Each renovated bathroom will cost \$26,749 for a total cost of \$53,498 for Wheeler bathroom modifications.

Additionally Wheeler has one preschool classroom that has less than 450 square feet. This was originally a full sized classroom that was divided by a wall to accommodate multiple programs. In order to bring this classroom back to its original size to meet NAEYC standards 9.C.03. The wall partition will need to be demolished and the room repainted at a cost of \$2000. New carpet installation for the restored full size room will cost \$4500. Total for Wheeler classroom renovation is \$6500.

Both Wheeler and Linden will need modifications to their preschool playgrounds to meet NAEYC standard 9B.02. These standards mandate that the outdoor play area is protected by fences and natural barriers to avoid dangers to students. Wheeler: dig out and remove 12 inches of overburden around preschool swing set, remove material from site from 1100 square foot area=\$1750, install ring of plantings delineating play area=\$2750, install IPEMA certified playground surfacing, 42 cubic yards=\$1806. Total for Wheeler playground renovations=\$6306
Linden: dig out material by fence in playground area and create two planting beds that are interactive plantings for education=\$2750. Total for Linden St. playground renovations is \$2750.

In order to establish a three year old program at Linden St. School that meets NAEYC standard 9.A.05, the following start up furniture and curricular supplies will need to be purchased with grant funds:

Writing center, all purpose easel, circle time rug, chair cubes=\$1666

Spring load drying rack=\$243

Adjustable shelves=\$2050, large sand table=\$445, snack tables=\$420

Kitchen set=\$1080, rectangular kitchen table=\$210

Drama set=\$480, Peg tree=\$110, Art island=\$795, Library rack=\$240

20 Woodcrest chairs=\$2000

Total for furniture for newly created 3 year old preschool classroom is \$9739

Classroom instructional supplies such as art/crafts, tea party sets, boom box, head phones, circle time learning center, math counters, theme collections, classroom library books, blocks=\$4166.20

The expanded preschool classroom at Wheeler will need the following furniture to accommodate the new seats as previously outlined: 8 Woodcrest chairs=\$800, adjustable shelves=\$2050. Total costs for furniture for expanded Wheeler classroom is \$2850.

Part II: Operations

In order to meet staffing patterns consistent with NAEYC standard 10.B.12, we need to provide one staff member for every 8 students. The newly created preschool program for three year olds that will have up to 10 children per session, will require a 1.0 FTE certified preschool teacher at a total cost of \$75,567 for salary and benefits. Two support staff from our PFRN will be provided in kind. The total cost for staffing for the newly created preschool program for 3 year olds at Linden will be \$75,567 annually.

In order to expand the number of seats offered in the programs at Linden St. School (11 new seats distributed between two classrooms in AM and PM sessions), we will need to add 1.0 FTE paraprofessional at a cost of \$24,279 for salary and benefits. Currently each classroom has 1.0 FTE paraprofessional and 1.0 certified preschool teacher. The additional para will be shared by both classrooms to insure there is never less than an 8 to 1 ratio in any program. In order to expand the number of seats offered in the programs at Toffolon School (18 new seats distributed between two classrooms in AM and PM sessions), we will need to add 1.0 FTE paraprofessional at a cost of \$24,279 for salary and benefits. Currently each classroom has 1.0 FTE paraprofessional and 1.0 certified preschool teacher. The additional para will be shared by both classrooms to insure there is never less than an 8 to 1 ratio in any program. In order to expand the number of seats offered in the programs at Wheeler School (10 new seats distributed between two classrooms in AM and PM sessions), we will need to add 1.0 FTE paraprofessional at a cost of \$24,279 for salary and benefits. Currently each classroom has 1.0 FTE paraprofessional and 1.0 certified preschool teacher. The additional para will be shared by both classrooms to insure there is never less than an 8 to 1 ratio in any program. The total costs for staffing in order to create 39 additional preschool seats in our existing preschool program will be \$72,837 annually.

In order to serve an additional 30 students in our 6 week, 4 half day summer program, we will need 2, .5 FTE certified preschool teachers at a stipend of \$3000 each for the program. Additionally, we will need two .5 FTE paraprofessionals in the program at a cost of \$864 each, for a total of \$1728 for the 6 week session. Consumable supplies such as arts/crafts, sensory items, and field trip costs will be \$1000. The total annual cost for the additional seats in our summer program will be \$8728.

Finally, we anticipate increased attendance at our monthly screenings due to the aforementioned program expansion. Currently we screen over 100 students annually, we expect this to increase by 50 % given the 39 additional 4 year old seats and the 20 additional three year old seats. In order to expand our ability to screen more students at each monthly screening session, we would like to add two additional DIAL-4 kits at a cost of \$649 per kit. Total cost is \$1298.

We plan to provide bussing for all preschool programs in the district. Our transportation provider, Dattco, has been able to reorganize our routes so that no additional transportation costs will be incurred. Therefore, we will not be asking for transportation funding through this grant.

Part III. Program Design

All programs in the Plainville Community Schools are based upon the appropriate state frameworks, and our pre-k programming is no different. We begin our curriculum development process by examining the frameworks as well as the research on best practices. Our pre-k curriculum is based upon creating strong and positive relationships with our children and their families. It is an inclusive program integrating children with special needs learning side by side with their peers in meaningful learning activities. Respect for each child's cultural background and a commitment to providing opportunities for children to learn and grow based upon inquiry and exploration are at the heart of all that we do. The curriculum integrates the CT ELDS and integrates Connecticut's Preschool Curriculum and Assessment Frameworks. Teachers apply the cycle of intentional teaching by carefully planning instruction based upon the curriculum and the frameworks. They then implement instruction and carefully observe and assess the children. Our teachers are collaborative by nature and by design, and they work together weekly to plan, process their observations, and then plan again to ensure that the learning needs of each child are being met. Summarizing learning by class and often by school helps teachers understand the needs of their children, and enables administrators to plan for SRBI needs as well as ongoing instruction in the building. The grant will enable us to refine and enhance our processes as well as to expand the program to include three-year-olds.

The goal of our preschool program is to provide experiences that will allow the individual child to develop at his or her own pace in a supportive and enriching environment. The learning opportunities are active and provide the children with foundational knowledge and understanding from which future learning can take place. A critical aspect of best practice in early childhood education is the inclusion of all children, including English language learners, advanced learners, and those with developmental disabilities. We implement a high-quality inclusive program that supports the learning of all children. The Plainville Community Preschool Program strives towards developing readiness skills for all children as they prepare for kindergarten and beyond. Throughout all units of study, children are placed in homogenous & heterogenous small learning groups in order to provide direct instruction in their weakest academic, social or behavioral area when comparing their skill with The CTELDS expectation. Students needs are assessed using our district wide preschool evaluation and professional judgement, then placed in the appropriate learning group. Bi-weekly, or as needed, students are in-formally assessed using teacher made data collection forms on target CTELDS skills taught to them in small group learning.

In a current three week unit about Animals & Winter, we address animal hibernation during winter, learning to identify animals, and classifying animals by features, type and size. Using non-fiction text and dramatic play, students will continue their learning about winter animals and problem solve on how all the animals could stay warm in the winter. Students will re-tell the sequence of The Mitten using props, developing communication skills through play that address the Early Language, Communication & Literacy Strand B standard for addressing ideas, feelings and needs. The Hibernation and Animals in Winter theme will introduce students to different ways that animals survive in the cold. Students will make connections to themselves and things they do during the winter months. To address the Cognition standard- Strand B (problem solving) and Strand E (Conflict Resolution), over the course of a few days, in dramatic play, children will use found materials from nature & recycled item to work together to create a house they may want to live in for the winter. Students will be assessed on their approach to creating a structure, capacity to problem solve with peers or seek help, as well as their use of peer observation to gain new ideas for solving problems.

Plainville Community Schools is excited at this opportunity to further expand our offerings to preschool aged students in our community. Our unique program design of serving most students in four, three hour sessions per week, allows our teachers time on Mondays to consult with area preschool/daycare providers regarding student needs. We also use Mondays to screen new students on a monthly basis to determine their need for preschool services. One of the most important things we do on Mondays is meet as a team to discuss student progress, use data to inform instructional changes, and discuss ways to continuously improve our model. Currently our model only allows three students to attend on a full day schedule due to their significant needs as identified by the PPT. We hope to triple the number of students attending school full day with the addition of grant staff and capital improvements. As previously stated, the limited 9 full day slots will be assigned based on PreK team recommendations and Planning and Placement team decisions.

The grant proposal represents the next logical step in Plainville's efforts to build a coherent Prek - grade 3 program. More than fifteen years ago we opened the Plainville Family Resource Network and formed the Early Childhood Network which brought together parents, providers of child-care/pre-school experiences, teachers, and administrators to begin planning early childhood programs. Over five years ago we formed the Plainville School Readiness Council and successfully acquired grant funding for one full-day, school-year pre-k school readiness program. This program, representing a partnership between Plainville Early Learning Center (then named Plainville Day Care) and Plainville Community Schools enabled us to raise the level of pre-k programming provided by PELC. Three years ago, following a highly successful pilot program, Plainville Community Schools implemented full-day kindergarten for all Plainville children. This past summer, a second grant funded School Readiness program opened at a second pre-k site (Penny's Playground). In addition, Plainville Community Schools expanded our four-year-old pre-k program to providing two classrooms at each of our three buildings. Most of the four-year-olds in Plainville now have access to half-day pre-kindergarten experiences either through the School Readiness classrooms or through our own half-day sessions. The grant will enable us to expand our in-house pre-k programs to include three-year-olds, add additional seats for four year olds, provide additional summer programming for our most at risk students, and allow us to make capital improvements to secure NAEYC accreditation. Coupled with our efforts to provide strong after-school programs as well as providing summer school programming for students who struggle with reading or math, the expansion of our early childhood learning opportunities will add a continuity of services and a clear pathway of high-quality education from pre-k through third grade.

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	142,981	0
500	OTHER PURCHASED SERVICES		
600	OTHER SUPPLIES	4166	1000
700	PROPERTY	12,589	0
800	OTHER OBJECTS		
	TOTAL	159,736	1000

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	0	0
111B	INSTRUCTIONAL SALARIES	123,893	127,357
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	31,818	34,927
322	INSERVICE		
323	PUPIL SERVICES		
324	FIELD TRIPS	500	500
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	500	500
700	PROPERTY	0	0
	TOTAL	156,711	163,284

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

OPERATIONS BUDGET JUSTIFICATION

Indicate costs of implementing FY 15-16 and FY 16-17 by budget code. Refer to Budget Object Codes in application packet for code descriptions. Use additional pages if needed.

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

Code #	Description
111B	FY 15-16\$60,770, FY 16-17\$62,593 for 1.0 FTE certified PreK teacher
111B	FY 15-16 cost for 3 paras, 30 hours wk/36wks @\$16.89/hour= \$18,241x3=\$54,723, 16-17 =\$56,364
111B	FY 15-16 and 16-17cost for 2 teachers for expanded summer program 2 teachers @\$3000 stipend each=\$6000
111 B	FY 15-16 and 16-17 cost for 2 paras for expanded summer program, \$12.50 per hour/16 hours/ wk for 6 weeks=\$1200x2=\$2400
200	FY 15-16 \$12,974 and FY16-17 \$14,271 benefits for teacher* these figures include FICA 6.2%, Medicare 1.45%, and Health Insurance
200	FY 15-16 \$6038x3=\$18,114, FY 16-17 \$6642x3= \$19,926
200	benefits for paras*, these figures include FICA 6.2%, Medicare 1.45% and Health insurance
200	FY 15-16 summer school teacher benefits \$273x2=\$546(FICA/Medicaid)
200	FY 16-17 summer school teacher benefits \$273x2=\$546(FICA/Medicaid)
200	FY 15-16 summer school para benefits \$91.80x2=\$184(FICA/Med.)
200	FY 16-17 summer school para benefits \$91.80x2=\$184(FICA/Med.)
324	FY 15-16 and 16-17 field trips for summer prek program 2@250 per trip =\$500 per year
600	FY 15-16 and 16-17 consumable supplies summer preK program=\$500 *cost of living raises calculated at 3%, 10% increase for benefits for 2016-17 school year for both teacher and paras

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.

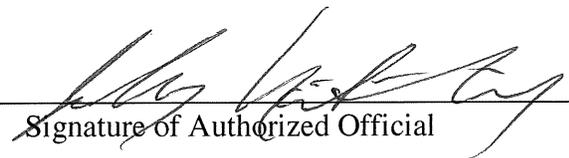
APPENDIX B: Affirmative Action Plan

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

12/17/14

Date

Jeffrey Kitching, Ed.D.

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: Plainville Community Preschool Expansion and NAEYC
Accreditation

THE APPLICANT: Jeffrey Kitching Ed.D. HEREBY ASSURES THAT:
Plainville Community 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)* Jeffrey C. Kitching, Ed.D.
Title: *(typed)* Superintendent of Schools
Date: 12/17/14

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.