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**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  
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[Levy.Gillespie@ct.gov](mailto:Levy.Gillespie@ct.gov)

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## Table of Contents

I. Program Information and Requirements .....	4-7
Purpose.....	4
Background .....	4
Conditions for Funding .....	4
Eligible Applicants.....	5
Grant Period .....	6
Funds Available.....	7
II. Application Requirements.....	7-10
Cover Sheet .....	7
Proposal Abstract .....	7
Program Data.....	8
Accreditation/Head Start Approval Information .....	9
Proposed Services and Activities .....	9
Part I: Capital Improvements .....	9
Part II: Operations .....	9
Reporting and Evaluation.....	10
Budget Forms .....	10
Budget Justification.....	10
Statement of Assurances .....	10
Affirmative Action Packet.....	10
Date of Board Acceptance.....	11
III. Application Process .....	11-12
Obligation of Grantees .....	11
Freedom of Information Act.....	11
Management Control of the Program and Grant Consultation .....	11
Updating of Information.....	11
Definition of Terms .....	11-12
Due Date.....	12
Review of Proposal and Grant Awards .....	12
Other Program Requirements .....	12
IV. Review Criteria.....	13-14
Application Check List.....	13
Scoring Rubric .....	14
V. Application Form.....	15-26
Cover Page .....	15
Proposal Abstract: Capital Improvements .....	16
Proposal Abstract: Operations.....	17
Documentation and Evaluation .....	18
Inclusion of Special Populations and Collaboration.....	20
Sample Budget Justification .....	22
Capital Improvements Budget .....	23
Operations Budget.....	24
Capital Improvement Budget Justification .....	25
Operations Budget Justification .....	26
VI. Appendices .....	27-37
Appendix A. Budget Object Codes .....	27
Appendix B. Affirmative Action Plan.....	30
Appendix C. Statement of Assurances .....	31
Appendix D. Unmet Need .....	36
Appendix E. Approved Sliding Fee Scales .....	37

## **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 3<sup>rd</sup> 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
The elementary school will be determined pending final enrollment counts for 2015-16.	<b>1</b>	<b>15</b>	<b>6.5</b>	<b>181</b>

## 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?
No	No	September 2015	May 2017

## Proposed Services and Activities

### Part I: Capital Improvements

Describe the facility and capital improvements planned in order to meet NAEYC and/or Head Start Program Standards. Include a timeline detailing when the planned improvements are to take place as well as specific reference to the NAEYC Standards and Accreditation Criteria and/or Head Start program standards that are being addressed. Note that educational environments include both indoor and outdoor space used by children. New construction will not be considered for this grant program.

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

### Part II: Operations

Describe the staffing patterns that will enable services to be provided in accordance with NAEYC and/or Head Start Program Standards. Identify all proposed staff/positions (e.g. teachers, paraprofessionals, classroom aides) to be funded through Smart Start and the proposed rates of pay.

The plan must include the hours and days of operation, as well as how the program will coordinate with other governmental and community programs to provide services during periods when the preschool program is not in session. Please address plans for collaboration with other agencies and services to meet the needs of the children you propose serving.

Describe how the program will address the cycle of intentional teaching (learning standards, curriculum and assessment), including use of the Connecticut Early Learning and Development Standards (CT ELDS), and aligned student assessments appropriate for the developmental level and intended purpose. Describe how the LEA proposes to actively engage and form partnerships with families in order to support children's learning.

Describe the need for programming for children with identified special needs and those who are dual language learners. Provide detail about how the program will recruit and include children with special needs and those who are dual language learners. Include a description of how you will ensure the number of children with special needs does not exceed the proportion of children with special needs in grades K through 12. Describe specific efforts to meet students' unique needs.

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

### **Reporting and Evaluation**

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

### **Budget Forms**

Use the appropriate form(s) on pages 23 through 24 to indicate how the grant funds will be expended for each year of funding. A grantee (fiscal agent) with delegate agencies must provide a composite budget that includes proposed expenditures for the delegate agencies. Such fiscal agent must complete individual budget justification sheets and attach for each delegate agency represented in the composite budget.

Applicants must provide budget amounts for the periods of: May 1, 2015, through June 30, 2016 for capital improvements and July 1, 2015, through June 30, 2016 for operating expenses. **The OEC does not permit grantees to use more than 5 percent of the total budget for administrative costs.** Administrative costs are reflected on budget lines 111A.

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

### **Budget Justification**

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

### **Statement of Assurances**

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

### **Affirmative Action Packet**

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

### **Date of Board Acceptance**

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

## **Part III: Application Process**

### **Obligations of Grantees**

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

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

### **Freedom of Information Act**

All of the information contained in a proposal submitted in response to this Request for Proposal (RFP) is subject to the Freedom of Information Act Sections 1-200 et seq. (FOIA). The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such record and receive a copy of such records.

### **Management Control of the Program and Grant Consultation**

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

### **Updating of information**

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

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

### **Definition of Terms**

- The following definitions should be considered when drafting the application:
- *School day*: programming provided for a minimum of 6 hours
- *School year*: programming provided for a minimum of 180 days
- *Children with special needs*: children who have an Individual Education Program (IEP)
- *Dual language learners*: children who are acquiring two or more languages simultaneously. The term encompasses other terms frequently used e.g. Limited English Proficient (LEP), bilingual, English Language Learners (ELL), children who speak a language other than English (LOTE)
- *Capital improvement*: a structural improvement or restoration of some aspect of a property that will improve the property's ability to function as a pre-Kindergarten

classroom based on NAEYC Standards and Accreditation Criteria or Head Start program standards (includes furnishings/equipment with a ten year life).

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

### **Due Date**

An electronic copy of the grant application must be received by 4:30 PM on December 19, 2014. Additionally, original signature pages as well as a copy of the application on a CD must be received by 4:30 PM on December 19, 2014. Original signatures must be received by the due date **IRRESPECTIVE OF POSTMARK DATE**. Faxed copies of the signatures will not be accepted.

### **Mailing and Delivery Information**

<u>Mailing Address:</u> Andrea Brinnel, Smart Start Manager CT Office of Early Childhood PO Box 2219 Hartford, CT 06145-2219	<u>Delivery Address:</u> CT Office of Early Childhood 165 Capitol Avenue, Room G-17 Hartford, CT 06106 <a href="mailto:oec@ct.gov">oec@ct.gov</a>
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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](mailto: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"> <li>• With special needs (proportionate to K-12 enrollment)</li> <li>• Who are dual language learners</li> </ul>		
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
<b>100</b>	



## **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

The funding for capital improvements will be used to purchase classroom furniture and materials in accordance with NAEYC Accreditation Standards. The physical space will be designed intentionally to enable children to move with ease, be organized to promote children's independence and be uncluttered to enhance a sense of well-being. The classroom will be organized using learning centers with ample space for storage. A learning center model encourages choice by providing both active and quiet experiences and accommodates preschool children's need to work in small groups and independently. Learning materials included in each center will be carefully selected to reflect the diversity and cultures of our community, the developmental needs of the children and the curriculum's goals. In addition, funding is requested to install a sink in the classroom, a bathroom, air conditioning and a playground all aligned with the NAEYC Accreditation Standards.

Purchased items would include but not be limited to (see attached excel spreadsheet of materials):

- Appropriate sized tables and chairs
- Cubbies to provide individual space for each child's belongings
- Low shelving to store materials and provide easy access to children
- Furniture needed to equip a variety of learning centers; dramatic play, sensory (sand and water), blocks, library/listening, art, mathematics, science/discovery, music and movement, games and puzzles, cooking
- Area rugs for whole group, dramatic play, blocks, cozy corner
- Soft furniture for cozy corner rockers, couches, stuffed chairs
- Cots and sheets
- Easels
- Gross motor equipment including bicycles, scooters, balls, tunnels, hoops
- Art Center
- Block Center: classroom set of wooden unit blocks accessories (people, animals, vehicles)
- Dramatic Play: dress-up clothes/prop boxes, telephones, pots, pans, pretend foods, mirror, dolls and doll clothes
- Literacy/Library/Listening Center: magnetic letters and trays, alphabet fiction and Nonfiction books, CD player and CD's headphones, puppets
- Mathematics: counters, pattern blocks, geometric shapes, connecting cubes, numeral cards
- Music and Movement Center: musical instruments
- Science/Discovery Center: magnifying glasses/containers, tweezers, specimen samples, balance scales, binoculars eyedroppers, magnets
- Sensory Center: sand and other sensory materials, accessories including funnels, containers, tubing, water wheels, shovels, buckets, rakes, squirt bottles

Other Teaching Materials include but not be limited to:

- Big Books and other literacy teacher materials needed for the curriculum
- Everyday Mathematics
- Handwriting Without Tears Mat Man
- Digital camera

## Operations Abstract

Currently, the Stamford Public Schools (SPS) provides full day kindergarten for all age eligible children, In addition SPS offers several preschool opportunities:

- APPLES, our inclusive preschool program, serving 100 identified special needs children and typically developing three and four year old children (7 classrooms located at the APPLES Early Childhood Educational Center )
- School Readiness classroom serving 15 high-need four year olds (1 classroom located at the APPLES Early Childhood Educational Center )
- Alliance classrooms serving 30 high-need four year olds (2 classrooms located at Davenport and Roxbury Schools)
- Summer Start, a summer school program, serving approximately 125 children entering kindergarten the majority of whom have not had a previous preschool experience
- In addition, through a long standing partnership with the City of Stamford and Childcare Learning Centers, Stamford Public Schools provides six certified teachers to work full time on-site in CLC's School Readiness program serving 300 children Smart Start would enable us to expand our preschool programming to serve an additional 15 high-need children at no cost to families. Other funding sources include Title I, Title IIA and the Priority School District Grant. Through these grants two paraprofessionals, support for parent workshops including translation services, instructional supplies and professional development workshops in curriculum content will be funded. The total cost of these services are \$91,500.

### Staffing

The Smart Start classroom will include one certified teacher and two para-educators. This will enable us to maintain the adult-child ratios at all times throughout the school day as required by NAEYC. Stamford Public Schools will seek to employ at least one staff member who is fluent in speaking and writing Spanish. Also, an effort will be made to hire at least one para-educator with an early childhood credential or credits toward that credential.

Staff will be paid based on experience in accordance with the teacher and para-educator contractual agreements. The average rates of pay for a beginning teachers salary \$48,835 and benefits are \$25,000.

### Hours of Operation

The Smart Start classroom would operate on a school day, school year schedule following the approved Stamford Public Schools calendar. In Stamford, students attend school 6.5 hours/day for a total of 181 days. Students enrolled in the Smart Start classroom would be invited to participate in Summer Start, our summer school program. Our local community centers including Chester Addison, Domus, Rosasco, and YMCA, have been contacted to ensure that care will be offered to families before and after school and during school vacations.

NAEYC Accreditation Plan: Step 1 Enrollment/Self-Study, September 2015-June 2016; Step 2: Application/Self-Assessment, October 31, 2016; Step 3: Candidacy, September 30, 2017; Step 4: Meeting the Standards, March 2018.

### Enrollment/Recruitment

Stamford Public Schools' Office of Student Support and Special Programs and the Office of Community Engagement will be an integral part of identifying and enrolling students who qualify for the Smart Start classroom. SPS, through our already well established relationships with local community agencies, will identify children who meet SPS criteria for educationally disadvantaged. That is, children who reside in income-restricted housing, speak a first language other than English and/or qualify for free or reduced priced lunch. In addition, our preschool special education team will recommend children with individualized education plans who do not qualify for the APPLES Typical Peer program. The enrollment process for this classroom will follow the guidelines as outlined in the SPS Pre-K Reference document:

Focus Criteria: Priority is given to students with no previous Pre-K experience. 60% of student's families must be at or below the state minimum income. Students will be eligible to attend based on districted school site.

Fee Structure: No Fee

Point of Entry: (Contact Person) Registration occurs at the location site

Selection Process: Student must meet focus criteria, Priority to earliest completed registration

Registration: Begin accepting Dec. 15-Jan. 30 until all slots filled, Parent notification by February 15th – pending physical documentation, being current, SPS Registration Packet, Free/Reduced Lunch Application

Class Size: No more than 15

Age Requirement: Student must be 3 or 4 on or before January 1

Screening: The Early Screening Inventory-Revised (ESI-R) will be completed within three months of the start date.

Transportation: None

Lunch: Option to complete the free/reduced priced lunch application or pay full price

## 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.

Operations Continued.....

Early Learning and Development Standards and the Cycle of Intentional Teaching

The Early Learning and Development Standards provide the framework for Stamford Public Schools' prekindergarten curriculum. The literacy and mathematics ELDS are aligned to Common Core ensuring that children are kindergarten ready. Because SPS is committed to improving learning outcomes for all children, work is being done to ensure a coherent pre-Kindergarten to 3rd Grade continuum is in place. To that end, over the past 3 years, the district has:

- \*written and revised both ELA and Math curricula to be aligned to common core which are aligned with ELDS

- \*contracted with our regional RESC to provide professional development to our prek staff

- \*expanded its services to preschool children through the School Readiness and Alliance Grants

- \*collaborated with the largest provider of early childhood services in Stamford to ensure use of the ELDS thereby aligning preschool curriculum to SPS kindergarten curricula

- \*provided training to community providers on the ELDS

In addition, SPS is working closely with the United Way of Western Connecticut on the STRIVE initiative, a cradle to career model designed to support the success of all children.

Early childhood teaching is a continuous process of planning, implementing and documenting progress. Teachers plan activities and experiences that help children learn. As teachers observe, they learn about the children know and can do and then plan new activities and teaching strategies to meet individual children's needs. This cycle of intentional teaching enables teachers to think carefully about what they do and why they do it. This continuous process includes planning and implementing curriculum, observing and assessing children to enhance planning and differentiation to meet the needs of individual children, and summarizing children's progress to inform classroom instruction and reporting to the children's families.

Family Engagement

Each SPS elementary school has a Bilingual Parent Facilitator whose primary responsibility is to connect with families, provide information about school, and help families access available resources in the school and in the broader community. In addition, each school has a full time social worker and a school nurse who are able to assist families with a variety of needs. Prekindergarten teachers use several tools for engaging families including face-to-face contact at drop-off and pick-up times, phone calls, dialogue journals, parent-teacher conferences weekly newsletters, email, and/or a classroom website. Scheduled learn-with-me sessions, learning celebrations and volunteer opportunities are also used to promote family engagement. Families will complete a survey twice annually and will have an opportunity to review results, discuss and develop an action plan to address concerns.

## Documentation and Evaluation (continued)

Documentation and Evaluation - page 1

Student Progress:

Preschool teachers use several kinds of assessments including observations, checklists, rating scales as well as developmental screenings and diagnostic assessments to gather evidence of children's learning and development. Once analyzed, this data is used to understand children's learning strengths and challenges and to plan appropriate experiences and make instructional decisions. Families are invited to share their home experiences about their child's learning through conversations both in-person or by phone, notes and/or e-mail. In addition, families are invited to participate in formal Family-Teacher Conferences at least twice yearly.

The following Assessments are used in the Pre-K program:

☐ Early Screening Inventory-Revised is given in the first month of school to determine if a child is at risk for learning problems.

☐ Connecticut Preschool Assessment Framework is a curriculum-embedded assessment enabling the teacher to observe children's performance during typical classroom activities and shows progress over time. The PAF is the primary source of assessment information and is used to gather evidence about what children know and can do. Each teacher creates a system for recording and collecting anecdotal notes and work samples aligned to each of the learning standards. The teacher analyzes the collected data to determine learning benchmarks. These benchmarks are recorded on the PAF Child Profile three times per year. This tool shows the child's progress on each of the learning standards over time. This assessment data informs the planning of learning experiences and teaching strategies to meet the needs of all learners.

☐ Stamford Public Schools Readiness Screening is administered in May prior to kindergarten entry to demonstrate children's mastery of several key skills, including social-emotional, rhyme, alliteration, sorting and counting.

Program/Classroom:

The program participates in a yearly evaluation that looks at the program's policies and procedures, quality and children's progress. The results from this evaluation are used to celebrate the program's successes, establish goals for the program's improvement and inform the program's professional development needs. The evaluation results and action plan are shared with all stakeholders.

☐ SPS Curriculum Associate for Early Childhood Education will work closely with the pre-k staff to ensure that a high quality standards-based program is in place. This job embedded PD will include modeling of strategies and feedback to the staff on their implementation of those strategies.

☐ SPS will contract with our regional RESC to provide guidance and on-going professional development to pre-k staff with opportunities to "try-out" new learning followed-up with a debriefing session to discuss strengths and challenges and plan next steps.

☐ Prior to NAEYC accreditation, the program/classroom will be monitored once per year by a state certified consultant using the Early Childhood Environmental Rating Scale-Revised (ECERS-R). The results will be used to make programmatic changes to address challenges.

☐ NAEYC Self-Study, Self-Assessment and Family Surveys will be used to guide programmatic changes.

☐ Other state required evaluations tools will be used as requested.

### **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.

Stamford Public Schools' Office of Student Support and Special Programs and the Office of Community Engagement will be an integral part of identifying and enrolling students who qualify for the Smart Start classroom. SPS School to Family Resource Facilitator, through our already well established relationships with local community agencies, will identify children who meet SPS criteria for educationally disadvantaged. That is, children who reside in income-restricted housing, speak a first language other than English and/or qualify for free or reduced priced lunch. In addition, our preschool special education team will recommend children with individualized education plans who do not qualify for the APPLES Typical Peer program. School administration will collaborate with Central Office and the Special Education Department to ensure that the special education population does not exceed the proportion of children with special needs in grades K through 12.

Students enrolled in the Smart Start classroom would be invited to participate in Summer Start, our summer school program for incoming kindergarten children. This program operates a full school day for six weeks. Transportation, breakfast and lunch are provided to all students enrolled in the summer school program. The curriculum includes social skills, literacy (read aloud, writing and word study), mathematics, dance and field trips.

SPS has well established partnerships with many community agencies including Chester Addison, Domus, Rossco, and YMCA who provide care for students outside of the school day. SPS Parent Facilitator will help families secure care before and after school and during school vacations as needed.

**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: <b>OPERATIONS</b>	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	48835	49811
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	25000	25000
322	INSERVICE		
323	PUPIL SERVICES		
324	FIELD TRIPS		
325	PARENTAL ACTIVITIES		
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	1165	105
340	OTHER PROFESSIONAL SERVICES		
400	PURCHASED PROPERTY SERVICES		
510	STUDENT TRANSPORTATION SERVICES		
530	COMMUNICATIONS		
580	TRAVEL		
600	SUPPLIES		84
700	PROPERTY		
	<b>TOTAL</b>	<b>75000</b>	<b>75000</b>

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
	2015-16
111b	1 Full time certified teacher per teachers contract \$48,835
200	Benefits for certified teacher per teachers contract \$25,000
330	Pediatric CPR \$105x3 teachers = \$315
330	CT Preschool Assessment Framework online system \$50.00
330	ECERS-R State Monitoring \$55
330	NAEYC Accreditation \$495
330	NAEYC Application/Self-Assessment \$250
	2016-17
111b	1 Full time certified teacher per teachers contract \$49,811
200	Benefits for certified teacher per teachers contract \$25,000
330	CT Preschool Assessment Framework online system \$50.00
330	ECERS-R State Monitoring \$55
600	Family Workshop supplies \$84

## **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.

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Signature of Authorized Official

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Date

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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:** Smart Start  
\_\_\_\_\_

**THE APPLICANT:** Stamford Public Schools      **HEREBY ASSURES THAT:**  
Stamford Public Schools  
(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Connecticut Office of Early Childhood;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut Office of Early Childhood, including information relating to the project records and access thereto as the Connecticut Office of Early Childhood may find necessary;
- H. The Connecticut Office of Early Childhood reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;

- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the Connecticut Office of Early Childhood from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut Office of Early Childhood any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

**L. REQUIRED LANGUAGE (NON-DISCRIMINATION)**

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

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

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and “contract” include any extension or modification of the Contract or contract;
- iii. "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;
- iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- v. “good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who

have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

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

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

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and

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

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

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

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

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

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

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

Superintendent Signature: \_\_\_\_\_

Name: (typed) Winifred Hamilton, Ph.D.

Title: (typed) Superintendent of Schools

Date: December 17, 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	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](http://www.ct.gov/oec/lib/oec/earlycare/smart_start_fee_schedule.pdf)

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**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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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](mailto:Levy.Gillespie@ct.gov)

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

## Table of Contents

I. Program Information and Requirements .....	4-7
Purpose.....	4
Background .....	4
Conditions for Funding .....	4
Eligible Applicants.....	5
Grant Period .....	6
Funds Available.....	7
II. Application Requirements.....	7-10
Cover Sheet .....	7
Proposal Abstract .....	7
Program Data.....	8
Accreditation/Head Start Approval Information .....	9
Proposed Services and Activities .....	9
Part I: Capital Improvements .....	9
Part II: Operations .....	9
Reporting and Evaluation.....	10
Budget Forms .....	10
Budget Justification.....	10
Statement of Assurances .....	10
Affirmative Action Packet.....	10
Date of Board Acceptance.....	11
III. Application Process .....	11-12
Obligation of Grantees .....	11
Freedom of Information Act.....	11
Management Control of the Program and Grant Consultation .....	11
Updating of Information.....	11
Definition of Terms.....	11-12
Due Date.....	12
Review of Proposal and Grant Awards .....	12
Other Program Requirements.....	12
IV. Review Criteria.....	13-14
Application Check List.....	13
Scoring Rubric .....	14
V. Application Form.....	15-26
Cover Page .....	15
Proposal Abstract: Capital Improvements.....	16
Proposal Abstract: Operations.....	17
Documentation and Evaluation .....	18
Inclusion of Special Populations and Collaboration.....	20
Sample Budget Justification .....	22
Capital Improvements Budget .....	23
Operations Budget.....	24
Capital Improvement Budget Justification .....	25
Operations Budget Justification .....	26
VI. Appendices .....	27-37
Appendix A. Budget Object Codes .....	27
Appendix B. Affirmative Action Plan.....	30
Appendix C. Statement of Assurances .....	31
Appendix D. Unmet Need .....	36
Appendix E. Approved Sliding Fee Scales .....	37

## **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 3<sup>rd</sup> 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
The elementary school will be determined pending final enrollment counts for 2015-16.	1	15	6.5	181

**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?
No	No	September 2015	May 2017

**Proposed Services and Activities**

**Part I: Capital Improvements**

Describe the facility and capital improvements planned in order to meet NAEYC and/or Head Start Program Standards. Include a timeline detailing when the planned improvements are to take place as well as specific reference to the NAEYC Standards and Accreditation Criteria and/or Head Start program standards that are being addressed. Note that educational environments include both indoor and outdoor space used by children. New construction will not be considered for this grant program.

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

**Part II: Operations**

Describe the staffing patterns that will enable services to be provided in accordance with NAEYC and/or Head Start Program Standards. Identify all proposed staff/positions (e.g. teachers, paraprofessionals, classroom aides) to be funded through Smart Start and the proposed rates of pay.

The plan must include the hours and days of operation, as well as how the program will coordinate with other governmental and community programs to provide services during periods when the preschool program is not in session. Please address plans for collaboration with other agencies and services to meet the needs of the children you propose serving.

Describe how the program will address the cycle of intentional teaching (learning standards, curriculum and assessment), including use of the Connecticut Early Learning and Development Standards (CT ELDS), and aligned student assessments appropriate for the developmental level and intended purpose. Describe how the LEA proposes to actively engage and form partnerships with families in order to support children's learning.

Describe the need for programming for children with identified special needs and those who are dual language learners. Provide detail about how the program will recruit and include children with special needs and those who are dual language learners. Include a description of how you will ensure the number of children with special needs does not exceed the proportion of children with special needs in grades K through 12. Describe specific efforts to meet students' unique needs.

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

### **Reporting and Evaluation**

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

### **Budget Forms**

Use the appropriate form(s) on pages 23 through 24 to indicate how the grant funds will be expended for each year of funding. A grantee (fiscal agent) with delegate agencies must provide a composite budget that includes proposed expenditures for the delegate agencies. Such fiscal agent must complete individual budget justification sheets and attach for each delegate agency represented in the composite budget.

Applicants must provide budget amounts for the periods of: May 1, 2015, through June 30, 2016 for capital improvements and July 1, 2015, through June 30, 2016 for operating expenses. **The OEC does not permit grantees to use more than 5 percent of the total budget for administrative costs.** Administrative costs are reflected on budget lines 111A.

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

### **Budget Justification**

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

### **Statement of Assurances**

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

### **Affirmative Action Packet**

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

### **Date of Board Acceptance**

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

## **Part III: Application Process**

### **Obligations of Grantees**

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

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

### **Freedom of Information Act**

All of the information contained in a proposal submitted in response to this Request for Proposal (RFP) is subject to the Freedom of Information Act Sections 1-200 et seq. (FOIA). The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such record and receive a copy of such records.

### **Management Control of the Program and Grant Consultation**

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

### **Updating of information**

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

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

### **Definition of Terms**

- The following definitions should be considered when drafting the application:
- *School day*: programming provided for a minimum of 6 hours
- *School year*: programming provided for a minimum of 180 days
- *Children with special needs*: children who have an Individual Education Program (IEP)
- *Dual language learners*: children who are acquiring two or more languages simultaneously. The term encompasses other terms frequently used e.g. Limited English Proficient (LEP), bilingual, English Language Learners (ELL), children who speak a language other than English (LOTE)
- *Capital improvement*: a structural improvement or restoration of some aspect of a property that will improve the property's ability to function as a pre-Kindergarten

classroom based on NAEYC Standards and Accreditation Criteria or Head Start program standards (includes furnishings/equipment with a ten year life).

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

**Due Date**

An electronic copy of the grant application must be received by 4:30 PM on December 19, 2014. Additionally, original signature pages as well as a copy of the application on a CD must be received by 4:30 PM on December 19, 2014. Original signatures must be received by the due date **IRRESPECTIVE OF POSTMARK DATE**. Faxed copies of the signatures will not be accepted.

**Mailing and Delivery Information**

<u>Mailing Address:</u> Andrea Brinnel, Smart Start Manager CT Office of Early Childhood PO Box 2219 Hartford, CT 06145-2219	<u>Delivery Address:</u> CT Office of Early Childhood 165 Capitol Avenue, Room G-17 Hartford, CT 06106 <a href="mailto:oecc@ct.gov">oecc@ct.gov</a>
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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](mailto: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"> <li>• With special needs (proportionate to K-12 enrollment)</li> <li>• Who are dual language learners</li> </ul>		
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**

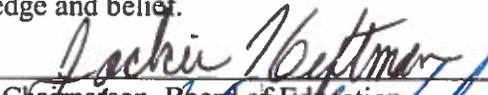
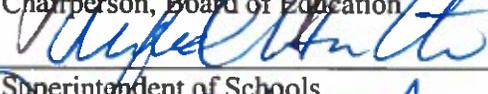
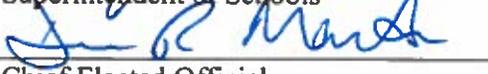
**Connecticut Office of Early Childhood  
SMART START APPLICATION  
GRANT PERIOD  
June 30, 2015 to June 30, 2020**

**GRANT COVER PAGE**

School District Stamford Public Schools
Contact Name Cheryl Poltrack
Address 888 Washington Blvd Stamford, CT 06904
Telephone Number 203-977-5271
Contact E-mail Address cpoltrack@stamfordct.gov

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

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

 _____ Chairperson, Board of Education	<u>12/17/14</u> _____ Date
 _____ Superintendent of Schools	<u>12/17/14</u> _____ Date
 _____ Chief Elected Official	<u>12/18/14</u> _____ Date

Number of Classrooms	Total Number of Children
1	15

Total Funds Requested	Capital Improvements	Annual Operating Expenses
\$ 150,000	\$ 75,000	\$ 75,000

### **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**

The funding for capital improvements will be used to purchase classroom furniture and materials in accordance with NAEYC Accreditation Standards. The physical space will be designed intentionally to enable children to move with ease, be organized to promote children's independence and be uncluttered to enhance a sense of well-being. The classroom will be organized using learning centers with ample space for storage. A learning center model encourages choice by providing both active and quiet experiences and accommodates preschool children's need to work in small groups and independently. Learning materials included in each center will be carefully selected to reflect the diversity and cultures of our community, the developmental needs of the children and the curriculum's goals. In addition, funding is requested to install a sink in the classroom, a bathroom, air conditioning and a playground all aligned with the NAEYC Accreditation Standards.

Purchased items would include but not be limited to (see attached excel spreadsheet of materials):

- Appropriate sized tables and chairs
- Cubbies to provide individual space for each child's belongings
- Low shelving to store materials and provide easy access to children
- Furniture needed to equip a variety of learning centers; dramatic play, sensory (sand and water), blocks, library/listening, art, mathematics, science/discovery, music and movement, games and puzzles, cooking
- Area rugs for whole group, dramatic play, blocks, cozy corner
- Soft furniture for cozy corner rockers, couches, stuffed chairs
- Cots and sheets
- Easels
- Gross motor equipment including bicycles, scooters, balls, tunnels, hoops
- Art Center
- Block Center: classroom set of wooden unit blocks accessories (people, animals, vehicles)
- Dramatic Play: dress-up clothes/prop boxes, telephones, pots, pans, pretend foods, mirror, dolls and doll clothes
- Literacy/Library/Listening Center: magnetic letters and trays, alphabet fiction and Nonfiction books, CD player and CD's headphones, puppets
- Mathematics: counters, pattern blocks, geometric shapes, connecting cubes, numeral cards
- Music and Movement Center: musical instruments
- Science/Discovery Center: magnifying glasses/containers, tweezers, specimen samples, balance scales, binoculars eyedroppers, magnets
- Sensory Center: sand and other sensory materials, accessories including funnels, containers, tubing, water wheels, shovels, buckets, rakes, squirt bottles

Other Teaching Materials include but not be limited to:

- Big Books and other literacy teacher materials needed for the curriculum
- Everyday Mathematics
- Handwriting Without Tears Mat Man
- Digital camera

## Operations Abstract

Currently, the Stamford Public Schools (SPS) provides full day kindergarten for all age eligible children. In addition SPS offers several preschool opportunities:

- APPLES, our inclusive preschool program, serving 100 identified special needs children and typically developing three and four year old children (7 classrooms located at the APPLES Early Childhood Educational Center )
- School Readiness classroom serving 15 high-need four year olds (1 classroom located at the APPLES Early Childhood Educational Center )
- Alliance classrooms serving 30 high-need four year olds (2 classrooms located at Davenport and Roxbury Schools)
- Summer Start, a summer school program, serving approximately 125 children entering kindergarten the majority of whom have not had a previous preschool experience
- In addition, through a long standing partnership with the City of Stamford and Childcare Learning Centers, Stamford Public Schools provides six certified teachers to work full time on-site in CLC's School Readiness program serving 300 children Smart Start would enable us to expand our preschool programming to serve an additional 15 high-need children at no cost to families. Other funding sources include Title I, Title IIA and the Priority School District Grant. Through these grants two paraprofessionals, support for parent workshops including translation services, instructional supplies and professional development workshops in curriculum content will be funded. The total cost of these services are \$91,500.

### **Staffing**

The Smart Start classroom will include one certified teacher and two para-educators. This will enable us to maintain the adult-child ratios at all times throughout the school day as required by NAEYC. Stamford Public Schools will seek to employ at least one staff member who is fluent in speaking and writing Spanish. Also, an effort will be made to hire at least one para-educator with an early childhood credential or credits toward that credential.

Staff will be paid based on experience in accordance with the teacher and para-educator contractual agreements. The average rates of pay for a beginning teachers salary \$48,835 and benefits are \$25,000.

### **Hours of Operation**

The Smart Start classroom would operate on a school day, school year schedule following the approved Stamford Public Schools calendar. In Stamford, students attend school 6.5 hours/day for a total of 181 days. Students enrolled in the Smart Start classroom would be invited to participate in Summer Start, our summer school program. Our local community centers including Chester Addison, Domus, Rosasco, and YMCA, have been contacted to ensure that care will be offered to families before and after school and during school vacations.

NAEYC Accreditation Plan: Step 1 Enrollment/Self-Study, September 2015-June 2016; Step 2: Application/Self-Assessment, October 31, 2016; Step 3: Candidacy, September 30, 2017; Step 4: Meeting the Standards, March 2018.

### **Enrollment/Recruitment**

Stamford Public Schools' Office of Student Support and Special Programs and the Office of Community Engagement will be an integral part of identifying and enrolling students who qualify for the Smart Start classroom. SPS, through our already well established relationships with local community agencies, will identify children who meet SPS criteria for educationally disadvantaged. That is, children who reside in income-restricted housing, speak a first language other than English and/or qualify for free or reduced priced lunch. In addition, our preschool special education team will recommend children with individualized education plans who do not qualify for the APPLES Typical Peer program. The enrollment process for this classroom will follow the guidelines as outlined in the SPS Pre-K Reference document:

**Focus Criteria:** Priority is given to students with no previous Pre-K experience. 60% of student's families must be at or below the state minimum income. Students will be eligible to attend based on districted school site.

**Fee Structure:** No Fee

**Point of Entry:** (Contact Person) Registration occurs at the location site

**Selection Process:** Student must meet focus criteria, Priority to earliest completed registration

**Registration:** Begin accepting Dec. 15-Jan. 30 until all slots filled, Parent notification by February 15th – pending physical documentation, being current, SPS Registration Packet, Free/Reduced Lunch Application

**Class Size:** No more than 15

**Age Requirement:** Student must be 3 or 4 on or before January 1

**Screening:** The Early Screening Inventory-Revised (ESI-R) will be completed within three months of the start date.

**Transportation:** None

**Lunch:** Option to complete the free/reduced priced lunch application or pay full price

## **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.

### **Operations Continued.....**

#### **Early Learning and Development Standards and the Cycle of Intentional Teaching**

The Early Learning and Development Standards provide the framework for Stamford Public Schools' prekindergarten curriculum. The literacy and mathematics ELDS are aligned to Common Core ensuring that children are kindergarten ready. Because SPS is committed to improving learning outcomes for all children, work is being done to ensure a coherent pre-Kindergarten to 3rd Grade continuum is in place. To that end, over the past 3 years, the district has:

- \*written and revised both ELA and Math curricula to be aligned to common core which are aligned with ELDS
- \*contracted with our regional RESC to provide professional development to our prek staff
- \*expanded its services to preschool children through the School Readiness and Alliance Grants
- \*collaborated with the largest provider of early childhood services in Stamford to ensure use of the ELDS thereby aligning preschool curriculum to SPS kindergarten curricula
- \*provided training to community providers on the ELDS

In addition, SPS is working closely with the United Way of Western Connecticut on the STRIVE initiative, a cradle to career model designed to support the success of all children.

Early childhood teaching is a continuous process of planning, implementing and documenting progress. Teachers plan activities and experiences that help children learn. As teachers observe, they learn about the children know and can do and then plan new activities and teaching strategies to meet individual children's needs. This cycle of intentional teaching enables teachers to think carefully about what they do and why they do it. This continuous process includes planning and implementing curriculum, observing and assessing children to enhance planning and differentiation to meet the needs of individual children, and summarizing children's progress to inform classroom instruction and reporting to the children's families.

### **Family Engagement**

Each SPS elementary school has a Bilingual Parent Facilitator whose primary responsibility is to connect with families, provide information about school, and help families access available resources in the school and in the broader community. In addition, each school has a full time social worker and a school nurse who are able to assist families with a variety of needs. Prekindergarten teachers use several tools for engaging families including face-to-face contact at drop-off and pick-up times, phone calls, dialogue journals, parent-teacher conferences weekly newsletters, email, and/or a classroom website. Scheduled learn-with-me sessions, learning celebrations and volunteer opportunities are also used to promote family engagement. Families will complete a survey twice annually and will have an opportunity to review results, discuss and develop an action plan to address concerns.



Donna Arcuri  
School Readiness Liaison  
City of Stamford  
888 Washington Blvd. 10<sup>th</sup> Floor  
Stamford, CT 06904 December 3, 2014

Andrea Brinnel, Smart Start Manager  
CT Office of Early Childhood  
PO Box 2219  
Hartford, CT 06145-2219

Dear Ms. Brinnel,

On behalf of the Stamford School Readiness Council, I am pleased to submit this letter in support of Stamford Public Schools' request for Smart Start funding.

Stamford has a significant need for additional preschool options for underserved residents. This need has been supported by the statewide assessment completed by the Connecticut Health and Educational Facilities Authority.

Smart Start funding will enable Stamford Public Schools to open one additional pre-kindergarten classroom serving 15-18 educationally disadvantaged three- and four-year old children.

Stamford Public Schools' (SPS) commitment to early childhood education is evidenced by their long-standing collaboration with the City of Stamford and Childcare Learning Centers (CLC) to provide six full-time state-certified teachers to the School Readiness program at the CLC William Pitt Child Development Center. In addition, Stamford Public Schools has expanded their commitment to pre-kindergarten through their recently awarded School Readiness funding and the opening of two Alliance grant funded pre-kindergarten classrooms.

The Stamford School Readiness Council recognizes the important role high-quality preschool education plays in narrowing the achievement gap. We are pleased to support this opportunity to secure funding for additional preschool seats.

Sincerely,

A handwritten signature in blue ink that reads "Donna Arcuri". The signature is written in a cursive, flowing style.

Donna Arcuri  
Stamford School Readiness Liaison

## Documentation and Evaluation (continued)

Documentation and Evaluation - page 1

### Student Progress:

Preschool teachers use several kinds of assessments including observations, checklists, rating scales as well as developmental screenings and diagnostic assessments to gather evidence of children's learning and development. Once analyzed, this data is used to understand children's learning strengths and challenges and to plan appropriate experiences and make instructional decisions. Families are invited to share their home experiences about their child's learning through conversations both in-person or by phone, notes and/or e-mail. In addition, families are invited to participate in formal Family-Teacher Conferences at least twice yearly.

The following Assessments are used in the Pre-K program:

Early Screening Inventory-Revised is given in the first month of school to determine if a child is at risk for learning problems.

Connecticut Preschool Assessment Framework is a curriculum-embedded assessment enabling the teacher to observe children's performance during typical classroom activities and shows progress over time. The PAF is the primary source of assessment information and is used to gather evidence about what children know and can do. Each teacher creates a system for recording and collecting anecdotal notes and work samples aligned to each of the learning standards. The teacher analyzes the collected data to determine learning benchmarks. These benchmarks are recorded on the PAF Child Profile three times per year. This tool shows the child's progress on each of the learning standards over time. This assessment data informs the planning of learning experiences and teaching strategies to meet the needs of all learners.

Stamford Public Schools Readiness Screening is administered in May prior to kindergarten entry to demonstrate children's mastery of several key skills, including social-emotional, rhyme, alliteration, sorting and counting.

### Program/Classroom:

The program participates in a yearly evaluation that looks at the program's policies and procedures, quality and children's progress. The results from this evaluation are used to celebrate the program's successes, establish goals for the program's improvement and inform the program's professional development needs. The evaluation results and action plan are shared with all stakeholders.

SPS Curriculum Associate for Early Childhood Education will work closely with the pre-k staff to ensure that a high quality standards-based program is in place. This job embedded PD will include modeling of strategies and feedback to the staff on their implementation of those strategies.

SPS will contract with our regional RESC to provide guidance and on-going professional development to pre-k staff with opportunities to "try-out" new learning followed-up with a debriefing session to discuss strengths and challenges and plan next steps.

Prior to NAEYC accreditation, the program/classroom will be monitored once per year by a state certified consultant using the Early Childhood Environmental Rating Scale-Revised (ECERS-R). The results will be used to make programmatic changes to address challenges.

NAEYC Self-Study, Self-Assessment and Family Surveys will be used to guide programmatic changes.

Other state required evaluations tools will be used as requested.

### **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.

Stamford Public Schools' Office of Student Support and Special Programs and the Office of Community Engagement will be an integral part of identifying and enrolling students who qualify for the Smart Start classroom. SPS School to Family Resource Facilitator, through our already well established relationships with local community agencies, will identify children who meet SPS criteria for educationally disadvantaged. That is, children who reside in income-restricted housing, speak a first language other than English and/or qualify for free or reduced priced lunch. In addition, our preschool special education team will recommend children with individualized education plans who do not qualify for the APPLES Typical Peer program. School administration will collaborate with Central Office and the Special Education Department to ensure that the special education population does not exceed the proportion of children with special needs in grades K through 12.

Students enrolled in the Smart Start classroom would be invited to participate in Summer Start, our summer school program for incoming kindergarten children. This program operates a full school day for six weeks. Transportation, breakfast and lunch are provided to all students enrolled in the summer school program. The curriculum includes social skills, literacy (read aloud, writing and word study), mathematics, dance and field trips.

SPS has well established partnerships with many community agencies including Chester Addison, Domus, Rossco, and YMCA who provide care for students outside of the school day. SPS Parent Facilitator will help families secure care before and after school and during school vacations as needed.

**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 <span style="float: right;">\$ 15,470</span> 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	19000	
500	OTHER PURCHASED SERVICES		
600	OTHER SUPPLIES		
700	PROPERTY	56000	
800	OTHER OBJECTS		
	<b>TOTAL</b>	<b>75000</b>	<b>0</b>

\_\_\_\_ ORIGINAL REQUEST DATE  
 \_\_\_\_\_ REVISED REQUEST DATE

\_\_\_\_\_  
 OFFICE OF EARLY CHILDHOOD  
 PROGRAM MANAGER AUTHORIZATION

\_\_\_\_\_  
 DATE OF  
 APPROVAL

**SMART START**

**FISCAL YEARS 2015-2016**

**BUDGET FORM**

GRANTEE NAME:		TOWN CODE:	
GRANT TITLE: <b>OPERATIONS</b>		YEARS:	
PROJECT TITLE:			
FUND:	SPID:	YEAR: 2015	PROG: CFI: 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	48835	49811
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	25000	25000
322	INSERVICE		
323	PUPIL SERVICES		
324	FIELD TRIPS		
325	PARENTAL ACTIVITIES		
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	1165	105
340	OTHER PROFESSIONAL SERVICES		
400	PURCHASED PROPERTY SERVICES		
510	STUDENT TRANSPORTATION SERVICES		
530	COMMUNICATIONS		
580	TRAVEL		
600	SUPPLIES		84
700	PROPERTY		
	<b>TOTAL</b>	<b>75000</b>	<b>75000</b>

\_\_\_\_ ORIGINAL REQUEST DATE  
\_\_\_\_ REVISED REQUEST DATE

\_\_\_\_\_  
OFFICE OF EARLY CHILDHOOD  
PROGRAM MANAGER AUTHORIZATION

\_\_\_\_\_  
DATE OF  
APPROVAL



**Vendor: Community Playthings**

<b>Item no.</b>	<b>Description</b>	<b>Qty</b>	<b>Price</b>	<b>Total Price</b>
A263	Compact Preschool Cubby 6	3	\$680.00	\$2,040.00
A627	Large Sand & Water Center	1	\$825.00	\$825.00
A811	Classroom Activity Table	2	\$230.00	\$460.00
A851	Classroom Trapezoidal Table	2	\$230.00	\$460.00
C234	Round Woodcrest Table 20" and Two Chairs 12"	1	\$405.00	\$405.00
C360	Woodcrest Kitchen (set of four)	1	\$1,080.00	\$1,080.00
D130	Doll High Chair	1	\$105.00	\$105.00
F621	Adjustable Shelf 2' x 24"	2	\$265.00	\$530.00
F622	Adjustable Shelf 2' x 32"	1	\$320.00	\$320.00
F642	Adjustable Shelf 4' x 32"	2	\$480.00	\$960.00
F649	Translucent Back Shelf 4' x 32"	1	\$490.00	\$490.00
F686	Tote Shelf 3' x 32"	1	\$545.00	\$545.00
F756	Roomscapes Post 48"	2	\$36.00	\$72.00
F776	Library Shelf	1	\$350.00	\$350.00
F791	Puppet Theater	1	\$520.00	\$520.00
F838	Mini Arch	2	\$63.00	\$126.00
F875	Display Unit 3' w/ Totes or Baskets	1	\$630.00	\$630.00
F952	Writing Nook	1	\$1,590.00	\$1,590.00
H558	Help Yourself Trolley w/ totes or baskets	1	\$575.00	\$575.00
H575	Craft Shelf 3' w/ totes or baskets	1	\$300.00	\$300.00
H820	Multi-purpose Easel	1	\$340.00	\$340.00
H832	Bulletin Board 32" x 48"	1	\$195.00	\$195.00
H833	Bulletin Board 32" x 64"	2	\$325.00	\$650.00
J432	Teacher Chair, 12"	2	\$163.00	\$326.00
J641	Child's Armchair, Blue	1	\$310.00	\$310.00
J651	Child's Sofa, Blue	1	\$385.00	\$385.00
J710	Woodcrest Chair 10"	6	\$89.00	\$534.00
J712	Woodcrest Chair 12"	12	\$100.00	\$1,200.00
J716	Woodcrest Chair 16"	1	\$140.00	\$140.00
J800	Rocking Chair	2	\$135.00	\$170.00
M162	Full-Size Cot	17	\$68.00	\$1,156.00
M172	Full-Size Cot Dolly	1	\$78.00	\$78.00
T15	Semi	1	\$135.00	\$135.00
T30	Fire Engine	1	\$132.00	\$132.00
			<b>Total:</b>	<b>\$18,134.00</b>

**Vendor: Lakeshore**

Item #	Description	Qty.	Price	Total Price		
TT904	Carpet	1	\$449.00	\$449.00	Carpets	\$648.00
LC331	Carpet	1	\$199.00	\$199.00	Gross motor	\$808.88
TT871	Chair Cubes	1	\$199.00	\$199.00	Center Materials	\$2,935.31
GG963	Book Bins	1	\$39.99	\$39.99		\$4,392.19
RA210	Paperback Classics	1	\$99.50	\$99.50		
RA770	Paperback Classics Spanish	1	\$99.50	\$99.50		
RA534	Predictable Text	1	\$99.50	\$99.50		
RE437	Feelings Library	1	\$82.50	\$82.50		
CB550X	Dr. Seuss		\$85.00	\$85.00		
GG549	Magnifier	1	\$69.99	\$69.99		
LA876	Specimen Viewer	1	\$29.99	\$29.99		
WD984	Magnetic Wands	1	\$24.99	\$24.99		
EG185	Moods and Emotions Books	1	\$23.50	\$23.50		
RE992	Alphabet Books	1	\$33.50	\$33.50		
AA826	Alphabet Sounds Puzzle	1	\$129.00	\$129.00		
AA827	Puzzle Storage	1	\$59.99	\$59.99		
FF520	Learn to Count Puzzles	1	\$69.99	\$69.99		
FF431	Moods and Emotions Puzzles	1	\$79.99	\$79.99		
FK 224	Fire Truck	1	\$12.99	\$12.99		
FK109	Bugs	1	\$12.99	\$12.99		
FK324	Animals in the Barn	1	\$12.99	\$12.99		
LL761	Children of the World	1	\$79.99	\$79.99		
AA220X	Block Play People	1	\$89.99	\$89.99		
RJ10	Block Play Signs	1	\$29.99	\$29.99		
LM826	Community Vehicles	1	\$29.99	\$29.99		
HH642	Pots and Pans	1	\$29.99	\$29.99		
LDA178	Dishes	1	\$16.99	\$16.99		
DS330X	Babies	1	\$69.99	\$69.99		
EE558	Crib		\$74.50	\$74.50		
RR402	Farm Animals	1	\$39.99	\$39.99		
GG601	Forest Animals	1	\$39.99	\$39.99		
GG348	Wild Animals	1	\$39.99	\$39.99		
VS318	Sand	2	\$21.99	\$43.98		
FF286	Magnetic Shape Builders	1	\$29.99	\$29.99		
BT750	Bristle Builders	1	\$19.99	\$19.99		
LL349	Giant Roller Ramp	1	\$69.99	\$69.99		
RA181	Building Bricks	1	\$39.99	\$39.99		
BX532	Easy Clean Kraft Trays	1	\$14.99	\$14.99		
AA696	Scissors	1	\$29.99	\$29.99		
DD741	Graphing Tray	2	\$9.99	\$21.98		
LM951	Farm Animal Counters		\$29.99	\$29.99		
LC1657	Bear Counters	1	\$24.99	\$24.99		
RA313	Unifix Cubes	2	\$24.99	\$49.98		
RA838	Inch Cubes	2	\$19.99	\$39.98		

LL493	Bugs Puzzle	1	\$12.99	\$12.99
HH659	Fit-A-Shape	1	\$24.99	\$24.99
JJ779	Button Sorting Center	1	\$34.99	\$34.99
TT427	Counting Match-up	1	\$9.99	\$9.99
WA554	Inch Worms	1	\$15.99	\$15.99
RR414	Balance	2	\$19.99	
LL245	Find the Match Rhyme	1	\$12.99	\$12.99
TT137	Rhyming Books	1	\$39.99	\$39.99
EE693	Rhyming Sounds	1	\$9.99	\$9.99
EE691	Beginning sounds	1	\$9.99	\$9.99
GG837	Alpha Books	1	\$59.99	\$59.99
FF229	Lowercase	1	\$12.99	\$12.99
FF226	Uppercase	1	\$12.99	\$12.99
JJ466	Word Builder	1	\$14.99	\$14.99
RE250X	Read Along	1	\$155.00	\$155.00
RE745X	Read Along	1	\$169.00	\$169.00
KC70	Write and Wipe Board	1	\$28.50	\$28.50
RR423	Erasers	1	\$13.90	\$13.90
DD107	Markers	8	\$4.99	\$39.92
LK522	Small Pocket Chart	2	\$16.99	\$33.98
BC641BU	Scooter Board	2	\$17.99	\$35.98
LA243	Super-Size Tunnel	1	\$129.99	\$129.99
VE6	Basketball Hoop	1	\$149.99	\$149.99
GB201	Playground Balls	1	\$79.99	\$79.99
RA191	Balance Beam	1	\$129.00	\$129.00
GB619	Building Blocks	1	\$129.00	\$129.00
LC4206	Parachute - 12'	1	\$54.99	\$54.99
RA668	Hop-Along Ball	5	\$16.99	\$84.95
LA702	Color Cones	1	\$14.99	\$14.99
				\$4,392.19

**Vendor: Kaplan**

Item #	Description	Qty	Price	Total Price
11-89224	Baby Onesies	1	\$24.99	\$24.99
11-19785	No Ends Construction	1	\$89.95	\$89.95
11-60310	Fairy tale Puzzles	1	\$119.95	\$119.95
11-82009	Ann Morris Book Set	1	\$40.95	\$40.95
11-86814	Shapes and Numbers	1	\$34.95	\$34.95
11-84522	Eric Carle	1	\$57.95	\$57.95
11-82005	Lois Ehlert	1	\$55.95	\$55.95
11-82010	Ezra Jack Keats	1	\$41.95	\$41.95
11-24222	Backyard Books	1	\$46.95	\$46.95
				\$513.59

**Vendor: ETA Cuisenaire**

Item #	Description	Qty	Price	Total Price
M2-771	Number Line	1	\$30.95	\$30.95
M2-42830	Pattern Blocks	1	\$94.95	\$94.95
M2-034796	Pattern Block Frames	1	\$17.95	\$17.95
M2-426	Connecting People	1	\$15.95	\$15.95
M2-5212	Giant Dominoes	1	\$17.95	\$17.95
M2-7660	Tangrams	3	\$10.94	\$32.82
M2-40439	Geometric Solids	1	\$26.95	\$26.95
M2-4529	Graphing Mat A	1	\$14.95	\$14.95
				\$252.47

**Vendor: McGraw Hill Education (Wright Skills)**

<b>Item no.</b>	<b>Description</b>	<b>Price</b>	<b>Total Price</b>
MHID: 1404541349	Mrs. Wishy-Washy	\$ 46.35	\$ 46.35
MHID: 1404541357	Grandpa, Grandpa	\$ 46.35	\$ 46.35
MHID: 1404541365	The Farm Concert	\$ 46.35	\$ 46.35
MHID: 1404541373	To Town	\$ 46.35	\$ 46.35
MHID: 1404541381	Beaver Tale, A	\$ 46.35	\$ 46.35
MHID: 140454139X	Grumbles, Growls, and Roars	\$ 46.35	\$ 46.35
MHID: 1404541403	Sing a Song	\$ 46.35	\$ 46.35
MHID: 1404541411	In a Dark, Dark Wood	\$ 46.35	\$ 46.35
MHID: 140454142X	Jigree, The	\$ 46.35	\$ 46.35
MHID: 1404541438	Yes Ma'am	\$ 46.35	\$ 46.35
MHID: 1404541446	When Robins Sing	\$ 46.35	\$ 46.35
MHID: 1404541454	City Storm	\$ 46.35	\$ 46.35
MHID: 1404541462	Monsters' Party, The	\$ 46.35	\$ 46.35
MHID: 1404541470	Dan, The Flying Man	\$ 46.35	\$ 46.35
MHID: 1404541489	Meanies	\$ 46.35	\$ 46.35
MHID: 1404541497	Three Little Ducks	\$ 46.35	\$ 46.35
MHID: 1404541500	Hairy Bear	\$ 46.35	\$ 46.35
MHID: 1404541519	Our Tree House	\$ 46.35	\$ 46.35
MHID: 1404541527	Nine Days of Camping, The	\$ 46.35	\$ 46.35
			\$ 880.65

### 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
	2015-16
111b	1 Full time certified teacher per teachers contract \$48,835
200	Benefits for certified teacher per teachers contract \$25,000
330	Pediatric CPR \$105x3 teachers = \$315
330	CT Preschool Assessment Framework online system \$50.00
330	ECERS-R State Monitoring \$55
330	NAEYC Accreditation \$495
330	NAEYC Application/Self-Assessment \$250
	2016-17
111b	1 Full time certified teacher per teachers contract \$49,811
200	Benefits for certified teacher per teachers contract \$25,000
330	CT Preschool Assessment Framework online system \$50.00
330	ECERS-R State Monitoring \$55
600	Family Workshop supplies \$84

## **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

12/2/2014  
\_\_\_\_\_  
Date

Dr. Stephen Falcone, Executive Director of Human Resources

\_\_\_\_\_  
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:** Smart Start  
\_\_\_\_\_

**THE APPLICANT:** Stamford Public Schools **HEREBY ASSURES THAT:**  
Stamford Public Schools  
(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Connecticut Office of Early Childhood;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut Office of Early Childhood, including information relating to the project records and access thereto as the Connecticut Office of Early Childhood may find necessary;
- H. The Connecticut Office of Early Childhood reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;

- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the Connecticut Office of Early Childhood from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut Office of Early Childhood any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

**L. REQUIRED LANGUAGE (NON-DISCRIMINATION)**

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

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

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and "contract" include any extension or modification of the Contract or contract;
- iii. "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- v. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who

have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

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

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

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and

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

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

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

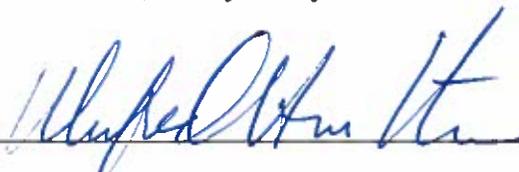
(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations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

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

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

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

Superintendent Signature:



Name: *(typed)*

Winifred Hamilton, Ph.D.

Title: *(typed)*

Superintendent of Schools

Date:

December 17, 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](http://www.ct.gov/oec/lib/oec/earlycare/smart_start_fee_schedule.pdf)