

**CONNECTICUT OFFICE OF EARLY CHILDHOOD**

**Smart Start**  
**May 1, 2016 to June 30, 2018**



**Legislative Authority**  
Public Act 14-41

**RFP**  
**810**

**Due Date**  
**October 30, 2015**

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

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Levy Gillespie  
Equal Employment Opportunity Director  
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.**

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## **Part I. Program Information and Requirements**

### **Purpose**

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

“To provide grants to 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.

Applicants for Smart Start funding may expand current preschool programs or create a new preschool program. Funding for Smart Start must serve additional children above the number of children being served by the applicant at the end of 2015-2016 school year. Funding must also 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).

To be eligible for Smart Start funding, boards of education must demonstrate having an unmet need for high-quality preschool in their community (see Appendix E).

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

### **Conditions for Funding**

Boards of education 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 establishing the Smart Start classrooms be operated by the board of education;
- 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;
- have class sizes that do not exceed 18 children;
- 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;

- 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 vulnerable children (e.g. those with special needs, dual language learners, homeless, etc.).

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

- demonstrate the greatest need for the establishment or expansion of a preschool program;
- allocate 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 (SMI), or fifty percent of the spaces to children who are eligible for free and reduced price lunches; and
- offer a full-day kindergarten program to all children in their community.

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

Each classroom proposed for funding must be taught by an individual who is an employee of the board of education. The individual must hold a 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 board of education must guarantee that any classroom renovated using Smart Start funds will remain in use as a pre-kindergarten classroom as long as the board of education continues to receive funding for operations through Smart Start.

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

Boards of education are eligible to receive a grant 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 E for a list of eligible communities.)

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 board of education not found to have an unmet need based on the statewide needs assessment must submit a justification with supporting documentation demonstrating unmet need. Supporting documentation requires **significant evidence and specific data** demonstrating evidence of unmet need 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 with an option to re-apply for future funding 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.
- 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 board of education is responsible for entering the budget on an annual basis using the ED114 Prepayment Grant System.

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

## **Funds Available**

\$10,000,000 per year is anticipated to be available for capital expenses for eight years. Funding for capital expenses is a one-time funding opportunity.

The amount of \$4,850,000 is anticipated to be available for operating expenses for funding years 2017 & 2018. \$10,000,000 is anticipated to be available for operating expenses per year thereafter for seven years.

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

Successful applicants are required to submit updated narratives, 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 RFP.

## **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 14 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 Narratives**

Separate Narratives are required for requests that include funding for both capital improvements and operating costs. The Narratives must include how the applicant plans to meet the purpose of 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 specific NAEYC program accreditation standards (when possible, the specific NAEYC program accreditation standard should be cited for each project); and
- Number of classrooms to be created through Smart Start.

## Operations

- For districts with a local or regional School Readiness Council, a letter of support for establishing or expanding a preschool program by the local or regional School Readiness Council, for the school district;
- Total number of preschool children to be served as a result of Smart Start (must be in addition to the number of preschool children enrolled by the board of education at the end of the 2015-2016 school year);
- NAEYC accreditation/demonstration of commitment to secure NAEYC accreditation within three years of operation or Head Start approval including relevant dates of such accreditation, approval or enrollment;
- How Smart Start specifically contributes to the district's efforts to create a high-quality, coherent preschool to 3<sup>rd</sup> grade continuum (e.g., horizontal/vertical/temporal alignment of professional development, curriculum, etc.);
- Describe the steps the district will take to recruit children who are from families with incomes at or below 75% of SMI or receive free or reduced lunch;
- Describe the steps the district will take to recruit and prioritize the enrollment of children who are dual language learners (DLL), identified with special needs, are homeless or have unstable housing, have an incarcerated parent(s), have a parent(s) on active military duty or are involved with DCF or in foster care. Include projections of how many children from these priority categories will be served;
- Describe how staffing patterns address applicable NAEYC and Head Start staffing criteria/guidance;
- Include a specific, detailed plan for planning, implementing, observing and assessing children in Smart Start classrooms. The plan should describe a cycle of intentional teaching and the use of the Connecticut Early Learning and Development Standards;
- Describe how appropriate child assessments and assessment data will be used to inform classroom instruction including specific measures and what is being assessed;
- Plan for how child and program evaluation data will be used for continuous program improvement. Plan should include data collection methods and tools to be used for program evaluation;
- Plan for hiring and retaining qualified staff including a teacher for each classroom that meets the requirements and holds a certification as detailed in the conditions for funding on page four of this application;
- Describe 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.) as well appropriate referrals for other services as needed. A plan on how this information will be shared with families should also be included. The district is not required to fund services when school is not in session;
- Plans for charging tuition using the required sliding fee scale (see Appendix F) or a statement that the program will not charge tuition; and
- Describe efforts to meaningfully engage families in reciprocal relationships in order to improve student outcomes.

**Reporting and Evaluation**

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

**Budget Forms**

Use the appropriate form(s) on pages 21 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: April 1, 2016 through June 30, 2017 for capital improvements and July 1, 2016 through June 30, 2018 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 (Appendix B).

**Date of Board Acceptance**

If it is not possible to obtain board approval prior to October 30, 2015, please submit the application by this date. Send official board approval no later than November 20, 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 preschool 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 preschool programs for 3- and 4-year-olds.

**Priority Populations:** Children in the following circumstances should be high priority for enrollment in Smart Start: poverty (children who are from families with incomes at or below 75% of SMI or receive free or reduced lunch), homeless, migrant, refugee, violence and neglect (DCF involved, in foster care), developmental delays, and/or challenging parental circumstances (teenage, incarcerated, in treatment for substance abuse, active military service).

**Due Date**

By October 30, 2015 at 4:00 pm the following must be received:

- An electronic copy of the grant application emailed to [andrea.brinnel@ct.gov](mailto:andrea.brinnel@ct.gov)
  - Original signature pages
  - A copy of the application, in its entirety, on a CD-ROM
- Original signatures must be received by the due date **IRRESPECTIVE OF POSTMARK DATE**. Faxed copies of the signatures will not be accepted.

**Mailing and Delivery Information**

<p><u>Mailing Address:</u>          Andrea Brinnel, Smart Start Manager          CT Office of Early Childhood          PO Box 2219          Hartford, CT 06145-2219</p>	<p><u>In-person Delivery Address:</u>          CT Office of Early Childhood          165 Capitol Avenue, Room G-17          Hartford, CT 06106          (Monday through Friday 8:00 to 4:30)</p>
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**Review of Proposals and Grant Awards**

The OEC reserves the right to make grant awards under this program without discussion with applicants. Therefore, applicants should submit proposals that present the project in the most favorable light from both technical and cost standpoints.

The Smart Start Manager will be available to answer questions concerning this RFP at [andrea.brinnel@ct.gov](mailto:andrea.brinnel@ct.gov) or 860-713-6771. A bidder’s conference will be held on August 20, 2015 from 9:00 to 10:30 AM in room 307 A/B at the Connecticut State Department of Education Hartford offices located at 165 Capitol Avenue. Please RSVP to [andrea.brinnel@ct.gov](mailto:andrea.brinnel@ct.gov) if you plan to attend.

The OEC will review and rate proposals according to the Review Criteria in this RFP. The OEC intends to announce grant awards on or before April 2016.

**Other Program Requirements**

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

The OEC requires boards of education 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.

Boards of education receiving Smart Start funding (for capital improvements and/or operations) are required to participate in evaluations or data collection conducted by or on behalf of the OEC.

**Part IV: Review Criteria**

**SMART START GRANT**

**Application Checklist**

	Yes	No
Cover sheet with original signatures		
Program Data; Accreditation/Head Start Approval Information pages		
Proposal Narrative for Capital Improvements		
Budget for Capital Improvements		
Budget Justification Sheet for Capital Improvements		
Proposal Narrative 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		
Signed Verification of License Exempt Status		
Documentation of unmet need if not listed in Appendix E (if applicable)		
CD-ROM with all application materials and supporting documents		

**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 proposed teachers will 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 board of education’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) and how children’s progress will be evaluated.		10
Describes efforts to engage families.		5
Uses 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 as well as plans for appropriate referrals for services as needed.		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 current 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**

Points Scored	Possible Points
	100

**Part V: Application Form**

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

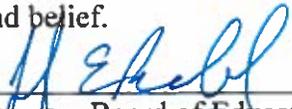
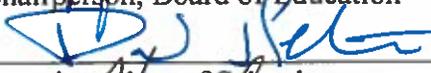
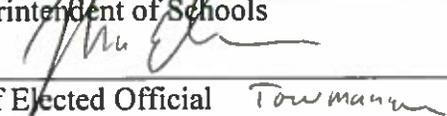
**GRANT PERIOD  
May 1, 2016 to June 30, 2018**

**GRANT COVER PAGE**

School District: Coventry
Contact Name: David Petrone, Superintendent Coventry Public Schools
Address: 1700 Main Street Coventry, CT 06238
Telephone Number: 860-742-7317 ext 2
Contact E-mail Address: dpetrone@coventryct.org

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

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

 _____ Chairperson, Board of Education	<u>10/23/2015</u> _____ Date
 _____ Superintendent of Schools	<u>10-29-15</u> _____ Date
 _____ Chief Elected Official <i>Towman</i>	<u>10/29/15</u> _____ Date

Number of proposed Smart Start classrooms	Number of additional children proposed to be served by Smart Start
1	15

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

All applications must be completed in Times New Roman 11 point font.

**Program Data**

Please complete the following table about proposed Smart Start classrooms.  
 Note that all Smart Start enrollment MUST be in addition to preschool enrollment at the end of the 2015-2016 school year.

Smart Start Program address	Number of Smart Start classrooms	Number of children to be served by Smart Start	Smart Start Hours per day	Smart Start Days per year
1776 Main Street Coventry, CT 06238	1	15	6	182

**Accreditation/Head Start Approval Information**

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

NAEYC ID#	Date valid until:	Are you aware of and planning to meet NAEYC's renewal timeline?	Have you submitted Intent to Renew? If yes, indicate date.	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 in what month do you receive your funding?
723368	9/1/2018	Yes	No	NA	No	No	NA

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

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

Is full-day kindergarten offered to ALL students?  Yes  No (check one)  
 All proposed teachers will have required certification.  Yes  No (check one)

The district is listed in Appendix D as having an unmet need.  Yes  No

**Proposal Narratives**

Provide a narrative of not more than three pages that contains a summary for each of the funding requests. There should be a separate narrative for capital expenses and a separate narrative for operations.

**Section 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. Capital improvements will only be considered for proposed preschool classrooms in a public school building. New construction will not be considered for this grant program. Applicants are encouraged to provide specific detail about specific NAEYC standards that will be addressed with capital improvement funds.

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

## Capital Improvement Narrative

Coventry's NAEYC accredited preschool, the Coventry Early Childhood Center, Inc. (CECC) partners with the Coventry Board of Education to offer special education services to children with IEPs, as well as with the School Readiness program, where all of Coventry's School Readiness spaces are located. CECC was re-located for the start of the 2015-2016 school year into the Hale Early Education Center, which is a separate wing of the Capt. Nathan Hale School (Coventry Public School). The Smart Start Capital Grant was utilized, in addition to town funds, to refurbish the entire wing for the exclusive use for the preschool program. A separate entrance was created for CECC students and their families.

Coventry is proposing that one additional Smart Start classroom be established and this classroom will be located within the CECC program in the separate wing of the Capt. Nathan Hale School. The Smart Start classroom will be approximately 750 square feet for 50 square feet of space per child (meeting the required 35 square feet per child guideline). The classroom will serve 15 additional children and the hours of operation would be 8:45a.m.-2:45 p.m. The Smart Start classroom will operate under a provider agreement between CECC and the Coventry Board of Education.

The key features of the planned capital improvements that will need to be made to the classroom in the Capt. Nathan Hale Middle school in order to accommodate the Smart Start program and to maintain CECC's current OEC License and NAEYC accreditation include the following:

- The set of doors which separates the preschool program from the Capt. Nathan Hale Middle School will need to be moved to include the new Smart Start classroom and accompanying security.
- Two bathrooms, one of which will be a handicapped accessible bathroom, as well as two sinks will be installed in the new Smart Start classroom. These bathrooms will meet the one to sixteen required ratio (CT OEC Licensing standard).
- To meet the NAEYC Standard 10.D.08 under Safety Policies and Procedures, which specifies that the program must have an emergency procedure in place for handling security threats, card swipe access will be installed in the new Smart Start classroom.
- Coventry will enhance the current play area to accommodate student needs and to extend play and learning opportunities.
- To support medically fragile students, air conditioning will be installed in the Smart Start classroom.

## **Section II: Operations**

**Staffing:** 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. Describe a 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 four of this application.

**Hours/Days of Operation:** 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.

**Collaboration:** Please address plans for collaboration with other agencies and services to meet the needs of the children you propose serving. Provide 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 should also include how information regarding available services for children when school is not in session will be shared with families. The district is not required to fund services when school is not in session.

**Instruction and Assessment:** 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 board of education proposes to actively engage and form partnerships with families in order to support children's learning. Also describe how Smart Start will specifically contribute to the district's efforts to create a high-quality, coherent preschool to 3<sup>rd</sup> grade continuum (e.g., horizontal/vertical/temporal alignment of professional development, curriculum, etc.).

**Locating and Serving Vulnerable Children:** 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. Describe the steps the district will take to recruit children who are from families with incomes at or below 75% of SMI or receive free or reduced lunch.

**Family Engagement:** Describe efforts to engage families in their children's learning in school and at home, as well as multiple strategies to develop partnerships with families (e.g. shared decision making opportunities, two-generation support strategies, etc.).

**Fees:** If the program intends to charge tuition, provide information about family fee collection using the approved sliding fee scale (see Appendix F). If no family fee will be charged, please indicate as such. Please provide information about other funding sources for the program, if applicable.

**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. Include strategies for sharing progress and communicating with families.

## Operations Narrative

Coventry was a recipient of Smart Start funding to renovate and operate two classrooms in the spring of 2015. There has been very high interest in those classrooms among residents and we are at full capacity. Over the past two years, Coventry has also collected survey data which shows that parents are seeking longer day preschool programs. Due to the overwhelming success of the first two classrooms and data collected from 154 families in 2014 indicates strong interest in a longer day programs to better meet care and educational needs of their children, Coventry has decided to apply for a third Smart Start classroom.

The Coventry Early Childhood Center (CECC), located within the Hale Early Childhood Center, includes the current two Smart Start classrooms and hopefully a third classroom next year will operate 5 days a week, 182 days a year, following the Coventry Public Schools calendar. The Smart Start classroom will serve 15 additional preschool aged children in the community between the hours of 8:45 am and 2:45 pm. . An additional Smart Start classroom would open up the possibility of new opportunities for preschool programming to meet the needs of Coventry's families.

The Smart Start classrooms within the Coventry Public Schools framework will further improve and promote early childhood instructional practices, strengthen the instructional coherence for our students as well as provide meaningful learning experiences within a welcoming and vibrant school community. Coventry Public Schools plans to support student achievement through the careful articulation of a PreK-12 program. Important in this endeavor will be the ongoing alignment review of the standards from Pre-K through Grade 3. This will ensure that the curriculum and instructional practices reinforce appropriate academic, social and emotional skills from grade to grade. Professional development and communication between all the adults supporting our students will be essential to ensure this success. The administrator of the Coventry Grammar School (K-2) serves as the liaison between the preschool program and the grammar school. With this collaboration, there will be an emphasis on ensuring that Pre-K through Grade 3 staff will be cross-trained in the CT ELDS and the Connecticut State Standards to ensure that all are well versed in the expectations of the curriculum. Coventry Public Schools will include all Pre-K teachers, related service providers and para educators into its current Professional Development plan in an effort to provide customized and meaningful trainings designed to ensure that all staff members are provided with appropriate learning opportunities aligned with standards. These practices, which will build the foundational skills for our youngest learners, will transfer into the well-established full day kindergarten program comprised of seven classrooms that was established in Coventry in the 2012-2013 school year.

The hiring process would begin in the spring of 2016 for the Smart Start classroom. The hiring team would include the CECC administrator, the administrator of the K-2 school, a teacher, a parent representative and the Director of Pupil & Staff Support Services. The Superintendent of Schools will have the final approval of the potential new employees. New staff members would be continually evaluated and supported under the supervision of a public school administrator and would be offered opportunities for continuous professional development.

The new Smart Start Classroom will have one certified teacher and one full time paraprofessional, which will meet licensing and NAEYC accreditation guidelines for teacher to child ratios. These will both be Board of Education positions. The plan is to recruit a master's level teacher earning \$49,441 a year.

The Smart Start program will charge fees based on the Connecticut Office of Early Childhood (OEC) Administered State-Funded Program General Policy 15-01. Based on the 2014 survey results, there is a high demand for full day and school day spaces. We will reserve 60% of these spaces (nine children) for families below state median income, as published annually. We will partner with town agencies, including the Human Services Office and Parks & Recreation Office, churches and the school social workers to actively recruit families below the state median income. We will also advertise extensively in all Coventry publications and use social media to get word to the all community members. Since we do not have a Town enumerator, and therefore no way to specifically know who in the community has young children, the early childhood collaborative, STEPS has worked diligently over the past several years to develop an early childhood registry. We currently have approximately 130 children (birth-5) on this registry and it allows us to connect instantly, via email, with these families. Coventry will certainly continue to use this registry to inform parents of this opportunity. Two to three

spaces will be reserved for students with special education needs and three to four families will be full pay at \$4,500 for the school day/school year program. This cost is in line with state averages as found on the 211 Childcare Infoline. A staff member will meet with families to review income and determine family fee contribution. The staff member will link eligible families with the Care 4 Kids program. The staff member will also be able to make referrals to other agencies for services that the family may qualify for, such as WIC, Adult Education, Human Services, etc.

Since the Preschool is now located within the Public Schools, Coventry has a unique and exciting opportunity to partner with the Coventry High School Family & Consumer Sciences Program, specifically those students studying child development. As part of the High School curriculum, high school students will now have the ability to have an internship at CECC and work alongside highly trained early child educators to gain valuable, real work experience.

In order to increase opportunities for families with young children and to provide additional resources and services, it is the intent of the Coventry Public Schools, in partnership with the Town of Coventry, to begin planning in the 2015-2016 school year for increasing family outreach efforts. Working in concert with town agencies, we will have a designated time when staff will be available to families requiring assistance. This assistance would include home visits, in addition to services being offered on site. Coventry is committed to ensuring that parents of young children are engaged with their community, informed of early childhood resources and events and have the information necessary to raise healthy children. Coventry will accomplish this by offering networking and playgroup opportunities, both during the day and in the evening, hosting parent seminars on relevant topics and offering resources and information any time of day on the Coventry Public Schools website.

To ensure the highest quality program possible, CECC will be monitored three different ways. First, the program will be monitored by the Office of Early Childhood – Licensing. The OEC evaluates the following areas: administration, posted items, staffing patterns, record keeping, health and safety, physical plant, outdoor space, administration of medication, and educational requirements.

Second, the program will be monitored by The National Association for the Education of Young Children (NAEYC). NAEYC is a national organization that sets standards for high quality preschool programs. Family and Staff surveys are distributed annually. If the results of any question of a family or staff survey is below 85% satisfaction, an action plan is developed to address the concern and improve satisfaction.

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

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

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

Teachers use the CT Preschool Assessment Framework to assess children and have begun to incorporate the CT ELDS standards into the Learning Experience Plans to determine how children are progressing across the domains of development. CECC conducts an annual developmental screening for students to observe overall

development. Teachers use formative assessments to determine how children are progressing in the development of certain abilities, so that further support can be planned. Parent/Teacher conferences are held two times per year and, in addition, parents are welcome to meet with teachers on an as-needed basis.

CECC maintains frequent communication about student progress and provides opportunities for family connection and engagement throughout the entire year, via newsletters and electronic communication. Historically, Coventry has had a very limited number of dual language learners. Based on a recent increase of dual language learners in Grades PK to 12 (from 3 students in 2013-2014 to 6 students in 2015-2016), meeting the needs of these student has become a new priority districtwide and Coventry Public Schools has been working to improve and increase programming for these students. Through a collaborative effort between all service providers and departments districtwide, our Reading Department is leading the charge to immerse these students into the language and culture of our schools while also providing opportunities for structured direct instruction designed to meet identified goals for each student. There is a strong emphasis on developing professional learning opportunities for staff to ensure clear understanding of policies, practices and procedures needed to support these students and their families. These professional trainings would include the development and analysis of instructional resources, including both print and electronic sources in order to best meet student needs. Based on districtwide enrollment of dual language learners, it is anticipated that up to one or two dual language learners would be enrolled in any Smart Start classroom.

Up until the start of the 2015-2016 school year, public preschool programming in Coventry was entirely developed for students with disabilities. These students are referred, assessed and identified as needed based on referrals from a variety of sources, including Birth to 3, parent request, and Coventry's town-wide preschool screen. This required and established process of child find will provide clear assistance in identifying and recruiting students with disabilities to participate in programming established through Smart Start. A historical view of the data reveals that both the number of preschool students with disabilities and intensity of need for these students continue to increase.

As student needs have continued to grow at the preschool level, Coventry has a proven record for increasing supports, including the establishment four years ago of a Preschool ABA (Applied Behavior Analysis) Program to ensure the use of scientifically researched interventions to support the needs of our preschool students with Autism Spectrum Disorders. The procedure used to recruit and prioritize students for Smart Start programming needs to be based on a similar review of individual student data to determine the strengths and needs of each student considered for Smart Start programming. Based on our current districtwide percentage of identified students with disabilities, a Smart Start Program classroom in Coventry would include approximately two identified students with disabilities. All of our preschool classrooms would continue to use Connecticut's Early Learning and Development Standards and analyze individual student needs, which is determined by observational data and assessment and incorporated into the Individualized Educational Program (IEP), to educate each preschool student with a disability.

In order to accommodate working families with full day, year round childcare, some new partnerships will need to be formed and some existing programming offerings will need to be strengthened. Coventry is committed to offering, during the summer of 2016, a 4 week, school day summer learning enrichment program. This program will be available to parents looking for extended year childcare services and learning opportunities and will also fulfill the need to offer extended year services for children with IEPs. Coventry is also exploring the possibility of partnering with the Parks and Recreation office in some capacity to further enhance the summer preschool program. The goal for the summer of 2017 would be to expand the summer offering to a six week program to further meet the needs of families that require wrap around services for the preschool students. As will be the case with the 2016 summer program currently being planned, students will be exposed to a blend of academic, arts and social activities to fully meet their needs, with the ultimate goal of having a full year program in place by the 2018 school year.

The Superintendent of Schools is committed to establishing summer enrichment programs for children in Coventry as evidenced by his goal in 2014. Two years ago the "Bridge to Kindergarten" program was created to

serve children who had little or no preschool experience. Families were offered a two week enrichment program prior to the start of Kindergarten. This has been offered during the past two summers and has been a great opportunity for those students who attended. The Bridge to Kindergarten program has been held at the Grammar School for the past two summers, but now with the summer preschool programming beginning, we will explore the possibility of holding Bridge to Kindergarten at the preschool simultaneous to the preschool program.

**SAMPLE BUDGET JUSTIFICATION**  
Year 1 & 2

Indicate costs of implementing FY 2016 or 2017 for **Capital Improvements** and FY 2017 and 2018 for **Operation Expenses** by budget code. Refer to Budget Object Codes in application packet for code descriptions. A worksheet is provided following each Budget Form page. Use additional pages if needed.

A summary explanation must be provided for each line item expenditure noted in your budget. Examples are provided below.

**Examples:**

Code #	Description	Expenditure Explanation
111B	INSTRUCTIONAL	3 hours per day for 39 weeks 8 hours per day for 13 weeks (total 1,105 hours) 1,105 hours @\$14/hour x 1 teacher <span style="float: right;">\$ 15,470</span>
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 2017 & 2018 BUDGET FORM**

GRANTEE NAME: Coventry Smart Start		TOWN CODE:032	
GRANT TITLE: OPERATIONS		YEARS: FY 17 & FY 18	
PROJECT TITLE:			
FUND: 12060 SPID: 35586 YEAR: 2017		PROG: 83004 CF1: 170031	CF2:
GRANT PERIOD: 7/1/16 -6/30/18		AUTHORIZED AMOUNT: \$	
<b>CODES</b>	<b>DESCRIPTIONS</b>	<b>BUDGET AMOUNT</b>	
		<b>FY 2017</b>	<b>FY 2018</b>
111A	NON-INSTRUCTIONAL SALARIES		
111B	INSTRUCTIONAL SALARIES	\$49,441	\$50,000
		\$14,391	\$15,000
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	\$11,168	\$10,000
322	INSERVICE		
323	PUPIL SERVICES		
324	FIELD TRIPS		
325	PARENTAL ACTIVITIES		
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES		
340	OTHER PROFESSIONAL SERVICES		
400	PURCHASED PROPERTY SERVICES		
510	STUDENT TRANSPORTATION SERVICES		
530	COMMUNICATIONS		
580	TRAVEL		
600	SUPPLIES		
700	PROPERTY		
	<b>TOTAL</b>	<b>\$75,000.00</b>	<b>\$75,000.00</b>

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

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

\_\_\_\_ DATE OF  
APPROVAL

## CAPITAL IMPROVEMENT BUDGET JUSTIFICATION

Indicate costs of implementing FY 16 and FY 17 by budget code. Refer to Budget Object Codes in application packet for code descriptions. Use additional pages if needed. Capital improvements are a ONE-TIME funding opportunity.

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	
300	Builder plans	\$3000
300	Permit	\$50
300	Project Management	\$4800
300	Fuss O'Neil Overhead & Profit	\$2500
300	Contingency	\$2500
400	Move Doors	\$8000
400	New walls	\$7500
400	Cut in new door and hardware	\$7500
400	Slab for plumbing	\$4500
400	Pump Station	\$1500
400	Connect with existing bathroom	\$4000
400	Paint	\$3000
400	Floor Repairs	\$500
400	Electrical	\$4500
400	HC Bars	\$1000
400	Misc. Labor	\$1600
700	New door swipes	\$3000
700	2 toilets	\$2400
700	2 sinks	\$2000
700	HVAC	\$11,000
700	Playground enhancements	\$150



## **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 (drop to next page – so heading won't stand alone)**

Costs incurred for conducting educational activities off site. Includes admission costs to educational centers, fees for tour guides, etc.

#### 325 Parental Activities

Expenditures related to services for parenting including workshop presenters, counseling services, baby-sitting services, and overall seminar/workshop costs.

#### 330 Employee Training and Development Services

Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors.

#### 340 Other Professional Services

Professional services other than educational services that support the operation of the school district. Included, for example, are medical doctors, lawyers, architects, auditors, accountants, therapists, audiologists, dieticians, editors, negotiations specialists, paying agents, systems analysts, and planners.

#### 400 Purchased Property Services

Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. These services are performed by persons other than grantee employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

#### 500 Other Purchased Services

Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

#### 510 Student Transportation Services

Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children.

#### 530 Communication

Services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and voice communication services; data communication services to establish or maintain computer based communications, networking, and Internet services; video communications services to establish or maintain one-way or two-way video communications via satellite, cable, or other devices; postal communications services to establish or maintain postage machine rentals, postage, express delivery services, and couriers. Include licenses and fees for services such as subscriptions to research materials over the Internet software, both 'downloaded' and 'off-the-shelf,' should be coded to objects 650 or 735.

#### 580 Travel

Expenditures for transportation, meals, hotel and other expenses associated with staff travel. Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included.

**600 Supplies**

Amounts paid for items that are consumed, worn out, or deteriorated through use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

**700 Property**

Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.

In accordance with the Connecticut State Comptroller's definition equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$1,000.00 and the useful life of more than one year and data processing equipment that has unit price under \$1,000.00 and a useful life of not less than five years.

**800 Debt Service and Miscellaneous**

Amounts paid for goods and services not otherwise classified above.

**APPENDIX B: Affirmative Action Plan**

IF A CURRENT AFFIRMATIVE ACTION PLAN IS ON FILE WITH THE CONNECTICUT OFFICE OF EARLY CHILDHOOD, COMPLETE THE STATEMENT WRITTEN BELOW AND SUBMIT AS PART OF THE PROPOSAL.

IF A CURRENT AFFIRMATIVE ACTION PLAN IS NOT ON FILE, COMPLETE THE AFFIRMATIVE ACTION PACKET AND SUBMIT AS PART OF THE PROPOSAL.

**CERTIFICATION THAT A CURRENT  
AFFIRMATIVE ACTION PLAN IS ON FILE**

I, the undersigned authorized official, hereby certify that the current Affirmative Action Plan of the applying organization/agency is on file with the Connecticut Office of Early Childhood. The Affirmative Action Plan is, by reference, part of this application.



\_\_\_\_\_  
Signature of Authorized Official



\_\_\_\_\_  
Date

David Petrone

\_\_\_\_\_  
Print Name of Authorized Official

**APPENDIX C: Statement of Assurances**

**STATEMENT OF ASSURANCES**

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

**PROJECT TITLE:** Coventry Smart Start  
\_\_\_\_\_

**THE APPLICANT:** David Petrone **HEREBY ASSURES THAT:**  
Coventry Public Schools  
\_\_\_\_\_

(insert Agency/School/CBO Name)

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

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and "contract" include any extension or modification of the Contract or contract;
- (3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- (4) "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.
- (5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "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;
- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;

(8) "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;

(9) "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

(10) "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, intellectual disability, 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, intellectual disability, 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)*

David Petrone

Title: *(typed)*

Superintendent, Coventry Public Schools

Date:

October 29, 2015

**APPENDIX D: License Exempt Verification**

**SMART START  
LICENSE EXEMPT VERIFICATION**

Board of Education: Coventry

Connecticut General Statutes, Section 19a-77(b)(1)(A) provides that a program administered by a public school system is not required to be licensed to operate. "Administered by" as used in the statute means that a public school system retains ultimate responsibility for the management and oversight of the program and for the program staff and the children served.

Please confirm below that your public school system plans to administer the Smart Start classrooms proposed in this request for funding:

The \_\_\_\_\_ Board of Education plans to administer the Smart Start classrooms proposed in this application and therefore retains ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.

\_\_\_\_\_  
Superintendent of Schools Signature                      Date

\_\_\_\_\_  
Board of Education Signature                              Date

The CECC program is licensed. State of CT License Number: DCCC.12574

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

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 F: 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)



**Sharing Together Enriches Potential Success for Children**

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

October 22, 2015

To Whom It May Concern;

The Coventry School Readiness Council has been presented with Coventry's 2016-2018 Smart Start grant proposal for one additional Smart Start classroom. The proposal was sent out to members electronically and feedback was provided by Council members.

We are pleased and proud of the collaborative efforts that supported opening two Smart Start classrooms in August which have integrated so well into the existing preschool program at the Coventry Early Childhood Center (CECC).

For the past 10 years, the Coventry School Readiness Council has been instrumental in supporting our existing CECC program to provide high-quality early childhood education to our youngest citizens. This school year, the enrollment for the School Readiness program is full and the Smart Start Program is approaching capacity.

Therefore, we are confident that the addition one additional Smart Start classroom will only continue to support Coventry children and their families by offering additional affordable school day spaces to the community.

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

Sincerely,

A handwritten signature in black ink that reads "Marybeth Moyer".

Marybeth Moyer  
School Readiness Council Co-Chair

A handwritten signature in black ink that reads "Joan Lewis".

Joan Lewis  
School Readiness Council Co-Chair

# National Association for the Education of Young Children

Having met the NAEYC Early Childhood Program Standards,

*Coventry Early Childhood Center, Inc.*

1171 Main Street  
Coventry, CT 06238  
Program ID 723368

is hereby awarded

## NAEYC Accreditation

by the NAEYC Academy for Early Childhood Program Accreditation

09/01/2018

Certificate is valid until date above.

[www.naeyc.org/academy](http://www.naeyc.org/academy)  
800-424-2460



A handwritten signature in black ink that reads "Rhian Evans Allvin".

Rhian Evans Allvin  
NAEYC Executive Director