

**CONNECTICUT OFFICE OF EARLY CHILDHOOD**

**NEW LONDON PUBLIC SCHOOLS  
Smart Start Application  
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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Equal Employment Opportunity Director  
State of Connecticut Department of Education  
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## **Part I. Program Information and Requirements**

### **Purpose**

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

“To 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 New London Public Schools, New London, CT
Contact Name Ivelise Velazquez, Interim Chief Academic Officer
Address 134 Williams St, New London, CT 06320
Telephone Number (860) 447-6000
Contact E-mail Address velazquezi@newlondon.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.

Peg Curtin *Margaret Curtin* 10/28/15  
 President, Board of Education Date

Dr. Manuel J. Rivera *Manuel J. Rivera* 10/28/15  
 Superintendent of Schools Date

*[Signature]* 10/28/15  
 Chief Elected Official Date

Number of proposed Smart Start classrooms	Number of additional children proposed to be served by Smart Start
4	60

Total Funds Requested \$600,000	Capital Improvements \$300,000	Annual Operating Expenses \$300,000
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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
Early Childhood Center at Harbor School 432 Montauk Avenue, New London, CT 06320 Phone (860) 447-6040   Fax (860) 447-3755	4	60	6.5 hours	180

**Accreditation/Head Start Approval Information**

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

NAEYC ID#	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?

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?
no	no	n/a	Next 90 Days

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

The district is listed in Appendix D as having an unmet need. X Yes     No (check one. If no, please be sure to provide significant documentation demonstrating the community's unmet need for additional preschool spaces.)

**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 (\$300,000)**

New London Public Schools opened an Early Childhood Center at Harbor School in September of 2014 in response to increased enrollment district-wide. In the summer 2014, the first floor of the school was refurbished to accommodate five Kindergarten classrooms, two half-day Pre-K classrooms and one self-contained Pre-K classroom for Autism, serving 127 of students from all parts of New London. In 2015, the school's success as a small nurturing environment for New London's youngest students and increasing district enrollment prompted the Board of Education to seek a permanent plan of action for Harbor School as a fourth New London elementary school. In 2015-2016, Harbor is serving four Kindergarten classrooms, one first grade classroom, two half day Pre-K classrooms and one self-contained Pre-K classroom for Autism, for a total of 29 Pre-K students.

Harbor School has been owned and operated by New London Public Schools for over 100 years. In 2013, the school was closed because two newly redesigned Magnet schools, Winthrop and Nathan Hale, reopened with brand new facilities and adequate space was available to serve enrollment in the district's three elementary schools. Moving forward, the district has contracted the services of an architectural firm to review options for a full renovation or expansion of Harbor School. This grant will fund the first step in that plan, the renovation of a Pre-K wing with age-appropriate bathrooms, sinks and playground equipment. The four newly renovated classrooms will open in September 2017. At that time, the two half-day Pre-K classrooms currently at Harbor will be reassigned to Jennings elementary school, making these four new classrooms available for full-time Pre-K serving an additional 60 students. In 2017, this will bring the district total Pre-K enrollment to approximately 240, including 150 slots at Friendship School, run jointly with Waterford, 30 at Jennings Dual Language Pre-K and 60 at Harbor school.

In addition to redesigning the space to meet Pre-K specifications for NAEYC accreditation, New London Public Schools will also be making decisions about refurbishing the school to support a new magnet school theme. The district will convene a taskforce of family and community representatives to participate in a process that selects the school's academic theme. When Harbor opens as a magnet, as anticipated over the next three to five years, the Pre-K wing at Harbor will be equipped with apparatus or technology associated with a specific theme, such as expeditionary learning, oceanography, harbor ecology or any other theme that will enhance learning for students and attract students throughout the region. The Board of Education believes that the initial capital investment from Smart Start to provide a Pre-K experience to 60 additional New London students will be matched with state and private funding in the years to come as New London continues its plan to be an all-magnet district.

New London's Capital Improvements are outlined below:

<b>Capital Improvement</b>	<b>Related NAEYC Standard</b>	<b>Timeframe</b>
Installation of new faucets w/ handicap handles in classrooms and bathrooms	Physical Environ 9.A.03	Spring/Summer 2017
Installation of new fixtures in boys and girls bathrooms	Physical Environ 9.A.03	Spring/Summer 2017
Replacement of carpeting with vinyl composition tile (VCT)		Spring/Summer 2017
Replacement of air conditioning units		Spring/Summer 2017
Replacement of ceiling tile where needed		Spring/Summer 2017
Repair to classroom ventilators		Spring/Summer 2017
Installation of security cameras		Spring/Summer 2017
Installation/replacement of age appropriate classroom cabinets	Physical Environ 9.A.03	Spring/Summer 2017
Installation of playground fencing	Physical Environ 9.B.01	Spring/Summer 2017
Replacement of windows	FYI	Spring/Summer 2017
Purchase of age appropriate classroom furniture	Physical Environ 9.A.03	Spring/Summer 2017

## Operations Narrative

In 2017-2018, New London Public School will open four new classrooms of full day Pre-Kindergarten classrooms for residents of New London. The classrooms will enroll 15 students in each class for a total of 60 new PreK slots. The program will provide a 6.5-hour experience to students during a 180-day calendar-year. The district will fully fund the programs using Smart Start dollars and other district funds. Opportunities during summer may require the district implement a sliding-fee scale for families, though the district will seek other private-public resources to provide summer programs to the extent possible. This will increase New London Public School's Pre-K population from approximately 170 today to 230 in 2017. Between now and then, the district will also launch an initiative to adopt a high-quality Pre-K model for all of its classrooms, with new curriculum and on-going professional learning to prepare and maintain a highly qualified staff. The goal of the program will be to provide content and language-rich experiences to students of diverse backgrounds while supporting their use of students' native language and preparing them to be successful in Kindergarten and beyond.

### **Staffing/Accreditation:**

- Actively recruit and hire four teachers who hold CT Pre-K certification and provide salaries and benefits based on the New London Public School Association negotiated contract and salary structure.
- Provide four full-time classroom paraprofessionals, preferably with Spanish language proficiency, with the understanding that NAEYC accreditation standards will be adhered to even prior to certification.
- Provide additional adult support as may be required by students' IEPs.
- New London will acquire NAEYC accreditation through the following process:
  - Undertaking suggested "Before Self-Study" activities beginning in 2016-2017;
  - Enrolling with NAEYC in the fall of 2017, beginning the self-study process, and requesting CSDE support for NAEYC accreditation;
  - Moving from self-study to application and candidacy phases as appropriate, with the intention to achieve accreditation by September 2018 at the latest.

### **Hours of Operations:**

- The Early Childhood Center will open at 7:30 for breakfast for all students and operate its Pre-K classes from 8:15 a.m.-2:44 p.m. each day for 180 days.
- The district will coordinate with the Towns Recreation Department and other childcare providers for before and aftercare programs to meet the needs of working families and families who need year-round care.

### **Collaboration:**

- Children First New London is the town's Early Childhood and School Readiness Council. It consists of 7 representatives of early childhood centers and home childcare providers. A group from the Council will participate in the district's Early Childhood Taskforce. The taskforce is charged with

planning and developing the district's implementation plan to provide Pre-K to all New London's three and four-year-olds.

- Taskforce creation
- Recruitment and training plan due to NLBOE by Spring 2016
- BOE Taskforce report due with implementation timeline in Spring 2016
- Adoption of pedagogy and early childhood program by Spring 2016
- Professional Development for community partners and potential New London Pre-K workforce begins in Summer 2016
- Taskforce members, include faculty members from the education departments of Mitchell College and Connecticut College.
- Professional Development of teachers and paraprofessionals designed by faculty and district staff.
- During winter and summer breaks, students will have the opportunity to participate in programs provided with local partners, including Council member services, Town's Rec Department and special summer programs by Mitchell and Connecticut College.
- New London Public Schools will seek private foundation grants to provide scholarships for students to attend a variety of offerings when the public schools are not in session.

### **Instruction and Assessment:**

New London Public Schools is fully committed to provide a quality preschool experience to all New London's three and four-year-olds by September 2020. It will realize this goal by ensuring that its Pre-K curriculum is aligned to Connecticut Early Learning and Development Standards (CT ELDS) and that assessments are appropriate for the developmental level and intended purpose. To that end, the district's Pre-K program, including the Smart Start classrooms, will adhere to the following criteria:

#### *Instruction*

- Over the past three years, parts of the K-12 language arts and mathematics curriculum has been revised to align with the Common Core State Standards (CCSS), and efforts to further align all grades is underway. Pre-K teachers have reviewed the CT Early Learning and Development Standards (CT ELDS) and the crosswalk it provides to the Common Core to ensure a successful transition for students through the grades. The current preschool curriculum, augmented to include more project-based and content-rich experiences, will be in place for the 2017-2018 school-year and will not only reflect the CT ELDS but will be intentionally aligned with the CCSS-based K-12 curriculums.
- New London teachers use CSDE's curriculum templates and curriculum writing process to identify "what students should know and be able to do" at every grade in units of study. Working in professional learning communities, teachers have dedicated time for collegial planning and implementation of units of study. Besides opportunities to collaborate with grade-level colleagues, district-wide committees that create and revise pacing guides in the area of ELA, math and science will further inform the work of Pre-K teachers and ensure vertical alignment of their lessons.
- In addition to the resources provided by the CCSS and the CT ELDS, the Early Childhood Director and Pre-K teachers will have the benefit of reviewing the NAEYC Curriculum and Teaching Standards as they engage in the self-study and accreditation process. As they do so, any curriculum and/or instructional adjustments that are indicated will be considered along with their implications for K-3 continuity and alignment.

- Teachers in all New London preschool classrooms will be full participants in the district curriculum and instructional improvement initiatives in order to assure that implementation of best practices begins not at K but at the Pre-K level.

### *Assessment*

- Assessment of individual student progress will be ongoing and include both observational, informal, standardized and standards-based tools. New London administers a district-created skills inventory aligned to the CT ELDS, three times each year. Additional measures of individual student performance include Phonological Awareness Literacy Screening and Peabody Picture Vocabulary Test (for some in Spanish), as well as other tools specific to any areas of concern, such as the Preschool Language Scale. In addition, NLPS will consider use of the Preschool Early Literacy Inventory (PELI) as it becomes available to districts outside the current research group.
- Dual Language Learners will be assessed using the Pre-LAS Assessment, where appropriate. Our current Pre-K half day programs use Spanish and English language assessments. The new classrooms that will be created through the Smart Start grant will have a large percentage of native Spanish speakers, given that the demographics of all students served by NLPS includes nearly 70 percent Latino students. Although this has not been determined as of yet, it is likely that one or more of the four new classrooms will involve a bilingual education model, either Dual Language instruction or Bilingual or ESOL services for a majority of students.
- Currently, the district is working with the State Education Resource Center (SERC) to strengthen its tiered intervention system as it relates to newly developed, standards-based curriculums and the identification of district-wide screeners, progress monitoring tools and research-based instructional strategies. As the work proceeds and the tier system is updated and revised, the unique needs of three and four-year-olds will be factored into the design and implementation plan for Pre-K.
- Results of individual student assessments will be used to provide targeted instruction within the context of this tiered intervention model. Child-specific intervention plans will include an academic goal, progress monitoring and an established timeline for progress reviews and program adjustments. All intervention is documented electronically via an Intervention Notebook that is compiled and share with New London's Academic Office for further analysis of the effectiveness of district-wide interventions.
- New London Public Schools is implementing Positive Behavior Intervention and Supports (PBIS) in every school and uses the School-Wide Information System (SWIS) to monitor children's social-emotional behaviors. Given the importance for three and four-year-olds to develop good executive functions, Pre-K staff will be trained on how to teach and monitor self-regulation through the PBIS work.
- In addition to all of the assessment and progress monitoring procedures in place for all Pre-K students, students who were identified through the Birth-to-Three Program and need specialized instruction will also be monitored on an ongoing basis and their progress will be formally reported at least three times per year.

### **Locating and Serving Families with Low Incomes or Students with Special Needs:**

New London Public Schools serves students who are from linguistically, racially and ethnically diverse backgrounds. The majority of students, nearly 70 percent, are Latino, 22 of which enter school as Native Spanish speakers. This is a strength, an asset the district is interested in nurturing and developing in order to graduate more students who are bilingual and bicultural, given the large cognitive gains that research predicts for these students. As for students with special needs, on average our Pre-K program,

including our program for Autism serves 6 students. We expect this trend to continue and grow as we expand our Pre-K programs to include all three and four-year-olds in New London by 2020. In addition, 82 percent of families are eligible for "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.).

- NLPS's reports student progress to all parents in November, March and June and parent-teacher conferences in October and April. In addition, for those children receiving tiered intervention and individualized plans, parents will receive both written and in-person updates following scheduled progress-monitoring.
- In addition, all parents will be invited to participate in four parent engagement forums throughout the year on topics including: Literacy in Early Childhood, Choosing a New London Magnet Pathway, Assessments and What They Mean and other topics yet to be determined. These gatherings are designed to strengthen school-family partnerships. The emphasis will be on providing home-to-school connections for students through shared literacy activities and an understanding of how early oral language and opportunities for play and simple routines shape students early learning. Teachers and district staff will manage several tools to communicate with parents, including school newsletters, websites, calls and community events and forums.

**Fees:** New London Public Schools is launching a Pre-K initiative to serve all three and four-year-olds, through an expansion of current programs. With this grant, the number of free New London Pre-K slots will increase from approximately 170 to 230, with a goal of serving approximately 240 by 2020.

### **Documentation and Evaluation:**

In the coming year, New London's Early Childhood Taskforce will convene to review current programs and pedagogies to determine what type of program will best suit the needs of the entire population. Among the programs being reviewed are the Reggio Emilia Preschool Program, the Stepping Stones Museum Preschool Model from Norwalk, CT, and a home-grown model with built-in collaboration with a local college to emphasize the use of students' native language, the development of executive functions, social-emotional skills and a content-rich curriculum. Once a model is adopted in the Spring of 2016, NLPS teachers and local-area childcare providers will partner for professional development opportunities offered by the school district. That training model will include a formal evaluation component that will focus on teacher effectiveness and fidelity of implementation. Much of the work outlined by the taskforce will be funded through public-private partnership with local colleges and private foundations. Together this partnership will identify and hire a professional evaluator that will monitor the "rate on investment" for the entire program.

The evaluation plan will include academic, social-emotional indicators as well as measures to demonstrate program effectiveness with the local population of students serviced by the model. A full report will be completed and presented at the end of each academic year to New London's Board of Education, with the first due in the Spring of 2017.

The evaluation plan will also be used by building administrators and central office staff to adjust curriculum and instruction and to allocate resources to purchase materials and hire staff based on the greatest identified needs.

The following chart shows a tentative timeline for NLPS’s Pre-K Initiative that will be managed and adjusted by the district’s taskforce starting this year:

<b>NLPS and Community Partner Pre-K Initiative</b>	
<b>Action Step</b>	<b>Timeline</b>
Convene taskforce	October/November 2015
Identify high-quality Pre-K model	January 2016
Launch a recruitment plan	February 2016
Develop professional development for Early Childhood providers and potential NLPS teacher candidates	March 2016
Offer a Summer Pre-K institute for professional development	Summer 2016
Taskforce, including community partners, meet monthly to revisit/revise Pre-K Initiative Plan as needed	September 2016-2017
NLPS identifies and secures additional private-public funds for ongoing professional development for staff and vacation and summer opportunities for students and families.	On-going

**SMART START**

**FISCAL YEARS 2016 & 2017 BUDGET FORM**

GRANTEE NAME: New London Public Schools	TOWN CODE:
GRANT TITLE: <b>CAPITAL IMPROVEMENTS</b>	YEARS:
PROJECT TITLE:	
FUND: 12052 SPID: 43626 YEAR: 2016 PROG: CF1: 170060	CF2:
GRANT PERIOD: 4/1/16 – 6/30/17 <sup>1</sup> AUTHORIZED AMOUNT: \$	

CODES	DESCRIPTIONS	BUDGET AMOUNT	
		FY 2016	FY 2017
300	PURCHASED PROFESSIONAL/TECHNICAL SERVICES		
400	PURCHASED PROPERTY SERVICES, INCLUDING CONSTRUCTION	\$250,000	
500	OTHER PURCHASED SERVICES		
600	SUPPLIES	\$25,000	
700	PROPERTY	\$25,000	
800	DEBT SERVICES AND MISCELLANEOUS		
	<b>TOTAL</b>	<b>\$300,000</b>	

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

<sup>1</sup> Capital improvements are a one-time award and therefore may only be awarded in one funding year.

**SMART START**

**FISCAL YEARS 2017 & 2018 BUDGET FORM**

GRANTEE NAME:		TOWN CODE:	
GRANT TITLE: OPERATIONS		YEARS: 2017-2018	
PROJECT TITLE:			
FUND: 12060 SPID: 35586 YEAR: 2017		PROG: 83004 CF1: 170031	CF2:
GRANT PERIOD: 7/1/16 -6/30/18		AUTHORIZED AMOUNT: \$	
CODES	DESCRIPTIONS	BUDGET AMOUNT	
		FY 2017	FY 2018
111A	NON-INSTRUCTIONAL SALARIES		
111B	INSTRUCTIONAL SALARIES	\$200,000	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	\$100,000	
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>\$300,000</b>	

\_\_\_\_ ORIGINALREQUEST  
DATE

\_\_\_\_ REVISED REQUEST DATE

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

\_\_\_\_ DATE OF  
APPROVAL






## **APPENDIX A: Budget Object Codes**

This list is a description of the budget codes. The list is provided to help you in designing budgets for operating expenses and capital improvements.

### 111A Non-Instructional

Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.

### 111B Instructional

Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the grantee payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.

### 200 Personal Services - Employee Benefits

Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 100 or 111A and 111B. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.

### 300 Purchased Professional and Technical Services

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

### 322 In-service (Instructional Program Improvement Services)

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

### 323 Pupil Services (Non-Payroll Services)

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

#### 324 Field Trips (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.



All New London children birth through age eight are healthy, safe, thriving and successful

October 27, 2015

Dear Dr. Manuel Rivera,

Children First New London, New London's Early Childhood and School Readiness Council fully supports New London Public School's submission of the Smart Start Application, 2016-2018, to the Connecticut State Department of Education. The Council shares The Connecticut Office of Early Childhood's (OEC) commitment to provide 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, between students who are speakers of native languages other than English and their monolingual English peers.

New London Public Schools full-time Kindergarten and bilingual education as well as Dual Language programing are vital to the development of the district's youngest students. We look forward to partnering with the district to extend similar services to Pre-K and the towns three and four-year-olds. The Council is prepared to join in the planning efforts and help shape the offerings that will forever impact the lives of students starting at an early age.

Sincerely,

A handwritten signature in blue ink that reads "Margaret Bucaram".

Margaret Bucaram  
Co-Chair

A handwritten signature in blue ink that reads "Tina Salcedo".

Tina Salcedo  
Co-Chair



**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

10-28-15

Date

Manuel J. Rivera

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:** **New London Public Schools Pre-K Initiative**  
\_\_\_\_\_

**THE APPLICANT:** **New London Public Schools** **HEREBY ASSURES THAT:**  
**New London 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.

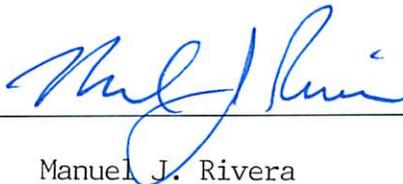
(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations 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)*

Manuel J. Rivera

Title: *(typed)*

Superintendent Schools

Date:

10/28/15

**APPENDIX D: License Exempt Verification**

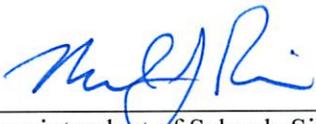
**SMART START  
LICENSE EXEMPT VERIFICATION**

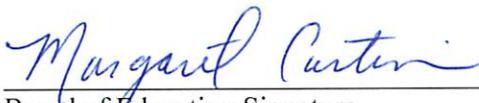
Board of Education: New London public Schools

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 New London 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                      10/28/15  
Date

  
\_\_\_\_\_  
Board of Education Signature                      10/28/15  
Date

## 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	Farifield	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)