

**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.

**SMART START GRANT**

**Application Checklist**

	Yes	No
Cover sheet with original signatures	X	
Program Data; Accreditation/Head Start Approval Information pages	X	
Proposal Narrative for Capital Improvements	X	
Budget for Capital Improvements	X	
Budget Justification Sheet for Capital Improvements	X	
Proposal Narrative for Operating Expenses	X	
Budget for Operating Expenses	X	
Budget Justification for Operating Expenses	X	
NAEYC Accreditation/Head Start Approval or Evidence of Application	X	
Letter of support from School Readiness Council (if applicable)	X	
Statement of Assurances	X	
Affirmative Action Packet	X	
Signed Verification of License Exempt Status	X	
Documentation of unmet need if not listed in Appendix E (if applicable)	X	
CD-ROM with all application materials and supporting documents	X	

## 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**

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**Points**

**Possible**      **Points**  
**Scored**

	<b>100</b>
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**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 WALLINGFORD PUBLIC SCHOOLS
Contact Name SHAWN PARKHURST – Assistant Superintendent for Curriculum and Instruction
Address 43 HALL AVENUE, WALLINGFORD, CT 06492
Telephone Number 203-949-6506
Contact E-mail Address sparkhurst@wallingfordschools.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.

_____	10/29/15
Chairperson, Board of Education - Roxane McKay	Date
_____	10/29/15
Superintendent of Schools – Dr. Salvatore F. Menzo	Date
_____	10/29/15
Chief Elected Official – William W. Dickinson, Mayor	Date

Number of proposed Smart Start classrooms  2	Number of additional children proposed to be served by Smart Start  36

Total Funds Requested \$300,000	Capital Improvements \$150,000	Annual Operating Expenses \$150,000
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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
EC Stevens School	1	18	6	184
Highland School	1	18	6184	

**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			

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 (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.

- Demonstrate evidence of cooperating and coordinating with other governmental and community programs to provide services during periods when the preschool program is not in session; and
- Demonstrate how they will prioritize enrollment of children with special needs and children who are dual language learners.

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

- Demonstrate the greatest need for the establishment or expansion of a preschool program;
- Allocates at least sixty percent of the spaces to children who are members of families that are at or below seventy-five percent of the state median income, or fifty percent of the of the spaces to children who are eligible for free and reduced price lunches; and
- Offer a full-day kindergarten program to all children.

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

Each classroom proposed for funding must be taught by an individual who is an employee of the board of education and holds certification pursuant to Connecticut General Statutes Sec. 10145b with an endorsement in early childhood education or early childhood special education as follows:

- 112 Integrated Early Childhood/Special Ed., Birth - K
- 113 Integrated Early Childhood/Special Ed., N/K through grade 3
- 001 PreK-Grade 8
- 002 PreK – Grade 6
- 003 PreK-Grade 3
- 008 PreK-K
- 065 Comprehensive Special Education PreK-Grade 12

The LEA must guarantee that any classroom that has been renovated using Smart Start funds will remain in use as a pre-kindergarten classroom for the duration of the Smart Start funding period for operating expense.

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

LEAs are eligible to apply if they either:

- Have been determined through a statewide needs assessment conducted by the Connecticut Health and Educational Facilities Authority (CHEFA) on behalf of the OEC to have an unmet need for additional preschool spaces for high-needs 3- and 4-year-olds in their community.  
(Refer to Appendix D for a list of eligible LEAs.)

OR,

### **Proposed Services and Activities**

#### **Part I: Capital Improvements**

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

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

The chart below depicts the NAEYC standards and how Wallingford Public School's PreK Expansion project will align with the standards related to facility improvements.

NAEYC Standard	Facility/Capital Improvement	Timeline
<p><u>Relationships</u>            Program Standard: The program promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member.</p>	<p>3-4 year old size tables            3-4 year old size chairs</p> <p>Pamphlet holders for housing            parent informational            handouts and brochures</p>	<p>July 2016</p>
<p><u>Curriculum</u>            Program Standard: The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.</p>	<p>Treasures Literacy PreK learning kit aligned to our K-5 literacy program, manipulatives, picture cards, letter tiles</p> <p>Math Kits aligned with the K-5 math tool kits</p> <p>Science kits and hands on science experiment materials</p> <p>Social Studies materials such as maps, community visitors to the program</p> <p>Dramatic Play materials – i.e. dolls, musical instruments</p>	<p>July 2016</p>
<p><u>Teaching</u>            Program Standard: The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's</p>	<p>Teasures Literacy PreK ELL materials and resources aligned to our K-5 literacy program</p> <p>Special Education materials and resources to support the needs of our students</p>	<p>July 2016</p>

curriculum goals.		
<p><u>Assessment of Child Progress</u>  Program Standard: The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results are used to benefit children by informing sound decisions about children, teaching, and program improvement.</p>	<p>Use of DESSA (Devereux Student Strengths Assessment Kit  Renaissance Learning – STAR Early Literacy Assessment</p>	<p>July 2016</p>
<p><u>Health</u>  Program Standard: The program promotes the nutrition and health of children and protects children and staff from illness and injury.</p>	<p>3-4 year old size tables  3-4 year old size chairs  Cubbies for storage of materials  Furnishings for dramatic play areas related to health and safety  Refrigerator for snacks and lunches  Playscape (2)</p>	<p>July 2016</p>
<p><u>Physical Environment</u>  Program Standard: The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.</p>	<p>3-4 year old size playscape  Mats  Physical movement materials  Computers  Tablets  Smartboards/Projectors  Rugs  Bookcases</p>	<p>July 2016</p>

<p><u>Leadership and Management</u>  Program Standard: The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all children, families, and staff have high quality experiences.</p>	<p>Adult size desk  Filing Cabinet  Teacher computer</p>	<p>July 2016</p>
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*The chart below depicts the NAEYC standards and how Wallingford Public School's PreK Expansion project will align with the standards related to operations of the program.*

NAEYC Standard	Proposed Staff	Rate of Pay
<p><u>Relationships</u>  Program Standard: The program promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member.</p>	<p>1.0 Full time Early Child certified Teacher to every 18 students (proposed two)</p> <p>1.0 Full time ParaEducator for every 18 students (proposed two)</p> <p>Social Worker</p> <p>Psychologist</p> <p>Translator as needed</p>	<p>\$74,000 (includes salary and benefits) each - total \$148,000</p> <p>\$43,000 (includes salary and benefits) each - Total \$86,000</p> <ul style="list-style-type: none"> <li>• In Kind by WPS</li> <li>• In Kind by WPS</li> <li>• In Kind by WPS</li> </ul>
<p><u>Curriculum</u>  Program Standard: The program implements a curriculum that is consistent with its goals for children and promotes learning and development</p>	<p>Assistant Superintendent for Curriculum &amp; Instruction District wide Curriculum Resource</p>	<p>N/A - already in place</p> <p>N/A - already in place</p>

<p>in each of the following areas: social, emotional, physical, language, and cognitive.</p>	<p>Teachers in the areas of English Language Arts and Mathematics District Curriculum Coordinators</p>	<p>N/A - already in place</p>
<p><u>Teaching</u> Program Standard: The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals.</p>	<p>1.0 Full time Early Child certified Teacher to every 18 students (proposed two)</p> <p>1.0 Full time ParaEducator for every 18 students (proposed two)</p> <p>Art Teacher</p> <p>Music Teacher</p> <p>Physical Education Teacher</p> <p>Librarian</p> <p>Information Technology Teacher</p> <p>Interventionist(s)</p> <p>Social Worker</p> <p>Psychologist</p>	<p>\$74,000 (includes salary and benefits) each - total \$148,000</p> <p>\$43,000 (includes salary and benefits) each - total \$86,000</p> <ul style="list-style-type: none"> <li>• In Kind by WPS</li> </ul>
<p><u>Assessment of Child Progress</u> Program Standard: The program is informed by ongoing systematic, formal, and informal</p>	<ul style="list-style-type: none"> <li>• 1.0 Full time Early Child certified Teacher to every 18 students (proposed two)</li> </ul>	<ul style="list-style-type: none"> <li>• \$74,000 (includes salary and benefits) each - total \$148,000</li> </ul>

<p>assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results are used to benefit children by informing sound decisions about children, teaching, and program improvement.</p>	<ul style="list-style-type: none"> <li>• 1.0 Full time ParaEducator for every 18 students (proposed two)</li> <li>• Interventionists</li> <li>• Social Worker</li> <li>• Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• \$43,000 (includes salary and benefits) each - total \$86,000</li> <li>• In Kind by WPS</li> <li>• In Kind by WPS</li> <li>• In Kind by WPS</li> </ul>
<p><u>Health</u> Program Standard: The program promotes the nutrition and health of children and protects children and staff from illness and injury.</p>	<p>Health, Wellness &amp; Nutrition Educator Nurse</p>	<p>In Kind by WPS</p>
<p><u>Teachers</u> Program Standard: The program employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.</p>	<p>1.0 Full time Early Child certified Teacher to every 18 students (proposed two)</p> <p>1.0 Full time ParaEducator for every 18 students (proposed two)</p> <p>Art Teacher</p> <p>Music Teacher</p> <p>Physical Education Teacher</p> <p>Librarian</p>	<p>\$74,000 (includes salary and benefits) each - total \$148,000</p> <p>\$43,000 (includes salary and benefits) each - total \$86,000</p> <ul style="list-style-type: none"> <li>• In Kind by WPS</li> </ul>

	<p>Information Technology Teacher</p> <p>Interventionists</p> <p>Social Worker</p> <p>Psychologist</p> <p>English Language Learners (ELL) Teacher</p> <p>Special Educator</p> <p>Occupational Therapist &amp; Speech/Language Pathologist</p>	<ul style="list-style-type: none"> <li>• In Kind by WPS</li> </ul>
<p><u>Families</u>  Program Standard: The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture.</p>	<p>1.0 Full time Early Child certified Teacher to every 18 students (proposed two)</p> <p>1.0 Full time ParaEducator for every 18 students (proposed two)</p> <p>District Informational Technology Director and Informational Technology Teacher(s)</p>	<p>\$74,000 includes salary and benefits – Total \$148,000</p> <p>\$43,000 includes salary and benefits – total \$86,000</p> <p>In Kind by WPS</p>
<p><u>Community Relationships</u>  Program Standard: The program establishes relationships with and</p>	<p>Collaboration with Wallingford Daycare and Early Childhood Council among</p>	<p>N/A - already in place</p>

<p>uses the resources of the children's communities to support the achievement of program goals.</p>	<p>teachers, paraeducators and district administrators WE CARE Spanish Community of Wallingford Wallingford Public Library Boys and Girls Club Channel 19 (local access cable)</p>	
<p><u>Leadership and Management</u> Program Standard: The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all children, families, and staff have high quality experiences.</p>	<p>Assistant Superintendent for Curriculum &amp; Instruction Assistant Superintendent for Personnel Board of Education Policy Subcommittee K-2 Elementary Principals</p>	<p>N/A - already in place</p> <p>N/A - already in place</p> <p>N/A - already in place</p>

## Documentation and Evaluation

Describe the methods and procedures used to evaluate the program, classroom and children's progress. Describe how the data gathered will be used for continuous program improvement as well as planning for instruction, including strategies for sharing progress and communicating with families. Use space provided as necessary

Wallingford Public Schools embraces the philosophy that high-quality preschool programs are informed by ongoing, systematic, formal and informal assessment approaches that provide information on children's learning and development. For our dual language learners growth will be measured by instructionally embedded assessments, using observational methods and samples of children's work and performance to provide a full, accurate picture of a child's ability. This will include photographs of children's work and creations such as block constructions, samples of easel paintings, writing samples, graphs representing experiences and/or quantities). These assessments will be individually, culturally and linguistically appropriate that identify strengths, development status, progress and provide essential information to promote development and learning.

Wallingford Public Schools recognizes that the most critical step to a successful evaluation system is the expertise of the professionals in the program. With that in mind, assessment literacy will be a focus for all the teachers and staff to be able to more accurately engage families in providing information about their child and an overall interpretation of their child's development and learning.

### Children's Progress:

Wallingford Public Schools will align our current evaluation procedures with the Smart Start grant funded PreK classrooms. Students will participate in our performance based assessments as outlined in the Early Learning Development Standards chart referenced in this grant application. Teacher observation will be the key to assessing students in multiple areas and partnering with parents in supporting the role of the school and the home/community to educate the whole child.

Similar to methods and procedures that are utilized in district for our **kindergarten – grade 12** student population staff and program leaders will determine an appropriate screening to be utilized in order to gather baseline data for students enrolled in this early childhood program. Program staff will also establish a calendar of follow up assessments in order to measure individual student growth. This will also assist in determining necessary professional development and instructional needs moving forward. A student database will be established in order to maintain and monitor individual student performance as well as a breakdown of student performance by individual teacher. Weekly meetings will be scheduled with staff and program leaders to review student data and progress in order to inform classroom instruction. Meeting agendas and minutes will be maintained as well. Program staff will utilize the CT ELDS (Connecticut Early Learning and Development Standards) as a resource to support student learning and instructional planning with particular focus given to the dual language development framework. Parents will be informed of student progress in writing quarterly.

## **Documentation & Evaluation (cont)**

Brief screening measures will be used to determine at risk and students in need of further evaluation. These screenings will consist of Aimsweb as well as Star Early Literacy/Math development. The ability to triangulate the data will provide the teachers with an accurate picture of a child's development and learning. Additional screening tools such as the Ages and Stages Questionnaires as well as the DIAL 3 will be utilized for the PreK program. Wallingford Public Schools will explore the use of The Work Sampling System by Pearson Early Learning as an instructional assessment tool. For program evaluation, Wallingford Public Schools will provide ongoing training and use of the High Scope Preschool Child Observation record tool.

### **Classroom Evaluation:**

Wallingford Public Schools uses a detailed classroom/teacher evaluation model that will be aligned with the PreK classroom and teachers. This will include goal setting in accordance with the CT Core Standards and specific emphasis on the use of the CT ELDS and Dual Language Framework. Once goals are established, informal and formal observations and reviews of practice will be conducted by the evaluators of the program with post conferences and feedback provided to teachers and paraeducators. Specific areas of growth will be determined and training, if required, will be provided, and then the cycle of observation and classroom evaluation continues to measure the effectiveness of change that occurred as a result of the training. At the mid-year point, a midyear review will be conducted where goals may be adjusted if needed based on the work done to date both with the program and related to student academic and emotional growth and development. Observations and reviews of practice will continue from this point on in various situations which align with the NAEYC standards such as relationships, teaching, curriculum, and families, just to highlight a few. By May 15<sup>th</sup>, an end of the year conference/review will occur whereby all of the data collected to date will be reviewed and a final rating will be conclusive of all the evidence/data collected to measure student growth, teacher growth and the overall program growth.

### **Program Evaluation:**

Wallingford Public Schools will utilize a variety of tools to evaluate the PreK program. The program will be evaluated based on the growth that students make as noted in the documentation above under Children's Progress, the growth of the teacher in alignment with the Wallingford Public School's Teacher Evaluation Program, as stated above under Classroom Evaluation, and through the use of parental surveys and feedback. Surveys will be used to measure the success of the program through parental satisfaction, level of engagement of parents and families and the readiness of parents and families as they transition to Kindergarten.

Our PreK expansion program will utilize these indicators of effectiveness for students, classrooms and the program as a whole:

- Children will be provided services and decisions about their programming will not be based on a single assessment measure; hence the use of a triangulated approach.
- Assessments used will be validated and designed for PreK children, varied cultures, varied home languages, varied socioeconomic status, various abilities and disabilities.
- Assessments used will be valid and reliable; scientifically research based. This will include instruments and measures that adhere to the standards set forth by the American Educational Research Association, the American Psychological Association and the National Center for Measurement in Education.

Assessments will be comprehensive, developmentally and educationally focused on an important set of goals (CT ELDS), and not a narrow set of skills.

- an end of the year conference/review will occur whereby all of the data collected to date will be reviewed and a final rating will be conclusive of all the evidence/data collected to measure student growth, teacher growth and the overall program growth.

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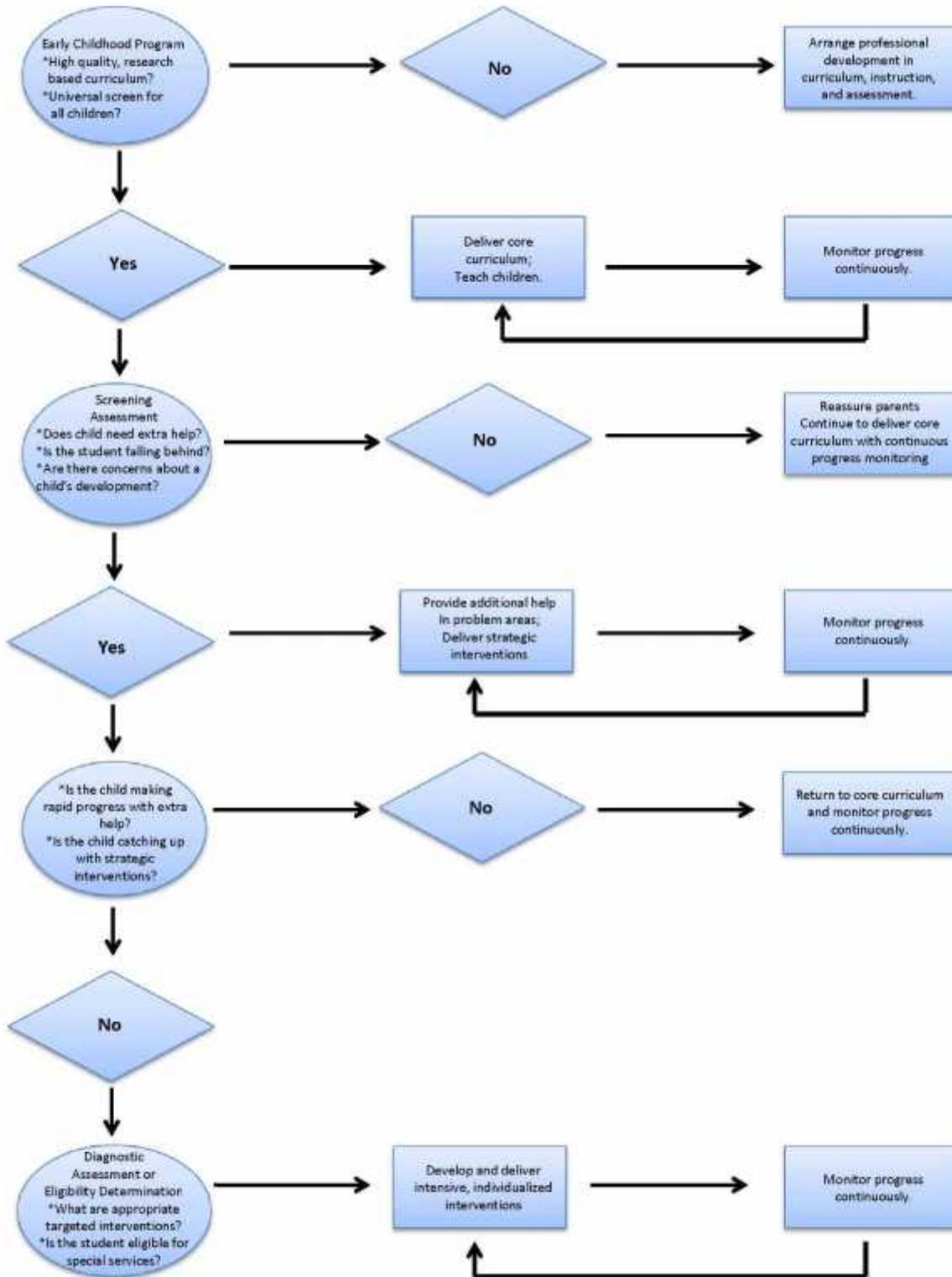
### **Program Evaluation:**

Wallingford Public Schools will utilize a variety of tools to evaluate the PreK program. The program will be evaluated based on the growth that students make as noted in the documentation above under Children's Progress, the growth of the teacher in alignment with the Wallingford Public School's Teacher Evaluation Program, as stated above under Classroom Evaluation, and through the use of parental surveys and feedback. Surveys will be used to measure the success of the program through parental satisfaction, level of engagement of parents and families and the readiness of parents and families as they transition to Kindergarten.

Our PreK expansion program will utilize these indicators of effectiveness for students, classrooms and the program as a whole.

- . Children will be provided services and decisions about their programming will not be based on a single assessment measurer; hence the use of a triangulated approach.
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- . Assessments used will be valid and reliable; scientifically research based. This will include Instruments and measures that adhere to the standards set forth by the American Educational Research Association, the American Psychological Association and the National Center for Measurement in Education.
- . Assessments will be comprehensive, developmentally and educationally focused on an important set of goals (CT ELDS), and not a narrow set of skills.

## WPS PRE-K ASSESSMENT/EVALUATION DECISION MAKING PROCESS



## Proposal Abstracts

Provide a one-page abstract that contains a summary for each of the funding requests. There should be a separate abstract for capital expenses and a separate abstract for operations. Use space provided.

### Capital Improvement Abstract

Math manipulatives for whole class lessons and individual manipulatives for student math toolkits  
Wallingford Public Schools will utilize funds from the Smart Start grant to provide capital improvements for two additional PreK classrooms in two of our K-2 schools. Each of the two classrooms will provide 18 seats for students. With that in mind, the following capital expenditures will be made to meet all of the 10 standards for NAEYC accreditation as well as provide a high quality preschool experience for 36 students in Wallingford:

36 three-four year old size chairs

18 three-four year old size tables

Brochure racks for informational handouts for parents/families

Treasures Literacy PreK kit to

Cubbies for storage of materials for students

Dramatic play furnishings (i.e. blocks, housekeeping area, dress up, puppets, puppet theatre, legos, etc.)

Two full size refrigerators; one for each classroom

Student computers; teacher computer

Student tablets

Two Smartboards

Two Projectors

Electrical reconfiguration for installation of smartboards and projectors

Rugs

Bookcases

Classroom Libraries

Adult size desk

Filing Cabinet

2 Playscapes

**Inclusion of special populations and collaboration**

Describe how the program will prioritize enrollment of children who are dual language learners and/or have special needs. Describe how the program will collaborate with other agencies and organizations to provide services for children. Use space provided as necessary.

Students will be referred to our Wallingford Public School PreK program by birth to three, parent referrals as well as through the current PreK screening process in place in the district. Additionally, the contact and ongoing communication with area preschools will assist us in making referrals to our program for students who they may suspect of having a disability. This process, along with our collaborative efforts with various agencies, we will be sure to allow us to capture the students most in need.

This program will provide dual language learners and learners with special needs priority enrollment. Program staff will collaborate with district preK staff throughout the PreK screening process in order to identify at-risk, dual language learners most appropriate for enrollment in this program. District staff will continue to consult with community based preschools in an effort to identify appropriate students. Currently referrals through the CT Birth to Three system, parent referrals or other agency referrals are received and processed by District staff in order to identify at-risk students in need of programming and services. Students are identified in need of programming through the PreK screening process as well. This process will continue and will expand with a focus on identifying and programming for the needs of at-risk dual language learners.

**Dual Language Learners in Wallingford Public Schools K-2**

Grade	2012-2013	2013-2014	2014-2015
Kindergarten	48	45	49
First Grade	43	45	47
Second Grade	44	42	38

- # of ELL students in K-2 over the past three years has remained relatively constant
- # of students in ELL at the Kindergarten level slightly increased from 2013/2014 to the current year
- The above chart indicates the growing population of dual language learners and a need for us to provide additional early childhood programming for these students

**Inclusion of special populations and collaboration (continued)**

**Intervention Data – Kindergarten**

**Table 1**

<b>Year</b>	<b>Grade</b>	<b>Total Enrollment</b>	<b>Number of Students in Intervention</b>	<b>% of Students in Intervention</b>
2012-2013	Kindergarten	367	122	33%
2013-2014	Kindergarten	352	102	29%
2014-2015	Kindergarten	357	115	32%

**Intervention Data – Cohort Groups**

**Table 2**

<b>Year</b>	<b>Grade</b>	<b>Total Enrollment</b>	<b>Number of Students in Intervention</b>	<b>Number of Students Remaining in Intervention from Previous Year</b>
2013-2014	Kindergarten	352	102	N/A
2014-2015	First Grade	414	111	74

**Analysis of Table #1**

- % of students in intervention during Kindergarten year has remained constant at approximately 1/3 of our students

**Analysis of Table #2**

- Approximately 61% of our students in intervention in Kindergarten remain in intervention when entering first grade

This data indicates a need for additional Early Childhood programming for Wallingford Public Schools for all learners but notably our Dual Language Learners and Special Populations of which the Smart Start funding will be used for an additional 36 seats in our district.

## 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 Abstract

Wallingford Public Schools will create two full-day, school year, PreK classrooms in two of our K-2 buildings under the direct supervision of our K-2 principals and the Assistant Superintendent for Curriculum and Instruction. The two teachers will be early childhood certified with the goal to recruit bilingual, ELL credentials as well. In addition, our board of education employed staff will provide additional services to our PreK students beyond the scope of this grant. This includes special area teachers as well as the use of our special education staff, social worker, school psychologists and interventionists.

Our program will operate for a total of 184 days in accordance with the Wallingford Public School's calendar. When the school calendar provides for an extended break, our students will be afforded the opportunity to participate in activities at the Wallingford Day Care, a NAEYC accredited facility in our community that is a partner with us and a member of the Wallingford Readiness Council.

Students will attend from 9:05 am – 3:30 pm each day in accordance with the K-2 hours presently. Within that schedule, students will be provided with a 30 minutes special each day, time for a focus on the Early Learning and Development Standards and outdoor recess.

Families will play an important role in the operations of the PreK classroom as there will be an extension of the learning at home through the use of take home books, take home science kits/experiments as well as attendance at various school related events and field trips.

The curriculum will be driven by the Early Learning and Development Standards and will adhere to a continuum of the district's PreK-3 curriculum standards and expectations.

**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 \$ 15,470
200	PERSONAL SERVICES- EMPLOYEE BENEFITS	FICA @ 7.68% of salaries: \$1,925    \$ 7,063 Worker's Compensation 6.9% of salaries: \$850 Health Insurance @ \$3,525/staff/year: \$4,288



**SMART START**

**FISCAL YEARS 2017 & 2018 BUDGET FORM**

GRANTEE NAME: Wallingford Public Schools		TOWN CODE: 148	
GRANT TITLE: <b>OPERATIONS OPERATIONS</b>		YEARS:2016-2018	
PROJECT TITLE: Smart Start			
FUND: 12060 SPID: 35586 YEAR: 2017 PROG: 83004 CF1: 170031 CF2:			
GRANT PERIOD: 5/1/2016 – 6/30/2018 AUTHORIZED AMOUNT: \$			
CODES	DESCRIPTIONS	BUDGET AMOUNT	
		FY 2017	FY 2018
111A	NON-INSTRUCTIONAL SALARIES	\$6,000	\$6,000
111B	INSTRUCTIONAL SALARIES	\$102,000	\$102,000
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	\$42,000	\$42,000
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>	\$150,000	\$150,000

\_\_\_\_\_  
DATE ORIGINAL

REQUEST

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

OFFICE OF EARLY CHILDHOOD  
PROGRAM MANAGER AUTHORIZATION

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



## OPERATIONS BUDGET JUSTIFICATION

Indicate costs of implementing FY 17 and FY 18 by budget code. Refer to Budget Object Codes in application packet for code descriptions. Use additional pages if needed.

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

Code #	Description
<u>111A</u>	\$6,000 of the paraeducators salary will be provided for in this grant; the remainder will be paid for by Board of Education funds.
<u>111B</u>	<u>\$102,000 of the teacher salary will be provided for in this grant; the remainder will be paid for by the Board of Education funds. In Kind services provided by WPS local board of education funds for the following certified staff: Social Worker, Psychologist, Translator as needed, Art Teacher, Music Teacher, Physical Education Teacher, Librarian, District Informational Technology Director, Information Technology Teacher, Interventionist(s) Health, Wellness &amp; Nutrition Educator, Nurse, English Language Learners (ELL) Teacher, Special Educator, Occupational Therapist &amp; Speech/Language Pathologist.</u>
<u>200</u>	<u>\$42,000 of the teacher/paraeducators benefits will be provided for in this grant, the remainder will be paid for by the Board of Education funds.</u>

## 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**

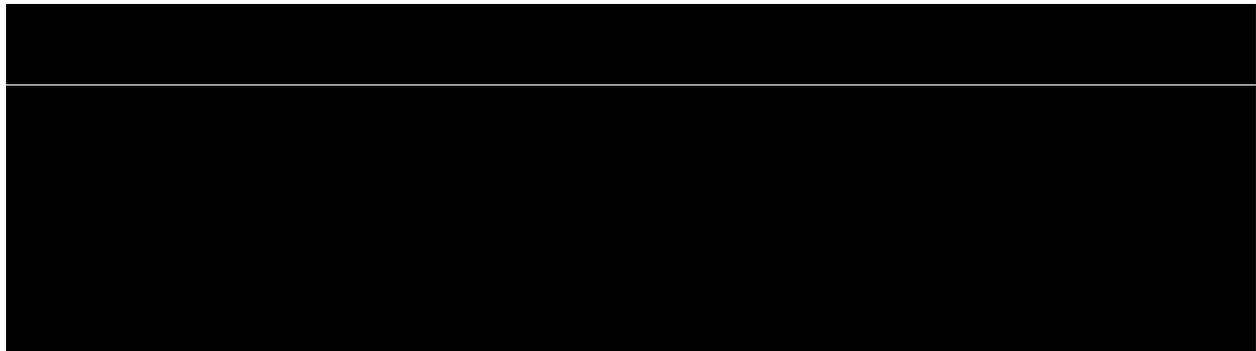
I, the undersigned authorized official, hereby certify that the current Affirmative Action Plan of the applying organization/agency is on file with the Connecticut Office of Early Childhood. The Affirmative Action Plan is, by reference, part of this application.

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

\_\_\_\_\_  
Date

SALVATORE F. MENZO, Ed. D.

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



APPENDIX C: Statement of Assurances

**STATEMENT OF ASSURANCES**

CONNECTICUT OFFICE OF EARLY CHILDHOOD  
STANDARD STATEMENT OF ASSURANCES  
GRANT PROGRAMS

**PROJECT TITLE:** Wallingford Public Schools Pre-K Expansion Plan

**THE APPLICANT:** Wallingford Public Schools      **HEREBY ASSURES THAT:**  
Wallingford 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)* Salvatore F. Menzo, Ed. D \_\_\_\_\_

Title: *(typed)* Superintendent \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_



**SMART START  
LICENSE EXEMPT VERIFICATION**

Board of Education: \_\_\_\_\_Wallingford 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 Wallingford 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

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

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)