

## COVID-19 Enrollment: 10 to a classroom

As of March 11, 2021

Report by Esther R. Pearson-Pinckney, Social Service Coordinator

### Enrollment: 10 to a classroom model

Head Start Sites	Enrollment COVID-19	Current Enrollment COVID-19	Eligible COVID-19	Vacancy COVID-19	Waitlist
<i>Dr. Mayo School</i>	220	180	7	33	29
<i>Fair Haven</i>	17	17	0	0	1
<i>Jepson</i>	2	2	0	0	1
<i>Lincoln Bassett</i>	10	10	0	0	0
<i>Martinez</i>	30	30	0	0	3
<i>Truman</i>	30	23	0	7	8
<b>Total</b>	<b>309</b>	<b>262</b>	<b>7</b>	<b>40</b>	<b>40</b>

Name of Program NHPS Head Start  
 For Period Beginning 7/1/2020 2532 5278

Program Account PA 20 (Training)  
 Ending 2/26/2021

Item	Annual Budget	YTD Expenses	Encumbrances	Available Budget
A. Personal				
B. Fringe Benefits				
<b>Total Personnel</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
C. Travel	5,564.00	0.00	0.00	5,564.00
D. Equipment				0.00
E. Supplies				0.00
F. Contractual	0.00	0.00	0.00	0.00
G. Renovations				0.00
H. Other	61,370.00	0.00	11,000.00	50,370.00
<b>Grand Total</b>	<b>66,934.00</b>	<b>0.00</b>	<b>11,000.00</b>	<b>55,934.00</b>

Name of Program NHPS Head Start  
 For Period Beginning 7/1/2020 2532 5279

Program Account PA 22 (Basic)  
 Ending 2/26/2021

Item	Annual Budget	YTD Expenses	Encumbrances	Available Budget
A. Personal	3,730,242.00	1,892,897.54	0.00	1,837,344.46
B. Fringe Benefits	1,708,488.00	712,199.59	0.00	996,288.41
<b>Total Personnel</b>	<b>5,438,730.00</b>	<b>2,605,097.13</b>	<b>0.00</b>	<b>2,833,632.87</b>
C. Travel	9,706.00	759.00	0.00	8,947.00
D. Equipment	0.00			0.00
E. Supplies	20,000.00	15,586.07	710.55	3,703.38
F. Contractual	158,978.00	34,259.04	82,150.00	42,568.96
G. Renovations	0.00			0.00
H. Other	303,927.00	0.00	0.00	303,927.00
<b>Grand Total</b>	<b>5,931,341.00</b>	<b>2,655,701.24</b>	<b>82,860.55</b>	<b>3,192,779.21</b>

Name of Program NHPS Head Start  
 For Period Beginning 7/1/2020 2532 6350

Program Account H/S COVID  
 Ending 2/26/2021

Item	Annual Budget	YTD Expenses	Encumbrances	Available Budget
A. Personal	174,640.00	0.00	0.00	174,640.00
B. Fringe Benefits	18,712.00	0.00	0.00	18,712.00
<b>Total Personnel</b>	<b>193,352.00</b>	<b>0.00</b>	<b>0.00</b>	<b>193,352.00</b>
C. Travel		0.00	0.00	0.00
D. Equipment	163,295.00	76,506.24	56,400.00	30,388.76
E. Supplies	110,000.00	67,275.81	7,621.38	35,102.81
F. Contractual	0.00	0.00	0.00	0.00
G. Renovations	0.00			0.00
H. Other	0.00	0.00	0.00	0.00
<b>Grand Total</b>	<b>466,647.00</b>	<b>143,782.05</b>	<b>64,021.38</b>	<b>258,843.57</b>



Name of Program NHPS Head Start  
 For Period Beginning 7/1/2020 2568 5315

Program Account H/S Enhancement  
 Ending 2/26/2021

Item	Annual Budget	YTD Expenses	Encumbrances	Available Budget
A. Personal	0.00	0.00		0.00
B. Fringe Benefits	0.00	0.00		0.00
<b>Total Personnel</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
C. Travel			0.00	0.00
D. Equipment				0.00
E. Supplies	74,970.00	0.00	0.00	74,970.00
F. Contractual	47,738.00	0.00	0.00	47,738.00
G. Renovations	0.00		0.00	0.00
H. Other	0.00	0.00	0.00	0.00
<b>Grand Total</b>	<b>122,708.00</b>	<b>0.00</b>	<b>0.00</b>	<b>122,708.00</b>

Name of Program NHPS Head Start  
 For Period Beginning 7/1/2020 2568 5317

Program Account H/S Expansion  
 Ending 2/26/2021

Item	Annual Budget	YTD Expenses	Encumbrances	Available Budget
A. Personal	82,333.00	706.82		81,626.18
B. Fringe Benefits	35,500.00	1,937.00		33,563.00
<b>Total Personnel</b>	<b>117,833.00</b>	<b>2,643.82</b>	<b>0.00</b>	<b>115,189.18</b>
C. Travel			0.00	0.00
D. Equipment				0.00
E. Supplies	5,673.00	0.00	5,265.37	407.63
F. Contractual	0.00	0.00	0.00	0.00
G. Renovations	0.00		0.00	0.00
H. Other	2,500.00	0.00	0.00	2,500.00
<b>Grand Total</b>	<b>126,006.00</b>	<b>2,643.82</b>	<b>5,265.37</b>	<b>118,096.81</b>

New Haven Public Schools Head Start

Continuation Application

2021-2022

**Section I: Program Design and Approach to Service Delivery**

**Sub-Section A: Goals**

1. The New Haven Public Schools Head Start program will make no changes or updates to the current Program Goals, Measurable Objectives and Expected Outcomes. Due to the Covid-19 Pandemic that began March 12, 2020 and continued throughout the 2020-2021 school year, more time is needed in development of the current goals, objectives, and outcomes. New Haven Public Schools was in remote instruction from March 12, 2020 until January 19, 2021 when the district returned in a hybrid model. The district offered families to choose from continuing in remote learning or participating in the hybrid model. It is the program's desire to continue to focus in these areas for the 2021-2022-school year.

2. Program Goals:

There were no changes to the Program Goals for the 2021-2022 school year, but the Policy Council did review these goals at the March 10, 2021 meeting as did the Head Start Leadership Team.

**Program Goal 1:** In our New Haven Public Schools Head Start, we will develop a climate and culture of health, safety and inclusion for our families, students and staff to ensure a consistent and respectful environment for all.

**Program Goal 2:** In our New Haven Public Schools Head Start, we will develop organizational and management systems that will support high quality services which ensure the safety of children through maintaining accountability, efficiency and leadership within the program.

**Program Goal 3:** In our New Haven Public Schools Head Start, we will partner with families, district leadership and community partners to strengthen all relationships that impact the social emotional, physical, and academic growth of all students so our students learn in a responsive and supportive environment.

3. The program's School Readiness Goals will remain the same.

**Social Emotional:**

Children will engage in and maintain positive, prosocial, cooperative relationships with adults.

Children will engage in and maintain positive interactions and relationships with other children.

Children will express and respond appropriately to a range of emotions, including concern for others.

**Approaches to Learning**



Children will manage emotions and follow classroom rules with increasing independence.

Children will demonstrate increasing self-control including control of impulses, maintaining attention, persisting with tasks, and utilizing flexibility in thinking and behavior.

Children will show creativity and imagination in thinking, learning and play.

### **Language and Literacy**

Children will attend to, understand and respond to increasingly complex communication and language from others.

Children will understand and use a variety of words for a variety of purposes.

Children will identify and segment sounds within words.

Children will identify most uppercase and lowercase letters of the alphabet and produce corresponding sounds.

Children will write for a variety of purposes utilizing increasingly sophisticated marks.

### **Cognition**

Children will demonstrate an understanding of number names, order of numbers, number of objects in a set and use math concepts and language regularly during every day experiences.

Children will identify, describe, compare and compose shapes.

Children will observe, describe, ask questions, gather information and make predictions on observable phenomena in their environment.

Children will plan and conduct investigations.

### **Perceptual Motor and Physical Development**

Children will demonstrate control, strength and coordination of large muscles to guide motions and interactions with objects and other people.

Children will demonstrate increasing control, strength and coordination of small muscles to utilize utensils and practice self-care.

Children will develop knowledge and skills to practice healthy food choices and personal safety.

## **Sub-Section B: Service Delivery**

### **1. Service and Recruitment Area:**

Our program continues to draw from the City of New Haven. Our ERSEA team is making extra efforts to recruit from our most needy areas. Due to Covid-19 all recruitment and enrollment have been completed virtually. The NHPS central office building has been closed to the public since March 12, 2020.

### **2. Needs of Children and Families:**

During the 2021-2022 school year the New Haven Public Schools Head Start program will continue to investigate the need for extended school day to benefit our children and families. The study of this need was interrupted by the Covid-19 pandemic when services went to remote from March 2020-January 2021.

### **3. Chosen Program Option(s) and Funded Enrollment Slots:**

Our program will remain school based with an enrollment of 531 children.



4. Centers and Facilities:

The Dr. Mayo Early Learning Center will still service 374 children and the remaining 157 students will be serviced in the satellite sites. These sites are Truman School, John S. Martinez Sea and Sky Magnet School, Fair Haven School, Benjamin Jepson Magnet School and Lincoln-Basset School.

5. Recruitment, Selection, Enrollment and Attendance:

The program is currently in an Under-Enrollment Plan that was paused by Head Start in response to the Covid-19 pandemic. We are working to implement the plan that was developed to ensure our full enrollment. Currently, our enrollment is restricted by the New Haven Health Department Guidelines. These guidelines restrict the number of adults and children in each room based on square footage and social distancing guidelines.

6. Education and Child Development:

Our program continues to utilize Creative Curriculum as our research based curriculum. The NHPS Head Start program did switch data bases from COPA to ChildPlus in the summer of 2020. The program also switched from TS Gold to Child Plus's Desired Results Developmental Profile (DRDP) for reporting of outcomes as well as Temperament and Atypical Behavior Scale and Early Screening Inventory as screeners.

7. Health:

- Follow up begins at registration. When a file is reviewed any missing documentation that is needed according to Head Start standards is requested at the time of registration. Any other medical information that the student is lacking that is not required at the time of registration (i.e. dental exam, follow up lead result, immunization (s) for students on a catch up schedule action plans due to expire, medication needed) will be noted in the student's file for health staff to follow up on. When Registration is notified that a child is cleared to start the program, any information that the child may need in the future is shared with Registration staff. When registration notifies the parent that the child is accepted into the program a reminder is given to the parent of what medical documentation may be need in the future. FSW's are also notified of what the child may need so that they can remind the parent again during intake to the program. Any medical documentation or follow up is written on the student's enrollment form that is shared with registration staff, FSW, teacher and PSD/Principal for review prior to the child starting the program.
- Utilize Child Plus reports to capture the students at risk of having expired documentation.
- 90, 60, 30 day notifications will be sent out to parents.
- Phone calls will be made to the parents when the student is due to expire within 30 days.
- FSW will be notified of all notifications that have been sent to families so that follow up can occur.
- Students will have a grace period of 30 days after the date of expiration to submit an updated physical. Health staff and FSW will work with the family to prevent exclusion from the program.



- If a child is excluded the health staff and FSW will continue to provide support and resources to the family in order to obtain the updated physical/medical documentation.
- Hearing and vision screenings are completed within the first 45 days of the child's physical first day in the program. If a student fails any of the screenings, a copy of the result is sent home with the parent along with a referral form for the child to be seen by a medical professional for follow up. Parents are reminded of the follow up that is needed on the monthly letters that are sent home.
- Heights and weights are completed within the first 90 days of the child's physical first day in the program. If the child is deemed as being overweight, obese, or underweight. The parent is given a referral form to see their PCP and to WIC, if applicable.

#### 8. Family and Community Engagement:

- a. Our family engagement work continues to be very important to NHPS Head Start especially while continuing to build trusting relationships with our families during the Covid-19 pandemic. We want to build respectful relationships with parents including fathers and/or any male figures in our student's education and life. While conducting monthly contacts, monthly parent meetings, family goals or any other type of communication/activities both parents are encouraged to attend and participate. We encourage fathers/male figures to get more involved no matter what the child's household dynamics are. We encourage workers to send out flyers, information, in language that include male figures so that they feel invited to participate, and welcomed when they do participate.
- b. Our engagement activities and resources are being sent to families via Class Dojo, and Ready Rosie electronically during this Covid Pandemic. We ensure information is in both English and Spanish, our two most popular languages. However, Class Dojo is available to be translated in 36 different languages and Ready Rosie is available in both English and Spanish languages. These activities include reading to your child, letter games, and following recipes, etc. Our switch to ChildPlus has also supported workers in the areas of family assessments. It gave our program the opportunity to review and to revise the assessment to meet the current needs of our families.
- c. Our program continues to move forward in the use of our parent curriculum, Ready Rosie. Ready Rosie "is an early education tool that helps families, schools, and communities across the nation deepen and scale their family engagement efforts." Workers use this curriculum to send out messages, along with videos that assist families with personal goals on a monthly basis. These videos model teaching moments for parents to complete with their children. Every video has a word bank that encourages



parents to use different vocabulary words with their children to build on their own vocabulary.

d. Our tiered family assessment process allows us to gain information about family practices/circumstances that research has consistently linked to child outcomes. The four focus areas of the family assessment are:

- family life practices
- self-sufficiency
- support for children
- Support for family members

Strengthening our family service workers' skills in accessing family needs will enable us to respond more efficiently and promptly with services and/or referrals to community agencies that can support our families. ChildPlus offers our staff the opportunity to text and email families directly from the program. This component will be further investigated and utilized by our program to continue to foster positive relationships, share online resources that support child growth and development and also be able to have more frequent and personal communication with families. We also use ChildPlus to measure family engagement.

e. Various strategies are implemented for obtaining resources that support families:

- We have community partnerships in place to assist with meeting the needs of our families that include but are not limited to: Pediatricians/Health Offices, Dr. Dental, WIC offices, School Resource Centers, NHBOE, NHBOE Special Education Dept/ECAT, Housing Authority, IRIS, Junta, Food Stores, Libraries/Book Mobile, CT Works/ employment services, faith based agencies and mental health providers (Clifford Beers, Yale Child Study, MOMS Partnership, etc.).
- Sites hold monthly meetings and trainings where community partners inform and share the services that their agency provides, their available services, and the referral process (as needed).
- FSWs also participate in webinars and training that support ongoing learning on how to utilize new strategies and also to network with other providers on how to best service families.
- We participate in city-wide and statewide collaboration meetings to remain current with mandates as well as to acquire information to support families (WIC, DCF, Health).
- Parent questionnaires are completed at the beginning of the school year to discover the interest and needs of the families participating in the program.



*The challenges to necessary partnerships are identified and addressed:*

- Our Assistant Social Service Coordinator monitors, tracks and discusses with FSWs the resources they are in need of, which are working, not working, or support needed for FSWs to service a family or referrals that may be needed to support a family.
- We meet and address any concerns on an annual basis with our Community partners to see what worked or didn't work to strengthen the partnership.
- Our FSWs follow up/reach out to parents for feedback to see if the resources or services were helpful (email, telephone call or referral form).

9. Services for Children with Disabilities

We continue to have points in our ERSEA process that will advance children with suspected or diagnosed disabilities and special education so that they will be prioritized for acceptance and enrollment. We will also continue to work with the NHPS Special Education Department to provide professional development to staff in challenging behaviors, trauma informed planning and instruction and in the referral process for children that we have academic, behavioral, social-emotional and/or academic concerns. We will also maintain and/or create partnerships with Yale Child Study, Clifford Beers, Birth to Three (Kids Steps) and other community agencies that can support children and families.

10. Transition:

Our support for transitioning our four-year old children to kindergarten starts in January. Our social work and outreach staff share registration materials with families, make follow up phone calls and walk parents through the enrollment process. They are available to meet with parents virtually to guide them in the selection and registration process for kindergarten. All our children at the Dr. Mayo School participate in virtual field trips to district kindergarten classrooms. Our satellite sites will also participate in virtual trips to kindergarten classrooms in the district due to the Covid-19 pandemic. Our children participate in reading books, watching videos, and participate in discussions to help ease the transitions. The NHPS Head Start is collaborating with the Lulac Head Start in its transition of their New Haven children into the NHPS's kindergarten classrooms.

11. Services to Enrolled Pregnant Women:

The NHPS Head Start ERSEA team has strengthened its work with WIC as well as the NHPS district's Supporting Pregnant and Parenting Teens program in the 2019-2020 school year. Family service workers will also support enrolled pregnant women with referrals to community agencies that provide health, nutrition and prenatal services.

12. Transportation:

The NHPS Head Start program will continue to provide transportation to the Dr. Mayo Early Learning Center. The program continues to implement the stricter guidelines and



policies for drivers, monitors and families to ensure student safety that were adopted in 2019.

### **Sub-Section C: Governance, Organizational and Management Structures**

1. Governance:

In the 2020-2021 school year the program continued the New Haven Public Schools Board of Education Head Start sub-committee that meets monthly. Mr. Matthew Wilcox is the chair of the committee. He attends Policy Council meetings as well as gives bi-weekly reports at all board of education meetings. The Policy Council chair is Mr. Eddie Blue. Policy Council recruitment has increased due to the efforts of Mr. Blue and the Family Service Workers (FSWs). The FSWs participated in a TTA professional development that focused on their role in Policy Council recruitment. Mr. Blue continues to be active with the state Head Start Association as well. We will continue to strengthen our governance body and the relationship building that has positively impacted family engagement.

2. Human Resources Management:

There have been no changes in the New Haven Public Schools Head Start Human Resources Management. Mrs. Debbie Lawson, Administrative Analyst, continues to work closely with the district human resources department.

3. Program Management and Quality Improvement:

This past year our leadership continued its focus on strengthening our governance body by engaging families in the process participation of the Policy Council. Due to the Covid Pandemic all meetings have become virtual which has increased participation. We continue to have a constant member of the New Haven Board of Education who supports our Head Start initiatives, frequently attends our Policy Council meetings and reports to the districts' Board of Education members to share updates and program plans, needs and/or successes.

Quality Improvement:

Our leadership team and staff are committed to the constant improvement of our program. We have adopted Desired Results Developmental Profile to assess student outcomes. We continue to improve our systems for Active Supervision as well as Positive Child Guidance. The district is in year two of implementing play-based learning as an instructional method to increase student engagement. Our Head Start classrooms began implementing Second Step Social Emotional Learning Curriculum as well as the Pyramid Model. We strive to improve family engagement practices on a continuous basis. We will continue to offer relationship-based competency skills professional development opportunities and will continue to create and strengthen



relationships with our community partners. We will support families in the setting and completion of goals, in referrals to community partners as we focus on creating and sustaining positive relationships and transitions that will positively impact child and family outcomes.

## Section II: Budget and Budget Justification Narrative

	Head Start Operations	HS-T/TA	Head Start Match (Cash)	Total (Fed & Match)
Salaries	\$3,800,548		\$983,244	\$4,783,792
Fringe	\$1,681,506		\$521,278	\$2,202,784
Travel		\$5,564		\$5,564
Equipment				
Supplies	\$40,539			\$40,539
Contractual	\$475,682			\$475,682
Construction				
Other		\$61,370		\$61,370
Indirect				
Total	\$5,998,275	\$66,934	\$1,504,522	\$7,569,731

The New Haven Public Schools (NHPS) is applying for \$5,998,275 in federal funding, including \$5,931,341 in funds for program operations and \$66,934 in funds for training and technical assistance. As outlined in the narrative, this funding will be used to support Head Start-specific programming provided directly by the school district. Funds have been allocated appropriately across federal and nonfederal sources and further split between operational and training and technical assistance funds (*T&TA*). The budget has been designed to support NHPS's key programmatic initiatives including highly qualified teachers and comprehensive services staff, instructional coaching and a thoughtful integration with the district's special education program.

The budget detail offered below outlines the full support that this proposed NHPS Head Start program will bring to this service area. This budget also details the resources that will allow NHPS to offer all required comprehensive services for its Head Start program including: blended and braided funding with district general funds, Title I, Connecticut State Head Start Expansion and Enhancement funds and a specific category of district funds dedicated to providing additional in-kind/match as needed.

In order to support comprehensive services throughout this proposed program, we have built a structure for education, family, health, mental health, nutrition, and disabilities services support that allows for faithful implementation of our programmatic approach throughout our service area. As noted above, our budget also includes \$66,934 in funding for Training and Technical Assistant (T/TA) across our program, to keep our staff fully up-to-date and informed



of Head Start Performance Standards, program expectations, and best practices in early education family services, health, and other programmatic areas.

Our staff ratios are designed to support a model that is not only compliant with Head Start standards but that allows for an efficient, effective and comprehensive level of service for each child and family attending our program. Our Head Start classrooms will have minimum ratios of 1:10 where rooms serve most four-year-old children (maximum group size of 20), and 1:8 where classrooms serve most three-year old children (maximum group size: 17). We anticipate that this program will serve mostly four-year-old children throughout the district. Each classroom will have one lead teacher with a minimum credential requirement of an associate's degree in early childhood education; classrooms at the Mayo School will have state-licensed teaching staff in addition to these minimum qualifications.

Classrooms will also feature one assistant teacher with a minimum credential of a CDA with a preschool focus. Part-time staff will be assigned to each site. There will be three "floater" assistant teachers assigned to the Dr. Mayo School and one "floater" assigned to the satellite classrooms. This staffing arrangement will allow for fully supported classrooms, particularly during times of transition (meals, bathroom breaks, recess. etc.) over the course of the day.

#### **Budget Categories Personnel**

Appendix A lays out staffing details by position. For each person, it includes base salaries, the number of FTEs, salaries charged to the Federal Head Start/EHS grant, and/or other sources of funding (delineated by program). The personnel detail chart is followed by a breakdown of payroll tax and fringe benefits. These personnel details are followed by a line-item non-personnel budget with unit numbers, costs and calculation/cost basis information on each item. The summary is then followed by several detailed breakout exhibits and text where greater detail is needed to accommodate a school year service schedule; some leadership and coordinator staff work year-round. Please note this budget recognizes contributions from several other major sources of support for the Head Start program, including support from the district's "general funds" which is partially recognized as matching in-kind contribution, from a separate district fund which is fully recognized as in-kind (indicated here as "NFS" for non-federal share), from Title 1 (which is not counted toward in-kind), and from Connecticut State's "Expansion" Head Start and "Enhancement" funds, which will be applied in 2020-2021 to provide summer services to children. Since these services are targeted outside of the main school year, they are not recognized as a separate column on this budget but will provide necessary services for Head Start children with working parents in our neediest areas over the summer months.

Staff rates are designed based on the district's current salary schedule and negotiated union rates, which are in line with acceptable market rates for school district staff based on current wages comparability analysis and are in line with expected credentials, ratios and caseloads for staff outlined previously in this narrative.



The project director for this grant will be the district's Director of Early Learning, Pamela AUGUSTINE-JEFFERSON.

### **Non-federal Share**

NHPS has existing operations and deep community connections in New Haven, as well as access to additional infrastructure and resources to fully support a quality Head Start program, and we intend to meet our full obligation for the 20% non-federal contribution to this project. Our current expectations for non-federal match supporting this program are a combination of district funding for key staff positions state Head Start funding streams (particularly the Expansion classroom), and in-kind contributions related to cleaning, utilities and trash removal/pest control at the Mayo School. Our expected in-kind/matching contributions for this grant are outlined below:

Funding Source	Total Amount \$	% recognized as non-federal share	Funding (\$) to non-federal share
Expansion (State)	\$126,006	95%	\$118,946.26
Title I (not NFS)	\$288,929	0%	\$
District NFS	\$1,457,869	100%	\$1,457,869.00
NHPS General Funds	\$1,457,869	93%	\$1,342,885.84
Major Funding Subtotal	\$3,330,673		\$ 2,919,701.10

Please note that not all of the "NHPS General Funds" interacting with the Head Start grant are intended to be counted as non-federal share related to this project; non-federal share is only part of the overall total investment that the district is planning to make to support the project. Similarly, Title I, a federally funded program that will not count as in-kind or match but does play an important part in funding key teaching positions in Head Start Classrooms (see Personnel table in Appendix A). For this reason, the total amounts are recognized above, with the amount expectation for non-federal share indicated separately in the chart above.

Other In-kind support:

Source of Match	Valuation	Total \$
ECO Contract for Cleaning Mayo School	Cash	\$7,473.40
Utilities	Cash	\$105,722.05
Trash removal and pest control	Cash	\$12,740.00

In-kind subtotal		\$125,935.45
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