

ABSTRACT

SPECIAL FUND PROPOSAL

Section I. BASIC INFORMATION

Proposed Project Title: Head Start COLA and Quality Improvement

Grant Source and Agency: United States Department of Health and Human Services, Office of Head Start

Total Amount Requested: \$ 495,704 **Due Date of Application:** April 21, 2023

System Contact:
Mary Derwin

Telephone #: (475) 220-1467

Description of Project: This supplemental grant includes a cost of living adjustment and quality improvement investment above the FY 2022 based upon funded enrollment as permitted by the Head Start Act. These adjustments are effective at the start of FY 2023, based upon existing Head Start employees, to offset wage increases and rising costs of benefits. Quality enhancement allows for the hiring of 6 PT employees to support the FSW caseload or assist in the classroom and invest replacement car seats.

TARGET: Schools/Unit: Preschool
No. of Students: 531 **Grade Level(s):** Preschool
Eligibility Criteria: Residency, age, and income eligibility requirements by Head Start Performance Standards

GRANT PERIOD:

From: (07/01/2023)

To: (06/30/2024)

New

Continuation

Previous Bd. of Ed.

Approval:

Planning

Operational

Bd. of Ed. Information

Action

Information

Support

Competitive







Entitlement

Grant

PROPOSAL DEVELOPER:

Mary Derwin

CENTRAL OFFICE USE ONLY – MUST REMAIN ON PAGE 1

ABSTRACT TIMETABLE	REVIEW						
Return to: _____	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Grants Manager</td> <td style="width: 50%; text-align: center;"></td> </tr> <tr> <td>Finance Manager</td> <td style="text-align: center;"></td> </tr> <tr> <td>Human Resource Manager</td> <td style="text-align: center;">_____</td> </tr> </table>	Grants Manager		Finance Manager		Human Resource Manager	_____
Grants Manager							
Finance Manager							
Human Resource Manager		_____					
Received: _____							
Board of Education FINANCE & OPERATIONS Meeting Date <u>7/17/23</u>							
Board of Education Meeting Date: <u>7/24/23</u>							
Due Date to Grantor: _____							

George Moloh

6/16/23

Proposed Project Title: Head Start Federal COLA and Quality Improvement Grant

Total Amount Requested: \$495,704

Proposed Grant Receiving Agency: Head Start Basic

SECTION II: FISCAL INFORMATION

PERSONNEL

# FT	#PT		COST
2		Administrators	\$9,364
14	2	Teachers	\$53,655
6		Management	\$50,492
46		Paraprofessionals	\$77,552
2		Clerks	\$7375
6		Others	\$10,990
		Seasonal	\$6541
		Longevity	\$1,555
		Ed. Incentive	\$672
	35	Teacher Aides	\$27,539
	6	Teacher Aides	\$63,180
		SUBTOTAL	\$ 308,915

NON-PERSONNEL

	COST
Supplies & Materials	\$
Student Transportation	\$6,955
Staff Travel	\$
Internal Evaluation	\$
Field Trips	\$
Contractual	\$75,000
Equipment	\$
Other	\$
Indirect Costs, if allowed	\$
TOTAL NON-PERSONEL	\$ 81,955

FIXED COSTS:

Health Benefits	\$86,249
Pension (Paras & Mgmt.)	\$2,877
FICA/Medicare	\$14,167
Workmen's Compensation	\$1,541
SUBTOTAL	\$ 104,834
TOTAL PERSONNEL & FIXED COSTS	\$ 413,749

Notes:

- 1) Total Personnel and Non-Personnel columns must equal grant total.
- 2) The Abstract budget must be aligned with the Grant Application budget/ED114.
- 3) All applications should budget for staff development (stipends) and evaluation wherever appropriate.

SECTION IIA: BUDGET EXPLANATION

The following categories must be explained:

All Personnel: explain positions; **Salary:** if the grant pays a percent of salary and fixed costs, please describe below, breaking down **percentages and amounts to be paid by grant and by NHPS**. **Other;** and **All Non- Personnel items**. If additional space is needed, continue to next page.

Personnel:

Funds are projected on estimated cost of personnel using the 5.60% adjustment listed above for the existing Head Start personnel at the below listed locations:

- Central Office, Celentano Observatory, Truman School, Fair Haven School, John Martinez, and Dr. Reginald Mayo School
- Staff includes Program Directors, Project Site Directors, Management, Certified Teachers, Lead Teachers, Coaches, Clerical staff, Paraprofessionals, Family Service Workers, Social Workers, and PT Teachers' Aides

Non-Personnel:

- Car seats for student bus transportation to and from Dr. Mayo School- 2 Tiers
- Contractual- contractor funds will cover, mental health services

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SECTION III: SYSTEM OBLIGATIONS

Project support from other programs: None Yes **Explain: Program receives additional support from the State of CT Head Start grants; State of CT Expansion Grant The program also receives support from Title One funds.**

Linkage with other programs: None Yes **Explain: Professional development and family engagement are linked with the NHPS School Readiness and Magnet School Programs.**

Local Fiscal costs, (include renovation): None Yes **Explain: The District is required to document a Non-Federal Share Match of 20% of the Head Start budget.**

Future local personnel obligations: None Yes **Explain: No new FT hires**

PROJECT OR GRANT REQUIREMENTS

- | | | |
|---|--|--|
| <input type="checkbox"/> Local Maintenance | <input type="checkbox"/> Replication | <input checked="" type="checkbox"/> Parent Involvement |
| <input checked="" type="checkbox"/> In-Service Training | <input checked="" type="checkbox"/> Advisory Committee | <input checked="" type="checkbox"/> Linkage w/other Programs |
| <input type="checkbox"/> Non-Public School Involved | | <input type="checkbox"/> Dissemination |

ADDITIONAL RESTRICTIONS OR CONCERNS

SUBMITTING ADMINISTRATOR: Mary Derwin 6/16/23
(Signature) Date

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SECTION IV: PROPOSED PERSONNEL

List, **individually**, each position proposed by this grant application. **If no personnel**, please indicate **N/A** in the chart below

F/T	P/T	Classification	Position Description	Duration of Proposed Service	Proposed Employee	Current NHPS Employee Yes/No	If Yes Current Employee Number
2		Administrators	Supervisor of NHPS Head Start Asst. H.S. Director	July 1, 2023 to June 30, 2024		Yes	
6		Management	Project Site Directors, Health Coordinator, Fiscal Officer, Admin. Analyst II, Asst. Family Service Coordinator, ERSEA, HS Human Resources	July 1, 2023 to June 30, 2024		Yes	
14	2	Teachers	Certified Teachers, Coaches	July 1, 2023 to June 30, 2024		Yes	
46		Paraprofessionals	Lead Teachers Assistant Teachers, Outreach Workers	July 1, 2023 to June 30, 2024		Yes	
2		Clerical	Admin. Assit. I Admin. Assit. II	July 1, 2023 to June 30, 2024		Yes	
6		Others	Social Workers Nurses Data Control	July 1, 2023 to June 30, 2024		Yes	
	35 6	Part-Time New	Teacher Aides	July 1,2023 to June 30, 2024		Yes TBD	

V. PROPOSED CONTRACTS

List **individually**, each contract that will be prepared by this proposed project. **If contractors will not be utilized**, please indicate **N/A** in the chart below.

Proposed Independent Contractor	Brief Description of Service	Proposed Pay Rate	Proposed Total
Clifford Beers Guidance Clinic	1 additional FT Mental Health Clinician servicing children and families from all program sites, per Head Start Performance Standard	\$75,000	\$75,000

VI. ADDITIONAL INFORMATION:
Please Answer All Questions -- Use Additional Pages if Necessary

1. Please state specific goals for this grant or the grant period.

New Haven Public Schools Head Start, will partner with families, district leadership, and community partners to strengthen the relationships that impact the social, emotional, physical, and academic growth of all students in a responsive and supportive learning environment.

Program Goals:

- 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.
- 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.
- 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 emotion, physical, and academic growth of all students so our students learn in a responsive and supportive environment.

School Readiness Goals:

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, ordering of numbers, number of objects in a small set, and use math concepts and language regularly during everyday 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.

Physical Development and Health/Safety

- 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.

SMART Goals for Targeted School Readiness Learning Objectives 2023-2024 SY

Social Emotional

By June of 2024, 80% of four-year old students entering kindergarten will show a developing understanding of people's behaviors, feelings, thoughts, and individual characteristics, scoring at or above widely held expectations as measured by the Teaching Strategies Gold Observational Assessment, by communicating, with adult assistance, about feelings that are caused by their own behavior or that of others.

Approaches to Learning

By June of 2024, 80% of four-year old students entering kindergarten will show a developing curiosity and initiative in learning, scoring at or above widely held expectations as measured by the Teaching Strategies Gold Observational Assessment, by carrying out simple investigations using familiar strategies, tools, or sources of information.

Language and Literacy

By June of 2024, 80% of four-year old students entering kindergarten will demonstrate a growing ability to engage in reciprocal communication and conversation, scoring at or above widely held expectations as measured by the Teaching Strategies Gold Observational Assessment, by engaging in brief conversations with a shared focus.

Cognition

By June of 2024, 80% of four-year old students entering kindergarten will show a developing understanding of number and quantity, scoring at or above widely held expectations as measured by the Teaching Strategies Gold

Observational Assessment, by counting up to five objects using one-to-one correspondence, and reciting numbers in order, one through ten.

Physical Development and Health/Safety

By June of 2024, 80% of four-year old students entering kindergarten will demonstrate increasing strength, precision, coordination, and efficiency when using muscles of the hands for functional tasks, scoring at or above widely held expectations as measured by the Teaching Strategies Gold Observational Assessment, by manipulating objects, using their hands, with strength, accuracy, and coordination.

- 2. If this is a continuation grant, please detail past year goal performance and accomplishments. Use additional space if needed:
Head Start 21-22 End of the Year Student Outcome Data as measured by the Desired Results Developmental Profile Continuum (DRDP)
22-23SY student outcome data currently being tabulated using T.S. Gold**

At the end of the 2021-2022 school year Head Start DRDP results showed great student improvement.

Approaches to Learning and Self-Regulation showed only 1% of students who were in the *Responding* category, 16% of students in *Exploring*, and 63% of students who were in the *Building* category, leaving 19% of students to be on a *Integrating* (Kindergarten Readiness) level. This data shows an increase since the Winter assessment of 14% proficient or higher.

Social and Emotional Development showed only 1% of students who were in the *Responding* category, 15% of students in *Exploring*, and 66% of students who were in the *Building* category, leaving 20% of students to be on an *Integrating* (Kindergarten Readiness) level. This data shows an increase since the Winter assessment of 11% proficient or higher.

Language and Literacy Development showed only 2% of students who were in the *Responding* category, 14% of students in *Exploring*, and 70% of students who were in the *Building* category, leaving 14% of students to be on an *Integrating* (Kindergarten Readiness) level. This data shows an increase since the Winter assessment of 13% proficient or higher.

Cognition, Including Math & Science showed only 3% of students who were in the *Responding* category, 17% of students in *Exploring*, and 66% of students who were in the *Building* category, leaving 15% of students to be on an *Integrating* (Kindergarten Readiness) level. This data shows an increase since the Winter assessment of 7% proficient of higher.

Physical Development & Health showed only 1% of students who were in the *Responding* category, 10% of students in *Exploring*, and 64% of students who were in the *Building* category, leaving 25% of students to be on an *Integrating* (Kindergarten Readiness) level. This data shows an increase since the Winter assessment of 9% proficient of higher.

History-Social Science showed 6% of students in *Exploring*, and 55% of students who were in the *Building* category, leaving 39% of students to be on an *Integrating* (Kindergarten Readiness) level.

Visual and Performing Arts showed 3% of students in *Exploring*, and 50% of students who were in the *Building* category, leaving 147% of students to be on an *Integrating* (Kindergarten Readiness) level.

English Language Development showed 6% of students in the *Discovering Language* category, 7% in the *Discovering English*, 25% in the *Exploring English* category, 21% *Developing English*, 19% *Building English*, 22% *Integrating English*.

Each area of development, with the exception of ELD, shows that the majority of students were at or above grade level and on their way to Kindergarten Readiness, by the end of the 21-22 SY.

3. How does this grant address School Reform goals?

The goal of the New Haven Public School District is to provide all students with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high-quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

The NHPS District's Strategic Plan's Overarching Goals are to support the students by:

1. Providing a strong foundation in early learning
2. Fostering high achievement for all learners
3. Developing the whole child
4. Ensuring that every student is ready and able to succeed in college, career, and life
5. A commitment to equity, growth, and progress

4. Please explain why this proposal is significant and important in relation to improving student and/or staff performance, as well as any additional pertinent information that is specific and relevant: (Include resume of person(s) providing service for contracts \$10,000 and over)

This proposal is significant in that the Head Start Program provides comprehensive early childhood education, health(physical and mental), nutrition, and parent involvement services to low-income children and families. The program's services and resources are designed to foster stable family relationships, enhance children's physical and emotional well-being, and establish an environment to develop strong cognitive skills. It supports the professional learning of staff and functions in collaboration with the other district early childhood programs. The additional mental health clinician is TBD but will have similar background to her colleague and partner, Julia Redman, whose resume is attached.

REQUIRED:

A COPY OF THE GRANT APPLICATION MUST BE ATTACHED TO THE ABSTRACT.