



Connecticut Office of Early Childhood

Smart Start Continuation of Funding Application

Grant Period: July 1, 2019 to June 30, 2021

DERBY PUBLIC SCHOOLS
LITTLE RAIDERS UNIVERSITY

Legislative Authority

Public Act 14-41

Due Date

Thursday, April 4, 2019

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Levy Gillespie
Equal Employment Opportunity Director
State of Connecticut Department of Education
450 Columbus Boulevard
Hartford, CT 06103
860-807-2101
Levy.Gillespie@ct.gov

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Part I: Narrative

Directions for Narrative: (please do not exceed four pages)

Please provide information on the following areas of your Smart Start grant:

1. Positive outcomes/experiences and challenges as a result of participation in the Smart Start grant program for the past two years (please provide specific examples/data).
2. Timeline and actions to become accredited (if not already NAEYC Accredited or Head Start approved). Include how the results of the ECERS-III were used as well as any consultants and other external resources.
3. Impact of collaborative efforts with community-based agencies and programs.
4. Communication to families about programming when school was not in session.
5. District PK-3 plan, including who is involved and positive outcomes and challenges.



Little Raiders University

75 Chatfield Street, Derby, CT. 06418

(203)446-4224



1. Positive outcomes / experiences and challenges as a result of participating in the Smart Start Grant Program:

Little Raiders University, as a result of participating in the Smart Start Grant program, has been able to offer a quality Pre-K program to 30 students' ages 3-4 years. Without the funding of Smart Start, these children would not have been afforded this quality preschool learning experience and an opportunity to begin kindergarten academically and socially ready.

With the funding of Smart Start, Derby Public Schools can offer a quality preschool program which will help form the student's character and give a diverse experience of learning about

others and adopting the social skills and structure that are necessary for a successful school career. Little Raiders University's certified and uncertified staff, support the students in reaching their highest developmental, social, and academic potential. Creating and maintaining a developmentally appropriate environment for learning while empowering families to participate in and enhance their child's education. In addition Little Raiders University, with the help of Smart Start funding, provides parents with tools that support them in raising healthy, happy, successful children and ensuring that students have access to preventive health care.

Recognizing parents are their first teachers, with Smart Start funding, Little Raiders University is able to provide education and resources through programs that increase parent's knowledge of children's development and positive parenting practices. Parents also participate in family engagement activities like volunteering in their child's classroom and in school projects.

One hundred percent of the Smart Start students receive developmental screening to detect and treat developmental delays.

2. Timeline and actions to become accredited:

Little Raiders University received NAEYC Accreditation June 25, 2018. #728330

3. Impact of collaborative efforts with community-based agencies and programs:

In order to have the most positive impact on the academic and wellness outcomes of students, it is imperative that schools and communities work together through a collaborative and comprehensive approach. Little Raiders University, along with our community partners, help prepare students for a positive outlook on life and citizenship by offering additional opportunities, supports, and enrichment for young people. Strong school–community partnerships are essential for a world-class, 21st century education.

Ongoing comprehensive professional development for all school leaders, staff, and community partners is an additional collaborative effort. Continuous, high-quality professional development is important to ensure effective partnerships. Regular meetings with all stakeholders participating (school staff and community partners) occur to ensure that we continue to build relationships and trust, develop a common vocabulary, and learn the same content and best practices around school–community partnerships.

Little Raiders University collaborates with resource and referral agencies, to provide families with resources for positive parenting practices and assistance to children and their families so that they might develop to their fullest potential and make our community stronger. We

collaborate with youth bureau's to identify with productive interests to guide our youth toward a more meaningful and engaging life. We also collaborate with counseling and mental health services which include comprehensive assessments, psychiatric evaluations, medication management, individual, family, and group therapies.

Parent Child Resource Center (PCRC) located in Derby is working closely with a LRU family now and the family is very appreciative for all they have to offer.

4. Communication to families about programming when school was not in session:

When parents register for Little Raiders University they are told Little Raiders University follows Derby Public School calendar. The district calendar is handed out to parents at the beginning of the school year and is also on the district website. Parents are also notified by School Messenger when there is a closing and it is also announced on Channels 8, 3, and 30 News, as well as Radio Stations A.M. WICC-60 and F.M. STAR 99.9, WEBE 108, WELI-960 and KC101.

5. District PK – 3 plan, including who is involved and positive outcomes and challenges.

We provide a high quality early education which supports the foundation for student success in school. Having a seamless learning continuum from pre-k to 3rd grade will align and integrate a comprehensive education approach to our students learning during the years when children have the greatest growth potential. Creating a high quality early learning continuum requires a strong commitment by directors, principals, all educators and all stakeholders to work together to ensure that all the needs of children are met.

The key elements of our Pre-K – 3rd grade continuum include: Qualified teachers who have a bachelor's degree and specialized training in the methods in which young children learn. Opportunities for teachers to share data, participate in joint planning sessions on a regular basis, as well as collaborative professional development across grade levels. Strong leadership committee to providing children with seamless high quality educational experiences. A high quality, developmentally appropriate curriculum that aligns state standards from pre-K through third grade and supports the development of the whole child.

The basic framework and three focus areas of our early learning continuum are based on Leadership, Assessments and Instruction. Our Leadership focus area includes: Ensuring our leaders embrace the Pre-K - 3rd early learning continuum, ensure developmentally appropriate practices, provide a personalized, blended learning environments, ensure leaders use measures to guide growth in student learning, build professional capacity across the early learning community, and making schools the heart for Pre – K – 3rd learning for families and communities. Our Assessment focus area includes: On going comprehensive systems to include diagnostic, formative/progress monitoring and summative assessments. Including all domains of development and learning: social, language, physical, cognitive, literacy, mathematics, social studies, science and technology and the arts. Including processes and resources for cross-sector work which are established through shared leadership, strategic planning, research and evaluation. Our Instruction focus area includes:

- Aligning and coordinating standards, curriculum, instructional practices, assessment, environments and professional development creating an incremental alignment plan for Pre-K-3rd.
- Using consistent, yet developmentally appropriate, instructional approaches across grades. Requiring horizontal and vertical team meetings.
- Using instructional coaches with early childhood learning experiences and credentials.
- Communicate proactively and involve parents, families and the community in our programming and instruction.

Our positive outcomes include:

- We are able to provide a high quality preschool program to 30 students who reside in Derby.
- The students are offered 2 square meals and an afternoon snack daily to ensure they are receiving proper nutrients.
- Students who attended Little Raiders University performed an average 21% higher on their Dibels assessment than students who attended non-Little Raiders University pre-schools

Our challenges are creating a more efficient way of communication with local private preschool and daycare programs to include those students in our Pre – K – 3rd grade continuum.

Part II: Reapplication Process

Due Date: The following must be received by Thursday, April 4, 2019 no later than 4:00 p.m:

- An electronic copy of the grant application for continuation of funding sent to annette.carbone@ct.gov; and
- Original signature pages

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

Annette E. Carbone, MPH
 CT Office of Early Childhood
 450 Columbus Boulevard, Suite 204
 Hartford, CT 06103

Part III: Cover Page

**Connecticut Office of Early Childhood
 SMART START CONTINUATION OF FUNDING APPLICATION**

**GRANT PERIOD
 July 1, 2019 to June 30, 2021**

School District: Derby Public Schools (Little Raiders University)
Contact Name: Alison Conway
Address: 75 Chatfield Street, Derby, CT 06418
Telephone Number: 203-446-4224
Contact E-mail Address: aconway@derbyps.org

It is the responsibility of the grantee to provide up-to-date program contact information. In the event of any changes, contact information must be reported to the Smart Start Program Manager within 5 business days.

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

 Chairperson, Board of Education: [James Gildea](#) _____ Date

Superintendent of Schools: [Dr. Matthew J. Conway, Jr.](#) Date

Chief Elected Official: [Mayor Richard Dziekan](#) Date

Number of Smart Start classrooms	Number of additional children served by Smart Start
2	Up to 3 in each classroom

Annual Operating Expenses Requested \$ 150,000
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All assurances and conditions noted in the original Smart Start application remain in effect for the duration of Smart Start grant.

Part IV: Program Information

Please complete the following table for each of the Smart Start classrooms in your district.

Program Address	# of Smart Start Classrooms	# of Children to be Served in Smart Start		Smart Start Hours/day	Smart Start days/year	Family fee charged Y/N
		SS	Other			
75 Chatfield Street, Derby	2	30	6	9:00am – 3:00pm	183	0

NAEYC Accreditation/ Head Start Approval	Head Start approved Y/N	NAEYC ID	Expiration date (if accredited)
List classrooms			
Blue Room	N	728330	7/1/2023
Green Room	N	728330	7/1/2023

Part V: Budget

SAMPLE BUDGET JUSTIFICATION

Indicate costs of implementing FY 2020 and 2021 for **Operating Expenses** by budget code. Refer to Budget Object Codes in the application packet for code descriptions. A worksheet is provided following the 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 Worker's Compensation 6.9% of salaries: Health Insurance @ \$3,525/staff/year:	\$ 7,063 \$ 850 \$ 4,288

SMART START

FISCAL YEARS 2020 & 2021 BUDGET FORM

GRANTEE NAME: <u>Derby Public Schools</u>		TOWN CODE: <u>037</u>	
GRANT TITLE: OPERATIONS		YEARS: <u>FY20 & FY21</u>	
PROJECT TITLE:			
FUND: 11000 SPID: 16279 YEAR: 2020 & 2021 PROG: 83004 CF1: 170031		CF2:	
GRANT PERIOD: <u>7/1/19 –6/30/21</u>		AUTHORIZED AMOUNT: \$	
CODES DESCRIPTIONS BUDGET AMOUNT			
		FY 2020	FY 2021
111A	NON-INSTRUCTIONAL SALARIES		
111B	INSTRUCTIONAL SALARIES	\$149,049	\$149,092
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	In-kind(City)	In-kind (City)
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	\$951	\$908
700	PROPERTY		
	TOTAL	\$150,000	\$150,000

OPERATIONS BUDGET JUSTIFICATION

Indicate costs of implementing FY 2020 and FY 2021 by budget code. Refer to Budget Object Codes in the 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. You are required to complete a separate budget justification for each funding year.

111B	0.10 FTE: Early Childhood Development Director/teacher (hands-on, instructional position) = \$112,417 * 10% = \$11,242
	2.0 FTE: two (2) classroom teachers for 183 days = \$100,069
	2.0 FTE: two (2) classroom paraprofessionals for 183 days = \$37,738
600	Instructional supplies = \$951
	<u>Total for FY20 = \$150,000</u>
111B	0.075 FTE: Early Childhood Development Director/teacher (hands-on, instructional position) = \$115,227 * 7.5% = \$8,642
	2.0 FTE: two (2) classroom teachers for 183 days = \$101,957
	2.0 FTE: two (2) classroom paraprofessionals for 183 days = \$38,493
600	Instructional supplies = \$908
	<u>Total for FY21 = \$150,000</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.

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

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.