

				health & development and approaches to learning language development

b. If you plan to pay for staff with CDBG funding, describe what they do in relation to the specific service(s) / activity(ies) described above. All staff that appear in the salary / benefits line items in your budget (Section XV) must be described below. Add rows if necessary.

Specific Service / Activity	Position/Title	Work Related to CDBG-Funded Activity	# of Hours per Week spent on this Specific Service / Activity	% of Hours per Week spent on this Specific Service / Activity to be paid with CDBG
Teaching – implementation of preschool curriculum	Lead Classroom Teacher	Weekly curriculum planning & implementation, document children’s progress in portfolio and formally communicate children’s progress with parents and Head Start 3x year.	40	20%

V. Beneficiary Information

a. For each service / activity you identified in Section IV, please project how the Burlington residents will break out into the following income categories. Use the Income Table at http://www.cedoburlington.org/cdbg/income_limits.htm.

Service / Activity:	Unduplicated Total # of Burlington Households / Persons to be Served:	# Extremely Low-Income	# Low-Income	# Moderate-Income	# Above Moderate-Income
Early education activities	25Households/25 children	25			

b. Please provide a single unduplicated total beneficiary count below:

Unduplicated Total # of Burlington Households / Persons to be Served:	# Extremely Low-Income	# Low-Income	# Moderate-Income	# Above Moderate-Income
25 Households/25 children	25			

c. How will/do you document beneficiary income levels?

All families must complete Head Start enrollment paperwork which includes income verification. Additionally, all of our families receive child care financial assistance (subsidy) and verification of their eligibility is copied for our records.

VI. Problem Statement

a. What particular problem or need will this project address?

Head Start research documents that young children who receive quality early care and education enter school better prepared and more socially and emotionally ready to succeed. Our early intervention services for our refugee community provide critical language acquisition and readiness activities for both children and parents. Our partnership with

Head Start ensures that all enrolled children receive routine health and dental check-ups as well as home visits. Our program empowers disadvantaged children and families with life-building skills necessary for a healthy and productive future. While children are in care, parents are able to work, attend education/training programs and/or address individual needs such as mental health or substance treatment.

b. How was this need identified?

The need for early intervention services is well-documented by Head Start, Child Care Resource, Burlington School District, Department for Children and Families, COTS, Kid Safe and many other local and national educational organizations. Our agency has been providing a **full day, full-year** preschool program since 1994. King Street Center is one of a dwindling number of preschools serving our most vulnerable children and families. Moreover, several of our children receive special education or mental health services as identified by early assessment screenings.

c. Why is this a funding priority for Burlington?

Healthy children = healthy, vibrant city! As our community continues to welcome new families through the Refugee Resettlement Program or in-migrations, it is incumbent on the social services system to provide an infrastructure of support in order to foster a successful transition and integration. King Street has made a strong commitment to meet the needs of our underserved and refugee community and not lose sight of the constant struggles of poor families, thus our commitment to be a linkage for **building community**.

VII. Program Goals: How will this project reduce the number of people living in poverty? Will it help people move out of poverty? Prevent people from entering poverty? Address basic needs of people living in poverty?

Providing quality and affordable child care is fundamental for parents in order to move forward with education, training programs, and employment. In some cases, parents depend on childcare services to address their personal needs through mental health or substance treatment programs. Our 10 year partnership with Head Start highlights King Street's commitment to serving our most vulnerable children and families. It is also important to note that our program addresses the critical component of nutrition, offering a nourishing family style breakfast, hot lunch and snacks. Our meals are prepared on site by an employee who began as a King Street and Head Start parent participant. Our 6 week lunch menu has received recognition by Hunger Free Vermont. In the summer of 2009 and 2010, King Street was invited to participate on a panel with federal child nutrition advocates to highlight the nutritional needs of low-income children and youth.

a. Are you targeting any specific disadvantaged population/group of people? If so, who are they? (i.e., people with disabilities, minorities, women with children living in poverty, people with limited English proficiency, at-risk youth, etc.)

We target anyone in Burlington who lives in poverty or has limited options based on income. We work closely with Refugee Resettlement, Vermont Adult Learning, Burlington Early Essential Education Program (EEE), Visiting Nurses Association, Lund Family Center, Sara Holbrook Community Center, Child Care Resource, and The Howard Center to name a few. For a fifth year, King Street, in partnership with Vermont Adult Learning, has been offering ESL classes each week for African mothers. We provide free child care and nourishing snacks for infants and toddlers while moms are receiving English instruction.

VIII. Equal Opportunity/Accessibility:

a. How do you make sure your programs are accessible to all, inclusive and culturally appropriate?

Our limitations are established by licensing capacity and funding, not a desire to serve. We integrate interpreter services into our preschool in order to communicate with our parents. As well, we have worked to change our preschool menu to better reflect more ethnically appealing textures, colors and familiarity. King Street follows the policies and protocol established by Head Start as well as Vermont STARS best practice with regard to

accessibility and cultural competence. Our current census indicates that nine out of fifteen children are either minority children or refugees.

King Street is an EOE employer. Our leadership is committed to diversity and seeks to involve everyone and all components of the organization to bring about a more balanced profile. Our food service worker is a former King Street parent participant and two of our youth workers grew up attending King Street afterschool and teen programs. We actively look at developing leadership from within and recognize this as a strategic hiring practice which can and must foster diversity among our staff.

King Street has worked closely with Dan Balón, Burlington Schools Director of Diversity and Equity. Executive Director Vicky Smith was appointed to the Burlington School District's Task Force on Equity and Diversity. Our Board Chair, Clarence Davis, is actively working with our Board of Directors on board development.

- b. Describe the diversity status of (i) your staff for this program and (ii) your Board. How does that compare with the diversity status of the clients of the program / project you're requesting funding for?**

Currently, the teaching staff of our preschool is not comprised of teachers of color. However, in October 2011, King Street was awarded a Strengthening Families Grant through the Child Development Division to "establish a multicultural mindset that values pluralism and affirms students from all backgrounds." Specifically, the grant allows King Street to address diversity, equity and inclusion by providing funds to hire two of our English Language Learning (ELL) Teen Futures participants (former refugees) to work in our preschool program. The idea has several key elements: to promote a diverse learning environment for our preschoolers, foster a welcoming classroom for ALL parents, model best practice for our children and youth and bring exposure to a career in the field of early education as part of our Teen Futures Job Club curriculum. A Somali Bantu 9th grade girl and a Burundian 9th grade boy have been hired to work with our preschoolers.

King Street's preschool is made up of 65% students of color. Our board chair is the only person of color on our board at present. There are myriad student interns and volunteers of mixed race and ethnicities on board through our partnerships with Burlington High School, UVM, SMC and Champlain College.

- c. Describe the diversity / cultural competency trainings that your staff and Board have participated in during the last year.**

King Street has been purpose driven in its effort to address and provide cultural competency trainings for our staff. In October 2011, our entire staff participated in an intercultural developmental inventory with Ame Lambert, Champlain College Senior Diversity Officer. This full day training provided feedback to our group regarding our approach to intercultural relations, helped to create guides and action plans for group learning and provided overall enhancement of intercultural knowledge, skills and abilities. Our work continues with Ms. Lambert. Preschool teachers have also attended follow up workshops with CORN: Conversations On Race Now for a second year. As mentioned previously, the executive director has been a member of the Burlington School District's Diversity and Equity Task Force, attended the Black Board Jungle series at UVM last March, Burlington School District/Winooski School District's Nelli Mae participating community member and participated in the Diversity and Unity Retreat last May. On December 13th 2011, the executive director will be a panelist to speak about cultural competency for Leadership Champlain.

IX. Impact and Evaluation:

- a. How do you define success? How do you measure it? How many of your beneficiaries achieve it?**

Success is defined by children demonstrating learning progress and parents who indicate they are satisfied and able to be employed or engaged in educational/training programs while their children are in care. Our children are assessed three times a year using a federal work sampling measurement tool as required by Head Start. If a child is identified as not proficient in a particular area of domain, referrals for a more thorough evaluation are made to the Burlington School District Early Essential Education Program to determine if the child is eligible for special education intervention. As well, our participation as a United Way

Agency, Vermont 5 STAR Center and contract with the Burlington School District requires other ongoing evaluation processes to assess parent satisfaction and child performance measures. Each child has a set of individual goals and a plan established by the classroom teachers and parents. As well, portfolios are developed for each child. Portfolios are a sampling of a child's work over time and reflect their progress and interests. Parent conferences are offered at least twice a year. All children in the 2010/11 classroom demonstrated progress in the eight learning domains. Speech and language development lagged behind for three children who did not achieve proficiency. This is expected given their status as English language learners. Two children received speech and language services through the Burlington School district due to a diagnosed speech delay. One child received a mental health screening and follow up services.

b. If this is an existing project:

- 1. What were your projected accomplishments for your most recent completed funding period or fiscal year?**
 - Provide full day preschool slots for 18-25 children ages 3-5 over the course of a year
 - Offer 15 Head Start partnership spaces annually
 - Provide assessments for each child on a trimester basis (fall, winter, spring)
 - Provide 6 scholarships for families who receive partial child care subsidy

- 2. What were your actual accomplishments for that period? If you did not meet projections, please explain (i) why and (ii) how you will overcome that issue in the future.**
 - A total of 24 children received preschool.
 - In September 2009, King Street became a **full Head Start collaborative partner** with all **fifteen** slots designated as Head Start eligible. This was a result of federal Head Start expansion funds.
 - Assessments were completed on all children as required by Head Start.
 - 8 scholarships were provided for 7 families.

X. Community Participation & Partners

a. How are the community and/or program participants involved in decision-making and in identifying the program need, design and/or evaluation?

King Street's program is built on the premise of a strong partnership – our designation as a partner program with Head Start. Parents work closely with classroom teachers to identify goals for their children. Our staff is sensitive to meeting the needs of the entire family. This requires attention to diversity and inclusion, intense discussions regarding individual needs and commitment to adaptation and change. We use the services of interpreters as often as possible to facilitate parent discussions regarding program need, curriculum and evaluation. Parent meetings are held before every agency wide family dinner (4 times/year) in order to encourage participation in classroom planning and build a sense of community. In addition, three parent breakfasts and six evening family events are held throughout the year to facilitate classroom decision-making, design and engagement. King Street's participation in the STARS program promotes community engagement in the program design and evaluation process such as our work with Shelburne Farms and UVM's Early Education program.

b. Who do you mainly work with (i.e., what partners) to get the outcomes you want for your clients?

Child Care Resource, Head Start, Sara Holbrook Community Center, Burlington School District EEE, DCF, COTS, Refugee Resettlement, VNA, Baird Center, Burlington City Arts, Shelburne Farms, UVM, ECHO, Foster Grandparent Program and the Stern Center are organizations we work with on a regular basis. We are a participating agency with the Child

and Adult Food Care Program, a federal nutrition program, and a proud member of United Way of Chittenden County.

XI. Sustainability

a. How will this project have a long-term benefit to the City of Burlington?

Our most vulnerable children will be served. Children who receive early care and education will enter school more confident and ready to learn. For non-English speaking children, language acquisition will be accelerated decreasing the need for intense school ESL intervention. Their parents also benefit from participation with preschool and develop more effective parenting skills and are able to work or engage in educational or training programs. As children thrive, the entire community benefits. We see our program as a great opportunity for families from vastly different backgrounds to get to know each other in a non-threatening setting. As their comfort level grows, we see real opportunities for families to learn from each other and develop lasting networks of friendship and support.

b. If the project ends, will that benefit continue?

King Street is committed to primary prevention services and views our preschool program as a foundation of our service network. For over 30 years, King Street has offered preschool services.

c. If CDBG funding ends, will the project be sustainable (i.e., able to continue)?

YES. Our program will remain sustainable as long as our local, state and federal communities' value and care for the future of our country. We continue to work with our local and state resources in terms of foundation and grant support, state subsidy benefits, United Way and caring individuals and businesses to provide the underpinning for our program.

XII. Consistency

a. What Consolidated Plan objective does this project support?

King Street supports Consolidated Plan Strategy: Reduce Barriers to Economic Opportunities: Objective EO- 3.1: Help families access quality childcare/early education for 75 children each year over the next 5 years.

b. What other City plans, if any, does this project support or complement?

This project is in line with a number of key City plans. First, this project compliments CEDO's Americorps initiative, We All Belong, which seeks to build a sense of belonging and community in our neighborhoods. Second, King Street's preschool is in line with the school district's plan to address issues of equity through the magnet school approach. King Street has been involved with this strategy as a voice to examine and implement approaches which can work to ameliorate socio-economic discrepancies and the impact on school performance. Third, as Burlington is a designated Refugee Resettlement community, King Street's services for young children and their families are a critical piece to foster integration of our newest Americans. These initiatives all point to complementing the city's goal of providing a Suitable Living Environment where all Burlington residents enjoy livable, attractive neighborhoods, are assured of safety and quality of life in their neighborhoods and in their homes and have the necessary community supports to thrive.

XIII. Readiness to Proceed

a. Is the project ready to begin July 1, 2012 and be completed by June 30, 2013? YES

b. If not, what are the expected start and completion dates?

c. Are there any other conditions (i.e., obtaining permits, the availability of other funding, etc.) that may affect your ability to begin or complete this project? NO

XIV. Financial Narrative

a. Why should CDBG resources, as opposed to other sources of funding, be used for this project?

CDBG resources enhance and leverage our preschool’s services. Our funding sources are diversified and are increasingly stretched as we serve the neediest families in Burlington. We rely heavily on private donations, foundation support, childcare financial assistance, state early childhood funds (ADM), Head Start and United Way funds.

b. Describe your use of community resources. For example, will your project be matched or leveraged with other funding sources or resources (such as volunteers) that don’t appear in the budget summary below?

For over 13 years, we have enjoyed the presence and priceless contribution of an Americorps Foster Grandparent 4 mornings a week. Additionally, we are an intern training site and currently have five interns and several college volunteers placed in our preschool program. Our weekly field trips to Shelburne Farms, visiting artist through City Arts, and myriad other social and recreational opportunities including ECHO and Sports and Fitness Edge all enhance and leverage our resources. Since September 2002, we have formed a collaborative partnership with Head Start which provides an early care advocate/teacher, and increased educational and wellness services.

c. Has your organization had any significant changes in funding levels over the last year? If so, please describe.

Through our contract with the Burlington School District to provide 10 hours of preschool services for each child, King Street is eligible to receive funding. This funding is specifically meant to address the issue of hiring and retention of highly qualified and licensed early education teachers and requisite professional development. King Street has absorbed expenses for a total of 8 preschool children at different times through the year. In October of 2011, we received notice that The Turrell Foundation will no longer fund King Street early education as the Foundation now focuses on birth – 3 services and new policy initiatives. For King Street, this is a significant loss of \$25,000 and will need to be made up from other revenue sources.

d. What percent of Agency funds are used for administration vs. program costs?

Approximately, 18%of agency funds are used for administrative costs and includes a full time executive director, shared development position and an administrative assistant. In addition, a portion of our program managers’ time is spent on administrative duties.

XV. Budget

a. Summary

	Project		Agency	
	Current	Projected	Current	Projected
CDBG	\$ 5,263	\$6,500	\$ 7502	\$ 6,500
State – subsidy, ADM	127,000	130,000	190,000	200,000
Federal – Head Start	13,500	13,500	28,500	28,500
United Way	34,300	34,300	88,500	88,500
Private	25,000	25,000	550,000	550,000
Program Income	1000	1000	4,000	4,000
Other			35,000	40,000
Total	\$ 206,063	\$ 210,300	\$ 903,502	\$ 917,500

* Must match your CDBG request amount on Page 1.
 ** Must match in all three boxes on Pages 7 and 8.

Proposed Project Budget Sources

CDBG	\$ 6500 *
Other Federal – please specify funder and program (i.e., HUD – Emergency Shelter Grant, etc.)	
Head Start	\$ 13,500
ADM	\$
	\$
	\$
State – please specify funder and program (i.e., Department of Health – AIDS Prevention, etc.)	
Child Care Financial Assistance	\$ 77,000
ADM	\$ 39,000
Strengthening Families Grant	\$ 14,000
	\$
United Way of Chittenden County	\$ 34,300
Private – please specify (i.e., individual donations, foundations, faith-based organizations, etc.)	
Individual donations, grants , foundations	\$ 25,000
	\$
	\$
Other – please specify (i.e., fee-for-service, etc.)	
Fee for service	\$ 1000
	\$
TOTAL	\$ **210,300

c. Proposed Budget Uses: Please be sure that all funding uses (including staff) that appear in Section IV also appear here.

Line Item	CDBG	Other	Total
Personnel & benefits	\$ 6500	\$ 168,000	\$ 174,500
Insurance and occupancy	\$	\$ 27,300	\$ 27,300
Supplies	\$	\$ 6000	\$ 6000
Activities	\$	\$ 1000	\$ 1000
Food – does not include CACFP	\$	\$ 1500	\$ 1500
TOTAL	\$ 6500 *	\$ 203,800	\$ 210,300 **

* Must match your CDBG request amount on Page 1.
 ** Must match in all three boxes on Pages 7 and 8.