

City of Burlington / 2013 CDBG Application Form

Project Name: Building Community Preschool

Project Location / Address: 87 King Street, Burlington, VT 05401

Applicant Organization / Agency: King Street Center

Mailing Address: PO Box 1615, Burlington, VT 05402

Physical Address: 87 King Street, Burlington, VT 05401

Contact: Vicky Smith Title: Executive Director Phone #: 802.862.6736

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EIN #: 23-7236312 DUNS #: Applied for

CDBG Funding Request: \$6500

1. Type of Organization

Local Government

For-Profit Organization

Faith-Based Organization

Non-Profit Organization (please provide copy of your
IRS 501(c)(3) tax exemption letter)

Institution of Higher Education

2. Conflict of Interest: Please complete and sign attached form.

3. List of Board of Directors: Please attach.

Certification

To the best of my knowledge and belief, data in this proposal are true and correct.

I have been duly authorized to apply for this funding on behalf of this agency.

I understand that this grant funding is conditioned upon compliance with federal CDBG regulations.

I further certify that no contracts have been awarded, funds committed or construction begun on the proposed program, and that none will be prior to issuance of a Release of Funds by the Program Administrator.

Vicky Smith
Signature of Authorized Official

Vicky Smith
Name of Authorized Official

Executive Director
Title

1.11.13
Date

I. Demonstrated Need

- 1. Project Narrative: Provide a description of the project/program to be funded with CDBG. (Refer to NOFA for required information in this section.)**

King Street's Building Community Preschool provides **full-day, full year** early education services for children ages 3-5. Our preschool is a Vermont **5 STAR** rating (highest level) and Head Start Collaborative Partner which serves a diverse group of Burlington low-income young children and families.

2. Innovation

- a. What new programs and/or services will be provided as a result of CDBG assistance?**

We will not be offering new programs or services with CDBG funds.

- b. How will existing programs and/or services be expanded as a result of CDBG assistance? Use actual numbers to demonstrate expansion.**

We will not be in a position to expand existing programs/services as a result of CDBG assistance. It is our hope that we will be able to maintain our ability to continue to serve our most vulnerable children and families in our community by providing continued early care and education in the face of cutbacks in child care subsidy, foundation support and grants.

- c. Are there other programs in the community that address similar issues? X Yes ___ No
If Yes, how is this proposal different?**

There are several other high quality early education programs in our community which serve a diverse, low-income population. King Street provides a **full day, full year program** and is a Head Start collaborative partner. Our program provides breakfast, lunch, and weekly field trips and has other wrap around services for families. Further, our Center offers on site school age care programs for older siblings thereby providing a continuum care for families not offered in other centers.

II. Proposed Outcomes

- 1. How will this project/program impact individuals and contribute to the City's anti-poverty strategy?**

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 11 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.

2. List your goals/objectives, activities to implement and expected outcomes (# of units, # of individuals, etc.)

Our classroom capacity is 15 children at any one time. Over the course of this year, we will serve approximately 22 different children (21 households). This will depend on how many children transition to Kindergarten at the start of the school year or leave unexpectedly due to family circumstances. In September 2013, we anticipate launching 7 children to Kindergarten.

III. Experience / Organizational Capacity

1. What is your agency's mission, and how do the proposed activities fit with your mission?

The mission of the King Street Center is to promote personal and social wellness through educational, recreational and social programs. Our goal is to give children, youth and families the skills and support necessary for a healthy and productive future.

Early education is the cornerstone of King Street's mission – to give children a healthy start. It is clear from hundreds of studies over decades that desired long-term effects on life- such as lowered need for special education, better health and wellness as teens and adults, higher high school and college graduation rates and greater participation in their child's education are real and strong among preschool and Head Start participants.

2. How long has your agency been in operation? Since 1971.

3. What programs and services do you offer?

King Street offers:

- A Five-Star Preschool
- A large and diverse afterschool program for children in grades K-5th grade that includes daily homework help, tech ed, athletics and the arts
- Teen Futures, an innovative middle and high-school youth program that focuses on academic achievement, job training and college preparation which includes our unique Kids' Lemonade vendor cart business.
- Home to one of the largest and oldest mentoring programs in the state – Junior/Senior Buddy Program
- Each One Reach One – a daily tutoring program
- Home to "Kids on the Ball, our year round. USTA certified tennis instruction program for children of all ages
- Family programs including Family Dinners, English Language Learning classes, community meetings

4. If you plan to pay for staff with CDBG funding, describe what they do in relation to the specific service(s) / activity(ies) in your Project Narrative.

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%

5. Explain how your agency has the capacity to carry out the proposed activity (i.e., staff qualifications and years of experience related to this type of activity, etc.)

King Street’s preschool is one of the few programs with stable, long-term staff. Our Lead Teacher has been with KS for 9 years and our two teachers, each with bachelor’s degrees in education, have been with King Street over 4 years. Our Education Director, who has a Masters Degree, has been on board since 1999. Our program is highly sought after as an intern training site as well as recognized as a model program by CVOEO Head Start. Our most recent Licensing Report is also very favorable. Our preschool is Vermont 5 STAR, the highest rating within Vermont’s quality system.

6. Have you received Federal or State grant funds in the past three years? Yes No

7. Were the activities funded by these sources successfully completed? Yes No
If No, please explain:

IV. Proposed Low & Moderate Income Beneficiaries / Commitment to Diversity

1. Will the program target any specific group of people? (check one below):

- Abused Children
- Battered Spouses
- People with Severe Disabilities
- Elderly (62 years +)
- Homeless Persons
- People with AIDS
- Illiterate Adults

2. For your proposed project, please estimate how the Burlington residents will break out into the following income categories. Use the Income Table at <http://www.burlingtonvt.gov/cedo/cdbg/2012-HUD-Income-Limits>.

Service / Activity	Unduplicated Total # of Burlington HH / Persons to be Served	# Extremely Low-Income	# Low-Income	# Moderate-Income	# Above Moderate-Income
Early Education Services	21 Household 22 children served	22			

3. Explain how the target population is selected, qualified and monitored.

As a Head Start Partner Program, outreach efforts are conducted in partnership with CVOEO Head Start. 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 School District Early Essential Education Program (EEE), Visiting Nurses Association Family Room, Lund Family Center, Sara Holbrook Community Center, Child Care Resource, and The Howard Center to name a few. Eligibility is determined by Head Start, but King Street families often meet one of the following criteria:

Family status (income or other specified factors)

Pregnant women, children ages birth to five, and their families, are eligible for Head Start / Early Head Start in Vermont if any one of the following criteria is met:

- the family income is within 100% of federal poverty guidelines (a limited number of families up to 130% of federal poverty guidelines can be served); OR
- the family receives any of the following public assistance benefits: Reach Up (RUFA), Childcare Subsidy, Family Support Subsidy, or Supplemental Security Income (SSI); OR
- the prospective EHS / HS child or pregnant woman is in foster care; OR
- the family is homeless.

4. How do you ensure that 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. 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 eight 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 aide is a King Street parent (hired in November 2012) and reflects the population we serve. 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.

5. What steps has your organization/board taken in the past year to become more culturally competent?

King Street has been purpose driven in its effort to address and provide cultural competency trainings for our staff. In April 2012, ED Vicky Smith participated in Champlain College's 2020 Diversity and Inclusion Strategic Planning session. 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, and our entire staff team addresses this issue ongoing through trainings and workshops as they become available. It is important to note that our staff has become more diverse through its hiring practices. Each program manager has hired a former or current participant.

V. Budget / Financial Feasibility

1. Project Budget

Line Item	CDBG Funds	Other	Total
Personnel & benefits	\$6500	\$168,000	\$174,500
Insurance & occupancy	\$	\$27,300	\$27,300
Supplies & food (does not include CACFP)	\$	\$7500	\$7500
Activities	\$	\$1000	\$1000

2. Funding Sources

	Project		Agency	
	Current	Projected	Current	Projected
CDBG	\$ 6500	\$ 6500	\$ 6500	\$ 6500
State (specify)	127,000	130,000	190,000	200,000
Federal (specify)	13,500	13,500	28,500	28,500
United Way	36,000	36,000	83650	83650
Private (specify)	25,000	25,000	550,000	550,000

Program Income	1000	1000	4000	4000
Other (specify)			35,000	40,000
Total	\$ 209,000	\$ 212,000	\$ 897,650	\$ 912,650

3. Of the total project cost, what percentage will be financed with CDBG?

$$\begin{array}{ccccccc} \$ & \underline{6500} & \div & \$ \underline{212,000} & = & \underline{3\%} & \\ & \text{CDBG Funding} & & \text{Total Project Cost} & & \text{Percentage} & \end{array}$$

4. Of the total project cost, what would be the total cost per person?

$$\begin{array}{ccccccc} \$ & \underline{6500} & \div & \underline{22} & = & \$ \underline{295.45} & \\ & \text{CDBG Funding} & & \# \text{ Proposed Beneficiaries} & & \text{Cost Per Person} & \end{array}$$

5. 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, and childcare financial assistance, state early childhood funds (ADM), Head Start and United Way funds.

6. Describe your use of community resources. Include any resources not listed in your budget.

For over 14 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 3 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 2003, we have formed a collaborative partnership with Head Start which provides an early care advocate/teacher, and increased educational and wellness services

7. Has your organization experienced any significant changes in funding levels during the past year? Yes No

If Yes, please explain.

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 5 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 is to be made up from other revenue sources.

8. What cost-cutting measures has your organization implemented?

King Street did not replace our Food Service worker and instead hired a Food Service aide at a lower wage. This allowed us to address issues of diversity and inclusion in the preschool classroom, yet also implement a cost cutting measure.

VI. Community Support / Participation

1. What other organizations or key individuals (if any) have given support to this project?

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.

2. How are the community or program participants involved in decision-making and/or 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.

VII. Readiness to Implement

1. Is the project ready to begin on July 1, 2013 and be completed by June 30, 2014?

Yes No

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

2. List any conditions (i.e., obtaining permits, availability of other funding, etc.) that may affect your ability to begin or complete this project.

NA

VIII. Impact / Evaluation

1. Describe how this project will effectively measure outcomes.

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. 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

2. What strategies will you implement to collect the data necessary to analyze your results?

Parent surveys, child portfolios, Child Plus Assessment tool

3. How are clients better off as a result of your program?

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.

IX. Sustainability

1. How will this project have a long-term benefit to the City of Burlington? If this project ends, will that benefit continue?

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.

2. Provide evidence of long-term support for this project.

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

3. If CDBG funding ends, will the project be 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