

Does the program receive DPI Food Program reimbursement? If so, where does this show in the budget?

Yes, it is listed as revenue under "other government" in the amount of \$2400.

In the other government section it is listed as "Child Care Food Program" and under terms it is described as a federal reimbursement program.

How will the implementation of the MMSD 4K in 2011 – 2012 affect this program?

There are many possible affects both during the first year of 4K and well into the future. The Kennedy Heights Community Center has applied to offer two sessions of 4K each day. We have requested that a MMSD teacher provide the instruction but have also expressed a willingness to hire a teacher, current staff do not have DPI teaching licenses. Whether or not we are selected and what type of program model we are operating will have different affects on our program. We may have the opportunity to use 4K to expand our hours of operation and / or to expand the number of children that we serve. Our program has many similarities to the 4K models that may be implemented in the district, but we serve a wider age range and currently provide over 700 hundred hours of year round service to families and have a much longer relationship with children and families and a longer continuity of care, children are often in the program for years.

Many parents have expressed concerns about their child being too young to be at a big school, are feeling nervous that the 4K program won't meet the language needs of their family and want to know how transportation will work if Kennedy Heights is not a site. Our agency is working to assess the needs of families, provide correct information to families, secure funding to provide programming to meet the community need and continue to pursue child care excellence.

Why no full day programming, any possibility of full day programming?

The Kennedy Heights Community Center has three barriers to full day programming. If these three major barriers were addressed than full day programming would be a possibility.

Community Need: While occasionally parents request full day care and/or request the program expand hours and include lunch. It has not emerged as a strong theme on parent surveys or on the community need assessment. Further, the majority of currently enrolled families have at least one unemployed parent or parent not working during the day. Families need high quality child care to help prepare their children for school, to support development, as respite for the caregivers, and for parents to pursue education, training and employment.

Money / Capacity: Our program and agency has remained fiscally stable over the past few years, support from this commission has been critical to our success and our ability to provide the program. In 2009, we began requiring families to apply for Wisconsin Shares county tuition assistance, among 20 applications only one family received assistance for less than 6 weeks in 2009. We do not have access to the money needed to grow the program a full day program.

Space: Currently the Early Childhood Program classroom is also used as the program space for the Kindergarten and first grade students during the after school program. Providing a full day Early Childhood Program would reduce the number of children that we can serve during the after school program. Also, as of our last licensing visit our current program space may not be acceptable for napping or rest periods because of the height of the windows. This may mean that children would need to nap in a different space and would displace other community center users.

How do you measure increased parent understanding of early development?

Parent outcome is at 50%, please explain?

Our program continues to strive towards being a more family centered program that is able to meet the needs and utilize the assets of the enrolled families. Each year we try to host activities, workshops and services that meet parents where they are at. These include program orientation and at least two parent-teacher conferences which are scheduled at the parent's convenience. The other activities and workshops vary in content and in timing and therefore parent's attendance can also vary greatly. Generally we believe that parents that attend at least four of the eight events will have received adequate dosage to gain knowledge and increase understanding of child development; this may be through formal workshops, informal discussions with the teachers, observing the teachers interactions with children, networking with other parents in the neighborhood or completing the ages and stages screener tool. Parent events are also an opportunities for staff to learn from parents about their family and their children.

50% may seem low, but we are working with families with multiple barriers and we are measuring not just one event but at least four events which we feel a more meaningful dosage, although a parent could learn a lot by observing the classroom, volunteering, parent newsletters and survey and never attend an event.

In 2009, 85% of parents met this program outcome. In 2008, 65% of parents met this program outcome. Our agency would be comfortable increasing our outcome target percentage or seeking a better measurement tool as we recognize that attendance does not necessarily measure quality or increase in understanding.

What is parent's responsibility for portion of the program fees?

Parents are responsible to apply to the county for Wisconsin Shares childcare tuition and to provide a letter indicating their status. If parents do not qualify for county tuition assistance they must request a scholarship.

What is the parent's role in child's program / services?

How do parents contribute to the program / services?

Ways in which families contribute varies greatly. Parents are always welcome to observe and visit the program, in the past some parents have become trained regular volunteers and assisted with the program, other parents have been trained and worked as substitute teachers.

Parents are often asked to contribute materials for projects and artifacts from home to enrich the classroom space. Parents and other family members have acted as special presenters and shared a craft, art or musical talent with the program. Parents have provided tours of home gardens, connections to area adults in different professional fields that have done presentations (fire fighter, construction workers, and cooks). Parents have frequently assisted in chaperoning field trips and special events. Parents contribute food for special events and community potlucks. Parents attend community and program events throughout the year. Parents participate in conferences, assessments, community needs survey and a variety of tools that help our agency to measure our outcomes and assess community need and assets.