

Kennedy Heights Community Center

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199 Kennedy Heights

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Legal Status: Corporation

Will attend meeting.

City of Madison RFP Building Human Capital: Early
Childhood Funding

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Submitted by: Patrina White, Everett Mulroe

Kennedy Height History

The Kennedy Heights apartment complex was built in 1968-70. It is a HUD subsidized complex of 104 Townhouse apartment units. It was among the first affordable housing complexes on Madison's Northside, for low to moderate-income persons.

In 1983, there was growing resident concern about the lack of affordable activities for the many youth of the community. Since the late 70's and the early 1980's, Juvenile delinquency, vandalism, drug use/abuse and activity, and police calls had been at an all-time high. Residents banded together and through a series of meetings formed the Kennedy Heights Neighborhood Association. (KHNA)

The charge of KHNA was to start a resident board, which would sponsor activities for the community children, geared toward combating concerns and problems. KHNA elected a 15 member Board of Directors, and the complex owners donated the use of one apartment for a small community center in which activities were conducted.

In 1985, the KHNA Board of Directors wrote a grant to the Community Development Block Grant (CDBG) Commission and the owners of the complex to secure funding to build and operate a community center on the complex grounds. In 1986 monies were awarded and Kennedy Heights Community Center (KHCC) had a home. That same year KHNA was incorporated as a private, non-profit agency and began to receive funding from local funding sources to operate programs for neighborhood residents.

Due to the growth of and participation and (SUCCESS) in programming at the center, funding was sought and obtained to expand the existing center. Construction began in the late summer of 1993 and was finished in the first quarter of 1994. In March of 1994, KHCC moved into its new/or bigger home. This much-needed expansion has tripled our program and office areas.

Demographics

Kennedy Heights is an extremely diverse neighborhood. Keeping up with the demographics are difficult. However, since the early 90's our neighborhood has been approx. 50% Southeast Asian. In June of 1998, 36% of the households were headed by someone of Southeast Asian descent (with the total population of Kennedy Heights remaining around 50% Southeast Asian). An African-American headed Twenty percent of the households and someone who is Caucasian headed 44%. Seven percent of the heads of household were Hispanic. The remainders of the demographics include African-American Hispanic and White. In June 1998, there were 347 individuals living in Kennedy Heights, and 187 of these individuals were children.

In June 1998, 70% of the households were receiving wages from working the average household income was \$16,282. The remaining are receiving public assistance or pensions. Of the 70 units that are Section 8 Housing, 99% were placed in the "Very low income" category at the time of move-in. The remaining 1% was placed in the "Low- income" Kennedy Heights continues to remain a very mixed income and diverse neighborhood, as we continue to be an exciting and successful Neighborhood Association.

Center Philosophy

The Center expects staff to have compassion, belief in the dignity and worth of human beings, respect for individual differences, and a commitment to quality services for the community. The Center required its personnel to have the knowledge, resources, and expertise necessary to provide effective services delivered with integrity, quality, and competence.

This philosophy has worked well for us since the Center began. We would like each person who works at KHCC to realize their importance to the overall performance of the Center.

We are a Center that has been successful in the past, is now successful, and will be successful in the future. We are expanding, growing, and moving constantly on to new and different challenges in community programming and cannot do this without you!

Mission Statement

The mission of the Kennedy Heights Community Center is to create a community support network for low to moderate income families; increase available resources and programs to improve the lives of residents and to develop and present social, educational, recreational, and cultural programs for children, youth, and adults.

Proposed Programming and Services

Kennedy Heights Community Center recognizes young children's need for sustained positive relationships, daily access to rich learning opportunities and a safe environment in order to create a solid foundation for learning, citizenship and health throughout life. Since such services are often most important for low-income children and children who face multiple risk factors such as those associated with poverty, Kennedy Heights Community Center offers an Early Childhood Program that provides tuition-free early childhood programming for families living near or in the Kennedy Heights Community on Madison's Northside. Our location within the community along with our tuition-free policy makes our service accessible to children who traditionally face financial and geographic barriers to accessing such services creating more opportunities for toddler care in an underserved area.

Quality childcare results in long-term positive outcomes for children including healthy cognitive and social development. Exposure to quality care and education results in the building of healthy brain architecture that provides a strong foundation for students' future learning, behavior development and health. The program is a critical part of preparing children for success in school and in life. The majority of children in the program live with parents with limited English proficiency. Our program helps to provide an opportunity for students who do not speak English at home to learn English before attending school.

Continued training for program staff including trauma informed care trainings and other trainings in culturally relevant programming provides increased skills and capacities for program staff which ensures students receive appropriate and constructive behavior guidance beneficial in promoting social-emotional competence in students served.

Both the National Association for the Education of Young Children (NAEYC) and the National Association of Elementary School Principals (NAESP) agree that one critical factor in closing the opportunity gap, often referred to as the achievement gap, is access to quality early childhood programming. On a national level, the NAESP predicts that if implemented nationally, a reform in access to early childhood education for minority and low-income families could reduce the achievement gap of these students by up to 20 or 30 percent. The NAESP also recommends communication and relationships between early childhood education providers and elementary schools students will enter into. Our program works closely with Lindbergh Elementary School bridging students and their families from early childhood education into the school system.

List of Programs and Services (include details on purpose, people served and accomplishments)

Early Childhood

Purpose

Is to provide quality child care for preschoolers, preparing them for kindergarten.

People

The program is to support the residents of Kennedy Heights Community from ages 3-5.

Accomplishment

The program has 100% enrollment.

After School Program

Purpose

The program provides a safe space in order to create healthy relationships with peers and adults while receiving academic support.

People

The program is to support the residents of Kennedy Heights Community from ages 5-11.

Accomplishment

The program has 100% enrollment. Students have had the opportunity to find success in new activities including swimming lessons at MATC and a community bike ride.

Youth

Purpose

The program provides a safe space for youth to be themselves while exploring and discovering interests and talents. Students build healthy relationships with peers and adults while learning how to become a productive member in their community.

People

The program is to support the residents of Kennedy Heights Community from ages 12 – 18.

Accomplishment

Students in this program have taken on responsibilities in volunteering at the community center's food pantry on Mondays as a way of engaging positively in their community.

Girls' Inc.

Purpose

Girls' Inc. provides girls and young women the opportunity to share a safe space with other girls and women where they are given the opportunity to be open and honest while building strong female relationships. Girls learn about and become strong, bold, smart women who defy gender stereotypes.

People

Girls Inc. ages are 11- 18 of the residents of Kennedy Heights .

Accomplishment

Girls have begun working together to problem solve and speak up about issues of importance to them. Girls will be participating with FLYY Peace Program to practice leading conflict-resolution circles on Madison's Northside.

Boys Group

Purpose

Boys Group provides boys and young men in the community a safe space to embrace all parts of themselves. They build relationships with each other as well as with strong male role models who help them redefine what it means to be male in today's society.

People

Boys Group supports boys aged 11-18 of the Kennedy Heights Community.

Accomplishment

Young men in the community have begun to see themselves differently and are learning to speak up and out for what they want from and for their community.

Adult Resource

Purpose

The purpose of this program is to provide resources to adults in the Kennedy Heights Community and Madison's Northside.

People

This program provides services to the adults within the Kennedy Heights Community.

Accomplishment

Members of the community have been able to apply to, interview for and accept job offers with the help of our Adult Resource Coordinator.

Asian Outreach

Purpose

The purpose of this program is to engage members of the Asian community with our programs, services and space at the community center.

People

This program serves Asian members of the Kennedy Heights Community

Accomplishment

This program has increased the effectiveness of communication between the community center and members of the community who do not speak very much English.

Food Pantry

Purpose

The purpose of this program is to help provide food resources to members of the Kennedy Heights Community.

People

This program serves the members of the Kennedy Heights Community.

Accomplishment

This program has successfully provided food resources to our community members and has worked with our youth program to engage students in community service within their community.

Early Childhood Programming – Direct Provision of Care for Children Ages Birth to 5 Years Old

Program Mission statement: Prepare preschooler ready for kindergarten-- emotionally, socially, and academically.

In order to ensure academic and social readiness for school, our program will continue to use early childhood programming curriculum based upon best-practices and developmentally appropriate rigor to implement culturally responsive lesson plans in the classroom. As a part of best-practices, our program teaches children the way they learn. Young children learn from doing along with watching, listening and exploring.

Play is a critical method of learning and growth for our students. Through play our students learn early literacy skills including print concept awareness and the alphabetic principle by pretend reading books and stories to classmates and puppets. Pretend reading also builds our students' confidence and provides them with positive experiences associated with books and reading. Our program also has storytime daily where teachers read children stories allowing them to respond and interact with the story in various ways. One volunteer program visits our center once a month to read a story. At the end of each visit, the volunteer provides each student with a copy of the story read. This program helps families build their own capacity for literacy time at home.

Our students also use play to engage in math, science and STEM learning through learning centers, science activities and sensory play. A few of the many activities students enjoy in our program include puzzles, sorting activities and classifying games. Our children learn about concepts such as cause and effect and scientific process and principles while interacting with our sensory table. Students love exploring nature outside year-round at the center. Exploring and embracing childhood curiosity with nature walks, playground time and sand and snow play are fun ways our students get early experience with STEM.

Part of teaching the whole child is keeping students physically active. When children's bodies work, their brains work. Our students practice large and fine motor skills both inside through activities including yoga, music/dance and outside on the playground. We implement fun movement in our transitions and wait time to help eliminate unwanted behaviors.

Due to lack of funding and turnover of staff, our program currently is in the process of securing funding for curriculum and formal summative assessments. We are currently using informal summative assessments to make programming decisions on what skills and strategies to work on with individual and groups of students in programming. For example, one teacher will pull a student aside and have them put the numbers 1-10 in order. If the child struggles, the teacher will provide more activities practicing that skill. If the child is successful, the teacher will have the child move on to being practicing counting from 1-20. Moving forward, our program plans to secure funding for and implement the Creative Curriculum Gold lesson planning and will use the summative assessments provided from the curriculum. The Creative Curriculum Gold teaching curriculum for early childhood education programs has been proven effective in studies using the Woodcock Johnson III assessment for students from programs that have used the curriculum. The effectiveness study showed programs that had used and trained on the Creative Curriculum Gold for two consecutive years resulted in notable achievement on the Woodcock Johnson III test over those who had not used the Creative Curriculum Gold in areas of mathematical reasoning as well as literacy and spelling skills. Securing access to this curriculum will help our program provide more formal measurement of outcome results to share with families and the community while also improving our program's ability to assess, reflect and implement necessary changes to provide quality services to families served.

One of the system-level indicators our program works to address is reduction in the expulsion rate of children in child care. Despite efforts to fix widening disparities in school discipline, Black students continue to face higher rates of suspension and expulsion than their White counterparts do. Too often behaviors, especially those in young children just learning how to interact with the world and those around them result in punishment including suspension and expulsion rather than guidance or redirection. Such punishment often does more harm than good in forming behavior. Students who are consistently told their behavior is a problem or who are suspended or even expelled from programs find themselves labeled by themselves or others as "bad". Young children who wear this often find it easier to conform to this label than to challenge and change it.

At Kennedy Heights Community Center,, our behavior guidance policy helps to ensure fewer students will find themselves being unnecessarily punished or labeled by their behavior. Our program provides students with opportunities to redirect and change problematic behavior. By recognizing and labeling behaviors rather than students as inappropriate, unkind or poor choices, the negative label is transferred from the student himself to the behavior. When students realize that a behavior is unwanted in a program, they can make the choice to choose different behaviors more appropriate for the classroom setting. This becomes a learning experience where children are able to classify behaviors as appropriate or inappropriate for a school setting helping them become ready for entering the educational system when they begin Kindergarten.

Children who are suspended or expelled from a childcare program for their actions are given the message that they do not belong in the program and that they themselves are wrong for school. When children are able to remain in the program and reflect on their actions with the help and guidance of a caring adult, they are able to learn that while the action itself is not wanted in school, they are not that one choice or action. For example, by comparing negative and positive connection-seeking behaviors,

teachers are able to provide students with alternative, productive means to meet the same needs that their negative and unwanted behaviors are attempting to meet. Instead of being suspended or expelled from a program and receiving the message that they are not wanted in the school setting, students receive information on how to become a positive member of the class community and are given the opportunity for leadership.

Our program is able to report outcomes of success for this indicator through our continued enrollment and consistent attendance. Our program enrollment has remained at capacity maintaining the adult: child ratio of 1:7 with a total enrollment of 14 students from the beginning of the school year to the end. No child has lost enrollment due to expulsion from our program, nor has any child been absent due to expulsion. The racial makeup of our students is 1 White, 1 Biracial, 5 Hmong and 7 Black.

By continuing to ensure quality care is provided to students served by our program, staff are supported in growth and development to improve and maintain performance. Each early childhood program staff teacher is given a performance review each year. The review is used to reflect upon and improve program quality and teacher skill-base. Along with each written performance review presented to program teachers, individuals meet and discuss their review with the Executive Director and Program Director to discuss strengths as well as areas of improvement. Conversations are open, reflective and solution-oriented with the shared goal of finding ways to create better quality program for our students. Teachers are given opportunity to share barriers to program success with the Executive Director and Program Director. Together staff work to find solutions to these barriers. The center sets aside budget for professional development of staff to assist in staff and program improvement ensuring quality programming for students.

The population-level indicator our program strives to meet is increasing the number of children with high barriers to success with quality child care programming. When providing Early Childhood childcare and education, quality is the key. While early childhood programs that provide families with a safe, consistent place for children to be watched and cared for benefit the families they serve, the students enrolled in such programs do not benefit the same way children who are enrolled in high-quality early childhood programs that focus on developmentally appropriate and rigorous practice and education. The National Association of Elementary School Principals (NAESP) states that what it considers “custodial” child care produces few to no benefits to children they enroll over children who are not enrolled in any early childhood care. This is one reason Kennedy Heights Community Center has put the emphasis it has on providing quality training for our programs’ teachers, so they can in turn provide quality education and care to our students.

By providing our staff with quality training recognized and documented by the Wisconsin Registry, we are able to provide not only consistent, caring supervision of students but also provide standard-aligned, developmentally appropriate and culturally responsive learning opportunities that prepare students both academically and socially for entering Kindergarten. Our program teachers include: Jasmine Bradley Wilson a substitute who is currently a level 13 on The Registry, Everett Mulroe level 12, Patrina White level 12. Tamika Cooper level 8 and Shantrice Solis is a level 3. Our goal is to give students the absolute best opportunities to learn and grow to their full potential before entering the school system in

hopes of enhancing student likelihood to achieve and maintain at or above grade level performance upon entering the school system. Our outcome measurement of success for this indicator is our full enrollment of 14 students receiving care along with the Wisconsin Registry training levels of staff.

In order to further increase the number of students and families served, our program hopes to extend our programming from a half-day program ending at noon to a full day program providing the same quality learning environment until three or four in the afternoon. An extension of program time would provide more opportunities for parents and families as they would have more flexibility for hours they could be available to work while their children were in programming. Extending program hours would also positively impact student learning by providing more exposure to quality, structured learning opportunities. The National Association of Elementary School Principals when discussing the importance of quality early childhood care stresses the long-term as well as short-term benefits of quality early childhood education. They share that quality preschool education has been linked to increased earnings at a national level. For our low-income students, this can mean the possibility of breaking the cycle of poverty.

We also focus on and enforce positive behavior guidance. Behavior guidance is essential to create an environment that promotes safe-zone classrooms and an active learning culture for students and teachers. Part of our program includes high quality training -- including Trauma Informed Care training-- to guide children and their behaviors in a positive direction by creating a welcoming, loving culture of growth.

Such training in child development and behavior guidance, including Trauma-Informed Care training, benefits children by keeping them positively engaged in classroom activities. Too often unwanted behavior will lead to a student's removal from classroom activities and therefore removed from opportunities to grow and develop. Long, unaddressed time-outs, suspension and expulsion are often results of this behavior. This type of punishment does not benefit students, teachers or the program. Proper training for teachers provides the skill set to address challenging or unwanted behavior. This is especially important for children like those enrolled in our Early Childhood Program. As they are often naturally learning and testing boundaries as to what is appropriate and what is not in the classroom setting. When behavior guidance is used properly, students become empowered leaders in the classroom setting versus improperly labeled social outcasts.

Early Childhood Funding RFP Total Budget

Name of Agency: Kennedy Heights Community Center
 Name of Proposal: Early Childhood Program

Instructions

Complete the table below by filling in the yellow cells. Formulas within this spreadsheet will autofill into the white Total Revenue cells.

Proposals for a Single Program/Service: If you are proposing one program, for example, direct child care programming at a single location, you will only need to fill in columns B and C.

Proposals for Multiple Programs/Services: If you are proposing to include multiple methods of services or programs, for example, on-site child care programming and separately provide consultation services for other programs, two proposals (each with a separate budget) should be submitted separately. If you are proposing to do the same service at multiple locations, for example, child care at two different locations, one proposal and budget may be submitted. In this case, use columns C, D and E below to delineate the budget for each program within your proposal. You may insert more columns, if needed.

Please contact Coral Manning (cmanning@cityofmadison.com) for any questions about clarifications regarding joint or singular proposals.

Revenue Source	Agency 2020 Total	Program A	Program B	Program C
Dane County	\$ -	\$ -	\$ -	\$ -
United Way of Dane County	\$ -	\$ 17,000.00	\$ -	\$ -
City of Madison-This program	\$ -	\$ 52,661.00	\$ -	\$ -
City of Madison-Other Funding	\$ -	\$ -	\$ -	\$ -
Other Government*	\$ -	\$ -	\$ -	\$ -
Fundraising/Donations**	\$ -	\$ 31,610.00	\$ -	\$ -
User Fee	\$ -	\$ -	\$ -	\$ -
Total Revenue	0	101271	0	0

*Other Government: includes all federal and state funds, as well as funds from other counties (outside Dane County), other cities, villages or townships

**Fundraising: includes funds received from foundations, corporations, churches and individuals, as well as those raised from fundraising events

Early Childhood Funding RFP Program Budget Breakout

Name of Agency: Kennedy Heights Community Center

Instructions

Complete the table below by filling in the yellow cells. Formulas within this spreadsheet will autofill into the white Total Revenue cells.

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Please contact Coral Manning (cmanning@cityofmadison.com) for any questions about clarifications regarding joint or singular proposals.

Account Category	Agency 2020	Program A Budget	Program A City Request	Program B Budget	Program B City Request	Program C Budget	Program C City Request	Total City Request
A. Personnel								
Salary	\$ 71,646.00	\$ 71,646.00	\$ 37,256.00					\$ 37,256.00
Taxes/Benefits	\$ 19,867.00	\$ 19,867.00	\$ 10,331.00					\$ 10,331.00
Subtotal	\$ 91,513.00	\$ 91,513.00	\$ 47,587.00					\$ 47,587.00
B. Other Operating								
Insurance	\$ 2,621.00	\$ 2,621.00	\$ 1,363.00					\$ 1,363.00
Professional Fees/Audit	\$ -	\$ -	\$ -					\$ -
Postage/Office & Program	\$ -	\$ -	\$ -					\$ -
Supplies/Printing/Photocopy	\$ 2,558.00	\$ 2,558.00	\$ 1,330.00					\$ 1,330.00
Equipment/Furnishings/Depr.	\$ 867.00	\$ 867.00	\$ 451.00					\$ 451.00
Telecommunications	\$ -	\$ -	\$ -					\$ -
Training/Conferences	\$ 306.00	\$ 306.00	\$ 159.00					\$ 159.00
Food/Household Supplies	\$ 2,897.00	\$ 2,897.00	\$ 1,506.00					\$ 1,506.00
Travel	\$ 255.00	\$ 255.00	\$ 133.00					\$ 133.00
Vehicle Costs/Depreciation	\$ -	\$ -	\$ -					\$ -
Other*	\$ -	\$ -	\$ -					\$ -
Subtotal	\$ 9,504.00	\$ 9,504.00	\$ 4,942.00					\$ 4,942.00
B. Space								
Rent/Utilities/Maintenance	\$ 254.00	\$ 254.00	\$ 132.00					\$ 132.00
Mortgage Principal/Interest	\$ -	\$ -	\$ -					\$ -
Depreciation/Taxes	\$ -	\$ -	\$ -					\$ -
Subtotal	\$ 254.00	\$ 254.00	\$ 132.00					\$ 132.00
D. Special Costs								
Assistance to Individuals	\$ -	\$ -	\$ -					\$ -
Payment to Affiliate Orgs.	\$ -	\$ -	\$ -					\$ -
Service/Program Subcontrs.	\$ -	\$ -	\$ -					\$ -
Other*	\$ -	\$ -	\$ -					\$ -
Subtotal	\$ -	\$ -	\$ -					\$ -
Total	\$ 101,271.00	\$ 101,271.00	\$ 52,661.00					\$ 52,661.00

*If costs are included in Other rows, please provide an explanation of those costs below:

Other Operating:
Other Special Costs: