2015 Application for Human Services Funding

1. Application Information:

   Name of Program: Lakewood Early Learning Alignment Project

   Program Funding Requested: $15,000.00

   Program Funding Received Last Cycle: $15,000.00

   (NA if not applicable)

   Total Program Budget: $15,000.00

   (All anticipated costs associated with the program from all sources including this grant request. Match to total budget, 7c.)

   Site Address: 10903 Gravelly Lake Drive SW

   City/State/Zip: Lakewood, WA 98499

   Program Contact Name: Jennifer White

   Program Contact Phone: 253-583-5155

   Program Contact email address: jwhite@cloverpark.k12.wa.us

   Executive Director email address: dlebeau@cloverpark.k12.wa.us

   Executive Director’s Name: [Signature] I hereby verify the application is complete & accurate

   Agency Executive Director’s Authorization

2. General Agency Information:

   Agency Name: Clover Park School District- Student Services

   Mailing Address (if different than above):

   Type of Agency: School District

   Federal Tax ID No.: 91-6001838

   DUNS No.: 041257150

   Date: Last Fiscal Audit or Review

   Total Agency Budget: $4,146,408.00

   (For all activities of the applicant agency from all sources)
3. General Program Information:

Choose ONLY One: Who do you serve?

☑ Youth  ○ Families  ○ Disabled  ○ Elderly  ○ People with a Health condition

☐ People with a Mental illness  ☐ People with limited English language

3a. Purpose: Provide a short, one or two sentence description of this program.

This alignment project assists Lakewood child-care centers in preparing for and successfully participating in the Washington State Department of Early Learning Quality Rating Improvement System (QRIS).

3b. Program Description:

Provide a detailed description of the program. Explain how the program provides services (one or more) that addresses the City of Lakewood's Strategic Focus Areas: housing (including shelter), stabilization services (formerly basic needs), emotional supports (for building healthy relationships), and/or access to human services (health, mental health, cultural or geographic).

Early Achievers rates the quality of child care programs on a scale of 1 to 5. Higher ratings demonstrate a track record of delivering high-quality care. Fifty-five of the one hundred points possible in the rating process are based on participating center's CLASS (Class Assessment Scoring System) score. The CLASS measures the quality of interactions between providers and children. CLASS is divided into three domains: Emotional and Behavioral Support; Classroom Organization; and Instructional Support for Learning.

Particular attention will be paid to CLASS indicators such as relationships, positive affect, positive communication and respect. Children are more motivated to learn when they feel happy, relaxed and connected to others. When a classroom is based on healthy relationships, children have a secure base for learning and are able to get the most out of their time together.

The alignment project will also provide participating centers with Second Step curriculum kits. The Second Step program teaches skills that help children learn, manage their feelings, make friends, and solve problems. The Second Step program is widely used in both Washington State funded preschool programs and Head Start.

Another rating component of Early Achievers is the use of ongoing assessment to gather information about each child's progress and needs on a regular basis. The alignment project will provide training and access the developmentally appropriate assessment tool, Teaching Strategies Gold. TS GOLD has been adopted by Washington State as the kindergarten readiness assessment. It is also utilized in all Head Start programs nationally and Washington State funded preschool programs. Three objectives that focus on children's social-emotional development are included in the assessment.

This project will provide individualized technical support for classroom teachers and center leadership in order to increase the number of high quality interactions children experience throughout the day and maximize children's learning. The project will also provide support in the implementation of the Second Step curriculum as well as the TS GOLD assessment tool. Through their participation in the Lakewood Early Learning Alignment Project, Lakewood child care centers will have the opportunity to receive higher ratings than centers that do not receive additional support. Most importantly, children and families will have increased access to high quality childcare program in Lakewood.
3c Agency Mission: State your agency's mission and explain how this program meets that mission.

The mission of Clover Park School District is to teach each child what he or she needs to know to succeed and contribute to the community. This alignment project supports Lakewood child care centers in providing a high quality early learning experience that prepares children with the skills needed to enter kindergarten ready to learn.

4. Community Need and Impact: Describe the need for this program, what changes because the program exists.

a. How many (unduplicated) clients are served in a year? What percentage (%) of the program’s total services are provided to Lakewood residents. Describe the method used to determine these numbers.

b. Explain the need your program addresses; citing demographics, statistics, and other information to validate the need.

c. What social condition, behaviors or situations change because of this service.

d. How many ethnically diverse community members are you able to serve? (please describe in greater detail in 5e)

Since Early Achievers began in 2012, 39.9% of licensed child care centers in Washington State have agreed to participate in the program. Only 121 of participating centers have received a rating of 3 or higher. These statistics demonstrate that child care centers need support in improving quality before going through the rating process. In addition, the results of the Clover Park School District kindergarten readiness assessment in the fall of 2013 indicate that only 32.2% of children entering kindergarten met widely held expectations in all six developmental domains. These studies underscore the need for widespread child care center quality improvement in our community and Washington State.

Through this project, standardized data will be available to staff and parents, allowing for individualized technical assistance at the center, classroom and child level. This data will be used to identify what areas of quality need a greater intentional effort for improvement.
4e. Partnerships & Collaborations
Identify formal partnerships and collaboration efforts and describe your interactions between specific organizations (e.g. shared staffing, attend same coalition meetings, shared location, coordinated service delivery, or exchange of payments). Identify if there is a formal MOU or other services agreement. Please attach an example or more information.

The creation in Lakewood of a professional learning community whose shared mission is to support the developmental needs of children birth through kindergarten is a priority of the Lakewood Early Learning Alignment Project. With the support of the city, the partnerships between community child care centers and district programs have made significant strides. District staff now provide on-site mentoring to all participating child care centers. During the upcoming school year, participating child care center teachers will also have the opportunity to visit district ECEAP and Head Start classrooms to become familiar with district early learning programs. This will also result in child care center teachers feeling more confident in supporting children and families as they make the transition into kindergarten.

LELAP is also strengthened through its collaboration with the early learning departments at both Pierce College and Clover Park Technical College. Instructors at both colleges have provided technical support regarding curriculum trends and training adult learners. In addition, trainers from Child Care Aware of Pierce County have facilitated workshops for participating child care centers.

5. Client Interactions, Service Descriptions and Outcomes
Describe how the client is served. Explain how services are delivered in a step by step format

a. How does the client locate your service or come to your attention (are clients recruited, referred, or self-identified)? How do you screen or what criteria is used the to ensure the client is suitable for your service and what is your intake process?

b. Describe the different service components of your program. Is case management provided (why, or why not)? How frequently do you interact with the client?

c. Describe how the client exits or completes the program. What is considered to be a successful completion? (see 5d.)

Three child care centers will be selected to participate in the project. Centers must be located in the city of Lakewood and within the Clover Park School District. It is also mandatory that programs be licensed and in good standing with the Department of Early Learning.

Centers will need to demonstrate a commitment to professional development and the capacity to support implementation. Partners will be required to send teaching staff to multiple trainings and allow district coaching staff access to classrooms and staff for mentoring.

Centers will also need to register with the Department of Early Learning as an Early Achievers site by March 1st, 2015. Finally, centers must serve children three to five years old, and be committed to maximizing our efforts focused on high quality teacher and child interactions.
5d. Provide a client story as an example of a successful completion of the program or anticipated life changes due to the program services.

A teacher at one of the participating centers has advanced in her professional pathway and received a promotion at the center where she works. Jessica has participated in the project since the first year. She was one of the first teachers at her center to embrace using Teaching Strategies GOLD. The center director recognized how much she has grown professionally and recently promoted her to assistant manager. Jessica shared that when she started using TS GOLD everything just came together for her. She began to see how important it was to use assessments on children in order to identify where they may need additional help. She also felt more confident when talking with parents about what they can do at home to help their children prepare for kindergarten. She said that part of the reason she was successful was that she had a coach who she could call if she got stuck. In her new role as the assistant manager Jessica shared that she is prepared and excited to lead the center as they participate in Early Achievers, Washington State's child care quality rating and improvement system. Her supervisor calls her the "cheerleader" of the center and stated that Jessica is now clearly invested in leading the center in their journey of quality improvement.

5e. Describe how the program serves communities of color and people with limited English-language skills. Who on staff is responsible for this work? How do you know you are successful in reaching out and serving this population? If you specialize in serving ethnic populations, please specify your program's history and services within the Lakewood community.

Curriculum and assessment materials are currently available in English and Spanish. TS GOLD also includes a specific component to plan for, track progress and meet the needs of dual language learners. Bilingual trainers, interpreters and translators are available to support participants with limited English skills.

CLASS, TS GOLD and Second Step have been adopted by the Washington State funded preschool program and the National Head Start program. Due to state and federal requirements of cultural sensitivity and non-biased practice it is believed that all materials will appropriately address the needs of all members of the early learning community. In addition, all teachers participating in the Early Achievers program must take an online course in cultural sensitivity that was developed by the Department of Early Learning.
6 Service Measures (outputs, leverage, cost per unit and return on investment)
a. How many total clients will be served by the program in 2015? How many of them are Lakewood residents?
b. What are the units of service or outputs for the program (e.g. bednights, vouchers, visits)
c. How will City funds leverage more resources for clients? How did you calculate this return on investment?

a) Twelve childcare center teachers employed at three childcare centers will be served by the program in 2015. All participating childcare centers will be within Lakewood city limits.

b) Outputs will be measured by the number of hours childcare teachers participate in coaching and training activities. Project goals will include 120 total hours of training and 120 total hours of coaching.

c) Through the support of the city to fund the alignment project, participating centers will receive higher Early Achievers ratings. Centers that receive a rating of 3 or higher will receive stipends from the Department of Early Learning to be used towards materials and activities that support continuous quality improvement. The stipend begins for level 3 ratings at $3,378.40. All participating centers receiving a rating of at least three will result in $10,135.20 of stipend money being awarded to the childcare programs from the Department of Early Learning.

6d. Program Evaluation Plan & Outcome Measures
Describe the agency’s evaluation processes, including how client & outcome data is collected, recorded & verified, by answering the following questions. What are the outcomes for the program? How do you measure these outcomes? Describe the methods and tools used to evaluate the program and its desired outcome. Who is responsible for measuring outcomes? Does the program use an OBE indicator?

The outcomes for the Lakewood Early Learning Alignment Project are for participating childcare center teachers to increase their knowledge of high quality teacher and child interactions and to incorporate their understanding into their everyday classroom routine. This will be measured by a pre and post teaching practices survey and an evaluation in each of the CLASS dimensions completed by the classroom coach assigned to the center.
### 7 Program Budget

#### 7a Personnel
List ALL staff positions associated with this program. Include all payroll costs (salaries, taxes, benefits). List "Amount Requested" through this application.

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE</th>
<th>Amount Requested this Application ($)</th>
<th>Other Funds ($)</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>Classroom Coach</td>
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<td>1,900</td>
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<td><strong>Total</strong></td>
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<td><strong>5,700</strong></td>
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#### 7b Other Program Operating Costs
*(see instructions for eligible costs)*

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<tr>
<th>Category</th>
<th>Amt. Requested ($)</th>
<th>Other Funds ($)</th>
<th>Total Program</th>
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<tr>
<td>Facility Costs</td>
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<td>Communication</td>
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<td>Supplies</td>
<td>8,800</td>
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<td>Travel</td>
<td>500</td>
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<td>Training</td>
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<td>Consultants</td>
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<td>Direct Services (not staff)</td>
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<td>Equipment</td>
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<td>Other (explain in narrative)</td>
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<td><strong>Total Other Operating Costs</strong></td>
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#### 7c Total Program Budget

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<th>Category</th>
<th>Amt. Requested</th>
<th>Other Funds</th>
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<td>Total Personnel (7a)</td>
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<td>Total Other Oper. (7b)</td>
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<td>Total Program</td>
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7d Describe the qualifications of the staff responsible for the program that the requested funds will support.

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<tr>
<th>Position</th>
<th>Duties &amp; Experience</th>
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<tbody>
<tr>
<td>Admin</td>
<td>BA in Early Childhood Education. 10 years of experience in management.</td>
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<td>Direct Services</td>
<td>ECEAP/Head Start Lead Teacher. AA or BA in Early Childhood Education</td>
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<td>Other</td>
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7e Sources of Program Revenue
List all confirmed (C) and proposed but unconfirmed (P) funding sources for this program in the coming year, including revenues from fees and fundraising. (Jan. 2015 through Dec. 2015)

<table>
<thead>
<tr>
<th>Source of Revenue</th>
<th>C/P</th>
<th>$ Amount</th>
<th>% of Budget</th>
<th>Supports What Program Aspect</th>
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Total
### 7f Current Program Revenue

List all current funding sources for the existing program year including revenues from fees and fundraising. 
(Jan. 2014 through Dec. 2014)

<table>
<thead>
<tr>
<th>Source of Revenue</th>
<th>$ Amount</th>
<th>% of Budget</th>
<th>Start/End dates of Funding Cycle</th>
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<td>Total Current Funds</td>
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### 7g Budget Narrative

Describe how board members are involved in raising funds or contributing to the program. Also use this space to describe "other" costs, and additional information such as funding restrictions, funding cycles, match funding requirements, etc.

**Supplies**
- TS GOLD license $2,195
- Second Step curriculum kits $3,000
- Training materials and incentives- $1,500
- Reimbursement to childcare centers for paid teacher release time- $2,105
Section 8 Additional Information
This space is provided to provide continuation information from previous questions or to provide additional information not covered by the application questions.

9. Attachments to be included as a separate PDF document file.

Please clearly mark a PDF file with the agency and program names for the following attachments. This file needs to accompany the above funding request application and is due at the same time.

a. List of Current Board Members
b. Organizational Chart
c. Copy of last fiscal audit or review or Tax Form I-990
d. Agency's 2014 budget
e. Memorandum of Understanding or Partnership agreement (optional)
This application and the PDF attachment file must be submitted to:
humanservices@cityoflakewood.us
Monday, August 18, 2014
by 5:00 p.m.
Contact Karmel Shields, kshields@cityoflakewood.us if experiencing difficulties with the application
Date: June 25, 2013

To: To Whom It May Concern

From: Deborah Callahan, Interim Executive Director

Member District: Clover Park School District

Re: Activities under the direction of District personnel for coverage period September 1, 2013 through August 31, 2014.

Evidence of Coverage

The above captioned District is a member of the Washington Schools Risk Management Pool (WSRMP), which is a self insured pool of over 80 school and educational service districts in the State of Washington.

WSRMP has at least $1 million per occurrence combined single limit of liability coverage in its self funded layer that may be applicable in the event a covered incident occurs that is determined to be caused by the negligence of the member district. Subject to the terms, conditions, exclusions, definitions and limits stated in their coverage agreement.

As a statutorily authorized and self funded public entity inter-local agreement among school and educational service districts, there is no insurance policy involved. Because WSRMP is not an insurance company, your organization cannot be named an "additional insured".

Cc Clover Park School District
Bruce Gardner
Board of Directors

Dr. Marty Schafer, President, Director District 4, term expires December 2017
Email: jschafer@cloverpark.k12.wa.us

Dr. Marty Schafer has lived in Lakewood for more than 14 years. He is currently serving his third term as school board president since first joining the board in April 2005. He is married and has three daughters, two of which graduated from Clover Park schools. His third daughter is married and lives in Lakewood. Schafer is the board liaison for student achievement and secondary schools. He is committed to building a culture of student leadership and a stronger partnership between Clover Park School District and the city of Lakewood. He has a bachelor's degree in urban planning from Western Washington University and a doctorate in ministry leadership from Golden Gate Theological Seminary. Schafer volunteers in the schools, mentors student athletes, works with churches in the community and has a career in corporate sales.

Carole Jacobs, Vice President, Director District 2, term expires December 2015
Email: cjacobscloverpark.k12.wa.us

Carole Jacobs is in her fifth, four-year term on the Clover Park School District Board of Directors. She and her husband have lived in Lakewood for more than 25 years and have three children—all of whom have graduated from Clover Park schools. Jacobs has served four terms as board president and is currently on the board for the Clover Park Foundation and is a member of the Clover Park Citizens Committee for Schools. She worked on the districtwide Closing the Achievement Gap (CTAG) committee after serving on the state achievement gap board. She holds a bachelor's degree from Western Washington University and was a substitute teacher before being elected to the school board. Jacobs has been involved in our schools for more than 20 years and enjoys opportunities to visit with students and teachers. Her personal involvement has ranged from PTA officer and volunteer, Lakes choir mom to an elementary reading tutor.

Walt Kelcey, Director District 1, term expires December 2015
Email: wkelcey@cloverpark.k12.wa.us

Walt Kelcey, a resident of Lakewood since 1991, serves as the senior pastor of the First Baptist Church of Lakewood. He and his wife Martha have been married for 40 years and raised three sons, all Clover Park High School and college graduates.

Kelcey previously served as director of District 1, from January 2002 to November 2011. Prior to being a school board member, he served on Tyee Park Elementary School's site based learning committee. He also served the community as a chaplain for Pierce County Sheriff's Department from 1993 through 2004 and helped with the organization of the Lakewood Police Department and its chaplaincy program. He is a graduate of Golden Gate Baptist Theological Seminary in Mill Valley California.

Joe Vlamin, Director District 3, term expires December 2017
Email: jvlam@cloverpark.k12.wa.us

Joe Vlamin is in his second, four-year term on the Clover Park School District Board of Directors. Vlamin grew up in Lakewood and graduated from Clover Park High School. He and his wife have lived in the community more than 25 years. They have three children—all of whom graduated from Clover Park schools. Vlamin is a member of the Clover Park Citizens Committee for Schools and a past board member and chair of Communities in Schools of Lakewood and the Clover Park School District Facilities Advisory Committee. Vlamin holds a bachelor's degree from the University of Washington in biological oceanography and is a multiple operations specialist for The Boeing Company.

Paul Wagemann, Legislative Liaison, Director District 5, term expires December 2015
Email: wagemanp@cloverpark.k12.wa.us

John Paul Wagemann was appointed to the board in 2009 and elected in November of 2009 to fill a vacated position on the board. He was re-elected in November of 2011 for a second term. He currently serves as the board's Legislative Representative. He and his wife Linda (Stoltz) have lived in Lakewood since 1991. They have two sons who both graduated from Clover Park schools. Wagemann has a Bachelor of Science degree in aeronautics and astronautics from the University of Washington. He is a retired U.S. Marine Corps officer, serving from 1968 to 1991 as a fighter and test pilot. Wagemann is currently working in the real estate market.

http://www.cloverpark.k12.wa.us/Admin/BoardOfDirectors.aspx
He volunteers as a board member of the Lakewood YMCA, chairs the city of Lakewood’s Citizens Transportation Advisory Committee and serves as a Group Leader with Bible Study Fellowship. He enjoys working with the Clover Park team as we help all of our children reach their highest potential.

Debbie LeBeau, Superintendent/Secretary of the Board

Debbie LeBeau became superintendent of Clover Park School District in July 2008. She got her start in the district in 1996 as the supervisor of special education. Prior to her appointment as superintendent, she served in six other administrative roles giving her a wide breadth of experience in the central office and schools in the areas of instructional leadership and student achievement.

LeBeau holds a bachelor’s degree in psychology and a master’s degree in clinical and school psychology from Eastern Washington University. She earned her administrative and superintendent credentials from Gonzaga University and has worked in education since 1985.

LeBeau and her husband have been residents of Lakewood since 1996. Her sons and their families live in Seattle.