

CITY OF BURLINGTON
COMMUNITY DEVELOPMENT BLOCK GRANT - 2023 APPLICATION
Application must be no more than 12 total pages (including cover page) with 12-point font.
Refer to NOFA for required information for each question.

Project Name: Lund’s Early Childhood Education Program
Project Location / Address: 50 Joy Drive, South Burlington, VT 05403
Applicant Organization / Agency: Lund Family Center
Mailing Address: 50 Joy Drive, South Burlington, VT 05403
Physical Address: 50 Joy Drive, South Burlington, VT 05403

Contact: Lisa Cannon Title: Development Associate Phone #: [REDACTED]
Web Address: www.lundvt.org E-mail: lisac@lundvt.org
EIN #: [REDACTED] DUNS #: [REDACTED]

CDBG Funding Request: \$27,018

Total Estimated Program/Project Cost: \$1,055,816

Choose one category from Development OR one category from Public Service:

Development: (choose one) ___ Economic Development ___ Affordable Housing
___ Public Facilities/Improvements

OR

Public Service: (choose one) X Early Childhood Ed/Childcare ___ Youth Services
___ Health
___ Economic Opportunity ___ Housing and Homelessness

1. Type of Organization

___ Local Government ___X___ Non-Profit Organization (please provide copy of your IRS 501(c)(3) tax exemption letter)
___ For-Profit Organization ___ Institution of Higher Education
___ Faith-Based Organization

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.



Mary Burns, President & CEO
Lund

Mary Burns

Signature of Authorized Official

Name of Authorized Official

President and CEO _____
Title

1/18/2023
Date

I. Demonstrated Need

1. What is the need/opportunity being addressed by this program/project and how does that contribute to CDBG’s national objectives?

CDBG’s national objectives include providing for urgent community development needs, especially those that help ameliorate immediate threats to health and safety. Burlington has identified Early Childhood Education and Childcare as one of its top priorities for the 2023 CDBG grant making cycle.

Affordable, accessible, high-quality and trauma-informed childcare is an essential component of the services that low to moderate income families need to thrive. As an early childhood care and education provider, Lund’s Early Childhood Education Program (LECP) meets one of the Non-Housing Community Development Needs that the City of Burlington has identified as a priority in its Five-Year Consolidated Plan for Housing and Community Development (drafted in 2018 and updated periodically).

LECP is an important part of the city’s social safety net, providing subsidized tuition based on income, thus reducing a significant household expense and providing children access to an education they might not receive otherwise. Recent estimates by Building Brighter Futures show that a family of four in Chittenden County needs \$110,000 per year to meet basic needs for housing, food, health care, education, and child care. This is very far from the median income of low income families in Burlington, including those served by LECP.

According to The State of Vermont’s Children, 2022 Year in Review:

“As of December 2021, there were 16,381 enrolled in regulated childcare programs...the vast majority of those (85%) were in center-based programs” like Lund’s. The supply of childcare is overwhelming short of meeting the need. Again, the report states: “As of 2022, of those likely to need care, 76% of infants [54 percent of toddlers and 52% of preschoolers] do not have access to regulated programs that are deemed high-quality (4 or 5 star).” That global figure is up from 67% prior to the pandemic.

In Chittenden County, childcare vacancy rates have remained at, or close to, 1% over the last 5 years. Without a safe and dependable place to leave their children during the day, parents’ employment, education and treatment options are dramatically reduced or children’s care is greatly compromised. Having a reliable, safe, and intellectually stimulating place for their children to be while caregivers work, go to school/college, participate in vocational training or engage in needed substance use or mental health treatment is essential.

Caregivers with access to high-quality, affordable childcare are more likely to remain in the workforce and be productive at work. This is a key element in helping families move out of poverty in the near future and in breaking multi-generational cycles of poverty for their children.

II. Program/Project Design

1. Give us a short summary (2 sentences) that describe the program/project.

Lund’s Early Childhood Education Program (LECP) is a top-rated program, enabling some of Burlington’s most vulnerable children and families opportunities, services and supports to break out of poverty and thrive. LECP provides supports for the entire family by building on existing strengths and supporting the development of Family Protective Factors.

2. Explain why the program activities are the right strategies to use to achieve the intended outcomes. Why is the program designed the way it is? (cite evidence, best practices, or community input)

Children and families living within the context of poverty, addiction, and abuse (both current and/or generational) face a multitude of hurdles in attempting to break these cycles and provide safe, stable environments for their families. Early childhood is one of the most critical periods for development and strong outcomes can dramatically improve the future quality-of-life for these children.

Lund’s unique approach has several key attributes:

- **Two-generational approach:** Parents’ capabilities to protect and support their children increases, which reduces the likelihood of abuse and neglect. Children are then set up for success, breaking the cycles of poverty, addiction and abuse for future generations.
- **Use of the Creative Curriculum:** A tried and tested tool that recognizes that children suffering from the effects of trauma must first be aided in social/emotional development before they can begin to master the academic skills needed for success in kindergarten.
- **Use of the Strengthening Families Framework:** This framework is used by over 30 states “to align services for children and families, strengthen families in the child welfare system and work in partnership with families and communities to build protective factors” (flgov.com). When established, these factors diminish child abuse and neglect. Protective factors include:
 - Parental resilience
 - Social connections
 - Concrete support in times of need
 - Knowledge of parenting and child development
 - Social and emotional competence of children

Lund also uses the Early Multi-tiered Systems of Support (MTSS) framework, which helps mitigate the impact of toxic stress and adverse experiences for vulnerable children and builds protective factors in families. This framework is particularly applicable to the population at LECP because it:

- Helps to identify children at risk;
- Addresses social/emotional development as well as academic development;
- Prioritizes everyone’s mental health not just those children who have been identified as struggling;
- And accommodates using a trauma-informed lens to promote the creation of safe predictable environments, teach emotional literacy and prioritize relationships.

3. How will this program/project contribute to the City’s anti-poverty strategy? If this activity is to respond to COVID-19, please also describe how this activity prepares or responds to the impacts of the COVID-19 pandemic.

From p. 144 of the Consolidated Plan:

“Key components of the City’s anti-poverty strategy include: • Meeting basic needs and stabilizing living situations, including access to and retention of safe, decent and healthy, affordable housing and to income supports • Increasing and protecting asset accumulation and resident net worth • Providing access to employment opportunities and/or job training, affordable child care options, educational opportunities • Decreasing social isolation and increasing social capital”

LECP contributes to all of these goals in some form. Affordable child care allows parents to work; which allows for asset accumulation, and; resources to assist in obtaining and keeping stable, safe, healthy housing, and; employment, education, income, and housing all contribute to families’ social capital and engagement.

The pandemic halted and reversed progress toward ameliorating poverty in the city. However, families who participate in the LECP are well-placed to regain lost ground. Their children will be in a social environment with other children and adults after prolonged isolation. Parents will be able to pursue employment opportunities---which abound in the current labor shortage. They will also be able to benefit from better wages and training opportunity than those that existed pre-pandemic. Hourly wages for unskilled labor in Burlington and surrounding areas often start at \$15/hour.

4. How do you use community and/or participant input in planning the program design and activities?

LECP families complete two surveys each year to help assess the success of the program, strength of teaching staff, and progress towards outcomes. As one of 15 Parent Child Centers, we are constantly in communication with our peer organizations regarding best practices, training opportunities for staff, and opportunities to advocate for the needs of children.

III. Proposed Outcomes

1. What are the intended outcomes for this project/program? How are people meant to be better off as a result of participating?

The intended outcomes for LECP are to break the cycles of poverty and provide children the opportunity to thrive. By participating in this program parents are able to work, pursue education and/or make progress toward their treatment goals. Children will make progress toward development milestones, children who have experienced trauma will be provided therapeutic supports in the classroom and families’ basic needs will be addressed.

FY22 outcome data for LECP shows that:

- 98% of children met or exceeded developmental milestones according to TS Gold or received specialized services to support their development
- 17% of the children enrolled received additional Howard Center therapeutic services

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

Objective	Activities	Outcomes
Children will receive quality childcare and education, allowing parents to work or pursue education and/or treatment goals	<ul style="list-style-type: none"> • Children are enrolled in childcare • Staff receive MTSS training 	26 children
Children will meet or exceed developmental milestones	<ul style="list-style-type: none"> • Program uses intentionally designed curriculum • Staff provide continuous assessment 	247 days 26 children
Children receive specialized services to meet their needs	<ul style="list-style-type: none"> • Lund partners with Howard Center to provide therapeutic care 	6 children
Families identified as having barriers to meeting their basic needs are connected to resources	<ul style="list-style-type: none"> • Children are provided nutritious meals and snacks • Staff assist families with paperwork to qualify for childcare subsidy • Lund programs work together to provide wraparound and integrated support when needed • LECP builds relationships with other organizations and providers and refers families as needed 	247 days 23 families
Children will leave pre-k ready for Kindergarten, as defined by the Burlington school district	<ul style="list-style-type: none"> • Lund staff continually assess enrolled preschoolers • Program provides daily skill building and activities that address Kindergarten readiness 	247 days 6 children

IV. Impact / Evaluation

1. How do you assess whether/how program participants are better off? Describe how you assess project/program outcomes; your description should include: what type of data, the method/tool for collecting the data, from whom you collect data, and when it is collected.

Lund uses Teaching Standards Gold (TS Gold), an ongoing observational tool used for assessing children from birth through kindergarten. This is a research-based, valid and reliable system that is used across the country and is based on 38 objectives for development and learning that include predictors of school success

and are based on school readiness standards. Teachers observe children during their regular, everyday activities, which provides a more robust and meaningful picture of their development. Teachers then compare these results to the Vermont Early Learning Standards to ensure children are developing the skills needed to be successful.

Parents and caregivers are key stakeholders in assessing the success of LECP, and are surveyed twice a year. The results help staff understand how participation in the program is helping build protective factors for families served.

2. How successful has the project/program been during the most recent reporting year for your CDBG project? Report the number of beneficiaries you intended to serve with which activities (as noted in your last Attachment A) and your final outcomes (as noted on your Attachment C) from June 2022 (or June 2021). For non-CDBG participants – report on your achievements from the previous year.

Service / Activity	Unduplicated Total # of Burlington HH / Persons to be Served	# Extremely Low-Income (30% median)	# Very Low-Income (50% median)	# Low-Income (80% median)	# Above Income Limits (above 80% median)
LECP – Lund Early Childhood Program	26	15	2	4	5

V. Experience / Organizational Capacity

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

Lund helps children thrive by empowering families to break cycles of poverty, addiction and abuse. Lund offers hope and opportunity to families through education, treatment, family support and adoption. LECP is crucial to Lund’s success, as its intergenerational approach helps children thrive while also supporting families who are working to make a difference for themselves and their children. Lund’s integrated and family-centered programs work together to ensure families have access to the wrap around programs needed to succeed. LECP focuses on the most important years of a child’s development, birth to age 3, ensuring children can get off to a strong start and thrive.

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

LECP’s staff time is comprised of 11 highly qualified staff, several of whom have worked at LECP for over 5 years. Judy Harvey, LECP’s Program Coordinator, has worked at LECP since 2005 and has over 25 years of experience. Jadranka Gubic, an Early-childhood Educator in the baby room has worked for LECP for over 40 years. Two teachers are licensed and LECP is a 5 STAR program, the highest rating a program can achieve. Staff are trained in trauma-informed care to best respond to the children’s needs.

Staffing has changed due to the challenges with hiring qualified teachers as labor force issues

plague the state, especially in early childhood education. LECP currently has 9 full-time teachers, full-time coordinator and 1 part-time cook.

3. What steps has your organization/board taken in the past year to address racial equity, inclusion, and belonging internally? What new commitments have been made to address racial equity, inclusion, and belonging internally in the year ahead?

The core mission of Lund is to provide services to Vermont’s children and families regardless of race, color, religion, gender, sexual orientation, gender identity, gender expression, ancestry, place of birth, veteran status, age, or national origin. For 131 years, Lund has supported some of the most marginalized women and families in Vermont, helping them achieve better health, stronger relationships, and to live independently. Through improved use of data, Lund has made strides in better understanding our client’s needs and identifying opportunities to reach new populations. We are learning how our current practices might create unintended barriers to programs. For example, we are reflecting on the descriptions we use so they most accurately reflect an inclusive representation of the clients we serve including how we refer to our clients in ways that accurately represent those we serve.

Lund programs are open to all Vermonters and to best support our families, it is crucial that Lund staff and leadership reflect the population we serve. Our Board of Trustees prioritizes diversity, equity and inclusion and recruits new board members based on a Diversity of Perspectives matrix. One area of growth the Board has prioritized is welcoming new members with life experiences similar to the families Lund serves. They are also including more client voices in their work. The Board works in concert with the staff Diversity, Equity and Inclusion Committee which offers regular workshops for all staff in the areas of: LGBGTQ, disabled, and women’s rights and needs in the context of human services. The staff DEI committee is organizing an annual “day of service” to mark Juneteenth across the agency.

LECP employs several innovative techniques designed to serve children and families from all backgrounds and build the skills for success in school and beyond. LECP also plays the role of a family resource center to support families in multiple practical and emotional roles. Staff provide formal opportunities for parenting and child development education through family nights and resource sharing. In addition, they are readily available for informal conversation, counsel and support in person or via phone or email. We are always looking for new and culturally-appropriate ways to serve our families and encourage a diversity of families seeking out our services. However, we always welcome the opportunity to connect with city agencies and other local non-profits to learn from their knowledge and experience.

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

5. Were the activities funded by these sources successfully completed? Yes No N/A

If No, please explain:

VI. Proposed Low & Moderate Income Beneficiaries

1. Will the program solely serve a specific group of people? If so, check ONE below:

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

2. a. For your proposed project, please estimate how the **Burlington residents** will break out into the following income categories during the total grant period. Use the Income Table at <https://www.burlingtonvt.gov/CEDO/2022-HUD-Income-Limits>

Service / Activity	Unduplicated Total # of Burlington HH / Persons to be Served	# Extremely Low-Income (30% median)	# Very Low-Income (50% median)	# Low-Income (80% median)	# Above Income Limits (above 80% median)
Lund’s Early Childhood Education Program	26	12	1	1	12

b. All CDBG grantees serving limited clientele will be required to use CEDO’s **CDBG Beneficiary Self-Certification** form to collect beneficiary data including race, ethnicity, annual income, and family size. Is your organization willing and prepared to add this documentation to the intake process for your CDBG funded program by July 1, 2023?

Yes NO Not Serving Limited Clientele

VII. Commitment to Equity, Inclusion and Belonging

1. Who is the project/program designed to benefit? Describe the project/program’s target population, citing (if relevant) specific age, gender, income, community/location, race or ethnicity, or other characteristic of the people this program is intended to serve. How do you select and reach your target population?

This program is designed to benefit families stuck in cycles of poverty and abuse while navigating the effects of trauma. LECP serves children ages two months to five years and primarily serves families in Chittenden County, specifically Burlington. LECP offers a sliding scale for tuition to ensure that income is not a barrier to participation. Families learn about LECP through partner organizations such as DCF and Children’s Integrated Services and many are referred by Lund staff through their participation in other Lund programs.

2. Describe the steps you take to ensure the project/program is accessible, inclusive, addressing racially equity, and culturally appropriate for the target population.

Given the population with which LECP works, it is crucial to ensure that staff have the skills, knowledge and training needed to meet children where they are. All teachers are trained in trauma-informed care and celebrate where each child is coming from. Being sensitive, understanding and supportive are key values for each staff member, allowing strong relationships to be built between staff, children and families.

VIII. Budget / Financial Feasibility

1. **Budget Narrative: Provide a clear description of what you will do with CDBG’s investment in the project/program. How will you spend the money? Give specific details.**

We will use CDBG funds to pay a portion of the rent on our early education program facility.

2. **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/Program Design.**

a.

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

b. All CDBG grantees that use CDBG funds for salaries must submit timesheets that capture total time and effort of staff members funded with CDBG. These timesheets must record hours worked on CDBG-funded programs, hours worked on non-CDBG funded programs and the corresponding program name/funding source(s). Timecards must include a narrative for all CDBG and non-CDBG funded activities, and must be signed by the employee and supervisor. Does your organization have the ability to implement a timekeeping system for CDBG funded staff that meets these requirements by July 1, 2023? Yes No Not funding salaries

3. **Program/Project Budget**

Line Item	CDBG Funds	Other	Total
Rent	\$27,018	\$220,982	\$248,000
	\$	\$	\$
	\$	\$	\$
	\$	\$	\$

4. **Funding Sources**

	Program/Project		Agency	
	Current	Projected	Current	Projected
CDBG	\$ 27,018	\$ 27,018	\$ 27,018	\$ 27,018

State (specify)			\$6,422,345	\$7,344,678
Child care subsidy	\$286,115	\$267,504	\$286,115	\$267,504
School districts	\$57,101	\$77,792	\$57,101	\$77,792
Childcare nutrition program	\$30,339	\$40,000	\$30,339	\$40,000
Parent Child Center grant	\$85,004	\$125,004	\$475,607	\$329,416
Strengthening Families grant	\$40,000	\$40,000	\$40,000	\$40,000
Federal (specify)				
United Way			\$74,301	\$54,500
Private (specify)	\$100,865	\$200,000	\$1,184,536	\$1,541,500
Program Income	\$256,002	\$275,652	\$367,334	\$396,652
Other (specify)			\$55,580	\$72,722
Medicaid Billing			\$293,039	\$572,500
Total	\$ 882,444	\$ 1,038,451	\$ 9,313,315	\$10,764,282

5. Of the total program/project cost, what percentage will be financed with CDBG?

$$\frac{\$ \underline{27,018}}{\text{CDBG Funding}} \div \frac{\$ \underline{1,038,451}}{\text{Total Program/Project Costs}} = \frac{\underline{2.6}}{\text{Percentage}} \%$$

6. Of the total program/project cost, what would be the total cost per person?

$$\frac{\$ \underline{1,038,451}}{\text{Total Program/Project Cost}} \div \frac{\underline{26}}{\# \text{ Total Proposed Beneficiaries}} = \frac{\$ \underline{39,940}}{\text{Cost Per Person}}$$

$$\frac{\$ \underline{27,018}}{\text{Total Amount of CDBG Funding}} \div \frac{\underline{26}}{\# \text{ Total Proposed CDBG Beneficiaries}} = \frac{\$ \underline{1,039}}{\text{Cost Per Person CDBG Investment}}$$

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

CDBG resources should be used to fund this project because of LECP’s long-standing ability to benefit low-income residents and remove an important barrier, childcare, for families entering the workforce. LECP’s impact is in direct alignment with CDBG’s national objectives and the importance the City of Burlington has placed on residents having access to affordable childcare.

Also, we anticipate a sharp decline in revenues from The United Way of Chittenden County this year which will impact our resources for this work.

8. Describe your use of community resources, including volunteers. Include any resources not listed in your budget. Will CDBG be used to leverage other resources?

Lund had to suspend its volunteer program during the pandemic. Instead, Lund found creative ways to support the children and staff. However, we are now gradually taking on new volunteers, starting with student interns from area colleges and universities.

CDBG funds will not be directly used to leverage other resources, it will help us to raise additional funds.

IX. Collaboration/Efficiency

1. Give 1 or 2 examples of key successful collaboration(s) between your program/project and another agency/program/group to address the needs of the people you serve.

We have developed a highly successful program---Essential Early Education (EEE)---that we hope to be able to offer insights to Burlington and other School Districts both regionally and statewide. EEE is currently being piloted in partnership with the South Burlington School District. Lund Early Childhood Educators work to make sure that students on an Individualized Learning Plan (IEP) are receiving everything offered by the plan. Lund also reinforces school learning at home by working with parents. The South Burlington SD representatives have observed that students in the Lund program are achieving their developmental and educational goals.

We continue to work closely with the Howard Center to ensure that families engaged with Lund receive any complimentary and/or sequential mental health and developmental services they may need. Recently one of our students graduated from LECP and is enrolled at Baird. Teachers there report that he is very well prepared from a social-emotional standpoint thanks to his time at Lund.

2. Do identical or similar community programs exist? How does this program complement or collaborate rather than duplicate services? What makes this program unique?

Lund is unique because it is the only trauma-informed daycare in the Burlington area. And by working with children and parents intentionally, families reap the benefits of a multi-generational and holistic approach. The work done during the day with children in LECP is then hopefully reinforced in the home at night.

Lund serves children and families that have deep and complex layers of trauma and staff have observed that the intensity of this trauma has increased exponentially since the beginning of the pandemic.

3. Provide 1 example of how your agency has become more efficient in achieving your outcomes or managing your project/program.

According to Program Director, Judy Harvey, "Lund has become better than ever before in doing this work. One upside to the changes required by the pandemic is that it forced us to work in smaller groups. We have seen that this is much more effective for children. Staff find they are achieving deeper and more sustainable outcomes due to the change."

X. Sustainability

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

As mentioned above, working in smaller groups and maximizing the individual attention provided to children and families has shown great promise for making the outcomes for families more sustainable. And because Lund has many touch points through which participants can stay connected to the organization, families can benefit from many different services, relationships with staff and other families, resources, and referrals over years. As Lund staff like to say: “Once a family comes to Lund, they become a part of the broader Lund family for as long as they like.”

2. CDBG funding is intended for new or expanded services. If CDBG funding ends, will the project be able to continue?

Because of the critical need for high-quality and affordable childcare in Burlington, LECP will continue to operate. However, we cannot overstate the importance of CDBG funding, which ensures that our largest contingency, families from Burlington, have access to childcare.

3. How will you prioritize the proposed project activities if you do not receive the full amount requested?

If we do not receive the full amount requested, we will continue to pursue private funding opportunities to ensure this program can continue.