

CITY OF BURLINGTON
COMMUNITY DEVELOPMENT BLOCK GRANT - 2022 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: ECHO Early Learning
Project Location / Address: 1 College Street_Burlington, VT & 20 Allen Street Burlington, VT
Applicant Organization / Agency: ECHO, Leahy Center for Lake Champlain
Mailing Address: 1 College Street_Burlington, VT 05401
Physical Address: 1 College Street_Burlington, VT 05401
Contact: Nicole Bova Title: Development & Community Outreach Manager
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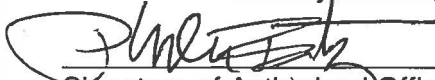
CDBG Funding Request: \$ <u>50,000</u>
Total Estimated Program/Project Cost: \$ <u>150,326 (two years)</u>
Project start date: (choose one) July 1st, 2022 or <u>x</u> before July 1st, 2022, if before please indicate the desired start date: _____
Development: (choose one) ___ Economic Development ___ Affordable Housing ___ Public Facilities/Improvements
Public Service: (choose one) <u>x</u> Early Childhood Ed/Childcare ___ Youth Services ___ Health ___ Covid response ___ Economic Opportunity ___ Housing and Homelessness

1. Type of Organization

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

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.


Signature of Authorized Official
Executive Director
Title

Phelan R. Fretz, Ph.D.
Name of Authorized Official
1/6/22
Date

Questions with an asterisk (*) are collaborative questions that may be found on funding applications for the United Way

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?* It is well known that the early years of a child's life are critically important. In fact, it has been shown that the earlier the investment in learning and well-being, the higher the return to the child, family and society (Vermont Agency of Education *NECAP Science Assessment Results*). High-quality preschool programs can increase children's odds for success. When children arrive in kindergarten lacking the developmental capacity to learn, they are unlikely to catch up to their classmates without significant intervention (*VT Science Counsel - Science and Technology Plan*). Therefore, ensuring that children are ready for successful school experiences is considered one of the most pressing issues in early childhood policy and practice. Adults, including educators, commonly underestimate very young children's capacity to develop scientific ideas and practices. However, current research shows that children have the capacity for conceptual learning and reasoning and inquiry skill development long before they enter school. Science skills and knowledge build slowly over time through multiple, varied opportunities for exploration and discovery, rooted in the early years. Therefore, early learners often miss opportunities to foster science skills and develop conceptual understanding that can support science education in K-12 settings and across a lifetime. ECHO Early Learning (EEL) is a free, academic year long, caregiver-child enrichment program training caregivers and supporting healthy development and school readiness for early learners outside the formal care system, from diverse, low-resource, and/or New American households. ECHO educators run this program at both the ECHO Science Museum and at the Janice S. Munt Family Room. Weekly serving 90+ children and 70+ caregivers, the program focuses attention on experiences that support children's physical, social-emotional, and cognitive development; play-based learning for children and caregiver together; reading-readiness; cultivating a positive science identity; and caregiver learning and resources to foster safe, supportive, and enriching learning environments for children at home. The program aims to lower the achievement gap between low income and middle to high-income children within our community. Participation in the program will help prepare children for transition to formal preschool or kindergarten, and support caregiver and family connections with a number of social and medical wellness services. Specifically, caregivers will receive information about various community and medical resources and will have numerous opportunities to learn more about child development and ways to effectively engage with their child in a vast array of learning activities that support healthy families. With ECHO educators running the weekly program at The Family room has the added benefit of location with the Association of Africans Living in VT (AALV), supporting our work with hundreds of families each year from all over the world. The creativity and multiple learning modalities incorporated into the program transcend many of the cultural barriers our families often face. With more than 60% of Family Room families who participate in EEL coming from countries other than the US, this connection is vital.

II. Program/Project Design

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

A free, caregiver-child(birth-5) enrichment program, training caregivers and supporting healthy development and school readiness for early learners outside the formal care system, from diverse, low-resource, and New American households. ECHO educators weekly serve 90+ children and 70+ caregivers at ECHO and at the Janet S. Munt Family Room.

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)*

A successful program will see improved pre-literacy, early science literacy, motor development, and social-emotional skills for children; and will help informal caregivers by giving them the tools and resources they need to support their children's early learning at home. By teaching caregivers how to provide engaging play-based, quality early learning experiences, children in their care will enter kindergarten ready to learn. As caregivers practice what they learn and teach others in their family - peer teaching will build greater community engagement, increase community supports and resources, and further start to close the achievement gap. The EEL program curriculum is based on current best practice program design and the Vermont Early Learning Standards (VELS) which are aligned with the Next Generation Science Standards. Using the VELS, each session has the following interest stations set up for play based learning: Science, Math, Art, Literacy, Dramatic Play, Engineering (STEM), Gross Motor Development, Fine Motor Development. The children are given time to

explore and play at the stations opened throughout the space. ECHO facilitators encourage exploration through inquiry and meaning making, while also modeling positive and engaged child-adult interaction for caregivers. Small group activities are also part of the daily routine. Gathering together routinely for songs, a story and sharing of ideas supports community building and encourages the growth of social emotional skills necessary for children's success in kindergarten and beyond. Link to VELs info: <https://education.vermont.gov/student-support/early-education/vermont-early-learning-standards>

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.

1. Providing access to employment opportunities and/or job training, affordable child care options, educational opportunities: The program will keep children on track by supporting their physical, social-emotional, and cognitive development, and continue to build school readiness. Children will be ready to enter school and, with the connection and support provided by the program, caregivers will have increased access to community resources, preventative health, and child safety and wellness best practices further closing the achievement gap

2. Decreasing social isolation and increasing social capital: Building connections among caregivers reduces isolation and increases the use of tools and resources that support early learning. Greater caregiver resilience and well-being will lead to peer teaching and build a deeper sense of connection to the community. A typical session covers early childhood development topics and available community resources. Caregiver talks in the morning and closing circles are focused on learning support, health and safety, and developmentally appropriate learning activities to use at home. During the statewide quarantine - we saw an increasing need among many of the families we serve as jobs were cut and support networks dried up with friends and relatives confined at home. Many of our families have multiple young children, making the work of running a household in isolation all the more difficult. And while social distancing is the best way to keep healthy and fight the pandemic, isolation comes at great cost to mental health. While this program is not in response to the COVID-19 pandemic, we have incorporated back-up virtual settings for families in quarantine. The EEL Education Coordinator continues to assist participants through:

- private 1-1 consultations for caregiver mental health support, anxiety management, related coping mechanisms
- interactive group sessions provide opening circle time w/ songs & stories; "caregiver talk" covering early childhood development topics focused on learning support; critical vaccine and Covid-19 health & safety; home activities, and available community resources
- curriculum & content, STEM kits for home, and other caregiver support materials passed to families through much needed food delivery and drop offs
- daily posted developmentally appropriate learning activities, community discussions giving each family a chance to update the group

4. How do you use community and/or participant input in planning the program design and activities?* Initially created from the YMCA-USA's national Early Learning Readiness (ELR) program ECHO's Early Learning curriculum is based on the cultural themes of our community and informed by:

- Vermont Early Learning Standards (VELS) and Next Generation Science Standards (NGSS);
- partnership and professional development work supporting more than 60 Head Start, Pre-K & K schools across the region;
- active partnerships with Building Bright Futures, Janice S. Munt Family Room, AALV, Burlington Y, King Street Pre-School, and many others;
- Dr. Rebecca Bell a pediatric critical care doctor at [UVM's Children's Hospital](#) and president of the Vermont chapter of the American Academy of Pediatrics; and
- ongoing surveys with caregivers and Pre-K/K teachers in the region.

Program outcomes are evaluated through caregiver surveys, given halfway through the school year and again at the end of the school year. Survey questions focus on:

- Child's readiness for school, developing skills in the following areas: pre-literacy, science literacy, motor development (fine and gross), social-emotional development

- Caregiver skills helping them to better understand their child’s development, health and safety, knowledge of school readiness expectations, and support to be their children’s first teacher
- Community Connection Benchmark supporting them to feel more connected to the community and to other caregivers.

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?

School Readiness: 90+ children and 70+ caregivers will keep on track and continue to build school readiness through access to high-quality early education materials and programs at ECHO and the Family Room. Participating children will show improved pre-literacy, science literacy, linguistic development, motor development, and increase their social and cognitive skills needed to be successful in school.

Building Resilient Families through Increased Caregiver Support: Growing connections among caregivers nurtures a vibrant and diverse community, reduces isolation, increases confidence, and creates relationships that can continue into the school system as cohorts to create a continuity of care. Through focused health literacy and nutrition programming we will see increased knowledge of parenting, child development and safety, and comfort in navigating the health care support systems.

Increased support for families in the process of reunification with supervised visits with their child(ren) and children needing occupational and/or speech physical therapy services while at the EEL program. Through these additions, participating caregivers will show an increased understanding of child development, well-being through group-based anticipatory guidance, caregiver knowledge and comfort, and confidence in how to support school readiness. Ultimately, through the outcomes above, we hope to foster safe, supportive, and enriching learning environments for children at home.

Continuity for Refugee and New American Communities: Continuing these essential services will allow for uninterrupted support of caregivers and children and increase a sense of trust and community, their knowledge about Vermont's Early Childhood Education System, and provide opportunity for cultural awareness within the New American community. ECHO will present the results of the program at professional development workshops within the Vermont PreK-K system, regional Childcare networks, and national museum conferences such as the New England Museum Association (NEMA), the Association of Science - Technology Centers (ASTC) and the Association of Children’s Museums (ACM).

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

Audience	Outputs	Short-term Outcomes	Long-term Outcomes
<i>Who we reach</i>	<i>What we do/provide</i>	<i>What the results are (changes in knowledge, skill, behavior, attitudes)</i>	<i>Changes in the community as a result of the program</i>
Caregivers	Guidance and increased caregiver social connections, access to social services, community supports, and wellness and preventative care partners associated with the healthy growth of children ages birth -5	Increased health literacy and nutrition; increased knowledge of parenting and child development and safety; and increased knowledge and comfort in navigating the health care support systems	Greater caregiver resilience and well-being will lead to peer teaching and build a deeper sense of connection to the community; increase use of available health and community support/resources, and further close the achievement gap
Children birth-5 majority ranging 8-36 months	Four day per week September through June led by an ECHO educator for children ages birth - 5	Children will increase their social and cognitive skills needed to be successful in school.	Children who regularly attend ECHO Early Learning Programs will have the skills necessary for a smooth transition into preschool and kindergarten

	8-10 Early Learning Stations that change monthly, targeting critical school readiness skills: increased fine motor, increased gross motor, social emotional development and cognitive development. Each session has a welcome circle with storytime, a science and a social lesson, and a closing circle with group sharing.	Caregivers will increase their knowledge about Vermont's Early Childhood Education System. Children will increase their scientific thinking skills, scientific vocabulary and their science identity. Caregivers will support STEM learning at home by using vocabulary and recognizing opportunities to talk about STEM with their children.	Caregivers will build a support system of friends and professionals and feel more empowered to navigate the early childhood education system to find and ask for the support they need. EEL will increase the number of students entering Kindergarten who have a strong early foundation in STEM and are prepared to become part of a STEM savvy citizenry.
	Intentional mentoring for participating caregivers by ECHO instructors around current research and best practices supporting early child development	Caregivers will increase their recognition of and actively participate in practices (such as reading aloud and play) that support the healthy development of the children in their care.	Caregivers will increase their understanding of Early Childhood Development and the critical role they play in the physical, cognitive, and social emotional development of the children in their care.
	Maintaining an online resource (EEL Facebook Group) for caregivers to connect remotely outside of the program year round with links to community resources, early childhood development articles and activity ideas to help with development at home.	Caregivers will increase their understanding of the value of attending the EEL program regularly and recommend the program to others.	Science Centers and Museums will be viewed as an early education resource in more communities.

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.* Caregiver survey evaluating the first 3 months of the EEL program and providing an avenue for feedback on areas to address in remainder of year and an end of year evaluation that will provide feedback on the impact the program has had on development, school readiness, and level of growth for caregivers (child development knowledge, connection to community resources). Professional Development partnerships with more than 60 preschool and kindergarten teachers will help provide insights of what best sets up a child for success in school and evaluate children that have participated in the EEL program and their level of school readiness.

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 2021 (or June 2020). For non-CDBG participants – report on your achievements from the previous year.

During the most recent reporting year (10/1/20-9/30/21), ECHO Early Learning remained on track to reach all goals. On March 16, 2020, both of our sites were closed due to the COVID-19 pandemic. After it was established that neither site would be able to open for the remaining school year, we moved to a virtual format. ECHO's education facilitator met with all the families directly through various formats and individual video calls. Additionally, a private Facebook group was created for program participants. This format allowed ECHO to post activity ideas that could easily be done at home, connect families to much needed resources in the community (such as free food options), highlighted articles on child development, and talked through coping strategies for parents for challenging times and challenging behaviors. It also provides a tool for connecting as a community during live remote circle time every week. The facilitator led with familiar songs, a story, and a STEM activity that can be replicated at home. Caregivers and children watch together, typing in comments during the program. The facilitator is able to say hello to the children by name and celebrate events that are happening within their families. Each circle time is followed up with the facilitator connecting to the participating families through their comments during the live feed. Information from Attachment A and Attachment C from the June 2021 report is included below.

Number of beneficiaries you intended to serve from Attachment A:

Total # of persons assisted:125

Low/Moderate Income persons assisted: 90

The period of Apr 1, 2021 through Jun 30, 2021 wrapped up a challenging and unique school year for all students in our area due to the continued Covid 19 pandemic. The children (and their families) participating in the remote EEL program showed resilience and a determination to stay connected while learning and developing from home. Qualities that will serve them well in their future school years. There were 7 EEL Remote Circle Times during the months of April and May. The program takes a break during June, July and August. One benefit of our new EEL Facebook Group is the ability to continue to post activity ideas, community events (including Covid vaccination information and food aid) and developmental articles throughout the summer. This was also a terrific opportunity for keeping a connection with the families throughout the summer.

School Readiness Benchmark: EEL continued to use the Vermont Early Learning Standards (VELS) to develop the circle time curriculum. April and May focussed around Earth Sciences. Topics covered were Farm and Garden (April) and Water (May). Topics in April were seeds, pollinators (butterflies and bees), flowers and the energy cycle (Sun to plants to animals). The children were encouraged to start their own seeds at home and we checked growth week to week. Lily's parents posted pictures in our group each week. "Lily is happy to see her beans started sprouting on day 5 . Thank you for the idea" -Ildiko (Caregiver who joined EEL during our remote year) In May, we looked at the water cycle with a focus on what happens to the rain after it falls to the ground. Sink and float experiments helped children practice the idea of making predictions (which helps these young scientists later understand the idea of hypothesis). Engineering skills were encouraged through boat building. In addition to our weekly circle times, the Facebook group continued to be a place for sharing ideas for learning through play at home.

A sampling of posts throughout this period include:

- Fine motor skills (The benefits of coloring with crayons. Multiple ideas for practicing scissor skills)
- Easy prep activities to try at home for specific aged children (ages 3-12 mos and each year up to 5 years old).
- Literacy development activities for home.

Community Connections Benchmark: The lack of connection for families with young children was one of the most difficult challenges during this pandemic year. Through our Circle Time, we were able to celebrate personal milestones (new babies, birthdays). Ramadan, Easter, Earth Day, Mother's Day, Father's Day, Pride Month and Juneteenth were also celebrated during this time period. EEL continued to keep caregivers connected to resources in the Burlington Community. When vaccines began to become available in April, the EEL group page was an excellent way to help caregivers learn about the opportunities available to them locally. Other posts in this time period provided information about food resources (ex/ Everyone Eats program) and Emergency Broadband Relief. Caregivers were encouraged to post things like clothing swaps and photos to help them stay connected. During this period, there were more events (outside) available to families in the Burlington community. Multiple free events were posted (increased opening days at ECHO, Touch a Truck events, Family Fun Nights at a local farm and local family friendly performances). 'Have you visited the new play fountain in City Hall Park? Liam gives it two thumbs up!' (EEL Facebook Group post on May 14, 2021)

Caregiver Skill: One of the top goals for the ECHO Early Program is to help caregivers to understand that they are their children's first and most important teachers. Keeping this idea in mind, our remote program strived to provide easy prep ideas that were developmentally appropriate for families. This was accomplished through the EEL Remote Circle times with each session demonstrating easy S.T.E.A.M. (science, technology, engineering, art, technology) activities that used simple materials found around the house. The page also posted Science and Stories program videos (another ECHO program that went remote during the pandemic). In addition, multiple posts per week on the EEL group page provided ideas to keep young children busy and learning at home. In this time period, there were also links to the following caregiver skill resources: Car seat safety virtual class, Sleep tips webinar, Video on method for co-regulating with an upset young child, Video on method for helping a young child transition to a new activity

V. Experience / Organizational Capacity

1. What is your agency's mission, and how do the proposed activities fit with your mission? We believe that science is key to our children's future and the knowledge economy, and the foundation for

transforming challenges into opportunities. EEL perfectly aligns and brightly highlights our pledge to serve as an essential chapter in every child's success story, inspiring learners of all ages to push the boundaries of what's possible; our overarching goals of strengthening families, schools, and communities; and our mission - to inspire and engage families in the joy of scientific discovery, wonder of nature, and care of Lake Champlain.

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.)*

Elizabeth Nuckols, ECHO's Youth Education Manager oversees the program. She received her Master's in education from William and Mary and has facilitated ECHO's early learning programs for 14 years. Prior to joining ECHO, Elizabeth worked as a school biology teacher and education specialist for the Virginia Aquarium. Her focal areas are teacher professional development and early science learning. She has recently worked with more than 500 professional educators around Vermont on inquiry science education strategies, providing professional development and continuing education credits which she supports through online curriculum and training. Also, acknowledging that strong relationships and trust within the New American community will drive steady increases in attendance as word of the program's effectiveness spreads, ECHO hired longtime Y educator, Stacia Judd in 2018. Prior to coming to ECHO, Stacia was with the Greater Burlington YMCA for 22 years in various roles with children and families, including Family Programs Coordinator, Preschool Teacher, and for the past six years as a facilitator with the Early Learning Readiness program. She has now implemented the ECHO Early Learning program for three years.

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?

As a trusted leading community resource and science center, we know that equity in education is the key to building community resilience, reducing poverty, and shrinking the opportunity gap in our community. To improve access and further break down barriers, ECHO is in its 18th year of the Open Door Program: a community access program that partners with 70+ social service agencies to annually provide 33,000 free/reduced admission and 3,200 complimentary memberships. This program has created considerable trust with agencies that provide direct service to the low-resourced, refugee, & new American communities. A recent highlight is our work with the State Refugee Office to support families arriving in Vermont from Afghanistan. Through our ongoing relationship with the State Refugee Office, we were able to connect with host families and support them with EEL, free membership to ECHO, and introduce them to additional community services. Building on our trusted reputation as a beloved community asset, ECHO has committed to making ECHO a welcoming place for all through diversity, equity, and inclusion initiatives. Our annual Martin Luther King Jr. celebration in partnership with the City of Burlington continues to celebrate this special day with free admission and family-friendly scheduled activities that honor his work, the ideas of multiculturalism, and racial justice. In an effort to support greater inclusion, ECHO launched the Sensory-Friendly Sunday event series two years ago Ensuring that there are no financial barriers to entry, we have free admission during these monthly events. To address ECHO's mission of inspiring and engaging families, we took a collaborative approach and partnered with Changing Perspectives - a local organization that provides both schools and organizations with disability awareness programming through a combination of curriculum materials, consultations, and professional development training for staff, volunteers, and interns. To further our work, ECHO launched an Accessibility Council this year. The council made up of community members and self-advocates who share their lived experience and expertise in accessibility issues, including physical, sensory, and cognitive differences - will serve as a resource for ECHO, advising on matters that pertain to access for people with disabilities, compliance with applicable law, and best practices for full inclusion. The Council supports activities and projects assisting in evaluating the accessibility of ECHO's facilities, exhibits, programs, communications, employment practices, and guest services.

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

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/2021-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)
		35%	55%	10%	

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, 2022?

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? The target population - underserved, low resourced, and/or New American families with children from birth-five. We market this program through organizations in our community that are mission based to serve low to moderate income families. Once the family visits the EEL program, they are directed to fill out an initial enrollment form which has the following question:

Which of the following does your family receive? SNAP or 3 Squares benefits Medicaid or Dr Dynasaur Earned Income Tax Credit WIC Head Start/ Early Head Start Reach Up Other State or Federal Assistance (please explain) None of the above

If the family checks off any of the above (or writes in a response) we identify the family as having low to moderate income. Participants are asked to fill out the initial one page registration form on their first visit to the EEL program. This form identifies the family as having low to moderate resources. It also identifies families that may have limited connections in the community (ex/ New Americans). After a return visit, they fill out a form that provides more detailed information allowing ECHO to provide the entire family with an ECHO pass for the year (not only caregiver and children attending EEL, but grandparents, older school age children that live in the household).

2. Describe the steps you take to ensure the project/program is accessible, inclusive, addressing racially equity, and culturally appropriate for the target population. * By partnering, ECHO and the Family Room can ease access and overcome two major barriers for participating children and their caregivers – financial and cultural. This free program will be a gateway for the more than 450 New Americans served by the Family Room to access additional social services. Family engagement is a key element of this program, which uses a two-generation approach: focusing on the needs of both parents/caregivers and children. Transportation is also a key issue for many families who would attend the EEL program. Providing the program at the Family Room two days a week has made the program accessible to these families. This location is familiar and already thought of by many families as a community center and a resource. For participants who come to ECHO, there is a free bus route that stops in front of the building. We also provide free parking during the program. Additionally, Lund provides transportation for mothers and their children to the program. This year, social workers accompany mothers, fathers, and their children as part of the reunification process.

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.

Grant dollars will directly support a program director (8 hours weekly) and an early childhood educator teacher/trainer (32 hours) to develop and deliver programming costs related to project activities.

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
Overseeing EEL	ECHO Youth Programs Manager	Early Childhood Education	8	20%
Implementing EEL	ECHO Early Learning Coordinator	Early Childhood Education	32	100%
Implementing EEL	ECHO Intern	Early Childhood Education	8	100%

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, 2022? Yes No Not funding salaries

3. Program/Project Budget

Line Item	CDBG Funds	Other	Total
ECHO Youth Programs Manager	\$	\$16,912	\$16,912
ECHO Early Learning Coordinator	\$50,000	\$4,946	\$54,946
ECHO Early Learning Intern	\$	\$8,528	\$8,528
Fringe/Payroll Taxes	\$	\$30,144	\$30,144
Supplies		\$10,000	\$10,000

Program Snacks		\$8,000	\$8,000
Overhead		\$21,796	\$21,796
Total	\$50,000	\$100,326	\$150,326

4. Funding Sources	Program/Project		Agency	
	Current 2022	Projected 2022/2023	Current	Projected
CDBG	\$	\$ 50,000	\$	\$
State (specify)				
Federal (specify)				
United Way				
Private (specify) Redducs Foundation Champlain Investment Partners	\$5,000 \$10,000	\$5,000 \$10,000		
Program Income	0	0	n/a	n/a
Other (specify) Individual Private Donors	\$25,000	\$45,000		
Total	\$40,000	\$ 110,000	\$	\$

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

$$\frac{\$ \underline{50,000}}{\text{CDBG Funding}} \div \frac{\$ \underline{150,326}}{\text{Total Program/Project Costs}} = \underline{33} \% \text{ Percentage}$$

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

$$\frac{\$ \underline{150,326}}{\text{Total Program/Project Cost}} \div \frac{\underline{160}}{\text{\# Total Proposed Beneficiaries}} = \underline{\$ 939.50} \text{ Cost Per Person}$$

$$\frac{\$ \underline{50,000}}{\text{Total Amount of CDBG Funding}} \div \frac{\underline{160}}{\text{\# Total Proposed CDBG Beneficiaries}} = \underline{\$ 312.50} \text{ Cost Per Person CDBG Investment}$$

7. Why should CDBG resources, as opposed to other sources of funding, be used for this project? The City of Burlington launched the Early Learning Initiative in 2018. The city made a significant commitment to early childhood ed., as there is a shortage in affordable quality care slots for children. As a free early enrichment program, ECHO Early Learning provides quality resources to prepare 90+ children from 70 local

families for kindergarten. The program serves a diverse group of underserved and new American families speaking 18 different languages. Similar to the City, ECHO understands the importance of early childhood education, and why ECHO has made it a priority to continue the program for the community. This funding request will support the running of the program. Essentially, EEL will prepare children for the transition to formal preschool or kindergarten, will help caregivers feel more connected to the community, and is a safe place for parents and children who are going through a re-unification process as well as for caregivers with children receiving special services.

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?* Throughout the program year, we welcome guest speakers and visitors from other organizations to help highlight resources in the community. This includes dental hygienists from the Vermont Department of Health, police officers and firefighters from local agencies, youth services librarian from Fletcher Free Library, a pediatric critical care physician from the University of Vermont Medical Center, a representative from the City of Burlington to discuss their full-time daycare scholarships among others.

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. EEL will host key community support networks and organizations to highlight and connect families to available resources - Building Bright Futures; USCRI Vermont; Dr. Rebecca Bell Pediatric Critical Care and colleagues from UVM Medical Center; Vermont Department of Health; Howard Center; and other agencies. Our partnership with The Janice S. Munt Family Room allows for greater services given their shared location alongside the Parent-Child Center and the Association of Africans Living in Vermont - the primary social service organization accessed by members of the immigrant communities. Only with collaborative partnerships and social service connections, can we build greater community engagement, increase use of available resources, and further support those left most vulnerable in the wake of Covid.

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

We believe that this is a unique partnership and experience for these families.

3. Provide 1 example of how your agency has become more efficient in achieving your outcomes or managing your project/program. By partnering with the Family Room, EEL is able to utilize their facility space, social service partners, and translators to more fully support the needs of more than 450 New American community families living in the city.

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? Citywide, families are having difficulty accessing affordable and quality childcare programs that ensure children are ready for successful school experiences. Parents/caregivers are strong assets for their children's education. EEL educators will engage caregivers on creating safe homes and raising safe kids, understanding children's behaviors, strategies for encouraging positive behavior, better understanding and navigation of the education system, and by engaging and modeling how to provide quality early learning experiences, children in their care will be better prepared for kindergarten.

2. CDBG funding is intended for new or expanded services. If CDBG funding ends, will the project be able to continue? Given ECHO's mission to inspire and engage families in the joy of scientific discovery, wonder of nature, and care of Lake Champlain; and the goal of Strategic Plan 2023 "Catalyze birth – 8th grade science learning in the region". This funding will support a critical need in our community-investing in school readiness for populations not being served by traditional preschools. Active fundraising through individuals and foundations has been ongoing and will continue if CDBG funding ends.

3. How will you prioritize the proposed project activities if you do not receive the full amount requested? There is no specific prioritization in a project of this nature - ECHO will assume full

responsibility for EEL and will continue to provide the educators, curriculum, and support for the community members who need it most.