

**CITY OF BURLINGTON**  
**COMMUNITY DEVELOPMENT BLOCK GRANT - 2019 APPLICATION**

*Application must be no more than 9 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 (LECP) \_\_\_\_\_

Project Location / Address: \_\_\_\_\_ 50 Joy Drive, South Burlington, VT 05403 \_\_\_\_\_

Applicant Organization / Agency: \_\_\_\_\_ Lund \_\_\_\_\_

Mailing Address: \_\_\_\_\_ PO Box 4009, Burlington, VT 05406 \_\_\_\_\_

Physical Address: \_\_\_\_\_ 76 Glen Road, Burlington, VT 05401 \_\_\_\_\_

Contact: \_\_\_\_\_ Charlotte Blend \_\_\_\_\_ Title: \_\_\_\_\_ Foundations Coordinator \_\_\_\_\_ Phone #: \_\_\_\_\_ (802) 861-2580 \_\_\_\_\_

Web Address: \_\_\_\_\_ www.lundvt.org \_\_\_\_\_ E-mail: \_\_\_\_\_ charlotteb@lundvt.org \_\_\_\_\_

EIN #: \_\_\_\_\_ 03-0179434 \_\_\_\_\_ DUNS #: \_\_\_\_\_ 006117089 \_\_\_\_\_

**CDBG Funding Request:** \$40,000 \_\_\_\_\_ (\$20,000 per year) \_\_\_\_\_

**Total Estimated Program/Project Cost:** \$1,028,000 \_\_\_\_\_

**Grant Duration:** mark one \_\_\_\_\_ 1 Year \_\_\_\_\_ **X** 2 Year

*(Only Public Service programs with a focus on Early Childhood Ed/Child Care, or Youth Services are eligible for 2 year grant this year )*

**Development:** mark one \_\_\_\_\_ Economic Development \_\_\_\_\_ Construction

**Public Service:** ☒ Early Childhood Ed/Childcare \_\_\_\_\_ Youth Services \_\_\_\_\_ Health \_\_\_\_\_ Econ Opportunity  
Mark one

**1. Type of Organization**

\_\_\_\_\_ Local Government

\_\_\_\_\_ For-Profit Organization

\_\_\_\_\_ Faith-Based Organization

☒ Non-Profit Organization (please provide copy of your  
IRS 501(c)(3) tax exemption letter)

\_\_\_\_\_ Institution of Higher Education

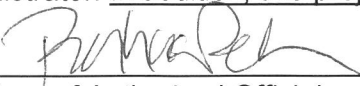
**Certification**

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. In addition, this project is ready to proceed as of July 1, 2019.

  
\_\_\_\_\_  
Signature of Authorized Official

\_\_\_\_\_  
Barbara Rachelson  
Name of Authorized Official

\_\_\_\_\_  
Executive Director  
Title

\_\_\_\_\_  
1/14/2019  
Date

## ***I. Demonstrated Need***

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

High quality early childhood education is proven to have multiple developmental, social, emotional and academic benefits for children living in poverty. LECP directly addresses the CDBG national objective – Benefit low and moderate income (LMI) persons. It is well documented that children living in poverty are less likely to be prepared for kindergarten than their peers from middle or higher income families. On average, children from poor families score far below their peers from higher-income families in early vocabulary and literacy development, in early math, and in the social skills they need to get along well in their classrooms (Halle et al., 2009; Lee & Burkham, 2002). In the Burlington school district, only 46.27% of low income children were considered Kindergarten ready compared to 77.17% of their higher income peers. (Ready for Kindergarten Report – VT Agency of Education, 2017). High quality early education programs provide the stimulating environments that children living in poverty might not get at home due to parents working outside the home or being unable to engage with their children due to the stressful effects of living with poverty, domestic violence, substance use disorder, food insecurity, transient housing or other related problems. This is reflected again in the Burlington School District where 74.85% of children who had attended preschool were considered Kindergarten ready compared to 56.25% of those who did not. (Ready for Kindergarten Report – VT Agency of Education, 2017). Early intervention with the most vulnerable children can make a real and long lasting difference in a child's potential to live above the poverty line. Low income children who attend high quality early education programs have greater school success, higher graduation rates, lower rate of juvenile crime, decreased need for special education and lower teen pregnancy rates than their peers. (Campbell, F. A. (2000). *Early learning, later success: The Abecedarian study: Executive summary*. Chapel Hill, NC: Frank Porter Graham Child Development Center, University of North Carolina.)

The vacancy rate for high quality early childhood programs in Chittenden County is very low; just 1% in the most recent (June 2017) data. The need for quality child care continues to be dire. There are fewer programs and fewer vacancies within those programs. This problem is especially difficult for low income families as the vacancy rate at high quality programs with no or low co-pays is even lower.

## ***II. Program/Project Design***

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

Lund's Early Childhood Education Program provides 5 STAR (the highest rating in the state's quality analysis system) care and education for 50 children aged 6 weeks to 5 years. The play based program follows a therapeutic curriculum designed to mitigate the effects of exposure to Adverse Childhood Experiences (ACEs) and maximize the intense period of brain development in early childhood.

**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)\***

Approximately 50% of the children who attend LECP have been exposed to ACEs such as neglect, physical abuse, homelessness, parental substance use, domestic violence or out of home placement. The program is designed through a trauma informed lens in order to mitigate the negative effects of these experiences. This begins with strengthening the child's capacity for social and emotional development. LECP uses Creative Curriculum – a research-based and research-proven curriculum resource - which allows children to develop social/emotional competence and self-help skills, as well as offering opportunities to experiment with early literacy, math and scientific skills through play. As children develop, teachers begin to focus more on other skill building activities and curricula that address concepts and domains for learning featured in the Vermont Early Learning Standards.

Lund uses the Multi Tiered System of Support (MTSS) across all of our age groups. This framework requires the collection of key data on all students and then uses that data to identify the children who need additional supports. The teachers liken it to a 'triage' system where they are constantly in tune to the needs of the students and how those needs should be prioritized and met. Extra support is given in small group or individual sessions and closely measured to ensure that the children are improving in their acquisition of essential developmental skills. We partner with the Howard Center to provide this support.

### **3. How will this program/project contribute to the City's anti-poverty strategy?**

One of Burlington's anti-poverty strategies in the recently released 2018-2023 consolidated plan is to increase employment/economic opportunities by removing economic barriers to early childhood programs. This will allow more low income families to access quality childcare enabling them to enter the workforce. LECP provides this care and is uniquely located inside Lund, an organization with multiple integrated programs and services to help parents/caregivers move out of poverty such as high school completion, job training, reach up case management, transitional housing and treatment for substance use and mental health disorders. Lund is committed to helping families overcome economic struggles and break cycles of poverty for their children.

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 absolutely essential. Caregivers with access to high quality, affordable childcare are more likely remain in the workforce and be productive at work. It is a key element in not only helping families move out of poverty in the near future, but also in breaking multi-generational cycles of poverty for their children.

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

Teachers hold Parent Teacher Conferences twice a year to discuss the child's physical, social and emotional development and progress with the parents. These meetings also provide the opportunity for families to offer feedback on the program. Teacher and program administrators are available at any time for parents, other family members, caregivers or the children themselves to provide input on the program design or activities.

Lund also maintains collaborative and open relationships with our community partners and engages in frequent discussion and evaluation in order to ensure that the needs of clients are being met in the most effective way and that partners' voices are heard and taken into consideration.

## ***III. Proposed Outcomes***

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

The program creates economic opportunity by offering affordable and accessible early childhood education to families so parents can work or pursue education and treatment goals. LECP helps children make progress towards social/emotional developmental goals and acquire the necessary skills to succeed in elementary school. LECP also helps parents/caregivers to address barriers preventing them from meeting their family's basic needs and assists at risk Burlington families move out of poverty.

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

Objective	Activities	Outcomes
Children receive quality early care and education allowing parents to work or pursue education or treatment goals.	<ul style="list-style-type: none"><li>Children attend the program</li><li>Staff assist families with paperwork to qualify for childcare subsidy</li></ul>	35 children
Children meet or make progress towards developmentally appropriate social, emotional, physical and intellectual milestones.	<ul style="list-style-type: none"><li>Daily therapeutic programming and indoor/outdoor gross motor activity.</li><li>Continuous assessment of enrolled children</li></ul>	245 days 35 children
Families' basic needs are met	<ul style="list-style-type: none"><li>Daily provision of nutritious meals and snacks</li><li>Staff assist families with referrals to Lund programs, other community organizations or by attending to immediate needs</li></ul>	245 days 35 families
Children transition from preschool ready for kindergarten as defined by the Burlington School district	<ul style="list-style-type: none"><li>Continuous assessment of enrolled preschoolers</li><li>Daily skill building and activities that address Kindergarten readiness domains</li></ul>	7 children 245 days

#### ***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. \***

LECP uses Teaching Standards Gold (TS Gold), a tool designed for early education teachers to make assessments that are reliable and can easily compare children to developmentally appropriate standards. Assessments are used for the purpose of tracking children's development as they move through the program; teachers compare results to Vermont Early Learning Standards. Children's assessments and examples of their work are collected in an online portfolio that can be accessed by parents as well as by all staff members.

The twice yearly Parent Child Center Network Family Impact and Satisfaction survey that is distributed to all LECP families includes questions that use indicators from the Center for Study of Social Policy's Strengthening Families protective factors framework. The results of this survey help us to ascertain

how participation in the program is increasing the safety, resilience and parenting knowledge in 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 2018 (or June 2017). For non-CDBG participants – report on your achievements from the previous year.**

During Lund's most recently completed fiscal year, LECP served 71 children. 35 were Burlington residents, 26 of those were from extremely low to low income families.

- 98 % of children made progress towards social/emotional developmental goals
- 98% of families identified as having barriers to meeting their basic needs are connected to resources to help them remove those barriers.
- 6 children transitioned to kindergarten. 66% of them were considered Kindergarten ready. The others had supportive plans in place to ensure a successful transition.

## ***V. Experience / Organizational Capacity***

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

The mission of Lund is to help 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 fits this mission as research has proven that quality early childhood education is absolutely crucial in forming a foundation for success in kindergarten and beyond. Having reliable, consistent and high quality childcare allows caregivers to address their own challenges and make positive steps towards breaking multigenerational cycles for themselves and their children.

- 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 is rated at 5 STARS in the state's quality recognition program for child care, preschools and after school programs. Our program goes above and beyond the state's regulations to provide professional services that meet the needs of children and families. All the teachers have Bachelor's degrees, 2 have advanced degrees and 2 are in the final stages of becoming licensed teachers.

- 3. What steps has your organization/board taken in the past year to become more culturally competent internally?**

Lund has an active Diversity and Inclusion Committee whose overall goal is to ensure that every person in the Lund community feels welcome. After recent reflection and assessment of agency needs, the committee this year decided to bring more formal training to the agency. Local firm CQ Strategies was selected to conduct a training series consisting of multiple sessions with different foci including class, ability, sexual orientation, religion, race, gender, age, physical appearance, and the inter-related dynamics of power and intersectionality. This series is ongoing for staff and will soon be extended to include board members.

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 / Commitment to Diversity**

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/2018-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)
Early childhood education	35	12	8	2	13

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, 2019?

☒ Yes ☐ NO ☐ Not Serving Limited Clientele (public facilities only)

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

The target population of LECP is children aged 6 weeks to 5 years and their families, many of whom are living in low/extremely low income households. Referrals comes from other Lund programs, DCF, or families find us through Lund marketing efforts or Childcare Resource. Families come from all over Chittenden County but primarily live in Burlington, South Burlington and Winooski.

4. Describe the steps you take to make the project/program accessible, inclusive and culturally appropriate for the target population. \*

Lund does not charge a co-pay to families receiving the full state childcare subsidy ensuring that the program is accessible to the target population. All teachers at LECP are trained in trauma informed care and understand and appreciate the background the children are coming from. They are very sensitive to the struggles families may face and work hard to create an understanding and supportive environment for children and families. The approach across Lund is strengths based and committed to providing hope for every client.

## VII. Budget / Financial Feasibility

- 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.**

CDBG funds will contribute to the mortgage payments for the portion of the building occupied by LECP.

- 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

- 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 CDBG hours worked, other hours worked, all funding sources, and a narrative for all CDBG and non-CDBG funded activities, and they 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, 2019? ☐ Yes ☐ No ☒ Not funding salaries**

### 3. Program/Project Budget

Line Item	CDBG Funds	Other	Total
Mortgage	\$20,000	\$18,083	\$38,083

### 4. Funding Sources

	Project		Agency	
	Current	Projected	Current	Projected
CDBG	\$	\$ 20,000	\$	\$ 20,000
State (specify)				
Childcare subsidy	\$247,000	\$247,000	\$7,530,000	\$7,680,600
School districts	\$70,000	\$70,000		
Childcare nutrition program	\$40,000	\$40,000		
Parent Child Center Grant	\$31,000	\$31,000		
Strengthening Families Grant	\$40,000	\$40,000		
Federal (specify)				
Regional Partnership Grant IV			\$600,000	\$600,000
United Way			\$97,000	\$131,000

Private (specify) Corporate and Foundation grants	\$85,000	\$90,000	\$1,275,000	\$1,400,000
Program Income Tuition	\$338,000	\$348,000	\$605,000	\$617,100
Other ( <u>specify</u> ) Medicaid			\$754,000	\$769,080
Staff lunches			\$5,000	\$5100
Interest			\$6,000	\$6120
Rent			\$20,000	\$20,400
<b>Total</b>	<b>\$ 851,000</b>	<b>\$ 886,000</b>	<b>\$ 10,892,000</b>	<b>\$ 11,249,400</b>

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

$$\frac{\$ \underline{20,000}}{\text{CDBG Funding}} \div \frac{\$ \underline{1,058,000}}{\text{Total Program/Project Costs}} = \underline{1.9} \% \text{ Percentage}$$

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

$$\frac{\$ \underline{1,058,000}}{\text{Total Program/Project Cost}} \div \frac{\underline{70} \text{ (all students)}}{\# \text{ Total Proposed Beneficiaries}} = \underline{\$ 15,114} \text{ Cost Per Person}$$

$$\frac{\$ \underline{20,000}}{\text{Total Amount of CDBG Funding}} \div \frac{\underline{35}^*}{\# \text{ Total Proposed Beneficiaries}} = \underline{\$ 571} \text{ Cost Per Person } \underline{\text{CDBG}} \text{ Investment}$$

\*Burlington residents only.

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

CDBG resources would help to provide quality early education and care to low income families living in Burlington which aligns with the both the city's anti-poverty strategy and the CDBG national objectives. LECP continues to operate at a deficit with our current funding sources.

**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?\***

LECP is fortunate to benefit from volunteers including music and art teachers, reading assistance, help in the kitchen, and general volunteers who come to provide support to teachers and extra hands to hold infants or play with children. The program also receives donations of supplies (toys, art supplies, clothing, books) from community members. Demonstrating a diversity of funding sources (including CDBG) is always beneficial when requesting funds from private foundations and state sources.

## ***VIII. 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.**



Lund works closely with the Howard Center to provide group and individual therapeutic interventions in the program. LECP has a recently formed collaboration with Sangha Yoga Studio to hold yoga classes on site for children and for families after school hours. Sangha Studio's focus is on building community which is an important support for healthy and thriving families.

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

There are other early education programs in the community that work with a similar population but there is no concern over duplication of services because there are not enough spaces to meet the demand. LECP is unique because it operates within a larger family support and treatment agency allowing for easy referral and increased engagement in additional services for both the child and other family members.

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

LECP added an Assistant Coordinator position to aid in the administration and daily management of the program. The Assistant Coordinator is also able to cover in classrooms when teachers are out which reduces the number of subs coming into the classrooms ensuring a more stable environment for the children. Additional capacity in the administrative side of the program also ensures that record keeping, scheduling and communication with partners can be executed in a timely and efficient manner without taking away from the classroom experience for the children.

## ***IX. Sustainability***

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**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?**

Connections with dependable, engaged adults and attendance at a high quality early education program mitigates the effects of adverse childhood experiences and improves both the long and short term physical and mental health outcomes for children. This will have long term benefit on the City of Burlington since these children are future Burlington residents. If the project ends the benefits to Burlington will continue in the changed trajectory of the children already served. Investing in early childhood programs has long been shown to be more cost effective than paying for social services later in life creating a long term financial benefit for the city.

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

If CDBG funding ends, we will continue the work because it is essential to a thriving and healthy community.

**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 the financial stability of the program. Many of the program costs are fixed in order to maintain our STARS ratings and comply with licensing standards. We cannot reduce program capacity or activities as this is not in the best interests of the families we serve.

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In reply refer to: 0248254921  
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LUND FAMILY CENTER INC  
PO BOX 4009  
BURLINGTON VT 05406

016762

Employer Identification Number: 03-0179434  
Person to Contact: Darlene Evans  
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Mar. 04, 2014, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in September 1941.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section 509(a)(2).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

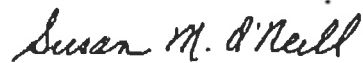
Please refer to our website [www.irs.gov/eo](http://www.irs.gov/eo) for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

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LUND FAMILY CENTER INC  
PO BOX 4009  
BURLINGTON VT 05406

If you have any questions, please call us at the telephone number  
shown in the heading of this letter.

Sincerely yours,



Susan M. O'Neill, Department Mgr.  
Accounts Management Operations