

CITY OF BURLINGTON
COMMUNITY DEVELOPMENT BLOCK GRANT - 2024 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: Level Up: Elevating Quality and Impact in Out-Of-School Elementary Enrichment Program
Project Location / Address: 66 North Avenue, Burlington, VT 05401

Applicant Organization / Agency: Sara Holbrook Community Center

Mailing Address: PO Box 3039, Burlington, VT 05408

Physical Address: 66 North Avenue, Burlington, VT 05401

Contact: Christine Lloyd-Newberry Title: Executive Director Phone #: [REDACTED]

Web Address: www.saraholbrookcc.org E-mail: [REDACTED]

EIN #: [REDACTED] DUNS #: [REDACTED] SAM UEI #: [REDACTED]

CDBG Funding Request: \$ 50,000

Total Estimated Program/Project Cost: \$ 502,912

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

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

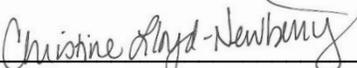
OR

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

- 1. Type of Organization**
- | | |
|---|--|
| <input type="checkbox"/> Local Government | <input checked="" type="checkbox"/> Non-Profit Organization (please provide copy of your IRS 501(c)(3) tax exemption letter) |
| <input type="checkbox"/> For-Profit Organization | <input type="checkbox"/> Institution of Higher Education |
| <input type="checkbox"/> 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.


Signature of Authorized Official

Christine Lloyd-Newberry
Name of Authorized Official

Executive Director
Title

1/12/2024
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?

Sara Holbrook Community Center (SHCC) has supported youth and families in Burlington for almost 90 years. SHCC benefits all youth and families, focusing on ensuring that those from low-resourced households have access to high-quality support regardless of ability to pay. Access to high-quality out-of-school time programs can profoundly shape the development and long-term outcomes of education, employment, criminal justice involvement, and health behaviors for all youth, and particularly those from under-resourced communities and households. Furthermore, high-quality afterschool programs provide benefits that extend beyond the students themselves and positively impact families' financial stability and quality of life. For working parents, reliable afterschool activities for their children allow them to secure full-time jobs and advance in their careers without interruption when youth are out of school. Parents can better provide for their families with stable incomes and reduce the need to take time off for childcare.

Beyond supporting incomes, quality programs also contribute to families' well-being by providing youth with nutritious snacks, physical activities, emotional support, and constructive mentoring relationships. Youth return home in the evenings less stressed, better nourished, and more inspired to set goals. These compounding benefits over time lead to intergenerational lift targeted by CDBG's national objectives, as participating youth pursue higher education, careers, and civic participation - bringing improved financial means and an overall higher quality of life for those families.

At SHCC, we experience the same demand for services being reported nationally, where for every child in an afterschool program, at least one more would participate if a program spot were available (*Afterschool Alliance*, 2023). This unmet demand disproportionately affects low-income families. In the fall of 2020, SHCC expanded its elementary afterschool capacity from 20 students to 45 and is currently piloting an increase again to accommodate another 15 in the afterschool program and an additional 10 in vacation camp enrollment. Despite these expansions, we have still not met the local community's after-school and summer care needs. With more than 90% of our families living low to extremely low financial realities, we know how vital this access is to maintaining employment and moving toward a more stable financial reality in this and subsequent generations.

II. Program/Project Design

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

Sara Holbrook's Elementary Enrichment Program provides over 100 K-5 students with accessible, enriching out-of-school activities and caring support. Solidifying recent expansions to address program waitlists, Sara Holbrook Community Center plans to focus on increasing outcomes and overall program quality through increasing parent engagement/support, community partnerships, and curriculum development.

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)

SHCC Elementary Programs offer enriching activities and experiences to promote healthy growth and development for elementary-aged students. The program's goals for each child are to build life skills, promote a sense of self, develop positive values and character, and inspire a healthy lifestyle.

Decades of research point to multidimensional benefits from sustained participation in high-quality out-of-school programs, including:

- Academic gains include improved school attendance, test scores, grades, graduation rates, and lowered dropout risk.
- Health/wellness gains, including significant decreases in high-risk behavior.
- Workforce prep gains like increased college aspirations and employability skills.
- Civic engagement in community service participation and voting rates later in life.

Findings generally show that sustained participation over multiple years leads to greater outcomes. Quality programming, cultural competency, and skilled staff are also essential factors.

The out-of-school time building blocks needed to create a positive impact for children are to provide caring people, a constructive place, and challenging possibilities for each student. The guiding principles for addressing the whole young person are positive developmental relationships, environments filled with safety and belonging, rich learning experiences, knowledge development, skills, mindsets, and habits, and integrated support systems (Turnaround for Children, 2021). SHCC children participate in various learning experiences that provide essential resources that can be lifelines for under-resourced families. Positive outside-of-school time “helps kids learn, grow, and avoid risky behaviors” (*America After 3PM” Special Report: Afterschool in Communities of Concentrated Poverty.*, 2018). Programs spark interest in learning, so students attend school more often, get better grades, and improve their behavior” overall. Additionally, many children served in the SHCC Elementary Program have experienced Adverse Childhood Experiences (ACE), which further place them at risk of developing maladaptive behaviors, mental health diagnoses, and physical health concerns (*ACE Study and UVM Medical Center, Children’s Health, September 2018.*) Quality, affordable child care, and out-of-school care have been shown to prevent and counter ACEs in students' lives. For this reason, the Elementary Program at SHCC is steeped in best practices around ACEs and trauma-informed care for students.

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.

SHCC’s programs directly support the City's anti-poverty strategy in several ways. Housed in a low-income community opportunity zone, SHCC provides accessible and affordable child care to parents and guardians pursuing work or training programs to improve their income levels. By alleviating the child care burden for these families, SHCC enables parents to more effectively focus time and resources on advancing their careers, education, skills, and earning potential. Further, by serving this low-income community directly, SHCC helps provide opportunities and support to children affected by poverty. The program exposes children to experiences and knowledge they may not have access to otherwise. This helps broaden their understanding of future possibilities.

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

At SHCC, program planning and design are ongoing, inclusive processes. We actively seek input from the community, parents, and students through multiple channels: annual evaluations that gather feedback from parents and community members; existing community assessments; daily communication with students, families, schools, and support providers; and surveys that assess if our programming meets participants' needs. Our staff promotes student exploration and leadership by allowing students to guide the creation of clubs and activities based on their interests. This participant-centered, community-engaged approach ensures our offerings respond to the priorities and needs of those we serve.

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?

This program will provide students access to high-quality, affordable, and enriching out-of-school care and allow at-risk youth access to opportunities that give them a greater chance of success in school, relationships, and into adulthood. The positive impact of the Elementary Program on families is evaluated through various tools throughout the year. Student outcomes are assessed through surveys, observations, and connections with additional external support services. Students will be better off through exposure to possibilities they would otherwise not have access to, by building positive non-parental adult relationships and engaging in a strengths/growth mindset-based curriculum. Additionally, parents/guardians will be supported in maintaining consistent employment while their children are safe and cared for at SHCC.

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

CDBG GOALS	<ul style="list-style-type: none"> ● Provide Public Services to At-Risk Populations ● Increase Employment/ Economic Opportunities 	
ACTIVITIES	OUTPUTS	OUTCOMES
<ul style="list-style-type: none"> ● Provide year-round out-of-school time programs for youth in grades K-5 ● Offer parent/family activities no less than quarterly ● Test new program offerings (Little Bella’s, School Year English Enrichment, Tutoring, Karate) ● Design a developmentally appropriate year-round strengths-based positive youth development curricula for SHCC Elementary Programs at their new expanded size. 	<ul style="list-style-type: none"> ● 115 students will participate in SHCC Elementary Enrichment programs. ● 50 parents will participate in at least one parent/family engagement/education activity during the year. ● SHCC partnership with Little Bella’s will expand from middle-school to include students as young as 8. ● 15 students will participate in a Little Bella’s mountain biking week ● SHCC Elementary Program Curricula Framework 	<ul style="list-style-type: none"> ● 75% of Guardians recognize SHCC as enabling them to maintain consistent employment ● 75% of youth participants develop positive relationships with caring adults at SHCC ● 75% of youth feel like they matter at SHCC ● 50% Youth develop new life-skills at SHCC

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.

SHCC’s evaluation plan utilizes attendance and behavior tracking, observation, program logs, surveys, and connections with school/other supports. The schedule and key tools utilized are listed below.

January/June: Social and Emotional Learning Program Quality Assessment (SEL-PQA) is a nationally recognized observational tool for assessing practices supporting social and emotional learning (SEL) in youth programs.

February/July: Guardian Survey collects information about their satisfaction with SHCC programs, their student’s growth and development, and input on areas for improvement.

March/August: Youth Program Quality Assessment (YPQA). Like the SEL-PQA, the YPQA is a validated instrument designed to measure the quality of youth programs and identify staff training needs.

- 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 2023 (or June 2022). For non-CDBG participants – report on your achievements from the previous year.**

Sara Holbrook Community Center refuses complacency with our youth enrichment programming. This past year, we piloted student-driven club models that provide participants more autonomy in pursuing special interests. Updates like incorporating choice into lesson plans maintain genuine student engagement. Additionally, addressing sector-wide hiring challenges pushed us to overhaul staff onboarding for frontline roles. We now surpass state licensing mandates to prepare classroom providers, particularly since many new recruits need supplemental training. Specific expansions include robust social-emotional practices and mental health modules like agency-wide Youth Mental Health First Aid certification and trauma-informed care workshops.

Between revitalizing club offerings and levelling-up pre-service workflows, this year strengthened program quality and equipped staff to meet evolving youth needs despite labor force limitations. We continue striving for innovation that empowers student interest and meets employee growth areas.

V. Experience / Organizational Capacity

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

The mission of the Sara Holbrook Community Center is to create enriching life experiences for young people that enable them to safely learn, grow, and explore new possibilities. Our SHCC Elementary program aligns with this mission by providing an experiential learning environment that adheres to research-based best practices for out-of-school time programs.

- 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.)**

Sara Holbrook is overseen by a governing Board of Directors that is eleven to fifteen members deep. The Board utilizes a committee model to ensure adequate oversight and guidance of the organization. Executive, Human Resources, Finance, Program, Board Development, Marketing, and Development committees are filled with board members and staffed by at least one SHCC leadership staff member. Committees meet on average once a month and report to the entire board at Board Meetings scheduled every six weeks for 11 months of the year.

Highly qualified directors lead SHCC staff and possess expertise in positive youth development and human services. The Executive Director of SHCC, Christine Lloyd-Newberry, oversees the organization's overall workings, including fiscal management, human resources, and operations. She is an experienced non-profit leader with over 28 years of experience in health and human services leadership and program management, with 20 years in youth and family-focused services. Remy-Brice Uwilingyimana joined Sara Holbrook Community Center as the Elementary Program Director, having worked in youth development and social

services for over 10 years across the states. He is strongly committed to social justice and advocates for low-resourced communities, especially the heavily impacted youth. Born in Kigali, Rwanda, Remy & his family immigrated to the United States in late 2000, settling in Buffalo, NY. He attended Boston College, pursuing a degree in Business Management & Sociology. In 2015, Remy was awarded the American Graduate Champion while working in Austin, TX, for his dedication to working with youth in under-resourced communities. Adelaide LeSalle, Elementary Program Coordinator, oversees the day-to-day functioning of the program. She has experience in community work with both young children and college students. She graduated from the University of Vermont with a bachelor's degree in Psychology with minors in Art and Behavior Change in Health Studies. She is passionate about incorporating psychology and research-based practices into her work with others. Adelaide believes in a growth mindset and wants to create a future where youth can build their emotional literacy and regulation skills.

SHCC has many years of experience managing substantial grants exceeding \$100,000 from reputable organizations such as the United Way, the City of Burlington Community Economic Development Office, Vermont Afterschool, Community Investment Partners, the Hoehl Foundation, and the State of Vermont. This underscores the organization's ability to navigate diverse funding landscapes and meet the requirements of various grantors.

Notably, SHCC's evolution in fundraising is evident in its strategic team expansion. From a starting point of no dedicated development staff five years ago, the organization now boasts a team that includes a Development Director, Marketing Coordinator and plans to incorporate two more development positions in its 5-year staffing strategy. This deliberate growth reflects SHCC's commitment to strengthening its fundraising capabilities and ensuring sustainability. Anchored by an Executive Director with over 15 years of successful grant writing and management experience, SHCC's comprehensive approach positions it as a formidable force in securing external resources and fostering community support.

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?

Sara Holbrook Community Center (SHCC) has a rich history of serving families with the greatest need for nearly 90 years. Diversity, equity, and inclusion efforts are woven into SHCC's fabric in many ways. Founded in 1937 to support immigrant and refugee populations, SHCC has since adapted to address the community's evolving needs. Never resting on our laurels, SHCC always seeks to learn and grow in the best interest of those we serve. Despite that, it is with full transparency and vulnerability we share that as recently as four years ago, our board was 94% Caucasian, with no lived experience represented. Today, after extensive work in creating a safe, educated environment, the board is 25% global majority, with 18% with direct lived experience and one member/donor who attended the center as a child refugee.

The commitment to DEI is evident in other recent strides, including new surveys and a forthcoming SHCC Parent Committee to ensure ongoing engagement and feedback from students and parents, the HR committee actively conducting a DEI review of policies and procedures, aligning salaries with market rates and integrating a capability framework for recruitment and hiring practices to mitigate and minimize bias, all staff participating in cultural and linguistic training no less than annually.

SHCC is committed to continuous improvement, being ever-responsive to community needs, and being intentional in its DEI initiatives.

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

If this activity/project is designed to serve the population experiencing homelessness through housing or supportive services, is your organization or entity partnered with the Chittenden County Continuum of Care and participating in the Coordinated Entry system for the project:

- Yes No Not applicable to activity/project

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/2023-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)
Elementary Enrichment Program	115	10	45	50	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, 2024?

- 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?

Among SHCC’s commitment to youth and families is the reality that no child will be turned away due to a lack of resources. Our Elementary Program is open and available to all youth in grades K-5. SHCC has long-term, high-quality relationships with local schools and community partners who refer and subsequently bus students to the program. Program registrations are open first to our existing families and then to the community to provide continuity of care to our students and families. Enrollment is on a first-come/first-served basis once it has opened to the public.

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

SHCC has been providing a welcoming and inclusive environment for youth and families with a focus on New American, refugee, and immigrant families for nearly 90 years. SHCC's programs are designed to remove barriers and provide equitable access to high-quality out-of-school care. The focus on low to

extremely low-income families directly addresses disparities in access to enrichment opportunities. Further, acknowledging that a majority of the children served in our program have experienced Adverse Childhood Experiences (ACEs), we prioritize trauma-informed care. Our staff collaborates with Howard Center and local schools to ensure a safe and enriching environment that supports the unique needs of children who may have experienced trauma. We take pride in our ability to continuously adapt to the evolving needs of the children and families we serve. The recent facility expansion, driven by an increased demand for the elementary program, demonstrates our commitment to meeting the community's diverse needs. Our collaborations enable us to leverage resources and expertise, ensuring a comprehensive and holistic approach to supporting marginalized communities. SHCC also relies on the UVM Community Needs Assessment to better understand the community's unique needs. This assessment guides the design and implementation of our programs, ensuring they are responsive to the specific challenges faced by marginalized communities.

Finally, SHCC is committed to providing culturally competent services that recognize and respect the diversity of the communities we serve. We strive to create an inclusive space where all children feel valued and supported. By addressing the unique needs of marginalized communities, SHCC aims to create a healthier and more equitable community for all.

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.

CDBG funds will be utilized to support the salary and benefits of the SHCC Elementary Program Director and Coordinator who are essential to the success of the program and will be responsible for implementing the activities proposed in this application.

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.
This person fully oversees the program, its budget, and staff. They manage program partnerships, planning, and evaluation of all aspects of SHCC Elementary Enrichment Programs. This position spends approximately 0.40FTE actively “in-program” working with students and program staff.	Elementary Program Director	<ul style="list-style-type: none"> ● Program Evaluation ● Parent Engagement ● Curriculum Development ● Developing and Fostering community partnerships. 	40	
Responsible for the day-to-day program implementation, including student enrollment, curricula planning and implementation as well as parent communications. This position spends	Elementary Program Coordinator	<ul style="list-style-type: none"> ● Parent Engagement ● Curriculum Development 	32	

approximately 0.75 FTE actively “in-program” working with program staff and students.				
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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, 2024? Yes No Not funding salaries

3. Program/Project Budget

Line Item	CDBG Funds	Other	Total
Salaries/Wages	\$50000	\$335000	\$376500
Fringe	\$	\$64000	\$64000
Program Supplies	\$	\$20000	\$20000
Office Supplies	\$	\$500	\$500
Equipment	\$	\$1000	\$1000
Telephone/Internet	\$	\$2262	\$2262
Mortgage	\$	\$10800	\$10800
Insurance	\$	\$2500	\$2500
Software/Subscriptions	\$	\$6750	\$6750
Printing/Copying	\$	\$1000	\$1000
Advertising	\$	\$600	\$600
Transportation	\$	\$2600	\$2600
Staff Development	\$	\$5500	\$5500
Dues	\$	\$400	\$400
TOTAL	\$50,000	\$452912	\$502,912

4. Funding Sources

	Program/Project		Agency	
CDBG		\$ 50,000		\$50,000.00
State:				
Child Care Financial Assistance Program	\$330,000.00	\$367,000.00	\$330,000.00	\$367,000.00
Agency Readiness payments	\$21,200.00	\$0.00	\$21,200.00	\$0.00
Foundations				
United Way			\$25,000.00	\$50,000.00
Other Foundation Grants			\$190,021.00	\$75,000.00
Private (specify)				
Corporate Gifts			\$60,000.00	\$100,000.00
Individual Giving			\$200,000.00	\$250,000.00
Contracts				
Burlington School District			\$85,420.00	\$172,420.00

Winooski School District			\$20,000.00	\$20,000.00
Program Income	\$75,000.00	\$75,000.00	\$95,000.00	\$95,000.00
Other (specify)				
Vermont Afterschool	\$44,616.00		\$44,616.00	
Other Grants				\$100,000.00
Total	\$470,816	\$442,000.00	\$1,071,257.00	\$1,279,420.00

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

$$\frac{\$ \underline{50,000}}{\text{CDBG Funding}} \div \frac{\$ \underline{502,912}}{\text{Total Program/Project Costs}} = \underline{10} \% \text{ Percentage}$$

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

$$\frac{\$ \underline{502,912}}{\text{Total Program/Project Cost}} \div \frac{\underline{115}}{\# \text{ Total Proposed Beneficiaries}} = \$ \underline{4,373} \text{ Cost Per Person}$$

$$\frac{\$ \underline{50,000}}{\text{Total Amount of CDBG Funding}} \div \frac{\underline{115}}{\# \text{ Total Proposed CDBG Beneficiaries}} = \$ \underline{435} \text{ Cost Per Person CDBG Investment}$$

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

The Elementary Enrichment program at the Sara Holbrook Community Center exemplifies the public service goals of the CDBG grant. By supporting the healthy development of children from low-income families, the program invests in the current and future workforce, strengthening the local community and providing families with resources to move out of poverty.

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?

SHCC utilizes various funding sources to sustain our programs, including federal, state, local, and individual donors. Having diversified income streams increases our resilience and ability to weather potential shortfalls. The CDBG grant validates the meaningfulness of our efforts for the region we serve. When applying for supplementary program dollars, we leverage the grant to showcase our merits. Support from the CDBG ultimately uplifts vulnerable families over the long term.

In addition, we benefit immensely from partnerships with local colleges, hosting roughly 30 student interns every year. Managing interns requires substantial resources but pays dividends through their contributions and by strengthening the youth development workforce pipeline amid sector hiring challenges. Our multifaceted use of community assets, funding partners, volunteers, and interns maximize our reach and impact.

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.

At SHCC, we pride ourselves on nurturing community-level relationships to increase the quality of our programs and create lasting positive outcomes in our community. SHCC Collaborates with multiple community partners to implement its complement of programs. Among these are:

- Burlington School District – Expanded Learning Program & Hunt Middle School. Through these partnerships, SHCC operates its Middle School Enrichment program and garners support for its other middle and teen programs.
- Winooski School District - English Enrichment Program - Through this partnership, SHCC is able to expand the reach of the summer middle school English Enrichment program to an additional 25 students.
- Howard Center - With the majority of our students having experienced trauma resulting in high ACE scores, this partnership was formed to provide expert-level support to our programs.
- Chill Foundation- Providing access to youth empowerment programming through snowboarding instruction and engagement.
- Little Bella's - Focused on engaging female-identifying students from low-income households in mountain biking, empowerment, confidence, and pro-social skill building.
- Catamount Trails - Enabling SHCC students to learn to ride bicycles and nordic ski in a safe and engaging environment with quality, safe equipment.

A recent letter of support from School Psychologist, Jelena Lovric stated:

Even our most challenging students who have significantly struggled inside our building have been very successful with Sara Holbrook. SHCC's approach to building communication, self-regulation, and emotional skills through authentic relationships, in an environment that is much less threatening than the traditional school setting helps our students to generalize these skills into our building.

SHCC's partnership means our students are exposed to activities many would not be able to access. SHCC does a fantastic job meeting our needs, adapting to our changing population, tracking data, and communicating both with our school and parents and Hunt Middle School relies heavily on SHCC in order to set our students up for a more successful future.

We cannot imagine going forward without SHCC as a partner.

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

Other youth-focused organizations in the greater Burlington area offer programming analogous to Sara Holbrook Community Center, including King Street Center, the Boys and Girls Club, and local schools. Our missions, however, are complementary rather than duplicative. We serve distinct geographic areas of the city and provide varying yet similar services. Ultimately, no single entity could fulfill the area's substantial needs.

SHCC stands out through its intentionally diverse mix of youth participants from various schools and backgrounds, prioritizing inclusive and trauma-informed programming so that no child feels unsafe or unwelcome. SHCC also takes pride in never turning away a student due to financial constraints on their family, ensuring that vital developmental supports can empower any local child committed to utilizing them.

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

SHCC has focused intently on increasing organizational efficiency to better serve our expanding community. After growing our physical building and staff as well as the number of children and families relying on our services, streamlining processes became imperative. We have transitioned from a paper-based nonprofit to instituting comprehensive digital documentation, technology integration, and systemization across finance, personnel, onboarding, document storage, and all internal procedures.

Implementing a new human resources management platform two years ago has significantly enhanced hiring, staff training, and general people operations. We supplement software adoption through regular management meetings for collaboratively identifying and enacting process upgrades. While further improvements remain ongoing, the diligent progression from reliance on the Executive Director's institutional knowledge to organization-wide standardization has allowed us to steward resources responsibly. Despite exponential participation increases, we sustain quality by strategizing efficiency and strengthening the organization overall.

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?

SHCC's Elementary Enrichment program delivers longstanding, widespread benefits to the City of Burlington. By making affordable, high-quality after-school care accessible regardless of family income, we empower the city's most financially vulnerable youth and families. Additionally, while we for the purposes of this request we are focused on our lowest-resourced neighbors, we know that all youth require support during pivotal developmental years that shape their lifelong trajectories—trajectories intertwined with the overall well-being of our economy and communities. Our programming cultivates foundational academic, social-emotional, and relationship-building blocks. The elementary students we serve today become the backbone of Burlington's future. The Enrichment program's impact resonates across individual and collective outcomes in Burlington.

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

SHCC has pledged ongoing dedication to our Elementary Enrichment Program, embodying integrity to the families and communities relying on our services. This is possible in part a result of our diversified financial structure, which provides organizational stability if any singular income stream falters.

When a funding source dissipates, we scale back enrollment spots as needed until we can replace the dollars. This ensures quality remains uncompromised. Participants may wait if the program census is reduced temporarily; however, whenever possible this is strongly preferred to the possibility of closing a program. SHCC strives to deliver this program in perpetuity to low-income, working families who depend on it for their children's growth.

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

Should our funding request not be met in full and we cannot fill that gap, our board and leadership would be faced with decisions to simplify program offerings, reduce the overall number of students served, or be left to identify other cost-cutting measures.

THANK YOU FOR YOUR TIME AND THOUGHTFUL CONSIDERATION OF OUR PROPOSAL!

