

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: Elementary Afterschool Program

Project Location / Address: 66 North Avenue, Burlington, VT 05401

Applicant Organization / Agency: Sara Holbrook Community Center

Mailing Address: 66 North Ave., Burlington, VT 05401

Physical Address: 66 North Ave., Burlington, VT 05401

Contact: Leisa Pollander Title: Executive Director Phone #: 802-862-0080

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EIN #: 03-0179595

DUNS #: 159564731

CDBG Funding Request: \$25,000

Total Estimated Program/Project Cost: \$113,760

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** **X** **Youth Services** _____ **Health** _____ **Econ Opportunity**
Mark one

1. Type of Organization

_____ Local Government

_____ For-Profit Organization

_____ Faith-Based Organization

X **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.

Leisa Pollander

Signature of Authorized Official

Leisa Pollander

Name of Authorized Official

Executive Director

Title

January 8, 2019

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? *

The afterschool program at the Sara Holbrook Community Center (SHCC) benefits low-income Burlington families and contributes to a healthier economy and citizenry. More than 21,000 Vermont K-12 youth are enrolled in afterschool, but 22,000+ are waiting for an available program, and Vermont has the lowest level of low-income children enrolled in afterschool in the entire nation (Vermont Afterschool, Inc.). 96% of the children served in the SHCC afterschool program are low-income, and more than half have behavior support and other interventions provided to them in their school settings. The 2017 Vermont Child Poverty Council Report states that “students who do not participate in enrichment activities outside core school hours are more likely to fall behind their peers in terms of academic achievement; are more likely to engage in risky or dangerous behaviors; and are less likely to continue on to college.” Children with adverse childhood experiences, like the majority of those served in SHCC’s program, are even more at risk of dangerous behaviors and poor mental and physical health outcomes later in life (ACE Study and UVM Medical Center, *Children’s Health*, September 2018).

SHCC’s afterschool program has a positive economic impact on Burlington families and the community at large. The 2014 *America After 3PM* report found that 79% of adults surveyed in Vermont agree that afterschool programs help working parents keep their jobs. Additionally, research by Vermont Afterschool, Inc. found that every dollar invested in expanded learning opportunities in Vermont yields a \$2.18 return on investment. Access to high-quality childcare is a key component for Vermont working families, and affordability of these programs is especially critical for low-income families.

II. Program/Project Design

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

SHCC’s elementary afterschool program offers a wide range of fun and enriching learning opportunities and activities, both structured and unstructured, on-site and in the community for students in grades K-5. During after school hours and February vacation camp, the state-licensed, 5 STAR program provides a safe and healthy space for 36 children to learn, play and grow with the support of caring and responsive adults.

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)*

The afterschool program offers activities like games, crafts, puzzles, cooking, sports, reading and homework support, among many others. SHCC offers both structured and unstructured activities (free play), allowing an element of choice and meeting a diverse set of needs. According to Harvard Center for the Developing Child, executive function and self-regulation skills (working memory, inhibitory control and cognitive flexibility) are critical for learning and development, and activities such as those in the SHCC afterschool program help to develop and strengthen these skills in elementary school-aged children.

The Sara Holbrook Community Center afterschool program is a five-star program, the highest level of quality as recognized by STARS (Step Ahead Recognition System)—Vermont’s quality recognition system for childcare, preschool, and afterschool programs. Programs that participate are going above and beyond state regulations to provide professional services that meet the needs of children and families (dcf.vermont.gov). Research shows that quality afterschool programs can reduce chronic absenteeism in school, which has been associated with reducing student dropout rates (Vermont Afterschool). In doing so,

afterschool programs contribute to increased societal gains from graduates' taxable earnings and increased societal savings by preventing juvenile and adult incarceration (Vermont Afterschool).

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

The SHCC afterschool program, and indeed all SHCC programming, epitomizes social and economic justice and educational parity across all income levels, allowing parents to rest assured their children are well-cared for while they pursue work or training in order to improve income and alleviate poverty. SHCC serves predominantly local children and families in Burlington's Old North End. According to 2010 U.S. Census data, the Old North End is Burlington's oldest and most densely populated neighborhood with the highest poverty rates of any census tracts in VT.

The program aims to offer children in the community opportunities to which they may not otherwise be exposed, broadening their view of what they can pursue and granting access to the knowledge needed to succeed in those pursuits.

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

Program planning and design are continuous, inclusive processes at SHCC and above all, the children are at the center. Participant input is gathered through consistent, daily communication with each child, and through observation and surveys. When children request to learn a particular game, sport, craft or skill, SHCC staff members provide opportunities that are within reach or seek community resources to provide them. SHCC offers a variety of hands-on materials in the afterschool program space, allowing children open-ended exploration, while observing each child and noting what peaks interest, holds attention and excites curiosity. Likewise, partnerships with community organizations expose children to new activities and fields of interest, and can also connect participants and families to these experiences outside of program time through things like scholarships for classes, tickets to the Flynn Theater, and passes to Echo Center or Shelburne Farms. Parents, social workers, para educators, and other members of a child's support team also take part in planning and design through consistent communication with the Afterschool Program Director. SHCC partners with Vermont Afterschool for curriculum and activity planning that includes best practices and supports the social and emotional development of children.

III. Proposed Outcomes

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

Overall, this program will give low-income, working families or those pursuing education in Burlington access to high-quality, affordable afterschool care, and allow at-risk children/youth access to opportunities that give them a greater chance of success in school, relationships and life. Specific participant outcomes are tracked through surveying participants, and were developed in collaboration with several other youth development organizations in Chittenden County as part of the Youth Affinity Group facilitated by United Way. The four outcomes are:

Outcome#1: Youth feel and are indeed safe at the program/site

Outcome#2: Youth have responsive relationships with caring adults who act as positive role models

Outcome#3: Youth are connected to their community

Outcome#4: Youth develop a strong sense of self and core values shape their choices and interactions.

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

Our goal with the support of the CBDG is to offer quality, inclusive activities for 36 elementary-aged Burlington children during afterschool hours, Monday through Friday. We aim to provide active supervision

with a ratio of one staff member to ten youth participants, and the support of one to three volunteers each week. We expect to serve between 95-100% low-income children. Staff will participate in ongoing education relating to best program practices for the children and families served. Each staff member will have up-to-date professional development plans (IPDPs), which will be revisited annually.

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. *

Youth complete a paper survey with multiple choice and open-ended questions designed to gather data related to expected outcomes. The questions on the survey were developed by the United Way of Northwest Vermont and a group of youth development programs (including SHCC staff) to assess the aforementioned youth outcomes. The survey is brief and the questions are short (with few, distinct response options), and the overall design of the survey is meant to fit the literacy and language skills of elementary school children. As needed, New American children will be surveyed with the support of a translator. The survey is completed at the program site, with staff available to help children read and understand the questions when necessary. The survey is conducted for one week towards the end of the program (spring). Additionally, daily conversations with parents during pick up or other scheduled times, as well as phone or in-person communication with members of a child's support team will occur as needed.

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.

In the last fiscal year (between April 1, 2017 and March 31, 2018), the elementary afterschool program operated Monday, Tuesday, Thursday and Friday from 2:30 – 5:30 pm and Wednesdays from 1:30 – 5:30 pm. Additionally, February vacation camp ran from 8:15 am until 5:00 pm as an extension of the afterschool program, with additional participants involved. A total combination of 36 diverse youth were served in the program throughout the year from four Burlington schools: the Sustainability Academy, Flynn, Edmunds and Integrated Arts Academy. 100% of participants in the afterschool program were from low-income families. Survey results on outcomes indicated that 97% of youth enjoy coming to the Center, and 78% feel safe at SHCC. Of the 22% that indicated not feeling safe, the reasons given were: “because the Center is on North Street,” and “because I had blisters.” Overall, youth felt connected to SHCC staff, with 89% indicating that staff at Sara Holbrook care about the kids, while 11% said they did not know. 92% feel that the staff help kids when they are scared or sad. 89% of youth indicated that they got to experience new places in the community, and 41% have gone with family to those new places since their initial visits. 100% of youth felt that there are good rules that help kids know what they can and can't do, and 100% also indicated that staff help them to make good choices.

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 develop responsible and productive children, youth and families through social development, educational and recreational opportunities. The Center serves Chittenden County primarily focusing on the North End of Burlington.

The proposed activities in the elementary afterschool program provide experiential learning that adheres to best practices laid out by the National Out of School Time: structure with flexibility, variety of appropriate

activities, exploration of skills and interests, staff who are committed, caring and well-prepared, choices and opportunities to give input and develop responsibility, social skills and opportunities to be part of something real; the world around them.

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.)*

SHCC's Afterchool Director has 25 years of experience working with youth. In 2018 she fulfilled all requirements to receive the Vermont Afterschool Professional Credential. This Credential is connected to *Vermont Core Competencies for Afterschool Professionals* and documents that she the knowledge and skills necessary to ensure a well-run program by:

- Maintaining a safe and healthy environment for school age children;
- Incorporating educational experiences into the out-of-school hours;
- Supporting children's development in all areas and providing positive guidance;
- Establishing positive and responsive relationships with families and the community;
- Practicing ongoing professional development and enhancement of your knowledge and skills concerning afterschool programs

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

SHCC instituted a staff training on diversity and inclusion co-led by our Executive Director with over 40 years of experience and our Associate Director, who comes from a New American family and has a graduate degree in Intercultural Service, Leadership and Management with over a decade of experience in social justice education in the U.S. and abroad. Both are graduates of the Early Childhood Leadership Institute, where they received training on cultural competency with Mercedes Avila from UVM. SHCC is represented at RISPNet (Refugee and Immigrant Service Provider Network) meetings which support providers through dialogue, community trainings and webinars. The SHCC board is currently undergoing a strategic planning process that includes the Center's staff and, among other things, will develop a plan to further diversify the board membership. Additionally, SHCC has expanded the staff recruitment process with the help of community organizations working with low-income and/or New American families.

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: N/A

<input type="checkbox"/> Abused Children	<input type="checkbox"/> Elderly (62 years +)	<input type="checkbox"/> People with AIDS
<input type="checkbox"/> Battered Spouses	<input type="checkbox"/> Homeless Persons	<input type="checkbox"/> Illiterate Adults
<input type="checkbox"/> 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)
Afterschool Program	36	78%	14%	8%	

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 afterschool program is designed to benefit low to extremely low-income Burlington youth in grades K-5 from four local schools: Sustainability Academy, Flynn, Edmunds and Integrated Arts Academy. SHCC does not discriminate based on race, class or gender, and takes in youth who have been unsuccessful or expelled from other programs, in attempts to give every child the opportunity to succeed. The target audience is reached by working with the local schools to disseminate information about the program, and to help identify children in need of afterschool care. Home visitors from the UVM Health Network for Health and Hospice (formerly called the Visiting Nurses Association) connect families to SHCC services, along with social workers from the Howard Center and other local agencies. New Americans with elementary-aged children often learn about our program when they take English classes through Vermont Adult Learning, which is housed at SHCC. Referrals also come from Child Care Resource, VT Refugee Resettlement, DCF, and members of the community.

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

Since its inception in 1937, SHCC has been serving refugee and immigrant families, providing a welcoming and inclusive environment. We have partnered with Vermont Adult Learning since the 1980s to provide English classes to New Americans, whose children attend our preschool and afterschool programs in the same building. Staff members are trained on cultural competency and inclusion with regards to age, race, class, gender as well as physical and mental health. We hire staff who are representative of our target population and who understand the barriers to success that our families face. We invite children and families to assist us in designing the program space and activities.

VII. 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 used to pay the salary of an experienced afterschool program staff.

- 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
Curriculum and	Afterschool Director	Curriculum	16	40%

implementation, staff management, administration		implementation		
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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 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
Salaries	\$12,500	\$57,434	\$69,934
Fringe	\$0	\$17,488	\$17,488
Occupancy	\$0	\$6,000	\$6,000
Other	\$	\$20,338	\$20,338

4. Funding Sources

	Project		Agency	
	Current	Projected	Current	Projected
CDBG:	\$0	\$12,500	\$0	\$0
State (specify)				
Childcare Financial Assistance Program/CCFAP (subsidy)	\$72,000	\$68,760	\$290,000	\$300,000
Federal (specify)				
HeadStart	\$0	\$0	\$15,390	\$15,390
United Way	\$0	\$0	\$54,000	\$54,000
Private (specify)				
Private foundations & private donors	\$20,000	\$20,000	\$377,283	\$376,610
Program Income				
Market rate parent payments	\$5,000	\$5,000	\$7,000	\$7,000
Other (specify)				
Special events	\$10,000	\$7,500	\$32,000	\$32,000
Total	\$107,000	\$113,760	\$775,673	\$785,000

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

$$\frac{\$ 12,500}{\text{CDBG Funding}} \div \frac{\$ 113,760}{\text{Total Program/Project Costs}} = \frac{9.1}{\text{Percentage}} \%$$

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

$$\frac{\$ 113,760}{\text{Total Program/Project Cost}} \div \frac{36}{\# \text{ Total Proposed Beneficiaries}} = \$ \frac{3,160}{\text{Cost Per Person}}$$

$$\frac{\$ 12,500}{\text{Total Amount of CDBG Funding}} \div \frac{36}{\# \text{ Total Proposed Beneficiaries}} = \$ \frac{347}{\text{Cost Per Person CDBG Investment}}$$

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

CDBG resources that are meant for public service should be used for the Sara Holbrook Community Center Afterschool Program because it supports the healthy development of children from low-income families, it strengthens Burlington's current and future workforce and citizenry, and gives families a chance to get out of extreme poverty. SHCC previously received consistent, annual funding from the United Way for this program in the amount of \$33,200, which was lost in 2018.

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?*

Last year the elementary afterschool program had over 50 volunteers spending more than 500 hours with children. This includes members of the Board and the greater community, students from UVM, Middlebury College, Burlington High School, Champlain Valley Union High School, and Rice High School. Field trips and activities in the community are possible through partnerships with community resources such as: Fletcher Free Library, Echo Center, Flynn Theater, VT Youth Orchestra, Burlington City Arts. The Burlington School District provides transportation via bus for children from schools other than Sustainability Academy (since students are able to walk to SHCC accompanied by an SHCC staff member). The District also provides snacks for the program. Free training opportunities for staff are not included in the budget and have been provided by community partners such as HeadStart, Vermont Afterschool, and Let's Grow Kids. The budget also does not reflect in-kind donations from the community such as: games, art supplies, books and other materials.

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.

A key successful collaboration is with Vermont Afterschool, an organization that has been a consistent resource for professional development and best practices for SHCC staff working in the afterschool program. Trainings offered have been incredibly diverse, and most recently Vermont Afterschool has provided resources on how to engage young people with leadership, voice and choice. These resources help strengthen inclusive practices in the afterschool program at SHCC to better serve children whose voices are most often not heard.

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

The King Street Center offers a similar program that serves the same target audience, but the program is in the south end of Burlington as opposed to the north end. There are afterschool programs embedded in the

public schools, though those programs are not similar in design and audience served, and all the participants are students in that particular school. SHCC compliments those programs by providing a place for children for whom school-based afterschool programs are not a good fit due to behavior issues (expulsion). The SHCC afterschool program is unique in that it combines youth from various schools and backgrounds, offering a more intimate, trauma-informed setting and serves a large number of New American children. Additionally, if a family qualifies for subsidy based on income but does not receive it because their work or school hours are outside of program operation, they are awarded a scholarship.

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

This year (and ongoing) we have built stronger ties to the local schools and agencies that serve SHCC afterschool participants. At least half of the children who attend the afterschool program have behavior-related or other interventions during their school days. There has been an increase in incidents of behavior challenges among children this year, and most of the children served at SHCC have adverse childhood experiences. These things have led SHCC to put in extra time and effort in reaching out and making connections with a child's support team, which includes social workers, parents and school counselors. Opening up these lines of communication has allowed staff to be on the same page as the rest of the adults in a child's life in terms of best ways to respond to certain behavior, particular language to use with the child, etc. This comprehensive approach with the child at the center has made it easier to get to know children and discover how best to serve their needs in the context of the afterschool program.

IX. 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?

Ensuring that low-income, working families have affordable access to high-quality childcare is key to a healthy society and economy, even if the program were to close. The benefits of providing a safe and nurturing space for children to learn, develop and grow are long-lasting. The afterschool program, through best practices, lays a strong foundation in each child served, contributing to greater success in school, relationships and in life.

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

The project will continue as long as alternative funding can be located. SHCC has a long history of operating on a small budget, though as the needs of low-income children in our community increase, so does the need for more funding and resources.

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 examine other cost cutting avenues, either in the afterschool program itself or in other key services to families through SHCC.