

# City of Burlington / 2015 CDBG Application Form

Project Name: New Arrivals

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

Applicant Organization / Agency: Sara Holbrook Community Center

Mailing Address: 66 North Avenue, Burlington, VT 05401

Physical Address: same

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

Web Address: www.saraholbrookcc.org Fax #: 802-862-6342 E-mail: lpollander@saraholbrookcc.org

EIN #: 03-0179595 DUNS #: 159564731

**CDBG Funding Request: \$20,000**

**Check ONE:**             **1 year**        X   **2 years**  
(Equal Access, Health,      (Childcare, Early Childhood, Youth)  
Development Projects)

**1. Type of Organization**

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

**2. Conflict of Interest:**   X   Please complete and sign attached form.

**3. List of Board of Directors:**   X   Please attach.

***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, 2015.

  
Signature of Authorized Official

Leisa A. Pollander  
Name of Authorized Official

Executive Director  
Title

1/5/15  
Date

(Refer to NOFA for required information for each question.)

## ***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?

Education is the key to breaking the cycle of poverty and paving the way to economic self sufficiency. New Arrivals is an academic support program designed to prevent the summer slip that English Language Learners (ELLs) experience during the months that school is not in session. As a free program, New Arrivals reduces economic barriers to accessing child care; parents utilize it as a source of child care as well as a means to enhance their child's academic success. Reducing barriers to economic opportunities is identified as a high priority in Burlington's strategic plan.

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

---

1. Describe the program/project activities. [UWCC]

New Arrivals addresses the United Way Community Outcome "Children, Youth and young adults get a good education that fits their needs" through the provision of an academic venue designed to prevent summer learning loss. Students are immersed in a theme-driven learning environment that weaves literacy, science and math into each day of class. Students are pre and post-tested to assess what their academic starting point is, as well as to document each child's academic gains. Middle and upper income families have disposable income that allows them to enroll their children in sleep-away camps, tennis or horseback riding lessons. The SHCC does not charge for enrollment in New Arrivals in recognition that families with children enrolled in this program have no disposable income; this allows children from low-income families to participate in an academic enrichment program that has historically demonstrated success.

Operating for 5 weeks during the summer from 8:00 – 12:30 up to 80 English Language Learner (ELLs) children are grouped according to age and ability. The Vermont Frameworks of Learning Opportunities as well as the WIDA English Language Proficiency Standards are used to drive instruction. The goal for all ELLs is to be as literate as their native English speaking peers. The reality is that over 90% of the students enrolled are reading and writing well below grade level. Daily exposure to reading, writing, speaking, science and math activities, presented in an experiential venue help to make learning fun and engaging. Children also receive a nutritious breakfast and lunch during this time, helping to alleviate pressure on families food budgets. One week of the program is dedicated to a week-long science camp at Shelburne Farms. Although this program is designed to address a clear educational need, it juxtaposes nicely with the Sara Holbrook Community Center's (SHCC's) Summer Camp, as well as the Youth Adventure Camp for teens. Students can sign in to 2 programs and parents rest easy, knowing that their children are cared for in quality programming from 8:00 am to 5:00 pm.

2. Why is the program/project designed the way it is? Explain why the program activities are the right strategies to use to achieve the intended outcomes. [UWCC]  
The SHCC recognizes that there is some controversy about segregating ELL children to provide academic support. However, in the 26 years that the agency has been operating this program, the ELL teachers unanimously and vociferously articulate the need to provide instruction in an environment where ELL children do not have to compete with native English speakers. Teachers report that children are more comfortable and engage more easily in learning when they are on a level playing field with their peers.

3. **How will this program/project contribute to the City's anti-poverty strategy?**  
The New Arrivals program is an investment in the current and future academic success of children from ELL families. Of last year's cohort of students, 100% came from families living in poverty – quality education is the path out poverty. There is a two-fold benefit to New Arrivals – not only are students in a setting that is designed to prevent the “summer slip” of academic skills during the months when school is not in session; enrollment in this free morning program in combination with one of the Center's afternoon programs provides low or no cost child care for low income families from 8:00 am – 5:00 pm.
4. **How do you use community and/or participant input in planning the program design and activities? [UWCC]** ELL teaching staff from Burlington and surrounding communities meet with staff from the SHCC to target the children most in need of service; teaching staff and interpreters from the Burlington School District, the Association of Africans Living in Vermont and from Vermont Refugee Resettlement assist families with the sign-up process. Because New Arrivals teachers know most of the students, (many of the staff are employed by the school district during the academic year), individualized curriculum is designed to meet the needs of the enrolled learners.

### ***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? [UWCC]**  
The goal of the program is for students to maintain or increase their English proficiency and to prevent summer learning loss. Children will maintain – or improve – their academic skill base and enter the school year ready to go! An ancillary benefit of the program – children meet and make friends from a variety of countries and ethnic groups, promoting acceptance and understanding, which in turns builds a strong, vibrant community.
2. **List your goals/objectives, activities to implement and expected outcomes (# of units, # of individuals, etc.)**  
To prevent the “summer slip” of academic gains, 80 ELL children, ages 4 – 14 will be provided 5 weeks of summer classes 5 days per week; 92% of students taking both the pre and post-test will demonstrate that they have maintained proficiency or experienced growth in skill base.

### ***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. [UWCC]**

Every summer, students are pre and post-tested to document academic growth. In the summer of 2013, staff partnered with Kathy McLean, a certified WIDA trainer, to develop a research based program of vocabulary acquisition and expressive language skills called concept mapping. The rationale for using concept mapping is that it makes thinking visible, whether students are using cards containing images or vocabulary cards with or without definitions, the students' decisions to group items reveals something about how they are thinking about these words and concepts, especially as they relate to the broader topics being taught – ie, PreK: Animal Habitats, K – 2 and 3 – 5: Lifecycles, and 6 – 8: Force and Motion. Classroom teachers utilize concept mapping on a daily basis to assess student understanding of classroom discussions as they relate to comparing, contrasting and connecting ideas.

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 2014 (or June 2013). For non-CDBG participants – just report on your achievements from the previous year.

In the summer of 2014, the SHCC expanded the number of children served in New Arrivals from 65 to 80. Assessment results showed that 94% of students administered both the pre and the post assessment maintained proficiency or experienced growth. Children received 24 half days of intensive classroom time, which helped to stem summer learning loss.

3. How does this data reflect beneficial outcomes of this project/program? Has this impacted your program planning at all? [UWCC]  
Documenting that 94% of students administered both pre and post tests maintained proficiency or experienced growth demonstrates that the program is achieving its goal to prevent summer learning loss.

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

---

1. What is your agency's mission, and how do the proposed activities fit with your mission?  
For 78 years the SHCC has been providing an array of services to meet the needs of the community. Modeled after the settlement houses of New York City, the mission of the agency is to develop responsible children, youth and families through social development, educational and recreational opportunities. The Center serves Chittenden County, with a primary focus on the north end of Burlington.  
Founded in 1937, the Center primarily served the newly-arrived Irish, French-Canadian, Italian and German families who migrated to Burlington to work in the mills, lumber yards, quarries and on the Burlington waterfront. With the influx of new arrivals from around the world, the vision – and the work – of Sara Holbrook continues. New Arrivals is an educational program that also serves families need for child care, especially when children dually enroll in New Arrivals and Summer Camp or Youth Adventure Camp – dual enrollment provides quality supervision from skilled committed staff from 8:00 am to 5:00 pm.
2. Please describe any indications of program quality, such as staff qualifications and/or training, adherence to best practices or standards, feedback from other programs or organizations you partner with, etc.  
Most classroom teachers staffing New Arrivals have earned a masters in TESOL (Teaching English to Speakers of Other Languages); the preschool lead teacher has an early education endorsement and highly qualified teacher designation. The program was the recipient of a 3 year "Promising Practices" Award from the Vermont Agency of Education.
3. What steps has your organization/board taken in the past year to become more culturally competent?  
SHCC staff have participated in Burlington School District trainings on racism and cultural competence.
4. Have you received Federal or State grant funds in the past three years?  Yes  No  
(state child care subsidy funds)
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 target a specific (solely) 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. 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 <http://www.burlingtonvt.gov/CEDO/2014-HUD-Income-Limits>

Service / Activity	Unduplicated Total # of Burlington HH / Persons to be Served	# Extremely Low-Income	# Low-Income	# Moderate-Income	# Above Moderate-Income
Summer ELL classes	80	60	20		

3. a. 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. [UWCC]  
 For 26 years, the SHCC's New Arrivals program has served to meet the needs for summer school for children who speak English as a Second Language. New Arrivals is the only program in VT serving children ages 4 – 14. Based on the Burlington School District's annual report of 2011 – 2012 (published 2013), of Burlington's 3,632 children, 14% are ELLs, 56 languages other than English are spoken and 51.5% are eligible for free or reduced lunch. Of the 80 students enrolled in New Arrivals in the summer of 2014, 100% were eligible for free lunch, and students originated from 9 nations.

b. How do you select and reach your target population?

In the late winter, the SHCC Executive Director meets with ELL teachers from Burlington schools, to inform them about the program and to target students most in need of summer academic support. This program does not duplicate the district's summer school – it serves an entirely different cohort of students. Teachers and district interpreters assist families to complete enrollment forms. We also often enroll students based on word-of-mouth – parents of previously enrolled children bring newly-arrived friends and relatives and help them sign their children up for the program.

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

The SHCC is an equal opportunity employer, as specified in agency personnel policies; this is indicated in all employment advertisements. The building itself is handicap-accessible. All staff are trained annually on issues impacting the populations served by the agency. Board members are recruited congruent with the individual's support of the agency's mission. Because the board is charged with fundraising on behalf of the agency, board members are recruited in part on the business/corporate/personal connections they may bring to build agency capacity. The staff and board includes members of the GLBT community; staff and board have included a variety of ethnicities and cultures.

## VII. Budget / Financial Feasibility

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

CDBG dollars will be specifically targeted for staff salaries. The Program Director is employed 25 hrs/wk x 7 wks @ \$30/hr = \$5,250. Three classroom assistants are employed 5 hrs per day for 5 weeks @ \$14/hr = \$5,250 (part of 1 assistant’s salary will be covered by another funding source)

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.**

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
Teaching/curriculum planning/data reporting	Program Director	Teaching:	20	80%
		Curric planning:	5	20%
		Data reporting and analysis, writing program report :( 2 wks after program ends for children)	25	100%
Supporting teaching staff and children in the classroom	Classroom assistants	Assisting with curriculum delivery & Classroom Set up and clean up	25	100%

3. **Program/Project Budget**

Line Item	CDBG Funds	Other	Total
Salary	\$10,000	\$32,500	\$42,500
benefits	\$0	\$10,625	\$10,625
occupancy	\$0	\$1,800	\$1,800
other	\$0	\$15,075	\$15,075
		<b>Total</b>	<b>\$70,000</b>

**4. Funding Sources**

	Project		Agency	
	Current	Projected	Current	Projected
CDBG	\$ 0	\$ 10,000	\$ 0	\$ 10,000
State (specify) (child care subsidy)	0	0	\$192,000	\$192,000
Federal (specify)	0	0	0	0
United Way	\$14,552	\$14,552	\$105,156	\$105,156
Private (specify) (foundations, special events and donations)	\$50,448	\$45,448	\$311,961	\$305,844
Program Income	0	0	\$3,000	\$3,000
Other (specify) (rent, investment income, misc.)	0	0	\$23,000	\$24,000
<b>Total</b>	<b>\$ 65,000</b>	<b>\$ 70,000</b>	<b>\$ 635,117</b>	<b>\$ 640,000</b>

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

$$\frac{\$ \underline{10,000}}{\text{CDBG Funding}} \div \frac{\$ \underline{70,000}}{\text{Total Program/Project Costs}} = \underline{14.2 \%} \text{ Percentage}$$

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

$$\frac{\$ \underline{70,000}}{\text{Total Program/Project Cost}} \div \underline{80} \text{ \# Proposed Beneficiaries} = \underline{\$ 875} \text{ Cost Per Person}$$

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

CDBG monies used for this project address the needs of people living in poverty; in supporting efforts toward self-sufficiency, the program helps move people out of poverty. This program – indeed, the entire agency, has a long history of collaborating with other service providers to stretch resources and to enhance sustainability. This program is culturally sensitive and fully accessible.

**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?**

Referrals for New Arrivals originate with ESL teachers in Burlington, as well as from the VNA, VT Refugee Resettlement, the Association of Africans Living in VT, communities of faith and parents. Burlington School

District provides breakfast and lunch through the federal summer feeding program. The United Way Volunteer Center and St. Michael's College provide volunteers. Two area churches conduct food drives for healthy snacks. Shelburne Farms provides a week of science camp to all program participants. Fletcher Free Library provides books and literacy sessions. As is the case with being a United Way member agency, being funded by the city with CDBG dollars is an "extra stamp of approval"; The United Way and CEDO expect and monitor quality service delivery and fiscal responsibility.

**9. If your organization has experienced any significant changes in funding levels during the past year, please explain.**

No significant changes noted.

**10. What cost-cutting measures has your organization implemented?**

Like most non-profits, The SHCC is very mindful of all expenses. The organization recently changed the agency-provided health care plan in order to rein in expenses.

## ***VIII. Collaboration/Efficiency***

---

**1. Share specific examples of how your agency collaborates with other programs or agencies to address the needs of the people you serve. Do not just list organizations with whom you collaborate. [UWCC]**

The SHCC partners with Champlain Valley Head Start in order to provide a 5 STAR rated quality early education program. The SHCC provides classroom and office space, a Preschool Director and classroom assistant, internet and photocopier access; Head Start provides an Early Care Advocate who staffs the classroom 20 hours per week, and assists families to link to medical, dental and social service providers. Head Start also opens all of its trainings to SHCC staff. COTS was founded at the SHCC; now located across the street, COTS and the SHCC serve as mutual emergency evacuation sites in the event either entity needs to vacate its respective premises. King Street Center welcomes SHCC youth to participate in tennis lessons or that agency's "Kids Lemonade" stand; while King Street has been undergoing its construction process, it has been accessing the SHCC's Youth Center site in the New North End. Hannaford's supermarket in the New North End and KeyBank in Essex both provide space for food collection bins for the SHCC's food shelf. Burlington School District partners with the SHCC Preschool to ensure a quality PreK experience for children residing in Burlington – the School District also opens its trainings to SHCC employees. Burlington Parks and Recreation Dept. partners with the SHCC and the Burlington School District to offer "Barnes World Academy", a 6 week full day camp for elementary-aged children. Last summer, the SHCC partnered with the Winooski School District to integrate Winooski middle school students into the SHCC's summer middle school enrichment program.

**2. Describe your agency's efforts at becoming more efficient in achieving your outcomes or managing your project/program.**

The SHCC has a long history of collaborating with other entities in order to accomplish work that benefits the community we serve – the agency's philosophy is rooted in collaboration. This tiny agency with a budget of \$635,117 and 9 FTEs could not accomplish what it does **unless** it partnered successfully with other non-profits, communities of faith, private foundations and donors, and volunteers.

**3. What other agencies provide similar services or programs? [UWCC]**

There is no other entity that provides a summer school experience that solely targets ELL children ages 4 – 14. The Burlington School District provides a summer school that is available to Burlington students that need summer academic support, but the 2 programs serve separate cohorts.

## ***IX. Sustainability***

---

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

New Arrivals addresses a recognized community need; the maintenance of academic skills is key to children's on-going school success. The juxtaposition of this program with other child care programs operated by the Center supports low-income families with child care availability, allowing parents to focus on employment and training. If the project ends, hopefully the academic gains made by children will support the retention of academic skills. Ideally, this project will not end – the Burlington School District does not have sufficient funding to ensure summer programming for all ELL children.

**2. If CDBG funding ends, will the project be able to continue?**

That is very difficult to gauge. Five years ago was the first time in 21 years that the SHCC requested CDBG funding for New Arrivals; the program has always cobbled together funding from a variety of sources – the United Way, foundations, private donors, the Burlington School District and the Vermont Agency of Education. Decreased funding may result in fewer weeks of service or less children served, at a time when the community continues to receive ELL families from around the world.