

CITY OF BURLINGTON
COMMUNITY DEVELOPMENT BLOCK GRANT - 2023 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: Outreach Program

Project Location / Address: 130 Gosse Ct, Burlington, VT 05408

Applicant Organization / Agency: Sara Holbrook Community Center

Mailing Address: PO Box 3039, Burlington, VT 05408

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

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

Web Address: www.saraholbrookcc.org E-mail: clloyd-newberry@saraholbrookcc.org

EIN #: [REDACTED] DUNS #: [REDACTED]

CDBG Funding Request: \$ 50,000

Total Estimated Program/Project Cost: \$ 160,491

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.

Christine Lloyd-Newberry
Signature of Authorized Official
Executive Director
Title

Christine Lloyd-Newberry
Name of Authorized Official
1/19/2023
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?

Since the start of the pandemic, negative change in adolescent mental health and school connectedness has increased significantly, the outcomes of which can be seen in a rise in active truancy rates and rates of students at high-risk of truancy in our nation’s schools. National truancy rates have more than doubled since pre-pandemic rates, to an all-time high of 16 million in 2021-2022 (Barshay, 2022) with the greatest impact on students from vulnerable populations. Missing school negatively affects academic and socioemotional outcomes for all students; however, the impacts are greatest for low-performing, low-income, and multi-language learner students. Furthermore, “irregular attendance can be a better predictor of whether students will drop out before graduation than test scores” and “frequent absences from school can [negatively] shape adulthood” (Chronic absenteeism in the nation's schools. Chronic Absenteeism in the Nation's Schools. (2022). Retrieved from <https://www2.ed.gov/datastory/chronicabsenteeism.html#intro>)

In the spring of 2020, in response to a request by Hunt Middle School Student Support Services, Sara Holbrook allocated space and 10 hours/week of staffing time to join their school counselor on visits to the homes of truant students to assess for wellbeing and foster connection. The pair brought breakfast and offered (with parental consent) transportation to the SHCC teen center as a neutral location to start working on what a return to school would look like. This was the start of what we now call our Outreach program.

The SHCC Outreach program provides best practice supports for students and families to directly addresses student truancy or risk thereof. This program contributes to CDBG national objectives of urgent needs and activities benefiting L/M income persons. In order to be eligible for the Outreach program, students have to be truant, or at high-risk of becoming truant. Current enrollment includes 16% of students who are actively truant as well as 84% of students who are at high-risk of truancy. Additionally, 100% of enrolled students are from low to extremely low-income households.

II. Program/Project Design

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

The SHCC Outreach program utilizes a mentorship model to connect adventure learning and vocational opportunities to youth facing various adversities, with the goal of fostering consistent fostering engagement in school. The program supports youth and families and works in partnership with the student’s school team to enable students develop the social-emotional skills needed to restore healthy functioning to their days and establish quality relationships with trusted 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)

Best practice methods for addressing student truancy include mentoring and youth engagement programs and for those actively truant, Annenberg Brown University, ED Research for Recovery recommends community-

based partnerships to support the identification of student needs and appropriate resources. (*District Strategies to Reduce Student Absenteeism*, 2022) It is these strategies that Outreach is built around.

In response to a request by Hunt Middle School Student Support Services, SHCC allocated space and 10 hours/week of staffing time to join their school counselor on visits to the homes of truant students to assess for wellbeing and foster connection. The pair brought breakfast and offered (with parental consent) transportation to the SHCC teen center as a neutral location to start working on what a return to school would look like. This was the start of what we now call our Outreach program. Offered in partnership with Hunt Middle School, the goal of this program is a return to consistent school attendance and engagement of participating students. It connects adventure learning and vocational opportunities to each student's personalized learning plan in concert with the school's Student Support Services staff. Students in Outreach demonstrate a variety of difficulties ranging from social to academic challenges. One focus of the Outreach program is to address these challenges through the concept of personal ethics. Through this concept various skill sets such as executive functioning, growth mindset, coping mechanisms, interpersonal trust, etc. will be worked on with the students every week. While the level of success can greatly range from student to student, the overall goal is self-improvement within those key development/social skill sets just mentioned. The skills focused on are needed for an individual to thrive in any area of life which is why developing them through the Outreach program is so crucial.

ED Research reports that programs that respond to students' truancy holistically v. punitively (ie. suspension/expulsion) have greater success rates across participants. Additionally, their research showed that the integration of restorative practices not only reduced truancy rates, but made critical impact on reducing differences between race and socioeconomic status. (*District Strategies to Reduce Student Absenteeism*, 2022)

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.

Sara Holbrook's Outreach Program was designed in response to the impact of the pandemic on student attendance. While this pilot program continues to be offered in partnership with Hunt Middle School we recognize that there are myriad factors that contribute to a young person's truancy of which Covid-19 is only one. The breadth of factors that can contribute to chronic absenteeism encompassing family, school, economic, student, and community factors require that we examine the situations through a strength based, holistic lens.

Of the students who currently participate in Outreach, 57% are BIPOC and 100% are from low to extremely low-income families. As previously stated, chronic absenteeism negatively affects academic and social-emotional outcomes for all students, but has the biggest impact on students of color from low-income families.

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

SHCC works with myriad partners in the community and across the state. The program we are requesting funding for showcases ways in which we respond to community input in adapting/expanding our

programs. Additionally, increasing youth voice and participation in making change both in our organization and in the larger community is at the heart of the work we do and is an initiative we are actively engaged in enhancing at both our middle and high school levels. We know that students crave autonomy and opportunities to be heard and valued. With staff support and empowerment, the possibilities for translating their desire into action is limitless.

New this year, SHCC will incorporate a Parent Council, a group of parents who will advise on organizational and programmatic topics with a lens on quality improvement.

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?

The ultimate goal for each student is to attend school regularly without disruptions in a positive and productive manner.

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

- 75% of participants show improvement in moving toward consistent school attendance and engagement.
- Participants whose needs exceed the support offered in a traditional school system access an alternative to total complete disconnection from school.
- 75% of families will report a greater connection between school and community resources.
- 75% of youth will develop at least one new coping strategies for combating the barriers to school attendance.
- 50% of youth will experience an increase in growth mindset.
- Identify/create a permanent funding stream for the program.

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.

The Outreach evaluation plan includes tracking school and program attendance, and completing daily progress notes that are directly related to student's individualized learning plans and the connected goals. The progress notes, which are written by SHCC staff based on objective observations of students within programming, are then reviewed by the Student Support Services staff at Lyman Hunt Middle School. The two teams meet on a bi-weekly basis to regularly review progress towards student's goals and their engagement in school. In addition, we have developed and are administering a quantitative assessment completed monthly with students during 1:1 sessions that assess for growth mindset, coping strategies, and interpersonal trust.

- 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 2022 (or June 2021). For non-CDBG participants – report on your achievements from the previous year.**

The program has been successful this year. Outreach met its goals of hiring a Coordinator, enrolling 20 students, having 100% of students show improvement in at least one personal ethic concept and showing an overall decrease in active truancy among students from the previous year. Students participated in a minimum of weekly 1:1 sessions, staff met weekly with Hunt MS's Student Support Team to coordinate and streamline services and refine overall program design.

V. Experience / Organizational Capacity

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

The Mission of Sara Holbrook Community Center is to develop responsible and productive children, youth, and families through social development, educational and recreational opportunities. This program aligns entirely with the mission, vision and history of this organization.

- 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 Community Center has provided high quality out of school time and family support programming since 1937. Our staff are led by Directors, highly qualified for their roles and representing a high level of expertise in early education, youth development and support services.

The Executive Director of SHCC, Christine Lloyd-Newberry oversees the overall workings of the organization, including fiscal management of the organization. She is an experienced non-profit leader with more than 28 years of experience in health and human services leadership and program management with 20 in youth and family focused services.

The Associate Director of SHCC, Courtney Isham, in collaboration with the Executive Director, leads and manages the programmatic functioning of the organization. She has 15 years of professional experience, rooted in both social services and education, with experience working with youth and families in community mental health organizations, developmental services, and in residential homes for youth.

The Director of Teen Programs of SHCC, Jada Secone, oversees the curriculum development, program planning, and creation of individualized plans for the Teen Programs, including Outreach. She provides supervision for staff and participates in bi-weekly Outreach Meetings with Hunt Student Support Staff. She has a background in alternative education with a focus on providing access to resources to vulnerable populations and has worked within the non-profit sector in various capacities.

Izzy Cline, SHCC Outreach Coordinator is new to the team and the field, having joined SHCC as a part of her University of Vermont Mentored Clinical Internship in which she was instrumental in creating a proposed structure for the Outreach program including the development of student assessments. At the core of her work, Izzy prioritizes social and emotional learning for our youth and they respond to her approach.

The Youth Adventure Program Coordinator at SHCC, Ethan McCoski, creates the curricula, and programs the Youth Adventure Program within SHCC. Ethan received his Bachelor's Degree in Recreation Management from the University of Vermont. He has five years of experience working with at-risk youth. Within a mentorship model, he uses his expertise in recreational education and wilderness activities to create alternative programming for SHCC youth.

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?

In the last year the SHCC Board has undertaken re-writing the organization’s by-laws, employee handbook, board policy handbook and board manual not only to update it for organizational changes but to address issues of equity and accessibility. Additionally, we have conducted a market rate analysis to assess for parity across positions within the organization. In the coming year we intend to build out a compensation philosophy, policy and procedure.

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

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/2022-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)
Outreach	25	5	10	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, 2023?
 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?**

This program is currently available to Lyman C. Hunt Middle School students who are referred to the program by their school counselor. Students who participate qualify as truant according to Burlington School District's definition. Guardian consent is required for participation.

In 2023 it is our intention to begin conversations with other potential schools for future expansion.

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

Since its inception in 1937, SHCC has been serving New American, refugee and immigrant and primarily low-income families, providing a welcome and inclusive environment. SHCC continues to be focused on providing our programs and services to all, no matter their race, class, gender, sexuality, physical, mental health or socio-economic status. SHCC is a learning organization, never resting on its laurels, and consistently striving for higher quality than the day before.

In addition to our focus on improving organizational infrastructure that you will learn about in a subsequent question, is a focus on staff qualifications, education and professional development. It is our commitment that our staff will reflect the importance of an inclusive space by being well trained in cultural competency and inclusion. This will at the least include a series of required trainings for all staff in their first 6 months of employment, as well as a minimum number of 6 additional professional development hours in topics surrounding youth brain development, trauma, resiliency, social-emotional learning, supportive adult relationships, and how to create a positive environment to set youth up for success. The combination of these training topics will help staff to create an enriching environment for youth where staff have knowledge of the impacts of trauma, protective factors and have the skills to respond to challenging behaviors from a strengths-based framework and perspective.

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’s investment in this program will support a final pilot year of the program during which we will continue with program improvements and finalizing long term infrastructure to insure program sustainability. This will include additions to program evaluations, a program handbook among other items. This grant will support a portion of the SHCC Outreach Coordinators annual salary to oversee this work.

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
Support, Planning & Intervention	Outreach Coordinator	Involved in all aspects of Outreach: <ul style="list-style-type: none"> • 1:1 Weekly student meetings • Weekly Group Meetings • Weekly School Support Team meetings • Improving Evaluation methods • Finalize Program Manual • Additional School Outreach 	40	20

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, 2023? Yes No Not funding salaries

3. Program/Project Budget

Line Item	CDBG Funds	Other	Total
Salaries/Wages	\$50000	\$57089	\$108089
Fringe	\$	\$25524.65	\$25525
Program Supplies	\$	\$5000	\$5000
Office Supplies	\$	\$500	\$500
Equipment	\$	\$1000	\$1000
Telephone/Internet	\$	\$800	\$1000
Occupancy	\$	\$3677	\$3677
Insurance	\$	\$2500	\$4000
Software/Subscriptions	\$	\$2000	\$2000
Printing/Copying	\$	\$200	\$200
Advertising	\$	\$600	\$600
Transportation	\$	\$5000	\$6000
Staff Development	\$	\$2500	\$2500
Dues	\$	\$400	\$400
TOTAL	\$50,000	\$106,791	\$160,491

4. Funding Sources

	Program/Project		Agency	
	Current	Projected	Current	Projected
CDBG	\$	\$ 50,000	\$ 25000	\$ 50000
State (specify)			\$408,999	\$500,000
Federal (specify)	\$80,000		\$244,977	\$250,000
United Way	\$10,000	\$12,500	\$25,000	\$25,000
Individual Giving & Foundations	\$18,000	\$50,000	\$625,000	\$625,000
Grants		\$48,000	\$550,000	\$550,000
Corporate			\$40,000	\$100,000
Program Income			\$400,000	\$400,000
Total	\$ 108,000	\$ 160,491	\$ 1,918,976	\$ 2,100,000

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

$$\frac{\$ \underline{\underline{50,000}}}{\text{CDBG Funding}} \div \frac{\$ \underline{\underline{108,000}}}{\text{Total Program/Project Costs}} = \underline{\underline{46}} \% \text{ Percentage}$$

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

$$\frac{\$ \underline{\underline{160,500}}}{\text{Total Program/Project Costs}} \div \underline{\underline{25}} = \$ \underline{\underline{6420}}$$

Total Program/Project Cost	# Total Proposed Beneficiaries	Cost Per Person
<u>\$ 50,000</u>	÷ <u>25</u>	= <u>\$ 2000</u>
Total Amount of CDBG Funding	# Total Proposed CDBG Beneficiaries	Cost Per Person <u>CDBG Investment</u>

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

This program came to life in direct response to the expressed needs of the community. This program strengthens the current and future workforce and local community by providing supervision and support to truant youth during the day (and relief to working parents), working with students to re-engage with school, explore vocational options, set goals for their future.

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?

Outreach utilizes interns in the program. The program benefits from their involvement in the capacity they add to the program. Often times their involvement is what allows for a deeper dive into the administrative side of the program. These individuals are never included in our staff to student ratio considerations and are not able to be left alone with students.

SHCC utilizes a blended funding model in order to ensure the sustainability of the organization and it’s programs. The organization is funded through a wide range of federal, state, local and individual funding. By guaranteeing a diverse funding stream, we seek to be able to weather a downturn in any other funding source. Having the support of the CDBG is an indicator of the high quality, high impact and community support for our program and is priceless as we seek additional funding.

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.

SHCC Collaborates with multiple community partners. Outreach is SHCC’s most recently added, successful collaborative partnership. In addition, we have two long standing, highly successful partnerships, worth highlighting:

- Burlington School District – Expanded Learning Program which enables SHCC to operate the afterschool and summer camp program at Hunt Middle School.
- Champlain Valley Head Start, and is a partner site, providing early education to children 18months-5years of age. This partnership allows us to provide the highest quality program possible to our students.

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

The greater Burlington area has other programs whom SHCC is frequently compared. King Street, and The Boys and Girls Club of Burlington provide some degree of similar service to SHCC. Our programs complement each other by serving different geographic areas, and providing a differing scope and breadth of programs. Furthermore, no single program could meet the level of need we are presented with in our community. SHCC's programs are unique in that we combine youth from various schools and backgrounds, focus on ensuring our programming is trauma informed and will never turn a student away due to lack of resources.

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

As a result of going remote in 2020 and the expansion of all SHCC's programs, we have worked hard to bring our infrastructure up to the appropriate level for the organization. In 2020 we had 9 staff. Today we have 32. Since March of 2020 we have added additional accounting support, digital payroll and an employee self-service portal, a comprehensive student database for tracking all program information, and rewritten our by-laws, employee manual, Board Policy and Procedure Handbook and Manual. In 2023 we will be adding a Director of HR as well. Each time SHCC infrastructure streamlines and becomes clearer, programs run more smoothly, staff retention increases and outcomes become stronger.

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?

One year ago, it wasn't clear if Outreach would be a long-term program or just a temporary one when the impact of Covid on youth was at it's peak. It has since become clear that there is a long-term need for the program. Hunt Middle School is in a unique place, working to address culture, truancy, racial issues and as a community partner, SHCC has a role leaning in to provide additional and collaborative support to youth. We are currently working with Lyman C. Hunt Middle School to identify additional and sustainable funding supports for the program. Additionally, SHCC's fundraising efforts adapt to the needs of our programs when necessary.

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

SHCC relies on each of its funders AND recognizes that the funding landscape changes. SHCC has committed to the Outreach program and the fundraising staff and Executive Director are always looking for ways to adapt when that happens. The goal is always to find other ways to fund programs when a funding stream changes or ends. When that's not possible we balance program quality with funding efficiencies prior to ending a program.

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

The focus of the activities would be on refining infrastructure and aligning to best practices. This will create a solid foundation for growing the program and from which to seek new/additional funding.