

ITY OF BURLINGTON
COMMUNITY DEVELOPMENT BLOCK GRANT - 2021 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 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 #: (802)862-6342 x205

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

EIN #: 03-0179595 DUNS #: 159564731

CDBG Funding Request: \$ 50,000

Total Estimated Program/Project Cost: \$ 243,150

Grant Duration: mark one **1 Year** **2 Year**

(Only Public Service programs with a focus on Early Childhood Education, Childcare and Youth Services are eligible for 2 year grant this year)

Development: mark one **Economic Development** **Construction**

Public Service: : **Early Childhood Ed/Childcare** **Youth Services** **Health**
Mark one **Econ Opportunity** **Housing and Homelessness**

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

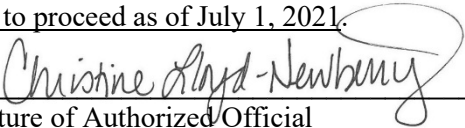
Certification

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, 2021.


Signature of Authorized Official

Christine Lloyd-Newberry
Name of Authorized Official

Executive Director
Title

January 28, 2021
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) benefits all youth and families with a focus on those with limited access to resources who face poverty, food & housing insecurity & reduced access to quality child care. SHCC has been known for its pioneering work with New American families and children, for ensuring all children receive early childhood education regardless of financial resources and that area children have access to safe, affordable, and enriching out of school care. Today SHCC serves children 18 months through high school and supports families whose financial realities are often perilous. Enriching outside of school time has been proven to narrow the academic achievement gap, increase positive mental health, and further benefits working families with peace of mind and greater income attainment. Research continues to show that students in programs like SHCC's are safer, do better in school, and experience a greater number of protective factors overall and that their families experience a greater stability in income and housing than those who are not in consistent after school care.

The Elementary Program at the SHCC benefits all children with a high percentage of low to extremely low-income Chittenden County families and contributes to a healthier community and economy. More than 22% of Vermont students are enrolled in afterschool programs and yet, 39% are still without the afterschool programs their parents say they need. (Vermont Afterschool Inc.) Of the children served through SHCC Elementary Programs, 77% are low to extremely low-income, with half receiving behavioral support and other interventions in their academic setting. For most families, there is a gap of 15-25 hours per week when parents are still at work and children and youth are out of school and need supervision. This gap places a disproportionate burden on lower income families who are often faced with the decision of caring for their child or maintaining their employment. SHCC children take part in a variety of learning experiences which according to *America After 3PM Communities of Concentrated Poverty*, provides essential resources that can be a lifeline for families living in poverty. According to Vermont Afterschool, positive outside of school time "helps kids learn, grow, and avoid risky behaviors. Programs spark interest in learning so students attend school more often, get better grades, and improve their behavior in class." The majority of children served in the SHCC Elementary Program have experienced Adverse Childhood Experiences (ACEs) which further place them at risk of developing maladaptive behaviors, mental health diagnosis', 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 the lives of students. The Elementary Program at SHCC is steeped in best practices around ACE's and trauma informed care for students. Our staff partner with Howard Center and area schools to ensure the environment at the center is safe and enriching.

II. Program/Project Design

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

Sara Holbrook's Elementary Enrichment Program removes barriers of access to high quality out of school care for students in grades K-5, offering a wide range of enriching learning opportunities and activities founded in best practice. During out of school time including afterschool, vacations, and summer, SHCC's state licensed, 5-STAR program provides a healthy and enriching space for more than 100 children to learn, grow, and *play* with the support of caring 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)*

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. From the New Directions for Youth Development report (2006) the building blocks to create positive impact for children are to provide caring people, a constructive place, and challenging possibilities for each student. According to *Turn Around for Children*, the guiding principles for addressing the whole young person are positive

developmental relationships, environments filled with safety and belonging, rich learning experiences, development of knowledge, skills, mindsets, and habits; and, integrated support systems. SHCC Elementary Program is designed with the guidance of the building block and guiding principles to achieve our intended outcomes for the program.

The Elementary program is a five-star program, the highest level of quality as recognized by STARS (Step Ahead Recognition System) indicating it has received outstanding remarks in all arenas- staff qualifications and training; interaction with and overall support of children, families, and communities; how thoroughly we assess what we do and plan for improvements; and the strength of our operating policies/business practices. Our goal is one of constant improvement in the skill level of our staff and the quality of our programs. We rely on the UVM Community Needs Assessment to best understand the needs of our community and to guide us in the design and implementation of our programs to support our students and families. Our choice of strategies are evaluated on an ongoing basis through the use of the nationally recognized tools that are “designed to assess the quality of learning environments and to identify staff training needs.”

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

All SHCC programs epitomize social and economic justice and educational parity across all income levels, allowing parents/guardians to rest assured their children are well-cared for while they pursue work or training in order to improve income and alleviate poverty. SHCC is located in the Old North End of Burlington, VT which according to the most recent U.S. Census data has one of 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 ongoing and inclusive processes at SHCC. We actively seek input from the community and our constituents. Our annual evaluation plan includes regular gathering of input from parents and community members alike and further utilizes existing community assessments where available. Input is gathered through consistent, daily communication with children, guardians, schools, and additional supports. Children and guardians participate in surveys that collect data to ensure our program is constantly enriching and meeting the needs of our participants. Our staff are trained to promote exploration from our students in any interest they have. Our students are involved in the planning of clubs, and have opportunities to lead activities and experiences.

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 including a high percentage of those from low-income, working families or those pursuing education in Burlington 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 for families is evaluated through a variety of tools throughout the year. Student outcomes are assessed through the use of surveys, observations, and connection with additional supportive services.

The five primary outcomes include:

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

Outcome #2: Youth develop positive relationships with caring adults

Outcome #3: Youth have a sense of belonging and connection to the community

Outcome #4: Youth develop a strong sense of self and life skills

Outcome #5: Guardians report being able to maintain employment due to access to SHCC programs

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

Our goal with the support of the CDBG grant is to remove barriers to offer accessible, high-quality child care for over 100 families in Chittenden County. We look to continue to expand this service so that all families have access to care which will provide peace of mind, availability for working hours, and hours toward educational endeavors. Our staffing model will never exceed 1:10 with the target ratio being 1:6. Our program and staff will continue to meet the highest quality standards through continuous assessment and growth.

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 has an organizational evaluation plan that utilizes observation, the use of program logs, surveys, and connecting with school/other supports. The schedule and key tools utilized are listed below.

January/June: Social and Emotional Learning Program Quality Assessment (SEL-PQU) the David P. Weikart- Center for Youth Program Quality. The SEL PQA is a nationally recognized observational tool for assessing practices that support social and emotional learning (SEL). The SEL PQA (2019) has 41 items and focuses on observable practices at the point-of-service or the place where young people interact with each other, adults, and their environment.

February/July: Guardian Survey. Starting this February, all SHCC programs will survey parents about their satisfaction with SHCC programs, their student's growth and development and additionally needed support.

March/August: Youth Program Quality Assessment (YPQA). The PQA is a validated instrument designed to measure the quality of youth programs and identify staff training needs. The PQA evaluates the quality of youth experiences as youth attend workshops and classes, complete group projects, and participate in meetings and regular program activities. For staff, the PQA self-assessment process is a great way to see what is really happening in their programs and to build professional competencies.

April/September: Youth Engagement, Motivation and Beliefs survey (YEMBS). The YEMBS assesses a student's academic identity, future orientation, mindsets, self-management, interpersonal skills, and cultural identity. In addition, the survey asks youth to reflect on their experiences in programs, seeking to understand their sense of belonging and engagement in program activities, and includes a series of questions about the effects of the program on their academic behaviors and self-management skills.

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 2020 (or June 2019). For non-CDBG participants – report on your achievements from the previous year.

On March 15, SHCC closed to in person programming and transitioned to providing remote learning support for students in all of our programs. By April remote programming was fully up and running for all programs including parent check-ins with families whenever possible. Some online groups that were started for students in our programs are still running today. In June we were able open up in person summer programming for 6 weeks serving ~150 students across our programs preK-12th grade.

In August our building renovation and expansion was complete and we transitioned back to our location at 66 North Avenue and started academic year in person programming in September when schools opened. We were named the first Covid-19 Remote Learning Support Hub and have since further expanded our services to provide full day remote learning support to students when they have a remote learning day (v. in person learning). The new space allowed us to increase our anticipated census in spite of Covid-19. Since September we have maintained an average of 20 additional students during our remote learning Wednesdays and an average of 45 served weekly. Looking forward, it's hard not to get caught up in the excitement of further increasing the availability of our services when we no longer have to maintain a 6ft. distance from each other!

V. Experience / Organizational Capacity

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

The Mission of SHCC is to develop responsible and productive children, youth, and families through social development, educational and recreational opportunities.

The SHCC Elementary program provides 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 interest 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 has provided high quality out of school time and family support programming since 1937. Our staff are highly qualified for their roles and represent a high level of expertise in 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 25 years of experience in health and human services leadership and program management with almost 20 in youth and family focused services.

The recent recipient of the National Afterschool Association's Next Generation of Afterschool Leaders Award, Melissa Pennington, started in the Elementary Program at SHCC and was this year promoted to Associate Director. Ms. Pennington has almost a decade of experience working with nonprofit youth development organizations across New England. She brings a large amount of hands-on knowledge with many hours of professional development related to the field. Ms. Pennington oversees all SHCC programs and supports Directors and staff to deliver high quality programming to the community.

Jarrell Watts, Elementary Program Director joined SHCC in August of 2020 with more than 10 years of experience working with youth and teens in Salt Lake City providing after school enrichment programming. Jarrell is also a certified personal trainer well known in the fitness community wherever he has lived. He has connected his passion for youth focused work with fitness at times offering programming to educate and motivate youth to improve their quality of life through developing a healthy and active lifestyle.

With the Elementary Program holding the title of a licensed, 5-STAR program, the highest degree of employee qualifications is met. Each employee is required to maintain an Individual Professional Development Plan which requires all staff to be continuously engaged with professional development. Staff go through a quarterly evaluation process to address, performance, growth edges, and receive feedback from supervisors and coworkers.

At SHCC we work closely with supportive community partners such as the University of Vermont, Howard Center, Vermont Afterschool, and the Burlington School District. With this network of highly regarded sources, SHCC is able to provide the most up to date, quality, support to the community we serve.

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?

SHCC is embedded in one of the most diverse parts of Vermont, serving children and families who have been historically underserved. Our programs act as a conduit for connection across class, racial and ethnic divides as children and youth have a chance to learn, play and grow together. Additionally, SHCC's drive for social, economic and racial justice gave birth to two entities that today are considered staples of our community. The Greater Burlington Boys and Girls Club and the Committee on Temporary Shelter (COTS) were born out of SHCC's pioneership and leadership. In 1989, SHCC initiated New Arrivals; the first program of its kind in the state. Through this program we sought constructive ways to strengthen our community and to address the needs of new arriving Americans. Today, over half of those whom we serve are students of color. The students and families that are a part of SHCC bring unique perspectives and value

to the center and our community. In October we joined with 30 other Vermont organizations declaring racism a public health emergency and attesting to following through on a number of commitments:

- Adding a Diversity and Inclusion committee to our Board of Directors, made up of staff, board, and volunteers that specifically seeks and responds to the voices of BIPOC, utilizes best practices grounded in science and data with the goal of bringing sustained focus to eliminating race-based discrepancies. The initial work of this committee will be a comprehensive examination of SHCC policies and procedures across the organization intended to root out areas where systemic racism are evident and to remedy those discrepancies.
- Ensure anti-racist ideals and expectations are a part of our guiding principles as we actively update our mission, vision, values and by-laws
- SHCC will collaborate and coordinate with the Vermont Racial Justice Alliance, the Chittenden County Population Health Alliance along with other agencies, organizations, businesses and individuals with whom we share this mission and these common goals.

Among our first steps, SHCC has partnered with CQ Strategies for a multi-year effort to increase racial equity, inclusion and belonging throughout are programs, staff and board. This effort will begin with two tiers of leadership training starting with the executive leadership team and continuing with program directors. The following phase of the project will include staff/board development and goal setting. Throughout these stages, the HR committee of our Board of Directors will examine in close detail the policies and procedures of our organization identifying which do or do not meet our expectations related to promoting and welcoming diversity within our organization.

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/2020-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	100	25%	35%	30%	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, 2021?

- 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?

SHCC Elementary programs are open to all students but specifically designed to benefit low to extremely low-income Burlington families with children in grades K-5. 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 local schools to disseminate information about the program, and to help identify children in need of care. The Howard Center, school counselors, and nurses work to connect families to SHCC services, along with other local agencies and family support services, such as Child Care Resources, VT Refugee Resettlement, and DCF.

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 families, providing a welcome and inclusive environment. Since then, SHCC has been focused on providing our environment to all, no matter their race, class, gender, sexuality, physical, or mental health. Our staff reflect the importance of an inclusive space by being well trained in cultural competency and inclusion.

Most recently we have brought in experts in the field from Outright VT, to educate our staff on all things gender and sexuality, and CQ Strategies for a multi-year effort to increase racial equity, inclusion and belonging throughout are programs, staff and board.

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 used to support the salary and benefits of the SHCC Elementary Program Director.

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 is responsible for the planning, implementation and evaluation of all aspects SHCC Elementary Enrichment Programs. This includes the hiring and training of staff, registration of students as well as curriculum development.	Elementary Program Director	Planning, implementation and evaluation of all aspects SHCC Elementary Enrichment Programs. This includes the hiring and training of staff, registration of students as well as curriculum development.	40	40%

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, 2021? Yes No Not funding salaries

3. Program/Project Budget

Line Item	CDBG Funds	Other	Total

Salaries	\$17,750	\$138,887	\$ 156,627
Fringe	\$7250	\$19,273	\$ 26,523

4. Funding Source	Project		Agency	
	Current	Projected	Current	Projected
CDBG	12500	25,000	12500	25000
Childcare Financial Assistance	72000	152,000	289000	369000
Head Start			15390	15390
United Way			31498	0
Foundations	10000	15000	32000	50000
Program Income	5000	10000	5000	20000
Individual Contributions	20000	30000	385000	500000
Events	0	11150	12000	75000
Total	\$35,000.00	\$66,150.00	\$782,388.00	\$1,054,390.00

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

$$\frac{\$ \underline{25000}}{\text{CDBG Funding}} \div \frac{\$ \underline{243,150}}{\text{Total Program/Project Costs}} = \frac{\underline{10\%}}{\text{Percentage}} \%$$

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

$$\frac{\$ \underline{243,150}}{\text{Total Program/Project Cost}} \div \frac{\underline{100}}{\# \text{ Total Proposed Beneficiaries}} = \frac{\$ \underline{2432}}{\text{Cost Per Person}}$$

$$\frac{\$ \underline{25,000}}{\text{Total Amount of CDBG Funding}} \div \frac{\underline{100}}{\# \text{ Total Proposed CDBG Beneficiaries}} = \frac{\$ \underline{\$250}}{\text{Cost Per Person CDBG Investment}}$$

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

The Elementary Enrichment program at SHCC epitomizes the public service focus of the CDBG grant in its support of the healthy development of children from low-income households. SHCC strengthens the current and future workforce and local community and gives families a stepping stone to get out of poverty. This request represents a 178% increase from our previous census thanks in part to our newly expanded facility.

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 relies on a wide range of funder, community resources and volunteers. This year we have had to close our doors to volunteers due to Covid-19, however we look forward to welcoming them back at some point in the future when it becomes safe to do so.

SHCC utilizes a blended funding model in order to ensure the sustainability of the organization and its 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 formed a formal partnership with the Howard Center spring of 2019. The need to offer a higher level of support to our students and families was very clear. With the majority of our students having experienced trauma resulting in high ACEs scores this partnership was formed to provide expert level support to our programs. The Elementary Programs work with the Director of Family and Community Programs, and two Family Clinicians. This team provides SHCC with specific staff training, family support, and overall program guidance to maintain a positive environment for all. This collaboration has become extremely important as we are able to continue to offer our services to a wide variety of families.

- 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 who provide similar services to those provided by SHCC. King Street, The Boys and Girls Club as well as local schools all provide some degree of similar service to SHCC. Our programs complement each other by serving different geographic areas, and 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 highly 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.**

In the last year, SHCC has welcomed a new Executive Director, new Associate Director, a new Marketing and Development Director and increased the overall staff from 9 this time last year to 31 today AND have weathered Covid-19 in the midst of all of this growth and transition. All of these have required our new leadership team to take a close look at processes and procedures in order to scale the organization without losing total control. In this last year we have restructured jobs, implemented a new evaluation plan, formalizing and adding to what was previously taking place in addition to digitizing how we collect and assess data and moved our organizations file management from being non-networked to shared across staff with the appropriate restrictions in place.

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?**

Ensuring that all children, including those from low-income, working families have access to affordable, high quality out of school time care is vital to the health of our community and economy. These have lasting impact on the lives of those we serve as well as the community as a whole. SHCC's Elementary program lays a strong foundation in each child served, contributing to greater success in school, relationships and life.

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

With an expansion in services, we have committed to maintaining this program in perpetuity lest we fail the families and community we serve. We hold ourselves to the highest degree of integrity in our commitments to our families and as stewards to our funders. Our blended funding model provides foundational support to our individual programs and our organization as a whole, making the closing of an entire program unlikely. What the loss of an individual funding source typically means is a decrease in the size of a program in order to make sure that the quality of the program doesn't suffer until we are able to identify a new funding source.

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

Should our funding request be not met in full and are unable to fill that gap, we would be faced with reducing the overall number of students we served or identifying other cost cutting avenues.