Community Development Block Grant (CDBG) Entitlement Program
— *2013 Program Year Funding*—

Activity Name: **Preparing 21st Century Low-to-moderate income Adult Learners in the following areas: English Language Learners, Math, Pre-GED, Computer Basics & Job Readiness Skills (Life Skills)**
Applicant: **Literacy New York Greater Capital Region**
Mailing Address: **110 Spring St, Rm 102, Saratoga Springs, NY , 12866**
Administrative Offices: 1450 Western Avenue, Albany, NY 12203
Contact Person: Sylvia Jimison, Executive Director, 518-452-3381, sjimison@literacynycap.org
Phone: **_518 226 0040** Fax: N/A Email: **_shensleycushing@literacynycap.org**
Contact Person: **Sue Hensley-Cushing** Title: **Associate Director**

Applicant (*select 1*): ❑City Department **X** Private non-profit organization
❑Other Public Agency \
(List Dept.) Federal ID:**23-7409758**
(Specify)

National Objective (*select 1*):
"Benefit persons of Low/moderate income" "Address slum/blight Conditions"
"Urgent CD Need"
❑ L/M Income Area Benefit _*N/A*_Slum/blighted Area
_*N/A*_ Urgent Need
☒ L/M Income Limited Clientele Activities ❑ Slum/blighted Spot Basis
❑ L/M Income Housing Activities _*N/A*_Urban Renewal Completion
❑ L/M Income Job Creation/Retention

Requested Entitlement Funding:$14,540

Funding Leveraged from Other Sources:
In-kind training for volunteers (materials, facilitator, & space) @ $425 per session $14,450
In- kind_4,350_hours/ literacy tutoring $21.79 X (15 tutors) $1961.10
*$21.79 x 6hrs (per week) =$130.74 x 15 tutors $1961.10 weekly @ 50 weeks =$98,050.00
15 tutors @ 6hrs each per week (50 weeks)
* Total Activity Cost: $130.74 per tutor @ 15 tutors
Fundraising $16,534
Total Activity Cost: $129.034

**as per 2011 rate of value of volunteering $21.79/hour..... www.independentsector.org*

Proposal Abstract - please provide a ***brief*** overview of your proposal <u>including the number of persons that will be served</u> with this grant in the space below:

Literacy New York Greater Capital Region (LNYGCR) propose to continue to ***<u>serve 30</u>*** *low to moderate income "Saratogians" adults that need with the following: GED preparation, employment preparation, to learn English, to improve Math skills, time management skills, goal setting, life skills that include family and financial skills and computer skills to enhance their opportunities for employment. This grant will also provide recruitment, marketing, and training for more tutors.*

1/24/2013 Executive Director

(Authorized Signature) (Title)

Sylvia Jimison 1/24/2013

(Typed or Printed Name) (Date)

Please respond in writing to <u>each</u> of the following (add additional pages as necessary)

1. **ACTIVITY DESCRIPTION**

A) Identify whether the activity is new, ongoing, or expanded from previous years.

Our literacy programs are ongoing, expanding and evolving....Literacy Tutoring, utilizing training and supported volunteers, has been ongoing in Saratoga Springs for more than 30 years. As the economy makes a come back the GED, math, writing, reading and job skills are no longer optional items on a resume, but requirements. In addition the state is now looking for students to demonstrate "common core standards" as they move forward to change the requirements for taking the NYS GED Exam. Common core standards mean that students can demonstrate that they are ready for college or on a career track.

"A conference hosted by the Center for an Urban Future and the Schuyler Center for Analysis and Advocacy (SCAA) was held in Albany January 15, 2013 regarding the future of the GED exam in New York State. Commissioner King, the keynote speaker, stated the three most prominent factors for any new GED are that the test should reflect the common core standards, be able to ensure thoughtful transition to a computer-based testing program, and be accessible."

In addition to increase the number of volunteer tutors, LNYGCR was recently approach by the Department of the State to expand its English Civic classes and English Speakers of Other Languages classes to reach more learners. The greatest need for these classes (activities) is the City of Saratoga. More than half of the students that are served by our Literacy Saratoga Office are students who need to learn English to navigate throughout the City of Saratoga.

(B) Describe the community need that your activity is intended to address and how your activity will address that need. Provide evidence that this need is currently not being addressed through existing programs or activities.

Census data from Saratoga County indicates that 13% of the adult population read below the fifth grade level. 11.8% of Saratoga County adults over age 25 do NOT have a high school diploma. The most recent Literacy released by the United States Department of Education states that 8% of adult Saratoga County residents lack even basic prose literacy skills. It is estimated that there are over 13,400 adult residents of Saratoga County would benefit from Adult Literacy instruction at the "below basic prose" level and an equal number who, at the "basic" level could benefit from skills improvement. *That means 13,400 adults have to literacy skills to sign a form, add the amounts on a bank deposit slip* and a similar number who have "basic prose ability" can *find understand schedules, compare ticket prices for two events.*

We have experienced a dramatic rise in the number of learner's working towards a GED, a CDL, licensing exams etc. The current job market requires more skilled and educated workers, so low-moderate income earners need to improve their marketability in order to be competitive. Acquiring a GED or improving writing or math skills can significantly impact employability. At the same time, our local immigrant population continues to grow at a rapid rate.

In the past five years, we have seen a 200% increase in the number of ELL students (English Language Learners) requiring our services. These students express a strong desire to improve their English literacy skills in order to increase their employment opportunities, advance their personal/family financial situation and confidently navigate daily life in their communities. We are the only program in Saratoga offering FREE one to one instruction, flexible tutoring times and locations, and learner centered instruction.

Meeting the needs of this expanding and diverse student population requires an increased number of volunteer tutors. Our tutors attend an eighteen-hour training program prior to conducting individual and/or small group literacy tutoring. We offer several different literacy "streams" including the Wilson Reading Program, reading comprehension and pre GED, ELL conversation groups and ELL English skills classes as well as one to one tutoring.

(C) Identify who will benefit from the proposed activity. If the activity is designed to benefit:

(C-1) individual persons of low- to moderate-income, describe the process you will use to identify these persons and determine their income eligibility and the number of persons you expect to serve.

We are looking to serve 30 adults who are low-moderate income, as well as individuals who are linguistically challenged; although, the number of individuals served will be much higher because of the changing demographics of the City of Saratoga. By virtue of their low literacy, they are all low to moderate income. As part of the intake interview, they identify public assistance, disabilities, educational level attained, family size, income level and employment goals. We work closely with Head Start, EOC, school districts and local agencies: Our students characteristics are:

Ages 18-80.
100% say their limited literacy skills hinder their pursuit of personal/professional goals.
100% want to quantifiably increase their literacy skills
90% lack a high school diploma or equivalent
98% are under-employed, or unemployed based partly on their limited literacy.
100% say they have low self-esteem with their low literacy skills, expressed as shame or embarrassment.
100% have educational "holes" in their literacy knowledge that hinder literacy improvement
100% who are parents believe that their limited literacy skills negatively affect their children.
90% of parents feel inadequate assisting their children with school related tasks/activities
50% have suspected learning disabilities
25% are not literate in their native language, if other than English
25% have limited literacy skills in their own language, if other than English

We will assist approximately 30 adults with Basic Literacy/ELL needs in Saratoga Springs during the 2013/2014 program year.

(C-2) the inhabitants of a predominantly low-income moderate income area, identify the Census Block Group in which the activity is located

(C-3) designed to benefit a low-moderate income "limited clientele" identify the "limited clientele" group

LNYGCR trains tutors that work with low-moderate income families in the City of Saratoga and works with following agencies that serves this same population: EOC, BOCES, Franklin Community Center and Head Start. An example of our work includes volunteer tutors working with families and their children to review home work

(D) Identify your performance goals and the types of indicators you will use to document activity accomplishments and success. (***Examples should include: # of persons with new/improved access to services, # of affordable houses rehabilitated, etc.)*** :

Each participant (30 total) will be assessed by a standardized test- TABE, BEST Plus, BEST Literacy, WADE, READ- that are administered by trained staff. Learners receive a learning disabilities screen, provide a writing sample and participate in an informal interview. During that process they establish their PRIMARY goal for their literacy tutoring. These goals are linked to performance indicators as listed:

- **Educational gain – Improve Basic Literacy or Improve English Speaking (performance indicator)**
- **Obtain / improve / retain employment (performance indicator)**
- **Obtain a GED (performance indicator)**

These goals are measured by learner exit interviews, ongoing informal assessments with tutor, and formal annual assessments. The 30 learners will be monitored and recognized for meeting goals set. The goals are tracked for improvement on a monthly basis.

SECONDARY goals are established for the 30 learners and these are activities that are considered a success when completed by the learner:

Read to children regularly
Communication with teacher/school staff/attend parent-teacher conferences / school related issues
Develop personal / family budget/write checks and open bank accounts
Read medication bottles/ describe symptoms of illness to healthcare providers
Read and understand directions for household appliances, product labels & safety warnings,
Read & understand signs of all types - travel and shopping etc.
Apply for public assistance, unemployment, citizenship, driver's license, etc.
Understand legal rights / responsibilities,
Use library / information services

Each adult Learner (all 30) receives an Individual Learning Plan that is reviewed and adjusted quarterly. Lesson plans reflect application of functioning skill levels as evaluated by the National Reporting System Adult Educational Functioning Levels. All students are post tested using the standardized tests listed above upon exit and/or annually in May/June.
Monthly tutoring updates confirm goal completion.

(E) Provide an activity timeframe/schedule (include start, completion dates, and other significant performance stages)

Activity – Daily, weekly, & monthly	Tracking student's performance and Goals (data analysis/assessment)	Timeline Weekly and Monthly (student match, trainings and testing)
40 Potential Adult Learners will contact LNYGCR for services as a result of public relations, marketing plan and word of mouth. 35 Learners will meet with staff for assessment of priorities and needs; learner chooses to enter into a tutor/learner partnership 30 Learner/tutor partnerships will be activated; one long term and two short-term literacy goals will be identified; work will be started toward these goals. 25 learners will achieve at least one secondary goal 25 will achieve a primary goal as well as a secondary goal	Verified through intake tallies Verified through ASISTS Database, interview, learning disabilities screen, goal setting Verified through ASISTS Database, Individual Learning Plan, EFL's, Through Independent Learning Plan which is developed with tutor; verified through ASISTS Database Verified through ASISTS Database	Training of volunteer tutors and assessing/interviewing potential students is ongoing. An active match must meet once a week on a regular basis Goals met must be reported quarterly Professional Development for Tutors - must attend ongoing in services in order to stay current Students must commit to weekly tutoring and homework/skill reinforcement Students must make educational gain

This is a 12 hour module tutor curriculum that will be presented in two 3-hour sessions each week for 25 weeks or 150 hours. Many students have had dramatic increases in English

speaking ability and preparing for employment, navigating community services and test preparation, even exceeding performance targets. Each session includes activities and materials that provide instruction in reading, speaking, listening and writing. The program provides learning in real-life contexts to ensure that learners obtain the skills needed to compete in the workplace.
Each lesson contains an Introduction, a step-by-step lesson plan, handouts or poster ideas and worksheets. Below is a sample listing of the modules that tutors and instructors use when working with the students:

- **Module 1 – Introduction**
- **Module 2- Family: To emphasize to students that there are resources in the community available to help with various family and individual issues.**
- **Module 3 - Housing: To learn about rental practices, laws against discrimination and landlord and tenant relationships;**
- **Module 4 - Confidence in Institutions: To introduce students to the relationship of the 3 levels of government and regulatory oversight of private business; learning about the importance of small businesses and community activism. Reading time, telling and asking time.**
- **Module 5 - Education: Students learn that all children are required to stay in school. Education leads to choice and opportunities. Students learn that families can help their children stay at school by being involved with the school & with their children's activities. Services include providing information on how to successfully transition to the college environment.**
- **Module 6 - Employment: Students learn that in order to be successful workers they must work hard, be flexible and open to change. Students learn about the importance of punctuality, asking questions, and taking the initiative. How to dress for an interview, how to prepare a résumé and be interviewed are also stressed in this module. Students also work with the case manager on job acquisition steps, job training opportunities, and employment retention strategies**

(F) Identify whether the activity requires additional local, state, or federal approval (license, permit, design/historic/environmental review, etc.) For construction/site development projects, provide evidence of site control. **N/A**

2. ORGANIZATIONAL CAPACITY
(A)Provide an overview of your organization including length of time in existence. List current Officers and board members and identify any prior funding by the City of Saratoga Springs (year, activity, and amount)

Literacy New York Greater Capital Region has been in existence for more than 40 years (see B for additional information about LNYGCR experience)
See attached list of board members

Prior funding for - Adult Literacy Tutoring-Basic Skills, ELL, Math, GED, June 30, 2012-December 2012, $2,833.33

(B)Describe your organization's experience in successfully conducting this type of activity. Identify any skills, current services, or special accomplishments that demonstrate your capacity for success.

LNYGCR has been training volunteers from the community for over 40 years to assist individuals who have a 4th-5th grade academic level. The volunteers undergo 12 hours of intensive training that helps to teach, test, and record a student's performance. The volunteers are literally learning how to become a teacher and to teach to different learning styles.

Additionally, LNYGCR reports to New York State Education Department (NYSED) and follows guidelines and regulations established by the NYSED for rendering academic services to Adult Learners. LNYGCR meets and exceeds educational gain targets established by the NYSED.

(C Identify the person (s) responsible for program and financial management of the activity. Identify all other persons involved in this activity noting whether these positions are current or new, pending this award. For construction/site development projects, identify the development team including proposed contractors, and project manager.

The person responsible for the LNYGCR program is the new Executive Director, Sylvia Jimison, who is also a New York State Certified School Business Administrator and former Associate Academic Dean that is well suited to serve in her leadership role at LNYGCR. The Capitol Hill Management organization provides expertise in managing non-profit organizations and handles the book-keeping, accounting, and administrative and office support for LNYGCR.

Also, the Associate Director, Sue Hensley-Cushing who manages the Saratoga Literacy Office holds a Master's in Education and is a NYS Certified Reading Specialist. She is a certified Wilson Trainer, a National Institute for Literacy "Bridges to Practice" trainer and a trainer for the Literacy NY trainer corps. Ms. Hensley-Cushing supervises Ms. Maria Lang who is the Project Coordinator for Saratoga Literacy Office has a degree in elementary education, strong computer data and graphic skills, and has excellent project and event planning skills. In fact, Ms. Lang develops fieldtrips around the City of Saratoga for the students and implements celebration events to acknowledge the student's achievements. Her recent project includes "Faces of Literacy" whereby student's written work is displayed at the Saratoga Public Library and other public places in Saratoga, such as, Symphony Space.

(C) Identify any other agencies/partners involved in this activity and define their roles and responsibilities.

Saratoga Springs Public Library (main partner and supporter of LNYGCR)

- **Co-sponsors classes and provide space for them on a continual basis. LNYGCR shares attendance data with staff for Friends of the Library monthly reporting.**
- **LNYGCR partners with Computer Class Programs to inform students and help them register.**
- **Library provides computer lab for group ELL online learning**

BOCES

- **Refer individuals who need additional help to obtain the GED**
- **Refer individuals who have a reading level below 7.0 grade equivalent and who are not ready for the GED yet**
- **Provide pre and post testing of individuals in dual programs**
- **Provide literature on additional educational programs that they offer that may be of interest to our learners (ex: CNA or Refrigeration Tech Certification).**

EOC

- **Working to have individuals referred for assistance on applying for Naturalization, attending our Citizenship and ELL classes.**
- **Participant in Inter-Agency Day (Saratoga)**

RSVP -

- **Lists our need for volunteers in their newsletter**
- **Refer potential tutors to our program**

United Way (Saratoga)

- **211 Directory Listing**
- **Referrals for VITA tax assistance**

Legal Aid –

- **Referrals for Food Stamps and other assistance**

USCIS -

- **Supplies Citizenship study materials (booklets, flash cards, DVDs)**
- **Supplies copies of the N-400 application for our Citizenship Classes**

(ATTACHMENT 1)

PROGRAM OPERATING BUDGET

(Entitlement Grant + Leveraged Funds = Total Activity Cost)

	ENTITLEMENT GRANT	Leveraged Funds*	Total Activity Cost	*Source of leveraged Funds and In-Kind Services
PERSONNEL				
Salaries	12,540	22,560	35,100	NYS Adult Literacy, WIA Title II, E.L. Civics + ONA
Fringe		8,424	8,424	NYS Adult Literacy Edu. Fundraising, Grants,
Tutors Other (volunteers) (consultants, etc.)		98,050	98,050	15 Vol. Tutors @ 1,961 hrly at 50 wks/In-Kind
Subtotal	12,540	129,034	129,034	
OVERHEAD				
Advertising/Marketing	1,000			
Program Supplies	1,000			
Rent & Utilities		12,000	12,000	Saratoga Spings Public Library – In-Kind
Other – list below				
Tutoring materials (books, workbooks educational software)		1,500	1,500	NYS Adult Literacy Edu. + ONA Grant
Subtotal	2,000	13,500	13,500	
TOTAL COST	14,540	142,534	142,534	

(ATTACHMENT 2)

CONSTRUCTION / SITE DEVELOPMENT BUDGET

(Entitlement Grant + Leveraged Funds = Total Activity Cost)

	ENTITLEMENT GRANT	Leveraged Funds*	Total Activity Cost	*Source of leveraged Funds and In-Kind Services
PRECONSTRUCTION	N/A			
Legal				
Engineering				
Architectural/Design				
Fees and Permits				
Subtotal				

DEVELOPMENT	N/A			
Relocation				
Site Preparation				
Construction - materials				
Construction - labor				
Construction Financing				
Other - (explain)				
Subtotal				

TOTAL COST	N/A		

(ATTACHMENT 3)

OFFICE OF MANAGEMENT AND BUDGET (OMB) CIRCULAR A-133
MONITORING OF FEDERAL FINANCIAL ASSISTANCE TO SUBRECIPIENTS

ORGANIZATION: Literacy New York Greater Capital Region

MAILING ADDRESS: 110 Spring Street, Rm 102, Saratoga Springs, NY

FEDERAL ID #: 23-7409758 PHONE: 518-226-0040 FAX: 463-8656

DUNS #: N/A

1. Please identify your fiscal year (mth/yr to mth/yr): 6/30/12 - 6/30/13

Please identify below the funding received during your last fiscal year:

2. Community Development Block Grant Entitlement Funding (CDBG):

CDBG Activity Name: Basic Literacy Tutoring - City of Glens Falls residents

CDBG Funding Program Year: 10-11 CDBG Funding Amount: $5,200

not rec'd 2012 yet (pending)

3. Other Federal Financial Awards (cash & non-cash):

GIVE NAME & CATALOG OF FEDERAL FINANCIAL ASSISTANCE (CFDA) #	AMOUNT OF AWARDS
WIA Title II EL Civics	9,000
ONA (Dept. of the State)	15,600

4. During your last fiscal year, has your organization expended more than $500,000 in total federal financial awards (incl. CDBG & all other federal assistance)? YES * ____ NO X

* If "yes", include a copy of your latest Single Audit Report with this completed and signed form as part of your application. If you answered "no", please complete, sign and return this form.

5. Are you aware of any financial audit violations, findings or questioned costs relating to any activity funded with federal financial assistance? YES * ____ NO X

* If "yes", please describe: ____

6. Other Saratoga County Awards (cash & non-cash):

IDENTIFY PROGRAM NAME & YEAR OF AWARD	IDENTIFY AMOUNT OF CO. AWARDS
N/A	

Sylvia Jimison

Authorized Signature 1/24/2013

1/24/2013

Date

Literacy New York Greater Capital Region, Inc. Board of Directors 2012-2013 (rev. 11/12)

Melissa K. Bartlett (6/11) 1st term (11-14)
Human Resources
Consultant
2220 Stone Ridge Rd
Niskayuna, New York 12309
(h) 377-5678 (cell) 441-7196
(email) mbartlett@nycap.rr.com

Jeffrey Bregenzer, Treasurer (9/10) 1st term (10-13)
SEFCU
700 Patroon Creek Blvd.
Albany, NY 12206
(w) 464-5204 (cell-h) 428-2564
(email) jbregenz@sefcu.com

Richard Correa, President (9/10) 1st term (10-13)
Community Volunteer
55 Railroad, Apt. 420
Saratoga Springs, NY 12866
(cell) 334-0568
(email) racorrer@gmail.com

Nancy Gonzalez, Secretary (9/08)
Training Coordinator
MicroKnowledge, Inc.
21 British American Blvd.
Latham, NY 12110
(w) 786-1181 (cell) 859-3006
(email) ngonzalez@microknowledge.com

Ms. Dana Henson 1st term (11/2012)
SUNY Empire State College, Mentor/Instructor
180 S. Pine Avenue
Albany, NY 12208
518-506—8378 (cell)
518-587-2100 ex.2705
518-435-9093
Henson.dana@gmail.com

Sylvia Jimison, Executive Director (10/2012)
Home: 1339 Parkwood Blvd.
Schenectady, NY 12308
518-527-8972 (cell)
Office: 1450 Western Ave, Suite 101
Albany, NY 12203
(P) 518-452-3381
sjimison@literacynycap.org

Sue Hensley-Cushing, Associate Director (2002)
Office: 110 Spring Street, Suite 102
Saratoga Springs, NY 12866
Home: 45 Greenfield Avenue
Saratoga Springs, NY 12866
518-596-5600 (personal cell)
518-226-0040 (work cell)
shensleycushing@literacynycap.org (work)
sue.literacynycap@gmail.com (work)
shensleycushing@gmail.com (personal

Jo Ann Le Sage Nelson (8/02) 1st term (09-12)
Vice President, Client Services
Pierce Communications
915 Broadway, Suite 4B
Albany, NY 12207
(h)383-5162 (w) 427-1186 (cell) 928-4134
(fax) 866-870-0841
(email) joann@albanypr.com

Marcy M. Steiner (9/08), **Vice President** 2nd term (10-13)
Director of Major Gifts & Stewardship
Foundation for Ellis Medicine, Schenectady, 12308
4 Seneca Rd.
Niskayuna, NY 12309
(h) 393-7029 (w) 243-4327 (cell) 810-8441
(email) steinerm@ellismedicine.org

Gene Terwilliger 1st term (12-15)
Director, Advanced Technology Programs
Knolls Atomic Power Laboratory
24 Barry Lane
Scotia, NY 12302-3802
(h) 384-2261 (c) 281-3793
(email) genetwig@nycap.rr.com

Kate Vanderzee, MS (7/06) 2nd term (10-13)
Speech Pathologist
15 Oak St.
Glens Falls, NY 12801
(cell) 538-2588
(email) vanderzee51@yahoo.com

Danielle Rovito 1st term (1-13)
Financial Analyst, KAPL
111 White Street, Apt. 1
Saratoga Springs, NY 12866
(518) 428-5375 cell
(518) 395-6879 work
Danielle.rovito@gmail.com

Sean B. Brown 1st term (1-13)
Program Officer
180 S. Pine Avenue
Albany, NY 12208
(518) 330-0992 cell
(518) 402-5888 work
Sbrown3@mail.nysed.gov
Sbrow25@gmail.com

NEW TUTOR TRAINING for LITERACY

NEW TUTOR ORIENTATIONS:

January 29
Tuesday
Time: 9:30 AM - 12:30 PM
Saratoga Springs Public Library

January 31
Thursday
Time: 9:30 AM - 12:30 PM
Clifton Park - Halfmoon Public Library

TUTOR TRAINING DATES:

English Language Learning – ELL I
Tuesday, Feb 5
Time: 9:30 am - 12:30 pm
Location: Saratoga Springs Public Library

Basic Literacy – BL I
Thursday, Feb 7
Time: 9:30 am - 12:30 pm
Location: Saratoga Springs Public Library

English Language Learning – ELL II
Tuesday, Feb 12
Time: 9:30 am - 12:30 pm
Location: Saratoga Springs Public Library

Basic Literacy – BL II
Thursday, Feb 14
Time: 9:30 am - 12:30 pm
Location: Saratoga Springs Public Library

Writing
Tuesday, Feb 26
Time: 9:30 am - 12:30 pm
Location: Saratoga Springs Public Library

Successful Tutoring
Tuesday, Feb 28
Time: 9:30 am - 12:30 pm
Location: Saratoga Springs Public Library

GED Preparation
TBD

Call to register:

518.583.1232

Visit our website to learn more about becoming a Literacy tutor:

www.literacynycap.org

(e) mlange@literacynycap.org

Literacy New York

READ

Serving Albany, Saratoga, Schenectady, Warren & Washington Counties in NY

** Additional locations and dates of trainings listed on our website.*