

**APPLICATION FOR  
COMMUNITY DEVELOPMENT BLOCK GRANT (CDBG) ENTITLEMENT PROGRAM  
— 2014 Program Year Funding—**

ACTIVITY NAME: Preparing 21<sup>st</sup> Century Low –to-moderate income parents with children and senior citizens in the following areas: English Language skills, Pre-HSE/GED, Computer Basics and Job Readiness and Life Skills

APPLICANT: Literacy New York Greater Capital Region

MAILING ADDRESS: Saratoga Springs Public Library, 49 Henry Street, Saratoga Springs, NY 12866  
Administrative Office: 1450 Western Avenue, Suite, 101, Albany, NY 12203

PHONE: 518-452-3381 \_\_\_\_\_ FAX: 518-463-8656 \_\_\_\_\_

EMAIL: sjimison@literacynycap.org \_\_\_\_\_

CONTACT PERSON: Ms. Sylvia Jimison \_\_\_\_\_ TITLE: Executive Director \_\_\_\_\_

APPLICANT (*select 1*):  City Department \_\_\_\_\_  Private non-profit organization \_\_\_\_\_  Other Public Agency \_\_\_\_\_  
(List Dept.) 23-7409758 (List Federal ID #) (Specify)  
 \_\_\_\_\_  
153449058 \_\_\_\_\_  
(DUNS #)

NATIONAL OBJECTIVE (*select 1*):  
 “Benefit persons of Low/moderate income”  L/M Income Area Benefit  
 L/M Income Limited Clientele Activities  
 L/M Income Housing Activities  
 L/M Income Job Creation/Retention  
 “Address slum/blight Conditions”  Slum/blighted Spot Basis  
 Slum/blighted Area  
 Slum/blighted Area  
 Slum/blighted Spot Basis  
 Slum/blighted Area  
 “Urgent CD Need”  Urgent Need  
 Urgent Need  
 Urgent Need

**REQUESTED ENTITLEMENT FUNDING:** \$ 15,000 \_\_\_\_\_

Funding Leveraged from Other Sources: \$ 114,494 \_\_\_\_\_

In-kind training for volunteers (materials for the new 2014 HSE/GED, technical devices, facilitator, & space) @ \$600 per session; 1,875 hours/one-to-one tutor sessions and small group instruction/ with 20 volunteer tutors= \$443 per volunteer tutor  
 \*\$22.14 x 6hrs (per week)=\$132.84 x 20 volunteer tutors \$2,657 @50weeks =\$132,840

Total Activity Cost: \$ \$132,840 \_\_\_\_\_

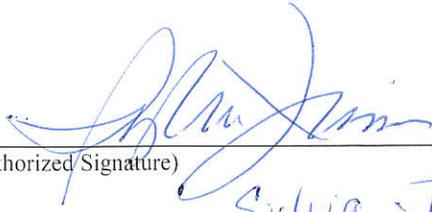
**\*The estimated value of volunteer time for 2012 is \$22.14 per hour.**

\*www.independentsector.org

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

Literacy New York Greater Capital Region (LNYGCR) propose to continue to **serve 20** low to moderate income “Saratogians” parents, single adults, and the senior population that need with the following: Pre HSE/GED preparation, employment preparation, to improve language 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.

(Authorized Signature)



Sylvia Jimison

(Typed or Printed Name)

Literacy New York Greater Capital Region

(Title)

1/29/2014

(Date)

**Please respond in writing to each of the following** (add additional pages as necessary):

### 1. ACTIVITY DESCRIPTION

Provide a detailed description of your proposed activity. In this description, provide responses to the following items:

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

**This is an ongoing activity from previous years and will include seniors at The Senior Center that will receive services.**

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.

**The senior citizen population in the City of Saratoga is currently not being served by an educational or literacy program. LNYGCR will be the first to approach this population for services.**

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 20 adults who are low-moderate income, as well as individuals who are linguistically challenged; although, the number of individuals served is somewhat lower than last year because of the cost of housing many people who meet the low-income requirement are moving from the area, although we anticipate the number to be 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 LNYGCR intake process, it involves an interview, students identify public assistance, disabilities, educational level attained, family size, income level and employment goals. We work closely with Head Start, EOC, DSS, 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 20 adults with Basic Literacy/ELL needs in Saratoga Springs during the 2014/2015 program year.**

C-2) the inhabitants of a predominantly low-moderate income area, identify the Census Block Group in which the activity is located. **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 and other parent/children programming that takes place at the Library and local community agencies.**

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

Senior Citizens

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 (20 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 20 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 20 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 20) 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)

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)
30 Potential Adult Learners will contact LNYGCR for services as a result of public relations, marketing plan and word of mouth.	Verified through intake tallies	Training of volunteer tutors and assessing/interviewing potential students is ongoing.  An active match must meet once a week on a regular basis
25 Learners will meet with staff for assessment of priorities and needs; learner chooses to enter into a tutor/learner partnership	Verified through ASISTS Database, interview, learning disabilities screen, goal setting	Goals met must be reported quarterly
20 Learner/tutor partnerships	Verified through ASISTS Database,	Professional Development for Tutors - must attend ongoing

will be activated; one long term and two short-term literacy goals will be identified; work will be started toward these goals.	Individual Learning Plan, EFL's,	in services in order to stay current
18 learners will achieve at least one secondary goal	Through Independent Learning Plan which is developed with tutor; verified through ASISTS Database	Students must commit to weekly tutoring and homework/skill reinforcement Students must make educational gain
18 will achieve a primary goal as well as a secondary goal	Verified through ASISTS Database	

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, 2013- December 2013, \$5,236.50**

- 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 4<sup>th</sup>-5<sup>th</sup> grade academic level. The volunteers undergo a 3 hour orientation plus 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, subcontractors, 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 Program Manager and Program Site Director, Ms. Maria Lange, who manages the Saratoga Literacy Office located at the Saratoga Springs Public Library holds a degree in elementary education, strong computer data and graphic skills, and has excellent project and event planning skills. In fact, Ms. Lange 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.**

- D) 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**

**The Senior Center**

- **Refer individuals who need language skills**
- **Improve Reading Skills (for medication, doctor appointments, computer, etc)**
- **Referrals for Citizenship assistant**

**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**

**3. ACTIVITY BUDGET - (ATTACHMENTS 1, 2)**

A) Include attached budgets (Attachments 1, 2) as appropriate. Depending on the activity, the applicant may need to submit one or both of the attached budget forms. More detailed budgets may be attached (and are recommended) in support of the proposal. If an architect, engineer, or other personnel have conducted a cost analysis, attach a copy noting the author and date of analysis.

- PROGRAM OPERATING BUDGET (Attachment 1) - for all proposals including public service projects and construction/site development projects
- CONSTRUCTION/SITE DEVELOPMENT BUDGET (Attachment 2) - for construction/site development projects **N/A**

B) Identify the amount and sources of leveraged funding for this activity. Include the status of these funds (i.e. cash on hand, grants received, planned fund-raising, etc.). Attach copies of funding commitment letters or other evidence of funding support.

**4. MONITORING OF FEDERAL FINANCIAL ASSISTANCE TO SUBRECIPIENTS - (ATTACHMENT 3)**

The City of Saratoga Springs is responsible for ensuring that subrecipients expend awards in accordance with applicable laws, regulations, and provisions of contracts and grant.

A) In accordance with OMB Circular A-133, please complete Attachment 3 and include it with your application. **See attached**

B) During your last fiscal year, if your organization expended more than \$500,000 in total federal financial awards (including CDBG and all other federal assistance), please include a copy of your latest Single Audit Report with this application. **N/A – did not receive more than \$500,000 in total federal funding**

(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
<b>PERSONNEL</b>				
Salaries	13,000	28,950	41,950	NYS Adult Literacy Education, WIA, Title 11, E.L. Civic, and DOS
Fringe		8,400	8,400	NYS Adult Literacy Education, Annual Appeals, Grants, and DOS
Tutors Other (consultants, etc.)		41,512	41,512	In-kind 20 Volunteer Trained Tutors @ 1875 hrs @\$22.14 per hour
<i>Subtotal</i>		78,862	78,862	

<b>OVERHEAD</b>				
Advertising/Marketing	500	600	600	In-kind Library and annual appeal
Program Supplies	1,500	1,200	1,200	NYS Adult Literacy Education, DOS,
Rent & Utilities		12,000	12,000	In-kind Rent- Saratoga Public Library
Other – list below				
Telecommunications & copier lease		3,600	3,600	NYS Adult Literacy Education, Annual Appeals, Grants, and DOS
<i>Subtotal</i>	15,000	17,400	17,400	

<b>TOTAL COST</b>	15,000	96,262	96,262	
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(ATTACHMENT 2) N/A TO LITERACY NEW YORK GCR

**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
<b>PRECONSTRUCTION</b>				
Legal				
Engineering				
Architectural/Design				
Fees and Permits				
<i>Subtotal</i>				

<b>DEVELOPMENT</b>				
Relocation				
Site Preparation				
Construction - materials				
Construction - labor				
Construction Financing				
Other - (explain)				
<i>Subtotal</i>				

<b>TOTAL COST</b>			
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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: ADMINISTRATIVE OFFICE: 1450 WESTERN AVENUE, SUITE 101, ALBANY, NY  
12203

FEDERAL ID #: 23-7409758 PHONE: 518-452-3381 FAX: 518-463-8656

DUNS #: 153449058

1. Please identify your fiscal year (mth/yr to mth/yr): 6/2013-6/2014

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

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

CDBG Activity Name: Adult Literacy/GED/English Language Learner Skills

CDBG Funding Program Year: 2013 CDBG Funding Amount: 10,650

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

GIVE NAME & CATALOG OF FEDERAL FINANCIAL ASSISTANCE (CFDA) #

AMOUNT OF AWARDS

N/A

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

N/A

Authorized Signature: [Handwritten Signature] Executive Director  
Literacy New York Gtr  
Capital Region  
(518) 452-3381

Date: January 29, 2014

Literacy New York Greater Capital Region, Inc. Board of Directors 2013-2014 (rev. 1/14)

- Melissa K. Bartlett (7/11)** 1<sup>st</sup> term (6-14)  
Human Resources Consultant  
2220 Stone Ridge Rd  
Niskayuna, NY 12309  
(h) 377-5678 (c) 441-7196  
(email) mbartlett@nycap.rr.com
- Sean B. Brown (1/13)** 1<sup>st</sup> term (6/15)  
Program Officer  
180 S. Pine Avenue  
Albany, NY 12208  
(c) 330-0992 (w) 402-5888  
(email) sbrowncivic@gmail.com
- Richard Correa (7/10)** 2<sup>nd</sup> term (6/14)  
**Officer – President (7/11)**  
Community Volunteer  
55 Railroad, Apt. 420  
Saratoga Springs, NY 12866  
(c) 334-0568  
(email) racorrer@gmail.com
- Nancy Gonzalez (7/08)** 2<sup>nd</sup> term (6/14)  
**Officer – Secretary (7/11)**  
Training Coordinator  
MicroKnowledge, Inc.  
21 British American Blvd.  
Latham, NY 12110  
(w) 786-1181 (c) 859-3006  
(email) ngonzalez@microknowledge.com
- Ms. Dana Henson (1/13)** 1<sup>st</sup> term (6/15)  
**Officer - Vice President (7/13)**  
180 S. Pine Avenue (confirmation 11/28/2012)  
Albany, NY 12208  
(c) 506—8378 (w) 587-2100 ex 2795  
(email) henson.dana@gmail.com
- Zachary (Zach) Garafalo (7/13)** 1<sup>st</sup> term (6/16)  
Assistant Director, YOUTH POWER  
Families Together in New York State  
168 Western Avenue  
Albany, NY 12208  
(c) 708-9930  
(email) zgarafalo@gmail.com
- Sylvia Jimison, Executive Director** (Hired 10/2012)  
1339 Parkwood Blvd.  
Schenectady, NY 12308  
(c) 527-8972  
(email) sjimison@literacynycap.org
- Bruce Katz** 1<sup>st</sup> term (6/16)  
**Officer - Treasurer (7/13)**  
Controller/CFO  
Adirondack Mountain Club  
12 Wings Falls Court  
Queensbury, NY 12804  
(c) 516 220-1926 (h) 793-3216  
(email) BruceCPA@gmail.com
- Denise Montan (7/13)** 1<sup>st</sup> term (6/16)  
Labor Services Representative  
NYS Department of Labor  
25E-2 Pine Lane  
Albany, NY 12203  
(c) 466-6030  
(email) dmontan35@gmail.com
- Danielle Rovito (11/12)** 1<sup>st</sup> term (6/15)  
HR Professional, KAPL  
11 Colleen Drive  
Loudonville, NY 12211  
(c) 428-5375 (w) 395-6879  
(email) danielle.rovito@gmail.com
- Marcy M. Steiner (9/08),** 2<sup>nd</sup> term (6/14)  
**Officer – Vice President (7/11 & 7/12)**  
Director of Major Gifts & Stewardship  
Foundation for Ellis Medicine, Schenectady, 12308  
4 Seneca Rd.  
Niskayuna, NY 12309  
(h) 393-7029 (w) 243-3218 (c) 810-8441  
(email) steinerm@ellismedicine.org
- Gene Terwilliger (12/12)** 1<sup>st</sup> term (6/15)  
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
- Barry Walston (7/13)** 1<sup>st</sup> term (6/16)  
HIV/AIDS Program Manager  
NYS Department of Health Aids Institute  
30 Buchanan Street  
Albany, NY 12006  
(h) 438-3163 (c) 441-9877  
(email) bdw513@aol.com