

APPLICATION FOR
COMMUNITY DEVELOPMENT BLOCK GRANT (CDBG) ENTITLEMENT PROGRAM
— 2015 Program Year Funding—

ACTIVITY NAME: **Improving Literacy Skills to Enhance Workforce Development in Saratoga County**

APPLICANT: Literacy New York Greater Capital Region

MAILING ADDRESS: Saratoga Springs Public Library, 49 Henry Street, Saratoga Springs, NY 12866

Administrative Office: 99 Clinton Street, 2nd Floor, Schenectady, NY 12305

Invoices and billing: P.O. Box 1914, Schenectady, NY 12301

PHONE: 518-631-2928 _____ FAX: 518-3896-2241 _____

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"

- "N/A," Slum/blighted Area
 Slum/blighted Spot Basis
 "N/A," Urban Renewal Completion

"Urgent CD Need"

"N/A," Urgent Need

REQUESTED ENTITLEMENT FUNDING: \$ 5,000

Funding Leveraged from Other Sources: \$ 73,800

This funding will be used for both classroom as well as one to one instruction in order to prepare low-to-moderate income individuals in workforce development training. This will include English Language skills, Pre-HSE/GED, Computer Basics as well as Job Readiness and Life Skills. This grant will also provide recruitment, marketing, necessary supplies, and training for more tutors.

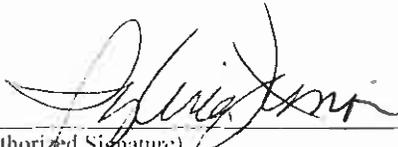
Total Activity Cost: \$ 76,800

***The estimated value of volunteer time for 2013 is \$26.45 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) proposes to **serve fifteen (15)** low to moderate income Saratoga residents, including parents, single adults, and seniors with low literacy skills. This project will clearly emphasize the importance of workforce development and assist those in need with their resumes, understanding the interview process and learning the basics, such as computer skills, while also helping to improve language skills, goal setting, as well as financial skills to enhance their opportunities for employment.


(Authorized Signature)
Sylvia Jimison
(Typed or Printed Name)

Executive Director
(Title)
1/28/2015
(Date)

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

I. 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 a modified activity from previous years, which will emphasize workforce development.

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.

According to the 2003 New York State Assessment of Adult Literacy (SAAL), approximately 19.7% of New York adults have below basic literacy skills, with roughly two million New Yorkers who have not completed high school. This signifies that approximately one in five adults are unable to understand basic information in a variety of platforms, ranging from using the Internet, reading books, magazines or newspapers. Changes in the economy and technology are leading more adults to seek education to improve their employment prospects. Employers are seeking a more literate workforce to meet the demands of the increasingly technologically dependent global marketplace in which they must compete. This program will serve adults and seniors who require retraining in order to enter the workforce, or to help them improve their job skills.

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 fifteen (15) adults who are of low-moderate income, as well as individuals with low literacy skills who are linguistically challenged. The adults who participate in our programs are ethnically, linguistically and culturally diverse. LNYGCR's programs are designed to accommodate many competing personal, family, employment, and community demands. The LNYGCR intake process involves an interview, where 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 as follows:

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 15 adults with Basic Literacy/ELL needs in Saratoga Springs during the 2015/2016 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 who work with low-moderate income families in the City of Saratoga, while also working with the following agencies that serve this population: EOC, BOCES, Franklin Community Center and Head Start. One example of our work includes volunteer tutors working with families and their children to review homework as well as additional parent/children programming that occurs at the Saratoga Library and area community agencies.

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

Unemployed individuals, Under-skilled individuals, Adults without High School Diploma, Displaced homemakers, Senior Citizens and non-English Speakers.

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 of the 15 students will be assessed by standardized tests, such as TABE, BEST Plus, BEST Literacy, WADE, and READ, that are administered by trained staff. Students receive a learning disabilities screening, provide a writing sample and participate in an informal interview. During this 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/HSE (performance indicator)

These goals are measured by student exit interviews, ongoing informal assessments with tutor, and formal annual assessments. The 15 students 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 15 students. These following activities are considered a success, once completed by the student:

- 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 student receives an Individual Learning Plan that is reviewed and adjusted quarterly. Lesson plans reflect the 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) |
|---|---|--|
| 30 Potential Adult Students 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 students will meet with staff for assessment of priorities and needs; student chooses to enter into a tutor/student partnership | Verified through ASISTS Database, interview, learning disabilities screen, goal setting | Goals met must be reported quarterly Professional Development for Tutors - must attend ongoing in services in order to stay current |
| 20 student/tutor partnerships will be activated; one long term and two short-term literacy goals will be identified; work will be started toward these goals. | Verified through ASISTS Database, Individual Learning Plan, EFL's, | Students must commit to weekly tutoring and homework/skill reinforcement Students must make educational gain |
| 18 students will achieve at least one secondary goal | Through Independent Learning Plan | |

| | | |
|--|---|--|
| 18 will achieve a primary goal as well as a secondary goal | which is developed with tutor; verified through ASISTS Database | |
| | 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 students 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

E) 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).

LNYGCR has been in operation for over 45 years, and is deeply involved in the community (see B for additional information about LNYGCR experience). We have received prior funding for "Adult Literacy Tutoring-Basic Skills, ELL, Math, GED" in the amount of \$5,236.50 (June 2013- December 2013).

See attached list of board members

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 in order to assist individuals who have a 4th-5th grade academic level. The volunteers undergo a three-hour orientation, plus twelve hours of intensive training that helps to teach, test, and record a student's performance. The volunteers in turn, learn the relative skills in order to become a teacher, and how to utilize different learning styles.

LNYGCR reports to New York State Education Department (NYSED) and follows all guidelines and regulations established by the NYSED for rendering academic services to Adult Students. 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.

Ms. Sylvia Jimison is the Executive Director of LNYGCR. Ms. Jimison is a New York State Certified School Business Administrator and former Associate Academic Dean with over 10 years experience working with federally funded programs and over 15 years experience working in various academic settings which include, community colleges, vocational training center and

university settings. She holds a Masters Degree in Public Administration from Baruch College in New York City and a Bachelors Degree in Science in Communications from the University of Texas at Austin. Ms. Jimison is responsible for seven counties that cover a 3,500 square mile radius (comprising rural, suburban, and urban communities) that is served by LNYGCR.

CFO-for-Hire company provides expertise in managing non-profit organizations and handles the bookkeeping and accounting, support for LNYGCR.

Ms. Maria Lange is Program Manager and Program Site Coordinator of the Saratoga Literacy Office at the Saratoga Springs Public Library. Ms. Lange holds a degree in Elementary Education, strong computer data and graphic skills, and has excellent project and event planning skills. Ms. Lange has managed several LNYGCR projects, including photo exhibits that promote the benefits of ESL, while also managing the agency's Facebook page. Ms. Lange has orchestrated fieldtrips within the City of Saratoga for the students as well as celebration events to acknowledge student achievements. One of her projects, "Faces of Literacy," displayed the written work of LNYGCR students at the Saratoga Public Library and other public places in Saratoga, including 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 students (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 |
|--|------------------------------|-----------------------------|--------------------------------|---|
| PERSONNEL | | | | |
| Salaries | 3,000 | 38,950 | 41,950 | NYS Adult Literacy Education, and E.I., Civic, |
| Fringe | | 8,400 | 8,400 | NYS Adult Literacy Education, Annual Appeals, and Grants |
| Tutors Other (consultants, etc.) | | 26,450 | 26,450 | In-kind – 5 Volunteer Trained Tutors @ 1000 hrs @\$26.45 per hour |
| <i>Subtotal</i> | 3,000 | 73,800 | 76,800 | |

| | | | | |
|---------------------------------------|-------|--------|--------|---|
| OVERHEAD | | | | |
| Advertising/Marketing | | 600 | 600 | In-kind Library and annual appeal |
| Program Supplies | 1,500 | 1,200 | 1,200 | NYS Adult Literacy Education, |
| Rent & Utilities | | 12,000 | 12,000 | In-kind Rent- Saratoga Public Library |
| Other – list below Laptop computer | 500 | | | Adult Literacy Education and donations |
| Telecommunications & copier lease | | 3,600 | 3,600 | NYS Adult Literacy Education, & Annual Appeals, Grants |
| | | | | |
| | | | | |
| <i>Subtotal</i> | 2,000 | 17,400 | 17,400 | |

| | | | | |
|-------------------|-------|--------|--------|--|
| TOTAL COST | 5,000 | 91,200 | 94,200 | |
|-------------------|-------|--------|--------|--|

(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 |
|------------------------|-------------------|------------------|---------------------|---|
| PRECONSTRUCTION | | | | |
| Legal | | | | |
| Engineering | | | | |
| Architectural/Design | | | | |
| Fees and Permits | | | | |
| <i>Subtotal</i> | | | | |

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

| | | | |
|-------------------|--|--|--|
| TOTAL COST | | | |
|-------------------|--|--|--|

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: 99 CLINTON STREET, 2ND FLOOR, SCHENECTADY, NY 12305

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): 7/1/2014- 6/30/2015

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

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

CDBG Activity Name: Improving Literacy Skills to Enhance Workforce Development in Saratoga County

CDBG Funding Program Year: 2015 CDBG Funding Amount: \$5,000

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

| GIVE NAME & CATALOG OF FEDERAL FINANCIAL ASSISTANCE (CFDA) # | AMOUNT OF AWARDS |
|--|------------------|
| N/A | 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

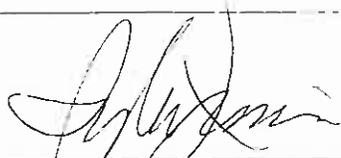
* If "yes", include a copy of your latest Single Audit Report with this completed and signed form as part of your application. If you answered "no", please complete, sign and return this form.

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:  Sylvia Jimison, Executive Director
(518) 631-2928 sjimison@literacyny.org
Date: 1/28/2015