

APPLICATION FOR
COMMUNITY DEVELOPMENT BLOCK GRANT (CDBG) ENTITLEMENT PROGRAM
— 2010 Program Year Funding—

ACTIVITY NAME: Adult Literacy Tutoring—Basic Skills, ESOL, Math and Financial
APPLICANT: Literacy New York Greater Capital Region
MAILING ADDRESS: Saratoga Office – 112 Spring St, Rm 102, Saratoga Springs, NY , 12866
PHONE: 518 452 3382 FAX: 518 452 3384 EMAIL: rstevens@literacynycap.org
CONTACT PERSON: Robert N. Stevens TITLE: Executive Director

APPLICANT (*select 1*): City Department Private non-profit organization
 Other Public Agency
(List Dept.) 23-7409758 (List Federal ID #) (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: \$ 15,000
Funding Leveraged from Other Sources: \$ 15,000 (in kind-office & training facilities, advertising)
61,700 (in kind-2,200 hours/ literacy tutoring*)
32,500 (grants, fundraising)
Total Activity Cost: \$ 124,200

*as per 2007 rate of value for volunteering @\$28.04/hour for New York State..... www.independentsector.org

Proposal Abstract – please provide a *brief* overview of your proposal in the space below:

*The ability to read and write, to understand and to be understood, form the foundation for
personal and economic freedom.*

Literacy New York Greater Capital Region (LNYGCR) is the successor organization to Literacy NENY and Literacy Volunteers—Mohawk/Hudson through a merger in July 2009. LNYGCR provides one to one and small group literacy tutoring by trained volunteers and staff to adults motivated to improve their literacy skills, elevate their self-esteem and increase their earning potential. We are the ONLY source of free adult literacy tutoring in Saratoga County. We provide individual and small group instruction in basic literacy skills: reading, writing, pre-GED and English fluency.

During 2009-10 Literacy New York Greater Capital Region expanded our curriculum to include math and financial literacy. The two main components of this program will be math skills/problem solving and directed financial literacy topics that focus on specific life skills such as banking, and insurance. In conjunction with basic literacy skills this program will better prepare learners to better navigate their lives.

Due to perilous financial situations for many people, the need for our services continues to increase. Individuals have been forced to recognize the direct relationship between low level literacy skills and the competitive job market. As more and more individuals seek literacy assistance to improve their employment and financial situations, our agency must train an increased number of tutors to meet this growing need. Tutors must complete a twelve hour training as well as attend periodic in-service programs. In April of 2010 we will sponsor an all-day tutor in-service training workshop for our volunteers at Skidmore College. We are seeking funding to support our tutor training workshops, purchase training materials, and to provide resources and on-going instructional support by staff.

Tutoring occurs primarily at the Saratoga Springs Public Library. We serve approximately 40 Saratoga Springs residents per year.

Robert N. Stevens

(Authorized Signature)

EXECUTIVE DIRECTOR

(Title)

____Robert N. Stevens, Executive Director_____

(Typed or Printed Name)

____January 26, 2010_____

(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.

Our literacy programs are ongoing, expanding and have been completely revamped....Literacy tutoring – reading, writing and English Language Learning (ELL) has been ongoing in Saratoga Springs for more than 30 years. However, the intensity and duration of that tutoring has increased significantly . As the economy continues to struggle, requests for GED, math and job skills tutoring have increased, as has the need for small group instruction. During 2009-10 Literacy New York Greater Capital Region has been piloting a math and financial literacy curriculum. Our staff and tutors have been trained. We have the curriculum and the appropriate assessment tools. While we have been successfully offering math tutoring for pre GED and GED students for years, this new curriculum broadens the number of students we can assist. Unlike most "Financial Literacy" programs, this will address basic math skills, concepts, and problem solving approaches. It is more focused on the math needs we all encounter on a daily basis. The program is offered to our current literacy students and then other adult students as funds allow.

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

statistics 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 who 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.

We continue to experience a dramatic rise in the number of learner’s working towards a GED, a CDL, etc. With the tight job market, workers 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.

We continue to see increased numbers of ELL (English Language Learners) more than doubling the number of adults 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 as well as small group instruction.

Meeting the needs of this expanding and diverse student population requires an increased number of volunteer tutors. Our tutors attend an twelve-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 basic English skills classes as well as one to one tutoring.

A) 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.

The adults who participate in our programs are ethnically, linguistically and culturally diverse. 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, BOCES, 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 40 adults with Basic Literacy/ESOL needs in Saratoga Springs during the 2010/2011 program year.

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.*):

Entering educational levels are assessed by a standardized test- TAFE, BEST Plus, BEST Literacy, WADE, READ- that are administered by trained staff or volunteers. All 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:

- Educational gain – Improve Basic Literacy or Improve English Speaking
- Obtain / improve / retain employment
- Obtain a GED

These goals are measured by learner exit interviews, ongoing informal assessments with tutor, and formal annual assessments.

Learners often also set SECONDARY Goals:

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

Monthly tutoring updates confirm goal completion. In addition, post tests, using the standardized tests listed above, are re-administered every June.

Performance Goal	Indicator Verification	Timeline
50 Potential Learners will contact LNYGCR for services as a result of public relations and marketing plan	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
45 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 Tutors must attend ongoing in services in order to stay current
40 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.	Verified through ASISTS Database, Individual Learning Plan	Students must commit to weekly tutoring and homework/skill reinforcement Students must make educational gain
35 learners will achieve at least one secondary goal	Through Independent Learning Plan which is developed with tutor; verified through ASISTS Database	
25 will achieve a primary goal		

as well as a secondary goal	Verified through ASISTS Database	
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- B) Provide an activity timeframe/schedule (include start, completion dates, and other significant performance stages). **Intake, assessments, tutoring, and post-testing are continuous throughout the year.**
- C) 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. **None needed**

2. ORGANIZATIONAL CAPACITY

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 was created in 2009, the result of the merger of Literacy NENY and Literacy Volunteers—Mohawk/Hudson, this merged agency now serves five counties. The history of our merged agency dates to 1967. Our service area covers over 3,500 square miles in Saratoga, Warren, Washington, Albany and Schenectady Counties. We maintain a program office at the Saratoga Public Library and an administrative office on Spring St, Saratoga Springs. Literacy New York Greater Capital Region is governed by a volunteer Board of Directors. Our vision is universal literacy. Our organizational values are programmatic excellence and fiscal responsibility. The Literacy New York Greater Capital Region staff manages develops and implements effective Basic/ Functional Literacy, ELL (English Language Learners) programs. In so doing, 50% of agency resources are allocated to the recruitment, orientation, assessment, training (volunteers only) and matching of adult learners and volunteer tutors and 50% of Agency resources are applied to supporting active learner/tutor partnerships toward learners' desired outcomes. Literacy New York Greater Capital Region is involved in several pilot projects including the Wilson Reading Program for adults needing basic reading skills reinforcement and financial Literacy projects.

We have not received funding from the City of Saratoga Springs. The Board of Directors list is attached separately.

- A) 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.

Our organization's success is defined by our students' successes. Did they meet their educational and job related goals?

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.

Robert N. Stevens, the Executive Director has been Executive Director of the organization since 2000. He has many years of experience working with non-profit organizations and volunteers. He currently serves on the board of three non-profits, is the treasurer of a fourth non-profit and severs on the Audit and Finance committee of a fifth non-profit. He has a Bachelor of Science in Finance and is certified as a Non-Profit Accounting Professional. He is responsible for all aspects of Literacy New York Greater Capital Region administration including resource development, budgeting and financial oversight.

Sue Hensley-Cushing, the Director of Educational Services has many years of experience working with non-profit organizations and volunteers. She has worked with LNYGCR since 2000. She has her Master's of Science in Education and is a NYS certified reading specialist. Her interests include teaching process writing, reading comprehension and multiple learning styles. She is a certified tutor trainer, a Wilson Reading Program trainer and a NYS Bridges to Practice trainer. She is responsible for all aspects of the Literacy New York Greater Capital Region program including assessment of learners and supervision of volunteer and program staff.

Maria Lange, Saratoga Coordinator has extensive background in reading theory and practice, teaching and computer training. She worked with developmentally disabled adults for many years, providing instruction and support. Maria has a flair for website development, recruitment and training. Her office is provided in kind by the Saratoga Springs Public Library, where she is enthusiastically engaged in adult literacy and volunteer recruitment. Maria has recently been certified as a Financial Literacy tutor trainer.

LNYGCR Volunteer Tutors, (currently 40 active tutors in Saratoga Springs) deliver free literacy services to our adult learners after attending twelve hours of Basic Literacy/ELL Training. All Tutors are taught field-tested, research based, literacy education techniques that are considered "best practice" principles. Each commits to provide 2-4 instructional hours and 2-4 preparation hours per week for a calendar year. Three of these volunteer tutors, Connie Nealon, Kathleen Quinn, and Janet Casey have been certified tutor trainers for many years. There are continuing education seminars for in depth training of literacy specialty areas including an all-day in service seminar for volunteer tutors at Skidmore College in 2010.

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

Literacy New York Greater Capital Region receives in kind support from the Saratoga Springs Public Library which provides office facilities, training space and partner programming. Literacy New York Greater Capital Region networks with the Southern Adirondack Library System, BOCES, Head Start, the Saratoga Literacy Task Force and local community agencies to identify and serve adults with low literacy.

B)

3. ACTIVITY BUDGET – (ATTACHMENTS 1, 2)

A) Include attached budgets (Attachments 1, 2) as appropriate

- PROGRAM OPERATING BUDGET (Attachment 1) – for all proposals including public service projects and construction/site development projects

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.

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**

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	15,000	22,200	37,200	NYS ALE grant, Saratoga Read/Run event, Saratoga County grant
Fringe		6,300	6,300	NYS ALE grant, annual appeal
Tutors		61,700	61,700	40 Volunteers- 2,200 hrs/year @\$28.04/hour-IN KIND
<i>Subtotal</i>	15,000	90,200	105,200	

Advertising/Marketing		3,000	3,000	IN KIND- Area media
Program Supplies		1,500	1,500	
Rent & Utilities		12,000	12,000	IN KIND-Saratoga Springs Public Library
Other - list below				
Tutoring materials (books, workbooks, educational software)		1,000	1,000	
Training Materials (Wilson materials, training manuals, assessments)		1,500	1,500	
<i>Subtotal</i>	0	19,000	19,000	

TOTAL COST

15,000	109,200	124,200
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(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: **112 SPRING ST, RM 102, SARATOGA SPRINGS, NY 12866**

FEDERAL ID #: **23-7409758** PHONE: **518 452 3382** FAX: **518 452 3384**

1. Please identify your fiscal year (mth/yr to mth/yr): **July 09-June 10**

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: **09/10**

CDBG Funding Amount: **\$7,000**

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

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

AMOUNT OF AWARDS

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

----- SARATOGA COUNTY

4,000

Robert N. Stevens

Robert N. Stevens, Executive Director
Authorized Signature

Date January 26, 2010

Literacy New York Greater Capital Region, Inc. Board of Directors 2009-2010 (rev. 11/2/09)

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Saratoga Springs Literacy Data

- **3,580 Saratoga Springs adults read below the fifth grade level. ***
- **3,030 Saratoga Springs adults over age 25 do NOT have a high school diploma. ****
- **2,700 Saratoga Springs residents speak a language other than English at home. ****
- **2, 200 adult Saratoga Springs residents lack even basic prose literacy skills. It is estimated that there are over 2,200 adult residents of Saratoga Springs 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.*****

*NALS- National Institute for Literacy: The State of Literacy in America, 1998, **US Census- 2000

***U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy

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49 Henry St. • Saratoga Springs, NY 12866 | 380A Glen St. • Glens Falls, NY 12801 | Old Salem Courthouse • Salem, NY 12865

Literacy Resource Center • Schenectady County Public Library • 99 Clinton St. • Schenectady, NY 12305

Literacy Resource Center • Albany Public Library • 577 Western Ave. • Albany, NY 12203

800.774.READ • www.literacynycap.org

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