

APPLICATION FOR
COMMUNITY DEVELOPMENT BLOCK GRANT (CDBG) ENTITLEMENT PROGRAM
 — 2016 Program Year Funding—

ACTIVITY NAME: Sustainability of Adult Literacy Programs in Saratoga Springs, NY

APPLICANT: Literacy New York Greater Capital Region

MAILING ADDRESS: 49 Henry Street, Saratoga Springs, NY

Zip: 12866

PHONE: 518-583-1232 FAX: none EMAIL: m2lange@gmail.com

CONTACT PERSON: Maria Lange TITLE: Interim Executive Director

APPLICANT (select 1):	<u>City Department</u> <small>(List Dept.)</small>	<u>Private non-profit organization</u> <u># 237409758</u> <small>(List Federal ID #)</small> <u>(DUNS #)</u>	<u>Other Public Agency</u> <small>(Specify)</small>
-----------------------	---	---	--

NATIONAL OBJECTIVE (select 1): <u>“Benefit persons of Low/moderate income”</u> L/M Income Area Benefit <input checked="" type="checkbox"/> L/M Income Limited Clientele Activities L/M Income Housing Activities L/M Income Job Creation/Retention	<u>“Address slum/blight Conditions”</u> “N/A” Slum/blighted Area Slum/blighted Spot Basis “N/A” Urban Renewal Completion	<u>“Urgent CD Need”</u> “N/A Urgent Need”
---	---	--

REQUESTED ENTITLEMENT FUNDING: \$ 15,000

Funding Leveraged from Other Sources: \$ \$88,922 (In-kind office/ class space, volunteer hours, grants and donations)

Total Activity Cost: \$_107,922

**as per 2013 latest estimated of value of volunteering @\$23.04/hour.... www.independentsector.org*

**The national, average annual expenditure per adult learner is around \$800/ NYSED average per adult learner is \$705.*

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:

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

Literacy NY Greater Capital Region changes lives and builds community by strengthening literacy skills through learner centered education. We provide the instructional tools needed to encourage and achieve personal goals that offer economic growth and independence for adults.

By offering one-to-one and small group instruction we can focus learning on the needs of the adult learner from improving their reading, writing, and math skills; learning English; or preparing for the HSE/TASC test to obtaining US Citizenship. We strive to motivate adults to improve their literacy skills, elevate their self-esteem and increase their earning potential.

We are the only program in Saratoga offering *FREE* one to one instruction, flexible tutoring times and locations, a detailed assessment process and research based learner centered instruction. In addition, all tutoring programs include a “life skills” component that focuses on time management, soft skills, setting short term goals and prioritizing life issues.

In 2016, Literacy NY Greater Capital Region will tutor 22 low to moderate income adult “Saratogians” who have low literacy skills. Our services include: a professional intake and assessment process, trained and supported volunteers, monthly follow up, quarterly informal assessment meetings, continuing educational programs for our volunteers and our students, and

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.

Our literacy programs are ongoing, expanding and evolving....Literacy Tutoring, utilizing training and supported volunteers, has been ongoing in Saratoga Springs for more than 40 years. We are still known locally as Literacy Volunteers and thanks to the foresight of Harry Dutcher and now supported by Ike Pulver, our literacy staff and volunteers have a permanent office, tutoring library, and weekly class space at the Saratoga Springs Public Library. As the economy has become unstable, literacy skill improvement is even more necessary. The TASC test, math, writing, reading and job skills are no longer optional items on a resume. Now, jobs require computer skills, applying for jobs online and better communication and writing skills to obtain work. Our programs have evolved to cover the new definition of Literacy to include everyday literacy needs.

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 lack the literacy skills to sign a form, add the amounts on a bank deposit slip or read a doctor's prescription on a bottle.

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

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. Our student 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 22 adults with Basic Literacy/ELL needs in Saratoga Springs during the 2016/2017 program year.

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.

Literacy New York Greater Capital Region works with an economic range of individuals within the City of Saratoga who are in need of literacy assistance while also working with local agencies to help us identify those of true need. The EOC, BOCES, Franklin Community Center and Head Start to name a few. In addition, now ask for proof of income via a paystub or tax returns to identify their income level.

C-2) the inhabitants of a predominantly low-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.

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.)

Entering educational levels are assessed by a standardized test- TABE, BEST Plus, BEST Literacy, 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:

- **Educational gain - Improve Basic Literacy or Improve English Speaking**
- **Obtain / improve / retain employment**
- **Obtain a HSE via the TASC test**

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 their children regularly**
- **Communication with teachers/school staff/attend parent-teacher conferences /volunteer**
- **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 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).

Performance Goal	Indicator Verification	Timeline
<p>35 Potential Adult Learners will contact LNYGCR for services as a result of public relations, marketing plan and word of mouth.</p>	<p>Verified through intake tallies.</p>	<p>Training of volunteer tutors and assessing/interviewing potential students is ongoing.</p> <p>An active match must meet once a week on a regular basis.</p> <p>Goals met must be reported quarterly.</p>
<p>27 Learners will meet with staff for assessment of priorities and needs; learner chooses to enter into a tutor/learner partnership.</p>	<p>Verified through ASISTS Database, interview, learning disabilities screen, goal setting.</p>	<p>Tutors must attend ongoing in services in order to stay current.</p>
<p>30 Learner/tutor partnerships will be activated or enrolled in classes; one long term and two short-term literacy goals will be identified; work will be started toward these goals.</p>	<p>Verified through ASISTS Database, Individual Learning Plan, EFL’s.</p>	<p>Students must commit to weekly tutoring and homework/skill reinforcement.</p> <p>Students must make educational gain.</p>
<p>22 learners will achieve at least one secondary goal.</p>	<p>Through Independent Learning Plan which is developed with tutor; verified through ASISTS Database.</p>	
<p>22 will achieve a primary goal as well as a secondary goal.</p>	<p>Verified through ASISTS Database.</p>	

- 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 serving the Saratoga Springs community for over 40 years beginning as Literacy Volunteers, merging to become Literacy NENY and now a 5 county organization that covers 3500 square miles.

Board of Officers and Members 2015-2016:

Officers:

Barry Walston, President
Zach Garafalo, Secretary
Bruce Katz, Treasurer

Jane Arnold
Sean Brown
Harrison Freer
Anthony Gaddy
Daniel Katz
Maria Lange
Richard Rivera
Laura Santigo

We have received Saratoga CDBG over the years and most recently in 2013 for \$5,235.50

- 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.

Our organization's success is defined by our learner's achievements and also reported on the NYSED ASISTS Program Evaluation Report. We have consistently met or exceeded state benchmarks annually. LNYGCR follows all guidelines and regulations established by NYSED and RAEN for rendering academic services to Adult Learners.

- 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.

Maria Lange - serving as Saratoga County Program Manager for 9 years and currently also as Interim Executive Director. Ms. Lange holds a degree in Elementary Education, strong computer data and graphic skills and has excellent project and event planning skills. She has worked with developmentally challenged adults and English Language Learners for a number of years providing instruction and support. She will oversee general program, supporting tutors and classes teachers, and administering intakes/ assessments of learners in the literacy program as well as manage data collection.

Literacy Volunteer Tutors - all tutors are enrolled in a field-tested, research-based training program that follow "best practices" in adult instruction. They are committed to offering tutoring for up to 4 hours per week for one year which includes 2-4 hours of preparation each week. Continuing education workshops are offered to tutors to enhance and hone their tutoring specialties throughout the year.

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

Saratoga Springs Public Library - support us with in-kind space for our classes and office in addition to promoting our program locally through their seasonal brochures and staff awareness.

WSWHE BOCES- We collaborate on working with students who are focused on obtaining their HSE with the TASC test. We will refer learners who best fit their class model and they in turn recommend our program to students who need further tutoring. We meet to discuss current needs and offer testing assistance when needed.

Guest speakers for our classes to offer a broader view of our community and issues that relate to women's needs: Wellspring's Rage or Regret Presentation, Saratoga County League of Women Voters ("The Stone that Started the Ripple" a one act play about the women's suffrage movement), Saratoga Visitor's Center.

Local Field Trips to places of interest and for learning to include Skidmore's Tang Teaching Museum (Educator's tour), Yaddo Garden with a docent led tour, Congress Park and Canfield Casino, and Saratoga Springs Racetrack for the Backstretch Tour.

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

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.

(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	\$12,000	\$17,500	\$32,500	NYSED ALE, Global Malta Foundation, Tri-County UW, Saratoga CDBG
Fringe	\$1,000	\$3,000	\$3,000	NYSED ALE, Annual Appeal, Donations (insurances, etc.)
Other (consultants, etc.)		\$63,922	\$63,922	22 Volunteer – 2,772 hrs per year @ 23.04/hour In-Kind
Subtotal	\$13,000	\$83,922	\$99,422	

OVERHEAD				
Advertising/Marketing			\$500	Website, business cards, advertising, letterhead
Program Supplies	\$1000		\$1000	
Rent & Utilities		\$4000	\$4000	In-kind Saratoga Springs Public Library
Other – list below				
Tutoring materials (books, workbooks, software, newspapers – NY)	\$500	\$500	\$1500	
Training materials (Wilson packs, training manuals, assessments)	\$500	\$500	\$1000	
Events			\$500	
Subtotal	\$15,000	\$88,922	\$107,922	

TOTAL COST	\$15,000	\$88,922	\$107,922
------------	----------	----------	-----------

(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				
Legal				
Engineering				
Architectural/Design				
Fees and Permits				
Subtotal				

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

TOTAL COST			
------------	--	--	--

(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: 49 Henry Street, Saratoga Springs, NY 12866

FEDERAL ID #: 23-7409758 PHONE: 518-583-1232 FAX: _____

DUNS #: _____

1. Please identify your fiscal year (mth/yr to mth/yr): July 1 – June 30

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

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

CDBG Activity Name: Sustainability of Adult Literacy Programs in Saratoga Springs, NY

CDBG Funding Program Year: 2016 CDBG Funding Amount: \$15,000

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
<u>Malta Global Foundation</u>	<u>\$5000</u>
_____	_____
_____	_____
_____	_____

Authorized Signature

Maria Lange

Date

January 29, 2016