

APPLICATION FOR
COMMUNITY DEVELOPMENT BLOCK GRANT (CDBG) ENTITLEMENT PROGRAM
— 2012 Program Year Funding—

ACTIVITY NAME: _____Adult Literacy Tutoring–Basic Skills, ELL, Math, GED
APPLICANT: _____ Literacy New York Greater Capital Region, Inc.
MAILING ADDRESS: 110 Spring St, Rm 102, Saratoga Springs, NY , 12866
PHONE: _518 226 0040 FAX: 518 463-8656 EMAIL: _shensleycushing@literacynycap.org
CONTACT PERSON: Sue Hensley–Cushing TITLE: Associate Director

APPLICANT (*select 1*): City Department Private non-profit organization
 Other Public Agency

(List Dept.)

23-7409758

NATIONAL OBJECTIVE (*select 1*):

“Benefit persons of Low/moderate income” “Address slum/blight Conditions” “Urgent CD Need”

- | | | |
|--|---|--------------|
| <input type="checkbox"/> L/M Income Area Benefit | “N/A” Slum/blighted Area | “N/A” Urgent |
| Need | | |
| <input type="checkbox"/> L/M Income Limited Clientele Activities | <input type="checkbox"/> Slum/blighted Spot Basis | |
| <input type="checkbox"/> L/M Income Housing Activities | “N/A” Urban Renewal Completion | |
| <input type="checkbox"/> L/M Income Job Creation/Retention | | |

REQUESTED ENTITLEMENT FUNDING: \$ _ **8,500**

Funding Leveraged from Other Sources: \$ 14,400 (in kind-office & training facilities, advertising)
45,425 (in kind-_1620 hours/ literacy tutoring*)
23,000 (grants, fundraising)

Total Activity Cost: \$ 91,325

**as per 2010 rate of value of volunteering @\$28.04/hour..... 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) provides one to one, small group and classroom literacy tutoring by trained volunteers to adults motivated 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. We provide instruction in basic literacy skills: reading, writing, pre-GED, GED, math and English fluency.

In 2012 Literacy New York Greater Capital Region will tutor 30 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 focused Individual Learning Plans utilizing adult education functioning levels established by the New York State Education Department. Our Adult Basic Education volunteer tutors work with adults reading and writing from assessed grade levels from Kindergarten to 11th grade, with content focused on alphabets, fluency, vocabulary and reading comprehension. Our ELL (English Language Learners) tutors work with adults who are preliterate in their own language through those assessing at an intermediate English proficiency. ELL learners can choose to work one to one with a volunteer, participate in a small group or in a class, or use both opportunities. Our math tutoring program components are math skills/problem solving and directed financial literacy topics that focus on specific life skills such as banking, and insurance. Our pre GED and GED program "teach to the test"- passing the GED. All tutoring programs include a "life skills" component that focuses on time management, soft skills, setting short term goals and prioritizing life issues.

With a sluggish economy, the need for our services has increased. Our adult learners recognize the direct relationship between low level literacy skills and the competitive job market. In fact, each has a stated goal to obtain, retain, or improve employment. As more and more individuals seek literacy assistance to improve their employment and financial situations, our organization must train volunteer tutors to meet this growing need. Tutors complete a 15 hour training as well as attend periodic in-service programs. We are seeking funding from the City of Saratoga Springs to support our tutor training workshops, training materials, resources and on-going instructional support by staff.

Tutoring occurs primarily at the Saratoga Springs Public Library. In addition, because of the flexible nature of our tutoring, we tutor in any public location that is convenient for our adult student. We serve approximately 30 Saratoga Springs residents per year.



(Authorized Signature)

___Executive Director & CEO___
(Title)

___Robert N. Stevens___
(Typed or Printed Name)

___January 26, 2012___
(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 evolving....Literacy Tutoring, utilizing training and supported volunteers, has been ongoing in Saratoga Springs for more than 30 years. In fact, due to the foresight of Harry Dutcher and now supported by Ike Pulver, our literacy staff and volunteers have a permanent office and tutoring library at the Saratoga Springs Public Library. With the new millennium, the intensity, focus, and instructional strategies of that tutoring has evolved. As the economy struggles, the GED, math, writing, reading and job skills are no longer optional items on a resume. In addition, research on adult learning has precipitated focused assessment of a student's strengths and needs so that individual tutoring programs can be tailored to more quickly and precisely meet the student's learning goals. Recently, Literacy New York Greater Capital Region has been chosen as a pilot site for a new math literacy curriculum,

addressing basic math skills, concepts, and problem solving approaches, as well as a “Numbers Sense” life skills component that focuses on the math needs we all encounter on a daily basis.

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

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

We have experienced a dramatic rise in the number of learner’s working towards a GED, a CDL, licensing exams 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.

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

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

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, school districts and local agencies: Our students characteristics are:

Ages 18-80.

100% say their limited literacy skills hinder their pursuit of personal/professional goals.

100% want to quantifiably increase their literacy skills

90% lack a high school diploma or equivalent

98% are under-employed, or unemployed based partly on their limited literacy.

100% say they have low self-esteem with their low literacy skills, expressed as shame or embarrassment.

100% have educational “holes” in their literacy knowledge that hinder literacy improvement

100% who are parents believe that their limited literacy skills negatively affect their children.

90% of parents feel inadequate assisting their children with school related tasks/activities

50% have suspected learning disabilities

25% are not literate in their native language, if other than English

25% have limited literacy skills in their own language, if other than English

We will assist approximately 30 adults with Basic Literacy/ELL needs in Saratoga Springs during the 2012/2013 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- 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:

- 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

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.

Performance Goal	Indicator Verification	Timeline
40 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 Goals met must be reported quarterly
35 Learners will meet with staff for assessment of priorities and	Verified through ASISTS Database, interview, learning disabilities	Tutors must attend ongoing in

needs; learner chooses to enter into a tutor/learner partnership	screen, goal setting	services in order to stay current
30 Learner/tutor partnerships will be activated; one long term and two short-term literacy goals will be identified; work will be started toward these goals.	Verified through ASISTS Database, Individual Learning Plan, EFL's,	Students must commit to weekly tutoring and homework/skill reinforcement Students must make educational gain
25 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	

- 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 (Saratoga, Warren and Washington Counties) and Literacy Volunteers Mohawk Hudson (Albany and Schenectady Counties). That merger allowed the continuation of Literacy Volunteers of Saratoga, which has provided volunteer literacy tutoring in Saratoga for 35 years. 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 LNYGCR staff manages, develops and implements effective Basic/ Functional Literacy, ELL, GED, math and writing 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. LNYGCR is involved in several pilot projects including the Wilson Reading Program for adults needing basic reading skills reinforcement, National Institute for Literacy's *Learning to Achieve* learning disabilities project, Wilson's *JustWords*, as well as curriculum development for adult learning projects.

We received funding from the City of Saratoga Springs in 2009. 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? Last year, LNYGCR posted tested over 87% of all our adult students and over 58% achieved academic gain of at least one grade level, and often several grade levels, after a year of tutoring.

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 has been Executive Director of the organization since 2001. 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 serves 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 Associate Director has many years of experience working with non-profit organizations and volunteers. She has worked with Literacy 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 National Institute for Literacy Learning to Achieve trainer. She is responsible for all aspects of the LNYGCR program including assessment of learners, supervision of volunteer and paid staff, and development of new programming.

Saratoga Coordinator, **Maria Lange**, 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.

LNYGCR Volunteer Tutors (currently 40 active tutors in Saratoga Springs) deliver free literacy services to our adult learners after attending 15 hours of Basic Literacy/ESOL Training. All Tutors are taught research based, literacy education techniques and instructional strategies that are considered "best practice" principles. Each volunteer commits to provide 2-4 instructional hours and 2-4 preparation hours per week for a calendar year. There are continuing education seminars for in depth training of literacy specialty areas.

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

LNYGCR receives in kind support from the Saratoga Springs Public Library which provides office facilities, training space and partner programming. We network with the Southern Adirondack Library System, 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	8,500	15,500	24,000	NYS Adult Literacy Education, WIA Title II E.L. Civics
Fringe		5,700	5,700	NYS Adult Literacy Education, Annual Appeal, Grants, annual appeal
Tutors		45,425	45,425	30 Volunteers- 1620 hrs/year @\$28.04/hour-IN KIND
<i>Subtotal</i>	8,500	75,125	75,125	

Advertising/Marketing		2,400	2,400	IN KIND- Area media
Program Supplies		600	600	Annual Appeal
Rent & Utilities		12,000	12,000	IN KIND-Saratoga Springs Public Library
Other - list below				
Tutoring materials (books, workbooks, educational software)		1,200	1,200	NYS Adult Literacy Education
<i>Subtotal</i>	0	16,200	16,200	

TOTAL COST

8,500	82,825	91,325
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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, INC.

MAILING ADDRESS: 110 SPRING ST, RM 102, SARATOGA SPRINGS, NY 12866

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

1. Please identify your fiscal year (mth/yr to mth/yr): July 11-June 12

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

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

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

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

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

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

AMOUNT OF AWARDS

WIA TITLE II- EL CIVICS 9,000

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

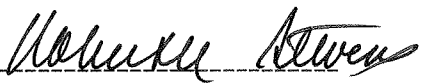
* If "yes", please describe:

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

IDENTIFY PROGRAM NAME & YEAR OF AWARD

IDENTIFY AMOUNT OF CO. AWARDS

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Robert N. Stevens, Executive Director & CEO 

Authorized Signature

Date January 26, 2012