

APPLICATION FOR
COMMUNITY DEVELOPMENT BLOCK GRANT (CDBG) ENTITLEMENT PROGRAM
— 2017 Program Year Funding—

ACTIVITY NAME: Sustaining Literacy Program Coordinator at Saratoga Springs Public Library
APPLICANT: Literacy New York Greater Capital Region
MAILING ADDRESS: 49 Henry Street
Saratoga Springs, NY Zip: 12866
PHONE: 518-424-3668 FAX: _____ EMAIL: mlange@literacynycap.org
CONTACT PERSON: Maria Lange TITLE: Executive Director

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


(DUNS #)

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: \$ 10,000
Funding Leveraged from Other Sources: \$ 44,300.50
Total Activity Cost: \$ 54,300.50

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:

Maria Lange
(Authorized Signature)
Maria Lange
(Typed or Printed Name)

 Digitally signed by Maria Lange
Date: 2017.01.31 14:02:25 -05'00'

Executive Director
(Title)
1/31/2017
(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.
- 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.
- 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.
 - 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.)*
- E) Provide an activity timeframe/schedule (include start, completion dates, and other significant performance stages).
- 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.

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

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 I)

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	8500	33,600	42,100	NYS ALE, Malta Global Fdn, donatio
Fringe		2668	2668	Capital Region Comm Fund
Other (consultants, etc.)		5982.50	5982.50	NYS ALE, CRCF
<i>Subtotal</i>	8500	42,250.50	50,750.50	

OVERHEAD				
Advertising/Marketing	43	100	143	Website
Program Supplies	500	500	1000	Test administrations, books, etc
Rent & Utilities	657	(4000)	657	Phone, Internet, Rent - Inkind (SSPL
Other – list below				
Travel	300	1450	1750	Travel to trainings for new PC and staff meetings
<i>Subtotal</i>	1500	2050	3550	

TOTAL COST	10,000	44,300.50	54,300.50	
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(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				
<i>Subtotal</i>				

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

TOTAL COST

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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: 49 Henry Street

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

DUNS #: _____

1. Please identify your fiscal year (mth/yr to mth/yr): July 1, 2017 - June 30, 2018

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

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

CDBG Activity Name: Sustaining a Literacy Program Coordinator at Saratoga Springs Public Library

CDBG Funding Program Year: 2017-2018 CDBG Funding Amount: 11,457.00

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

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

AMOUNT OF AWARDS

NYS ALE grant

63,000 / our 5 counties

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

* 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

* If "yes", please describe: _____

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

IDENTIFY PROGRAM NAME & YEAR OF AWARD

IDENTIFY AMOUNT OF CO. AWARDS

Dec 2016 Malta Global Foundation Grant

2500

April 2016 Soroptimist grant

750

Feb 2016 Skidmore Alumni Grant

\$1000 for 2 laptops for classroom instruction

Maria Lange

Digitally signed by Maria Lange
Date: 2017.01.31 12:50:09 -05'00'

1/31/2017

Authorized Signature

Date

COMMUNITY DEVELOPMENT BLOCK GRANT (CDBG) ENTITLEMENT PROGRAM 2017

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 strives to change lives and build 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 or small group instruction. We work to offer flexible tutoring times and locations, a detailed assessment process along with 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.

Literacy NY Greater Capital Region provides services over 5 counties, and in 2017 will tutor 15 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. To do this, we need to hire a Program Coordinator to serve in Saratoga Springs, working part time for 20 hours per week.

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. This year, we are moving to incorporate more technology in the class room with language learning apps and online resources for both individual and class use.

Staffed by experienced professionals and hundreds of trained and committed volunteer tutors, Literacy New York Greater Capital Region programs work to keep abreast of new learning trends along with evolving literacy needs. Today, literacy instruction reaches beyond the traditional skills of learning to read and write in order to help adults meet the demands of our changing world. Monies will go to support and sustain the ongoing literacy programs in Saratoga Springs. Specifically, at the Saratoga Springs Public Library where tutors meet and classes are held. Literacy programs across the state continue to see a significant reduction in state education funding as a result of budget cuts and with the current culture of a new administration, we are concerned that they will continue to decline. Even with these cuts, we have worked to continue our services, but with limited staff hours. I have been working as both Executive Director of the organization along with still managing the role of Saratoga Program Coordinator. With your help, we look to hire a part time Program Coordinator to manage the Saratoga office and develop the program there. With a dedicated staff in Saratoga, we will be able to focus on offering Volunteer Workshops, additional Tutor Training opportunities, and expanding our literacy program. Our hope is that additional funding will offer us a return to the full programmatic structure we have offered over the past decade.

Our programs work not only to help individuals improve their literacy skills, but help adults navigate into new life roles. We hold lessons on shopping, visiting the doctor, making friends, preparing for the learner's permit, role-playing workplace language as well as practice writing resumes and interviewing exercises. In doing so, we encourage them to

engage in their community and improve their work environment.

Beyond our supporting our learners, our staff offers ongoing instructional support and professional development for the volunteers who tutor in our literacy program. For without them, we would not be able to provide instructional access throughout the counties where we serve.

Lastly, our program is growing stronger due to the successes of our learners. Last fiscal year, we had 2 learners in Saratoga who passed the TASC test and as a result improved their work status, 2 who got a new job, 7 that got their drivers license, and many who realized personal goals from reading to their children, taking computer classes, reading for pleasure, making appointments on their own, applying for jobs online, and volunteering at their child's school.

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 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 from using computers and smartphones, researching online, typing and submitting job applications electronically, or developing writing to meet the needs of daily tasks.

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.

EDUCATION DEMOGRAPHIC INFO BY CITY

CITY	POP	NO HIGH SCHOOL DIPLOMA	IND LIVING IN POVERTY	UNEMPLOY	FOREIGN-BORN PERSONS
Saratoga	27,765	5.8%	7.6%	4.2%	6.4%

*National Center for Education Statistics, 2003

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 15 adults with Basic Literacy/ELL needs in Saratoga Springs during the 2017/2018 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. Starting in 2015, we ask for proof of income via a paystub or tax returns to identify their income level and use the 2016 HUD Poverty Level Chart to determine need giving preference to those who fall under the low and moderate income categories.

C-2) the inhabitants of a predominantly low-moderate income area, identify the Census Block Group in which the activity is located. Learners can come from any of these areas:

611.005	101.1%
612.004	84.0%
610.006	74.2%
610.001	58.9%
612.001	56.7%
610.002	55.7%

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

Literacy is a means to breaking the cycle of poverty, so our literacy instruction is vital for adults seeking to improve out of poverty by means of improving their reading, speaking English, improving their work status, getting there HSE or attending college.

- 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.)

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>25 Potential Adult Learners will contact LNYGCR for services as a result of public relations, marketing plan and word of mouth.</p> <p>25 Learners will meet with staff for assessment of priorities and needs; learner chooses to enter into a tutor/learner partnership.</p> <p>20 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>15 learners will achieve at least one secondary goal</p> <p>15 will achieve a primary goal as well as a secondary goal</p>	<p>Verified through intake tallies.</p> <p>Verified through ASISTS Database, interview, learning disabilities screen, goal setting.</p> <p>Verified through ASISTS Database, Individual Learning Plan, EFL's.</p> <p>Through Independent Learning Plan which is developed with tutor; verified through ASISTS Database.</p> <p>Verified through ASISTS Database.</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>Tutors must attend ongoing in services in order to stay current.</p> <p>Students must commit to weekly tutoring and homework/skill reinforcement.</p> <p>Students must make educational gain.</p>

E) Provide an activity timeframe/schedule (include start, completion dates, and other significant performance stages).

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.

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 2016-2017:

Officers:

Barry Walston, President

Zach Garafalo, Secretary

Bruce Katz, Treasurer

Sean Brown

Harrison Freer

Anthony Gaddy

Daniel Katz

Richard Rivera

Laura Santiago

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 Database and NYS Ed 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. Our program's success is highlighted by volunteers who return after leave and by learners moving on to life goals with achievements they have made through our literacy program. Additionally, we are most happy when we see a learner make the change to volunteer as that is a true measure that our program is working.

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.

Program Coordinator – Position to be advertised end of February 2017.

Maria Lange – Currently servicing as Executive Director and as Saratoga County Program Manager for 10 years. 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: Saratoga County League of Women Voters, healthcare providers, Legal Aid, etc.

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.

Literacy New York Greater Capital Region
Summary Financial Budget
For the Year Ended June 30, 2017

<u>Donations & Grant Income</u>	Total
ALE - \$61,377yr @ \$15,750/Qtr	07/16-09/16 \$ 15,344
ALE - \$61,377yr @ \$15,750/Qtr	10/16-12/16 15,344
ALE - \$61,377yr @ \$15,750/Qtr	01/17-03/17 15,344
ALE - \$61,377yr @ \$15,750/Qtr	04/17-06/17 15,344
	-
EL Civics - \$15,955/Yr @ \$3,988.75/qtr	07/16-09/16 3,989
EL Civics - \$15,955/Yr @ \$3,988.75/qtr	10/16-12/16 3,989
EL Civics - \$15,955/Yr @ \$3,988.75/qtr	01/17-03/17 3,989
EL Civics - \$15,955/Yr @ \$3,988.75/qtr	04/17-06/17 3,989
	-
Community Fund - same as last year	5,716
City of Glens Falls - for period 10/16-06/17	9,350
Town of Malta	5,000
Various other Cash donations	12,000
Total Income	<u>\$ 109,398</u>
<u>Payroll Costs</u>	
Wages	\$ 73,157
Taxes	10,672
Total Payroll Costs	<u>\$ 83,829</u>
<u>Operating Expenses</u>	
Bookkeeping Services	\$ 7,200
Certified Public Accountant	4,500
Directors & Officers Insurance	720
Disability	180
Dues & Subscriptions	132
Equipment Lease	3,000
Internet	780
Property & Casualty Insurance	7,026
Telephone	1,848
Testing Supplies	2,472
Travel	2,400
Miscellaneous	300
Total Operating Expenses	<u>\$ 30,558</u>
Total Expenses	<u>114,387</u>
Net Surplus (Deficit)	<u><u>\$ (4,989)</u></u>

**Literacy New York Greater Capital Region
Grant & Donation Income
For the Year Ended June 30, 2017**

		Fiscal Year Totals
	07/16-09/16	\$ 15,344
	10/16-12/16	15,344
ALE - \$61,377yr @ \$15,750/Qtr	01/17-03/17	15,344
	04/17-06/17	15,344
	07/16-09/16	3,989
	10/16-12/16	3,989
EL Civics - \$15,955/Yr @ \$3,988.75/qtr	01/17-03/17	3,989
	04/17-06/17	3,989
Community Fund - same as last year		5,716
City of Glens Falls - for period 10/16-06/17		9,350
Town of Malta		5,000
Various other Cash donations		12,000
		-
		<u>\$ 109,398</u>

**Literacy New York Greater Capital Region
Payroll & Payroll Taxes
For the Year Ended June 30, 2017**

	<u>Bi-weekly Pay</u>	<u>Fiscal Year Totals</u>
WAGES		
ML	\$ 1,008	\$ 26,209
MC	\$ 600	15,600
CD	\$ 768	17,482
Crandall-new hire (11/1)	\$ 480	8,320
Schenectady-new hire 11/1	\$ 320	5,546
		-
ACCRUAL BASIS TOTAL		<u>\$ 73,157</u>
 TAXES		
	<u>Rate</u>	
<u>ACCRUAL BASIS</u>		
FICA	7.65%	\$ 5,594
FUI	0.60%	204
SUI	9.00%	4,140
WC	1.00%	734
		-
ACCRUAL BASIS TOTAL		<u>\$ 10,672</u>
GRAND TOTAL		<u>\$ 83,829</u>

Literacy New York Greater Capital Region
Operating Expenses
For the Year Ended June 30, 2017

<u>Category</u>	<u>Total</u>
Bookkeeping Services	\$ 7,200
Certified Public Accountant	4,500
Directors & Officers Insurance	720
Disability	180
Dues & Subscriptions	132
Equipment Lease	3,000
Internet	780
Property & Casualty Insurance	7,026
Telephone	1,848
Testing Supplies	2,472
Travel	2,400
Miscellaneous	300
Totals	<u><u>\$ 30,558</u></u>