

RECEIVED

ORIGINAL

EXHIBIT A

CWC Scoring App #10

Grant Amount Requested: \$ 5000.00

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URBAN REDEVELOPMENT

2017-2018 PUBLIC SERVICE GRANT APPLICATION

RECEIVED
TIME: 2:45P
JAN 18 2018

CITY OF FORT PIERCE
URBAN REDEVELOPMENT

Organization Legal Name: Learn to Read of St. Lucie County

Mailing Address: 809 Delaware Avenue, Fort Pierce, Florida 34952

Physical Address: 809 Delaware Avenue, Fort Pierce, Florida 34952

Contact Person: Luz Ma Camacho Title: Executive Director

BEST CONTACT Phone Number: 772-464-2747 Email Address: learntoreadslc@aol.com

Website Address: <http://www.learntoreadslc.org>

LEGAL STATUS OF ORGANIZATION:

- (X) Incorporated, Not-for-Profit - Month and Year of incorporation/creation: December 1983
 - INCLUDE COPY OF CURRENT BUSINESS TAX RECEIPT (BTR) FROM CITY OF FORT PIERCE
 - INCLUDE COPY OF CURRENT 501(c)(3) DOCUMENTATION FROM INTERNAL REVENUE SERVICE.
 - INCLUDE COPY OF NONPROFIT REGISTRATION FROM SUNBIZ.ORG.

Person Authorized to Sign on Behalf of this Organization. Signature Must Be Notarized.

Luz M. Camacho Today's Date: 01/18/2018
Signature

Print Name: Luz Ma Camacho Title: Executive Director

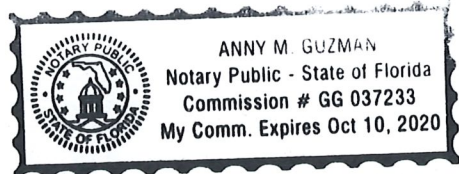
Telephone Number: 772-464-2747 Email: learntoreadslc@aol.com

NOTARY STATE OF FLORIDA, COUNTY OF ST. LUCIE

BEFORE ME, an officer duly authorized by law to administer oaths and take acknowledgements, personally appeared Luz Marina Camacho, who is personally known to me or produced FL ID, as identification, and acknowledged he/she executed the forgoing Agreement for the use and purposes mentioned in it and that the instrument is his/her act and deed.

IN WITNESS OF THE FORGOING, I have set my hand and official seal in the State and County aforesaid in this 18 day of January, 2018.

NOTARY PUBLIC [Signature]
My Commission Expires: Oct. 10, 2020



PLEASE SUBMIT AN ORIGINAL APPLICATION AND 7 COPIES

Attach additional pages as necessary.

PLEASE PRINT NEATLY OR TYPE YOUR ANSWERS TO THE QUESTIONS IN THIS APPLICATION.

1. Describe your organization and list your Mission Statement.

Learn to Read (LTR) is primarily a volunteer-driven organization with 134 volunteer tutors who donate a total of 6,000 hours in goal-specific instruction to approximately 212 learners. LTR employs one full-time paid Executive Director, and one part-time volunteer employee who serves as the office assistant. There are three volunteer trainers who train and certify the tutors.

LTR's mission is to assist in the elimination of adult illiteracy in St. Lucie County by:

- Recruiting and tutoring non-reading adults in reading and writing English.
- Tutoring speakers of other languages to read and write English.
- Training volunteers to become Tutors.
- Promoting literacy projects in the community.

Learn to Read of St. Lucie County tutors are certified by Proliteracy America after completing four hours of tutor training. This certification is recognized on a local, state, national and worldwide level. The tutors use the methods of Laubach Way to English or Laubach Way to Reading according to the learner's needs. These methods provide systematic lessons combining developments in vocabulary, phonics or structural analysis of words, reading, writing practice, and comprehension checks.

LTR supports their adult learners who are enrolled in the program by assisting them to:

- Obtain their GED and/or enroll in certification or post secondary educational programs
- Pass the oral and written Florida driver's test
- Write a resume, meet with other agencies, and reach a determined literacy and math level through Tests for Adult Basic Education (TABE), to prepare to seek and gain employment
- Become citizens of the United States
- Gain computer competency
- Lift themselves out of poverty

2. Describe your organization's history and prior experience, including a description of programs/projects similar to the one you are applying for in this application.

Dorothy Brennan established Learn to Read after reading in a local paper that a mother overdosed her child with medicine because she could not read the instructions on the bottle. Since 1981, LTR offers confidential, one-on-one Literacy and English as a Second Language (ESL) instruction to any adult in St. Lucie County in need of literacy assistance. The adults, 16 and older, function at the lowest literacy levels. Currently, there are no other programs in St. Lucie County that offer free one-on-one literacy or ESL training for the preliterate adult. By emphasizing the achievements of our adult learners and literacy volunteers, Learn to Read acts as a catalyst for excellence, service, and breaks the cycle of poverty.

Learn to Read of St. Lucie County would like to obtain a Public Service Grant totaling \$5000, to develop a free program to integrate workforce readiness into ESOL instruction. There is a

need among the LTR learners to prepare themselves through language, reading, writing and basic mathematics to:

- seek a job path
- be knowledgeable about applying and interviewing for positions
- succeed in the workplace, and to
- become productive citizens and breaking the cycle of poverty

The comprehensive program will use the New Readers Press - Laubach Reading, English and Writing Series 1-4, Challenger Series 1-8, and Road to Work Series 1-3, and will provide the required educational literacy, communication and math skills for people with very limited English (ESOL levels 1-3) to work towards economic self-sufficiency. The learners will be assessed using the Tests of Adult Basic Education (TABE) to evaluate the level of literacy competency needed for advanced career training. Learn to Read of St. Lucie County will collaborate with the St. Lucie County Library System for additional instructional resources to supplement the training.

Once the learner has completed the LTR Workforce Language Readiness program the next step is to guide and support them as they move forward to appropriate job training instruction and/or certification offered through the following agencies or educational facilities:

- United Against Poverty
- CareerSource
- Indian River State College
- Paramount Training Services

Learn to Read of St. Lucie County will partner with United Against Poverty to provide the literacy component to their "Step Up To a Brighter Future" program which includes 8 weeks of on-the-job/career training and workplace skills, job acquisition and placement skills, internships, and job retention support. A partnership with CareerSource and Paramount Training Services will focus on LTR preparing learners to pass the TABE requirements for the Certified Nursing Assistant (CNA) and other training/internship programs. The continued collaboration with Indian River State College provides the LTR learners the opportunity to successfully complete the General Education Development (GED) test and matriculate through a two or four-year college degree, or certification program, or through job training such as carpentry, commercial vehicle driving, welding, cosmetology, administrative office, etc.

3. List all previous grants awarded by the City of Fort Pierce to **YOU or any organization(s) you were previously or are currently associated with**. If None, write N/A below:

Program Year Amount Purpose

2016-17 \$5000 Recruit and train 25-30 new tutors to meet the demands of a growing illiterate population. Purchase language instructional books, software, and laptops for LTR tutor and learner expansion project.

2015-16

2014-15

Please Note: Organizations/Applicants that have received funding for three consecutive years **may be deferred** in order to provide funding for newer activities.

4. If you have received funding from the City of Fort Pierce for Public Service projects in the

past, please explain **HOW** the program/project described in this grant application is **NEW OR EXPANDED**:

Annual Budget for Learn to Read of St. Lucie County \$100,000

The LTR Workforce Language Readiness program is a newly developed program to take the next step in the literacy process - to move on a path toward success in the workplace. Learners read stories about real workers as well as informational text about jobs, career ladders, and workplace culture. Learn to Read of St. Lucie County tutors will advise the learners as they gain knowledge about workplace appropriate listening, speaking, reading, writing and critical thinking skills.

Through the instructional materials provided to the learners a variety of engaging activities will allow learners to employ language skills and college and career readiness skills while practicing the process of choosing, applying for, and starting a job.

5. What is your organization's annual budget? \$100,000. Describe how your organization is currently funded.
Learn to Read of St. Lucie County receives funding from private sponsors, grants from foundations and corporations (such as Wal-Mart, PNC Bank, City of Fort Pierce Public Service Grant, and Bev Smith Kia); major fundraising events such as the annual Feast for Literacy Gala; golf tournament; and Blue Jeans, Boots and Bar-B-Que; and small events such as yard sales and book sales.
6. Does the City of Fort Pierce and/or other local organizations in Fort Pierce provide services similar to your agency? No

If you answered Yes, how do your services compliment their offerings? If yes, explain.

How are your services different?

Since 1981, LTR offers confidential, one-on-one Literacy and English as a Second Language (ESL) instruction to any adult in St. Lucie County in need of literacy assistance. The adults, 16 and older, function at the lowest literacy levels. Currently, there are no other programs in St. Lucie County that offer free one-on-one literacy or ESL training for the preliterate adult. By emphasizing the achievements of our adult learners and literacy volunteers, Learn to Read acts as a catalyst for excellence, service, and breaks the cycle of poverty.

7. Project Name (please keep it short): Learn to Read of St. Lucie County (LTR) Workforce Language Readiness Program
8. U.S. Dept. of Housing & Urban Development (HUD) National Objective Activities: (check one)
- Area benefit** activity (the activity benefits/is open to everyone in a particular low income neighborhood or geography)
- Limited Clientele** activity (particular individuals or households receive a benefit, and the majority of them qualify as low income)
- Presumed Benefit** activity (the activity benefits a group of individuals presumed by HUD to qualify for a benefit: battered spouses, homeless, elderly, severely disabled adults, abused children, illiterate adults, persons with HIV/AIDS, or migrant farm workers)

9. Which National Objective(s) shown below does your project/program(s) meet?

X Benefit low to moderate-income persons;

___ Help in the prevention of slums or blight; and/or

___ Meet other community needs having a particular urgency because other financial resources are not available to meet such needs.

10. Beneficiaries from National Objective Activities (#8 Above)

A. Who are the intended beneficiaries of this program/project? Describe how the project will ensure that the intended beneficiaries are being served and the target population will be reached, including how beneficiaries are identified, and any outreach performed:

The intended beneficiaries are the St. Lucie County residents (ages 16+) and their families. The beneficiary learner is described by level type from lowest to highest:

- Type 1 Learner - Non-literate in their first language
- Type 2 Learner - First language literate with limited English skills
- Type 3 Learner - Basic English language skills applicants
- Type 4 Learner - Intermediate English language skills
- Type 5 Learner - Advanced English language skills

The intended beneficiaries, once identified, are served through the Director of Learn to Read and the volunteer tutors to ensure that their goals for employment are identified and a plan for success is developed.

LTR will publicize the program throughout the community via news media (online and traditional paper publications) through local agencies such United Against Poverty, Mustard Seed, St. Lucie County Library System, and through educational outlets such as the local school districts, Indian River State College, CareerSource, and Paramount Training Services.

B. If the project will provide an “Area Benefit”, please define clearly the geographic area to be served by the proposed activity. Include a map, if necessary.

C. If the project will benefit “Limited Clientele”, list the approximate number and percentage of total persons assisted through this project/program who will be Low to Moderate Income (LMI) and how their income level will be determined.

Department of Housing and Urban Development (HUD) 2017 Income Limits

Living in Household	1	2	3	4	5	6	7	8
Extremely Low Income	\$12,650	\$16,240	\$20,420	\$24,600	\$28,780	\$32,960	\$37,140	\$39,750
Very Low Income	\$21,100	\$24,100	\$27,100	\$30,100	\$32,550	\$34,950	\$37,350	\$39,750
Low Income	\$33,750	\$38,550	\$43,350	\$48,150	\$52,050	\$55,900	\$59,750	\$63,600

D. If the project will provide a “Presumed Benefit”, please identify the group(s):

___ Abused Children

X Illiterate Adults

- | | |
|---|---|
| <input type="checkbox"/> Lower Income Senior Citizens | <input type="checkbox"/> Migrant Farm Workers |
| <input type="checkbox"/> Elderly | <input type="checkbox"/> Persons with HIV/AIDS |
| <input type="checkbox"/> Homeless | <input type="checkbox"/> Severely Disabled Adults |
| <input type="checkbox"/> Lower Income Youth | <input type="checkbox"/> Severely Disabled Children/Youth |
| <input type="checkbox"/> Other _____ | |

11. Describe the existing problems or needs to be addressed by this program/project.

St. Lucie County adult residents with very limited English ESOL levels (1-3) who need a comprehensive English language program that provides literacy activities concurrently and contextually with workforce preparation activities and workforce training. Thus leading toward economic self-sufficiency.

12. Describe your proposed project's activities and how they will address the problems/needs you listed in #11 above.

The Learn to Read of St. Lucie County (LTR) Workforce Language Readiness Program will serve the intended beneficiaries by:

- Assisting learners to fill out the application form indicating possible job field they desire to enter
- Assessing the learners through oral and/or written submissions to determine their English level and capabilities by using the TABE Levels/Content Ranges
- Giving a study plan/objective with an objective time-line to qualify for entry into the job training application class
- Being placed in a class with a tutor depending on the assessment level of the learner
- Integrating the teaching of employability and basic digital literacy skills into the curriculum
- Maintain and express enthusiasm and commitment to helping students learn
- Administer assessments, track progress, and provide feedback to learners
- Working with students to establish goals and identify challenges or barriers to learning
- Supporting learners in achieving literacy and employment goals
- Instructing learners on how to prepare a resume and dress properly for employment

In addition, each level of applicant will be re-evaluated at the completion of the program to determine the next step of the workforce development.

13. List the physical addresses where the your proposed project activities (listed in #12 above) will take place, using street addresses within the City limits of Fort Pierce.

- Learn to Read of St. Lucie County, 809 Delaware Avenue, Fort Pierce, FL 34952
- Susan Broom Kilmer Fort Pierce Library, 101 Melody Lane, Fort Pierce, Florida 34950
- The Zora Neale Hurston Branch Library, 3008 Avenue D, Fort Pierce, Florida 34947

14. List this project's measurable goals and objectives. Date the goals and objectives.

Goals and Objectives:

Type 1 Level : Non-Literate in First Language Applicants - Begins April 1, 2018 and ends December 1, 2018. The time frame is extended because each learner comes into the program at different learning levels and while some may be able to go through the program in four months, many of the learners will need at least the entire time period allotted. This level is the most difficult because these learners have had little to no formal education in their country. Each learner will be pre-assessed at the beginning of the 240 hour language program and then post-assessed upon completion of the program. The pre-and post assessment will done through The Tests for Adult Basic Education (TABE)

Goal 1: Non-literate in First Language learners are to develop basic English and communication skills.

Objective: Advance the Non-Literate First Language Learners to the 240 hour - beginner language training program. This level includes letter recognition, basic phonological competence, basic word meaning of concrete ideas, sentence and paragraph formation, ability use and respond to basic "wh" questions elicit concrete details which is needed for the beginning ESL level.

Goal 2: Complete Level 1 of Rosetta Stone for Language and Math

Objective : Become familiar with basic English language, math, and communication.

Objective: Read a simple paragraph of 50 words.

Objective: Respond to questions on a simple paragraph.

Objective: Give the overall gist of a simple paragraph of known information.

Type 2 Level: First Language Literate with Limited English Skills.
Learners should complete a 240-hour beginner's language training program. The class begins April 1, 2018, and ends December 1, 2018. Each learner will be pre-assessed at the beginning of the 240 hour language program and then post-assessed upon completion of the program. The pre-and post assessment will done through The Tests for Adult Basic Education (TABE)

Goal 1: Develop the English language and communication skills needed for a minimum of a 3rd grade level.

Objective: Read text on familiar information at a minimum speed of 100 words per minute (wpm).

Objective: Read a text of 3-5 paragraphs with 80% accuracy (main idea, facts and details, agreement/disagreement).

Objective: Accurate use and respond to basic questions eliciting facts and details, limited agreement/disagreement.

Goal 2: Develop Math and Writing skills needed for minimum of a 3rd grade level.

Objective: Craft a simple paragraph of a minimum of 3-5 sentences about his/her personal life.

Objective: Learners will understand mathematical addition, subtraction, multiplication and division fact families and use them in equations and two-step word problems.

Objective: Learners should be able to read and write large numbers through the hundred thousands, knowing the place value for each digit.

Type 3 Level: Basic English language skills applicants. Placed in a 120-hour basic language, communication and math training program. The class begins April 1, 2018, and ends December 1, 2018. Each learner will be pre-assessed at the beginning of the 120 hour language program and then post-assessed upon completion of the program. The pre-and post assessments will done through The Tests for Adult Basic Education (TABE)

Goal 1: Develop the English language and communication skills needed for a minimum of a 5th grade level.

Objective: Read a text on familiar information at 100-150 wpm.

Objective: Read a text of five or more paragraphs with 80% accuracy on the first reading (main idea, facts and details, agreement/disagreement, limited opinion).

Objective: Read and accurately respond to a simplified text that contains some technical terms learned.

Objective: Craft sentences and paragraphs accurately using the basic grammar and usage skills studied.

Objective: Respond to personal inquiries for a minimum of one minute.

Objective: Write a simple letter or email requesting information.

Goal 2: Develop the math skills needed for a minimum of a 5th grade level.

Objective: Learners will be able to solve complex problems with complex numbers.

Objective: Learners will be able to make connections between decimals, fractions, and percentages.

Objective: Learners will apply 5th grade level math skills to the real world by solving problems about time, measurement, and money.

Goal 3: Pass the Test for Adult Basic Education (TABE) assessment at a minimum of the 5th grade level.

Objective: Learners will be prepared to take the TABE assessment by possessing the basic skills needed: Reading, Math, Language, Communication, Language Mechanics, Vocabulary, and Spelling

Type 4 Level: Intermediate Level English language, communication and math skills learners placed in a 120-hour intermediate level training program. The class begins April 1, 2018, and ends December 1, 2018. Each learner will be pre-assessed at the beginning of the 120 hour language program and then post-assessed upon completion of the program. The pre-and post assessments will done through The Tests for Adult Basic Education (TABE).

Goal 1: Develop English language and communication skills needed for a 6th to 8th grade level. The class begins April 1, 2018, and ends December 1, 2018.

Objective: Read text on both familiar and limited unfamiliar information at 150-200 wpm.

Objective: Read and respond accurately to a text with learned technical terms at 75-100 wpm.

Objective: Respond with a minimum 80% accuracy to questions on a reading eliciting: main ideas, details and facts, overall objective of the reading, show agreement/ disagreement, using materials or experiences to compare information.

Goal 2: Become acclimated to workforce vocabulary, communication and writing.

Objective: Learn to telephone, email, or send a letter requesting an interview

Objective: Pose questions for actual interviews.

Objective: Fill out forms and applications needed when applying for job training or employment.

Objective: Write a resume and cover letter.

Goal 3: Pass the Test for Adult Basic Education (TABE) assessment at a minimum of the 6th grade level.

Objective: Pretesting and preparation for the Test for Adult Basic Education will occur weekly until the learner is ready to take the 6th grade level of the actual TABE.

Type 5 Level: Advanced Level English language, communication and math skills learners placed in workforce or certification training, or into a two or four-year college degree program. The class begins April 1, 2018, and ends December 1, 2018. Each learner will be pre-assessed at the beginning of the 120 hour language program and then post-assessed upon completion of the program. The pre-and post assessments will done through The Tests for Adult Basic Education (TABE).

Goal 1: Pass the Test for Adult Basic Education (TABE) assessment at a minimum of the 8th or 9th grade level.

Objective: Further advance the English language, communication and math skills of the learner through the readers and workbooks of the New Reader Press "Road to Work" series.

Objective: Read a text on familiar and some unfamiliar topics with and without technical terms, at 150-200 wpm for a minimum of 5 minutes.

Objective: Respond with a minimum of 80% accuracy to questions on a reading eliciting: main ideas, details and facts - both technical and non-technical. Overall objective of the reading, is comparing information in a text with experiences read or seen and making judgements based on information presented.

Goal 2: Learners to be prepared for the workforce employment process.

Objective: Know how to search and apply for positions online and newspapers and through employment agencies and job fairs, or enroll in job training certification programs, and/or obtain a GED.

Objective: Create a resume and cover letter, and fill out employment forms.

Objective: Compare different job fields and opportunities to determine which best suits their career goals.

Objective: Discuss possible questions or terms that will be asked during an interview process.

Objective: Learn to dress properly for a job or internship interview.

Objective: Act as a reference guide for other learners seeking employment.

16. Briefly describe measurements of outcomes for each of the activities listed in #12. (Examples - number of unduplicated low/moderate income youth served, number of unduplicated senior citizens served, number of unduplicated Veterans served, number of unduplicated adults served, etc.)

The tutors will measure the outcomes for each of the activities listed in #12 using a developed Microsoft Access database that will monitor the learner's progress in each of the objective areas including the Test for Adult Basic Education (TABE) assessment, actual job training enrollments, learners still in job training process with a time objective for completion, and actual job placement.

In collaboration with CareerSource, Paramount Training Services, and United Against Poverty, Learn to Read of St. Lucie County will assess each learner's level upon entry and throughout their job training to assure the appropriate placement and/or progress.

17. Amount of Grant Funds requested in this application: \$5000.00
Amount of other funds secured for this program/project: \$22,409.56
Amount of other funds earmarked for the program/project: \$22,409.56
Total amount needed to complete this program/project: \$27,419.56

18. Describe your contingency plan in the event this grant request is not fully funded, or not funded at all by the City of Fort Pierce:
Learn to Read of St. Lucie County will continue to actively pursue grants and donations to meet the goals and objectives of the program. The program time-line will be extended to

meet the different levels of the learners as Learn to Read of St. Lucie County prepares them to be ready for workforce training and/or employment.

19. If this is a multi-year project, how will you continue to implement this project if City grant funds are not available in future years?

Through continued fundraising events and community and businesses' financial support.

20. Select every qualifier below that best describes your project.

- X Improve or enhance education opportunities
- X Improve or enhance job training opportunities
- X Improve or enhance employment opportunities
- X Promote cultural diversity
- Promote outdoor activities and a healthy lifestyle
- Spur interest and participation in neighborhood improvement activities
- Encourage citizen involvement and leverage resources to revitalize low and moderate-income neighborhoods
- Encourage partnerships between City Hall, residents and other community organizations that will result in projects and activities that benefit a community
- Instill and foster community pride
- Promote neighborhood beautification and revitalization
- Promote activities that protect the environment
- Discourage adverse activity such as crime, drug use, and vandalism
- Inspire and support the healthy development of youth

21. Write an explanation below of **how** your project will perform **each** qualifier you selected above:

To improve or enhance educational opportunities, Learn to Read of St. Lucie County's tutors will prepare the learners once they have finished the Workforce Language Readiness Program to meet the acceptable TABE Levels (4 - 8).

To improve or enhance job training opportunities: Learn to Read of St. Lucie County's tutors will provide the learners with the reading skills needed upon completion of the program which can lead the student to the appropriate job training, certification, continuing education or completion of GED.

To improve or enhance employment opportunities, Learn to Read of St. Lucie County's tutors will provide the learners with the reading, writing, communication and math skills needed upon completion of the program which can lead the student to achieve successful completion of a GED, internship, certification, or completed college degree, and/or to actively seek employment that was not obtainable due to their illiteracy.

To promote cultural diversity: Many of the diverse learners who are successful in the program will be able to improve their socioeconomic status in the community of Fort Pierce, become productive and better educated citizens; role models; and educational support for their children, families and community.

22. Date project to begin: April 1, 2018

Date project to be completed: December 30, 2018

23. Describe any participant fees that will be required as part of this project/program. Please see "New for Program Year 2017-2018" on Page 4 of the Grant Guidance.

None.

24. Applicants must demonstrate that the selection of participants is an objective process and Grant Recipient may not limit participation on the basis of race, gender, nationality, ethnicity, religion, creed or disability. How will your project comply with this expectation?

Learn to Read of St. Lucie County is inclusive of all tutors and learners and does not limit participation on the basis of race, gender, nationality, ethnicity, religion, creed or disability. For learners with disabilities LTR is ADA compliant with physical disabilities (ADA approved building ramp, computer station and restroom accessibility) Accommodations for citizens with hearing, speech and developmental disabilities will be handled appropriately as the law allows.

25. If this project is sponsored by a church or religious group, participation may not be limited to members of the church. What efforts will you make to ensure that the community at-large is aware of this project and the opportunity for participation?

Not sponsored by a church or religious group.

26. Complete a COMPLETE detailed budget below for **THIS** project. List proposed City grant funds and other committed funds and 'in-kind contributions', donated professional services, fees and other resources that will be used to complete the project. List a detailed breakdown of individual items. Use specific descriptions, not broad categories. Remember, committed funds and/or in-kind services **must equal at least 25% of your grant request**.

Be sure to include verification documentation of all funds listed below as 'Committed' or 'In-Kind'. Commitments listed in the budget below that lack documentation **will not be counted as commitments**.

Program/Project Expense/Description	City Grant	Other Committed Funds \$\$ Amount or In-Kind	Source of Other Committed Funds or In-Kind Services (Please provide written verification of Every in-kind service listed here from the "Source")
New Readers Press - Laubach Way to Reading/Writing Student Skill Book Level 1 @ \$8.81 X 20 copies Department WEB18 104 Marcellus St, Syracuse NY 13204 800-449-8878	\$176.20		
New Readers Press - Laubach Way to Reading/Writing Student Skill Book Level 2 @ \$8.81 X 20 copies Department WEB18 104 Marcellus St, Syracuse NY 13204 800-449-8878	\$176.20		
New Readers Press - Laubach Way to Reading/Writing Student Skill Book Level 3 @ \$9.56 X 20 copies Department WEB18 104 Marcellus St, Syracuse NY 13204 800-449-8878	\$191.20		
New Readers Press - Laubach Way to Reading/Writing Student Skill Book Level 4 @ \$9.56 X 20 copies Department WEB18 104 Marcellus St, Syracuse NY 13204 800-449-8878	\$191.20		
New Readers Press - Laubach Way to Reading/Writing Workbook Level 1 @ \$7.88 X 20 copies Department WEB18 104 Marcellus St, Syracuse NY 13204 800-449-8878	\$157.60		

New Readers Press - Laubach Way to Reading/Writing Workbook Level 2 @ \$7.88 X 20 copies Department WEB18 104 Marcellus St, Syracuse NY 13204 800-449-8878	\$157.60		
New Readers Press - Laubach Way to Reading/Writing Workbook Level 3 @ \$8.44 X 20 copies Department WEB18 104 Marcellus St, Syracuse NY 13204 800-449-8878	\$168.80		
New Readers Press - Laubach Way to Reading/Writing Workbook Level 4 @ \$8.44 X 20 copies Department WEB18 104 Marcellus St, Syracuse NY 13204 800-449-8878	\$168.80		
New Reader Press - Challenger Series Set (one of each student book and teacher guide) Level 1 - 4 @\$112.00 each x 1120.00 sets Department WEB18 104 Marcellus St, Syracuse NY 13204 800-449-8878		\$1120.00	Proceeds from the Learn to Read Annual Golf Tournament, July 2017 Luz Ma Camacho, 772-464-2747
New Reader Press - Challenger Series Set (one of each student book and teacher guide) Level 5 - 8 @\$112.00 each x 10 sets Department WEB18 104 Marcellus St, Syracuse NY 13204 800-449-8878	\$595.04	\$524.96	Proceeds from the Learn to Read Annual Golf Tournament, July 2017 Luz Ma Camacho, 772-464-2747
New Readers Press - Breakthrough to Math Level 1 - 2 Sets @ 42.09 for each set = \$84.18 X 10 copies Department WEB18 104 Marcellus St, Syracuse NY 13204 800-449-8878	\$840.18		
New Readers Press - Breakthrough to Math Level 3 Set @ \$37.43 for each set X 10 copies Department WEB18 104 Marcellus St, Syracuse NY 13204 800-449-8878	\$374.30		
New Readers Press - Breakthrough to Math Level 4 Set @ \$28.12 for each set X 10 copies Department WEB18 104 Marcellus St, Syracuse NY 13204 800-449-8878	\$281.20		

New Readers Press - Road to Work "Choosing a Job Path" @ \$9.60 for each X 20 copies Department WEB18 104 Marcellus St, Syracuse NY 13204 800-449-8878	\$192.00		
New Readers Press - Road to Work "Applying and Interviewing" @ \$9.60 for each X 20 copies Department WEB18 104 Marcellus St, Syracuse NY 13204 800-449-8878	\$192.00		
New Readers Press - Road to Work "Succeeding on the Job" @ \$9.60 for each X 20 copies Department WEB18 104 Marcellus St, Syracuse NY 13204 800-449-8878	\$192.00		
LG DVD Player with USB Direct Recording (DP132) #552477230 Walmart,4001 Se Federal Hwy, Stuart, FL 772-288-4749 - \$27.88	\$27.88		
LG 32" Class HD (720P) LED HDTV (32LJ500B) Walmart,4001 Se Federal Hwy, Stuart, FL 772-288-4749 - \$179.99 each X 2	\$359.98		
Frosted Glass Dry Erase Board - 72 x 48 Item #: T9F69546 @ \$179.95 X 2 Global Industrial 11 Harbor Park Drive, Port Washington, NY 11050 888.978.7759	\$359.90		
BIC® Magic Marker® Brand Dry Erase Marker, Tank, Chisel, Assorted, 24/Pk Item: 1646406 Model: GELITP241AST Staples, Inc. 2609 South Federal Highway, Fort Pierce, FL 34982 (772) 466-0636 \$29.99 Each X 2	\$59.98		
Ads to Promote the New LTR Workforce Language Readiness Program Advertisement TC Palm Newspapers 5 lines / 30 days print online and Additional Print Lines: \$22.50/ line - \$125.00 Quarter page ad - \$250 X 2 ads = \$500	\$137.94	\$487.06	Proceeds from the Learn to Read Annual Golf Tournament, July 2017 Luz Ma Camacho, 772-464-2747

Volunteer Tutors @ \$24.14 per hour for 84 hours each = \$2027.76 For ten volunteers during the course of the program will equal \$20,277.00.		\$20,277.00	Through Learn to Read of St. Lucie County, ten volunteer tutors will participate in this project. A sign-in log will be kept of the participants, and the volunteer hours will be documented. The \$24.14 for hourly volunteer in-kind wage is provided by: https://independentsector.org/news-post/value-volunteer-time/ That amount is the national average.
Totals	\$5000.00	\$22,409.56	

Please provide a quote for each item listed that you will purchase with this grant award in the above Budget under 'Expense/Description'. Each quote should list vendor/company with contact information.

27. Organization Staff and Volunteers

Please complete the information listed below for **each person** in your organization who will work on **THIS** project and the percentage of time they will dedicate to this project, including all volunteers.

Name: Luz Ma Camacho

Telephone Number: (772) 464-2747

Address: 809 Delaware Avenue, Fort Pierce, FL 34950

Email Address: learntoreadslc@aol.com

Organization Position: Executive Director

City of Residence: Port St. Lucie West

Qualifications: Graduate of Learn to Read tutor training; and a trainer.

Professional Licenses:

Role in Project: Executive Director

50% of Time Dedicated to Project

Name: George Bussey

Telephone Number: (347) 754-1561

Email Address: busseygeorge1@outlook.com

Organization Position: Tutor, Board of Directors Member

City of Residence: Port St. Lucie

Qualifications: Masters of Arts degree from Columbia University TESOL Program, Tokyo, Japan in 2000; Bachelor of Arts from Columbia College, Chicago, IL, 1969; and has attended varied early childhood courses and seminars at New York University, New York Teacher's Institute. He was Chief of General English; Chief of Instructor Development and Curriculum Development; Language Training Detachment Chief to South Korea, Japan, Romania, Bulgaria, United Arab Emirates, and Cambodia; Language Specialist to Saudi Arabia, Egypt, Yemen, Laos, and Indonesia, and Instructor for the Instructor Development Section, at the Defense Language Institute - English Language Center from 1982 to 2013. At the International House in Cairo, Egypt George was the Language Training Team Chief; Bilingual

Pre-School Teacher Training and Material Development Advisor; and Language Instruction from 1979 to 1981. Graduate of Learn to Read Tutor Training Professional Licenses
Role in Project: Lead Tutor Coordinator
100 % of Time Dedicated to Project

Name: Cindi Dillon

Telephone Number: (724) 556-1226

Email Address: candillon1124@outlook.com

Organization Position: Board of Directors Member and Vice President

City of Residence: Fort Pierce

Qualifications: Master of Arts Degree from Slippery Rock University of Pennsylvania English Professional Writing; Bachelor of Science from Slippery Rock University of Pennsylvania English Writing; Graduate of Learn to Read Tutor Training

Professional Licenses:

Role in Project: Coordinator for the LTR Workforce Language Readiness Program

100% of Time Dedicated to Project

28. Please attach **ALL** of the documents listed below to your application. Please include a written explanation for EACH document not included:

- __ Articles of Incorporation and By-Laws
- __ State and Federal Tax Exempt determination letter
- __ Employee Identification Number
- __ List of Board of Directors with contact information
- __ Organizational Chart for your Organization
- __ Board of Director's authorization to apply for this grant
- __ Last three month's bank statements
- __ Annual budgets for 2016 and 2017
- __ Most recent audit report (if this is not available, provide written explanation)
- __ Matching funds and In-Kind Services commitment documentation (Budget, page 16)
- __ Three (3) Letters of Support for this project
- __ Newspaper articles, and Thank-You letters, etc., as available, for your organization's work within the City of Fort Pierce.