

Original

Cover Sheet – Social Service Activity

AGENCY NAME: Center for New Americans

AGENCY ADDRESS: 42 Gothic Street, Northampton, MA 01060

AGENCY PHONE NO: 413-587-0084 CONTACT PERSON: Laurie Millman

CONTACT PERSON EMAIL: laurie@cnam.org

2017 CDBG REQUEST: \$18,000

1. Project Name: *Immigrant Education & Resources: A Path to Economic Stability*
2. Project Description (1-2 sentences) *Center for New Americans offers a comprehensive adult education program designed to help immigrants achieve economic self-sufficiency and integrate fully into the community. CNA's program is built on a foundation of English language learning, enhanced with instruction in basic computer skills, support services, and career advising.*
3. Project Location (Street address): *Bangs Community Center, 70 Boltwood Walk, 2nd floor.*
4. Budget Request *\$18,000*
5. Type of Activity (check one):
 - Family stabilization
 - Individual stabilization
 - Youth development
 - Economic self-sufficiency (adult education)
 - Food and nutrition
 - Health services
 - Emergency & preventive services: rental assistance, fuel assistance, and shelter services.
 - Other – please explain
6. National Objective:

Total number of beneficiaries (individuals served): 100

Total Low/Mod beneficiaries (individuals served): 85

Please submit responses to the following questions:

National Objective Description

- Describe in detail how your project will meet a national objective and how it will be documented to ensure that participants meet low/moderate income requirements.

Center for New Americans serves low-income Amherst residents who are immigrants. They come from countries as diverse as Ghana, Cape Verde, El Salvador, China, Tibet, Ecuador, Mexico, Cambodia, Jordan, and Syria, to make a home in the U.S., and specifically in Amherst. Center for New Americans does not serve international students affiliated with UMass, but rather, immigrants who have left their home countries usually because the political and/or economic situation was not viable. As a result, these immigrants have few resources and are limited to low-wage jobs, such as cleaning, until they are able to become proficient enough in English and familiar enough culturally with U.S. norms to secure living wage jobs.

Center for New Americans verifies income status with an intake form which is completed by a CNA staff person with the student who “self-declares” household size and income range, and signs the form before enrolling in the program.

A. Demonstrate Consistency with Community Development Strategy

Describe how the proposed project is consistent with the Community Development Strategy.

Center for New Americans’ program coincides closely with Amherst’s community development strategy. The strategy highlights “services that help develop economic self-sufficiency (adult education).” Center for New Americans’ highly motivated immigrants students have settled in Amherst to work hard in hopes of building a better life for themselves and their families. They enroll in CNA’s classes to enhance their chances of securing work, often working more than one job while attending classes.

Center for New Americans teaches English, literacy, computer skills, and career pathways classes, and offers career advising to give immigrants the tools and appreciation of cultural norms they need to work towards economic stability. Many of our students open businesses in town (restaurants, tailor shops) once they are able to communicate in English, navigate community institutions, and save money. In addition, many Center for New Americans students are parents of Amherst Regional Public School (ARPS) students. The parents’ ability to support their children in school is a key determinant of the children’s school success.

B. Agency Information

Center for New Americans has been welcoming and serving immigrants in Amherst for close to 25 years. Center for New Americans is licensed and funded by the Massachusetts Department of Elementary & Secondary Education (DESE). CNA’s experience in successfully teaching English, technology, literacy, career pathways, and civics as well as providing career guidance is proven by the fact that the organization has been re-funded consistently by DESE, the Franklin/Hampshire Regional Employment Board and the United Way of Hampshire County, among others. Our students’ success in progressing from our English classes to successful careers is illustrated most poignantly by Marise

Lyra, a former student, who evolved from knowing 5 words of English and working nights at Big Y, to obtaining a B.A. and an M.A. at UMass and teaching at Center for New Americans. Other former Amherst students currently work as personal care attendants, certified nurse assistants and/or have started new businesses. The ELL teachers at ARPS volunteered to perform in CNA's show "Immigrant Voices" last April because, as Alicia Lopez noted "we teach the children of your students and we know how effective your program is." Other indicators of CNA's effectiveness are:

- Students' learning gains, job attainment and retention, entry into post-secondary education all of which we monitor and report to funders;*
- Student referrals to CNA of friends and family members; notwithstanding regular recruitment efforts, many students learn of CNA through word-of-mouth; classes are currently full and there are waiting lists;*
- Center for New Americans' veteran and highly trained staff who remain because students return to share anecdotes of the milestones they have achieved, such as buying a house;*
- CNA's growing alumni program;*
- Center for New Americans' ability to adapt to students' needs, such as offering childcare in Amherst in response to students' requests.*

Explain your short-term goals and long-term goals.

Center for New Americans short and long-term goals mirror students' short and long term goals. Short-term, our goal is to help students to become proficient enough in English and technology to access community resources, such as health care, housing, school services, and living wage jobs. Longer term, Center for New Americans' goal is to help students move along the spectrum from survival mode to economic self-sufficiency by designing an education and career plan which includes training and employment opportunities and steps to achieve them. On a macro level, Center for New Americans seeks to maintain its reputation in the immigrant community as a trusted resource center for immigrants.

C. Project Budget Information

Please see attached.

Center for New Americans' class costs, including staff salaries, are largely determined by DESE, which funds approximately 60% of CNA's budget and establishes the standards for class size, teacher qualifications, prep time, and professional development which apply to all credentialed programs. Center for New Americans has been funded by DESE for many years.

CNA's records are audited annually by an independent auditor. The FY '16 audit is in process now and will be shared with the CDBG committee as soon as it is complete. For the past couple of years, CNA has received no management letter or findings.

Laurie Millman, Executive Director, prepares the budget in collaboration with Griselle Rivera, the fiscal coordinator. Laurie has worked in nonprofit agencies for over 20 years. All CNA budgets are reviewed by the agency's board of directors.

ATTACHMENT-E

PROJECT BUDGET FORM						
Program Name: <u>Center for New Americans</u>						
Program Period: 12 Months						
July 2017 through June 2018						
Personnel Position	Hourly Rate	Hours Per Week	# Weeks	Total Program Cost	CDBG Cost	Non-CDBG Cost
ESOL Teachers (3)	\$ 21.00	45	44	\$ 41,580	\$ 3,000	\$ 38,580
Education/Career Coordinator	\$ 21.50	10	44	\$ 9,460		\$ 9,460
Education/Career Advisor	\$ 17.50	8	44	\$ 6,160	\$ 1,000	\$ 5,160
Literacy Teacher	\$ 21.00	8	40	\$ 6,720		\$ 6,720
Technology Coordinator	\$ 21.00	2	46	\$ 1,932	\$ 500	\$ 1,432
Volunteer Coordinator	\$ 17.50	4	52	\$ 3,640	\$ 1,000	\$ 2,640
Childcare Provider	\$ 12.00	10	38	\$ 4,560	\$ 1,500	\$ 3,060
Alumni Association Coord	\$ 17.50	2	46	\$ 1,610	\$ 1,000	\$ 610
Executive Director	\$ 27.95	7	52	\$ 10,174	\$ 1,000	\$ 9,174
Fiscal Coordinator	\$ 21.00	3.5	52	\$ 3,822	\$ 500	\$ 3,322
Support Services Asst.	\$ 15.25	3.5	52	\$ 2,776		\$ 2,776
Marketing and Development	\$ 21.00	4	52	\$ 4,368	\$ 500	\$ 3,868
Total Salary				\$ 96,801	\$ 10,000	\$ 86,801
Fringe				\$ 23,232	\$ 2,400	\$ 20,832
TOTAL PERSONNEL				\$ 120,034	\$ 12,400	\$ 107,634
Non-Personnel						
Rent, utilities, security				\$ 16,800	\$ 4,500	\$ 12,300
Substitute Teachers				\$ 50		\$ 50
Education Supplies				\$ 633	\$ 200	\$ 433
Conference Registrations				\$ 216		\$ 216
Student Events				\$ 943		\$ 943
Internet				\$ 5,000	\$ 900	\$ 4,100
other:						
TOTAL NON-PERSONNEL				\$ 23,642	\$ 5,600	\$ 18,042
TOTAL PROGRAM COSTS				\$ 143,676	\$ 18,000	\$ 125,676

Answers for Parts D-H must not exceed three (3) pages

D. Project Description

Center for New Americans offers beginning, intermediate, and high intermediate level English classes; literacy classes, computer skills classes, distance learning for extra practice, and career pathways classes to prepare students for training in such fields as healthcare. In accordance with adult learning theory, students make learning requests geared to their needs and interests. All students meet with a career advisor to create individualized plans. CNA relies on volunteers who are trained and then paired with students as tutors, or placed in the classroom as assistants. Most CNA students (about 84%) are low or very low income, as determined by guidelines established by the Department of Housing and Urban Development. Many work in low-wage service sector jobs with little job security, no benefits, and little opportunity for advancement.

Demonstrate that the activity has been prioritized by the community at the local level.

Adult education, with a focus on immigrants, is prioritized in the community development strategy.

E. Project Need

What is the need for the proposed project/program?

Amherst Public School data, a reliable snapshot of local demographics, indicate that for 25.6% of students, English is not their first language vs. 19.0% of students statewide. Likewise, in Amherst, 16.6% of public school students are English language learners vs. 9.0% of students statewide. To the degree that immigrants do not speak English, they are destined to work low-wage jobs and to live on the margins of the community. CNA students attend English classes so that they can become independent.

Define the need or problem to be addressed by the proposed project. Explain why the project is important.

Community Action's FY '2015-2017 Needs Assessment indicates that immigrants are driving recent population growth in the Amherst area, and that "low wages and high proportions of lower-income workers" define the region. CNA's immigrant students have left all that is familiar in their home countries to build a better life, ie, a life free from violence, poverty, or political turmoil. CNA's experience shows that a modest investment in education coupled with immigrants' willingness to work hard yields tremendous gains in economic stability.

F. Community Involvement and Support

Demonstrate the involvement and opportunities available for the community and/or potential beneficiaries in the identification, planning and development of the proposed project.

Project beneficiaries are directly involved in program development since lesson plans are designed in response to student requests. CNA's childcare, alumni association, and expanded immigration services have evolved in response to students' needs. CNA engages volunteers who contribute time and support.

Define the process to be used to maintain involvement of the project beneficiaries in the implementation of the project.

In all CNA classes, students assess the usefulness of each learning activity in their logs. CNA regularly schedules student focus groups to solicit input on a proposed direction or new program.

G. Project Feasibility

Why is the proposed project/program feasible?

The program is feasible for several reasons: The immigrant population in Amherst continues to grow; Welcoming communities to immigrants must offer education and support; CNA is a lean organization which relies on volunteers and partner agencies to provide services; DESE and the Regional Employment Board count on CNA to recruit and help to prepare potential workers for regional growth industries; and the program works: students learn English.

Demonstrate that the project is capable of proceeding at the time of award, can be effectively managed, and can be physically and financially accomplished within the grant period.

Center for New Americans regularly offers classes year-round through three class cycles. Student assessments demonstrate above-average student learning gains and goal achievement. CNA ended fiscal 2016 with a budget surplus.

Describe what evidence exists to show that the community at large or project beneficiaries will use the project. Include documentation of **demand** for the activity through summary descriptions of surveys, inquiries, waiting lists or past participation.

CNA classes, which resume January 4, have been full all year and there is a wait list.

Identify and describe the solicitation process used or applicable to the project.

CNA recruits on multiple fronts, contacting the public schools and other partner agencies, and distributing fliers to businesses which serve and/or employ immigrants.

Identify the roles and responsibilities of all personnel involved in the project as well as internal controls.

Center for New Americans classes are taught by veteran teachers who are supervised by an ESOL Program Coordinator, an experienced teacher. Students are advised by career advisors who are supervised by the Career Pathways Program Coordinator. These staff are supported by a volunteer coordinator who recruits and trains volunteers; an alumni association coordinator, herself a program alumna, who engages alumni; a childcare coordinator who mentors and supervises a childcare provider; a fiscal coordinator who ensures that agency protocols are followed; and the director who oversees the program, meets regularly with all program staff, and works in Amherst weekly. All program staff participate in twice-monthly meetings as well as annual evaluations. Additional internal controls are provided by Center for New Americans' Board of Directors and an independent auditor.

Citing past accomplishments, document that the agency has the necessary past expertise to conduct the activity and has successfully completed past activities with CDBG or other programs in a timely manner.

Center for New Americans has been funded by Amherst Human Services since 2001 and with CDBG funds since at least 2011, and has reported quarterly on student outcomes. CNA has offered three class cycles per year for many years; celebrated students' progression from one proficiency level to the next for many years; documented students' progression from CNA classes to community college certificate classes and into employment; supported CNA students in obtaining U.S. citizenship which experience shows also ultimately enhances economic stability. Former State Rep Ellen Story, our newly elected state rep Solomon Goldstein-Rose, and Congressman Jim McGovern have all met with CNA classes.

Describe and identify the project milestones and timeline including unfinished project contracting and other project steps. State the duration of time needed for each milestone, and identify when each milestone will be completed.

Center for New Americans offers three 12-13- week class cycles every year beginning in January, April, and September. Milestones include the end-of-cycle celebrations which recognize students' learning and goal achievement such as buying a house, obtaining citizenship. We have no unfinished projects.

H. Project Impact

What will be the impact of the proposed project/program?

The impact of the project is that immigrants who, without English language proficiency, are isolated and dependent on family members, often children, become independent and connect with community members and resources. In addition, we help over 60 immigrants to naturalize annually.

Describe the impact the activity will have on the specifically identified needs. What measurable improvements will result from the activity and will benefit the intended beneficiaries? How much of the need will be addressed?

Center for New Americans' program will significantly enhance immigrants' likelihood of attaining economic self-sufficiency. Participants will become more proficient in English, better able to use technology, more familiar with U.S. systems. They will be better equipped to apply for jobs, start businesses, enroll in post-secondary education, help children in school, access community resources. One example is an elderly student whose participation inspired her daughter to return to school.

Describe the changes in the target population that indicate the program's success. How will these changes be measured?

Immigrant adults achieve learning gains in English which are measured through the BESTPlus, a standardized assessment of language proficiency. CNA also tracks students' achievement of such goals as obtaining a new job, enrolling in post-secondary education, becoming a citizen.

How will the impact of this service on individual clients be tracked over time?

CNA tracks impact over time through the Alumni Association and through advisor outreach. This year, we will migrate our data to a new online database to more effectively stay in touch with students.

Define the direct and indirect outcomes that will result from the project.

Direct outcomes include increased English and computer skills, increased familiarity navigating U.S. systems. Indirect outcomes include less isolation, more job and community options.

Identify quantitative and qualitative measures to determine that the outcomes are achieved.

Quantitative measures include BESTPlus and TABE assessments which document learning gains. Qualitative measures include students returning to volunteer and mentor others to "pay it forward."

Will this service enable clients to become self-sufficient?

Yes this service will go a long way towards enabling clients to become self-sufficient.

How is this service linked to other human/social service programs in the community?

CNA collaborates with the Amherst Public Schools, Big Brothers Big Sisters; refers students to the Career Center, Survival Center; attends Amherst Human Service Network meetings.

CENTER FOR NEW AMERICANS
Organizational Budget - FY-2016 & FY17 Compared

EXPENSES	FY '17	FY16	Change: Increase(Decrease)
Personnel			
Salaries and Wages *	\$ 465,184	\$ 433,260	\$ 31,924
Fringe Benefits *	\$ 110,106	\$ 108,280	\$ 1,826
Non-Personnel			\$ -
Contractual	\$ 22,951	\$ 22,250	\$ 701
Supplies	\$ 10,907	\$ 10,305	\$ 602
Travel	\$ 3,846	\$ 4,735	\$ (889)
Other	\$ 86,340	\$ 85,423	\$ 917
TOTAL EXPENSES	\$ 699,334	\$ 664,253	\$ 35,081

REVENUES	FY17	FY16	Change: Increase(Decrease)
DESE 359	\$ 424,099	\$ 411,096	\$ 13,003
DESE 541	\$ 35,754	\$ 35,754	\$ -
Amherst CDBG	\$ 4,527	\$ 18,400	\$ (13,873)
Agnes Lindsay	\$ 3,500	\$ 3,500	\$ -
Bete Foundation	\$ 9,000	\$ 7,500	\$ 1,500
Clowes Fund	\$ 10,000		\$ 10,000
Dow Jones	\$ 18,333	\$ 25,000	\$ (6,667)
Mass Bar	\$ 15,000	\$ 8,000	\$ 7,000
Life Extension (Johnso	\$ 10,000		\$ 10,000
MSMI	\$ 5,000		\$ 5,000
Northampton CDBG	\$ 8,500	\$ 8,000	\$ 500
ORI	\$ 16,200	\$ 15,000	\$ 1,200
U. Way - FC	\$ 10,785	\$ 12,746	\$ (1,961)
U. Way - HC	\$ 25,000	\$ 25,000	\$ -
<i>projected-grants,</i>	\$ 103,636	\$ 94,257	\$ 9,379
TOTAL REVENUES	\$ 699,334	\$ 664,253	\$ 35,081

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