

RESPONSE #140403070 SUBMITTED ON 08/06/2019 10:43:28 AM

Florida Financial Literacy Initiative - Grant Application 2019

| | |
|---------------------------------|--|
| Organization Name | Learn to Read of St Lucie County Inc |
| Program Name | Financial Literacy Lessons for ESL students |
| Mailing Address | 811 Delaware Avenue |
| Contact Person (Name and Title) | Matt Anderson Executive Director |
| Phone | 7724642747 |
| Fax | <i>No answer given</i> |
| Email | learntoreadslc@gmail.com |
| Website | learntoreadslc.org |
| Organization Type (select one) | Nonprofit Community-based Organization |

Program Details

| | |
|---|------------------|
| Organization's total operating budget (school districts and community colleges may use the adult education program budget.) | 100,000 |
| Does your organization charge a fee for instructional services? | No |
| Number of adult ESOL and/or family literacy students provided instruction during fiscal year 2018 | 200 |
| Number of volunteers (if none, enter "0") | 35 |
| Number of paid instructors (if none, enter "0") | 0 |
| Number of students to be provided with instructional services under this grant | 30 |
| Are you a 2018 recipient of this grant? | No |
| County or counties served by this grant | St. Lucie |





Florida Financial Literacy Initiative

A statewide Initiative managed by the Florida Literacy Coalition and supported by Wells Fargo

2019 APPLICATION

Part I: Narrative

1) Project Abstract/Summary

Learn to Read (LTR) of St Lucie County tutors continue to work with adult learners from many different cultural backgrounds. Many of the adult learners come to the United States for economic reasons. As many of the adult learners enter the workforce and struggle to increase their families' income they lack an understanding of the basics of money management and banking. LTR wants to target the ESL learners facing these struggles with a financial literacy program that will help students learn vocabulary and concepts related to banking and credit in the United States. Our learners will use these words and ideas in asking questions, locating information, evaluating offers and making decisions. Upon successful completion our learners will set goals, develop a budget, and understand how to plan for future wants and needs.

2) History and Accomplishments

LTR mission is to improve lives through literacy and to help break the cycle of poverty. LTR serves 200 learners on an annual basis throughout the entire St Lucie County.

Learn to Read of St. Lucie County, Inc. was established in 1981 when the Founder, Dorothy Brennan, read in a local paper that a mother had overdosed her child with a medicine because she could not read the instructions on the bottle. Since 1981, Learn to Read of St Lucie County has offered free, confidential, one-on-one Literacy and English as a Second Language (ESL) instruction to any adult over the age of 16 yrs old that was in need of literacy assistance. LTR is now utilizing CASAS, a competency-based assessment for all of our learners. CASAS measures the basic skills and the English language and literacy skills needed to function effectively at work and in life. Currently LTR provides literacy services through one on one tutoring, small classes, U.S. citizenship training and assistance, English conversation classes, and preparation for workforce development and GED. LTR also offers to all learners use at our computer literacy lab, 12 individual stations, where students can work on various literacy programs such as Rosetta Stone.

3) Needs Statement

Many, if not most of the families LTR serves in St. Lucie County live in poverty. The US Census Bureau in 2013 cites 1 out 3 people in Ft Pierce and 1 out 6 people in Port St Lucie live in poverty. 30% of all children in the county lived in poverty that same year. Currently 75% of LTR clients are ESL learners, and are reporting that their families are struggling with their financial situations. LTR proposed program will target our ESL learners and offer these financial literacy lessons as a means to help them learn vocabulary and concepts related to banking and credit in the US. Participation and successful completion of this program will better prepare our learners to set realistic and

appropriate goals, develop a budget and understand how to plan for future wants and needs.

4) Objectives

The fundamental objectives of the program's lessons are to increase our learners understanding and knowledge of the basics of money management and banking. In addition to using the Wells Fargo Hands on Banking program as resource LTR will utilize a curriculum developed by San Diego Centers for Education & Technology-2002 called Financial Literacy Lessons for ESL students. In this curriculum there are three self contained units that begin with an introduction and questionnaire or quiz as to gauge a learner's knowledge of the material to be covered in the unit-**pre test**. All of the units end with a series of quizzes of materials covered, including grammar, vocabulary and basic knowledge-**post test**.

For Unit One the objective are: **1.**Students will learn vocabulary and concepts related to basic banking services. Students will be able to identify banking services and begin to name their advantages and disadvantages. This lesson serves as an introduction to the topics covered in subsequent lessons of this unit. **2.** Students will be able to ask questions in order to select a checking account. Students will be able to write checks and fill out deposit slips. They will be able to use a check register and bank statement to balance and reconcile their checking account. **3.** Students will be able to identify characteristics of different types of savings accounts (i.e. CDs, Money Market Accounts, etc.) and their advantages and disadvantages. They will be able to recommend the best account for various purposes. **4.** Students will be able to identify different types or purposes of loans. They will evaluate car loans based on interest rate and monthly payment. They will be able to ask questions that will assist them in selecting a loan.

For Unit Two the objectives are: **1.**Students will learn basic vocabulary and concepts related to credit. Students will be able to identify different ways to establish credit. They will be able to identify credit behaviors that categorize a person as a high or low credit risk. **2.** Students will demonstrate comprehension of the rules and vocabulary associated with credit cards and is able to determine the advantages and disadvantages of credit card offers. Students will recognize the questions that should be asked when selecting a credit card. They will be able to read and understand a credit card bill. **3.** Students will define vocabulary and demonstrate comprehension of the 5 different sections of a credit report. Students will be able to request a copy of their own credit report.

For Unit Three the objectives are: **1.** Students will be able to identify goals (personal/family, education, material). Students will be able to list expenses and income. Students will be to identify income after expenses. Students will be able to recommend changes in expenses and income in order to save more money each month. **2.** Students will be able to name four ways to increase your money through investments. They will decide which investment is best for different situations. They will identify advantages and disadvantages to each type of investment.

LTR will offer 2 group training sessions, one in the Fall and one in the Spring. Each group will have up to 15 learners, meet once a week for a 2 hour session for a 7 week session.

LTR will also offer an end of the training presentation by a Wells Fargo representative who will come in to demonstrate programs and services their bank can offer to members.

5) Project Description

LTR will target ESL learners residing in St Lucie County and recruitment efforts will first come from existing LTR learners and then recruit from other community agencies. These learners are reporting struggles with an understanding of the basics of money management and banking. All classes (Fall & Spring) will be held at our LTR Dorothy Brennan Learning center in Ft Pierce. Fall classes will run 7 weeks, one night a week for a two hour session. The first class will begin with the designated pre-assessment. At the end of the seven week class LTR will administer the post assessment and survey. LTR will also offer an end of the training presentation by a Wells Fargo representative who will come in and speak about programs and services their bank offer to members. Part of the Wells Fargo presentation will also incorporate a project-based learning activity to our learners about the different online-only banking services. The presentation will try to alleviate the fears of getting started especially if you're not comfortable with technology. The learners will be provided information and have the ability to tour banking services online through the use of a computer and/or an app on their mobile device. This hands on tour will help to educate our learners while providing the pros and cons of different choices offered.

In addition to using the Wells Fargo Hands on Banking program as resource LTR will utilize a curriculum developed by San Diego Centers for Education & Technology-2002 called Financial Literacy Lessons for ESL students. In this curriculum there are three self contained units that begin with an introduction and questionnaire or quiz as to gauge a learner's knowledge of the material to be covered in the unit-pre test. All of the units end with a series of quizzes of materials covered, including grammar, vocabulary and basic knowledge-post test. All LTR learners will also be administered the required pre and post assessments and the surveys for reporting purposes.

At each session, the students will be involved in a roll playing or hands-on activity that will provide immediate feedback for the learner. All of the units end with a series of quizzes of materials covered, including grammar, vocabulary and basic knowledge.

Unit 1: Basic Banking Services Lesson 1: Introduction Lesson 2: Checking Accounts

Lesson 3: Savings Accounts Lesson 4: Loans Unit 1 Quiz

Unit 2: Credit Lesson 1: Introduction Lesson 2: Credit Cards Lesson 3: The Credit Report Unit 2 Quiz

Unit 3: Planning for the Future Lesson 1: Goals and Budgets Lesson 2: Growing Your Money Lesson 3: Personal Timeline Unit 3 Quiz

6) Collaboration and Partnerships

LTR will partner with Wells Fargo Bank. This partnership will allow a representative from the bank to come and present their services to all the members of the two training sessions. In addition, LTR will conduct outreach to our community partner United Against Poverty and Families of the Treasure Coast to recruit additional students and to promote financial literacy to ESL learners.

7) Recognition

On all LTR promotional flyers, newsletters, Facebook and website Wells Fargo will be listed as a partner. At the end of the training sessions a reception will be held for the participants and Wells Fargo will be recognized at that time as well.

8) Timeline

Upon receipt of the grant LTR will confirm Fall class dates and times and begin to recruit ESL learners. All classes (Fall & Spring) will be held at out LTR Dorothy Brennan Learning center in Ft Pierce. Fall classes will run 7 weeks, one night a week for a two hour session. The first class will begin with the designated pre-assessment. At the end of the seven week class LTR will administer the post assessment and survey. In addition at the seventh week class LTR will also have a Wells Fargo representative to present and demonstrate the banks services to its members.

After the holidays in January 2020 LTR will confirm dates and times for its Spring class and begin recruitment efforts for ESL learners. An identical process will occur with pre and post assessments/surveys as the Fall class. LTR will also have a Wells Fargo representative at the seventh week classes' session. At the end of each seven week class session LTR will have a small celebration and recognize it learners and the Wells Fargo representative.

9) Evaluation

LTR will utilize and administer the required pre and post tests assessments and survey for each class. LTR will also be utilizing the Financial Literacy Lessons for ESL student's curriculum which incorporates three self contained units that begin with an introduction and questionnaire or quiz for each lesson as to gage a learner's knowledge of the material to be covered in the unit-**pre test**. Each of the three units end with a series of quizzes of materials covered, including grammar, vocabulary and basic knowledge-**post test**. The objectives for the units and lessons are defined in the Objective section of this proposal.

Part II: Budget
2019-2020 BUDGET

| REVENUE | Amount |
|---|---------------|
| Florida Financial Literacy Initiative Grant | 5000 |
| | |
| | |
| TOTAL REVENUE | |

| PROJECT EXPENSES | Grant Amount |
|--|---------------------|
| Salaries and Benefits | |
| 2 ESOL Instructors \$18 x2 4 hours weekly for 20 weeks | 2880 |
| FICA | 440 |
| Travel- 2020 Florida Literacy Conference | 330 |
| | |
| Total Salaries and Benefits | 3650 |
| | |
| Other Expenses | |
| Classroom Supplies | 250 |
| Classroom workbooks | 550 |
| Publication and recruitment | 300 |
| Reception and recognition | 250 |
| | |
| Total Non-Staff Expenses | 1350 |
| TOTAL EXPENSES | 5000 |

| IN-KIND RESOURCES(Optional) | |
|---|----------------|
| Description | Amount |
| 2 Volunteers/Tutors \$23.33 x14 weeks x 2 class sessions | 1306.48 |
| Office space and utilities 14 weeks | 900 |
| | |
| TOTAL IN-KIND RESOURCES | 2206.48 |