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Q1

Applicant Information

Name	Brandon Wilkins
Company	Literacy Volunteers of Collier County
Address	8833 Tamiami Trail E
Address 2	n/a
City/Town	Naples
State/Province	FL
ZIP/Postal Code	34113
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Phone Number	2392624448

Q2

Name and E-mail address of Primary Contact for Grant Implementation (type "same" if it is the person listed above.)

Same

Q3

Yes

Is your organization a 501(c)(3) nonprofit organization or government-based agency that provides adult basic education/literacy, ESOL and/or family literacy instruction in Florida?

Q4

Nonprofit Community-Based Organization

Organization Type

Q5

Organization's total operating budget (school districts and community colleges may use the adult education program budget.)

363,760

Q6

Does your organization charge a fee for instructional services?

Yes,

If yes, please explain.:

We charge material costs for adults, no charge for children's programs

Q7

Number of adult ESOL and/or family literacy students provided instruction during fiscal year 2020-21.

600

Q8

Number of volunteers (if none, enter "0")

85

Q9

Number of paid instructors (if none, enter "0")

0

Q10

Number of students to be provided with instructional services under this grant.

15

Q11

No

Are you a 2020-21 recipient of this grant?

Q12

County or counties served by this grant.

Collier County Florida



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

2021 APPLICATION – Literacy Volunteers of Collier County

Part I: Narrative

1) Project Abstract/Summary

Students need to have a level of financial literacy in order to effectively navigate their everyday lives. At a minimum, they must understand terms like credit score, and how credit score affects interest rates when applying for a loan. Our goal is to put knowledge into action. Students will have the chance to engage in real-world experiences where they can acquire mastery of the financial skills they need to succeed. This course will help students make financial decisions that will impact their future. We will use the “Hands-On-Banking” curriculum and resources (<https://handsonbanking.org/>) in order to teach students with a proven course. The course will include other supplemental financial education programs like, *Money Smart*, ([FDIC: Money Smart - A Financial Education Program](#)), that shows students how to prioritize spending. The course topics will be on budgeting, banking, credit and debt, savings and investing, and entrepreneurship. Students will be administered a survey, and pre- and post-tests in financial literacy, as well as the CASAS language proficiency test to measure learning gains.

2) History and Accomplishments

Briefly describe the organization’s history, mission, current programs and activities, and students served.

Literacy Volunteers of Collier County (LVCC) began in 1984 as a program for individuals who want to improve their English skills. With a cadre of dedicated tutors, the LVCC organization now serves both adults and children. The following programs are indicative of the kinds of classes that are offered to help all students improve English skills and become functional members of the Collier County community. LVCC serves approximately 600 – 800 adults, children, and families each year.

Adult Programs – Director, Veronica Pavon-Baker

*English as Second Language – delivered in classes based on skill level or in individual tutoring sessions; classes are delivered online and in-person

- *Workplace Literacy – LVCC is re-starting this program (closed during the pandemic) that offers workers the opportunity to learn English on the job through employer cooperation
- *Citizenship Preparation – 6-week program that meets 4 times per year and prepares individuals for the US citizenship test
- * Various workshops or short courses throughout the year to enhance job-seeking skills, e.g., Resume Writing, Speaking/Understanding Colloquial English, Accent Reduction

Children/Family Programs – Director, Dr. Dayana Philippi

*Children and Parents Reading Together (CPRT), a collaborative effort with Collier County Public School operated through school-based Head Start programs. Tutors teach parents how to read to their PreK children and focus on early literacy skills. Each family (parent and child) is given a set of books for an 8-week session that meets once each week. A different book is used each week to read aloud and complete relevant activities. Children get a library of books and parents learn to become their child's first teacher. There are four 8-week sessions held each year, serving approximately 70 families each session.

3) Needs Statement

Please identify the population to be served, the problem(s) it faces, and why the project is necessary.

The population to be served is second-language learners seeking to improve financial literacy skills needed to successfully live and work in Collier County. One of the challenges they face is the lack of affordable options to improve financial literacy skills. Financial literacy is important because it provides the knowledge and skills necessary to manage life effectively. Research shows that 34% of individuals with credit cards paid only the minimum during last year, and only 31% of students can score an 80% or higher on a basic financial literacy quiz. This lack of financial literacy negatively impacts our communities, economies, and families with increased bankruptcies and/or the loss of much-needed family capital to support children and families.

4) Objectives

Describe how the proposed project will address the problem(s) identified in the Needs Statement. Objectives should be stated in clear, measurable terms. (Be sure to include the anticipated number of students to be served and the approximate amount of instruction that they will receive.)

Our goal is to help our students end the practice of living paycheck to paycheck. To overcome negative financial practices, it is essential to instill healthy financial habits, e.g., selecting loans based on interest rates, preparing household budgets, and keeping personal savings accounts.

Objective 1: LVCC will deliver 70 hours of financial literacy instruction to at least 15 students during the grant year.

Objective 2: On an end-of-course survey, 90% of students will report that the class served to improve their financial literacy.

Objective 3: During the term of the class students will participate in a student-organized financial literacy event to showcase new skills.

5) Project Description

This section offers an overview of the project. Please provide a clear description of the project's components, and the curriculum and/or materials to be used. Be sure to describe the student population and how, where, and when financial literacy instructional services will be provided. Please describe how you will work with adult learners in your program to identify and develop a suitable project-based learning activity.

Our goal is to put knowledge into action. Students will have the chance to engage in real-world experiences where they can acquire mastery of the financial skills they need to succeed. This course will help students make financial decisions that will impact their future. We will use the "Hands-On-Banking" curriculum and resources (<https://handsonbanking.org/>) in order to teach students with a proven course. The course will include other supplemental financial education programs like, *Money Smart*, ([FDIC: Money Smart - A Financial Education Program](#)), that shows students how to prioritize spending. The course focus will be on budgeting, banking, credit and debt, savings and investing, and entrepreneurship.

Students will be administered a pre- and post-test in financial literacy, as well as the CASAS language proficiency test to measure learning gains. Students will receive a **"2022 Budget Calendar"** to ensure they are on track and plan accordingly even after the class is completed. Project-based instruction will focus on actively engaging the students to work collaboratively, empowering them to utilize the new information, and showing them how to apply the new information using authentic materials. Students will complete a research-based project on a financial literacy topic. Students will create **a brochure/video** to educate others in the community about the importance of being knowledgeable and responsible in making financial decisions.

The course we are proposing will include a designated part-time instructor, guest speakers and participation from our local partners in Naples: Well Fargo, Wintrust, Fifth Third Bank, and Lorenzo Walker Adult Education Center. The course will run from **February 28 to June 3, 2022**. The class will meet in a hybrid instructional model (online and in-person at LVCC facility) twice a week for 2.5 hours each session (total of 5 hours per week).

We make a commitment to graciously recognize Well Fargo for their support in all our media and social channels if the award is granted.

6) Collaboration and Partnerships

Please state how the program plans to collaborate with outside partners to recruit students, deliver instruction, and/or promote financial literacy.

We will use our currently and previously enrolled ESL student database, our local business donors, and Naples Daily News to recruit students for the financial literacy course. We will obtain guest speakers and participation from our local partners in Naples: Well Fargo, Wintrust, Fifth Third Bank, and Lorenzo Walker Adult Education Center.

7) Recognition

Please describe how Wells Fargo will be recognized for supporting and/or be involved in the proposed project. (See Guidelines)

We will note that the course is sponsored by Wells Fargo in all advertising.

8) Timeline

Please provide a timeline with project milestones.

The course will run from **February 28 to June 3, 2022**. The class will meet in a hybrid instructional model (online and in-person) twice a week for 2.5 hours each session (total of 5 hours per week). All coursework and projects will be completed by final class meeting on June 3, 2022.

9) Evaluation

Grant recipients must administer a pre and post financial literacy assessment, student survey, and teacher survey. See Assessment Page for examples. Programs are welcome to also use additional evaluation tools if appropriate. Please describe these tools here. This is program will be using (optional).

Students will be administered a pre- and post-test in financial literacy, as well as the CASAS language proficiency test to measure learning gains

Part II: Budget

Please read this section carefully to ensure your budget request meets the following guidelines.

1. Budget items should clearly support the project description and objectives.
2. If the project has additional funding sources, **please specifically note how the funds from this grant will be used.**
3. Equipment purchases, such as iPad, headphones, etc., are limited to \$1,000.
4. Grant funding may be used to purchase small incentives, food, prizes for students etc. These items, however, should not be the focus of the budget request.

5. Travel is limited to \$400 and may include attendance at the 2022 Florida Literacy Conference.

2022 BUDGET

REVENUE	Amount
Florida Financial Literacy Initiative Grant	5,000.00
TOTAL REVENUE	5,000.00

PROJECT EXPENSES	Grant Amount
Salaries and Benefits	
Financial Services Instructor – 85 hours @ \$20/hr (70 classroom hours, 1 hour of prep each of 15 weeks)	1,700.00
Adult Program Administrator – 5 hours @ \$26/hr	130.00
Marketing Coordinator/Test Proctor – 10 hours @ \$18.50	185.00
Total Salaries and Benefits	2,015.00
Other Expenses	
Florida Literacy Coalition Conference April 27-29, Orlando 1 staff Member (Adult Programs Director) Fees and travel	400.00
Budget Calendar for student/instructor	410.00
Supplies for student projects	500.00
Classroom Materials	300.00
Equipment purchases	1,000.00
Registration Fees	375.00
Total Non-Staff Expenses	2,985.00
TOTAL EXPENSES	5,000.00

IN-KIND RESOURCES (Optional)	
Description	Amount
TOTAL IN-KIND RESOURCES	