

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
 CDBG FUNDING REQUEST: \$25,000

1. Project Name: *Economic Self-Sufficiency for Immigrants & Refugees through Education, Career, & Other Support Services*
2. Project Description (1-2 sentences) *Center for New Americans offers classes in English, civics, technology, and career preparation as well as a range of support services to help immigrants attain economic self-sufficiency and full participation in the community.*
3. Project Location (Street address) *70 Boltwood Walk, 2nd floor*
4. Budget Request: *\$25,000*

1. Type of Activity (check one):

- Household (family and individual) stabilization
- Support services for the homeless
- Youth development
- Economic self-sufficiency (adult education)
- Food and nutrition
- Health services
- Other – please explain

2. 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 adult immigrants and refugees who have migrated to Amherst to build a life for themselves and their families. They come from more than 35 different countries including Cape Verde, Democratic Republic of Congo, Ghana, Ecuador, Venezuela, Cambodia, China, Iran. We also serve Puerto Rican evacuees from Hurricane Maria. Some students have had minimal formal schooling in their home countries, some are highly-educated professionals, and all are students of English and U.S. culture and systems.

Center for New Americans' staff meet with all prospective students at intake to document participants' income status. Students "self-declare" household size, income, benefits, if eligible, and sign the form before enrolling in the program. Many students are eligible for benefits.

- Limited clientele projects must document compliance by one of the following methods:
 - For projects that do not provide "income payment" forms of assistance, beneficiaries may "self-declare" their eligibility, generally by completing and signing a form declaring household sizes and income ranges.
 - For projects that offer income payments or subsidies, income must be documented.
 - For projects where the user profile will be low- and moderate-income, a description of the profile must be presented so that the conclusion, without a doubt, will be to benefit low- and moderate- income persons.

A. Demonstrate Consistency with Community Priorities

- Describe how the proposed project is consistent with the Community Priorities.

The Community Development strategy cites adult education and job training as activities that lead to economic self-sufficiency. Center for New Americans offers free classes in English, technology, civics, and career training to help immigrants who have migrated to Amherst and surrounding areas acquire the skills to obtain living wage jobs. Several Amherst businesses have been opened by Center for New Americans' students and alumni once they are able to navigate and access community resources. Many Center for New Americans students have children who attend Amherst public schools. One reason they study English is to help their children in school, and to be able to participate in the school community.

- To meet this threshold a proposed project must relate to a community development need or needs identified by the Priorities.

B. Agency Information

- Provide an overview of your organization, including length of time in existence, experience in successfully conducting activities for which funding is being sought, and skills and current services that reflect capacity for success. *Center for New Americans has welcomed and served immigrants in*

Amherst and the surrounding area for more than 26 years. Center for New Americans is licensed and funded to offer adult education by the Mass. Department of Elementary & Secondary Education (DESE), and credentialed to offer immigration legal services by the U.S. Dept. of Justice.

Center for New Americans monitors students' progress using standardized assessments, student portfolios, and students' goal achievement. Staff follow up with students after they have exited the program to track employment progress. Local employers recruit Center for New Americans' students and alumni because of the program's strong reputation and our students' reputation as hard workers.

Center for New Americans has long-established partnerships with such local organizations as the MassHire Franklin Hampshire Career Center and Regional Employment Board, Holyoke Community College, Greenfield Community College, The Literacy Project, Smith Vocational & Agricultural High School, the public schools, local libraries, Family Outreach of Amherst, and the Survival Center.

Some indicators of the program's effectiveness include:

- *Ongoing referrals of new students to our program by local employers and former students;*
 - *Students' learning gains, job attainment and retention, enrollment in post-secondary education;*
 - *Staff members' long tenure, and the consistent growth and loyalty of a large group of volunteers;*
 - *Program alumni who remain involved as volunteers and/or board members;*
 - *The program's responsiveness to evolving student needs, such as childcare and transportation.*
- Explain your short-term goals and long-term goals.

Center for New Americans' short-term goals are to ensure that immigrants and allies recognize Center for New Americans as a trusted community resource in order to engage as many immigrants as we can realistically serve. Long-term goals are to continue to evolve in response to our environment and economy to continue to accompany immigrants effectively on their journeys to self-sufficiency.

C. Project Budget Information

- Provide a detailed budget for the proposed program to include program delivery and direct program costs, and include all sources of revenue and all expenses.

A budget is attached.

- Cite Sources of Other Project Funds.

Center for New Americans is funded by the Mass. Dept. of Elementary & Secondary Education, Hampshire County United Way, Community Foundation of W. Mass, Mass. Office for Refugees & Immigrants, Beveridge Family Foundation, local businesses, foundations, and individual donors.

- If applicable, describe and document the availability and source of matching or other funds needed to complete the project. In-kind services are accepted only as directly related to the project.

Center for New Americans relies on the donated hours of dedicated volunteers whose time represents an in-kind donation of services.

- Document the experience of the provider, costs of comparable services and the process used to review the accuracy of the budget.

Center for New Americans has been providing free classes and support services in W. Mass. since 1992. Center for New Americans' budget and cost of services is determined, in large measure, by the Dept. of Elementary & Secondary Education, which establishes expense and revenue parameters with salary guidelines as well as guidelines for programs' per-student cost. Center for New Americans is a very lean organization with just two full-time employees. Many of the organization's 15 part-time employees perform multiple functions. The board of directors reviews the organization's budget at monthly meetings, and the organization's finances are audited annually by an independent auditor.

- Explain the qualifications of person who prepared the budget.

Laurie Millman, Executive Director, prepares the budget in collaboration with Griselle Rivera, Fiscal Coordinator. Laurie has worked at Center for New Americans for 10 years, and in non-profit organizations for 30 years. She holds an M.A. from the School for International Training's Graduate Institute. Griselle has worked also worked in non-profit organizations for more than 30 years, including Cooley Dickinson and the Holyoke Public Schools. Center for New Americans' budget, progress to date, and financial statements are reviewed monthly by the board of directors.

D. Project Description

- *Project Summary: Center for New Americans offers three levels of free classes in English for Speakers of Other Languages (ESOL) supplemented by technology, civics, and career preparation. Students can enhance their learning with homework and online practice. Students meet individually with an advisor who helps them to outline a career plan based on their goals, and who refers them to training opportunities. Center for New Americans offers two healthcare job training courses on Saturdays, personal care attendant/direct care worker and certified nurse aide. Center for New Americans counts on volunteers who range from college students to retirees to serve as classroom assistants and tutors. Center for New Americans also offers citizenship application/preparation assistance and immigration legal services, and assists 65 immigrants through the naturalization process annually.*

Most Center for New Americans students (about 84%) are low or very low income according to guidelines established by the Dept. of Housing and Urban Development. Many work in low-wage jobs until they speak enough English to advocate for better wages and benefits or apply for better jobs.

- *Activity prioritized by the community: The Community Development strategy cites adult education as an activity which enhances economic self-sufficiency.*
- *Number of individuals or families to be served and who they are: Center for New Americans expects to serve about 100 immigrants from more than 35 different countries, including Cape Verde, Ecuador, El Salvador, Guatemala, China, Cambodia, Democratic Republic of Congo, Venezuela, Turkey. Most are low-income. We also serve Puerto Rican evacuees and refugees who have been re-settled by Catholic Charities.*

E. Project Need

- *Need for the proposed project/program: Public school data is one of the most reliable indicators of a town's demographic composition. In Amherst, 24.1% of public school students speak a first language other than English, and 16.5% are English Language Learners. Comparable statewide figures are 20.9% and 10.2% respectively, underscoring Amherst's significant diversity. Amherst is diverse, in part, because the community has welcomed waves of immigrants and refugees, in part, because many of Amherst's service sector jobs are filled by immigrants, and in part, because there is still affordable housing. As Amherst's Master Plan noted, sustaining a diverse community requires an investment in services. Immigrants and refugees need English classes and guidance in navigating systems in order to support themselves and their families.*
- *Need to be addressed/Importance of Need: The Franklin Hampshire Regional Employment Board's most recent local workforce plan notes that an influx of immigrants is still the primary driver of the region's population growth. This growth is critical to retaining and sustaining local industries as well as to holding onto Congressional seats. Assisting immigrants to acquire the language and other skills to fill open positions in healthcare, hospitality, and manufacturing remains critical to the region's economic health.*

- F. Community Involvement and Support:** *Center for New Americans' project beneficiaries have always participated in program planning. Center for New Americans has introduced childcare,*

adjusted class schedules, and introduced online classes to accommodate students' schedules. Volunteers provide feedback on the kind of support they would like and participate annually in such events as 30 Poems in November! and Immigrant Voices, our annual artistic showcase.

- *Process to maintain beneficiaries' involvement: Center for New Americans regularly requests students' feedback in class and through focus groups. The organization also engages alumni as volunteers, event participants, and as staff and board members. We are moving towards creating a student/alumni advisory board.*
- G. Project Feasibility:** *The project is feasible because it works. Immigrants learn English, apply for and obtain jobs, access community services, support children in school, and become fully contributing members of our community thanks to relatively modest financial investments in our small, lean organization which leverages the resources of dedicated volunteers and partners.*
- *Demonstrate that the project is capable of proceeding: Center for New Americans offers classes year-round. Classes are offered during a fall/winter semester (Sept -Jan); a winter/spring semester (Jan – June); and during the summer (Jul-Aug). Classes take place in the Bangs Community Center, where the program has operated for many years; are funded by DESE on a five-year cycle; and are overseen by a director and management team.*
 - *Describe evidence that the community or project beneficiaries will use the project: Classes are full and there is a wait list. We have rolling enrollment and students seek classes year-round.*
 - *Identify and describe the solicitation process: Center for New Americans staff do outreach before every class semester. Staff go door to door with class fliers to businesses owned, frequented, and staffed by immigrants. Staff also email community partners, including public schools, libraries, health centers, the Survival Center, and social service coalitions.*
 - *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 experienced teachers who are supervised by an ESOL Program Coordinator and the Director. Students are coached by career advisors. A volunteer coordinator recruits and trains volunteers; a childcare provider, who is an alumna, reads to children in English; the fiscal coordinator ensures that established fiscal protocols and agency rules are followed; and the director oversees the program, meets regularly with staff, does some substitute teaching, and ensures compliance with funder requirements. All program staff attend staff meetings and professional development. Additional internal controls are provided by Center for New Americans' Board of Directors and an independent auditor.*
 - *Document that the agency has the necessary past expertise to conduct the activity: Center for New Americans has been re-funded by the CDBG program, DESE, the United Way, and the Community Foundation for years. Center for New Americans' alumni work for the Musante Health Center, Amherst College Dining Services, Cooley Dickinson, and Barton's Angels.*

- Project milestones and timeline: *Center for New Americans has no unfinished projects. Center for New Americans has evolved from 3 academic-year class cycles to 2 academic-year semesters and a summer session. At the end of each class session, there is a closing ceremony and celebration marking students' participation and progression to the next level. Milestones include students' learning gains, goal attainment, including jobs obtained, and legal status changes.*

H. Project Impact

What will be the impact of the proposed project/program? *Immigrants who are fairly isolated until they can communicate in English and are familiar with cultural norms will be able to participate more fully in the community, apply for and secure living-wage jobs, support children in school, access healthcare and other services and resources, apply for housing, and build a better future for their families.*

- Impact on specifically identified needs, resulting improvements: *The Amherst community needs residents who can support children in school and fill positions in growing industries. Amherst residents need to be able to advocate for themselves and their children, earn a living wage, have a voice. Learning English, civics, technology, and U.S. systems serves residents and the community.*
- Target population changes/program success: *Students learn English, civics, technology, U.S., culture, and acquire confidence to use these skills to interact with businesses and local institutions.*
- Measurement: *Student progress, such as learning gains, is measured using standardized assessments. Assessment scores are documented in Center for New Americans' database as well as in a state database for DESE. Job attainment and other goal achievements are also documented in both databases. Center for New Americans recently upgraded its database for more efficient documentation.*
- Impact tracked over time: *DESE requires funded programs to follow up with students after they exit classes to assess program impact, especially with respect to employment and secondary education. Center for New Americans' advisors follow up with students at several intervals post-exit.*
- Direct and indirect outcomes: *Direct outcomes include increased English and computer skills, familiarity with civics and U.S. cultural norms, and the confidence to navigate systems such as banks, libraries, healthcare clinics. Indirect outcomes include less isolation and more opportunity for families.*
- Quantitative and qualitative measures: *Standardized assessments, jobs obtained, homes purchased, children supported in school, participation in community events.*
- Will this service enable clients to become self-sufficient? *Yes*
- Link to other human/social service programs in the community: *Center for New Americans collaborates with the schools, Big Brothers Big Sisters, the Survival Center, the Career Center. Center for New Americans teachers organize class field trips to visit several partner organizations.*

BUDGET FORM - Amherst CDBG

Program Name: Center for New Americans

Program Period: October 1, 2019-September 30, 2020

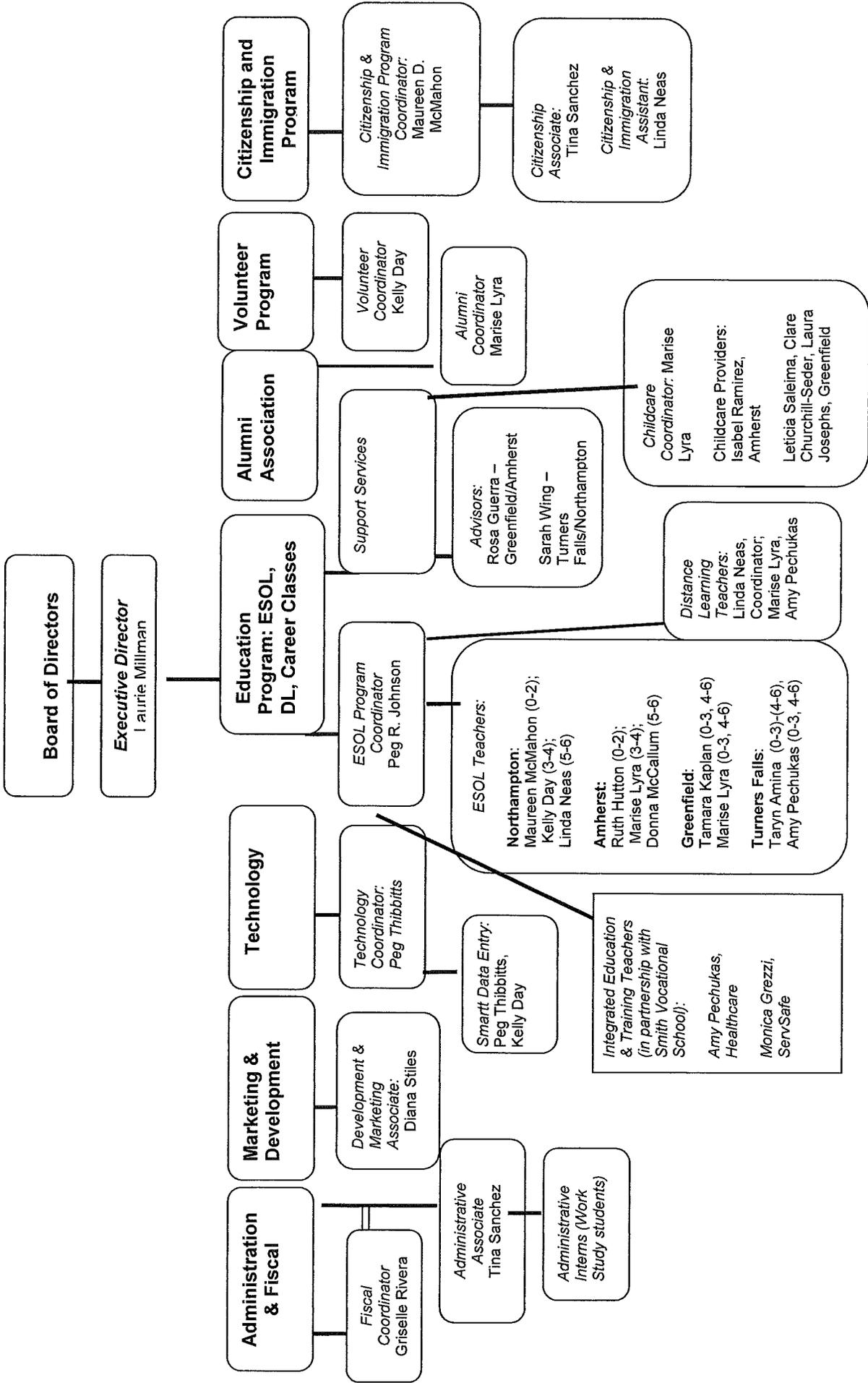
PERSONNEL POSITION	Hourly Rate	Hours Per Week	# Weeks	Total Program Cost	CDBG Cost	Non-CDBG Cost
ESOL Teachers (3) Michele, Donna, Ruth	\$ 22.00	45	44	\$ 43,560	\$ 4,500	\$ 39,060
Education/Career Advisor	\$ 22.00	10	44	\$ 9,680	\$ 1,500	\$ 8,180
Technology Coordinator	\$ 23.00	4	46	\$ 4,232	\$ 1,000	\$ 3,232
Volunteer Coordinator	\$ 22.00	4	52	\$ 4,576	\$ 1,000	\$ 3,576
Childcare Provider	\$ 13.00	10	38	\$ 4,940	\$ 1,500	\$ 3,440
Executive Director	\$ 30.50	7	52	\$ 11,102	\$ 1,000	\$ 10,102
Finance Manager	\$ 24.00	4	52	\$ 4,992	\$ 500	\$ 4,492
Marketing and Development	\$ 21.50	5	44	\$ 4,730	\$ 500	\$ 4,230
Fringe				\$ 87,812	\$ 11,500	\$ 76,312
TOTAL PERSONNEL				\$ 13,842	\$ 1,725	\$ 12,117
				\$ 101,654	\$ 13,225	\$ 88,429
Non-Personnel						
Rent, utilities, security				\$ 18,000	\$ 9,600	\$ 8,400
Education Supplies				\$ 3,434	\$ 1,275	\$ 2,159
Conference Registrations						\$ -
Student Events				\$ 943		\$ 943
Internet				\$ 970	\$ 900	\$ 70
other:						
TOTAL NON-PERSONNEL				\$ 23,347	\$ 11,775	\$ 11,572
TOTAL PROGRAM COSTS				\$ 125,000	\$ 25,000	\$ 100,000

**CENTER FOR NEW AMERICANS
FY19 BUDGET 9/1/2018-8/31/2019**

REVENUES	FY19 FINAL
Amherst CDBG	\$ 20,000
Bete Family Foundation	\$ 9,350
Beveridge	\$ 15,000
Community Foundation of Western Massachusetts	\$ 12,000
Life Extension (Johnson Foundation)*	\$ 5,000
Massachusetts Bar Foundation	\$ 16,500
Massachusetts Dept. of Elementary & Secondary Education	\$ 490,571
Northampton Community Development Block Grant	\$ 9,500
Office for Refugees & Immigrants	\$ 16,500
The Clowes Fund	\$ 15,000
United Way of Franklin County	\$ 8,173
United Way of Hampshire County	\$ 15,000
30 Poems in November!	\$ 40,000
Individual Fundraising	\$ 30,000
Other Fundraising: family foundations, events, local	\$ 96,202
TOTAL REVENUES	\$ 798,796

EXPENSES	FY18 FINAL
Personnel	
Salaries and Wages *	\$ 498,879
Fringe Benefits *	\$ 117,686
Non-Personnel	
Contractual	\$ 49,560
Supplies	\$ 14,020
Travel	\$ 4,212
Other	\$ 114,439
TOTAL EXPENSES	\$ 798,796

Center for New Americans Organization Chart



**Center for New Americans
Board of Directors***

Name and Address	Email	Phone
Baker, Bernie Instructor, Deerfield Academy 22 Cleveland St Greenfield, MA 01301	bbaker@deerfield.edu	413-774-9433 Home 413-834-8021 Cell
Blakeman, Jean PO Box 443 Williamsburg, MA 01096	jeanblakeman24@gmail.com	413-268-3569 Home 413-531-1340 Cell
Carpenter, Cristin 103 North Cross Rd Gill, MA 01354	ccarpenter@gcc.mass.edu kitc16@comcast.net	413-775-1226 Work 413-863-2505 Home 413-522-9470 Cell
Demetz, Anne-Marie 528 Pratt Corner Rd Amherst, MA 01002	am.demetz@gmail.com	413-253-9620 Home 413-218-5299 Cell
Id Abdella, Hamid 27 Ward Avenue, Apt. A Easthampton, MA 01027	hamididabdella@gmail.com	413-923-8454 Cell
South, Frances 374 Bay Road Belchertown, MA 01007	frances.south@gmail.com	413-244-4748 Cell
Webb, Roger 293 Potwine Lane Amherst, MA 01002	roger.amherst@comcast.net	413-256-8677 Home