



Thank you for applying to the Greater Harrisburg Foundation, a regional foundation of The Foundation for Enhancing Communities. Tell your story clearly and concisely. Attachments are required; follow all directions. Failure to answer questions, utilize this template, or attach required documents will disqualify your application. **Answer all questions using information that applies to the project seeking support of grant funds.** Contact Jennifer Strechay, Program Offer for Community Investment, at jstrechay@tfec.org or 717-236-5040 with questions.

APPLICANT PROFILE

Applicant Organization Name

Tri-County Opportunities Industrialization Center, Inc.

Provide your organization's name as currently recognized by the IRS

- Check box if the Applicant Organization Name above is a “Doing Business As” name and the provided 501c3 letter states a different name. To be recognized by the “Doing Business As” name, attach ONE legal document using the provided name. If not provided, TFEC will utilize the 501c3 name.**

- Check box if the Applicant Organization uses a Fiscal Sponsor and provide name here**
Click or tap here to enter text.

Name, Title, Email, Phone of Executive Leader

Jeffrey C. Woodyard, Executive Director, jwoodyard@tricityoic.org 717-238-7318

All contracts and notifications of grant status will be addressed to the individual provided here

Applicant Organization's Physical Address

500 Maclay Street, Harrisburg, PA 17110

Applicant Organization's Address for Mailed Communications

500 Maclay Street, Harrisburg, PA 17110

All contracts and notifications of grant status will be sent to the address provided here

Name, Title, Email, Phone of Contact Completing Application

Jeffrey C. Woodyard, Executive Director, jwoodyard@tricityoic.org, 717-238-7318

If application questions arise, this individual will be contacted by TFEC staff

Organization's Mission Statement

Tri-County Opportunities Industrialization Center's mission is to deliver education and job training services that are high quality and learner-focused, by capitalizing on the experience of our staff, the support of our partners, and the resources of our community. Our services for out-of-school adults and families move our students closer to economic self-sufficiency. Our qualified staff accomplishes this by offering educationally sound instruction and academic support services that help our students become better citizens, better family members, and better workers.

Organization History (Do not exceed this page)

Tri-County OIC is an adult learning center located in Harrisburg, PA. Incorporated 1965.

PROJECT PROFILE

Project Title

Digital Literacy for Job Seekers

Project Title must match title listed throughout application and online.

Project Areas of Focus

UPSTREAM GENERAL

Choose UPstream General if your project utilizes upstream strategies but is not principally centered upon the categories below. See the grant guidelines for additional detail.

UPSTREAM: FOCUS AREAS

Choose an UPstream Focus Area (if your project is principally centered upon one or more of the categories below). Please select only those area(s) that apply to this project. See the grant guidelines for additional detail.

<p>EDUCATION</p> <p><input type="checkbox"/> Programs & projects that focus upon or nurture access to early childhood education</p> <p><input type="checkbox"/> Education & development programs for children & youth</p> <p><input checked="" type="checkbox"/> Educational programs serving adults</p>	<p>ENVIRONMENT & PARKS</p> <p><input type="checkbox"/> Environmental stewardship</p> <p><input type="checkbox"/> Horticulture & the arts</p> <p><input type="checkbox"/> Health & environment</p> <p><input type="checkbox"/> Park beautification & improvement</p>
<p>HEALTH</p> <p><input type="checkbox"/> Health & human services</p> <p><input type="checkbox"/> Cancer awareness and/or research</p> <p><input type="checkbox"/> Dental care for those in need</p> <p><input type="checkbox"/> Health & human services</p> <p><input type="checkbox"/> HIV & AIDS</p> <p><input type="checkbox"/> Individuals with debilitating or terminal illness</p> <p><input type="checkbox"/> Individuals with intellectual disabilities</p> <p><input type="checkbox"/> Prevention of head and/or spinal cord injury</p> <p><input type="checkbox"/> Purchasing of devices that improve accessibility</p>	<p>HOMELESSNESS</p> <p><input type="checkbox"/> Homelessness & hunger</p>
<p>MENTAL HEALTH</p> <p><input type="checkbox"/> Counseling for children with terminally ill family members</p> <p><input type="checkbox"/> Guidance, counseling, or programming that includes guidance and/or counseling for youths</p> <p><input type="checkbox"/> Mental health</p>	<p>SENIORS</p> <p><input type="checkbox"/> Programs & projects serving older adults</p>
<p>COMMUNITIES OF FOCUS</p> <p><input type="checkbox"/> Disaster relief & human services that serve the communities of Lebanon City, PA and Cressona, PA</p> <p><input type="checkbox"/> Programs and projects that benefit residents of Millersburg, a borough of Dauphin County, PA</p> <p><input type="checkbox"/> Projects to enhance Camp Hill Borough parks provided by youth organizations such as Scout programs or other youth organizations; programs & projects that focus upon or nurture access to early childhood education within Camp Hill.</p>	

Counties to be served as part of project; check all that apply.

Cumberland Dauphin Franklin Lebanon Perry Northern York (Dillsburg Area)

Projected Number of Individuals to be served by project

_____75_____ Total number of ADULTS served

_____ Total number of CHILDREN (ages 17 and under) served

_____ Total number of ALL INDIVIDUALS served by the project

If above data is not appropriate to project, be sure to fully state the audience type and numbers to be served in Question 2 of the Impact Narrative.

PROJECT SNAPSHOT

1. Capture your UPstream project and the community need it seeks to address in 200 words or less.

As more work readiness and job search activities are occurring remotely, students who lack basic digital literacy skills are disadvantaged in using the online tools and resources that support their job search and employment work readiness training. Skills such as keyboarding, locating online resources, completing applications, and participating in remote instruction become complicated, time-consuming, and frustrating tasks for those who lack basic digital literacy skills. Our project will provide “UPstream” digital learning support to lessen the “Downstream” barriers that confront job seekers. Students who are successful in the job search and still lack adequate digital literacy skills, are faced with additional challenges on the job. Many entry-level jobs required employees to use technology for record-keeping, timekeeping, requesting time off, and scheduling. Building digital literacy skills and using them confidently lessens frustration and stress, while it increases employee success and decrease the chances of poor work performance because of poor digital literacy skills.

PROJECT NARRATIVE

Answer questions 2-10 clearly and concisely; no limit.

2. The GHCF UPstream grant opportunity seeks to improve our area communities by supporting existing or new “upstream” systems, interventions, programs, or projects that attempt to create positive social change by addressing a problem at its source rather than managing its “downstream” symptoms. Describe your proposed upstream project, the geographic area it will serve, and the audience to be served; state why this audience was selected. Include how/why your project is “upstream” and how your project is working to address a specific need or needs. You **MUST** use and complete the following statement within your answer, “Grant funds will be used to _____”.

Description of Project

The proposed Digital Literacy for Job Seekers project is a job-seeker focused program that identifies the digital literacy barriers that job seekers have, creates individual job seeker skills gaps training plans, and provides face-to-face instruction to reduce or eliminate their digital literacy skills weaknesses.

Digital Literacy for Job Seekers has four components:

Component I – Outreach and Recruitment

Under this component, OIC staff will use its existing intake and orientation process to identify job seeker students who have poor digital literacy skills. Staff will use both self-identification and identification by assessment to determine which students could benefit from the Digital Literacy for Job Seekers program.

Self-identified students are those who indicate to their instructor or school counselor that they would benefit from digital literacy instruction. Other students may be identified by administering a skills gap assessment aligned with the NorthStar Digital Literacy program course content.

Component II – Assessment of Skills Gaps

Under this component students are given a comprehensive digital literacy skills assessment. The assessment measures digital literacy in these specific areas: (1) basic computer skills, (2) Internet basics, (3) using email, (4) Windows 10, (5) Microsoft Word Office, and (6) Career Search Skills.

The assessment results are used to create, for each student, an individual digital learning profile. The profile serves as the guide to create a specific learning plan unique for each student. Teachers use the results of the assessment and the resulting learning plan to identify those digital lessons that will lead each student towards greater digital literacy competency.

Component III – Direct Instruction

Staff will use curriculum content from the NorthStar Digital Literacy course content. NorthStar Digital Literacy is a program of Literacy Minnesota. Each of the six digital literacy content areas has specific learning objectives. Students demonstrate their understanding of the learning objectives by performing specific tasks. Students are issued certificates or “badges” when they complete the tasks successfully.

To assure the validity and fidelity of any certificates that are issued to students, the OIC Test Administrator will proctor all student assessments and issue certificates to successful students. Students may earn as many as six credentials.

With other resources, OIC will support this component by embedding digital literacy instruction with job-seekers’ academic instructional classes.

On average students will spend 2 hours per content area. It is estimated that students will need instruction in 3 or more of the content areas.

Component IV – Participant Follow-Up

Under this component staff will maintain contact with students who are seeking jobs or have been placed in jobs. Staff will conduct 7, 15, 30, and 60-day follow-up activities for those students placed in jobs. The follow-up contact activities give staff the opportunity to identify any remaining digital literacy barriers that students may have. The follow-up activities also allow staff to provide additional limited instructional support and resources to job paced students.

Geographic Area Served

This project will serve primarily residents who live in the city of Harrisburg and the immediate surrounding communities and municipalities including Highspire, Steelton, and Middletown. OIC also serves residents of Cumberland and Perry counties.

Target Audience

The target audience for this project are out-of-school adults (18+) who are unemployed or underemployed seeking entry-level career pathway jobs.

Why This Audience

This targeted cohort of students was selected based on our historical understanding of the barriers that prevent our students from being successful job applicants and successful entry-level employees.

What Makes it UPstream

We always have taught work readiness skills to our job seekers. These skills generally were the “soft skills” that employers identify as important for entry-level workers. These skills include time management, interpersonal skills, communication skills, dependability, conflict resolution, problem solving. While these skills are still important, they are meaningless if you don’t have the skills to get the job to use the soft skills “downstream” on the job. This project removes another access barrier to employment by assuring that job seekers have access to the means to be considered for openings.

Grant funds for this project will be used to support face-to-face and remote digital literacy instruction and work readiness activities. Additional funds will be used to purchase instructional resources aligned with the NorthStar Digital Literacy courseware. Funds will student instructional supplies and teacher instructional tools (ZOOM, Constant Contact).

DATES & LOCATIONS

3. When and where will the project take place? List dates and locations as appropriate in chronological order. State if provided dates/locations are confirmed, estimated, or to be determined.

For this project, activities (intake, assessment, face-to-face instruction will occur at 500 Maclay Street, Harrisburg, PA 17110. Project start date is January 11, 2021 with an end date of December 17, 2021. These dates are aligned with our proposed school calendar for 2021. Dates are subject to changed based on the status of our agency as it complies with guidance form state officials for delivering adult education classes in our service areas.

ROLES & RESPONSIBILITIES

4. Does the project involve partnerships, collaborations, service, or affiliations with other organizations that will strengthen the project? If so, LIST their name(s) and corresponding role(s) within the categories below OR if this does not apply to you, state why your project is best positioned for success as a single organization.

SINGLE ORGANIZATION STATEMENT: Tri-County OIC is best positioned to complete this project. The staff, resources, and identified students needed to meet the project goals can be identified and accessed through existing internal means. OIC has the experience needed to systematically address the project components, measure the impact, and report outcomes as required.

PARTNERSHIPS: *We are equally invested in providing this project and success is dependent upon all organizations and shared roles although one entity serves as the applicant for this grant. Our application includes a letter from each partner that states their role in this relationship.*

n/a

COLLABORATIONS: *We are working with other organizations to make this project happen, but we serve as the lead organization for this grant opportunity and our project success is enriched by, but not dependent upon, our collaborators. An additional letter is NOT required, but may help the application.*

n/a

SERVICE: *Our project will serve these organizations and cannot take place without their commitment to accept service. Our application includes a letter from each organization (this includes schools) that states their intent to participate.*

n/a

AFFILIATIONS: *Our project may be affiliated with these organizations in some way, but is not 100% dependent upon their participation. An additional letter is NOT needed.*

n/a

COMPARABLES

5. Are other organizations in your service area providing services that are similar to your proposed project? If yes, state their names or services and explain how your project differs. If no, state NA.

OIC is not aware of similar agencies who are serving the targeted cohort identified in this proposal with digital literacy skills training. In fact, we are aware that the need for digital literacy is most strongly needed by job seekers who use the local PA CareerLink for job searching and job training assistance.

ASSESSMENT & IMPACT

- 6a. What will project success look like? Provide a brief overview of the project's key outcomes, outputs, and/or other results of success.

Success will be measured by goal attainment. Staff will use these measurable outcomes to evaluate and measure program impact.

Number served Goals:

Serve 75 unduplicated adult learners

80% or 60 learners will meet enrollment with an average of 2 hours of guided instruction

Credentials Obtained Goals:

90% or 60 of the enrolled learners will earn no fewer than 100 digital literacy NorthStar certificates.

Pre/post Survey Goals:

Administer pre-digital literacy skills satisfaction survey to 90% or 60 of the enrolled learners

Administer post-digital literacy skills satisfaction survey to 50% of all students who complete at least one digital literacy skills content subject

Placement/Follow Up Goals:

80% of job-placed students will receive follow up contact within 30 days of employment

- 6b. How will project success be measured and documented (i.e.: how will you know the project is successful? Are you collecting value statements, numbers served, surveys, photos, before and after images, or using other methods)?

For each of the measurable outcomes, staff will use the following documentation:

Number Served Goals: intake forms, attendance records

Credentials Obtained Goals: number of certificates attained from NorthStar

Pre/Post Survey Goals: number of pre/post surveys completed using Survey Monkey

Placement/Follow up Goals: number of follow up contacts initiated by staff

FUNDING & SUPPORT

7. If this proposal is not funded at the level requested, will you be able to implement the project as stated? Explain as needed.

Should the level of funding requested not be awarded, OIC will offer this project to a limited number of students who, after assessment, demonstrate the greatest need for digital literacy skills training.

8. This grant opportunity will not fund 100% of any project. Restate the amount you are seeking and describe other funding sources and amounts.

OIC is seeking \$3,500 to support this project. The total project cost is \$8,202. The remaining funds will be secured through the agency's PA Department of Education contracts that support basic education training.

9. Did the applicant organization end its most recent fiscal year with a budget surplus or deficit? If so, briefly state the amount of the surplus or deficit and state how the surplus may be used (i.e. is it earmarked for another program) and/or how the deficit may be handled.

For the unaudited fiscal year ending June 30, 2020, OIC had a deficit of approximately \$3,000. This deficit was due to unforeseen expenses associated with miscellaneous property costs. The building that we are occupying was recently sold. Modification to our shared spaced increased our budgeted allowances.

ACCESS & INCLUSION

10. As a community foundation, TFEC fosters a climate of purposeful inclusion that values diversity of gender, age, race, ethnicity, national origin, range of abilities, sexual orientation, and socio-economic status. Please state how your project will be made accessible to all individuals who qualify for participation in the project and describe any accommodations, modifications, technologies, or services you will offer to ensure that all eligible participants experience the best possible services or outcomes.

Tri-County OIC does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring and firing of staff, selection of volunteers and vendors, and provision of services. We are committed to providing an inclusive and welcoming environment for all members of our staff, clients, volunteer, subcontractors, vendors, and clients. Tri-County OIC also values individual privacy and actively seeks to preserve the privacy rights of those who share information with us. We use the information to identify and remove barriers that affect participation in school activities. We may share information with staff, referral agencies and government agencies that supply support services. Tri-County OIC provides equal access services by offering multiple handicap site locations, access to learning support services, accommodations for instruction and testing, and barrier elimination support.

BUDGET WORKSHEET

Complete the Budget Worksheet below; a Project Total is required.

ITEM OR SERVICE <i>Examples include: Contracted Services, Equipment, Personnel, Supplies; list your own as appropriate.</i>	DESCRIPTION OF ITEM OR SERVICE	REQUESTED GRANT FUNDS <i>Indicate where funds sought through this grant opportunity will be applied.</i>	OTHER FUNDING SOURCES <i>State the names and amounts of all other funding sources.</i>	PENDING, COMMITTED, OR RECEIVED <i>Using a P, C, or R, indicate the status of all funding sources.</i>	\$ TOTALS <i>Add across to provide a total for each row. Total columns as indicated in bottom row.</i>
Personnel	Program Supervisor @ \$22/hr. x 1 hr./wk. x 48 wks. = \$1,056	\$528	528	C	\$1056
Personnel	Project Instructor @ \$20/hr. x 4 hrs./wk. 48 wks. = \$3,840	\$1920	1920	C	\$3840
Benefits	\$4,896 x 22% = \$1,077	\$500	577	C	\$1077
Instructional Supplies	Flash drives for electronic student portfolios 100 drives @ \$2 = \$200;	\$100	100	C	\$200
Instructional Supplies	Certificate paper for credentials @ \$25/ream x 2 = \$50;	\$25	25	C	\$50
Instructional Supplies	\$10/student x 120 = \$1,200	\$427	773	C	\$1200
Technology Expenses	Site license fee for NorthStar Digital Literacy @ \$500	\$0	500	C	\$500
Technology Expenses	ZOOM license @ \$129; Constant Contact license @ \$150	\$0	279	C	\$279
		\$			\$

TOTALS	\$3500	\$4702		\$8202
	Total: Requested Grant Funds	Total: Other Funding Sources		PROJECT TOTAL

Tri-County OIC Board of Directors
2019-2020

Dwayne D. Jackson, Sr. - Board President
Self-employed Electrician

Douglas J. Weiser - Board Treasurer
Self-employed Consultant

Scott A. Gould, Attorney - Board Secretary
Chair, Environmental Law & Toxic Tort Group
McNees, Wallace & Nurick, LLC

Dr. Jill Bartoli – Member-at-Large
Emerita, Elizabethtown College

Janice Snyder, CPA – Member-at-Large
Principal
McKonly & Asbury, LLP

July 17, 2020

The Foundation for Enhancing Communities
Attn: Jennifer Strechay, Program Officer for Community Investment
200 N. 3rd Street, 8th Floor, Harrisburg, PA 17101

Dear Jennifer,

I am writing this letter in support of Tri County OIC's 2020 TFEC UPstream request for funds to support digital literacy classes for adults and jobseekers. Tri County OIC is an organization that responds to important trends and that offers programs and services that advance a diverse population to self-sufficiency. The COVID-19 pandemic has shed light on the need to provide access to technology and services that support digital literacy education.

Tri County OIC is the lead agency of the Tri County Adult Education Consortium that includes Tri County OIC, HACC, Dauphin County Prison, Catholic Charities, Employment Skills Center and Perry County Literacy Council. Tri County OIC receives and distributes funding from the PA Department of Education Division of Adult Education to provide Adult Education services in Dauphin, Cumberland and Perry Counties. Tri County OIC's leadership has supported each member's ability to sustain programs and has inspired innovation, quality of instruction and collective work that has produced literacy, training and employment outcomes throughout the tri-county region.

Tri County OIC will embed digital literacy in its adult education program that attracts those most in need who are motivated to improve their skills and conditions. Their center is recognized as a valuable city and neighborhood resource. Supportive services and scholarship programs ensure inclusion. Their well-known BOOKYMOBILE® travels throughout the city to distribute free books, school supplies and home-schooling resources. Their commitment to literacy is evident in the cart full of free books that sits outside OIC's front entrance where adults and children can take a book home to read.

I urge TFEC to fully fund Tri County OIC's grant request. An investment in this project will impact adults and jobseekers who will gain the 21st century digital literacy skills necessary to access opportunities and information; participate in their children's education; and meet employers' expectations.

Sincerely,

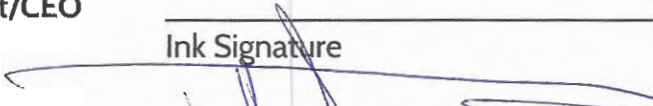
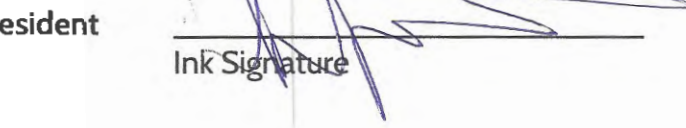


Kathleen Bentley

2020 GREATER HARRISBURG COMMUNITY FOUNDATION UPSTREAM SIGN & SUBMIT FORM

Provide signatures from the applicant organization, below. Both organization representatives must sign.

By providing your original OR digital signature below, you agree that the provided information in this application is true to the best of your knowledge and may be submitted for review. Completion of this form is one component of your Complete Application.

<input type="checkbox"/>	President/CEO		Click or tap here to enter text. Digital Signature
<input type="checkbox"/>	Board President		Click or tap here to enter text. Digital Signature

REQUIRED ATTACHMENTS TO BE UPLOADED & SUBMITTED BY 4PM ON THE DEADLINE DATE

All grant materials must be submitted through the TFEC online application system by 4pm on the deadline date. This grant opportunity does not utilize delivered or mailed materials.

- Complete Application:** Applicant Profile, Project Profile, Project Snapshot, Project Narrative, Budget Worksheet, and Sign & Submit Form with original or digital signatures.
- Board of Directors List:** Professional affiliations (ie: work positions and/or titles as applicable) must be included.
- ONE, TWO, or THREE letters of support with original or digital signatures.** Applicants may submit the number of letters that will best support their application. Letters of support from the applicant organization's Board of Directors will not be accepted. Identical form letters are discouraged. A minimum of ONE letter of support is REQUIRED for this grant opportunity regardless of response to Question 4.
- If you have indicated PARTNERSHIP with or SERVICE to other Agencies as stated in Question 4, you must upload letters with original or digital signatures documenting the relationship.** A letter of partnership or service may also serve as a letter of support if support is expressly stated.
- Applicants who utilize a FISCAL SPONSOR** must include a letter signed by the Executive Leader of the Fiscal Sponsor organization indicating agreement to serve as the Fiscal Sponsor. An original or digital signature is required.
- IRS 501(c)(3) determination letter.**
- 1st Page of Applicant Organization's Most Recent 990.** If 990 is not available, upload applicant organization's most recent audit or financial statement to meet this requirement.

QUESTIONS

If you should have any questions regarding this form or TFEC grant opportunities, contact Jennifer Strechay, Program Officer for Community Investment, at jstrechay@tfec.org or 717-236-5040.