CITY OF RACINE
COMMUNITY DEVELOPMENT BLOCK GRANT-RECOVERY
APPLICATION

1. Organization Name: **Racine Heritage Museum**
2. Address: **701 Main Street, Racine, WI 53403-1211**
3. Phone: **(262) 636-3926**
4. Email Address: **crpaulson@clmail.com**
5. Contact Person: **Christopher Paulson, Executive Director**
6. Activity Name: **Historic Collections Conservation and Relocation**
7. Activity Description: **We are seeking CDBG-R funds to support space preparation, moving and storage services and materials for the extensive CASE Company archival collection in our care. These materials will be moved in June, 2009, from long-term storage to a more accessible location and reorganized to improve access and conservation efforts.**
8. Amount of CDBG-R Funds Requested: **$4,744.**
9. Total Activity Budget:

Item	RHM/Other	**CDBG-R**	Total
Long Term Storage (76 months, $2,000/mo in-kind donation)	$154,000	**0**	$154,000
Long Term Storage (24 months, $350/mo paid)	$8,400	**0**	$8,400
Storage Facility Construction	$107,000	**0**	$107,000
Storage Facility – Furnishing	$14,970	**0**	$14,970
Archival Storage and Care Materials	$4,030	**$1,320**	$5,350
Moving Services (3/$126/hr x 12hr)	0	**$1,512**	$1,512
Museum Staff			
Custodian ($11.95/hr x 160)	0	**$1,912**	$1,912
Curator ($20.82/hr x 80)	$1,665	**0**	$1,665
TOTALS			
In-Kind	$154,000	0	$154,000
Cash	$136,065	$4,744	$140,809
Grand Total	**$290,065**	**$4,744**	**$294,809**

URBAN LEAGUE OF RACINE & KENOSHA, INC.
2009 ULRK MATH REFRESHER CLASS AND T.A.B.E. TEST PREP

1. PROGRAM DESCRIPTION: The ULRK Math Refresher Program (MRP) will prepare adult individuals to acquire a minimum 10th grade level Math skills necessary to pass the Test of Adult Basic Education (TABE) test required for positions in the building and road construction trades. The Primary target group for this program will be un-employed and dislocated workers and low-income residents of Racine Census tracts 1-5.

Participants will be admitted to the program in groups of 20 upon completion of program application and intake process. The program instructor will review applications for completion and age qualification and will accept all applicants into the program. Successful completion of all program requirements will be accomplished before participants receive a certificate of completion. The program goal is to serve 120 unduplicated persons every six months.

The program will have five components: 1) An orientation process to assess placement in the program; 2) Classroom instruction in remedial Math, measurement, tool recognition and testing; 3) on-line modular TABE test prep using the Internet and computer lab, 4) MECA software and activity packets for Construction Technology and Building Maintenance; and 5) a Pre-Apprenticeship Training Program Study Guide and Workbook. Participants who successfully complete all five components will receive a Certificate of Completion.

2. NEED SURVEY: *Reference:* First Choice Pre-Apprenticeship Transportation Alliance for New Solutions (TrANS) Program results of the Test of Adult Basic Education (TABE). Recently, the Kenosha County Job Center reported through May 5, 2009, the passing ratio for the TABE was only 37%. (86 passed out of 237). Breaking this down further, **the passing ration for Math was only 8%** (19 passed out of 237). There appears an urgent need to provide Math refresher courses and prep for the TABE test in order increase the pass rate. Individuals who failed the TABE not only lost an opportunity for placement into the TrANS training program, but also a chance at employment with a construction company. **SEE EXHIBIT 1.**

3. BUDGET: For six (6) month period July 1, 2009 to December 31, 2009, the total cost of the program will be $10,000 ($7,500 CDBG and $2,500 matching funds). If extended to twelve (12) months, the cost will be $20,000 ($15,000 CDBG and $5,000 matching funds). **SEE EXHIBIT 2**

4. CURRICULUM: A. Test of Adult Basic Education (TABE). The practice test will be used.

Background: The TABE has a variety of uses in adult education. For those who are teaching adult education classes, TABE is an assessment tool used in designing or tailoring programs to the needs of a particular group. The TABE can be used to prepare adult students for taking the General Education Diploma (GED) test or pre-employment tests with a Math component.

The chief advantage of the TABE is that it is designed for small classroom use with adults and can be administered and scored on computers within that setting. The TABE can be administered on local intranet or it may be taken in an online version directly through the internet. It can also be given to students in the traditional paper format.

The TABE tests encompass levels of difficulty extending through the 12th grade. Each of the corresponding elementary or secondary school grade levels is subdivided into further levels of difficulty. The three chief content areas tested are reading, language use, and basic mathematics. The TABE also has a Spanish-language version.

The content of the test is generally consistent with basic education requirements of public schools across the nation. Fundamental skills tested on TABE include literacy assessment, fundamental mathematics concepts, and other language skills. In addition to elementary and secondary school testing programs, TABE testing versions have been developed to meet general basic education concerns for adults working or applying to work in certain occupations.

The TABE is an excellent training and preparation tool for the General Education Diploma (GED) examination and for pre-employment testing. The TABE was developed with a view to marking a student's progress toward a self-set goal. In other words, the TABE presents an educational environment without the intimidation of potential failure. No one "fails" the TABE; the test is used to determine the vital content areas in which the adult student requires additional assistance.

The TABE has been used in alternative school settings, military advancement training courses, union training programs, vocational skills programs, non-native English speaker programs, and in a variety of other settings.

Participants will use a modular test prep system for the TABE. The self-assessment module quizzes listed below and test scores will reveal significant gaps in learning and determine the amount of remedial math needed.

- Basic Algebra
- Advanced Algebra
- Averages and Rounding
- Arithmetic
- Estimation and Sequences
- Exponents
- Fractions and Square Roots
- Geometry

- Graphs
- Basic Math
- Intermediate Math
- Advanced Math
- Measurement
- Percents and Ratios

B. Microcomputer Evaluation of Careers & Academics (MECA) software with integrated technology with hands-on exploration and assessment. Modules include Construction Technology and Building Maintenance. The learning activity packets are a variety of basic academic assessments and skill enhancement activities that help users understand the academic skills that are required and used the construction trades and building maintenance.

C. Pre-Apprenticeship Training Workbook. The purpose of the study guide is to familiarize the user with the material that may be found on an apprenticeship entry test. Although each of the skilled trades has it own testing requirements, the Urban League uses a general purpose workbook that contains skill areas found throughout the various apprentice programs. Chapters cover measurements, fractions, basic geometry, and percentages. **SEE EXHIBIT 3**.

D. Program Outcome Measurement. Tools to measure success will include pre- and post-test scores and increase in passing ratio. Participant surveys will also be used. **SEE EXHIBIT 4**.

5. OTHER ACTIVITIES:

- Monthly follow-ups will be conducted with the working graduates to monitor employment and to assist with any needs they may have as far as employment success.

- Participants who are unemployed will also be encouraged to register for JobNet, attend job search workshops and career counseling at the RCWDC.

- Some participants will be referred to Gateway Technical College for additional remedial Math classes. Those without a high school diploma will be encouraged to enroll in one of the local G.E.D. or H.S.E.D programs to complete the requirements to successfully obtain a G.E.D or H.S.E.D.

6. **ABOUT THE AGENCY**: Our brochure is attached. **SEE EXHIBIT 5**.

First Choice Testing: Kenosha 2009

Date	Referred	Showed	Completed	Passed	Passed Reading	Passed Math	Failed Both	Comments
2/26/09	24	23	22	9	4	4	5	1 left half-way thru testing
3/5/09	25	25	25	12	5	1	7	9 were from 3/12 list
3/12/09	35	22	22	5	6	1	10	From 3/3/09 Orientation
3/19/09	35	32	31	10	10	2	9	Pre-testers from previous Orientations Of 32, 3 not on list for 3/19 1 refused to give SSN so test couldn't be scored
3/23/09	35	30	30	16	4	4	6	
3/24/09	35	23	23	11	3	1	8	
3/26/09	35	25	25	12	6	1	6	
3/31/09	35	26	25	4	6	2	13	1 left during math - cell phone issue
4/16/09	24	18	18	6	3	2	7	26 originally - 2 called and cancelled
5/5/09	35	13	13	1	2	1	9	
Totals	**318**	**237**	**234**	**86**	**49**	**19**	**80**	37% Passing ratio

EXHIBIT 1

URBAN LEAGUE OF RACINE AND KENOSHA, INC.
718 N. Memorial Dr., Racine, WI 53404 (262-898-9066)

Funding Source: Racine CDBG
Program: Urban League Math Refresher and TABE Prep
Contract Period: July 1, 2009 to December 31, 2009

PROJECT DESCRIPTION:

1. Low income adults will receive Math tutoring after completion of an assessment and other case file requirements of the program as outlined by the classroom instructor.
2. Participants will use the computer lab with internet access to prep for the Math component of the TABE test.
3. Participants will use the computer lab to complete self-paced MECA software modules.
4. Participants will be required to enroll in workshops and other classes at RWDC to enhance Math skills.
5. Program outcome measurement tools will be pre- and post-test scores, evaluation forms and passing ratios.

	CDBG Funds	In-Kind Contribution	TOTAL
INCOME			
Sub-grantee funds	7,500		7,500
Agency in-kind contribution		2,500	2,500
TOTAL FUNDING			**10,000**
EXPENSES			
Salaries - CEO - 2 hr. wk x 24 weeks		1,107	1,107
Salaries - ULRK Classroom Instructor			
$12.00/hr. x 20 hrs. wk x 24 weeks	5,760		5,760
Session 1: July 06-24, 2009 (20 students for 3 weeks)			
Session 2: Aug 03-Aug 21, 2009 (20 students for 3 weeks)			
Session 3: Sep 07-Sep 25, 2009 (20 students for 3 weeks)			
Session 4: Oct 05-Oct 23, 2009 (20 students for 3 weeks)			
Session 5: Nov 02-Nov 20, 2009 (20 students for 3 weeks)			
Session 6: Dec 1-Dec 18, 2009 (20 students for 3 weeks)			
Payroll taxes and benefits:	620		620
(Fica @ .0765, UC @ .0200, WC @ .0150)			
Support and Data Entry			
$8.00/hr. x 2 hrs. wk. X 24 weeks		384	384
Supplies (paper, ink cartridges, office supplies and postage)	320		320
Telephone	300	300	600
Overhead (utilities and building supplies)	500	709	1,209
Cost per student: $10,000/120 students = $83.34			
	7,500	2,500	**10,000**

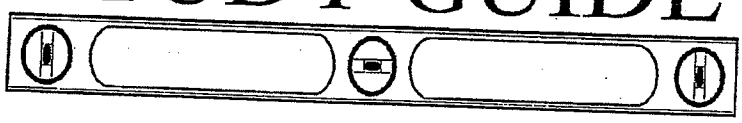
BUDGET ASSUMPTION:
Based on six-month program. Twelve months would increase to $15,000 CDBG/ $20,000 total cost for year.

EXHIBIT 2

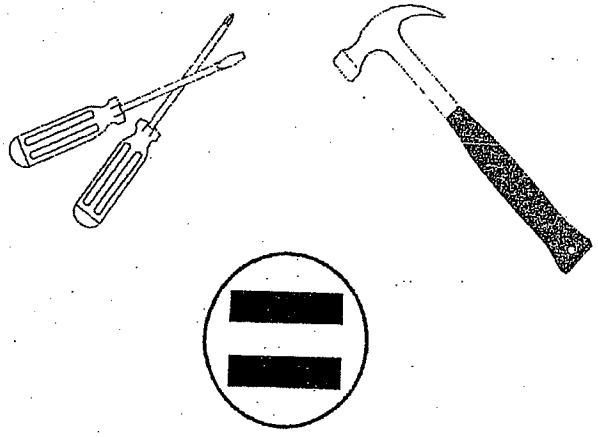
Name:_____

PRE-APPRENTICESHIP TRAINING PROGRAM

STUDY GUIDE



WORKBOOK



REVISED JUNE 2003

Urban League of Racine & Kenosha Inc.
718 N. Memorial Drive Racine, Wisconsin 53404
1418 68th Street Kenosha, Wisconsin 53143

EXHibit 3

Pre-Apprentice Training Program
General Overview

The Pre-Apprentice Training Program is designed to teach some of the basic skills needed for entry level positions in the Building Trades (ie: laborer, carpenter, electrician, plumber, mason, etc..). The core of the training is Problem Solving with an emphasis on math as it pertains to the building trades including linear measurements, fractions, whole numbers, decimals, area, ratios and proportions as well as an introduction to basic geometry and algebra. Students gain experience in the following areas as well: reading, comprehension, following instructions, drawing conclusions, technical vocabulary, scale drawings, basic estimation and more. The training is done primarily through the use of software designed specifically for building trades education and the program Study Guide, which was compiled by and for the Urban League's Pre-Apprentice Training program. In the classroom are independent computer stations where students can learn at their own speed. Though there are structured class sessions, the training is not limited to group-only training. In addition to the group classes, students can make arrangements through-out the week for more personalized one-on-one training with the instructor.

The focus of the program is to prepare individuals for entry into the building trades. Even though the program name utilizes the term 'apprenticeship", successful candidates will have opportunities in apprenticeships, on-the-job training and direct labor positions.

As students progress through the program material, they will be required to obtain a minimum score of 85% in each of the tested skill areas. If a student scores lower than 85%, he/she must repeat that portion of the program until they understand the material and are able to achieve a score of 85% or better. All scores are recorded on the Grade Sheet in the student's file and will be averaged for a final grade. There is no specific number of class sessions that must be attended to complete the program. A student will continue to study until he/she has achieved the 85% requirement for all of the tested skill areas and then pass a final exam.

The Pre-Apprenticeship Training Program presented by the Urban League of Racine & Kenosha Inc. is operated independently of any other program. The primary target population of the program is the low-income minority community of Racine and Kenosha. Our goal is to aid these families in securing a job with a living wage that will enable them to attain self-sufficiency and independence.

Urban League of Racine & Kenosha, Inc.
718 N. Memorial Drive
Racine, Wisconsin

INTRODUCTION
to the
STUDY GUIDE

To become an apprentice in any of the building trades you must first pass that trade's entry test to be considered and have your name added to the list of approved candidates. In most cases it is not enough to simply pass the test. In many trades, the top of the list is where contractors look for their apprentice candidates, therefore every effort must be made to obtain the highest score you can in an attempt to get your name placed as close to the top of the list as possible.

The purpose of this Study Guide is to familiarize you with the material that may be found on those apprenticeship entry tests. Each of the trades has it's own testing requirements but the Urban League's Pre-Apprentice Training Program does not teach for each trade specifically, instead, we have a general purpose training program that contains skill areas found through-out the various apprentice programs.

Occasionally this Study Guide may undergo some changes. As we learn more about the testing requirements of the different trades we may add, reformat or remove material that is currently in the Guide to ensure that our clients receive the most complete preparatory training possible.

This Study Guide is yours to keep. It could prove to be a handy reference source in the future.

Please do the Homework Exercises in each section and bring the book back to class. You can then review the material with the instructor and clear up any areas that you may find confusing.

Table of Contents

CHAPTER 1

MEASUREMENT

All of the building trades rely on the worker's ability to accurately read a measuring device. It is probably the most widely used tool that you have to actually learn how to use. There are other common tools such as screwdrivers, pliers, and hammers, but these tools are so simple to use that they almost operate themselves. In order to properly read a measuring device you must first understand the relationship between feet and inches and the relationship between inches and fractions of an inch. Once you understand these relationships you will find that accurately using a measuring device is not very difficult.

STANDARD MEASURES OF LENGTH

THE MAIN IDEA

1. The most common units of length in the United States are the *inch* (in.), the *foot* (ft.), the *yard* (yd.), and the *mile* (mi.).
   An inch is about the length across a bottle cap.
   A foot is about the length of a regular loaf of bread.
   A yard is about the distance from a door knob to the floor.
   A mile is about as long as 18 football fields.

2. These units have the following relationship to each other:
   12 inches = 1 foot
   [12" = 1']
   3 feet = 1 yard
   5280 feet = 1 mile

3. In general:

   To change from a smaller unit to a larger unit, divide.

   To change from a larger unit to a smaller unit, multiply.

EXAMPLES Make each of the required unit changes.

Required Unit Change	***Conversion Information***	***Arithmetic***
1. Change 66 inches to feet	To change from the smaller unit (inches) to the larger unit (feet), divide by 12.	66÷12 = 5 6/12 = 5 1/2
Answer: 66 inches = 5 ½ feet		
2. Change 7 feet to inches.	To change from the larger unit (feet) to the smaller unit (inches), multiply by 12.	7 x 12 = 84
Answer: 7 feet = 84 inches		

Required Unit Change	*Conversion Information*	*Arithmetic*
3. Change 14 feet to yards.	To change from the smaller unit (feet) to the larger unit (yards), divide by 3.	14 ÷ 3 = 4 2/3
Answer: 4 2/3 yards		
4. Change 8 yards to feet	To change from the larger unit (yards) to to the smaller unit (feet), multiply by 3.	8 x 3 = 24
Answer: 8 yards = 24 feet		
5. Change 4 miles to feet.	To change from the larger unit (miles) to to the smaller unit (feet), multiply by 5.280.	4 x 5,280 =21,120
Answer: 4 miles = 21,120 feet		

HOME WORK EXERCISES

1. Change the given number of inches to feet.

   A. 72 inches_____ B.144 inches_____ C. 30 inches_____ D. 54 inches_____

2. Change the given number of feet to inches.

   A. 12 feet_____ B. 100 feet_____ C. 8 1/4 feet_____ D. 18 3/4 feet_____

3. Helen need 48 inches of wire for a job. How many feet of wire did she need? _____

4. Hank painted a line 140 feet long. How many inches long was the line? _____

5. Annie is 62 inches tall. What is her height in feet? _____

6. A golf ball landed 5 3/4 feet from the flag. How many inches away from the flag was it? _____

7. Change the given number of feet to yards.

   A. 36 feet _____ B. 300 feet _____ C. 144 feet _____ D. 13 feet _____

8. Change the given number of yards to feet.

   A. 4 yards _____ B. 100 yards _____ C. 10 2/3 yards _____ D. 1/6 yard _____

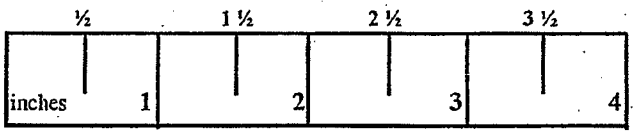
9. Joe dug a trench 17 yards long. How many feet long was joe's trench? _____

10. Shawna biked 12 miles in the Bike-a-thon. How many feet did she travel? _____

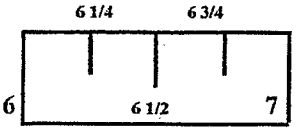
SECTION 1-2 USING A RULER

THE MAIN IDEA

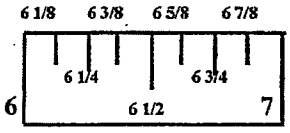
1. On a ruler, an inch scale is marked in the following way:
   The inches are numbered next to the longest marks.
   The half inches are shown by the second longest marks, which divide each inch into two equal parts.



As the marks decrease in length, each inch is broken into a larger number of equal parts.



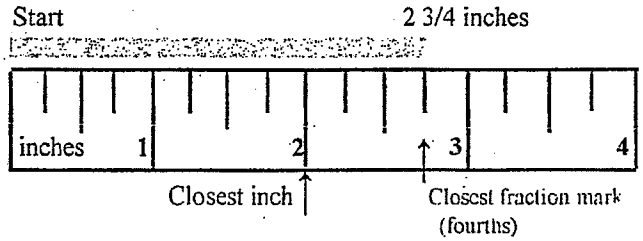
fourths



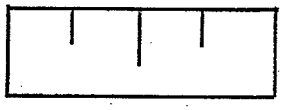
eighths

sixteenths

2. To measure a line segment with the inch scale on a ruler, line up one end of the line segment with the beginning of the ruler. Then read:
   a. The number of the inch just to the left of the other end of the line segment, and
   b. The fraction mark closest to that end of the line segment.



EXAMPLE 1. Tell how the inch is divided.

A 

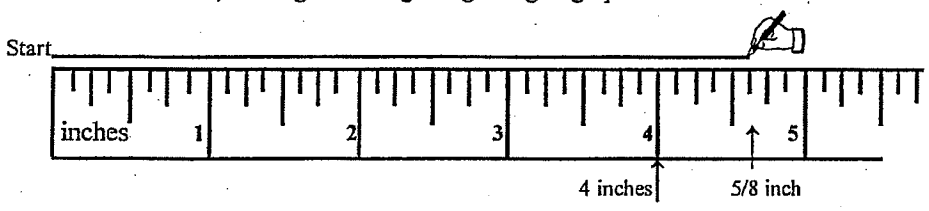
Answer: Since the inch is divided into four equal parts, they show fourths. (1/4, 2/4, 3/4, 4/4)

B 

Answer: Since the inch is divided into eight equal parts, They show eighths. (1/8, 2/8, 3/8, 4/8, 5/8, 6/8, 7/8, 8/8)

EXAMPLE 2. Draw a line segment 4 5/8 inches long.

Method: Count five eighths of an inch past 4 inches. Draw a line segment with a ruler, starting at the beginning and going up to 4 5/8 inches.

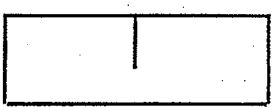


HOMEWORK EXERCISES [you will need a measuring tool for this exersice]

1. Tell how each inch is divided.

A. 

B. 

C. 

2. Draw a line segment having each length.

A. 2"

B. 5 1/4"

C. 4 1/2"

D. 3 3/4"

E. 1 1/8"

F. 3 5/8"

F. 4 6/8"

H. 4 3/4"

I. 2 7/8"

3. Measure the length, in inches, of each line segment. Write your answer on the line.

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

H. _____

I. _____

J. _____

K. _____

L. _____

M. _____

N. _____

O. _____

ADDING AND SUBTRACTING MEASURES

THE MAIN IDEA

To add or subtract measures that are given in two or more related units, such as feet and inches:

1. Write the measures in line with each other so that feet are in one column and inches are in another column.

2. Add or subtract the feet and inches separately, renaming units as needed.

EXAMPLE 1 Add 7 ft. 3 in. to 5 ft. 4 in.

Write the measures in line with each other.
Add feet and inches separately.

7 ft. 3 in.
+5 ft. 4 in.
12 ft. 7 in. *Answer*

EXAMPLE 2 Add 4 ft. 9 in. to 8 ft. 5 in.

Write the measures in line with each other.
Add the feet and inches separately.

4 ft. 9 in.
+ 8 ft. 5 in.
12 ft. 14 in

Since the number of inches is greater than 12, divide the number of inches by 12.

14 ÷ 12 = 1 remainder of 2

You get 1 more foot with a remainder of 2 inches.

12 ft 14 in
=12 ft + 1 ft 2 in
= 13 ft 2 in *Answer*

EXAMPLE 3 Add 10 yards 2 feet 8 inches to 4 yards 2 feet 9 inches

Add yards, feet and inches separately

10 yd 2 ft 8 in
+ 4 yd 2 ft 9 in
14 yd 4 ft 17 in

Since the number of inches is greater than 12, divide 17 by 12.

17 ÷ 12 = 1 remainder of 5

You get 1 more foot with a remainder of 5 inches.

14 yd 4 ft 17 in
= 14 yd 4 ft + 1 ft 5 in
= 14 yd 5 ft 5 in

Since the number of feet is greater than 3, divide 5 by 3.

5 ÷ 3 = 1 remainder of 2

You get 1 more yard with a remainder of 2 feet.

14 yd 5 ft 5 in
= 14 yd + 1 yd 2 ft 5 in
= 15 yd 2 ft 5 in *Answer*

EXAMPLE 4 Subtract 4 ft 7 in from 10 ft 11 in.

Write the measures in line with each other. Subtract feet and inches separately.	10 ft 11 in - 4 ft 7 in 6 ft 4 in *Answer*

EXAMPLE 5 Subtract 8 ft 6 in from 14 ft 3 in.

Write the measures in line with each other. Subtract feet and inches separately.	14 ft 3 in - 8 ft 6 in X
Because you cannot subtract 6 from 3, you must borrow from the 14 ft and rename the 1 ft you borrow as 12 inches.	14 ft 3 in = 13 ft 12 in + 3 in = 13 ft 15 in
We can now subtract.	13 ft 15 in - 8 ft 6 in 5 ft 9 in *Answer*

HOMEWORK EXERCISES

1. Add the given measures.

A. 6 ft 8 in + 5 ft 3 in = _____

B. 11 ft 6 in + 1 ft 8 in = _____

C. 10 ft + 3 ft 9 in = _____

D. 17 ft 8 in + 11 in = _____

E. 4 yd 1 ft 10 in + 5 yd 1 ft 1 in = _____

F. 7 yd 1 ft 9 in + 4 yd 2 ft 6 in = _____

G. 4 ft 11 in + 6 yd 2 ft 5 in = _____

2. Sarah wishes to fence in her vegetable garden, which is shaped in the form of a triangle. If the measures of the sides of the triangle are 6 ft 3 in, 5 ft 4 in, and 7 ft 5 in, how many feet of fencing must Sarah buy?

_____

3. If Sarah were to enlarge her garden so the measurement were 11 ft 11 in, 10 ft 10 in, and 9 ft 9 in, how many feet of additional fencing would she have to buy? [refer to question #2]

A. 30 ft B. 31 ft C. 32 ft D. 32 ½ ft

4. Subtract the given measures.

A. 11 ft 7 in from 19 ft 9 in = _____

B. 7 ft 11 in from 9 ft 9 in = _____

C. 9 ft from 16 ft 6 in = _____

D. 5 ft 4 in from 8 ft = _____

E. 10 yd 1 ft 4 in from 14 yd 2 ft 7 in = _____

F. 8 yd 1 ft 3 in from 15 yd 2 ft 1 in = _____

G. 2 yd 2 ft 7 in from 8 yd 1 ft 4 in = _____

MULTIPLICATION & DIVISION USING FEET AND INCHES

Multiplication When multiplying feet and inches you must first convert the inches to a decimal equivalent of a foot before you can multiply. Use the conversion chart at the back of this book to convert from feet and inches to a decimal.

Example #3 8' 6" x 13' 4"

First convert the inches to a decimal:
6" = .5' so 8' 6" becomes 8.5'
4' = .33' so 13' 4" becomes 13.33'

You now have 8.5' x 13.33' = 113.3 square feet (As a general rule, when you multiply feet times feet you are dealing with area and the answer would be in square feet)

Division Division is done in the same manner as multiplication. You must first convert the inches to a decimal equivalent of a foot before you can divide.

Example #4 24' 9" ÷ 3' 3"

First convert the inches to a decimal:
9" = .75' so 24' 9" becomes 24.75'
3" = .25' so 3' 3" becomes 3.25'

You now have 24.75' ÷ 3.25' = 7.62

SOLVE THE FOLLOWING PROBLEMS

1. 12' 9" x 10' 2" = _____

2. 17' 6" x 11' 7" = _____

3. 22' 10" x 18' 9" = _____

4. 101' 6" x 78' 3" = _____

5. 18' 8" ÷ 2' 4" = _____

6. 58' 6" ÷ 6' 6" = _____

CHAPTER 2

FRACTIONS

The ability to work with fractions is very important in the building trades. Fractions are used extensively when conveying information pertaining to measurements such as feet and inches (12' 5 3/8 ") some volume measurements (6 2/3 cubic yards) and numerous other applications.

KINDS OF FRACTIONS

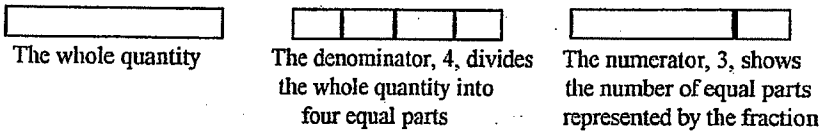
THE MAIN IDEA

1. A fraction is written with two numbers separated with a division line.

$$\frac{\text{numerator}}{\text{denominator [not zero]}}$$

In arithmetic, a fraction represents a positive number.

2. One use for a fraction is to represent part of a whole quantity. The meaning of the fraction 3/4 can be seen in the following diagram:



The whole quantity

The denominator, 4, divides the whole quantity into four equal parts

The numerator, 3, shows the number of equal parts represented by the fraction

3. The number 1 represents a whole quantity.

4. A proper fraction represents less than a whole quantity.

5. An improper fraction represents exactly a whole quantity or more than the whole quantity.

   In an improper fraction, the numerator is equal to or greater than the denominator, and the value of the fraction is equal to or greater than one.

Proper Fraction

A *proper fraction* is a fraction in which the numerator (top number) is smaller than the bottom number (denominator).

The following are examples of a *proper fraction*:

3/4 1/8 5/8 3/16 11/16 19/32 29/64

Improper Fraction

An *improper fraction* is a fraction in which the numerator is larger than the denominator. This means that the improper fraction is a number greater than one.

The following are examples of *improper fractions*:

3/2 9/4 15/8 19/16 41/32 73/64

Equivalent Fractions

Equivalent fraction are two or more fraction that, though written in different forms, are actually equal in value.

The following are examples of equivalent fractions:

1/2=2/4=4/8=8/16 3/8=12/32 7/21=14/42

IMPROPER FRACTIONS

Changing an Improper Fraction into a Mixed Number

THE MAIN IDEA

To change an improper fraction into an equivalent mixed number, divide the denominator of the improper fraction into the numerator.

The answer (quotient) will be the whole number part of the mixed number.

The $\frac{\text{remainder}}{\text{denominator}}$ will be the fraction part of the mixed number.

EXAMPLE Change 19/8 into a mixed number.

Divide the denominator 8 into the numerator 19.

Obtain a quotient and a remainder.

$$8\overline{)19}\quad \begin{array}{r} 2 \\ 16 \\ \hline 3 \end{array}$$

The quotient is the whole number part of the mixed number and the $\frac{\text{remainder}}{\text{denominator}}$ Is the fraction part of the mixed number.

Answer: 19/8 = 2 3/8

EXERCISES Change each improper fraction into an equivalent mixed number.

1. 15/2 _____
2. 17/5 _____
3. 23/4 _____
4. 5/3 _____
5. 81/7 _____
6. 109/9 _____
7. 58/5 _____
8. 143/10 _____
9. 99/8 _____
10. 120/11 _____

Changing a Mixed Number into an Improper Fraction

THE MAIN IDEA

To change a mixed number into an equivalent fraction:

1. Multiply the whole-number part by the denominator of the fraction part.
2. Add the answer (product) to the numerator of the fraction part.
3. The improper fraction is:

$$\frac{\text{the sum obtained in Step 2}}{\text{the denominator of the fraction part of the mixed number}}$$

$$3\ 2/5 = \frac{5 \times 3 + 2}{5} = 17/5$$

EXAMPLE Change 5 3/4 into an equivalent improper fraction.

$$5\ 3/4 = \frac{4 \times 5 + 3}{4} = 23/4$$

EXERCISES Change each mixed number into an equivalent improper fraction.

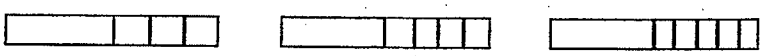
1. 4 1/9 _____
2. 3 4/7 _____
3. 1 7/13 _____
4. 8 4/5 _____
5. 6 7/10 _____
6. 9 5/7 _____
7. 6 9/11 _____
8. 12 3/4 _____
9. 20 2/3 _____
10. 18 2/5 _____

EQUIVALENT FRACTIONS

The Meaning of Equivalent Fractions

THE MAIN IDEA

1. Fractions that represent the same quantity are called ***equivalent fractions***. 3/6, 4/8, 5/10 are all equivalent fractions because each represents the same amount, ½ of a whole quantity.



3/6 = ½ 4/8 = ½ 5/10 = ½

2. If we multiply or divide both the numerator and the denominator by the same non-zero number, an equivalent fraction will result:

$$\frac{1 \times 3}{2 \times 3} = \frac{3}{6}$$ 3/6 is equivalent to ½

$$\frac{9 \div 3}{12 \div 3} = \frac{3}{4}$$ 3/4 is equivalent to 9/12

EXAMPLE 1 Find the fraction with a denominator of 21 that is equivalent to 2/3.

$$2/3 = ?/21$$

Notice that we must multiply 3 by 7 in order to obtain 21. Therefore, we must multiply 2 by 7 to obtain the numerator of the equivalent fraction.

$$\frac{2 \times 7}{3 \times 7} = \frac{14}{21}$$ Answer

EXAMPLE 2 Which fraction is not equivalent to 3/5?

	Fraction	*Has the Same Multiplier Been Used?*	*Is the fraction Equivalent to 3/5?*
A.	$\frac{6}{10}$	$\frac{3 \times 2}{5 \times 2}$	Yes
B.	$\frac{12}{20}$	$\frac{3 \times 4}{5 \times 4}$	Yes
C.	$\frac{27}{45}$	$\frac{3 \times 9}{5 \times 9}$	Yes
D.	$\frac{18}{60}$	$\frac{3 \times 6}{5 \times 12}$	No

Answer: D The same multiplier cannot be used on both the numerator and the denominator, therefore the fractions are not equivalent.

EXERCISES

1. Change each fraction into an equivalent fraction that has the denominator shown in parentheses.

   A. 1/4 (24) _____

   B. 3/8 (32) _____

   C. 2/5 (35) _____

   D. 5/16 (96) _____

   E. 7/12 (36) _____

   F. 7/9 (72) _____

   G. 4/11 (66) _____

   H. 9/10 (90) _____

2. Replace the ? To make a true statement.

A. 3/5 = ?/20 _____

B. 7/11 = ?/ 55 _____

C. 5/8 = ?/72 _____

D. 5/12 = ?/144 _____

E. 11/20 = ?/80 _____

F. 13/50 = ?/150 _____

3. Which fraction is not equivalent to 4/9? A. 12/27 B. 28/63 C. 32/81 D. 400/900

4. Which fraction is not equivalent to 8/15? A. 16/30 B. 32/75 C. 24/45 D. 80/150

5. Explain why 2/3 and 12/18 are different names for the same number.

Determining if Two Fractions are Equivalent

THE MAIN IDEA

A short way to tell if two fractions are equivalent is to find the ***cross product.***

1. If the cross products are equal, the fractions are equivalent.
2. If the cross products are not equal, the fractions are not equivalent.

EXAMPLE 1: Are 3/10 and 15/50 equivalent?

$\frac{3}{10}$ $\frac{15}{50}$ First, cross product 3 x 50 = 150
Second, cross product 10 x 15 = 150

Answer: Since the cross products *are* equal, the fractions 3/10 and 15/50 *are* equivalent.

EXAMPLE 2: Are 7/14 and 5/8 equivalent?

$\frac{7}{14}$ $\frac{5}{8}$ First cross product 7 x 8 = 56
Second cross product 14 x 5 = 70

Answer: Since the cross products *are not* equal, the fractions 7/14 and 5/8 *are not* equivalent.

EXERCISES

In each pair, tell if the fractions are equivalent.

1. 2/3 and 10/15
2. 7/11 and 5/8
3. 30/40 and 9/12
4. 8/9 and 24/25
5. 3/7 and 15/28
6. 5/10 and 15/30
7. 9/10 and 27/30
8. 7/11 and 20/33
9. 8/30 and 4/15

Additional Skill Areas

CHAPTER 3 **BASIC GEOMETRY - AREA**

CHAPTER 4 **PERCENTAGES**

CHAPTER 5 **BRAIN TEASERS**

RELATED INFORMATION

CHARTS / FORMULAS / DEFINITIONS

ADDING & SUBTRACTING FRACTIONS

INSTRUCTIONS: Please do all the work on this page and write the answers in the space provided. The page titled "Reading The Measuring Tape", which can be found in the front of this work book, shows the relationships of the fractions to each other. For example, 1 = 2/2 = 4/4 = 8/8 = 16/16.

1. 1/2 + 1/2 =_____

2. 1/8 + 3/8 =_____

3. 5/16 + 1/4 =_____

4. 3/4 - 1/4 =_____

5. 7/8 - 1/16 =_____

6. 1 5/8 - 3/4 =_____

7. 2 3/16 + 1/2 + 5/8 =_____

8. 22 9/16 - 7 3/4 =_____

9. 41 5/8 + 7 1/4 =_____

10. 12 1/2 - 8 7/8 =_____

WHOLE NUMBERS AND DECIMALS

PRE-APPRENTICESHIP PROGRAM

Score:_____

Date: _____

READ & FOLLOW THESE INSTRUCTIONS:

Do the work on this page and write the answers in the space provided.

Please do all problems without the use of a calculator.

1. 13 + 28 =_____
2. 197 - 24 =_____
3. 144 - 53 =_____
4. 3211 + 981 =_____
5. 6 x 12 =_____
6. 3 x 48 =_____
7. 72 ÷ 3 =_____
8. 144 ÷ 8 =_____
9. 1.9 + 74.3 =_____
10. 4201.0 - 763.9 =_____
11. 148.6 + 381.5 =_____
12. 14.4 - 12.8 =_____
13. 9.2 x 11 =_____
14. 23.7 x 18.6 =_____
15. 72.0 ÷ 4.5 =_____
16. 111.2 ÷ 3.2 =_____

MATH USING FEET AND INCHES

PRE-APPRENTICESHIP PROGRAM

Score:_____

Date:_____

Addition & Subtraction When adding or subtracting numbers consisting of both feet and inches you do not convert the inches to a decimal. The key is to remember that there are twelve inches in one foot.

Example #1

```
  12'  5"
+ 15'  8"
  27' 13"
```

Now convert 13" to 1' 1" and add that to the 27' to get 28' 1"

Example #2

```
  18'  5"
- 6' 11"
```

First borrow 12" from the 18' and add them to the 5" (17' 17")

You now have

```
  17' 17"
- 6' 11"
  11'  6"
```

Multiplication When multiplying feet and inches you must first convert the inches to a decimal equivalent of a foot before you can multiply. Use the conversion chart at the back of this book to convert from feet and inches to a decimal.

Example #3 8' 6" x 13' 4"

First convert the inches to a decimal:
6" = .5' so 8' 6" becomes 8.5'
4' = .33' so 13' 4" becomes 13.33'

You now have 8.5' x 13.33' = 113.3 square feet (As a general rule, when you multiply feet times feet you are dealing with area and the answer would be in square feet)

Division Division is done in the same manner as multiplication. You must first convert the inches to a decimal equivalent of a foot before you can divide.

Example #4 24' 9" ÷ 3' 3"

First convert the inches to a decimal:
9" = .75' so 24' 9" becomes 24.75'
3" = .25' so 3' 3" becomes 3.25'

You now have 24.75' ÷ 3.25' = 7.62

MATH USING FEET & INCHES

FOLLOW THE EXAMPLES ON THE PREVIOUS PAGE
Round off all answers to the nearest inch

1. 4' 7" + 6' 4" = _____

2. 10' 8" + 6" + 12' 5" = _____

3. 21' 8" + 4' 4" = _____

4. 17' 3" + 8' 9" = _____

5. 16' 0" - 12' 10" = _____

6. 33' 1" - 5' 7" = _____

7. 9' 11" - 4' 5" = _____

8. 6' 4" - 3' 10" = _____

9. 12' 9" x 10' 2" = _____

10. 17' 6" x 11' 7" = _____

11. 22' 10" x 18' 9" = _____

12. 101' 6" x 78' 3" = _____

13. 18' 8" ÷ 2' 4" = _____

14. 58' 6" ÷ 6' 6" = _____

FRACTIONS

PRE-APPRENTICESHIP PROGRAM

Score:_____

Date: _____

INSTRUCTIONS: Please do all the work on this page and write the answers in the space provided. The page titled "Reading The Measuring Tape", which can be found in the front of this work book, shows the relationships of the fractions to each other. For example, 1 = 2/2 = 4/4 = 8/8 = 16/16.

1. 1/2 + 1/2 =_____

2. 1/8 + 3/8 =_____

3. 5/16 + 1/4 =_____

4. 3/4 - 1/4 =_____

5. 7/8 - 1/16 =_____

6. 1 5/8 - 3/4 =_____

7. 2 3/16 + 1/2 + 5/8 =_____

8. 22 9/16 - 7 3/4 =_____

9. 41 5/8 + 7 1/4 =_____

10. 12 1/2 - 8 7/8 =_____

PERCENTAGES

READ & FOLLOW THESE INSTRUCTIONS: Please do all work on this page and write answers in the space provided. Problem #1 is given as an example.

1. 5% of 100 = 5.0
   Step 1. Drop the percent sign and move the decimal point two places to the left: .05
   Step 2. Multiply the two numbers: .05 x 100 = 5.00

2. 8% of 95 =_____

3. 10% of 704 =_____

4. 5.2% of 109.47 =_____

5. 88 + 12% =_____

6. 18.95 + 5.6% =_____

7. 77 x 85% =_____

GEOMETRY / AREA

INSTRUCTIONS: Please do all the work on this page and write the answers in space provides.

Find the **area** for all of the following problems.
Remember, **area = length x width** and the answer is given in square inches, square feet or square yards.

1. _____A square with sides of six feet

2. _____A square with sides of 3.1 yards

3. _____A four sided figure in which each of the four sides measures 2' 8"

4. _____A rectangle with two sides that measure 27.3' and two sides that measure 19.5'

5. _____A parking area with a north-south dimension of 111 feet and an east-west dimension of 140 feet

6. _____A sheet of 4' x 8' plywood

BRAIN TEASERS

INSTRUCTIONS: The score for this section does not count toward your final grade. These Brain Teasers are an exercise in trying to get you to think "outside the box". Every question does have a correct answer...even those that seem to be unanswerable. Read each problem very carefully and answer , as best you can, in the space after the question.

1. Some months have 30 days, some months have 31 days. How many months have 28 days?

2. If a doctor gives you 3 pills and tells you to take one every half hour, how long would it be before all the pills have been taken?!

3. Mount Everest is the highest mountain on Earth. What was the highest mountain on Earth before Mount Everest was discovered?

4. Divide 30 by half and then add ten. What do you get?

5. A farmer had seventeen sheep. All but nine died. How many live sheep does the farmer have left?

6. If you had only one match and entered a cold and dark room where there was an oil heater, an oil lamp and a candle, which would you light first?

7. A man builds a house with four sides of rectangular construction, each side having a southern exposure. A big bear comes along; what color is the bear?

8. Take two apples from three apples. How many apples do you have?

9. How many animals of each species did Moses take with him on the ark?

10. If you drove a bus with 43 people on board from Chicago and stopped at Pittsburgh to pick up 7 more people and drop off 5 passengers and at Cleveland to drop off 8 passengers and pick up 4 more and eventually arrive at Philadelphia 20 hours later, what's the name of the bus driver?

11. How much dirt is in a hole that is 6 feet long, 4 feet wide, and 2 feet deep?

RELATED INFORMATION

Decimal Conversion Charts

Table A: Inches to Feet

1" = .08'	7" = .58'
2" = .16'	8" = .67'
3" = .25'	9" = .75'
4" = .33'	10" = .83'
5" = .42'	11" = .92'
6" = .50'	12" = 1.00'

Table B: Decimals to Fractions

.06" = 1/16"	.56" = 9/16"
.13" = 1/8"	.63" = 5/8"
.19" = 3/16"	.69" = 11/16"
.25" = 1/4"	.75" = 3/4"
.31" = 5/16"	.81" = 13/16"
.38" = 3/8"	.88" = 7/8"
.44" = 7/16"	.94" = 15/16"
.50" = 1/2"	1.00" = 1"

Formulas / Definitions

Area = Length X Width

Volume = Length X Width X Height

12 Inches = 1 Foot

1 Yard = 3 Feet = 36 Inches

Linear Measurement: The measured distance between two points.
For example, 25 linear feet (also written as 25 lf or 25 f)

Square Measurement: The area of an enclosed object such as a square or rectangle, circle, triangle, parcel of land or a body of water.
For example: 25 square feet (also written as 25 sf)

When a unit of measure (inch , foot, etc...) is multiplied by itself [12 inches X 23 inches] the answer is given as a square measurement [276 square inches]. This is known as **area.**

Urban League of Racine and Kenosha, Inc.

Math Refresher and TABE Test Prep
Participant Survey

_____ _____

Name Date

1. How did you learn about this program?

Newspaper _____ Class _____ GED _____ WDC _____ Other _____

2. Rate your knowledge of presented information prior to classes.

Very _____ Knowledgeable_____ Somewhat _____ Little _____ None _____

3. Rate your knowledge of subject matter **after** completion of coursework and classes.

Very _____ Knowledgeable_____ Somewhat _____ Little _____ None _____

4. Did you participate in other activities or classes?

Yes _____ No _____ If yes, please list: _____

_____

5. Rate instructors below:

Quality and Quantity of Information

Excellent _____ Good _____ Average _____ Poor _____

Presentation

Excellent _____ Good _____ Average _____ Poor _____

Knowledgeable about subject matter and answers questions clearly

Excellent _____ Good _____ Average _____ Poor _____

6. Would you recommend this program to friends and co-workers?

Yes _____ No _____ If no, why not? _____

_____

EXHIBIT 4

Membership Form

$10 Student & Senior Citizens	_____
$25 Individual	_____
$40 Family	_____
$100 Non-Profit Organizations	_____
$500 Individual Life ($50 annually)	_____
$850 Family Life ($85 annually)	_____
$100 Business (1–49 employees)	_____
$250 Business (50–499 employees)	_____
$500 Business (500+ employees)	_____
$500 Foundations	_____
$1,000 Whitney Young Memorial	_____

Complete form and attach a check or money order made payable to:

Urban League of
Racine and Kenosha, Inc.
718 N. Memorial Dr.
Racine, WI 53404

United Way of
Racine County
Member Agency

United Way

1911-1948 1948-1967 1968-Present

The History Behind Our Logos

Since its inception in 1910, the National Urban League has been striving to instill personal autonomy and economic opportunity in underserved populations. To illustrate these initiatives the first official logo featured the Lady Justice standing in her hall with the city splayed at her sides, aglow in her radiance. Her figure represented the bastion of hope that the National Urban League was for the Black Migration Movement which suffered terrible social and economic injustice in the exodus north. In 1948, the logo would be redesigned to illustrate the National Urban League's commitment to fighting discrimination and promotion of integration in the workforce, in the armed forces and in the Civil Rights Movement. The logo featured a black figure and a white figure walking in stride, the backdrop of skyscrapers growing ever smaller and even more surmountable with each step forward. And finally the National Urban League's current logo, a circle with the equal sign enclosed, symbolizes the unwavering commitment to equality for all people – a commitment that has stayed its course and purpose from 1910 to this very day.

The Urban League:
Serving people since 1910

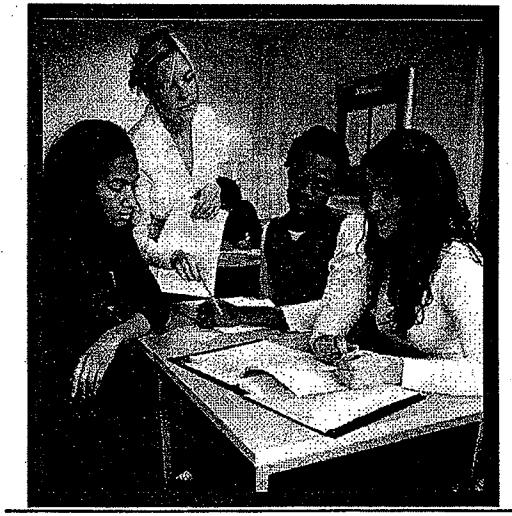
Contact Us
To become a member or board member, call or send correspondence to:

Urban League of Racine and Kenosha, Inc.
718 N. Memorial Drive, Racine, WI 53404
Ph: 262-637-8532
Fax: 262-637-8634

Urban League of Racine and Kenosha, Inc.
1418-68th Street, Kenosha, WI 53143
Ph: 262-652-2111
Fax: 262-652-7044
www.ulrk.org
E-mail: yadams2006@yahoo.com

Urban League
of Racine and Kenosha, Inc.

Our mission is to provide African Americans and other disadvantaged groups with services to help secure economic self-reliance, equality, power and civil rights through education, pre-employment training, youth empowerment and crime prevention initiatives.



An affiliate of:

National Urban League

Achievement Conference Center and Computer Lab *offers on a weekly basis*:

- Remedial education courses
- After-school tutoring
- Financial competency classes
- Dual language classes (English and Spanish)
- Citizenship classes
- Workspace reserved on request for homework, special projects or monthly meetings
- Community forums held semi-annually

Outreach for the WisDOT I-94 North-South Corridor Project *providing*:

- Grassroots efforts coupled with neighborhood outreach
- General information on the I-94 North-South Corridor Project
- Awareness of the impacts and opportunities associated with the I-94 North-South Corridor Project through public involvement
- *Contact Phone: 262-898-9069*

Work Permits: Adolescents in Wisconsin, between the ages of 12 and 17, are required by law to obtain a work permit for each job they hold until their 18th birthday.

- Permits are available at the Racine and Kenosha offices between 8 a.m. and 5 p.m., Monday through Friday
- *Contact Phone: 262-637-8532 in Racine, 262-652-2111 in Kenosha and 262-898-9066 for all calls after hours*
- Applicants must provide:
  - ✓ An employer letter stating their intent to hire with job duties and work hours listed
  - ✓ Proof of birth date (ID card, driver's license, birth or baptismal certificate)
  - ✓ A social security card
  - ✓ $5 (cash) to cover permit cost

Read and Rise Program *providing*:

- 1,500 new books annually to children, families and churches to promote reading and literacy programs in underserved populations

Gang Prevention Program *providing*:

- Alternatives and diversions to crime related activities for youths ages 8 to 19 through:
  - ✓ Reinforcement of the core values: Respect, teamwork and leadership
  - ✓ Sports activities, community service team projects, college and university previews
  - ✓ Restitution from Juvenile Court orders or youth referral for community service

---

Health Awareness Project *providing*:

- Bi-monthly health awareness seminars in English and Spanish at local churches offering:
  - ✓ Instructional classes with insight into healthy lifestyle choices
  - ✓ Cholesterol, glucose and blood pressure screenings with pre and post test evaluations

---

Tax Smart Savings Program *providing*:

- Financial literacy workshops
- Free individual income tax preparation
- Assistance to low income residents with IRS or WDR disputes

---

Caring for Kids Math League Program *providing*:

- After-school and evening Math tutoring for middle and high school students in the city of Racine

---

Voter Empowerment Project *providing*:

- Daily voter registration at the agency
- Neighborhood canvassing
- Non-partisan political forums which:
  - ✓ Inform Racine and Kenosha residents about their right to vote
  - ✓ Familiarize residents with candidates running for office
  - ✓ Provide local and state special voter registrars to register new voters and answer questions

Membership Form

Name:

_____

_____

Address:

_____

_____

_____

_____

Phone Number:

_____

Cellular Number:

_____

Fax Number:

_____

E-mail Address:

_____

Other Contact:

_____

_____

Project New Life

"Empowering Children and Families to Excel in Life"

May 28, 2009

Mr. Joe Heck
Assistant Director of City Development
City Development Committee
730 Washington Avenue
Racine, Wisconsin 53403

Re: Community Development Block Grant-Recovery (CDBG-R)

Dear Mr. Heck:

On behalf of Project New Life Community Development Corporation, we are requesting assistance from the City of Racine Community Development Committee to provide a match for the continuation of the Nehemiah Place Permanent Housing Program. The total required match from the U.S. Department of Housing and Urban Development is $27,500.00. We have submitted a request to the United Way of Racine County for $5,000.00 leaving a match shortage of $22,500.00.

Our request of $22,500.00 will be used as matching funds for the supportive services portion of the renewal grant of $152,028.00. Project New Life Community Development Corporation has been previously awarded support from the United Way of Racine County and the City of Racine for this Permanent Housing Program that provides housing assistance for 10 adult men and women with severe AODA and/or mental illness. Our agency is only one of two agencies in the City of Racine that provides this specific service to reduce chronic homelessness and transition the clients into independent living.

Finally, we have attached supportive documents on the Nehemiah Place Permanent Housing Program which demonstrates the value of this U.S. Department of Housing and Urban Development Award for the City of Racine and the mission in addressing the issue of homelessness.

Thank you for the assistance.

Sincerely,

Elliott K. Cohen

Elliott K. Cohen
Executive Director-Project New Life, CDC

cc: Brian F. O'Connell-Director/Department of City Development
City of Racine Common Council Members

Business Address: 1809 Douglas Avenue, Ste 306 • Racine, Wisconsin 53402 • Office 262-637-LIFE (5433)
Mailing Address: P.O. Box 044182 • Racine, Wisconsin 53404-7003 • FAX 262-637-7410

CITY OF RACINE
COMMUNITY DEVELOPMENT BLOCK GRANT-RECOVERY
APPLICATION OUTLINE

1. Have other Recovery Act Funds been received or allocated for this activity? If yes, how much and which Recovery Act program(s)?

No

2. Have any other funds been recived or allocated for this program? If yes, how much and what is/are the source(s)?

Yes, $152,028.00 by the U.S. Department of Housing and Urban Development with $5,000.00 pending from United Way of Racine County.

3. How many full-time and part-time jobs will be created or retained (including permanent, temporary, or construction jobs)

Two part-time positions will be retained with the funding of this request.

U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
WASHINGTON, DC 20410-7000

OFFICE OF ASSISTANT SECRETARY
FOR COMMUNITY PLANNING AND DEVELOPMENT

February 19, 2009

Pastor Elliott Cohen
Executive Director
Project New Life, CDC
1809 Douglas Avenue #306
Racine, WI 53402

Dear Pastor Cohen:

Congratulations! I am delighted to inform you that the homeless assistance application(s) submitted by your organization in the 2008 McKinney-Vento homeless assistance competition was selected for funding in the amount of $152,028. Enclosed is a list that contains the name of the individual projects and the project number for each funded application.

The Continuum of Care (CoC) Homeless Assistance Program is an important part of HUD's mission. CoCs all over the country continue to improve the lives of homeless men, women and children through their local planning efforts and through the direct housing and service programs funded in this year's competition. The programs and CoCs funded through the CoC Homeless Assistance Program continue to illustrate their value by improving accountability and performance every year. I commend you on the outstanding work of your program, and encourage you to continue to strive for excellence in the fight against homelessness.

Congratulations again on your award. You will be receiving a letter from your local HUD field office providing more information about finalizing your award. We are counting on you to use these important resources in a timely and effective manner.

Sincerely,

Nelson R. Bregón
General Deputy Assistant Secretary

Enclosure(s)

PAUL RYAN
1ST DISTRICT, WISCONSIN

WASHINGTON OFFICE:
1113 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-4901
(202) 225-3031
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TOLL-FREE: 1-888-909-RYAN (7926)
INTERNET: www.house.gov/ryan

Congress of the United States
House of Representatives
Washington, DC 20515-4901

COMMITTEE ON THE BUDGET
RANKING MEMBER

COMMITTEE ON
WAYS AND MEANS
SUBCOMMITTEE ON SOCIAL SECURITY

SUBCOMMITTEE ON
SELECT REVENUE MEASURES

February 25, 2009

Pastor Elliott Cohen
1801 Douglas Avenue
Racine, Wisconsin 53402

Dear Pastor Cohen:

I am pleased to inform you that Project New Life has been awarded a Continuum of Care Homeless (CoC) Grant in the amount of $152,028 for your Nehemiah Place Program. For your record purposes, I have enclosed a copy of the Congressional grant notification my office recently received from the U.S. Department of Housing and Urban Development (HUD).

Congratulations again on your CoC grant award. Please do not hesitate to contact me if you need help in the future. I am always happy to respond and be of service to you. Best wishes.

Sincerely,

Paul Ryan
Serving Wisconsin's 1st District

Enclosure

JANESVILLE
CONSTITUENT SERVICES CENTER
20 SOUTH MAIN STREET, SUITE 10
JANESVILLE, WI 53545
(608) 752-4050 . FAX: (608) 752-4711

KENOSHA
CONSTITUENT SERVICES CENTER
5455 SHERIDAN ROAD, SUITE 125
KENOSHA, WI 53140
(262) 654-1901 . FAX: (262) 654-2156

RACINE
CONSTITUENT SERVICES CENTER
216 6TH STREET
RACINE, WI 53403
(262) 637-0510 . FAX: (262) 637-5689

1) Organizational Name South Gate Lodge # 6 Prince Hall Masons

2) Address 1848 Mead Street Racine, Wisconsin 53403

3) Phone Number (262) 498-8842

4) E-mail address john.green@emerson.com

5) Contact Person Johnny Green , George Nicks

6) Activity Name Knights of Pythagoras (Masons)

7) Solidify the work and participation of the Masons organization's own youth groups

8) Asking City to review and advise was out of town ($100,000)

9) Members dues , rents, fund raisers ($10,000 yearly)

No fund are ever been given to South Gate in the recovery act

We do not have employees all time is volunteer work

Strategic Goal # 1

Inspire and motivate disadvantaged young children to improve their educational performance and self image through local lodges and chapters active membership involvement in an "Adopt a School Campaign."

Action Plans:

The following actions will be pursued as adopted over a 36 month period.

- Sister lodges and chapters will jointly adopt a school(s).
- Lodges/chapters should conduct an initial meeting to determine what grade level(s) they would like to work with.
- Lodges/chapters may adopt a high school, middle school or grade school.
- Within the school select what grade(s) you would like to work with.
- Lodges/chapters need to assess their membership for special skill sets and areas of interest.
- Meet with school principal to explain the program and find out what type of needs they may have. Prior to, determine as a group what resources you have to offer and how much time you are able to commit to the program (e.g. 1 hour per week or etc.).
- Determine the timeframe (e.g. August – June).
- Develop an ongoing reporting system so that lodges and Chapters are able to properly document their efforts and assess your programs effectiveness.

Strategic Goal # 2

Ensure the viability and financial solvency of the Prince Hall Masonic Foundation (PMHF) through robust membership participation in the scholarship promotion and selection process, expanding philanthropic contributions from members and in applying professional and business best practices to the process of securing critical revenues from external corporate and private sources for higher education scholarship funding.

City of Racine
COMMUNITY DEVELOPMENT BLOCK GRANT-RECOVERY

APPLICATION OUTLINE

1. Organization Name:
OIC OF RACINE COUNTY, INC.

2. Address:
1020 WASHINGTON AVENUE, RACINE, WISCONSIN 53403-1762

3. Phone: **(262) 636-3818**

4. Email: **cadebayo@oicracine.org**

5. Contact Person:
Claudius A. Adebayo

6. Activity Name:
OIC BUILDING ANNEX PROJECT (Phase One)

7. Activity Description: (no more than 50 words)

OIC plans to acquire 500 Walton Avenue to expand its educational and job training programs to serve more people in the city. We need professional appraisal, engineering and architectural inspections and cost estimates to decide suitability for OIC use. This includes improving energy-efficiency of the building. (47words)

8. Amount of CDBG-R Funds Requested: $10,000

9. Total Activity Budget: $20,000

Have other Recovery Act funds been received or allocated for this activity? No

Have any other funds been received or allocated for this program? No

How many full- and part-time jobs will be created or retained (including permanent, temporary, or construction jobs).

For the Phase One of this project, according to the bidders, eight (8) to nine (9) people will be engaged permanent part-time for the professional information and analysis required to move to Phase Two of the project. These include appraisers, architects, engineers/inspectors, roof inspectors, electrical, plumbing, etc

Community Development Block Grant - Recovery Application
May 28, 2009

1. Racine Literacy Council (RLC)
2. 734 Lake Avenue, Racine, WI. 53403
3. RLC Phone; 262-632-9495
4. kgregor@racineliteracy.com
5. Contact Person: Kay Gregor, Executive Director
6. Activity Name: ***Tutoring for Expanded Educational Opportunities***
7. Activity:
   Tutoring would be provided four hours per week for youth and adults in the Youth Green Program and at the Workforce Development Center who are reading below the sixth grade level, so they may successful complete their programs and obtain employment. Participants would be referred by YGP, WDC, and GTC staff.
8. Funds requested: $4000
9. Activity budget:

Tutoring instructor:	$ 3600.	(4 hours a week for 50 weeks)
Administrative cost:	$ 400.	
Books/materials:	00.	(In-kind, program materials, or student purchased)
	$4000.	

Have other Recovery Act funds been received or allocated for this activity?
No

Have any other funds been received or allocated for this program? If yes, how much and what is /are the sources?

- No funding is currently provided for tutoring for this program at the Workforce Development Center (WDC).
- The Racine Literacy Council receives funds through the United Way of Racine County ($102,000) and for ESL tutoring from CDBG ($25,000). Other funds for the RLC and the literacy program comes from fund raisers and through donations.

How many full and part-time jobs will be created or retained?
This project would assist in successfully employing 20 youth in the Youth Green Summer Project and assist in helping other adults (25) at WDC classes and learning lab to succeed in obtaining work year round.

FAMILY SERVICE OF RACINE

City of Racine CDBG-R

"Accessible to All"

"The mission of Family Service of Racine, in connection with a community rich in resources and diversity, is to strengthen individuals and families, regardless of their financial status, through counseling, education, advocacy and outreach."

Family Service of Racine, Inc.

Believe in Family

Family Service of Racine
420 Seventh Street
Racine, WI 53403
262-634-2391

May 22, 2009

Katie Oatsvall
Executive Director
katie.fsracine@att.net

"Accessible to All"
We propose making Family service of Racine handicap accessible by adding a vertical platform lift and subsequently remodeling the reception area to accommodate the lift, so that our building can be accessed by anyone in our community who could benefit from mental health services and family strengthening programming.

After seeking bids from three area general contractors: Rossi Construction, Katt Construction and BCI Group, Family Service f Racine is requesting $55,466 (10.3% of Racine's $534,384 share) to complete this project.

Family Service of Racine has not sought or received any other recovery funds.

We estimate that this project will take approximately 32 "working days", which are defined as Monday through Friday 7:00a.m. to 3:30 p.m.

The scope of the work includes the following elements plus the employment of the subsequently created trade and construction jobs.

- Purchasing a vertical lift: Supplier
- Reception area, including architectural design: 1 employee
- Carpeting first floor: 2-3 employees
- Painting: 1 employee
- HVAC: 1-2 employees
- Electrical: 1-2 employees
- General Conditions: 1 supervisor

Family Service of Racine (FSR) is located within Census Tract 1 and provides counseling and family strengthening programs to over 2,000 families and individuals annually. Over eighty-percent of these clients live below the poverty level, as indicated by an annual income of $25,000 or less.

This project will not only provide jobs to area contractors as well as increase the structural capacity and property value of the FSR building, located at 420 7th Street, but will make FSR services accessible to all.

Family Service of Racine
Activity Budget
"Accessible to All"

Vertical Lift	$2,500
Reception Area	3,000
Architectural Design	4,000
Carpeting	6,000
Painting	2,000
HVAC/Electrical/ General Conditions	37,966
Total Project Budget	**$55,466**

Rossi Construction Co.
INCORPORATED
3055 PHILLIPS AVENUE • RACINE, WISCONSIN 53403
PHONE: 262-633-7158 • FAX: 262-633-7212

May 19, 2009

Proposal #95p1769-09

Ms. Katie Oatsvall
Family Services – Racine
420 7th Street
Racine, WI 53403

PROJECT: **Family Services, 420 7th St., Racine,**
Vertical Platform Lift. PRELIMINARY BUDGET

Rossi Construction proposes to provide all necessary labor, material, tools, equipment, supervision, office support and insurance **to furnish and install one(1) 42" x 36" vertical platform lift by National Wheel-O-Vator as follows:**

Scope of Work:

1. Provide dust and public protection at all times.
2. Reception desk – Relocate.
   A. Disassemble.
   B. Rebuild to fit in new location.
3. Vertical platform lift.
   A. Wet cut new floor opening.
   B. Furnish and install structural steel framing and add column supports in lover level.
   C. Form and place concrete floor, recess for new lift.
   D. Shaft walls to be 3 5/8" structural metal studs with 5/8" abuse drywall and finish taped.
   E. Provide required blocking.
4. Furnish and install 42" x 36" vertical platform lift.
5. Miscellaneous sealants.
6. Miscellaneous patching of existing tile floor.
7. Miscellaneous patching of ceiling in lower level.
8. Carpeting – see enclosed layout allowance of $23/per square yard included with 4" vinyl base where required – reception area only.
9. Painting.
   A. All new areas of construction.
   B. Walls in vestibule.
   C. Walls in reception area.
   D. All required painting of chair lift equipment.
10. All new signage required for new chair lift.
11. HVAC
    A. Relocate hot water supply and return piping.
    B. Relocate ducts to accommodate new lift.
12. Electrical.
    A. Install (1) two-head remote egress fixture and 100 watt battery pack above lift to provide four hours of emergency lighting per DME specs.
    B. Install (1) 20 amp 120 volt dedicated circuit to junction box "A" per DME specs.
    C. Install junction box "A" per DME specs.
    D. Install junction box "B" with lockable disconnect switch per DME specs.
    E. Install (2) junction box "D" per DME specs.

F. Install conduit and (10) 18 gauge stranded conductors from junction box "A" to each "D" junction box per DME specs.
G. Install (6) 18 gauge stranded conductors from junction box "D" to door frames per DME specs.
H. Install (1) dedicated phone line from building panel to phone box per DME spec. Dedicated phone service by owner.
I. Remove power and phone/date from reception desk and reconnect at new location.

13. Architectural fees. (Allowance $4,000.00)
14. General Conditions.
    A. Supervision.
    B. Insurance.
    C. Cleanup during and final.
    D. Permit. (Local)
15. Office support and expedite.

Rossi Construction proposes to perform all the above work.
Please establish a Preliminary Budget for the Sum of $49,466.00

General Notes:

1. Hazardous material testing and/or removal by owner.
2. Direct telephone line to lift is by owner.
3. All state and local taxes are included.
4. All work to be performed Monday thru Friday 7:00 AM to 3:30 PM.
5. The plan is contingent on city and state approval.
6. We do no include any costs for unforeseen conditions located between floors such as mechanical, hazardous material or structural conditions.
7. All work to be performed Monday thru Friday 7:00 AM to 3:30 PM. We do not include overtime costs in this proposal.

Should you require any further clarification of this proposal, please do not hesitate to call.

Respectfully submitted,

Anthony P. Popchock

APP/cmh
Attachment

KATT CONSTRUCTION

TOTAL CONSTRUCTION SERVICES

COMMERCIAL • INDUSTRIAL • METAL BUILDINGS

Date: 5/26/09

Katie Oatsvall
Family Service of Racine
420 7th Street
Racine, WI, 53403

RE: Proposal No. 109265 - Budget to Install elevator

Dear Katie,

KATT Construction proposes to furnish labor, material and equipment for the above-referenced project consisting of the following:

Scope of Work:

Supply and install an elevator from Waupaca Elevator Co. with 28" rise from vestibule floor to 1st floor
Demolition of reception area to allow for new elevator
Structural support of vestibule and 1st floor
Remodeling of Reception area with new walls
Architectural drawings and required engineering drawings
State and local permits

224 labor hours

Clean up and debris removal.

Budget..... $69,898.00

Thank you for the opportunity to submit a quotation on this project. Please feel free to contact me at the Katt Construction office or on my cell phone if I may be of any further assistance.

Sincerely,
Katt Construction Corporation

Gary A. Sadler

Digitally signed by Gary A. Sadler
DN: CN = Gary A. Sadler, C = US, O = Katt Construction Corporation
Date: 2009.05.26 14:49:46 -05'00'

Gary Sadler
Project Manager/Estimator
cell: 262-620-4438
gsadler@kattconstruction.com

Price may be withdrawn if not accepted within 30 days

BCI Group chose to walk away from the project since we could not provide the architectural drawings up front.

Racine Family YMCA – CDBG-R Application – May 27, 2009

Address: 725 Lake Ave. Racine, WI 53403
Phone: 262.634.1994
Contact: Jeff Collen, CEO
Email: jcollen@ymcaracine.org

Activity Name: Energy Efficiency and Lighting Retrofit

Activity Description: Full funding will allow the Racine Family YMCA to increase energy efficiency in 4 ways:

1. Install computer software and monitors to control the building's heating and cooling. Cost $10,500. Estimated 10% reduction in energy usage throughout the entire building.
2. Install new energy efficient lighting in the pool area. Estimated 20% reduction in pool lighting energy usage and increased candle power/sq foot will increase user safety. Cost $6,700.
3. Install new energy efficient lighting in the large and small gymnasiums. Estimated 20% reduction in energy usage. Cost $5,800
4. Install energy efficient solar shades along 150 feet of windows with eastern exposure. Cost $7,500. Estimated 20% reduction in cooling costs in those spaces.

CDBG Project Budget: $30,500
Total Project Budget: $30,500

Have other Recovery Act funds been received or allocated for this activity? If yes, how much and which Recovery Act program(s)? No

Have any other funds been received or allocated for this program? If yes, how much and what is/are the source(s)? No

How many full- and part-time jobs will be created or retained (including permanent, temporary, or construction jobs)? Unknown, though long term it will provide the ability to increase quality which will eventually lead to additional jobs and additional opportunities for community participation.

Please let me know if you need more information.