

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

HEP-84.141A-1

CFDA # 84.141A

PR/Award # S141A150015

Grants.gov Tracking#: GRANT11833287

OMB No. , Expiration Date:

Closing Date: Feb 12, 2015

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
<i>Attachment - 1 (1239-TREF.BHEP.CongDists)</i>	e6
2. Assurances Non-Construction Programs (SF 424B)	e7
3. Disclosure Of Lobbying Activities (SF-LLL)	e9
4. ED GEPA427 Form	e10
<i>Attachment - 1 (1236-TREF.BHEP.GEPA)</i>	e11
5. Grants.gov Lobbying Form	e13
6. ED Abstract Narrative Form	e14
<i>Attachment - 1 (1235-TREF.BHEP.Abstract)</i>	e15
7. Project Narrative Form	e16
<i>Attachment - 1 (1238-TREF.BHEP.ProjNarrative)</i>	e17
8. Other Narrative Form	e44
<i>Attachment - 1 (1237-TREF.BHEP.OtherAttachments)</i>	e45
9. Budget Narrative Form	e63
<i>Attachment - 1 (1234-TREF.BHEP.BudgetNarrative)</i>	e64
10. Form ED_524_Budget_1_2-V1.2.pdf	e69
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e71

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="02/11/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

B. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="45-0584483"/>	* c. Organizational DUNS: <input type="text" value="8097753850000"/>
--	---

d. Address:

* Street1:	<input type="text" value="501 Airport Drive"/>
Street2:	<input type="text" value="Suite 209"/>
* City:	<input type="text" value="Farmington"/>
County/Parish:	<input type="text" value="San Juan"/>
* State:	<input type="text" value="NM: New Mexico"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="87401-5225"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="David"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Bowman"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="505-436-2548"/>	Fax Number: <input type="text" value="505-436-2553"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.141

CFDA Title:

Migrant Education High School Equivalency Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-122914-002

* Title:

Office of Elementary and Secondary Education (OESE): High School Equivalency Program (HEP). CFDA Number 84.141A

13. Competition Identification Number:

84-141A2015-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Borderlands High School Equivalency Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,375,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,375,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

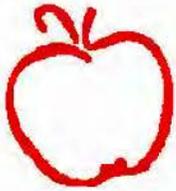
Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:



Three Rivers Education Foundation, Inc.

Supporting Excellence in Education Research and Practice

Board of Directors

Hart Pierce

President

Former principal,
Education Consultant

Linelle Sharrard

Vice President

Former educator and
district administrator

Donny Ortiz

Treasurer/Secretary

School principal and
adjunct faculty, SJC

Jim Coy

Chief Financial

Officer

MBA, former CPA

Borderlands High School Equivalency Program Program Congressional Districts

The Borderlands High School Equivalency Program will serve residents in the Dona Ana County, NM, and El Paso County, TX.

The following congressional districts will be served through this program:

NM-2

TX-16

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Krista Burgess"/>	TITLE <input type="text" value="Executive Director"/>
APPLICANT ORGANIZATION <input type="text" value="Three Rivers Education Foundation"/>	DATE SUBMITTED <input type="text" value="02/11/2015"/>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Three Rivers Education Foundation

* Street 1: 501 Airport Dr. Street 2: Ste. 209

* City: Farmington State: NM: New Mexico Zip: 87401

Congressional District, if known: NN-3

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Migrant Education_High School Equivalency Program CFDA Number, if applicable: 84.141
---	--

8. Federal Action Number, if known: []	9. Award Amount, if known: \$ []
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix [] * First Name N/A Middle Name []

* Last Name N/A Suffix []

* Street 1 [] Street 2 []

* City [] State [] Zip []

b. Individual Performing Services (including address if different from No. 10a)

Prefix [] * First Name N/A Middle Name []

* Last Name N/A Suffix []

* Street 1 [] Street 2 []

* City [] State [] Zip []

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Krista Burgess

* Name: Prefix [] * First Name David Middle Name []
* Last Name Bowman Suffix []

Title: Executive Director Telephone No.: 505-436-2548 Date: 02/11/2015

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994. (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

TREF.EHEP.GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

Three Rivers Education Foundation

General Education Provisions Act: GEPA

Applications for Employment-Equity: Three Rivers Education Foundation and its partners are all equal opportunity employers that do not discriminate based on gender, race, culture, national origin, color, disability, or age. As documented in this GEPA statement, the TREF will use a variety of strategies to ensure that ethnic minority individuals and others from traditionally under-served cultural and sub-cultural groups are encouraged to apply for employment with the BCSCR project.

Special consideration has been given to the locations of activities as well as recruitment approaches. Every effort will be made to target recruitment efforts towards Hispanic-based businesses and agencies that are known to maintain hiring preference' employment policies. Other agencies that are known to hire ethnically diverse individuals, individuals in non-traditional gender occupations (i.e., female scientists), and special needs individuals will also be targeted to ensure that a wide diversity of professionals are aware of the job opportunities in the program. Specifically, these agencies include Eastern New Mexico University, Clovis Community College, NM Public Education Department, and school districts, among many other entities.

Special attention will be given to the development of program materials to ensure that they are bilingual, culturally sensitive and appropriate, and representative with pictures of non-traditional ethnic groups, as appropriate to the material. Special attention will be given to the hiring of staff. It will be preferred that staff are linguistically, culturally, and racially indigenous to the diverse population to be served and have similar teaching and professional experiences as those consumers who will be accessing these services.

Management Assurance of Accessibility: Three Rivers Education Foundation, as financial agent, is committed to taking the following ten (10) steps to ensuring equal access to and participation in the program for consumers, staff of partnering agencies, and employees. The following steps will be implemented with the intent to reduce access barriers based on gender, race, national origin, color,

disability, and age and to maximize participation:

1. Develop and administer a pre-participation survey with training/event/workshop registration materials to identify special access needs — such as wheel chair access and need for interpreter.
2. Develop and implement a strategy plan that will address the identified special access needs indicated by registrants prior to every event and large group training/event/workshop sessions. All training sessions must be held in ADA accessible facilities.
3. Coordinate and offer cultural sensitivity and ADA training for program staff.
4. Hire, recruit, and involve individuals from ethnic minority groups, bilingual individuals, consumers, and individuals with disabilities to plan, implement, and evaluate program services.
5. Develop or acquire and disseminate culturally relevant and sensitive curriculum and information materials.
6. Offer transportation vouchers for Advisory Committee members and families who must use public transportation to attend meetings, activities, and workshops.
7. Offer interpretation services for consumers and others as needed and appropriate.
8. Offer free onsite childcare for individuals who must bring their children to program activities as appropriate.
9. Arrange for assistive technology devices to translate materials for participants in need of such services.
10. Post information materials, schedules of events, and program assessments on the Internet, which will enable assistive computer devices to interpret the materials for users.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Three Rivers Education Foundation

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Three Rivers Education Foundation Borderland High School Equivalency Program (BHEP)
Abstract

Name of Applicant: Three Rivers Education Foundation, Inc. Farmington, New Mexico

Project objectives and activities: Project objectives: provide GED preparation coursework; enable participants to receive a general educational development (HSE) diploma; equip participants to enter postsecondary education or training programs, upgraded employment, or the military; connect participants with social services; and provide bi-monthly coaching and mentorship. BHEP will provide intensive culturally appropriate, individualized instruction, tutoring and supportive services. Instruction will be based on an in-depth needs assessment and will be delivered via a differentiated instruction model. BHEP also includes a comprehensive, hands-on STEM curriculum that will improve career-readiness and connect participants with potential employers. **Applicable priorities:** BHEP will provide students with increased access to rigorous and engaging coursework in STEM while providing professional development for teachers in STEM subjects (**Invitational Priority 1**). Three Rivers Education Foundation is a community-based, nonprofit 501c3 organization which will partner with several organizations in the service area: Hispanic Chambers of Commerce, US Bank, Catholic Charities and CAFé (**Invitational Priority 2**); BHEP will utilize a *differentiated instruction model* (**Invitational Priority 3**), which is based on **proven theory**. **Proposed project outcomes:** The program will serve 400 persons over five years. Of these, 320 will complete all coursework, 296 will receive a general educational development (HSE) diploma, and 236 will enter postsecondary education or training, upgraded employment, or the military. **Number of participants to be served annually:** BHEP will serve 80 participants per year (400 over five years) – all commuter. **Number and location of proposed sites:** BHEP will operate two sites – one in El Paso, Texas and one in Las Cruces, New Mexico. **Project targets for meeting each of the GPRA measures each year:** By Y5 296 persons will have received an HSE Diploma (**GPRA 1**); and 236 HSED recipients will enter postsecondary education, upgraded employment, or the military. (**GPRA 2**).

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Table of Contents

1. Need for and Significance of project (15 points).....	1
i. The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project. (3 points).....	1
ii. The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals (i.e., eligible migrant and seasonal farmworkers and their families). (4 points)	3
iii. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (4 points)	4
iv. The importance or magnitude of the results or outcomes likely to be attained by the proposed project. (4 points).....	6
2. Quality of Project Design (20 points).....	8
i. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (5 points)	8
ii. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (5 points) ...	9
iii. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. (5 points).....	10
iv. The extent to which the proposed project will increase efficiency in the use of time, staff, money, or other resources in order to improve results and increase productivity. (5 points) ...	11
3. Quality of Project Services (15 points).....	11
i. The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practices among the recipients of those services. (5 points)	11
ii. The extent to which the services to be provided by the proposed project are focused on those with greatest needs. (5 points)	12
iii. The likelihood that the services to be provided by the proposed project will lead to improvements in the skills necessary to gain employment. (5 points).....	12
4. Quality of Project Personnel (10 points).....	15
i. The qualifications, including relevant training and experience, of the project director or principal investigator. (5 points)	15
ii. The qualifications, including relevant training and experience of key project personnel. (5 points).....	15

5. Quality of the Management Plan (20 points)..... 16

- i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (5 points) 16
- ii. The adequacy of the procedures for ensuring feedback and continuous improvement in the operation of the project. (5 points)..... 18
- iii. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. (5 points)..... 19
- iv. The adequacy of mechanisms for ensuring high-quality products and services from the proposed project. (5 points)..... 19

6. Adequacy of Resources (10 points). 20

- i. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (2 points) 20
- ii. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (2 points) 20
- iii. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (2 points) 21
- iv. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (2 points)..... 21
- v. The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding. (2 points)..... 22

7. Quality of the Project Evaluation (10 points). 22

- i. The extent to which the methods of evaluation are appropriate to the context within which the project operates. (3 points) 23
- ii. The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies. (3 points) 23
- iii. The extent to which the methods of evaluation will provide performance feedback 25

1. Need for and Significance of project (15 points).

i. The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project. (3 points).

The Three Rivers Education Foundation (3 Rivers)—a nonprofit, 501(c)(3) Community-Based Organization (**Invitational Priority 1**) is proposing to implement the Borderland High School Equivalency Program (BHEP), which will target socioeconomically disadvantaged migrant and seasonal farmworkers living and working in the high-poverty counties of El Paso, Texas, and Doña Ana (Las Cruces and surrounding rural areas), New Mexico. 3 Rivers will serve as lead fiscal agent and will implement BHEP with the support of the Las Cruces Hispanic Chamber of Commerce, Catholic Charities, US Bank, and CAFé. BHEP will offer participants a unique opportunity to earn GED diplomas through intensive preparatory instruction, STEM-related tutoring, and support services as part of a long-term, holistic effort to address the social, economic, and educational challenges that seasonal and migrant farmworkers and families in the El Paso and Las Cruces areas face. Upon successful completion of the program requirements, participants will receive assistance for placement into a post-secondary institution, career positions, or military service. BHEP anticipates serving approximately 80 persons each year and will target migrant and seasonal farmworkers and immediate family members over the age of 16 who lack a high school diploma or equivalency. The neighboring targeted communities of El Paso, Texas, and Las Cruces, New Mexico, are characterized by high poverty and significant employment in the agricultural sector. According to 2012 US Census data, the Combined Statistical Area (CSA) of El Paso–Las Cruces has a population of 1,045,180, making it the 52nd largest CSA in the United States, with 24.3% of the population living below the poverty line. El Paso has the 6th highest poverty rate among cities of similar size in the United States. Likewise, Las Cruces has a poverty rate of 26.5%. The majority of migrant and seasonal farmworkers to be served through BHEP live in *colonias*, which are loosely-knit farmworker communities common

throughout the Southwestern United States. In fact, there are more than 1,400 *colonias* that dot the border communities in New Mexico and Texas. The 400,000 residents of these subdivisions struggle daily with living conditions that resemble a Third World country—ramshackle dwellings, open sewage, lack of sanitary water and drainage, dusty unpaved roads, and no plumbing. According to the Texas Border and Mexican Affairs Department, *colonia* residents have a poverty rate of 35.2% (the average household income is less than \$834 a month), have limited education (70% have less than high school education), experience high unemployment rates (20–60%, compared to 7% at the state level), and lack access to basic medical services. Without a quality education, these individuals and their families are largely condemned to a life of despair and economic insecurity.

Due to their proximity to the United States–Mexico border, the population of these *colonias* continues to increase. For instance, El Paso shares a border with its sister city, Ciudad Juarez. This Mexican city of 1,332,131 inhabitants has been rated as one of the most violent and dangerous cities in the world. From public corruption to the drug trade and human trafficking, the ills that have infiltrated Ciudad Juarez and El Paso cause fear, poverty, abuse, and death. These realities cause the "Dreamers," undocumented immigrants, to cross into El Paso in record numbers to search for hope and a better life. More often than not, these people find employment picking crops in the fields. The Border Agricultural Worker Project reports that more than 12,000 farm workers work in El Paso and southern New Mexicoⁱ.

According to the State of Texasⁱⁱ, seasonal farm workers are the poorest workers in the United States, earning an average of \$6,500 dollars each year. Given these income levels, farmworkers have very few choices for improving their educational status or their college or career-readiness. Forty percent of migrant children work in the fields beside their parents, and the money they earn is an important part of the families' income. More than 90% of migrant

farmworkers in the targeted CSA are from Mexico. Just 28% of migrant and seasonal farmworkers have completed grades 10 through 12ⁱⁱⁱ, and only 9% have attained some form of higher education. Additionally, only 30% indicate that they speak English “well.”

ii. The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals (i.e., eligible migrant and seasonal farmworkers and their families). (4 points)

The targeted communities have a strong need to provide eligible migrant workers and their families with access to high-quality educational opportunities and educational services that are sensitive to the migrant lifestyle, along with the necessary support and resources to help them succeed in high school and the postsecondary educational environment. These opportunities will allow them to gain meaningful employment in the military, upgraded agriculturally based employment, or STEM-related fields (**Invitational Priority 1**). The most recent U.S. Department of Labor information (2012) indicates that 70% of migrant and seasonal farm workers live below the poverty level, earning an average income of less than \$15,000 per year. However, as noted above, in the border *colonias* of the Southwestern United States, *earnings range from just \$5,000 to \$6,500, making residents some of the most poverty-stricken persons in the United States*. According to the National Center for Farmworker Health (NCFH) notes following regarding English speaking ability: 35% percent said they could not speak English “at all,” 8% percent said they could speak English “somewhat,” 27 percent said they could speak English “a little,” and only 30% said they could speak English “well.” Given this information, it is not surprising that NCFH reports overall poor educational attainment among migrant farmworkers. According to a NCFH study^{iv} (2012), the average level of completed education among all migrant farmworkers is 8th grade: 40% completed only through 6th grade; 17% completed grades 7 through 9; 28% completed through grades 10 to 12 ; and a mere 9% attained some form of higher education. BHEP graduates will serve as role

models for younger members of the community, their families and future generations.

iii. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (4 points)

BHEP will provide a clear path to success through direct services and partnerships that address the individual needs of migrant and seasonal families to help them overcome the barriers imposed by poverty, mobility, lack of English language proficiency, and lack of resources. BHEP will recruit eligible out-of-school migrant and seasonal workers in the targeted communities and provide academic, social, and career assistance services, including a structured GED curriculum—each differentiated to meet participants’ unique needs. The program will assist participants in developing academic and life goals and in accessing valuable support services for attaining their goals. BHEP will address regional needs by helping participants enroll in post-secondary education or training programs in STEM career positions or in the military. Following Vygotsky’s theory of cognitive development in which new learning experiences are grounded in prior knowledge and are created to provide “next steps” in the learning process, BHEP will utilize a culturally-appropriate, *differentiated instruction model* (**Invitational Priority 3– logic model attached**) to address individual learner’s needs. The following table shows how the program addresses the needs

Service to be provided	Focus	Gap or weakness addressed
Recruitment	Specialized recruiting is needed to locate drop-out and non-enrolled migrants with cooperation from employers, housing organizations, and other related contacts. Project staff will be trained how to locate and enroll eligible migrants into the program throughout the service areas.	Currently no organization specifically recruits and targets the migrant dropouts for GED services or provides the type of supportive services that will be offered through BHEP.
Education	BHEP will offer the following educational services: Classroom instruction and individualized, STEM-related tutoring; GED	No organization is providing educational opportunities

	testing; Career and academic advisement; Social & cultural activities; Opportunities to obtain a college degree or job training through partnerships with institutions of higher education (IHEs); Job placement; Exposure to potential employers; Access to supportive services through community partnerships.	specifically targeting the needs of out of school migrants in the two targeted communities.
Individualized Education Plans	Each student will be assessed to determine strengths and weaknesses in order to develop an Individualized Education Plan that sets academic and career goals. The use of differentiated instruction will address the unique needs and learning styles of each student.	Traditional schools do not address the unique aspects of migrant workers, including abject poverty, cultural issues, and poor educational attainment.
Personalized vocational and academic counseling	BHEP will provide individualized vocational and academic counseling to the migrant students. Counseling will be culturally sensitive and focus on soft skills, vocational options, career opportunities and options for enrollment to institutions of higher learning.	No services provide personal, vocational, and academic counseling services to out-of-school migrants in the targeted communities.
Science, Technology, Engineering, and Mathematics (STEM)	BHEP will provide students with opportunities to participate in engaging, hands-on STEM instructional sessions that include project-based, inquiry-oriented learning. These presentations/sessions will be one hour in length, with 6 sessions per cycle. BHEP educators will also be provided with professional development in STEM subjects (Invitational Priority 1)	No programs increase interest in STEM studies and pursuit of STEM careers among migrant workers in the area.

Program schedule: BHEP will offer flexible scheduling to accommodate the needs of migrant and seasonal farmworker population. Our proposed schedule is as follows:

BHEP schedule
<p>Classes will be offered in El Paso and Las Cruces, in locations easily accessible by migrant workers. Classes will be offered at various times to meet participants' needs: 9:30–11:00 AM; 11:00 AM–12:30 PM; and 5:00–7:30 PM</p> <p>There will be 4 instructional groups: 2 in Las Cruces and 2 in El Paso. There will be 2 cycles each year for each city, 12 weeks per cycle. Cycle 1 Las Cruces = 20 students Cycle 2 Las Cruces = 20 students Cycle 1 El Paso - 20 students Cycle 2 El Paso = 20 students</p>

Recruitment: Effective recruitment strategies are essential to the success of BHEP. BHEP will employ two Recruiters/Mentors who will focus on key activities, including informing,

identifying, screening, and selecting participants. To provide support for potential participants, the Recruiter/Mentors will establish partnerships with community agencies (details provided in the partnership section) and identify resources available to support their efforts. Recruitment will continue throughout the year. To maximize outreach, Recruiter/Mentors will engage in such activities as conducting presentations at regional migrant education meetings; distributing information to parents about HEP opportunities at Migrant Education Parent Advisory Council (PAC) meetings in Doña Ana (Las Cruces region) and El Paso counties; distributing HEP information at health fairs and other community events (e.g., Hispanic heritage events); advertising through Spanish radio and newspaper ads in *El Diario*, the Spanish-language newspaper for this geographic area; posting flyers throughout the service area; collaborating with local school districts and visiting schools with high concentrations of migrant students to conduct outreach activities; conducting outreach to agricultural workers in their places of employment (farms, ranches, etc.); and utilizing social media tools, such as Twitter and Facebook. Recruitment efforts are based on a documented Recruitment Plan that includes a clearly defined target population, explicit strategies to focus on the state's agriculture and farming industries, an identified geographic area for recruitment efforts, and an established timeline. During the intake process, the Recruiter/Mentors will engage in such activities as interviewing participants to confirm eligibility factors and determine needs; completing all relevant and required documentation; clearly notifying the participants of their enrollment status; introducing participants to services providers, such as counselors or instructors; providing tours of facilities where participants can access services; explaining project expectations of the participant; scheduling appropriate entrance or placement assessments; communicating with participants (and their families) as to the next steps in accessing program services.

iv. The importance or magnitude of the results or outcomes likely to be attained by the

proposed project. (4 points)

BHEP embodies an innovative, multi-dimensional approach towards achieving our intended goals and objectives: **supporting the educational attainment of migrant and seasonal farmworkers in the targeted Texas and New Mexico communities to improve their career and economic status.** In addition to being culturally and linguistically appropriate for the population, academic enrichment and support activities will focus on project-based and inquiry-oriented learning. In other words, all content will include a strong emphasis on "learning by doing," in which students engage in hands-on activities solving real-world problems, particularly those in STEM career fields. Active learning techniques will stress students' active involvement in their own learning rather than passively listening. This is a proven pedagogical approach involving student-centered guided inquiry.^v Furthermore, evidence indicates that this is an effective approach for engaging migrant and seasonal farmworker students of all ages. In agreement with the education research of John Dewey, researchers Reyhner, Lee, and Gabbard, from Northern Arizona University, explained, "Teachers need to get students out of lecture halls and textbooks and get them involved in 'real' experiences—especially hands-on activities. These kinds of activities correspond to 'learning from the land.' The interactive component refers to how teachers must listen and respond to the concerns of their students." Migrant and seasonal farmworkers tend to be global or holistic learners who think reflectively and more readily respond to visual and tactile stimuli than to 'reading text.' They learn more effectively through cooperation than through competition. Traditional curricula and textbooks, which approach learning as sequential, linear, and literary or auditory, unfortunately focus on students' weaknesses instead of their strengths.^{vi} The BHEP curriculum will support differentiated instruction in which teachers challenge and assess students who are at different levels of performance. This multi-level approach will include tasks that range from a minimum level of

cognitive demand to tasks that engage students in complex thinking, higher-level reasoning, and problem solving. By matching instruction to students' performance and needs, BHEP will engage all participants in meaningful learning and improve all students' performance. In this way, BHEP can serve as a replicable model for improving the educational outcomes among migrant farmworkers and other marginalized populations throughout the United States.

2. Quality of Project Design (20 points).

i. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (5 points)

The goals of BHEP are to help migrant and seasonal farmworkers and immediate family members (1) obtain general education development (GED) credentials that meet the guidelines for high school equivalency (HSE) in Texas and New Mexico, and (2) gain employment or placement in institutions of higher education (IHE) or other postsecondary education or training programs. Corresponding objectives are below. BHEP will serve approximately 80 migrant and seasonal farmworkers each year.

Program objectives and outcomes					
Objective 1: 80 participants per year will register for BHEP services (400 over 5 years). (PROGRAM)					
Need addressed: <i>No other programs enable eligible migrant and seasonal farmworkers to obtain this type of educational support.</i>	YR 1	YR 2	YR 3	YR 4	YR 5
	annual participants:	80	80	80	80
Objective 2: Each year, 68 (85%) of participants will complete the HEP program (i.e., project exiters; 340 over 5 years).					
Need addressed: <i>On average, just 28% of migrant and seasonal farmworkers complete grades 10 through 12.</i>	YR 1	YR 2	YR 3	YR 4	YR 5
	annual targets:	68	68	68	68
Objective 3: The number of exiters who receive an HSE will be YR1: 48 (70%); YR2: 49 (72%); YR3: 50(74%); YR4: 52 (76%); YR5: 53 (78%) (GPRA 1)					
Need addressed: <i>On average, just 28% of</i>					

<i>migrant and seasonal farmworkers complete grades 10 through 12.</i>	YR 1	YR 2	YR 3	YR 4	YR 5
number obtaining HSE diploma credential:	48	49	50	52	53
Objective 4: 80% of HSE recipients will be expected to enter postsecondary education or training programs, upgraded employment, or the military, i.e., YR1: 38; YR2: 39; YR3: 40; YR4: 42; YR5: 43. (GPRA 2)					
Need addressed: <i>On average, just 9% of migrant and seasonal farmworkers pursue a postsecondary education</i>	YR 1	YR 2	YR 3	YR 4	YR 5
number expected:	38	39	40	42	43
Objective 5: 100% of participants identified as needing social services support will be connected to organizations providing such services, facilitated by the BHEP mentors. (PROGRAM)					
Need addressed: <i>There is a need to connect migrant and seasonal farmworkers with appropriate social services</i>	YR 1	YR 2	YR 3	YR 4	YR 5
percentage of identified participants:	100%	100%	100%	100%	100%
Objective 6: 100% of participants will receive weekly mentoring services focused on education attainment, career advancement, and opportunities within STEM fields. (PROGRAM)					
Need addressed: <i>Migrant and seasonal farmworkers require individualized support to develop and achieve life goals</i>	YR 1	YR 2	YR 3	YR 4	YR 5
number receiving mentoring:	80	80	80	80	80

ii. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (5 points)

BHEP has been purposefully designed to address the identified needs of the targeted migrant and seasonal farmworker population. Project goals and objectives are aligned with HEP program requirements. They are based on input gathered directly from the target population, combined with an analysis of the needs of migrant and seasonal workers as determined by reviews of educational attainment and demographic data. The objectives address existing documented needs among the targeted high-poverty migrant and seasonal farmworker population. BHEP's services are specifically designed to address the problems of poor educational attainment and high dropout rates among migrant and seasonal farmworkers. Barriers to education success include the lack of bilingual counselors, basic skills, educational

modeling, financial resources, and postsecondary education information, along with problems associated with motivating migrant workers to continue their education. BHEP will provide integrated services to migrant and seasonal farmworkers and/or their family members, who wish to complete high school, undertake GED completion, enter postsecondary education, start a STEM-related career, or enter the military. BHEP will provide information and services year-round. The project will serve eligible participants without regard to race, color, national origin, gender, or disability (The Department of Education’s General Education Provisions Act of 1994—GEPA). Additionally, Spanish-speaking families will be served with regard to culture and protocol and all promotional information will be delivered in both English and Spanish to accommodate those with limited English proficiency.

iii. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. (5 points)

BHEP will include linkages with community agencies and/or organizations to support attainment of the desired goals, objectives, and outcomes while meeting the needs of the targeted population. Examples of linkages are outlined in the table below.

Name of agency	Services provided
Doña Ana County and El Paso County Assistance Programs	Over \$400,000 in federal government stimulus funds provided to Las Cruces and Doña Ana County, New Mexico, to provide housing and rent help for individuals in need, including migrant and seasonal farmworkers
Housing Authorities: Cities and Counties Of Las Cruces And El Paso	Rent assistance and assistance in locating and acquiring affordable housing
Salvation Army of Las Cruces and El Paso	Numerous assistance programs, including Utility Bill Assistance and other types of support
HELP-NM and help for Texans	A statewide non-profit, HELP-NM provides services to those that are less fortunate. The agency coordinates job training, employment resources, transitional housing, and limited amounts of financial aid in a crisis. The organization focuses on assisting people and helping Doña Ana County residents gain self-sufficiency.
Community Action Agency of Southern New Mexico and Texas, Inc.	This agency offers individuals and families in need with free food through such programs as TEFAP and FEMA. The organization can also direct people to health clinics and help them find health insurance.

iv. The extent to which the proposed project will increase efficiency in the use of time, staff, money, or other resources in order to improve results and increase productivity. (5 points)

BHEP will emphasize effectiveness and efficiency by providing an organized and transparent plan to use all available resources to accomplish organizational goals. Tools will include social media, results-oriented management, output-based budgeting, mastery teaching, and mastery learning. An ongoing assessment, "results-based monitoring", will be used to track academic progress and organizational goal attainment. Benchmark assessments will identify students in need for additional services and modified instructional assistance. This preventive plan will improve student results by identifying and addressing problem areas at an early stage of the instructional process. Teachers will teach from "Bell to Bell" for efficient use of instructional time. To ensure improved results, staff members will serve in their areas of their academic and mentoring strengths. Many community resources can be utilized at no cost to the program, thus allowing funds to be more appropriately expended to meet program goals. The 3 Rivers current organizational structure will be also support deployment and sustainment of BHEP.

3. Quality of Project Services (15 points).

i. The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practices among the recipients of those services. (5 points)

BHEP is based on best practices and skilled, qualified personnel. Students have the greatest chance for success if they are in environments that support high standards with appropriate resources and high quality, appropriate professional development. STEM-related training will ensure professionals serving out-of-school farm workers and youth are knowledgeable about key topics and content critical to the project's success. Instructors will have the opportunity to access Project CPALMS, which allows educators to find free peer- and expert-reviewed STEM-related resources to engage students. Professional development will also be provided in Cognitive Coaching, which is a set of strategies, a way of thinking, and a way of working that invites self and others to shape and reshape their thinking and problem solving capabilities. Professional

development and training will be provided by qualified third-party consultants and trainers.

Topic	Duration (hours per year)
STEM-related training through CPALMs and Texas and NM STEM Coalition	8 (start of each project year)
Cognitive Coaching, which will improve ability of teachers and recruiter/mentor to inspire participants to stay in the program and advance in STEM-related careers.	8 (start of each project year)
STEM Career presentations to participants: highly qualified professionals from STEM fields will provide STEM-related sessions during GED preparation courses	3 hours per cycle per instructional group: 24 hours annually

ii. The extent to which the services to be provided by the proposed project are focused on those with greatest needs. (5 points)

To ensure that BHEP’s services focus on those with the greatest need, our target population will comprise migrant and seasonal farmworkers who are not enrolled in school, lack a high school diploma or GED, and are at least 16 years of age or older, as well immediate family members or applicant who has worked at least 75 days within the last two years in agriculture. All potential applicants will complete an eligibility form and screening to ensure that all project participants meet the high-need criteria outlined above. BHEP has been explicitly designed to be suitable for **ALL** eligible participants within the targeted service area, including those with special needs, limited English proficiency, or disabilities. Toward that end, all program materials will be available in English and Spanish, all instructors will be bilingual and program activities will be modified to meet the unique needs of persons with special needs or disabilities (refer to attached GEPA statement for details).

iii. The likelihood that the services to be provided by the proposed project will lead to improvements in the skills necessary to gain employment. (5 points)

BHEP is a community-driven program based on proven educational models that meet the highly unique needs of high poverty migrant and seasonal farmworkers. For example, studies^{vii} show that a contributing factor to the high dropout rates of migrant students is the shortage of qualified or sensitive teachers, counselors and other educators in the schools. Most schools with high numbers of migrant students lack counselors and administrators with the cultural skills

needed to relate to the migrant community. Many have to rely on paraprofessionals and community liaisons to communicate with students and their parents. BHEP will address the gaps by utilizing the services of qualified and certified staff members who can relate to the Latino migrant families in the targeted communities. BHEP curriculum will include general education development in which academic instruction will include study in all areas required to pass the GED assessment, including mathematics, science, reading, writing, and social studies. Because acquisition of competencies in the core subject areas allows for delivery of the curriculum in a variety of platforms (including individualized, small groups, and computer assisted) students may choose to attend several of the instructional content sessions offered during each week. Others may choose to focus on several subject areas within a setting similar to a traditional learning lab. This flexibility will allow students to adjust their program schedules around changing work schedules and other commitments and still maintain continuity in the program.

Through BHEP, participants who complete either a GED or a high school diploma will receive assistance in enrolling in postsecondary education or placement in a career track position or the military. To ensure goal attainment is adequate, all project participants will complete educational assessments and career interest and aptitude inventories, explore career opportunities, set personal goals with the assistance of Recruiter/Mentors, take field trips, and experience job-shadowing or work experience. Students completing the program will develop the life and job skills in areas of high growth potential—including STEM—enabling them to gain and maintain employment and continue learning experiences. STEM activities will help students connect problem-solving goals and the processes to achieve those goals^{viii}. Through differentiated instruction, tools and materials will be employed to adapt the STEM teaching environment to meet learning needs of individual students. STEM curriculum and activities will focus on real-world, student-focused problem-solving activities that include field trips to local

resources, including Space Port America (the world's first commercial space port) in New Mexico and the Gene Rodenbery Planitarium in El Paso, which was established in 1969 as part of an initiative to enhance science education. Participants will be encouraged to enroll in supplemental "mini-courses" in basic computer skills in preparation for taking the on-line GED assessment. Instructors and recruiters will provide these computer classes in collaboration with our community partners at no cost outside the scheduled GED preparation classes.

Weekly contact with their Recruiter/Mentor and instructors will provide the support necessary to improve student confidence, monitor progress, and improve students' college and career-readiness. Teaching strategies will be culturally and linguistically appropriate and targeted to individual needs. This is a key element of BHEP. No two students have identical abilities, experiences, and needs. Learning style, language proficiency, background knowledge, readiness to learn, and other factors can vary widely. Our individualized approach will position *all* students for academic and career success. We will utilize differentiated instruction, which **is based on proven theory** and addresses the learning styles of individual learners. Differentiated instruction is based on the learning theories of Vygotsky that (a) students learn best when they make connections between the curriculum and their diverse interests and experiences, and (b) that the greatest learning occurs when students are pushed slightly beyond the point where they can work without assistance. This point differs for students who are working below grade level and for those who are gifted in a given area. Rather than simply "teaching to the middle" by providing a single avenue for learning for all students in a class, teachers using differentiated instruction to match tasks and assessments with students' interests, abilities, and learning preferences.

What Differentiated Instruction Means for Teachers	
Teachers DO	Teachers DON'T
<ul style="list-style-type: none">• Provide several learning options, or different paths to learning, which helps students take in information and	<ul style="list-style-type: none">• Develop a separate lesson plan for each student in a

make sense of concepts and skills.	classroom.
<ul style="list-style-type: none"> • Provide appropriate levels of challenge for all students, including those who lag behind, those who are advanced, and those who are in the middle. 	<ul style="list-style-type: none"> • "Water down" the curriculum for some students.

4. Quality of Project Personnel (10 points).

i. The qualifications, including relevant training and experience, of the project director or principal investigator. (5 points)

We intend to hire a full-time (1 FTE) project director to oversee and manage day-to-day implementation of BHEP. Dr. Georgia Lane (Ed.D.—University of Sarasota). Dr. Lane has worked in the education field for more than 30 years and has direct experience working with migrant and seasonal farmworker student populations. Her work with these students stems from her positions as an educator and associate superintendent at districts with large populations of migrant and seasonal farmworker students (El Paso Independent School District and Hatch Valley School District). She is experienced in needs assessment, curriculum development, and staff development. Dr. Lane is heavily involved in the local Latino community and has worked extensively with culturally diverse, marginalized populations facing numerous socioeconomic challenges and limited English Proficiency. She is also an experienced project manager and is equipped with the skills and expertise necessary to ensure the success of BHEP.

ii. The qualifications, including relevant training and experience of key project personnel. (5 points)

The following individuals will be involved in carrying out BHEP.

Name	Skills or training required
Recruiter/Mentors (Dr. Steven Lane and Adela Holder)	Dr. Steven Lane has an Ed.D. in Educational Leadership. He is an experienced educator and former high school principal. Adela Holder has a MA in Linguistics and is also an experienced educator. She also has a strong background in social and community work. Both are experienced in working with migrant and seasonal farmworkers in the targeted communities. Both are experienced in curriculum design and have first-hand knowledge of the social, economic, educational, health, family, and cultural issues that impact migrant and seasonal farmworkers.
GED/Curriculum Instructors (TBD) – 4 positions	Bachelor's degree required, Masters preferred. Must be trained in adult education instructional techniques. Must be fluent in Spanish and English. As professionals, they need to have experience in a STEM field

	to show the participants how the content connects to STEM professions.
--	--

5. Quality of the Management Plan (20 points).

i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (5 points)

As noted, we intend to hire one full-time project director to oversee and manage BHEP. The Project Director will report to David Bowman, 3 Rivers Executive Director, who reports to the organizational Board of Directors. The Project Director will be supported by two Recruiters/Mentors and four GED/curriculum instructors. Project administration will be supported by a multidisciplinary Advisory Board comprised of project personnel, 3 Rivers key leaders, project partners, and community stakeholders. The Board will guide policy, promote the project to the community, identify and engage additional community resources as appropriate, and ensure an ongoing process of continuous improvement by reviewing Quarterly Status Reports (QSRs) and by providing suggestions for refining, strengthening, and improving the project approach as appropriate. The full board will meet quarterly, and project personnel (i.e., Project Director, Recruiters/Mentors, and instructors) will meet weekly. The project director will provide Advisory Board members with monthly updates. A proposed project timeline is shown below. (PD: Project Director; AB: Advisory Board)

Activity and milestone	Responsibility	Month
Year one		
Ensure that all fiscal accountability and grant program compliance instruments are in place (e.g., separate account codes, etc.); meet with project partners to ensure shared agreement regarding roles, responsibilities, timelines and expectations; schedule bi-monthly Advisory Board (AB) meetings	PD; AB	1
Post notices for qualified personnel; begin hiring process	PD	1
Conduct interviews and hire personnel	PD; AB	1–2
Provide professional development and training for personnel	PD; AB	3
Begin recruitment, e.g., community open houses to promote program, information distribution at high-profile locations, media announcements.	PD; AB	3
Select project participants, identify needs through intake process, establish service and education plan		
Quarter Status Reports (QSRs) submitted to advisory board	PD	3

(months 3, 6, 9, and 12)		
Begin offering GED preparation coursework	PD	4
Begin offering mentoring and support services	PD	4
Career-focused activities begin	PD	4
Annual stakeholder survey is administered	PD	10
Following year activities are refined based on stakeholder feedback; following year plans are finalized; sustainability plan developed	PD; AB	12
Year-end report is prepared and disseminated	PD	12
Year two		
Provide professional development and training for personnel	PD; AB	13
Community open houses are held to promote program to the communities	PD; AB	13
Continue migrant and seasonal farmworkers GED and STEM learning	PD; AB	13-24
Quarter Status Reports (QSRS) submitted (months 15, 18, 21, and 24)	PD	13-24
Continue mentoring and support services	PD	13-24
Career-focused activities continue	PD	13-24
Annual stakeholder survey is administered	PD;	22
Following year activities are refined based on stakeholder feedback; following year plans are finalized; sustainability plan reviewed and updated	PD; AB	23
Year-end report is prepared and disseminated	PD	24
Year three		
Provide professional development and training for personnel	PD; AB	25
Community open houses are held to promote program to the communities	PD; AB	25
Continue migrant and seasonal farmworkers GED and STEM learning	PD; AB	25-36
Quarter Status Reports (QSRS) submitted (months 27, 30, 33, and 36)	PD	25-36
Continue mentoring and support services	PD	25-36
Career-focused activities continue	PD	25-36
Annual stakeholder survey is administered	PD	34
Following year activities are refined, strengthened and improved based on stakeholder feedback; following year plans are finalized; sustainability plan reviewed and updated	PD; AB	35
Year-end report is prepared and disseminated	PD	36
Year four		
Provide professional development and training for personnel	PD; AB	37
Community open houses are held to promote program to the communities	PD; AB	37
Continue migrant and seasonal farmworkers GED and STEM learning	PD; AB	37-48
Quarter Status Reports (QSRS) submitted (months 39, 42, 45, and 48)	PD; evaluator	37-48
Career-focused activities continue	PD	37-48
Annual stakeholder survey is administered	PD	46
Following year activities are refined based on stakeholder feedback; following year plans are finalized; sustainability plan reviewed and updated	PD; AB	47
Year-end report is prepared and disseminated	PD	48
Year five		
Provide professional development and training for personnel	PD; AB	49
Community open houses are held to promote program to the communities	PD; AB	49

Continue migrant and seasonal farmworkers GED and STEM learning	PD; AB	49-60
Quarter Status Reports (QSRS) submitted (months 51, 54, 57, and 60)	PD	49-60
Career-focused activities continue	PD	49-60
Annual stakeholder survey is administered; sustainability plan fully deployed	PD	58
Following year activities are refined based on stakeholder feedback; following year plans are finalized	PD; AB	58
Final, five-year project report is prepared and disseminated	PD	60

ii. The adequacy of the procedures for ensuring feedback and continuous improvement in the operation of the project. (5 points)

This initiative is a collaboratively-designed effort that has undergone sufficient planning and includes an effective framework for ensuring feedback and continuous improvement. First, all key project activities and related milestones have been outlined:

1. Recruiters/mentors will be required to submit weekly progress reports concerning the number of recruits, status of community partnerships and progress of matching the identified students with the appropriate resources: counseling; social services; financial aid; and/or targeted, extended instructional assistance.

2. Student surveys will be administered in three-week cycles in order to determine if the needs of each student are being met. Identified gaps will be addressed by the staff (i.e., mentors, instructors, project director) as part of their bi-weekly implementation reviews.

3. Instructors will administer a pre-test to determine areas of academic strength and weakness. Benchmark exams will be administered in four week cycles. Instructors will use specific data to adjust instructional focus and modify lesson plans for each student.

4. As outlined in the evaluation section, our project approach includes formative and summative evaluation measures and QSRS that will provide the BHEP Advisory Board with multiple feedback loops to ensure that the project is being implemented with fidelity and that feedback gathered is used to refine, strengthen, and improve the project approach as appropriate.

PD will submit Quarterly Status Reports (QSR) concerning all aspects of the BHEP. These reports will be submitted to the Advisory Board and 3 Rivers Education Foundation. After

receiving periodic feedback from all stakeholders, the PD and staff will utilize the four-step quality model-Plan-Do-Check-Act (PDCA) cycle also known as the Deming Cycle, to ensure appropriate feedback and continuous improvement.

iii. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. (5 points)

The time commitments of key individuals are outlined below (job descriptions are attached).

Name	Project role	% effort
Dr. Georgia Lane	Project Director responsible for all aspects of planning, implementing and managing the HEP program, including achievement of all deliverables and compliance with all Federal and State guidelines and program requirements.	100% (1 FTE)
Dr. Steven Lane, Adela Holder	Recruiter/Mentors (2) to represent BHEP in the community for student recruitment, placement and career development, work with community organizations and the Office of Migrant Education to identify migrant youth and adults who would benefit from participation in the program and assist them in the process of enrollment in HEP	100% (2 FTE)
TBD	GED/Curriculum Instructors responsible for teaching basic skills to students with varying academic levels while integrating GED skills, Language Arts/Social Studies, along with Science, Technology, Engineering, and Mathematics (STEM)	4 Instructors - Contract Services

iv. The adequacy of mechanisms for ensuring high-quality products and services from the proposed project. (5 points)

3 Rivers and its project partners are fully qualified and capable of ensuring consistent delivery of the highest quality services through BHEP. This initiative is a collaborative effort that has undergone sufficient planning and includes an effective framework for ensuring high-quality products and services. In order to ensure high-quality services, 3 Rivers will use a **rigorous hiring process** for instructors and recruiters/mentors that includes a background check and a demonstrated record of success in working with the target population. BHEP staff will acquire **top-rated, research-based GED preparation materials and learning tools** and will gather **input from GED instructors and students** to ensure materials are effective, making modifications as necessary. BHEP instructors and students will be surveyed every three weeks to obtain **feedback regarding effectiveness and quality** of services to participants. Annual **focus**

groups of participants, conducted by the evaluator, will provide project feedback.

Project success will be linked directly to the percentage of students passing the GED and subsequently placed into upgraded employment, institutions of higher learning, or the military.

The *NTN School Success Rubric*^x, will be used to ensure that services lead to high quality outcomes. Staff will create a criterion-referenced student learning objective similar to the *Future Success Marker Rubric*^x to ensure that participants receive high-quality, appropriate services.

Our organizational capacity to successfully implement BHEP is further demonstrated by our recent (2014) award of a more than \$10 million *Innovative Approaches to Literacy* grant, which is improving the literacy outcomes of thousands of socioeconomically disadvantaged, struggling students in four southwestern U.S. states, and our successful implementation of approximately \$6 million, 10-year regional *Transition to Teaching* projects. 3 Rivers staff members have successfully directed over \$35 million in federal awards.

6. Adequacy of Resources (10 points).

i. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (2 points)

3 Rivers has extensive successful experience in implementing federally funded projects. Three Rivers Education Foundation’s board of directors will provide oversight, ensuring that all project activities are carried out on time, as proposed, and within the designated budget. The organization’s CFO will ensure purchasing, payroll, accounting, financial audit, and all fiscal practices meet federal requirements. Three Rivers is also prepared to provide facilities, management tools, and administrative support for efficient project implementation.

ii. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (2 points)

BHEP will include the following partners (letters of commitment in appendices).

Partner	Contribution
Hispanic Chambers of Commerce	The agency will assist in promoting the program to the community and will help connect program graduates with job training and career opportunities, including STEM fields

Catholic Charities	Will provide supportive services to program participants as necessary. These services include (but are not limited to): counseling; housing and other supportive services
US Bank	US Bank - professionals will be a part of the STEM instructional session, as well as, provide community outreach to the students and GED graduates to set up an account and a variety of other activities
CAFé	As a non-partisan, non-denominational 501(c)(3) organization that is part of the PICO National Network, the largest faith-based community organization in the country, CAFé will provide guidance, and resources that will enhance the ability of BHEP to provide appropriate services to the migrant farmworker participants.

iii. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (2 points)

The attached project budget is sufficient to support the proposed project. Specifically, it supports all necessary staffing, supplies, and expenses to achieve the desired goals, objectives, and outcomes. BHEP targets high-need, high-poverty communities with limited resources. The total request of \$475,000 per year is sufficient to achieve project goals across this large service area while also providing a range of strategic services including high quality, targeted educational services, STEM activities, development of individual goals and learning plans, ongoing support (through regular mentoring) for attainment of those goals, connections with STEM activities through real-world problem-solving and visits to centers of STEM education, connections with potential employers and ongoing support via career counseling and mentoring. BHEP has the potential to reverse and ultimately end generational poverty and low educational attainment for over 400 students, their families and their future children.

iv. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (2 points)

BHEP will serve 80 eligible migrant and seasonal farmworkers, including family members, each year (400 over five years). This equates to just \$5,937 per individual, lower than similar programs, which have a per-student cost of \$6,300^{xi}. The participant count is quantifiable, but a larger, unknown, number of family members will also potentially benefit from BHEP. The number will be increased as successful participants share their accomplishments with their

families and communities. As these individuals are inspired to improve their educational attainment, they too will begin to realize similar economic benefits, therefore benefitting families and eventually, entire communities.

The costs are reasonable considering the scope of the provided services: recruiting, mentoring, counseling, exposure to STEM related professions, potential enrollment in the military or institution of higher learning. In addition, the specialized staffing pattern will allow for a much greater opportunity for student and program success.

v. The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding. (2 points)

3 Rivers promotes the advancement of education, independent research, and organizational development focused on the challenges that educators face in providing a quality education for all our children. The organization accomplishes this by helping education organizations acquire and manage program funding; providing education leadership and support; building connections between education needs and practical solutions; and providing critical education services. As such, the 3 Rivers is committed to sustaining BHEP beyond the grant-funded project period. Toward that end, BHEP will be formally integrated into the organizational structure and in addition, the Advisory Board will prepare a complete sustainability plan to ensure the program's ongoing success. This will include identifying potential local, regional, statewide, and national funding sources and resources along with establishing responsibilities, action items, and timelines for approaching each. The sustainability plan will also include activities outlined by EDGAR section 206.20 (d) (2), which requires applicants to develop and implement a plan for identifying and using the resources of the participating IHE and the community to supplement and enhance the services provided by the project. The sustainability plan (and plans for integrating IHE, community, and other resources) will be reviewed and updated annually.

7. Quality of the Project Evaluation (10 points).

i. The extent to which the methods of evaluation are appropriate to the context within which the project operates. (3 points)

The evaluation plan provides for formative and summative evaluation. The table below provides information about the formative and summative evaluation process to be utilized. The project director will collaborate with the evaluator to collect data and prepare reports.

Formative and summative evaluation questions	
Evaluation questions	Examples of measurements
<i>Formative evaluation</i>	
Are project activities being carried out with fidelity to the original plan and outline? Sub-questions include: Has the project met its targets for implementing project activities related to each goal and objective? Has the project met its annual targets for staffing, training, coordinating delivery of services and engaging in outreach and related services?	Measures: Program records, sign-in sheets, program completions, achievement on standardized assessments; number of outreach sessions held, number of training/professional development sessions conducted, interviews of program staff, teachers and project stakeholders; structured observations of project activities; reviews of documents and procedures used to promote the project, regularly administered qualitative surveys
Are program staff using information effectively throughout the project—including formative evaluation data—for self-assessment and program improvement?	
Are the project’s procedures, policies, and management effectively supporting the project in accomplishing its proposed activities and meeting its milestones?	
Are project activities focused on achieving project objectives and timelines?	
<i>Summative evaluation</i>	
Is the project achieving its objectives and performance targets?	Measures: Ongoing reviews of quantitative and qualitative data
What is the project’s impact on student learning and achievement of GED? Sub-questions include: What is the program’s impact on academic achievement? What is the program’s impact on student intent to pursue postsecondary education, technical school or a military career? What is the program’s impact on students’ aspirational and future success indicators?	Measures: Ongoing reviews of student assessment data as measured through standardized assessments; reviews of other data (e.g., attendance records, etc.); regularly-conducted qualitative surveys and interviews.

ii. The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies. (3 points)

We have developed a comprehensive evaluation plan with multiple feedback loops to present preliminary findings and summarize perceived trends apparent in project data, as well as to report on data collection, flow-through, quality, and implementation/results gaps. Progress reporting, consistent data analysis and review, and a commitment to using a data-driven

decision-making process to continuously improve the project will be key elements that ensure the program will accomplish its set goals, objectives, and target outcomes. At the outset of the project start period, a detailed evaluation plan and timelines will be finalized to further align the evaluation activities with intended outcomes and build a common understanding of the role of evaluation in the program’s implementation. Data collection strategies are below.

Data collection strategies and timelines			
Objective	Data Source	Collection Frequency	Person Responsible
Objective 1: Eligible community members who enter the BHEP project. (PROGRAM)	Registration records, education/career plans, enrollment forms, pre-test results, eligibility documents, language inventory	Ongoing project intake	Project director, Recruiter/mentor
Objective 2: Participants who complete the HEP program (i.e., project exiters).	Attendance records, completion records, course assignments, education plan reviews, mentoring logs	Weekly collection, Quarterly review	Instructors, Project director, Recruiter/mentor
Objective 3: Exiters expected to receive an HSE (GPRA 1)	Completion records, HSE examination registrations, examination results report	Weekly collection, Quarterly review	Project director
Objective 4: HSE recipients expected to enter post-secondary education or training programs, upgraded employment, or the military. (GPRA 2)	Postcompletion survey; IHE/training/vocational/certificate program registrations; ASVAB registration; job application	Weekly collection, Quarterly review	Recruiter/mentor, Instructors, Project director
Objective 5: Participants connected to organizations providing social services. (PROGRAM)	Program logs; self-reports; mentor service logs	Weekly collection, Quarterly review	Recruiter/mentor, Project director
Objective 6: Participants who receive weekly mentoring services focused on education attainment, career advancement, and opportunities within STEM fields. (PROGRAM)	Program logs; self-reports; mentor service logs, post-completion evaluation survey	Weekly collection, Quarterly review	Recruiter/mentor, Project director

Data will be analyzed using the STATA Data Analysis and Statistical Software program or

similar. Quantitative data will be collected as noted above and will be reported using descriptive statistics, which include numerical counts or frequencies, percentages, measures of central tendency, and measures of variability (i.e., range, standard deviation, variance). Qualitative data will be collected via participant surveys and focus group interviews, with data analyzed through an inductive approach that will allow the evaluator to (a) condense the raw textual data into a brief, summary format; (b) establish clear links between the evaluation and the summary findings derived from the raw data; and (c) develop a framework of the underlying structure of experiences or processes that are evident in the raw data.

iii. The extent to which the methods of evaluation will provide performance feedback

As noted, project leaders and the Advisory Board will utilize the four-step quality model—the *Plan-Do-Check-Act (PDCA) cycle*, also known as the Deming Cycle, to support a process of continuous improvement. Additionally, as outlined in the evaluation section, our project approach includes formative and summative evaluation measures and QSRs that will provide the BHEP Advisory Board with multiple feedback loops to ensure that the project is being implemented with fidelity to the original design and that feedback gathered is used to refine, strengthen, and improve the project approach as appropriate. Weekly project meetings will provide opportunities to review formative and summative assessment data to refine, strengthen, and improve the project approach. Project leaders will consult quarterly with the evaluator to support data collection and analysis.

Without a strong educational foundation and 21st century college and career skills, migrant and seasonal farmworkers in the El Paso/Las Cruces communities face a lifetime of poverty and despair. BHEP will provide these individuals with the foundation they need to serve as positive role models for next generations, contribute to their local economy, and create positive futures for themselves and their families. Federal funding is critical for this much-needed initiative.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

Dr. Georgia Lane

(b)(6)

◆ Objective

Continue professional and individual growth to positively impact the migrant community in the counties of El Paso, Texas and Doña Ana, New Mexico

◆ Qualifications

- ◆ Responsible for Personnel Department – worked to ensure that employees files passed T&E Audit and revised contracts and policies to ensure compliance with Federal and state laws
- ◆ Developed New Teacher Induction and Mentor Program
- ◆ Implemented programs that increased students' self-esteem, academic grades, and standardized test scores
- ◆ Developed curriculum in all areas aligned with national and state standards to ensure alignment for classroom teachers
- ◆ Presented various staff development programs and worked to improve instructional strategies
- ◆ Successfully evaluated teacher performance which led to improved instructional techniques
- ◆ Successfully managed a 1.9 million dollar budget
- ◆ Organized a district-wide and individual site EPSS (Educational Plan for Student Success) that included a comprehensive Needs Assessment
- ◆ Coordinated and administered Federal/State programs
- ◆ Organized and implemented administrative retreat activities geared toward student achievement, team building, and community involvement

◆ Education

- Ed.D. - University of Sarasota, Sarasota, FL 12/96
- Mid-Management - Univ. of Texas Permian Basin, Odessa, TX 1986
- M.Ed. - New Mexico State Univ., Las Cruces, NM 1985
- B.S. - Univ. of Texas Permian Basin, Odessa, TX 1982

◆ Professional Training

- TESA, Albuquerque, NM Spring 2002
- Technology in the Classroom – SEDL August 2001
- Personnel Management, Austin, TX (TASA) August 2000
- Covey Training on Leadership 1998
- SQS (Strengthening Quality Schools) 1997-1998
- Quality New Mexico, fall 1997
- New Mexico Quality Trainer, Las Cruces, NM, fall 1996
- Curriculum Audit Trainer, Albuquerque, NM, spring 1996
- Effective Schools Training, Chicago, Ill. - summer 1995
- National Institute for School Effectiveness, Scottsdale, AZ - spring 95
- Effective Schools, Albuquerque, NM - spring 1995
- GOALS 2000, San Diego, CA - March 1995
- Completed competencies during a two-year internship: (1991-93)
 - Degree I, II, III in technology, team-building/leadership development, Cooperative Learning, interdisciplinary instruction, New Jersey Writing Project (writing process), teaching strategies, data analysis, public speaking, Haberman Interview Process & The Great Communicator, and cultural awareness, Dupont Management Training, Supervising Under Pressure, Nuts and Bolts of Site-Based Management
- TTAS Certification - 8/1989
- Instructional Leadership Training - 8/1989

◆ Professional Affiliations

Greater Chamber of Commerce Las Cruces
Hispano Chamber de Las Cruces
American Association of School Personnel Administrators (AASPA)
International Society for Technology in Education (ISTE)
Association for Supervision and Curriculum Development (ASCD)
National Association for Elementary Principals (NAESP)
New Mexico Association of School Administrators (NMASA)
National Staff Development Council (NSDC)

◆ Experience

Hispano Chamber of Commerce De Las Cruces and Greater Chamber, 2011-Current

Board Member/Amigo/Conquistadore - works with the chambers to support and promote businesses in Las Cruces. Focuses on the success of individually owned businesses to promote entrepreneurship and free enterprise.

El Paso Independent School District, Central Office, 8/06-June 30, 2010 (retired)

Director, Secondary Personnel – responsible for recruiting, hiring and retention of all secondary staff (3,000), provided new teacher orientation and training, implementation of software programs that managed staffing and assignments.

El Paso Independent School District, Central Office, 5/03-8/06

Facilitator – Organize and implement instructional technology for various stakeholders. Ensure that the district's staff development programs are provided support to ensure successful implementation. Organize the district's Job Alike Program. Work with various high schools and feeder pattern schools as a "Vertical Team Facilitator". Provided professional development to all levels.

El Paso Independent School District, Central Office, 4/03-5/03

Consultant – Acting as Interim Districtwide Testing Coordinator. Used management and leadership skills to implement the state mandated assessments and locally adopted tests used for program placement. Provide technical assistance to central office and school personnel to compile data for presentation. Ensure that all state mandated testing deadlines are met. Analyze the effectiveness of the testing center using the CIPP and make recommendations for improvement.

Hatch Valley Public Schools, Central Office, 7/00-10/02

Associate Superintendent – This District served a migrant farmworker population. Oversee and/or conduct all staff recruitment activities, hire and evaluate staff, monitor Training and Experience to ensure that funds are not lost through attrition; provide initial orientation training for all new teachers and substitutes; arrange for on-going staff training, tailoring such training to meet individual staff needs; implement personnel policies and submit recommendations to the Board for policy revisions. Continue to develop grant proposals and contracts that bring over \$1.5M to the district. Directly responsible for all aspects of the Special Education department. Worked closed with the RCC to ensure compliance with all federal and state regulations and monitored all aspects of the special education delivery system at the school sites. Ensured that the Special Education budget was appropriately spent and all Medicaid reimbursements were filed with the RCC. Worked with principals to disaggregate data, build strategic plans (EPSS), and ensure a quality education at each site; head the Accountability Data System (ADS) that provides the data to the SDE for funding purposes, continue to develop curriculum in all areas that are aligned with the

National and State Standards, and continue to work with the technology department to ensure effective implementation of the district's strategic plan. Worked with staff to raise the scores, districtwide, to an Acceptable level on the state mandated accountability system.

Hatch Valley Public Schools, Central Office, 7/99-6/00

Director - Worked with the staff, parents, and community to ensure a quality education. Developed a new curriculum in all academic areas that were aligned with the National and State Standards. Directly responsible for all aspects of the Special Education department. Worked closely with the RCC to ensure compliance with all federal and state regulations, and monitored all aspects of the special education delivery system at the school sites. Ensured that the Special Education budget was appropriately spent and all Medicaid reimbursements were filed with the RCC. Worked on bringing additional funds to the district through grant writing – TLCF, GOALS 2000, Title II, E-Rate, and REA Grant – averaged over 1.1 M per year. Prepared, the district EPSS, as well as the site EPSS (strategic plan). Presented the EPSS to the State Dept. of Education during the Formal Budget Review, community meetings, and at the annual school board retreat. Provided staff development direction for the district. Secure staff development that is aligned with the EPSS (Educational Plan for Student Success). Responsible for the ADS (Accountability Data System) that secured the funding for the district. Enhanced the technology department through personnel hired, provided a schedule to meet the needs of five schools, 7 computer labs, and over 500 computers. Competed for E-Rate funds awarded over \$800,000.00 per school year.

Hatch Valley Public Schools, Garfield Elementary, 8/96-5/99

Principal/ Director - Garfield Elementary serves the children of migrant farm workers located in the Hatch Valley. Worked with the staff, parents, and community to ensure a quality education. Developed a new curriculum in all academic areas that were aligned with the National and State Standards. At the district level, I was directly responsible for the Special Education curriculum and instruction. In addition, I worked with the schools to ensure that the implementation of the IEPs were in compliance with federal regulations. Worked to secure related service personnel to deliver service for all school sites. Coordinated and appropriated the funds for GOALS 2000 and Eisenhower Grant. Prepared, the district EPSS, as well as the site EPSS (strategic plan) via the disaggregation of student data and a needs assessment. Provided staff development for the district. Secured staff development that was aligned with the EPSS (Educational Plan for Student Success). Selected as a state senior examiner for Quality New Mexico. Worked with auditors from around the nation to evaluate specific districts in Texas.

Educational Consultant, 2/96-8/96

Worked with all stakeholders in the Hatch Valley to complete a comprehensive Needs Assessment. Worked with specific school sites in developing a strategic plan based on student academic achievement. Ensured that all school site plans aligned with the district EPSS (Educational Plan for Student Success). Presented the district's strategic plan to the state department and received one of the first successful recognitions in the state.

Bureau of Indian Affairs, Mariano Lake Community School, 12/94-2/96

Superintendent - Worked with the BIA to effectively run a boarding school that had an enrollment of 273. 64 of the students lived in the dorm during the week. Responsible for a 2.5M dollar budget. Hired, trained, and evaluated a staff of 63. Initiated committees that focused on Effective Schools practice. Developed a Campus Improvement Plan, which encompassed GOALS 2000, and was responsible for securing candidacy at our school for NCA. Authored and directed the

following programs: Title IX, Title IV, Title XII, GOALS 2000, Drug Free, and Special Education. These grants brought in over \$500,000.00 to our school. Responsible for compiling, interpreting, and authoring the following reports: NCA, safety, budget, monthly evaluations, effective schools, and an annual assessment for NCA accreditation.

Jordan Elementary, Odessa, Texas 8/91-12/94

Assistant Principal - Worked actively with teachers, parents, administrators, and students to improve academic achievement. Planned, organized, and implemented numerous programs to enhance school climate. Constantly encouraged students and teachers to become risk-takers in order to fulfill their potential. Increased parental involvement via conferences, monthly bulletins, and workshops. Hired, trained, and evaluated staff. Established constructive community relationships via PTA meetings, guest speakers, and working closely with "Help Organizations." As a trainer, presented workshops throughout the year on learning styles, cooperative learning, reading strategies, and classroom management. Worked extensively with the budget to provide the best programs and resources available. Responsible for scheduling and the administration of all ARD's. Monitored teachers to ensure compliance with federal and state regulations concerning the implementation of IEPs and the appropriate curriculum. I was involved in preparing the documentation necessary for the Results Based Monitoring visit by TEA. Developed, along with the staff, the campus improvement plan.

Administration Building, Odessa, Texas 8/90-8/91

Appraiser - Worked effectively with teachers and building level administrators to enhance student success via the TTAS. Organized and participated in the inservice training for orientation of new teachers. Successfully appraised 154 teachers, both regular and special education, at five elementary schools.

Travis/Hays Magnet Elementary, Odessa, Texas 8/82-5/90

Teacher - Identified student learning abilities and adjusted work accordingly. Worked closely with parents in creating a cooperative learning environment for their children. Promoted social skills through activities in the classroom. Coordinated several programs that provided an enriched learning environment. Served as grade level representative that entailed weekly meetings with peers. Supervised and evaluated student teachers. Served as trainer for several innovative instructional strategies; CBM (Concept Based Math), ILA (Integrated Language Arts), Learning Styles, Cooperative Learning, and AIMS (Activities in Math and Science).

Community Service

- Worked with the Odessa, Texas Special Olympics to ensure participation, safety and success for all "special" participants. Garnered donations from local business and organizations. Donated time and money to ensure program success.
- Worked with community agencies in Odessa, Texas, BIA and Garfield/Hatch, New Mexico to meet the needs of the migrant farmworker student population and economically disadvantaged students.

References available upon request

Dr. Steven Lane

(b)(6)

Qualifications

- ◇ Works effectively with teachers to ensure the students a quality education
- ◇ Involves parents and the community in the educational process
- ◇ Provides a safe and positive school environment
- ◇ Effectively works with students, instructional staff and community organizations

Education

University of Sarasota, Sarasota, Florida 2000, Ed.D. - Educational Leadership
New Mexico State University, Las Cruces, New Mexico 1989, Master of Arts
Major: Educational Leadership
University of Texas at the Permian Basin, Odessa, Texas 1990, Mid-Management
Angelo State University, San Angelo, Texas 1979, Bachelor of Arts-English/Govt.

Professional Affiliations

ASCD - Association for Supervision/Curriculum Development
NAESP - National Association of Elementary School Principals
IRA – International Reading Association

Experience

High School Principal (Jefferson and Silva Magnet) 2009-2011 (Retired)

El Paso ISD - Jefferson HS is located within 1 mile of the border of Mexico. It serves a population that is over 90% Hispanic and over 80% Economically Disadvantaged. Worked with a staff of 200+ to increase achievement on standardized tests and on report card evaluations. Implemented 9th Grade Center that allowed for an increase in test scores for every subject and every subgroup including Sp.Ed., Bilingual and Migrant and Economically Disadvantaged. Implemented school wide strategies that allowed for educational enhancement to include motivation, accountability and academic improvement. The team was able to move the school from Stage 4 Level 2 to an Acceptable Rating. In addition, Silva Magnet was named a Blue Ribbon School that was recognized at the state and federal levels. Worked with community agencies to provide assistance to students and parents as needed. All stakeholders were involved in improving attendance rate, graduation rate, amount of scholarships and test scores. Effectively managed the budgets for local, federal and grant programs.

Curriculum and Instruction Division 7/01/08-2009

Principal Leader-Establish procedures for the selection of participants in the various Leadership Academies. Provide training for 1st year administrators as per Texas Administrative Code (Title 19, Part 7). Assign mentors to all program participants. Provide training, as appropriate, to the identified participants in the Aspiring Administrative Academies. Served as Interim Principal at six different middle schools. During this time, the scores, at each campus, increased for every subject area. It culminated at Canyon Hills Middle School being ranked as the only "Recognized" Middle School Campus in the Region XIX area.

Priority School Division 8/01/06-6/30/08

Director of Language Arts/Special Projects – Provide support to the staff at schools that did not meet AYP. Work with various groups at each identified campus to positively impact all areas related to a high quality education. Enhance the curriculum delivery model at priority schools in order to increase academic performance. Serve as interim principal at various schools as needed. Serve as project manager for four district-wide initiatives: Big Brother Big Sister, Princeton Review, Senior Recovery and TAKS Tutoring. Served as Interim Principal at five secondary campuses.

Kohlberg Elementary, El Paso, Texas 5/01-7/31/06

Principal – Worked with a staff of 100+ to ensure that all students receive a quality education. Effectively managed the Local and SCE budgets. Provided trainings for hourly and professional staff. Worked with various groups to positively impact all areas related to safety and education. Created partnerships with central office and Region XIX staff to enhance the curriculum delivery model in order to increase academic learning.

Ross Middle School, El Paso, Texas 8/99-4/01

Assistant Principal – Served as the 504 Coordinator, Administrative designee for all Special Education Programs including Resource, AIM, BIC, Content Mastery, and PLC. Implemented the discipline management plan for a student body of 800. Coordinated the Campus Improvement Plan that was aligned to district and state goals. Served as the Summer School Coordinator serving 250+ students. Developed and implemented a curriculum that supported student success in TAAS areas. Worked closely with the administrative team to provide an enriched environment for the students.

Ross Middle School, El Paso, Texas 8/97-5/99

Teacher/Coach - Worked closely with students in creating a classroom climate conducive to learning. Utilized humor as a teaching method to reach at-risk students. Coordinated several programs that provided an enriched learning environment. Identified student learning abilities and adjusted work accordingly to increase student achievement. Sponsored various activities in order to improve school climate and increase parental involvement. Helped create a team atmosphere with the football and track coaches. This camaraderie helped lead to success for the student athletes. Attended conferences that focused on curriculum and supervision. Participated in the interview process, 504 hearings, and selected ARDs.

Hatch Elementary School, Hatch, New Mexico 11/95-5/97

Principal - This elementary school served the children of migrant farmworkers and disadvantaged youth. Worked with teachers to ensure that a quality education was provided, brought innovations to a rural community (satellite, Mozart, world class teachers, student council, parental involvement, art work, cultural music). Ensured that the state curriculum was implemented and students achieved at a high level.

Cbi-Chil-Tah, Vanderwagon, New Mexico 12/94-12/95

Principal/Superintendent - Worked at a BIA K-8 school with a staff of 45. Responsible for 4.2 million budget, wrote the following programs: Consolidated Plan, IDEA, Early Childhood, School-Wide Title I. Implemented a safe and drug free school policy to solve the drug and weapon problems. Motivated students for high academic success. In addition led the school through several school wide programs.

Burleson Elementary, Odessa, Texas 8/93-12/94

Assistant Principal - Worked closely with the principal on the budget. Actively worked with teachers, parents, administrators, and students to enhance school climate. Planned, organized, and implemented numerous activities to help motivate students. Established a Partnership School program with Sam's Club. Scheduled workshops for teachers that provided instruction in the latest teaching methods. Supervised a student body of 560 with a staff of 43. Helped supervise the on-site alternative center for troubled students.

Ector Jr. High, Odessa, Texas 8/82-5/93

English/Coach/Student Council Sponsor - Worked closely with students in creating a classroom climate conducive to learning. Utilized humor as a teaching method to reach at-risk students. Coordinated several programs that provided an enriched learning environment. Identified student learning abilities and adjusted work accordingly. Attended conferences that focused on interdisciplinary units and teaming. Sponsored activities and play nights in order to improve school climate and increase parental involvement. Worked with the supervisory staff in planning a smooth transition from jr. high to high school. Established a strong rapport with student athletes in order to promote social skills, self-esteem, and academic achievement.

Ector High School, Odessa, Texas 8/79-5/82

English/Govt./Coach/Student Council Sponsor - Worked closely with students in creating a classroom climate conducive to learning. Utilized humor as a teaching method to reach at-risk students. Coordinated several programs that provided an enriched learning environment. Identified student learning abilities and adjusted work accordingly. Attended conferences that focused on interdisciplinary units and teaming. Sponsored activities and play nights in order to improve school climate and increase parental involvement. Worked with the supervisory staff in planning a smooth transition from jr. high to high school. Established a strong rapport with student athletes in order to promote social skills, self-esteem, and academic achievement. Selected by nationally ranked coaches to assist with summer camp at Odessa College. As the college bound teacher, promoted college attendance by minorities. Utilized FTA as a means to attract and motivate at-risk students.

YMCA, Odessa, Midland, San Angelo, Lubbock, 1969-1979

Worked in the following areas: Youth Camp Counseling, Day Care Counselor, Swim Lesson Instructor, Lifeguard, Director of Aquatics, Officiated basketball, football, and baseball, Assistant Program Director

City of Odessa, Parks and Recreation, Odessa, Texas 1970-1993

Served in the following capacities: Pool Manager, lifeguard, Concession Supervisor, head official for adult sports leagues (men's basketball and volleyball) and co-ed volleyball, and Tennis Instructor

References upon request

ADELA B. HOLDER

(b)(6)

EDUCATION

M.A. in Linguistics	University of Texas at El Paso El Paso, Texas
B.S. in Education	University of Texas at El Paso El Paso, Texas
High School	El Paso Technical High School El Paso, Texas

EXPERIENCE

ESSC MV-HEAL, Commnnty Specialist / Senior Social Worker Mesa Vista Consolidated Schools	2012-2013
Transition to Teaching, Director Three Rivers Education Foundation	2011-2014
Transition to Teaching, Liaison Jemez Mountain Schools, NM	2007-2010
Teacher Quality Partnership, Consultant Bloomfield Schools, NM	2007-2010
Assistant Snperintendent Pecos Independent School District, NM	2001-2007
Assistant Superintendent / Tribal Communities Liaison Grants-Cibola Independent School District, NM	2000-2001
Federal Programs Director and School-Parent Coordinator Hatch Valley Public Schools, NM	1998-2000
Bilingual Director, Community Advocate Silver Consolidated Schools, NM	1991-1998
Spanish/French Teacher Silver Consolidated Schools, NM	1990-1991
Educational Consultant Region XIX Education Service Center (TX)	1988-1990
Bilingual Coordinator / Migrant Director / Parental Relations Kermit ISD, TX	1983-1988
Secondary ESL Teacher Pecos ISD, TX	1982-1983
English, Spanish, and ESL Instructor El Paso Community College, TX	1975-1981
Secondary English Teacher Socorro ISD, TX	1975-1977
Linguistics TA University of Texas at El Paso	1973-1975

Adjunct Faculty

1991-2009

Western New Mexico University
New Mexico Highlands University
Luna Community College
College of the Southwest
College of Santa Fe

PROFESSIONAL RESPONSIBILITIES

- Provide leadership with direct supervision of all academic, federal, and special education programs
- Assess program and fiscal needs of the school and implementing programs to meet these needs
- Establish an atmosphere which promotes communication among faculty, staff, students, parents, and community
- Develop and coordinate community advisory groups
- Serve as community liaison in primarily Spanish-speaking communities to further parent involvement in school initiatives
- Serve as director of bilingual and migrant programs, including parent / community development program components
- Carry out and assist with development of local board policies
- Supervise and evaluate personnel
- Make regular reports to board on program progress
- Develop and submit capital outlay applications
- Assist with the development of overall district budgets
- Assist with the development of capital improvement programs
- Perform the duties of the superintendent as needed
- Supervise selection of, and obtain, instructional materials and textbooks

PROFESSIONAL ACCOMPLISHMENTS

- Parent representative, elected, National Council of Bilingual Education
- President, Phi Delta Kappa
- Vice-President, Southern New Mexico consortium for Bilingual Education
- Executive board member, New Mexico Association for Bilingual Education
- President, New Mexico Association for Bilingual Education, targeting communication and connections between schools and non-English-speaking parents and community members to improve the education of their children and communication with the community
- Chairperson, NMSBA's Celebrating Opportunities for Hispanic Students Annual Conference 1995
- Parent liaison and community representative in Hatch, Silver City, Pecos, and Kermit to monolingual Spanish-speaking parents
- Developed training programs for district personnel and interested community participants, which have resulted in more than ninety local persons obtaining licensure as bilingual teachers.

- Assisted in the development of technology program recognized as one of the top twenty in the nation by the American Association of School Administrators
- Developed licensure programs for bilingual teachers with the NM PED and local universities, resulting in licensure for more than 160 teachers.

PROFESSIONAL CAPACITIES AND EXPERIENCES

- Bilingual in Spanish and English
- Served as a teacher and administrator in elementary and secondary schools
- Served as an ESL and bilingual teacher
- Provided college instruction in linguistics, ESL, English, and school administration
- Successfully wrote and implemented various federal and state grants, including grants for alternative, transitional, dual language, special populations, short-term, educational personnel training, and system-wide programs
- Designed and implemented program evaluations, teacher training, and curriculum development
- Assisted the New Mexico State Department with the development of New Mexico Competencies for Modern and Classical Languages
- Worked with legislators, including NM Speaker of the House Ben Lujan, in formulating legislation and supporting bills
- Read transitional, alternative, educational personnel, comprehensive and enhancement grants for the US Office of Education and the NM State Department of Education

My career in education spans some forty years. During this time I have worked with disadvantaged students and their parents. My job assignments generally carried responsibility for working with parents and involving them in the educational process of their children. When I came to the United States I entered the ninth grade as an English Language Learner facing the tasks of learning English and acquiring a quality education at the same time. Seven years later I graduated from the University of Texas at El Paso with a teaching major in English. I am the parent of three children who have been the recipients of education in English and Spanish, much like the children who attend the Mesa Vista Schools.

In my capacity as a parent I was honored to have been selected as the parent representative on the board of the National Association of Bilingual Educators. I also served as president of the New Mexico Association of Bilingual Educators and was successful in involving parents in those activities.



BHEP

Three Rivers Education Foundation

501 Airport Dr., Suite 209
Farmington, New Mexico 87401
Phone: 505-436-2548 Fax: 505-436-2553
Web: <http://3RiversEd.org>

BORDERLAND HIGH SCHOOL EQUIVALENCY PROGRAM (BHEP) PROJECT DIRECTOR

Minimum Qualifications:

- Master's degree and/or comparable proven experience working with migrant and season farmworkers and/or human services programs.
- 5 years experience in a supervisory position.
- 3 years of experience in program implementation, grant management, job placement, accessing social and educational services and and/or Adult Education administration.

Job Description:

The Project Director is responsible for all aspects of planning, implementing, and managing the Borderland High School Equivalency Program (BHEP), including achievement of all deliverables, compliance with all Federal, State and College fiscal requirements.

Key Duties and Responsibilities:

Examples of key duties are interpreted as being descriptive and not restrictive in nature.

- Hires, supervises and evaluates quality personnel to ensure excellence in program delivery
- Oversees the design and implementation of processes to ensure adequate recruitment and retention of participants and delivery of first-class instructional and support services to achieve project deliverables
- Administers project budget to ensure that funds are spent according to project requirements and the deliverable are met
- Oversees the collection of data and preparation of reports to comply with reporting requirements
- Maintains an active presence in the community to promote the project and assure its success
- Performs other duties as assigned

Knowledge, Skills and Abilities:

- Knowledge of grant management including budget, personnel management and reporting
- Excellent organizational and communication skills
- Experience working with the migrant workers or similar populations
- Ability to define problems, collect data and draw valid conclusions for reporting purposes
- Ability to work in multi-ethnic, multi-cultural environment
- Maintains an active presence in the community to promote the project and assure its success
- Recruits and manages an Advisory Board of individuals from the community who can add value to the project through their expertise in an advisory capacity
- performs other duties as assigned



BHEP

Three Rivers Education Foundation

501 Airport Dr., Suite 209
Farmington, New Mexico 87401
Phone: 505-436-2548 Fax: 505-436-2553
Web: <http://3RiversEd.org>

BORDERLAND HIGH SCHOOL EQUIVALENCY PROGRAM (BHEP) RECRUITER/MENTOR

Minimum Qualifications:

- Bachelor's Degree - preferably Masters Degree and at least five (5) years working with ethnically diverse students

Job Description:

The Recruiter/Mentor represents the BHEP in the community for student recruitment, placement and career development; works with community organizations and the Office of Migrant Education to identify migrant youth and adults who would benefit from participation in the BBHEP program and assist them in the process of enrollment in BHEP.

Key Duties and Responsibilities:

Examples of key duties are interpreted as being descriptive and not restrictive in nature.

- Explains the BHEP mission, policies, procedures to prospective students and other community agencies.
- Monitors and evaluates the BHEP plan in collaboration with the BHEP project director and in accordance with BHEP guidelines.
- Communicates in English and Spanish for presentations, recruitment events and at community events.
- Coordinates delivery of services to BHEP students.
- Recruits new students for participation in BHEP.
- Coordinates participation of BHEP sites.
- Creates brochures and other advertising materials in English and Spanish.
- Assists BHEP graduates in placement into identified next steps: College, Vocational Training, Military, or improved Employment.
- Ability to relate to and a familiarity with identified migrant population.
- May train and direct the work of GED Instructors. Demonstrated work experience in implementing student support services and activities to assist low-income, first generation, and ethnically diverse students; experience in community building and outreach, preferably working with migrant or similar populations.

Knowledge, Skills and Abilities:

- Knowledgeable in working with migrant and seasonal farmworkers in the targeted communities.
- Knowledge of the social, economic, educational, health, family, and cultural issues that impact migrant and seasonal farmworkers.
- Experience in working with community agencies
- Possess a current driver's license



BHEP

Three Rivers Education Foundation

501 Airport Dr., Suite 209
Farmington, New Mexico 87401
Phone: 505-436-2548 Fax: 505-436-2553
Web: <http://3RiversEd.org>

BORDERLAND HIGH SCHOOL EQUIVALENCY PROGRAM (BHEP) GED INSTRUCTOR

Minimum Qualifications:

- Bachelor's Degree - preferably Masters Degree
- STEM training and experience in working with students in these areas

Job Description:

- This is a part-time position.
- Teach students (16 and older) who want to obtain a GED.
- May be required to work evenings and weekends, since students may work during the day.
- Help students prepare and study for GED exam.
- Assess students' readiness to take exam.

Key Duties and Responsibilities:

Examples of key duties are interpreted as being descriptive and not restrictive in nature.

- Instruct students in the areas of math, science, writing, reading and social studies, the five areas covered in the GED tests.
- Evaluate or test students to determine if students are progressing.
- Help students with improving their critical thinking, problem-solving, information processing and communication skills.
- Mentor students in both academic, vocational and/or career paths
- Participate in monitoring, collecting and evaluating information for the program
- Assess student's current level of academic achievement, strengths, and limitations and initiate individualized learning plans
- Counsel and refer students to the appropriate agencies and/or programs
- Establish collaborations with organizations to enhance the learning environment
- Perform all other duties as assigned by the administrator of Adult Basic and Literacy Education

Knowledge, Skills and Abilities:

- Ability to maintain excellent working relationships with the program staff and participants
- Be bilingual (Spanish/English)
- Work effectively with adult learners and second language learners.
- Knowledgeable of the social, economic, educational, health, family, and cultural issues that impact migrant and seasonal farmworkers
- Demonstrate flexibility and patience
- Exhibit professional writing, communication and technology skills



NM Comunidades en Accion y de Fe

February 6, 2015

Dr. Georgia Lane
Grant Director
Three Rivers Educational Foundation
4572 Paseo Azul
Las Cruces, NM 88011

RE: Three Rivers Educational Foundation High School Equivalency Program (HEP) Grant

Dear Dr. Lane:

On behalf of NM Comunidades en Accion y de Fe (CAFÉ), I am happy to provide this letter expressing our commitment to support the Three Rivers Educational Foundation project. As a multi-faith, multi-cultural organization, CAFÉ's mission is to build the capacity of low to moderate income individuals and families to help shape public policies aimed at improving our quality of life in New Mexico.

In support of this community-driven project, CAFÉ can assist with the following:

- Promote the program among socioeconomically disadvantaged targeted communities;
- Possibly recruit (as needed) a community leader to serve as an active member of the Advisory Council, attending (in-person or via telephone) at least four meetings per year;
- Assist in promoting the project to the community; and,
- Continue to support the initiative, as allowed by our limited resources, to ensure the program's sustainability.

NM CAFÉ looks forward to partnering together towards this worthwhile initiative.

Sincerely,

(b)(6)

Sarah Nolan,
Executive Director



Catholic Charities of the Diocese of Las Cruces

2215 South Main Street, Suite B, Las Cruces, NM 88005 (575) 527-0500 www.catholiccharitiesdlc.org

February 3, 2015

Dr. Georgia Lane
Grant Director
Three Rivers Educational Foundation
4572 Paseo Azul
Las Cruces, NM 88011

RE: Three Rivers Educational Foundation High School Equivalency Program (HEP) Grant

Dear Dr. Lane:

On behalf of Catholic Charities of the Diocese of Las Cruces, I am happy to provide this letter expressing our commitment to participating in the Three Rivers Educational Foundation HEP project. Our organization is supportive of uplifting the poorest in our communities. Catholic Charities of the Diocese of Las Cruces is a non-profit Catholic-based ministry offering social justice programs and solutions within the 10 county area of Southern New Mexico. In support of this community-driven project, our organization will provide the following:

- Promoting the program among socioeconomically disadvantaged targeted communities by supplying the project information to our Legal Services and Store clients and customers. The majority of our Legal Service Clients are utilizing our Immigration Services. Our Store offers vouchers for free clothing to families in need.
- Providing input, guidance and suggestions for using information gathered to refine, strengthen and improve the project approach as appropriate.
- Collaborating with the project to support the needs of the poorest in our community.
- Continue to support the initiative beyond the grant-funded period to ensure its sustainability
- Sharing information with the project's directors to further the reach of the project in this community.

We look forward to partnering with you in this important, worthwhile and much-needed initiative.

Best regards

(b)(6)

Kenneth J. Ferrone
Executive Director

cc: S. Duran

Las Cruces Foothills Rd
3790 East Lohman Avenue
Las Cruces, NM 88011
575.522.9660
575.522.3613 fax

February 2, 2015

Dr. Georgia Lane
Grant Director
Three Rivers Educational Foundation
4572 Paseo Azul
Las Cruces, NM 88011

RE: Three Rivers Educational Foundation High School Equivalency Program (HEP) Grant

Dear Dr. Lane:

On behalf of US Bank I am happy to provide this letter expressing our commitment to participating in the Three Rivers Educational Foundation HEP project. Our organization will participate. In support of this community-driven project, our organization will provide the following:

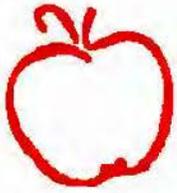
- Promote the program among socioeconomically disadvantaged targeted communities
- Our US Bank employees will give presentations on; budgeting, Banking 101, Credit 101 and we are able to structure a program to meet the needs of Three Rivers Educational Foundation
- Assist in promoting the project to the community
- Offer feedback on programming, approaches and strategies to help ensure that the program achieves its intended goals and objectives
- Continue to support the initiative beyond the grant-funded period to ensure its sustainability

We look forward to partnering with you in this important, worthwhile and much-needed initiative. .

Best regards,

(b)(6)

Jeffrey Silva
US Bank Manager



Three Rivers Education Foundation, Inc.

Supporting Excellence in Education Research and Practice

Board of Directors

Hart Pierce

President
Former principal,
Education Consultant

Linelle Sharrard

Vice President
Former educator and
district administrator

Donny Ortiz

Treasurer/Secretary
School principal and
adjunct faculty, SJC

Jim Coy

*Chief Financial
Officer*
MBA, former CPA

The Three Rivers Education Foundation submitted an application for a federal indirect cost rate in December 2014. The application is still pending. In the meantime, we are using the restricted rate of 8% for the purposes of this proposal.

References:

- ⁱ Carmona & Rice, 2010
- ⁱⁱ <http://www.texashousing.org> (viewed February 3, 2015)
- ⁱⁱⁱ <http://www.ncfh.org/docs/fs-Migrant%20Demographics.pdf> (viewed February 4, 2015)
- ^{iv} NCFH, 2012 Migrant worker education attainment study
- ^v http://www.cesame.calpoly.edu/docs/Newsletter_CESaME2009_Spring.pdf (retrieved February 6, 2015).
- ^{vi} http://www2.nau.edu/jar/AIE/Ind_Ed.html (retrieved February 6, 2015).
- ^{vii} <http://saf-unite.org/content/united-states-farmworker-factsheet> (retrieved February 7, 2015)
- ^{viii} Kolodner, et al., 2003
- ^{ix} <http://www.newtechnetwork.org/services/resources/ntn-school-success-rubric>
- ^x <http://www.state.nj.us/education/AchieveNJ/teacher/SampleRubricForImportantMarkersOfFutureSuccess.pdf>
- ^{xi} <http://diverseeducation.com/article/12805/> (retrieved February 9, 2015)

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Category Justification/Description	YR1	YR2	YR3	YR4	YR5	Total
Persounel						
<p>Project Director: One full-time Project Director to oversee and manage day-to-day project implementation. Will ensure that all project activities are carried out on-time, as-specified , within the designated budget and in compliance with program guidelines. Calculated at \$80,000 per year (\$38,46 per hour) with a 1.01% annual cost of living allowance (COLA). This position directly supports attainment of all project goals and objectives</p>	\$80,000	\$80,800	\$81,608	\$82,424	\$83,248	\$408
<p>Recruitment/Mentors: Two full-time Recruitment/Mentors will be responsible for carrying out outreach activities, recruiting participants, conducting assessments, designing individual learning plans and providing ongoing support to ensure attainment of goals and objectives. Calculated at \$60,000 per year (\$28.85 per hour) with a 1.01% annual cost of living allowance (COLA). These individuals directly support attainment of all project goals and objectives (e.g., through recruitment of students, providing ongoing support, etc.)</p>	\$120,000	\$121,200	\$122,412	\$123,636	\$124,872	\$612

Three Rivers Education Foundation
Borderland High School Equivalency Program

Clerical: One clerical support position will assist Project Director and other project personnel with student registration, data entry and tracking and other administrative support as necessary. Calculated at \$30,000 per year (\$14.42 per hour) with a 1.01% annual cost of living allowance (COLA). This position supports attainment, analysis and reporting of all project goals and objectives	\$30,000	\$30,300	\$30,603	\$30,909	\$31,218	\$153
---	----------	----------	----------	----------	----------	-------

Total	\$230,000	\$232,300	\$234,623	\$236,969	\$239,339	\$1,173
--------------	------------------	------------------	------------------	------------------	------------------	----------------

Fringe

Fringe benefits are calculated at 35% of base wages (7.65% FICA; 3% unemployment; 24.35% health and retirement). Supports attainment of all project goals and objectives	\$80,500	\$81,305	\$82,118	\$82,939	\$83,769	\$410
---	----------	----------	----------	----------	----------	-------

Total	\$80,500	\$81,305	\$82,118	\$82,939	\$83,769	\$410
--------------	-----------------	-----------------	-----------------	-----------------	-----------------	--------------

Travel Supports attainment of all project goals and objectives

Local mileage for Project Director. Calculated at 100 miles per week x 26 weeks @ \$0.45 per mile. Necessary to ensure adequate program oversight	\$1,170	\$1,170	\$1,170	\$1,170	\$1,170	\$5
Local mileage for Recruiter/Mentors. Calculated at 150 miles per week x 48 weeks of travel @ \$0.45 per mile = \$6,480 per year in years 1-3 with a 33% reduction in years 4 and 5 (\$4,872). Supports attainment of all project goals and objectives by ensuring that Recruiters/Mentors directly connect with potential and current program participants	\$6,480	\$6,480	\$6,480	\$4,872	\$4,872	\$29

Required federal travel for two-day OME annual meeting for HEP directors. Calculated at \$5,000 per year (\$1,500 airfare; hotel @ \$250 per night x 3 nights = \$750; \$50 ground transportation; \$200 per diem x 2 persons)	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25
---	---------	---------	---------	---------	---------	------

Total	\$12,650	\$12,650	\$12,650	\$11,042	\$11,042	\$60
--------------	-----------------	-----------------	-----------------	-----------------	-----------------	-------------

Equipment

Total	\$0	\$0	\$0	\$0	\$0	
--------------	------------	------------	------------	------------	------------	--

Supplies

Consumable materials for students (e.g., text books, study guides, etc.). Calculated at \$150 per student x 40 students per cycle (\$6,000 per cycle) x 3 cycles per year = \$18,000. Directly supports attainment of project goals and objectives 1, 2 and 3	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$90
Operational supplies (non-consumable classroom supplies, books, posters, test-taking guides, etc.). Calculated at \$1,250 per month with a 15% reduction per year. Supports attainment of all project goals and objectives	\$15,654	\$14,549	\$11,413	\$9,854	\$8,155	\$59

Total	\$33,654	\$32,549	\$29,413	\$27,854	\$26,155	\$149
--------------	-----------------	-----------------	-----------------	-----------------	-----------------	--------------

Selections of contractors and vendors will take place in accordance with all applicable Federal Contract guidelines and requirements

Auditor cost (to ensure fiscal accountability). Calculated at \$1,250 per report x 4 quarterly reports per year. Necessary to ensure adequate program oversight	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25
Contract evaluator to work with project leaders to provide ongoing monitoring and reporting of project progress. Calculated at a cost of \$5,937.50 per quarterly report x 4 per year. Supports monitoring, data collection, data analysis and data reporting for all project goals and objectives	\$23,750	\$23,750	\$23,750	\$23,750	\$23,750	\$118
STEM Field presentations (3 sessions per cycle; 4 concurrent sessions = 12 sessions per cycle) @ \$65 per hour = \$780 per cycle x 2 cycles = \$1,560 per year. Directly supports attainment of project goals and objectives 1, 2 and 3	\$1,560	\$1,560	\$1,560	\$1,560	\$1,560	\$7
Contract instructors: Language Arts, Social Studies, Mathematics and Science. Calculated @ \$65 per hour x 2 sessions per week x 2.5 hours per session x 12 weeks per cycle = 12 weeks per cycle (240 hours per cycle) x 4 instructional groups = \$15,600. Directly supports attainment of project goals and objectives 1, 2 and 3	\$31,200	\$31,200	\$31,200	\$31,200	\$31,200	\$156
Professional development calculated at \$1,000 per person/per year x 6 persons = \$3,000. Supports attainment of all project goals and objectives	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$30

Total	\$67,510	\$67,510	\$67,510	\$67,510	\$67,510	\$337
--------------	-----------------	-----------------	-----------------	-----------------	-----------------	--------------

Other

GED testing fees @ \$120 per text x 80 students per year, with an estimated 25% requiring retesting. Directly supports attainment of project goals and objectives 1, 2 and 3	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$60
Promotional materials calculated at \$3,500 in year one; \$1,500 per year in years 2-4 and none in year 5. Necessary to inform potential beneficiaries about the BHEP program	\$3,500	\$1,500	\$1,500	\$1,500	\$0	\$8
Total	\$15,500	\$13,500	\$13,500	\$13,500	\$12,000	\$68
Grand total	\$439,814	\$439,814	\$439,814	\$439,814	\$439,814	\$2,199
Indirect We have applied for an indirect cost rate and are using the restricted rate for this budget 8.00%	\$35,186.00	\$35,186.00	\$35,186.00	\$35,186.00	\$35,185.00	
Total request	\$475,000	\$475,000	\$475,000	\$475,000	\$475,000	\$2,375

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Three Rivers Education Foundation

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	230,000.00	232,300.00	234,623.00	236,969.00	239,339.00	1,173,231.00
2. Fringe Benefits	80,500.00	81,305.00	82,118.00	82,939.00	83,769.00	410,631.00
3. Travel	12,650.00	12,650.00	12,650.00	11,042.00	11,042.00	60,034.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	33,654.00	32,549.00	29,413.00	27,854.00	26,155.00	149,625.00
6. Contractual	67,510.00	67,510.00	67,510.00	67,510.00	67,510.00	337,550.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	15,500.00	13,500.00	13,500.00	13,500.00	12,000.00	68,000.00
9. Total Direct Costs (lines 1-8)	439,814.00	439,814.00	439,814.00	439,814.00	439,815.00	2,199,071.00
10. Indirect Costs*	35,186.00	35,186.00	35,186.00	35,186.00	35,185.00	175,929.00
11. Training Stipends						
12. Total Costs (lines 9-11)	475,000.00	475,000.00	475,000.00	475,000.00	475,000.00	2,375,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Three Rivers Education Foundation	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
---	---	--

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Dr.	First Name: Georgia	Middle Name:	Last Name: Lane	Suffix:
----------------	------------------------	--------------	--------------------	---------

Address:

Street1:	4572 Paseo Azul
Street2:	
City:	Las Cruces
County:	
State:	NM: New Mexico
Zip Code:	88011
Country:	USA: UNITED STATES

Phone Number (give area code) 505-5227463	Fax Number (give area code)
--	-----------------------------

Email Address:
glane@3riversed.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
----------------------	----------------	-------------------	-----------------