

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



**APPLICATION FOR GRANTS
UNDER THE**

HEP-84.141A-1

CFDA # 84.141A

PR/Award # S141A150016

Grants.gov Tracking#: GRANT11833326

OMB No. , Expiration Date:

Closing Date: Feb 12, 2015

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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"/>
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* 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="95-3703233"/>	* c. Organizational DUNS: <input type="text" value="8017890170000"/>
--	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="559 452-0881"/>	Fax Number: <input type="text" value="559 803-6154"/>
---	---

* 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.):

Areas Affected SER HEP.pdf

Add Attachment

Delete Attachment

View Attachment

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

HEP is designed to assist migrant and seasonal farmworkers obtain a high school equivalency diploma. The project will operate in Imperial County, California

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.

Add Attachment

Delete Attachment

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17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,973,800.00"/>
* 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="1,973,800.00"/>

*** 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

Add Attachment

Delete Attachment

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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:

Areas affected by this grant are:

Cities: El Centro, Brawley, Imperial, and Calexico

County: Imperial

State: California

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	TITLE
Jesus Padron	President/CEO
APPLICANT ORGANIZATION	DATE SUBMITTED
San Diego County SER/Jobs for Progress, Inc.	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
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="US Department of Education OME"/>	7. * Federal Program Name/Description: <input type="text" value="Migrant Education_High School Equivalency Program"/> CFDA Number, if applicable: <input type="text" value="84.141"/>
---	--

8. Federal Action Number, if known: <input type="text" value="84.141"/>	9. Award Amount, if known: \$ <input type="text"/>
---	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name 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:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

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.

GEPA Compliance (4).pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Compliance

To comply with the General Education Provisions Act (GEPA), SER has incorporated several measures to ensure equitable access to the High School Equivalency Program for all eligible individuals.

Identified Barriers:

- Proposed target area has a large immigrant population whose primary language is Spanish.
- Many of these immigrants have traditional values or biases that may impede access by women to HEP.
- All participants have farm worker backgrounds, which is second only to mining as a hazardous occupation. This type of work often leads to a variety of physical limitations and disabilities.
- Most participants live in rural areas that are isolated and lack public transportation

Measures Taken to Overcome Identified Barriers:

- All donated and rented facilities that house the HEP and provide services are accessible to individuals with disabilities. Reasonable accommodations will be provided to individuals who are sight or hearing impaired or otherwise physically limited.
- All materials will be bilingual (Spanish/English).
- To address the cultural barriers as they relate to women, all SER-HEP staff will undergo gender sensitivity training. SER will also conduct workshops to address traditional barriers that will involve family members, staff, professionals and educators to assist families to overcome barriers.

- To address transportation concerns SER-HEP will offer services in as many rural communities as the budget allows.

The selection criteria and process utilized by SER-HEP is designed to ensure that successful recruits and enrollees are from among all classifications of underrepresented groups, including women, disabled, elderly, and linguistically challenged. Thus the program's outreach efforts will be broad-based and will cover all sectors of the target area. Additionally, offices and programs that focus on the recruitment of educationally underrepresented students will assist SER-HEP. Two such agencies are the Migrant Education Program and CAMP who will assist in recruiting from the various facets of the community, i.e., farm worker programs, local church groups, One-Stop Centers and local Community Based Organizations. Also, SER-HEP has established a criteria that will serve the most in need.

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

San Diego County SER/Jobs for Progress, Inc.

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mrs. * First Name: Rebecca Middle Name:

* Last Name: Mendibles Suffix:

* Title: President/CEO

* SIGNATURE: Jesus Padron * DATE: 02/11/2015

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:

ABSTRACT

SER-Jobs for Progress, Inc.—San Joaquin Valley (SER-SJV) and San Diego County SER-Jobs for Progress, Inc. (SER-SD) are two non-profit organizations under one administration with corporate headquarters in Fresno, California. SER- SJV just completed its 15th year of operating a HEP in Fresno/Madera Counties and has graduated over 2,200 students and placed over 1,300 primarily in postsecondary education. This is quite an achievement when one recognizes the many challenges faced by farm workers. The goal is to replicate this success in Imperial County.

SER-SD is submitting this application to the U.S. Department of Education to operate a commuter High School Equivalency Program (HEP) from July 1, 2015—June 30, 2020. The program will operate in the cities of Calexico, El Centro, Brawley, and Imperial.

The project has four objectives—two Process Objectives and two Outcome Objectives.

The first Process Objective is to recruit/enroll a minimum of 125 seasonal and migrant farmworkers who desire to obtain their High School Equivalency certificate (HSE). The second Process Objective is to develop an Individual Education Plan for every graduate to guide them through the maze of career options and provide a plan for maximum success.

The first Outcome Objective is to provide HSE instruction for the 125 farmworkers and graduate a minimum of 86 (69%). The second Outcome Objective is to place a minimum of 69 (80%) of the graduates in either a post-secondary education, skills training, employment, or the military. This outcome will be achieved by providing a myriad of activities such as: HSE instruction and testing, tutoring, career exploration, academic advising, postsecondary admissions, student financial aid, job search workshops, scholarship/stipends, and referrals to other organizations to assist with ancillary services.

HEP staff will set monthly and quarterly benchmarks to ensure the program is on target to achieve its planned goals and objectives by the end of each program year.

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](#)

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1. Need for and Significance of Project

Imperial County in California, the targeted area for this HEP project, is located in the southeastern most part of the state. It is bordered by Mexico on the south, the state of Arizona on the east, San Diego County on the west and Riverside County on the north. The geographical area was largely desert until 1910 when American Canal began channeling water from the Colorado River to the Imperial Valley, transforming the region into a highly productive agricultural based economy. Today, 2/3 of the vegetables consumed during the winter in the United States are produced in the Imperial Valley.¹



In 2002, the state and federal government began to put pressure on the Imperial Irrigation District to reduce its water consumption as the State of Arizona and the County of San Diego laid claim to their share to fulfill a growing demand for water. A settlement was reached a year later and as a result thousands of acres of farm land went unplanted, subsequently impacting the lives of almost every resident in Imperial County.² Particularly hard hit were the hundreds farm workers whose economic livelihood depends on the crops being planted, maintained, and harvested every year. The fallowing of farm land has left an indelible mark on the economy.

i. Magnitude of need for services to be provided/activities to be carried out by project.

The cities targeted for this HEP are El Centro, Brawley, Imperial, Calexico, and their surrounding communities. These cities traditionally attract large numbers of migrant farm workers from Mexico and Central America seeking employment. The average Hispanic population for the four-city target area is 85%. Educational attainment of foreign-born Hispanics is lower than all other groups. The percentage of foreign-born Hispanics who had completed at least high school was only 48 percent.³

In a region that historically suffers from chronic double-digit unemployment, it is no surprise that poverty rates, educational attainment, and unemployment rates for the four city target area are amongst the highest in the county, state, and nation (See Table 1 below).

Table 1

County and City	% Below Poverty Level	% Unemployed	Per Capita Income
El Centro	24.9%	21.4	\$18,877
Calexico	25.4%	25.2	\$13,187
Brawley	24.1%	24.9	\$18,467
Imperial	11.8%	15.4	\$23,397
Imperial County	23.3%	22.6	\$41,807
California	15.9%	7.2	\$61,094
United States	14.5%	5.8	\$51,939

Sources: California EDD, LMI - Nov. 2014/U.S. Census Bureau, ACS - 2009/13

According to the National Center for Farmworker Health, many farmworkers lack formal education. A large percentage of farm workers are foreign born (72%), have an average of a 7th grade education, and lack mastery of the English language.⁴ Also, agricultural workers are generally the least educated of all employment classifications and most likely to have limited employment opportunities outside agricultural work.⁵

Table 2 delineates the percentages of residents in the targeted area that have less than a 9th grade education and the percent without a high school diploma or equivalent. It is worth noting that the percentage of individuals with less than a 9th grade education is two to three times higher in the targeted cities than the state average. The educational attainment data demonstrates a strong need for HEP services in this area.

Even before the fallowing, the socioeconomic hardship for farmworkers in the target area had been chronic. The land fallowing has only intensified the need for additional social, economic, and educational programs for farm workers.

Table 2

Targeted City	9th to 12th Grade No Diploma	Less Than 9th Grade Education
El Centro	14.0%	18.8%

Calexico	14.7%	29.9%
Brawley	12.7%	18.5%
Imperial City	8.6%	10.0%
Imperial County	15.2%	20.3%
California	8.5%	10.2%

Source: U.S. Census Bureau, 2009/13 American Community Survey

The need for an educational program that will aggressively seek out and serve farmworkers becomes even greater when viewing complex socioeconomic issues they continue to face as a result of land fallowing. Individuals who are suddenly faced with limited job prospects due to reduction of a major industry is a harsh reminder of the fragile job market, particularly when one has limited skill sets that are not transferable.

According to the California Employment Development Department, the occupational projection for Imperial County from 2008 to 2018 reveals that farm work will continue to generate few jobs as replacement workers are filling a void that is left from workers that retire or that leave the area for other job opportunities. Also, an increase in retail sales clerks and home health aides have become part of the industry growth in the region that will supplant farm work. The top three fastest growing occupations, however, are Home Health Aides, Medical Assistants and Dental Assistants.⁶ The latter two occupations, which require an associate degree or higher, are options that few farmworkers can immediately avail because of the postsecondary educational requirements.

In May of 2012 the Imperial Irrigation Board signed an agreement with solar developers that would convert the much of fallowed lands into solar farms. Only with an education and a solid career path from HEP can farm workers in Imperial County improve their opportunities to secure year-round employment and to better adapt to a changing economy.

ii. Extent to which proposed project will focus on serving or otherwise address needs of disadvantaged individuals (migrant and seasonal farmworkers and their families).

To improve educational opportunities for farm workers in Imperial County, SER will focus on providing classroom instruction in the five subject areas required to pass the High School Equivalency (HSE) exam. The instruction will provide farm workers with culturally and linguistically sensitive HSE instruction in both Spanish and English. SER will open the class to anyone who resides in Imperial County and meets HEP eligibility requirements. This will allow numerous farm workers to obtain both HSE instruction and placement services that they would not otherwise receive.

Classes will be offered at flexible times (day and/or evening) to better serve farm workers whose work schedules often change due to the very nature of field work. The HSE classes will also be located in convenient locations within the targeted communities.

Equally as important is the location of the sites and their accessibility. SER will ensure that the classroom sites are located in areas that are easily accessible by public transportation and will accommodate persons with disabilities.

In addition to classroom instruction for HSE preparation and placement services, SER-HEP will implement a plan that will address other barriers that prevent farm workers from attending class and that will obstruct their progress. These barriers may include such items as; a) affordable childcare, medical services and social services; b) personal, vocational, and academic counseling; c) student financial aid for postsecondary education; d) expenses associated with attending class and pay for HSE testing; e) exposure to other educational and cultural activities usually not available to farm workers; and f) workshops on resume development and career exploration.

iii. Extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including nature and magnitude of gaps or weaknesses.

The proposed target area lacks sufficient HSE preparation classes for farm workers and their families. There are currently only two educational centers that provide Spanish HSE classes for adults in Imperial County. The Center for Employment and Training in El Centro is a vocational training institution that offers Spanish language HSE preparation, but only to assist their enrolled participants that are in a training component. The program is an ancillary service and addresses the need for a HSE as part of their skills training plan for which they charge tuition. The other education site is the Robert F. Morales Adult Education Center in Calexico, which offers HSE in Spanish but instruction is restricted to Calexico residents and not offered to the entire County. Currently, the Robert F. Morales Adult School has a waiting list of over 70 individuals, many of whom are farm workers. Both schools have limited classroom space, a limited geographical service area, and cannot accommodate the large number of farm worker needing services in the County.

There are virtually no career development or academic counseling services for farm workers in the targeted cities. Adult learners attending school in Imperial County schools receive educational services that are limited in scope. For farm workers to have an opportunity to obtain academic counselling or career development, they need to engage in a HEP. The closest HEP is in Los Angeles County, which is over 75 miles away.

The SER-HEP Recruitment/Placement Specialist will provide academic counseling and career planning services for every participant. Also, through SER's relationship with Imperial Valley College, the students can receive additional career services and academic counseling from college staff.

According to the U.S. Census, language isolation is defined as a household in which one or more persons 14 years or older speaks a non-English language at home. Individuals from isolated households are poorer and less educated (57% of householders have not graduated from

high school).⁷ As a result, linguistic isolation may be a leading factor in the high dropout rates, and low rates of post-secondary enrollment and attainment in the target area. This is the case in Imperial County where 74% of the population speak a language other than English and 43% speak English less than “very well”.⁸ Just as significant is that 52.3% of foreign born residents in Imperial County have less than a high school education.⁹

Limited English skills often alienate farm workers, causing them to become marginalized from the education process. To effectively address this barrier, SER-HEP will offer culturally and linguistically sensitive instruction. SER anticipates a majority of the HEP students will take the HSE exam in Spanish; therefore, classes will be offered in Spanish and English. Classes will be offered at flexible times and convenient locations to better serve farm workers whose work schedules often change due to the very nature of field work (changing crop cycles).

Lastly, because SER has operated a Senior Community Service Employment Program (SCSEP) in Imperial County since 2006 its staff is very familiar with local social service programs. Once hired HEP staff will be informed of services available to farm workers by SCSEP staff so they can refer students to community agencies to address other barriers that may prevent them from succeeding in the program, such as English as a Second Language programs.

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

The importance of a HEP for the targeted cities is major considering the economic outlook in that region. If this area is to rebound, it will require an educated work force and programs that will initiate job growth.

The SER HEP will contribute to the recovery by implementing a project that will equip over 86 farm workers with a HSE diploma and place at least 70 in a postsecondary program. The outcome is to move these individuals towards a productive life where they can become major contributors toward their communities.

With an education, improved skill sets, and a better job, the 86 HEP graduates will add to the local tax base, which will improve the economy of community. Additionally, the cycle of low educational attainment will be broken, providing a new outlook for future generations.

2. Quality of Project Design

The process and outcome objectives below describe the activities that lead to the accomplishment of the two Government Performance and Results Act (GPRA) goals: (1) provide seasonal and migrant farmworkers with effective academic preparation to obtain a HSE diploma and; (2) prepare HEP graduates to enter a post-secondary training program, or employment upgrade, or the military.

- i. Extent to which goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**

Process Objective 1: Recruit, screen, and enroll a minimum of 125 farmworkers annually.

Activities	Measured	Goal/Outcome
Disseminate printed materials; multi-lingual PSAs on local radio to inform target population of HEP services	Count the number of individuals reached and enrolled; Log each student’s preliminary eligibility questionnaire as a screening process; Enter enrollment in database.	Enroll minimum of 125 annually.

Process Objective 2: Provide career development services to 70 HEP graduates by providing comprehensive information to develop realistic/achievable career goals.

Activities	Measured	Goal/Outcome
Staff will help students develop a well-defined personalized Individual Educational Plan (IEP) using online career assessment tools to determine career choice and identify employment opportunities and appropriate postsecondary schools.	Retained a copy of IEP in each HEP graduates file.	100 % of graduates will receive an IEP.

Outcome Objective 3 (GPRA 1): Provide quality academic and support services to ensure a minimum of 86 students will successfully complete the course and receive a HSE.

Activities	Measured	Goal/Outcome
HSE instruction, tutoring, and academic counseling. Community resources leveraged to provide ancillary services as needed. Students are post-tested on each HSE component to determine if additional instruction is needed. Students mastering subject are scheduled to take official state HSE exam. Classroom materials, books, supplies and testing fees provided by HEP.	Instructors keep daily attendance records. Pre-tests, post-tests and needs assessments are logged and reviewed prior to HSE exam scheduling. Referrals to community resources logged; Stipends are provided as support; disbursements are recorded in a ledger.	Each year a minimum of 69% (n=86) of the 125 students enrolled will complete the course and receive their HSE.

Outcome Objective 4 (GPRA 2): Place 80% of the HEP graduates into postsecondary education, skills training, military or jobs.

Activities	Measured	Goal/Outcome
HEP staff will facilitate the placement process with local postsecondary programs, employers, military recruitment center and skills training centers. Students will receive help completing the corresponding paper work such as admissions forms, job applications, and student financial aid.	Document number of placements and enter in a database by category.	80% (n=69) of graduates will be placed in college, training programs, military/upgraded employment

ii. Extent to which the design of the proposed project is appropriate to and will successfully address needs of target population or other identified needs

The project components provide a comprehensive range of services designed to attract, enroll, support, retain, and successfully graduate eligible seasonal and migrant farmworkers.

The Service Delivery System flow chart shows the steps from outreach/recruitment through participant placement and follow-up (see attachment).

1. Outreach and Recruitment – To identify potential students, HEP staff will work with the regional Office of Migrant Education, local school districts, churches, and community based organizations. Recruitment activity includes conducting informational workshops, releasing several PSAs in English and Spanish, disseminating flyers and informational literature at strategic locations, and canvassing neighborhoods where high concentrations of farm workers reside. SER also anticipates many referrals of potential students from project partners in the targeted area.

2. Eligibility – In accordance with federal requirements, SER staff will verify HEP participant eligibility by collecting appropriate documentation. Ineligible individuals will be referred to alternate community services or educational programs if available.

3. Pre-Assessment – Each student will undergo a standardized diagnostic assessment to determine his/her grade level. Eligible individuals that achieve an 8th grade or higher reading and math score in Spanish or English will be enrolled. Based on experience, SER has determined that students functioning at eighth grade level or above are more likely to complete the HSE program within a 16 to 20 week timeframe. Individuals scoring below the eighth grade will be referred to community adult education programs to improve their academic readiness and have the opportunity to reapply.

4. Orientation – During the orientation, students will receive supplies (i.e., pencils, ruler, binder, paper, and calculator) and a handout which outlines program policies and student expectations. SER's harassment policy, grievance/complaint procedures are included.

5. Enrollment – Each enrolled student will have a file with the eligibility information and other pertinent documents (e.g., emergency card, pre and post-test results, and progress notes). All enrollment information will be entered into a database for reporting.

- HSE Instruction - The HSE preparation is offered in Spanish and English and integrates the following four competencies that successfully lead to the HSE.
- Mathematics: basic arithmetic, algebra, geometry and the use of a scientific calculator;
- Science: life science and physical science;
- Social Studies: history, economics, political science, geography, and behavioral sciences;
- Reading Skills: practical reading, interpreting popular, and classical literature.
- Writing skills: writing skills are now integrated within the four competencies:

6. HSE Practice Tests – HSE practice tests are administered at certain stages of instruction to gauge student readiness. Students that do not score 80% or higher on the practice test are given additional instruction and/or tutoring before being referred to HSE testing.

7. HSE Exam (GPRA 1) - Students who pass the practice tests will be scheduled for the HSE exam. Students failing the official HSE exam, or a component thereof, are channeled back into the classroom to obtain additional instruction and rescheduled for testing.

8. Placement Services (GPRA 2) – Activities include the following: Student Financial Aid Workshops; Completing the FAFSA; Post-secondary Admissions Workshops; Skill Training Program Information; Referral to ESL Classes; Resume and Cover Letter Writing; Developing Job Search Skills; Job Interview Techniques – Dressing for success; Workplace Success – Understanding the workplace etiquette, protocol, and culture. The Recruitment/Placement Specialist (R/PS) will work with postsecondary institutions to facilitate the placement process of HEP graduates. The R/PS will use the O*NET Online, a web-based interactive tool that offers English and Spanish-speaking job seekers information on hundreds of career options, including material on specific skill sets, salaries, and outlook.

9. Supportive Services - The assessment process will determine if the student has personal needs which cannot be met by HEP. All HEP staff will be well-versed in community and governmental agency social services and make referrals as needed.

10. Tutoring - HEP instructors will identify students needing additional instructional support and assign a tutor to work with them, one-on-one, or in a small groups.

iii. Extent to which proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

SER is fully committed to implementing a successful HEP and has coordinated efforts with the following agencies that share a similar commitment.

- Training - Imperial Valley College has agreed to assist and train SER-HEP staff in informing HEP students about postsecondary educational opportunities (including student financial aid) and cultural and enriching events on campus.
- Skills Training - Center for Employment and Training, a non-profit organization offers will assist by providing HEP staff with information on skills training options.
- Referrals - Imperial County Office of Education – Migrant Education Program agency will coordinate a referral process so HEP participants can access ancillary services.

SER can attribute the success of its current HEP to the continued collaboration and commitment from agencies similar to those described above (see attached letters of support).

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.

Efficiency of Time and Staff: The proposed project features an efficient staffing pattern:

A) Project Coordinator (full-time) - Overseeing the Project; B) Recruitment/Placement Specialist (part-time) - dedicated to recruitment on the front end and placement on the back end; C) Instructors (2 part-time) - each instructor covers two instructional sites and provide a minimum of 12 hours of instruction per site; D) Tutors (2 part-time) - their time (12 hours) and attendance coincides with the respective instructor; E) Program Specialist – (full-time) – provides clerical and administrative support for the project; F) Vice President of Operations - charged 25% to the project - administrative oversight; and G) President/CEO - overall responsibility charged 15% to the project.

SER administrative staff has studied crop cycles to determine the most suitable times to conduct HEP classes. As a result, HEP instructors are all part-time and will work during the season when farmworkers are least busy, maximizing enrollments and class attendance.

To ensure effectiveness and efficiency in productivity, the Project Coordinator carefully monitors enrollment at each site to ensure the numbers are reached. When classroom attendance drops to unfeasible levels for three weeks or longer, despite increased recruitment efforts, SER will seek an alternative site, taking into account staff time for travel.

Fiscal Efficiency: SER-HEP understands the need to keep within budget and has effectively developed policies that seek to save time and money. For example, SER has a policy of recycling books and materials. HEP graduates are asked to return reusable items (books, binders, calculators) for future students.

SER also maintains pace with new technology and instructional software that can improve the project's productivity and efficiency. For example, SER will use GoToMeeting software to convene staff meetings from the various locations. This will drastically reduce travel time and associated costs (per diem, mileage, car rental).

Program financial expenditures are reviewed and analyzed on a weekly basis during the weekly management meeting. Any discrepancies are immediately addressed and changes are incorporated into the program processes whether it is in the academic, programmatic, or fiscal aspect of the program.

SER's indirect cost rate is 14.9% (as established by the Department of Education), however SER only charges 8% to the HEP program.

3. Quality of Project Services

- i. Extent to which training or professional development services provided by proposed project are of sufficient quality, intensity, and duration to lead to improvements in practices among recipients of those services.**

For the past 15 years, SER has operated a HEP program in Fresno and Madera Counties. During these years, HEP staff has gained a wealth of experience and training to operate a highly

effective program. SER management plans to replicate this project success in Imperial County and conduct most of its new staff training in-house.

A source for staff development and training, specifically for SER-HEP instructors, is the Outreach and Technical Assistance Network for Adult Educators (OTAN). The OTAN website offers webinars that provide SER-HEP instructors with a plethora of information on educational development. Instructors are scheduled to participate in an OTAN workshop on the technical skills that HEP students must learn for the new 2015 HSE exam.

Imperial Valley College has also agreed to train HEP staff on college admissions, student financial aid, and accessing scholarships. This will prove to be invaluable for the Recruitment/Placement Specialist, who will work on postsecondary placements.

All HEP staff will receive quarterly in-house training from the Project Coordinator and the Vice President of Operations on time-management, goal setting, and cultural sensitivity to effectively deal with the special needs of the migrant and farmworker population.

As a current member of California HEP Consortium and the HEP/CAMP Association, a statewide and national organization, respectively, SER staff will receive training and information on “best practices”. These organizations sponsor annual conferences that offer professional development and provide workshops on topics directly related to farmworkers.

SER-HEP staff will also attend the annual U.S. Department of Education - Office of Migrant Education conference that provides stimulating workshops and introduces new products and techniques that increase staffs ability to better serve HEP participants.

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

Priority for HEP enrollment is given to those farmworkers who have an extensive history of being unemployed, single parents, linguistic or cultural isolation, as well as those who have other evidence of unusual needs or barriers. During the orientation phase of the program, a basic

needs assessments is conducted on each participant to identify those with the greatest need. The process will assign a point value based on responses to determine most in need. The higher the point value, the more significant the barriers and the higher the priority to address the needs that go beyond the usual for migrant and seasonal farmworkers. These significant barriers may include health (medical, vision, dental), childcare, and financial needs. Services for participants outside the scope of HEP will be handled by one of the many identified community resources.

Staff will meet regularly with local community-based organizations, churches, and government social programs to expand its outreach efforts and to identify and serve those with the greatest need.

SER-HEP will also focus on areas of the target area that currently do not offer any HSE preparation classes. This includes recruitment efforts in rural areas of Imperial County to increase the likelihood for participation by individuals with greatest need.

iii. Likelihood services to be provided by proposed project will lead to improvements in skills necessary to gain employment.

The U.S Department of Labor confirms that individuals with a high school diploma or equivalent have a higher earning capacity than those without one.¹⁰ In fact, most employers outside of farm work require a high school diploma or HSE. Employers understand that a HSE is evidence that the HEP graduate has achieved, at minimum, the basic competencies in math, reading, and writing. These skill sets alone are enough to increase employment prospects and increase income.

To continue improving upon their marketable skill sets, each HEP graduate will receive an Individual Educational Plan (IEP) that will map out employment strategies and propose an academic course that will lead to a meaningful long-term career. Once the student is close to receiving their HSE they meet with the Recruitment/Placement Specialist) (R/PS) to prepare or

complete their IEP and begin working toward their long-term career plans and short-term employment goals.

Employment placement services includes developing a resume, writing a cover letter, assistance with interviewing techniques, and “dressing for success.” The R/PS will collaborate with local Workforce Development Office to provide additional job placement services (see letter of support).

HEP graduates desiring a long-term career will receive assistance in matriculating into a postsecondary institution. The R/PS will assist the students with admissions applications and student financial aid, and then link them up with campus student support services such as the College Assistance Migrant Program, which is designed to improve college retention, particularly for migrant farm worker students.

The placement efforts, combined with a HSE diploma, will make the HEP graduate more appealing to an employer in a competitive job market.

4. QUALITY OF PROJECT PERSONNEL

SER believes that its personnel should be reflective of the population that it serves; therefore, it recruits individuals who are sensitive to, and understanding of, the unique characteristics and needs of the migrant and seasonal farmworker population. SER in Fresno County has successfully hired HEP graduates that have teaching experience.

i. Qualifications, including relevant training and experience, of project coordinator or principal investigator.

Although the Project Coordinator has not been identified, the minimum qualifications for the position requires a bachelor’s degree, preferably in education or administration and two years of management experience in a non-profit or academic setting. Also the ability to communicate in English and Spanish and a sensitivity towards the farm worker community is required (see attached job description).

ii. Qualifications, including relevant training and experience of key project personnel.

Rebecca Mendibles, SER's President/CEO, leads the management team and provides the direction for the overall agency. She has a BA degree and over 42 years of experience working in a non-profit setting, including administration of a childcare center, affordable housing units, education programs, and employment and training projects. Her parents were migrant farm workers that traveled from Yuma, Arizona to the Imperial Valley in California every year. She is bilingual (English/Spanish) and has worked in many capacities for SER-SJV since 1978, including serving on the Board of Directors. She also sits on several county Work Force Investment Boards throughout the state.

Michael Jimenez, Vice President of Operations, has 18 years of experience in managing grant funded programs including a TRIO program and a Senior Community Service Employment Program. For the past 15 years, he has supervised the Project Director for the HEP in Fresno County. He has extensive experience in program monitoring, staff training, and program development. For the past 16 years, he has taught Latino Studies at Fresno City College as an adjunct professor (see attached resumes).

5. Quality of the Management Plan

i. Adequacy of management plan to achieve objectives of proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks

SER's management plan contains assurances that all HEP staff will have:

- a demonstrated knowledge and sensitivity to the unique characteristics and needs of the migrant and seasonal farmworker population;
- periodic in-service, training, and technical assistance; and
- adequate materials for teaching and provisions for effective interagency coordination.

Table 3 shows the Management Plan for major HEP activities including the timelines, program objectives, milestones, and budget.

Table 3

Objectives	Duties & Responsibilities	Budgeted Line Items	Timelines	Milestone
Launch program and conduct staff recruitment	Pres./CEO & VPO-hire staff; VPO & PC- train staff; announce program	Salaries, travel, supplies; rent; staff development	Begin project once notified of award.	July – Aug =hire & train staff; secure office space, secure classrooms
Recruit/enroll a minimum of 125 farm workers	R/PS will outreach & recruit; begin screening/enrolling students	Salaries, travel, printing outreach material	Year-round open entry/ open exit program	Dates/Enrollments: Sep 30 Oct – Dec 50 Jan – Mar 35 Apr – Jun 10 125
Minimum of 69% (86) of enrollees will earn HSE diploma	Instructors & Tutors-provide 12 hours of instruction and one-on-one tutoring	Staff salaries; travel, books; supplies; testing costs	Year-round open entry/ open exit program	Jul – Sep 0 Oct – Dec 10 Jan – Mar 33 Apr – Jun 43 86
80% (69) of graduates will be placed	R/PS-interview each participant to develop an IEP and place graduates	Salaries; staff travel; workshop materials	Last 3 qtrs. of program year and until final report	All 69 placements to be completed prior to submission of annual report
All grads receive an IEP, provide supportive services (SS) as needed	Instructors and R/PS will identify student needs to prepare an IEP	Salaries; supplies	Upon graduation	Oct – Dec 10 Jan – Mar 33 Apr – Jun 43 86

ii. Adequacy of procedures for ensuring feedback and continuous improvement in the operation of project.

The Project Coordinator (PC) conducts random and confidential student surveys to obtain feedback on classroom instruction and program activities. Feedback from surveys is used to make adjustments to improve the program and successfully meet the needs of the HEP students.

The PC will convene monthly meetings with instructors to gather year-to-date information on the number of: enrollments; students scheduled for testing; graduates; placements; services

rendered; and other pertinent statistical data. These meetings are also used to obtain insight on student graduation projections, to discuss potential problems in meeting milestones, and performance goals. The PC will determine staff training needs and most importantly to acquire feedback from instructors on: instructional materials, ideas on improving the program, and an insight on the needs of the students.

The Vice President of Operations (VPO) meets weekly with the PC to obtain feedback on progress made on GPRA measure and to review program progress by each site. The following is a sample of the form used to report weekly information on program status.

Reporting	Week of :				
Classroom Sites	El Centro	Calexico	Imperial	Brawley	Totals
# of Enrollments					
Testing					
All Four Tests					
Results					
# of Graduates					
# of Placements					

The VPO meets with SER’s President/CEO and other management staff to discuss program performance and progress, to keep abreast of any problems relating to staffing, students, project partners and program performance.

The monthly performance measure data is given to the Program Specialist to enter into the database which contains information including daily attendance for each site, number of students scheduled for testing, and percent of those students that passed/failed any section of the HSE exam. The database provides the PC valuable feedback when discussing strategies with instructors and assists the VPO when discussing performance with the President/CEO in their weekly meetings.

SER will form an Advisory Group with representatives from the targeted communities to generate a diverse perspectives related to the educational needs of farmworkers. The purpose of

the Advisory Group is to assist HEP in identifying the needs of the target population, prioritizing program services, and to seek additional support services for students.

iii. Extent to which time commitments of the project coordinator and principal investigator and other key project personnel are appropriate and adequate to meet objectives of proposed project.

Table 4 shows time commitments of key staff and their responsibilities.

Table 4

Position	Time Devoted	Responsibilities
President/ CEO	15%	Overall administration of agency: reports to Board of Directors; budget and staff management; network with community organizations/government agencies; final review of annual report for U.S. Dept. of Ed.; serves as liaison between SER and community.
Vice President of Operations	25%	Supervises Project Coordinator (PC); prepares quarterly report for Board of Directors; conducts internal program evaluation; conducts weekly staff meetings; networks with community organizations; assists the PC with quarterly and annual reporting; responds to staff and student complaints/grievances, evaluates the PC; conducts staff training
Project Coordinator	100%	Responsible for daily operation – recruitment, enrollment, instruction, testing, and placement; develop weekly reports; implement program assessment/evaluation; conducts monthly staff meetings; collaborate with community organizations; assess, monitor, and evaluate site activities; supervise/evaluate instructors; develops weekly, quarterly, and annual reports.

iv. Adequacy of mechanisms for ensuring high quality products and services from proposed project.

Products and services provided by the project are discussed in weekly staff meetings convened by the Vice President of Operations (VPO) utilizing GoToMeeting online meeting technology to determine their effectiveness in the program. The instructors report to the Project Coordinator (PC) regarding the content and benefit of curriculum and instructional materials. If a majority of the students are having problems with certain sections of the curriculum and instructional materials, changes are made to accommodate students to ensure they master the subject matter in a timely fashion.

To ensure high quality of service, SER will use the feedback from the external evaluator, who will provide insight as to the degree of effectiveness of each facet of the program and will expose areas for improvement and strategies for corrective action.

Another mechanism to ensure quality of service is the staff evaluation process. The PC will evaluate the instructors semi-annually by using: 1) a confidential survey submitted by HEP participants that will provide the PC with information on how the instructor is performing and his/her effectiveness in teaching; any areas of concern are discussed with individual instructors and corrective action plans are prepared and implemented when needed; 2) a review of the performance numbers of individual instructors in regards to enrollments, number of students being tested, and the number of graduates.

All other HEP staff will be evaluated annually by the PC and the VPO. The goal of an employee evaluation is to ensure that staff are receiving the highest quality of training that the program is operating at its optimum effectiveness and efficiency.

HEP staff will be careful in selecting HEP staff, relying on the experience of hiring past HEP staff and the qualifications, to ensure program success. Program success is a direct result of the skill level and continuous professional development of staff.

6. ADEQUACY OF RESOURCES

i. Adequacy of support, including facilities, equipment, supplies, and other resources, from applicant organization or lead applicant organization.

Facilities - The SER field office is fully equipped and is located in the City of El Centro in Imperial County, California, one of the targeted locations. The office space is large enough to accommodate all project staff and is accessible for persons with disabilities. Adequate work space is provided for all staff and a room is available for instruction, tutoring, and testing.

Classroom Sites – SER staff will seek classroom space from the partners that have all the amenities, including handicap accessibility. Workforce Development Office, which is located in three of the targeted cities has offered SER classroom space at a reduced rate.

Equipment - All of the SER-HEP classroom sites will have adequate equipment to conduct classes. All SER-HEP instructors will have access to a computer to write case notes, log grades, and student attendance. SER will provide the necessary office equipment, including copier and computer to efficiently operate the program. SER will also provide a mobile computer lab equipped with 10 laptops for students to prepare for the computerized HSE exam.

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

During SER’s 42 years of service to the community, the agency has built strong relationships with community-based organizations and has been able to develop a good reputation for delivering quality services with the assistance of partners.

SER is fully committed to implementing a successful HEP and will coordinate efforts with a host of agencies that share a similar commitment (see Table 5 below). These agencies offer assistance with recruitment, referrals, skills training, training for HEP staff, access to office equipment, and ancillary services. SER management strongly believes that the success of SER-HEP will be attributed to the level of collaboration and commitment from community.

Table 5

Program	Commitment
Center for Employment and Training - El Centro Center	Assist with outreach & cross-referrals; Invite HEP staff to promote services at training sites; Co-enroll into training program; supportive services, with stipends
Imperial Valley College Student Services	Assistance to HEP grads with college admissions; train HEP staff on college enrollment & financial aid applications; Provide academic advising & counseling
Imperial County Office of Education- Migrant Education Program	Assistance with recruitment and referrals; Access to office equipment; Provide student transportation to testing sites

Calexico Community Action Council	Provide training in construction and building trades for HEP graduates
Campeños Unidos Inc.	Will assist with childcare services, parent counseling, and referrals.
Imperial County Workforce Development Office	Provide classroom space at a reduced rate in three of the targeted cities. Also provide access to conference room and computer lab.

iii. Extent to which the costs are reasonable in relation to objectives, design, and potential significance of the proposed project.

When preparing for the budget, all line items necessary to carry out the day-to-day functions of the program are taken into account. Comparisons are made to other programs operated by SER and administrative line items are spread across by percentages according to their funding levels. Personnel costs (wages/fringe benefits) are the greatest expense as is the case with the SER-HEP budget. Wages and salaries are comparable to similar positions in Imperial County.

The budget includes sufficient funding for student books, supplies, stipends, and HSE testing materials, which ensures students have the necessary tools to successfully pass the HSE proficiency exam (GPRA 1). The budget also covers all expenses necessary for the SER-HEP staff to provide placement services for graduates. That includes salary for the Recruitment/Placement Specialist and the cost for placement related activities such as campus visits (GPRA 2).

iv. Extent to which costs are reasonable in relation to number of persons to be served and to anticipated results and benefits.

Because the group to be served (migrant and seasonal farm workers) has traditionally been considered as the hardest-to-serve population, SER believes that the costs are reasonable in relation to the number of persons enrolled, graduated, and placed. SER expects to enroll 125 students annually; of those enrolled, a minimum of 69% (n=86) will receive their HSE at a cost of \$4,420 per student; and of those receiving their HSE, 80% (n=69) will be placed at a cost of \$5,509 per participant.

In comparison, the annual average per high school pupil expenditure for the State of California schools is \$8,448 and climbing.¹¹ SER's cost per HSE graduate of \$4,420 is \$4,028 less than the annual State of California cost. SER HEP is more efficient and effective when one factors in the placement of graduates as well.

The cost benefit analysis shows that the federal government and specifically local communities will benefit greatly from this program. HEP graduates will be better educated, and better prepared for employment opportunities, which will eventually lead to becoming a contributor to local, state and federal tax bases. They will also contribute towards developing an educated workforce which is a major factor for new businesses seeking to relocate to the area.

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

Over the past 42 years SER has developed many projects and has established a reputation for delivering quality services. SER has used this reputation to leverage resources from many of communities and partners. These resources have included items such as free classroom space and free use of office equipment. The ability to build capacity will allow SER to provide HEP services beyond federal funding if necessary.

7. Quality of the Project Evaluation

i. Extent to which methods of evaluation is appropriate to context within which the project operates.

The evaluation plan includes both formative and summative evaluation methods to review program effectiveness and provide for corrective action if necessary. An external assessment and in-service component is added to assure objectivity and to increase the effectiveness of program management and quality of service.

External Evaluator:

Granted Solutions (GS), a Fresno-based grant development/management company, will serve as the Project External Evaluator for the proposed project. The lead evaluator for GS is Dr. John Walkup, who has managed a wide range of successful grant-funded projects, focusing mostly on project workflow management and large-scale data collection and analysis.

ii. Extent to which methods of evaluation provide for examining the effectiveness of project implementation strategies.

GS will implement summative assessments to: (1) demonstrate through the use of quantifiable data that the program has met the participants' learning and graduation numbers to determine whether the project is meeting its performance objectives, (2) establish/update performance benchmarks needed to re-examine the conditions of need within the target populations, (3) demonstrate program accomplishments to partnering organizations that have assisted SER-HEP students, and (4) provide the necessary data to evaluate the learning materials and the learning process. To meet these goals, GS will conduct a summative assessment of all performance objectives and prepare quarterly and annual reports through examination of student registration forms, pre-post-tests results, daily attendance records, and HSE completion documentation.

To evaluate student satisfaction with the program, the evaluator will also review pre- and post-course surveys and teacher evaluations. Because one of the desired project outcomes is long-term employment, GS will also examine postsecondary admissions and job placements.

This report will include data that will address the specific indicators as required by the Government Performance and Results Act.

iii. Extent to which methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

SER-HEP staff will implement formative assessments to determine the degree to which the project is achieving desired outcomes while the program is in operation so as to continually "fine

tune” the manner in which services are delivered. The formative assessment process will include such data points as qualitative observations, questioning, exit/admit slips, four corners, and think-pair-share notes. Since this project incorporates vocational and academic advising, the evaluation process will also gauge participation levels by measuring the number of sessions and the total time of sessions.

Based on feedback provided from the formative assessment, the Vice President of Operations will conduct weekly staff meetings to present and discuss various aspects of the program operation based on findings from the formative assessment process. These strategy sessions will prompt staff to examine program priorities, make adjustments in resource allocations as needed, and consider other changes that promise to result in more effective management and improved constituent service.

¹ Imperial County Farm Bureau and Rural Migration News, January 2007, Vol. 13 # 1

² Quantification Settlement Agreement – Imperial Irrigation District – October 10, 2003

³ U.S Census Bureau – American Survey 2012

⁴ National Council for Farmworker Health – Demographics Sept. 2012

⁵ National Agricultural Workers Survey – U.S. Dept. of Labor 2012

⁶ EDD State of California Labor Market Information 2013

⁷ Language Use & Linguistic Isolation: Historical Data by Siegel, Martin, and Bruno

⁸ American Fact Finder/U.S. Census Bureau/American Community Survey 2009-13

⁹ American Community Survey 2009-13

⁹ U.S. Department of Labor – Characteristics of a Minimum Wage Worker 2011.

¹¹ California Department of Education –School Fiscal Services Division Feb 2015

Other Attachment File(s)

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INDIRECT COST RATE AGREEMENT
NONPROFIT ORGANIZATION

Organization

SER Jobs for Progress, Inc - San Joaquin Valley
255 N Fulton Street, #106
Fresno, CA 93701

Date: JAN 13 2015

Agreement No: 2014-198

Filing Reference: Replaces previous
Agreement No. 2013-185
Dated: 3/18/2014

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Office of Management and Budget Circular A-122 (relocated to 2 CFR 230).

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Final	07/01/2012	06/30/2013	14.9%	MTDC	All Programs
Provisional	07/01/2013	06/30/2014	14.9%	MTDC	All Programs
Provisional	07/01/2014	06/30/2015	14.9%	MTDC	All Programs

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

All Programs The rates herein are applicable to All Programs.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs. Vacation, holiday, sick leave and other paid absences are included in salaries claimed on awards. Separate claims for paid absences are not made.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to expiration dates of the rates in this agreement.**

Section IV - Approvals

For the Organization:

SER Jobs for Progress, Inc - San Joaquin Valley
255 N Fulton Street, #106
Fresno, CA 93701

For the Federal Government:

U.S. Department of Education
OCFO / FIO / ICG
550 12th Street, SW
Washington, DC 20202-4450

(b)(6)

Signature

Signature

Rebecca Mendibles
Name

Frances Outland
Name

President/CEO
Title

Director, Indirect Cost Group
Title **JAN 13 2015**

January 26, 2015
Date

Date

Negotiator: David Gause
Telephone Number: (202) 245-8032

Professional Experience

11/97—Present President/CEO, SER Jobs For Progress, Inc., Fresno, CA

Responsible for the overall administration of a 501(c)(3) nonprofit organization serving low income populations in 18 counties throughout California. The agency has diversified local, state, and federal funding including foundations, i.e., U. S. Dept. of Education, Dept. of Labor, workforce investment boards, etc. Oversees the agency's corporate office operations, three affordable housing apartment complexes in Fresno and San Diego Counties, childcare services, employment/training services for residents at subsidized housing projects throughout California, a high school equivalency program, a senior employment and training program serving 16 counties throughout California, and also represents the agency as a general partner in two tax credit apartment complexes for low to moderate income individuals in Fresno and San Diego Counties.

Other Professional Experience

- Vice President of Community Development, National Farmworker Service Center, Inc., Fresno, CA (affordable housing)
- Deputy City Manager, City of Fresno, Council District #3, Fresno, CA
- Deputy Director of Operations/Interim Executive Director, SER-Jobs For Progress, Inc., Fresno, CA
- Project Coordinator, Fresno County Economic Opportunities Commission, Fresno, CA
- Vocational Counselor, Central Labor Council, Fresno, CA
- Owner/Operator Retail Shop, Self-employed, Fresno, CA
- Vocational Training Instructor/Administrator, SER-Jobs For Progress, Inc., Fresno, CA
- Recruiter, Self-Help Enterprises, Fresno, CA
- Stenographer, Bank of America NTSA, Dos Palos & Fresno, CA

Education

- Governors State University, Illinois – BA (Board of Governors)
- University of San Francisco – Public Administration
- California State University, Fresno – General Education Courses
- Fresno City College, Fresno California – General Education Courses

Current and Former Civic/Community Affiliations

Kern, Inyo, Mono Counties Consortium, Workforce Investment Board (current)
Madera County Workforce Investment Board (current)
San Diego Workforce Investment Board (current)
Mother Lode Job Training Board (current)
College Assistance Migrant Program Advisory Council (current)
Fresno County Workforce Investment Board (former)
Human Relations Commission, City of Fresno (former)
SER-Jobs For Progress, Inc./Board Member (former)
Chicano Alumni Association, CSU, Fresno (former)

Michael Jimenez

• PROFESSIONAL EXPERIENCE

SER Jobs for Progress, Inc. - Vice President of Operations 2000 to Present

Oversee three successful grant funded programs for community-based non-profit. Train, supervise, and evaluate project staff. Conduct program performance review, monitoring and evaluation. Developing reports for SER Board of Directors, Department of Education, and for funding sources. Provide direction and assistance to staff in all facets of program operation. Network with various government, community-based and private, organizations to build agency capacity. Write proposals for new and continued funding of programs.

Fresno City College/Social Sciences Division - Adjunct Professor 1996 to Present

Develop and present engaging weekly lectures. Prepare and implement course curriculum. Assist students in developing course research projects. Work with other faculty in researching and developing new teaching techniques. Research new material for lectures. Review student course works and assign grades. Submit end of semester grades, attendance rosters, and grading system to registrars' office for official record.

CSUF, Foundation/Educational Opportunity Center - Project Director 1994 to 2000

Managed a highly successful Department of Education TRIO program called Educational Opportunity Center. Planned and coordinated the delivery of outreach and recruitment activities. Monitored and evaluated project activities leading to the accomplishment of program objectives. Supervised and evaluated project personnel in the performance of their assigned duties; provided in-service training needed to ensure that project staff successfully accomplishes program objectives. Managed project budgets to ensure effective and efficient utilization of federal and other resources. Conducted workshops on financial aid, careers, and college admission requirements for low income adults. Prepared project reports, staff evaluations, and wrote proposals for the continued federal funding.

• EDUCATION

New College of California School of Law
University of California, Santa Cruz, CA,

Jurist Doctorate
BA - Politics

• SKILLS

- Administrative/Management
- Lecturer
- Grant Writing
- Computer Literate
- Bilingual/Spanish
- Excel

POSITION TITLE: INSTRUCTOR (High School Equivalency Program)

SUMMARY: The Instructor is primarily responsible for developing curriculum and teaching a high school equivalency/GED Class.

DUTIES/RESPONSIBILITIES:

1. Administer standardized objective assessment tests to gauge clients' academic skill levels, occupational interests and aptitude.
2. Grade and evaluate assessment documents and develop assessment profiles.
3. Will supervise tutor positions.
4. Will motivate students to complete assignments and move on to higher education, skills training, and/or job placement.
5. Will maintain student progress reports.
6. Will develop curriculum that relates to students grade level.
7. Will prepare and deliver lectures on the four subjects in the HSE (GED)
8. Will provide writing component to each of the four subject areas of the HSE.
9. Will prepare students to take and pass high school equivalency exams.
10. Will recommend the scheduling of "exam ready" students for official testing.
11. Will perform other duties as assigned.

OTHER JOB DUTIES:

1. Physical set-up of classroom and materials.
2. Answering telephone, take messages, copy documents.

MINIMUM QUALIFICATIONS:**Education:**

Four degree in education or related field preferred.

Experience:

Three years of teaching experience.

Must possess good communication, motivational and writing skills.

Bilingual (Spanish/English).

Possess a valid California driver's license, dependable automobile and adequate automobile insurance.

POSITION TITLE: PROJECT COORDINATOR (High School Equivalency Program)

SUMMARY: Responsible for planning, organizing, directing, monitoring, oversight, management and evaluating program services.

DUTIES/RESPONSIBILITIES:

1. Train, supervise and evaluate staff with regard to program requirements.
2. Receives/evaluates reports from program staff in relation to customer file monitoring, worksite monitoring, and classroom monitoring.
3. Provides work direction to staff involved in the provision of various program services via staff meetings and training sessions.
4. Reports corrective action to the Vice President of Operations.
5. Participate in recruitment/orientation meetings on an as needed basis.
6. Coordinate outreach activities for the purpose of customer recruitment.
7. Assists in the development of placement opportunities for graduates.
8. Provides direction and assistance to staff in instruction, counseling, and placement activity.
9. Markets the program to individuals, groups, institutions to ensure potential customers, and the public in general area aware of services.
10. Interacts with various government, social and private organizations to provide linkages for the provision of ancillary services to SER customers.
11. Other duties as assigned by the Vice President of Operations and/or President/CEO.

OTHER JOB DUTIES:

1. Answer telephones, take messages, schedule appointments, complete eligibility documentation and copy documents.

MINIMUM QUALIFICATIONS:

Education: BA or BS degree in Business Administration, Social Science, Public Administration or related field.

Experience: Three years of administrative work experience in employment and training programs in all phases of the delivery system including one year experience in a supervisory capacity.

Ability to communicate effectively in writing and orally.

Bilingual (Spanish/English) preferred.

Possess a valid California driver's license, dependable automobile and adequate automobile.

POSITION TITLE: PROGRAM SPECIALIST (High School Equivalency Program)

SUMMARY: Provides information to the public and potential customers regarding the program. Provides assistance to the Project Coordinator and staff in the delivery of participant services including placement services to program graduates.

DUTIES/RESPONSIBILITIES:

1. Maintain participant files and attendance sheets.
2. Schedule students for official GED/HSE testing with local testing sites.
3. Provide clerical support to staff in the development of customer documents.
4. Receives inquiries by telephone and in person regarding program services.
5. Furnishes general information to the public.
6. Assist with coordination of program orientation schedule and the processing of program orientation information.
7. Refers ineligible and/or eligible applicants to appropriate community resources.
8. Maintains accurate participants' records in a computer database.
9. Ensures that staff has the necessary materials readily available for participants.
10. Maintain an updated Placement Resource Binder to include ESL and vocational training programs and eligibility requirements for use in placing program graduates.
11. Other duties as assigned by the Project Coordinator.

OTHER JOB DUTIES:

1. Answering telephone, taking messages, scheduling appointments, completing eligibility documentation and copying documents.

MINIMUM QUALIFICATIONS:

Education: High School Diploma or Equivalent; Two year college degree preferred.

Experience: Two years of paid clerical work experience.

Ability to communicate effectively in Spanish/English.

Must be computer literate, knowledge of word processing applications (MS Office) including Excel, Power Point, and Publisher.

Possess a valid California driver's license, dependable automobile and adequate automobile.

POSITION: Recruitment Placement Specialist (High School Equivalency Program)

SUMMARY: Primarily responsible for job placement, job development/job search workshops, employment counseling; postsecondary education enrollment, and skills training placement; will provide informational and motivational workshops for students.

DUTIES/RESPONSIBILITIES:

1. Provides job search assistance to clients in areas such as application and resume writing and interviewing skill through either Job Search Workshops or individual appointments.
2. Develop job openings and obtain job placements for individual students.
3. Will conduct orientation recruitment and follow up meetings.
4. Develop an Individual Education Plan for each graduate.
5. Will assist instructors by providing motivational workshops to students to encourage them to complete their course of study.
6. Recruit potential students for entry into and receipt of program services.
7. Assist GED/HSE graduates with postsecondary enrollment and assist in completing student financial aid application.
8. Other duties as assigned by the Project Coordinator.

MINIMUM QUALIFICATIONS:

Two year college degree.

Experience in job developing, marketing, community relations or related occupation.

Any combination of education and experience providing the required skill and knowledge for successful performance would be qualifying.

Possess good negotiation and communication skills and customer relations.

Ability to communicate effectively in Spanish/English

Ability to effectively handle employer objections to hiring the economically disadvantaged.

Possess a valid California driver's license, dependable automobile, and adequate automobile insurance.

POSITION TITLE: TUTOR (High School Equivalency Program)

SUMMARY: The Tutor is primarily responsible for assisting the student in various academic components, and maintaining student records.

DUTIES/ RESPONSIBILTIES:

1. Will assist the Instructor by tutoring students in 4 subject areas and writing.
2. Will recruit eligible students to the program.
3. Will maintain student progress notes in files and records.
4. Will motivate students to complete assignments and move on to post-secondary education.
5. Will assist Instructor in maintaining student progress reports.
6. Will assist the Instructor in the development of workshops that relate to students' needs.
7. Will assist students with personal statements, writing, postsecondary and financial aid, applications, and necessary paper work to enroll into institution of higher education.
8. Other duties as assigned.

MINIMUM QUALIFICATIONS:

Education:

High school graduate. Students who are currently enrolled into post-secondary institution will be given preference.

Experience:

One year of related work experience in the area of computer technology.

Must possess good communication, motivational and writing skills.

Bilingual (Spanish/English) preferred

Possess valid California driver's license, dependable automobile and adequate automobile insurance.



Center for Employment Training El Centro Center

294 S. Third Street, El Centro, CA 92243 (760) 337-6565 Fax: (760) 353-5589
www.cetweb.org

Center Director
Elvira Anaya
eanaya@cet2000.org

SKILLS OFFERED

Accounting Clerk
Green Building Construction Skills
Retail Operations Specialist
Truck Driver
Welding Fabrication

Job Placement Assistance

Office Hours:
Monday – Friday
7:00 – 4:00

Accredited by:
*Commission of the Council on
Occupational Education*

MISSION STATEMENT
*The mission of CET, an economic
and community development
corporation, is to promote
human development and
education by providing people
with marketable skills training
and supportive services that
contribute to self-sufficiency.*

January 27, 2015

Rebecca Mendibles, President/CEO
SER Jobs for Progress, Inc.
255 N. Fulton St., Ste. 106
Fresno, CA 93701

Dear Ms. Mendibles

For 40 years, Center for Employment Training (CET) has served as the largest provider of job training/employment services for migrant and seasonal farmworkers in California. As such, we welcome the opportunity to partner with other service providers, like SER-Jobs for Progress to provide educational services to migrant agricultural workers and their families.

This letter expresses our organization's support for SER's HEP 2015 Program application.

In the past, we have made referrals to the HEP Program and invited staff to present information about their program to farmworkers at our training center. We will continue to support the SER HEP program in the following ways:

- Collaborating on outreach and cross-referrals to our respective programs.
- Inviting HEP to promote its services at our job training sites in El Centro.
- Co-enrolling eligible HEP students in CET Job Training where they qualify for paid tuition, a weekly stipend and support services.

SER's HEP program complements CET's vocational training program by providing GED preparation, which along with our comprehensive technical skills training program, enables farmworkers to obtain stable, full-time employment.

We look forward to continuing our collaboration with SER to improve the lives of migrant and seasonal farmworkers and their families. Feel free to contact me at (760) 337-6565 if you have any questions or require additional information.

Sincerely,

(b)(6)

Elvira Anaya
Director-El Centro CET



IMPERIAL VALLEY COLLEGE
Serving Imperial County
PO Box 158, Imperial, CA 92251-0158 760.355.6219

Phone 760.355.6219
Fax 760.355.6461
www.imperial.edu

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Louis Wong
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Superintendent/President
Victor M. Jaime, Ed.D.
victor.jaime@imperial.edu

January 28, 2015

Rebecca Mendibles, President/CEO
SER Jobs for Progress, Inc.
255 N. Fulton St., Ste. 106
Fresno, CA 93701

Dear Ms. Mendibles:

I am pleased to offer my support to SER in the submission for an application to the U.S. Department of Education to operate a High School Equivalency Program (HEP) from July 1, 2015 through June 30, 2020. The program will operate in Imperial County and will target the cities of Calexico, El Centro, Brawley, and Imperial.

There is a need for this type of program in Imperial Valley. The Student Services programs at Imperial Valley College collaborate with educational agencies in the following manner:

- Provide individual assistance to students interested in attending Imperial Valley College.
- Assist and train HEP staff on college admissions, financial aid, scholarships and the SSS admissions process.
- Provide academic counseling and career assessment.

We look forward to assisting SER-HEP graduates accomplish their educational endeavors.

We welcome and strongly support the proposed program.

Sincerely,

Victor M. Jaime, Ed.D.
Superintendent/President

February 4, 2015

Rebecca Mendibles, President/CEO
SER Jobs for Progress, Inc.
255 N. Fulton St., Ste. #106
Fresno, CA 93701

Dear Ms. Mendibles,

Imperial County Office of Education-Migrant Education Program Region VI is pleased to join in support of the proposed High School Equivalency Program (HEP) in which will directly benefit our communities within the SER Jobs for Progress, Inc. service area.

HEP services include general education program resources for our parents and young adults seeking to increase their social mobility through the enhancement of their basic educational skills. The SER-HEP will empower migrant farmworkers to pursue higher education by increasing their career and employment opportunities.

Imperial County Office of Education Migrant Region VI will assist the proposed SER- HEP by contributing the following services:

- Assistance with recruitment and referrals to the SER-HEP
- Follow-up with our Out-of-School Youth Specialist
- Access to a copier, telephone and fax machine, upon request
- Assistance with transportation of OSY to testing sites

As Senior Director of the Migrant Education Program Region VI, I support SER Jobs for Progress, Inc.'s proposal to offer GED instructional services in our region. These services are greatly needed and will benefit the migrant families we serve.

We look forward to this partnership with SER Jobs for Progress, Inc. and offer our strong support for this proposal.

Sincerely,

(b)(6)

Dr. Sandra L. Kofford, Senior Director
Migrant Education Program-Region VI



Calexico Community Action Council

2151 Rockwood AV, #166 – Calexico, CA 92231

(760) 357-2995 Phone – (760) 357-2923 Fax

January 1, 2015

Rebecca Mendibles, President/CEO
SR Jobs for Progress, Inc
255 N Fulton St Ste. 106
Fresno, CA 93701

Ms Rebecca Mendibles;

The Calexico Community Action Council, Inc (CCAC) appreciates the opportunity to submit this letter in support of SER Jobs for Progress, Inc HEP proposal.

The CCAC is a 501 C 3 non-profit community based organization established in 1968 to provide low-income single family and senior housing, small business development and training in the construction and building trades.

Over 75% of our student training programs have been and continue to be from migrant worker families. For this specific reason we highly support SER's HEP proposal to continue to provide high school equivalency classes. CCAC will continue our partnership with SER as our students must have their high school equivalency diploma to enroll in our training programs.

CCAC continues to work with SER as our mission statements go hand in hand by helping farm worker families realize their dreams of success through education.

(b)(6) (b)(6)
Sincerely,
(b)(6)

Enrique G Alvarado, CEO
Calexico Community Action Council, Inc
alvaradoeg@ccac-vtc.org



CAMPESINOS UNIDOS, INC.

1535 E. MAIN STREET
POST OFFICE BOX 39
BRAWLEY, CALIFORNIA 92227

Administration (760) 370-5100
Energy (760) 344-4500
FAX (760) 344-0322

MARTIN TELLO
PRESIDENT

JOSE M. LOPEZ
EXECUTIVE DIRECTOR

SERVICES

Community Services

Energy-Weatherization

Food Commodities

Head Start

Immigration

Income Tax
Preparation

February 6, 2015

Rebecca Mendibles, President/CEO
SER Jobs for Progress, Inc.
255 N. Fulton St., Ste. 106
Fresno, CA 93701

Dear Ms. Mendibles:

Campesinos Unidos, Inc. (CUI), is a resource and referral agency serving the communities of Imperial and San Diego counties, by providing child care services and support to families. CUI realizes that the childcare is very important for families who wish to pursue their educations.

CUI offers a variety of services from Head Start to Tax preparation. We offer parent counseling and childcare services in Head Start. We work with all members of the community, including many migrant seasonal farm workers and understand the special needs this population has in finding quality care.

We will work with SER-Jobs for Progress, Inc., with its High School Equivalency Program by providing resources and referrals tailored to their childcare needs. By staying in close contact with HEP staff, our consultants will be able to assist parents in their search for safe and appropriate care for their children.

We support SER's HEP proposal, and we look forward to working with their staff.

Sincerely,

(b)(6)

Guadalupe L. Ponce
Interim Executive Director



IMPERIAL COUNTY WORKFORCE DEVELOPMENT OFFICE

2799 South Fourth Street - El Centro, CA 92243 - Tel: (760) 460-4793 - Fax: (760) 337-5005

February 9, 2015

Rebecca Mendibles, President/CEO
SER Jobs for Progress, Inc.
255 N. Fulton Street, Suite 106
Fresno, CA 93701

Re: High School Equivalent Program (HEP) Proposal

The Imperial County Workforce Development Office will be pleased to support and work with SER-Jobs for Progress, Inc. (SER-Jobs) should they be successful in winning an award from the U.S. Department of Labor to operate in Imperial County a High School Equivalency Program (HEP) from July 1, 2015 through June 30, 2020.

Our client services are targeted to assist the youth, adults and dislocated workers throughout Imperial County. I would note that our One Stop Centers are strategically located in the cities of Calexico, El Centro and Brawley to better serve our clients. The Imperial County Workforce Development Office will gladly offer at a reduced cost the use of our facilities for this proposal by SER-Jobs. The availability of conference room space and access to a computer lab are examples of my department's commitment to make resources readily accessible for this proposal.

The Imperial County Workforce Development Office is committed to the success of the SER-Jobs HEP proposal since it will positively impact Imperial County. It also reflects a strategy of leveraging resources and services to impact the community and the future of Imperial County's students.

The Imperial County Workforce Development Office reaffirms its support to the SER-Jobs HEP proposal.

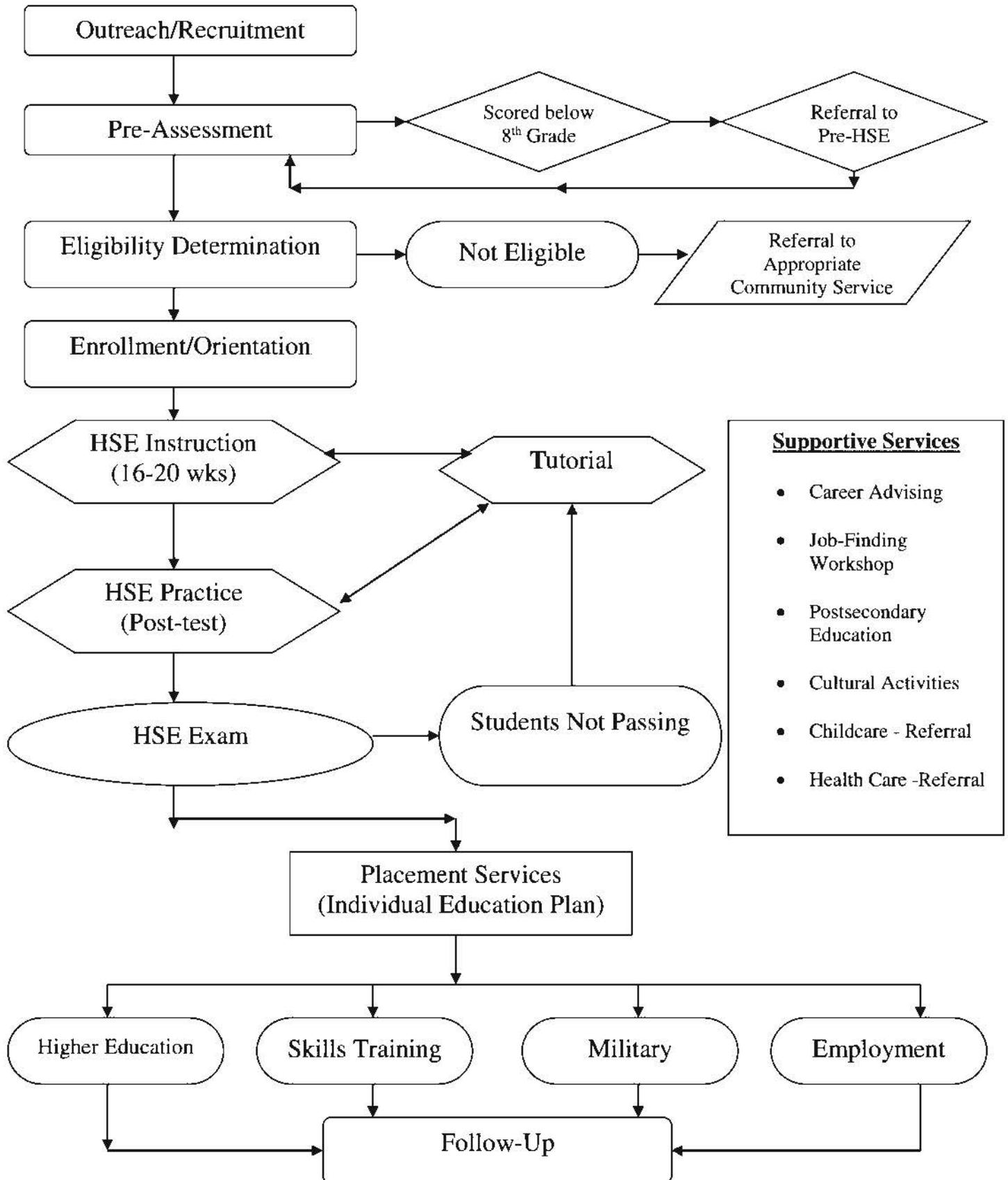
If you have any questions or would like further information, feel free to contact me at (760) 460-4793 or miguelfigueroa@icwdo.org.

Respectfully,

(b)(6)

Miguel Figueroa
Director

SER-HEP SERVICE DELIVERY SYSTEM



Supportive Services

- Career Advising
- Job-Finding Workshop
- Postsecondary Education
- Cultural Activities
- Childcare - Referral
- Health Care -Referral

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](#)

Section C—Other Budget Information (Narrative)

1. Personnel

President/CEO - Overall administration of agency; reports to Board of Directors on all agency activity; budget and staff management; networks with community organizations and government agencies; final review of annual report for U.S. Dept. of Ed.; and serves as liaison between SER, project partners and institutions of higher education. Meets weekly with the Vice President of Operations to discuss HEP performance and to keep abreast of any problems relating to staffing, students, and project partners.

Vice President of Operations - Supervises Project Coordinator (PC); prepares quarterly reports for Board of Directors; implements internal program evaluation; conduct weekly staff meetings; networks with community organizations; assist the PC with quarterly and annual reporting; responds to staff and student complaints/grievances; meets weekly with the PC to obtain feedback as to how GPRA measures are being met and regarding the number of students enrolled, attending classes, and scheduled for testing.

Personnel/Office Manager - Prepares interviews for potential hires, maintains all agency personnel records, handles all personnel matters; supervises administrative office staff, and makes supply purchases for the agency and specific projects.

Sr. Account Clerk (SAC) - Prepares spreadsheets allocating semi-monthly payroll, bank reconciliations, assists President/CEO in preparing the annual HEP budget, monitors monthly expenditures (line item allocations – student stipends, etc.), prepares vouchers for accounts payable, supervises Jr. Account Clerk, corresponds with vendors by phone/email, maintains/updates vacation and sick leave reports, processes payroll change records, processes travel vouchers and reviews end of travel expenses, and assists CPA with quarterly DE6 reports.

Jr. Account Clerk - Receives and reviews staff timesheets and forwards to SAC; completes all filing including timesheets, payroll info., accounts payable/accounts receivable documents; conducts data entry; follows up on lost or returned stipend checks (communicates with HEP staff for updated student info., i.e. updated addresses); answers phone and sends faxes; and corresponds with vendors via phone and/or email.

Project Coordinator (PC) - Responsible for the daily operation of the program including planning, organizing, directing, monitoring, oversight, management and evaluating program services. Oversees recruitment, enrollment, instruction, testing, and placement; develops weekly reports; implements program assessment/evaluation; conducts monthly staff meetings; collaborates with community organizations; assesses/monitors/evaluates site activities; supervises/evaluates staff; provides quarterly board and annual reports. Meets with the VPO on a weekly basis.

Program Specialist - Maintains student files including emergency cards, educational plan, instructors' progress notes; maintains attendance sheets; maintains a computer database that includes student information [enrollment, HSE (GED) testing dates and results]; schedules students for official HSE testing with local testing sites; provides clerical support to instructors and PC; furnishes general information to the public; and assists the PC with annual graduation ceremony.

Recruitment/Placement Specialist - Works with various web-based tools, employers, employment and training agencies, and postsecondary institutions to facilitate the placement process of HEP graduates; links students enrolling into a postsecondary program with campus retention programs and other university programs, occupational interests and aptitude using ONET, a web-based interactive tool, that offers Spanish-speaking job seekers information on 900 different career options that includes information on specific skill sets needed, salaries, and outlook

on each career. Develops an Individual Educational Plan for each HEP graduate, assists students with resume writing and job applications, conducts job search workshops, and works with military recruitment centers for potential placements.

Instructor - Develops curriculum and provides instruction (lectures) for HEP students, administers standardized objective assessment tests to gauge participant's academic skill levels, supervises assigned tutor(s), reviews and logs student progress, administers student pre and post-tests to determine HSE exam readiness, maintains daily attendance records, and submits weekly reports to the PC.

Tutor - Assists instructor in class with student learning focusing on assisting students with math and writing skills.

2. Fringe Benefits

Full-time employees receive a full benefit package including: annual leave, sick leave, and retirement. Part-time employees (Recruitment/Placement Specialist, Instructors, Tutors, and Jr. Account Clerk) earn sick leave at the state mandated minimum rate of three days annually; they do not earn annual leave or retirement. The average percentage of benefits is 24%.

3. Travel

Local travel is used by HEP staff to attend meetings; instructors to meet with the PC in the administrative office and the PC to visit classroom sites, meet with school district officials, migrant education offices, colleges/universities and other agencies in relation to HEP.

Out-of-County Travel funds are used for key staff to attend the annual HEP/CAMP meeting with U. S. Dept. of Education personnel in Washington DC, the annual HEP/CAMP association meeting, and other conferences held annually, e.g., NASDME, etc. In addition, out-of-county travel is used by key staff to travel from the SER corporate office the HEP field office in El Centro for initial start-up and quarterly on-site reviews of the project.

4. Equipment (N/A)

5. Supplies

Funds are used to purchase everyday office supplies as needed by HEP staff and for student books, materials and supplies.

6. Contractual

SER contracts with Jose Arechiga, CPA, for all the agency's accounting transactions (payroll, accounts payable/receivable, incl. adjustments); requests fund transfers to SER's bank account from GAPS (U.S. Dept. of Ed system); prepares W-2s; prepares 1099s & 990s; prepares quarterly reports (941, DE3 & DE6); maintains financial statements; provides fiscal reports for the Board of Directors; attends all Board of Director meetings and answers any and all fiscally related questions; provides financial/income statements to the President/CEO as needed; assists Sr. Account Clerk with questions regarding bank reconciliations; and provides information for auditors.

If funded, SER will contract with an External Evaluator in the first, third, and fifth program year to conduct a thorough evaluation of the HEP.

SER's contracts annually with a CPA firm to conduct an agency audit in order to comply with OMB Circular 133.

SER complies with federal procurement procedures for all its contracts.

7. Construction (not applicable)

8. Other

These line items are necessary and reasonable for the daily operation of the HEP (rent, utilities, janitorial, communication, etc.) and other expenditures (graduation ceremony, conference fees, development/training for staff) necessary for the successful operation of the project.

SECTION C -- OTHER BUDGET INFORMATION

1 PERSONNEL

	<u>1st Yr</u>	<u>*2nd Yr</u>	<u>*3rd Yr</u>	<u>*4th Yr</u>	<u>*5th Yr</u>
President/CEO (11.25%)	\$ 11,517	\$ 11,747	\$ 11,982	\$ 12,222	\$ 12,466
Vice President of Operations (15%)	11,725	11,959	12,198	12,442	12,691
Personnel/Office Manager (7.5%)	3,586	3,658	3,731	3,806	3,882
Sr. Account Clerk (7.5%)	3,184	3,248	3,313	3,379	3,447
Jr. Account Clerk (7.5%)	1,463	1,492	1,522	1,552	1,583
Project Coordinator (100%) \$4000/mo x 11 mo--1st yr	44,000	48,000	48,960	49,939	50,938
Program Specialist (100%) \$2400/mo x 11 mo--1st yr	26,400	28,800	29,376	29,964	30,563
Placement Specialist (20 hrs/wk x 46 wks x \$18/hrs)	16,560	16,891	17,229	17,574	17,925
PTE Instructors (12 hrs/wk x 42 wks x \$20/hr x 4 sites--Sept. thru June)	40,320	41,126	41,949	42,788	43,644
Tutors (12 hrs/wk x 42 wks x \$12/hr x 4 sites--Sept. thru June)	24,192	24,676	25,170	25,673	26,186
Total Salaries	\$ 182,946	\$ 191,598	\$ 195,429	\$ 199,339	\$ 203,326

2 FRINGE BENEFITS

FICA (7.65%)	\$ 13,995	\$ 14,657	\$ 14,950	\$ 15,249	\$ 15,554
SUI (6.2%)	3,250	3,315	3,381	3,449	3,518
Health Insurance	13,196	13,460	13,729	14,004	14,284
Workmans Comp	8,134	8,297	8,463	8,632	8,805
Pension (5%)	5,021	5,121	5,223	5,327	5,434
Total Benefits	\$ 43,596	\$ 44,850	\$ 45,747	\$ 46,661	\$ 47,595

3 TRAVEL

Local Travel (9600 mi x .575 -- 1st yr)	\$ 5,520	\$ 5,603	\$ 5,687	\$ 5,772	\$ 5,859
Out of County -Annual Mtgs in DC--per diem, lodging, airfare, & taxi/shuttle = \$2424; HEP/CAMP Annual Mtg--per diem, lodging, airfare, & taxi/shuttle = \$1702; trips to Imperial Co.--per diem,lodging,car rental/gas = \$3536	7,662	7,815	7,971	8,130	8,293
Subtotal Travel	\$ 13,182	\$ 13,418	\$ 13,658	\$ 13,902	\$ 14,151

4 EQUIPMENT (N/A)

5 SUPPLIES

General Office/Copier/Computer Supplies (\$800/mo x12mo -- 1st yr)	\$ 9,600	\$ 7,200	\$ 7,200	\$ 7,200	\$ 7,200
Student Books & Supplies (\$100 x 125 students)	12,500	12,750	13,005	13,265	13,530
Subtotal Supplies	\$ 22,100	\$ 19,950	\$ 20,205	\$ 20,465	\$ 20,730

6 CONTRACTUAL

Accounting Services/CPA (\$500/mo. x 12 mo)	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
External Evaluators	3,000	-	3,000	-	3,000
Audit Services (\$2,500 x 25%)	625	625	625	625	625
Subtotal Contractual	\$ 9,625	\$ 6,625	\$ 9,625	\$ 6,625	\$ 9,625

SECTION C – OTHER BUDGET INFORMATION

7 CONSTRUCTION (N/A)

8 OTHER

Student Testing (125 students x \$150)	\$ 18,750	\$ 19,125	\$ 19,508	\$ 19,898	\$ 20,296
Post Secondary Campus Visits & Cultural Events	2,000	2,000	2,000	2,000	2,000
Graduation Ceremony	2,000	2,000	2,000	2,000	2,000
Liability Insurance	1,600	1,600	1,600	1,600	1,600
Rent/Utilities (Fresno corporate office @ \$160/mo x 12/mo)	1,920	1,920	1,920	1,920	1,920
Rent/Utilities (Brawley classroom @ \$500/mo x 11/mo--1st yr.)	5,500	6,000	6,000	6,000	6,000
Rent/Utilities (Calexico classroom @ \$500/mo x 11/mo--1st yr.)	5,500	6,000	6,000	6,000	6,000
Rent/Utilities (El Centro classroom @ \$500/mo x 11/mo--1st yr.)	5,500	6,000	6,000	6,000	6,000
Rent/Utilities (Imperial classroom @ \$500/mo x 11/mo--1st yr.)	5,500	6,000	6,000	6,000	6,000
Janitorial-Bldg. Maintenance Service/Supplies (\$400/mo x 11/mo--1st yr.)	4,400	4,800	4,800	4,800	4,800
Communication: Phone, Fax, Internet (\$120/mo x 12/mo)	1,440	1,440	1,440	1,440	1,440
Conference/Fees	750	750	750	750	750
Development/Training for All Staff	2,500	2,000	1,500	1,000	500
Equipment Maintenance (\$80/mo x 12/mo)	960	960	960	960	960
Postage	157	160	163	166	169
Storage Rental (\$30/mo x 12/mo--2nd thru 5th yr)		360	360	360	360
Bldg. Security/Alarm System (\$80/mo x 12)	960	960	960	960	960
HEP/CAMP Association Fees	1,200	1,200	1,200	1,200	1,200

Subtotal Other \$ 60,637 \$ 63,275 \$ 63,161 \$ 63,054 \$ 62,955

9 TOTAL DIRECT COSTS

\$ 332,087 \$ 339,716 \$ 347,825 \$ 350,047 \$ 358,382

10 TOTAL INDIRECT COSTS

26,567 27,177 27,826 28,004 28,671

11 TRAINING STIPENDS (\$250/student x 86)

21,500 21,500 21,500 21,500 21,500

12 TOTAL COSTS

\$ 380,153 \$ 388,394 \$ 397,151 \$ 399,550 \$ 408,553

*2nd thru 5th yr (2% increase/yr for salaries, fringe benefits, travel, student books/supplies, student testing, & postage)

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

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

Name of Institution/Organization

San Diego County SER/Jobs for Progress, Inc.

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	182,946.00	191,598.00	195,429.00	199,339.00	203,326.00	972,638.00
2. Fringe Benefits	43,596.00	44,850.00	45,747.00	46,661.00	47,595.00	228,449.00
3. Travel	13,182.00	13,418.00	13,658.00	13,902.00	14,151.00	68,311.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	22,100.00	19,950.00	20,205.00	20,465.00	20,730.00	103,450.00
6. Contractual	9,625.00	6,625.00	9,625.00	6,625.00	9,625.00	42,125.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	60,637.00	63,275.00	63,161.00	63,054.00	62,955.00	313,082.00
9. Total Direct Costs (lines 1-8)	332,086.00	339,716.00	347,825.00	350,046.00	358,382.00	1,728,055.00
10. Indirect Costs*	26,567.00	27,177.00	27,826.00	28,004.00	28,671.00	138,245.00
11. Training Stipends	21,500.00	21,500.00	21,500.00	21,500.00	21,500.00	107,500.00
12. Total Costs (lines 9-11)	380,153.00	388,393.00	397,151.00	399,550.00	408,553.00	1,973,800.00

***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: 07/01/2014 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 14.90 %.

(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 San Diego County SER/Jobs for Progress, Inc.	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.	
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**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: Mr.	First Name: Michael	Middle Name:	Last Name: Jimenez	Suffix:
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Address:

Street1:	255 N. Fulton Ave Suite 106
Street2:	
City:	Fresno
County:	
State:	CA: California
Zip Code:	93701
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
599 452-0881	559 803-6154

Email Address:
mjimenez@sercalifornia.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.

	Add Attachment	Delete Attachment	View Attachment
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