

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



**APPLICATION FOR GRANTS
UNDER THE**

HEP-84.141A-1

CFDA # 84.141A

PR/Award # S141A150029

Grants.gov Tracking#: GRANT11834161

OMB No. , Expiration Date:

Closing Date: Feb 12, 2015

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
Attachment - 1 (1236-HEP GEPA)	e10
5. Grants.gov Lobbying Form	e11
6. ED Abstract Narrative Form	e12
Attachment - 1 (1235-Abstract_HEP)	e13
7. Project Narrative Form	e14
Attachment - 1 (1238-Project_Narrative)	e15
8. Other Narrative Form	e41
Attachment - 1 (1237-Other Attachments Form)	e42
9. Budget Narrative Form	e55
Attachment - 1 (1234-Budget_Narrative)	e56
10. Form ED_524_Budget_1_2-V1.2.pdf	e64
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e66

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="02/12/2015"/>	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="660201206"/>	* c. Organizational DUNS: <input type="text" value="8264441760000"/>
---	---

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="787-257-7373 X 2000"/>	Fax Number: <input type="text" value="787-757-7383"/>
--	---

* Email:

Application for Federal Assistance SF-424

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

S: Hispanic-serving Institution

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.141

CFDA Title:

Migrant Education_High School Equivalency Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-122914-002

* Title:

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

13. Competition Identification Number:

84-141A2015-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Universidad del Este ??? Arecibo (UAR) High School Equivalency Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,352,735.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,352,735.00"/>

*** 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

View Attachment

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:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Mayra Ferran"/>	TITLE <input type="text" value="Chancellor"/>
APPLICANT ORGANIZATION <input type="text" value="Universidad del Este"/>	DATE SUBMITTED <input type="text" value="02/12/2015"/>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="NA"/> * Street 1: <input type="text" value="NA"/> Street 2: <input type="text"/> * City: <input type="text" value="NA"/> State: <input type="text"/> Zip: <input type="text"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="NA"/>	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"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
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: <input type="text" value="Mayra Ferran"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="02/12/2015"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S141A150029

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.

HEP GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

GENERAL EDUCATION PROVISIONS ACT (GEPA)

Universidad del Este (UNE) in Arecibo addressed the required information under GEPA Section 427 in various areas of this grant application. The Institution has established procedures to ensure that the project personnel selection will provide equal opportunity and will not discriminate by reason of age, sex, race, color, religion beliefs, gender, nationality, marital status, physical appearance, political affiliation, veteran status, or handicap/disability.

UNE-Arecibo has been serving the academic needs of educationally, economically and socially disadvantaged students. Project participants will be Hispanic, predominantly Spanish speakers from low-income families and first-generation college students. Project personnel and student participants will have equitable access to the proposed HEP project.

The proposed **UNE-Arecibo High School Equivalency Program (HEP)** will serve migrant and seasonal farm workers and members of their immediate family from the northern region of Puerto Rico in obtaining their GED. Participants will be placed in post-secondary education programs, employment, training and/or the military service. In order to better serve the needs of the targeted population, different program dissemination strategies will be implemented. Presentations will be held; flyers and brochures will be developed and distributed in Spanish throughout the campus to disseminate the goals and objectives of the program. Regardless of race, gender, or disability, all eligible participants will have equitable access to the program geared to enhance student academic improvement and the possibility to prepare qualified personnel to serve disadvantaged and minority communities. It is important to note that UNE-Arecibo has been exceptionally successful in promoting access to underrepresented groups and helping these to become successful in an educational environment.

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 Universidad del Este	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Alberto Middle Name:
* Last Name: Maldonado-Ruiz	Suffix:
* Title: Chancellor	
* SIGNATURE: Mayra Ferran	* DATE: 02/12/2015

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:

Project Abstract

Name of Applicant: Universidad del Este

City and State of Applicant: Carolina, Puerto Rico

Project objectives and activities: UARHEP will achieve the following objectives: a) 120 students will receive program academic and supportive services each budget; b) 96 students (80%) of participants will obtain their GED; and c) 77 students (80%) of the program graduates will be placed in postsecondary education programs, employment, training and/or the military service. The project will achieve its objectives through activities such as orientation, academic teaching, tutorial services, vocational training, placement services, and other activities.

Applicable priorities: None

Proposed project outcomes: 600 Students will participate of the Program, 80% of Participants will receive their GED, 80% of Program Graduates will gain employment, or be placed in a higher education institution (IHE) or other postsecondary education or training, or the military

Number of participants to be served annually, distinguished by commuter or residential:
120 commuter participants will be served annually.

Number and location of proposed sites: Universidad del Este Arecibo Off-Campus Center

Project targets for meeting each of the GPRA measures each year.

UARHEP will serve annually a total of 120 students at least 16 years old during each academic cycle. To meet GPRA measures, UARHEP will achieve the following objectives: a) 120 students will receive program academic and supportive services during each budget period; b) 96 students (80%) of participants will obtain their GED each program year; and c) 77 students (80%) of the program graduates will be placed in postsecondary education programs, employment, training and/or the military service.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

TABLE OF CONTENTS

	Page Number
Part I. Preliminary Documents.....	i
Part II. Budgetary Information.....	ii
Part III. Abstract.....	iii
Table of Contents	iv
Part IV. Program Narrative	1
1. Need for and Significance of Project	
2. Quality of Project Design.....	
3. Quality of Project Services	
4. Quality of Project Personnel	
5. Quality of Management Plan	
6. Adequacy of Resources.....	
7. Quality of Project Evaluation.....	
 PART V. Budget Narrative	
 PART VI. Other Attachment Forms	
Resumes	
Job Descriptions of Duties and Required Minimum Qualifications for Hiring	
Letters of Support	
Copy of Current Indirect Cost Agreement	
 Part VII. Assurances and Certifications	
Assurances for Non-Construction Program (SF 424 B)	
Disclosure of Lobbying Activities (Standard Form LLL)	
Grants.gov Lobbying Form	
General Education Provisions Act (GEPA)	
 Part VIII. Intergovernmental Review	

PROJECT NARRATIVE

1. Need for the Project. Universidad del Este (UNE), a Hispanic-Serving Institution proposes a new High School Equivalent Program (HEP) at its Off Campus Center in Arecibo (UAR) to provide services to 120 migrants and seasonal farm workers and members of their immediate family from the northern region of Puerto Rico. UARHEP will address HEP key programmatic purposes, namely, to help migrant and seasonal farm workers and members of their immediate family obtain the equivalent of a secondary school diploma, subsequently gain employment, or be placed in a higher education institution (IHE) or other postsecondary education or training programs. UARHEP will serve communities with very high seasonal and farm worker populations where agriculture is one of the main economic activities; main crops are coffee, oranges, sugarcane and tobacco. UAR will join efforts of the Puerto Rico Department of Education to provide eligible HEP participants with the resources with which to obtain their high school diplomas.

(i) The magnitude of the need for the services to be provided by the proposed project. Being a migrant student means frequent moves, poverty, gaps in previous schooling, language barriers, societal and institutional barriers due to ethnic differences and community isolation. Migrant and seasonal farm workers and their children generally have low educational attainment and low enrollment in postsecondary education. This population needs the proposed services to help them overcome the barriers to attaining their high school equivalency and their entry into postsecondary education or employment. Unfortunately, few services exist in the targeted area to help them overcome these barriers. This section details the magnitude of these problems.

Poverty and Unemployment. According to the most recent available data from the U.S. Census, American Community Survey (ACS, 2013) Arecibo and eleven (11) surrounding

municipalities has 450,350 inhabitants. Area citizens come from a more deprived socioeconomic background than their equals from the rest of the Island. Data from the U. S. Census 2013 ACS reveals the area is poorer compared to other municipalities in the Island. The per capita income ranges from \$6,448 in Ciales to \$9,529 in Arecibo much lower than that of Puerto Rico (\$11,068) and the Nation (\$28,155). In addition, 44.32% of area residents were families whose income in the past 12 months was below the US poverty level as compared to Puerto Rico (41.2%) and the Nation (11.3%). Furthermore, the ACS data (2013) indicates that only 33.04% of the targeted area population 16 years and over in the civilian labor force were employed, as compared to 39.5% for Puerto Rico and 63.8% for the Nation. The unemployment rate for the area was 15.8%, much higher than that of Puerto Rico (18.4%), and the Nation (6.2%). Some extra official sources suggest agriculture unemployment might be close to 20%, affecting nearly 11,000 farm workers.

Low Educational Attainment and College Participation Rate. There is a lack of a profile or statistics on migrant and farm workers in Puerto Rico. However, the 2012 Census of Agriculture for Puerto Rico shows there were 12,693 farm workers whose primary occupation was agriculture. Of these 45% had attained secondary school level or less and only 40% had a high school diploma or GED. In the targeted area, there are 3,056 farm workers, of which 1,227 (40.1%) has not completed a high school education. Along the same line, Census data reveals there were 3,580 youth 16-19 years old who were not enrolled in school and not a high school graduate in UARHEP target municipalities. The mean dropout rate for the twelve municipalities was 13%. Yet, according to Puerto Rico Department of Education data for 2014, high school dropout rates remain at 34% in the last twelve years. Data regarding migrant college entrance and completion rates are limited. Statistical data is more readily available for Hispanics, which

are representative of the migrant students in this region. Only 7.2% of the target region population has earned associate degrees, 10.4% earned bachelor degrees, 2.6% earned masters or professional degrees (ACS, 2013).

(ii) Focus on serving and addressing the needs of disadvantaged individuals. The data shown above clearly evidence the limitations and the magnitude of the socioeconomic conditions that UARHEP potential students face. It also underscores the lack of academic, social and economic opportunities available to them. Many are public schools dropouts who come from poor, isolated rural communities. In addition, a substantial number of them their parents never completed high school either. UARHEP will bear in mind all these factors and will establish a dependable, accessible project that consider gaps and weaknesses in existing services, infrastructure, and opportunities, to ensure the most needy migrant and seasonal farm workers 16 years or older in the Arecibo area will be selected . UARHEP focus will be on: (1) Offering an educational (GED Equivalent Diploma) and vocational opportunity that will provide migrant seasonal and farm workers or immediate family members the necessary academic preparation and vocational skills to increase their employability and career opportunities; and (2) Offering program participants the education and training needed to enter and succeed on the post-secondary level, thus enhancing their ability to achieve greater economic self reliance. UARHEP will serve annually a total of 120 students at least 16 years old during each academic cycle beginning on July 1st, 2015 and ending on June 30, 2021. Students will be divided into five groups with a maximum of 25 students- thus enabling highly individualized attention to assure the delivery of quality services.

(iii) Gaps or weaknesses in services, infrastructure, or opportunities. A community survey conducted by UNE-Arecibo reveals that in the targeted region, there are no organizations that specifically targets the migrant and seasonal farm workers dropouts for GED services, or

provides the type of supportive services that will be offered through HEP. The lack of services and activities targeted to migrant and seasonal farm worker students dramatically emphasizes the need for the program. Using the information gathered through the Community Survey, the table below outlines the services and activities available/unavailable to the migrant population in the target region. It was also learned, that although some of these services may be currently available, the high demand results in waiting lists, placing students most in need of services (migrants) at a disadvantage. The most significant factor about HEP is its focus on individualized services, designed to address students' needs, according to individual assessments.

Need: Academic Services	Other Services	UARHEP
Study skills Instruction/workshop	Occasionally provided	Always provided
Individualized, Self-paced GED instruction	Rarely provided	Always provided
Tutoring/Supplemental Instruction	Rarely provided	Always provided
College Admission Workshop – Recruitment	Rarely provided	Always provided
College Financial Aid Information	Rarely provided	Always provided
College Curriculum advisement	Never provided	Always provided
Time management and test taking workshops	Rarely provided	Always provided
Need: Supportive Services	Other Services	UARHEP
Academic needs assessment	Occasionally provided	Always provided
Individualized educational plan	Seldom provided	Always provided
Evaluation of individual progress	Occasionally provided	Always provided
Academic, Personal and Vocational Counseling	Rarely provided	Always provided
Cultural & educational field trips	Never provided	Always provided
Leadership, Socialization skills/workshop	Seldom provided	Always provided
Need: Financial and Other Services	Other Services	UARHEP
Health Care	Rarely provided	Always provided
Multicultural programming	Seldom provided	Always provided
Financial aid workshop/application assistance	Rarely provided	Always provided
Assistance with scholarship applications	Seldom provided	Always provided
Student stipend/transportation allowance	Rarely provided	Always provided
Financial assistance planning	Seldom provided	Always provided
Source: UNE's Community Survey, 2014		

UARHEP will address the identified weaknesses and gaps, especially those related to services, infrastructure and opportunities, concerning education, employment, health and other supportive services that will aid students to achieve their academic and professional goals and

succeed in life. UARHEP will assist participants in obtaining the equivalent of a GED and to place them in an institution of higher education, other post-secondary education, training programs, upgraded employment or the military.

iv. Importance and magnitude of the results or outcomes likely to be attained by the proposed project. UARHEP will prepare a grand total of 600 participants to successfully complete the General Education Development (GED) exam and will gear students for career advancement that will maximize their potential for achievement. The program will assist participants in developing academic goals and in providing the support services that are needed in order for them to attain their educational plans and goals. UARHEP program will address regional needs by continuing to assist participants with post secondary education or training programs, in career positions or in the military. Students completing the UARHEP project will develop the life skills and job maturity skills necessary to gain and maintain employment and become lifelong learners.

2. Quality of Project Design.

(i) Goals, objectives, and outcomes to be achieved by the proposed project. UARHEP's overarching goal is to assist dropout migrants and seasonal farm workers and immediate family to obtain a GED, place them in an institution of higher education or training, and get an upgraded employment or a career in the military. To fulfill this goal, the Project will work on the following objectives: **a) 120 students will receive program services to include academic and supportive services during each budget period; b) At least 96 students (80%) of participants will obtain their GED each program year; and c) At least 77 students (80%) who obtained their GED will be placed in post-secondary education programs, employment, training and/or the military service.** UARHEP Design will pay particular attention to low income individuals and nearly every one of them their parents did not complete high school either. The

overwhelming majority of these eligible students can only afford to study if they receive some kind of financial aid, require extensive academic backing (especially tutoring), have presumably poor study, reading and basic math proficiency, are slow learners, have not defined or have unfeasible academic and/or career goals, and have a low sense of worth. Nor is it likely that they will be able to receive counseling or academic support from parents or relatives who might be willing to help, but lack the necessary educational skills to understand high school level work. UARHEP Design will take into account participants' educational background, by providing them with the learning, study, personal and social tools to complete their GED, make an effective transitioning to another IHE or vocational training, to a better job and/or to the military, all in support of a better work-life balance. The following Table itemizes the services, objectives, activities, personnel and resources for each program component in UARHEP Project Design.

Academic Service Component
A. Orientation
<p>Objective: To provide participants with a clear and thorough orientation on HEP's goals, norms and services and how they relate to the GED attainment and placement.</p> <p>Activities: Review student files, prepare the orientation week schedule and inform all program personnel regarding their respective roles during that week; Provide personnel with the information they require on participants and ensure that each staff is duly prepared to receive them; Make sure that all relevant forms/applications are completed by the students during the orientation week.</p> <p>Personnel: Academic Advisor</p> <p>Resources: Program Manual (norms, rules, etc.) class schedules, diagnostic tests, student questionnaires, school supplies, etc.</p>
B. Academic Content
<p>Objective: A total of 120 students will be equipped to take each section of the GED with a successful completion rate of 80%.</p> <p>Activities: Follow the PR Department of Education GED curriculum; Provide individualized instruction to enhance students' abilities in subject area; Expand and update the curriculum to prepare students to take military, college entrance, and other tests required for placement; Develop and administer written practice exercises similar to those presented in the GED test; Provide individualized tutoring; Conduct individualized & group academic counseling; Implement curriculum to prepare the college bound student.</p> <p>Personnel: Subject specific faculty.</p> <p>Resources: Course Curriculum, Textbooks, Reference Books, Exams, Diagnostic Tests, Subject</p>

Learning Packets, visual aids, Tutor's Reports.

C. Tutorial Services

Objective: To provide tutorial services to 120 students according to their educational and personal needs through the program year.

Activities: Provide an average of 120 hours per week of tutorial service to students in all subjects; Provide structured tutorial service to all students (will be mandatory for all students); Assign small group to each tutor (it is tutors duty to see that students receive assistance needed); Schedule individualized assistance to enhance students' academic success.

Personnel: Tutors and teachers

Resources: Teachers, curriculums, assignments, class-room, blackboard, teaching materials.

D. Vocational Training

Objective: To offer at least 40 classroom hours of a 12 weeks training course with a 80% success completion rate.

Activities: Implement a curriculum that focuses on presenting a basic training course in computers; Train each student in the following areas: MS Applications (Word, Excel, Power Point), Internet use Discuss the advantages of continued training and education in this field.

Personnel: Computer Science Teacher

Resources: Teachers, curriculum, classroom, black-board, teaching materials, computers, computer lab, other audiovisual equipment.

E. Vocational Counseling

Objectives: (1) To provide 120 students with individual and group vocational counseling complemented by vocational evaluation and a Career and Employment Course. (2) To administer a needs assessment for each student to identify those external supportive services that they may require to achieve their employability plan during each academic cycle; (3) Conduct and coordinate the Career and Employment course and related activities during the academic cycle; and (4) To assist students achieve the academic performance standards required by Program.

Activities: Provide counseling and related orientation activities using the following schedule: individual sessions - 4 hours x day, 5 days a wk Group sessions (1 hour x day, 4 days a wk - Friday class schedule (1/2 day) requires that counseling be limited to the morning; Provide supplementary individualized orientation during orientation week, to assist each student in the selection of their vocational training course, taking into account students interests, pre-HEP academic performance, and career projections; Orient students regarding career education and job opportunities; Assist students in structuring their career alternatives into step-by-step employability plans; Provide students the College Board training Administer the Harrington O'Shea Test and the GATB; public and private agencies and businesses; Include representatives from career areas in which students have expressed particular interest as guest speakers; Use the information from student Introduce the occupational requirement necessary in the Career and Employment course; Instruct and counsel securing employment. Coordinate weekly guest speaker conferences from questionnaires and academic diagnostic tests to advise students and to identify their personal and academic needs; Maintain up-to date student files with regard to counseling contacts and academic progress.

Personnel: Academic Advisor

Resources: Student Questionnaires, Student Grades, Academic, Diagnostic Tests, Vocational Aptitude Tests, Vocational Interest Tests, Career and Employment Curriculum, Occupational Outlook Handbook, employability Plan, Guest Speakers, Businesses and the

Armed Forces; Educational Opportunity Manual, College Catalogs, Job Announcements.

F. Placement Service

Objective: To work with 120 students in the preparation and implementation of the employability plan according to individuals' goals and abilities during each academic cycle.

Activities: Assist student in the initiation of their employability plan prior to graduation or termination; Coordinate with the local U.S. Armed Services recruiters to ensure that interested students will be administered the Armed Services Vocational Aptitude Test Battery (ASVAB) prior to completing the program; Provide students with necessary documents such as College Board applications and related literature, IHE admissions and financial aid applications, Civil Service employment applications, among other.

Personnel: Academic Advisor

Resources: Vocational Aptitude and Interest Test Results, Student

Employability Plan, Civil Service Applications, Armed Service Recruiting Offices Job applications

Other Activities

A. Follow-up Services: Follow-up services will help to track students' successes or failures after graduation and thus allow UARHEP to provide any additional assistance status of all UARHEP students administering a 30, 60, 90 days questionnaire after they leave the program and thereafter, on an annual basis.

Objective: To collect and maintain adequate and accurate follow-up information on the status of all UARHEP students administering a 30, 60, 90 days questionnaire after they leave the program and thereafter, on an annual basis.

Activities: Keep records of participants including names, address, telephone numbers, and date of departure from UARHEP; Collect placement information through a questionnaire emailed to all graduates; Keep records on the employment status; Use National Clearinghouses and social networks to contact former participants; organize social activities to re-unite former UARHEP students and obtain information on their current employment status; Conduct an annual follow-up (email, mailings, social networks and phone calls) of all former UARHEP students to evaluate how the program can improve vocational counseling and placement services they may require.

Personnel: Recruiter/Follow up Coordinator

Resources: Student Files, Placement Information, Follow Up Questionnaire, HEP's webpage and social networks (facebook, twitter, etc); Social Activities (Program Graduates), Annual Survey Forms

B. Student Government

Objective: To provide guidance to the student body to develop and implement a successful student government.

Activities: Aid students develop a constitution, rules and regulations conducive to their participation in UARHEP decision-making process; Provide faculty and parents advice to the student government; Present student government activities plan to students at regularly scheduled meetings; Allow students to participate in student discipline via the Judicial Committee composed of student and staff. **Personnel:** Project Director. **Resources:** Program Norms, Students Rights and Responsibilities, Student Government Constitution, Program Schedules.

(ii) *Design of the proposed project.* The UARHEP project will be implemented by conducting the planned activities as detailed on pages 6 to 8, which are designed to address the needs of the target population and to attain the desired outcomes for each objective

(iii) *Coordination with similar or related efforts and resources.* As demonstrated in the table below, the UARHEP will coordinate its services with the Department of Education of Puerto Rico and a number of federal, state and local programs to maximize the resources available to migrant students, as required in Section 418A(d) of the HEA.

Coordination with Local, State and Federal Resources	
Local	Communities in Arecibo and surrounding municipalities are the lifelines for HEP participants because they provide the resources needed for learning success in local schools, transitions to postsecondary education and meaningful employment, and social, emotional, and cultural well being. The following will be accessed to assist HEP participants in maximizing the available resources: area health departments, area library systems, area schools, area churches, United Way, Educare, chambers of commerce, and local Workforce Investment boards.
State	The following departments or services will be accessed to support the UARHEP Project: Department of Labor, Puerto Rico Department of Education, UAR - and through it other community university systems, state university systems, and adult education programs-statewide migrant councils, state migrant education programs, Emergency Immigration Education Program, Immigration and Naturalization Services.
Federal	Examples of federal agencies that UARHEP will collaborate with include the U.S. Department of Education (Office of Migrant Education, Title I, Title IV, Title VII, and other programs funded under the ESEA; Office of Higher Education Programs, TRIO Programs); Migrant and Seasonal Farm Worker's programs, The National HEP-CAMP Association, the Housing Assistance Council, National Association of Community Health Centers, Rural Community Assistance Program; and the U.S. Department of Agriculture.

An HEP Advisory Council comprised of individuals representing several of these groups as well as parents will be formed to provide assistance and support to the program's staff and students. The following table depicts key university departments that will contribute to the program.

Office/Department	Commitment
UAR Admissions	Admission information, priority processing of college applications for HEP graduates.
UAR Career Services	Presentation on career planning & career information resources.
UAR Financial Aid	Counseling, workshops for general information, assistance in completing financial aid applications.
UAR Library	Library tours and services, instructional programs.
UAR Security Department	Safety and security, workshops and in-service training.
UAR Recruitment	Provide campus tour for students and parents.
UAR Career Services	Workshops providing information on seeking employment, access to facilities and training services.
UNE Student Affairs	Resources in workshop development, guest speakers, computer lab. Facilities available to students, seminars, workshops, guest speakers, in-service training for HEP staff.

(iv) Linkages with other agencies and organizations providing services to the target population.

The UARHEP program will have formal linkages with the appropriate agencies and organizations in our region, as presented in the Table below. The effectiveness of these linkages will be reviewed and evaluated annually by HEP Director, HEP Advisory Council and staff. Additional linkages will be included as they are identified.

Community Organizations	Commitment
Labor Department	Referrals; list of migrant families participating in their program; dissemination of HEP information.
Department of the Family	Referrals, list of migrant families participating in their program
Puerto Rico Department of Education	A representative from the Department of Education will administer the test three times a year to the High School Equivalent Program (HEP) students on campus. In addition, the schools in the target area will provide referrals to HEP and eligibility determination under the Migrant Education Program.
Local Media (English and Spanish)	Publicity, dissemination of HEP information.

3. Quality of Project Services.

The UARHEP project will be accessible to all who meet HEP eligibility criteria and HEP participants and applicants will be treated without regard to race, color, national origin, gender,

age, or disability. Recruitment for UARHEP will particularly focus on outreach to migrant and seasonal farm workers, a group that is educationally underserved and has traditionally been underrepresented in educational programs. This program is designed to ensure both equal access and treatment of this group. HEP will be promoted in the targeted communities through high school counselors and agencies serving farm workers and low income individuals. HEP Recruiter will provide program information at community events. HEP staff will work with radio and television stations and print media that reach the farm worker population to run public service announcements and news articles about the program, as well as to interview successful participants. Most importantly, farm workers will learn about HEP at local community organizations such as churches, advocacy groups and organizations that address the needs of the targeted population. UARHEP brochures and materials will be in English/Spanish to reach the farm worker population in the area. All eligible project participants will receive equal treatment under the HEP program. UNE-Arecibo complies with the American with Disabilities Act.

(i) Quality, intensity and duration of training or professional development services. UNE offers comprehensive professional development and training opportunities to its employees through its normal human resource procedures. UARHEP staff will be required to participate in professional development each year to help them improve in specific job responsibilities. Topics will include: 1) HEP Eligibility and Program Delivery Requirements; 2) Project Management; 3) Recruitment Techniques; 4) GED Instructional Techniques; 5) Technology Use; 6) Rapport Building; 7) Student Learning Styles; and 8) Program Evaluation, among others. HEP staff will attend the annual HEP Technical Conferences and other conferences such as the National and State Migrant Education Conferences to develop their skills and learn new ways of better serving HEP students. Staff will also participate in training as part of regular staff meetings to facilitate better

collaboration across the university, including training on financial aid, admissions, and student support services. The HEP program will subscribe to journals that carry the relevant literature on farm worker students and postsecondary education. HEP staff will also invite or visit migrant student serving agencies to further enhance effective strategies and knowledge critical to serving migrant students.

(ii) Services to be provided will lead to improvements in the skills necessary to gain employment.

UARHEP will assess students to determine their academic strengths and needs, and develop an Individualized Education Plan that will be reviewed on an ongoing basis to ensure that the individual's needs are addressed. UARHEP students will receive instruction through different methods – computer based instruction, textbook instruction, and teacher-led instruction, in order to encompass all learning styles. Assessments will be done throughout the course of study, including at the end of assigned lessons and to assess the students' readiness to take the GED test. In addition, students will develop job readiness skills, learn about financial aid and explore career options while they are in UARHEP. HEP Recruiter will work with all HEP students to help them learn skills such as interviewing, job search, application for employment, employer expectations, work behavior, time management, balancing personal/work priorities, budget management, use of technology, etc. HEP staff will participate in ongoing staff development and will attend relevant conferences and workshops in order to become more effective providers.

(iii) Focus of services to be provided by the proposed project on those with greatest needs.

The UARHEP will recruit students from the targeted areas in the north region of Puerto Rico, where students with the greatest need reside. HEP will use a selection process to ensure that students served meet the HEP regulations under 34 CFR Part 206.3, and be able to benefit from the program while demonstrating the greatest need. Factors to be considered include: Recent

migrant; low level of income; assessment of 8th grade or higher; highest class level attained in public school; teen, young or single parent. Each factor will be assigned points, and those applicants with the highest points, indicating the greatest risk factors and greatest needs, will be served. Project services will be structured and delivered as follows:

Activity	Timeline	Personnel
<p>Orientation Week: Students will meet UARHEP staff members, undergo diagnostic testing (academic), learn about program rules and regulations, and learn their rights and responsibilities. They will receive class materials and school supplies at no cost, and will tour the UNE-Arecibo facilities and undergo a testing and interview process for the college preparatory course selection. Additionally, participants will receive orientation on vocational training course(s) selection.</p>	<p>First week of the 12-week cycle</p>	<p>Project Director; Recruiter/Follow up Coordinator</p>
<p>Students will attend pre-scheduled activities that include: Academic lessons in the required six subject areas that comprise the GED, a Career and Employment course, a vocational training course, tutoring sessions, personal/academic counseling, vocational counseling and placement services. All UARHEP students will participate in personal, academic, vocational and placement counseling. They will also be encouraged to join in socio-cultural activities and to the workplaces of future employment.</p>	<p>Weeks 2 thru 12</p>	<p>Project Director; Recruiter/Follow up Coordinator</p>
<p>Academic Curriculum and GED Preparation: Students will be prepared to take the GED in either English or Spanish, by the Testing Division of the PRDE. PRDE Law requires students must have 18 years of age to take the GED test. The subject areas to be covered are: Spanish Grammar, Social Studies, Natural Sciences, Spanish Literature, Math and English. The curriculum development process draws from materials to be designed by UARHEP teaching staff. The GED study manuals prepared by the PRDE and other study guides available through local bookstores will also be utilized in curriculum development. In addition, students will benefit from workshops on counseling and guidance topics (e.g.: Study Habits, Time Management, Human Sexuality, Substance Abuse, Self-esteem, Domestic Violence, Stress management, Motivation, Assertive Communication, Personal Finances, Decision making, Setting Goals,</p>	<p>During the 12-week academic cycle</p>	<p>GED Teaching staff, Academic Advisor</p>

Activity	Timeline	Personnel
Adjustment to College Life, UNE Student Services, Academics Programs, Transfer Programs, Graduation Requirements, etc.		
College Preparatory Course: The purpose of this course is to provide participants with the academic experiences, in addition to the GED preparatory materials. These are designed to develop skills to enable them to survive the academic demands of a college education.	During the 12-week academic cycle	GED Teaching staff, Academic Advisor

Curriculum Development: The college preparatory curriculum will be developed to guarantee flexibility and incorporate the GED preparation: Concepts, Learning materials and activities, Evaluation, and Pre and Post Student Assessment. Vocational Training and Professional

Development Program: The purpose of including this component is to provide students with a hands-on introduction to vocational, technical and professions of potential employment. Students will be exposed to a curriculum that focuses on presenting basic skills and training in computers, basic bookkeeping, office administration, and on topics about high demand jobs.

Placement: While students are preparing for their GED, the Academic/ Advisor will counsel them regarding the career opportunities that match with their vocational aptitude and interest, as measured by the GATB and the Harrington-O'Shea Interest Inventory, respectively. This process will end in the development of an employability plan defined in terms

of long and short range goals and related activities. These services are supplement by the Career and Employment curriculum.

4. Quality of Project Personnel. UNE will comply with all federal statutes relating to non-discrimination. UARHEP will comply with Section 427 of the General Education Provisions Act (GEPA) enacted as part of the Improving Americas Schools Act of 1994. UNE will encourage applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender or disability.

UNE will also ensure equal opportunity in the administration of personnel actions such as compensation, benefits, transfers, layoffs, return from layoff, company sponsored training, education, tuition assistance, social and recreation programs without regard to race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran. It is expected that this recruitment process will result in a sizeable pool of well qualified applicants.

(i) The qualifications, including relevant training and experience, of the project director. The Project Director (PD) will provide oversight for all administrative and support services that will affect the UARHEP participants and/or project. The PD will be responsible for providing vision, planning, leadership, liaison and accountability for the program. The PD will have at minimum a Master's degree in Education, Counseling, Administration or related academic field. The preferred area of experience will include: experience in higher education as administrator of federal grant program or similar program, familiar with designing, implementing and evaluating; bilingual-English/Spanish preferred; computer literate; budgetary experience; experience in two or more areas such as teaching, personal and developmental counseling, academic advisement; familiarity with the needs and concerns of migrant/seasonal farm worker families; demonstrated ability in public speaking; ability to communicate effectively with high school adult education programs, professional personnel and parents of migrant youth.

(iii) The qualifications, including relevant training and experience of key project personnel. Due to page constraints **job descriptions are presented on the Other Attachment Section.** The qualifications required for key personnel are listed in the table that follows. All positions will be required to have genuine concern for migrant, low income and academically disadvantage students.

Qualifications, relevant training and experience of key project personnel

Academic Advisor. Masters in Psychology, Counseling, Social Work or related academic field; Bilingual/Bicultural in English and Spanish; Prior management experience; Prior experience working with students from migrant and farm worker backgrounds; Ability to work in a team setting. Prefer background similar to that of the target population

Recruitment/Follow Up Coordinator. Bachelor’s degree in Social Science or related academic field; bilingual/bicultural in English and Spanish; prior experience working with students from migrant and farm worker backgrounds; ability to work in a team setting; meet travel requirements associated with student recruitment.

HEP GED Teachers. Bachelor’s in Secondary Education, with specialization in the subject being taught. (Masters preferred); Bilingual/Bicultural (English & Spanish); and Prior experience working with migrant, low income or “at-risk” students.

Administrative Assistant. Bachelor’s degree in Business Administration, minimum of two years working in office administration or client service area. Computer literate, bilingual (English/Spanish); good communication skills and service oriented; Preference given to candidates who are from low-income and/or first generation college students.

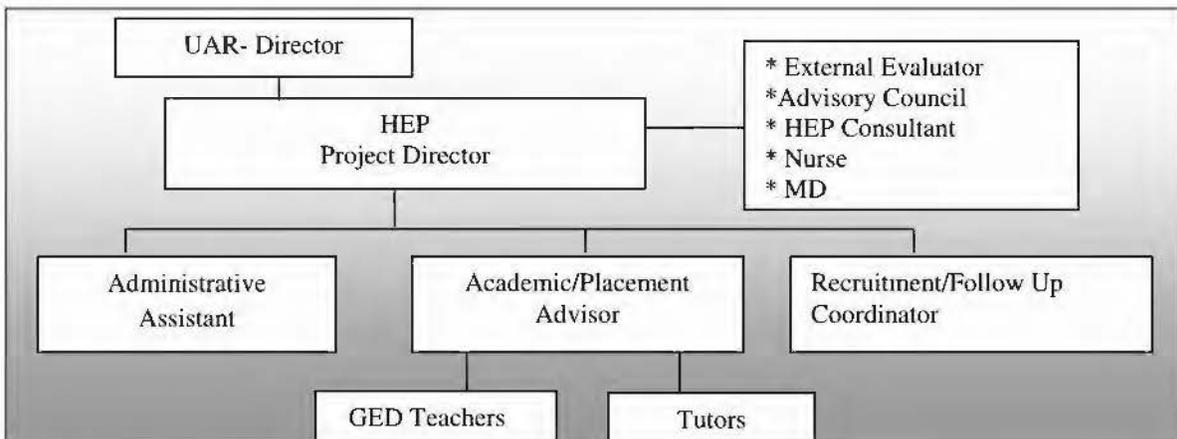
Tutors. At least junior undergraduate or higher with a grade point average of 3.0 or higher in the subject tutored is required. Preferred area of experience: bilingual in English/Spanish; and, computer literate. Preference is given to candidates who are from low income and/or first generation college student backgrounds and former HEP participants.

(iii) *The qualifications of project consultants or subcontractors.* Other personnel to be contracted as professional services are: two Vocational Training Instructors with a master’s degree in Psychology, Social Work, Counseling or related field; one Consultant (expert in HEP Programs with a Master’s Degree in Education, Administration, or related field) to assist and collaborate with the Project Director in the establishment and implementation of the program; one External Evaluator with a master’s degree in Assessment and Evaluation, Statistics or related field with vast experience conducting evaluations for HEP programs; one Nurse, with Bachelor’s degree in Nursing; and, one General Physician with a medical degree (MD) to cover any emergencies and general health issues.

5. Quality of the Management Plan.

(i) *Adequacy of the management plan to achieve project objectives.* UARHEP management plan addresses and provides for in-service training, training and technical assistance, staff and student

travel, interagency coordination, and a project evaluation plan, as required in section 418A (d) of the statute. As per Section 206.2(d)(1), UARHEP management plan will identify, inform and recruit eligible participants who are most in need of the academic and supporting services and financial assistance provided by the project. In accordance with Section 206.20(d)(2), UAR will use the resources of the following offices: Human Resources, Recruitment, Financial Aid, Career Services, and Student Health, as well as community resources to supplement and enhance the services provided by HEP. In accordance with section 418A(d) of the statute, UARHEP will coordinate with other local, state and federal programs to maximize the resources available to migrant students. The chart that follows highlights the line of authority of the HEP Project Director and project staff.



Achieving Proposed Project Objectives: UARHEP will design and implement a management plan tailored to address project objectives in a timely and effective manner. To fulfill this goal, UARHEP will achieve the following objectives: (1) 120 students will receive program services during each budget period from July 1, thru June 30 of the grant cycle; (2) 96 students (80%) of participants will obtain their GED each program year; and (3) 77 students (80%) of HEP graduates will be placed in postsecondary education programs, employment, training and/or the

military service. The UARHEP management plan incorporates the following responsibilities, timelines and milestones for accomplishing project tasks:

Activities	Personnel	Milestone	Timeline
Key Staff Recruitment	Arecibo Center Director UARHEP PD, Human Resources Office	All project staff recruited.	July 31 of grant cycle
Student Recruitment	Recruitment Coordinator, Academic/Placement Coordinator, Consultant	120 students identified and recruited to participate in the project.	Aug 31 of grant cycle
Program Planning, Preparation	PD, Consultant, External Evaluator, Administrative Asst.	Management Plan, Budget, Individual and HEP Work Plan.	1st Week of Program Cycle
Curriculum and Materials Preparation and Physical Facilities and Equipment Set Up	Teachers, Vocational Instructors, Tutors	Curriculum Design, Course Curriculums Class Schedules, Academic Learning Packets.	Beginning of Academic Year
Program Improvement, Feedback and Evaluation	External Evaluator, PD, Consultant, Students Government, Parents, Teachers, Community and Business Leaders, Interagency Representatives	Regular Meeting Schedule, External Evaluator Feedback, Participants' Needs Identified, community Feedback, APR, Final External Evaluation Report.	Ongoing during grant cycle, End of each Program Year

Universidad del Este (UNE) is the academic entity that will implement the new UARHEP at its Off-Campus Center facilities in Arecibo. UNE is a four-year, coeducational, nonprofit, private, non-residential academic institution, located in Carolina, Puerto Rico with five off-campus centers in Yauco, Barceloneta, Arecibo, Santa Isabel and Cabo Rojo municipalities. UNE is one of three higher education institutions within the Ana G. Méndez System (AGMUS), the second largest private university system in Puerto Rico. It is licensed by the Council of Higher Education and fully accredited by the Middle States Association of Colleges and Secondary Schools. UARHEP will be managed by a full-time Project Director (to be hired). The

UARHEP Project Director will have a direct line of communication with top level UNE Executive Management and will serve as liaison for coordination and integration with all UNE administrative units. Except for the tutors (who will report to their subject teachers) and vocational training instructors, key staff time commitment will be between 50%- 100% and will report to UARHEP PD. Program progress will be monitored and audited by staff from both institutional offices in a coordinated manner to ensure the timely attainment of Project tasks, that targets are been met, and all activities are carried out within budget.

(ii) *Procedures for ensuring feedback and continuous improvement.* The UARHEP program will implement the Continuous Improvement Management model (CIM) developed by the U.S. Department of Education to ensure feedback and continuous improvement to the HEP program. The CIM model provides "specific analytic strategies and tools to identify, analyze, and solve problems at various stages of program implementation". The CIM model assists program managers to: 1) strive toward meeting customer service needs; 2) identify a program's central activities; 3) monitor progress by using data; 4) generate a climate and strategy for involving customers and stakeholders in a program's decision making process; and 5) establish a cyclical process for improvement. The CIM model premises a three-step prescription for strengthening a program's design, implementing and monitoring a program, and assessing and communicating program results. UARHEP selected this feedback and continuous improvement model for the following reasons: (1) Other established HEP programs have implemented the CIM model for implementing, monitoring and continuous improvement of their programs; (2) The *Guide to Continuous Improvement Management* serves as an excellent step by step resource; (3) The CIM can be used for strengthening specific activities or entire programs. Thus the CIM model is clearly structured yet flexible to accommodate application at differing stages and levels of

implementation; (4) The CIM model provides a clear strategy to assess varying aspects of a program including time-schedule, cost, quality and outcomes. This would serve as an important foundation for program evaluation; (5) The CIM model provides a strategy for generating program reports; and (6) Most important, the CIM model provides for a continuous or cyclical effort for program management. This is critical for multiple year projects that may require adjustment.

(iii) Time commitments of the project director and other key project personnel: The Project Director, Recruitment/Follow up Coordinator, Academic/Placement Coordinator, and the Administrative Assistant will dedicate 100% FTE funded by HEP. The HEP teachers, one teacher for each of the following subjects: English, Spanish Literature, Spanish Grammar, Social Studies, Math and Natural Sciences will devote 50% of their time to the project. Other personnel to be contracted for professional services are: two Vocational Training Instructors, one Consultant one External Evaluator), one Licensed Nurse, and a General Physician In addition, 8 tutors (16 hrs/week) will be contracted per session.

(iv) Diversity of perspectives. The UARHEP will ensure that a diversity of perspectives is brought to bear in the operation of the project by: (1) Establishing a HEP Advisory Council (HEP-AC), will benefit from the various perspectives from HEP students, parents, migrant student service providers, secondary school staff, HEP staff and at-large community members. During the first six months of the Project, the HEP Director will identify and invite parents, teachers, business persons, service providers and/or professionals from other agencies in the community to participate as members of the AC. The AC will consist of at least seven members from the aforementioned groups, who will meet quarterly to discuss project performance, evaluation and success; (2) UARHEP staff will meet regularly to ensure that services are

delivered smoothly and effectively, and will develop strategies to resolve program operations and service issues. The UARHEP AC and staff members' diverse perspectives will be critical in detecting potential gaps or weaknesses of the operations and services of the HEP project; and (3) HEP students will have the opportunity to provide a critical perspective through the Fall, Spring, and exit participants' evaluations.

6. Adequacy of Resources.

(i) The adequacy of support from the applicant organization. UNE is committed to providing the HEP initiative with the internal resources needed to assure the project is successful. UNE Arecibo will provide the required physical infrastructure, university services and some equipment. UARHEP will be housed within the main building with an area of roughly 27,347 sq. ft. This includes classrooms and office space for administrators, faculty and an area for medical examination and health services. All UNE Arecibo classrooms have air-conditioned system. These facilities are right in the center of student activity. The Project will have access to two computer labs for UARHEP participants; including 40 PC's with access to the LAN and the Internet. Besides the physical space, the institution will provide utilities, maintenance, insurance, security and parking. UNE administration will supply the necessary equipment to adequately meet the needs of program participants and staff.

(ii) The relevance and demonstrated commitment of each partner. UNE-Arecibo has received commitments to support the proposed HEP from numerous community partners, including the Mayor of Arecibo, the local TANF, and area school districts, meeting the requirements of section 206.20(d)(2) of the regulations. Letters demonstrating their commitment are kept on file for future reference. Commitments include referrals to HEP, assistance with placement in employment, and use of facilities.

(iii) The extent to which the budget is adequate to support the proposed project. The HEP budget development process took into account the realistic barriers facing farm workers wanting to complete their education. The project described is of an intensity that will help these students overcome these barriers and the budget provides all the resources needed for a HEP student to successfully attain his/her GED and transition into postsecondary education, training or employment. UNE-Arecibo has included resources for, but not limited to, intensive educational services, bilingual/bicultural staff, staff professional development, technology, student stipends, student activities, outreach and instructional materials.

(iv) Reasonableness of costs. The overall cost of the project is \$2,352,735. The cost per year is less than \$475,000 or \$3,921 per participant, which is considered reasonable based on the number of participants served and the services offered. The UARHEP has been developed to annually serve 120 eligible students. The project's activities are appropriate and the cost of rendering the services and activities are reasonable and justified in the budget narrative. The program will be coordinated with the activities and resources of other programs with similar goals and objectives to make it more cost effective. UARHEP intends to serve a total of 600 students during the five-year project. It is expected that eighty percent (80%) of these students will complete the program and attain their GED, and 80% of these graduates will enter postsecondary education or military service or career positions. Considering the barriers facing these students these are excellent results and the costs per year and per student are reasonable. These results and benefits are in keeping with the outcomes expected by the Office of Migrant Education for HEP projects.

(v) Incorporation of project purposes/activities/benefits into the ongoing program of the organization at the end of Federal funding. UNE is committed to serving high-need, diverse

student populations. The collaborations developed through the HEP project will enable continuation of services, continued use of facilities and educational resources. The Continuing Education division will provide outreach and recruitment. UNE's Continuing Education division will provide ongoing GED instruction.

7. Quality of the Project Evaluation. The GPRA performance measures for the HEP program are: (1) The number and percent of HEP participants who complete the course of study and receive a GED; and 2) The number and percent of HEP participants with a GED who enter postsecondary educational programs or career positions or the military.

(i) *Extent to which evaluation methods are appropriate to context within which the project operates.* The methods of evaluation to be used are appropriate to the university context. The evaluation plan will include quantitative and qualitative measures and uses both formative and summative evaluation methods. Formative strategies include the following: 1) ascertain if the program's timeline and milestones were achieved; 2) assess the cost of the program by annually comparing actual expenditures and budget; 3) administer participant satisfaction evaluations of HEP services; 4) review staff evaluations of the program; and 5) review HEP Advisory Board recommendations. In addition the UARHEP will also receive external evaluation services to be provided on a quarterly basis.

(ii) *Examination of the effectiveness of project implementation strategies.*

The measurement criteria for the HEP strategies and the evaluation instruments are:

Strategy	Measurement Criteria	Source/Instrument
Recruitment, selection, enrollment	120 eligible students determined eligible, assessed and enrolled	Student files; TABE assessments; enrollment records
GED Instruction, and preparation for GED tests	100% of students will receive GED instruction	Sign-in sheets; GED practice tests; GED examinations.

Strategy	Measurement Criteria	Source/Instrument
Assessment	100% of enrolled students will be administered the TABE assessments and GED books pre-tests; GED practice tests	GED books pre-tests; official; GED practice tests in student files.
Academic, personal and vocational counseling	An Individual Educational Plan (IEP) will be done for 100% of enrolled students; Counseling sessions with students; Review of IEP	IEP; Counseling notes; student files.
Placement	80% of GED graduates will be placed in postsecondary education, training, military or employment.	School admission, registration records; verification of employment.

(iii) *Performance feedback and assessment of progress toward achieving outcomes.* The Project evaluation plan meets the requirements of 34 CFR 75.590 which requires the submission of annual performance reports (evaluating whether project objectives are being met), and a final report, that evaluates the effectiveness of the project in meeting its approved purpose and objectives, and the project's effect on participants being served. The annual performance reports will include data to address the specific HEP indicators as required under the Government Performance and Result Act (GPRA). The methods of evaluation that will be used to assess the progress toward achieving intended outcomes are presented on the following chart.

(iii) *Performance feedback and periodic assessment of progress toward achieving outcomes.*

The formative evaluation will require methodologies that attempt to determine how well the objectives are being met. The methodologies will provide feedback, yielding information that will be used to modify and improve existing services and activities. It will use evaluations to help decide on the needed changes and modification in services to facilitate participant learning and personal growth. The evaluation methodologies utilized by UARHEP will provide a basis to determine modifications and help each UARHEP staff member determine if he or she has been

successful. The evaluation plan meets the requirements of 34 CFR 75.590 which requires the submission of annual performance reports (evaluating whether project objectives are being met), and a final report, that evaluates the effectiveness of the project in meeting its approved purpose and objectives, and the project's effect on participants being served. The annual performance reports will include data to address the specific HEP indicators as required under the Government Performance and Result Act (GPRA). The methods of evaluation that will be used to assess the progress toward achieving intended outcomes are presented on the following chart.

Activities/Services	Measurement Criteria	Sources Instruments
Recruitment and orientation	Enrollment and orientation of 120 HEP participants.	Student files; applications
Academic Content	100% of enrolled students will receive GED instruction; 80% of HEP students will attain a GED.	Attendance records GED test results
Supportive services	100% of enrolled students will receive tutoring, academic, personal, or vocational counseling, and vocational training.	IEP; student files
Placement of HEP graduates in postsecondary education, career positions or the military.	80% of HEP graduates will be placed.	Postsecondary education registration; Verification of employment

8. Prior experience. Although a novice applicant, UNE's reputation and dependable interagency network developed over the past twenty-four years will allow the UARHEP to pass on the benefits of its services directly to the student population served. UARHEP will build upon UNE's proven experience and success in the 2001-2005 HEP Project implemented on its Yauco Center. Key staff will replicate those activities and strategies that allowed the proposed Project to achieve a very high student retention, GED completion, and on improving academic and employability skills of dropout students. UARHEP will expand its knowledge-based experience to accomplish the Project's objectives.

Other Attachment File(s)

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Sixto Bermúdez Vargas, Ph. D.c



Box 526
Ángeles, Puerto Rico 00611

2004 Inter American University of Puerto Rico, Arecibo campus

Baccalaureate in Business administration

Major: Management Magna Cum Laude

2008 Universidad Metropolitana - Aguadilla, Puerto Rico

Master's in Business Administration

Mayor: Human Resources

Thesis: *"El ausentismo como resultado de la falta de motivación y el estrés en el trabajo"*

Magna Cum Laude

2012 – Present – Pontificia Universidad Católica de Puerto Rico – Ponce, Puerto Rico

Doctorate in Business Administration (In Process)

November 2010-Presente – Universidad del Este at Arecibo

Director Arecibo UNE Center

- Supervise the operations of the center in coordination with the Vice Chancellor of Academic Affairs, the Vice Chancellor of Student Affairs and the Manager of Operations.
- Prepare and submit to the Chancellor the annual work plan, operational budget in coordination with the Vice Chancellor of Academic Affairs, the Vice Chancellor of Student Affairs and the Manager of Operations
- Prepare and submit to the Chancellor the operational budget and annual accomplishments for each year.
- Coordinate with the Vice Chancellor of Academic Affairs and the Vice Chancellor of Student Affairs the recruitment of professors.
- Participate in the registration projections and budget planning.
- Planifica el desarrollo de actividades dirigidas a fomentar la imagen del Centro Universitario y las relaciones en la comunidad
- Responsible of supervising all administrative, faculty and student services.
- Develop an effective coordination with local businesses and Vice Presidencies located in the AGMUS main offices.
- Responsible of coordinating all marketing and recruitment activities at UNE Arecibo.

December 2011 to January 2013 – Legislative representative to the Utuado Municipal Government

Legislative Advisor

- Advise in the writing and implementation of all municipal resolutions and legislative Projects in accord with state and federal laws and regulations.
- Serve as advisor to the President of the Legislative Assembly on matters related to Law 81, known as the Law of Autonomous Municipalities of Puerto Rico.
- Serve as advisor to the President of the Legislative Assembly on matters related to ethnics, ORHELA and OCAM.

Mayo 2012 to December 2012 – Universidad de Puerto Rico at Arecibo

Continued Education Director

- Responsible of preparing the strategic planning and providing all workshops to shareholders in the Arecibo region.
- Supervise all personnel under the division, including personnel in charge of grant writing and academic affairs, fiscal agents and budgeting, faculty and administrative personnel.
- Assess university authorities and the faculty in affairs related to continued education and professional studies.
- Perform research, needs assessments and market studies to identify potential areas of opportunities for the office and prepare work plans to respond to these needs.
- Market all academic programs available through the office of continued education.
- Administer the budget assigned to the office and guarantee that all activities are self-sustainable.
- Work together with the Dean of Academic Affairs to facilitate all academic processes related to the Office. Identify norms, policies and instructional procedures that must be revised or created to support and facilitate the activities programmed for potential shareholders.

Accreditations and workshops

- Member of the Puerto Rican Delegation, “IX Encuentro Internacional de Autoridades Municipales y Estatales” in San José, Costa Rica 2006
- Participant of the fourth Labor Congress. San Juan, Puerto Rico
- Deponent to the Congress: “Aspectos Académicos y Calidad Personales que se esperan del (a) Egresado(a) de la Escuela Sistemas Oficina” offered at the Universidad del ESTE in Utuado
- Seminar offered on: “Redacción Avanzada” -Oficina de Recursos Humanos del E.L.A
Seminario “Últimos Cambios en la Ley Laboral y su Impacto en la Nomina”-Training offered to the International Seminar and Assessment Organization

JOB DESCRIPTIONS

UARHEP - Project Director

Responsibilities and Duties:

Responsible for overall operation and administration of the Project. Create and maintain a climate conducive to learning and social change, consistent with the philosophy and objectives of the program and the university. Comply with all Federal and institutional reporting requirements. Assure implementation and implementation of the Management and Work-Plan. Recruit and hire full time staff pre-service and in-service training. Maintain effective working relationship with Federal program personnel, local agencies that participate in the development and effectiveness of the program, and with appropriate university officials. Supervisory responsibility of all program staff. Provide the lead for planning, organizing, implementing, and evaluating an innovative and suitable educational system for students. Establish and maintain up-to-date files on program operations, management systems and students academic progress. Develop, update and maintain a plan designed to foster the use of community agencies for support services needed by UARHEP students. Keep detailed records documenting all project activities, track Project participants' academic progress, evaluate UARHEP effectiveness, and manage the UARHEP budget.

Minimum Qualifications:

Master's degree in Education or Administration or a related field. Bilingual (English & Spanish) required. Experience working with disadvantaged adolescents desirable. Demonstrated commitment, sensitivity and understanding of the needs and characteristics of the migrant and farm worker population.

Academic Advisor

Responsibilities and Duties:

Coordinate with teachers for input on the academic aspects of the program and to monitor student progress. Develop and implement the personal and academic aspects of the counseling program. Develop and implement a testing program in the areas of individual achievement. Provide counseling to students individually or in group sessions, at least once a week, with individual contact at least every other week. Maintain proper files and records documenting counseling session and the personal progress of each student. Assist in the development and implementation of the orientation-motivation program. Develop, implement and update the Career and Employment Curriculum. Perform any other job duties assigned by the Project Director. Complete weekly, monthly, quarterly and any other reports assigned by the Project Director. Perform any other job-related duties assigned by the Director.

Minimum Qualifications:

Masters degree in Psychology, Social Work, Counseling or a related field. Work experience in the corresponding field preferred. Experience in working with disadvantaged adolescents desirable. Bilingual (English & Spanish) preferred. Demonstrated commitment, sensitivity understanding of the needs and characteristics of the migrant and farm worker population.

Recruiter/Follow Up Coordinator

Responsibilities and Duties:

Maintain student enrollment in relation to program objectives. Coordinate recruitment efforts and activities with local, state, regional, and national sources. Evaluate, determines and document applicant eligibility. Maintain and update records required by Project Director. Develop and maintain new referral sources. Provide program staff relevant follow-up information, helpful to the continuous development of the program. Perform any other job-related duties assigned by the Director.

Minimum Qualifications:

Bachelor's degree in a social science or a related field. Experience in recruiting, interviewing or a related field. Knowledge of interview techniques required. Experience with high school age, disadvantaged youth and their families preferred. Experience in public relations and working with government agencies desirable. Demonstrated commitment, sensitivity and understanding of the needs and characteristics of the migrant and farm worker population.

Licensed Nurse

Responsibilities and Duties:

Provide first aid in emergency situations to UARHEP students. Referral for health condition evaluations and / or treatment based on his/her professional judgment. Create and maintain updated medical records of students. Design and develop a program of educational activities for the management and prevention of health conditions. Provide individual and group guidance on health prevention, diseases, and health related topics as such as drug and alcohol abuse, among others. Attending physician of the project in performing physical examinations, treatments as required. Develop and submit statistical reports related to project area as they are required. Ensure confidentiality and compliance of processes, procedures, management and custody of the documents according to laws and regulations.

Minimum Qualifications:

BSN- Bachelor in Science of Nursing

Owning Nursing License and Updated Registration

One (1) year of experience in similar functions preferably in college environment.

Language Skills

Ability to express orally and writing effectively in Spanish and English.

Teachers

Responsibilities and Duties:

Develop and update the curriculum of his/her subject area. Implement the curriculum according to the program schedule. Maintain files that document students' attendance and academic progress. Evaluate the educational needs and strengths of individual students in order to implement an appropriate teaching-learning approach. Maintain a classroom atmosphere conducive to an effective teaching-learning process. Develop testing materials to evaluate the effectiveness of the curriculum, especially in relation to GED test results. Assist in the development and implementation of the recreational program. Participate with students in the development and implementation of a strong and feasible student government in an advisory capacity. Develop a tutorial program and tutors' work plan according to curriculum specifications and students' needs. Supervise tutors in all aspects of their work.

Minimum Qualifications:

Bachelor degree in Secondary Education with concentration in the fields they will be teaching. Experience working (teaching) with disadvantaged students preferred. Aptitude and experience in curriculum development desirable. Bilingual (English & Spanish) preferred. Demonstrated commitment, sensitivity and understanding of the needs and characteristics of the migrant and farm worker population.

Administrative Assistant

Responsibilities and Duties:

Assist the Project Director in organizing and coordinating all administrative activities related to the UARHEP Project; assist with the management and control of budget, accounting, purchases and personnel recruitment; prepare presentations, documents, and letters related to the project; maintain UARHEP files; coordinate meetings and activities; prepare reports; receive students and visitors, attend professional meetings.

Minimum Qualifications:

BA in Business Administration, minimum of 2 years working in office administration or client service area; good communications and writing skills, computer literate and service oriented personality. Bilingual (English & Spanish) desirable.

Vocational Training Instructors

Responsibilities and Duties:

Develop, update and teach the Career and Employment Curriculum and vocational counseling component. Assist in the development and implementation of the orientation-motivation program. Maintain a close relationship with the academic/placement coordinator to monitor each student academic and personal development. This will enhance realistic vocational planning. Provide continuous up-dated resource information to students in the areas of training, education, employment and financial aid. Assist in developing and implementing a testing program in the areas of individual aptitude and vocational interest. Assist the Placement coordinator in developing an Employability Plan for each student. Assist students in the completion of the paper work necessary to effect his/her placement and monitor each student's progress with respect to completion of such documents prior to graduation or departure from the program.

Minimum Qualifications:

Masters degree in Psychology, Social Work, Counseling or a related field. Work experience in the corresponding field preferred. Experience in working with disadvantaged adolescents preferred. Bilingual (English & Spanish) preferred. Demonstrated commitment, sensitivity and understanding of the needs and characteristics of the migrant and farm worker population.

Tutor

Responsibilities and Duties:

Offer individual and small group tutoring supervised by the teachers. Assist teachers in the educational setting by providing individual instruction to students according to the teacher's plan, curriculum, and students' needs. Will not work more than two or three students at a time. Develop an adequate working relationship with the tutees, and prepare reports on tutoring offered. Should participate in the recreational program on a voluntary basis.

Minimum Qualifications:

At least Junior undergraduate, GPA of 3.00 in the tutoring area, letter of recommendation from faculty in tutoring area, never suspended or on academic probation.



Estado Libre Asociado de Puerto Rico
GOBIERNO MUNICIPAL DE ARECIBO
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www.munarecibo.com



Hon. Carlos M. Molina Rodriguez
Alcalde

February 11, 2015

MS. TARA RAMSEY
GROUP LEADER
U.S. DEPARTMENT OF
EDUCATION, OESE OFFICE
OF MIGRANT EDUCATION
400 MARYLAND AVENUE, S.W., RM. 3E344,
FB-6 WASHINGTON, DC 20202-6135

Dear Ms. Ramsey:

As Mayor of the Municipality of Arecibo, I am pleased to support your High School Equivalency Program at the "Universidad del Este in Arecibo". The services proposed by your program are greatly needed and will contribute to enriching the lives of migrant and seasonal farm workers and their immediate family that resides in Arecibo.

It will be a privilege for the Municipality of Arecibo to join in the University efforts to serve our community. To this end, we will assist the UNE Arecibo and the proposed HEP Program in the recruitment process by referring, posting and distributing information about the Program in our municipality.

CORDIALLY YOURS,

(b)(6)

(b)(6)

HON. CARLOS MOLINA RODRIGUEZ
MAYOR
MUNICIPALITY OF ARECIBO

February 3, 2015

Sixto Bermúdez Vargas
Director
Universidad del Este in Arecibo
Arecibo, PR 00612

To whom it may concern:

This communication is forwarded to notify that the TANF Program will refer our participants to the UAHEP Program to complete their high school equivalency (GED) in their route to improve their quality of life and achieve economical auto sufficiency. Our office has collaborated in the past with the Arecibo Center and our experience with UNE has been excellent. UNE has made an excellent job in training our TANF recipients.

We are very pleased with their service and highly recommend the implementation of the most needed HEP Program for our region. We seek continuous cooperation between our agencies to promulgate the deferment of our participants.

We congratulate the University personnel and encourage them to keep the commitment to improve our youth by helping them reach their academic goals.

Sincerely,

(b)(6)

(b)(6)

Director

TANF Program-Arecibo



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Services
Division of Cost Allocation

26 Federal Plaza, Room 41-122
New York, New York 10278
Phone: (212) 264-2069
Fax: (212) 264-5478
Email: dcauy@psc.gov

February 10, 2013

Mr. Alfonso Davila
Acting Vice President of Finance
Sistema Univ. Ana G. Mendez & Universidad Del Este
Post Office Box 21345
San Juan, PR 00928-1345

Dear Mr. Davila:

A copy of an Indirect cost Rate Agreement is being faxed to you for signature. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for Indirect costs on grants and contracts with the Federal Government.

Please have the Agreement signed by an authorized representative of your organization and returned to me by fax or email, retaining the copy for your files. Our fax number is (212) 264-5478 and email address is dcauy@psc.gov. We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

An Indirect cost proposal, together with the supporting information, is required to substantiate your claim for Indirect costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on actual costs for the fiscal year ending 07/31/2014, is due in our office by 01/31/2015.

Sincerely,

(b)(6)

Darryl W. Mayes
Director, Division of
Cost Allocation

•Phone: (212) 264-2069 •FAX: (212) 264-5478 •E-mail: dcauy@psc.gov

ORGANIZATION: Sistema Univ. Ana G. Mendez & Universidad Del Este
AGREEMENT DATE: 2/19/2013

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	8/1/2012	7/31/2015	21.00	All	All Employees
PROV.	8/1/2015	Until amended	21.00	All	All Employees

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:
Salaries and wages.

ORGANIZATION: Sistema Univ. Ana G. Mendez & Universidad Del Este
AGREEMENT DATE: 2/19/2013

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

Fringe benefits applicable to direct salaries and wages are treated as direct costs.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year, and an acquisition cost of \$1,000 or more per unit as of 08/01/08.

The fringe benefit costs listed below are reimbursed to the grants through the fringe benefit rate;

- Retirement Annuities
- Social Security Taxes
- Disability Insurance
- Group Life Insurance
- Unemployment Insurance
- Tuition Remission (Employees only)
- Union Welfare and Pension
- Health Insurance
- Worker's Compensation Insurance

ORGANIZATION: Sistema Univ. Ana G. Mendez & Universidad Del Este
AGREEMENT DATE: 2/19/2013

SECTION III: GENERAL

A. LIMITATIONS

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-21, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Sistema Univ. Ana G. Mendez & Universidad Del Este

(INSTITUTION)
(b)(6)

(SIGNATURE)
Alfonso L. Davila

(NAME)
VP for Financial Affairs

(TITLE)
2/20/2013

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

Darryl W. Mayo

(NAME)
Regional Director, Division of Cost Allocation

(TITLE)
2/19/2013

(DATE) 0950

HHS REPRESENTATIVE: Jeffrey Warren

Telephone: (212) 264-2069

Budget Narrative File(s)

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Budget Narrative

A. Personnel

Project Director (To be hired). S/he will dedicate 100% of his FTE to work with the administration, coordination, and evaluation of the project, among other duties. A total of \$30,000.00 in the first and second year, \$30,900.00 in the third and fourth year, and \$31,827.00 in the fifth year is requested to comply with this component of the project. The salary is determined by the UNE's institutional chart; therefore we are requesting a monthly salary of \$2,500.00 with a salary increase of 3% every two years according to the UNE's institutional policy of salary increase for all full-time staff.

Administrative Assistant (To be hired): This person will be hired as a full time position (100% FTE). The Administrative Assistant will keep an updated personnel, student, faculty records and contracts. S/he will also assist in the coordination of seminars, workshops, travel, and communications, among other duties. A total of \$17,400.00 in the first and second year, \$17,922.00 in the third and fourth year, and \$18,460.00 in the fifth year is requested to comply with this component of the project. The salary is determined by the UNE's institutional chart; therefore we are requesting a monthly salary of \$1,450.00 with a salary increase of 3% every two years according to the UNE's institutional policy of salary increase for all full-time staff.

Recruitment Follow-up Coordinator (To be hired): This person will be hired as a full time position (100% FTE) following the selection criteria described in Other Attachments. The Recruitment Follow-up Coordinator will coordinate and evaluate student enrolment, recruitment efforts and activities with local, state, regional, and national sources and applicant eligibility, among other duties. A total of \$16,800.00 in the first and second year, \$17,304.00 in the third and fourth year, and \$17,824.00 in the fifth year is requested to comply with

this component of the project. The salary is determined by the UNE's institutional chart; therefore we are requesting a monthly salary of \$1,400.00 with a salary increase of 3% every two years according to the UNE's institutional policy of salary increase for all full-time staff.

Academic Advisor (To be hired): This person will be hired as a full time position (100% FTE) following the selection criteria described in Appendix. The Academic/Placement Advisor will monitor student progress, coordinate academic aspects of the program and provide counseling to students, among other duties. A total of \$19,200.00 in the first and second year, \$19,776.00 in the third and fourth year, and \$20,370.00 in the fifth year is requested to comply with this component of the project. The salary is determined by the UNE's institutional chart; therefore we are requesting a monthly salary of \$1,600.00 with a salary increase of 3% every two years according to the UNE's institutional policy of salary increase for all full-time staff.

Licensed Nurse (To be hired): This person will be hired as a part time position (50% FTE), to cover any emergencies and general health issues. A total of \$9,375.00 from year one (1) to the fifth year is requested to comply with this component of the project. The salary is determined by the UNE's institutional chart; therefore the basis of computation is as follow: (Year 1-5) 20 hours per week (1,250.00 per month x 7.5 months (30 weeks) = \$9,375.00).

Teachers (To be hired): Six (6) persons will be hired as a part time position (50% FTE) following the selection criteria described in the Appendix; (1) English Teacher, (1) Spanish Literature Teacher, (1) Natural Science Teacher, (1) Social Studies Teacher, (1) Spanish Grammar Teacher, (1) Math Teacher. We request a total of \$75,507.00 per year for the five years of the program, to comply with this component of the project. The salary is determined by the UNE's institutional chart; therefore we are requesting a monthly salary of \$1,049.00 per

month per teacher according to the UNE's institutional policy of salary increase for all full-time staff.

Tutors (To be hired): Eight (8) students will be identified as tutors. UNE is requesting a total of \$27,840.00 per year for the five years of the program. The basis of computation is as follow: 8 tutors x \$7.25 x 16 hrs. x 30 weeks hrs. = \$27,840.00.

B. Fringe Benefits: The institutional policy on Fringe Benefits (FB) is 21% for all staff. Therefore we are requesting a total of \$41,186.00 for the first and second year, \$1,712.00 for the third and fourth year, and \$42,253.00 for the fifth year, is requested to comply with this component of the project. Fringe Benefits of 21% includes: 7.65% for FICA, 6.74% for health insurance, 1.16% unemployment insurance, .10% SINOT, .18% FSE, .32% life insurance, 1.66% Christmas bonus and 5.19% on others and are calculated using the rate of 21% included in UNE's Federally Negotiated Agreement.

C. Travel

Domestic Travel: Project Director will attend one (1) mandatory Directors' Meeting in Washington, DC and one (1) National migrant education conferences, another member of the Project Staff will attend an migrant education conference on Y2, Y3 and Y4. Projected costs include: airfare, registration fee, hotel accommodations and per diem (\$100.00 per day, currently approved on the Institution). We request a total of \$ 6,000.00 for the first year, \$9,000.00 for the second, third and fourth year, and \$6,000.00 for the fifth year. We request a total of \$39,000.00 for the five years of the program, to comply with this component of the project.

Local Travel: Key personnel will attend island-wide meetings, conferences, and recruitment of participants island-wide. Institution will pay \$0.60 per mileage. We request a total

\$2,000.00 per year for local travel of our personnel. Travel estimates are based upon the Universidad del Este formal written travel policy.

D. Equipment:

Computers/Laptops: The Universidad del Este fixed asset policy indicate that all computers and electronic devices that contain hard drives must be capitalized, regardless of their cost (Includes laptops, notebooks, tablets, desktops, pc, iPads, mini iPads, hand held devices, among others). Also, all purchase of equipment costing more than \$1,000.00 will be capitalized, according to our Federally Negotiated Agreement.

- 1. Computers (one for each Key Personnel):** This project will require extensive word processing, record keeping, maintenance of large data bases, and data analysis. For this reason, we request 4 desktop computers (\$2,000.00 each), which each include the necessary software, CPU, color monitor, graphics card, keyboard, DVD ROM drive and a minimum 250 gigabyte hard drive. We request a total of \$8,000.00 to comply with this component of the project.
- 2. Laptops w/cases (one for each Teacher):** This project will require the teachers to maintain records that document students' attendance and academic progress and develop testing materials to evaluate the effectiveness of the curriculum. For this reason, we request 6 Laptops w/cases (\$2,200.00 each), which each include the necessary software. We request a total of \$13,200.00 to comply with this component of the project.

Workstations: The workstations are required to provide the new staff members a professional environment in which to effectively to carry out daily activities of the program. For this reason, we request 4 office workstations (\$3,625.00 each), which each include the necessary equipment. We request a total of \$14,500.00 to comply with this component of the project.

Other equipment: We request funding for the purchase of equipment that will be used for educational purposes such as giving lectures and presentations to the participants. We request a projector \$1,500.00 each and Wall mount screen \$1,500.00. We request a total of \$3,000.00 to comply with this component of the project.

E. Supplies

1. General Office Supplies, postage and other materials are needed for the general operation of the program. We are requesting a total of \$5,598.00 per year for the general office supplies (general office materials as: paper, folders, toners, postage, posters, and others), and related materials for the office in support of complying with the objectives of this component of the project (printing, copies and others).

2. Subscriptions to Journals: The addition of these journals will enable our students, faculty and staff to have access to additional information resources vital to conducting and improving the teaching-learning processes. The costs for these databases were calculated based on quotes from providers obtained by the Office of the Vice-Chancellor for Information Resources. The funds requested for the journals per fiscal year are as follow: The cost for the journals is \$5,000.00 for (year 1) with 5% yearly increases, (year 2) \$5,250.00, (year 3) \$5,513.00, (year 4) \$5,789.00 and (year 5) \$6,079.00.

3. Other Supplies:

Printers: Funding is requested for the acquisition of two printers \$500.00 each that are necessary to keep all printed information in a centrally located office to keep collected and analyzed data secure. We request a total of \$1,000.00 for the first year to comply with this component of the project.

F. Contractual

An **external evaluator** will be hired to work with the Project Director on establishing the evaluation method that will be utilized in this project. This person must present quarterly and annual progress reports. We request a total of \$10,000.00 per year to comply with the objectives of this component of the project. A grand total of \$50,000.00 is requested for this important component of the project.

One (1) consultant (expert in UARHEP Programs) will be hired to assist and collaborate with the PI providing regular reports and help in the establishment of the program on the first year. We request a total of \$7,500.00 per year per consultant to comply with the objectives of this component of the project. UARHEP PD will benefit from the advice of this consultant, who most has experience HEP programs. This person will work closely with PD to make sure he/she will oversee all personnel and manage the program properly and in full compliance with federal and state regulations. A grand total of \$37,500.00 is requested for this important component of the project.

Vocational Training Instructors (2): Two (2) vocational training instructors will be hired to work in the UYHEP Program. Therefore we request a total of \$5,000.00 per year per instructor = \$10,000 per year to comply with the objectives of this component of the project. A grand total of \$50,000.00 is requested for this important component of the project.

General Physician: A General Physician will be contracted to cover any emergencies and general health issues. The basis of computation is as follow: General Physician: (Year 1) $\$65.50 \times 4 \text{ hrs.} \times 26 \text{ weeks hrs} = \$6,812.00$. General Physician: (Year 2-5) $\$65.50 \times 8 \text{ hrs.} \times 26 \text{ weeks hrs} = \$13,624.00$.

F. Construction N/A

G. Other

Publication and dissemination: Funding is requested for publication and dissemination campaign for this HEP Program. In order to promote and inform the community about the project, we request these funds to place ads in media and / or promote the project in other ways. The total requested direct costs for each year of the project is \$10,000.00.

Participant support services: We are requesting funds to provide resources for participant support services and training. We request a total of \$20,300.00 per year for the duration of the project. The cost distribution is as follows:

Item	Cost
Printed Materials	\$ 1,000.00
Postage	\$ 100.00
College Board Assistance Fee (120 students x \$60)	\$ 7,200.00
Career and academic oriented Activities	\$ 5,000.00
Staff in Service- Training and Conferences	\$ 7,000.00
<i>Sub-total Other Category for Year 1</i>	<i>\$ 20,300.00</i>

H. Indirect Costs: We are requesting a total \$135,392.00 to comply with this objective of the project indicating that the indirect costs determination by the HEP Programs is 8% of the total requested direct costs. For the **first year** of the project a total of \$28,738.00, **second year** \$26,447.00, **third year** \$26,710.00, **fourth year** \$26,732.00 and \$26,765.00 in the fifth year is requested to comply with this component of the project.

I. Training Stipends:

Tuition: Funding is requested for the 120 participants as part of their total tuition cost. The tuition costs will be \$700.00 with 5% yearly increases per participant per academic year. For the first year of the project a total of \$84,000.00, second year \$86,520.00, third year \$89,116.00, fourth year \$91,790.00 and \$94,544.00 in the fifth year is requested to comply with this

component of the project. Therefore we request a total of \$445,970.00 for this important component of the project.

Student transportation: Funding is requested for the transportation of participants to and from study classes. Many participants do not have access to personal transportation and this may be their largest barrier to participate in the program. Therefore we request a total of \$3,000.00 per year to comply with the objectives of the project.

Child Care: Funding is requested for the care of participants' children while taking courses on the program. This part of the program will benefit both the children and their parents. During the first year of the program, the staff will prepare the policies and procedures for approximately 40 low and very low income participants that have more than one child to receive a \$400 stipend to be used towards paying for childcare. We request \$16,000.00 per year for Y2 through Y5, for a total of \$64,000.00 for the duration of the project.

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

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

Name of Institution/Organization

Universidad del Este

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	196,122.00	196,122.00	198,624.00	198,624.00	201,203.00	990,695.00
2. Fringe Benefits	41,186.00	41,186.00	41,712.00	41,712.00	42,253.00	208,049.00
3. Travel	8,000.00	11,000.00	11,000.00	11,000.00	8,000.00	49,000.00
4. Equipment	38,700.00					38,700.00
5. Supplies	10,598.00	10,848.00	11,111.00	11,387.00	11,677.00	55,621.00
6. Contractual	34,312.00	41,124.00	41,124.00	41,124.00	41,124.00	198,808.00
7. Construction						
8. Other	30,300.00	30,300.00	30,300.00	30,300.00	30,300.00	151,500.00
9. Total Direct Costs (lines 1-8)	359,218.00	330,580.00	333,871.00	334,147.00	334,557.00	1,692,373.00
10. Indirect Costs*	28,738.00	26,447.00	26,710.00	26,732.00	26,765.00	135,392.00
11. Training Stipends	87,000.00	105,520.00	108,116.00	110,790.00	113,544.00	524,970.00
12. Total Costs (lines 9-11)	474,956.00	462,547.00	468,697.00	471,669.00	474,866.00	2,352,735.00

***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: 08/01/2012 To: 07/31/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 85.00 %.

(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 8.00 %.

Name of Institution/Organization Universidad del Este	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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix: Mr.	First Name: Sixto	Middle Name:	Last Name: Bermudez	Suffix:
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Address:

Street1:	PO Box 2010
Street2:	
City:	Carolina
County:	
State:	PR: Puerto Rico
Zip Code:	00984-2010
Country:	USA: UNITED STATES

Phone Number (give area code) 787-257-7373 X 1612	Fax Number (give area code) 787-757-7383
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Email Address:
sibermudez@suagm.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

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