

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



**APPLICATION FOR GRANTS  
UNDER THE**

**High School Equivalency Program (HEP) CFDA Number 84.141A**

**CFDA # 84.141A**

**PR/Award # S141A160008**

**Grants.gov Tracking#: GRANT12110936**

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<i>Attachment - 1 (1236-Areas Affected)</i>	e6
<i>Attachment - 2 (1237-Congressional Districts)</i>	e7
<b>2. Assurances Non-Construction Programs (SF 424B)</b>	e8
<b>3. Disclosure Of Lobbying Activities (SF-LLL)</b>	e10
<b>4. ED GEPA427 Form</b>	e11
<i>Attachment - 1 (1235-Equity)</i>	e12
<b>5. Grants.gov Lobbying Form</b>	e13
<b>6. ED Abstract Narrative Form</b>	e14
<i>Attachment - 1 (1234-Abstract TOPS HEP)</i>	e15
<b>7. Project Narrative Form</b>	e16
<i>Attachment - 1 (1240-TOPS HEP Narrative)</i>	e17
<b>8. Other Narrative Form</b>	e43
<i>Attachment - 1 (1239-TOPS Other Attachments Forms)</i>	e44
<b>9. Budget Narrative Form</b>	e61
<i>Attachment - 1 (1238-TOPS HEP Budget Narrative)</i>	e62
<b>10. Form ED_SF424_Supplement_1_3-V1.3.pdf</b>	e65
<b>11. Form ED_524_Budget_1_3-V1.3.pdf</b>	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"/>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

* 3. Date Received: <input type="text" value="03/03/2016"/>	4. Applicant Identifier: <input type="text"/>
----------------------------------------------------------------	--------------------------------------------------

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Tennessee Opportunity Programs, Inc."/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="23-7292125"/>	* c. Organizational DUNS: <input type="text" value="1017628620000"/>

**d. Address:**

* Street1:	<input type="text" value="437 Nissan Drive Suite 502"/>
Street2:	<input type="text" value="PO Box 925"/>
* City:	<input type="text" value="Smyrna"/>
County/Parish:	<input type="text" value="Rutherford"/>
* State:	<input type="text" value="TN: Tennessee"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="37167-4311"/>

**e. Organizational Unit:**

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

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

Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Jessica"/>
Middle Name: <input type="text" value="E"/>	
* Last Name: <input type="text" value="Castaneda"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="State Coordinator"/>	

Organizational Affiliation: <input type="text"/>
-----------------------------------------------------

* Telephone Number: <input type="text" value="931-668-4139"/>	Fax Number: <input type="text" value="931-668-2611"/>
---------------------------------------------------------------	-------------------------------------------------------

* Email: <input type="text" value="migrated@blomand.net"/>
------------------------------------------------------------

**Application for Federal Assistance SF-424**

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.141

CFDA Title:

Migrant Education\_High School Equivalency Program

**\* 12. Funding Opportunity Number:**

ED-GRANTS-010716-002

\* Title:

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

**13. Competition Identification Number:**

84-141A2016-1

Title:

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

Areas Affected.pdf

Add Attachment

Delete Attachment

View Attachment

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

TOPS HEP Project (Tennessee and Alabama)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="475,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="475,000.00"/>

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

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

Areas Affected by the HEP Grant

Hamblen, TN

Macon, TN

Warren, TN

Jefferson, TN

Rhea, TN

Bledsoe, TN

Marshall, AL

DeKalb, AL

Congressional Districts

TN1

TN2

TN3

TN4

TN6

AL4

## 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.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Jessica Castaneda</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>Tennessee Opportunity Programs, Inc.</p>	<p>DATE SUBMITTED</p> <p>03/03/2016</p>

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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------

**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee  
\* Name: Tennessee Opportunity Programs, Inc.  
\* Street 1: PO Box 925 Street 2:  
\* City: Smyrna State: TN: Tennessee Zip: 37167  
Congressional District, if known: TN-06

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

<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Migrant Education_High School Equivalency Program CFDA Number, if applicable: 84.141
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<b>8. Federal Action Number, if known:</b> 	<b>9. Award Amount, if known:</b> \$
------------------------------------------------	-----------------------------------------

**10. a. Name and Address of Lobbying Registrant:**  
Prefix: \* First Name: none Middle Name:  
\* Last Name: none Suffix:  
\* Street 1: Street 2:  
\* City: State: Zip:

**b. Individual Performing Services** (including address if different from No. 10a)  
Prefix: \* First Name: none Middle Name:  
\* Last Name: none Suffix:  
\* Street 1: Street 2:  
\* City: State: Zip:

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

\* Signature: Jessica Castaneda  
\* Name: Prefix: \* First Name: Gaila Middle Name:  
\* Last Name: Flethcer Suffix:  
Title: Executive Director Telephone No.: 615-459-3600 Date: 03/03/2016

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

PR/Award # S141A160008

**NOTICE TO ALL APPLICANTS**

OMB Number: 1894-0005  
Expiration Date: 03/31/2017

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.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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.**

Equity.pdf	Add Attachment	Delete Attachment	View Attachment
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### 3 Quality of Project Services

*(Equal access and treatment for participants.)* To comply with fair practice and equal access requirements, TOPS and collaborating partners have safeguards in place to ensure equal educational opportunities regardless of gender, race, color, religion, national origin, marital status, age, or disabling condition and have written statements documenting this position.

**Exhibit 5 – Measures TOPS Has Taken to Ensure Equity**

<b>Activator</b>	<b>Measure</b>
Director is responsible to ensure that all potential candidates have equal access	TOPS assures equity of access for all students, teachers, administration and others -with special needs regardless of gender, race, national origin, color, age, or disability. All facilities housing HEP sites oversee accessibility to buildings, rooms, and furniture. Monies are budgeted annually to allow for items, if needed, to assist students with special needs, including, special class materials, tutors, Braille books, sign language, technology accessibility and interpreters.
TOPS HR staff ensure compliance with all national and state equity measures	Officer ensures compliance with all national and state equity measures Title VI of the Civil Rights Act (1964); Title IX of the Education Amendments (1972); Section 504 of the Rehabilitation Act (1973); Age Discrimination Act (1975); IDEA; Americans with Disabilities Act (1990)
Project has developed systems to ensure equity	Measures include: ID&R Outreach and Recruitment Plan; Student Enrollment Process; Professional development activities; and Project Evaluation Activities
TOPS also provides	Project materials printed in English and Spanish; ESL classes; and bilingual project staff who speak the student's language of origin.

## 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.

<b>* APPLICANT'S ORGANIZATION</b>	
Tennessee Opportunity Programs, Inc.	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Mrs.	* First Name: Gaila Middle Name:
* Last Name: Fletcher	Suffix:
* Title: Executive Director	
<b>* SIGNATURE:</b> Jessica Castaneda	<b>* DATE:</b> 03/03/2016

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

*ABSTRACT: Tennessee Opportunity Programs, Smyrna, TN, 37167*

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Tennessee Opportunity Programs of Smyrna, TN; the Tennessee State Department of Migrant Education; and Alabama Department of Migrant Education are seeking funding to provide educational opportunities to the migrant and seasonal farmworker community in TN and AL. This program would help serve the eligible family members of over 4,500 migrant students, 700 out of school youth, and the sizeable seasonal farmworker community in both states, many of whom otherwise could not overcome the obstacles to obtaining a post-secondary degree.

TOPS's project design and service delivery system are based on the identified needs of both states' HEP eligible population. The identified needs form the basis for the project goals, objectives, anticipated outcomes, and services. The first goal is that at least 69% of the 75 Tennessee and Alabama commuter HEP participants served each year from our 8 sites will receive a GED (GPRA 1). The second goal is that of the HEP graduates 80% of the participants will enter postsecondary education, career positions, or the military (GPRA 2).

The program will offer year round services assisting eligible students to obtain their GED or HiSET across the two states in 8 different counties with large seasonal and migrant farmworker populations. HEP services will be offered in Warren, Macon, Hamblen, Jefferson, Rhea, and Bledsoe counties in Tennessee and in Marshall and DeKalb counties in Alabama.

Key features of the TN HEP include effective individualized high quality engaging instruction guided by student learning plans, hands on rigorous STEM instruction, and high quality professional development for staff, as well as college and career planning, mentoring, counseling, financial assistance, ESL support, technology training, tutoring, and other instructional and support services for all students.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

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[View Optional Project Narrative File](#)

# Table of Contents

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Section	Page
Need for and Significance of the Project.....	1
Quality of Project Design.....	6
Quality of Project Services.....	14
Quality of Project Personnel.....	16
Quality of Management Plan.....	17
Adequacy of Resources.....	21
Quality of the Project Evaluation.....	22

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# TOPS TN HEP PROJECT NARRATIVE

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## 1. Need for and Significance of the Project

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

Tennessee Opportunity Programs Inc. (TOPS), Tennessee Migrant Education (TNMEP) and Alabama Migrant Education (ALMEP) are seeking funding to provide HEP services to seasonal and migrant farmworkers in TN and AL. There are over 4,500 migrant students identified in TN and Alabama. Of these, there are over 700 out of school youth. These youth, as well as numerous other seasonal farmworkers and migrant parents, would be eligible for the High School Equivalency Program (HEP).

The majority (53%) of Hispanic workers in TN and AL do not have a high school education and are not enrolled in programs to obtain their high school equivalency exam. The median highest grade of school completed by farmworkers is sixth grade and 13% of farmworkers have completed less than three years of schooling.

TN and AL have large populations that would be eligible for HEP. Currently there are not HEP services in either state, although the need is great. In both states, by state law, all instruction in K-12 education, as well as Adult Ed (ABE), is taught only in English, making GED instruction inaccessible for many seasonal and migrant farm workers who are second language learners. Both states have populations that come specifically to work in agriculture. Currently TN is ranked third in tobacco production in the country. According to Agriculture Census statistics 80% of TN land is used for agriculture related purposes. TN is among the top 10 states in the

country for production of hay, fresh tomatoes, and snap beans and 8<sup>th</sup> in cotton production. Alabama is 7<sup>th</sup> in cotton production and is the 4<sup>th</sup> producer of poultry, eggs, and aquaculture.

Tennessee Opportunity Programs (TOPS) has worked since 1998 with the Migrant Education Program (MEP) in TN. TOPS has implemented all facets of the MEP in various capacities through grants from the TN Dept. of Education including recruiting eligible students and implementing services through in-home, afterschool, and summer school programs. In addition, TOPS has worked with the National Farmworker Jobs Program through grants from the U.S. Department of Labor since 1973 to recruit farmworkers and provide job training and skills enhancements in order to counter the chronic unemployment and underemployment experienced by farmworkers. [Farm worker unemployment rates are double those of all wage and salary workers according to U.S. Dept. of Labor statistics, as agricultural work by nature provides virtually no job security. Farmworkers are employed only about 66% of the year performing U.S. farm work on average.]

Implementing these programs has allowed TOPS to make strong ties with higher education entities, school districts, faith based organizations, community organizations, farmers, and farmworker resources across the state. With a unique view of the migrant and seasonal farmworker population in TN TOPS can easily identify specific areas across the state where resources are limited and needs are great. By partnering with neighboring Alabama two key areas with the largest migrant and seasonal populations have been identified.

Funding has been historically limited for the TNMEP program necessitating TOPS to be innovative in its service delivery model for migrant families and youth. These limitations have left little or no resources to help eligible participants obtain their GED. Funding for the HEP would be used to help address these needs.

*(i)The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.*

The migrant population identified by the TN MEP is 96% Hispanic and has been over the past 17 years. The participants identified by the NFJP are 97% white. In TN and AL, Latinos were the fastest growing racial or ethnic group during the last ten years.

The foreign-born Hispanic population in TN and AL are primarily from Mexico, however, most did not move here directly from Mexico, but from somewhere else in the United States, especially from Georgia, California, Texas, and Florida. The majority of Hispanic workers in both states do not have a high school education (53 %). Many migrant families live on one wage far below the established federal poverty level in the U.S. Annually, the average income of crop workers is between \$10,000 to \$12,499 for individuals and \$15,000 to \$17,499 for a family. This makes farm work the second lowest paid job in the nation (after domestic labor) and, according to data provided by the National Farmworker Ministry, farm workers have the lowest annual family incomes of any U.S. wage and salary workers. Most of the migrant and seasonal farm workers in both states are found in rural counties which have limited resources available to the farmworker community.

TOPS would like to develop a HEP Program that would work effectively to connect resources between the migrant and seasonal farmworker community, local Adult Ed, and community agencies in targeted counties and the surrounding areas. TOPS has experience linking this population to direct services and providing high quality services. This will be key to ensuring more eligible farmworkers are able to pass their HiSET test or GED.

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

TN and AL state law requires all instruction in K-12 education, as well as Adult Ed (ABE), is taught only in English. In addition, TN will stop offering the GED test at the end of 2016 and will only offer the HiSET test. Alabama continues to offer the GED. In TN those wishing to take the HiSET practice test are required to first take the CASAS diagnostic test to measure their academic skills. Both the CASAS and HiSet practice tests are available in Spanish, but the CASAS is only given in English by ABE in TN. Students are then placed in a class based on their ability. All second language learners who do not pass the CASAS in English are placed in an ELL class. Local ABE directors report that it may take up to 2 years for a student to be able to test out of the class and take the HiSET practice test. HEP funding would help overcome this barrier currently facing eligible Spanish speaking students.

The table below outlines the target areas TOPS would focus on with this program. These are areas with the highest numbers of potential eligible candidates. TOPS would work to ensure that 75 students obtain their high school equivalency degree annually (375 for the duration of the project).

**Exhibit 1: Proposed counties and student numbers for TN HEP Project**

<b>County Name</b>	<b># of Proposed HEP Students to serve</b>	<b>9<sup>th</sup> grade Cohort Graduation Rate 2015</b>	<b># of Adults without a GED in the county</b>	<b>Children in Poverty</b>	<b>Unemployment rate</b>
Hamblen, TN	15	87%	8544	29%	8.90%
Macon, TN	10	85%	3848	33%	8%
Warren, TN	10	92%	6585	29%	9.20%
Jefferson, TN	10	92%	7022	27%	9.80%
Rhea, TN	15	82%	4977	28%	11.30%
Bledsoe, TN	5	83%	2530	36%	10.40%

Marshall, AL	5	87%	4321	31%	5.5%
DeKalb, AL	5	86%	3267	29%	7%

*(iv)The importance or magnitude of the results or outcomes likely to be attained by the proposed project.* The table also shows the percentage of children in poverty and the unemployment rate per county, which often directly correlates with the education level of the population. Not only does one’s education level affect his or her own health but education can have multigenerational implications that make it an important measure for the health of future generations. In TN individuals without a high school credential are more likely to be unemployed, 3 times as likely to live in poverty, and 8 times as likely to be incarcerated. Helping more migrant and seasonal farmworkers obtain their HiSET will directly affect the number of children in poverty, wage earnings by participants, unemployment rates, and the resources available in the communities where HEP services are offered.

Even when educational opportunities such HEP are offered, barriers still exist. A flexible, academically rigorous, and personalized approach will be critical to the success of the TOPS HEP program. TOPS will work with TN MEP, AL MEP, NFJP, the local school districts, Adult Ed, and community agencies in each of the unique eight identified counties to determine the most cost-effective model that targets the existing gaps in services and the specific needs of the eligible HEP participants in order to assist eligible HEP participants to obtain their HiSET or GED.

**Exhibit 2 – Identified Needs and Corresponding Project Activities**

<b>Identified Need Indicators</b>	<b>Corresponding Project Components by TOPS HEP</b>
Not enough instructors at the local Adult Education.	Provide qualified instructor(s) to provide instruction.
CASAS test only available in English and required by ABE.	Purchase tests and test students in Spanish CASAS or TABE test.
Instruction in Spanish is not available.	Provide instruction in Spanish as needed to students.

HEP Students lack computer literacy to take the exam and computer literacy programs are not available.	Computer literacy classes organized in conjunction with the local educational district through Adult Ed, the local school district, or directly through HEP staff.
HEP students do not have transportation to classes.	Classes will be provided close to students' homes, in-home, or transportation stipends will be provided.
HEP students do not have childcare to attend classes.	Stipends for childcare will be provided or classes will be provided in-home.
Space is not available for classes.	Coordinate with local community contacts and resources to find a suitable location for classes or classes will be provided in-home to small groups.
Eligible students are not interested in working to get their GED or HiSET.	Personal, vocational, and academic counseling will be provided to prospective candidates as well as enrolled HEP students.
Students are not sure what to do once they obtain their HiSET or GED.	Placement services will be provided to help students complete applications for colleges, applying for financial aid, draft resumes, cover letters, etc.
Limited interest of participants in STEM related jobs after completion of HiSET or GED.	Provide high quality instruction related to STEM throughout the process, make real-world connections to what they are learning, and open their minds to possibilities after obtaining their HiSET.
Limited educational levels of migrant and seasonal farmworker populations.	Coordination with other educational programs to help potential participants increase their academic abilities in all subjects. Direct high quality instruction to raise academic skill levels for participants. Individualized and closely monitored instructional plans.
Few opportunities for migrant youth, farmworkers, seasonal workers, and migrant families to access high quality educational resources.	High quality, well-trained, bi-lingual staff, program directed individualized instructional programming and support services, short and long-term goal setting.
Few educators prepared to work with migrant youth, parents and seasonal farmworkers.	High quality well-trained bilingual staff who receive targeted and intensive professional development. Structured program implementation and guidance that creates consistent expectations and positive outcomes.
Limited partnerships exist between local ABE programs and the migrant and seasonal farmworker communities.	Extensive and constant Outreach and Recruitment Plan, established partnerships with TOPS & TN MEP, AL MEP, NFJP, iLearn Center, GOSOSY Consortium, School Districts, and Community Adult Education programs

## **2. Quality of Project Design**

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

TOPS' HEP program goals, objectives, activities and outcomes were designed in response to the identified needs reported in Section 1. The project's primary goal is to provide high quality instruction and support services to eligible participants; prepare them to complete the requirements for high school diploma or the equivalent; and ready them to enter subsequent postsecondary education, career up-grades, or placement in the military. Goal achievement will be measured by whether or not specific objectives and outcomes have been met through project activities.

Exhibit 3 provides a detailed outline of project objectives, activities and outcomes aligned with linkages to the identified needs in Section 1 and the coordination between local, state, and federal agencies and organizations. The outcomes listed in Exhibit 3 provide benchmarks of progress toward meeting the project objectives.

**Exhibit 3 Overview of Project Objectives, Activities and Outcomes**

Objective	Activities	Outcomes and Evaluation
Obj 1: TOPS HEP Project will increase the number of migrant youth, seasonal farmworkers, migrant parents, and NFJP participants who successfully complete high school diploma or equivalent.	<ul style="list-style-type: none"> <li>a) Active recruitment of all eligible students will be conducted statewide.</li> <li>b) Effective partnerships and collaborations will be made to leverage resources that can be used towards the HEP goals as well as save funding and staff time.</li> <li>c) An individualized student learning plan (ILP) will be developed and maintained for all participants.</li> <li>d) Instruction will be provided through several different options.               <ul style="list-style-type: none"> <li>1. Direct instruction</li> <li>2. Student labs</li> <li>3. Computer based instruction</li> <li>4. Homework and independent study models.</li> </ul> </li> </ul>	Yearly Outcomes: <ul style="list-style-type: none"> <li>a) 75 students a year or 375 over 5 years will pass their high school equivalency degree.</li> <li>b) 100% of students will have an ILP.</li> <li>c) At least 85% of the students surveyed will indicate satisfaction with the GED examination prep instruction.</li> <li>d) At least 85% of the students surveyed will indicate satisfaction with instructional staff.</li> <li>e) 80% of the students will complete the instruction required to take the GED examination.</li> <li>f) 75% of students will receive their GED. (GPRA 1 Indicator (69% required))</li> <li>g) An increasing number of students will complete the program &amp; receive</li> </ul>

		a GED.
Obj. 2: TOPS HEP will increase student access to support services, e.g. educational tutoring, mentors, counseling, health screening and assistance in identifying financial aid to further academic careers.	<ol style="list-style-type: none"> <li>1. As needed students will be provided with services through HEP staff directly as well as partner agencies that include the following: <ol style="list-style-type: none"> <li>a. Personal, vocational, and academic counseling</li> <li>b. Health Services</li> <li>c. Assistance with obtaining information on financial aid</li> <li>d. Stipends</li> <li>e. Educational and cultural activities</li> <li>f. Supportive services such as transportation and child care as needed.</li> <li>g. Staff will be provided high quality professional development on providing rigorous and engaging coursework in all subject areas including STEM instruction.</li> </ol> </li> </ol>	<p>Yearly Outcomes:</p> <ol style="list-style-type: none"> <li>a) 100% of the students will have an ILP.</li> <li>b) At least 85% of enrolled students will access the support services identified in their ILP.</li> <li>c) 90% of the students will be matched to a mentor that supports their interests.</li> <li>d) 60% of enrolled students will receive referrals for health, dental, and vision screenings.</li> <li>e) 95% of participants will receive placement follow-up services.</li> <li>g) 100% of key project staff will receive 20 hours of in-service training in areas such as eligibility, networking, instructional strategies, mentoring techniques, and best practices.</li> </ol>
Obj. 3: TOPS HEP will increase numbers of HEP participants who enter post-secondary education, the military, or careers outside the migrant stream. (GPRA 2 Indicator)	<ol style="list-style-type: none"> <li>1. Through the entire GED/HiSET instructional process instructional staff will work with HEP students to help them make career goals and plans for the future.</li> <li>2. During instruction real life skills and connections will be made to help students understand the relevancy of the topics and information presented.</li> <li>3. A special focus will be made to provide hands on STEM instruction to help students make connections in science, math, through technology and engineering.</li> </ol>	<p>Yearly Outcomes:</p> <ol style="list-style-type: none"> <li>a) 100% of enrolled students will receive information on and explore post-secondary career options.</li> <li>b) At least 80% of TOPS HEP students will receive information and support needed to apply for post-secondary enrollment and financial assistance.</li> <li>c) 80% of all TOPS HEP students who receive a GED will enter postsecondary education, career positions, or the military. (GPRA 2 Indicator)</li> <li>d) At least 90% of the students served will indicate satisfaction with assistance the program provided in exploring and securing postsecondary educational or career options.</li> </ol>

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

TOPS has strategically designed its program components to provide activities and services that address the unmet needs and obstacles that prohibit the migrant and seasonal farmworker population from completing secondary degrees and training. As these are well-coordinated and link to available resources they will result in a more efficient use of HEP staff time, program resources, and increase the number of participants that can be served. Other adaptations of the TOPS' HEP program design include year-round enrollment and testing (due to high mobility of migrants and seasonal farmworker participants), and an expectation of entry-level academic achievement at the 7th grade level.

**Service Priorities & Eligible Participants-** Eligible migrant and seasonal youth and adults who want to complete a secondary degree and are most in need of academic, support, and financial services will be given first priority. The project director will collaborate with recruiters/tutors to disseminate information in the appropriate languages; make contacts with organizations, agencies, and individuals; and meet with families to identify eligible candidates. Efforts will be made to ensure that in each area and with all candidates that the best plan to deliver the most services to each student is developed and implemented. Social media and a project web site will also be used to increase awareness.

**Assessment-**Each candidate will complete a full assessment and survey to provide a realistic picture of the individual's skills, career aptitude, depth of commitment, and current ability to focus on the program. The project has a 7th grade entry standard for academic skills.

**Individualized Learning Plans (ILP)-**Each accepted student will complete a goals survey and develop an ILP with project staff, and a family member if appropriate, to identify their educational, career, and social objectives. The ILP directs the individual student's course of study as well as the instructors focus. It will include timelines, key student mastery skills and

resources needed to successfully complete the program, assists students with goal setting and achievement, and identifies support services.

**Financial Aid-**Tuition, fees, books, and major supplies will be provided for TOPS HEP students' course of study. Each student can earn stipends for supplies, transportation and/or limited childcare if project criteria are met.

**Program Design & Service Delivery-**The core academic components will include basic skills instruction, GED prep classes, STEM instruction, academic skill building and tutoring, literacy instruction, language training, and mentoring.

**Vocational Exploration , Job Search & Post -secondary transition-** The project will emphasize goal setting as well as post-secondary planning and provide opportunities to assess vocational and career aptitudes as well as building job search skills (e.g., resumes, essay writing & interview skills, financial aid applications) and to visit programs of the student's interest in the area.

**English as a Second Language-** If initial assessment indicates that a student is not proficient in English, ESL instruction will be provided through direct instruction, technology resources, and/or study aids programs; whichever works best with students' schedules.

**Use of Technology-** Computer instruction will be offered as needed to increase computer literacy and prepare students to take their exams on-line. MP3 players, apps, or SM cards with language instruction courses, bilingual math lessons, English in Minutes materials, and other resources will be available for student use. The use of relevant apps such as Kahn Academy and language learning software will also be incorporated into instruction.

**Supportive Services- Mentoring and Counseling**-Each student will have the opportunity to receive academic personal and career-counseling and mentoring from TOPS HEP staff as well as community partners to assist the students in adjusting to school, work, and social situations and developing reasonable life and career goals.

**Supportive Services- Follow-up Services**-After students complete the program, staff will provide placement follow-up services to offer continued support in the student’s transition.

*(iii.) The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.* In implementing the MEP and NFJP over the years TOPS has developed solid and tested collaborations with SEAs, LOAs, farmers and the agriculture community, and community and faith based organizations. ALMEP has also developed these collaborations in AL. Accessing these partnerships and collaborations will allow us to maximize resources for all eligible HEP students.

*(i.) Extent in which the proposed project will increase the efficiency in the use of time, staff, money or other resources in order to improve results and increase productivity.*

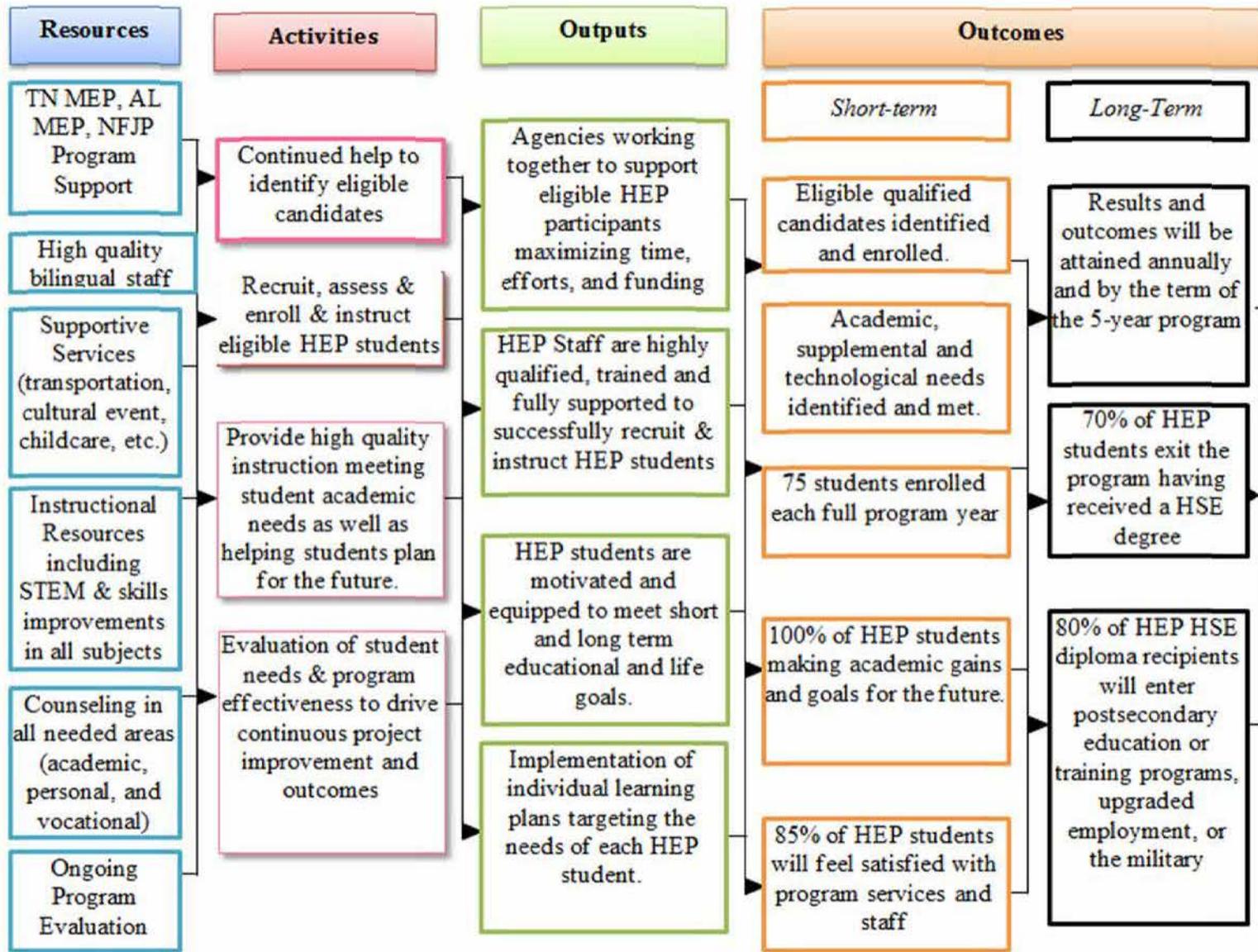
**Exhibit 4: Coordination with appropriate community, State and Federal Resources**

Resource Partner	Service	Resources Saved
Adult Basic Education Programs	Providing English and Spanish HEP students with screener test, and GED or HiSET instruction in English. Providing computer skills classes or space for classes to be held.	Staff instruction time and pretest fees allowing time for instruction for those who are not English speaking.
Tennessee Tech Centers	Helping students learn about post-secondary opportunities. Providing campus tours and counseling.	Staff counseling time for post-secondary careers allowing for more counseling in other areas.
TOPS iLearn STEM Resources	Hands on Instructional STEM units related to increasing understanding of math and science. Providing high quality professional development to staff.	STEM Curriculum resources as well as materials available through the iLearn Center available at no cost to HEP. Allowing for additional curriculum resources to

		be purchased in addition to the available STEM materials.
Local School Districts	Assisting in identification and recruitment of eligible students by providing notification of drop outs or highly truant students. Providing space for computer skills classes and HEP evening study labs.	Recruiting time maximized allowing for more efforts in the community and farms. Money saved for cost of facilities and available technology.
TN/AL MEP	Identification of eligible candidates as well as notification of the HEP program to eligible parents and youth.	Staff recruitment time and resources
TN/ AL NFJP	Identification of eligible candidates and assistance with job training for eligible candidates after completing their high school equivalency exam.	Staff recruitment time and resources
Faith Based Agencies	Providing space and volunteers for community based ELL classes.	Provides additional instructional time with no cost to the program.

*v. Extent to which the proposed project is supported by strong theory as defined in 34 CFR.77.1(c)*

The HEP project logic model clearly defines the input and outputs the program will use to reach short and long term goals as well as conduct continuous evaluation of our program. The model uses examples to demonstrate the key components of our program as well as the expected outcomes.



**Impact: Improved quality of life for participants and their families**

### 3 Quality of Project Services

*(Equal access and treatment for participants.)* To comply with fair practice and equal access requirements, TOPS and collaborating partners have safeguards in place to ensure equal educational opportunities regardless of gender, race, color, religion, national origin, marital status, age, or disabling condition and have written statements documenting this position.

#### **Exhibit 5 – Measures TOPS Has Taken to Ensure Equity**

<b>Activator</b>	<b>Measure</b>
Director is responsible to ensure that all potential candidates have equal access	TOPS assures equity of access for all students, teachers, administration and others -with special needs regardless of gender, race, national origin, color, age, or disability. All facilities housing HEP sites oversee accessibility to buildings, rooms, and furniture. Monies are budgeted annually to allow for items, if needed, to assist students with special needs, including, special class materials, tutors, Braille books, sign language, technology accessibility and interpreters.
TOPS HR staff ensure compliance with all national and state equity measures	Officer ensures compliance with all national and state equity measures Title VI of the Civil Rights Act (1964); Title IX of the Education Amendments (1972); Section 504 of the Rehabilitation Act (1973); Age Discrimination Act (1975); IDEA; Americans with Disabilities Act (1990)
Project has developed systems to ensure equity	Measures include: ID&R Outreach and Recruitment Plan; Student Enrollment Process; Professional development activities; and Project Evaluation Activities
TOPS also provides	Project materials printed in English and Spanish; ESL classes; and bilingual project staff who speak the student’s language of origin.

(i) *Quality, intensity, and duration of professional development.*

#### **Exhibit 6 – Examples of Professional Development Systems for Staff**

Quarterly needs-based professional development.
An annual professional development and training event in which staff and partners share successes, barriers to success, and how obstacles were overcome; plan for project improvements based on formative evaluation data; and identify ways to maximize resources .
Cross-training of staff (i.e., recruiters, instructors, mentors) on eligibility guidelines and services to be provided.
Professional Development on STEM instruction helping instructors know how to make strong connections through hands on experience tied to science, math, technology and engineering to foster an interest in possible future careers and real life relevancy to instructional sessions.
Daily review of staff reports, instructional plans, & data between the supervisors & staff.
Development of guidelines & handbook for all personnel that will include, among other topics,

recruitment and eligibility, job descriptions, area support services, samples of required forms, program goals and objectives, roles of partnering agencies, migrant toll free numbers, etc.

TOPS uses a newsletter, website, and social media to increase awareness about the project and to inform stakeholders and others of successes and up-coming happenings.

*(ii) Extent to which the services to be provided by the proposed project are focused on those with the greatest needs.* TOPS has outlined the following service priorities and strategies: Students who: 1) are most likely to be able to pass the GED exam within the recommended HEP timeline (entry level standard); 2) without support services, would be unable to successfully complete secondary degree (ILP directed support services); 3) are identified as priority for service according to MEP guidance. TOPS also has mechanisms within the project management plan to ensure students are selected according to service priorities and needs.

*(iii) Likelihood that services will lead to improvement in employment skills –*

**Exhibit 7 - Project Activities to Promote Increased Employability**

<b>Project Activity</b>	<b>Skill Development</b>	<b>Employment Advantage</b>
ILP	Goal setting, self-challenge	Career goals
GED Prep Courses & Instructional Sessions	Increased knowledge	Credentials for postsecondary options
ILP review and advising sessions, tutoring	Improve study skills, remediation of academic skills	Increased self-esteem, responsibility for achievement
Career exploration and exposure	Knowledge of careers options	Job seeking and interview skills, interest aptitude testing
Personal counseling	Coping strategies for new life experiences; interpersonal skills	Strategies for solving problems, decision making skills
Support services	Knowledge of resources	Social and Personal Maturity
Weekly mentor meetings/contact	Role model relationships	Self-esteem, interpersonal skills
Student organizations, community service activities	Interpersonal skills, service to community, leadership skills	Workplace social skills and cultural growth

#### 4. Quality of Project Personnel

TOPS will focus on hiring highly-qualified staff with backgrounds and experiences complimentary to participants using Equal Opportunity guidelines.

*(i) Qualifications, relevant training and experience of the project director.* Jessica Castaneda will serve as Project Director. She has worked extensively with pre-K-12<sup>th</sup> grade students and their families over the past 16 years. As the state coordinator for the TNMEP she has coordinated over 40 summer schools, 10 Career Institutes for High School students, 8 award winning after-school LEAPS or 21stCCLC programs, a year-round state-wide in-home STEM instruction and tutoring program, TN ID&R efforts, a continuing education program for out-of-school youth and parents as well as other endeavors. Mrs. Castaneda understands the lifestyle of the migrant worker and what it takes to overcome the obstacles to complete a secondary diploma.

*(ii) Qualifications, relevant training and experience of key project personnel-* TOPS seeks to attract members of minority groups for all personnel positions and adheres to all Equal Opportunities practices Section 2 (iii) and Section 4. Positions will be advertised in local and regional newspapers, to universities in both TN and AL, online, and through the TOPS website.

TOPS will ensure that all instructors and program staff meet program standards and are bilingual. Academic instructors in a one-to-one setting will conduct tutoring sessions outside the classroom hours as needed by students.

#### **Exhibit 8 - Project Staff, Qualifications, and Responsibilities**

<b>Position</b>	<b>Qualifications</b>	<b>Responsibilities</b>
Project Director	Bilingual, 10 years of experience coordinating staff and migrant related programming, understanding and expertise in instruction and education. Post-	Oversees efforts of hiring, supervising, and evaluating staff; chair Advisory Committee; fiscal management; daily operation management; interfaces with network partners; coordinates mentor/student

	Secondary Degree. Understanding and sensitivity to migrant specific lifestyle and unique characteristics.	activities, as well as student cultural events activities.
Project Coordinator	Bilingual; Migrant experience; Experience in supervision, coordination, and instruction. Post-Secondary Degree. Understanding and sensitivity to migrant specific lifestyle and unique characteristics.	Reports to the Project Director; Coordinate academic & support services across the state; supervise tutors; coordinates staff meetings & trainings; academic advising; implements Outreach & Recruitment Plan; coordinates with State & local MEP ID&R & NFJP staff; coordinates with LEA counselors, farmers & community agencies.
Instructors/ Recruiters	Minimum of High School Diploma, Post-Secondary Degree preferred. Proficient in Spanish and English.	Reports to Project Coordinator; Coordinates recruiting efforts with State and local MEP staff, LEA counselors, and agribusinesses. Processes accepted student enrollments, maintains & completes all required forms, & develops and maintains personalized student case management files. Provides GED/HiSET instruction, counseling services, etc. Submits daily reports & maintains accurate & up-to-date case management data.

### 5. Quality of Management Plan

*Assurances*-The TOPS HEP management plan clearly communicates the project’s focus of its human and fiscal resources on the delivery of direct services to those eligible candidates with the greatest needs. The project is very invested in ensuring the student is involved in participating in developing a plan to enable them to successfully complete their secondary degree, enter postsecondary education, or assume career positions outside the migrant stream. TOPS includes key elements in the management plan based statutory assurances. The key elements of these assurances can be found in the planning, implementation, and evaluation components of TOPS’ HEP program design.

#### **Assurance of Staff Knowledge of Migrant Population- Statute Reference Section 418A (d)-**

Key staff associated with the TOPS HEP project are experienced in the education of diverse

under-represented populations and have a strong commitment to the unique characteristics and needs of migrant and seasonal farmworkers. Staff will strive to promote interagency and interstate coordination. Provisions for staff in-service trainings, travel to conferences and workshops, technical assistance, student travel, interagency coordination and a strong evaluation plan will ensure student needs are met.

*Assurance of an Identification and Recruitment Plan to Those Most in Need of TOPS HEP*

TOPS HEP will consider all migrant and seasonal farmworker youth aged 16 and over, not enrolled in school, and who do not have a secondary degree, eligible for the project. The keystone of recruitment will be collaboration between the TN & AL MEP, NFJP, local and state recruiters, Adult Ed centers, agri-businesses, and social agencies. Other sources of recruitment for potential HEP candidates include labor camps, minority-based community centers, word-of-mouth referrals, housing units, and visits to high schools. Recruitment of students for the program will involve intensive efforts on a year round basis. Recruitment is the first step in building a continuum of services. The recruiter will be the first point of contact between the students, their families and the project to inform them of the project, its goals and objectives, requirements, and opportunities. The recruiter will distribute project information in the native language of the candidate and his or her family.

The management plan will be reviewed annually based on evaluations and staff/stakeholder recommendations and will be modified as necessary to increase the effectiveness of the implementation and the accomplishment of its objectives on time and within budget.

*Adequacy of management plan to achieve the objectives of the proposed project on time and within budget with clearly defined responsibilities, timelines, and milestones for the tasks.*

### Exhibit 9: HEP Program Objectives

Project Activities	Timeline (Month)	Person Responsible	Milestones
<b>Obj. 1 – Increase the number of migrant youth who complete their secondary education.</b>			
Hire project staff	1	Director	Qualified staff
Develop an outreach and recruitment plan	1-2	Director /Recruiter	Outreach plan
Develop HEP information to increase awareness of the program	1-2	All Staff	Distribution
Develop and disseminate communication packets to partners	2-3	All Staff	Dissemination
Collaborate with LEAs to identify candidates	3-5	All Staff	Candidates
Meet with agribusiness partners to explain project	3-12	Director/ Recruiter	Face-to-face Mtg.
Contract services of qualified tutors	3-4	Director	Tutor contracts
Complete Student Selection Matrix on candidates	3	Director	Student info
Assess HEP candidates	1-12	Instructor/Recruiter	Assess results
Hold orientation for students & families	1/6/11	All Staff	Signed forms
Develop and review ILPs for each student	2/7/12	Coordinator	Student ILPs
Implement all project components	1-12	All Staff	Student services
Provide services to a min. of 75 students	1-12	All Staff	Student services
Evaluate the effectiveness of project activities	1-12	Evaluator	Obj. timelines
<b>Obj. 2 - Increase student access to postsecondary education support services.</b>			
Create systems to pay student fees/stipends	1	Director	Internal Systems
Establish criteria for stipends	1	Director	Documentation
Schedule for health, dental, and vision screening	2-4	Coordinator	Areas of concern
Provide students with books/supplies	1/6/11	All staff	Books/supplies
Identify support services needed through ILPs	1-12	Coordinator	ILP review
Identify support services external to grant funds	1-12	Director & Coordinator	Support services
Identify network partners for additional services	1-12	Director & Coordinator	New partners
Develop mentor screening & training program	1-2	Recruiter-Instructor	Mentors
Match mentors to students based on interests	1	Recruiter-Instructor	Feedback
Schedule of support services identified on ILP	1-12	Recruiter-Instructor	Documentation
Assist students applying for financial aid for post-secondary ed. or tech. programs	6-12	All Staff	Financial aid
<b>Obj. 3 – Will increase the number of out-of-school migrant youth who enter post-secondary</b>			

<b>education, the military or career positions outside the migrant stream.</b>			
Provide career exploration, information, and exposure to post-secondary careers.	1-12	Coordinator	Training to staff
Provide support in completing applications, applying for financial aid, interviews, etc.	11-12	All Staff	Training to staff
Match students to mentors based on shared interests	1	Coordinator	Student Feedback
Survey student assessment of project value.	12	Director	Student Surveys

*(ii) Procedures for ensuring feedback and improvement* - Procedures are in place to ensure continuous feedback and improvement including ongoing communication between project staff and supervisors, formative and summative evaluation activities, and collaboration with outside agencies as seen in Exhibit 10.

**Exhibit 10 - Communication Processes and Resulting Project Improvements**

<b>Project Process</b>	<b>Result from Continuous Feedback Looping</b>
Daily staff reports to supervisors, monthly case management data submission and review, & other structured communication processes between project staff, between partners, and between staff and students	ID&R plan maintains effectiveness over the entire state as the service area. Accountability for instruction and support services are maintained through daily reporting and data tracking processes. Data analysis, conclusions, & recommendations are always current.
Quarterly project staff meetings	Review implementation plan, process data, and allocation of human and fiscal resources
Coordination between project staff, mentors, partner service providers	Increased breadth and depth quality of support resulting in increased student performance
Integrated systematic evaluation collecting qualitative and quantitative data	Implementation and process data for program improvement and summative evaluation reports

TOPS will use various methods to ensure results and high quality products and services are produced such as: 1) activities coordinated as described in Section 2; 2) evaluation activities; 3) daily reports of all staff to supervisors and quarterly staff meetings; 5) Evaluation timelines are used to monitor and document project implementation; and, 6) annual evaluation report.

**Exhibit 11 Management Plan Produces High Quality Products and Project Successes**

<b>Product</b>	<b>Function</b>
ID&R Outreach Plan	Collaboration between TN/ AL MEP, LEAs, and partners
Policies and procedures guidelines	Internal communication of implementation activities
Guided individualized instruction & case management	High graduation and postsecondary placement rate and cumulative and current data on student progress, needs, and program results.
High Quality Training Packages & Modules	Replicable staff training in case of turnover
Follow-up activities	Continued support and guidance for student
Web page	Increased dissemination of project successes
Annual Evaluation Report	Data analysis, conclusions, & recommendations based on individualized student reports and overall program data.

*(iii) Time commitments of the project director and other key project personnel*

Design and time commitments of TOPS HEP are appropriate and adequate in carrying out project objectives and activities. Project staff are responsible for implementing the project goals and objectives. Project Director will have 40% of time for objective 1 (see Exhibit 3), 20% objective 2, and 40% objective 3. The Instructional Coordinator will have 50% devoted to Objective 1, 25% to objective 2 and 25% to objective 3. The Instructors and Recruiters will be cross trained to both instruct and recruit students. They will have 50% for Objective 1, 25% Objective 2 and 25% Objective 3.

**6. Adequacy of Resources**

*(i) Adequacy of support, facilities, equipment, supplies, and other resources* – TOPS would be the fiscal agent for HEP and has a long history of serving migrant and seasonal farmworkers. Staff will be provided basic office supplies such as computers, copiers, and internet access. Supplies needed to achieve the objectives of TOPS’ HEP are built into the program budget. Because TOPS also implements the MEP program and the NFJP grant in TN it will work to maximize all

efforts to be as streamlined as possible in implementing an effective HEP program in coordination with AL MEP.

*(ii) Relevance and demonstrated commitment of each partner* –TOPS’ collaborating partners are vital resources. Each partner has made a serious commitment to the success of the project in the form of: materials, human resources, and a promise of future collaboration as unforeseen obstacles arise for HEP students completing a university education. There are six primary partnerships that will be key to the project. Collaborations with local school districts, TN MEP, AL MEP, TN NFJP, TN colleges and universities as well as Tennessee Colleges of Applied Technology, and Adult Basic Education Programs.

*(iii) & (iv) Reasonable project costs for objectives, designed, and significant and number of people and results.* -TOPS HEP will serve 75 students annually at a per-participant cost of \$6,333.33. This is a reasonable amount, especially considering the intensity and duration of services provided. TOPS will strive to increase the number of students served each full program year above 75 as much as possible which will decrease the per-participant cost over time. Over the 5 year project over 375 participants will be served.

*(v) Incorporation of project purposes, activities, or benefits after Federal funding* –TOPS has worked with project staff and partners to ensure that the activities and services will continue beyond the duration of the grant. TOPS has a deep commitment to the HEP eligible population. The letters of support reflect the potential for the continued support of the network partners. With partner and community support we can not only effectively increase the services to be provided through HEP but work to have systems in place once funding for HEP has ended.

## **7. Quality of Project Evaluation**

*(i) Appropriateness of the Evaluation to goals, objectives and outcomes* - The External Evaluator will report directly to the Project Director. His/her duties will include technical assistance, providing implementation and performance data for formative and summative evaluations, assistance with reports to OME, and annual program evaluations in a timely manner. An evaluator will be hired from East Tennessee State University Faculty with extensive evaluation experience. The evaluation of TOPS' HEP will use a design that is practical and built for accountability. Inherent in the evaluation plan are benchmarks to measure progress toward meeting the project's objectives. The evaluation design aligns each strategy with project objectives and outcomes as indicated in Exhibit 12.

**Exhibit 12: Alignment of the Evaluation with Project Objectives and Outcomes**

<b>Obj.</b>	<b>Evaluation Method</b>	<b>Data Analysis Procedure</b>
1	Documentation of recruitment activities including workshop materials, sign-in sheets, contact logs, & printed materials	Review effectiveness of ID&R plan by reviewing geographical representation and the ratio of candidates recruited to students accepted.
	Review student assessment results	Correlate initial assessment results with course completion and graduation results
	Compare course content and skill building with content of exams. Documentation of ILP goal setting and achievement with timeline of student progress. Student survey.	Analysis of student assessment results, attendance, student progress, and graduation data. Descriptive statistics on surveys.
2	Review student files showing support services accessed, time, duration, and service delivery method.	Analysis of student's accessing support services as related to ILP, student progress and graduation rates.
	Interview mentors and students regarding benefit of mentor relationships	Descriptive analysis of mentor's interests and benefits cited with student's postsecondary actions.
	Compare ILP activities with teacher surveys	Descriptive analysis of benefit of training
3	Compare student graduation rates and time of completion with original assessment results and Student Selection Matrix results.	Analysis of assessment results and selection factors on graduation rates and timelines.
	Compare student surveys results and exit	Comparative analysis of data sources to

interviews with implementation and performance data.	guide program improvement.
------------------------------------------------------	----------------------------

*(ii) How the evaluation will provide performance feedback and permit periodic assessment of*

*progress toward achieving intended outcomes.* The fidelity of the program’s implementation to its proposed plan of operation will be examined on a quarterly basis by the evaluation team, which will provide feedback designed to fine tune the program as it is being implemented.

Observations, interviews, surveys, and reviews of records and quantitative performance documentation will provide formative outcome data on the progress made toward reaching the project’s objectives and recommendations for changes to improve performance.

The Evaluation Planning Team (EPT) will meet quarterly to assess progress made toward accomplishment of objectives, activities, and outcomes by assessing: 1) effectiveness of management functions such as planning, organizing, staffing, supervising, and resource allocation; 2) alignment of support services with student needs and obstacles identified in the ILPs; 3) effectiveness of the curriculum, instruction, and timelines to produce successful exam completion; 4) whether timelines are met and if not, what revisions are required, and 5) alignment of professional development activities with ILP goals, student needs, and performance deficits. The summative evaluation data will be reported in three annual reports.

The EPT team and key staff will collect, analyze, and report summative project performance in a mid-year performance report and an annual performance report required by OME. The third report is the annual evaluation report produced by the external evaluator to provide a comprehensive review and analysis of implementation and performance data and make recommendations for program improvements for the next year of operation. Each year TOPS will hold focus groups consisting of the advisory council, key staff, and network partners to review the year’s performance.

*(iii) Extent to which the methods of evaluation will, if implemented produce evidence of promise.*

This will occur through the collection of both implementation and performance data. The collection of implementation data is an important aspect of the evaluation for use in documenting the features of the project and for providing information that can be used to fine tune the project-even as it is being implemented. Exhibit 13 displays the types of questions answered by implementation data.

**Exhibit 13:**

<b>Implementation Data Answers Questions Such as:</b>
What key aspects of the project helped increase the percentage of students who completed a postsecondary degree?
How were community partners involved in the design and implementation of the program?
Which supports, services, and strategies were vital to the success of the project?
What were the obstacles the project faced and how were they overcome?
How does the instructor/recruiter seem to influence post-secondary plans of GED graduate?
How did health screening as well as counseling impact student success?
Which technology resources were most requested by students?
Which elements of the ID&R plan need to be changed to increase the # of recruited/accepted?

To achieve the highest quality project evaluation, both implementation and performance evaluation methods will be integrated. The evaluation will utilize assessment results, GED exam data, graduation rates and ratios, surveys, structured interviews, contact logs, instructor's daily reports, student files, and project records. This evaluation will measure project success over the five years of the grant.

Upon notification of grant award, the Evaluation Planning Team (EPT) will be formed consisting of key stakeholders in the project who will meet twice each year to discuss the evaluation design, the results of project implementation, and ways to improve the project. The evaluation plan calls for the preparation of an annual evaluation report that meets the requirements of 34 CFR 75.590 as well as an annual performance report that evaluates whether project objectives are being met and, if not, includes the changes in program activities that will be implemented.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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

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# TOPS HEP

## Additional Documents

# Jessica E. Castañeda

(b)(6)

## Professional Experience

### TENNESSEE OPPORTUNITY PROGRAMS(TOPS) SMYRNA TN

March 2001 until present

Duties include

- Organizing state recruitment efforts of the Tennessee Migrant Education Program (TN MEP) since 2001. Supervising full time recruiters, hiring and training all recruitment staff.
- Working to recruit in areas where full time recruiters were not yet employed
- Developing a recruitment system to effectively recruit both students and out of school youth
- Organizing mapping efforts to document agriculture activities across the state.
- Teaching ELL classes for migrant families and out of school youth
- Creating bilingual guides and audio CD's to be given at the time of recruitment for migrant families and youth.
- Developing curriculum for Tennessee Migrant Education EXITO program to train parents of pre-school age students.
- Organizing after school and summer programs for migrant students since 2003. Duties include writing grant applications for programs organized by TOPs, hiring staff, conducting staff training, and implementing programs.
- Implemented the use of iPods with migrant parents and youth for TN MEP.
- Organizing operations to raise funds for the Tennessee Migrant Scholarship. The fund has now raised over \$210,000
- Since 2007, coordinating all Migrant Education Program operations across the state. This includes supervising the program grant process in conjunction with state consultant, reviewing and planning program budgets and expenditures, monitoring programs and conducting training for teachers and tutors in addition to implementing programs through TOPs
- Working with state consultant in needs assessment process
- Writing grant applications to obtain additional funding for TOPs
- Working as web designer for TOPs website
- Working to help assist with curriculum development for afterschool and migrant programs.
- Since 2006, co-organizing the Tennessee Migrant Student Leadership Conference for 60 high school students with East Tennessee State University. Since 2014 organizing all curriculum for the institute and coordinating all efforts.
- Responsible for reporting information to the state for the MEP performance report each year
- Since 2004, grant coordinator for 5 after school programs in Warren County Schools through funding from Lottery for Education Funds from the state of TN.
- Since 2006, working with various MEP consortium grants. Wrote literature reviews for ConQIR consortium regarding Meat Processing and Dairy. Also helped develop materials for recruitment and reinterview processes.
- Complete literature review for OSY/SOSY consortium as well as the GOSY, and GOSOSY consortiums.
- Since 2010 organizing statewide in-home tutoring efforts for all migrant students enrolled in the program.
- Since 2011- Director of 8 21st Century Afterschool Programs
- Since 2013- Directing efforts to raise funds through Professional Developments offered to teachers from across the state.
- Since 2014- Director of iLearn Arts Center in McMinnville, TN. Duties include organizing activities and ensuring funds are raised to cover the cost of the building, staffing and supplies.

### SOUTHERN STANDARD NEWSPAPER GROUP , McMinnville TN

- May 2000 to March 2001

# Jessica E. Castañeda

- Duties included
- Working as staff reporter covering county government issues
- Writing column on seniors in the county highlighting memorable moments from their lives
- Documenting articles with photos

## Volunteer Experience

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Dec 1999- May 2000

Worked as a full time missionary in North Chicago with Spanish speaking families for the LDS church. Learned Spanish in the process.

January 2002- March 2003

- Worked as a volunteer ELL teacher for the Warren County Adult Education Program teaching evening classes to migrant youth and parents.

Sept 2010 until present

- Translating for Spanish speaking parents at Irving College Elementary as needed.

## Professional Awards

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- Charles Gillon Professional Service Award 2007 from TN TESOL
- National Migrant Education Award 2014 from National State Directors of Migrant Education

## Education

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BRIGHAM YOUNG UNIVERSITY IDAHO, - Rexburg, ID

Culinary Arts Degree 1997

Additional focus on business and nutrition

## Additional Skills

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PC proficient and knowledgeable on all basic office programs. Additional experience with database software and Adobe Design Products.

## Languages

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Fluent in English/ Spanish.

JOB TITLE: HEP Project Coordinator

DIVISION/DEPARTMENT: ID&R/HEP

RESPONSIBLE TO: HEP Director

MONTHS PER YEAR: 12

HOURS PER WEEK: 37.5

**CREDENTIALS / EDUCATION:**

**PAST WORK EXPERIENCE OR DOCUMENTED SKILLS:** Ability to work effectively with faculty, staff, students, and community members; ability to work in a team teaching model; ability to teach students at all educational levels; well-developed communication skills; computer knowledge; ability to maintain a high degree of confidentiality; flexibility, positive attitude, and enthusiasm.

**JOB PURPOSE:** Assist HEP instructional staff and students to maintain a high level of excellence; assist Project Director in coordinating the administration of satellite sites; assist satellite instructors in all aspects of the program by coordinating the following: assessment; identification of academic needs, supervision of instruction; course completion, preparation for HEP examination; and implementation of career/vocational exploration projects.

**DUTIES AND RESPONSIBILITIES:**

- 1) Accomplish the goals and objectives set forth by TOPS HEP Application, Federal guidelines of the Office of Migrant Education and the U.S. Department of Education.
- 2) Monitor the quality of the instructional staff and the instructional program including accurate and timely participant acceptance, student forms, and student files.
- 3) Assist instructors in developing their skills to address the unique needs of migrant students and the obstacles that stand as barriers to earning a secondary diploma or equivalent.
- 4) Monitor and assist instructors and students in developing Individual Learning Plan (ILP) and case management files to address individual student academic and support service needs.
- 5) Monitor and assist instructors with the implementation of any technology/computer programs.
- 6) Schedule and monitor vocational and career exploration activities such as skills in application completion, interviewing, and appropriate post-secondary workplace behavior.
- 7) Schedule visits to post-secondary academic and vocational institutions
- 8) Maintain strong teamwork among instructor and students through monthly visits and daily review of instructors' reports as well as frequent communication through phone, e-mail, text messages as necessary.
- 9) Monitor the scheduling of appointments for students to attend GED testing centers.
- 10) Other duties as assigned by the HEP Director.

PHYSICAL REQUIREMENTS OF THE POSITION:

1. Requires the ability to examine, review, and adhere to the federal guidelines of the U.S. Dept. of Ed and OME and effectively communicate with others the goals and objectives of the TOPS HEP grant award.
2. Requires the ability to work without supervision and the ability to work as a team.
3. Requires a valid Tennessee driver's license; ability to share driving responsibilities
4. Overnight travel as required.

JOB TITLE: HEP Recruiter/Instructor/Mentor

DIVISION/DEPARTMENT: ID&R/HEP

RESPONSIBLE TO: HEP Director

MONTHS PER YEAR: 12

HOURS PER WEEK:

Varies

CREDENTIALS/QUALIFICATIONS: Minimum of High School Diploma, Bachelor's Degree preferred. Proficient in Spanish and English. Strong oral and written communication; ability to communicate effectively with a wide variety of people with appropriate language. Strong computer skills. Flexible, positive attitude.

JOB PURPOSE: Assist the TOPS HEP project in all aspects of recruitment, instruction/tutoring, and mentoring of HEP participants necessary for successful implementation of the program.

**DUTIES AND RESPONSIBILITIES:**

1. Accomplish the goals and objectives set forth by the TOPS HEP application, Federal guidelines of the Office of Migrant Education and the U.S. Department of Education.
2. Implementation of the outreach and identification plan with current knowledge of state and federal ID&R guidelines.
3. Strong knowledge and accuracy on eligibility determination for HEP Program.
4. Coordinate recruiting efforts with State and local MEP staff, LEA counselors, and agribusinesses.
5. Process accepted student enrollments, maintain and complete all required forms, and develop and maintain personalized student case management files.
6. Submit daily reports and maintain accurate and up-to-date case management data, and submit it according to deadlines.
7. Develop and maintain ongoing relationships between TOPS HEP and prospective HEP candidates.
8. Facilitate the selection and matching of project mentors/instructors to project students through recruitment efforts, provide instructional activities and tutoring sessions appropriate to student needs, and document mentoring results.
9. Assist with student data collection and student follow-up for Federal reporting.
10. Attend and report at advisory council meetings as required by HEP project director.
11. Travel in the state, including overnight travel, as required.
12. Other duties as assigned by the HEP project director.

**PHYSICAL REQUIREMENT OF THE POSITION:**

1. Requires the ability to examine, review, and adhere to the federal guidelines of the U.S. Dept. of Ed and OME effectively communicate with others the goals and objectives of the TOPS HEP grant award.
2. Requires the ability to work without supervision and the ability to work as a team.
3. Requires a valid Tennessee driver's license; ability to share driving responsibilities.
4. Requires the ability to travel overnight as needed.

JOB TITLE: High School Equivalency Program Director

DIVISION/DEPARTMENT: ID&R/HEP

RESPONSIBLE TO: TOPS Director/TN MEP State Director

MONTHS PER YEAR: 12

HOURS PER WEEK: 37.5

CREDENTIALS / EDUCATION:

PAST WORK EXPERIENCE OR SKILLS: Work experience with migrant or other minority, under-represented populations; a minimum of two years administrative experience with student-oriented, direct service educational programs and related support services; documented management experience with a teamwork and motivational focus.

Workplace skills that include: strong organizational skills; clear and concise oral and written communication, ability to complete reports and fiscal accountability in an accurate and timely manner. Personal skills that include: the ability to serve as a role model with interpersonal skills that provide leadership for entire staff and all participants; and excellent teambuilding skills.

MAJOR RESPONSIBILITIES AND DUTIES:

- 1) Accomplish the goals and objectives set forth by TOPS HEP's application, Federal guidelines of the Office of Migrant Education and the U.S. Department of Education.
- 2) Provide the daily oversight and management of the functioning of the project as well as facilitate good relations among the project, college community, and communities at large.
- 3) Monitor the project progress toward achievement of project outcomes with bi-monthly site visits including giving the final approval of eligible accepted TN MEP students.
- 4) Supervise fiscal accountability, purchasing, and payment of student stipends and report to administration.
- 5) Hiring, supervising, and evaluation of HEP staff, both on and off campus.
- 6) Schedule, chair, and document regular staff meetings and maintain good communication among HEP staff, instructors, and administration.
- 7) Fill in for HEP staff in cases of emergency, temporary absence, or transition.
- 8) Ensure each participant is properly assessed and has a jointly developed Individual Learning Plan (ILP) with a copy in the director's office, on a secure server, and the original with the instructor.
- 9) Ensure that all project participant's needs are met as directed by the Individual Learning Plans (ILP) by monitoring random ILP reviews.
- 10) Fill in with HEP staff duties as needed, including initiating cultural and educational enrichment experiences for participants and providing information on other sources of help throughout the state.
- 11) Serve as liaison with the TN Department of Migrant Education to write proposals, interpret federal regulations, and prepare both narrative and fiscal reports

PHYSICAL REQUIREMENTS OF THE POSITION:

1. Requires the ability to examine, review, and adhere to the federal guidelines of the U.S. Dept. of Ed and OME effectively communicate with others the goals and objectives of the TOPS HEP grant award.
2. Requires the ability to work without supervision and the ability to work as a team.
3. Requires a valid Tennessee driver's license; ability to share driving responsibilities.
4. Overnight travel as necessary.

March 3, 2016

Ms. Jessica Castaneda  
Tennessee Opportunity Programs  
State Coordinator  
Migrant Education/ 21<sup>st</sup> Century/ iLearn Center  
4660 Hills Creek Road  
McMinnville, TN 37110

Dear Ms. Castaneda:

The Migrant Education Program (MEP) at the Alabama Department of Education Federal Programs section looks forward to collaborating with the Tennessee Opportunity Program's High School Equivalency Program (TOPS HEP). Alabama's migrant students who, because of interrupted schooling find the course work associated with finishing high school difficult, will benefit from the additional tutoring, student support, and educational opportunities that this collaboration will offer. The Alabama Migrant Education Program wishes to lend its recommendation that TOPS HEP be approved for this grant.

The ALSDE MEP and TOPS HEP will focus in areas of Marshall and DeKalb Counties because of the density of the eligible migrant population. Currently we have over 800 eligible migrant students in the area. As an added benefit, their parents will benefit from the HEP project as well as identified out of school youth and other seasonal farmworkers residing and working in the county in eligible activities.

At this time, Alabama migrant families do not have access to a HEP program and there is a need to help more migrant parents obtain their GED. We will build an even stronger collaboration with the local Adult Education programs in the focused school systems in order to support and strengthen the education experiences of eligible HEP participants. If funded, this program will help us address these gaps.

We will work with TOPS HEP to refer eligible participants, help collaborate with community partners, and help local districts become aware of the HEP program and services.

We are looking forward to this collaboration.

Sincerely,

(b)(6)

Mr. Edmund Moore  
Coordinator, Federal Programs  
Office of Learning Support  
Alabama State Department of Education



TENNESSEE COLLEGE  
OF APPLIED TECHNOLOGY  
MCMINNVILLE

To whom it may concern,

I have had the opportunity to work with Tennessee Opportunity Programs (TOPS) through my work with the Tennessee College of Applied Technology McMinnville, as Assistant Director, for almost 40 years. A large majority of TOPS participants who enroll with us to learn a skill/trade already have very good work ethics (soft skills) which makes our job much easier.

TOPS has a deep commitment to the seasonal and migrant farmworker community. I look forward to working with them in the HEP program. TCAT McMinnville not only offers training for high skill, high wage areas, we are also are a GED (HISET) testing center. Therefore students who do not have a high school diploma, can study for the HISET while learning their chosen skill trade.

I look forward to continued collaboration with TOPS in the future. The HEP program would help expand needed services to a very underserved population.

Sincerely,

Marvin Lusk

Assistant Director

(931) 473-5587



STATE OF TENNESSEE  
**DEPARTMENT OF EDUCATION**  
NINTH FLOOR, ANDREW JOHNSON TOWER  
710 JAMES ROBERTSON PARKWAY  
NASHVILLE, TN 37243-0375

**BILL HASLAM**  
GOVERNOR

**CANDICE MCQUEEN**  
COMMISSIONER

January 28, 2016

Lisa R. Ramirez  
U.S. Department of Education, Migrant Education  
Office of Elementary and Secondary Education  
400 Maryland Avenue, SW  
Washington, DC 20202-7100

Dear Dr. Ramirez,

I am submitting this letter of support on behalf of the Tennessee Opportunity Programs (TOPS), which is applying for a high school equivalency program (HEP) grant administered through the Office of Migrant Education. TOPS is a diverse non-profit organization whose mission is to "empower migrant and seasonal farmworkers and other disadvantaged Tennesseans to achieve economic self-sufficiency by providing services that address their individual needs;" they have worked toward this mission for more than 40 years.

The Tennessee Department of Education has contracted with TOPS for seventeen years to oversee the Migrant Education Program (MEP) and to identify, recruit, and serve our migrant students and families throughout the state. TOPS utilizes a staff of dedicated bilingual recruiters and tutors to meet the complex needs of our migrants. Jessica Castañeda, the Migrant Coordinator at TOPS, is recognized as an expert in migrant issues by Title I, C program directors from around the country. She is a tireless advocate who has worked to improve programming and maximize services to migrants in Tennessee. Mrs. Castañeda has served in her role at TOPS for 16 years and during that time, has worked with consortia members in a variety of capacities. I am confident that she would design an effective HEP program if given the opportunity.

TOPS has a strong working relationship with the department and has been a critical asset in carrying out the various components of the migrant education program. TOPS consistently meets contract requirements and timelines and has demonstrated both innovation and responsibility with maximizing MEP services to migrants while facing fiscal challenges due to limited allocations. Mrs. Castañeda collaborates with LEAs, schools, universities, community agencies and more to meet the comprehensive needs of migrants.

In addition to organizing and offering a summer leadership institute for high school-aged migrants, Mrs. Castaneda and other TOPS staff have worked to create bilingual materials for parents and children, design lesson plans for summer instructional camps, and more. Their EXITO Program increases parental involvement with migrant pre-K students. Through play parents model skills to help their children master Kindergarten. The SUCCESS Program provides additional training after parents have completed the EXITO Program.

Obtaining the HEP grant would be a natural fit and an excellent addition for TOPS to expand services supporting school migrant youth, migrant parents, and seasonal farm workers in obtaining a GED. In conclusion, the department supports the efforts of the TOPS as they seek external funding to support the program HEP. For further information, please contact the department Migrant Education Coordinator at [Elizabeth.Roper@tn.gov](mailto:Elizabeth.Roper@tn.gov) or by phone at (615) 253-0047.

Sincerely,

(b)(6)

Liz Roper

Migrant Education Coordinator, Consolidated Planning and Monitoring

**NEGOTIATED INDIRECT COST NEGOTIATION AGREEMENT (NICRA)  
NONPROFIT ORGANIZATION**

**ORGANIZATION:**  
Tennessee Opportunity Programs, Inc.  
437 Nissan Drive, Suite 502  
Smyrna, Tennessee 37167

**EIN:** 23-7292125

**DATE:** January 30, 2015  
**FILE REF:** This replaces  
the agreement dated  
March 26, 2014

The indirect cost rate(s) contained herein are for use on grants and contracts with the Federal Government to which OMB Circular A-122 applies subject to the limitations contained in the Circular and Section II-A, below. The rate(s) were negotiated between the Tennessee Opportunity Programs, Inc. and the U. S. Department of Labor in accordance with the authority contained in Attachment A, Section E, of the Circular. Indirect rates for fiscal years that begin on or after 12/26/2014 are subject to 2 CFR Part 200, Subpart E, in accordance with the authority contained in 2 CFR, Part 200, Appendix IV, C.2.

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**SECTION I: RATES**

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<u>TYPE</u>	<u>EFFECTIVE PERIOD</u>		<u>RATE*</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
	<u>FROM</u>	<u>TO</u>			
<b>INDIRECT COST:</b>					
Final	7/1/10	6/30/11	13.93%	All	All Programs
Final	7/1/11	6/30/12	13.60%	All	All Programs
Final	7/1/12	6/30/13	10.70%	All	All Programs
Final	7/1/13	6/30/14	14.55%	All	All Programs
Provisional	7/1/14	6/30/15	19.54%	All	All Programs
Provisional	7/1/15	6/30/16	19.54%	All	All Programs

**(See Special Remarks)**

**BASE\*:** Total direct salaries and wages including vacation, holiday and sick pay but excluding all other fringe benefits.

**TREATMENT OF FRINGE BENEFITS:** Fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed in the Special Remarks Section of this Agreement.

**TREATMENT OF PAID ABSENCES:** Vacation, holiday, sick leave 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 for these absences are not made.

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## SECTION II: GENERAL

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A. **LIMITATIONS:** Use of the rate(s) contained in this Agreement is subject to any statutory or administrative limitations and is applicable to a given grant or contract only to the extent that funds are available. Acceptance of the rate(s) agreed to herein is predicated upon the following conditions:

(1) that no costs other than those incurred by the grantee/contractor or allocated to the grantee/contractor via an approved central service cost allocation plan were included in its indirect cost pool as finally accepted and that such incurred costs are legal obligations of the grantee/contractor and allowable under the governing cost principles,

(2) that the same costs that have been treated as indirect costs have not been claimed as direct costs,

(3) that similar types of costs have been accorded consistent treatment, and

(4) that the information provided by the grantee/contractor which was used as a basis for acceptance of the rate(s) agreed to herein is not subsequently found to be materially inaccurate.

The elements of indirect cost and the type of distribution base(s) used in computing provisional rates are subject to revision when final rates are negotiated. Also, the rates cited in this Agreement are subject to audit.

B. **CHANGES:** The grantee/contractor is required to provide written notification to the indirect cost negotiator prior to implementing any changes which could affect the applicability of the approved rates. Changes in the indirect cost recovery plan, which may result from changes such as the method of accounting or organizational structure, require the prior written approval of the Division of Cost Determination (DCD). Failure to obtain such approval may result in subsequent cost disallowance.

C. **NOTIFICATION TO FEDERAL AGENCIES:** A copy of this document is to be provided by this organization to other Federal funding sources as a means of notifying them of the Agreement contained herein.

D. **PROVISIONAL-FINAL RATES:** The grantee/contractor must submit a proposal to establish a final rate within six months after their fiscal year end. Billings and charges to Federal awards must be adjusted if the final rate varies from the provisional rate. If the final rate is greater than the provisional rate and there are no funds available to cover the additional indirect costs, the organization may not recover all indirect costs. Conversely, if the final rate is less than the provisional rate, the organization will be required to pay back the difference to the funding agency.

Indirect costs allocable to a particular award or other cost objective may not be shifted to other Federal awards to overcome funding deficiencies, or to avoid restrictions imposed by law or by the terms of the award.

**E. SPECIAL REMARKS:**

1. Indirect costs charged to Federal grants/contracts by means other than the rate(s) cited in this Agreement should be adjusted to the applicable rate cited herein and applied to the appropriate base to identify the proper amount of indirect costs allocable to the program.
2. Grants/contracts providing for ceilings as to the indirect cost rates(s) or amount(s) which are indicated in Section I above, will be subject to the ceilings stipulated in the contract or grant agreements. The ceiling rate or the rate(s) cited in this Agreement, whichever is lower, will be used to determine the maximum allowable indirect cost on the grant or contract agreement.
3. Administrative costs consist of all **Direct** and **Indirect** costs associated with the management of an organization's programs. Organizations should refer to their contracts/grants terms and specific program legislation for the applicable definition of Administrative Costs and any related limitations.
4. Legal fees and settlement costs of the grantee are treated as indirect costs. To reduce legal costs, civil settlements resolved through consent and compromise is allowable only if efforts to get a lawsuit dismissed are unsuccessful. Settlement costs are capped at \$10,000 per fiscal year unless prior written approval is obtained from the U. S. Department of Labor.
5. The indirect cost pool consists of salaries and fringe benefits of the Executive Director, and Accounting Technician II; and, the following support costs of those positions: Professional Services, Travel, Space, Supplies, Equipment Maintenance, Equipment Purchases, Insurance & Bonding, Publications & Dues, Telephone, and Postage.

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6. Fringe benefits other than paid absences consist of: Worker's Compensation, FICA, Health Insurance, Pension Plan, Unemployment Compensation, and Long-term Disability

ACCEPTANCE

**BY THE ORGANIZATION:**

Tennessee Opportunity Programs, Inc.  
437 Nissan Drive, Suite 502  
P. O. Box 925  
Smyrna, TN 37167

(Grantee/Contractor)

(b)(6)

(Signature)

Gaila Fletcher

(Name)

Executive Director

(Title)

(Date)

**BY THE COGNIZANT AGENCY  
ON BEHALF OF THE  
FEDERAL GOVERNMENT:**

U.S. DEPARTMENT OF LABOR  
Division of Cost Determination  
415 Broad Street  
Mount Airy, NC 27030

(Government Agency)

(Signature)

  
Victor M. Lopez

(Name)

Chief, Division of Cost Determination

(Title)

January 30, 2015

(Date)

Negotiated By: Damon Tomchick  
Telephone No.: 240-475-2786

## Bibliography

<http://datacenter.kidscount.org/data#TN> Tennessee Indicators, 2015

<http://datacenter.kidscount.org/data#AL> Alabama Indicators, 2015

<https://www.doleta.gov/agworker/naws.cfm> National Agriculture Workers Survey, 2015

[http://www.nass.usda.gov/Statistics\\_by\\_State/Tennessee/](http://www.nass.usda.gov/Statistics_by_State/Tennessee/) USDA National Agriculture Statistics Service, 2016

<http://www.ers.usda.gov/topics/farm-economy/farm-labor/background.aspx> USDA, Farm Labor

<http://nfwm.org/education-center/farm-worker-issues/low-wages/> Low Wages

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

**TOPS HEP Budget Narrative: ED 524 Section C, Other Budget Information**

1. **Personnel** -The three positions identified as project staff are included in Project Year 1 salaries. A 1.5% salary increase year 2,3 &4 and 1% in year 5.

**Project Director** (1.0 FTE)- Management position oversees the entire program from employee hiring to establishing an Advisory Committee and serving as the liaison to other agencies. The annual salary range for this position is \$46,800.

**Project Coordinator** (1.0 FTE) – Reports to the Project Director, supervises Instructor/Recruiter staff, coordinates academic and support services, staff training, develops and outreach and recruitment plan. The annual salary for this position is \$42,900.

**Instructor/Recruiter** (5.8 FTE) – Coordinates recruiting efforts with State and local Migrant Education Program, Local Education Agency counselors, farmers and community organizations as well as provides direct instruction to students. The annual salary for this position is \$35,100.

2. **Fringe Benefits** - The full time positions of Project Director and Project Coordinator will have full fringe benefits while the hourly position of Instructor/Recruiter will have mandatory benefits only. Each Project Year an additional small amount has been allocated in the event rates increase.

Full time salary base \$89,700 34.44% Fringe Benefit = \$30,893

Part time salary base \$202,176 8.31% Fringe Benefit = \$16,801

3. **Travel – In-State** Travel is a major part of the Instructor/Recruiter position. It is estimated that 750 miles per month is necessary to cover the rural areas of the target counties in recruitment and in-home as well as site based instruction. The Project Director and Coordinator will travel an estimated 800 miles per month. This travel will consist in visiting partner agencies, working to make new collaborations, visiting classes, counseling students, assisting instructors, etc. The travel costs will remain steady throughout the 60-month project period.

**Travel – Out of State** The cost of the annual trip by the Project Coordinator or Director to Washington, D.C. is estimated at **\$1,800**.

4. **Supplies – Total \$29,984** These will consist of all needed instructional supplies such as books, staff computers, workbooks, tests, pre-tests, curriculums, classroom supplies such as pencils and papers, technology resources such as SM cards, materials for STEM instruction modules and professional development, relevant language learning materials, apps, etc. Supplies will decrease over time as we will use a lending library for books and many materials to be able to use them from year to year.

<b>Books</b>	<b>\$5625</b>
<b>Tests</b>	<b>\$5625</b>
<b>Office Supplies including laptops for all staff</b>	<b>\$8000</b>
<b>SM cards and materials to learn English</b>	<b>\$5625</b>

**STEM instructional materials                      \$5109**

5. **Other – Total \$15,180** Communications include telephone and internet service for the Project Director and Coordinator estimated at \$75 per month per position and \$30 per month for each of the Instructor/Recruiter positions; total communications= \$4,680

Printing of material for recruitment \$2,500

Rent/utilities for office space for Project staff \$250 per month = \$3,000

External Evaluator \$5,000

6. **Indirect Cost** – TN Opportunity Programs, Inc. has a federally negotiated indirect cost rate of 19.54% of salaries only; however, this grant has a statutory limit of 8% of modified direct costs, therefore, total Indirect **\$34,352**.

7. **Stipends** – A limit of \$150 per participant for support services including child care and transportation; **\$11,250**