

**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 # S141A160010**

**Grants.gov Tracking#: GRANT12111595**

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="03/04/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Portable Practical Educational Preparation, Inc."/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="237232227"/>	* c. Organizational DUNS: <input type="text" value="0926718660000"/>

**d. Address:**

* Street1: <input type="text" value="802 E. 46th Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Tucson"/>
County/Parish: <input type="text" value="Pima"/>
* State: <input type="text" value="AZ: Arizona"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="85713-5006"/>

**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="Ms."/>	* First Name: <input type="text" value="Kari"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Hogan"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Chief Operations Officer"/>	

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

* Telephone Number: <input type="text" value="(520) 770-2500"/>	Fax Number: <input type="text" value="(520) 622-1480"/>
---	---

* Email: <input type="text" value="KHOGAN@ppep.org"/>
---

**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.):**

Add Attachment

Delete Attachment

View Attachment

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

PPEP High School Equivalency Program for Migrant and Seasonal Farmworkers

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

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

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Russ Burbank</p>	<p>TITLE</p> <p>Chief Executive Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>Portable Practical Educational Preparation, Inc.</p>	<p>DATE SUBMITTED</p> <p>03/04/2016</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: PPEP, Inc.  
\* Street 1: 802 E. 46th Street Street 2:  
\* City: Tucson State: AZ: Arizona Zip: 85713  
Congressional District, if known: AZ007

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

<b>6. * Federal Department/Agency:</b> U. S. 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: Dr. \* First Name: John Middle Name:  
\* Last Name: Arnold Suffix:  
\* Street 1: Street 2:  
\* City: State: Zip:

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

Prefix: Dr. \* First Name: John Middle Name:  
\* Last Name: Arnold 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: Russ Burbank  
\* Name: Prefix: Dr. \* First Name: John Middle Name:  
\* Last Name: Arnold Suffix:  
Title: Chief Executive Officer Telephone No.: (520) 622-3553 Date: 03/04/2016

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

PR/Award # S141A160010

**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.**

GEPA Plan.pdf	Add Attachment	Delete Attachment	View Attachment
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### **Plan to Address General Education Provisions Act Section 427 (GEPA)**

Portable Practical Educational Preparation was established to serve the needs of those who have been underserved in the community. Over the years, the determination to continue providing opportunities to migrant and seasonal farmworker and their families has generated success stories that verify the fact that programs of this nature do indeed work when implemented properly.

The High School Equivalency Program (HEP) will enable PPEP to continue its' commitment to meet the needs of this underserved population without regard to race, ethnic or language barriers, minority groups, and individuals with disabilities. The program staff will deliver services in a manner that is not determined or affected by the race, creed, color, religion, gender, sexual orientation or disabling condition of the participants.

Provisions of the General Education Provisions Act will be reviewed annually by the external evaluator. His feedback will be utilized as a springboard for corrective action should it be necessary.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

#### \* APPLICANT'S ORGANIZATION

Portable Practical Educational Preparation, Inc.

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. \* First Name: John Middle Name:

\* Last Name: Arnold Suffix:

\* Title: Chief Executive Officer

\* SIGNATURE: Russ Burbank

\* DATE: 03/04/2016

## 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.]

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## 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:

## **2016 Abstract**

Portable Practical Educational Preparation, Inc. (PPEP) headquartered in Tucson, AZ is applying to the US Department of Education for funding to support a High School Equivalency Program located in Somerton, AZ (PO Box 499, Somerton, AZ 85350). The Chief Administrative Officer and contact person for this HEP project is Kari Hogan, who may be reached at (520) 770-2500 or electronically at khogan@ppep.org. The target population for this project is migrant and seasonal farmworkers and their immediate family members living primarily in Somerton and San Luis, Arizona. It is because of the high concentration of migrant and seasonal farmworkers in the area, PPEP HEP proposes to serve 80 students yearly (400 in a 5-year period) in their pursuit of a GED/HSE, and career advancement during the five-year program period. Because the new GED 2014's increased comprehension levels and nature of the new program requirements for career and college readiness, PPEP HEP will be providing a 26 week program to properly prepare farmworker students within each cohort for testing and the ability to pass a rigorous battery of tests.

PPEP HEP endeavors to achieve goals and objectives in academic, placement, and supportive categories: Goal 1) Recruit, enrolls, and educates participants. Objective 1: Provide GED/HSE training to 80 commuter students annually. Objective 2: 69% of completers will receive a GED Diploma. Goal 2) Place completers in higher education, employment/enhanced employment or the military. Objective 1: 80% of graduates will be successfully placed in post-secondary education or training programs, upgraded employment/enhanced employment or the military. Goal 3: Link students to financial and supportive services. Objective 1: 100% of students requesting or needing supportive services will receive services. Objective 2: All active students will receive a stipend to assist with expenses while participating in program.

## 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.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

## **Need for and Significance of Project**

Our target area for the HEP project is San Luis and Somerton, Arizona, located within the border region of Yuma's South County bordering Mexico. Yuma County is home to many large agricultural producers and has a variety of agricultural products consisting of vegetables, melons, citrus and a variety of nuts that must be picked and packed by farmworkers; therefore, home to many migrant and seasonal farmworkers. Currently Yuma County supplies 80% of the nation's leafy vegetables produced within the winter months and are considered the winter vegetable capital. Arizona is the second largest lettuce producing state in the U.S. and the fifth largest agricultural state; producing \$3.3 Billion in revenue, leading all other industry in the region by a large margin<sup>1</sup>. Due to the seasonal nature of Arizona's farming industry, many farmworkers also experience longer periods of unemployment between crops.

Efforts nationally and locally continue to work toward the improvement of housing, wages, and other conditions for migrant and seasonal farmworkers, yet poverty is still a major issue. In the San Luis and Somerton areas, the estimated median household income is reported to be \$29,550 compared to the Arizona average of \$48,510<sup>2</sup>. Current unemployment rates nationally are markedly down, yet Yuma County continues to have one of the highest unemployment rates in the country at 26.1%<sup>3</sup>; it is even higher in San Luis and Somerton.

As an organization committed to meeting the needs of migrant and seasonal farmworkers, PPEP has continued to evolve in its efforts to meet the needs of this often neglected population. PPEP has been the state grantee on record serving the Migrant and Seasonal farmworkers through the Department of Labors, CETA, JTPA, WIA and now WIOA National Farmworker Jobs Program

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<sup>1</sup> Arizona Department of Commerce

<sup>2</sup> City-Data.com

<sup>3</sup> Bureau of Labor Statistics, December, 2015

since 1981. The agency understands the barriers that farmworkers face and what is needed to accommodate to offer quality education to this specific population in order to obtain employment that offers a living wage or post-secondary opportunities. Because of such high need, PPEP programs are structured to work with the farmworker populations and have adapted our services to provide instructors capable of delivering instruction in English and Spanish, depending on the students need, and provide flexible hours to meet individual need. We focus on student needs that goes beyond typical classes by providing job counseling services, group guidance, and an introduction to educational options available beyond the GED. Assistance in transitioning into employment or improved employment, military service, or post-secondary education is also included in our plan if services.

The US Department of Labor's National Agricultural Survey (NAWS) indicates most farmworkers are young, Mexican-born, and a male crop workforce. In recent years, about 70% of workers interviewed were born in Mexico, 75% were male, 50% were under 35, and 66% spoke little or no English. Arizona's crop workers are no exception to this profile, and according to the US Department of Agriculture's Farm Labor Reports, ([www. USDA.gov](http://www.USDA.gov), 2013), agricultural field workers in the Mountain 111 Region (AZ and NM) receive the lowest wage per hour at \$9.72 with no benefits. In addition, the Current Population Survey and the American Community Survey (US Census) suggest that half of all US farm workers are Hispanic and foreign born; close to 60% are US citizens and over a third have not completed the 9th grade. Therefore, the need for additional educational programs is a high priority.

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

The population of San Luis and Somerton is 96% Hispanic according to information from City-Data 2016. Many of the residents are migrant farm workers from Mexico and Central America; immigrating to the U.S. to improve their lives or to escape from oppression in their native country. Statistics also show that educational attainment is lower for foreign-born Hispanics than other groups (a rate of 59%)<sup>4</sup>. Beyond that, however, San Luis and Somerton also have a poverty level that more than doubles the rest of the nation, (see Table below).

<b>Indicator</b>	<b>San Luis</b>	<b>Somerton</b>	<b>US</b>
Population	31,180	14,994	321,418,820
Poverty Rate	31%	34.3%	15.6%
Median Income	31,601	29,500	53,482
Lacking HS Diploma/Equivalent (18-24)	59%	71.8%	13.7%
Poverty Rate/Lacking HS Diploma/Equivalent (18-24)	36.1%	36.1%	27.1%
Unemployment Rate* (Az. Dept. of Commerce)	34.40	39.2%	4.9%
Average Household Size	3.45	3.20	2.63

**Source: American Community Survey, January, 2016.**

In order for the target group to obtain meaningful employment that pays a living wage they must achieve at least a GED or High School Diploma. According to the Arizona Department of Administration, Office of Employment and Population Statistics, 71.1% of the jobs in the 2014-2016 forecasts require at least a HSD or GED. It is obvious the need that exists for an HEP program to serve this population if the cycle of poverty is to be broken that currently exists and migrant and seasonal farmworker families can move beyond the current circumstances. It is also important to note that poverty does not just affect the farmworker adult. Many times youth ages 16 and older drop out of high school to go work in the fields to help with needed income to support the farmworker family. The rate of poverty for 18-24 year olds lacking a high school diploma/equivalent in San Luis and Somerton, Arizona is at 36.1%, exceeding the national rate of 27.1%. In addition, the weighted graduation rate for the two areas is 40.3%, which is less

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<sup>4</sup> American Community Survey, U. S. Census Bureau

than half of the state or national average. Unfortunately, the facts do not paint an encouraging picture for people currently in poverty unless there is some form of direct intervention. The previously cited highest unemployment rate in the nation, paired with a lack of educational opportunities in Yuma County feed the cycle of poverty in a major way.

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

In the Yuma County area, there is only one other educational center within the City of Yuma School district that provides GED classes and does not accommodate Spanish speaking participants. This program is also restricted to people residing within the boundaries of the stated school district. Because most migrant and seasonal farmworkers reside in San Luis and Somerton, and other unincorporated areas, such as Gadsden, they are not eligible to participate in that specific program because of program limitations. Further restrictions to participation, is the fact that it is between 13-25 miles to the site from San Luis and Somerton and there is no public transportation in the evenings to accommodate or enable participants' access. Most farmworkers that have the ability to attend during the day do not have the necessary transportation or the ability to pay for the limited buses that do provide transportation to Yuma. Buses and schedules are very limited between the areas and do not accommodate for the Yuma GED class schedule. So in spite of the fact that San Luis and Somerton have a very large concentration of farmworkers in south Yuma County, there are no existing GED services available to them that can accommodate their work schedules or transportation without considerable cost. Most farmworkers work a 10 to 12-hour day in the fields and are able to come to GED classes in the evenings. PPEP is able to accommodate this schedule by offering two classes with a schedule from 6:00pm to 9:00pm, which they have done in the past and have been very successful. In

addition, a class that can accommodate family members not working in the fields can be held during the day in their community where transportation is not an issue and they can get to classes offered. In order to serve farmworkers, programs need to be able to adopt programs and schedules that fit the farmworker and accommodate their schedule and not create more barriers to education. PPEP has the ability to provide three comprehensive GED classes to accommodate 80 students in each cohort four days per week and has the needed facilities that are equipped to address online GED programs and testing preparedness. All classes can be taught in English or Spanish and prepare individuals to complete their secondary education and move toward post-secondary or increased job opportunities.

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

There is an obvious connection between education and poverty as shown in Table 1. Yet, the lack of available services to the migrant and seasonal farmworkers in San Luis and Somerton make it virtually impossible to improve the chances of that population ever moving out of poverty. Because PPEP is a multi-service nonprofit and is a significant player in developing and administering employment and training programs, individuals enrolling in a HEP program can also co-enroll in the PPEP National Farmworker Jobs Program for additional employment, training, and housing opportunities. Gaps and services include support services, housing, education, and sustainable employment with a living wage. As stated previously, it is important for programs to identify these gaps in services and to offer programs and services that can leverage HEP services and serve individuals where gaps are identified. Program priorities are based on the ability of individuals to attend training and to be able to complete successfully and

not build more barriers. Because PPEP has been the identified grantee of record for the U.S. Department of Labor since 1981 and is currently 10<sup>th</sup> in the nation in delivering quality employment and training services and meeting their DOL common measures for enrollment, placement, retention and increased wages at 97% (documented), it is positioned to train staff in a HEP program, in these areas to accommodate for the HEP performance measures and to ensure individuals are getting the needed services to complete their education and move out of poverty with living wages in high demand jobs based on labor market information.

Median Income:

San Luis	Somerton	Arizona	United States
31,655	29,550	48,510	53,482

Source: CityData.com

In the table above, both San Luis and Somerton median income levels fall far below the rest of Arizona significantly. By offering additional employment and training services, support services, emergency services and comprehensive case management while in the HEP program, students are more apt to complete because they can now focus on their education and not how they are going to pay rent or where they will eat their next meal. It is important to ensure that farmworkers entering the HEP program are able to focus on education and potential careers and finish the program. Therefore, the overall aim of this program is to increase wages that will ultimately increase median income of farmworkers and allow for self-sufficiency and a path to additional opportunities in education and careers.

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

The impact of the PPEP HEP program will extend far beyond just providing GED opportunities to participants. During the admission process, testing and assessment will be conducted to assist staff in identifying potential barriers that may prevent participants' successful program.

Identifying Barriers such as a) affordable childcare; b) financial road blocks, c) transportation; d) low grade or education levels; e) access to information; f) lack of resume development; g) affordable housing; h) language barriers; I) or career development opportunities can make a significant difference in how goals are developed to overcome these barriers and enhance the ability to attend classes and learn.

Because there are no career development services and a lack of educational resources or programs that offer services in Spanish presents a challenge. Therefore, it is important to provide GED classes in participant's native language as well as in English. The program PPEP proposes will conduct classes in both English and Spanish, in both the San Luis and Somerton areas to accommodate farmworkers and their ability to attend GED, and obtain their secondary education credential. HEP students will be co-enrolled with the National Farmworker Job Program for additional Employment and Training opportunities and staff will also work to co-enroll with the local WIOA One-Stop services if appropriate. Through our existing partnership agreements with Goodwill Industries and the local community college Arizona Western, additional opportunities to maximize career preparation services and information on College Assistance for Migrant Programs (CAMP) will be offered for careers and the opportunity to gain full time unsubsidized employment outside of agriculture. PPEP has developed an extensive network of services in partnership with community organizations, local Colleges and Universities, as well as its own programs that include Housing, Behavioral Health and a Human Resources Division, all of which offer solutions to potential barriers. As a result, the support from PPEP, its multiple programs, and its partnership network, a HEP Program is positioned well to meet the expected GEPA goals.

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

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

**Goal 1: Recruit, Enroll, and Educate 80 Participants Annually**

<b>Objective</b>	<b>Responsible Staff</b>	<b>Timeline</b>	<b>Milestones/Outcomes</b>
Recruitment	Dir., Recruiter	June, Dec., and ongoing	80 students enrolled annually between 2 cohorts
Pre-enrollment	Dir, Instructors, Recruiter	Ongoing	100% complete application process by the start of each cohort
Determine Neediest Applicants	All Staff	Two weeks prior to cohort start	100% of applicants assessed & tested
Academic Assessment	Instructors	Two weeks Prior to cohort start date	Assess 100% of participants given pre-test
Orientation/Enrollment	Dir., Instructors	One week prior to cohort start	students enrolled in each cohort
Provide GED instruction	Instructors	Ongoing	Student must achieve 80% accuracy before testing
Provide computer and keyboarding for new GED required computer skills	Instructors	Weeks one, two, and three	100% of participants to take computerized GED
Advanced mathematics as required by new GED	Instructors	Ongoing	70% of students will pass on first attempt
Advanced writing skills as required by new GED	Instructors	Ongoing	70% of students will pass on first attempt
Analytical thinking on the social studies and science sections of GED	Instructors	Ongoing	70% of students will pass on first attempt
Practice reading comprehension	Instructors	Ongoing	70% of students will pass on first attempt
Monitor student progress/ assessment and feedback	Dir., Instructors	Daily	100% of students receive individual feedback
Individual Assistance	Dir., Instructors	As needed	100% of students receive assistance as needed
GED Testing	Dir., Instructors	Anyone scoring 145 on practice test	80% will receive and pass official GED Exam
Tutoring for those not passing GED	Instructors	As needed	50% of re-takes will pass on second attempt

**Goal 2: Place Completers into Higher Education, Employment/Enhanced Employment or**

## Military

Objective	Responsible Staff	Timeline	Milestones/Outcomes
Registration with NFJP Employment Program	Dir., Instructors	Week 2 of cohort	All eligible students register for WIOA services
Arrange for guest speakers in higher education (including STEM), employment, and Military	Dir., Instructors	Ongoing	100% participation
Financial Aid Workshop	Dir., Instructors	Ongoing	100% will be offered financial aid applications
Assist students in obtaining desired goal(s)	Dir., Instructors, Retention Spec.	Ongoing	80% of graduates successfully placed

### Goal 3: Link Students to Financial and Support Services

Objective	Responsible Staff	Timeline	Milestones/Outcomes
Develop linkages to meet student needs	Dir., Instructors	Ongoing	100 % requesting services are matched with appropriate referrals
Provide stipends to meet discretionary needs	Dir., Instructors	Ongoing	100% of active students receive stipend

**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.**

The HEP program will provide structured enrollment for 2 cohort groups per year. To provide adequate time to prepare students in the four subject areas of the new GED exam: 1) reasoning through language arts, 2) mathematical reasoning, 3) social studies, and 4) science; classes will be provided in group settings and individual tutoring provided as warranted. Computer access will be available throughout the week and after class time to allow students to complete homework assignments or become more efficient in computer utilization. Each student will be assigned to their own computer, within the computer lab that will be utilized by the HEP program specifically. We are aware that in many cases, minority students tend to dropout of school at rates that exceed other groups, as shown in table 2 below. Therefore, extra care and tutoring is available to meet the needs to deter dropping out of the program.

**Table 2. Arizona Dropout Rates, Pre-K through Post-Secondary**

	Minority	White	Female	Male
Dropout Rate	8.5%	4.3%	5.6%	7.1%

**Source: Minority Student Report: A Snapshot of Arizona’s Educational Achievement, Pre-K through Post-Secondary Graduation (2007).**

In an effort to decrease dropouts, HEP staff will receive training on the Integrated Warning System currently utilized in school districts in Tennessee, Maryland, California, Virginia, Texas, and Delaware. The program was developed by Johns Hopkins University’s “Everyone Graduates” Center in Baltimore, Maryland. The system analyzes exhibited behavioral patterns, attendance records, and poor achievement on assessments to predict potential dropouts. Once identified, staff will be able to take steps to assist students and avoid program exit. Solutions may involve additional classroom time for students needing it, tutoring support, family intervention, or other assistance specific to the students’ need. The HEP program serves the needs of Migrant and Seasonal Farmworkers in a variety of ways. Many services are provided directly by PPEP (computer access, financial counseling, needs assessments, emergency services, etc.) while other services are provided through the network of partnerships and faith-based agencies currently in place. Regardless of who provides services, the goal is to meet the needs of the participants and maximize their ability to achieve successful completion of the program.

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

As part of the Arizona Wagner-Peyser Agricultural Outreach Plan, the PPEP HEP program is a vital key in the equation. Each year, the state monitor advocate considers the input from this program in developing the state plan. By participating with the state program as well as Yuma County Farm Workers Service Coalition, Chicanos Por La Causa Inc., (CPLC), Arizona Migrant

and Seasonal Head Start Program, Migrant Health Program, Migrant Education, NFJP Farm Worker Housing, Campesinos Sin Fronteras, Border Health Foundation, and Regional Center for Border Health, Inc.; the ability to provide valuable information that works to identify and remove barriers for participants is enhanced and recognized. In addition, Arizona Western College provides an orientation to for HEP students interested in college and their recently signed an MOU agreement that will enable HEP students to learn about STEM opportunities that may improve job readiness and improve chances for long-term employment.

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

Because the program will provide a budget analysis for incurred costs to provide the necessary services and staff to carry out those services, it will be followed closely and monitored by the Chief Administrative Officer and the program director. PPEP has successfully managed federal and non-federal funds and programs since corporate inception in 1970. The organization follows established principles of fund accounting to comply with federal accounting system requirements, and accounting systems assures that accounting records and program documentation are available to support and identify expenditure of program funds. Control of cash and other resources ensures that expenditures of funds are in accordance with grant requirements and conditions. Reports are produced to accurately document complete fiscal information. Segregation of responsibilities and the authorization process in the payroll, accounts payable, and cash receipts cycles limits the risk of improper expenditure of any funds.

Computerized accounting systems accumulate document data by program on monthly, quarterly, and annual basis for internal and external purposes. The Chart of Accounts is tailored to identify fund expenditures by cost category and program activity as prescribed by procedures in cost

control, payroll, travel reconciliations, property management, and use of pre-numbered purchase orders and two-signature checks.

In addition, PPEP is particularly proud of a program model that works to expand and foster education, student mentoring, and provide individualized technical assistance. Within a fiscal framework we work to offer additional services and leverage other programs through co-enrollment to ensure all needs are met that works to foster self-sufficiency and autonomy. It is a model particularly useful in assisting participants facing multiple employment impediments simultaneously. PPEP also works to access additional dollars to provide staff development in areas that will enhance programs and services and address student need; whatever than may be. Finally, PPEP has a comprehensive MIS system to track eligibility, resources, and productivity. Participants' goals and objectives are tracked and program measures monitored to ensure overall program success is being met.

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

Our commitment to utilizing the logic model is graphically shown in the chart below:



As shown, the program will use data gathered to drive the program outcomes, make adjustments as necessary, and produce the desired outcomes to the extent to which the proposed project will increase efficiency in the use of time, staff, money, or other resources in order to improve results

and increase productivity. By using a data-driven system, it can support strong theory and allow for adjustments if necessary if trends begin to surface based on the data.

### **3. Quality of Project Services**

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

Kari Hogan, PPEP CAO, brings 29 years of experience in running youth and adult education programs and a degree in Business Management. Ms. Hogan offers excellence in leadership to a qualified team of service providers across 3 divisions currently funded by DOL ETA, County, State and Private funders. Ms. Hogan understands that farmworkers are unique and to serve them better, programs have to diversify their offerings to accommodate for different skill levels, cognitive abilities, and education levels. Through the development of comprehensive partnerships and qualified staff and trainers; staff is able to access a number of different offerings. Currently PPEP has qualified trainers to train in education, job readiness, labor market information, case management, career counseling, time management and job development, to name a few. Professional development is a significant part of PPEP's programs and will continue with the HEP program under the direction of Ms. Hogan. Grants that are specific to training needs are accessed to leverage program budgets to ensure staff is better qualified to make critical decisions and to address issues that plague farmworkers and other program participants and ensures appropriate services are offered to address issues or barriers to education or employment. In addition, appropriate funds allocated in the budget will allow for staff participation in state, national, and HEP Webinars and Seminars. All HEP staff will have access to training conducted by Arizona Western College (AWC) on college admissions, student financial aid, and accessing

scholarships. The PPEP Human Resource Director and Program Chief Administrative Officer are qualified to train in the areas of Harassment and Cultural Diversity and employment law. All of the above training will prove invaluable for the HEP staff, which will provide a comprehensive approach to meeting outreach, recruitment, case management services, post-secondary navigation and job placement opportunities to HEP students.

The Program Director will also attend the OME Director's Annual Meeting and New Director's Meeting in Washington, D. C., and will share information with HEP staff. If feasible, classroom instructors will attend the two-day National Commission on Adult Basic Education Conferences, for continued professional development in the classroom, and as a member of the HEP/CAMP Association, HEP staff will attend annual conferences as appropriate, which offer additional professional development training and workshops topics directly related to farmworkers.

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

The program is designed to identify, recruit, and meet the needs of migrant and seasonal farmworkers and those most vulnerable within the targeted population. Because there are numerous organizations providing services to farmworkers within the San Luis and Somerton area, PPEP will work with those same organizations through already established partnerships to identify those most in need and with needs that have not been met; giving priority based on referrals and comprehensive assessment.

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

Because of the comprehensive nature of the New GED requirements, students learn how to better navigate systems, gain increased knowledge in comprehension, and are better able to articulate

situations and address problem areas. In addition, adequate support systems through PPEP's extensive network, paired with staff training will help participant's successfully complete education courses necessary to attain their GED and move in a direction that fosters career development and job placement. As a result, program participants will have opportunities to enroll in post-secondary education, enter employment or enhanced employment, and potentially qualify for military service.

#### 4. Quality of Project Personnel

**i. The qualifications of the project director.**

PI: Kari Hogan, BSB/M, Chief Administrative Officer

Qualifications: BSB/M in Business Management

Duties: Responsible for overseeing multimillion dollar budgets and grants;

- Responsible for maintaining budgets, assuring that all expenditures are reasonable and allowable costs identified by federal regulations;
- Responsible for oversight of HEP Grant;
- Responsible for Eleven programs and 16 grants under DOL, HUD, State, County and private funders. Excellent documented program monitoring's

Experience: 29 years in developing and providing services in education and employment to underrepresented individuals and groups throughout Arizona.

**ii. The qualifications, including relevant training and experience of key project personnel.**

HEP Director Jose Luis Sotelo.

Qualifications: Bachelor's Degree, Arizona State University

Duties: Reviewing, implementing, and monitoring administrative and programmatic operations of the HEP program;

- Developing and maintaining an evaluation plan; hiring, supervising, and evaluating program staff;
- Submission of all required reports;
- Implementing HEP program objectives;
- Facilitating linkages with other agencies and/or programs;

**EXPERIENCE:** Bi-lingual instructor in classrooms for 16 years. Minor in IT and computer technology.

PPEP Chief Operations Officer Finance: Barbara Coronado

Qualifications: 20 years of experience successfully managing federal and non-federal grants with an annual organizational budget of 24,000,000.00

Duties: Follow sound principles of fund accounting

- Ensures accounting records and documentation follow all federal guidelines and all program costs are allowable and reasonable within grant or program limits
- Is educated in all federal regulations and information in accordance with grant requirements

- Reports are produce accurately and internal control systems ensure fiscal accountability
- Segregation of responsibilities are in place in the authorization process of payroll, accounts payable, and cash receipts cycles to limit risk of improper expenditure of any funds

## **5. Quality of the Management Plan**

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

As stated on pages 8, 9, and 10 previously with regard to the goals, objectives, and outcomes to be achieved by the proposed project, as well as clearly specified and measurable outcomes; the management plan follows these same principles to ensure a sequence of activities is followed to achieve necessary outcomes in a timely manner. The management plan is like a map. It allows for crucial planning and follows established activities through action steps that account for time, money and other resources that are necessary in program achievement. Goal is clarified; creating a visual picture of the expectation and what staff needs to accomplish. Although not stated here specifically; action steps are created that focus on measurable outcomes and how the program goals, objectives and budgets are analyzed, monitored and evaluated. On a weekly basis, staff will meet to ensure the program is on track. During this time, discussions will identify program progress, address issues, barriers, and successes. The HEP management plan is a tool, in which the program can build on staff knowledge and identify unique opportunities. It provides a plan for identifying, informing, and recruiting eligible farmworkers, offers support services and participant financial planning components, the development of resources to enhance the project, provides coordination with other local, state and federal programs to maximize employment and training services, and contracts with a qualified third party for extensive program evaluation.

The management plan also includes staff positions for an outreach/recruitment and retention specialist, student navigator and retention specialist, director and qualified GED instructors. Each of these positions will bring to the table knowledge within their positions to accommodate for a quality and quantity of service. Each will work to meet the desired outcomes. Job descriptions will display the mission critical tasks to ensure program effectiveness and help to provide better decision making and offer time management for optimization.

**ii. The adequacy of the procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

To ensure feedback and continuous quality improvement of the program, we will begin by asking program participants to evaluate the program services through a program survey that address program components to help staff improve in areas where needed and delivery methods in the classroom. Secondly, share with staff, during staff meetings, student progress toward achieving benchmarks and timeframes and discuss the overall management plan stated in the proposal. Thirdly, request routine input from partners recruited to ensure we are being responsive to the needs of the farmworkers and provide proper feedback if recommendations are made. Finally, begin to develop a 5-year strategic plan in the development of long term goals and objectives and a vision for the programs future sustainability and performance improvement.

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

The PPEP HEP program has the following well-qualified and trained staff in place to provide program services: 0.10 FTE Principal Investigator; 1 FTE Director; 1 FTE Outreach and Eligibility Specialist; 1 FTE Student Navigator, Retention Spec.; 3 FTE GED Instructors.

**6. Adequacy of Resources.**

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

PPEP provides in-kind services of space from two charter schools, high quality computers, a Wide Area Network, and software that is utilized in the Charter Schools. HEP Instructors and tutors will have workstations already provided and a room to plan and prepare lessons. PPEP already has an additional classroom set up with 16 additional computers and the entire updated GED curriculum in English and Spanish for classes to begin. Additional, PPEP resources include employment and training services through NFJP and State Case Management programs specific to farmworkers, CSBG supportive services, vocational training opportunities, on-the-job training, counseling and case management. Because of co-enrollment opportunities and low income status, services are provided to HEP students at no cost because they are able to qualify using the same documentation for HEP eligibility. Much of the Staff training is provide through the agency and OME at no cost to HEP, other than travel if necessary.

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

PPEP and partner organizations are fully committed to ensuring the HEP program is successfully implemented. The listed partners have adequate experience and resources to carry out the objectives stated in the proposal. Below is a table outlining major partnerships and their commitment to the project:

<b>Partnerships</b>	<b>Services Provided</b>	<b>Benefit to Participants</b>
Arizona Western College	-Academic advisement and financial aid planning -Career Planning Workshops -STEM orientation -Admission to college, job and career fairs -Invitations to special cultural and recreational events -Use of computer lab at on and off campus sites	-Professional Development opportunities for staff and students -Referral service -Joint planning -Shared resources

	-Use of library -Tutoring program in Student Success Center	
South YUMA County Adult Education Consortium	English Language Acquisition	-Coordinated services -Valuable language opportunities -Referral source
Regional Center for Border Health, Inc.	-Collaborate services -Head Start Services	- Additional training -Pre-school aged services for children of students
Campesinos Sin Fronteras	-Assist in program development -Healthy Lifestyles Education and Services	-Health Promotion -Disease Prevention
Chicanos Por La Causa-Early Childhood Development	-Educate citizens regarding PPEP's services -Joint presentations at Parent Center Committees	-Referral source - Additional resources
Arizona @ Works One Stop Center	- Internet job search assistance -Resume development -Work readiness workshops -Orientations for introduction into WIOA services -Potential Job Shadowing opportunities	-Referral source -Evaluate Job readiness -Availability of all WIOA services
PPEP NFJP Employment & Training	Co-enrollment for additional employment and training opportunities in OJT, WEX, High Demand Occupations Additional program support services	All WIOA service Referral Source Evaluate skills & abilities

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

We have designed a budget that is responsive to the goals, objectives, timelines, staff and outcomes expected for the project. The cost for each budget line item is reasonable and allowable, based on current federal requirements. We have limited staff to the basic number necessary to deliver quality services on a daily basis, to include individual tutoring time if needed and dedicated the bulk of grant dollars into program operations.

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

The inserted budget below is in alignment with new GED requirements and to allow for increased GED prep time due to increased education levels that incorporate comprehension and cognitive abilities. This budget provides the necessary time to prepare students for testing and

the passing of GED requirements. We estimate the cost per GED obtained will be \$5938 per person based on the total budget divided by the number of participants per year (475,000/80).

### YEARLY PROPOSED BUDGET

<b>1. PERSONNEL</b>	
A. Project Director (12 months FTE)	\$48,000
B. Chief Administrative Officer (.10)	7,500
C. Student Navigator and Retention Specialist (FTE)	33,280
D. Outreach and Recruitment Specialist (FTE)	31,200
E. Instructor 1 (Somerton and San Luis, FTE)	42,591
F. Instructor 2 (San Luis, FTE)	34,065
G. Instructor 3 (Somerton, FTE)	31,200
<b>TOTAL PERSONNEL</b>	<b>227,836</b>
<b>2. FRINGE BENEFITS (26%)</b>	<b>60,960</b>
<b>3. TRAVEL</b>	
A. General Travel, student recruitment, Project Staff 200 miles per month@\$.445 per mile x 12 months in Yuma County Staff travel to Central Administration, 1000 miles @ 0.445/mile, 2 trips per year Somerton, AZ. To Tucson)	1,068   890
Program Coordination-Key Personnel 150 miles/month @0.445 x 12 months	801
B. OME Annual Meeting for HEP CAMP Directors, Washington, D. C. (Chief Administrative Officer and Director) Lodging, 4 nights @ \$200 x 2 rooms Per Diem, 5 days @ \$69 x 2 staff Air fare @ 800 x 2 staff (from Yuma, AZ) Taxi in D. C.	1,600 690 1,600 120
C. HEP/CAMP National Conference, Sacramento, CA; October, 2016 (1 Director, 1 Outreach Specialist, 1 Retention Specialist, 2 Instructors)	
Lodging, 3 nights @ \$135/night x 3 rooms	1,215
Per Diem, 4 days @ \$64 x 5 staff	1,280
Air Fare, \$600 x 5 staff (from Yuma, AZ)	3,000
Taxi	100
D. COABE National Conference, Orlando, FL; April, 2017 (1 Director)	
Lodging, 4 nights@ \$199/night x 1 room	796
Per Diem, 5 days @ \$64 x 1 staff	320
Air Fare @ \$600 x 1 staff (from Yuma, AZ)	600
Taxi	70
<b>TOTAL TRAVEL</b>	<b>14,150</b>
<b>4. SUPPLIES</b>	
Office Supplies, Consumable (folders paper, pencils, etc.) \$250/month x 12	3,000
Instructional Supplies (Student Textbooks @ 80 students x 70/student=5,600	5,600
Instructor's teaching materials and teaching aids	1,730
Official GED Practice Tests (3 per student)-80 students@ \$48/student	3,840
Postage	2,000
<b>TOTAL SUPPLIES</b>	<b>16,170</b>

<b>5. CONTRACTUAL</b>	
Evaluation of HEP Program	11,000
Tutoring Services-3 tutors x 20/hour x 80 hours each	4,800
Other outside services (Graduation ceremony; rent and sound equipment)	2,500
Fees and Dues	
GED testing fees @ \$157.50/student x 80 students	12,600
HEP-CAMP Association Fee- \$1,200	1,200
Conference Registration Fees	2,100
Other-Copy Machine Rental (12 months @ \$180/month)	2,160
Marketing	2,109
<b>TOTAL CONTRACTUAL</b>	<b>38,469</b>
<b>6. OTHER</b>	
Rent @ \$1,900/month x 12 months	22,800
Building Insurance	2,000
Utilities @ \$800/month x 2 suites for staff and classes	9,600
Building Maintenance and Repair	2,500
Building Services/Cleaning	
Janitorial Services @ \$400/month x 12 months	4,800
Janitorial Supplies @ \$100/month x 12 months	1,200
Communications Costs	
Telephone	3,700
Interagency Internet Access @ \$500/month x 12 months	6,000
<b>TOTAL OTHER</b>	<b>52,600</b>
<b>TOTAL DIRECT COSTS</b>	<b>410,185</b>
<b>TOTAL INDIRECT COSTS (8%)</b>	<b>32,815</b>
<b>7. TRAINING STIPENDS (80 students @ \$400 per student)</b>	<b>32,000</b>
<b>GRAND TOTAL</b>	<b>475,000</b>

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

Because PPEP has such diverse funding streams that work to accommodate employment, training and education and has the ability to leverage resources to the maximum extent possible, we will work toward a self-sustaining program that will enable us to meet goals without compromising quality to the participants on an ongoing basis. Support obtained from partners, leveraged resources and PPEP's commitment to serve farmworkers through a variety of different programs and funding sources; to include its own bottom line once established, will ensure the availability of services beyond the stated grant period. We have complied with EDGAR section

206.20 (d) (2) requiring applicants to develop and implement a plan for identifying and using the resources of the participating organization and community to supplement and enhance the services provided by the project.

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

### **i. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**

PPEP has negotiated and provided for an external program evaluator to ensure objectivity throughout the process that will provide program overview and provide necessary feedback. The evaluator will evaluate the program's effectiveness and ability to achieve its goals. In addition, the evaluation plan will enable us to review and provide for correction action if necessary through the use of both formative and summative evaluation methods.

#### **External Evaluator:**

Dr. Celestino Fernandez, Professor of Sociology, at the University of Arizona, has evaluated education programs and schools throughout the United States. Coming from a farmworker background himself, he understands what is necessary and how to evaluate the effectiveness of programs based on program components, curriculum, teaching methods and student support. The evaluation program he has designed includes both quantitative and qualitative methods. The quantitative methods will involve tabulation and analysis of data gathered through questionnaires and surveys regularly and systematically conducted with both current students and graduates of the program. Qualitative methods will consist of face-to-face interviews, focus groups, and discussions with students and staff. Some interviews will be conducted individually, while some will be conducted in groups. Throughout the duration of the project, program graduates will be

surveyed and a random group of parents will be interviewed to determine their experiences with the program meant for them or their families.

A comprehensive Program Evaluation will focus on all aspects of the program but particularly on the specific program goals and objectives. The evaluation will have three main components: the first will focus on the processes (e.g., processes for recruitment and student selection, administrative processes, and academic processes); the second will focus on academic issues (e.g., student preparedness, mode of instruction, program content, and materials); and the third will focus on outcomes (e.g., relative to goals and objectives, such as post-secondary education and job placement opportunities). The methods will be primarily quantitative; documenting and measuring numerical goals and objectives, data gathered from current and graduating students, questionnaires, and data gathered from extensive file reviews. As stated previously, qualitative data will come mostly from face-to-face meetings, and student, staff and parent focus groups to further inform and enrich the quantitative data.

Program Evaluation forms and instruments will be developed during the implementation phase and used throughout program operations. Every student cohort will be surveyed through a formal questionnaire as well as visited by Dr. Fernandez to gather information relevant to the three evaluation components. Dr. Fernandez will be directly involved throughout the project to analyze and interpret data and information gathered. When completed he will provide a comprehensive report with stated findings and recommendations for improvement if needed.

**ii. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

First and foremost, the goal of the evaluation process is to gather information to help the program assess the quality of services offered to students. The evaluation process will identify

both the strengths and weaknesses; thus, the information gathered will help the program improve in any areas needed. In addition, PPEP HEP staff will report monthly, in writing, to the PPEP HEP Program Director, who in turn reports to PPEP key administrative staff. Reports will provide an overview of the programs goals and objectives and the progress made within each reporting period to ensure the program targets, milestones and benchmarks and being met on a consistent basis. This reporting mechanism works to address any potential issues that may arise within the operation and reduce risk prior to the evaluator making his assessments and reporting out. Most of the evaluation methods described above is ongoing in the form of management functions. However, periodic formal synthesis of evaluation information and recommendations will be necessary in order to obtain maximum benefit from evaluation activities.

Therefore, the program evaluator will conduct his evaluations on a quarterly basis throughout the grant period to provide necessary feedback for continuous improvement. Dr. Fernandez (and his staff evaluators) will provide the key administrative staff, the Program Director and staff, verbal and written reports at the first and third quarter reports during regular staff meetings. Interim and final evaluation reports will be submitted in writing to the key administrative staff and the Program Director at the end of the second and fourth quarters of each program year.

Comprehensive annual reports will be prepared and sent to the funding agency and/or as required under the reporting terms of the HEP grant.

**iii. The extent to which the methods of evaluation will, if well-implemented, produce evidence of promise.**

The evaluation plan, as proposed, has been effectively used by Dr. Fernandez to evaluate the effectiveness of programs across the country and in past PPEP programs. In each instance, unbiased data is collected from current and past participants, as well as their family members; all

of which are incorporated into the final result. Information gathered is provided to staff in the form of feedback that will enable them to improve their methodologies, increase efficiencies and time management, and improve program outcomes, which is the goal of the program. Based on the fact that Dr. Fernandez has utilized the above-referenced techniques in other studies, we are confident that our program, as designed, utilizing the logic model outlined by the Education Logic Model (developed by the Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance) will ensure that the PPEP HEP program not only meets the GEPA Goals, but exceeds them, as has been the history of PPEP. Additionally, participants will be able to improve their employability and education status and improve income levels that provide a living wage and works to break the cycle of poverty they and their families have experienced. Please see chart on next page that outlines the Project Evaluation process.

### PROJECT EVALUATION CHART

Objectives	Formative Evaluation					Summative Evaluation
	<b>Data Elements</b>	<b>Data Collection Methods</b>	<b>Timeline/Progress</b>	<b>Responsible Personnel</b>	<b>Formative Review</b>	<b>Outcomes</b>
<i>Graduation Rate: 69%</i>	Weekly reports; staff evaluations; Tutor reports	Grades; student interviews; Progress documents	On-going, Monthly	Director HEP Instructors	Quarterly review by Dr. Fernandez, Records	Percentage of HEP participants completing instruction and take GED
<i>Placement Rate: 80%</i>	Data reflecting postsecondary enrollment, job placement, or military	Verify Placements	On-going, Monthly	Director HEP Recruiter, Program Assistant	External Evaluator review, student records	Percentage of HEP graduates that enroll in postsecondary education, military, or non-seasonal employment
<i>Supportive Services Rate: 100%</i>	Enrollment documents, Recruiter reports	Records review, student interviews, family input	On-going, monthly	Director HEP Recruiter, Instructors	ELM review and action, partner reports	Percentage of HEP students recruited and admitted



## TABLE OF CONTENTS

### **PART I: Preliminary Documents**

Application for Federal Assistance (form 424) attached

ED Supplemental Information for SF-424 attached

### **PART II: Budget Information**

ED Budget Information Non-Construction Programs (ED form 524) attached

### **PART III: ED Abstract Form**

One-Page Project Abstract attached

### **PART IV: Project Narrative Attachment Form**

Table of Contents attached

Project Narrative attached

1. NEED FOR PROJECT	1
2. QUALITY OF PROJECT DESIGN	7
3. QUALITY OF PROJECT SERVICES	13
4. QUALITY OF PROJECT PERSONNEL	15
5. QUALITY OF MANAGEMENT PLAN	16
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7. PROJECT EVALUATION	22

### **PART V: Budget Narrative Form**

Budget Narrative attached

### **PART VI: Other Attachment Forms (Appendices)**

Individual Resumes for Project Directors and Key Personnel

1. Kari Hogan attached

2. Jose Sotelo attached

3. Barbara Coronado attached

4. Celestino Fernandez attached

Job Descriptions

1. Project Director

2. Program Director

Copy of Indirect Cost Rate Agreement

### **PART VII: Assurances and Certifications**

Assurances-Non-Construction Programs SF 424B attached

Disclosure of Lobbying Activities (Standard Form LLL) attached

Certification Regarding Lobbying (ED 80-0013 Form) attached

General Education Provisions Act (GEPA) Requirements-  
Section 427 (ED GEPA 427 Form) attached

### **Part VIII Intergovernmental Review (Executive Order 12372)**

State Single Point of Contact (SPOC) List n/a

## 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.

## Kari Hogan Figgins

(b)(6)

### ***Project PPEP***

#### ***Chief Administrative Officer May 2011 - Current***

In 2011 I was promoted to the position of Chief Administrative Officer. I am part of the Senior Management team for PPEP, Inc. and I directly supervise 16 programs within five divisions, their budgets, and 45 fulltime staff, and 8 part-time staff within 9 counties across Arizona. Programs I supervise include Employment and Training under DOL section 167 NFJP program, Farm Labor Housing Program, HUD Rural Innovations Program, WIA Adult and Dislocated Worker program in Pima and Yuma Counties, WIA Older Worker Program, Pima County Summer and After School Programs, Construction and Education for Youthbuild, AmeriCorps, and the HEP program, a High School Equivalency Program for Farmworkers. In the Human Services arena I am responsible for CSBG, Case Management programs, emergency services programs (STCS/Tanf, EEIP), senior/elderly services (Ajo), and City of San Luis. My overall budgets for these programs and other grant funding are just under 6 million dollars in State, County, Private, and Federal Grant funds. I am responsible for grant development, program development, and program advocacy for all programs under my purview and for new development and sustainability.

**Executive Director, May 2005 – May 2011**

**Deputy Director, July 2004 - May 2005**

**Director of Grants Management, Oct. 2001 – July 2004**

**State Trainer, April 1999 – October 2001**

**Operations Director/Quality Control. August 1995 – April 1999**

**Program Coordinator/Case Manager, December 1993 – August 1995.**

#### ***Other Positions Held within Project PPEP***

1990 to 1993, Director of the Encompass program for Developmentally Disabled Persons.

1986 to 1990, Program Coordinator for the Encompass program for Developmentally Disabled persons.

### **Current Professional Activities**

**Rocky Mountain HI Coalition, current board member.** A 16 state coalition, working together with member organizations to address farmworker issues and training. A Member for 18 years, President for 10 years. Lead in the development and implementation of RMHI conferences and contract negotiations for four years and work towards best practice models for training and employment initiatives.

**Association of Farmworker Opportunity Programs (AFOP). Current board member** and served for 18 years. Served on the **Executive Board for 10 years.** This board is made up of 53 DOL 167 grantees and educates members of the US congressional districts and others that are interested in farmworker programs and employment and training issues on behalf of farmworkers. Currently serve on the legislative and finance committees.

**Western Alliance of Farmworker Advocates.** Currently serve on the board of Directors and Executive Committee as **Secretary/Treasurer.** Have participated on the WAFA Board for 10 years and served the Executive Board for 6 years. Collectively work within region 6 with DOL farmworker grantee community for farmworker advocacy and for best practice models on farmworker services.

Pima County Workforce Investment Board. Currently serve on the Pima County Board for employment and economic development strategies in conjunction with one-stop services. Have served on this board for 6 years. Serve on the Performance and Accountability committee.

Northwest Regional Coalition. Currently serve as Chair of this local community coalition, working to provide prevention services and information to local communities that involve youth drug and alcohol issues along with prevention services.

YouthBuild USA National Directors Association. Serve on the Board to promote youth employment and education services for at risk youth ages 16-24 through extensive programing for education and career development. Serve on the Legislative and Civic Engagement committees.

### ***EDUCATION:***

***Bachelors Degree in Business Management- University of Phoenix***

**Certificate - The Grantsmanship Center Oct. 1996,**

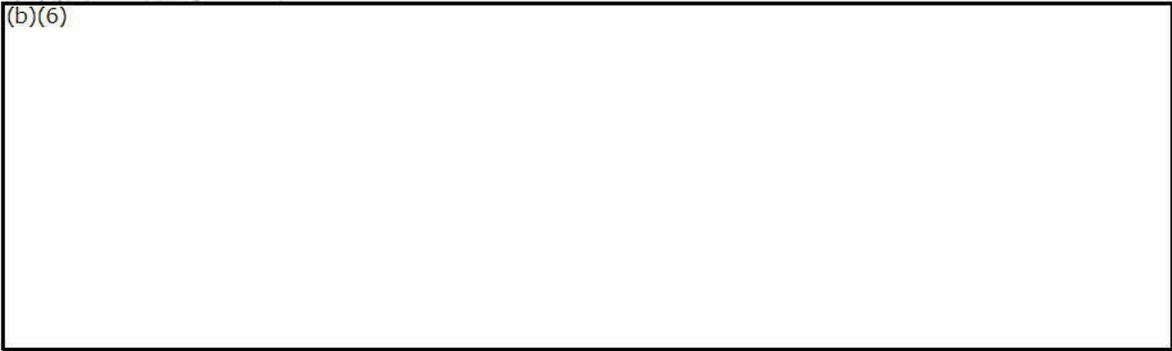
**Certificate – Sensory Integration Training March 1989**

**Certificate – Sensory Integration Training March 1990**

**Certificate - Pima Community College – Windows, Microsoft office, Excel, Word, Power Point, Access**

**29 years in business management and business development through on-the-job training; included program and staff supervision for 20 years.**

(b)(6)



## Jose Luis Sotelo

(b)(6)

### SUMMARY OF QUALIFICATIONS

- 15-year experience in working with U.S. Department of Education, Federal grants and Migrant Education.
- Experience in collecting and reporting data for annual performance reports.
- Strong budget development, implementation and management abilities.
- Building and retaining exceptional staff and creating excellent work environment.
- Excellent leadership and problem solving skills.
- 16-year experience in working with Migrant and Seasonal Farmworker population.
- Bilingual; Spanish and English.

### EXPERIENCE

#### **PPEP-National Farmworker Jobs Program Workforce Development Specialist**

Phoenix, AZ

11/2015 - Present

- Determine service needs, beginning with core services and barrier identification.
- Advise participants regarding available community resources; provide career counseling, assist participants in determining realistic employment goals.
- Conduct job-readiness assessment or coordinate such workshops with partner agencies.
- Mediate between employer and participant/employee, as needed.
- Counsel participant/employee on retention and career advancement techniques.

#### **PPEP-High School Equivalency Program Program Coordinator / Instructor**

10/2000 – 10/2015

Somerton, AZ

- Assisted with the overall implementation of the project, overseeing day-to-day operations of the project, including planning, administering and supervising staff.
- Served as the project's chief liaison to community partnerships, educational partnerships, and target area communities.
- Developed and implemented program policies and procedures manual.
- Provided administrative and fiscal oversight for the grant.
- Prepared and submitted annual and interim project performance reports to the Office of Migrant Education.
- Assisted students in preparing to master the objectives of passing the H.S.E. examination, for employment and/or further educations after graduation.

Factor Sales, Inc.  
**Purchasing Agent**  
San Luis, AZ  
12/1995 – 9/2000

- Maintained manual or computerized procurement records, such as items or services purchased, costs, delivery, product quality or performance, and inventories.

**EDUCATION**

**Bachelor of Science in Information Technology**  
University of Phoenix Phoenix, AZ

**Barbara A. Coronado**

(b)(6)

**PROFESSIONAL EXPERIENCE**

**PPEP & Affiliates, Inc. Tucson, AZ**

**Chief Operations Officer/Director of Finance** March, 2012 to present  
In addition to the duties of Director of Finance of PPEP & Affiliates, and a member of the Management Team of PPEP, Inc., continuing to provide overall management and oversight for all corporate programmatic and financial obligations; responsible for day-to-day operations and serving as second in command during the Chief Executive Officer's absence.

**PPEP & Affiliates, Inc. Tucson, AZ**

**Chief Administrative Officer/Director Of Finance** June 2006 to March, 2012  
In addition to the duties of Director of Finance of PPEP & Affiliates, named as a CAO and a member of the Management Team of PPEP, Inc., providing overall management to oversee and manage all corporate programmatic and contractual obligations to agency funding sources and services to PPEP clients.

**PPEP & Affiliates, Inc. Tucson, AZ**

**Director of Finance** Oct. 2002 to present  
Responsible for financial operations of a multi-funded non-profit organization including budget preparation and financial analysis, cash management, General Ledger maintenance and supervision of the Finance Office staff. Duties also include preparation of internal financial and performance reports, monthly and quarterly grant reports and contract billings, review and control of operating procedures and internal controls, and annual audit coordination and preparation.

**PPEP & Affiliates, Inc. Tucson, AZ**

**Assistant Controller/Contracts Administrator** 1999 to 2002  
Responsible for grants and contract billings and compliance, accounts receivable management and supervision of the Finance Office staff. Responsibilities also included the maintenance of the General Ledger, annual audit coordination and preparation and management of the CDFI/Micro loan ledger system including funding of loans through the Bank One ACH software.

**Catholic Community Services of So. Arizona, Inc. Tucson, AZ**

**Senior Staff Accountant** 1977 to 1999  
Responsible for all aspects of grants and contract billings, including contract and accounts receivable management; budget analysis and financial reporting; balance sheet account reconciliations; general ledger analysis and adjustments; and annual

audit schedules/worksheet preparation, including Circular A-133 preparation. Also held positions in Accounts Payable and Payroll.

### **EDUCATION**

Pima Community College, Accounting and Business Management.

January 2016

***Celestino Fernández, Ph.D.***  
University Distinguished Outreach Professor

**Office:** University of Arizona  
School of Sociology  
P.O. Box 210027  
Tucson, AZ 85721-0027  
(520) 626-9322 or 621-3531  
FAX: (520) 621-9875  
E-mail: [celestino@arizona.edu](mailto:celestino@arizona.edu)

**Home:**



**Personal:** Bilingual (fluent in English and Spanish)  
Duel Citizenship: United States and Mexico

***Academic Background:***

Ph.D.	Stanford University	Sociology	1976
M.A.	Stanford University	Sociology	1974
B.A.	Sonoma State University	Sociology	1973
A.A.	Santa Rosa Junior College	Liberal Arts	1971

***Administrative Experience:***

*American Council on Education (ACE) Fellow*

From July 2000 through June 2001, Dr. Fernández served as an American Council on Education (ACE) Fellow at the University of Phoenix (UOPX) where he worked directly with the president and other senior-level administrators, including vice presidents and deans. He was involved in meetings and other activities that dealt with all types of issues that spanned the full spectrum of concerns having institutional implications, from strategic planning to policy development. In addition to working closely with the central administration at UOPX, Dr. Fernández engaged in the study of leadership and change, innovative models of higher education (particularly the University of Phoenix model), and changing faculty roles during the ACE Fellowship year. The ACE Fellows Program provides comprehensive leadership development for senior faculty and administrators. This program has been in existence for 40 years and each year about 30 individuals are selected from throughout the United States and other countries through a nomination and highly competitive process. The yearlong fellowship is designed to prepare individuals who are skilled in the leadership and management of change.

### *Central Administration*

For fifteen years, between 1983 and 1998, Dr. Fernández held several institutional level administrative positions at the University of Arizona, including four vice presidencies: founding Executive Vice President and Provost of Arizona International College, Vice President for Academic Outreach and International Affairs, Vice President for Academic Services and Undergraduate Education, and Vice President for Undergraduate Academic Affairs. He also served as Interim Vice Provost for Arts and Sciences, Affirmative Action Officer, and Interim Director of the Honors Center.

Numerous academic and support services units reported directly to Dr. Fernández during these fifteen years, including the Office of International Programs, Center for English as a Second Language, Center for Research on Undergraduate Education (including assessment of student learning and general education), Undergraduate Council, University Teaching Center, Museum of Art, KUAT Communications Group (radio and television), University Press, Arizona State Museum, Cultural Affairs, and Extended University. Additionally, he was responsible for developing and implementing and/or overseeing several special university-wide programs and projects, including academic program review, general education, the diversity action program, a community lecture series, a few cultural programs, and several initiatives in undergraduate education. Between 1989 and 1998 Dr. Fernández served on various University-wide policy and decision-making bodies – such as the President’s Cabinet, Deans’ Council and Faculty Senate (elected) – that dealt with all institutional matters (e.g., programs, budget and personnel) and areas (e.g., academic, administrative, and support services).

Between 1994 and 1998, Dr. Fernández served as the CEO of a new four-year liberal arts institution, Arizona International College (AIC). In this capacity, he provided leadership and was fully responsible for all areas of planning, including academic, financial and facilities. His charge was to plan and establish an institution that eventually would be independent, although initially it operated under the wing of the University of Arizona. The mission of AIC was to offer a distinctive, innovative and practical liberal arts undergraduate education with an international focus. Classes began fall 1996 and they continue to the present. AIC attracts students from throughout Arizona as well as from many other states and countries.

Prof. Fernández currently serves as one of only 30 University-wide Faculty Fellows, a highly selective group of professors dedicated to promoting quality undergraduate education. He also serves as Director of Undergraduate Studies in the Department of Sociology.

***Professorial Experience:***

Since 2007, Dr. Fernández has served as University Distinguished Outreach Professor, an honorific title “*to recognize faculty who have made outstanding contributions to outreach at the University of Arizona, in the State of Arizona and the nation and have demonstrated sustained excellence in the University’s outreach mission.*” At the time he was honored with this title and award, only four other professors from throughout the institution had been thus honored in the entire history of the University of Arizona.

Dr. Fernández has served as Professor of Sociology at the University of Arizona since 1991. In this capacity he engages in all common faculty activities – teaching, research and service. Over the years, he has received several grants in support of his work, presented scholarly papers throughout the United States and in other countries, served on many local, national and international committees, developed and taught courses in several areas – education, culture (including popular culture), Latin America (particularly Mexico), immigration, race and ethnic relations, diversity and a highly popular course (over 500 students enrolled and a waiting list each time offered) he developed on the *Pursuit of Happiness*. Dr. Fernández has served as advisor and mentor to both undergraduate and graduate students and as a member of over 30 doctoral and master degree committees. He also has served as an affiliated faculty member in three departments: Arizona Research Laboratories Division of Learning, Technology and Assessment, Latin American Studies, and the Mexican American Studies and Research Center.

Between 1976 and 1982, Dr. Fernández served as Assistant Professor of Sociology at the University of Arizona, and between 1982 and 1991 as Associate Professor (with tenure). He has taught courses at both the undergraduate and graduate level, and he has team-taught classes and conducted research with professors from other departments as well as from other colleges and universities. He has also taught in California and Mexico.

***Publications:***

Dr. Fernández has written over 50 articles and chapters for scholarly journals and books, numerous reports, 10 book reviews and a couple of monographs. His writings, based on research using both quantitative and qualitative methods and data, span various topics, including the education of minority students, international education, higher education, popular culture, Mexican immigration, and Mexican culture (particularly music). Dr. Fernández has written several guest opinion pieces for Tucson newspapers and for a couple of years he wrote a monthly column for *Aguila*, a statewide Spanish-language newspaper. He has composed about 50 *corridos* (Mexican ballads), including one that was used in a film, and he writes poetry in both English and Spanish. Dr. Fernández has made well over 150 presentations throughout the United States and abroad based on his scholarly work.

***Service:***

Over the past 38 years, Dr. Fernández has served on numerous departmental and university task forces and committees, as well as on many state, regional and national boards and committees, including for the American Sociological Association, Pacific Sociological Association, Educational Testing Service, University of Phoenix (Vice Chair of the Board), Higher Learning Commission, Federation of State Humanities Councils (Chair of the Board), Lasallian Education Council, and the Alliance for Undergraduate Education. He has served on over 50 institutional accreditation review teams for four associations – North Central, Middle States, Northwest, and Western – covering higher education institutions of all types and sizes, ranging from a small women’s private liberal arts college to some of the largest public and private Research I universities; he has also participated in international accreditation visits in Europe and the Caribbean Islands. Dr. Fernández has served on editorial boards of journals, newsletters and a university press, as well as a consultant to various universities and organizations such as the National Science Foundation, National Research Council, Administration on Aging, IBM, National Institute of Education, the National Endowment for the Humanities, Indiana University, University of San Francisco, University of Florida, University of Phoenix, Association for Performance-Based Accreditation; and CETYS Universidad and Universidad del Noroeste (both in Mexico).

Locally, Dr. Fernández serves on several boards, including La Frontera Arizona, Inc. (Chair of the Board), Hispanic-Jewish Dialogue (Co-Chair of the Board), International Mariachi Conference (Chair of the Board), PPEP-TEC Charter High School, La Frontera Center (Chair of the Board), Every Voice in Action Foundation (Chair of the Board), Board of Specified Jurisdiction-Notre Dame ACE Academies-Tucson, Arizona Virtual Academy, and Los Angeles County Online High School/Insight

Schools (Chair of the Board). In the past, he has served on various other boards, including Arizona Humanities Council (Chair of the Board), Federation of State Humanities Councils (Chair of the Board), Higher Learning Commission, San Miguel Catholic High School (Chair of the Board), United Way of Greater Tucson, Schools of Distinction, Inc., Educational Enrichment Foundation (Chair of the Board), Catholic Community Services (Chair of the Board) and the Pima Community College Foundation.

***Awards:***

People and organizations have been very generous in recognizing Dr. Fernández's work. He has received numerous awards over the years, including the Distinguished Leadership in Higher Education Award from the Hispanic Caucus of the American Association for Higher Education (1998), the University of Arizona "Honorary Alumnus Award" (1997), the Arizona "Governor's Spirit of Excellence Award" (1994), Sonoma State University's "Distinguished Alumni Award" (1991), Jewish Federation's Human Relations Award (1992), Project PPEP's "Farmworker Advocate Hall of Fame Award" (1992), PPEP, Inc. "Man of the Year" (2007), Catholic Community Services of Southern Arizona "Jack Cotter Leadership Award" (2005), Cox Communications "Hispanic Man of the Year" (2010), Arizona Humanities Council "Public Scholar Dan Shilling Award" (2012), and Arizona Interagency Farmworkers Coalition, Inc. "Special Recognition Award" (2014). Additionally, he has received several recognition plaques in appreciation of service provided to various groups and organizations such as Davis-Monthan Air Force Base, Desert Vista High School, the U.S. Postal Service, and the Arizona International College Student Association. Also, a charter high school in Tucson was named in his honor. Finally, Dr. Fernández has received scholarships and fellowships and has been profiled in newsletters, newspapers, a book chapter, and several songs (ballads).

***References:***

Both academic and community (local, national and international) references are available upon request.

A complete curriculum vita also is available upon request.

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submitted through Grants.Gov

## JOB DESCRIPTION

**JOB TITLE:** Director of HEP  
**DEPARTMENT:** Charter School  
**SUPERVISOR:** Chief Administrative Officer  
**SUPERVISES:** HEP Coordinator  
**LOCATION:** Avondale  
**FLSA CLASS:** Exempt  
**SALARY RANGE:** 29 (2013/2014)



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### **POSITION SUMMARY:**

Reporting to the Chief Administrative Officer, the Director of the HEP program is responsible for all aspects of the administration and supervision of the program.

### **DUTIES AND RESPONSIBILITIES:**

Administers and supervises all aspects of the program, including personnel administration, and student recruitment and retention.

Selects, supervises, and evaluates assigned personnel at program sites

Writes and monitors grant revisions, budgets and annual reports; acts as a liaison with applicable government agencies and funding sources.

Ensures that HEP student recruitment and retention activities are implemented and maintained at school sites.

Travels for program-related conferences as required by grant.

Visits program on a bi-monthly basis.

Other responsibilities as assigned.

### **MINIMUM QUALIFICATIONS:**

Bachelor's degree in education administration or related field.

Three (3) years prior work experience administering educational programs for adults.

Five (5) years prior work experience in education administration.

Must possess a Class I FBI Fingerprint and Background Clearance Card.

Valid Arizona driver's license and clearance/approval from corporate auto insurer.

**OR**

Any combination of academic education, professional training or work experience, which demonstrates the ability to perform the duties of the position.

### **PREFERRED QUALIFICATIONS:**

Master's degree in education administration or related field.

Seven (7) years prior work experience in education administration.

Bilingual (English/Spanish)

**PHYSICAL REQUIREMENTS:**

Must be able to see a computer monitor.

Must be able to stand for long periods of time.

Must be able to lift twenty (20) pounds.

Must be able to drive long distances in an automobile.

\_\_\_\_\_  
Employee Signature/Date

\_\_\_\_\_  
Supervisor Signature/Date

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

**ORGANIZATION**

Portable Practical Educational Preparation, Inc.  
802 East 46<sup>th</sup> Street  
Tucson, AZ 85713

**EIN:** 23-7232227

**DATE:** March 27, 2015

**FILE REFERENCE:** This replaces  
the agreement dated  
May 13, 2014

The rates approved in this Agreement are for use on grants, contracts, and other agreements with the Federal Government to which OMB Circular No. A-122 applies, subject to the conditions in Section II, A, below. The rate(s) were negotiated between Portable Practical Educational Preparation, Inc. and the U. S. Department of Labor in accordance with the authority contained in Attachment A, Section E.2.(a), 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	07/01/10	06/30/11	16.47% (a)	All	All Programs
Final	07/01/11	06/30/12	16.32% (b)	All	All Programs
Final	07/01/12	06/30/13	16.42% (b)	All	All Programs
Final	07/01/13	06/30/14	17.18% (b)	All	All Programs
Provisional	07/01/14	06/30/15	17.18% (b)	All	All Programs
Provisional	07/01/15	06/30/16	17.18% (b)	All	All Programs

**(SEE SPECIAL REMARKS)**

**\*BASE:** (a) Total direct salaries and wages, including fringe benefits, and excluding Work Experience salaries and fringe benefits.

(b) Total direct salaries and wages, including fringe benefits.

**TREATMENT OF FRINGE BENEFITS:** Fringe benefits applicable to direct salaries and wages are treated as direct costs.

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

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## SECTION II: GENERAL

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**A. LIMITATIONS:** Use of the rate(s) contained in the Agreement is subject to all 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 are 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 prior written approval may result in 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 cover 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 be applied to the appropriate base to identify the proper amount of indirect costs allocable to the program.
  
2. Contracts/grants providing for ceilings as to the indirect cost rate(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 contract or grant 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. The following positions charged the percentage indicated to the indirect cost pool for FY 2014:

Chief Executive Officer (49%)	COO/Director of Finance (77%)
Assistant Controller (100%)	Financial Analyst (2) (100%)
Payroll Specialist (80%)	Accounts Payable Clerk (84%)
Info. Technology Dir. (100%)	Computer Support Technician (100%)
System Administrator (100%)	Computer Technicians (2) (100%)
HR Director (77%)	Pension Benefit Specialist (83%)
Administrative Assistant (82%)	CAO/Prop. & Insur. Director (100%)
Property & Insurance Coord. (100%)	Maintenance Supervisor (100%)
Housing Coord./Developer (68%)	Maintenance Techs – (4) (100%)
Maintenance Assistants – (2) (100%)	Executive Secretary (98%)
Receptionist (72%)	Resource Developer (100%)

The pool also includes the following non-personal service costs: occupancy, telephone, transportation, travel, supplies, contractual costs, training, and depreciation.

5. The base was corrected in the last NICRA dated May 13, 2014. The corrected base includes salaries and fringe benefits of employees listed as Work Experience for the rates denoted with (b) in Section I: Rates.

ACCEPTANCE

BY THE ORGANIZATION:

BY THE COGNIZANT AGENCY  
ON BEHALF OF THE  
FEDERAL GOVERNMENT:

Portable Practical Educational  
Preparation, Inc.  
802 East 46<sup>th</sup> Street  
Tucson, AZ 85713

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

(b)(6)	
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Dr. John D. Arnold, Ph.D.  
(Name)

Victor M. Lopez  
(Name)

Chief Executive Officer  
(Title)

Chief, Division of Cost Determination  
(Title)

04/06/2015  
(Date)

March 27, 2015  
(Date)

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

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**-Portable Practical Educational Preparation, Inc.-  
-High School Equivalency Program-  
Proposed Budget for FY 2016-2017**

**PERSONNEL**

<b>POSITION</b>	<b>LOCATION (AZ)</b>	<b>FTE</b>	<b>2016-17 Budget</b>
Chief Administrative Officer	Tucson	0.10	7,500
Director	Somerton/San Luis	1.00	48,000
Student Navigator and Retention Specialist	Somerton	1.00	33,280
Outreach and Recruitment Specialist	Somerton	1.00	31,200
Instructor #1	Somerton/San Luis	1.00	42,591
Instructor #2	San Luis	1.00	34,065
Instructor #3	Somerton	1.00	31,200
<b>Total Personnel</b>			<b>227,836</b>

**FRINGE BENEFITS**

Chief Administrative Officer	22% salary (benefits and taxes)	1,650
Director	21% salary (benefits and taxes)	10,080
Student Navigator and Retention Specialist	24% salary (benefits and taxes)	7,998
Outreach and Recruitment Specialist	22% salary (benefits and taxes)	6,864
Instructor #1	42% salary (benefits and taxes)	17,835
Instructor #2	26% salary (benefits and taxes)	8,733
Instructor #3	25% salary (benefits and taxes)	7,800
<b>Total Fringe Benefits (26%)</b>		<b>60,960</b>

**TRAVEL**

Student recruitment - project staff 200 miles per month @ \$0.445 per mile x 12 months (all of Yuma County)		1,068
Staff travel to Central Administration 1,000 miles @ \$0.445/mile - 2 trips during the year (from Somerton, AZ to Tucson, AZ)		890
Program coordination - Key Personnel 150 miles/month @ 0.445 x 12 months		801
OME Annual Meeting for HEP CAMP Directors in Washington D.C.; July of 2016 Washington, DC - (1 Chief Administrative Officer and 1 Director) Lodging, 4 nights, @ \$200 x 2 rooms		1,600
Per diem, 5 days @ \$69 x 2 staff		690
Air fare @ \$800.00 x 2 staff (from Yuma, AZ)		1,600
Taxi fare		120
HEP/CAMP National Conference in Sacramento, CA; October of 2016 (1 Director, 1 Outreach Specialist, 1 Retention Specialist and 2 Instructors) Lodging, 3 nights, @ \$135/night x 3 rooms		1,215
Per diem, 4 days @ \$64 x 5 staff		1,280
Air fare @ \$600 x 5 staff (from Yuma, AZ)		3,000
Taxi fare		100
COABE National Conference in Orlando, FL: April of 2017 (1 Director) Lodging, 4 nights, @ \$199/night x 1 room		796
Per diem, 5 days @ \$64 x 1 staff		320
Air fare @ \$600 x 5 staff (from Yuma, AZ)		600
Taxi fare		70
<b>Total Travel</b>		<b>14,150</b>

**SUPPLIES**

Office Supplies		3,000
Consumable office supplies (folders, paper, pencils stationary, etc.) @ \$250/month x 12 months		
Instructional Supplies		11,170
Students' textbooks @ 80 students x \$70/student = \$5,600		
Instructor's teaching materials and teaching aids - \$1,730		
Official GED Practice Tests (3 sets per student) - 80 students @ \$48/student = \$3,840		

Postage		2,000
	<b>Total Supplies</b>	<b>16,170</b>
<b>CONTRACTUAL</b>		
Professional Consultant - (Dr. Celestino Fernandez, University of Arizona) Evaluation of the HEP Program		11,000
Tutoring Services - 3 tutors x 20.00 per hour x 80 hours each		4,800
Other Outside Service - A graduation ceremony: rent and sound equipment.		2,500
Fees and Dues		15,900
GED testing fees @ \$140.00/student x 80 students = \$12,600		
GED retake testing fees - \$1,400		
HEP-CAMP Association fee - \$1,200		
Conference registration fees - \$2,100		
Other - Copy Machine Rental (12 months @ \$180/month)		2,160
Marketing		2,109
	<b>Total Contractual</b>	<b>38,469</b>
<b>OTHER</b>		
<b>OCCUPANCY COSTS</b>		
Occupancy @ \$1,900/month x 12 months		22,800
Building Insurance		2,000
Utilities @ 800.00 per month x 2 suites for staff and classes		9,600
Building Maintenance and Repair		2,500
Building Services/Cleaning		6,000
Cleaning services @ \$400/month x 12 months = \$4,800		
Janitorial supplies @ \$100/month x 12 months = \$1,200		
	<b>Total Occupancy Costs</b>	<b>42,900</b>
<b>COMMUNICATIONS COSTS</b>		
Telephone		3,700
Interagency Internet Access @ \$500/month x 12 months		6,000
	<b>Total Communication Costs</b>	<b>9,700</b>
	<b>Total Other</b>	<b>52,600</b>
<b>TOTAL DIRECT COSTS</b>		<b>410,185</b>
<b>TOTAL INDIRECT COSTS (8%)</b>		<b>32,815</b>
<b>TRAINING STIPENDS</b>		
Training Stipends (80 students @ \$400 per student)		32,000
	<b>Total Stipends</b>	<b>32,000</b>
<b>GRAND TOTAL \$</b>		<b>475,000</b>

**-Portable Practical Educational Preparation, Inc.-  
-High School Equivalency Program-  
Proposed Budget for FY 2016-2017**

**PERSONNEL**

<b>POSITION</b>	<b>LOCATION (AZ)</b>	<b>FTE</b>	<b>2016-17 Budget</b>
Chief Administrative Officer	Tucson	0.10	7,500
Director	Somerton/San Luis	1.00	48,000
Student Navigator and Retention Specialist	Somerton	1.00	33,280
Outreach and Recruitment Specialist	Somerton	1.00	31,200
Instructor #1	Somerton/San Luis	1.00	42,591
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Marketing		2,109
	<b>Total Contractual</b>	<b>38,469</b>
<b>OTHER</b>		
<b>OCCUPANCY COSTS</b>		
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Building Maintenance and Repair		2,500
Building Services/Cleaning		6,000
Cleaning services @ \$400/month x 12 months = \$4,800		
Janitorial supplies @ \$100/month x 12 months = \$1,200		
	<b>Total Occupancy Costs</b>	<b>42,900</b>
<b>COMMUNICATIONS COSTS</b>		
Telephone		3,700
Interagency Internet Access @ \$500/month x 12 months		6,000
	<b>Total Communication Costs</b>	<b>9,700</b>
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<b>TOTAL INDIRECT COSTS (8%)</b>		<b>32,815</b>
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Training Stipends (80 students @ \$400 per student)		32,000
	<b>Total Stipends</b>	<b>32,000</b>
<b>GRAND TOTAL \$</b>		<b>475,000</b>

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

OMB Number: 1894-0007  
Expiration Date: 08/31/2017

**1. Project Director:**

Prefix: Ms.	First Name: Kari	Middle Name:	Last Name: Hogan	Suffix:
----------------	---------------------	--------------	---------------------	---------

Address:

Street1:	806 E. 46th Street
Street2:	
City:	Tucson
County:	Pima
State:	AZ: Arizona
Zip Code:	85713
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(520) 770-2500	(520) 622-1480

Email Address:  
KHOGAN@ppep.org

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?  
 Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?  
 Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?  
 Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 06/30/2017

Name of Institution/Organization

Portable Practical Educational Preparation, Inc.

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	227,836.00	227,836.00	227,836.00	227,836.00	227,836.00	1,139,180.00
2. Fringe Benefits	60,960.00	60,960.00	60,960.00	60,960.00	60,960.00	304,800.00
3. Travel	14,150.00	14,150.00	14,150.00	14,150.00	14,150.00	70,750.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	16,170.00	16,170.00	16,170.00	16,170.00	16,170.00	80,850.00
6. Contractual	38,469.00	38,469.00	38,469.00	38,469.00	38,469.00	192,345.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	52,600.00	52,600.00	52,600.00	52,600.00	52,600.00	263,000.00
9. Total Direct Costs (lines 1-8)	410,185.00	410,185.00	410,185.00	410,185.00	410,185.00	2,050,925.00
10. Indirect Costs*	32,815.00	32,815.00	32,815.00	32,815.00	32,815.00	164,075.00
11. Training Stipends	32,000.00	32,000.00	32,000.00	32,000.00	32,000.00	160,000.00
12. Total Costs (lines 9-11)	475,000.00	475,000.00	475,000.00	475,000.00	475,000.00	2,375,000.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): U. S. Department of Labor

The Indirect Cost Rate is 17.18%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.  
PR/Award # S141A160010

Name of Institution/Organization Portable Practical Educational Preparation, Inc.	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

# JOB DESCRIPTION

**JOB TITLE:** Chief Administrative Officer- Employment & Training Services  
**DEPARTMENT:** DOL/NFJP/Youth/WIA/HEP/Human Services  
**SUPERVISOR:** Chief Executive Officer  
**SUPERVISES:** Field Operations Manager, Human Services  
Director, YouthBuild Coordinator, HEP Director,  
Systems Compliance Manager  
**LOCATION:** Tucson  
**FLSA CLASS:** Exempt  
**SALARY GRADE:** 34 (2013/2014)



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## **POSITION SUMMARY:**

Under the supervision of the Chief Administrative Officer, is responsible for planning, organizing and supervising the operations of the DOL, WIA, Youth, HEP, and Human Services Programs. Oversees grant related paperwork and reports with adherence to Federal, State, County, Private regulations, and program goals and objectives. Responsible for grant applications, monitoring and community development strategies that includes effective utilization of lending resources available. Prepares for submission accurate program budgets along with training for the development program personnel across the state.

## **DUTIES AND RESPONSIBILITIES:**

Provides administration and implementation of PPEP programs and services across the state; develops and ensures that all programmatic goals and objectives are achieved for the state; interprets, analyzes and complies with federal, state, county and private regulations.

Interviews, hires, conducts staff meetings to train staff, enhance cooperation and coordination among staff; monitors and provides input concerning the performance evaluations of program staff; ensures cross coordination of all DOL, HEP, Human Services and Youth program activities for participation, as well as other PPEP Departments. Provides direction on agency policy and procedures to ensure all policies are followed by all departments and program staff.

Provides first level of supervision to three (3) or more subordinate supervisors. Assigns, coordinates and evaluates the work of supervisors. Oversees the provision of resources used to support technical assistance and approves the supervisory actions of subordinate supervisors and accountability to ensure all actions are consistent with organizational policy at the program level.

Prepares and reviews with Finance Director all necessary budgets for DOL, Youth, HEP and Human Services programs and budgetary modifications. Oversees financial documentation and program records and reviews reports for accuracy and completeness; monitors budgets and other financial records as required. Reviews and authorizes program purchases and expenditures. Evaluates performance based on financial reports. Responsible for fund raising activities including the preparation of grant and financing applications and monitoring the performance of these activities.

Acts as a liaison working with rural communities, community development organizations and private entities to identify and obtain resources for the advancement and fulfillment of the programs priorities and community development needs; established linkages with other programs and funding sources to provide services and housing to low income rural residents.

Consults and coordinates activities and services with Federal, State, and local officials and community organizations regarding program implementation, client services and eligibility, grant and financing requirements, compliance with regulations, and other administrative details; ensures that all laws, statutes or regulations have been fully complied with. Oversees the preparation of routine reports and other grant related documentation to adhere to Federal, State and local regulations.

Sits on National, Regional, State and County Associations or boards for farm worker advocacy and education and attends meetings as required.

Work environment requires flexible work hours, including nights and weekends, and extensive travel in and outside state.

Other responsibilities as assigned.

**MINIMUM QUALIFICATIONS:**

Bachelor's degree in Business or Public Administration or related field.

Four (4) year prior work experience in the administration of human or social services programs.

Two (2) years prior supervisory experience.

Intermediate proficiency in MSWord, Excel or spreadsheet applications

Valid Arizona driver's license and clearance/approval from corporate auto insurer.

**OR**

Any combination of academic education, professional training or work experience, which demonstrates the ability to perform the duties of the position.

**PREFERRED QUALIFICATIONS:**

Master's degree in Business or Public administration or related field.

Six (6) years prior work experience in the administration of human or social services programs.

Two (2) years prior work experience in the design or implementation of new human service programs.

Bilingual (Spanish/English)

**PHYSICAL REQUIREMENTS:**

Must be able to see/read a computer monitor screen.

Must be able to lift and carry ten (10) pounds.

Must be able to drive a car and travel as required.

\_\_\_\_\_  
Employee Signature/Date

\_\_\_\_\_  
Supervisor Signature/Date