

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 # S141A160011

Grants.gov Tracking#: GRANT12111634

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
<i>Attachment - 1 (1245-Areas Affected by Grant HEP SB)</i>	e6
2. Assurances Non-Construction Programs (SF 424B)	e7
3. Disclosure Of Lobbying Activities (SF-LLL)	e9
4. ED GEPA427 Form	e10
<i>Attachment - 1 (1237-GEPA Compliance HEP SB)</i>	e11
5. Grants.gov Lobbying Form	e13
6. ED Abstract Narrative Form	e14
<i>Attachment - 1 (1236-Abstract PDF)</i>	e15
7. Project Narrative Form	e16
<i>Attachment - 1 (1243-SER HEP Narrative for Santa Barbara County)</i>	e17
<i>Attachment - 2 (1244-Table of Contents)</i>	e42
8. Other Narrative Form	e43
<i>Attachment - 1 (1238-Indirect Cost Agreement)</i>	e44
<i>Attachment - 2 (1239-HEP Job Descriptions)</i>	e47
<i>Attachment - 3 (1240-HEP Resumes)</i>	e53
<i>Attachment - 4 (1241-Service_Delivery_System[1])</i>	e55
<i>Attachment - 5 (1242-Letters of Support)</i>	e56
9. Budget Narrative Form	e61
<i>Attachment - 1 (1234-SB HEP Bdgt_ '16'21_5 yr)</i>	e62
<i>Attachment - 2 (1235-Section C_budget narrative SB County HEP)</i>	e64
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e68
11. Form ED_524_Budget_1_3-V1.3.pdf	e69

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

Application for Federal Assistance SF-424

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

* 3. Date Received: <input type="text" value="03/04/2016"/>	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="SER-Jobs for Progress, Inc. San Joaquin Valley"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="94-2188609"/>	* c. Organizational DUNS: <input type="text" value="0479021970000"/>

d. Address:

* Street1: <input type="text" value="255 N. Fulton Ave Suite 106"/>
Street2: <input type="text"/>
* City: <input type="text" value="Fresno"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="CA: California"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="93701-1600"/>

e. Organizational Unit:

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

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

Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Rebecca"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Mendibles"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="President/CEO"/>	

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

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

* Email: <input type="text" value="becki.m@sercalifornia.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.):

Areas Affected by Grant HEP SB.pdf

Add Attachment

Delete Attachment

View Attachment

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

SER HEP Santa Barbara County

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="2,018,606.00"/>
* 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="2,018,606.00"/>

*** 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:

Areas Affected by Grant:

- State of California
- County of Santa Barbara
- Cities of Lompoc, Santa Maria, and Guadalupe

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>Rebecca Mendibles</p>	<p>TITLE</p> <p>President/CEO</p>
<p>APPLICANT ORGANIZATION</p> <p>SER-Jobs for Progress, Inc. San Joaquin Valley</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

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: SER-Jobs for Progress, Inc., SJV * Street 1: 255 N. Fulton Ave Suite 106 Street 2: _____ * City: Fresno State: CA: California Zip: 93701 Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: U.S. Department of Education - OME	7. * Federal Program Name/Description: Migrant Education_High School Equivalency Program CFDA Number, if applicable: 84.141	
8. Federal Action Number, if known: 	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name N/A Middle Name _____ * Last Name N/A Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name N/A Middle Name _____ * Last Name N/A Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Rebecca Mendibles * Name: Prefix _____ * First Name Rebecca Middle Name _____ * Last Name Mendibles Suffix _____ Title: Pres/CEO Telephone No.: 559-452-0881 Date: 03/04/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S141A160011

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 Compliance HEP SB.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Compliance

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

Identified Barriers:

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

Measures Taken to Overcome Identified Barriers:

- All donated and rented facilities that house the HEP and provide services are accessible to individuals with disabilities. Reasonable accommodations will be provided to individuals who are sight or hearing impaired or otherwise physically limited.
- LGBT invisibility within the farmworker community stems from strong cultural and religious taboos regarding sex in general, and sexual and gender minority identities specifically. Therefore, all staff will receive training to understand and treat fairly those

students that have a sexual preference that is classified as LGBT. All staff will be very familiar with the cultural and religious environments of Farmworkers. The Project will solicit workshops for staff regarding violations of sexual orientation antidiscrimination law, and awareness of LGBT workplace rights among farmworkers in the project site areas.

- All materials will be bilingual (Spanish/English).
- To address the cultural barriers as they relate to women, all SER-HEP staff will undergo gender sensitivity training. SER will also conduct workshops to address traditional barriers that will involve family members, staff, professionals and educators to assist families to overcome barriers.
- To address transportation concerns SER-HEP will offer services in as many rural communities as the budget allows.

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

SER-Jobs for Progress, Inc. San Joaquin Valley

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

ABSTRACT

SER-Jobs for Progress, Inc.—San Joaquin Valley (SER-SJV) is a non-profit organization under with corporate headquarters in Fresno, CA. SER- SJV just completed its 15th year of operating a HEP in Fresno/Madera Counties and has graduated over 2,200 students and placed over 1,300 primarily in postsecondary education. The goal is to replicate these accomplishments in Santa Barbara County.

SER-SJV is submitting this application to the U.S. Department of Education to operate a commuter High School Equivalency Program (HEP) from July 1, 2016—June 30, 2021. The program will operate in the Cities of Guadalupe, Lompoc, and Santa Maria.

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

The first Process Objective—recruit/enroll a minimum of 100 seasonal and migrant farmworkers who desire to obtain their High School Equivalency certificate (HSE). The second Process Objective—is to develop an Individual Education Plan for every graduate to guide them through the maze of career options and provide a plan for maximum success.

The first Outcome Objective—provide HSE instruction for the 100 farmworkers and graduate a minimum of 69 (69%). The second Outcome Objective—place a minimum of 55 (80%) of the graduates in either a post-secondary education, skills training, employment, or the military. This outcome will be achieved by providing the following activities: HSE instruction, tutoring; pre- and post-testing, HSE testing, career exploration, academic advising, direct assistance in postsecondary admissions, student financial aid, resume/cover letter writing, job search workshops, scholarship/stipends, and referrals to other organizations to assist with ancillary services.

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

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

1. Need for and Significance of Project

Santa Barbara County, the targeted area for this HEP project, is located in the Central Coast of California. According to the 2012 Census Bureau the county ranks 12th out of 58 counties in



total value of agricultural products sold. The agricultural products consists mainly of row crops such as lettuce, strawberries, broccoli, with grapes becoming a high yielding crop in the past ten years. In 2012, Santa Barbara was amongst the top 10 for Counties in California with the number of hired farm

laborers at 22,333.

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

The cities targeted for this HEP are Guadalupe, Lompoc, and Santa Maria, and their surrounding communities. These cities traditionally attract large numbers of migrant farm workers from Mexico and Central America seeking employment in farm labor. Educational attainment of foreign-born Hispanics is lower than all other groups.

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

Table 1

County/City/State	% Persons in Poverty	% Unemployed	Per Capita Income
Guadalupe	20.5	5.2	\$14,903
Lompoc	22.1	7.2	\$20,151
Santa Maria	21.3	6.7	\$18,509
Santa Barbara Co	17.4	5.5	\$30,526

Sources: California EDD, LMI – Dec 2015/U.S. Census Bureau, ACS/Quick Facts - 2014/15

According to the National Center for Farmworker Health, many farmworkers lack formal education. A large percentage of farm workers are foreign born (72%), have an average of a 7th

grade education, and lack mastery of the English language.ⁱ Also, agricultural workers are generally the least educated of all employment classifications and most likely to have limited employment opportunities outside of agricultural work.ⁱⁱ

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

Table 2

Targeted City	9th to 12th Grade No Diploma	Less Than 9th Grade Education
Guadalupe	17.8%	27.2%
Lompoc	13.3%	11.7%
Santa Maria	13.1%	27.9%
Santa Barbara County	8.1%	12.6%
California	8.5%	10.2%

Source: U.S. Census Bureau, 2010/14 American Community Survey

According to the California Employment Development Department, the occupational projection for Santa Barbara County from 2008 to 2018 reveals that farm work will continue to generate few jobs as replacement workers are filling a void that is left from workers that retire or that leave the area for other job opportunities. Also, an increase in retail sales clerks and home health aides have become part of the industry growth in the region that will supplant farm work. Only with an education and a solid career path from HEP can farm workers in Santa Barbara County improve their opportunities to secure year-round employment and to better adapt to a changing economy.

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

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

Classes will be offered at flexible times (day and/or evening) to better serve farm workers whose work schedules often change due to the very nature of field work. Equally as important is the location of the sites and their accessibility. SER will ensure that the HSE classroom sites are located in convenient locations within the targeted communities, are easily accessible by public transportation, and will accommodate persons with disabilities.

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

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

The proposed target area lacks sufficient HSE preparation classes for farm workers and their families. There are currently two educational centers that provide Spanish HSE classes for adults in Santa Barbara County. The Center for Employment and Training in Santa Maria is a

vocational training institution that offers Spanish language HSE preparation, but only to assist their enrolled participants that are in a training component. The program is an ancillary service and addresses the need for a HSE as part of their skills training plan for which they charge tuition. Allan Hancock Community College is the second site. According to the entrance standards of the College, the “GED classes are intended for adults, 18 and over, who never finished high school. These classes are not geared for Farmworkers, who normally do not attend high school and who are not accustomed to the Community College educational environment.” A third site, the Santa Barbara Community College Adult High School Diploma Program, provides GED classes in English only. This site is located in Santa Barbara, CA, over 60 miles from the farmworker population, obviously not geared toward serving the farm worker community that exists on the northern part of the county. All three sites have limited classroom space, a limited demographic service area, and cannot accommodate the large number of farm workers needing GED educational services in the county.

There are no career development or academic counseling services for farm workers in the targeted cities. Adult learners attending school in Santa Barbara County schools receive educational services that are limited in scope. For farm workers to have an opportunity to obtain academic counselling or career development, they need to engage in a HEP to receive a HSE certificate and be able to enroll in career development. The closest HEP is in Los Angeles County, which is over 90 miles away.

The SER-HEP Recruitment/Placement Specialist will provide academic counseling and career planning services for every participant. Also, through SER’s relationship with Allan Hancock College and Santa Barbara Community College, the HEP students can receive additional career services and academic counseling from college staff.

According to the U.S. Census, language isolation is defined as a household in which one or more persons 14 years or older speaks a non-English language at home. Individuals from isolated households are poorer and less educated (57% of householders have not graduated from high school).ⁱⁱⁱ This is the case in Santa Barbara County where 36% of the population speak a language other than English and 16% speak English less than “very well”.^{iv} Just as significant is that 32.4% of foreign born residents in Santa Barbara County have less than a high school education.^v

Limited English skills often alienate farm workers, causing them to become marginalized from the education process. To effectively address this barrier, SER-HEP will offer culturally and linguistically sensitive instruction.

Based on prior experience, SER anticipates a majority of the HEP students will take the HSE exam in Spanish; therefore, classes will be offered in Spanish and English. Classes will be offered at flexible times and convenient locations to better serve farm workers whose work schedules often change due to the very nature of field work (changing crop cycles).

SER will hire staff that are informed of services available to farm workers so they can refer students to community agencies to address other barriers that may prevent them from succeeding in the program.

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

The importance of a HEP for the targeted cities is major considering the economics of the Latino population of Santa Barbara County where 30.6% of Latinos live at 125% below the federal poverty level.^{vi} Santa Barbara County exhibits some of the highest rates of food insecurity in California. If this area is to improve in fighting these conditions, it will require an educated work force and programs that will initiate upward mobility.

The SER-HEP will contribute to the recovery by implementing a project that will equip over 69 farm workers with a HSE certificate and place at least 55 in a postsecondary program. The outcome is to move these individuals towards a more productive life where they can become major contributors toward their communities.

With an education, improved skill sets, and a better job, the 69 HEP graduates will add to the local tax base, will be able to make calmer and freer decisions as to whether to pay their bills or feed the family. Additionally, the cycle of low educational attainment will be broken, providing a new outlook for future generations.

2. Quality of Project Design

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

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

Process Objective 1: Recruit, screen, and enroll a minimum of 100 farmworkers annually.

Activities	Measured	Goal/Outcome
Disseminate printed materials; multi-lingual PSAs on local radio to inform target population of HEP services	Count the number of individuals reached and enrolled; Log each student’s preliminary eligibility questionnaire as a screening process; Enter enrollment in database.	Enroll minimum of 100 annually.

Process Objective 2: Provide career development services to 69 HEP graduates by providing comprehensive information to develop realistic/achievable career goals.

Activities	Measured	Goal/Outcome
Staff will help students develop a well-defined personalized Individual Educational Plan	Retain a copy of IEP in each HEP	100 % of graduates will receive an IEP.

(IEP) using online career assessment tools to determine career choice and identify employment opportunities and appropriate postsecondary schools.	graduate's file.	
--	------------------	--

Outcome Objective 3 (GPRA 1): Provide quality academic and support services to ensure a minimum of 69 students will successfully complete the course and receive a HSE.

Activities	Measured	Goal/Outcome
HSE instruction, tutoring, and academic counseling. Community resources leveraged to provide ancillary services as needed. Students are post-tested on each HSE component to determine if additional instruction is needed. Students mastering subject are scheduled to take official state HSE exam. Classroom materials, books, supplies and testing fees provided by HEP.	Instructors keep daily attendance records. Pre-tests, post-tests and needs assessments are logged and reviewed prior to HSE exam scheduling. Referrals to community resources are logged; stipends are provided as support; and disbursements are recorded in a ledger.	Each year a minimum of 69% (n=69) of the 100 students enrolled will complete the course and receive their HSE.

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

Activities	Measured	Goal/Outcome
HEP staff will facilitate the placement process with local postsecondary programs, employers, military recruitment centers, and skills training centers. Students will receive help completing the corresponding paper work such as admissions forms, job applications, and student financial aid.	Document number of placements and enter in a database by category.	80% (n=55) of graduates will be placed in college, training programs, military, or upgraded employment

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

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

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

1. Outreach and Recruitment – To identify potential students, HEP staff will work with the regional Office of Migrant Education, local school districts, churches, and community based

organizations. Recruitment activity includes conducting informational workshops, releasing several PSAs in English and Spanish, disseminating flyers and informational literature at strategic locations, and canvassing neighborhoods where high concentrations of farm workers reside. SER also anticipates many referrals of potential students from the American GI Forum Educational Foundation of Santa Maria, Santa Barbara County Migrant Ed, Northwest Health Center, American GI Forum of Lompoc and Center for Employment and Training in Guadalupe. These agencies are project partners in the targeted areas.

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

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

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

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

6. HSE Instruction - The HSE preparation is offered in Spanish and English and integrates the following four competencies that will successfully lead to the HSE certificate:

- Mathematics: basic arithmetic, algebra, geometry and the use of a scientific calculator;
- Science: life science and physical science;
- Social Studies: history, economics, political science, geography, and behavioral sciences;
- Reading Skills: practical reading, interpreting popular, and classical literature; and.
- Writing skills: writing skills are now integrated within the four competencies:

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

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

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

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

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

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

SER is fully committed to implementing a successful HEP and has coordinated efforts with the following agencies that share a similar commitment (see attached letters of support).

- Training –Allan Hancock College has agreed to assist and train SER-HEP staff in informing HEP students about postsecondary educational opportunities (including student financial aid) and cultural and enriching events on campus.
- Skills Training - Center for Employment and Training, a non-profit organization in Guadalupe, will assist by providing HEP staff with information on skills training options.
- Referrals – Santa Barbara County Office of Education – Migrant Education Program agency will coordinate a referral process so HEP participants can access ancillary services. Both chapters of the American GI Forum will also assist in this area.

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

The proposed project features an efficient staffing pattern: A) Project Coordinator (full-time) - overseeing the project; B) Recruitment/Placement Specialist (part-time) - dedicated to recruitment on the front end and placement on the back end; C) Instructors (2 part-time) - each instructor covers two instructional sites and provides a minimum of 12 hours of instruction per site; D) Tutors (2 part-time) - their time (12 hours) and attendance coincides with the respective

instructor; E) Program Specialist – (full-time) – provides clerical and administrative support for the project; F) Vice President of Operations - charged 25% to the project - administrative oversight; and G) President/CEO - overall responsibility - charged 15% to the project.

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

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

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

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

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

SER's indirect cost rate is 15.2% (as established by the U. S. Department of Education), however, SER charges 8% to the HEP, which is DOL's allowed percentage which can be charged to a training program.

3. Quality of Project Services

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

For the past 16 years, SER has operated a HEP program in Fresno and Madera Counties. During these years, HEP staff has gained a wealth of experience and training to operate a highly effective program. SER management plans to replicate this project success in Santa Barbara County and conduct most of its new staff training in-house.

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

Allan Hancock College will be asked to train HEP staff on college admissions, student financial aid, and accessing scholarships. This will prove to be invaluable for the Recruitment/Placement Specialist, who will work on postsecondary placements.

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

As a current member of the California HEP Consortium and the HEP/CAMP Association, a statewide and national organization, SER staff will receive training and information on "best

practices”. These organizations sponsor annual conferences that offer professional development and provide workshops on topics directly related to farmworkers.

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

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

Priority for HEP enrollment is given to those farmworkers who have an extensive history of being unemployed, single parents, linguistic or cultural isolation, as well as those who have other evidence of unusual needs or barriers. During the orientation phase of the program, a basic needs assessments is conducted on each participant to identify those with the greatest need. The process will assign a point value based on responses to determine most in need. The higher the point value, the more significant the barriers and the higher the priority to address the needs that go beyond the usual for migrant and seasonal farmworkers. These significant barriers may include health (medical, vision, dental), childcare, and financial needs. Services for participants outside the scope of HEP will be handled by one of the many identified community resources.

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

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

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

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

To continue improving upon their marketable skill sets, 100% of the HEP graduates will receive an Individual Educational Plan (IEP) that will map out employment strategies and propose an academic course that will lead to a meaningful long-term career. Once students are close to receiving their HSE, they meet with the Recruitment/Placement Specialist (R/PS) to prepare or complete their IEP and begin working toward their long-term career plans and short-term employment goals.

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

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

4. QUALITY OF PROJECT PERSONNEL

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

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

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

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

Rebecca Mendibles, SER's President/CEO, leads the management team and provides the direction for the overall agency. She has a BA degree and over 44 years of experience working in a non-profit setting, including administration of a childcare center, affordable housing projects, education programs, and employment and training projects. Her parents were migrant farm workers that traveled from Yuma, Arizona to the San Joaquin Valley in California every year. She is bilingual (English/Spanish) and has worked in many capacities for SER-SJV since 1978, including serving on the Board of Directors. She also sits on several county Work Force Investment Boards throughout the state.

Michael Jimenez, Vice President of Operations, has 20 years of experience in managing grant funded programs including a TRIO program and a Senior Community Service Employment Program. For the past 15 years, he has supervised the Project Coordinator for the HEP in Fresno

County. He has extensive experience in program monitoring, staff training, and program development. For the past 18 years, he has taught Latino Studies at Fresno City College as an adjunct professor (see attached resumes).

5. Quality of the Management Plan

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

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

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

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

Table 3

Objectives	Duties & Responsibilities	Budgeted Line Items	Timelines	Milestone
Launch program and conduct staff recruitment	Pres./CEO & VPO-hire staff; VPO & PC- train staff; announce program	Salaries, travel, supplies; rent; staff development	Begin project once notified of award.	July – Aug: hire & train staff; secure office space, secure classrooms
Recruit/enroll a minimum of 100 farm workers	R/PS will outreach & recruit; begin screening/enrolling students	Salaries, travel, printing outreach material	Year-round open entry/open exit program	Dates/Enrollments: Sep 15 Oct – Dec 40 Jan – Mar 35 Apr – Jun 10 100
Minimum of 69% (69) of enrollees will earn HSE diploma	Instructors & Tutors-provide 12 hours of instruction and one-on-one tutoring	Staff salaries; travel, books; supplies; testing costs	Year-round open entry/open exit program	Oct – Dec 5 Jan – Mar 30 Apr – Jun 34 69
80% (55) of graduates will	R/PS-interview each participant to develop	Salaries; staff travel;	Last 3 qtrs. of program	All 55 placements to be completed prior

be placed	an IEP and place graduates	workshop materials	year and until final report	to submission of annual report	
All grads receive an IEP—	Instructors and R/PS will identify student needs to prepare an IEP	Salaries; supplies	Upon graduation	Oct – Dec Jan – Mar Apr – Jun	5 30 <u>34</u> 69

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

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

The PC will convene monthly meetings with instructors to gather year-to-date information on the number of: enrollments; students scheduled for testing; graduates; placements; services rendered; and other pertinent statistical data. These meetings are also used to obtain insight on student graduation projections, to discuss potential problems in meeting milestones, and performance goals. The meetings will generate feedback from instructors on training needs, what instructional materials are needed, discussions on improving the program, and identifying the needs of the students.

The Vice President of Operations (VPO) meets weekly with the PC to obtain feedback on progress made on GPRA measures and to review program progress by each site. The table below is a sample of the data gathered to report weekly information on program status.

Reporting	Week of :			
Classroom Sites	Guadalupe	Lompoc	Santa Maria	Totals
# of Enrollments				
Testing				
All Four Tests				
Results				
# of Graduates				
# of Placements				

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

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

SER will form an Advisory Group with representatives from the targeted communities to generate diverse perspectives related to the educational needs of farmworkers. The purpose of the Advisory Group is to assist HEP in identifying the needs of the target population, prioritizing program services, and to seek additional support services for students.

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

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

Table 4

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

Coordinator		instruction, testing, and placement; develop weekly reports; implement program assessment/evaluation; conducts monthly staff meetings; collaborate with community organizations; assess, monitor, and evaluate site activities; supervise/evaluate instructors; develops weekly, quarterly, and annual reports.
-------------	--	---

6. ADEQUACY OF RESOURCES

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

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

Classroom Sites – SER staff will seek classroom space from the partners that have all the amenities, including handicap accessibility.

Equipment - All of the SER-HEP classroom sites will have adequate equipment to conduct classes. All SER-HEP instructors will have access to a computer to write case notes, log grades, and student attendance. SER will provide the necessary office equipment, including copier and computer to efficiently operate the program.

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

During SER’s 43 years of service to the community, the agency has built strong relationships with community-based organizations and has been able to develop a good reputation for delivering quality services with the assistance of partners.

SER is fully committed to implementing a successful HEP and will coordinate efforts with a host of agencies that share a similar commitment (see Table 5 below). These agencies offer assistance with recruitment, referrals, skills training, training for HEP staff, access to office

equipment, and ancillary services. SER management strongly believes that the success of SER-HEP will be attributed to the level of collaboration and commitment from the community.

Table 5

Program	Commitment
Center for Employment and Training – Guadalupe Center	Assist with outreach & cross-referrals; invite HEP staff to promote services at training sites; co-enroll into training program; supportive services, with stipends.
Santa Barbara County Office of Education- Migrant Education Program	Assistance with recruitment and referrals; access to office equipment; provide student transportation to testing sites.
GI Forum Educational Foundation	Outreach & referrals. Invite HEP staff to promote services at agency site. Assist in the recruitment of veterans.
Northwest Health Center of Santa Maria	Will assist with health services and referrals to childcare services, parent counseling, and referrals.
American GI Forum Lompoc Valley Center	Disseminate program information; provide guest speakers; organize meetings for recruitment; outreach for increased community support. Assist in the recruitment of veterans.

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

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

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

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

Because the group to be served (migrant and seasonal farm workers) has traditionally been considered as the hardest-to-serve population, SER believes that the costs are reasonable in relation to the number of persons enrolled, graduated, and placed. SER expects to enroll 100 students annually; of those enrolled, a minimum of 69% (n=69) will receive their HSE at a cost of \$5,622 per student; and of those receiving their HSE, 80% (n=55) will be placed at a cost of \$7,053 per participant.

In comparison, the annual average per high school pupil expenditure for the State of California schools is \$8,448 and climbing.^{viii} SER's cost per HSE graduate of \$5,622 is \$2,826 per student less than the State of California amount. SER HEP is more efficient and effective when one factors in the placement of graduates as well.

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

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

Over the past 43 years SER has developed many projects and has established a reputation for delivering quality services. SER has used this reputation to leverage resources from many of communities and partners. These resources have included items such as free classroom space and free use of office equipment. The ability to build capacity will allow SER to provide HEP services beyond federal funding if necessary.

7. Quality of the Project Evaluation

i. Extent to which methods of evaluation are thorough, feasible, and appropriate to goals, objectives, and outcomes of the proposed project.

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

Alfonso Padron, PhD, the external evaluator, is a specialist in conducting secondary data analysis. He has experience in conducting data analysis utilizing the data set “Monitoring the Future”.^{ix} Dr. Padron, has managed a wide range of successful grant-funded projects, focusing mostly on project workflow management and large-scale data collection and analysis.

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

Dr. Padron will implement a summative assessment to demonstrate through the use of quantifiable data that the program has met the GPRA performance measures.

The summative assessments will: (1) demonstrate through the use of quantifiable data that the program has met the participants’ learning and graduation numbers to determine whether the project is meeting its performance objectives, (2) establish/update performance benchmarks needed to re-examine the conditions of need within the target populations, and (3) provide the necessary data to evaluate the learning materials and the learning process. The summative assessment will also provide all performance objective data necessary to prepare quarterly and annual reports. The data will include information from student registration forms, pre-post-tests results, daily attendance records, and HSE completion documentation.

Performance feedback will be retrieved through student and instructor satisfaction surveys. The evaluator will also review pre and post-course surveys and teacher evaluations. Because one

of the desired project goals is career development, Dr. Padron will also examine postsecondary admissions and job placements using SER participants' records and data.

This report will include an assessment of feedback data that will address the particular needs of the project and the specific indicators as required by the Government Performance and Results Act.

iii. Extent to which methods of evaluation will, if well-implemented, produce evidence of promise.

SER-HEP staff will implement formative assessments to determine the degree to which the project is achieving desired outcomes while the program is in operation so as to continually “fine tune” the manner in which services are delivered. The formative assessment process will include such data points as qualitative observations, questioning, exit/admit slips, four corners, and think-pair-share notes. Since this project incorporates vocational and academic advising, the evaluation process will also gauge participation levels by measuring the number of sessions and the total time of sessions.

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

In the past five years, SER has developed a data based specific to the HEP programs it has operated for the past 16 years. This database includes the Department of Education reporting fields and added three additional fields; level of education at entrance, age, and labor status. This data will be utilized to produce statistical analysis the will provide “Evidence of Promise”.

The External Evaluator will also conduct a formative assessment. Dr. Padron will perform a correlational analysis, which will use the dependent variable (graduation), which will indicate the measures of behavior used to assess the effects of the independent variables (level of education at entrance, age, gender, and labor status).

The data reported to the Department of Education and SER's additional data collected will be accurate and precise. The data measurement will be valid (meaningful) and reliable (consistent). The analysis will result in a testable hypothesis (can be observed and reproduced) with clearly defined concepts (operational definitions).

Evidence of Promise will be presented through the correlation between the level of education at the time of entrance and the relevant outcome — a HSE Certificate. It will also present the correlation between age, gender, employment status and the critical component, graduation. The processes, strategies, and educational practices as described in the Project Design section will provide the basis for expected outcomes.

The results of SER's correlational studies in the Evidence of Promise will overlap the similarities of the population and settings in SER's existing data sample, which utilized the Department of Education's reporting fields and SER's additional fields. The validity of the data analysis is ensured by using the data used in the official reports submitted to the Department of Education. Validity threats exist when inferences are made to other data. To alleviate this SER will not generalize the data and outcomes to avoid sample bias.

In order for the study to have significance scientifically and to have significance statistically, the sample size shall be of adequate size.^x The sample size, population effect size, significance criteria, and statistical power and their relationships are exploited by statistical power analysis.^{xi}

The recommended sample size should be eight times plus 50 of the number of independent variables. In this study using four independent variables, the sample size should be 82.^{xii} SER's projected numbers will be 100.

Dr. Padron, will do the data analysis utilizing IBM's SPSS data analysis software. By using this software the selection outcome biases are minimized and the method of data analysis can be reproduced rendering it scientifically based.

The data, strategies, and theories that drive the Project Design's effectiveness to date dictate the process and provides for timely adjustments to make it work better. Looking to the future the decision makers and the Evaluator will lay the foundation to promote an evidence-based project that will enhance the progress of the services provided by the HEP.

ⁱ National Council for Farmworker Health – Demographics Sept. 2012

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

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

^{iv} American Fact Finder/U.S. Census Bureau/American Community Survey 2010-14

^v American Community Survey 2010-14

^{vi} (Megan Carney, Springer Science and Business Media B.V. 2011)

^{vii} U.S. Department of Labor – Characteristics of a Minimum Wage Worker 2011

^{viii} California Department of Education –School Fiscal Services Division Feb 2015

^{ix} Johnston, Bachman, O'Malley and Chulenberg, 2014

^x Lenth, 2001

^{xi} Cohen, 1992

^{xii} Tabachnick and Fidell, 2007

TABLE OF CONTENTS

	Page #
Part 4 Application Narrative	
1 Need for and Significance of Project	1
2 Quality of Project Design	6
3 Quality of Project Services	12
4 Quality of Project Personnel	15
5 Quality of Management Plan	16
6 Adequacy of Resources	19
7 Quality of the Project Evaluation	22

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

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

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE CHIEF FINANCIAL OFFICER

JAN 29 2016

Ms. Rebecca Mendibles
President / CEO
SER Jobs for Progress, Inc - San Joaquin Valley
225 N Fulton Street, #106
Fresno, CA 93701

Reference: Agreement No. 2015-126

Dear Ms. Mendibles:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost grants, contracts and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

U.S. Department of Education
OCFO / FIO / ICG
Attention: Frances Outland, Rm. 6059
550 12th Street, SW
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any questions, please contact Jay Monitz at (202) 292-2708 or Jay.Monitz@ed.gov.

The next indirect cost rate proposal based on actual data for the year ended June 30, 2015 was due by December 31, 2015. This proposal should be sent to the above address.

Sincerely,

(b)(6)

Frances Outland
Director, Indirect Cost Group
Financial Improvement Operations

Enclosures

550 12th St. S.W., WASHINGTON, DC 20202
www.ed.gov

INDIRECT COST RATE AGREEMENT
NONPROFIT ORGANIZATION

Organization

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

Date: JAN 29 2016

Agreement No: 2015-126

Filing Reference: Replaces previous
Agreement No. 2014-198
Dated: 1/13/2015

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Final	07/01/2013	06/30/2014	15.2%	MTDC	Unrestricted
Final	07/01/2013	06/30/2014	8.0%	MTDC	Training
Provisional	07/01/2014	06/30/2015	14.9%	MTDC	Unrestricted
Provisional	07/01/2014	06/30/2015	8.0%	MTDC	Training
Provisional	07/01/2015	06/30/2016	15.2%	MTDC	Unrestricted
Provisional	07/01/2015	06/30/2016	8.0%	MTDC	Training

Distribution Base:

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

Applicable To:

Unrestricted Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.
Training Indirect cost on a training grant is limited to 8% of MTDC or the actual indirect cost calculation, whichever is lower (per 34 CFR 75.562(c)(1)).

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

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

Section III - Special Remarks

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

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

Section IV - Approvals

For the Organization:

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

(b)(6)

Signature

Rebecca Mendibles
Name

President/CEO
Title

2-5-16
Date

For the Federal Government:

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

(b)(6)

Signature

Frances Outland
Name

Director, Indirect Cost Group
Title

JAN 29 2016
Date

Negotiator: Jay Monitz
Telephone Number: (202) 292-2708

POSITION TITLE: INSTRUCTOR (High School Equivalency Program)

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

DUTIES/RESPONSIBILITIES:

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

OTHER JOB DUTIES:

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

MINIMUM QUALIFICATIONS:**Education:**

Four degree in education or related field preferred.

Experience:

Three years of teaching experience.

Must possess good communication, motivational and writing skills.

Bilingual (Spanish/English).

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

POSITION TITLE: PROJECT COORDINATOR (High School Equivalency Program)

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

DUTIES/RESPONSIBILITIES:

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

OTHER JOB DUTIES:

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

MINIMUM QUALIFICATIONS:

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

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

Ability to communicate effectively in writing and orally.

Bilingual (Spanish/English) preferred.

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

POSITION TITLE: PROJECT COORDINATOR (High School Equivalency Program)

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

DUTIES/RESPONSIBILITIES:

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

OTHER JOB DUTIES:

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

MINIMUM QUALIFICATIONS:

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

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

Ability to communicate effectively in writing and orally.

Bilingual (Spanish/English) preferred.

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

POSITION TITLE: PROGRAM SPECIALIST (High School Equivalency Program)

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

DUTIES/RESPONSIBILITIES:

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

OTHER JOB DUTIES:

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

MINIMUM QUALIFICATIONS:

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

Experience: Two years of paid clerical work experience.

Ability to communicate effectively in Spanish/English.

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

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

POSITION: Recruitment Placement Specialist (High School Equivalency Program)

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

DUTIES/RESPONSIBILITIES:

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

MINIMUM QUALIFICATIONS:

Two year college degree.

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

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

Possess good negotiation and communication skills and customer relations.

Ability to communicate effectively in Spanish/English

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

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

POSITION TITLE: TUTOR (High School Equivalency Program)

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

DUTIES/ RESPONSIBILTIES:

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

MINIMUM QUALIFICATIONS:

Education:

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

Experience:

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

Must possess good communication, motivational and writing skills.

Bilingual (Spanish/English) preferred

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

Professional Experience

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

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

Other Professional Experience

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

Education

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

Current and Former Civic/Community Affiliations

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

Michael Jimenez

● PROFESSIONAL EXPERIENCE

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

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

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

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

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

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

● EDUCATION

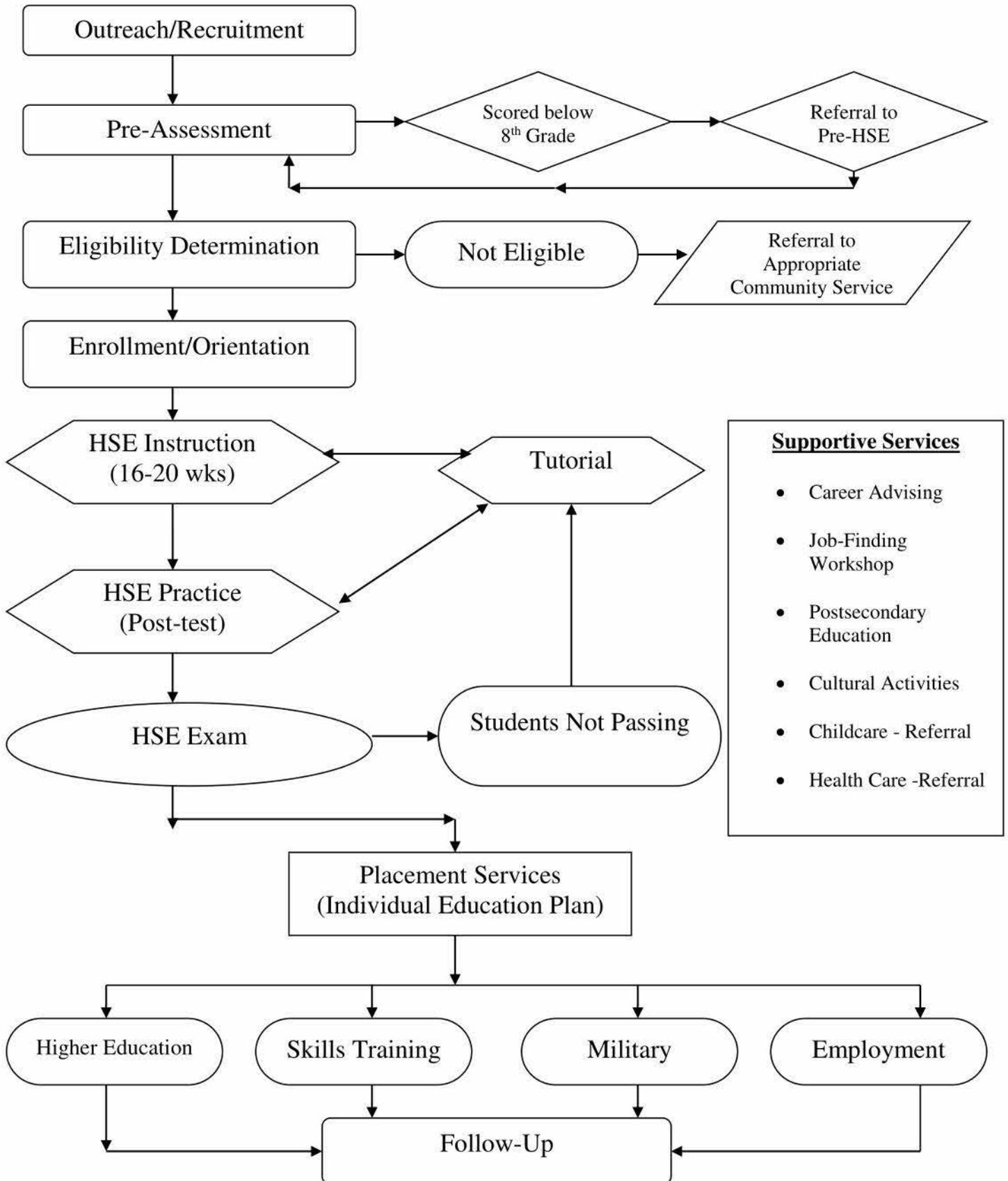
New College of California School of Law
University of California, Santa Cruz, CA,

Jurist Doctorate
BA - Politics

● SKILLS

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

SER-HEP SERVICE DELIVERY SYSTEM



Supportive Services

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



American GI Forum

**Lompoc Valley Chapter
1668 Calle Nueve
Lompoc, CA 93436**

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

Dear Ms. Mendibles:

The Lompoc Chapter of the American GI Forum is in full support of the proposed High School Equivalency Program (HEP) for four cities in Santa Barbara County, including Lompoc.

We have collaborated with SER Fresno in the past, and have enjoyed the mutual benefit it has provided our Lompoc community.

We will be happy to assist in passing out information, inviting speakers for HEP to our community and organization meetings, and assisting to increase support for this project.

Sincerely,

(b)(6)

Caje Segura, Past Commander
Lompoc Valley AGIF Chapter
805-588-3589
sgrcjtn@verizon.net

Northwest Health Center

*702 E. El Camino Street
Santa Maria, CA 93454*



*A Primary Health Care
Community Clinic*

February 11, 2016

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

RE: Support of High School Equivalency Program (HEP)

Dear Ms. Mendibles:

Northwest Health Center, under the umbrella of the American GI Forum of Santa Maria, CA, has, for the past 25 years, been providing health services and educational information to our needy low-income and veteran populations. We have also worked in conjunction with the AGIF Education Foundation to provide educational services and programs to our farmworker families.

We would be very pleased to support SER-Jobs for Progress, Inc. in promoting the project at our meetings and by assisting to increase local support for the project.

We have been and continue committed to enhancing and promoting educational opportunities in our community for farmworker families. Thank you for the opportunity to share in this important endeavor.

(b)(6)

Willie Galvan, Administrator
Northwest Health Center

(b)(6)



AMERICAN GI FORUM
EDUCATION FOUNDATION OF SANTA MARIA
702 E. El Camino Street
Santa Maria, CA 93454



February 11, 2016

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

RE: Support for Proposed HEP in Santa Maria Valley

Dear Ms. Mendibles:

The American GI Forum Education Foundation of Santa Maria is pleased to offer our support to SER-Jobs for Progress, Inc. for the proposed High School Equivalency Program (HEP).

This program will benefit farmworker communities in Santa Barbara County, and will operate in the four cities of Guadalupe, Isla Vista, Lompoc, and Santa Maria, cities with a high number of seasonal and migrant farmworkers.

The AGIF Education Foundation will support the HEP program by inviting HEP to promote its services at our organization's meetings and collaborating with SER-Jobs for Progress, Inc. to gain and expand local support for this project.

Sincerely,

(b)(6)

Helen Galván, Board Member

(b)(6)



Center for Employment Training

Santa Maria Center

509 W. Morrison Ave., Santa Maria, CA 93458 (805) 928-1737 Fax: (805) 928-1203

February 24, 2016

Rebecca Mendibles
President/CEO
SER-Jobs for Progress, Inc. SJV
255 N. Fulton Avenue, Ste. 106
Fresno, CA 93702

Dear Ms. Mendibles,

RE: High School Equivalency Program (HEP)

Center For Employment Training (CET) is committed to partnering with SER- Jobs for Progress, Inc., as they attempt to secure funds to provide farmworkers in our community with educational instruction so they can obtain a High School Equivalency Certificate (HSE). I also understand that the graduates will receive placement services through this program which will lead to increased employment opportunities.

CET will commit to providing the following as a partner:

- Classroom presentations by CET staff;
- Tours of CET facility and program orientation;
- referrals to the Project; and/or
- Training opportunities for program graduates.

Our goal as a partner is to assist SER in leveraging resources to providing high quality educational services to local farmworkers. The HEP, is a project that (name of agency) can wholeheartedly support. We look forward to working with this project and anticipate positive result for our farm working community.

(b)(6)

✓ Gabriel A. Morales
CET SM Director



Santa Barbara County Education Office

4400 Cathedral Oaks Road, P.O. Box 6307, Santa Barbara, California 93160-6307
(805) 964-4711 • FAX: (805) 964-4712 • Direct Dial: 964-4710 plus extension

Service and Leadership • www.sbceo.org

February 20, 2016

Rebecca Mendibles, President/CEO
SER-Jobs for Progress, Inc. SJV
255 N. Fulton Avenue, Ste. 106
Fresno, CA 93702

RE: HIGH SCHOOL EQUIVELANCY PROGRAM (HEP)

Dear Ms. Mendibles,

I am pleased to support SER in its effort to secure funding to work with residents in Santa Barbara County, specifically the Santa Maria and Lompoc Valleys in completing a high school diploma or equivalent and in their pursuit of improved job skills.

The migrant parents and young adults in our Migrant Region can benefit from the general education and the self empowerment that an improved education can bring and lead them to seek a higher education. They will increase their career and employment opportunities and social mobility thus improving the overall quality of life from themselves, their family, and the community at large.

The Santa Barbara County Education Office, Migrant Education Program, Region XVIII is ready to assist the proposed SER-HEP with the following:

- Identification and recruitment as well as referrals to the SER-HEP
- Follow-up with our Out of School Youth (OSY) designated staff
- Access to copier, telephone, fax machine upon request
- Assistance with transportation of OSY to testing sites

As the Director in this region, I support SER's proposal to offer GED services as the local offerings have been decreasing and the residents in the area will greatly benefit from additional options.

I look forward to participating on the project through its duration, with the intention of continuing beyond the grant period to engage in long-term, sustainable plans focused on building capacity for serving those not able to participate in traditional educational programs.

Sincerely,

(b)(6)

Maria Garcia-Cacique, Director
Migrant Education Program, Region 18

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

SECTION C -- OTHER BUDGET INFORMATION

1 PERSONNEL

	<u>1st Yr</u>	<u>*2nd Yr</u>	<u>*3rd Yr</u>	<u>*4th Yr</u>	<u>*5th Yr</u>
President/CEO (11.1%)	\$ 11,364	\$ 11,591	\$ 11,823	\$ 12,059	\$ 12,300
Vice President of Operations (18.5%)	15,340	15,647	15,960	16,279	16,605
Sr. Account Clerk (7.4%)	3,397	3,465	3,534	3,605	3,677
Jr. Account Clerk (7.4%)	1,610	1,642	1,675	1,708	1,742
Jr. Account Clerk (7.4%)	1,203	1,227	1,252	1,277	1,303
Project Coordinator (100%) \$4250/mo x 11 mo--1st yr	46,750	51,000	52,020	53,060	54,121
Program Specialist (100%) \$2650/mo x 11 mo--1st yr	29,150	31,800	32,436	33,085	33,747
Placement Specialist (20 hrs/wk x 48 wks x \$20/hrs)	19,200	19,584	19,976	20,376	20,784
PTE Instructors (12 hrs/wk x 40 wks x \$25/hr x 4 sites--Sept. thru June)	48,000	48,960	49,939	50,938	51,957
Tutors (12 hrs/wk x 40 wks x \$14/hr x 4 sites--Sept. thru June)	26,880	27,418	27,966	28,525	29,096
Total Salaries	\$ 202,893	\$ 212,334	\$ 216,581	\$ 220,913	\$ 225,330

2 FRINGE BENEFITS

FICA (7.65%)	\$ 15,521	\$ 16,244	\$ 16,568	\$ 16,900	\$ 17,238
SUI (6.2%)	3,263	3,328	3,395	3,463	3,532
Health Insurance	16,991	17,331	17,678	18,032	18,393
Workmans Comp	2,327	2,374	2,421	2,469	2,518
Pension (5%)	3,230	3,295	3,361	3,428	3,497
Total Benefits	\$ 41,332	\$ 42,571	\$ 43,423	\$ 44,292	\$ 45,178

3 TRAVEL

Local Travel (8,880 mi x .54 -- 1st yr)	\$ 4,795	\$ 4,891	\$ 4,989	\$ 5,089	\$ 5,191
Out of County-Annual Mtgs in DC-per diem, lodging, airfare, & taxi/shuttle = \$1,480 x 2	2,960	3,019	3,079	3,141	3,204
Out of County-HEP/CAMP Annual Mtg--per diem, lodging, airfare, & taxi/shuttle = \$787.50 x 2	1,575	1,607	1,639	1,672	1,705
Out of County-Trips from Fresno to Santa Barbara Co. & from Santa Barbara Co. to Fresno Co.--per diem,lodging,car rental/gas = \$518/trip x 10 trips	5,180	5,284	5,390	5,498	5,608
Subtotal Travel	\$ 14,510	\$ 14,800	\$ 15,097	\$ 15,399	\$ 15,708

4 EQUIPMENT (N/A)

5 SUPPLIES

General Office/Copier/Computer Supplies (\$740/mo x12mo -- 1st yr)	\$ 8,880	\$ 6,880	\$ 6,880	\$ 6,880	\$ 6,880
Student Books & Supplies (\$150 x 100 students)	15,000	15,300	15,606	15,918	16,236
Subtotal Supplies	\$ 23,880	\$ 22,180	\$ 22,486	\$ 22,798	\$ 23,116

6 CONTRACTUAL

Accounting Services/CPA (\$500/mo. x 12 mo)	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
External Evaluators	4,000	-	4,000	-	4,000
Audit Services (\$2,500 x 25%)	1,250	1,250	1,250	1,250	1,250
Subtotal Contractual	\$ 11,250	\$ 7,250	\$ 11,250	\$ 7,250	\$ 11,250

PR/Award # S141A160011

SECTION C -- OTHER BUDGET INFORMATION

7 CONSTRUCTION (N/A)

8 OTHER

Student Testing (100 students x \$150)	\$	15,000	\$	15,300	\$	15,606	\$	15,918	\$	16,236
Post Secondary Campus Visits & Cultural Events		2,500		2,000		2,000		2,000		2,000
Graduation Ceremony		2,000		2,000		2,000		2,000		2,000
Liability Insurance		1,480		1,600		1,600		1,600		1,600
Rent/Utilities (Fresno Corporate Office @ \$52/mo x 12/mo)		624		636		649		662		675
Rent/Utilities Santa Maria Program Office & Classroom @ \$500/mo x 11/mo--1st y		5,500		6,000		6,000		6,000		6,000
Rent/Utilities (Guadalupe Classroom @ \$500/mo x 10/mo--1st yr.)		5,000		6,000		6,000		6,000		6,000
Rent/Utilities (Lompoc Classroom @ \$500/mo x 10/mo--1st yr.)		5,000		6,000		6,000		6,000		6,000
Janitorial-Bldg. Maintenance Service/Supplies (\$296/mo x 11/mo--1st yr.)		3,256		3,552		3,552		3,552		3,552
Communication: Phone, Fax, Internet (\$148/mo x 12/mo)		1,776		1,776		1,776		1,776		1,776
Conference/Fees		750		750		750		750		750
Development/Training for All Staff		2,500		2,000		1,500		1,000		500
Equipment Maintenance (\$74/mo x 12/mo)		888		888		888		888		888
Postage		181		181		181		181		181
Storage Rental (\$30/mo x 12/mo--2nd thru 5th yr)				360		360		360		360
Payroll Service Fees (\$69/mo x 12)		828		828		828		828		828
Bldg. Security/Alarm System (\$74/mo x 12)		888		888		888		888		888
HEP/CAMP Association Fees		1,200		1,200		1,200		1,200		1,200

Subtotal Other \$ 49,371 \$ 51,959 \$ 51,778 \$ 51,603 \$ 51,435

9 TOTAL DIRECT COSTS \$ 343,237 \$ 351,094 \$ 360,615 \$ 362,255 \$ 372,017

10 TOTAL INDIRECT COSTS 27,459 28,088 28,849 28,980 29,761

11 TRAINING STIPENDS (\$250/student x 69) 17,250 17,250 17,250 17,250 17,250

12 TOTAL COSTS \$ 387,946 \$ 396,432 \$ 406,714 \$ 408,485 \$ 419,029

*2nd thru 5th yr (2% increase/year for salaries, fringe benefits, travel, student books/supplies, student testing & rent/util--Fresno Corp Office)

Section C—Other Budget Information (Narrative)

1. Personnel

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

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

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

Jr. Account Clerk - Receives and reviews staff timesheets and forwards to Sr. Acct. Clerk; completes all filing including timesheets, payroll info., accounts payable/accounts receivable documents; conducts data entry; follows up on lost or returned stipend checks (communicates

with HEP staff for updated student info., i.e. updated addresses); answers phone and sends faxes; corresponds with vendors via phone and/or email.

Project Coordinator (PC) - Responsible for the daily operation of the program including planning, organizing, directing, monitoring, oversight, management and evaluating program services. Oversees: recruitment, enrollment, instruction, testing, and placement; develops weekly reports; implements program assessment/evaluation; conduct monthly staff meetings; collaborate with community organizations; assess/monitor/evaluate site activities; supervise/evaluate staff; schedule GED testing; provide quarterly board and annual reports. Meets with the VPO on a weekly basis.

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

Recruitment/Placement Specialist - Works with various web-based tools, employers, employment and training agencies, and postsecondary institutions to facilitate the placement process of HEP graduates; links students enrolling into a postsecondary program with campus retention programs and other university programs, occupational interests and aptitude using ONET, a web-based interactive tool, that offers Spanish Speaking job seekers information on 900 different career options that includes information on specific skill sets needed, salaries, and outlook on each career. Develops an Individual Educational Plan for each HEP graduate; assists students with resume writing and job applications; conducts job search workshops; works with military recruitment centers for potential placements.

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

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

2. Fringe Benefits

Full-time employees receive full benefit package including: annual leave, sick leave, and retirement. Part-time employees (Recruitment/Placement Specialist, Instructors, Tutors, and Jr. Account Clerk) earn sick leave at state mandated minimum rate at 3 days annually; no annual leave or retirement is provided; average percentage of benefits is 20% to 25%.

3. Travel

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

Out-of-County Travel funds are used for key staff to attend the annual HEP/CAMP meeting with Dept. of Education personnel in Washington DC; key staff to attend the annual HEP/CAMP association meeting; and other conferences held annually, e.g., NASDME, etc.; key staff to travel from corporate office for initial start-up and for quarterly on-site reviews of project.

4. Equipment (not applicable)

5. Supplies

Funds are used to purchase everyday office supplies as needed by HEP staff, including the purchase text books; testing materials; classroom items; pencils, paper, calculators and other supplies as needed by HEP students.

6. Contractual

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

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

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

SER complies with federal procurement procedures for all its contracts.

7. Construction (not applicable)

8. Other

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

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mr.	Michael		Jimenez	

Address:

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

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

Email Address:

mjimenez@sercalifornia.org

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #: 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
--	----------------	-------------------	-----------------

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

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

Name of Institution/Organization

SER-Jobs for Progress, Inc. San Joaquin Valley

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	202,893.00	212,334.00	216,581.00	220,913.00	225,330.00	1,078,051.00
2. Fringe Benefits	41,332.00	42,571.00	43,423.00	44,292.00	45,178.00	216,796.00
3. Travel	14,510.00	14,800.00	15,097.00	15,399.00	15,708.00	75,514.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	23,880.00	22,180.00	22,486.00	22,798.00	23,116.00	114,460.00
6. Contractual	11,250.00	7,250.00	11,250.00	7,250.00	11,250.00	48,250.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	49,371.00	51,959.00	51,778.00	51,603.00	51,435.00	256,146.00
9. Total Direct Costs (lines 1-8)	343,236.00	351,094.00	360,615.00	362,255.00	372,017.00	1,789,217.00
10. Indirect Costs*	27,459.00	28,088.00	28,849.00	28,980.00	29,761.00	143,137.00
11. Training Stipends	17,250.00	17,250.00	17,250.00	17,250.00	17,250.00	86,250.00
12. Total Costs (lines 9-11)	387,945.00	396,432.00	406,714.00	408,485.00	419,028.00	2,018,604.00

***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):

The Indirect Cost Rate is 15.20%.

(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 # S141A160011

Name of Institution/Organization SER-Jobs for Progress, Inc. San Joaquin Valley	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
--	---	--

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524