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 # S141A160014

Gramts.gov Tracking#: GRANT12112114

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
Attachment - 1 (1236-GEPA 427)	e10
5. Grants.gov Lobbying Form	e12
6. ED Abstract Narrative Form	e13
Attachment - 1 (1235-HEPAbstract)	e14
7. Project Narrative Form	e15
Attachment - 1 (1238-HEPNarrative)	e16
8. Other Narrative Form	e42
Attachment - 1 (1237-Attachments)	e43
9. Budget Narrative Form	e63
Attachment - 1 (1234-BudgetJust)	e64
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e74
11. Form ED_524_Budget_1_3-V1.3.pdf	e75

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:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
03/04/2016	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: INTER AMERICAN UNIVERSITY OF PUERTO RICO SAN GERMAN CAMPUS

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
660177776	1207427050000

d. Address:

* Street1:	PO BOX 363255
Street2:	
* City:	SAN JUAN
County/Parish:	
* State:	PR: Puerto Rico
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	00936-3255

e. Organizational Unit:

Department Name:	Division Name:

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

Prefix:	Mr.	* First Name:	AMAURY
Middle Name:			
* Last Name:	BOSCIO		
Suffix:			

Title: ASSISTANT VP RESEARCH & SPONSORED PROGRAMS

Organizational Affiliation:

* Telephone Number:	787-758-0899	Fax Number:	787-250-7984

* Email: ABOSCIO@INTER.EDU

Application for Federal Assistance SF-424

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

S: Hispanic-serving Institution

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.141

CFDA Title:

Migrant Education_High School Equivalency Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-010716-002

* Title:

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

13. Competition Identification Number:

84-141A2016-1

Title:

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

Add Attachment | Delete Attachment | View Attachment

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

High School Equivalency Program

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT12112114 Funding Opportunity Number:ED-GRANTS-010716-002 Received Date:Mar 04, 2016 04:04:25 PM EST

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant 0000 * b. Program/Project 0000

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 07/01/2016 * b. End Date: 06/30/2021

18. Estimated Funding ($):

* a. Federal	459,625.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	459,625.00

*** 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 03/04/2016.

☐ 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: Mr. * First Name: MANUEL

Middle Name: J

* Last Name: FERNOS

Suffix:

* Title: PRESIDENT

* Telephone Number: 787-766-1912 Fax Number: 787-250-7984

* Email: CEOFP@INTER.EDU

* Signature of Authorized Representative: Fredeswinda Rivera-Ocasio * Date Signed: 03/04/2016

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Fredeswinda Rivera-Ocasio	PRESIDENT
APPLICANT ORGANIZATION	DATE SUBMITTED
INTER AMERICAN UNIVERSITY OF PUERTO RICO SAN GERMAN CAMPUS	03/04/2016

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

Tracking Number:GRANT12112114 Funding Opportunity Number:ED-GRANTS-010716-002 Received Date:Mar 04, 2016 04:04:25 PM EST

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:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* N/A

** Street 1* N/A *Street 2*

** City* N/A *State* *Zip*

Congressional District, if known:

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

6. * Federal Department/Agency:

N/A

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:** Fredeswinda Rivera-Ocasio

***Name:** *Prefix* Mr. ** First Name* MANUEL *Middle Name* J

** Last Name* FERNOS *Suffix*

Title: PRESIDENT **Telephone No.:** **Date:** 03/04/2016

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT12112114 Funding Opportunity Number:ED-GRANTS-010716-002 Received Date:Mar 04, 2016 04:04:25 PM EST

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(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 427.pdf | Add Attachment | Delete Attachment | View Attachment

SECTION 427 GENERAL EDUCATION PROVISION ACT (GEPA) REQUIREMENTS

Inter American University of Puerto Rico at San German Campus – High School Equivalency Program complies with Section 427 of the General Education Provision Act. The Program has designated its activities in such a way to ensure all program beneficiaries, students and staff are provided equal access and participation services, programs and environments. Individuals of all genders, races, national origins, colors and disabilities are targeted and encouraged to be part of the project. IAUPR firmly advocates the philosophy that all groups regardless of gender, race, national origin, color, disabilities or age shall receive appropriate treatment. Based on the circumstances of target high school dropout students in South West Region, we will address each of the barriers that could impede the academic progress or active participation of students.

- **Gender:** IAUPR HEP will ensure equal access to the program regardless of gender. IAUPR will continue to make a concerted effort through its recruitment and enrollment process to maintain a balance between male and female participants.
- **Race:** Puerto Ricans trace their heritage to three cultural groups: Taino Indians, African Negroes and Europeans. The program will serve persons which reflect these three groups, which are generally not distinguishable in the Puerto Rican society.
- **National Origin:** Program materials will be prepared in the Spanish language to meet the needs of the predominant population; translation of all important documents will be made. Most publicity materials will be prepared in Spanish in order to reach potential participants in their native languages. This do not mean, however that some materials in English will not be used as most Puerto Ricans can read and understand English. Reverse discrimination will not be practiced either.

- **Color:** The question of color is somewhat academic in Puerto Rico and really does not need to be specifically addresses as most of the population comes from its Indian, Negro and European stock and therefore has a varied heritage.
- **Disability:** The University has designated parking areas, ramps, elevators, and makes special arrangements for persons with disabilities. Computer equipment with scanner, voice and other accessories for blind students will be made available for HEP. Participants and staff will be encouraged to specify any special needs with the Program Director, who will then make the appropriate accommodations.
- **Age:** Information concerning the HEP program will be distributed throughout the island to attract potential participants who meet eligibility requirements, regardless of age.

Compliance with the requirements of the General Education Provision Act (GEPA) is monitored by Human Resources Office on the San German Campus as well by the Central Human Resources Office, as was previously indicated. After candidates are interviewed for employment and a person selected and recommended for employment, the person in charge of the interview and selection procedure is required to fill out a form indicating that the committee complied with GEPA requirements. This document is maintained in the permanent file of the specific position for future monitoring, if necessary.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

INTER AMERICAN UNIVERSITY OF PUERTO RICO SAN GERMAN CAMPUS

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: MANUEL Middle Name: J

* Last Name: FERNOS Suffix:

* Title: PRESIDENT

* SIGNATURE: Fredeswinda Rivera-Ocasio * DATE: 03/04/2016

Tracking Number:GRANT12112114 Funding Opportunity Number:ED-GRANTS-010716-002 Received Date:Mar 04, 2016 04:04:25 PM EST

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: HEPAbstract.pdf | Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT12112114 Funding Opportunity Number:ED-GRANTS-010716-002 Received Date:Mar 04, 2016 04:04:25 PM EST

Abstract

The Inter American University of Puerto Rico, San Germán Campus has designed a High School Equivalency Program (IAUPR-HEP), located in Southwestern Puerto Rico. Four objectives have been established: 1) To annually recruit and enroll 70 eligible MSFW participants from target area who are in most need of Program services during the Grant period; 2) To provide 100% of participants engaging instructional services, personal/family support and educational assessment for HSE test preparation during the Grant period; 3) To provide HEP participants supportive financial services for successful completion of the HSE test of at least 70% of students during Grant period (GPRA Measure I); 4) To provide placement and follow up services to 80% of HEP graduates during Grant period (GPRA Measure II). The Program will enable participants to meet the goals of HSE completion through individualized, small class instruction. By engaging community partners with the Program, comprehensive services and resources will jointly address and fulfill students' academic, career, personal, social and financial needs. The Program will address invitational priorities 1: STEM education and 2: Faith-based and community organizations. Project outcomes are: Enrollment of 70 participants per year, for a total of 350 for the Grant period, 75% of participants will be retained and will have demonstrated in HSE mock tests to be well prepared for test taking each Grant year; 3) at least 70% of participants will pass the HSE every Grant year (GPRA I), at least 80% of all students will be placed on post-secondary education, career program, job or military (GPRA 2). Opportunities and referral for placement and follow up services after IAUPR-HEP completion will be provided. The Program will serve seventy (70) participants from MSFW backgrounds and it will operate as both, commuter and residential. 70% of participants will complete the HSE (GPRA I), and 80% of all students will be placed on post-secondary education, career program, job or military (GPRA II).

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** HEPNarrative.pdf

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

Tracking Number:GRANT12112114 Funding Opportunity Number:ED-GRANTS-010716-002 Received Date:Mar 04, 2016 04:04:25 PM EST

1. Need for and Significance of project

i. Magnitude of the need for services to be provided by the proposed project

Puerto Rico has an estimated population of 3,590,408 individuals (PR Planning Board, Census 2013), with approximately 14,354 migrant students enrolled in grades K-12, according to the Department of Education of Puerto Rico (DEPR). The San German Campus of the Inter American University of Puerto Rico **(IAUPR-SG)** has designed a High School Equivalency Program (HEP) to annually serve seventy (70) students from migrant and seasonal farm workers (MSFW) backgrounds to ensure their graduation from high school and subsequent enrollment in post-secondary education, work or the military, during the Grant period. The target area of the proposed project includes eleven mostly rural municipalities of such area, located in Southwestern Puerto Rico; mainly characterized by an agricultural and small manufacturing economy. The area most important needs include: (1) high poverty levels; with 46.2% of the families living below the poverty line, which contrasts with the 2015 US guidelines that shows the family income for a household of four as $30,320. The household income in Puerto Rico for a similar family unit is $19,630 (US Census Bureau, 2012). (2) The area has a high dropout rate in target area schools**.** In Puerto Rico, the State Education Department (DEPR) estimates the 2013 overall dropout rate in the System at 40%. A high rate of migrant teenagers' dropout of school before graduation, approximately 54% of them. (3) There is a high number of migrant students with an average grade completion of 7th grade. These students are below the grade level in reading and mathematics skills. HEP Campus data reflect that 74% of the migrant students need remedial reading services as compared to 32% of non-migrant students. (4) There is a high unemployment rate of 11.6% as stated by 2015 Bureau of Labor Statistics. The DEPR data shows that unemployment rate in the area is higher than 17% with over 70% of public school system students living below poverty lines.

Puerto Rico is part of the "East Coast Migration Stream", where migrant families have historically moved between the eastern seaboard and the Island depending on employment availability. The latest information estimates approximately 77,075 migrant and seasonal farm workers (NCFH, 2009), who move annually to meet demands for agricultural labor in the Eastern part of the United States. The American Community Survey calculations for 2006 through 2008 estimated that more than 50% workers in agriculture-related activities in Pennsylvania, Massachusetts, Connecticut, New Jersey, and New York are Puerto Rican workers. For Puerto Rico, the 2012 USDA National Agricultural Statistics Service Census indicated that agricultural businesses include: livestock, poultry and dairy farming; and hog processing; coffee, pineapples, plantains, bananas, oranges, mangoes, and papayas, among others. This work is seasonal. IAUPR-SG recognizes the valuable contributions that MSFW make to the economy while it also recognizes the critical problems they face in getting education for them and their families. Given their parents' demographics and seasonal jobs, migrant children find it extremely difficult to progress from one grade to another and remain in school until graduation. It is estimated that the percentage of migrant students who need remedial mathematics services is nearly double that of non-migrant students. Their low education attainment reflects the constant migration pattern. Also, there is the expectation that youth are to contribute to the family economy. The "culture of migrancy" tends to be self-perpetuating and is counterproductive to education. The families' priorities are to find work, housing and then to move, with survival being the main objective. MSFW are among the most disadvantaged and medically indigent citizens making them the population with the poorest health of any group in the United States and PR, when high medical costs are considered. There are no other projects in the Southwest Region of Puerto Rico that provide direct educational services to **MSFW** without a HSE diploma.

ii. Focus on serving or addressing the needs of disadvantaged individuals

IAUPR HEP will focus serving eligible MSFW identified needs and their families by capitalizing on its experience and the well-established partnerships between participants' families, community organizations and agencies, which with the Campus Project staff and resources, will engage in the identification of pertinent available services to better serve the needs of this population. Specific identified barriers include high employment mobility, considerable cultural differences, unfamiliarity with higher education systems, need for housing and childcare, need for financial assistance, poverty subsistence level, lack of transportation, health problems or disabilities, lack of access to medical care or insurance, lack of career and educationally accomplished role models, and high dropout rates. Guidance and professional counseling, including activities for parents' engagement will be included. The Program will be located on the San German Campus.

Table 1 Identified needs and how HEP will address them to remove the barriers
Need for academic support – HEP will provide the necessary academic, assessment, instruction, tutoring, professional counseling, guidance and supplemental support. A personalized educational plan for each student will be developed in collaboration with project staff and parents as partners in their children's education. This will aim at helping participants develop personal confidence, raise life expectations, develop good study habits, and focus on career decisions and college readiness.
Need for social and emotional support - Attention will be given to the socio-emotional well-being of students, emphasis will be placed in creating an enthusiastic engaging climate where students will count with a Project and families supportive environment collaborating to create optimal learning conditions for students. Workshops, orientations, regular communication and other support services for students and parents will ensure participants will overcome their fears and accomplish their goals. Parents will sign a contract committing to HEP goals.
Need for role models for education or careers - Testimonials from successful alumni and other Campus alumni will be regularly presented to stimulate participants learn they can accomplish their goals. Campus student organizations will also present on leadership themes, as well as community organizations, including faith-based such *San German de Auxerre Church of Mayaguez Diocese and Pabellón de la Victoria Church* will continue to provide workshops and support for students and parents on emotional and life skills.
Need for strong parent support - Parents who have earned college degrees are more likely to be involved in their children's education, and those without education are less likely to be involved (Lareau and Shumar 1996; Lee and Bowen 2006) - HEP will provide parent information sessions, orientation, and workshops for parents to also stimulate their education.

Need for health services– Very few migrant families have health insurance due to the high cost, so migrant children and youth may suffer from various health problems. - HEP will assist participants in finding access to health providers and refer to area agencies that provide health services and pertinent information.
Need for financial assistance –HEP will provide a stipend for transportation, meals and incidental expenses to assist the participants to complete the twelve weeks intensive course and approve the HSE. Nine participants will reside on campus housing, where room and board is provided and 6 participants will receive childcare stipends. It will establish a system of referrals between partnerships providing services to participants, including: Seasonal Head Start, Early Head Start, Migrant Legal Services, Migrant Health Clinic & Campus Federal Trio Programs.

iii. Weakness, gaps in services and opportunities identified to be addressed

The Program has developed a strategic plan to address the educational and social-emotional support needs of MSFW. Table 2 summarizes the services that it will provide.

Table 2. Needs, Gaps, Services

Needs	Gaps, Weakness, Needs	IAUPR HEP Services/Opportunities
Academic	Lack of academic skills, information about educational programs and access to higher education	Create appropriate curriculum, materials, counseling, study skills workshops, tutoring, HSE test assistance, well prepared instructors, experienced partners and HEP staff.
Supportive	Lack of career planning skills, personal and cultural development, knowledge and resources to procure government services.	Academic and personal counseling, job readiness, career, College preparation workshops. Exposure to cultural, educational and field trips. Participation in Campus cultural events and students' organizations to enhance socialization skills. Referrals to community agencies, organizations and faith - based.
	Lack of Intrapersonal Conflict Skills and self-acceptance to face personal and social challenges	One-on- one and group sessions to support participants' personal growth and coping skills. Regular communication with students' parents, planned engagement activities to strengthen their emotional development and prevent student dropout. Campus Prevention Office activities, including TRIO programs activities enhance student support services.
Financial	Lack of financial and basic personal needs, low income, poor living conditions. Limited understanding of federal financial aid process	Stipends for transportation, meals and incidentals for all participants, also room and board for those who qualify and Financial aid application assistance. Referrals to public accessible medical assistance and housing, Campus Child Care Center and Seasonal Head Start and Early Head Start in the community.

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

In meeting the Program purpose, IAUPR-SG will serve 350 MSFW participants during the Grant period. IAUPR HEP 2014-2015 data indicate that 81% of the students served during the past 30 years completed the HSED (GPRA 1); and, that 82% entered postsecondary education or upgraded employment or the military (GPRA 2). Given the characteristics of this population and the special challenges that the present economic crisis of Puerto Rico has brought to MSFW families, achieving the proposed outcomes will be very ambitious, however, the experience of IAUPR-SG HEP, the activities designed and the strong partnerships endorsing the program, will ensure accomplishing the following outcomes: enrollment of 70 participants per year, for a total of 350 participants served during the Grant period, 75% of participants will be retained and will have demonstrated in GED mock tests to be well prepared for test taking each Grant year, at least 70% of participants will pass the HSE (GPRA I) every Grant year, and at least 80% of all students will be placed on post-secondary education, career program, job or military. The latest HSE state curriculum will ensure that the Program graduates have the same level of competence as those with traditional high school diploma. Therefore, they will be able to have academic and career readiness, including STEM exposure activities for postsecondary education, training programs and/or vocational opportunities and access to higher education and or attain employment. Effective Project practices: assessment, engagement, instruction and evaluation in this design, will demonstrate the value of strategies and outcomes achieved contributing knowledge to pedagogy.

2. Quality of Project Design

i. Goals, objectives, and outcomes to be achieved by the proposed project

The purpose of the project is to provide MSFW the opportunity to obtain the equivalent of a HSE certificate and, subsequently enter post-secondary education or training, gain upgraded employment or military service. IAUPR SG has operated HEP for the past 30 years. For several

years, the Program was selected by OME among the top ten programs in the nation, and it met and in some occasions, exceeded objectives GPRA I and GPRA II. In 2013-2014 the Program was selected first of the best ten programs in the nation. The requirement of this project design in the present competition has afforded the Proposal Committee the opportunity to intensely analyze the Project's history of successes and challenges, as well as the practices, services and specific approaches, which account for its significant gains. The Committee has concluded that the Program success stems from a practice consisting of a strong network of community organizations and agencies, including faith-based, which along with the San German Campus student and academic offices, have formed an engaging partnership with the Program staff and participants' families, to provide linkages to activities and supportive services that empower them to attain their HSE and subsequent employment or post-secondary education. The significant role of parental engagement in this project has increased the opportunities for participants' learning and for the Project success because through its relationship building approach, communication is strengthened, leading to trust, accountability, and participants success. This practice will align family engagement with the HEP learning goals. Invitational Priorities 1 & 2 are incorporated.

1- STEM education: 2016-1021 HEP cohorts at IAUPR-SG will be exposed to health, technology, agricultural and other physical science careers by hiring tutors in the STEM area to prepare and motivate participants to pass the HSE exam and pursue careers in such areas. The Biology, Chemistry and Environmental Science Department and its students' organizations will support their participation in science fairs & field trips to STEM related industries and business.

2- Faith-Based and Community Organizations: Multiple community organizations partnering with the IAUPR-SG HEP will continue to work closely with the *Diocesan Seasonal Head Start, San German de Auxerre Church and Pabellón de la Victoria*. These faith-based organizations have been providing and

will continue to provide workshops for students and parents focusing on the importance of education, recruitment, and emotional support for families engaged in the project. The annual Program goals, objectives, and outcomes reflect the indicated analysis of the Proposal Committee and have been set to be accomplished for each of the five years at the IAUPR-HEP.

Table 3. Goals, Objectives, Outcomes

Goal 1 – Ensure effective outreach and recruitment activities to eligible MSFW.
Objective 1 - To annually recruit and enroll 70 eligible MSFW participants from target area who are in most need of Program services during the Grant period.
Activities Continue contacts with schools, community organizations and migrant agencies, including referrals from partnerships organizations. Utilize radio and other media to promote IAUPR – HEP for recruitment. Conduct interviews and assessment screening with prospective students. Admit students meeting Program admission criteria.
Outcomes Enrollment of 70 participants per year, for a total of 350 for the Grant period.
Goal 2 – Ensure participants educational assistance and support services for effective HSE preparation.
Objective 2 – To provide 100% of participants engaging instructional services, personal/family support and educational assessment for HSE test preparation during the Grant period.
Activities To provide academic instruction in Math, Spanish and English, Social Studies and Science. Provide individualized tutoring, administer practice tests and assessment of progress. Provide the HSE Test, follow up to students who do not pass HSE. Provide professional counseling and guidance and support services, develop individualized educational plan to address personal, social and emotional needs of participants. Parental engagement activities.
Outcomes 75% of participants will be retained and will have demonstrated in GED mock tests to be well prepared for test taking each Grant year.
Goal 3 – Ensure that seventy percent (70%) of HEP participants will receive a HSE credential. (GPRA Measure I).
Objective 3: Provide HEP participants supportive financial services for the successful completion of the HSE test of at least 70% of students during Grant period.
Activities Provide room and board to 9 eligible participants, provide stipends for transportation, meals and incidental items to all participants. Ensure childcare to six students based on needs, and provide weekly workshops to address identified financial literacy needs. Provide the HSE Test. Follow up with students who do not pass the test.
Outcomes At least 70% of participants will pass the HSE every Grant year (GPRA I).
Goal 4 – Ensure participants' post-secondary educational placement, upgraded employment, or military enrollment.
Objective 4 – To provide placement and follow up services to 80% of HEP graduates (GPRA Measure II) during Grant period.
Activities Assist students in developing awareness of vocational potential and develop strategies for post-secondary success. Expose all participants to compare colleges, local community colleges, and opportunities for employment and military. Follow-up services will be offered to HEP graduates via email, mailings, telephone and personal visits.

Outcomes At least 80% of all students will be placed on post-secondary education, career program, job or military (GPRA II).

ii. Design is appropriate to and will address the needs or other identified needs.

The Program will: (1) assess each participant academic skills and will provide instruction and tutoring, if necessary for 12 weeks. This period will begin with two days of orientation followed by intensive academic instruction with integrated professional skills development exercises. (2) Counseling, including 1 day of HSE and career orientation. (3) Provide a comprehensive assessment plan that will allow for the improvement of Program services in accordance with the needs of participants and parents' engaged. (4) Offer follow up and completion services will be provided to HEP graduates beyond the session duration as needed. provide (5) other support services such as: Exposure and participation in cultural, recreational and academic events including STEM, (6) Follow-up services designed to meet migrant students' needs for continued academic support, placements services, and follow up, verification of college enrollment, updating of HEP database, newsletters and web page. Also, included are two annual follow ups of all HEP graduates to assess their status, make additional referrals, and collect database for future programming needs. The Program will operate as both, commuter and residential program.

iii. Will establish linkages with appropriate agencies and organizations to provide services

Vital in this project success will be its continued partnerships within the San German Campus community and national agencies and families to improve education and related services for which has been designed to run an efficient, cost effective program. The Campus support available to HEP participants in their educational and transitional endeavors is highly significant. This is achieved through participants' engagement to Campus life, including access to all Campus resources and pertinent services which enhances participants' success. The external partnerships and their important contributions are presented in the following table. Staff members will continue

to participate in various multicultural, vocational and conferences offered by these nonprofit organizations during the last five years. For added support the **Hispanic Educational Technology Services Consortium** (HETS) will be introduced. This technology-oriented consortium promotes Hispanic students' success opportunities in Higher Education, increasing Project's productivity.

Table 4: Migrant serving organization partners for students and families (Letters of support are found in Appendix D)	
Organization	**Linkages**
Migrant Health Clinic	Referrals, literature and speakers, free and or reduced cost health care and workshops
Migrant Legal Services	Legal services, referrals, literature and speakers
Seasonal Head Start and Early Head Start - Catholic Church	Childcare and adult education, emotional support to eligible participants; referrals, literature and speakers.
Target Area Schools Districts- Department of Education Mayaguez Region	Facilities for presentations, students' referrals, literature, distribution and speakers. Provide outreach, recruitment and staff, student and parent training assistance resources.
Workforce Investment Act (WIA)	Provides supportive and financial assistance in educational development and career readiness.
The IAUPR Educational Opportunities Center, and Talent Search Programs	Coordination and partnering for provision of additional educational and support resources and services for both students, parents and the program staff and faculty.
Hispanic Educational Technology Services (HETS)	Coordinate basic training in Science, Use of Technology and Math for staff and Faculty and virtual access to STEM Careers for students.

iv. Increase efficiency in the use of time, resources to improve results and increase productivity.

The Project staff will strive for the effective implementation of HEP to improve results and increase productivity by an integrated plan which includes indicated resources and by capitalizing on existing partnerships. This is executed by a shared approach of educators, parents, and community members who contribute their expertise to strengthen and expand the curricula, and who are engaged in supporting meaningful, learning experiences for all students. **Time:** The program will schedule weekly team planning activities, develop and implement an individual education plan, provide appropriate advising, counseling, instruction and academic tutoring, based

on individual student needs. It will prioritize and f**ocus on result-oriented activities.** Regular monitoring will focus on development and implementations, evaluating the effect or enhanced curriculum on students and teachers which will be an on-going process. **Staff:** Been part of the IAUPR ensures HEP personnel participation in training sessions and professional development workshops impacting on effective and productive management free of charge or at reduced fees. **Technology:** A better use of online free learning resources and other smart uses of technology will be sought. This will help participants and staff with the tools they need, for better use of energy and budget (google.com, zafari.com, YouTube tutorial.com, careerzone.com); **Use of Funds:** Project budget will be monitored to ensure compliance and increased productivity through the University existing protocols and training. Timely review of spending is conducted as part of the Program on going assessment which ensures monitoring impact of activities on program objectives. **Other resources:** Coordination with other Campus federal and instructional programs such as TRIO programs, and the Campus Learning Center are in place to ensure the maximum cost effectiveness and efficiency in the delivery of services. **External Collaboration:** Productivity and efficiency in resources management will also be enhanced through collaboration and partnerships with the University and the aforementioned community agencies and organizations for achieving proposed goals and objectives, better prepared participants, while exceeding the GPRA measures.

v. The extent to which the proposed project is supported by strong theory (Diagramed in Logic Model ahead)

Inputs **What we invest**	**Outputs** *What we do*	*Who we reach*	**Outcomes – Impact – Results** short term	medium term	ultimate term
OME funding IAUPR SG Campus (facilities and support) HEP Staff HEP Equipment HEP Materials HEP Curriculum Community Partners, including faith based organizations Shared vision for family engagement linked to learning	Recruitment -12 weeks instructional (HSE program) -Support services Counseling: academic, personal, social, emotional, career planning, academic plans; post-sec admission process, financial aid, literacy Room & board, child care, meals, transportation, stipends, incidentals. -Follow up services, referrals -Engaging parental activities: orientation, workshops materials, meetings, interviews & strong communication	70 eligible participants annually Parents Community Agencies and organizations Decision makers Various faith and community based organizations occasional presenters: San German de Auxerre Catholic Church, Pabellon de la Victoria	Promote students enrollment / persistence and parental engagement linked to educational endeavors Improve socio-emotional skills, resiliency, attendance and activities attendance improvement in disciplines. Expectations: 70% will earned HSE diploma 80% graduates will enroll postsecondary education or upgrade employment and military.	Enroll 350 participants Reduction of family deterioration and instability Reduce attrition Increase retention, community engagement Strengthen Project staff professional development and job satisfaction Reduction of risk factors Proven successful educational practices linked to learning dissemination	Increase of: higher ed retention rates, involvement of parents, number of HSE diplomas and community partnerships and their participation in Campus initiatives Improvement of students' educational achievement Higher rates entering postsecondary education and military Higher job placement Lower unemployment Decrease State dependency of MSFW families
Assumptions Parental engagement, ongoing assessment			**External Factors** Individual needs, the present economy		

3. Quality of Project Services

The quality of the proposed project services is based on an engaging partnership of community organizations and agencies who with the Program funding, highly qualified and experienced staff and participants' families, provide linkages to activities and supportive services to empower participants to attain their HSE and subsequent employment or post-secondary education. The significant role of engaging families in this project has increased the opportunities for participants' learning and for the Project success. The IAUPR encourages applications from qualified individuals who represent the population served. Neither the University nor HEP discriminate against individuals or groups on the basis of race, color, national origin, gender, disabilities or age.

i. Quality, intensity, and duration of Training or Professional Development services. HEP staff will provide meaningful, culturally sensitive and appropriate support to participants. Professional development training for the staff will be developed throughout the year and will be built into each of the program components to ensure that staff is prepared to provide MSFW educational need optimal services and assist students in achieving their highest potential. The Staff members will attend training and technical assistance services both at the university and at professional conferences at no cost to the Program. Participation in a three- day HEP/CAMP technical conference and NASDME sponsored annual conferences is planned. One day training will be provide at the beginning of each academic cycle for project planning relating to academic support, students services and resources, project assessment and evaluation. All staff must train in team building, communications skills and leadership. They will also be required to list professional development goals as part of their annual performance evaluations.

ii. Focus of Project Services on those with greatest needs

The Program will identify and select those MSFW students with the greatest needs of academic, support and financial services by outreaching and recruiting the students with highest needs, who will have priority in final selection from the applicants' pool. Priorities will be based on the following criteria: 1) lack of accessibility to educational or vocational opportunities 2) low income status 3) disruption of continuous education, and 4) level of rural isolation. Priority rankings are maintained in applicants' files to document selection criteria.

iii. Services will lead to improvements in the skills necessary to gain employment.

IAUPR HEP will provide assistance to students for vocational skills development through counseling services, including individualized vocational assessments, resume writing, and job mock interviews. These activities are designed to prepare students for eventual placement. Individualized achievement plans for each student are closely articulated with the HSE competencies and the students' individual vocation/higher education goals. Periodic formal and informal advising/counseling is set to assist participants with their academic progress, vocational development, and life goals, job and academic program applications, and testing, and other assistance needed for placement. Every HEP participant will complete an exit package that will contain: 1) a resume, 2) financial aid application, 3) college applications 4) guides for job search strategies, 5) letter of recommendation. Follow up services monitor past HEP graduates for academic and professional progress through e mails, phone calls, home visits, mailings, letters of support, etc. All follow up contact will be documented in the student's files.

4. Quality of Project Personnel

HEP staff will be well qualified professionals with demonstrated experience and sensitivity to the needs of the MSFW; they will be hired according to University protocols to ensure compliance

with pertinent regulations. The Program will make efforts to recruit the staff that worked in HEP until June 2015, since they have experience with the population that we provide services to.

i. Qualifications, training and experience of Project Director (1.0 FTE)

Ms. Sylvia Robles will provide the leadership and vision for the Program and also be responsible for its day to day operations, including: implementing and overseeing the Program Operation Plan, supervising and evaluating all Project personnel, monitoring the budget, and providing reports to the USDE on compliance to the Program goals and overall success. She has been working with MSFW students and families since 1986 as Director of HEP and CAMP Projects. She holds a Masters' degree in Education with major in Guidance and Counseling from the IAUPR. Also, she is Certified Mentor of Counseling and Guidance Students and a member of the Policy Council Seasonal Head Start and Early Head Start and has strong relationships with organizations and agencies that provide services to migrant communities. (For resume, see Appendix B).

ii. Qualifications, training and experience of key project personnel

Counselor (1.0 FTE) Isabel Cuevas holds a Master's Degree in Arts with a major in Counseling Psychology from the IAUPR. She has worked with federal programs: Gear Up & CAMP since 2002; has ample understanding of the characteristics and needs of the MSFW. Other significant contributors/non key personnel will include: 1) **Instructors**- minimum qualifications for the Instructor's positions: Bachelor's degree and the PR Teaching License. They will be responsible for providing appropriate individualized and group instruction in the HSE exam subject areas. **Administrative Assistant** (1.0 FTE) – Minimum qualifications: Associate Degree in Office Systems Administration. **Administrative Auxiliary** (1.0 FTE)- Minimum qualifications: Technical Certificate in one of these areas: Office Systems Administration, Management, Assistant Office or related area. **Tutors** (hourly) a minimum of 15 credits in their respective academic

disciplines: sciences, mathematics, Spanish, English and Social Studies. (See Job descriptions-Appendix A).

5. Quality of the Management Plan

i. The adequacy of the management plan (responsibilities, timelines, and milestones).

IAUPR HEP will develop and implement a plan for identifying, informing, and recruiting eligible participants who are most in need on the academic and supporting services and financial assistance provided by the Project. The plan, as detailed in Table 6, below, consists of Project activities, responsible staff, milestones and timelines. Ms. Sylvia Robles, former director of HEP for 30 years, will be the Director responsible for the successful operation of the Program and staff supervision. She will report to the Campus Dean of Academic Affairs. IAUPR has vast experience in implementing and managing grant-funded projects like HEP, and along with the Institutional Central Office established protocols and its Vice-presidency for External Funding, will ensure that objectives are met on timely manner and within the proposed budgetary regulations.

Table 6. Project objectives, activities, responsible staff, milestones and timelines		
Objective 1. To annually recruit and enroll 70 eligible MSFW participants from target area who are in most need during Grant period.		
Major Activities	**Staff**	**Timeline**
1.1. Outreach and recruitment throughout coordination with migrant agencies, schools, community organizations, and churches in target areas.	D, C, AA, I	July, October, February
1.2. Conduct interviews with the potential Program's participants concerning methods for their recruitment and screening.	D, C, AA	Ongoing
1.3. Examine student's records to determine if participants meet all legal requirements for admission to HEP according to federal regulations.	D, C	Ongoing
1.4. Conduct assessment of prospective students to determine academic, and support needs.	D, C, I	Ongoing
1.5. Admit students meeting Program admission criteria.	D, C	Ongoing
1.6. Conduct an orientation Program for new HEP students and their immediate families.	D, C, I	Ongoing
Milestones Enrollment of 70 participants per year, for a total of 350 for the Grant period.		

Objective 2. To provide 100% of participants engaging instructional services, personal/family support and educational assessment for HSE test preparation during the Grant period.		
Major Activities	**Staff**	**Timeline**
2.1. Staff training. Including, teachers trained to address individual student's needs.	D, S	Ongoing
2.2. Conduct staff meetings to monitor overall performance of HEP students.	D, I, C	Ongoing
2.3. Develop and implement an individual Education Plan based on Pre-test results to include parental engagement specific communication and learning skills support.	I	Ongoing
2.4. Administer periodic testing instruments to determine the student's progress.	I	Ongoing
2.5. Administer the computerized HSE exam.	Private Company	July, October, February
Milestones 75% of participants will be retained and will have demonstrated in HSE mock tests to be well prepared for test taking each Grant year (GPRA I).		
Objective 3. Provide HEP participants supportive financial services for the successful completion of the HSE test of at least 70% of students during Grant period.		
Major Activities	**Staff**	**Timeline**
3.1. Organize academic and support services.	D, S, C, I	Ongoing
3.2. Monitor student progress through the period.	D, S, C	Ongoing
3.3. Conduct staff meetings to monitor overall performance of HEP students.	D, C, I	Biweekly
3.4. Provide counseling services to the HEP participants as needed	C	Ongoing
3.5. Provide workshops in study-skills, financial literacy, self-empowerment and self-directed learning activities.	C	Weekly
3.7. Continue career development workshops to explore job search, mock interviews, resume writing, and introduce participants to college institutions.	C	Biweekly
3.8. Attend, organize and schedule cultural events, and other activities not usually available to MSFW.	D, AA	Ongoing
3.9 Provide student stipend for transportation, meals, and incidental expenses.	D, AA	Ongoing
3.10. Provided 6 childcare allowances to eligible participants.	D, AA, C	Ongoing
3.11. Provide room and board to 9 eligible participants.	D, AA, C	Ongoing
Milestones At least 70% of participants will pass the HSE every Grant year (GPRA I).		
Objective 4. To provide placement and follow up services to 80% of HEP graduates (GPRA Measure II) during Grant period.		
Major Activities	**Staff**	**Timeline**
4.1. Provide individual and group career readiness and counseling services.	C	Ongoing

4.2. Organize Career Day's activities in order to assist Program students for the transition to a postsecondary institution, employment or military.	C	Ongoing
4.3. Administer the Harrington O'Shea Interest Inventory Test and discuss the results with each participant.	C	August, November, March
4.4. Provide assistance to students with application, admissions and financial aid processes.	C	December, January, May, June
4.5. Follow-up to HEP graduates after Program completions.	C	Ongoing
4.6. Update Database	AA	Ongoing
Milestones At least 80% of all students will be placed on post-secondary education, career program, job or military.		

*Director (D), Counselor (C), Adm. Assistant and/or Auxiliary (AA), Instructors (I), Staff (S)

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

The Project assessment plan will be developed at beginning of the Grant year to ensure appropriate feedback on all Project aspects to generate data for continuous decision making and improvement. This include monitoring of student outcome, remain current on pertinent literature and research on best practices. The HEP Director and Counselor will meet bi-weekly to provide updates on participants and recruits, discuss retention issues and to develop recruitment strategies. The Director will meet weekly with the HSE instructional staff to document students' progress and parental engagement. HEP students will complete evaluations after all academic and support activities. Also, students will complete a General Program evaluation; the Director prepares action plans to enhance quality services and make effective interventions to achieve HEP goals. The Dean of Administration Office supervises that Program expenditures are within the proposed budget and in compliance with the appropriate federal costs. The Institutional Central Office, also carries out regular monitoring and pertinent audits. Additional important feedback is received through meetings and visits to Program by parents and guardians.

iii. Time commitments of the project director and other key project personnel

All professional staff (Director, Instructors, Counselor, Administrative Assistant, Administrative Auxiliary) will allocate 100% of time toward the program. Staff qualifications included are appropriate and adequate to effectively support all programs objectives and goals in accordance with program deadlines, the Institution's guidelines and within the allocated budget. (See Appendix A-Job Description and Resume for Key Personnel). The time commitments are appropriate and adequate to effectively support all Program objectives and goals in accordance with Program deadlines and allocated budget.

Table 7. Mechanisms for ensuring high-quality products and services	
In-service training for staff:	Extensive in-service training for all HEP personnel will be provided to enhance ability to implement effective strategies to meet needs of migrant students. Along with IAUPR, staff will participate in training and updates on application and admission procedures, financial aid process, college policies & procedure manuals as they apply to the HEP. Staff will join OME staff & state migrant education agencies in training on eligibility and documentation requirements. Staff will also be encouraged to attend self-selected training.
Training and Technical assistance:	The HEP staff will participate in appropriate local and national training and technical assistance conferences each year. Based on identified needs, the Project Director will encourage appropriate participation in the following: the National Association State Directors Migrant Education Conference and HEP/CAMP stream conferences. IAUPR, local and state workshop at no cost.
Staff Travel:	HEP budget will include sufficient funds for staff to participate in activities supporting the Program's goals and objectives including, but not limited to, recruitment, staff development, and conferences.
Student Travel:	HEP budget will include sufficient funds for students to participate in activities supporting the Program's goals and objectives including, but not limited to**:** educational, cultural events & transportation to/ from campus as needed.
Interagency coordination:	HEP will take advantage of activities and services external to the Program, both on & off Campus. The efforts will identify & utilize available resources to supplement & enhance services provided. (Letters of support- Appendix D).
Evaluation Plan:	IAUPR-HEP will follow its internal and external Project evaluation plans which will monitor compliance with EDGAR, GPRA and OME guidelines, provide feedback, make recommendations for continuous improvement, and ensure that Program goals evaluated by formative and summative evaluations.

6. Adequacy of Resources

IAUPR is committed to providing adequate resources to ensure the Project success; it has ample experience and established protocols and resources to comply with Program regulations.

i. Facilities, equipment, supplies, and other resources, from the applicant

All institutional resources needed will be made available to ensure the success of the Project, including special facilities and/or arrangements for the handicapped, staff expertise and data processing. **Facilities:** The IAUPR HEP will be housed in the Emilio Del Toro Hall, a centrally located building on Campus, where other federal programs are located, such as: Educational Opportunities Center, and Ronald McNair E. Program. A wide variety of recreational facilities including gymnasium, tennis courts and basketball courts are available for use by HEP students. **Equipment** - The Program has its own inventory, including 4 laser printers, shredder, filing cabinet, desk calculator, 1 laptop, 1 copy machine and students computer workstations. The Program has four fully furnished offices with access to institutional internet and phone system, 5 classrooms, and 25 stations in the computer laboratory. Additional office and educational supplies will be acquired as needed. **Other resources:** The Counseling Center provides services in skills enhancement and career development. Residence Hall services provide dormitories space for nine eligible participants per year. Campus Child Care is available to eligible participants. The Information Technology and Telecommunication Center provides the facilities and the technical support for computer practices and administration of HSE. Additional equipment and access to a conference room are available through the Information Access Center. HEP staff will also continue to have access to the University vehicles for recruitment purposes. Other support units on Campus such as the Dean of Administration Office and the Dean of Student Affairs Office will contribute expertise and time to ensure HEP participants feel welcome and are successful.

ii. Demonstrated Commitment of each partner.

Partners Commitments: The professional collaboration established with off - campus agencies enhances accessibility to HEP participants at no cost. These are: 1) Migrant Health Services- have

provided free and or reduced cost health care, referrals, literature and guest speakers; 2) Migrant Legal Services provide legal services, referrals, literature and presenters; 3) Department of Education of Puerto Rico, target area School District, provide facilities for presentations, students referrals, literature, distribution and presenters; 4) Seasonal Head Start and Early Head Start provide childcare services to eligible participants, referrals, literature, staff development and workshops. Dedicated Campus personnel from the Admissions and Recruitment Office, Federal Programs, Housing, Information Technology and Telecommunication Center, Business Offices and Financial Aid, provide professional and dedicated staff to assist HEP students within their areas of expertise. The Dean of Administration Office has a designated contact person for all federal grants to provide monthly account balance sheet printouts and budgetary matters, who is available for consultation. Examples of **Institutional Commitments** include: 1) Admissions and Recruitment Offices will provide guest speakers and collaboration in Program activities; 2) Federal Programs will provide Project oversight and guidance; 3) Housing Hall will make residential housing available for nine eligible HEP students; 4) Recreational Sports', support on recreational activities, access to gym and campus intramurals; 5) University Library; Presentations, room reservations, use of computers, 5) Campus Learning Center; training, and development workshops; 6) on going professional development and advancement.

iii. The costs are reasonable in relation to the objectives, design of the Proposed Project. The proposed budget will be sufficient to cover Project activities and are adequate and reasonable to cover the academic preparation, as well as the enrichment, support and development activities to support a successful experience for HEP students. The budget reflects significant input of voluntary resources from external agencies directly involved in services to migrant youth and adults and from many departments and offices within the University itself. This is at no cost, thus

enhancing the productivity of the Project. Comparison of the proposed cost per participant: (IAUPR HEP - $7,365), other similar student services (Job Corps - $10,200 program cost per participants). This suggests effective and efficient financial plan (Job Corps: Child Trends, 2013).

iv. Reasonable cost in relation to number of persons to be served and to anticipated results

The proposed budget is adequate to support the Project activities. It was developed with the intention of providing the most effective services to students. IAUPR HEP proposes a yearly budget that averages $469,748.00 to provide the educational experience herein presented for 70 participants. Nine will reside in campus housing, where room and board is provided. Six participants will receive childcare stipends. The budget also includes funds for Program evaluation during five years of the Grant to assess the Program's success in achieving its objectives. The resources provided by the Institution and Program partners supplement the Program. The proposed costs are realistic and necessary to meet said goals and objectives. This, also ensures that all planned services are within the monetary limits proposed. HEP at San German record shows meeting GPRA I & GRPA II with 81% & 82% respectively- fiscal year 2013-2014.

v. Incorporation of project purposes, activities, or benefits at the end of Federal funding

IAUPR has hosted HEP for 30 years and is committed to its continued support. The Institution has benefitted from HEP by increasing the student body's diversity and by the admission of MSFW to the University. The University strongly supports TRIO Programs which serve low-income, first generation college students. These Programs and other efforts described will keep the University engaged in the provision of services to the migrant community, which is reflected on the Institution's mission of incorporating services for migrant students and their families. The Institution will adopt the Project's best practices for the regular academic system and will continue to actively research all potential funding opportunities to sustain our invaluable services to MSFW.

7. Quality of the Project Evaluation

i. Methods of evaluation are appropriate.

The Project design and Logic Model presented indicate clearly identified goals, objectives, and outcomes for every year of the project operation. Program goals will be assessed through formative and summative independent evaluations. Annual formative evaluations will assess program activities (i.e., recruitment efforts, academic and instructional components, student support activities, parental engagement, among other) and participants' progress (i.e., scores on progress assessment tests, persistence and retention in the program, intentions to continue with their education, etc.). The final summative evaluation, will focus on the overall success of the Program in reaching its outcomes: enrollment of 70 participants per year, for a total of 350 participants served during the Grant period, 75% of participants will be retained and will have demonstrated in GED mock tests to be well prepared for test taking each Grant year, at least 70% of participants will pass the HSE (GPRA I) every Grant year, and at least 80% of all students will be placed on post-secondary education, career program, job or military.

ii. Evaluation methods and assessment feedback to ensure intended outcomes achievement

A very important aspect of this project is its assessment plan which will provide data to facilitate the continuous improvement of services and processes effective evaluation of both, participants, and the overall project activities that will lead to the achievement of outcomes. The evaluation process has been designed to describe and assess the program's activities and to link the progress to the outcomes. In order to provide useful feedback on Program processes and participants' progress, different sources of data will be used. Participants and activity related data (e.g. number of participants, attendance records, performance assessments, and support services) will be analyzed. In addition, weekly meetings with project team members will help document whether

the activities took place as planned, and any unexpected issues and/or challenges surfaced. The external evaluation results will provide feedback on the Project strengths and weakness to improve services and develop corrective strategies for the Program compliance. It will be conducted by Dr. Maria Almodóvar, External Evaluator (EE), who holds an Ed. D with specialization in Guidance and Counseling. The EE will provide insight at the end of the academic sessions and will conduct a summative annual evaluation to determine the effectiveness of the project in meeting its purpose and objectives. She has been an administrator with experience in evaluating federal programs.

Information about a program's activities, outputs, and outcomes will be gathered to document whether each objective was achieved at the end of each academic session. A focused evaluation is designed to reflect the specific information needs, and functions to demonstrate accountability; generate a shared understanding of the program and the intended outcomes, document program processes and determine progress toward short, mid-term, and long-term outcomes. Program objectives and aspects to be evaluated and data sources include:

Table 8: Evaluating the effectiveness of Project implements

Project services	Instruments and data sources	Completion	Completed by
Recruitment and applicants' eligibility	orientation evaluations, interviews forms, attendance logs, diagnostic tests, needs assessments, acceptance letters	Bi-annual and annual assessment of recruited and admitted students	Assessed monthly by the Director.
Student Progress - Individualized instruction to maximize skills acquisition and HSE completion/ co-curricular activities.	tests scores, totals obtaining HSE/ job and career placement forms and acceptance letters/ attendance lists/activities evaluation forms/persistence and retention rates/extracurricular activities to be measured by interviews	Ongoing.	Counselor, Instructors and Director
Parental/guardians Engagement	Visits Log, questionnaires, interviews, videos of activities, written communications to and from parents, orientations'	Evaluated at the end of sessions and ongoing during Grant period.	Counselor, Director, Instructors

	materials, students' questionnaires on parental engagement, various Program satisfaction surveys, participants' program accomplishments data and students' attendance lists		
Follow up/Placement	All activity documented in students' files and database, partnerships and contacts documented in database.	Ongoing during Grant period	Counselor and Director.
Overall Program	Student Program evaluations, staff feedback, participant follow-up results, HSE passing rates. Participants' progress of goals & objectives, database.	Ongoing during Grant period	Monitored by the Director and Counselor.
Reporting Annual reports to OME, and to the University	Progress on goals and objectives, community agencies, feedback, enrollment and retention rates, students' program evaluations.	Bi-annual.	Director, Administrative Officer
Project Finances	Financial Reports, Institutional Monitoring and auditing protocols data, Banner data, Review of expenditures and Payment for students' services such as room and board, among others.	Monthly/bi-semestral	Director, Administrative Officer

iii. The extent to which the methods of evaluation will produce evidence of promise

As indicated in the Project design section IAUPR-SG HEP has been a very successful nationally recognized program. The Proposal Committee found this success to be rooted in a practice consisting of a strong network of community organizations and agencies, including faith-based, which along with the Campus student and academic offices, have formed an engaging partnership with Program staff and participants' families empowering participants to achieve the stated goals. The significant role of family engagement intentionally planned and guided by HEP staff has led to a practice worth replicating; thus we set out to prove its Evidence of Promise in pedagogical research. In general, this practice seeks to align family engagement with the HEP learning goals.

Engagement has been widely researched and recognized by renowned theorists from Vincent Tinto to Watson Scott Swail, John Gardner, George Khu, and many others. IAUPR has been fortunate to have most of these theorists present at our campuses as part of institutional student retention efforts. Furthermore, in designing HEP, we identified the 2013 study commissioned by the US Department of Education *Dual Capacity Building Framework for Families-School Partnerships*. It analyzed the high impact of parent/teacher home visits proven to be an excellent practice to help improve a school in Washington, DC in danger of closing. Specific engagement activities considered to be high impact were those which contributed to building relationships, increasing skills in both educators and families, and be linked to student learning. The Harvard University Family Research Project has also documented the importance of family engagement for its value in improving student learning. The Project seeks to develop districtwide family engagement strategies for which several tools have been created, one of which is the 2009 *Seeing is believing: Promising Practices for How School Districts Promote Family Engagement* by Helen Westmoreland, Heidi M. Rosenberg, M. Elena Lopez, & Heather Weiss. From these references we draw the Evidence of Promise upon which the present proposal is based and which will be tested by this evaluation. Planned parental engagement in this project will focus on building relationships between the Project staff, students and parents, to develop the type of engaging practice that is linked to learning and will contribute to the achievement of the Project outcomes. The formative evaluation already mentioned will employ data which is indicated in the above table to demonstrate this practice success.

Table of Contents

Need for and Significance of project	1
Quality of Project Design.	5
Quality of Project Services.	12
Quality of Project Personnel.	13
Quality of the Management Plan.	15
Adequacy of Resources.	18
Quality of the Project Evaluation.	22

Other Attachment File(s)

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Tracking Number:GRANT12112114 Funding Opportunity Number:ED-GRANTS-010716-002 Received Date:Mar 04, 2016 04:04:25 PM EST

APPENDIX A
INTER AMERICAN UNIVERSITY OF PUERTO RICO
SAN GERMAN CAMPUS
JOB DESCRIPTION RESPONSABILITIES AND OPERATIONAL TIMETABLE

Activities by Person Responsible	Month											
	August	Septemb	October	Novembe	Decembe	January	February	March	April	May	June	July
Project Director's Time Line of Major Responsibilities ***Minimum Qualifications:*** Master's degree in education, administration or related field Commitment to the advancement of socially, economically and educationally disadvantaged populations and especially target migrant population.												
Commit 100% of her time and efforts to attain goals and objectives of HEP.	X	X	X	X	X	X	X	X	X	X	X	X
Interview and recommend for hiring all project staff members and is responsible for providing orientation to them concerning project goals, objectives and services and opportunities for their professional development and evaluation.	X	X	X			X	X	X				X
Schedule and conduct staff in-service activities, participate in HEP conferences and workshops and attend job-related seminars for professional growth activities.	X	X	X	X	X	X	X	X	X	X	X	X
Arrange attendance at conferences, professional meetings for HEP and cultural program participants and staff.	X	X	X	X	X	X	X	X	X	X	X	X
Supervise the maintenance of accurate program and fiscal records of all program activities and services provided to HEP participants.	X	X	X	X	X	X	X	X	X	X	X	X
Ensure that all HEP participants meet applicant eligibility criteria as outlined in program guidelines.	X	X	X	X	X	X	X	X	X	X	X	X
Be ultimately responsible for all HEP activities including recruitment, supportive and instructional services, assistance to participants in obtaining housing support when needed, providing cultural events and other activities not usually available to migrant youth, administering stipends, and all other HEP services.	X	X	X	X	X	X	X	X	X	X	X	X
Adhere to University and federal policies, procedures and guidelines in project management and prepare monthly, quarterly and annual reports.	X	X	X	X	X	X	X	X	X	X	X	X
Be responsible for formative and summative program evaluation.	X	X	X	X	X	X	X	X	X	X	X	X
Prepare and submit all reports required by the federal agency including the Performance Report and the Fiscal Report (with the assistance of the Federal Programs Office).	X	X	X	X	X	X	X	X	X	X	X	X

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Activities by Person Responsible	Month											
	August	Septemb	October	Novembe	Decembe	January	February	March	April	May	June	July
Counselor's Time Line of Major Responsibilities ***Minimum Qualifications:*** Master's degree in arts, education. Commitment to the advancement of socially, economically and educationally disadvantaged populations and especially target migrant population.												
Commit all time and effort to obtain goals and objectives	X	X	X	X	X	X	X	X	X	X	X	X
Assist with the selection of HEP participants and meet with each student to diagnose his/her counseling needs.	X	X	X	X	X	X	X	X	X	X	X	X
Diagnose academic and other needs of HEP students.	X	X	X	X	X	X	X	X	X	X	X	X
Provide counseling on academic, personal, social/cultural, and disability issues during the 12 weeks academic cycles.	X	X	X	X	X	X	X	X	X	X	X	X
Inform students of their progress as well as maintain the support of the parent/guardian (if applicable) in the academic progress of their children.	X	X	X	X	X	X	X	X	X	X	X	X
Arrange workshops and seminars to develop study skills, adjustment to school, financial management, coping skills, STEM activities and other relevant topics.	X	X	X	X	X	X	X	X	X	X	X	X
Arrange and conduct group and individualized counseling sessions for all HEP participants	X	X	X	X	X	X	X	X	X	X	X	X
Offer participants appropriate resources in response to their educational and/or career goals.	X	X	X	X	X	X	X	X	X	X	X	X
Follow up to participants via email, mailings, telephone calls and personal visits in order to confirm placement and offer assistance If needed.	X	X	X	X	X	X	X	X	X	X	X	X

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Activities by Person Responsible	Month											
	August	Septemb	October	Novembe	Decembe	January	February	March	April	May	June	July
Instructor's Time Line of Major Responsibilities ***Minimum Qualifications:*** Bachelor's degree in their specialty. Commitment to the advancement of socially, economically and educationally disadvantaged populations and especially target migrant population.												
Commit all time and effort to obtain goals and objectives of HEP.	X	X	X	X	X	X	X	X	X	X	X	X
Provide academic instruction of their respective areas of (1) social studies, (2) natural sciences, (3) Spanish Grammar and Spanish Literature, (4) English, and (5) mathematics.	X	X	X	X	X	X	X	X	X	X	X	X
Provide academic activities in STEM Education.	X	X	X	X	X	X	X	X	X	X	X	X
Provide tutoring and supplemental instruction when needed.	X	X	X	X	X	X	X	X	X	X	X	X
Assist with the selection and training of tutors in their respective areas.		X	X	X	X		X	X	X			
Ensure that the instructional material presented in the classroom is in line with the topics and requirements of the HSE test.	X	X	X	X	X	X	X	X	X	X	X	X
Assist with motivating the HEP participants to successfully complete the program and continue to college, the military or employment, according to their choice.	X	X	X	X	X	X	X	X	X	X	X	X
Serve as role models to HEP students.	X	X	X	X	X	X	X	X	X	X	X	X

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Activities by Person Responsible	Month											
	August	Septemb	October	Novembe	Decembe	January	February	March	April	May	June	July
Administrative Assistant II Time Line of Major Responsibilities ***Minimum Qualifications:*** Associate Degree in Office Systems Administration. Responsible for processing and maintaining all necessary documentation, organization of the office and communication follow-thru as related to IAUPR HEP operations. Commitment to the advancement of socially, economically and educationally disadvantaged populations and especially target migrant population.												
Commit all time and effort to obtain goals and objectives of HEP.	X	X	X	X	X	X	X	X	X	X	X	X
Assist the Director in arranging field trips, cultural activities, class schedules, tutoring schedules, appointments, and all details related to the time of activities.	X	X	X	X	X	X	X	X	X	X	X	X
Assist with the preparation and distribution of HEP materials for recruitment, outreach, staff and other manuals, etc.	X	X	X	X	X	X	X	X	X	X	X	X
Assist the project director in the details of the daily operation of the HEP program.	X	X	X	X	X	X	X	X	X	X	X	X
Do many of the errands in the daily operation of the program such as delivering documents internally and to agencies and cooperating organizations, making copies, acting as a messenger, and other similar tasks.	X	X	X	X	X	X	X	X	X	X	X	X
Operate database system and Banner system	X	X	X	X	X	X	X	X	X	X	X	X
Draft communications for IAUPR HEP Director	X	X	X	X	X	X	X	X	X	X	X	X
Disseminate operational information to staff and collaborating entities	X	X	X	X	X	X	X	X	X	X	X	X

APPENDIX A
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Activities by Person Responsible	Month											
	August	Septemb	October	Novembe	Decembe	January	February	March	April	May	June	July
Administrative Auxiliary's Time Line of Major Responsibilities ***Minimum Qualifications:*** Technical Certificate in one of the following areas: Office Systems Administration, Management, Assistant Office or related area. Responsible for processing and maintaining all IAUPR HEP budget and account records. Commitment to the advancement of socially, economically and educationally disadvantaged populations and especially target migrant population.												
Commit all the time and effort to obtain goals and objectives of HEP Program	X	X	X	X	X	X	X	X	X	X	X	X
Responsible for processing and maintaining all IAUPR HEP budget and account records.	X	X	X	X	X	X	X	X	X	X	X	X
Provide follow-up to HEP participants who are absent frequently due to illness or other reasons and encourage them to participate more actively.	X	X	X	X	X	X	X	X	X	X	X	X
Maintain and process federal and institutional regulatory information and formal reports that relate to IAUPR HEP operations. Process financial transactions, including IAUPR HEP students stipends, and create monthly account reports.	X	X	X	X	X	X	X	X	X	X	X	X
Operate Data Base and Banner System	X	X	X	X	X	X	X	X	X	X	X	X
Assist in Outreach and recruitment activities	X	X	X	X	X	X	X	X	X	X	X	X
Assist the Administrative Assistant in the details of daily operation of the project to ensure smooth operation.	X	X	X	X	X	X	X	X	X	X	X	X
Develop materials for outreach and recruitment activities as well as program promotion material.	X	X	X	X	X	X	X	X	X	X	X	X

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INTER AMERICAN UNIVERSITY OF PUERTO RICO
SAN GERMAN CAMPUS
JOB DESCRIPTION RESPONSABILITIES AND OPERATIONAL TIMETABLE

Activities by Person Responsible	Month											
	August	Septemb	October	Novembe	Decembe	January	February	March	April	May	June	July
Tutor's Time Line of Major Responsibilities ***Minimum Qualifications:*** Minimum of fifteen credits in any of the following areas: social studies, natural sciences, Spanish Grammar and Spanish Literature, English, and mathematics. Commitment to the advancement of socially, economically and educationally disadvantaged populations and especially target migrant population.												
Commit all time and effort to obtain goals and objectives of HEP.	X	X	X	X	X	X	X	X	X	X	X	X
Assist in the academic instruction of their respective areas of (1) social studies, (2) natural sciences, (3) Spanish Grammar and Spanish Literature, (4) English, and (5) mathematics.	X	X	X	X	X	X	X	X	X	X	X	X
Build positive and cooperative relationships with Instructors and Staff	X	X	X	X	X	X	X	X	X	X	X	X
Assist with motivating the HEP participants to successfully complete the program and continue to college, the military or employment, according to their choice.	X	X	X	X	X	X	X	X	X	X	X	X
Exercise patience, understanding, and persistence in work with assigned students;	X	X	X	X	X	X	X	X	X	X	X	X
Serve as role models to HEP students.	X	X	X	X	X	X	X	X	X	X	X	X

;

APPENDIX B

(b)(6)

EDUCATION

1975	M.A. in Education, Inter American University of Puerto Rico, San Germán Campus Major: Guidance and Counseling
1971	B.A. in Arts, University of Puerto Rico, Mayagüez Campus Major: Psychology

EXPERIENCE

Inter American University of Puerto Rico
San Germán Campus
PO Box 5100
San Germán, PR 00683
Director
High School Equivalency Program (HEP) 1986 - present
College Assistance Migrant Program (CAMP) 1999 – 2009
Duties: Include complete responsibility to the University and the Federal Agency for all aspects of the HEP and CAMP programs.

- Leadership responsibilities include overall planning development, implementation, reporting and evaluation of IAUPR/HEP/CAMP.
- Supervise program staff and professionals, graduate and undergraduate assistants.
- Maintain working relationships with supporting entities at IAUPR, municipal, state, federal, and private institutions, Department of Labor of Puerto Rico, and adult Education.
- Oversee and manage program budgets that exceed $1 million.
- Responsible for administration and management of all HEP and CAMP services to include budget, personnel, implementation, and evaluation of the programs.
- Formulates and implements policies, develops operating procedures, establishes accounting and reporting methods.

Youth Employment Program
Right to Employment Agency
Mayagüez, PR
Director 1979-1982

Duties: Activities focused on coordination and maximizing efforts among local agencies and other agencies to ensure the effective distribution of services. Supervision of sixty employees regarding services provided, reporting and expenditures through weekly meetings and field visits; manage communications among all branches to assure ultimate performance and efficiency; organize, plan and direct new programs authorized by the Director; write funding and program development proposals regarding budgets and services submitted by staff; serve in liaison capacity with other agencies clientele with academic, vocational and recreational programs; public relations on behalf of agency through radio and newspaper advertising and community education efforts; assure compliance with Agency procedures and regulations in all areas.
Education Department
Academic and Administrative participation

a. Member of Students Success and Retention Commission
b. Election committee for Deans and Program Directors of Campus
c. Chair of Scholarship Award Committee

Isabel Cuevas Martínez

(b)(6)

isabel_cuevas@intersg.edu

Objective

Work in a company where I can develop and enhanced my knowledge as a counselor to help others and the society.

Education

Degree Conferred: Master of Arts– Major: Psychology Counseling

Institution: Inter American University of Puerto Rico, San German Campus

Date Conferred: May, 2003

Positions Held

Present – 2007 Counselor HEP Project Inter American University of Puerto Rico

Job Description: Provide individual and group counseling services to adults in order to help them achieve their high school equivalence. Academic, vocational and personal counseling are provide to success.

Present - 2010 Psychologist PSYPRO Corporation– Producciones Psicológicas y Educativas

Job Description: Provide therapy services to child and young adolescents in order to modify their behavior and other mental health problems. Work with ADHD, ADD, ODD, Mental Retardation , Learning Disabilities, Autism and Down Syndrome diagnosis.

2006– 2002 Counselor Psychology Services Coordinator GEAR UP and CAMP

Inter American University of Puerto Rico

Job Description: Provide individual and group counseling services to students in order to help them to continue postsecondary studies after their high school graduation.

Professional Organizations

Counseling Association of Puerto Rico

American Psychological Association

Computer Skills

Word, Excel, SPSS for Statistic, Internet, Power Point, Publisher

Licenses and Certificates

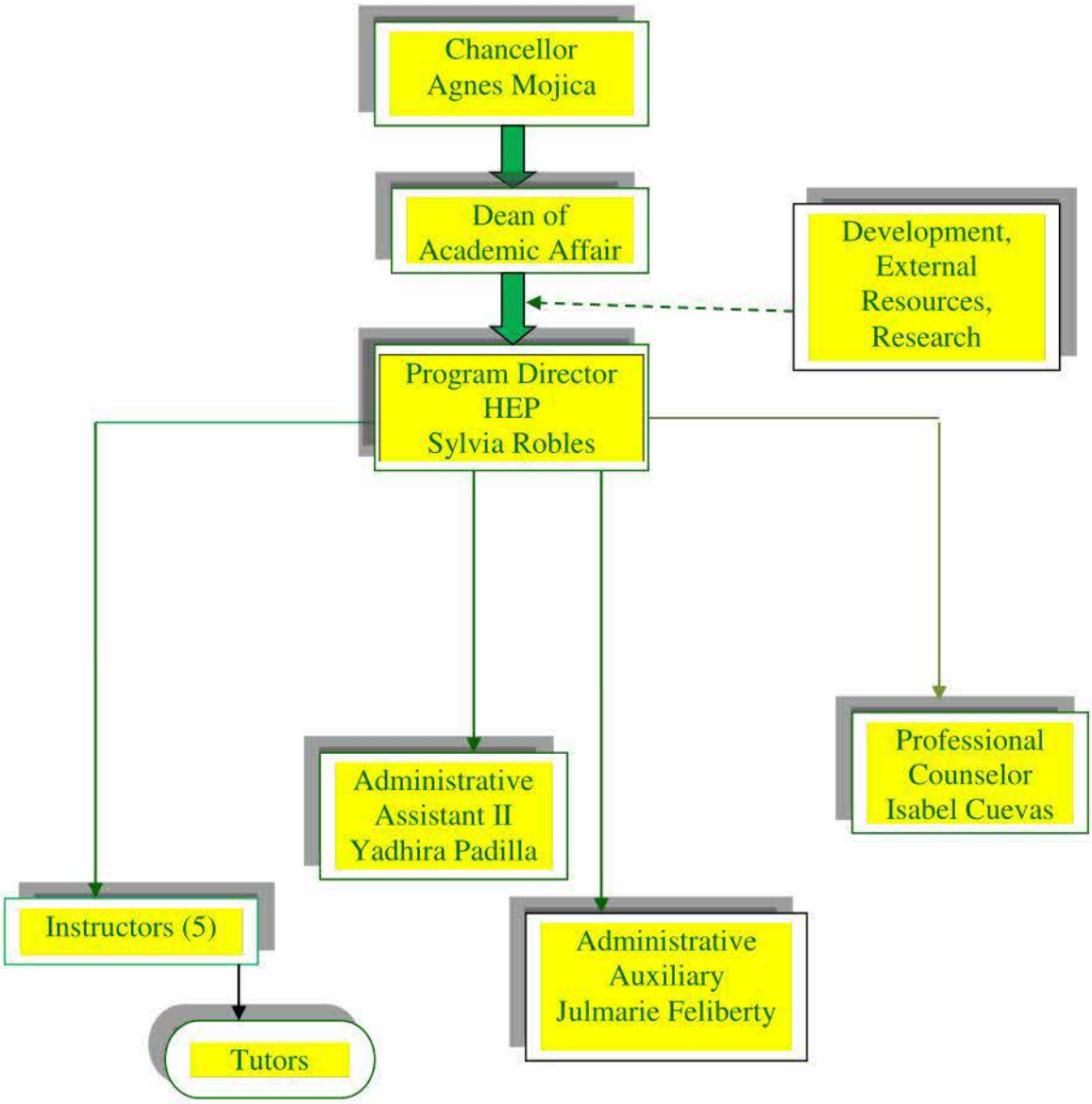
Psychologist License and Registration update

References

Available upon request

APPENDIX C

ORGANIZATIONAL CHART



APPENDIX D
LETTER OF SUPPORT

Universidad Interamericana de Puerto Rico
Recinto de San Germán

December 2, 2015

Dr. Lisa R. Ramírez
Director, Office of Migrant Education
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Ave. SW, 3E317
Washington, DC 20202

Dear Dr. Ramírez:

The administration of the San German campus of Inter American University of Puerto Rico is submitting this proposal to the High School Equivalency Program (HEP) of the United States Department of Education for funding consideration.

The proposed program seeks to continue providing services to students of families who are engaged in migrant or seasonal farm work. These services will enable HEP participants to obtain a High School Equivalency Certificate. We have had an excellent High School Equivalency Program (HEP) since 1985, and hope to continue to offer these services at the San German campus for 70 students annually over the next five-year period, for a total impact of 350 students. The administration strongly supports this proposal and will make every effort to ensure the success of the project as it has done for the past thirty years.

We look forward to receiving a favorable response to our request for federal assistance under the High School Equivalency Program (HEP) in order to continue this very successful program at the San German campus of Inter American University of Puerto Rico.

(b)(6)

Agnes Mojica
Chancellor

PO Box 5100 • San Germán, PR 00683-9801 • Tel. (787) 264-1912, Ext. 7333 • Fax (787) 264-4448

CENTRO DE MAYAGÜEZ

January 13, 2016

Professor Agnes Mojica
Chancellor, San German Campus
Inter American University of Puerto Rico
P.O. Box 5100
San German, Puerto Rico 00683

Dear Professor Mojica:

The High School Equivalency Program (HEP) that Inter American University of Puerto Rico is currently offering at the San German Campus fills a need in the Western Region of Puerto Rico. For 30 years was the only program in the region which offers services directed to those persons who have not completed a high school education.

This segment of the population includes students who are engaged, or whose families are engaged in migrant or other seasonal farm work. The objective of the program is to permit these students to obtain the equivalency of a high school diploma and subsequently gain employment or be places in an institution of higher education. The high school equivalency certificate is issued by Salon Hogar Project.

The office of the Migrant Workers from Legal Services of Puerto Rico supports the San German Campus of Inter American University of Puerto Rico in its efforts to secure Federal funding in order to continue to offer this program in the western of Puerto Rico. We will also cooperate with the University by referring candidates to the program.

(b)(6)

Vanessa M. Rafols Schapelry
Staff Director

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DEPARTAMENTO DE EDUCACIÓN

Director Regional Office
Mayagüez Region

December 11, 2015

Prof. Agnes Mojica, Chancellor
Inter American University of PR
San German Campus
San German, Puerto Rico

Dear Professor Mojica:

The Department of Education, Mayaguez Region, is aware that the San German campus of the Inter American University of Puerto Rico is submitting a proposal to the High School Equivalency Program (HEP) of the U.S. Department of Education.

Our department has cooperated in the past with the HEP staff by referring possible candidates for admission to the program at San German, as well as providing services for HEP participants who were referred to the Department of Education by the HEP staff. This cooperative arrangement has been beneficial to both our agency and to HEP, but has been especially beneficial to the students who received the services that were provided. In addition, the Department of Education provides orientation on other services and the qualifications that are necessary to receive them.

We strongly support your efforts to secure Federal assistance to continue the High School Equivalency Program (HEP), and look forward to cooperating with the San German Campus HEP Program in the future.

Sincerely,

(b)(6)

Norberto Valladares Crespo
Regional Director
Mayaguez Region
Department of Education

Calle Nenadich #50
Mayagüez Puerto Rico
Tel: (787) 832 – 6880 Fax (787) 832 3518

"Mayagüez es Educación"

El Departamento de Educación no discrimina de ninguna manera por razón de edad, raza, color, sexo, nacimiento, condición de veterano, ideología política o religiosa, origen o condición social, orientación sexual o identidad de género, discapacidad o impedimento físico o mental, ni por ser víctima de violencia doméstica, agresión sexual o acecho.

Centro de Desarrollo Familiar
Seasonal Head Start/EHS
Child Care Partnership
Diócesis de Mayagüez Inc.

November 17, 2015

Prof. Agnes Mojica
Chancellor
Inter American University of Puerto Rico
San German Campus
PO Box 5100
San German, PR 00683

Dear Chancellor:

Greetings. We were informed the intention of High School Equivalency Program (HEP) of submitting their proposal for fund requests. This Program has demonstrated consistency during the past 30 years of operation. It is of our knowledge it has been awarded as one of the best programs of the American Nation.

The Program offers opportunities to acquire skills that are characteristic of productive workers and good citizens. We firmly believe that the services that this Program offers has encouraged and prepared participants to successfully enter the labor market. We actually count with Collaborative Agreements with the Program.

With great pleasure we would like to express our unconditional support for the program. We look forward to see more years of service of the High School Equivalency Program in benefit of the needs of our migrant students.

Sincerely,
(b)(6)

Myrna Carfero Velez
Excutive Director
Centro de Desarrollo Familiar SHS/EHS/CCP

c. Padre Orlando Rosas – Presidente Junta de Directores

PO Box 1333 - Hormigueros PR 00660-1333 - Tel. 787-935-7365 - Fax 787-935-7368
Centro de Excelencia

HETS
Hispanic Educational Technology Services

December 3, 2015

Prof. Agnes Mojica
Chancellor
Inter American University of Puerto Rico
San Germán, PR 00963

Dear chancellor Mojica:

Sabados! As a non for profit organization committed to promote, support, and increase the capabilities of our member institutions in order to enhance student success and opportunities in Higher Education, especially Hispanics, we are delighted to have Inter American University of Puerto Rico as one of our member institutions since academic year 1998. Part of your membership benefits is having access to online tools and resources to students, faculty and administrators.

We are pleased to confirm HETS support to the San Germán Campus, which is submitting a proposal of High School Equivalency Program (HEP) to the United State Department of Education for funding consideration, since this project is fully aligned with HETS mission. If awarded, HETS offers its commitment in the form of:

- Access to the Testing and Education Reference Center and Career Transitions databases, where students can practice admission exams and download books to get prepare for the online practice tests free of charge, search for scholarships, assess their interest and experience to select the appropriate career for them, browse career path, among other resources
- College Fair, and Student Services event invitations
- Technical support to promote student support services provided by HETS

HETS strongly supports the HEP proposal to enable participants to obtain a High School Equivalency Certificate. We are looking forward collaborating with you to assist participants advance in their academic and professional goals.

Sincerely,

(b)(6)

Yubelays Montalvo, M.A.
Executive Director

PO Box 191293
San Juan, PR 00919-1293
787 289-1512 tel.
2372, 2373 fax
info@hets.org

www.hets.org

UNIVERSIDAD INTERAMERICANA DE PUERTO RICO
Recinto de San Germán
Decanato de Asuntos Académicos
"Educational Opportunity Center"

November 23, 2015

Prof. Agnes Mojica
Chancellor
Inter American University of Puerto Rico
San Germán, PR 00683

Dear chancellor Mojica:

The San Germán Campus of the Inter American University of Puerto Rico is submitting a proposal of High School Equivalency Program (HEP) to the United States Department of Education for funding consideration.

Since 1985 HEP have provided high quality services to individuals who have not earned a high school diploma. These services enable program participants to obtain a High School Equivalency Certificate.

The Educational Opportunity Center (EOC) will provide College Entrance Examination Board tests reviews to the participants. The Center will also distribute information on career studies, financial aid and college admissions, among others.

EOC strongly supports this proposal. We look forward to receive the funds in order to continue with this important service in the Southwestern area of Puerto Rico.

Sincerely,

(b)(6)

Elaine Lugo Nazario
Director
Educational Opportunity Center

abr

PO Box 5100 . San Germán, PR 00683 . Tel. (787) 264-1919 . Fax: (787) 892-5400

Inter American University of Puerto Rico
San Germán Campus
Information Technology and Telecommunication Center

December 2, 2015

Prof. Agnes Mojica
Chancellor
Inter American University of Puerto Rico
San German, PR 00683

Dear Chancellor Mojica:

We hereby want to express our strong support to the High School Equivalency Program (HEP) at Inter American University of Puerto Rico. The IT and Telecommunications Office is committed to providing IT technical support for HEP. In addition, we provide classroom facilities when they need it for their High School Equivalency Exams.

For additional information, please call (787) 264-1912 extensions 7561 and 7560.

Cordially,

(b)(6)

Rogelio Toro Zapata, Director
IT and Telecommunications

PO BOX 5100, San German, PR 00683 ◆Tel. (787)264-1912 extensions 7560, 7561◆ FAX: (787)892-6350

APPENDIX E
INDIRECT COST AGGREGEMENTS

DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Services
Division of Cost Allocation

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

March 18, 2014

Mr. Luis R. Esquilin
Vice President of Management and Finance
Inter-American University of Puerto Rico
P.O. 363255
San Juan, PR 00936-3255

Dear Mr. Esquilin:

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

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

An indirect cost proposal, together with the supporting information, is required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on actual costs for the fiscal year ending 06/30/2018, is due in our office by 12/31/2018.

Sincerely,

(b)(6)

Darryl W. Mayes
Deputy Director
Division of Cost Allocation

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

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1660177776A1

DATE:03/18/2014

ORGANIZATION:
Inter-American University of Puerto Rico
P.O. 363255
San Juan, PR 00936-3255

FILING REF.: The preceding agreement was dated 03/25/2010

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

	EFFECTIVE PERIOD				
TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
PRED.	07/01/2014	06/30/2019	68.00	On-Campus	All Programs
PRED.	07/01/2014	06/30/2019	36.00	Off-Campus	All Programs
PROV.	07/01/2019	Until Amended	68.00	On-Campus	All Programs
PROV.	07/01/2019	Until Amended	36.00	Off-Campus	All Programs

*BASE

Direct salaries and wages including vacation, holiday, sick pay and other paid absences but excluding all other fringe benefits.

ORGANIZATION: Inter-American University of Puerto Rico
AGREEMENT DATE: 3/18/2014

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES

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

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year, and an acquisition cost of $500 or more per unit.

ORGANIZATION: Inter-American University of Puerto Rico

AGREEMENT DATE: 3/18/2014

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:	ON BEHALF OF THE FEDERAL GOVERNMENT:
Inter-American University of Puerto Rico	DEPARTMENT OF HEALTH AND HUMAN SERVICES
(INSTITUTION)	(AGENCY)
(b)(6)	
(SIGNATURE)	(SIGNATURE)
Manuel J. Fernós	Darryl W. Mayes
(NAME)	(NAME)
President	Deputy Director, Division of Cost Allocation
(TITLE)	(TITLE)
6/17/2014	3/18/2014
(DATE)	(DATE) 6131

NHS REPRESENTATIVE: Ryan McCarthy

Telephone: (212) 264-2069

Page 3 of 3

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** BudgetJust.pdf

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

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

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Tracking Number:GRANT12112114 Funding Opportunity Number:ED-GRANTS-010716-002 Received Date:Mar 04, 2016 04:04:25 PM EST

INTER AMERICAN UNIVERSITY OF PUERTO RICO
SAN GERMAN CAMPUS
HIGH SCHOOL EQUIVALENCY PROGRAM
REVISED BUDGET 2016-2021

OBJECT CLASS CATEGORY	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Full Time Personnel - Commitment to the advancement of socially, economically and educationally disadvantaged populations and especially target migrant population. The personnel costs are based on the IAUPR-SG Institutional salary scale and schedule, according to education, experience, and expertise. All staff, except the temporary staff and tutors will commit 100% of their time and effort to attain goals and objectives of HEP. Every position is essential for the Program success: assisting participants in successfully completing High School Equivalent Test and enabling them to pursue a college education, the military or employment, as participants choose. The proposed budget provides necessary staff to publicize and recruit 70 eligible students per year.					
Director – (100%, 12 months) Responsible for the management of the project, its staff and participants, and ensure that project goals and objective are met. **Monthly Salary:** $ **4,396.00** **Duties:** Ensures completion of HEP objectives, recruits, selects, trains, supervises and evaluates HEP staff, oversees the HEP budget, prepares all necessary US Department of Education reports.	$52,752.00	$54,862.00	$54,862.00	$54,862.00	$54,862.00
Counselor – (100%, 12 months) Provide academic, personal and vocational counseling to Project participants. **Monthly Salary: $2,525.00** **Duties:** Assist participants in adjusting to educational life; by developing academic, personal and socio/cultural skills conducive to student success and to make a career choice. Assist students in coping with disability problems and motivate students to excel in their studies. The counselors will also assist with outreach and recruitment activities.	$30,300.00	$31,512.00	$31,512.00	$31,512.00	$31,512.00

OBJECT CLASS CATEGORY	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Administrative Assistant II – (100%, 12 months) Perform clerical and other management functions. **Monthly Salary: $1,360.00** **Duties:** Type or word process letters, proposals, memorandums, reports, forms and other correspondence or Program documents. Answer telephone, respond to inquiries concerning HEP, and refer calls to the appropriate person according to needs. File all incoming and outgoing materials. Perform normal office duties such as copying, faxing, ordering supplies, making travel arrangements for Project staff, filling and maintaining records. Make arrangements for staff meetings.	$16,320.00	$16,973.00	$16,973.00	$16,973.00	$16,973.00
Administrative Auxiliary – (100%, 12 months) Provides administrative support for Program operation. **Monthly Salary: $1,257.00** **Duties:** Process financial transactions including stipends and makes monthly account reports. Develops materials for outreach and recruitment activities, as well as Program publicity materials in coordination with the Project Director. Assist the HEP Administrative Assistant in daily operation of the Project to ensure its smooth operation.	$15,084.00	$15,687.00	$15,687.00	$15,687.00	$15,687.00
Instructors (5) – (100%, 12 months) HEP Instructors will be responsible for engaged teaching in their academic areas and students' performance evaluation. **Monthly Salary: $2,094.00** **Duties:** Provide instruction in their respective academic disciplines (1) natural sciences (2) mathematics, (3) Spanish grammar and Spanish Literature, and (4) Social	$125,640.00	$130,666.00	$130,666.00	$130,666.00	$130,666.00

OBJECT CLASS CATEGORY	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Studies (5) English. Ensure that the instructional material presented in the classroom is in line with topics and curriculum of the high School Equivalency Test (HSE). Assist in motivating participants to successfully complete the Program and continue college, the military or employment, according to their choice. Serve as role models to HEP students.					
Tutor (5) **Based on $7.25 x 4 hour x 65 days x 3 sessions.** **Duties:** Provide both group and individual tutoring, predominantly in academic areas. It will employ tutors in communications skills, mathematics and any other subject in which it is needed. The Tutor will attend activities that complement participants study plans such as conferences, field trips, cultural events, and educational activities not usually available to disadvantaged youth.	$28,275.00	$28,275.00	$28,275.00	$28,275.00	$28,275.00
Personnel, Total	**$268,371.00**	**$277,975.00**	**$277,975.00**	**$277,975.00**	**$277,975.00**
Fringe Benefits The fringe benefits percentages for full time staff are 22% and for the part time staff is 10%					
Based on 22% of FT salaries per year. **Y1** $240,096 **Y2-Y5**: $ 249,700.00	$52,821.12	$54,934.00	$54,934.00	$54,934.00	$54,934.00
Based on 10% of PT salaries per year. ($28,275.00)	2,827.50	2,827.50	2,827.50	2,827.50	2,827.50
Fringe Benefits, Total	**$55,649.00**	**$57,762.00**	**$57,762.00**	**$57,762.00**	**$57,762.00**
Travel.*To participate in activities supporting the Program's goals and objectives.* Distance from Project site at IAUPR, San German, to Luis Muñoz Marín Airport, San Juan, has been considered in this section.					
Regional Travel. Travel in Puerto Rico for outreach, recruitment and	$900.00	$900.00	$900.00	$900.00	$900.00

OBJECT CLASS CATEGORY	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
coordination purposes. Includes Program outreach and recruitment activities scheduled: visits to schools, government agencies, home visits to eight municipalities in the Southwestern area. Attend workshops and job related seminars for professional development, etc. Based on $75.00 x 12 months.					
National Travel. Project Director/Staff. Three Round trips to HEP Directors Meeting in Washington, DC, National Conference and Technical Conference. **DIRECTOR MEETING Washington, DC** **Airfare:** $750.00 **Perdiem:(4** days per person) $260.00 **Ground transportation:** $ 60.00 **Lodging:** (3 nights/$200 per night) $600.00 DIRECTOR MEETING travel Cost: = $1,670.00 **HEP/CAMP TECHNICAL CONFERENCE – 3 persons** **Airfare:** $750.00 x 3 = 2,250.00 **Perdiem:(4** days per person) $260.00 x 3 = 780.00 **Ground transportation:** $ 50.00 x 3 = 150.00 **Lodging:** (3 nights/$200 per night) $600.00 x 3 = 1,800.00 TECHNICAL travel Cost $4,980.00 **NASDME – – 3 persons** **Airfare:** $750.00 x 3 = 2,250.00 **Perdiem:(4** days per person) $260.00 x 3 = 780.00 **Ground transportation:** $ 50.00 x 3 = 150.00 **Lodging:**	$11,630.00	$11,630.00	$11,630.00	$11,630.00	$11,630.00

OBJECT CLASS CATEGORY	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
(3 nights/$200 per night) $600.00 x 3 = 1,800.00 NASDME Travel Cost: $4,980.00					
Travel, Total	**$12,530.00**	**$12,530.00**	**$12,530.00**	**$12,530.00**	**$12,530.00**
Equipment.	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
Supplies. **Supplies will make available to ensure the success of the project.** **Educational material**. Reference materials such as books, college catalogs, career reference publications, career interest inventories, financial aid confirmation, materials for computer lab and STEM skills development, etc. Based on $32.21 x 70 participant - $2,254.70.	$2,255.00	$2,255.00	$2,255.00	$2,255.00	$2,255.00
Office Supplies. The budget includes a request for materials and administrative supplies. The program will have available the standard supplies needed in an office on a daily basis. Based on $166.66 x 12 months = $1,999.92	$2,000.00	$2,000.00	$2,000.00	$2,000.00	$2,000.00
Supplies, Total	**$4,255.00**	**$4,255.00**	**$4,255.00**	**$4,255.00**	**$4,255.00**
Contractual The HEP program compliance with Edgar and OME guidelines and make recommendations for continuous improvement. (procedures for procurement under 34 CFR parts 74.40-74.48) An External Evaluator will be contracted to review the Program every year to evaluate its key elements. The Evaluator will conduct an external evaluation to measure the success of HEP in achieving its proposed objectives. The evaluator will review the Project	$3,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00

OBJECT CLASS CATEGORY	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
purpose and collect data to verify the progress made in meeting HEP objectives; will review the documentation and conduct interviews with Project administrators, and staff. Based on $600.00x5 days.					
Contractual, Total	**$3,000.00**	**$3,000.00**	**$3,000.00**	**$3,000.00**	**$3,000.00**
Construction No cost allowed.	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
Other *To participate in activities supporting the Program's goals and objectives.* **Workshop/Seminar.** To provide training activities to Project staff. (Registration fees). In service training is geared to the activities of HEP and forms a very important part of the Program. Both internal and external expertise will be used in training in order to develop an effective working team for the Program at all levels. Training will be on-going, new concepts, STEM strategies and innovations will be introduced into it the program as needed. Based on $500.00 x 7 Staff members = $3,500.00	$3,500.00	$3,500.00	$3,500.00	$3,500.00	$3,500.00
HEP/CAMP National Association yearly membership.	$1,200.00	$1,200.00	$1,200.00	$1,200.00	$1,200.00
Socio/cultural Field Trips: *Exposure to cultural events and other activities not usually available to them, supporting the Program's goals and objectives.* From San German to area sites. (Three trips/ yearly). Based on bus rental, entrance tickets cultural events, lunches, snacks of activities, Thanksgiving Lunch, Christmas Lunch, snacks and other participants activities. HEP participants are encouraged to	$7,324.00	$7,324.00	$7,324.00	$7,324.00	$7,324.00

OBJECT CLASS CATEGORY	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
participate in cultural and special events. These events contribute to enriching their learning, social skills and bonding. Bus rental $700.00 x 3 fields trips $ 2,100.00 Entrance tickets $12.00 x 70 students $ 840.00 Snacks and meals for counseling, Participants activities, and Snacks/Breakfast to Parents/relatives activities $4,384.00					
Motivational Speakers for Participants. Motivational activities are designed to provide participants with a sense of group cohesiveness and to strengthen their self esteem. These contribute to their adjustment to the educational environment, goal setting and to successfully obtain a high school equivalent diploma. Based on $500.00 x 6 activities.	$3,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00
Printing Documents copies on a daily basis to maintain records related to the program operation. Printing of tutoring support materials such as practice exercises, lectures strengthen the tutorial services in English, Spanish, Mathematics and any other subjects where students experience difficulties. Parents support activities materials such as: brochures, share information and ideas with other parents, information about what they can do at home to reinforce what HEP are doing. Based on $150.00 x 12 months=$1,800/00 Brochures, business cards $700.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00
Phone Services. Phone services are used for: coordination with appropriate agencies and organizations, follow-up students, counseling appointment reminders, and applicant's follow-up, etc. Based $100.00 x 12 months.	$1,200.00	$1,200.00	$1,200.00	$1,200.00	$1,200.00

OBJECT CLASS CATEGORY	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Postage Services. Postage is used for: coordination with appropriate agencies and organizations, follow-up students during their HEP participation, counseling appointment reminders, and applicant's follow-up, etc. Estimated $16.66 / month per 12 months).	$ 200.00	$ 200.00	$ 200.00	$ 200.00	$ 200.00
College Entrance Examination Board Fees. For the payment of the admission fee to the College Entrance Examination Board required by universities. Based on 15 participants x $ 47.00	$705.00	$705.00	$705.00	$705.00	$705.00
High School Equivalent Test Fees. For the payment of the services of the High School Equivalent Test (Based on 70 participants x $120.00 = $8,400.00)	$8,400.00	$8,400.00	$8,400.00	$8,400.00	$8,400.00
Other, Total	**$28,029.00**	**$28,029.00**	**$28,029.00**	**$28,029.00**	**$28,029.00**
Total Direct Cost It is appropriate for the activities and services offered, reasonable for the number of students served, and cost-effective in terms of expected outcomes.	**$371,834.00**	**$383,551.00**	**$383,551.00**	**$383,551.00**	**$383,551.00**
Total Indirect Cost 8%	**$29,747.00**	**$30,684.00**	**$30,684.00**	**$30,684.00**	**$30,684.00**
Training Stipends. *The participants will receive sufficient financial assistance to enable them to complete the course and approved the High School Equivalent Test.* The budget includes provision for providing stipends to the participants to enable them to meet many of their daily expenses. (70 participants).					

INTER AMERICAN UNIVERSITY OF PUERTO RICO
SAN GERMAN CAMPUS
HIGH SCHOOL EQUIVALENCY PROGRAM
REVISED BUDGET 2016-2021

OBJECT CLASS CATEGORY	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Commuters students (61 participants) *To provide to participants financial services throughout the period for successful completion of the Project.* Allowance to be used for personal incidental items. Based on $15/ week x 61 students x 12 weeks. $10,980.00 Participants Meals Based on 61 students x $ 25.00 x 12 weeks. $18,300.00 Transportation Expense. Based on 61 students x $ 15.00 x 12 weeks. $10,980.00	$40,260.00	$40,260.00	$40,260.00	$40,260.00	$40,260.00
Room and Board. (9 participants) *Housing support for participants living in institutional facilities.* Allowance to be used for personal incidental items. Based on $15/ week x 9 participants x 12 weeks. $ 1,620.00 Transportation Expense. Based on $13.00 for Monday and Friday x 9 participants x 12 weeks. $ 1,404.00 Room Allowance for 9 participants x $600.00 $5,400.00 Student Meals. Based on $60.00 weeks x 12 weeks x 9 participants $6,480.00	$14,904.00	$14,904.00	$14,904.00	$14,904.00	$14,904.00
Child Care *In order for the Program participants to be able to attend daily, we need to help with child care expenses for those with children under the age of five.* Based on $40.00 x 12 weeks x 6 participants. $2,880.00	$2,880.00	$2,880.00	$2,880.00	$2,880.00	$2,880.00

INTER AMERICAN UNIVERSITY OF PUERTO RICO
SAN GERMAN CAMPUS
HIGH SCHOOL EQUIVALENCY PROGRAM
REVISED BUDGET 2016-2021

OBJECT CLASS CATEGORY	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Training Stipends, Total	$58,044.00	$58,044.00	$58,044.00	$58,044.00	$58,044.00
Project Costs, Total	$459,625.00	$472,279.00	$472,279.00	$472,279.00	$472,279.00

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mrs.	SYLVIA		ROBLES	

Address:

Street1: PO Box 5100
Street2:
City: San German
County:
State: PR: Puerto Rico
Zip Code: 00683
Country: USA: UNITED STATES

Phone Number (give area code): 787-264-1912
Fax Number (give area code):

Email Address:
SROBLES@SG.INTER.EDU

2. Novice Applicant:

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

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

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

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) #: ☐ 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

INTER AMERICAN UNIVERSITY OF PUERTO RICO SAN GERMAN CAMPUS

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	268,371.00	277,975.00	277,975.00	277,975.00	277,975.00	1,380,271.00
2. Fringe Benefits	55,649.00	57,762.00	57,762.00	57,762.00	57,762.00	286,697.00
3. Travel	12,530.00	12,530.00	12,530.00	12,530.00	12,530.00	62,650.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	4,255.00	4,255.00	4,255.00	4,255.00	4,255.00	21,275.00
6. Contractual	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	15,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	28,029.00	28,029.00	28,029.00	28,029.00	28,029.00	140,145.00
9. Total Direct Costs (lines 1-8)	371,834.00	383,551.00	383,551.00	383,551.00	383,551.00	1,906,038.00
10. Indirect Costs*	29,747.00	30,684.00	30,684.00	30,684.00	30,684.00	152,483.00
11. Training Stipends	58,044.00	58,044.00	58,044.00	58,044.00	58,044.00	290,220.00
12. Total Costs (lines 9-11)	459,625.00	472,279.00	472,279.00	472,279.00	472,279.00	2,348,741.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health & Human Services

The Indirect Cost Rate is 68.00 %.

(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 # S141A160014

Name of Institution/Organization

INTER AMERICAN UNIVERSITY OF PUERTO RICO SAN GERMAN CAMPUS

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

Tracking Number:GRANT12112114 Funding Opportunity Number:ED-GRANTS-010716-002 Received Date:Mar 04, 2016 04:04:25 PM EST