

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 # S141A160017

Grants.gov Tracking#: GRANT12112919

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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

Application for Federal Assistance SF-424

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

* 3. Date Received: <input type="text" value="03/07/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text" value="51-0158641"/>	5b. Federal Award Identifier: <input type="text"/>
---	---

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="00-448994-2"/>	* c. Organizational DUNS: <input type="text" value="1939261440000"/>
---	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

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

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

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.141

CFDA Title:

Migrant Education_High School Equivalency Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-010716-002

* Title:

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

13. Competition Identification Number:

84-141A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Harvest of Hope

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

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

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Danita McAnally</p>	<p>TITLE</p> <p>Grant Writer</p>
<p>APPLICANT ORGANIZATION</p> <p>Amarillo Wesley Community Center</p>	<p>DATE SUBMITTED</p> <p>03/07/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Congressman Mac Thornberry

* Street 1: 2208 Rayburn HOB * Street 2: _____

* City: Washington * State: CA: California * Zip: 20515

Congressional District, if known: TX-13

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

6. * Federal Department/Agency: Department of Education/OSES	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 NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

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

Prefix _____ * First Name NA Middle Name _____

* Last Name NA 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: Danita McAnally

* Name: Prefix _____ * First Name NA Middle Name _____
* Last Name NA Suffix _____

Title: _____ Telephone No.: _____ Date: 03/07/2016

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PR/Award # S141A160017

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

AmarilloWesleyCCEPGEPA.pdf

Add Attachment

Delete Attachment

View Attachment

Plan for Assuring Equitable Access To and Participation in the High School Equivalency (HEP) Project

In Compliance with the General Education Provisions Act (GEPA), Section 427

Project Overview and Barriers to Equity

Amarillo Wesley Community Center's High School Equivalency Program (HEP) will provide services specifically designed for eligible adult migrants and farmworkers who desire a High School Equivalency (HSE) because life's barriers prevented them from completing a high school diploma. In addition, this program will provide the supports necessary for this population to fulfill this goal and enroll in postsecondary education/training, upgrade employment and/or enlist in the military. Amarillo Wesley Community Center's mission is "to serve as a neighborhood center where people come to learn, to play and to work together. Wesley Community Center strives to create an environment where positive self-worth can be realized."

Equity in Project Participation

This Center seeks to maximize both the Individual's potential and community empowerment through educational, recreational, and spiritual activities for children, youth, and adults of all races and faiths. The Center's policies stipulate that it does not discriminate on the basis of race, color, national origin, sex, age, religion or disability. Amarillo Wesley Community Center will refer anyone who is ineligible for the *Harvest of Hope* HEP program to the appropriate local entity to pursue a HSE and beyond.

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		
Amarillo Wesley Community Center		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Ms.	* First Name: Danita	Middle Name: L
* Last Name: McAnally	Suffix:	
* Title: Grant Writer		
* SIGNATURE: Danita McAnally	* DATE: 03/07/2016	

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract

Amarillo Wesley Community Center, the host institution for the proposed *Harvest of Hope* High School Equivalency Program, is located in Amarillo, Texas, situated at the center of the Texas Panhandle, an area covering 25,000 square miles. With the May 2016 closing of the previous HEP program in Amarillo, *Harvest of Hope* will serve as the only HEP program for migrants north of El Paso, approximately 450 miles from Amarillo.

Harvest of Hope will serve 330 commuter, migrant/seasonal farmworkers during the grant period (60-70 annually) by providing for the accomplishment of **two goals**: 1) participants will engage in HEP instruction and testing and **successfully obtain HSE diplomas**; and, 2) participants will **enroll in higher education, upgrade employment in the workforce, or enlist in the military**.

Year	Objectives		
	Migrant, seasonal workers served	Obtain HSE diplomas	Enroll in HE, Upgrade Employment, Enlist
2016-2017	60	75% (N = 45)	80% (N = 48)
2017-2018	60	76% (N = 46)	81% (N = 49)
2018-2019	70	77% (N = 54)	82% (N = 57)
2019-2020	70	78% (N = 55)	83% (N = 58)
2020-2021	70	79% (N = 55)	84% (N = 59)

To accomplish these goals, HEP staff will engage in the multiple activities including: hiring qualified staff, identification and purchase of technology and hybrid HSE curriculum, recruit and screen applicants, conduct open enrollment instruction, provide cultural and career activities, provide skills coaching for personal success, provide HSE testing, and create personalized educational and career pathways. Accomplishment of these goals will address the needs of the Texas Panhandle migrant community.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Proposed

Harvest of Hope High School Equivalency Program

at Amarillo Wesley Community Center
1615 S. Roberts St.
Amarillo Texas 79102

for

Fiscal Year 2016
Application for New Grants Under
the High School Equivalency Program
CFDA 84.141A

Submitted to

U.S. Department of Education
Office of Elementary and Secondary Education
Office of Migrant Education
Washington, D.C. 20202-6200

March 7, 2016

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Harvest of Hope

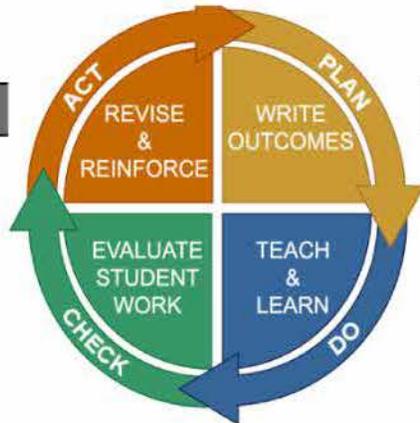
@ Wesley Community Center

Texas needs to get individuals with low-level skills up to a level where they are employable and to place them on a career track where they can progress over time to higher wages. Texas Interagency Literacy Council, 2012

Inputs	Outputs		Outcomes - Impact		
	Activities	Participants	Initial	Annual	Final
Hybrid Curricula	Personalized Instruction	Migrant, Seasonal Farm Workers	Develop Skills utilizing Computer Technology	Demonstrate Computer Literacy Skills	Expand Student Success
Open Enrollment	TABE, HSE, MyPlan Assessments, TSI	HEP Recruiters	Develop Career Awareness	Engage in Cultural Events	
Open Source Training Tools	Computer Literacy Training	HEP Instructors	Develop Personal Skills to ensure Success in Cultural and Career activities	HSE complete	Attain Educational Credentials
Training and ongoing Professional Development for Recruiters, Instructors, Support Staff	Personal Success Skills Coaching	Advisors, Mentors, Tutors	Value Community Experiences	TSI complete	Graduation Ceremony
Collaborations between Community Partners	Cultural Events, College and Career Coaching Session	Community Representatives	Engage with Community Representatives	Upgrade Employment, Enroll in IHE, or Enlist in Military	Advance Career Goals
		Representatives of local Higher Education Institutions	Design, Develop and Pursue an Educational and Career Pathway		
		Local Business Owners, Community Organizations			

Assumptions

External Factors



Assessments		
Individual Level - TABE Scores; HSE; TSI; Student Weekly Participation Hours at Center; Student Participation in College and Cultural Events; Attainment of HSE; Upgrade in Employment, Enroll in IHE, or Enlist in Military; Student Exit Survey.	Program Level - Student Success Variables; Propensity Scoring - comparing Local Results to State/National Averages; Focus Groups, Telephone Surveys and/or Interviews with current and previous participating Students and Employers.	Organizational Level - Focus Groups; Telephone Surveys & Interviews with Community Leaders and Employers.

Logic Model adapted from the University of Wisconsin

1) Need for and Significance of Project: *(i) Magnitude of Need* – Amarillo Wesley Community Center, the host institution for the proposed High School Equivalency Program, *Harvest of Hope*, is located in Amarillo, Texas, situated at the center of the Texas Panhandle. In an area covering 25,000 square miles, **an area larger than nine of this nation’s states**, farming and ranching provide the essential resource base for the nearly 550,000 residents of the 26 northern-most counties of Texas. With over 150 cattle feedyards, six million head of cattle are processed annually, making beef production in the Texas Panhandle a major contributor to Texas’ status as the number one cattle producing state in the nation. Many migrant/seasonal farmworkers are employed by feedyards whose duties include feeding, caring for and transporting cattle. Texas also is the third fastest growing state for dairy production; and, currently, more than 100 dairy plants are located in the Texas Panhandle. These Panhandle dairy plants employ between approximately 3,000 people annually. In addition to cattle and dairy production, crop production plays a major role in migrant/seasonal farmworker employment. Cotton, corn, and silage are the major crops in the Panhandle but traditional farm crops are extensive, too. Reliance on cheap seasonal or temporary labor can be found in every farming and ranching community of the Panhandle (USDA Research Service, 2016).

The magnitude of need for the area’s migrant farm workers and their families, a population disadvantaged both in educational attainment and economic status, is alarming. The Amarillo Adult Literacy Council estimates that the Texas Panhandle has more than 10,000 adults who cannot read well enough to be effective employees. As many as 27% of adults in Potter County read below the sixth grade level. And, while Hispanics comprise 49.1% of the students enrolled in grades 7-12 in Texas public schools, they account for 62.1% of the drop-out population (Texas Education Agency, 2015). This lack of formal education contributes

substantially to the number of working-poor living in the Texas Panhandle (Workforce Commission, 2012).

According to the Center of Education and the Workforce at Georgetown University, two-thirds of the job openings created from 2008 to 2018 will require postsecondary education. About half of these will be filled by people with an associate degree or occupational certificate, such as an electrician, construction manager, dental hygienist, paralegal, or police officer. Some 27 percent of people with postsecondary licenses or certificates – credentials short of an associate degree – will earn more than the average bachelor’s degree recipient. CEW points out that only 10 percent of jobs in 2018 will be available to high school dropouts. CEW’s projections clearly illuminate dire economic circumstances ahead for migrant workers and the communities in which they reside. “Texas needs to get individuals with low-level skills up to a level where they are employable and to place them on a career track where they can progress over time to higher wages” (Texas Interagency Literacy Report, 2012). This charge is even more compelling when coupled with the Census Bureau data which indicates that 89% of all Hispanic adults, ages 16+, choose not to move after they are settled in the southern region (U.S. Census Bureau, 2015).

(ii) Focus on Serving Eligible Migrants/Farm Workers – The HEP Program, *Harvest of Hope*, plans to provide non-resident and resident High School Equivalency (HSE) preparation and online testing for migrants. According to the Texas Education Agency data for 2014, over 14.5% of adults from the Amarillo Independent School District, the largest school district in the Texas Panhandle, failed to complete a high school education and just over 17% had less than a 9th grade education. Educationally and economically, migrant workers and their families, who are predominantly Hispanic, are in crisis. Poverty rates in the Texas and in Amarillo are much higher than national averages. For example, 17.7% of Texans and 17.1% of Amarillo residents live in

poverty as compared to 15.6% nationally. Locally, 18.7% of residents in southwest Amarillo (Randall County) live in poverty in comparison to 15.6% of U.S. citizens, according to the U.S. Census Bureau. In addition, educational attainment for Amarillo residents significantly lags behind the state and national averages as well as shown in Table 1.

Table 1. State, Region and Local Demographics					
Region	Population	Hispanic	< High School	Grades 9-12, No Diploma	Poverty
Amarillo	190,695	28.8%	7.1%	8.2%	17.1%
Panhandle	541,949	24.4%	4.16%	6.1%	12.7%
Center of Panhandle	370,606	17%	2.8%	4.8%	10.7%
NW Panhandle	33,052	51.9%	11.7%	12.8%	11.2%
NE Panhandle	46,024	30.3%	6%	9.8%	15.3%
SE Panhandle	45,073	24.1%	20%	7.9%	14.8%
SW Panhandle	47,194	58.4%	6.1%	6.6%	18.7%
Texas	25,145,561	37.6%	6.0%	7.9%	17.7%
U.S.	321,418,820	16.3%	3.8%	6.5%	15.6%

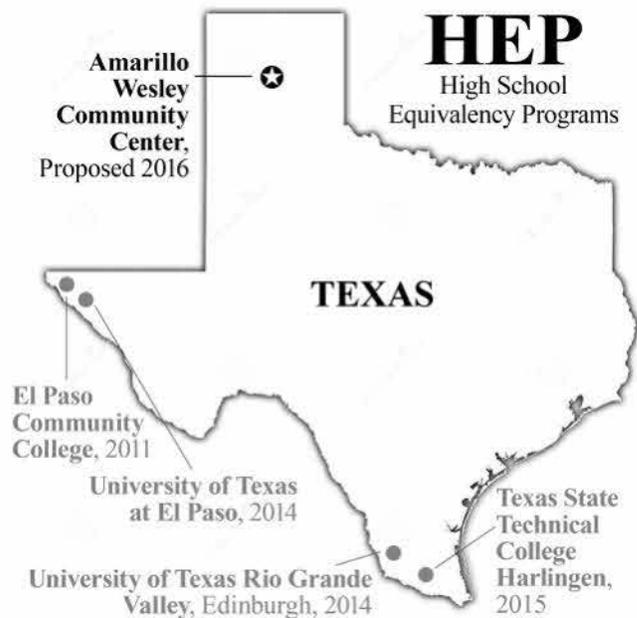
Sources: [U.S. Census Bureau American Fact Finder, 2014](#)

Center of Panhandle counties: Armstrong, Carson, Potter, and Randall; SE Panhandle counties: Childress, Collingsworth, Donley, Gray, Hall, and Wheeler ; NE Panhandle counties: Hansford, Hemphill, Hutchison, Lipscomb, Ochiltree and Roberts; SW Panhandle counties: Briscoe, Castro, Deaf Smith, Parmer and Swisher; NW Panhandle: Dallam, Hartley, Moore, Oldham and Sherman

While programs within public school systems strive to address the need for improved academic performance of migrant students, a critical need exists for intervention with those students **who have already dropped out of school**. HSE certificates, such as those that are offered through HEP, are excellent tools in enabling migrants to transition from unskilled labor to trained, qualified, and educated workers. The **mission of the proposed *Harvest of Hope* High School Equivalency Program** at Amarillo Wesley Community Center is to serve 330 migrant/seasonal farmworker dropouts during the grant period (60-70 annually) by providing for

the accomplishment of two goals: **1) participants will successfully obtain HSE diplomas; and, 2) participants will enroll in higher education, upgrade employment in the workforce, or enlist in the military.** Accomplishment of these goals will help address the needs of the migrant community in the Texas Panhandle.

(iii) Address Specific Gaps or Weaknesses in Services – The need for HEP in the Texas Panhandle is evident given the lack of services or opportunities available to migrant drop-outs.



With the May 2016 closing of the previous HEP program in Amarillo, no HEP program will exist north of El Paso which is approximately 450 miles from Amarillo. No other services provide these students with stipends for attending classes, gas reimbursement, meals, instruction, and coverage for all test fees. Even though

Texas is the second largest state for agricultural production, only 4 HEP programs are in existence in the entire state and all of them are located in far south regions. **Amarillo Wesley Community Center's HEP will be the only service of its kind in the Texas Panhandle and is at least 285 miles to any other HEP site.** Therefore, this HEP site will be critical to address a very wide gap and weakness in services to migrants and farmworkers in this region.

Placement of the HEP program with the Amarillo Wesley Community Center will allow for centralized services to meet the needs of many disadvantaged individuals in the Texas Panhandle. In addition to Amarillo, this site will serve the needs of migrants and farmworkers

from surrounding rural towns. The Wesley Alamo building housing the project is located in the center of the Amarillo neighborhoods, just off Interstate-40.



(iv) Importance of Attainment

of Results or Outcomes – According to The Georgetown University Center on Education and the Workforce, Texas will rank #1 among the 50 states in providing jobs for high school dropouts by 2018.

However, “these jobs will increasingly fail to pay enough to support a family or pay a living wage” (*Help Wanted*, 2010). Additionally, according to the office of the state demographer, one out of six Texas residents in 2015 was born in a foreign country, providing further evidence of an expanding community of migrants in need of educational and community resources focused on improving life opportunities (*The Foreign-born Population*, 2015). Implementation of *Harvest of Hope* HEP will allow Amarillo Wesley Community Center to broaden its resources and services which seek to “create an environment where positive self-worth can be realized” and individual potential and community empowerment are maximized.

(2) Quality of Project Design: *(i) Specified and Measurable Goals, Objectives, and Outcomes* - *Harvest of Hope* offers open enrollment four-week sessions to encourage students to enter and finish promptly and proceed to the second expectation of the grant, enroll in postsecondary education/training, upgrade employment, and/or enlist in the military. This open enrollment approach allows students to immediately sign-up once they express interest

in the program, providing for an increase in the number of students and completers. Should a student not be successful in the initial 4-week session, the student may re-enroll for an additional 4-week session but the student stipend will be reduced. Due to the nature of this independent study, student outcomes are continuously evaluated including HSE and TSI attainment, college enrollment, job upgrades, and military enlistment.

The following “milestone” questions are asked: How many students completed within the initial 4-week session? How many students re-enrolled for the additional 4-week session? How many obtained their HSE in 4 weeks? How many obtained their HSE in 8 weeks? How many enrolled in college or a training program following participation in HEP? How many got a better job? How many enlisted in the military? The staff will evaluate the results and decisions will be made that ensure that the program is performing well by meeting the goals and objectives. In addition, a quasi-experimental study based on a Propensity Score Matching will be used to compare state and/or national averages of other HEP programs to this project. The goals, objectives, activities, and outcomes in Table 2 will be the emphasis of the program.

Table 2. Goals, Objectives, Activities, and Outcomes

Goal 1: The program will provide resident and non-resident High School Equivalency instruction and testing (completed in open enrollment four-week sessions) for migrant residents of the Texas Panhandle who do not have a high school diploma or equivalent and are not currently enrolled in school.

Objective 1: During each year of the project, 60-70 migrant or seasonal farm workers ages 17 or older (without high school diplomas and not currently enrolled in school) will register in an open enrollment, 4-week HSE preparation and testing program.

Objective 2: At least 75% of those who complete the HSE preparation program will successfully obtain a HSE diploma in Year 1. Each year the HSE completion rate will increase by 1%: Year 2: 76%; Year 3: 77%; Year 4: 78%; and Year 5: 79%.

Activity 1 (Year 1; replace staff as necessary): Hire all staff

Amarillo Wesley Community Center will hire personnel for the following positions: Project Director/Recruiter; Instructor/Advisor/Asst. Recruiter; Instructor/Advisor/Data Intake Supervisor; Data Analyst/Evaluator/Lead Instructor; Placement/Cultural/Grant Compliance Coordinator; and Administrative Assistant.

Anticipated Outcomes: 1) Employ project staff

Responsible Individuals: Project Director, Placement Coordinator, Lead Instructor

Activity 2 (Years 1-5, Summer): Make minor repairs to classroom

Classroom with lab space has been dedicated to HEP in a separate building owned by Wesley Community Center, the Alamo building. However, the lighting does not include indirect or natural sources required by educational best practices. In addition, electrical capacity, high-speed internet access, security, and ergonomic concerns for students and staff must be assessed and addressed with cost-effective solutions.

Anticipated Outcomes: 1) Renovation of the open classroom to ensure student motivation based on best practices; 2) Access to laptops with high-speed internet access and ergonomic seating in an open classroom to ensure students desire to work for extended time periods.

Responsible Individuals: Executive Director of Wesley Community Center, Project Director, Contractual Services

Activity 3 (Years 1-5, Summer): Obtain/replace equipment, maintain supply inventory, and purchase/revise hybrid curriculum

Anticipated outcomes: 1) Purchase, install and maintain computer technology in classroom; 2) Purchase and install all software; 3) Purchase and prepare all curricular materials.

Responsible individuals: Project Director, Lead Instructor, Administrative Asst.

Activity 4 (Years 1-5, Summer): Create and update website, electronic database, marketing materials, and required project documents necessary for project implementation and data collection. Collaborate with contractor to create synergy between project documents, marketing materials and website. Generate customized database for collecting and analyzing data, running data reports, and generating queries. Create policy and procedures manual.

Anticipated outcomes: 1) Clear communication of project goals and objectives to target audience and participants. 2) Centralized, focused recruitment message. 3) Streamlined data collection methodology and processes. 4) Consistent, standardized policies and procedures which guide project activities.

Responsible individuals: Project Director, Placement & Cultural Coordinator, Lead Instructor and Contractual Services

Activity 5 (Years 1-5, ongoing): Recruit and screen project applicants

Recruit potential students; conduct screening of project applicants. Determine program eligibility by verifying migrant/seasonal farmworker status and educational level. Administer the Test of Adult Basic Education (TABE-Locator) to all applicants to determine each participant's basic educational level (followed by a full test battery to determine the skill entry-level used to assess readiness). Assess computer literacy to determine ability to complete online, curricular components. Screening will determine final candidates for the HEP program as well as aid in identifying candidates who may be better served by referral to other existing adult basic programs, including Adult Education & Literacy services. HEP participants must (TABE) test at the 8th grade level for admittance in the program unless there are extenuating circumstances. Eligible participants for Workforce Investment Opportunity Act will be registered with WIOA first and HEP second, receiving services from both programs.

Upon entrance to the program, each student will sign a **student contract** identifying student expectations and ensuing HEP program assistance provided. These student contracts will be allow HEP staff to customize the HSE instruction, TSI testing, college and career interests and plan each student's assessment, interests and progress. The procedure necessitates ongoing, close communication and feedback among the students, Instructors, Placement/Cultural Coordinator and other staff. The Lead Instructor, Instructors/Advisors, Placement/Cultural Coordinator and will discuss the feedback at **weekly staff meetings**. Changes will be made as deemed necessary by the staff to improve instruction, environment, procedures, etc.

Anticipated Outcomes: 1) Verification of migrant/seasonal farmworker status; 2) Serve at least 60 migrant/seasonal farmworkers (age 17 and older without diplomas) annually; 3) Test results made available to instructors to assist in development of individual education plans; 4) Connection to other local resources, as identified.

Responsible Individuals: Project Director/Recruiter, Assistant Recruiter and Lead Instructor

Activity 6 (Years 1-5, ongoing): Conduct open enrollment, HSE student-centered instruction
Migrant/seasonal farmworker students, ages 17 and older without a high school diploma, will participate in 4-week sessions with start dates adjusted to their schedules. Primary instruction will be provided through a hybrid approach of online and just-in-time, one-on-one personalized instruction. This will result in successfully completing HSE. For students who need additional time on the curriculum, an extended 4-week session will be offered. The project will pay for all instructional expenses along with a weekly stipend. Assistance with travel and meals will be provided, if needed.

Anticipated Outcomes: 1) Begin first session in 2016 following hiring of personnel, completion of building renovations, and initial student recruitment; 2) Serve at least 60 migrant/seasonal farmworkers (age 17 and older without diplomas) annually; 3) Provide one-on-one instruction for those participants needing additional support to overcome barriers to basic skills or computer literacy.

Responsible Individuals: Project Director, Advisors, Lead Instructor, and Instructors

Activity 7 (Years 1-5, ongoing): Provide cultural and college & career activities

Participants will be required to attend at least one cultural event and participate in at least one college and career activity within the 4-week session; 4-week extended session participants will complete two additional cultural and college and career activities. HEP participants will have free access to attend the identified cultural and college/career activities. Scheduled monthly cultural events will be posted on the HEP web site and in the classroom. These events include Amarillo Symphony, WTAMU Football or Basketball games, Jazz concerts, Los Barrios Hispanic Heritage Luncheon, Nutcracker Ballet, Cinco de Mayo Cook-off, Chamber Barbecue, WTAMU Theatre and more. College and career activities will include personalized tours of area colleges, introductions to specific college personnel, and college orientation sessions. Personalized career connections will include introductions to hiring staff, apprenticeship opportunities, faculty at particular training locations, etc. Exposure to a wider world is a valuable part of any educational program.

Anticipated Outcomes: 1) at least 50% of each 4-week session attendees will attend a cultural event, 2) at least 80% of each extended 4-week session attendees will attend a cultural event, 3) at least 50% of each 4-week session attendees will attend a college and/or career event, 4) at least 80% of each extended 4-week session attendees will attend a college and/or career event.

Responsible Individuals: Placement & Cultural Coordinator, Advisors and Administrative Asst.

Activity 8 (Years 1-5, ongoing): Provide personal success skills coaching

Daily interaction in the classroom, attendance at cultural activities, and participation in college and career activities will provide opportunities for each student to develop personal success skills through active engagement in arranged activities with a project staff member.

Anticipated Outcomes: 1) at least 50% of each 4-week session attendees will attend a cultural event, 2) at least 80% of each extended 4-week session attendees will attend a cultural event, 3) at least 50% of each 4-week session attendees will attend a college and/or career event, 4) at least 80% of each extended 4-week session attendees will attend a college and/or career event.

Responsible Individuals: Placement & Cultural Coordinator, Project Director, Advisors, Lead Instructor, Instructors and Administrative Asst.

Activity 9 (Years 1-5, ongoing): Provide HSE testing for individuals ready to test.

The Lead Instructor will oversee scheduling the HSE testing. The program will pay all testing fees. When an individual scores high enough on practice tests, s/he may take the HSE test. Allowing students to begin testing whenever ready serves as an incentive to all. If a student does not pass the HSE, the HEP program will pay for the retest as long as the student continues to attend and participate according to student contract requirements.

Anticipated Outcomes: 1) at least 75% of those who complete the HSE preparation program will successfully obtain a HSE. Each year the HSE completion rate will increase by 1%: Year 2: 76%; Year 3: 77%; Year 4: 78%; and Year 5: 79%.

Responsible Individuals: Lead Instructor, Instructors

Activity 10 (Years 1-5, monthly): Organize graduation ceremonies

HEP will host HSE graduation ceremonies when students are ready for graduation. The Wesley Alamo building includes a stage for graduations. The graduation ceremony represents the culmination of the efforts made by the students, the instructors, the family members and all who want the best for these migrant/seasonal farmworker students.

Anticipated Outcomes: 1) Organize a graduation ceremony monthly, as needed.

Responsible Individuals: Wesley Community Center and HEP staff

Goal 2: Upon HSE graduation, the program will assist resident and non-resident HSE diploma recipients with enrollment into postsecondary education or a training program, upgraded employment, and/or enlistment into the military.

Objective 3: *At least 80% of those obtaining HSE diplomas through the program will enroll in postsecondary education or a training program, upgrade employment, and/or enlist in the military. Each year the success rate will increase by 1%: Year 2: 81%; Year 3: 82%; Year 4: 83%; and Year 5: 84%.*

Activity 11 (Years 1-5, ongoing): Provide a customized educational pathway

Participants will be required to complete MyPlan assessment within the 4-week session. Four survey areas – Interests, Personality, Values, and Skills – will provide each participant with a recommended career direction reflective of a composite score. Customized coaching from project staff will connect each student's recommended career area with local and regional career opportunities. Personnel will assist participants in creating pathways which lead to identification and attainment of educational and career goals.

Anticipated Outcomes: 1) at least 20% of each 4-week session attendees will enroll in postsecondary education or a training program, 2) at least 5% of each extended 4-week session attendees will enroll in postsecondary education or a training program

Responsible Individuals: Placement & Cultural Coordinator, Project Director, Advisors, Lead Instructor

Activity 12 (Years 1-5, ongoing): Provide instructional support and HSE diploma

attainment which leads to the individual's upgraded employment. For individuals who enter the program already employed, formal documentation of upgraded employment will be provided by the HSE graduate to the Director. For those who enter the program unemployed or underemployed, staff from the regional workforce board will assist them in obtaining employment while participating in the HEP program.

Anticipated Outcomes: 1) at least 50% of each 4-week session attendees will upgrade employment, 2) at least 80% of each extended 4-week session attendees will upgrade employment.

Responsible Individuals: Project Director, Placement & Cultural Coordinator, Advisors, Instructors, Administrative Asst.

Activity 13 (Years 1-5, ongoing): Provide information and access to military personnel which may lead to enlistment in the military. The Director and personnel will work in cooperation with recruiters from branches of the military in advising participants about opportunities and potential military careers. Interested students will visit military recruiter offices.

Anticipated Outcomes: 1) at least 10% of each 4-week session attendees will upgrade employment, 2) at least 10% of each extended 4-week session attendees will upgrade employment.

Responsible Individuals: Project Director, Placement & Cultural Coordinator, Advisors

(ii) Appropriateness of Project Design, (v) Supported by Strong Theory – The logic model for this project, *Harvest of Hope*, illustrates the organization, flow, and interconnectedness of all project elements and associated assessment methods (See page ii). This logic model design, including Inputs, Outputs, Outcomes and Assessments, is based upon successful HSE programs at two other locations. Central Piedmont Community College’s Pathways to Employment Program has been recognized by the Aspen Institute for its GED completion rate of 50% and a postsecondary/training enrollment rate of 25%. CPCC’s program offers transitional supports from HSE studies to college/career placement, including career assessment and coaching. The Urban League of Greater Hartford College Achievement Program, recognized by MDRC as a best practices program, also provides transitional supports, including college counseling, assistance in completing financial aid, college admissions applications, and advising. In addition, the successful Hartford program assists students in completing college testing requirements (TSI) and connects participants to postsecondary and training opportunities. Like *Harvest of Hope*, the Hartford program is offered through a community-based organization (Rutschow, 2014; Treskon, 2016).

As a quasi-experimental design project, *Harvest of Hope* will use Propensity Score Matching (PSM), a methodology used to assess causal effects in observational studies, by identifying similar HEP programs with common goals and assessing for causal effects of

identifiable variables, including personalized instruction versus formal curriculum, managed enrollment versus open enrollment, and program delivery via community-based organization versus program delivery via institutions of higher education. Historically, HEP programs have been managed programs within higher education institutions using a managed enrollment and a structured curriculum. This study seeks to determine if different treatments for this highly at-risk migrant group will generate greater success rates for students. It is anticipated that national and/or state HEP data submitted by higher education institutions will serve as the control group for purposes of this study. College-based and community-based HEP programs, including those noted above, have provided empirical evidence to support the theoretical linkage(s) between at least one critical component and at least one relevant outcome presented in the logic model.

(iii) Linkages with other Organizations, (iv) Increase efficiency through Linkages to Other Resources – Amarillo Wesley Community Center’s HSE program for migrant/seasonal farmworkers depends heavily on ongoing cooperation between the WTAMU, Region 16 Education Services Center, MET Inc., Los Barrios de Amarillo, Panhandle Regional Workforce Development Board, and area chambers of commerce. (See Appendix D)

Region 16 serves as the local coordinator of secondary state and federal education programs. Region 16 works with all 65 school districts in the 26-county, Texas Panhandle in coordinating educational programs for migrant/seasonal farmworker students and is committed to help recruit and refer students to the HEP project. The Migrant Division of Region 16 has committed to providing support by sharing statistical information, identifying and recruiting of students, and disseminating of HEP information to students and parents.

West Texas A&M University, the only university located in the Texas Panhandle, will serve as the institution of higher education partner with *Harvest of Hope*. In that capacity,

WTAMU will allow HEP participants access to campus facilities and events. In addition, they will provide tours of campuses, presentations by the Small Business Administration staff, and free tickets to athletic and theatre performances. In the past, WTAMU has been awarded funding to manage a College Assistance Migrant Program (**CAMP**). The institution is currently seeking a new CAMP grant; if awarded, the WTAMU CAMP will collaborate on student recruitment, provide students with financial assistance to WTAMU, and share professional development opportunities with *Harvest of Hope* staff.

MET Inc. and **Los Barrios de Amarillo** have also agreed to assist with recruitment and training for the HEP services. Motivation Education & Training, Inc. (MET Inc.) provides employment and specialized training for migrant and farm workers in five states, including Texas. In fact, MET Inc. was **awarded the only grant in Texas from the National Farmworkers Jobs Program (NFJP)**. As a key partner, MET Inc. will collaborate with HEP in ensuring that federal dollars for migrant training in Texas are used efficiently. Los Barrios de Amarillo was formed to assist in correcting the cultural, educational, and socioeconomic problems in the Mexican American community within Amarillo. This entity has offered to allow HEP graduates to apply for Los Barrios postsecondary scholarships.

Panhandle Workforce Development Board has agreed to partner with *Harvest of Hope* to provide eligible HEP participants, between the ages of 17-24, with summer employment, housing, and childcare using their WIOA Youth grant. Further, their WIOA Adult grant will provide tuition and fees, housing, and childcare to those HEP graduates desiring to pursue postsecondary education and training.

(3) Quality of Project Services: Amarillo Wesley Community Center HEP recognizes the importance of serving at-risk and disadvantaged HSE students. Of course, Wesley Community

Center mission and guidelines prohibit discrimination based on race, color, national origin, gender, age, or disability, in addition to adherence to all requirements of the General Education Provisions Act (GEPA – Public Law 103-382) requiring “equal opportunity to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under an applicable program” (Amarillo Wesley Community Center, 2016).

(i) Quality of Professional Development Offered – In order to ensure staff are trained sufficiently to work well with disadvantaged HSE, minority students, several items have been considered. To begin with, when hiring staff, consideration is given to those who have experience in HSE instruction, experience working with and/or teaching at-risk students, those who have overcome similar barriers to success that many HEP students have, and those who have cultural and linguistic expertise relevant to the migrant population. **All current key personnel surpass** these hiring requirements (See Appendix B). In addition, at the beginning of each school year, the Wesley Community Center offers a myriad of workshops that would be appropriate for the HEP staff. Region 16 Education Services Center also provides workshops that focus on teaching and meeting the needs of migrant and low-income students. All training will assist staff in providing a quality experience for the High School Equivalency Program students who are predominantly Hispanic. Every year, the staff **may attend or present at** the National Migrant Conference, State Migrant Conference, and National Stream Conferences where there are many workshops that address the challenges and rewards associated with serving a diverse and at-risk population.

(ii) Focus on Greatest Need – As noted in section 1, *Harvest of Hope*, centrally located in the Texas Panhandle, will serve a large geographical area of migrant/seasonal farmworkers who have **high rates of poverty, seasonal employment, and low education levels**. Effective screening of candidates is essential. Factors to be considered for acceptance into the program

include: economic need (highest priority), likelihood of successful completion (pre-assessment of 8.5 grade level), motivation of participant, family support, and potential for quality-of-life improvements for individuals and their families. Because of dropping out of high school and the type of work in which they are involved, the majority of HEP recruits demonstrate great need.

(iii) Improve employment skills – The Director, Recruitment/Placement Coordinator, members of the Wesley Community Center Advisory Board and collaborative partners, including the Panhandle Workforce Development Board, will provide input about potential academic and career paths for participants. This enables HEP to provide instruction and skill development directly beneficial to the participants' lives. Community, collaborative partners, and Amarillo Wesley Community Center staff will provide **career information and connections to unique opportunities** determined by individual student needs and demonstrated interest and ability. Students also will attend **special events** such as career fairs and college recruiting days. These events help provide students with the opportunity to experience college life while gaining valuable information for college certificates and degrees leading to specific careers. The Director and Recruitment/Placement Coordinator will host a **workshop** each session to teach students **resume writing and interviewing skills**. The most essential piece of improving employment skills is providing the students with **basic skills instruction** so that they can get a HSE, a certificate which will open many doors of opportunity for these migrant/seasonal farmworker students.

(4) Quality of Project Personnel: Amarillo Wesley Community Center guidelines prohibit discrimination, including **adherence to all requirements of the General Education Provisions Act (GEPA— Public Law 103-382)** requiring “equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under an

applicable program.” In addition to those minimum requirements, all HEP job descriptions request the candidate have established rapport with disadvantaged, HSE individuals, and preference be given to individuals with experience working with migrant populations, bilingual, cultural and linguistic expertise relevant to migrant populations. (See Appendix C for job descriptions.) The qualifications of the director, key personnel, and consultant follow:

(i) Qualifications of Project Director – The **Director**, Vince Salinas, obtained a Master’s degree in Rehabilitation Counseling from Texas Tech University in 2003 and a Bachelor’s degree in Physical Education from West Texas A&M University in 1986. Mr. Salinas served as the Recruitment Coordinator for the first five-year cycle of a local, college-based HEP grant, and then became the Director during the second grant cycle. He also worked for six years as a Counselor at Texas Rehabilitation Commission which allowed him the opportunity to work with at-risk students. He is bilingual, and grew up as a low-income, first generation, migrant student. He is well aware of the hardships migrant students and their families face since he grew up in the same circumstances. Mr. Salinas continues his training through graduate coursework and attending the National and State Migrant Education Conferences as well as the National and State Central Stream Conferences.

(ii) Qualifications of key personnel – Charles Mestas, HEP **Instructor, Advisor and Assistant Recruiter** obtained a Master’s degree in Mid-management from West Texas A&M University and a Bachelor’s degree in Social Studies Composite from Eastern New Mexico University. In addition to working on a local, college-based HEP grant, Mr. Mestas also served as a TRIO Program Specialist at the university-level. Having dedicated a lifetime of service to migrant students, Mr. Mestas, who is also bilingual, worked as Migrant Student Advisor and coach within the Amarillo Independent School District. An active leader in Amarillo area community

groups, including Los Barrios de Amarillo and Leadership Amarillo and Canyon, Mr. Mestas is well aware of the many needs of the population that is served by HEP.

As **Advisor, Instructor, and Data Intake Supervisor**, Luinda Verden, delivers expertise acquired over a 31-year career of teaching and advising Amarillo Independent School District students enrolled in one of the most at-risk high schools in the city, Caprock High School. While working with large populations of Hispanic, low performing students, Ms. Verden also volunteered at and served on the board of Amarillo Wesley Community Center for years. Following her retirement from the Texas public school system, Ms. Verden has remained involved with at-risk adults, serving as a basic skills instructor, First-Year Experience administrative assistant, and FYE Peer Mentor coordinator at Amarillo College.

Serving as **Data Analyst, Evaluator, and Lead Instructor**, Dr. Lana Jackson provides a mix of instructional and administrative leadership skills gleaned over a 32-year career at both secondary and community college levels. As a first-generation college student, Dr. Jackson understands the emotional and cultural obstacles which first-time college students must face when advancing into postsecondary education. In addition, as a faculty leader at the local community college where 60% of college students are in poverty and a majority are at-risk, Dr. Jackson works daily with both migrant and native students who are seeking better lives. Most recently, Dr. Jackson led a college-wide committee to review data and implement strategies to enhance student learning and improve student success. In addition to writing the curriculum for the college and career readiness courses, EDUC 1100 and 1300, Dr. Jackson has taught the course, analyzed the data, and revised the course to improve student success. This five-year project has resulted in increased retention and success among Amarillo College's most at-risk student population. Her extensive experience as a professional development leader and a

recognized Texas Higher Education Coordinating Board (THECB) faculty trainer is documented on her resume. Lastly, Dr. Jackson has served as chair of the institution's IRB committee, overseeing research projects, while also directing several grant projects at the college.

As **Placement, Cultural, Grant Compliance Coordinator**, Danita McAnally provides significant experience in using various data elements to make strategic decisions regarding educational programming and service development. A 37-year higher education veteran, Ms. McAnally has spent her career identifying opportunities for at-risk and non-traditional students, seeking funding and support for programs, and clarifying program focus and direction using empirical research findings. Her most recent projects have engaged stakeholders across the Amarillo community in addressing the needs of the most at-risk in the Texas Panhandle through educational opportunities, workforce incentives, and visionary programming. She is a passionate leader in the movement to create stackable credentials within educational pathways which will allow at-risk students to enter the workforce with a living wage and continue to advance their knowledge and skills to their desired level of career and lifestyle attainment.

(5) Quality of Management Plan – *(i) Clearly defined responsibilities, timelines and milestones, (iii) Time Commitments are appropriate and adequate* – Job descriptions and **clearly defined the responsibilities** for each position for all **Key Personnel** are located in Appendix C. Given the extensive experience of the staff, the six positions are appropriate and adequate to meet the HEP goals and objectives. Direct day-to-day management is provided by a full-time Project Director (PD) who ensures that goals, objectives, activities and outcomes are monitored and met on time and that staff clearly understand their responsibilities. The Director provides overall administrative supervision and serves a 100% time commitment. In addition to the Project Director/Recruiter, key personnel are either full-time or half-time and include the

Instructor/Advisor/Asst. Recruiter (100%), Instructor/Advisor/Data Intake Supervisor (50%), Data Analyst/Evaluator/Lead Instructor (50%), Placement/Cultural/Grant Compliance Coordinator (50%), and Administrative Assistant (100%). Peer Tutors will support HEP participants and will work up to 19 hours a week.

The **Management Plan**, including clearly defined responsibilities, timelines, and milestones, provides evaluation criteria for each activity to ensure program effectiveness. Formative assessments noted in Table 3 will assist in identifying weaknesses in the program which require modifications throughout the life of the grant for ensured success.

Table 3. Activity, Formative Evaluations for Program Effectiveness, Responsible Party		
Activity	Evaluation	Responsibility
<i>Activity 1: Hire all staff (Year 1, replace staff as necessary)</i>	Advertise, interview, and hire personnel as specified. Conduct annual Director and staff performance evaluations. <u>Evaluation Instrument:</u> Standardized Performance Evaluation	Project Director, Placement Coordinator, Lead Instructor
<i>Activity 2: Make minor repairs to classroom (Years 1-5, Summer)</i>	Electrical capacity, high-speed internet access, and ergonomic concerns of students and staff will be addressed with cost-effective solutions in accordance with project budget. <u>Evaluation Instrument:</u> Focus groups, interviews from project participants	Executive Director of Wesley Community Center, Project Director, Contractual Services
<i>Activity 3: Obtain/replace equipment, supplies, and hybrid curriculum (Years 1-5, Summer)</i>	Purchase computer technology, software, and curricular materials in accordance with project budget. <u>Evaluation Instrument:</u> Timely student progress, HSE completions	Project Director, Lead Instructor, Administrative Asst.

<p><i>Activity 4: Create and update website, electronic database, marketing materials, and required project (Years 1-5, Summer)</i></p>	<p>Design necessary communication and data collection tools necessary for project management in accordance with project budget.</p> <p><u>Evaluation Instrument:</u> Focus groups, interviews from project participants</p>	<p>Project Director, Placement & Cultural Coordinator, Lead Instructor and Contractual Services</p>
<p><i>Activity 5: Screen project applicants (Years 1-5, ongoing)</i></p>	<p>Screen project applicants to determine program eligibility by verifying migrant/seasonal farmworker status and educational level.</p> <p><u>Evaluation Instrument:</u> Participant Application, TABE Locator test</p>	<p>Project Director/ Recruiter, Assistant Recruiter and Lead Instructor</p>
<p><i>Activity 6: Conduct open enrollment 4-week HSE student-centered instruction. Conduct open enrollment in 4-week extended session. (Years 1-5, ongoing)</i></p>	<p>Individual needs will be addressed as students enroll engage in a hybrid approach of online and just-in-time, one-on-one personalized instruction.</p> <p><u>Evaluation Instrument:</u> TABE test</p>	<p>Project Director, Advisors, Lead Instructor, and Instructors</p>
<p><i>Activity 7: Provide cultural and college & career activities. (Years 1-5, ongoing)</i></p>	<p>Participants will attend at least one cultural event and participate in at least one college and career activity within each 4-week session.</p> <p><u>Evaluation Instrument:</u> Attendance documents for each event.</p>	<p>Placement & Cultural Coordinator, Advisors, and Administrative Asst.</p>
<p><i>Activity 8: Provide personal success skills coaching. (Years 1-5, ongoing)</i></p>	<p>Active engagement in arranged activities with a project staff member will allow identification and practice of skills necessary for personal success.</p> <p><u>Evaluation Instrument:</u> Focus groups, Interviews with project participants.</p>	<p>Placement & Cultural Coordinator, Project Director, Advisors, Lead Instructor, Instructors and Administrative Asst.</p>
<p><i>Activity 9: Provide HSE testing (Years 1-5,</i></p>	<p>Upon completion of customized, hybrid curriculum, students complete and pass HSE test.</p> <p><u>Evaluation Instrument:</u> HSE instrument</p>	<p>Lead Instructor, Instructors</p>

<i>ngoing)</i>		
<i>Activity 10: Organize graduation ceremonies. (Years 1-5, monthly)</i>	Host a monthly graduation ceremonies for HSE diploma recipients. Evaluation: Documented HSE scores; Focus groups, Interviews with project participants.	Wesley Community Center and HEP staff
<i>Activity 11: Provide a customized educational pathway (Years 1-5, ongoing)</i>	Personnel will assist participants in creating pathways which lead to identification and attainment of educational and career goals. Evaluation Instrument: TSI test, MyPlan assessment, documented coaching session, Focus groups/Interviews	Placement & Cultural Coordinator, Project Director, Advisors, Lead Instructor
<i>Activity 12: Upgrade individual's employment (Years 1-5, ongoing)</i>	Personnel will assist participants with completing necessary paperwork to upgrade their employment. Evaluation Instrument: HSE documentation, job-specific paperwork	Project Director, Placement & Cultural Coordinator, Advisors, Instructors, Administrative Asst.
<i>Activity 13: Military enlistment (Years 1-5, ongoing)</i>	Participant enlists in military. Evaluation Instrument: Documentation of/from military personnel, One-on-one interviews with project participants	Project Director, Placement & Cultural Coordinator, Advisors

5(ii) *Feedback and Continuous Improvement* – Formative assessments are detailed above by Activity. Section 7 fully details the comprehensive evaluation plan, including ongoing feedback and continuous improvement, that has been designed for the High School Equivalency Program to demonstrate its effectiveness in attaining all project goals and objectives (See Section 7).

(6) Adequacy of Resources: (i) *adequacy of support*, (ii) *demonstrated commitment* – *Harvest of Hope* is fully supported by Amarillo Wesley Community Center’s leadership and has access to the Wesley’s full support system. This includes **facilities, social services, financial management and administrative support**. An organizational chart in Appendix A details the reporting structure. The HEP proposal includes highly experienced staff (See Section 4),

supplemented by support from Wesley's employees and collaborating organizations, to assure adequate and comprehensive services.

(iii, iv) costs are reasonable, (v) potential for incorporation – The **HEP budget** adheres to federal regulations that require effective use of resources to achieve project objectives (See Budget Narrative). The Director works closely with the Wesley's Business Office to oversee grant expenditures including monthly account reconciliations, personnel time and effort, recordkeeping, purchasing, travel, equipment inventory, and year-end fiscal reviews. The HEP office maintains an internal accounting of all expenditures and reconciles monthly with the official records kept in the Business Office. These procedures allow the project to operate **within its budget**.

(7) Quality of the Project Evaluation: *(i) methods of evaluation are thorough, feasible, and appropriate, (ii) provide performance feedback and permit periodic assessment of progress* – Evaluation will be both **formative** and **summative**. Formative evaluation will allow project staff to continuously monitor and improve the project: 1) by engaging in ongoing qualitative assessments of activities, policies, personnel, and procedures, and 2) by allowing timely, data-based decisions which lead to necessary revisions to ensure accomplishment of project goals. Summative evaluation will include yearly assessment of project goals and objectives using quantitative data to measure attainment of yearly objectives. The Annual Performance Review will include not only the required performance and financial expenditure information, but will also include a Plan of Action, based upon qualitative and quantitative data results, for improving project delivery and enhancing student performance.

(iii) evidence of promise – While the Annual Performance Review serves as an annual, summative report for grant documentation, it also will serve as a formative guide for *Harvest of*

Hope staff as they make recommendations regarding student recruitment sources, delivery of student-focused pedagogy, and much more based upon data pulled and analyzed from the Pivot Tables, Propensity Score Matching with similar projects, and qualitative feedback. The summative, Final Performance Report will assess project success in attaining grant objectives, measure achievement of program goals, and identify elements of the grant which were most effective for this population.

Evaluation procedures will use the following methods to collect **quantitative data**: 1) Eligibility information; 2) Documentation of participant time spent with computer-based curriculum; 3) Documentation of one-on-one instructional time; 4) Documentation of participant engagement in cultural and college events; 5) Documentation of participant engagement with community workforce representatives; 6) Documentation of participant progress (HSE completion, TSI testing); 8) Documentation of upgraded employment; 9) Documentation of military enlistment; 10) Propensity scoring which compares local HSE attainment, job upgrades, and military enlistment with state and/or national averages; and 11) Budget and financial status reports. Evaluation procedures also will use the following methods to collect **qualitative data**: 1) Needs assessment tools (TABE, MyPlan); 2) Advising and coaching notes; 3) Focus groups and/or telephone surveys of former/current students, HSE graduates, area employers, and/or community leaders; 4) Individual interviews, as needed, of former/current students, HSE graduates, area employers, and/or community leaders; and 5) Director and staff performance evaluations.

Summative evaluation criteria, used to assess yearly progress toward project goals and objectives, will use quantitative data to fulfill grant requirements and provide necessary data for Annual Performance Reports and the Final Performance Report as noted in Table 4.

Table 4. Summative Evaluation – Annual Performance Indicators and Documentation	
Year 1: 2016-2017	
Performance Indicator	Documentation
1. By August 2017, 60 migrant or seasonal farm workers registered for 4-week HSE preparation and testing sessions.	Approved Participant Application
2. By August 2017, at least 75% of those who complete the HSE preparation program will successfully obtain a HSE diploma.	HSE test scores; Propensity scores
3. By August 2017, at least 80% obtaining HSE diplomas through the program during 2016-2017 will be placed into higher education, an upgraded area workforce position, or enlisted in the military.	Evidence of higher education enrollment, Employer documentation of upgraded employment, or military enlistment papers; Propensity scores
Year 2: 2017-2018	
Performance Indicator	Documentation
1. By August 2018, 60 migrant or seasonal farm workers registered for 4-week HSE preparation and testing sessions.	Approved Participant Application
2. By August 2018, at least 76% of those who complete the HSE preparation program will successfully obtain a HSE diploma.	HSE test scores; Propensity scores
3. By August 2018, at least 81% obtaining HSE diplomas through the program during 2016-2017 will be placed into higher education, an upgraded area workforce position, or enlisted in the military.	Evidence of higher education enrollment, Employer documentation of upgraded employment, or military enlistment papers; Propensity scores
Year 3: 2018-2019	
Performance Indicator	Documentation
1. By August 2019, 70 migrant or seasonal farm workers registered for 4-week HSE preparation and testing sessions.	Approved Participant Application
2. By August 2019, at least 77% of those who complete the HSE preparation program will successfully obtain a HSE diploma.	HSE test scores; Propensity scores
3. By August 2019, at least 82% obtaining HSE diplomas through the program during 2016-2017 will be placed into higher education, an upgraded area workforce position, or enlisted in the military.	Evidence of higher education enrollment, Employer documentation of upgraded employment, or military enlistment papers; Propensity scores
Year 4: 2019-2020	

Performance Indicator	Documentation
1. By August 2019, 70 migrant or seasonal farm workers registered for 4-week HSE preparation and testing sessions.	Approved Participant Application
2. By August 2019, at least 78% of those who complete the HSE preparation program will successfully obtain a HSE diploma.	HSE test scores; Propensity scores
3. By August 2019, at least 83% obtaining HSE diplomas through the program during 2016-2017 will be placed into higher education, an upgraded area workforce position, or enlisted in the military.	Evidence of higher education enrollment, Employer documentation of upgraded employment, or military enlistment papers; Propensity scores
Year 5: 2020-2021	
Performance Indicator	Documentation
1. By August 2019, 70 migrant or seasonal farm workers registered for 4-week HSE preparation and testing sessions.	Approved Participant Application
2. By August 2019, at least 79% of those who complete the HSE preparation program will successfully obtain a HSE diploma.	HSE test scores; Propensity scores
3. By August 2019, at least 84% obtaining HSE diplomas through the program during 2016-2017 will be placed into higher education, an upgraded area workforce position, or enlisted in the military.	Evidence of higher education enrollment, Employer documentation of upgraded employment, or military enlistment papers; Propensity scores

The Management Plan, which provides for both qualitative and quantitative data collection and analysis, is both thorough and informative. Assessment will be a continuous process, and information from both formative and summative assessments, will be discussed with the staff in order to reinforce best practices and to direct any changes that need to occur.

As stipulated in Statute 418A(d), the Amarillo Wesley Community Center’s Board will ensure a variety of perspectives are considered throughout the life of the HEP program grant. Since this existing Board represents diverse community members from across the Texas Panhandle, they represent the best interest of the populations they speak for and insist on a HEP program that brings success to those it is intended to serve.

Proposed

Harvest of Hope High School Equivalency Program

at Amarillo Wesley Community Center
1615 S. Roberts St.
Amarillo Texas 79102

for

Fiscal Year 2016
Application for New Grants Under
the High School Equivalency Program
CFDA 84.141A

Submitted to

U.S. Department of Education
Office of Elementary and Secondary Education
Office of Migrant Education
Washington, D.C. 20202-6200

March 7, 2016

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Harvest of Hope

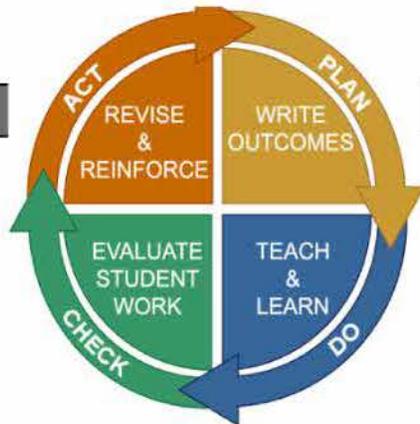
@ Wesley Community Center

Texas needs to get individuals with low-level skills up to a level where they are employable and to place them on a career track where they can progress over time to higher wages. Texas Interagency Literacy Council, 2012

Inputs	Outputs		Outcomes - Impact		
	Activities	Participants	Initial	Annual	Final
Hybrid Curricula	Personalized Instruction	Migrant, Seasonal Farm Workers	Develop Skills utilizing Computer Technology	Demonstrate Computer Literacy Skills	
Open Enrollment	TABE, HSE, MyPlan Assessments, TSI	HEP Recruiters	Develop Career Awareness	Engage in Cultural Events	Expand Student Success
Open Source Training Tools	Computer Literacy Training	HEP Instructors	Develop Personal Skills to ensure Success in Cultural and Career activities	HSE complete	Attain Educational Credentials
Training and ongoing Professional Development for Recruiters, Instructors, Support Staff	Personal Success Skills Coaching	Advisors, Mentors, Tutors	Value Community Experiences	TSI complete	Graduation Ceremony
Collaborations between Community Partners	Cultural Events, College and Career Coaching Session	Community Representatives	Engage with Community Representatives	Upgrade Employment, Enroll in IHE, or Enlist in Military	Advance Career Goals
		Representatives of local Higher Education Institutions	Design, Develop and Pursue an Educational and Career Pathway		
		Local Business Owners, Community Organizations			

Assumptions

External Factors



Assessments		
Individual Level - TABE Scores; HSE; TSI; Student Weekly Participation Hours at Center; Student Participation in College and Cultural Events; Attainment of HSE; Upgrade in Employment, Enroll in IHE, or Enlist in Military; Student Exit Survey.	Program Level - Student Success Variables; Propensity Scoring - comparing Local Results to State/National Averages; Focus Groups, Telephone Surveys and/or Interviews with current and previous participating Students and Employers.	Organizational Level - Focus Groups; Telephone Surveys & Interviews with Community Leaders and Employers.

Logic Model adapted from the University of Wisconsin

1) Need for and Significance of Project: *(i) Magnitude of Need* – Amarillo Wesley Community Center, the host institution for the proposed High School Equivalency Program, *Harvest of Hope*, is located in Amarillo, Texas, situated at the center of the Texas Panhandle. In an area covering 25,000 square miles, **an area larger than nine of this nation’s states**, farming and ranching provide the essential resource base for the nearly 550,000 residents of the 26 northern-most counties of Texas. With over 150 cattle feedyards, six million head of cattle are processed annually, making beef production in the Texas Panhandle a major contributor to Texas’ status as the number one cattle producing state in the nation. Many migrant/seasonal farmworkers are employed by feedyards whose duties include feeding, caring for and transporting cattle. Texas also is the third fastest growing state for dairy production; and, currently, more than 100 dairy plants are located in the Texas Panhandle. These Panhandle dairy plants employ between approximately 3,000 people annually. In addition to cattle and dairy production, crop production plays a major role in migrant/seasonal farmworker employment. Cotton, corn, and silage are the major crops in the Panhandle but traditional farm crops are extensive, too. Reliance on cheap seasonal or temporary labor can be found in every farming and ranching community of the Panhandle (USDA Research Service, 2016).

The magnitude of need for the area’s migrant farm workers and their families, a population disadvantaged both in educational attainment and economic status, is alarming. The Amarillo Adult Literacy Council estimates that the Texas Panhandle has more than 10,000 adults who cannot read well enough to be effective employees. As many as 27% of adults in Potter County read below the sixth grade level. And, while Hispanics comprise 49.1% of the students enrolled in grades 7-12 in Texas public schools, they account for 62.1% of the drop-out population (Texas Education Agency, 2015). This lack of formal education contributes

substantially to the number of working-poor living in the Texas Panhandle (Workforce Commission, 2012).

According to the Center of Education and the Workforce at Georgetown University, two-thirds of the job openings created from 2008 to 2018 will require postsecondary education. About half of these will be filled by people with an associate degree or occupational certificate, such as an electrician, construction manager, dental hygienist, paralegal, or police officer. Some 27 percent of people with postsecondary licenses or certificates – credentials short of an associate degree – will earn more than the average bachelor’s degree recipient. CEW points out that only 10 percent of jobs in 2018 will be available to high school dropouts. CEW’s projections clearly illuminate dire economic circumstances ahead for migrant workers and the communities in which they reside. “Texas needs to get individuals with low-level skills up to a level where they are employable and to place them on a career track where they can progress over time to higher wages” (Texas Interagency Literacy Report, 2012). This charge is even more compelling when coupled with the Census Bureau data which indicates that 89% of all Hispanic adults, ages 16+, choose not to move after they are settled in the southern region (U.S. Census Bureau, 2015).

(ii) Focus on Serving Eligible Migrants/Farm Workers – The HEP Program, *Harvest of Hope*, plans to provide non-resident and resident High School Equivalency (HSE) preparation and online testing for migrants. According to the Texas Education Agency data for 2014, over 14.5% of adults from the Amarillo Independent School District, the largest school district in the Texas Panhandle, failed to complete a high school education and just over 17% had less than a 9th grade education. Educationally and economically, migrant workers and their families, who are predominantly Hispanic, are in crisis. Poverty rates in the Texas and in Amarillo are much higher than national averages. For example, 17.7% of Texans and 17.1% of Amarillo residents live in

poverty as compared to 15.6% nationally. Locally, 18.7% of residents in southwest Amarillo (Randall County) live in poverty in comparison to 15.6% of U.S. citizens, according to the U.S. Census Bureau. In addition, educational attainment for Amarillo residents significantly lags behind the state and national averages as well as shown in Table 1.

Region	Population	Hispanic	< High School	Grades 9-12, No Diploma	Poverty
Amarillo	190,695	28.8%	7.1%	8.2%	17.1%
Panhandle	541,949	24.4%	4.16%	6.1%	12.7%
Center of Panhandle	370,606	17%	2.8%	4.8%	10.7%
NW Panhandle	33,052	51.9%	11.7%	12.8%	11.2%
NE Panhandle	46,024	30.3%	6%	9.8%	15.3%
SE Panhandle	45,073	24.1%	20%	7.9%	14.8%
SW Panhandle	47,194	58.4%	6.1%	6.6%	18.7%
Texas	25,145,561	37.6%	6.0%	7.9%	17.7%
U.S.	321,418,820	16.3%	3.8%	6.5%	15.6%

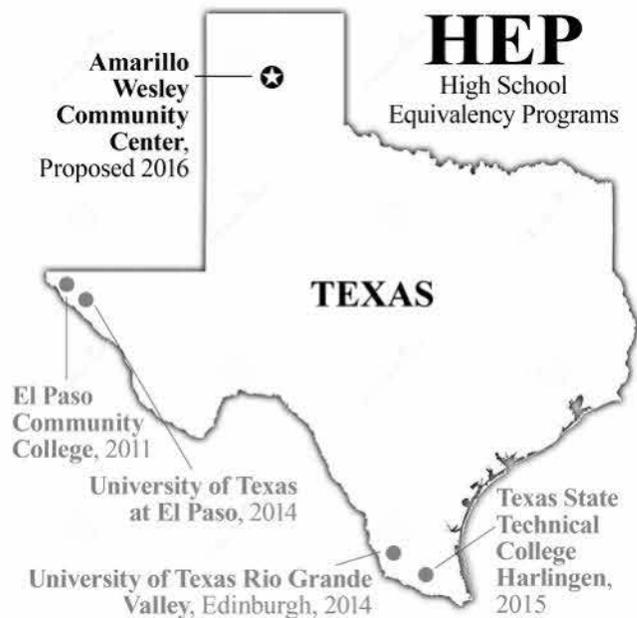
Sources: [U.S. Census Bureau American Fact Finder, 2014](#)

Center of Panhandle counties: Armstrong, Carson, Potter, and Randall; SE Panhandle counties: Childress, Collingsworth, Donley, Gray, Hall, and Wheeler ; NE Panhandle counties: Hansford, Hemphill, Hutchison, Lipscomb, Ochiltree and Roberts; SW Panhandle counties: Briscoe, Castro, Deaf Smith, Parmer and Swisher; NW Panhandle: Dallam, Hartley, Moore, Oldham and Sherman

While programs within public school systems strive to address the need for improved academic performance of migrant students, a critical need exists for intervention with those students **who have already dropped out of school**. HSE certificates, such as those that are offered through HEP, are excellent tools in enabling migrants to transition from unskilled labor to trained, qualified, and educated workers. The **mission of the proposed *Harvest of Hope* High School Equivalency Program** at Amarillo Wesley Community Center is to serve 330 migrant/seasonal farmworker dropouts during the grant period (60-70 annually) by providing for

the accomplishment of two goals: **1) participants will successfully obtain HSE diplomas; and, 2) participants will enroll in higher education, upgrade employment in the workforce, or enlist in the military.** Accomplishment of these goals will help address the needs of the migrant community in the Texas Panhandle.

(iii) Address Specific Gaps or Weaknesses in Services – The need for HEP in the Texas Panhandle is evident given the lack of services or opportunities available to migrant drop-outs.



With the May 2016 closing of the previous HEP program in Amarillo, no HEP program will exist north of El Paso which is approximately 450 miles from Amarillo. No other services provide these students with stipends for attending classes, gas reimbursement, meals, instruction, and coverage for all test fees. Even though

Texas is the second largest state for agricultural production, only 4 HEP programs are in existence in the entire state and all of them are located in far south regions. **Amarillo Wesley Community Center’s HEP will be the only service of its kind in the Texas Panhandle and is at least 285 miles to any other HEP site.** Therefore, this HEP site will be critical to address a very wide gap and weakness in services to migrants and farmworkers in this region.

Placement of the HEP program with the Amarillo Wesley Community Center will allow for centralized services to meet the needs of many disadvantaged individuals in the Texas Panhandle. In addition to Amarillo, this site will serve the needs of migrants and farmworkers

from surrounding rural towns. The Wesley Alamo building housing the project is located in the center of the Amarillo neighborhoods, just off Interstate-40.



(iv) Importance of Attainment

of Results or Outcomes – According to The Georgetown University Center on Education and the Workforce, Texas will rank #1 among the 50 states in providing jobs for high school dropouts by 2018.

However, “these jobs will increasingly fail to pay enough to support a family or pay a living wage” (*Help Wanted*, 2010). Additionally, according to the office of the state demographer, one out of six Texas residents in 2015 was born in a foreign country, providing further evidence of an expanding community of migrants in need of educational and community resources focused on improving life opportunities (*The Foreign-born Population*, 2015). Implementation of *Harvest of Hope* HEP will allow Amarillo Wesley Community Center to broaden its resources and services which seek to “create an environment where positive self-worth can be realized” and individual potential and community empowerment are maximized.

(2) Quality of Project Design: *(i) Specified and Measurable Goals, Objectives, and Outcomes* - *Harvest of Hope* offers open enrollment four-week sessions to encourage students to enter and finish promptly and proceed to the second expectation of the grant, enroll in postsecondary education/training, upgrade employment, and/or enlist in the military. This open enrollment approach allows students to immediately sign-up once they express interest

in the program, providing for an increase in the number of students and completers. Should a student not be successful in the initial 4-week session, the student may re-enroll for an additional 4-week session but the student stipend will be reduced. Due to the nature of this independent study, student outcomes are continuously evaluated including HSE and TSI attainment, college enrollment, job upgrades, and military enlistment.

The following “milestone” questions are asked: How many students completed within the initial 4-week session? How many students re-enrolled for the additional 4-week session? How many obtained their HSE in 4 weeks? How many obtained their HSE in 8 weeks? How many enrolled in college or a training program following participation in HEP? How many got a better job? How many enlisted in the military? The staff will evaluate the results and decisions will be made that ensure that the program is performing well by meeting the goals and objectives. In addition, a quasi-experimental study based on a Propensity Score Matching will be used to compare state and/or national averages of other HEP programs to this project. The goals, objectives, activities, and outcomes in Table 2 will be the emphasis of the program.

Table 2. Goals, Objectives, Activities, and Outcomes

Goal 1: The program will provide resident and non-resident High School Equivalency instruction and testing (completed in open enrollment four-week sessions) for migrant residents of the Texas Panhandle who do not have a high school diploma or equivalent and are not currently enrolled in school.

Objective 1: During each year of the project, 60-70 migrant or seasonal farm workers ages 17 or older (without high school diplomas and not currently enrolled in school) will register in an open enrollment, 4-week HSE preparation and testing program.

Objective 2: At least 75% of those who complete the HSE preparation program will successfully obtain a HSE diploma in Year 1. Each year the HSE completion rate will increase by 1%: Year 2: 76%; Year 3: 77%; Year 4: 78%; and Year 5: 79%.

Activity 1 (Year 1; replace staff as necessary): Hire all staff

Amarillo Wesley Community Center will hire personnel for the following positions: Project Director/Recruiter; Instructor/Advisor/Asst. Recruiter; Instructor/Advisor/Data Intake Supervisor; Data Analyst/Evaluator/Lead Instructor; Placement/Cultural/Grant Compliance Coordinator; and Administrative Assistant.

Anticipated Outcomes: 1) Employ project staff

Responsible Individuals: Project Director, Placement Coordinator, Lead Instructor

Activity 2 (Years 1-5, Summer): Make minor repairs to classroom

Classroom with lab space has been dedicated to HEP in a separate building owned by Wesley Community Center, the Alamo building. However, the lighting does not include indirect or natural sources required by educational best practices. In addition, electrical capacity, high-speed internet access, security, and ergonomic concerns for students and staff must be assessed and addressed with cost-effective solutions.

Anticipated Outcomes: 1) Renovation of the open classroom to ensure student motivation based on best practices; 2) Access to laptops with high-speed internet access and ergonomic seating in an open classroom to ensure students desire to work for extended time periods.

Responsible Individuals: Executive Director of Wesley Community Center, Project Director, Contractual Services

Activity 3 (Years 1-5, Summer): Obtain/replace equipment, maintain supply inventory, and purchase/revise hybrid curriculum

Anticipated outcomes: 1) Purchase, install and maintain computer technology in classroom; 2) Purchase and install all software; 3) Purchase and prepare all curricular materials.

Responsible individuals: Project Director, Lead Instructor, Administrative Asst.

Activity 4 (Years 1-5, Summer): Create and update website, electronic database, marketing materials, and required project documents necessary for project implementation and data collection. Collaborate with contractor to create synergy between project documents, marketing materials and website. Generate customized database for collecting and analyzing data, running data reports, and generating queries. Create policy and procedures manual.

Anticipated outcomes: 1) Clear communication of project goals and objectives to target audience and participants. 2) Centralized, focused recruitment message. 3) Streamlined data collection methodology and processes. 4) Consistent, standardized policies and procedures which guide project activities.

Responsible individuals: Project Director, Placement & Cultural Coordinator, Lead Instructor and Contractual Services

Activity 5 (Years 1-5, ongoing): Recruit and screen project applicants

Recruit potential students; conduct screening of project applicants. Determine program eligibility by verifying migrant/seasonal farmworker status and educational level. Administer the Test of Adult Basic Education (TABE-Locator) to all applicants to determine each participant's basic educational level (followed by a full test battery to determine the skill entry-level used to assess readiness). Assess computer literacy to determine ability to complete online, curricular components. Screening will determine final candidates for the HEP program as well as aid in identifying candidates who may be better served by referral to other existing adult basic programs, including Adult Education & Literacy services. HEP participants must (TABE) test at the 8th grade level for admittance in the program unless there are extenuating circumstances. Eligible participants for Workforce Investment Opportunity Act will be registered with WIOA first and HEP second, receiving services from both programs.

Upon entrance to the program, each student will sign a **student contract** identifying student expectations and ensuing HEP program assistance provided. These student contracts will be allow HEP staff to customize the HSE instruction, TSI testing, college and career interests and plan each student's assessment, interests and progress. The procedure necessitates ongoing, close communication and feedback among the students, Instructors, Placement/Cultural Coordinator and other staff. The Lead Instructor, Instructors/Advisors, Placement/Cultural Coordinator and will discuss the feedback at **weekly staff meetings**. Changes will be made as deemed necessary by the staff to improve instruction, environment, procedures, etc.

Anticipated Outcomes: 1) Verification of migrant/seasonal farmworker status; 2) Serve at least 60 migrant/seasonal farmworkers (age 17 and older without diplomas) annually; 3) Test results made available to instructors to assist in development of individual education plans; 4) Connection to other local resources, as identified.

Responsible Individuals: Project Director/Recruiter, Assistant Recruiter and Lead Instructor

Activity 6 (Years 1-5, ongoing): Conduct open enrollment, HSE student-centered instruction
Migrant/seasonal farmworker students, ages 17 and older without a high school diploma, will participate in 4-week sessions with start dates adjusted to their schedules. Primary instruction will be provided through a hybrid approach of online and just-in-time, one-on-one personalized instruction. This will result in successfully completing HSE. For students who need additional time on the curriculum, an extended 4-week session will be offered. The project will pay for all instructional expenses along with a weekly stipend. Assistance with travel and meals will be provided, if needed.

Anticipated Outcomes: 1) Begin first session in 2016 following hiring of personnel, completion of building renovations, and initial student recruitment; 2) Serve at least 60 migrant/seasonal farmworkers (age 17 and older without diplomas) annually; 3) Provide one-on-one instruction for those participants needing additional support to overcome barriers to basic skills or computer literacy.

Responsible Individuals: Project Director, Advisors, Lead Instructor, and Instructors

Activity 7 (Years 1-5, ongoing): Provide cultural and college & career activities

Participants will be required to attend at least one cultural event and participate in at least one college and career activity within the 4-week session; 4-week extended session participants will complete two additional cultural and college and career activities. HEP participants will have free access to attend the identified cultural and college/career activities. Scheduled monthly cultural events will be posted on the HEP web site and in the classroom. These events include Amarillo Symphony, WTAMU Football or Basketball games, Jazz concerts, Los Barrios Hispanic Heritage Luncheon, Nutcracker Ballet, Cinco de Mayo Cook-off, Chamber Barbecue, WTAMU Theatre and more. College and career activities will include personalized tours of area colleges, introductions to specific college personnel, and college orientation sessions. Personalized career connections will include introductions to hiring staff, apprenticeship opportunities, faculty at particular training locations, etc. Exposure to a wider world is a valuable part of any educational program.

Anticipated Outcomes: 1) at least 50% of each 4-week session attendees will attend a cultural event, 2) at least 80% of each extended 4-week session attendees will attend a cultural event, 3) at least 50% of each 4-week session attendees will attend a college and/or career event, 4) at least 80% of each extended 4-week session attendees will attend a college and/or career event.

Responsible Individuals: Placement & Cultural Coordinator, Advisors and Administrative Asst.

Activity 8 (Years 1-5, ongoing): Provide personal success skills coaching

Daily interaction in the classroom, attendance at cultural activities, and participation in college and career activities will provide opportunities for each student to develop personal success skills through active engagement in arranged activities with a project staff member.

Anticipated Outcomes: 1) at least 50% of each 4-week session attendees will attend a cultural event, 2) at least 80% of each extended 4-week session attendees will attend a cultural event, 3) at least 50% of each 4-week session attendees will attend a college and/or career event, 4) at least 80% of each extended 4-week session attendees will attend a college and/or career event.

Responsible Individuals: Placement & Cultural Coordinator, Project Director, Advisors, Lead Instructor, Instructors and Administrative Asst.

Activity 9 (Years 1-5, ongoing): Provide HSE testing for individuals ready to test.

The Lead Instructor will oversee scheduling the HSE testing. The program will pay all testing fees. When an individual scores high enough on practice tests, s/he may take the HSE test. Allowing students to begin testing whenever ready serves as an incentive to all. If a student does not pass the HSE, the HEP program will pay for the retest as long as the student continues to attend and participate according to student contract requirements.

Anticipated Outcomes: 1) at least 75% of those who complete the HSE preparation program will successfully obtain a HSE. Each year the HSE completion rate will increase by 1%: Year 2: 76%; Year 3: 77%; Year 4: 78%; and Year 5: 79%.

Responsible Individuals: Lead Instructor, Instructors

Activity 10 (Years 1-5, monthly): Organize graduation ceremonies

HEP will host HSE graduation ceremonies when students are ready for graduation. The Wesley Alamo building includes a stage for graduations. The graduation ceremony represents the culmination of the efforts made by the students, the instructors, the family members and all who want the best for these migrant/seasonal farmworker students.

Anticipated Outcomes: 1) Organize a graduation ceremony monthly, as needed.

Responsible Individuals: Wesley Community Center and HEP staff

Goal 2: Upon HSE graduation, the program will assist resident and non-resident HSE diploma recipients with enrollment into postsecondary education or a training program, upgraded employment, and/or enlistment into the military.

Objective 3: *At least 80% of those obtaining HSE diplomas through the program will enroll in postsecondary education or a training program, upgrade employment, and/or enlist in the military. Each year the success rate will increase by 1%: Year 2: 81%; Year 3: 82%; Year 4: 83%; and Year 5: 84%.*

Activity 11 (Years 1-5, ongoing): Provide a customized educational pathway

Participants will be required to complete MyPlan assessment within the 4-week session. Four survey areas – Interests, Personality, Values, and Skills – will provide each participant with a recommended career direction reflective of a composite score. Customized coaching from project staff will connect each student's recommended career area with local and regional career opportunities. Personnel will assist participants in creating pathways which lead to identification and attainment of educational and career goals.

Anticipated Outcomes: 1) at least 20% of each 4-week session attendees will enroll in postsecondary education or a training program, 2) at least 5% of each extended 4-week session attendees will enroll in postsecondary education or a training program

Responsible Individuals: Placement & Cultural Coordinator, Project Director, Advisors, Lead Instructor

Activity 12 (Years 1-5, ongoing): Provide instructional support and HSE diploma

attainment which leads to the individual's upgraded employment. For individuals who enter the program already employed, formal documentation of upgraded employment will be provided by the HSE graduate to the Director. For those who enter the program unemployed or underemployed, staff from the regional workforce board will assist them in obtaining employment while participating in the HEP program.

Anticipated Outcomes: 1) at least 50% of each 4-week session attendees will upgrade employment, 2) at least 80% of each extended 4-week session attendees will upgrade employment.

Responsible Individuals: Project Director, Placement & Cultural Coordinator, Advisors, Instructors, Administrative Asst.

Activity 13 (Years 1-5, ongoing): Provide information and access to military personnel which may lead to enlistment in the military. The Director and personnel will work in cooperation with recruiters from branches of the military in advising participants about opportunities and potential military careers. Interested students will visit military recruiter offices.

Anticipated Outcomes: 1) at least 10% of each 4-week session attendees will upgrade employment, 2) at least 10% of each extended 4-week session attendees will upgrade employment.

Responsible Individuals: Project Director, Placement & Cultural Coordinator, Advisors

(ii) Appropriateness of Project Design, (v) Supported by Strong Theory – The logic model for this project, *Harvest of Hope*, illustrates the organization, flow, and interconnectedness of all project elements and associated assessment methods (See page ii). This logic model design, including Inputs, Outputs, Outcomes and Assessments, is based upon successful HSE programs at two other locations. Central Piedmont Community College’s Pathways to Employment Program has been recognized by the Aspen Institute for its GED completion rate of 50% and a postsecondary/training enrollment rate of 25%. CPCC’s program offers transitional supports from HSE studies to college/career placement, including career assessment and coaching. The Urban League of Greater Hartford College Achievement Program, recognized by MDRC as a best practices program, also provides transitional supports, including college counseling, assistance in completing financial aid, college admissions applications, and advising. In addition, the successful Hartford program assists students in completing college testing requirements (TSI) and connects participants to postsecondary and training opportunities. Like *Harvest of Hope*, the Hartford program is offered through a community-based organization (Rutschow, 2014; Treskon, 2016).

As a quasi-experimental design project, *Harvest of Hope* will use Propensity Score Matching (PSM), a methodology used to assess causal effects in observational studies, by identifying similar HEP programs with common goals and assessing for causal effects of

identifiable variables, including personalized instruction versus formal curriculum, managed enrollment versus open enrollment, and program delivery via community-based organization versus program delivery via institutions of higher education. Historically, HEP programs have been managed programs within higher education institutions using a managed enrollment and a structured curriculum. This study seeks to determine if different treatments for this highly at-risk migrant group will generate greater success rates for students. It is anticipated that national and/or state HEP data submitted by higher education institutions will serve as the control group for purposes of this study. College-based and community-based HEP programs, including those noted above, have provided empirical evidence to support the theoretical linkage(s) between at least one critical component and at least one relevant outcome presented in the logic model.

(iii) Linkages with other Organizations, (iv) Increase efficiency through Linkages to Other Resources – Amarillo Wesley Community Center’s HSE program for migrant/seasonal farmworkers depends heavily on ongoing cooperation between the WTAMU, Region 16 Education Services Center, MET Inc., Los Barrios de Amarillo, Panhandle Regional Workforce Development Board, and area chambers of commerce. (See Appendix D)

Region 16 serves as the local coordinator of secondary state and federal education programs. Region 16 works with all 65 school districts in the 26-county, Texas Panhandle in coordinating educational programs for migrant/seasonal farmworker students and is committed to help recruit and refer students to the HEP project. The Migrant Division of Region 16 has committed to providing support by sharing statistical information, identifying and recruiting of students, and disseminating of HEP information to students and parents.

West Texas A&M University, the only university located in the Texas Panhandle, will serve as the institution of higher education partner with *Harvest of Hope*. In that capacity,

WTAMU will allow HEP participants access to campus facilities and events. In addition, they will provide tours of campuses, presentations by the Small Business Administration staff, and free tickets to athletic and theatre performances. In the past, WTAMU has been awarded funding to manage a College Assistance Migrant Program (**CAMP**). The institution is currently seeking a new CAMP grant; if awarded, the WTAMU CAMP will collaborate on student recruitment, provide students with financial assistance to WTAMU, and share professional development opportunities with *Harvest of Hope* staff.

MET Inc. and **Los Barrios de Amarillo** have also agreed to assist with recruitment and training for the HEP services. Motivation Education & Training, Inc. (MET Inc.) provides employment and specialized training for migrant and farm workers in five states, including Texas. In fact, MET Inc. was **awarded the only grant in Texas from the National Farmworkers Jobs Program (NFJP)**. As a key partner, MET Inc. will collaborate with HEP in ensuring that federal dollars for migrant training in Texas are used efficiently. Los Barrios de Amarillo was formed to assist in correcting the cultural, educational, and socioeconomic problems in the Mexican American community within Amarillo. This entity has offered to allow HEP graduates to apply for Los Barrios postsecondary scholarships.

Panhandle Workforce Development Board has agreed to partner with *Harvest of Hope* to provide eligible HEP participants, between the ages of 17-24, with summer employment, housing, and childcare using their WIOA Youth grant. Further, their WIOA Adult grant will provide tuition and fees, housing, and childcare to those HEP graduates desiring to pursue postsecondary education and training.

(3) Quality of Project Services: Amarillo Wesley Community Center HEP recognizes the importance of serving at-risk and disadvantaged HSE students. Of course, Wesley Community

Center mission and guidelines prohibit discrimination based on race, color, national origin, gender, age, or disability, in addition to adherence to all requirements of the General Education Provisions Act (GEPA – Public Law 103-382) requiring “equal opportunity to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under an applicable program” (Amarillo Wesley Community Center, 2016).

(i) Quality of Professional Development Offered – In order to ensure staff are trained sufficiently to work well with disadvantaged HSE, minority students, several items have been considered. To begin with, when hiring staff, consideration is given to those who have experience in HSE instruction, experience working with and/or teaching at-risk students, those who have overcome similar barriers to success that many HEP students have, and those who have cultural and linguistic expertise relevant to the migrant population. **All current key personnel surpass** these hiring requirements (See Appendix B). In addition, at the beginning of each school year, the Wesley Community Center offers a myriad of workshops that would be appropriate for the HEP staff. Region 16 Education Services Center also provides workshops that focus on teaching and meeting the needs of migrant and low-income students. All training will assist staff in providing a quality experience for the High School Equivalency Program students who are predominantly Hispanic. Every year, the staff **may attend or present at** the National Migrant Conference, State Migrant Conference, and National Stream Conferences where there are many workshops that address the challenges and rewards associated with serving a diverse and at-risk population.

(ii) Focus on Greatest Need – As noted in section 1, *Harvest of Hope*, centrally located in the Texas Panhandle, will serve a large geographical area of migrant/seasonal farmworkers who have **high rates of poverty, seasonal employment, and low education levels**. Effective screening of candidates is essential. Factors to be considered for acceptance into the program

include: economic need (highest priority), likelihood of successful completion (pre-assessment of 8.5 grade level), motivation of participant, family support, and potential for quality-of-life improvements for individuals and their families. Because of dropping out of high school and the type of work in which they are involved, the majority of HEP recruits demonstrate great need.

(iii) Improve employment skills – The Director, Recruitment/Placement Coordinator, members of the Wesley Community Center Advisory Board and collaborative partners, including the Panhandle Workforce Development Board, will provide input about potential academic and career paths for participants. This enables HEP to provide instruction and skill development directly beneficial to the participants' lives. Community, collaborative partners, and Amarillo Wesley Community Center staff will provide **career information and connections to unique opportunities** determined by individual student needs and demonstrated interest and ability. Students also will attend **special events** such as career fairs and college recruiting days. These events help provide students with the opportunity to experience college life while gaining valuable information for college certificates and degrees leading to specific careers. The Director and Recruitment/Placement Coordinator will host a **workshop** each session to teach students **resume writing and interviewing skills**. The most essential piece of improving employment skills is providing the students with **basic skills instruction** so that they can get a HSE, a certificate which will open many doors of opportunity for these migrant/seasonal farmworker students.

(4) Quality of Project Personnel: Amarillo Wesley Community Center guidelines prohibit discrimination, including **adherence to all requirements of the General Education Provisions Act (GEPA— Public Law 103-382)** requiring “equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under an

applicable program.” In addition to those minimum requirements, all HEP job descriptions request the candidate have established rapport with disadvantaged, HSE individuals, and preference be given to individuals with experience working with migrant populations, bilingual, cultural and linguistic expertise relevant to migrant populations. (See Appendix C for job descriptions.) The qualifications of the director, key personnel, and consultant follow:

(i) Qualifications of Project Director – The **Director**, Vince Salinas, obtained a Master’s degree in Rehabilitation Counseling from Texas Tech University in 2003 and a Bachelor’s degree in Physical Education from West Texas A&M University in 1986. Mr. Salinas served as the Recruitment Coordinator for the first five-year cycle of a local, college-based HEP grant, and then became the Director during the second grant cycle. He also worked for six years as a Counselor at Texas Rehabilitation Commission which allowed him the opportunity to work with at-risk students. He is bilingual, and grew up as a low-income, first generation, migrant student. He is well aware of the hardships migrant students and their families face since he grew up in the same circumstances. Mr. Salinas continues his training through graduate coursework and attending the National and State Migrant Education Conferences as well as the National and State Central Stream Conferences.

(ii) Qualifications of key personnel – Charles Mestas, HEP **Instructor, Advisor and Assistant Recruiter** obtained a Master’s degree in Mid-management from West Texas A&M University and a Bachelor’s degree in Social Studies Composite from Eastern New Mexico University. In addition to working on a local, college-based HEP grant, Mr. Mestas also served as a TRIO Program Specialist at the university-level. Having dedicated a lifetime of service to migrant students, Mr. Mestas, who is also bilingual, worked as Migrant Student Advisor and coach within the Amarillo Independent School District. An active leader in Amarillo area community

groups, including Los Barrios de Amarillo and Leadership Amarillo and Canyon, Mr. Mestas is well aware of the many needs of the population that is served by HEP.

As **Advisor, Instructor, and Data Intake Supervisor**, Luinda Verden, delivers expertise acquired over a 31-year career of teaching and advising Amarillo Independent School District students enrolled in one of the most at-risk high schools in the city, Caprock High School. While working with large populations of Hispanic, low performing students, Ms. Verden also volunteered at and served on the board of Amarillo Wesley Community Center for years. Following her retirement from the Texas public school system, Ms. Verden has remained involved with at-risk adults, serving as a basic skills instructor, First-Year Experience administrative assistant, and FYE Peer Mentor coordinator at Amarillo College.

Serving as **Data Analyst, Evaluator, and Lead Instructor**, Dr. Lana Jackson provides a mix of instructional and administrative leadership skills gleaned over a 32-year career at both secondary and community college levels. As a first-generation college student, Dr. Jackson understands the emotional and cultural obstacles which first-time college students must face when advancing into postsecondary education. In addition, as a faculty leader at the local community college where 60% of college students are in poverty and a majority are at-risk, Dr. Jackson works daily with both migrant and native students who are seeking better lives. Most recently, Dr. Jackson led a college-wide committee to review data and implement strategies to enhance student learning and improve student success. In addition to writing the curriculum for the college and career readiness courses, EDUC 1100 and 1300, Dr. Jackson has taught the course, analyzed the data, and revised the course to improve student success. This five-year project has resulted in increased retention and success among Amarillo College's most at-risk student population. Her extensive experience as a professional development leader and a

recognized Texas Higher Education Coordinating Board (THECB) faculty trainer is documented on her resume. Lastly, Dr. Jackson has served as chair of the institution's IRB committee, overseeing research projects, while also directing several grant projects at the college.

As **Placement, Cultural, Grant Compliance Coordinator**, Danita McAnally provides significant experience in using various data elements to make strategic decisions regarding educational programming and service development. A 37-year higher education veteran, Ms. McAnally has spent her career identifying opportunities for at-risk and non-traditional students, seeking funding and support for programs, and clarifying program focus and direction using empirical research findings. Her most recent projects have engaged stakeholders across the Amarillo community in addressing the needs of the most at-risk in the Texas Panhandle through educational opportunities, workforce incentives, and visionary programming. She is a passionate leader in the movement to create stackable credentials within educational pathways which will allow at-risk students to enter the workforce with a living wage and continue to advance their knowledge and skills to their desired level of career and lifestyle attainment.

(5) Quality of Management Plan – *(i) Clearly defined responsibilities, timelines and milestones, (iii) Time Commitments are appropriate and adequate* – Job descriptions and **clearly defined the responsibilities** for each position for all **Key Personnel** are located in Appendix C. Given the extensive experience of the staff, the six positions are appropriate and adequate to meet the HEP goals and objectives. Direct day-to-day management is provided by a full-time Project Director (PD) who ensures that goals, objectives, activities and outcomes are monitored and met on time and that staff clearly understand their responsibilities. The Director provides overall administrative supervision and serves a 100% time commitment. In addition to the Project Director/Recruiter, key personnel are either full-time or half-time and include the

Instructor/Advisor/Asst. Recruiter (100%), Instructor/Advisor/Data Intake Supervisor (50%), Data Analyst/Evaluator/Lead Instructor (50%), Placement/Cultural/Grant Compliance Coordinator (50%), and Administrative Assistant (100%). Peer Tutors will support HEP participants and will work up to 19 hours a week.

The **Management Plan**, including clearly defined responsibilities, timelines, and milestones, provides evaluation criteria for each activity to ensure program effectiveness. Formative assessments noted in Table 3 will assist in identifying weaknesses in the program which require modifications throughout the life of the grant for ensured success.

Table 3. Activity, Formative Evaluations for Program Effectiveness, Responsible Party		
Activity	Evaluation	Responsibility
<i>Activity 1: Hire all staff (Year 1, replace staff as necessary)</i>	Advertise, interview, and hire personnel as specified. Conduct annual Director and staff performance evaluations. <u>Evaluation Instrument:</u> Standardized Performance Evaluation	Project Director, Placement Coordinator, Lead Instructor
<i>Activity 2: Make minor repairs to classroom (Years 1-5, Summer)</i>	Electrical capacity, high-speed internet access, and ergonomic concerns of students and staff will be addressed with cost-effective solutions in accordance with project budget. <u>Evaluation Instrument:</u> Focus groups, interviews from project participants	Executive Director of Wesley Community Center, Project Director, Contractual Services
<i>Activity 3: Obtain/replace equipment, supplies, and hybrid curriculum (Years 1-5, Summer)</i>	Purchase computer technology, software, and curricular materials in accordance with project budget. <u>Evaluation Instrument:</u> Timely student progress, HSE completions	Project Director, Lead Instructor, Administrative Asst.

<p><i>Activity 4: Create and update website, electronic database, marketing materials, and required project (Years 1-5, Summer)</i></p>	<p>Design necessary communication and data collection tools necessary for project management in accordance with project budget.</p> <p><u>Evaluation Instrument:</u> Focus groups, interviews from project participants</p>	<p>Project Director, Placement & Cultural Coordinator, Lead Instructor and Contractual Services</p>
<p><i>Activity 5: Screen project applicants (Years 1-5, ongoing)</i></p>	<p>Screen project applicants to determine program eligibility by verifying migrant/seasonal farmworker status and educational level.</p> <p><u>Evaluation Instrument:</u> Participant Application, TABE Locator test</p>	<p>Project Director/ Recruiter, Assistant Recruiter and Lead Instructor</p>
<p><i>Activity 6: Conduct open enrollment 4-week HSE student-centered instruction. Conduct open enrollment in 4-week extended session. (Years 1-5, ongoing)</i></p>	<p>Individual needs will be addressed as students enroll engage in a hybrid approach of online and just-in-time, one-on-one personalized instruction.</p> <p><u>Evaluation Instrument:</u> TABE test</p>	<p>Project Director, Advisors, Lead Instructor, and Instructors</p>
<p><i>Activity 7: Provide cultural and college & career activities. (Years 1-5, ongoing)</i></p>	<p>Participants will attend at least one cultural event and participate in at least one college and career activity within each 4-week session.</p> <p><u>Evaluation Instrument:</u> Attendance documents for each event.</p>	<p>Placement & Cultural Coordinator, Advisors, and Administrative Asst.</p>
<p><i>Activity 8: Provide personal success skills coaching. (Years 1-5, ongoing)</i></p>	<p>Active engagement in arranged activities with a project staff member will allow identification and practice of skills necessary for personal success.</p> <p><u>Evaluation Instrument:</u> Focus groups, Interviews with project participants.</p>	<p>Placement & Cultural Coordinator, Project Director, Advisors, Lead Instructor, Instructors and Administrative Asst.</p>
<p><i>Activity 9: Provide HSE testing (Years 1-5,</i></p>	<p>Upon completion of customized, hybrid curriculum, students complete and pass HSE test.</p> <p><u>Evaluation Instrument:</u> HSE instrument</p>	<p>Lead Instructor, Instructors</p>

<i>ongoing)</i>		
<i>Activity 10: Organize graduation ceremonies. (Years 1-5, monthly)</i>	Host a monthly graduation ceremonies for HSE diploma recipients. Evaluation: Documented HSE scores; Focus groups, Interviews with project participants.	Wesley Community Center and HEP staff
<i>Activity 11: Provide a customized educational pathway (Years 1-5, ongoing)</i>	Personnel will assist participants in creating pathways which lead to identification and attainment of educational and career goals. Evaluation Instrument: TSI test, MyPlan assessment, documented coaching session, Focus groups/Interviews	Placement & Cultural Coordinator, Project Director, Advisors, Lead Instructor
<i>Activity 12: Upgrade individual's employment (Years 1-5, ongoing)</i>	Personnel will assist participants with completing necessary paperwork to upgrade their employment. Evaluation Instrument: HSE documentation, job-specific paperwork	Project Director, Placement & Cultural Coordinator, Advisors, Instructors, Administrative Asst.
<i>Activity 13: Military enlistment (Years 1-5, ongoing)</i>	Participant enlists in military. Evaluation Instrument: Documentation of/from military personnel, One-on-one interviews with project participants	Project Director, Placement & Cultural Coordinator, Advisors

5(ii) *Feedback and Continuous Improvement* – Formative assessments are detailed above by Activity. Section 7 fully details the comprehensive evaluation plan, including ongoing feedback and continuous improvement, that has been designed for the High School Equivalency Program to demonstrate its effectiveness in attaining all project goals and objectives (See Section 7).

(6) Adequacy of Resources: (i) *adequacy of support*, (ii) *demonstrated commitment* – *Harvest of Hope* is fully supported by Amarillo Wesley Community Center’s leadership and has access to the Wesley’s full support system. This includes **facilities, social services, financial management and administrative support**. An organizational chart in Appendix A details the reporting structure. The HEP proposal includes highly experienced staff (See Section 4),

supplemented by support from Wesley's employees and collaborating organizations, to assure adequate and comprehensive services.

(iii, iv) costs are reasonable, (v) potential for incorporation – The **HEP budget** adheres to federal regulations that require effective use of resources to achieve project objectives (See Budget Narrative). The Director works closely with the Wesley's Business Office to oversee grant expenditures including monthly account reconciliations, personnel time and effort, recordkeeping, purchasing, travel, equipment inventory, and year-end fiscal reviews. The HEP office maintains an internal accounting of all expenditures and reconciles monthly with the official records kept in the Business Office. These procedures allow the project to operate **within its budget**.

(7) Quality of the Project Evaluation: *(i) methods of evaluation are thorough, feasible, and appropriate, (ii) provide performance feedback and permit periodic assessment of progress* – Evaluation will be both **formative** and **summative**. Formative evaluation will allow project staff to continuously monitor and improve the project: 1) by engaging in ongoing qualitative assessments of activities, policies, personnel, and procedures, and 2) by allowing timely, data-based decisions which lead to necessary revisions to ensure accomplishment of project goals. Summative evaluation will include yearly assessment of project goals and objectives using quantitative data to measure attainment of yearly objectives. The Annual Performance Review will include not only the required performance and financial expenditure information, but will also include a Plan of Action, based upon qualitative and quantitative data results, for improving project delivery and enhancing student performance.

(iii) evidence of promise – While the Annual Performance Review serves as an annual, summative report for grant documentation, it also will serve as a formative guide for *Harvest of*

Hope staff as they make recommendations regarding student recruitment sources, delivery of student-focused pedagogy, and much more based upon data pulled and analyzed from the Pivot Tables, Propensity Score Matching with similar projects, and qualitative feedback. The summative, Final Performance Report will assess project success in attaining grant objectives, measure achievement of program goals, and identify elements of the grant which were most effective for this population.

Evaluation procedures will use the following methods to collect **quantitative data**: 1) Eligibility information; 2) Documentation of participant time spent with computer-based curriculum; 3) Documentation of one-on-one instructional time; 4) Documentation of participant engagement in cultural and college events; 5) Documentation of participant engagement with community workforce representatives; 6) Documentation of participant progress (HSE completion, TSI testing); 8) Documentation of upgraded employment; 9) Documentation of military enlistment; 10) Propensity scoring which compares local HSE attainment, job upgrades, and military enlistment with state and/or national averages; and 11) Budget and financial status reports. Evaluation procedures also will use the following methods to collect **qualitative data**: 1) Needs assessment tools (TABE, MyPlan); 2) Advising and coaching notes; 3) Focus groups and/or telephone surveys of former/current students, HSE graduates, area employers, and/or community leaders; 4) Individual interviews, as needed, of former/current students, HSE graduates, area employers, and/or community leaders; and 5) Director and staff performance evaluations.

Summative evaluation criteria, used to assess yearly progress toward project goals and objectives, will use quantitative data to fulfill grant requirements and provide necessary data for Annual Performance Reports and the Final Performance Report as noted in Table 4.

Table 4. Summative Evaluation – Annual Performance Indicators and Documentation	
Year 1: 2016-2017	
Performance Indicator	Documentation
1. By August 2017, 60 migrant or seasonal farm workers registered for 4-week HSE preparation and testing sessions.	Approved Participant Application
2. By August 2017, at least 75% of those who complete the HSE preparation program will successfully obtain a HSE diploma.	HSE test scores; Propensity scores
3. By August 2017, at least 80% obtaining HSE diplomas through the program during 2016-2017 will be placed into higher education, an upgraded area workforce position, or enlisted in the military.	Evidence of higher education enrollment, Employer documentation of upgraded employment, or military enlistment papers; Propensity scores
Year 2: 2017-2018	
Performance Indicator	Documentation
1. By August 2018, 60 migrant or seasonal farm workers registered for 4-week HSE preparation and testing sessions.	Approved Participant Application
2. By August 2018, at least 76% of those who complete the HSE preparation program will successfully obtain a HSE diploma.	HSE test scores; Propensity scores
3. By August 2018, at least 81% obtaining HSE diplomas through the program during 2016-2017 will be placed into higher education, an upgraded area workforce position, or enlisted in the military.	Evidence of higher education enrollment, Employer documentation of upgraded employment, or military enlistment papers; Propensity scores
Year 3: 2018-2019	
Performance Indicator	Documentation
1. By August 2019, 70 migrant or seasonal farm workers registered for 4-week HSE preparation and testing sessions.	Approved Participant Application
2. By August 2019, at least 77% of those who complete the HSE preparation program will successfully obtain a HSE diploma.	HSE test scores; Propensity scores
3. By August 2019, at least 82% obtaining HSE diplomas through the program during 2016-2017 will be placed into higher education, an upgraded area workforce position, or enlisted in the military.	Evidence of higher education enrollment, Employer documentation of upgraded employment, or military enlistment papers; Propensity scores
Year 4: 2019-2020	

Performance Indicator	Documentation
1. By August 2019, 70 migrant or seasonal farm workers registered for 4-week HSE preparation and testing sessions.	Approved Participant Application
2. By August 2019, at least 78% of those who complete the HSE preparation program will successfully obtain a HSE diploma.	HSE test scores; Propensity scores
3. By August 2019, at least 83% obtaining HSE diplomas through the program during 2016-2017 will be placed into higher education, an upgraded area workforce position, or enlisted in the military.	Evidence of higher education enrollment, Employer documentation of upgraded employment, or military enlistment papers; Propensity scores
Year 5: 2020-2021	
Performance Indicator	Documentation
1. By August 2019, 70 migrant or seasonal farm workers registered for 4-week HSE preparation and testing sessions.	Approved Participant Application
2. By August 2019, at least 78% of those who complete the HSE preparation program will successfully obtain a HSE diploma.	HSE test scores; Propensity scores
3. By August 2019, at least 83% obtaining HSE diplomas through the program during 2016-2017 will be placed into higher education, an upgraded area workforce position, or enlisted in the military.	Evidence of higher education enrollment, Employer documentation of upgraded employment, or military enlistment papers; Propensity scores

The Management Plan, which provides for both qualitative and quantitative data collection and analysis, is both thorough and informative. Assessment will be a continuous process, and information from both formative and summative assessments, will be discussed with the staff in order to reinforce best practices and to direct any changes that need to occur.

As stipulated in Statute 418A(d), the Amarillo Wesley Community Center's Board will ensure a variety of perspectives are considered throughout the life of the HEP program grant. Since this existing Board represents diverse community members from across the Texas Panhandle, they represent the best interest of the populations they speak for and insist on a HEP program that brings success to those it is intended to serve.

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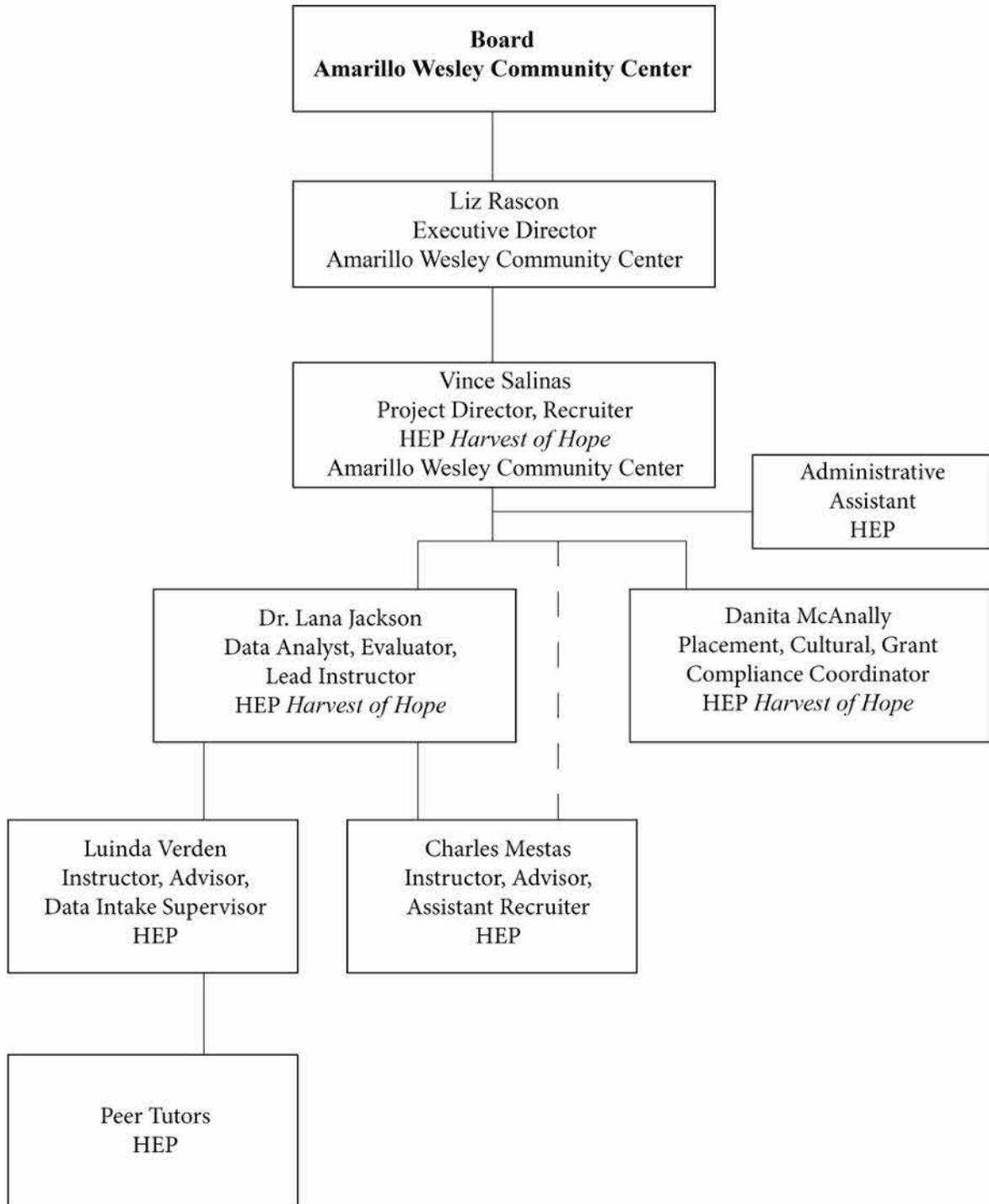
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APPENDIX A: Organizational Chart



APPENDIX B: Resumes

Vince Salinas

EDUCATION

West Texas State University, Canyon, TX Bachelor of Arts; Education Health Education	1980-1986
Texas Tech University, Lubbock, TX Masters in Vocational Rehabilitation Counseling	2000-2003 North
Central University, Prescott, AZ Student in Higher Education	2008-2013 Doctoral

EMPLOYMENT

HEP Project Director
 Amarillo College 2005-2016
 Responsibilities included being actively involved in overseeing that the projects performance objectives were accomplished. Supervised the activities of other project personnel. Other responsibilities included planning, supervising and implementation of project objectives and activities. Managed project budget throughout the year. Supervised documentation and computerized accountability system. Oversaw student activity plans and provided advising, intervention and referral. Communicated effectively with staff of the Department of Education. Maintained positive working relationships with collaborating agencies in the service area.

*HEP Project Recruiter/Placement
 Coordinator*
 Amarillo College 2000-2005
 Responsibilities included the recruitment, counseling, and tracking of individuals that have not obtained their high school diploma. Worked closely with Region XVI migrant counselor, migrant coordinators of various school districts, AC’s Community Link project, and WIA personnel in order to recruit potential HEP students. Assisted students in entering institutions of higher education, entering competitive employment, and informing them of military careers. This position included administering assessment tools to determine program eligibility.

Vocational Rehabilitation Counselor II
 Texas Rehabilitation Commission 1995-2000
 Provided vocational rehabilitation services to all eligible individuals in an assigned work area while always seeking successful employment of the vocationally handicapped in accordance with policy. Establishment of relationships with public and private employers, professional groups, medical community, as well as employment resources necessary. Responsible for managing the client budget and applying latitude and judgment to carry out Commission policy.

LANGUAGES: English, Spanish

Charles A. Mestas

(b)(6)

Education

- Master’s Degree in Mid-Management
WTAMU, Canyon, TX
- Driver’s Education Certificate
WTSU
- BS, Eastern New Mexico University
Social Studies Composite
Minor: Business Administration
Portales, NM

Career History

- | | |
|---|----------------------|
| <p>Recruitment/Placement Coordinator
High School Equivalency Program, Amarillo College</p> <ul style="list-style-type: none"> • Perform the primary recruitment and placement duties to meet the objectives of the HEP Grant. • Establish effective working relationships with Region XVI, school districts, and Texas Workforce in order to recruit prospective HEP students. • Establish an effective working relationship with area employers, institutions of higher learning, military recruiters in order to place HEP students who obtain their GED. | <p>5/14-6/30/15</p> |
| <p>Program Specialist
Trio Programs, ENMU-R</p> <ul style="list-style-type: none"> • Conduct individual information sessions and follow-ups with students. • Conduct, refer, and arrange meetings with personnel. • Collect and survey available information. • Inform general public of EOC Services. • Serve prospective and current students in Southeastern New Mexico. | <p>6/13-5/14</p> |
| <p>Migrant Student Advisor/Administrator
Amarillo Independent School District, Palo Duro High School</p> <ul style="list-style-type: none"> • Implemented a coordinated plan for providing instructional guidance, advise and counseling, tutorial and other support services for migrant students and any student needing advise. • Coordinated activities that provided migrant parents access to Adult Basic Education programs and parent training. • Coordinated support and community services for migrant families. • Served as a translator and interpreter for Spanish speaking families. • Compiled weekly and monthly reports and other data for program application and evaluations. | <p>8/1999-5/2012</p> |
| <p>Teach/Coach/Administrative Assistant
Amarillo Independent School District, Palo Duro High School</p> <ul style="list-style-type: none"> • Subjects taught: Government, Economics, U.S. History, World History, World Geography, Sociology, Psychology, Peer Assistance Leadership Class. • Coached Varsity Football, Basketball, and Baseball. • Served in the capacity of an administrator when other administrators were absent. | <p>8/1986-5/1999</p> |

Professional References

(b)(6)

Memberships and Affiliations

Los Barrios de Amarillo, President
Leadership Amarillo and Canyon, Board of Directors
Goodwill, Board of Directors
Knights of Columbus
St. Mary's Church Parish Council
Diocese of Amarillo Bishop Advisory Council
American Racquetball Association
Amarillo College Community Link Advisory Board
Texas Alliance for Minorities in Engineering Board Member
Tyson Scholarship Committee

Luinda Verden

(b)(6)

Education –

- Bachelor of Arts, English - Texas Tech University
 - Texas Teaching Certificate, Texas Education Agency: Journalism, English (Grades 6-12)
- Graduate – Wheeler High School

Career Profile –**Amarillo College, 2009-present**

- First Year Experience Administrative Support Specialist, September 2014-present
- Transition TX grant: peer mentor supervisor, October 2015-present
- Work-Study Peer Mentor grant: peer mentor supervisor, January 2015-August 2015
- Access Learning Lab Instructor, September 2009-May 2011
- All above positions serve at-risk students

Caprock High School, Amarillo Independent School District, August 1976-May 2007

- English Teacher, TAKS Tutor working with at-risk students
- Journalism Teacher, Yearbook and Newspaper Adviser
- University Interscholastic League (UIL) Journalism Judge, 1990-present
- Assistant Director for Regional UIL Journalism Contest, 1998-2002

Community Involvement –**Wesley Community Center, 1990-2006**

- Board of Directors: President, Vice-President and Secretary
- Board of Trustees

Delta Kappa Gamma, Zeta Zeta Chapter, 1992-present

- State: Legislation Committee, 2013-2015; Convention Signs and Posters Chairman, 2007
- Area: Area Coordinator, Area 11, 2015-present; Area Workshop presenter
- Chapter Offices: President, 2012-2014; Recording Secretary, 2002-2004; First Vice President, 1996-1998
- Chapter Committee Chairman: Finance, Newsletter, Scholarship/World Fellowship, Ceremonials/Necrology, Membership, Programs, Communications
- Chapter Representative: Amarillo Area Coordinating Council, 2012-2014, 1996-1998

Amarillo Baccalaureate Committee, 1997-2007

- Worked with community leaders and seniors from the Amarillo ISD high schools to plan and conduct the religious service for AISD seniors

Trinity United Methodist Church, 1988-present

- Sanctuary Choir and Handbell Choir
- Committee Chairman for Staff Parish Relations Committee, Scholarship Committee
- Vice Chairman for Administrative Board
- Secretary for Trustees Committee, Building Committee

South Lawn Elementary, 2007-2011

- Volunteer for TAKS and STARR Testing
-

Lana C. Jackson, Ph.D.

(b)(6)

Education ~**Doctor of Philosophy, Higher Education**

Texas Tech University

Dissertation: *Faculty Actions and Student Satisfaction in Distance Education Courses at Three Texas Community Colleges***Master of Arts, Education Administration**

University of Texas of the Permian Basin

Bachelor of Arts, Mass Communications, Graduated with Honors

University of Texas of the Permian Basin

Associate in Arts, General Studies, Odessa College**Graduate, Andrews High School****Certifications ~****Mid-management Administrator Certificate (PK-12), Texas Education Agency****Texas Teaching Certificate, Texas Education Agency: Journalism, Government, English (Grades 06-12)****Career Profile ~****Amarillo College, 1996-present****Title V Project Director, 2015-present**

Responsibilities include: directs and facilitates grant activities which improve student success, persistence, and associate degree completion among AC's high-need population through the re-design of 33 high-risk, developmental and core curricula courses and the creation of a Foundational Advising Center. Serves as primary contact with U.S. Department of Education grant officer and external evaluators.

Department Chair/Professor, First Year Experience Department, 2012-present

Quality Enhancement Plan (QEP) Director, 2009-2012

Responsibilities include: develops, implements and scales the First-Year Seminar; develops and revises the short- and long-range goals, objectives, and budgets related to the FYS using quantitative institutional data; conducts and assesses qualitative data related to the implementation and scaling of the FYS; plans, implements and assesses FYS Instructor Certification Workshops; plans and maintains professional development activities for Certified FYS Instructors.

Director of Career Clusters Development, Summer 2009-2011

Responsibilities include: integrates AC instructional programs into the Career Clusters structure through the coordination of college-wide personnel and programs; serves as outreach liaison to business and industry representatives for cluster programming needs. Professor, Mass Communication Department, 1996-2010; Tenured, 2003

Department Chair, 2003-2011

Tascosa High School, Amarillo Independent School District, 1987-1996

Journalism Teacher, Yearbook and Newspaper Adviser
Administrative Assistant, 1990-1993

Andrews High School, Andrews Independent School District, 1983-1986

Journalism/English Teacher, Yearbook and Newspaper Adviser

Postsecondary Projects ~

Title V, Amarillo College, 2015-2020

Work-Study Peer Mentor Grant, Texas Higher Education Coordinating Board (THECB), 2015-2017

LEAP Texas Faculty Fellow, Association of American College & Universities (AAC&U) Faculty Collaboratives Project, 2015-present

TransitionTX Grant, Texas Higher Education Coordinating Board (THECB), 2014-2015
As grant director, coordinate the use of Peer Mentors/Tutors across First-Year Seminar

courses, advising, and tutoring at Amarillo College.

TransitionTX Grant, Texas Higher Education Coordinating Board (THECB), 2013-2016

As coordinator and lead trainer, 1) provide a Train-the Trainer Model for Certification of FYS Instructors at Victoria College, Lonestar College, Dallas County Community College District, and Odessa College; and 2) provide training in Mentor/Tutor Training and Calling Program to identified community colleges.

Curriculum Development Leader for the First-Year Seminar (FYS), a college and career readiness course for college freshmen, 2011-present

Postsecondary & Professional Development Presentations ~

Re-imagining the FYS through an e-Portfolio Model, 35th Annual Conference on The First Year Experience, Orlando, FL, February 2016

A Texas Perspective on the Freshman Seminar Course, LEAP Texas Faculty Fellows' Charrette. National Institute for Learning Outcomes Assessment (NILOA) at the Association of American Colleges & Universities (AAC&U) Conference, New Orleans, LA, February 2016

Transition TX: A Texas-sized Collaboration, Student Success Summit, THECB Success Summit, Austin, TX, July 2015

FYS Certified Instructors: Engaged, Energized, Extraordinary, 34th Annual Conference on The First Year Experience, Dallas, TX, February 2015

Postsecondary Grants & Honors ~

Excellence in Data-Driven Instruction and Scholarly Teaching, Amarillo College Faculty Excellence Award, 2015

Title V Grant, U.S. Department of Education, 2015-present

Work-Study Mentorship Program Grant, Texas Higher Education Coordinating Board (THECB), 2015-2017

Danita McAnally

(b)(6)

Summary Qualifications:

Experienced community college executive, administrator and faculty member with an extensive track record of integrity and success. Visionary, collaborative leader, excellent oral and written communicator, strategic planner, expert facilitator and change agent. Proven entrepreneurial leader, strategic grants fundraiser, and skilled project manager. Experienced in grant compliance. Significant experience in using various data to make strategic decisions regarding educational program/service development, revisions and growth options, targeted enrollment, and institutional accreditation

PROFESSIONAL TRAJECTORY**Amarillo College – 1987-2015**

Retired from AC in January 2015. Last position held was Chief of Planning and Advancement. Held five administrative positions including Dean of Assessment and Development, Associate Dean of Assessment and Development, Director of Institutional Effectiveness and Advancement, and Director of the Self-Study for Reaffirmation of Accreditation. Held three faculty titles including Department Chairman of Radio-TV and Journalism, Associate Professor of Radio-TV, Mass Communication and Speech and Assistant Professor of Radio-TV, Mass Communications, and Speech. Received faculty tenure and promotion. Extensive experience including the following significant accomplishments and responsibilities as aligned with this job's duties:

- Led transition to career clusters and now career pathways which are now being used to implement Civitas' Degree Map. Implemented stackable credentials to ensure on-ramps for low-income students and/or under-employed adults
- Recommended funding approach to implement EMSI's Career Coach with 24/7 access for students to identify careers/jobs demand, pay and required education and experience
- Represented college on community-wide collective impact entitled [No Limits No Excuses](#) including member of NLNE Full Partnership, Co-Chair of Data Team, an original planning committee member, and contributing member of team that developed the successful \$2.5 million Bill and Melinda Gates Foundation Partners for Postsecondary Success grant
- Wrote the Kresge Men of Color application for AC that allowed AC to be selected to participate in this initiative
- Discovered the data angle and compiled the results that allowed AC to be represented at the White House Summit for Community Partnerships in Dec. 2014
- Created Women in Industry and Men in Healthcare events that continue four years later and have increased enrollment and completers in programs of both instructional divisions
- Over-saw the implementation of Achieving the Dream data and served on AC's Achieving the Dream (No Excuses) Core Team. Served as a co-primary writer for AC's AtD annual report and Leader College application. AC became an AtD Leader College in three years – October 2014

- Spoke at first statewide community college Texas Success Institute on importance of community-wide collective impact
- Seasoned public relations expert who understands dynamics of press reactions and appropriate responses. Taught course in media relations for executives. Recognition of importance of brand imaging and targeted marketing.
- Ensured that AC met or exceeded all expectations from regional accreditation association including compliance with Department of Education Title IV requirements
- Over-saw grant compliance for more than five years and attended several grant compliance training by Michael Brustein, leading expert in federal grants mgmt.
- Graduated from Leadership America 2014

Navarro College – 1979-1987

During the 8 years at Navarro College, held two positions: Director of TV (low-power TV station) and Instructor of Radio/Television. Also, taught Public Speaking courses and lead a unit of the college which produced corporate videos for companies including Guardian Glass.

New Mexico State University – 1978-1979

Served as Director of Learning Resource Center for College of Education. Also, served as a Lecturer of Instructional Media.

EDUCATION**Eastern New Mexico University**

Master of Education, Major: Educational Media

Eastern New Mexico University

Bachelor of Science, Major: Radio-Television; Minor: Speech

Texas Tech University

Additional Graduate Study, Mass Communications

East Texas State University

Additional Graduate Study, Education

West Texas State University

Additional Graduate Study, Communications

APPENDIX C: Job Descriptions

Project Director/Recruiter - Vince Salinas
Reports to: Executive Director of Amarillo Wesley Community Center Supervises: All project personnel
Qualifications:
<ol style="list-style-type: none"> 1. Master’s degree in education or related field required 2. Minimum of five years experience in education 3. Two years teaching experience in higher education or two years experience in a program working with disadvantaged populations, preferably migrant 4. Success in overcoming circumstances such as low income, first generation, disadvantaged, etc. with priority given to individuals with knowledge about the migrant population 5. Excellent administrative, management, and budgeting skills 6. Strong leadership, organization, and communication skills 7. Strong connections to migrant, farmworker communities and providers 8. Strong connections to Hispanic businesses and chambers of commerce 9. Bilingual required
Performance Responsibilities:
<ol style="list-style-type: none"> 1. Oversee entire HEP grant 2. Ensure full implementation and completion of objectives/activities 3. Manage project budget 4. Represent the project in the community 5. Coordinate services and assure positive working relationship with project’s partners 6. Communicate with Department of Education’s Office of Elementary and Secondary Education (OSES) on project’s behalf 7. Provide opportunities for all staff to receive ongoing professional development training regarding best practices in instruction of migrant and farm worker students 8. Approve annual performance reports (APR) 9. Evaluate direct reports annually 10. Recruit eligible students from across the Texas Panhandle and connect them to the project 11. Provide regular updates to Executive Director of Wesley Community Center 12. Fulfill other duties as necessary for successful project completion
Terms of Employment: 12 month position; 100% time on project; competitive salary
Evaluation: written evaluation at least once annually by the Executive Director of Amarillo Wesley Community Center
Instructor/Advisor/Assistant Recruiter – Charles Mestas
Reports to: Lead Instructor
Qualifications:
<ol style="list-style-type: none"> 1. Bachelor’s degree required, Master’s preferred 2. Minimum of five years teaching experience required and/or experience in recruiting/placement 3. Success in overcoming circumstances such as low income, first generation, disadvantaged, etc. with priority given to individuals with knowledge about the migrant population 4. Strong connections to Hispanic businesses and chambers of commerce 5. Good rapport with disadvantaged students 6. Bilingual preferred

7. One-on-one tutoring experience preferred
Performance Responsibilities:
<ol style="list-style-type: none"> 1. Discuss student contract upon entrance and identify motivator to complete within 4 weeks 2. Gather, at entrance, required information on student contract including each student’s results from basic skills, typing, and career assessments 3. Facilitate student-focused learning to allow students to pass all sections of any Texas approved High School Equivalency (HSE) 4. Provide continual personal encouragement to student participants to complete HSE and pursue training courses, college courses, upgraded job skills, or the military 5. Recruit eligible students from across the Texas Panhandle and connect them to the project 6. Complete ongoing professional development training as assigned by Project Director or his designee 7. Fulfill other duties as necessary for successful project completion
Terms of Employment: 12 month; 100% time on project; competitive salary
Evaluation: Written evaluation annually by Lead Instructor with input from the HEP Project Director
Instructor/Advisor/Data Intake Supervisor – Luinda Verden
Reports to: Lead Instructor
Qualifications:
<ol style="list-style-type: none"> 1. Bachelor’s degree required, Master’s preferred 2. Minimum of at least five years teaching experience required and/or experience in recruiting/placement 3. Success in overcoming circumstances such as low income, first generation, disadvantaged, etc. with priority given to individuals with knowledge about the migrant population 4. Strong connections to Hispanic businesses and chambers of commerce 5. Good rapport with disadvantaged students 6. One-on-one tutoring experience preferred 7. Bilingual preferred 8. Data entry experience
Performance Responsibilities:
<ol style="list-style-type: none"> 1. Discuss student contract upon entrance and identify motivator to complete within 4 weeks 2. Gather, at entrance, required information on student contract including each student’s results from basic skills, typing, and career assessments 3. Facilitate student-focused learning to allow students to pass all sections of any Texas approved High School Equivalency (HSE) 4. Provide continual personal encouragement to student participants to complete HSE and pursue training courses, college courses, upgraded job skills, or the military 5. Supervise and evaluate Peer Tutors 6. Supervise others and provide instructions on data intake 7. Fulfill other duties as necessary for successful project completion
Terms of Employment: 12 month; 50% time on project; competitive salary
Evaluation: Written evaluation annually by Lead Instructor with input from the HEP Project Director
Placement/Cultural Supervisor/Grant Compliance Coordinator – Danita McAnally
Reports to: Project Director
Qualifications:
<ol style="list-style-type: none"> 1. Master’s degree in education or related field required

2. Minimum of five years experience in higher education, or two years experience in a program working with disadvantaged populations, preferably migrant
3. Success in overcoming circumstances such as low income, first generation, disadvantaged, etc. with priority given to individuals with knowledge about the migrant population
4. Strong leadership, organization, and communication skills
5. Excellent administrative and collaboration skills
6. Strong connections within community including cultural entities and institutions of higher education
7. Minimum of three years experience supervising and decision-making regarding grant compliance

Performance Responsibilities:

1. Work with Lead Instructor and Project Director to develop forms for student eligibility and student contract
2. Ensure that Instructors/Advisors are aware of each student’s career interests and continually discuss/encourage them on ability to achieve at each student’s work sessions
3. Take each student to at least one college/career exploration location based on student’s career plan
4. Ensure that each student is provided at least one cultural activity
5. Assist with student contract development, database needs, data reviews and reports including development of APR
6. Research and advise on compliance concerns for grant
7. Fulfill other duties as necessary for successful project completion

Terms of Employment: 12 month; 50% time on project; competitive salary

Evaluation: Written evaluation annually by HEP Project Director

Data Analyst/Evaluator/Lead Instructor – Lana Jackson, PhD.

Reports to: HEP Project Director

Qualifications:

1. Master’s degree in education or related field required, doctorate preferred
2. Minimum of five years experience in education
3. Minimum of five years teaching experience in higher education, or two years experience in a program working with disadvantaged populations, preferably migrant
4. Success in overcoming circumstances such as low income, first generation, disadvantaged, etc. with priority given to individuals with knowledge about the migrant population
5. Strong leadership, organization, and communication skills
6. Strong expertise in report writing and empirical research
7. Expertise in developing media promotions

Performance Responsibilities:

1. Detail and implement evaluation plan, including propensity study (quasi-experimental design)
2. Finalize the forms for student eligibility and student contract through collaboration with Placement Coordinator and Project Director
3. Assist with development of a database for student data needs
4. Facilitate curricular and technology discussions and decisions for attainment of project goals
5. Design surveys and/or interview materials for qualitative assessment of stakeholders, including focus groups and/or exit surveys
6. Draft each APR and include other staff members data or input as needed
7. Finalize APR with Project Director’s input and approval; Submit APR
8. Fulfill other duties as necessary for successful project completion

Terms of Employment: 12 month; 50% time on project; competitive salary
Evaluation: Written evaluation annually by HEP Project Director
Administrative Assistant – To be hired
Reports to: HEP Project Director
Qualifications:
<ol style="list-style-type: none"> 1. High School Diploma or GED with experience 2. Minimum of two years clerical experience 3. Typing-60 wpm 4. Good bookkeeping skills 5. Data entry experience 6. Excellent rapport with all people, particularly disadvantaged individuals 7. Preference given to individuals with experience working with migrant populations 8. Bilingual preferred 9. Cultural and linguistic expertise relevant to migrant populations
Performance Responsibilities:
<ol style="list-style-type: none"> 1. Man HEP Center to ensure student access as posted for open hours 2. Receive phone calls during open hours and relate phone messages and responses 3. Upon entrance and completion of basic skills, typing, and career assessment, ensure student data is input in database 4. Attend to basic computer problems and call for contractual assistance as needed 5. Complete purchase orders and other paperwork as requested by Project Director, primarily, or other staff, secondarily 6. Ensure inventory for a supplies and equipment is maintained 7. Maintain excellent, up-to-date electronic HEP project files 8. Fulfill other duties as necessary for successful project completion
Terms of Employment: 12 month, 100% time on project, competitive salary
Evaluation: Written evaluation annually by HEP Project Director
Peer Tutors – To be hired
Report to: Instructor/Advisor/Data Intake Supervisor
Qualifications:
Minimum must have a high school diploma or high school equivalency
Performance Responsibilities:
<ol style="list-style-type: none"> 1. Assist Administrative Assistant with manning the HEP Center 2. Assist HEP students with troubleshooting computer problems 3. Tutor HEP students in one-on-one settings when requested by staff or students 4. Assist any HEP staff when requested 5. Set up computers for usage each morning and secure computers at end of day 6. Fulfill other duties as necessary for successful project completion
Terms of Employment: Temporary on as needed basis; hourly employees with no more than 19 hours per week; competitive hourly wages for tutors within this region
Evaluation: Written evaluation at least every 6 months annually by Instructor/Advisor/Data Intake Supervisor

APPENDIX D: Letters of Support



5800 Bell Street
Amarillo, TX 79109-6230
(806) 677-5000
FAX (806) 677-5001
www.esc16.net

Executive Director
Ray Cogburn

February 18, 2016

Ms. Emily Bank
U.S. Department of Education
400 Maryland Avenue SW Room 3E338
Washington, DC 20202-6135

Dear Ms. Bank,

This letter is to support Wesley Community Center's High School Equivalency Program (HEP) proposal. Having held several roles at Region XVI and in area school districts, I am convinced that migrant programs in this region are essential. For those who are over 17 and have not completed high school, this HEP project may be their life line.

Our Region XVI migrant program serves students in this population up to age 16. Often, we refer students to the area HEP project when they have not completed by this point. Unless Wesley's HEP project is funded, the students who fail to complete by this age will most likely never complete. The HEP funding for stipends, gas reimbursement, meals and simply the availability of experienced instructors who are motivated to see them succeed is essential to the success of these students. The distance that eligible students for this HEP project would have to travel to receive these services would simply be prohibitive unless this HEP project is funded.

Since Region XVI is a major professional development provider in the Texas Panhandle, Region XVI and HEP will partner to offer professional development training essential to those who teach migrant and farmworker students. In addition, our two entities will also share staff to offer best practices in student-centered pedagogy.

It is my hope that you recognize how critical the funding of this HEP project is to the Texas Panhandle.

(b)(6)

Ray Barbosa
Coordinator of Migrant Program

Enhancing Student Success By Providing Quality Services

David Schaeffer, Chairman, Dimmitt Don Bednorz, Vice Chairman, Panhandle Kathleen Morris, Secretary, Amarillo
Sherry McCavit, Pampa Ky Sherrod, Amarillo Lawrence Bussard, Dumas Mike Lee, Booker



Enrollment Management

February 19, 2016

Ms. Emily Bank
 U.S. Department of Education
 400 Maryland Avenue SW Room 3E338
 Washington, DC 20202-6135

Ms. Bank,

On behalf of West Texas A&M University (WTAMU), I am writing to support Wesley Community Center's High School Equivalency Program (HEP) proposal. As the institution's Vice President for Enrollment Management, my focus is to support students seeking to enroll at WTAMU and this includes migrants and farm-workers. We have held a College Assistance Migrant Program (CAMP) grant in past years and always collaborated with the area's HEP grant; we intend to do the same going forward. Therefore, it is critical that the HEP proposal to Wesley's Community Center and WTAMU's intended proposal for CAMP be funded in order for this area's HEP and CAMP alignment to be available.

We at WTAMU are honored that Wesley Community Center has chosen us as the institution of higher education for this cooperative partnership. It is important that we partner to ensure HEP's students have familiarity with WTAMU's campuses and staff in order to increase the likelihood of enrollment at our university or any college or university the students choose. In addition, if both projects are funded we may find economies of scale to maximize the grant funds. As the IHE partner, WTAMU agrees to provide the following as stipulated in the HEP grant's request for proposals regarding use of the university's facilities for fulfilling some aspects of the grant.

- Access to any WTAMU facility for use by students upon request from HEP's Project Director – such access may include special presentations by presentations and tours by CAMP's Project Director and/or WTAMU's Small Business Development staff regarding steps to establishing one's own business
- Tickets for HEP students to attend one or more WTAMU athletic events annually upon request for HEP's Placement and Cultural Coordinator
- Tickets for HEP students and a staff member to attend a WTAMU Theater performance annually

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WTAMU Box 60731 • Canyon, Texas 79016-0001 • 806.651.2031 • fax 806.651.2936 • www.wtamu.edu

In addition, if funded the CAMP project will provide the following specific services as we have successfully done in the past.

- Referral of qualified migrants to be HEP participants
- Provide assistance with WTAMU's College Assistance Program to HEP graduates
- Provide assistance with college admission, scholarships and other financial aid to HEP graduates
- Provide technical assistance with Dept. of Education OCATE and OMB reporting requirements
- Ensure HEP project is fully involved with area migrant discussions and relevant professional development training opportunities

This large agricultural area needs this HEP project and WTAMU is most pleased to support it.

Sincerely,

(b)(6)

Dan D. García
Vice President for Enrollment Management
West Texas AM University

Discover the **BUFF** in You.

WTAMU Box 60731 • Canyon, Texas 79016-0001 • 806.651.2031 • fax 806.651.2936 • www.wtamu.edu



February 23, 2016

Ms. Emily Bank
U.S. Department of Education
400 Maryland Avenue SW Room 3E338
Washington, DC 20202-6135

Dear Ms. Bank,

On behalf of the Los Barrios de Amarillo, I am writing to support the Amarillo Wesley Community Center in securing a grant to support the needs of migrant families in this region. For 45 years, Los Barrios has served the neighborhoods in our region with the vision of encouraging our youth to continue their education. The membership of our organization meets weekly with the desire to be visual, active role-models for our youth. Since our membership is involved with young adults in the area, we will assist with recruitment to the HEP program by connecting potential students with HEP staff members.

During Los Barrios' weekly luncheon meetings, we will invite students in the High School Equivalency Program (HEP) grant to attend and participate. HEP students who have experienced victories including successful completion of high school equivalency exam, enrollment in college, enlistment in the military and/or upgraded employment. These testimonials should encourage the students and reaffirm our membership to support the efforts of the HEP students. Plus, we will invite the HEP students to submit applications for our Los Barrios scholarships and encourage them to give back by working in our annual Step Up to Success event that is targeted at younger students.

The HEP program is needed in our region. Once funded, Los Barrios will encourage the HEP students to succeed and be active participants in our community.

Sincerely,

(b)(6)

Charles Mestas
President



February 29, 2016

Ms. Emily Bank
U.S. Department of Education
400 Maryland Avenue SW Room 3E338
Washington, DC 20202-6135

Dear Ms. Bank,

On behalf of the Panhandle Workforce Development Board, I am writing to encourage the Department of Education to fund the Amarillo Wesley Community Center's proposal for a High School Equivalency (HEP) grant. Since the Texas Panhandle has a large agricultural workforce, this grant is needed to serve the migrant and farmworker families in the region. Plus, a formal collaboration and alignment between the HEP grant and the Workforce Investment Opportunity Act (WIOA) Youth grant, which has been awarded to the Panhandle Workforce Development Board, would supplement the necessary support services, education/training, and employment connections that are necessary for these migrant and farmworkers to become self-sustaining residents of our region.

Since the WIOA Youth grant serves individuals 16-24 years old and the HEP grant serves any adult over 17, the target collaborative audience for these two grants would be individuals 17-24 years old. Eligible students may be co-enrolled in both WIOA and HEP. As a result of both grants, the students would receive personalized assessments and instruction to ensure they can obtain entry-level positions in careers that interest them. In addition to the HEP support services, the WIOA grant may provide the eligible participants with unmet support services including residential assistance, child care subsidy, and employment and training services. Our vision of the WIOA Youth grant is to design a workforce system to improve the long-term job opportunities of young people by supporting programs that improve basic skills, work readiness skills, and occupational training. Since the HEP program will provide basic skills and work readiness skills, the WIOA Youth grant will focus on connecting the students to employers and ensuring employment.

Beyond obtaining the High School Equivalency (HSE), Workforce staff can assist the HEP participants with funding for tuition and fees for postsecondary training or education. Thus, a formal collaboration between HEP staff and our staff will ensure these migrants and farmworkers have the best chances for success. In fact, these participants should be able to achieve more than one of the follow-up goals beyond the HSE: upgrading employment, enrolling in postsecondary education/training, and/or enlisting in the military.

This approach will fulfill the expectations as stated in WIOA for the Department of Education and Department of Labor projects to collaborate in order for federal funds to be more cost-effective and more successful. We look forward to this new HEP project in our region.

Sincerely,

(b)(6)

Marin Rivas
Workforce Development Director

415 West Eighth Avenue
P.O. Box 9257
Amarillo, Texas 79105
(806) 372-3381
(806) 373-3268 (fax)
www.theprpc.org



APPENDIX E: In-Direct Statement

Amarillo Wesley Community Center has never had an approval for an in-direct cost maximum. Thus, Amarillo Wesley Community Center contacted the Department of Education's Indirect Cost Group requesting a temporary one prior to this grant application's submission. The following email was received at 8:04 am February 29, 2016 from Frances Outland on behalf of the Indirect Cost Group:

Ms. McAnally,

Thank you for your inquiry. Please note that if Amarillo's Wesley Community Center has received a grant from the Department of Education. They should talk with the program staff that awarded them the grant because they are the ones that can authorize the use of the temporary rate until they submit an indirect cost rate proposal. I am assuming that this center does not have an indirect rate already. If they have never had an indirect rate, are they aware that they could request the use of the de minimis rate per 2CFR200.414(f).

Sincerely,

Indirect cost group

Thus, Amarillo Wesley Community Center will work with the Office of Elementary and Secondary Education (OESE) to receive a temporary indirect cost approval if Amarillo Wesley is awarded this grant and then will seek a permanent indirect cost approval from the appropriate federal department/agency.

APPENDIX F: Bibliography

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

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[View Optional Budget Narrative](#)

Description	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		5-year Total
	HEP	In-Kind									
PERSONNEL											
1. Project Director, Recruiter (Full-time)	\$75,000	\$0	\$77,250	\$0	\$79,568	\$0	\$81,818	\$0	\$84,273	\$0	\$397,909
2. Instructor, Advisor, Asst. Recruiter (Full-time)	\$42,000	\$0	\$43,260	\$0	\$44,558	\$0	\$48,123	\$0	\$49,447	\$0	\$227,388
3. Instructor, Advisor, Data Intake Supervisor (Half-time)	\$30,000	\$0	\$30,900	\$0	\$31,827	\$0	\$32,782	\$0	\$33,765	\$0	\$159,274
4. Placement, Cultural, Grant Compliance Coordinator (Half-time)	\$45,000	\$0	\$46,350	\$0	\$47,741	\$0	\$49,173	\$0	\$50,648	\$0	\$238,912
5. Data Analyst, Evaluator, Lead Instructor (Half-time)	\$45,000	\$0	\$46,350	\$0	\$47,741	\$0	\$49,173	\$0	\$50,648	\$0	\$238,912
6. Administrative Assistant (Full-time)	\$25,000	\$0	\$25,750	\$0	\$26,523	\$0	\$27,319	\$0	\$28,139	\$0	
7. Peer Tutors - less than 20 hrs. per week	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000	\$0	\$8,130	\$0	\$18,130
SUBTOTAL PERSONNEL	\$262,000	\$0	\$269,860	\$0	\$277,958	\$0	\$298,388	\$0	\$305,050	\$0	\$1,413,256

FRINGE (0%)											
1. Project Director, Recruiter (Full-time)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Instructor, Advisor, Asst. Recruiter (Full-time)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3. Instructor, Advisor, Data Intake Supervisor (Half-time)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4. Placement, Cultural, Grant Compliance Coordinator (Half-time)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. Data Analyst, Evaluator, Lead Instructor (Half-time)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6. Administrative Assistant (Full-time)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7. Peer Tutors - Less than 20 hrs. per week	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUBTOTAL FRINGE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TRAVEL											
1. PD/R mileage for travel to migrant communities throughout region	\$11,340	\$0	\$11,340	\$0	\$11,340	\$0	\$11,340	\$0	\$11,340	\$0	\$56,700

2. Placement & Cultural Coordinator mileage for travel to employers, military & IHEs in area	\$3,240	\$0	\$3,240	\$0	\$3,240	\$0	\$3,240	\$0	\$3,240	\$0	\$16,200
3. Professional development, training for staff	\$26,000	\$0	\$26,000	\$0	\$26,000	\$0	\$26,240	\$0	\$26,240	\$0	\$130,480
SUBTOTAL TRAVEL	\$40,580	\$0	\$40,580	\$0	\$40,580	\$0	\$40,820	\$0	\$40,820	\$0	\$203,380
SUPPLIES											
1. 10 Laptops w/mobile lock-up computer access Year 1; additional 10 w/lock-up Year 3	\$35,000	\$0	\$0	\$0	\$35,000	\$0	\$0	\$0	\$0	\$0	\$70,000
2. 1 Large screen (72-100") LED classroom monitor	\$0	\$0	\$12,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$12,000
3. Wall white/glass boards in classroom (2)	\$1,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,000
4. Network computers together	\$0	\$0	\$20,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$20,000
5. Program's staff laptops or tablets & monitors(5) Year 1, replacements Year 4	\$6,000	\$0	\$0	\$0	\$0	\$0	\$6,500	\$0	\$0	\$0	\$12,500

6. Unanticipated technology replacements	\$0	\$0	\$0	\$0	\$0	\$0	\$1,500	\$0	\$1,500	\$0	\$3,000
7. Instructional materials for students - online & classroom	\$2,000	\$0	\$2,000	\$0	\$2,500	\$0	\$2,500	\$0	\$2,500	\$0	\$11,500
8. Software – Instructional and office	\$10,000	\$0	\$10,000	\$0	\$10,000	\$0	\$12,000	\$0	\$12,000	\$0	\$54,000
9. TABE Assessment	\$1,183	\$0	\$1,183	\$0	\$1,183	\$0	\$1,183	\$0	\$1,183	\$0	\$5,915
10. Office phones - hardware	\$500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$500
SUBTOTAL SUPPLIES	\$55,683	\$0	\$45,183	\$0	\$48,683	\$0	\$23,683	\$0	\$17,183	\$0	\$190,415
CONTRACTUAL											
1. High-speed Internet access	\$6,000	\$0	\$6,000	\$0	\$6,000	\$0	\$6,000	\$0	\$6,000	\$0	\$30,000
2. Local and long-distance phone access for offices	\$500	\$0	\$500	\$0	\$500	\$0	\$500	\$0	\$500	\$0	\$2,500
3. Installation of computer & phone technology	\$2,500	\$0	\$700	\$0	\$200	\$0	\$200	\$0	\$200	\$0	\$3,800
4. Computer technology trouble-shooting, services	\$250	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$6,250
5. Database creation and extractions + web hosting (CompuConcepts)	\$10,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$30,000

6. Consultants – external evaluation, in-house training, tech training, or other grant obj.	\$3,000	\$0	\$3,000	\$0	\$3,000	\$0	\$3,000	\$0	\$3,000	\$0	\$15,000
7. Leased-Internet accessible printer/copier	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$10,000
SUBTOTAL CONTRACTUAL	\$24,250	\$0	\$18,700	\$0	\$18,200	\$0	\$18,200	\$0	\$18,200	\$0	\$97,550
OTHER											
1. Cultural activities	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	\$7,500
2. Promotional materials for outreach to students	\$3,800	\$0	\$2,850	\$0	\$1,570	\$0	\$1,000	\$0	\$850	\$0	\$10,070
3. Replication of project - published reports	\$0	\$0	\$0	\$0	\$0	\$0	\$2,000	\$0	\$2,000	\$0	\$4,000
4. Local mileage for van taking students to activities	\$389	\$0	\$389	\$0	\$389	\$0	\$389	\$0	\$388	\$0	\$1,944
5. Postage	\$200	\$0	\$150	\$0	\$150	\$0	\$300	\$0	\$300	\$0	\$1,100
6. Membership: The National HEP CAMP Assoc.	\$1,200	\$0	\$1,200	\$0	\$1,200	\$0	\$1,200	\$0	\$1,200	\$0	\$6,000

7. Minor repairs-electrical, lighting, painting, security, ergonomics for learned-center classroom; student workstations	\$15,324	\$0	\$24,514	\$0	\$7,261	\$0	\$10,011	\$0	\$10,000	\$0	\$67,110
SUBTOTAL OTHER:	\$22,413	\$0	\$30,603	\$0	\$12,070	\$0	\$16,400	\$0	\$16,238	\$0	\$97,724
TOTAL DIRECT COSTS:	\$404,926	\$0	\$404,926	\$0	\$397,491	\$0	\$397,491	\$0	\$397,491	\$0	\$2,002,325
INDIRECT COSTS* (8%)											
	\$32,394	\$0	\$32,394	\$0	\$31,798	\$0	\$31,798	\$0	\$31,799	\$0	\$160,183
TRAINING STIPENDS											
1. Stipends for students attending & completing	\$9,000	\$0	9,000	\$0	\$10,500	\$0	\$10,500	\$0	\$10,500	\$0	\$49,500
2. Meals for students	\$10,080	\$0	\$10,080	\$0	\$11,760	\$0	\$11,760	\$0	\$11,760	\$0	\$55,440
3. Gas reimbursements	\$9,000	\$0	\$9,000	\$0	\$10,500	\$0	\$10,500	\$0	\$10,500	\$0	\$49,500
4. Fees for Texas approved HSE tests	\$8,100	\$0	\$8,100	\$0	\$10,500	\$0	\$10,500	\$0	\$10,500	\$0	\$47,700
6. Fees for TSI assessment	\$1,500	\$0	\$1,500	\$0	\$2,450	\$0	\$2,450	\$0	\$2,450	\$0	\$10,350
SUBTOTAL TRAINING STIPENDS	\$37,680	\$0	\$37,680	\$0	\$45,710	\$0	\$45,710	\$0	\$45,710	\$0	\$212,490
TOTAL	\$475,000	\$0	\$2,375,000								

Budget Justification**PERSONNEL**

Name	Title	Duties*	Salary	Time	Importance to Grant Objectives	Basis for Salary
1. Vince Salinas	Project Director, Recruiter	See below	\$75,000	Full	Essential	Comparable salary for this grant's director with 20+ yrs. experience
2. Charles Mestas	Instructor, Advisor, Assistant Recruiter	See below	\$42,000	Full	Essential	Entrance level instructor salary for area secondary and post-secondary even though he has 20+ years exp. in Hispanic communities
3. Luinda Verden	Instructor, Advisor, Data Intake Supervisor	See below	\$30,000	Half	Essential	Entrance level instructor salary for area secondary and post-secondary even though she has 30+ years teaching experience
4. Danita McAnally	Placement, Cultural, Grant Compliance Coordinator	See below	\$45,000	Half	Essential	Comparable to area salaries for grant coordinator's with 30+ years executive experience in IHE admin., teaching and grant dev. & compliance
5. Dr. Lana Jackson	Data Analyst, Evaluator, Lead Instructor	See below	\$45,000	Half	Essential	Comparable to area salaries for grant evaluator's with a doctorate and 30+ years experience in IHE admin., teaching and grant admin.
6. To be hired	Administrative Assistant	See below	\$25,000	Full	Essential	Comparable salary for entrance level administrative assistant in the region
7. To be hired	Peer Tutors	See below	\$10 per hour	app. 20 hrs. wk.	Critical	Comparable to hourly wage for peer tutors at IHEs in area

*Job Duties**1. Project Director/Recruiter**

1. Oversee entire HEP grant
2. Ensure full implementation and completion of objectives/activities
3. Manage project budget
4. Represent the project in the community
5. Coordinate services and assure positive working relationship with project's partners
6. Communicate with Department of Education's Office of Elementary and Secondary Education (OSES) on project's behalf
7. Provide opportunities for all staff to receive ongoing professional development training regarding best practices in instruction of migrant and farm worker students
8. Approve annual performance reports (APR)
9. Evaluate direct reports annually
10. Recruit eligible students from across the Texas Panhandle and connect them to the project
11. Provide regular updates to Executive Director of Wesley Community Center
12. Fulfill other duties as necessary for successful project completion

2. Instructor/Advisor/Assistant Recruiter

1. Discuss student contract upon entrance and identify motivator to complete within 4 weeks
2. Gather, at entrance, required information on student contract including each student's results from basic skills, typing, and career assessments
3. Facilitate student-focused learning to allow students to pass all sections of any Texas approved High School Equivalency (HSE)
4. Provide continual personal encouragement to student participants to complete HSE and pursue training courses, college courses, upgraded job skills, or the military
5. Recruit eligible students from across the Texas Panhandle and connect them to the project
6. Complete ongoing professional development training as assigned by Project Director or his designee
7. Fulfill other duties as necessary for successful project completion

3. Instructor/Advisor/Data Intake Supervisor

1. Discuss student contract upon entrance and identify motivator to complete within 4 weeks
2. Gather, at entrance, required information on student contract including each student's results from basic skills, typing, and career assessments
3. Facilitate student-focused learning to allow students to pass all sections of any Texas approved High School Equivalency (HSE)
4. Provide continual personal encouragement to student participants to complete HSE and pursue training courses, college courses, upgraded job skills, or the military
5. Supervise and evaluate Peer Tutors
6. Supervise others and provide instructions on data intake
7. Fulfill other duties as necessary for successful project completion

4. Placement/Cultural Supervisor/Grant Compliance Coordinator

1. Work with Lead Instructor and Project Director to develop forms for student eligibility and student contract
2. Ensure that Instructors/Advisors are aware of each student's career interests and continually

discuss/encourage them on ability to achieve at each student's work sessions

3. Take each student to at least one college/career exploration location based on student's career plan
4. Ensure that each student is provided at least one cultural activity
5. Assist with student contract development, database needs, data reviews and reports including development of APR
6. Research and advise on compliance concerns for grant
7. Fulfill other duties as necessary for successful project completion

5. Data Analyst/Evaluator/Lead Instructor

1. Detail and implement evaluation plan, including propensity study (quasi-experimental design)
2. Finalize the forms for student eligibility and student contract through collaboration with Placement Coordinator and Project Director
3. Assist with development of a database for student data needs
4. Facilitate curricular and technology discussions and decisions for attainment of project goals
5. Design surveys and/or interview materials for qualitative assessment of stakeholders, including focus groups and/or exit surveys
6. Draft each APR and include other staff members data or input as needed
7. Finalize APR with Project Director's input and approval; Submit APR
8. Fulfill other duties as necessary for successful project completion

6. Administrative Assistant

1. Man HEP Center to ensure student access as posted for open hours
2. Receive phone calls during open hours and relate phone messages and responses
3. Upon entrance and completion of basic skills, typing, and career assessment, ensure student data is input in database
4. Attend to basic computer problems and call for contractual assistance as needed
5. Complete purchase orders and other paperwork as requested by Project Director, primarily, or other staff, secondarily
6. Ensure inventory for a supplies and equipment is maintained
7. Maintain excellent, up-to-date electronic HEP project files
8. Fulfill other duties as necessary for successful project completion

7. Peer Tutors

1. Assist Administrative Assistant with manning the HEP Center
2. Assist HEP students with troubleshooting computer problems
3. Tutor HEP students in one-on-one settings when requested by staff or students
4. Assist any HEP staff when requested
5. Set up computers for usage each morning and secure computers at end of day
6. Fulfill other duties as necessary for successful project completion

SALARIES AND WAGES

Harvest of Hope staff members each have more than 20 years experience in the field of education, and most have more 30 years. The combined wealth of knowledge and expertise of this staff will be the difference in the success of these students. Since the Amarillo Wesley

Community Center does not have any fringe benefits, the salaries and wages are an appropriate portion of the grant. An annual cost of living increase of 3% has been included.

TOTAL SALARIES AND WAGES (5 years) = \$1,413,256 (59.5% of total award)

FRINGE BENEFITS

Since Amarillo Wesley Community Center does not provide any fringe benefits to their employees, the HEP project has budgeted the fringe benefits at \$0 as well.

TOTAL FRINGE = \$0 (0% of total award)

TRAVEL

1. Recruiting - The Project Director/Recruiter and Assistant Recruiter will travel locally to recruit. Given the 26 counties of the Texas Panhandle, a projected \$2,000 x 12 months x .54 cents a mile (federal guidelines) = **\$12,960 annually**
2. College/Career/Cultural Events - The Placement & Cultural Coordinator will travel locally to drive students to testing sites, college and career fairs, tours, one-on-one sessions with potential employers, collaborate with WIOA staff, arrange cultural events, etc. Projected costs at \$1,000 x 12 months x .54 per mile = **\$4,860**
3. Professional development/training for professional staff:

Annual Director's Training in Washington, DC

Project Director/Recruiter, Placement/Cultural/Grants Compliance Coordinator and Data Analyst/Evaluator/Lead Instructor while attending. This is a very expensive trip. This meeting usually includes at least five nights in a hotel and all of the meals. Airfare from Amarillo, Texas is very expensive because of its rural location. Based on previous expenses for this trip, \$3,500 per person is allocated **(3 x \$3,500 = \$10,500)**

National Migrant Education Conference often at a major east or west coast location

Project Director/Recruiter, Placement/Cultural/Grants Compliance Coordinator and Data Analyst/Evaluator/Lead Instructor will attend. This meeting usually includes three to four nights in a hotel plus meals for three people. As mentioned above, airfare from Amarillo, Texas is expensive. Based on previous expenses for this trip, \$2,500 per person is allocated. **(3 x \$2,500 = \$7,500)**

HEP/CAMP Central Stream meeting – locations vary from Texas to California

Project Director/Recruiter, Placement/Cultural/Grants Compliance Coordinator and Data Analyst/Evaluator/Lead Instructor will attend. This meeting is usually a couple of nights plus meals and airfare. Based on previous expenses for this trip, \$1,000 per person is allocated. **(3 x \$1,000 = \$3,000)**

State HEP/CAMP Meeting – only in Texas but usually on the other end of Texas

Project Director/Recruiter, Placement/Cultural/Grants Compliance Coordinator and Data Analyst/Evaluator/Lead Instructor, Instructors/Advisors will attend. This meeting is usually two nights plus meals and airfare. Even though this is a state meeting, the expenses are high because the state of Texas is so big and Amarillo is located in the far northern Panhandle.

\$1,000 per person is allocated. **(5 x \$1,000 = \$5,000)**

Conferences and meetings detailed above are important to HEP staff in order to stay abreast of current policies and procedures, to network with other programs, and to benefit from presentations and materials obtained at the conferences. Professional development and training

expenses total **\$26,000**. Due to inflation, **years 4 and 5** were **increased by \$240 each**.
TOTAL TRAVEL (5 years) = \$203,380 (8.5% of total award)

EQUIPMENT - None

SUPPLIES

The following supplies are essential for the success of HEP students to access online materials and provide a classroom environment that is conducive to one-on-one and small group interactions.

1. 10 Laptops w/mobile lock-up computer access & additional 10 w/lock-up; Year 3 to handle increased enrollment estimated \$35,000 Year1 and \$35,000 Year 3
2. 1 large screen (72-100") LED classroom monitor: budgeted \$12,000
3. 2 white or glass wall boards for classroom: budgeted \$500 X 2 = \$1,000
4. Network computers together: Year 3 estimated \$20,000
5. 5 program's staff laptops or tablets & monitors in Year 1: budgeted \$6,000 and 5 replacements in Year 5: budgeted \$6,500
6. Unanticipated technology replacements in Years 4 and 5: \$1,500 both years
7. Instructional materials for students (online training access for HSE- 60 students x \$25 each student yr.; misc. classroom supplies - \$500 yr) = \$2,500 per year for all 5 years
8. Software annual costs: Adobe\$500 x 2 = \$1,000 – necessary for converting files to pdf for APR submissions and providing InDesign for creation of promotional materials, Microsoft Office site license \$500 x 15 – students and staff development of materials for classroom and grant, MyPlan \$1000 per year – career assessment and planning, and misc. software ; Years 4 and 5 prices increased by \$500 to off-set
9. TABE assessment (Locator) fees - administrator \$243 annually + TABE online access minimal cost \$940 = \$1,183 each of 5 years
10. Office phones – 3 phones X \$166.60=\$500

TOTAL SUPPLIES (5 years) = \$190,415 (8% of total award)

CONTRACTUAL

1. High-speed Internet access – projected at \$6,000 per year. Essential for the online access to tutorials and assessments (TABE, open source computer literacy, MyPlan, TSI, HSE tutorials, etc.). No vendor has been procured. Necessary for students to access the online tutorials and testing.
2. Local and long-distance phone access for offices – estimated \$500 per year. No vendor has been procured. Necessary for staff to recruit and retain students, placement of graduates, and arrange cultural activities.
3. Installation of computer & telephone technology: Year 1– budget for \$2,500, remaining years \$200-\$700 depending on major items to be installed. No vendor has been procured. Necessary for online access to tutorials and testing.
4. Computer technology trouble-shooting/servicing: Year 1– est. \$250 due to mostly installation of new computers, remaining years \$1,500 due to no installation. No vendor has been procured. Necessary for online access to tutorials and testing.
5. Database creation and extractions + web hosting: a contract is in place between CompuConcepts, Inc. and Amarillo Wesley Community Center that follows the stipulations

of 2 CFR 200.318. CompuConcepts has agreed to the following deliverables:

- Develop a database for migrant and farm-worker students including intake data and outcome results by student identifier code
- Provide Pivot Table access to HEP project staff for empirical research and Annual Performance Report use by this grant
- Adapt variables in database and tables when requested by HEP Evaluator
- Host and maintain a web location for this HEP project
- Provide web URL name access
- Provide access to Evaluator and other assigned staff to post and update announcements and news regarding HEP project

Purpose and relation to this HEP project success is to provide the data for annual performance reviews and the data for the propensity study (quasi-experimental) which are both required of this grant. In addition, the web site will be the primary location student participants to find information. CompuConcepts, Inc. is the only local vendor that has experience in creating databases for higher education purposes and is also a small business. No conflict of interest exists with this firm and the work is essential to the project. In addition, this project intends to use web and social media to recruit and retain HEP students and improve publicity and promotional efforts. Thus, a web site for this HEP project is essential.

CompuConcepts, Inc. (Jon Bellah, President) will receive \$10,000 in year for the creation of the database, Pivot Tables, and web site including URL name and maintenance for that year. For the remaining years, CompuConcepts will receive \$5,000 for maintenance of database, Pivot Tables and web site. Thus, this HEP project has proposed a cost-efficient but effective approach based on a successful vendor of these services.

6. Consultants for external evaluation, in-house training, technical training or other grant objectives - \$3,000 per year budgeted. No consultants have been procured for these purposes. Necessary for providing cost-effective technical training or other in-house training and may be used to get a review of the internal evaluation from an external evaluator.
7. Leased-Internet accessible printer/copier – budgeted for \$2,000 per yr. but no vendor has been procured.
8. Necessary for classroom copying by students and instructors and printing of grant reports.

TOTAL CONTRACTUAL (5 years) = \$97,550 (4.1% of total award)

CONSTRUCTION – None

OTHER

1. Cultural Activities:

A monthly calendar of options has been created for the students to select which cultural events that they wish to attend. Staff will travel with them, and van access has been budgeted elsewhere in this budget. The following events have an admission fee and/or meal fee but a number of activity options are free: Amarillo Bulls Hockey: Game (\$30 x 10 attendees = \$300); Amarillo Symphony: Performance (\$30 x 10 attendees = \$300); Amarillo Performing Arts Center or Amarillo Civic Center: Concert (\$25 x 10 attendees = \$300); Cinco de Mayo: Cook-off (\$20 x 10 attendees = \$200); High Noon on the Square: Concert & Lunch (\$10 x 12 = \$120 x 2 months); Amarillo Chamber of Commerce: Good Times Barbecue Cook-off (\$25

- x 5 = \$125); Los Barrios de Amarillo: Hispanic Heritage Luncheon (\$15 x 10 = \$150); and Lonestar Ballet: Nutcracker (\$30 x 6 attendees = \$180) - \$1,500 annually
2. Promotional Materials for Outreach: Year 1: \$3,800 – \$2,000 for college & career fair materials including table displays and \$1,800 for brochures, pamphlets and business cards; Year 2: \$1,000 for Los Barrios and chamber of commerce event setups, \$1,850- brochures, pamphlets, graduation announcements, and targeted mail-out cards; Year 3 - \$1,570 for brochures, pamphlets, graduation announcements and targeted mail-out cards; Year 4: \$1,000 brochures, pamphlets, graduation announcements and targeted mail-out cards; and Year 5: \$850 brochures, pamphlets, graduation announcements and targeted mail-out cards
 3. Replication of project - published reports on the success of this project as compared to HEP averages from state and/or national data. Anticipate presentations at HEP conventions and publication of reports in Years 4 and 5 for a publication/distribution cost of \$2,000 each year.
 4. Postage: mail-outs and graduation announcements to students in Years 1-5 plus mailed replication reports to other HEP projects in years 4 and 5. Ranges from \$150 a year to \$300 per year. Intentional minimal cost due to using web and social media whenever possible.
 5. Memberships: HEP staff must attend The National HEP CAMP Association and thus must pay the annual dues of \$1,200.
 6. Minor repairs: While Amarillo Wesley Community Center has donated the access to the Alamo Building which was built in 1929, it is anticipated that minor problems will occur. Immediately, additional electrical infrastructure will be needed to support up to 15 computers at once. Additional lighting (natural and indirect) also is needed to offset the fluorescents. Plus, the room needs a lighter painting rather than paneled walls. Steel external doors, cameras and security service need to be added immediately to secure the building, Plus, students need workstations that are ergonomically correct for the computers. Given the age of the building, repairs have been projected for each year of the grant. While the building is 87-years-old, it is perfectly located for this HEP project's students and it will be conducive with these minor renovations spread over the life of the grant. Total over 5 years = \$67,110

TOTAL OTHER (5 years) = \$97,724 (4.1% of total award)

TOTAL DIRECT COSTS

All direct costs have been determined from the expectation that this program will meet or exceed the performance measures for this grant.

TOTAL DIRECT COSTS other (5 years) = \$2,002,325 (84.3% of total award)

INDIRECT COSTS

While Amarillo Wesley Community Center has not been awarded an indirect costs from the appropriate department, this proposed project has received advice from the Dept. of Education's Indirect Cost Group to seek assistance in gaining a temporary indirect cost of a maximum of 10% by working with OCATE, if this grant is awarded. Amarillo Wesley Community Center will charge 8% indirect for the cost of the services on this grant.

TOTAL INDIRECT COSTS (5 years) = \$160,183 (8% of total award)

TRAINING STIPENDS

Student training stipends have been established with the open enrollment approach allowing the student to start at anytime. The training stipends amounts have been set to encourage completion within 4 weeks but do allow for an extended 4-week sessions with reduced stipends for tuition

and meals. Gas reimbursement will remain the same. These stipends are critical to ensuring the success of these students. Meals are available in Amarillo's Wesley Community Center (5 blocks for Wesley's Alamo Building where the HEP project is located) for \$2 for breakfast and \$3 for lunch, allowing the student to use the remaining meal funds for dinner. By off-setting each student's costs for meals, gas and encouraging attendance with attendance stipends plus partnering with WIOA funds via Panhandle Regional Workforce Development Board for employment incentives, housing and childcare, these students will have every reason to complete the *Harvest of Hope* program and become employed, enroll in post-secondary and/or enlist in the military.

1. Student stipends: students receive stipends based on attendance and completion of the program. This is calculated by projecting to serve 330 students over 5 years. Years 1-2: \$30 for 4 wks. x 60 students + 30 students who don't complete may extend for 4 more wks at \$15 wk = \$9,000; Years 3-5: \$30 x 4 wks x 70 students + 35 students who don't complete \$15 a week @ 4 weeks = \$10,500
TOTAL (5 years) = \$49,500
2. Meals are provided to the students: Years 1-2: 60 students x 12 days (estimated attendance 3 days a week for 4 weeks) to meet required weekly attendance hours x \$10 day + 30 students x 12 days x \$8 day = \$10,880; Years 3-5 70 students x 12 days x \$10 day + 35 stud. x 12 days x \$8 day = \$11,760
TOTAL (5 years) = \$55,440
3. Gas reimbursement: Years 1-2: 60 students x 4 wks x \$25 + 30 x 4 wks x \$25 = \$9,000 per year Years 3-5: 70 students x 4 wks x \$25 + 35 students x 4 wks x \$25 = \$10,500 per year
TOTAL (5 years) = \$49,500
4. Fees for Texas approved HSE tests: Years 1-2: 60 students x \$135 per test = \$8,100, Years 3-5: 70 students x \$150 per test = \$10,500
TOTAL (5 years) = \$47,700
5. Fees for Texas Success Instrument (TSI) assessment: Years 1-2: 60 x \$25 = \$1,500; Years 3-5: 70 students x \$35 = \$2,450
TOTAL (5 years) = \$10,350

TOTAL TRAINING STIPENDS COSTS

TOTAL 5 years = \$212,490 (8.9% of total award)

TOTAL GRANT COSTS = \$2,375,000

The proposed annual totals including direct, indirect and training stipends are:

Year 1 (2016-2017) = **\$475,000**

Year 2 (2017-2018) = **\$475,000**

Year 3 (2018-2019) = **\$475,000**

Year 4 (2019-2020) = **\$475,000**

Year 5 (2020-2021) = **\$475,000**

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

1. Project Director:

Prefix: Mr.	First Name: Vince	Middle Name:	Last Name: Salinas	Suffix:
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Address:

Street1:	1615 S. Roberts Street
Street2:	
City:	Amarillo
County:	
State:	TX: Texas
Zip Code:	79102-4330
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
8063727960	

Email Address:
buffalovinny@gmail.com

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.

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

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

Name of Institution/Organization

Amarillo Wesley Community Center

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	262,000.00	269,860.00	277,958.00	298,388.00	305,050.00	1,413,256.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	40,580.00	40,580.00	40,580.00	40,820.00	40,820.00	203,380.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	55,683.00	45,183.00	48,683.00	23,683.00	17,183.00	190,415.00
6. Contractual	24,250.00	18,700.00	18,200.00	18,200.00	18,200.00	97,550.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	22,413.00	30,603.00	12,070.00	16,400.00	16,238.00	97,724.00
9. Total Direct Costs (lines 1-8)	404,926.00	404,926.00	397,491.00	397,491.00	397,491.00	2,002,325.00
10. Indirect Costs*	32,394.00	32,394.00	31,799.00	31,799.00	31,799.00	160,185.00
11. Training Stipends	37,680.00	37,680.00	45,710.00	45,710.00	45,710.00	212,490.00
12. Total Costs (lines 9-11)	475,000.00	475,000.00	475,000.00	475,000.00	475,000.00	2,375,000.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(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 %.

PR/Award # S141A160017

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

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

The proposed High School Equivalency Program, *Harvest of Hope*, hosted by Amarillo Wesley Community Center, is exempt from review by any Institutional Review Board as it meets the following federally-approved Categories of Exemptions:

2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to subject, and (b) any disclosure of the human subjects' responses outside the research reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.
4. Research involving the collection of study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.

Harvest of Hope plans to provide non-resident and resident High School Equivalency (HSE) preparation and online testing for migrants who live in the Texas Panhandle and surrounding areas. According to the Texas Education Agency data for 2014, over 14.5% of adults from the Amarillo Independent School District, the largest school district in the Texas Panhandle, failed to complete a high school education and just over 17% had less than a 9th grade education. Numbers escalate when rural counties are included. The mission of this program is to serve 330 migrant/seasonal farmworker dropouts during the grant period (60-70 annually) by meeting two goals: 1) participants successfully obtaining HSE diplomas; and, 2) participants successfully enroll in higher education, upgrade employment, or enlistment in the military.

This quasi-experimental design project which will use Propensity Score Matching (PSM), a methodology used to assess causal effects in observational studies, by identifying similar HEP programs with common goals and assessing for causal effects of identified variables, including personalized instruction versus formal curriculum, managed enrollment versus open enrollment, and program delivery via community-based organization versus institutions of higher education. Historically, HEP programs have been managed programs within higher education institutions using a structured curriculum. This study seeks to determine if different treatments for this highly at-risk migrant group will generate greater success rates for students. It is anticipated that national and/or state HEP data submitted by higher education institutions will serve as the control group for purposes of this study.