

**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 # S141A160023**

**Grants.gov Tracking#: GRANT12113761**

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="03/07/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Pontifical Catholic University of Puerto Rico-Arecibo Campus"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="66-0191965"/>	* c. Organizational DUNS: <input type="text" value="0901175080000"/>

**d. Address:**

* Street1: <input type="text" value="2250 Blvd. Luis A. Ferre-Aguayo Suite 645"/>
Street2: <input type="text"/>
* City: <input type="text" value="Ponce"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="PR: Puerto Rico"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="00717-0655"/>

**e. Organizational Unit:**

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

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

Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Gladys"/>
Middle Name: <input type="text" value="Michelle"/>	
* Last Name: <input type="text" value="Diaz-Rodriguez"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director Office of External Resources"/>
---

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

* Telephone Number: <input type="text" value="787-841-2000 x. 1172"/>	Fax Number: <input type="text" value="787-651-2029"/>
---	---

* Email: <input type="text" value="gdiaz@pucpr.edu"/>
---

**Application for Federal Assistance SF-424**

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

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

S: Hispanic-serving Institution

Type of Applicant 3: Select Applicant Type:

F: U.S. Territory or Possession

\* 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:**

PCUPR's Arecibo Branch Campus, HEP for Ag: A High-school Equivalency Program for Agricultural Individuals

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

\* b. Applicant

\* c. State

\* d. Local

\* e. Other

\* f. Program Income

\* g. TOTAL

**\* 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.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b> Mrs. Gladys Díaz-Rodríguez	<b>TITLE</b> President
<b>APPLICANT ORGANIZATION</b> Pontifical Catholic University of Puerto Rico-Arecibo Campus	<b>DATE SUBMITTED</b> 03/07/2016

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



## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA.pdf

Add Attachment

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**Plan for Assuring Equitable Access to and Participation in the  
Application for New Awards; High School Equivalency Program  
in Compliance with the General Education Provisions Act,  
Section 427**

**Project Overview**

Pontifical Catholic University of Puerto Rico (PCUPR) submits for funding to the US Department of Education, Office of Elementary and Secondary Education – HEP, a proposal for fiscal year (FY) 2016, titled: “*HEP for Ag: A High-school Equivalency Program for Agricultural Individuals*”. The proposal will help seasonal farmworkers and members of their immediate family: (1) obtain a general education diploma that meets the guidelines for high school equivalency (HSE) established by Puerto Rico, and (2) to gain employment or be placed in an institution of higher education (IHE) or other postsecondary education or training.

**Equity in Project Participation**

PCUPR has an “open door” admissions policy to ensure that all who can benefit from higher education have an opportunity to do so. Admissions policies do not discriminate on the basis of race, color, national origin, sex, age, religion, or disability, nor will selection for participation in the proposed project. As in all programs implemented, PCUPR will take steps to address potential obstacles to student access of and success in the proposed project:

**Gender stereotyping** can discourage both males and females from pursuing programs of study frequently associated with a particular gender. *Project staff and PCUPR personnel will encourage students, regardless of gender, to explore academic and professional fields of study based upon skills, interest, and career potential, rather than gender stereotypes.*

Perceived differences related to **Race/Ethnicity and National Origin** can hinder students from fully engaging in academic or professional programs of study. *PCUPR recognizes diversity as a vital element of education and will monitor all program literature and communication for race/ethnic bias and/or prejudicial statements or assumptions.*

**Physical and Learning Disabilities** can hinder access to academic courses, programs, and student services. Students with learning disabilities are likely to need additional assistance in accessing services and developing strategies for academic success. *PCUPR will specifically ensure that all facilities used by the project are fully accessible to all, not only persons with disabilities. There will be no difference because the academic courses, programs and students will be for all and we want “all means all”.*

**Religious** holidays and beliefs about attire, etc. may hinder students’ ability to participate in educational opportunities. *Project faculty and staff will not penalize students for adhering to their religious traditions or beliefs through recognition of religious holidays, adherence to religious clothing, or other choices based on religious beliefs.*

**Age** can act as a barrier when students with jobs and families may face barriers to participation in traditional courses and student services. *PCUPR will develop programming that offers flexible scheduling for students with extracurricular responsibilities of work and family.*

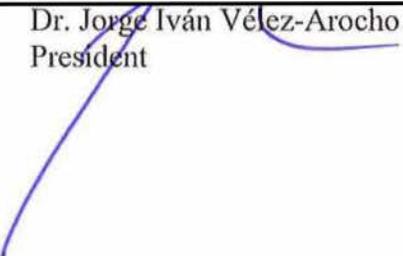
**Equity in Project Employment**

In accordance with Section 427 GEPA, PCUPR will not determine selection of employed personnel based on race, religion, color, national origin, gender, age, disability, or veteran status. PCUPR will attempt to fill all vacancies with individuals who have overcome barriers similar to those confronting the target population. Positions will be posted and advertised in a variety of print and electronic forms to ensure that information regarding employment opportunities reaches qualified applicants from traditionally underrepresented groups.

(b)(6)

A large rectangular black box redacting the content of the document. The text "(b)(6)" is written in the top-left corner of the box.

Dr. Jorge Iván Vélez-Arocho  
President

A blue handwritten signature or scribble that starts under the name and extends downwards and to the left.

## 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

Pontifical Catholic University of Puerto Rico-Arecibo Campus

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

Prefix: Dr. \* First Name: Jorge Middle Name: Ivan

\* Last Name: Velez-Arocho Suffix:

\* Title: President

\* SIGNATURE: Mrs. Gladys Díaz-Rodríguez

\* 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:

## PROJECT ABSTRACT

**Name of Applicant:** Pontifical Catholic University of Puerto Rico

**City and State of Applicant:** Ponce, Puerto Rico

**Project objectives and activities:** Recruitment, participation, and completion of Pontifical Catholic University of Puerto Rico, Arecibo Campus' HEP for Ag: A High-school Equivalency Program for Agricultural Individuals (HEP for Ag) Program. The program seeks to enroll 100 participants in three cycles (groups of 33, 33, and 34 participants) throughout the year, for five years. The objectives include: to meet enrollment, completion, and participant transition towards IHE or employment goals by providing counseling, transportation, stipend, payment of college entry exam, and tutoring, among other services.

**Applicable priorities:** Engage faith-based and community organizations in the delivery of services under this program (specifically, recruitment); Promote designated areas of STEM through a horticulture program.

**Proposed project outcomes:** 100 enrolled participants per year, completion of the program by 81 (81%) per year, transition to postsecondary education or employment by 60 (75% of those that complete the program) participants per year, for five years. **Participants to be served**

**annually, distinguished by commuter or residential:** 100 commuters. **Number and location**

**of proposed sites:** 1 site, Pontifical Catholic University of Puerto Rico, Arecibo Campus.

**Project targets for meeting each of the GPRA measures each year:** Number of HEP participants the project will serve each year of the grant is 100 participants per year. The number of participants that are expected to complete the HSED for each year of the grant are 82. The number of HSED recipients that are expected to enter postsecondary education or training, upgraded employment or the military are 80 participants per year.

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

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## **Introduction**

Pontifical Catholic University of Puerto Rico, Arecibo Campus (PCUPRA), in response to U.S. Department of Education's *FY 2016 Application for New Grants under the High School Equivalency Program* (CFDA 84.141A), requests funding (\$2,358,800) for the implementation of ***“HEP for Ag: A High-school Equivalency Program for Agricultural Individuals”***. PCUPRA will help seasonal farmworkers and members of their immediate family: (1) obtain a general education diploma that meets the guidelines for high school equivalency (HSE) established by Puerto Rico, and (2) to gain employment or be placed in an institution of higher education (IHE) or other postsecondary education or training. PCUPRA will engage faith-based and community organizations in the delivery of services under this program.

### **1. NEED FOR AND SIGNIFICANCE OF THE PROJECT**

In Puerto Rico (PR), the industry of agriculture, forestry, fishing, hunting and mining employs 1.3% of the employed civilian population that is 16 years of age and older (ACS 2010-2014); the civilian employed population amounts to 1,081,146. Coffee production occupies the second place in importance among crop commodities. Its harvest only lasts five months total for PR, two months per farm; the majority of coffee producers are small-scale, limited resource farmers. The municipalities that are the main producers of coffee are among those that will benefit of PCUPRA's proposed program: Adjuntas (1st), Lares (2nd), Utuado (3rd), Jayuya (4th), and Ciales (10th). The municipality of Arecibo, home to PCUPRA, is strategically located towards the North of Puerto Rico and of these municipalities.

Puerto Rico has 45.2% of its population below poverty level (ACS S1701 2010-2014). Table 1 portrays population groups with educational attainment below a high school degree or

equivalent (ACS 2010-2015). It also portrays the percent of the population 25 years and over with less than a High School degree but with studies ranging from 9<sup>th</sup> to 12<sup>th</sup> grade. Rural areas such as Adjuntas, Lares, and Ciales hold the highest percentage of the population with less than a high school degree under these parameters.

Municipality	< HS 18-24 years	9 <sup>th</sup> -12 <sup>th</sup> 25+ years	Population
Arecibo	14.3%	9.5%	93,969
Utuaado	9.2%	10.6%	32,086
Adjuntas	17.6%	14.5%	19,188
Jayuya	13.6%	8%	16,183
Ciales	22.9%	10.7%	18,242
Barceloneta	16.4%	8.4%	24,908
Hatillo	12.2%	11.1%	41,830
Lares	20.7%	11.9%	29,426

Table 2 portrays the rate of the population below poverty level for the target municipalities based on their educational attainment. The higher the educational attainment the lower the poverty rate across all municipalities. The areas with the highest poverty rate for the population 25 years of age or older without a high school degree are in the following highly rural areas: Adjuntas (78.2%) and Lares (76.3%).

Municipality	Poverty Rate < HS 25+ years	Poverty Rate HS grad	Poverty Rate Some College	BA
Arecibo	66.2%	50.6%	36.7%	16.4%
Utuaado	68.4%	48.7%	44.7%	18.8%
Adjuntas	78.2%	54.3%	46.3%	25.7%
Jayuya	71.4%	54.8%	44.5%	22.8%
Ciales	68.8%	62.3%	38%	22.7%
Barceloneta	72.1%	52.8%	35.7%	22.3%

<b>Table 2</b>				
<b>Poverty Rate Educational Attainment</b>				
Hatillo	61.1%	51.3%	34.9%	8.5%
Lares	76.3%	57.3%	44.1%	23.1%

The 2012 Census of Agriculture by US Department of Agriculture establishes the agriculture profiles by municipality. It also establishes the operator characteristics. An operator is a person who operates a farm, either doing the work or making day-to-day decisions about such things as planting, harvesting, feeding, and marketing. The operator may be the owner, a member of the owner’s household, a hired manager, tenant, renter, or sharecropper. Table 3 portrays characteristics of operators in different municipalities that will benefit of the proposed program. The top crop item in these municipalities is coffee (seasonal crop). This table also demonstrates the amount of operators whose highest level of school attended was secondary school, it also specifies the amount of operators whose labor is mainly agricultural.

<b>Table 3</b>				
<b>Operator Characteristics<sup>1</sup></b>				
<b>Municipality</b>	<b>Total operators</b>	<b>Agricultural</b>	<b>Highest Level of School Attended Secondary School</b>	<b>Top crop item</b>
Arecibo	374	190	84	Grasses/Coffee
Utado	591	249	150	Coffee
Adjuntas	1,328	714	352	Coffee
Jayuya	314	109	59	Coffee
Ciales	365	181	77	Coffee
Hatillo	206	115	51	Grasses/Coffee
Lares	691	288	176	Coffee
Florida	57	36	11	Grasses/Coffee

<sup>1</sup> [http://www.agcensus.usda.gov/Publications/2012/Online\\_Resources/County\\_Profiles/Puerto\\_Rico/](http://www.agcensus.usda.gov/Publications/2012/Online_Resources/County_Profiles/Puerto_Rico/)

There are other crops grown in the region, including plantains, oranges, and grasses, among others. Livestock farms and fishing are other agricultural activities that take place in the coastal municipalities.

Specific gaps and weaknesses in services that have been identified include: lack of public transportation, lack of funding, and lack of job availability (high unemployment rate) in the region. Table 4 portrays the unemployment rate, and transportation characteristics (ACS 2010-2014). The transportation characteristics include the amount of persons employed that use either public transportation or drive their own car to work. The vast majority of the population depends on their own vehicle for mobility to work, and there is a clear absence of public transportation to do so. The remainder walks to work or commutes. The unemployment rate doubles in the rural area of Puerto Rico when compared to urban areas (see Arecibo for example), where public transportation is available.

<b>Transportation Characteristics</b>			
<b>Municipality</b>	<b>Public Transportation / Population in labor force</b>	<b>Drives own car</b>	<b>Unemployment rate</b>
Arecibo	122 / 23,062 (.52%)	19,311 (83%)	16.6%
Utuaado	0 / 6,373 (0%)	5,160 (80%)	32.7%
Adjuntas	0 / 4,202 (0%)	3,497 (83%)	34%
Jayuya	0 / 3,335 (0%)	2,703 (81%)	31.8%
Ciales	25 / 3,511 (.92%)	2,694 (76%)	21.3%
Lares	0 / 6,454 (0%)	5,617 (87%)	32.9%

**HEP for Ag** will focus on addressing the needs of seasonal farmworkers and their families in the north-central region of Puerto Rico, which includes, but is not limited to, the following municipalities: Adjuntas, Jayuya, Utuaado, Ciales, Hatillo, Barceloneta, Florida and Arecibo. The main crop in these municipalities is coffee, which is seasonal. Many operators of

the farms in these municipalities have secondary school studies as their highest educational attainment. The USDA Agriculture Census for Puerto Rico states that 65% of the farmers in PR are over 55 years and older.

Transportation is among the limitations confronted by this population, where the vast majority relies on their own vehicle to reach their employment. Poverty rate is significantly higher (20%+) amongst the population that does not have a high school degree versus those who do, and even a more significant rate between those with some university or secondary education degree. The proposed project will decrease the poverty rate in the long-term for the population that receives the High-school Equivalency by guiding them towards secondary education. This will be attained with the support provided by HEP for Ag personnel and stipends assigned to participants in order to provide them a just, comprehensive opportunity towards the completion of the degree.

## **2. QUALITY OF PROJECT DESIGN**

The goal 1 of the program is: to offer seasonal farmworkers and members of their immediate family a general education diploma that meets the guidelines for high school equivalency (HSE) established by Puerto Rico. The second goal of the program is: to help participants that complete their HSE to be placed in an IHE or gain employment.

*Goals and Objectives.* The objectives for goal 1 are divided as follows: 1. Entrance into the program; 2. Participation in the program; 3. Re-engagement in learning; 4. Transition towards IHE or employment. The objectives for goal 2 are divided as follows: 1. Establish goals; 2. Offer counseling; 3. Placement in IHE or towards achieving employment. The table below summarizes the activities under the objectives for each of the two goals. 2 groups of 33 students and 1 group

of 34 students will take place throughout each academic year. The activities under goal 2 are interconnected with the activities described under goal 1. These activities lead towards meeting these two different goals.

<b>Table 5</b>		
<b>Goals, Activities and Outcomes for Participants Per Cycle – 3 Cycles per year</b>		
<b>Goal 1 Objectives</b>	<b>Activities</b>	<b>Outcome</b>
Entrance into the program	Promotion and Recruitment	Enrollment of 33 students in 2 cycles and 34 in 1 cycle.
Program Participation	<i>HEP for Ag</i> Program	Retention and program completion of 27 students
Transition towards IHE or employment	College Entry Exam / FAFSA	20 students will take college board exam for college entry
<b>Goal 2 Objectives</b>	<b>Activities</b>	<b>Outcome</b>
Establish goals	<i>HEP for Ag</i> Program - Evaluation of participants to determine initial goals	Establish initial goal of HEP completion for participants – all students/cycle – completion of HEP program and GED
Offer counseling	<i>HEP for Ag</i> Program - Counsel participants on possibilities they have upon HEP GED completion	Increase goal achievement towards obtaining secondary education or job placement for 27 students
Placement in IHE or employment	<i>HEP for Ag Program</i> - Counsel participants on placement in IHE or employment alternatives	20 students that obtain GED will take college entry exam and meet other requirements; job placement assistance/initiatives

The total outcome for the program annually is expected to be the enrollment of 100 students during an academic year, the completion of the *HEP for Ag* program by 81 students (81% of participants will complete the program), and continuing towards secondary education by 60 students (60% of total enrolled or 75% of those that completed the program and GED).

*Project Design.* The design of the project is appropriate to and will successfully address the needs of the target population throughout the whole program. The design includes the following activities described in more detail below: Promotion and recruitment, *HEP for Ag* Program, College Entry Exam/IHE, and/or Job Placement.

Promotion and Recruitment - Promotion and recruitment activities seek to register 100 persons in the PCUPRA *HEP for Ag* program that meet the eligibility requirements per year; 33 during two cycles and 34 for the third cycle. This will be responsibility of the *HEP for Ag* Recruiter which will be in charge of establishing a recruitment effort and method, and of implementation. The population of the island's religious denominations is as follows: Roman Catholic 85%, Protestant and other 15% (cia.gov World Fact Book). The recruiter will ensure to involve Roman Catholic, Protestant and other sectarian institutions to support the recruitment efforts and to increase participation. There are approximately over thirty roman catholic churches/chapels in the target area as well as community organizations and religious institutions of other denominations. This recruiter will also promote the program at PR Department of Labor regional offices, USDA regional offices as well as Local County Town halls. Recruitment methods include among other: use of regional newspaper, church bulletin and weekly informational service leaflet announcements, PCUPR website announcements, local radio, regional newspapers, and regional radio stations. Promotion and recruitment efforts will take place throughout the year.

PCUPRA *HEP for Ag* Program – *HEP for Ag* has a component geared towards the teachers that will provide the classes for the participants of the program and another component for the participants. The teachers, will be recruited during the first month and receive training geared towards the successful implementation of the *HEP for Ag* Program towards IHE or employment. They will also receive training throughout the program.

The recruited participants will enroll in a three-month program. Three HEP Programs will take place annually. The participants, in addition to the modules provided to obtain the GED, as per state regulation, will cover the following topics: getting started, critical reading skills, stress management, work/life balance, note taking, time management, and taking test

strategies. They will receive academic, career as well as personal counseling, college preparedness workshops, transportation from their hometown to the PCUPRA Campus, a stipend and lunch included, as well as the modules for the *HEP for Ag*. Training will include horticulture (hydroponics, urban gardening, medicinal plants), a branch of agriculture that deals with the art, science, technology, and business of growing plants to implement and involve STEM fields in their learning.

Upon recruitment, the participants will be evaluated to determine eligibility and assistance they may need for which they are eligible (and referred to). Their needs will be individually assessed as well as their educational and personal goal settings. The participants will receive case management and follow up throughout the three months (entry, second month, exit) of the program. They will be evaluated on their goals and aspirations as well as their academic achievement and interests.

College Entry Exam/IHE. Participants that are interested will take the college entry exam, with expenses covered by *HEP for Ag*. They will receive counseling regarding financial assistance and support, FAFSA, career options and availability, among other.

Job Placement. Participants will receive assistance towards job placement (resume development, referrals to a Puerto Rico Department of Labor Center, Department of Agriculture Programs - currently there is a program that provides loans to people who are 25 years of age or less for farming activity). Through the Horticulture workshops that will take place during a month of the program, the participants will also end their program with an additional trade.

*HEP for Ag* will establish linkages with appropriate agencies and organizations in the region to provide services to the target population. This will be done by the recruiter with the

Project Coordinator and counselor of the *HEP for Ag* Program, all which will be hired during the first month. PR Department of Labor, PR Department of the Family and local county Town halls of target municipalities will be approached at the beginning of the program to inform of the offerings and to establish liaisons that will facilitate services available to the participant population. The proposed project will increase efficiency on the use of time, staff, money and other resources to improve results and increase productivity. Key personnel will be hired for the implementation of the program and they will work together to ensure program effectiveness.

*Strong Theory.* Recent economic changes have left adults who lack a high school diploma in an unfavorable social and economic position. At the same time, research shows that completing a high school education and pursuing a postsecondary degree are key to economic prosperity and expanded social opportunities.<sup>2</sup> For most high school non-completers, the GED credential is the bridge to postsecondary education. For students to acquire robust college-ready knowledge and skills—not just pass the GED tests—they must become versatile in reading, writing, and math. This developmental work needs to occur across the full continuum of learning levels, from students who are not quite ready to prepare for the GED tests, to students who barely pass subject area tests, to those who pass with relatively high scores.<sup>3</sup> High school dropouts who want to get back on track with their education must be able to rely on sound programming that meets their needs, expectations, and aspirations.

Gravey and Grobe (2011), establish in their white paper GED to College Degree:

Creating Pathways to Postsecondary Success for High School Dropouts, a proposed program to

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<sup>2</sup> M. Becker, W. Song, J. Zhang. GED. 2009. Candidates and Their Postsecondary Educational Outcomes: A Pilot Study. GED Testing Service® Research Studies, 2009-5. In <http://www.gedtestingservice.com/uploads/files/e248d9c38a9dc05883770deecab2261a.pdf>

<sup>3</sup> Harrington, Jeanne Belisle. Transitioning GED and ESOL (ESL) Students into Community College. Rio Salado College ABE Transition Program, Fiscal Year 2000. <http://files.eric.ed.gov/fulltext/ED451376.pdf>

have participants that not only obtain a GED, but also continue towards postsecondary education. Without clear and effective pathways from the GED to postsecondary education, the nation will not achieve even marginal—let alone radically improved—college-ready and career-ready outcomes for most youth.<sup>4</sup> Their suggestions include the following: 1. Build a college-going culture where college is an expectation for all students and college access and completion are the ultimate program performance measures; 2. Enriched curriculum and classroom instruction and incorporation of critical thinking, high-level literacy, and numeracy skills needed for success in college; 3. Clear entry and exit points to create cohorts of students, reinforcing group learning and peer support; 4. Use of broad set of pre- and post-assessment instructions (e.g., ACCUPLACER, COMPASS) to measure readiness for credit-bearing classes; 5. Establish a strong partnership with a postsecondary institution to facilitate curricular alignment and leveraging of resources on both sides to support student transition; and 6. Include a range of career exploration and planning activities to link classroom activities to students' college aspirations.

Casheena Stephens (2010) establishes in “The Potential Barriers to Adult GED Transition” that adult education programs should also provide college preparatory courses to GED students prior to entering college to set the stage for excellent performance. Many ethnic minority students are either first-generation or first-time college students and thus face the challenge of not having a reference to navigate the higher education system. This situation becomes even more challenging when these same students left high school early and did not have sufficient opportunities to gain awareness or develop a level of confidence that could have resulted from continued interaction and participation in the educational setting. According to the

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<sup>4</sup> Garvey, J. and Grobe, T. From GED to College Degree. <http://www.jff.org/publications/ged-college-degree>

data, more than half of the GED students did not believe they have potential barriers that would hinder their transition into college. Unfortunately, literature and the results from the survey questionnaire report otherwise. This population has become so accustomed to lack in their lives that blatant barriers are unrecognizable.

*HEP for Ag* takes into consideration Garvey and Grobe's suggestions to transcend from obtaining a GED to being successful in post-secondary education. It also takes into consideration the findings made by Stephens, where students do not recognize their barriers because they have become accustomed to them and have learned to live with them as a regular part of their lives.

### **3. QUALITY OF PROJECT SERVICES**

Training and professional development services will be provided for the proposed project by University personnel from its School of Education. Upon recruitment, the teachers that will provide lessons to the participants of *HEP for Ag* will receive training on how to best impart the education, heading towards post-secondary education. They will receive follow up training between cycles of HEP participants, evaluating the results of previous groups and analyzing changes that must be made. Annual training for the teachers of the *HEP for Ag* Program will take place for them to use updated teaching methods.

Services to be provided by the proposed project are focused on those with the greatest needs. As established in the needs section, transportation is an issue. These students will be going to Arecibo, highlighted in darker hue of blue below, from the central part of the island.



The commuting time from these parts of the island to Arecibo, where PCUPRA is located, is of approximately an hour, or an hour and a half. Students will be picked up at the plazas of their respective municipalities and transported to PCUPRA. They will be returned in the afternoons. Lunch will be provided to the students at the University Cafeteria and they will also be provided a stipend to ensure that they cover basic expenses during their education process, and that their financial situation does not intervene with their studies. Counseling and coordination will allow students to recognize their barriers and then establish a plan to respond to these challenges. They will learn of the opportunities they have upon obtaining a GED and be directed to a University like setting, getting accustomed to a postsecondary education environment.

The services to be provided by *HEP for Ag* will lead to improvements in the skills necessary to gain employment. Critical thinking, reading comprehension, career and personal counseling will allow increase the employability of participants. These are among the characteristics that are most looked for by an employer in an employee as stated in the PR Department of Labor Census of Skills Occupational requirements. The horticulture activities will help participants develop a new trade prior to concluding the program. Participants will create an updated resume and present them before the Puerto Rico Department of Labor Arecibo regional offices to identify career opportunities available for them.

#### 4. QUALITY OF PROJECT PERSONNEL

The key project personnel is: a Project Director (PD), Project Coordinator (PC), Recruiter, Career Counselor, and Administrative Assistant. Other Personnel (Contractual) will include teachers, tutors, and the External Evaluator. The designated PD and PC credentials are described below as well as the requirements for the position of other key personnel and Contractual of *HEP for Ag*.

##### A. Project Director – Samaris Tejada Cruz

Samaris Tejada Cruz has been designated as Project Director. She has vast experience working with federal grants (Upward Bound Program 2008-2011). Under the Upward Bound Program, she maintained control of teacher and tutor files for the program; control of the budget and request transfer accounts; coordinate interviews for students, teachers and tutors; coordinated meetings, workshops, and field trips; generated teacher and tutor contracts, attendance reports, reconciliation of attendance sheet payroll; among others. The Project Director will ensure compliance with timely project implementation and reporting activities as well as with other requirements of the grantor agency.

<b>Samaris Tejada Cruz Project Director - 100% Time Commitment</b>
<ul style="list-style-type: none"><li>✓ Duties and Responsibilities include:</li><li>✓ Primary individual responsible for effective and functioning of all aspects of the program in collaboration with the Program Coordinator and key resources.</li><li>✓ See that the final design and schedule is developed so human and other resources are in place and a training program meeting the objectives specified will take place, facilitating the creation and pilot testing of the web resource pages and the curriculum reform based on them.</li><li>✓ Assure development in line with budget and overall objectives</li><li>✓ Oversee overall compliance and execution of the activities established in this project proposal; compliance with US Department of Education regulations and timely</li></ul>

<b>Samaris Tejada Cruz</b> <b>Project Director - 100% Time Commitment</b>
reporting activities; compliance with Institutional policies and regulations;
<ul style="list-style-type: none"> <li>✓ Required Qualifications:</li> <li>✓ Master's degree in Science or Education</li> <li>✓ Previous Experience with Federal Grants Management</li> <li>✓ Experience of five years in administration in a supervisory role</li> <li>✓ Excellent verbal and written communication skills (English/Spanish)</li> </ul>

**B. Project Coordinator – Dadia Escribano**

Dadia Escribano Ruiz has been designated as the Project Coordinator. She has vast experience administering Federal Funds and has administered Title V awards since 2009 (six years administering Individual Title V awards). She has a Master's degree in Environmental Science and Management and Evaluation of Environmental Risk; Two Bachelor degrees in the areas of Microbiology and Pre-Medical Technology. Mrs. Escribano has been a Science professor at PCUPRA since 2006 and also successfully directed two Title V Programs under the same institution since 2006.

<b>Dadia Escribano Ruiz</b> <b>Project Coordinator 100% Time Commitment</b>
<ul style="list-style-type: none"> <li>✓ Duties and Responsibilities include:</li> <li>✓ Support Project Director with the implementation of objectives, activities, ensuring compliance of activities following the project plan.</li> <li>✓ Support timely reporting compliance activities.</li> <li>✓ Oversee compliance with federal, state and institutional regulations, policies and procedures during implementation.</li> <li>✓ Update Institution on project execution.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Required Qualifications:</li> <li>✓ Master's degree in Science or Education</li> <li>✓ Experience of three years in administration in a supervisory role</li> <li>✓ Excellent verbal and written communication skills (English/Spanish)</li> </ul>

**C. Recruiter (To be hired)**

This is a full-time position. The recruiter will be in charge of establishing and performing recruitment activities in the target municipalities for the HEP Program. The responsibilities include creating and disseminating marketing for the program including approaching churches and community organizations in the target population municipalities, PR Department of Labor, USDA regional offices, among other. Requirements for this position include at least one year of experience in the field and a Bachelor's Degree.

#### **D. Counselor**

This is a full-time position requiring a Master's Degree in Guidance and Counseling as well as the required license. A minimum of two years' experience working with disadvantaged students is required and knowledge of student development and retention theory highly advisable. Knowledge and experience in career and academic advising are essential to the position. Computer literacy and communication skills are also highly advisable and the ability to work under pressure and as a team is essential to the position. This individual will work closely with the university's Admissions, and Registrar offices, and Project Director and Coordinator. He/she will be the direct liaison with PR Department of Labor (regional) as well as with state offices that will provide services for the Participants.

#### **E. Administrative Assistant**

This is a full-time position. The administrative assistant will perform office tasks of moderate complexity. The person assigned to this position will provide support to the other key personnel and will have contact with students, administrative personnel, professors, teachers, tutors, walk-ins, service providers, general public, among others as well as receive and offer information, coordinate meetings and activities. The position requires supervising, monitoring,

and coordinating some aspects of specific programs and students. Requirements include a Bachelor Degree in Office Administration of Secretarial Sciences from an accredited university.

At least between 3 months and 1 year of work experience

The Other Personnel (Contractual) will be: teachers, tutors, and the External Evaluator.

### **A. Teachers**

Five teachers will be hired to provide the GED modules to the participants four hours per day, four days per week for thirty weeks annually. Bachelor Degree in Education is required as well as at least two years of experience teaching. Responsibilities include: Guide, inform and lead students towards understanding the assigned subject; Monthly report of activities and achievements; Final report of activities and achievements per cycle.

### **B. Tutors**

Five tutors will be hired for 3 hours per day for four days per week for thirty weeks annually. Responsibilities include: Guide, inform and lead students towards understanding the assigned subjects; Monthly report of activities and achievements; Final report of activities and achievements as determined at beginning of program year. Associate's degree is required.

### **C. External Evaluator (See part 7: Quality of the Project Evaluation)**

## **5. QUALITY OF MANAGEMENT PLAN**

The management plan aims to achieve the objectives of the proposed projection time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

**Table 6  
Timeline HEP for Ag**

**HEP for Ag Cycle Month 1:** Participants begin, participant evaluation (goals, status, needs)

Responsibility: Project Director, Project Coordinator, Counselor, External Evaluator

**HEP for Ag Cycle Month 2:** Participants continue, participant evaluation (follow-up, goals,

academic achievement) Responsibility: Project Director, Project Coordinator, Counselor,

External Evaluator

**HEP for Ag Cycle Month 3:** Participants end, participant evaluation (GRE practice tests, goals,

academic achievement), college entry exam (as applicable), job placement referral to PRDOL

Agency (as applicable), IHE (FAFSA, counseling), program evaluation.

Responsibility: Project Director, Project Coordinator, Counselor, External Evaluator

Recruitment will be on-going throughout the duration of the 5-year project; Monthly meetings will take place throughout project implementation. Each cycle of activities will also provide to the participants the horticulture program.

<b>Timeline</b>	<b>Activity</b>	<b>Milestone</b>
<b>Year 1</b>		
<b>June</b>	Kick-off Meeting	Program Begins
<b>July</b>	Hire Personnel Contracting & Purchases Recruitment Begins (on-going until program ends year 5) Teacher/tutor training Evaluation mechanism established	
<b>August</b>	<b>HEP for Ag Cycle 1</b> begins	Begin Cycle 1
<b>September</b>	<b>HEP for Ag Cycle 1</b>	
<b>October</b>	<b>HEP for Ag Cycle 1</b> ends	Cycle 1 ends Evaluation Cycle 1
<b>November</b>	<b>HEP for Ag Cycle 2</b> begins	Cycle 2 begins
<b>December</b>	<b>HEP for Ag Cycle 2</b> continues	
<b>January</b>	<b>HEP for Ag Cycle 2</b> ends	Cycle 2 ends
<b>February</b>		Evaluation Cycle 2

<b>Table 6 Timeline HEP for Ag</b>		
<b>March</b>	<b>HEP for Ag Cycle 3</b> begins	Cycle 3 begins
<b>April</b>	<b>HEP for Ag Cycle 3</b> continues	
<b>May</b>	<b>HEP for Ag Cycle 3</b> ends Evaluation	Cycle 3 ends Evaluation Cycle 3
<b>Years 2, 3, 4</b>		
<b>June</b>	<b>HEP for Ag Cycle 1</b> begins	Cycle 1 begins
<b>July</b>	<b>HEP for Ag Cycle 1</b> continues	
<b>August</b>	<b>HEP for Ag Cycle 1</b> ends	Cycle 1 ends
<b>September</b>	Evaluation, Recruitment	
<b>October</b>	<b>HEP for Ag Cycle 2</b> begins	Cycle 2 begins
<b>November</b>	<b>HEP for Ag Cycle 2</b> continues	
<b>December</b>	<b>HEP for Ag Cycle 2</b> ends	Cycle 2 ends
<b>January</b>	Evaluation Recruitment	
<b>February</b>	<b>HEP for Ag Cycle 3</b> begins	Cycle 3 begins
<b>March</b>	<b>HEP for Ag Cycle 3</b> continues	
<b>April</b>	<b>HEP for Ag Cycle 3</b> ends	Cycle 3 ends
<b>May</b>	Evaluation Recruitment	
<b>Year 5</b>		
<b>June</b>	<b>HEP for Ag Cycle 1</b> begins	Cycle 1 begins
<b>July</b>	<b>HEP for Ag Cycle 1</b> continues	
<b>August</b>	<b>HEP for Ag Cycle 1</b> ends	Cycle 1 ends
<b>September</b>	Evaluation, Recruitment	
<b>October</b>	<b>HEP for Ag Cycle 2</b> begins	Cycle 2 begins
<b>November</b>	<b>HEP for Ag Cycle 2</b> continues	
<b>December</b>	<b>HEP for Ag Cycle 2</b> ends	Cycle 2 ends
<b>January</b>	Evaluation Recruitment	
<b>February</b>	<b>HEP for Ag Cycle 3</b> begins	Cycle 3 begins
<b>March</b>	<b>HEP for Ag Cycle 3</b> continues	
<b>April</b>	<b>HEP for Ag Cycle 3</b> ends	Cycle 3 ends
<b>May</b>	Final Report Final Evaluation	Program ENDS Final Reports

The Project Coordinator, Counselor and External Evaluator will report directly to the Project Director. The Project Director will respond to the Chancellor of PCUPRA. Teachers and tutors will report directly to the Project Coordinator. The Recruiter will report to the Project Coordinator. Monthly program meetings will take place to establish solutions to challenges that develop throughout program implementation and take adequate measures. Reporting activities

will take place as required by the grantor agency. Time allocation of key personnel is appropriate and ensures to meet the objectives of the proposed project.

## **6. ADEQUACY OF RESOURCES**

The institutional vision of PCUPRA encourages students to pursue a degree for their personal growth. The Board of Directors and the President adhere and have authorized institutional commitment to the HEP Program to improve access of higher education for those individuals.

The institutional commitment to the project will be:

a. Facilities: The Institutional facilities as physical plant and resources will be available for the HEP. Classrooms for tutoring, restroom facilities and storage area will be provided. Physical facilities comply with ADA and reasonable accommodations will be provided as needed.

b. Equipment: The institution will provide office equipment as air conditioners, desks, chairs, filing cabinets, telephones, internet connection with an electronic network of over 80 PC's and a wireless network. Classroom equipment will be provided as well as regular blackboards, computerized blackboards and computers.

c. Supplies: Office and classroom supplies, as well as educational materials will be subsidized with project's funds.

Retention Policies: A student's Retention Committee will be developed to address retention at the Institution. This retention plan will include: the registration process, orientation seminars, counseling, early alert of potential dropouts and follow-up of referrals. Monthly meetings will be held to evaluate alternatives and possible solutions of situations that potential drop-outs have.

Educational Opportunities: PCUPR provides reasonable accommodation for students with disabilities. Classes will be offered in buildings with ramps and elevators as required by the Americans with Disabilities Act (ADA). The Information Access Center (IAC) will provide educational equipment and physical facilities for the equal opportunity access of students with disabilities.

The budget is adequate to support the proposed project. With a tradition of almost 50 years serving students and the experience in working with different programs' budgets, both local and federal, resources will be maximized, services integrated with alike needs and a budget adequately structures to support the proposed project. The costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

Following the model design and presented budget, PCUPRA will achieve the principal objective of the proposed Project. By offering the basic courses and intensively approaching each participant needs, outstanding results will be obtained on an academic and personal growth. There is potential for the incorporation of project purposes, activities, or benefits into the ongoing program of PCUPRA at the end of Federal funding. The HEP program has the strength and support of the PCUPRA and knowledge of an administration and trained staff in the area of education. This way it can attain the purpose of mission and vision of HEP, achieving a large number of students earn a GED, find jobs better paid and/or continue postsecondary studies or certification.

## **7. QUALITY OF THE PROJECT EVALUATION**

The methods of evaluation are feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. The evaluation plan consists of data elements and collection

procedures to measure the success of activity objectives and project goals. The evaluation plan includes the systematic collection and data analysis. It will be conducted with the assistance of an external independent evaluator.

The external evaluator will ensure the valid assessment of the implementation of all parts of the project and will use quantifiable evidence to meet the proposed objectives. This external evaluator will work directly with the Project Director and the Project Coordinator to establish clear data definitions; create routine, systematic data collection; develop appropriate data collection tools; analyze data, and complete an evaluation report.

These well-implemented methods of evaluation will produce evidence of promise. The formative evaluation will allow project personnel to determine whether the implementation of the activities is yielding anticipated outcomes and whether modifications are needed. This is based on the immediate analysis of the data collected on an ongoing basis, it will allow to identify problems that may hinder progress and will guide regular, timely, and necessary changes to advance the project. A crucial aspect of formative evaluation will be surveys and/or interviews administered to participating students and instructors throughout piloting phases.

Quantitative data, which measures outcomes interpreted in rates and proportions, will be an integral part of data collection. Project staff will track enrollment, retention, success, and completion rates for each *HEP for Ag* participant, and data will be collected and analyzed to evaluate the project's responsiveness to the purposes of the HEP program. Descriptive data/statistics collected will include student demographic information for each *HEP for Ag* cycle. The following key performance indicators designated as those that will assess the effectiveness of the program will be measured: (1) over the five-year grant period, the percentage

change of the number of participants that complete the program; (2) the percentage that pass the GED; (3) the percentage of students that take the college entry exam; (4) the percentage of students that seek information for post-secondary education and fill out FAFSA; (5) the percentage of students that exceed their initial goal upon entering the *HEP for Ag* program; (6) the percentage of students that seek employment upon completion of the program and are referred to PRDOL offices.

Qualitative data to report satisfaction with the programs will be collected through surveys, interviews, focus groups and/or observations. Instructors and students for each cohort will report level of satisfaction with new programs, quality of instruction, facilities, and other instructional resources.

The summative evaluation will use relevant data from formative evaluations and analyze of quantitative/qualitative data that will be used to determine success in meeting objectives. Annual summative reports will also include a description of unanticipated results and how these will impact the project in the subsequent year, detailing any planned project modifications to be undertaken as a result. Each year, the annual summative report will be distributed to the Chancellor, and the funding agency. Evaluation will be ongoing and continue beyond the grant period. Project end summative evaluation will assess the total project's success in reaching its objectives and its contribution to realization of institutional and programmatic goals.

The instruments will be developed at the beginning of the project (months 1 and 2, year 1) and modified throughout the program. The data will be analyzed as follows: The reports of results and outcomes will be available during the first two months of each program year. PCUPRA will use the information collected through the evaluation to monitor progress of the

funded project and to provide accountability information about success at the initial site and effective strategy in other settings.

Adequate resources will be devoted to project evaluation. PCUPRA will measure the extent to which annual measurable activity objectives and performance indicators are attained, and establish performance feedback loops, facilitating modifications throughout each project year. This will be achieved through continuous and ongoing evaluation throughout project cycles. Evaluation strategies will allow assessment of the project's contribution to addressing project weaknesses and problems.

The external evaluator will work closely with project staff to ensure the valid assessment of the implementation strategies and use of quantifiable evidence for meeting the proposed objectives. These methods of evaluation will provide performance feedback and periodic assessment of progress toward achieving the intended outcomes. The evaluations will be organized so that they serve to communicate results clearly and logically. The process will incorporate recognized data-gathering procedures and focus on qualitative and quantitative aspects of project performance and service-delivery. The resultant reports will review the suitability of project objectives in the light of changing circumstances, and/or modifications needed concerning strategies, resources, or timeframes.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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(b)(6)

## **EDUCATION**

Pontifical Catholic University of Puerto Rico, Ponce Campus  
Master Degree in Sciences 2011  
Major in Office Administration

University of Puerto Rico, Arecibo Campus  
Bachelor Degree in Business Administration 1997  
Major in Office System

## **PROFESSIONAL EXPERIENCE**

**January 1, 2015 – present Office Coordinator**  
**Pontifical Catholic University of Puerto Rico, Arecibo Campus**  
**Continuing Education**

- Supervise personnel compliance with the norms and rules of the Office and the Institution; Supervise academic and administrative resources of the project; Select the subjects for course development and recommend the Professor's that will offer the courses.
- Require all Professor's the following materials: course syllabus, course evaluation form, among others; Coordinate visits to schools and clients for promotion activities; Ensure all professors have the course materials; Prepare the payroll of the work student.
- Coordinate room and facility arrangements of the Institution for the Program's services; Control the Program budget and request transfers accounts; Participate in periodic meetings of the academic and administrative personnel of the Institution; Prepare requested reports; Write and submit proposals for different agencies.

**October 2011 at December 2014 Administrative Coordinator & Official**  
**Pontifical Catholic University of Puerto Rico, Arecibo Campus**  
**Mathematics & Sciences Partnership Program**

- Report to the Director and Assist in all phases of the Academic Program, coordination of the pre and post-testing of teachers and students of the experimental and control groups.
- Supervise personnel compliance with the norms and rules of the program and the Institution;
- Select the subjects for development in the mini courses and recommend the Professors; Distribute and gather attendance forms; Be available for assistance to Teachers offering the courses; Coordinate visits to schools for participating teachers; Ensure all teachers have the appropriate and complete material for the mini courses.
- Coordinate room and facility arrangements of the Institution for the Program's services.
- Control the Program budget and request transfers accounts; Working the electronic process of Department of Education invoicing; Prepare the payroll of the participants.
- Forward the Director all equipment and material requisitions needed for the program.
- Work with the selection of the place for the residency and coordinate the date, place and reservation; Assist Director in preparing reports for the proposal and requested by the MSP Program.

## Samaris Tejada Cruz

(b)(6)

- Assist and participate in the national academic Congress sponsored by the Mathematics and Science Partnerships Program (MSP) of the Puerto Rico Education Department.
- Coordinate meetings, workshops, field trips, and internships; Generate material, payroll and equipment requisitions; Generate contracts, distribute for approvals for the Program Faculty.
- Experience with the implementation and evaluation of the proposal; Knowledge of federal law Title II

**2008-2011 Administrative Official**  
**Pontifical Catholic University of Puerto Rico, Arecibo Campus**  
**Upward Bound Program**

- Maintained control of teachers and tutors files for the Program; Direct contact with the Ponce Upward Bound Program and External Resources office; Control the Program budget and request transfers accounts.
- Coordinate interviews for new students, teachers, and tutors for the Program; Coordinate meetings, workshops and field trips.
- Generate material, payroll and equipment requisitions; attendance report; Generate vacation plan, attendance, compliance and training reports for the Program personnel.
- Maintained vacation balance for the Program personnel; Reconciling attendance sheet payroll staff for teachers and tutors and invoices for payment; Work travel arrangements and expense report for the Program personnel; Audit student files; Assist directly the Program Director.
- Back up of Continuing Education Division (enroll participants, call participants to monitor workshops payment, disclosure workshops promotion electronically, coordinate workshops promotion with the relevant department.

**July 2007 – October 2007 Documentation Technician**  
**Brystol Myer Squibb Holdings Pharma Ltd. Liability Company, Manatí Operations**  
**Information Management Department**

**2006 –2007 Secretary**  
**Pontifical Catholic University of Puerto Rico, Arecibo Campus**  
**Graduate School Department**

**2004 -2006 Documentation Specialist**  
**Schering-Plough Products, LLC, Manatí Operations**  
**Quality Assurance Central Documentation Department**

**2001 to 2004 Documentation Technician**  
**Schering-Plough Products, LLC, Manatí Operations**  
**Pharmaceutical Manufacturing (Sterile/Non-Sterile Process, Liquid/Topical Dosage Form)**

## **EDUCATION**

### **2003 - 2005**

Environmental Risk Evaluation and Management Master Degree  
Metropolitan University: Environmental Science School, Hato Rey.

### **1999 – 2003**

Microbiology Bachelor Degree  
Universidad Interamericana de Puerto Rico

### **1999 – 2003**

Premedical – Technology Bachelor Degree  
Universidad Interamericana de Puerto Rico

## **WORK EXPERIENCE**

**2016-Present** Position: Professor of Biological Science, Microbiology, General Biology II and Environmental Management.  
Pontifical Catholic University of Puerto Rico

**2010-2015 Position: Project Director of Title-V NOIS**  
Pontifical Catholic University of Puerto Rico, Arecibo Campus

Implementation of strategies that will lead to the accomplishment of the objectives of this proposal; Chair the program staff meetings every two weeks; Together with the Activity Coordinator, coordinate all proposed activities of the program; Have control of the expenditures in the program; Prepared requisitions and purchase procedures for all program components and activities will be carried out in the office under my supervision; Check offering workshops for faculty of Sciences to use the equipment purchased with federal funds; Prepared Interim Performance Report (IPR); Prepared Annual Performance Report (APR).

**2015 Position: Professor of Biological Science (online)**  
Pontifical Catholic University of Puerto Rico, Arecibo Campus

**2006-2010 Position: Project Director of Title-V ETAI**  
Pontifical Catholic University of Puerto Rico, Arecibo Campus

**2006-2018 Position: Professor General Biology I and II**  
Pontifical Catholic University of Puerto Rico, Arecibo Campus

**2005 - 2006**

Abbott Biotechnology Limited (ABL)  
Position: Q.C. Mec – Laboratory Technician II  
Coordinator: Lydia Pérez and Celenia Martínez

**2003-2004**

Family Medicine office  
Position: Secretary

**LANGUAGES**

Spanish and English (Oral and Written)

**COMPUTER SKILLS**

Microsoft Excel, Microsoft Word, Microsoft Power Point, Publisher, Photo-Shop.

**LICENSES AND CERTIFICATES**

- Biology Association (A.B.I.A.), Universidad Interamericana de PR - Arecibo Campus.
- Member of activities, pastoral, budget and infrastructure committees.
- Certification (3 hours) Portfolio how to use Instruments for Evaluation.
- Certification (2 hours) “Acomodo razonable y Asistencia Tecnológica para Personas Sordas en el Siglo XXI”.
- Certification (1.5 hours) Electronic board.
- Certification (3 hours) Basic Power Point.
- Certification First Convention of Title V, “Technological Challenge in Higher Education”.
- Certification (3 hours) Use of Video- Flex.
- Certification (4 hours) “Video como Estrategia de Enseñanza”.
- Certification (4 hours) “Estrategias Pedagógicas Integrando la Tecnología”.
- Certification (6 hours) “Diseño y Creación de un Modulo Educativo en línea”.
- Certification (2 hours) “Calidad y Sociedad del Conocimiento”.
- Good Manufacturing Practices (GMP)
- Good Laboratory Practices (GLP)
- Standard Operating Procedures (SOP)
- Moodle Certification & Others

**YAMILET MALDONADO RIVERA**

(b)(6)

**EDUCATION:**

Pontifical Catholic University of Puerto Rico, Ponce  
*MA Guidance and Counseling*  
1992

University of Puerto Rico, San Juan  
*BA Domestic Science*  
1986

**WORK EXPERIENCE:**

Pontifical Catholic University of Puerto Rico, Arecibo  
*2006-present Professor - Counseling*

Antonio Lucchetti High School  
*2007 – present Professional Counselor*

Fernando Suria Chavez High School  
*1994 – 2011 Professional Counselor*

Trina Padilla School  
*2001-2007 Professional Counselor*

**CERTIFICATIONS:**

CEPA (2006); Conflict Management (2006); Youth Suicide Prevention (2009);  
Counseling for Parents to improve Academic Achievement (2009); Infectious Diseases  
(2009); Addiction Counseling License (2009).

**JAVIER HARRISON SOTO**

**EXPERIENCE**

**2008-present PCUPRA Student Affairs**

**Promotion and Recruitment**

- Visit schools and organizations; Establish logistics and communication with schools, government, and private businesses.
- Promote academic offerings through workshops and lectures. Coordinate promotion activities for special events; general public promotions.
- Supervise telemarketing program; Provide follow-up and support to students: Admissions, Registrar, and Financial Aid during the enrollment process.

**2003- 2008 PCUPRA Library**

**Auxiliary Librarian**

- Book loans and returns to general public. Provide guidance and offer services in database management;
- Prepare educational material for the use and management of equipment and programs for visually impaired. (Proquest, Ebsco Host, HWilson, FAFSA Online and Internet).

**2001-2003 PCUPR CCI**

**Computer Technician**

- Control student Access; provide technical support for printers and computer systems; assist students in research.

**EDUCATION**

- 2011-2014 Universidad Interamericana de Puerto Rico, Recinto de Arecibo: *MA in Education – in Counseling*
- 1998-2002 University of Puerto Rico – Arecibo: *BA in Communications*

**MYRIAM MORALES**

(b)(6)

**Education:**

Pontifical Catholic University of Puerto Rico, Arecibo  
*BA Secretarial Sciences*

Universidad Interamericana de Puerto Rico, Metro Campus  
*MA Commercial Education*

**Work Experience:**

Pontifical Catholic University of Puerto Rico, Arecibo  
*2009-2010 Administrative Assistant*  
*USDE Title V Exploiting Technologies for Academic Improvement*

- Technology workshops; Creation of electronic brochures; creation of blogs; creation of electronic portfolios as an evaluation tool; preparation and submittal of federal grants, among other.
- Office work, budget management, acquisitions, requisitions, workshop coordination among other tasks.

Pontifical Catholic University of Puerto Rico, Arecibo  
*2010-2015 Administrative Assistant*  
*USDE Title V New Opportunities in Sciences*

- Office work, budget management, acquisitions, requisitions, workshop coordination among other tasks.
- Pilot program support, professor hiring process, inventory management, among other tasks.

**Associations:**

2011 – Elected President under the Commercial Education Professors Association of Puerto Rico.

## **JOB DESCRIPTIONS**

### Project Director

#### Duties and Responsibilities:

- Primary individual responsible for effective and functioning of all aspects of the program in collaboration with the Program Coordinator and key resources.
- See that the final design and schedule is developed so human and other resources are in place and a training program meeting the objectives specified will take place, facilitating the creation and pilot testing of the web resource pages and the curriculum reform based on them.
- Assure development in line with budget and overall objectives.
- Ensure compliance and execution of the activities established in the proposal.
- Ensure compliance with US Department of Education regulations and timely reporting activities.
- Ensure compliance with Institutional policies and regulations.
- Communicate directly with Chancellor and Sponsored Program's office at PCUPR.
- Respond to grantor letters/emails/notifications.
- Comply with reporting requirements.
- Oversee timely implementation of program activities.
- Ensure monthly meetings take place.
- Implement changes as per evaluation results to ensure program effectiveness.
- Make sure that promotion runs smoothly and is effective in participant recruitment.
- Verify that participant's eligibility is met.

#### Required Qualifications:

- Master's degree in Science or Education from an accredited university
- Previous Experience with Federal Grants Management
- Experience of five years in administration in a supervisory role
- Excellent verbal and written communication skills (English/Spanish)

## Project Coordinator

### Duties:

- Moderate complexity
- Coordinate with personnel administrative and academic tasks of a specific program
- Contact with students, academic and administrative personnel and other entities
- Receive direct supervision from Project Director upon task completion
- Supervise tasks of subordinates

### Responsibilities:

- Recruitment, organize activity calendar, coordinate meetings
- Organize personnel distribution
- Collaborate in evaluations and recommendations of teachers and tutors
- Coordinate with Recruiter
- Provide guidance over the phone and to walk-ins regarding the project
- Provide information and guidance to partner organizations and entities that refer participants and collaborate with the project
- Create marketing material for the program
- Recommend resources for project implementation
- Provide follow up to the External evaluator reports
- Assist with reporting activities in compliance with project grantor requirements
- Supervise teachers and tutors of the project
- Keep communication channels with all involved parties open (program personnel, participants, partners)
- Keep administrative and academic documents confidential
- Attend meetings
- Coordinate academic and curricular activities and workshops
- Compile and analyze evaluations
- Support Project Director with the implementation of objectives, and activities while ensuring compliance of activities following the project plan.
- Support timely reporting compliance activities.
- Oversee compliance with federal, state and institutional regulations, policies and procedures during implementation.
- Update Institution on project execution.

### Required Qualifications:

- Master's degree in Science or Education from an accredited university; three-year experience in administration in a supervisory role; excellent verbal and written communication skills (English/Spanish); previous experience with federal grants preferred.
- Knowledge of office management, grammar, computer usage including Microsoft Office software. Also, planning, and supervision skills.

## Career Counselor

### Duties and Responsibilities:

- Work closely with the University's Admissions, and Registrar offices, and Project Director and Coordinator.
- Be the direct liaison with PR Department of Labor (regional) as well as with state offices that will provide services for participants.
- Analyze aptitudes, educational and vocational abilities of each participant.
- Coordinate orientation activities
- Administer evaluations regarding vocational and academic preparation
- Assist the Project director in the development of evaluation plans
- Assist participants in personal development
- Group sessions for vocational development
- Implement and keep contact with community resources to enrich support to the program
- Develop and keep effective work relationship with program personnel
- Keep open communication access with participants and program personnel
- Visit participants when necessary
- Write letters of recommendation when necessary
- Maintain confidential records of program participants
- Coordinate and organize short courses for student development
- Establish contact with post-secondary institutions
- Provide follow up to students through questionnaires, phone calls, e-mail, etc.
- Visit different universities and establish liaisons
- Fulfill other responsibilities as necessary

### Required Qualifications:

- Master's Degree in Guidance and Counseling from an accredited university; Valid Professional License
- A minimum of two years' experience working with disadvantaged students.
- Knowledge of student development and retention theory is highly advisable.
- Knowledge and experience in career and academic advising are essential to the position.
- Computer literacy and communication skills are also highly advisable and the ability to work under pressure and as a team is essential to the position.
- Valid Driver's license

## Recruiter

### Duties and Responsibilities:

- Establishing and perform recruitment activities in the target municipalities for the HEP Program to attract potential, eligible, interested participants.
- Create and disseminate marketing for the program including approaching churches in the target population municipalities, PR Department of Labor, USDA regional offices, among other.
- Contact and exchange information with Project Coordinator and Administrative Assistant
- Establish recruitment strategies with Project Director
- Prepare reports informing of the project effectiveness, and monthly visits and contacts made
- Organize informational material
- Distribute informational material to key entities
- Keep updated work plan
- Establish calendar with Project Director or Coordinator
- Develop recruitment ideas and strategies
- Develop direct relationship with necessary contacts and coordinate visits
- Distribute key eligibility documentation
- Provide follow-up to interested eligible potential participants
- Prepare monthly reports (statistics)
- Do administrative tasks related to position

### Required Qualifications:

- Bachelor Degree in Business Administration from an accredited university and at least one year of experience in the field
- Must have a valid driver's license.
- Must know Geography of Puerto Rico
- Must know group control and dynamics
- Statistics Analysis knowledge
- Effective written and verbal skills (English/Spanish)
- Good time distribution
- Computer management
- Must be available on holidays, night shifts, and weekends
- Requires physical force to move and drive vehicle as well as equipment.

## Administrative Assistant

### Duties:

- Office tasks
- Moderate complexity
- Routine responsibilities
- Combination of secretarial and manual office tasks
- Office administration
- Contact with students, administrative personnel, professors, teachers, tutors, walk-ins, service providers, general public, among others, to receive and offer information, coordinate meetings and activities.
- Receive general and specific instructions regarding assigned tasks, responsibilities, job execution.
- Supervise, monitor, and coordinate some aspects of specific programs and students.

### Responsibilities:

- Type, write, transcribe, in Spanish/English letters, memos, reports, circulars, meeting notes, etc.
- Compile necessary information to complete forms, applications, contracts, questionnaires, among others as necessary.
- Type letters, memos, reports, activity calendars, invitations, promotional material, etc.
- Receive, classify, distribute, archive and send mail.
- Prepare, manage, archive work in folders.
- Receive, provide guidance to students, employees, visitors that arrive at the work area to request services provided at the work unit.
- Answer and channel phone calls accordingly.
- Prepare, maintain agenda of immediate supervisor and administrative or professional personnel of work area.
- Keep attendance sheet at meetings, seminars, conferences, conventions, etc.
- Coordinate meetings, conferences, expositions, evaluations, etc.
- Operate photocopy machine, fax, scanner, calculator, among other.
- Purchase order processes, reimbursements, student stipends, etc.
- Budget information and monitoring updates.

### Required Qualifications:

- Bachelor Degree in Office Administration of Secretarial Sciences from an accredited university. At least between 3 months and 1 year of work experience.
- Knowledge of office management, Grammar, computer usage including Microsoft Office software. Decision making, communication skills, good time management, and prioritize.



# LA ALIANZA

March 4, 2016

Dr. Jorge Ivan Velez-Arocho  
President  
Pontifical Catholic University of Puerto Rico  
2250 Blvd. Luis A Ferre-Aguayo Suite 564  
Ponce, Puerto Rico 00717-0655

## LETTER OF SUPPORT HEP PCUPRA

Dear Dr. Jorge Ivan Velez Arocho:

The *Iglesia Alianza Cristiana y Misionera de Arecibo* (Christian and Missionary Alliance of Arecibo) provides services that are free of charge to residents of the Municipality of Arecibo. We assist people with different needs in the community and surrounding areas.

We accept the invitation to collaborate with Pontifical Catholic University of Puerto Rico, Arecibo Campus (PCUPRA) in furthering the endeavors towards helping seasonal farmworkers and members of their immediate family: (1) obtain a general education diploma that meets the guidelines for high school equivalency (HSE) and (2) gain employment or be placed in an institution of higher education (IHE) or other postsecondary education or training. We look forward to collaborating with PUCPRA by promoting their HEP for Ag program.

We commend PCUPRA for its efforts and compromise to help announce these much needed services, with eligibility requirements of participants, to the local community. It is with great pleasure and appreciation that the institution accepts the invitation to participate of such an honorable cause.

Sincerely,

(b)(6)

Rev. Miguel Martí  
Christian and Missionary Alliance-Arecibo  
Cristobal Colón, No. 251  
Arecibo, PR, 00613-0538

# OPDH

Oficina para la Promoción y  
el Desarrollo Humano, Inc.

March 4, 2016

Dr. Jorge Iván Vélez-Arocho  
President  
Pontifical Catholic University of Puerto Rico  
2250 Blvd. Luis A Ferre-Aguayo Suite 564  
Ponce, Puerto Rico 00717-0655

## LETTER OF SUPPORT

Dear Dr. Jorge Iván Vélez Arocho:

The *Oficina para la Promoción y el Desarrollo Humano, Inc. (OPDH)* provides psychological-educational innovative services that help enrich human development by strengthening the individual's self-esteem. This helps prevent drop-out incidence from high school programs. Pontifical Catholic University of Puerto Rico, Arecibo Campus (PCUPRA) has supported and collaborated with our institution for over 20 years.

PCUPRA's proposed of helping seasonal farmworkers and members of their immediate family: (1) obtain a general education diploma that meets the guidelines for high school equivalency (HSE) and (2) gain employment or be placed in an institution of higher education (IHE) or other postsecondary education or training aligns to our mission and vision. We look forward to the implementation of this program in our region and to collaborate by offering our services to its participants.

We commend PUCPRA for their initiative and hope their proposal will be considered favorably. There is demand for the services and the entity is qualified to surpass the expectations of the proposed program. We will help promote the program in the community and continue furthering our alliance by providing services and helping the program participants complete the program.

Cordialmente,

(b)(6)

Angélica M. Flores  
Executive Director

## BIBLIOGRAPHY

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- M. Becker, W. Song, J. Zhang. (2009). *Candidates and Their Postsecondary Educational Outcomes: A Pilot Study*. GED. As found in <http://www.gedtestingservice.com/uploads/files/e248d9c38a9dc05883770deecab2261a.pdf>
- Garvey, J. and Grobe, T. *From GED to College Degree*. as found in <http://www.jff.org/publications/ged-college-degree>
- Harrington, J. *Transitioning GED and ESOL (ESL) Students into Community College. Rio Salado College ABE Transition Program, Fiscal Year 2000*. <http://files.eric.ed.gov/fulltext/ED451376.pdf>

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 1660191965

DATE: 07/18/2014

ORGANIZATION:

FILING REF.: The preceding

Pontifical Catholic University of Puerto Rico

agreement was dated

2250 Las Americas Avenue Suite 523

09/01/2011

Ponce, PR 00717-9997

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

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**SECTION I: Facilities And Administrative Cost Rates**

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2014	06/30/2017	52.10	On-Campus	All Programs
PRED.	07/01/2014	06/30/2017	37.70	Off-Campus	All Programs
PROV.	07/01/2018	Until Amended	52.10	On-Campus	All Programs
PROV.	07/01/2018	Until Amended	37.70	Off-Campus	All Programs

**\*BASE**

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

ORGANIZATION: Pontifical Catholic University of Puerto Rico

AGREEMENT DATE: 7/18/2014

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**SECTION II: SPECIAL REMARKS**

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**TREATMENT OF FRINGE BENEFITS:**

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

**TREATMENT OF PAID ABSENCES**

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

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

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



## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

## BUDGET NARRATIVE

Pontifical Catholic University of Puerto Rico, Arecibo Campus (PCUPRA), in response to U.S. Department of Education’s FY 2015 Application for New Grants under the High School Equivalency Program (CFDA 84.141A), requests funding **(\$2,358,800)** for the implementation of “HEP for Ag: A High-school Equivalency Program for Agricultural Individuals.” The budget will be allocated as Federal and Non-federal as follows:

### 1. Personnel (\$786,660)

Personnel	Y1	Y2	Y3	Y4	Y5	TOTAL
Project Director	\$43,248	\$44,112	\$45,000	\$45,900	\$46,824	\$225,084
Coordinator	\$34,596	\$35,292	\$36,000	\$36,720	\$37,452	\$180,060
Career Counselor	\$34,596	\$35,292	\$36,000	\$36,720	\$37,452	\$180,060
Recruiter	\$20,244	\$20,652	\$21,060	\$21,480	\$21,912	\$105,348
Administrative Assistant	\$18,468	\$18,840	\$19,212	\$19,596	\$19,992	\$96,108
<b>TOTAL</b>						<b>\$786,660</b>

### PERSONNEL

#### **Project Director**

- Primary individual responsible for effective and functioning of the academic aspects of the program in collaboration with the Program Coordinator and key resources and participants.
- See that the final design and schedule is developed so human and other resources are in place and a training program meeting the objectives specified will take place, facilitating the creation and pilot testing of the web resource pages and the curriculum reform based on them.
- Assure development in line with budget and overall objectives.
- Oversee overall compliance and execution of the activities established in this project proposal; compliance with US Department of Education regulations and timely reporting activities; compliance with Institutional policies and regulations;

#### **Coordinator**

- Support Project Director with the implementation of objectives, activities, ensuring compliance of activities following the project plan.
- Support timely reporting compliance activities.
- Oversee compliance with federal, state and institutional regulations, policies and procedures during implementation.
- Update Institution on project execution.

#### **Career Counselor**

This individual will work closely with the Admissions, Registrar, Project Director and Coordinator. Counselor will be the direct liaison with PR Department of Labor (regional) as well as with state offices that will provide services for the Participants.

#### **Recruiter**

The recruiter will be in charge of establishing and performing recruitment activities in the target municipalities for the HEP Program.

<b>Administrative Assistant</b>
Assist Project Director, Coordinator, Recruiter and Counselor ensuring smooth project implementation.

Cost estimates and computations for personnel are based on rates established by the Human Resources department for PCUPRA.

## 2. Fringe Benefits (\$165,198)

Fringe benefits amount to 21% of the salary throughout the five years of the program.

<b>Fringe Benefits</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>TOTAL</b>
<b>Total</b>	\$31,742	\$32,379	\$33,027	\$33,687	\$34,363	\$165,198

<b>Fringe Benefits</b>	<b>Y1; Y2; Y3; Y4; Y5</b>
Employer's social security	7.65%
Workmen's compensation	1.10%
Hospitalization	5.00%
Christmas bonus	3.00%
Disability insurance	2.25%
Retirement fund	2.00%

## 3. Travel (\$15,000)

The Project Director will travel to the HEP National Conference (airfare \$700; hotel \$150/night for 4 nights; Per diem \$50/day for 5 days; Ground Transportation \$300). The Counselor and Coordinator will attend to related workshops in Puerto Rico (Hotel \$150 each /1 night; Per diem \$25 each / 2 days); Ground Transportation \$150; and Registration Fee. Travel expenses amounts to \$3,000 per year for the five years of the program.

## 4. Equipment (0)

No equipment will be purchased.

## 5. Supplies (\$119,152)

Instructional Materials that are necessary for the success of the program effectively for participants include:

<b>Supplies</b>	<b>Total</b>
Classroom and lab supplies (\$30/students x 100 students per year - \$3,000 – same for 5 years).	\$15,000
Tests for academic classes (\$30/students x 100 students per year - \$3,000 - same for 5 years).	\$15,000

<b>Supplies</b>	<b>Total</b>
Reading Material (\$2,000) and Workshops Material (\$5,000) - same for 5 years.	\$35,000
Office supplies include: desktop supplies, paper and other supplies (Y1, Y2, Y3 \$5,000; Y4 \$4,000; Y5 \$1,500) as well as copy machine and cartridges (Y1 \$2,100; Y2 \$2,000; Y3 \$2,000; Y4 \$1,500; Y5 \$1,000).	\$29,100
Audio visual classroom instruction supplies (Y1 \$4,000; Y2 \$2,000; Y3 \$2,000; Y4 \$1,500; Y5 \$500).	\$10,000
Project materials: arts and crafts, microscope slides, chemicals for science, software and other class materials (Y1 \$3,000; Y2 \$3,000; Y3 \$2,000; Y4 \$1,000; Y5 \$500)	\$9,500
Supplies for student class and workshops (Y1 \$2,092; Y2 \$1,019; Y3 \$1,167; Y4 \$783; Y5 \$491).	\$5,552
<b>Total</b>	<b>\$119,152</b>

#### 6. Contractual (\$316,000)

<b>Contractual</b>	<b>Total</b>
<b>5 Teachers 4hrs / 4 days / 30 weeks</b> \$15/hr x 5 years	\$180,000
Teach participants core courses to complete the program.	
<b>5 Tutors 3hrs / 4 days / 30 weeks</b> \$10/hr x 5 years	\$90,000
Tutor participants on core courses of the program to ensure program completion.	
<b>External evaluator</b> will be hired for \$80 hours at \$70/hr amounting to \$5,600 per year for the five years of the program.	\$28,000
<b>Workshops</b> amount to \$3,600 where a contract for horticulture will take place at \$100/hr for 6 hours for 6 events. Same for the 5 years of the program.	\$18,000

#### 7. Construction (\$0)

Not applicable.

#### 8. Other (\$376,435)

	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>TOTAL</b>
Staff travel to visit regional areas and to attend monthly HEP meetings	\$3,943	\$3,943	\$3,943	\$3,943	\$3,943	\$19,715
Participant travel for three bus rentals to transport participants from rural areas to PCUPRA for participation of the HEP for Ag program. It also includes cultural and recreational field trips for	\$20,600	\$20,600	\$14,600	\$14,600	\$14,600	\$85,000

	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>TOTAL</b>
participants and staff in different points of the year.						
Communication costs include postage (\$500/year). Telephone costs for 12 months for 2 phones.	\$2,660	\$2,660	\$1,580	\$2,660	\$2,660	\$12,220
Meals will be covered at \$5.00 each for 20 days per month for 34 participants per month for 9 months to guarantee at least one full meal to participants per program day. Same for the five years of the program.	\$30,600	\$30,600	\$30,600	\$30,600	\$30,600	\$153,000
Orientation meetings for 100 students at \$8.00 each for 2 meetings per year Award ceremonies, for 100 students, amount to \$800.00.	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$12,000
The GED and College Board for 100 students	\$5,000	\$5,000	\$5,000	\$4,000	\$4,000	\$23,000
Liability insurance amounts to \$3,000/each year	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
Other Program Implementation activities	\$3,000	\$2,500	\$2,500	\$2,000	\$500	\$10,500
<b>Total Other</b>	<b>\$71,203</b>	<b>\$70,703</b>	<b>\$63,623</b>	<b>\$63,203</b>	<b>\$61,703</b>	<b>\$330,435</b>

## 9. Total Direct Costs

Total Direct costs amount to:

<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>TOTAL</b>
\$349,489	\$349,489	\$345,289	\$345,289	\$342,889	\$1,732,445

## 10. Indirect Costs

The PCUPR approved indirect cost rate is of 8%. [see attachment]

<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>TOTAL</b>
\$25,511	\$25,511	\$25,175	\$25,175	\$24,983	\$126,355

**11. Training Stipends (\$500,000)**

Stipends will be provided to students (\$100/month to 100 students for 10 months = \$100,000) for the five years of the program. This stipend will help cover daily living expenses and guarantee that their basic needs are covered to help dissipate economic challenges that could hinder completion of the program. Tuition costs or related fees will not be charged to participants.

**12. Total Costs**

Project federal costs amounts to Y1 & Y2: \$475,000; Y3 & Y4: \$470,464; and Y5: \$467,872. The total for the five years (Federal) is \$2,358,800 for the project.

**Non-federal** costs will be used for administrative expenses (b)(4)

**The total cost for the project including federal and non-federal funds is** (b)(4)

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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mrs.	Samaris		Tejada-Cruz	

Address:

Street1:	Road #2-Marginal 662, Bo. Santana
Street2:	
City:	Arecibo
County:	
State:	PR: Puerto Rico
Zip Code:	00614
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
787-881-1212 x.6070	787-881-0777

Email Address:

samaris_tejada@pucpr.edu
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**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:

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

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

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

Name of Institution/Organization

Pontifical Catholic University of Puerto Rico-Arecibo Campus

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	151,152.00	154,188.00	157,272.00	160,416.00	163,632.00	786,660.00
2. Fringe Benefits	31,742.00	32,379.00	33,027.00	33,687.00	34,363.00	165,198.00
3. Travel	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	15,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	29,192.00	26,019.00	25,167.00	21,783.00	16,991.00	119,152.00
6. Contractual	63,200.00	63,200.00	63,200.00	63,200.00	63,200.00	316,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	71,203.00	70,703.00	63,623.00	63,203.00	61,703.00	330,435.00
9. Total Direct Costs (lines 1-8)	349,489.00	349,489.00	345,289.00	345,289.00	342,889.00	1,732,445.00
10. Indirect Costs*	25,511.00	25,511.00	25,175.00	25,175.00	24,983.00	126,355.00
11. Training Stipends	100,000.00	100,000.00	100,000.00	100,000.00	100,000.00	500,000.00
12. Total Costs (lines 9-11)	475,000.00	475,000.00	470,464.00	470,464.00	467,872.00	2,358,800.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 8.00%.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.  
PR/Award # S141A160023

Name of Institution/Organization Pontifical Catholic University of Puerto Rico-Arecibo Campus	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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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	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

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

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