

**Application for Federal Assistance SF-424**

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify) _____
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* 3. Date Received: 05/23/2007	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	* 5b. Federal Award Identifier: _____
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**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name: Heritage University

* b. Employer/Taxpayer Identification Number (EIN/TIN): 911160585	* c. Organizational DUNS: _____
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**d. Address:**

\* Street1: 3240 Fort Road  
Street2: \_\_\_\_\_  
\* City: Toppenish  
County: Yakima  
\* State: WA: Washington  
Province: \_\_\_\_\_  
\* Country: USA: UNITED STATES  
\* Zip / Postal Code: 98948

**e. Organizational Unit:**

Department Name: _____	Division Name: _____
---------------------------	-------------------------

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

Prefix: Mr. \* First Name: Rick  
Middle Name: \_\_\_\_\_  
\* Last Name: Gagnier  
Suffix: \_\_\_\_\_

Title: Chief Financial Officer

Organizational Affiliation:  
\_\_\_\_\_

\* Telephone Number: \_\_\_\_\_ Fax Number: (509) 865-7976

\* Email: \_\_\_\_\_

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

Other (specify) \_\_\_\_\_

Type of Applicant 2: Select Applicant Type:

\_\_\_\_\_

Type of Applicant 3: Select Applicant Type:

\_\_\_\_\_

\* Other (specify):

Private, Non-Profit IHE \_\_\_\_\_

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

US Department of Housing and Urban Development \_\_\_\_\_

**11. Catalog of Federal Domestic Assistance Number:**

14.514 \_\_\_\_\_

CFDA Title:

Hispanic-Serving Institutions Assisting Communities \_\_\_\_\_

**\* 12. Funding Opportunity Number:**

FR-5100-N-13 \_\_\_\_\_

\* Title:

Hispanic Serving Insitution Assisting Communities \_\_\_\_\_

**13. Competition Identification Number:**

HSIAC-13 \_\_\_\_\_

Title:

\_\_\_\_\_

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

Community of Toppenish \_\_\_\_\_

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

Heritage University Hispanic-Serving Institutions Assisting Communities Program \_\_\_\_\_

Attach supporting documents as specified in agency instructions.

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**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.)**

Yes  No

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:

Authorized for Local Reproduction

Standard Form 424 (Revised 10/2005)  
Prescribed by OMB Circular A-102

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

## Attachments

AdditionalCongressionalDistricts

File Name

Mime Type

AdditionalProjectTitle

File Name

Mime Type

## Attachments Form

**Instructions:** On this form, you will attach the various files that make up your grant application. Please consult with the appropriate Agency Guidelines for more information about each needed file. Please remember that any files you attach must be in the document format and named as specified in the Guidelines.

**Important:** Please attach your files in the proper sequence. See the appropriate Agency Guidelines for details.

- 1) Please attach Attachment 1      9989-HU\_HSIAC\_FINAL\_Table\_of\_Con tents\_5-22-07.pdf      Mime Type: application/pdf
- 2) Please attach Attachment 2      7073-HU\_HSIAC\_FINAL\_Abstract\_5-22 -07.pdf      Mime Type: application/pdf
- 3) Please attach Attachment 3      8905-HU\_HSIAC\_FINAL\_Narrative\_5-2 2-07.pdf      Mime Type: application/pdf
- 4) Please attach Attachment 4      3702-HU\_HSIAC\_FINAL\_Budget\_Narra tive\_5-22-07.pdf      Mime Type: application/pdf
- 5) Please attach Attachment 5      7314-HU\_HSIAC\_Signed\_CCCP\_Form \_5-9-07.pdf      Mime Type: application/pdf
- 6) Please attach Attachment 6      5817-HU\_Indirect\_Rate\_Agreement\_06-Mime Type: application/pdf
- 7) Please attach Attachment 7      5358-HUD\_Logic\_Model\_FINAL.pdf      Mime Type: application/pdf
- 8) Please attach Attachment 8
- 9) Please attach Attachment 9
- 10) Please attach Attachment 10
- 11) Please attach Attachment 11
- 12) Please attach Attachment 12
- 13) Please attach Attachment 13
- 14) Please attach Attachment 14
- 15) Please attach Attachment 15

## Abstract

The Heritage University (HU) proposed **Hispanic-Serving Institutions Assisting Communities** (HSIAC) will engage faculty and students to work in the community of Toppenish, Washington. In partnership with childcare providers, community members, the Washington Department of Early Learning, and the Yakama Indian Nation, the HU HSIAC will use all its resources to improve the economic and educational conditions of Toppenish. The City of Toppenish is a multicultural community located on the Yakama Indian Reservation with a large Hispanic farmworker population.

Over the decades, the once thriving low-skill agricultural industry has attracted many migrant farmworkers to the area. However, due to the recent downturn in agriculture, Toppenish is challenged to find new ways to survive economically, maintain their businesses, to offer affordable housing and to adapt to the changing environment. Consequently, the neighborhoods of Toppenish are experiencing high poverty, have low educational attainment levels, high unemployment and a distressed economy.

The proposed HSIAC program will use the expertise of faculty, students and in partnership with community organizations will address two urgent areas of community need:

1. **Center for Early Learning, Training & Family Support** – This focus area will develop a public facility to serve as a training and resource center for childcare providers and as a childcare center for the residents of Toppenish. The public facility will provide training on developing micro-enterprise home-based childcare businesses as well as early childhood instructional techniques. The facility will also serve as a model classroom and resource center for home-based childcare providers. Most childcare providers in Toppenish operate out of their homes and have limited resources to create instructional environments. This facility will support potential and current childcare providers by providing them with access to and a location for needed training. This training will have a positive impact on the families of Toppenish, as it will lead to increased business development and improved school readiness of children.
2. **Early Learning & Economic Development Initiative** – This focus area will work with current and potential childcare providers to improve the economic conditions and educational attainment of families in Toppenish. Heritage University faculty will lead seminars on developing home-based childcare businesses and assist residents with obtaining Washington State licensure. Seminars will also instruct residents on general accounting, business development and related topics. In addition, Heritage faculty will instruct childcare providers on using standardized curricula, as most do not have an understanding of early learning instructional techniques. The overall goal of this activity is to infuse early learning standards into home-based childcare providers to increase the ability of Toppenish residents to develop their own home-based childcare businesses and to improve children's school readiness.

All these partners working together and using their resources will mobilize the citizens of Toppenish to revitalize their community economically and educationally. At the end of the two-



year project, the following service or activities/outputs will be delivered and associated outcomes will be met:

**Service or Activities/Outputs:**

1. Childcare services will be offered to low-income residents.
2. A customized set of training materials will be developed.
3. 2 cohorts of training will be provided (two sessions per month).
4. 24 community members will be trained (12 per cohort).
5. 12 general training seminars will be provided (one seminar per month).
6. 120 community members attend general training seminars.

**Outcomes:**

1. 30 children will be provided high-quality childcare.
2. 100% of participants will learn new early childhood education instructional techniques.
3. 75% of participants will adopt new early childhood education instructional techniques in their childcare center.
4. 75% of cohort-based training participants will develop a business plan for a childcare business.
5. 60% of cohort-based training participants will open a childcare business.
6. 85% of general training participants will report satisfaction with training.

Heritage University is eligible for a HSIAC because it is a four-year fully accredited institution by the Northwest Commissions on Colleges and Universities (NWCCU), which is recognized by the U.S. Department of Education. It has also been designated as a Hispanic-Serving Institution by the U.S. Department of Education.

We envision this as long-term relationship and commitment to our communities. We believe that this project will be a strong foundation to increase our role and effectiveness in the surrounding communities using the expertise of faculty and students.

**Contact Information**

[REDACTED] Heritage University  
3240 Fort Road – Toppenish, WA 98948  
PH [REDACTED]



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## 1: Capacity of the Applicant and Relevant Experience

**Introduction:** Heritage University (HU) is a rural, small four-year independent, accredited liberal arts university located in Toppenish, Washington on the Yakama Indian Reservation. Heritage University is the only four-year accredited baccalaureate and graduate-level institution serving the surrounding rural communities of the Yakima Valley. These communities are small, with populations ranging from 3,000 to 10,000 residents. Within its liberal arts curriculum, Heritage University offers professional and career-oriented programs designed to enrich the quality of life for students and their communities. These programs are tailored to meet the needs of multicultural, rural and isolated constituencies.

The university community strives to live its motto: **Knowledge Brings Us Together**. It places great importance on the dignity and potential of each student and considers diverse cultural and ethnic backgrounds as assets in the educational process. As a Hispanic-Serving Institution located on the Yakama Indian Reservation, Heritage University has a very diverse student body. This diversity is reflective of the community it serves. Heritage University is located in Eastern Washington State and serves the Yakima Valley as illustrated on the following map.





The Yakima Valley communities are made up of a large Hispanic farmworker labor force and enrolled tribal members of the Yakama Indian Nation. These communities are considered the crossroads of these rich cultures and proud heritages. Heritage University's Spring 2007 Fact Book profiles undergraduate student demographics as follows:

- 54% are Hispanic
- 9% are Native American
- 74% are Women
- 82% of FT students are first-generation
- 98% are eligible for Financial Aid
- 75% work at least part-time
- Average student is 31.7 years old

Heritage University is recognized by the U.S. Department of Education as meeting the statutory definition of a Hispanic-Serving Institution. Additionally, the American Indian Science and Engineering Society designated Heritage University as one of the eight best choices for American Indian Students.

Heritage University, previously known as Heritage College, was founded in 1982 by a Catholic Nun and two Yakama Indian Nation tribal members with a vision to address the lack of educational opportunities for the people of the Yakima Valley. Operating from an old cottage in 1982, Heritage University has grown to serve 1,300 students annually in the Yakima Valley. This rural and geographically isolated region is not being served by any other four-year institution. Heritage University's twenty volunteer board of directors, (all community members), and its faculty live and embody its mission:



**Heritage College 1982**

**Heritage University's mission is to provide quality, accessible, higher education to multicultural populations which have been educationally isolated.**



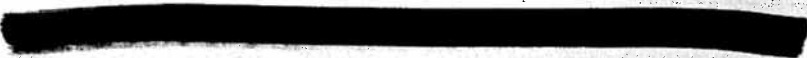
## **Proposed HSIAC Activities**

Heritage University is proposing two new primary activities as requested by the Toppenish community. The first is establishing a Center for Early Learning, Training & Family Support for the residents of Toppenish. The second activity is an Early Learning Economic Development Initiative to increase micro-enterprise development of childcare businesses and increase early childhood education training opportunities in the community of Toppenish. These are both urgent needs identified by the community partners.

### **A. Knowledge and Experience**

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#### **HSIAC Key Project Personnel**

**Kathleen A. Ross, snjm, Ph. D.**, is a founding member and President of Heritage University. In this small community, 

A large section of the document is redacted with thick black horizontal bars, obscuring the names and details of the HSIAC Key Project Personnel.

**Project Role & Responsibility:** [REDACTED]

[REDACTED], will serve as the HSIAC Project Director. [REDACTED] has extensive experience in working with community development and public leadership projects. For the last five years, [REDACTED] has served as the HSIAC Project Director implementing community projects. This includes serving as the Director of the HU first HSIAC grant from October 2003 to September 2005 and then for its second HSIAC grant from October 2005 to June 2007. [REDACTED] has a M.P.A. degree from Harvard University, JFK School of Government and a B.A. degree in Public Administration from Heritage University. [REDACTED] holds a faculty appointment at Heritage University in the Public Administration department and has taught numerous political science courses. [REDACTED], bilingual in English and Spanish, is a Latino, former farmworker and knows the community well. Through the HSIAC grants and previous experience [REDACTED] has worked in educational, social and cultural programs similar to the proposed program and has worked with the same low-income, target population.

**Project Role & Responsibility:** As the HSIAC Project Director, [REDACTED] will be responsible for managing all the activities of the HSIAC program. Additionally, [REDACTED] will be responsible for collecting data, overseeing project funds and writing the semi-annual project reports. [REDACTED] will coordinate all activities on campus and with community partners.

[REDACTED] will serve as the **Lead Business Faculty Trainer**. [REDACTED] is Chair of the Business Department at Heritage University and teaches business courses. [REDACTED] has over forty years experience in management positions, most recently with Coca Cola International. [REDACTED] currently teaches Management and Administration courses including Small Business Management, Marketing, Business Entrepreneurship, advises students on the job search



process, and conducts entrepreneurship workshops throughout the Yakima Valley in both Spanish and English. [REDACTED] earned [REDACTED] Masters in International Management (MIM) from [REDACTED]

[REDACTED] is bilingual in English and Spanish.

**Project Role & Responsibility:** [REDACTED] will assist with the Center for Early Learning, Training and Family Support activity and the Early Learning & Economic Development Initiative. This will involve providing input and guidance on the Center development process and working with other faculty and students to design, develop and deliver training on creating micro-enterprises and related business development topics.

[REDACTED] will serve as the **Lead Early Childhood Faculty Trainer**.

[REDACTED] is the Field Services Director at Heritage University. [REDACTED] has over 40 years experience in elementary education, serving as a teacher, reading specialist, curriculum director and numerous other positions in the K-12 system. [REDACTED] teaches undergraduate and graduate courses at Heritage University in curriculum, learning theories, schools and communities and literacy/reading. [REDACTED] earned [REDACTED] Master of Education degree in Curriculum and Supervision from [REDACTED] is from the nearby community of [REDACTED] and is familiar with the needs of the community of Toppenish.

**Project Role & Responsibility:** [REDACTED] will assist with the Center for Early Learning, Training and Family Support activity and the Early Learning & Economic Development Initiative. This will involve providing input and guidance on the Center development process and working with other faculty and students to design, develop and deliver training on early childhood instructional techniques and related topics.

[REDACTED] will serve as the **HSIAC Training Coordinator**, which will be funded at .25 FTE by Heritage University. [REDACTED] has an AA degree in Early Childhood



Education (ECE) and taught at a private preschool for five years, in addition to working at a drug and alcohol treatment facility for a year. [REDACTED] has also served as a director of a childcare center. [REDACTED] has an appropriate combination of formal education in ECE and direct ECE experience that will ensure [REDACTED] success as the Training Coordinator.

**Project Role & Responsibility:** The Training Coordinator will facilitate the development and delivery of the training curricula for the Early Learning & Economic Development Initiative. In addition, [REDACTED] will assist in the development of the Center for Early Learning, Training & Family Support, and providing oversight to the childcare activities. The Training Coordinator will work closely with the community and the community partners, faculty and students.

[REDACTED] will serve as the HSIAC Program Specialist. Heritage University will fund this position at .25 FTE. [REDACTED] has been working with parent education initiatives and families in need for the past six years. [REDACTED] has extensive experience working with grant-funded programs and supervising student workers at Heritage University. [REDACTED] is bilingual in English and Spanish.

**Project Role & Responsibility:** The Program Specialist will conduct outreach into the community and coordinate work with the community partners, faculty and students. The Program Specialist will also provide support to the Training Coordinator and Lead Faculty members, as well as providing supervision to the students involved in the project as needed.

### **Community Advisory Committee**

The HSIAC Program has established a Community Advisory Committee that will guide this work. The Community Advisory Committee will work closely with the HSIAC Program staff described above to ensure activities and services are designed and delivered according to the needs of the community. The Community Advisory Committee members will include:



[Redacted], Toppenish resident

[Redacted], Service Area Manager, Washington State Department of Early Learning

[Redacted], Business Owner, Tin-ma Logging Company, Heritage University Board Member & Member of Yakama Nation

[Redacted], Former ECE faculty member, Yakima Valley Community College

[Redacted], Director of ECE for Toppenish School District, Heritage University Board Member & Member of Yakama Nation

[Redacted], Toppenish resident

[Redacted] Vice-President for Support Services/CFO, Heritage University

[Redacted] Former Board Member, Yakima School District & Heritage University Board Member

[Redacted] Preschool Director, Toppenish School District/HeadStart

[Redacted] Superintendent, Toppenish School District

[Redacted] Director, Northwest Community Action Center

**B. Past Performance**

**1. HSIAC Grants Received**

Heritage University has received two HSIAC grants. These will be referred to as the **First 2003 HSIAC** and the **Second HSIAC 2005**. The following table lists these two grants including dates, award amounts and expended funds.

<b>HSIAC Grants Received</b>				
<b>Grant</b>	<b>Date Awarded</b>	<b>Amount Awarded</b>	<b>Amount Expended/Obligated</b>	<b>Comments</b>
First 2003 HSIAC	October 2003	\$598,380	\$598,300	Closed on March 31, 2006
Second 2005 HSIAC	October 2005	\$600,000	\$250,364	Ending year 2 of 3-year Grant



## 2. Achievements

**First 2003 HSIAC:** The First HSIAC 2003 Program focused on three community development activities. These included: 1) Constructing a Community Business and Training Center, 2) Providing Hispanic Small Business Seminars, and 3) Educating Families. As of March 2006, the HSIAC project exceeded all its goals and was successfully closed out by HUD.

**1. Completed Tasks:** This first section will include a detailed listing of major tasks as submitted in the grant application compared to achievements. Each table has a column for achievements and actual completion dates. This section also includes objectives and outcomes. Each of the three focus areas are presented separately.

### Activity A. Creating a Community Business and Training Center

The HSIAC Program constructed a Community Business and Training Center. The Center was the location for delivering Hispanic small business seminars and public service activities. This Center was designed to accommodate these two services and other community trainings.

The construction of the building was delayed a few months due to the EPA Environmental Review required. As Heritage University is on the Yakama Indian Reservation, extra steps and approvals were required. However, we were able to use another site to begin implementing the proposed activities. The building has been completed and is now fully operational. The following is the actual tasks and timeline submitted in the grant application compared to the actual achievements.

#### Specific Tasks

Major Tasks (as submitted in application)	Achievements	Proposed Timeline	Actual Timeline
1. Convene HSIAC Steering Committee to begin working on project.	Steering committee was convened several times.	Oct. 2003	Oct. 2003

2. Review facility design for final adoption and approval.	Committee reviewed and approved final design.	Oct. 2003	April 2004
3. Finalize facility bid specifications and solicit bids.	Bid specifications were completed and published.	Late Oct. 2003	June 2004
4. Bids read, construction firm selected and construction begins.	Construction firm selected.	April 2004	Aug. 2004
5. Facility is completed and ready for opening.	Facility is ready for occupation.	April 2004	Jan. 2005
6. Open house is held with all community partners and Steering Committee.	Open house is held.	May 2004	Feb. 2005
7. Services begin to be delivered in new center.	Services are delivered in new building.	May 2004	Feb. 2005
8. This major activity is completed.	Building is operational.	June 2004	Feb. 2005

### Measurable Objectives and Outcomes

The following are the two approved objectives and outcomes in the grant application.

No.	Objectives	Outcome	Time Table
1.	To establish Steering Committee for HSIAC.	To ensure community input.	Oct. 2003
2.	To construct a public community facility.	A public community facility is built.	April 2004

### Achievements

The Community Business and Training Center was built and has been fully operational. The two other activities have been using the facility as well as other community partners. The facility has two large training rooms, a library resource room and four small offices. Additionally, a Steering Committee was established in October of 2003 and provided input into the development of the facility.

### Activity B. Hispanic Small Business Seminars

The HSIAC Program offered small business seminars for existing and emerging Hispanic owners in Toppenish. Seminars were held in a downtown bank conference room and a business owner's meeting room until the HSIAC building was completed. This allowed us to achieve the

project objectives without delay. The transition to the new building was smooth and appreciated by the business owners.

### Specific Tasks

Major Tasks (as submitted in application)	Achievements	Proposed Timeline	Actual Timeline
1. Establish Project Steering Committee.	Steering Committee was established.	Oct. 2003	Oct. 2003
2. Contact new business owners to inform them about the center and services.	All businesses were contacted and recruited for seminars.	April 2004	April 2004
3. Define training topics and develop schedule.	Topics were defined and schedule was set.	May 2004	May 2004
4. Contact all presenters and confirm their participation.	All presenters were confirmed.	May 2004	May 2004
5. Begin first series of small business seminars.	Sessions began on time.	June – Dec. 2004	June – Dec. 2004
6. Begin second series of small business seminars.	Sessions began on time.	Jan. – Sept. 2005	Jan. – Sept. 2005
7. Evaluate small business seminars.	Small business seminars were evaluated by participants.	Ongoing from June 2004 to Sept. 2005	June 2004 – Sept. 2005

### Measurable Objectives and Outcomes

The following are the two approved objectives and outcomes in the grant application.

No.	Objectives	Outcome	Time Table
1.	Provide first series of small business seminars.	Train 30 business owners in areas of need.	June – Dec. 2004
2.	Begin second series of small business seminars.	Train 45 business owners in areas of need.	Jan. – Sept. 2005

### Achievements

During the grant period, we trained a total of 117 business owners in Toppenish. This included topics such as Managing your Business Through Financial Statements, Using the Web to Attract New Customers, How to Plan Your Financial Future, Business Taxes and other similar topics. At closeout, we had exceeded our goal of training 75 business owners.

### Activity C. Educating Families

The HSIAC Program expanded its Circle of Success Program to serve more families in the neighborhoods of Toppenish. The Circle of Success worked with families and young children to break the generational cycle of poverty and low educational attainment levels. By hiring and training Heritage University students in the early childhood development program, they worked with families in their homes and in groups.

A new component was added to their services. This included an informational packet in English and Spanish about housing options, rental and buying information, fair housing practices and they made referrals to local housing organizations. The project also focused on providing group housing information sessions at the new community facility.

#### Specific Tasks

This focus area did not have a specific list of tasks in the applications because it was an existing activity to be expanded. The only two major tasks for this activity were to develop a housing informational packet and to train staff. This occurred in June of 2004. Circle of Success expanded its program and began delivering HSIAC services in August of 2004.

#### Measurable Objectives and Outcomes

The following are the two approved objectives and outcomes in the grant application.

No.	Objectives	Outcome	Time Table
1.	Provide Circle of Success services to families.	Serve 20 families.	May – Sept. 2004
2.	Provide Circle of Success services to families.	Serve 30 families.	Oct. 2004– Sept. 2005

#### Achievements

The Circle of Success worked with a total of 100 families in providing them with social services and housing information. This was double the projected amount of 50 families.

**Second 2005 HSIAC:** The Second HSIAC 2005 Program focused on three community development activities. These included: 1) Public Leadership and Civic Engagement, 2) Promoting

Tourism-Marketing Toppenish, and 3) Upgrade Community Facility. As of the last reporting period on December 31, 2006, the HSIAC project has met its goals and was on schedule.

**1. Completed Tasks:** This first section will include a detailed listing of major tasks as submitted in the grant application compared to achievements. Each table has a column for achievements and actual completion dates. This also includes objectives and outcomes. Each of the three focus areas are presented separately.

### Activity A. Public Leadership and Civic Engagement

The HSIAC Program created a Public Leadership & Civic Engagement Training Academy to prepare neighborhood residents for public service opportunities. A series of seminars, networking opportunities, mentoring and training on public leadership and civic engagement were implemented. The participants also undertook community projects as part of their training. The purpose of this initiative is increase the number of minorities in public leadership positions. The following is the actual tasks and timeline submitted in the grant compared to the actual achievements.

#### Specific Tasks

Major Tasks (as submitted in application)	Achievements	Proposed/ Revised Timeline	Actual Timeline
1. Outreach to community to identify interested community members.	Advertising and outreach was conducted to the community.	Mar. 2006	Mar. 2006
2. Work with local city and school boards to identify community members.	Outreach to local city and school boards were conducted.	Mar. 2006	Mar. 2006
3. Identify professors to teach seminars.	Professors were identified.	Apr. 2006	Apr. 2006
4. Prepare and modify training materials.	Training materials were prepared and modified.	June 2006	June 2006
5. Identify mentors in the community.	Advisory committee was established using local community leaders.	May – July 2006	May – July 2006

6. Select residents for Leadership Academy.	Thirty one residents selected to participate in first cohort.	June – Aug. 2006	June – Aug. 2006
7. Begin conducting seminars.	First of ten seminars launched.	Oct. 2006	Oct. 2006
8. Select community projects.	Community projects are selected by participants.	Nov. 2006	Nov. 2006
9. Evaluate seminar effectiveness.	Surveys to evaluate effectiveness have been conducted.	Oct. 2006 – May 2007	Oct. 2006 – May 2007

### Measurable Objectives and Outcomes

The following are the three approved objectives and outcomes in the grant application for year 1.

No.	Objectives	Outcome	Time Table
1.	12 community members will be trained.	60% will be involved on a public committee/ board.	May 2007
2.	12 leadership seminars will be provided.	80% of participants will complete a community project.	May 2007
3.	A customized set of training materials will be developed.	100% of participants will learn new leadership skills.	May 2007

### Achievements

In this phase of the grant, the candidate application process was conducted, a local advisory committee was formed, and a series of seminars on public leadership and civic engagement were implemented. The participants also engaged in community projects as part of their training. As a result of the HSIAC grant, a cohort of 31 participants was selected to participate in the first ever Public Leadership Academy in Toppenish. This first session ended in May of 2007. A total of 9 seminars and 9 follow-up sessions were conducted for a total of 18 leadership gatherings. Additionally 80% of participants participated in community projects and all participants reported learning leadership skills as a result of the training. Lastly, all materials were developed.

### Activity B Promoting Tourism - Marketing Toppenish

The Promoting Tourism – Marketing Toppenish Project is working with the newly created “Rattlesnake Hill Tourism Association” consisting of local business owners, City of Toppenish, Yakama Indian Nation Casino, Chamber of Commerce and others. Heritage has undertaken the

outreach effort led by project staff and faculty using students to learn more about Toppenish business owner needs, available attractions, and help them to better market Toppenish by developing marketing plans and websites for businesses.

### Specific Tasks

Major Tasks (as submitted in application)	Achievements	Proposed Timeline	Actual Timeline
1. Assist Tourism Association in developing organizational structure.	Organizational structure has been developed.	Nov. 2005	Jan. 2006
2. Search and review other successful tourism structures.	Students searched, reviewed and implemented other tourism structures.	Nov. 2005	June – Aug. 2006
3. Develop Tourism Association's Business Plan.	Tourism Association Business Plan developed.	Jan. 2006	Jan. 2006
4. Develop Tourism Association website and links to other businesses.	Tourism website established and created links to other businesses.	Jan. 2006	June – Aug. 2006
5. Assess and measure level of current tourism in Toppenish.	Assessment and measurement of current tourism will be conducted in the summer of 2007.	Jan. 2006	June – Sept. 2007
6. Search and review other successful tourism programs.	Other tourism programs were reviewed and implemented.	Feb. 2006	June – Sept. 2006
7. Survey local businesses to obtain their ideas and marketing plans.	Local businesses were surveyed and ideas and marketing plans were implemented.	Feb. 2006	June – Sept. 2006
8. Develop marketing brochures and materials.	Marketing brochures and materials will be developed in the summer of 2007.	Mar. 2006	June – Aug. 2007
9. Survey surrounding cities for potential tourists.	Surrounding cities have been surveyed and results have been implemented.	Mar. 2006	June – Aug. 2006
10. Work with three businesses to develop marketing theme.	Five businesses were identified and a marketing theme was addressed.	Apr. 2006	June – Aug. 2006
11. Work with three businesses to develop websites.	Five businesses were identified and websites were developed.	June 2006	June 2006
12. Help organize two local tourism events.	One large event was conducted - 1 <sup>st</sup> Annual Tourism Summit was presented.	Aug. 2006	Mar. 2007
13. Conduct a series of three Tourism Informational Presentations for business owners.	Three tourism presentations for businesses are scheduled for summer 2007.	Sept. 2006	June – Aug. 2007
14. Evaluate effectiveness of efforts.	Evaluation of efforts is scheduled for summer 2007.	Oct. 2006	Aug. 2007

### Measurable Objectives and Outcomes

The following are the three approved objectives and outcomes in the grant application for year 1.

No.	Objectives	Outcome	Time Table
1.	3 business websites will be developed.	Tourism will increase by 10% each year.	June – Dec. 2007
2.	3 tourism presentations will be provided to business owners.	60% of businesses will attract new customers.	June – Aug. 2007
3.	10 pieces of tourism marketing materials will be developed	50% of businesses will create new jobs.	June – Sept. 2007

### **Achievements**

During this period, faculty and students developed an organizational structure for the tourism association. Additionally, a website produced by students was established for the “Rattlesnake Hills Tourist Trail” and over 20 community members and businesses have been trained on website technology. During the summer, students also worked directly with 5 local businesses and assisted them in the development of web pages and advertising for their businesses that will have a direct link to the “Rattlesnake Hills Tourist Trail” website. Advertising was also established and funded by the City of Toppenish Community Development Matching Fund. As a result of the HSIAC grant, the first Annual Tourism Summit was presented in the City of Toppenish. All of these efforts will lead to the accomplishment of the three proposed outcomes, which will be measured at the indicated intervals, and/or when state sales tax figures are made available.

### **Activity C. Upgrade of Community Facility**

The Community Business and Training Center built by the previous HSIAC grant was upgraded to enable community residents to fully use the facility for these two new activities. The community facility was upgraded to include videoconferencing capabilities, a computer lab and a paved parking lot. This was completed in August 2006.

### **Specific Tasks**

This focus area did not have a specific list of tasks in the application because it was an existing activity to be expanded.



**Achievements**

1. **Videoconferencing:** The facility was equipped with a videoconferencing unit March 2006. This included two flat plasma screens. The facility already has a T1 line that is being used for the connection. This enables faculty, students and community members working on Tourism/Marketing to communicate with other successful cities, organizations and universities. In small rural communities, the use of technology is essential to connect with others. The videoconferencing will also be used to bring in speakers for the Public Leadership Academy.
2. **Computer Lab:** The facility was equipped with a wireless network and 20 wireless laptop computers to create a computer lab in one of the training rooms. The laptops are stored in a cart and they can be brought into any of the training rooms to create a computer lab. Most recently, this technology was used to host the tourism web-site training for the community.
3. **Parking Lot Pavement:** The parking lot for the community facility was paved in August 2006 with asphalt to make it more usable for the community residents accessing the facility.

**3. Project Completion**

**First 2003 HSIAC Grant:** This grant was awarded in October of 2003 for three years ending in September of 2006. The project was completed in December of 2005, ahead of schedule. All funds were expended, matching funds were exceeded and objectives achieved.

**Second 2005 HSIAC Grant:** This grant was awarded in October of 2005. We are one year and six months into operating this grant. All expenditures are on schedule as well as the matching funds and 1<sup>st</sup> year objectives have been achieved.

**4. Comparison of Leveraged Funds**

**First 2003 HSIAC Grant:** The following table from the grant application lists the proposed leveraged funds for the first HSIAC 2003 grant.

Proposed Matching Funds		
Contributors	Annual Amount	Total 2 Years
Land owned by Heritage University to locate the center.	[REDACTED]	[REDACTED]
Circle of Success for staff time, student wages and scholarships.	[REDACTED]	[REDACTED]
University of Washington COPC Program to coordinate small business seminars at 10% of coordinator's time.	[REDACTED]	[REDACTED]
<b>Total</b>	[REDACTED]	[REDACTED]

### Summary of Leveraged Funds

At the time of closeout of the grant, we exceeded the matching funds requirement. The requirement was [REDACTED] and we collected a total of [REDACTED].

Actual Matching Funds		
Contributor	Description	Amount
Heritage University	Three property lots @ [REDACTED] each	[REDACTED]
Heritage University	Installation of water and utilities for facility	[REDACTED]
Heritage University	Gravel for parking lot	[REDACTED]
Heritage University	Install computer wiring for [REDACTED]	[REDACTED]
University of Washington	Install computer wiring for [REDACTED]	[REDACTED]
Heritage University - Circle of Success founded by Gates Foundation	[REDACTED] per hr x 55 hrs per mo x 16 mo = [REDACTED] x 4 students =	[REDACTED]
Heritage University	4 Circle of Success Student Scholarships x [REDACTED]	[REDACTED]
University of Washington	Program coordinator's time at 10% plus fringe and indirect	[REDACTED]
	<b>Total</b>	[REDACTED]

**Second 2005 HSIAC Grant:** The following table from the grant application lists the proposed leveraged funds for the second HSIAC 2005 grant.

Proposed Matching Funds		
Contributors	Annual Amount	Total 3 Years
City of Toppenish-Community Development Matching Grant	\$25,000	\$75,000
University of Washington	\$4,572	\$13,716
City of Toppenish -in-kind services	\$5,400	\$16,200
<b>Total</b>	<b>\$34,972</b>	<b>\$104,916</b>



As of our last report submitted for the period ending on December 31, 2006, we have

leveraged a total of \$25,895. This includes the following:

<b>Actual Local Matching Funds</b>		
<b>Contributor</b>	<b>Description</b>	<b>Amount</b>
City of Toppenish – CDBG	Tourism website and advertising. Public Leadership material	\$13,257 (cash match)
University of Washington	Facilitation of the Public Leadership and Civic Engagement Academy	\$10,668
[REDACTED]	Meals for Seminars [REDACTED] 7 =	[REDACTED]
Toppenish Review Newspaper	Advertisement for Public Leadership Academy [REDACTED] 2 =	[REDACTED]
	<b>Total</b>	[REDACTED]

### Summary of Leveraged Funds

We have reported a total amount of leveraged funds of [REDACTED] from January 2006 to December 2006. This amount is aligned with the actual expenditures as of December 2006. We anticipate we will meet our match requirement of the remaining [REDACTED] by the conclusion of the grant project.

### 5. HSIAC Reporting

The following is a listing of HSIAC Semi-Annual Reports, according to due date and actual submittal date. All reports included an approved narrative and Financial Report.

<b>First 2003 HSIAC Grant</b>				
<b>No.</b>	<b>Period</b>	<b>Completeness</b>	<b>Due Date</b>	<b>Actual Submittal Date</b>
1	Oct.16, 2003 – Dec. 31, 2003	Included all sections with comprehensive reporting.	Jan. 31, 2004	Jan. 31, 2004
2	Jan. 1, 2004 – June 30, 2004	Included all sections with comprehensive reporting.	July 31, 2004	July 23, 2004
3	July 1, 2004 – Dec. 31, 2004	Included all sections with comprehensive reporting.	Jan. 31, 2005	Jan. 20, 2005
4	Jan. 1, 2005 – June 30, 2005	Included all sections with comprehensive reporting.	July 31, 2005	July 31, 2005
5	July 1, 2005 – Dec. 31, 2005	Included all sections with comprehensive reporting.	Jan. 31 2006	Jan. 10, 2006
6	Oct.16, 2003 – Mar.31, 2006 <b>Final Closeout Report</b>	Included all sections with comprehensive reporting.	Mar 31, 2006	Mar 31, 2006

Second 2005 HSIAC Grant				
No.	Period	Completeness	Due Date	Actual Submittal Date
1	Jan. 1, 2006 -- June 30, 2006	Included all sections with comprehensive reporting.	July 31, 2006	July 19, 2006
2	July 1, 2006 – Dec. 31, 2006	Included all sections with comprehensive reporting.	Jan. 31, 2007	Jan. 30, 2007

**Conclusion**

Heritage University proposes to use its experience and expertise described above to further assist the community of Toppenish with its community development needs. The community members we have assisted with the first and second HSIAC grants have greatly benefited from HUD HSIAC services and are excited about the possibility of additional assistance with new activities.

**2: Need/Extent of the Problem**

**Target Community**

The community of Toppenish, located in the Yakima Valley of Washington State, will be the target community for the proposed HSIAC program. The needs of Toppenish are as diverse as its multicultural neighborhoods. The city of Toppenish and its vibrant ethnic communities are located within the boundaries of the Yakama Indian Nation reservation. The area’s diversity has increased due to the agriculture-based economy of the Yakima Valley, attracting large numbers of Hispanic migrant and immigrant farmworkers into all of its communities. Many of these families who come for agricultural employment leave at the end of the season, while others have settled locally. Consequently, many neighborhoods have a majority of Hispanic residents, and other neighborhoods are home to a significant number of Yakama Indian Nation tribal members. This has resulted in highly diverse neighborhoods, which will be the target neighborhoods for the HSIAC Program.

The Confederated Tribes and Bands of the Yakama Indian Nation (Yakama Nation) is the largest of 27 federally recognized Indian Tribes in Washington State. The Yakamas have **9,687** enrolled members and **57%** are unemployed (Northwest Area Foundation, 2003). The Yakama Indian Nation Tribal Government headquarters is located in the City of Toppenish. Those residents who are employed still have a high dependency on state welfare services. Yakima County residents have the highest usage rate of state social and health services in the state at **41.3%** (Cook, et al, 2004).

This needs assessment will describe the high rates of poverty, high Limited English Proficiency (LEP) and migrant populations, low educational attainment and school readiness of children in Toppenish and the Yakima Valley. Additionally, Toppenish and Yakima Valley residents are hungry for additional training and access to adequate training facilities.

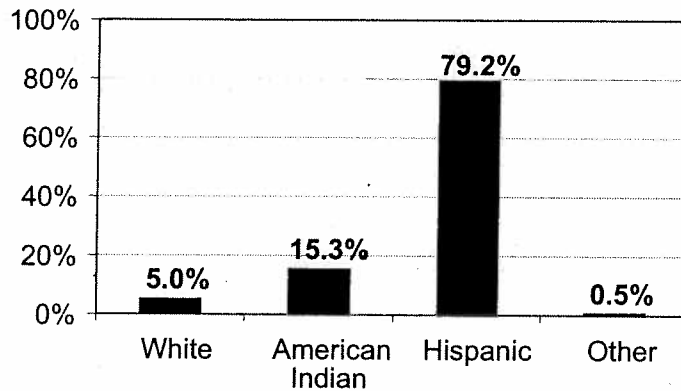
### **Washington State Consolidated Plan**

The City of Toppenish and Yakima County are not in a HUD Community Development Block Grant entitlement community. The HUD Washington State Consolidated Plan 2005-2009, identifies statewide housing and other community development related needs. The Office of Community Development created this plan as instructed by the state legislature for the State Affordable Housing Advisory Board. This Washington State Consolidated Plan 2005-2009 was used in developing these HSIAC activities. Locally, the City of Toppenish, through its community city planning process, has also developed the Comprehensive Housing Plan 2010, which was also used in identifying needs and coordinating strategies. Both of these plans are consistent with HUD's goals and promote the following: 1) Decent housing, 2) A suitable living environment, and 3) Expanded economic opportunity.

### Socio-Economic Characteristics of Toppenish

Nearly 9,000 residents live in the target community of Toppenish. Since 1990, the number of Hispanics residing in Toppenish has increased by 95%. Chart 1 (below) illustrates the diversity of Toppenish residents:

**Chart 1 - Toppenish School District Enrollment**



Source: Office of Superintendent of Public Instruction 2005-06

### Poverty

Poverty is pervasive in the target community of Toppenish. The seasonal nature of agricultural employment contributes to the low wages and low annual incomes for families and children. According to [redacted] Assistant Superintendent for Toppenish School District, “more than half the parents of students in the Toppenish School District have not graduated from high school and 90% live in poverty” (Seattle P-I, 2006). Poverty has been identified in many studies to be a predictor of low educational achievement leading to low grades, high school dropout rates, and low enrollment in postsecondary education. Studies have also documented a correlation between high poverty and high rates of crime, child abuse and neglect, violence, drug abuse and low homeownership rates. Table 1 (below) summarizes the widespread poverty in Toppenish, one of the poorest communities in the state:

<b>Table 1 – Poverty Rates for Children and Families</b>					
<b>School District</b>	<b>Student Enrollment</b>	<b>Free &amp; Reduced Lunch Rates</b>	<b>Families Below Poverty w/Children &lt; 5 Years Old</b>	<b>Annual Farmworker Wages</b>	<b>Ave. Household Income</b>
<b>Toppenish</b>	3,324	93.9%	51.5%	\$17,739	\$14,000
<b>WA State</b>	1,013,189	36.7%	16.5%	\$17,739	\$22,973

Source: Office of the Superintendent of Public Instruction 2005-06; Toppenish School District, 2006; Ag Workforce 2002

### **At-Risk Indicators**

Other socioeconomic indicators point to the risk factors present in these communities. Table 2 (below) illustrates the percentage of Limited English Proficiency (LEP), migrant, and special education students in Toppenish, as compared to Washington State. Toppenish schools have some of the highest percentage of LEP and migrant students in the state. Typically, the parents of these LEP and migrant students are Hispanic farmworkers from Mexico, Texas, or California who also face educational and language barriers.

<b>Table 2 – % At-Risk Factors</b>			
	<b>LEP</b>	<b>Migrant</b>	<b>Special Ed.</b>
Toppenish	56.9%	28.1%	11.6%
Washington State	7.4%	2.0%	12.4%

Source: Office of Superintendent of Public Instruction, '05-06

Table 3 (below) summarizes the languages spoken at homes in Yakima County and Washington State. Due to the small size of Toppenish, the American Communities Survey does not survey it, thus Yakima County data is provided for reference. Given that 56.9% of Toppenish school children are considered LEP, however, one can assume a similar number of Toppenish adults are LEP also.

<b>Table 3 – Languages Spoken at Home</b>		
<b>Language</b>	<b>Yakima County</b>	<b>WA State</b>
Speaks Spanish at home	32.3%	5.4%
Speaks English less than “very well”	14.3%	2.5%

Source: American Communities Survey, 2003

## Educational Attainment

Residents of Toppenish and the Yakima Valley have low educational attainment levels compared to the state. With the downturn in the agricultural industry, there has been a shift to retail, manufacturing, government, and school jobs, which all require higher levels of education. Many Toppenish residents are unable to meet the educational demands of these new jobs. Table 4 (below) illustrates the low educational attainment levels compared to the county and state.

<b>Educational Levels</b>	<b>Toppenish</b>	<b>Yakima Co.</b>	<b>State</b>
Less than 9 <sup>th</sup> grade	38.4%	16.4%	3.4%
9 <sup>th</sup> – 12 <sup>th</sup> grade, no diploma	18.1%	15.0%	6.9%
High School Graduate	22.3%	27.2%	25.7%
Some college, no degree	12.3%	22.5%	25.4%
Associate Degree	1.8%	5.1%	8.4%
Bachelor’s Degree	4.4%	8.5%	20.2%
Graduate or Professional Degree	2.6%	5.3%	10.0%

Source: American Communities Survey, 2003; City-data.com, 2007

## School Readiness

According to a 2005 study of Kindergarten teachers in Washington State, **55%** of children are less than adequately prepared to enter Kindergarten. Even more alarming is that **59%** and **54%** of children were least prepared in the domains of cognition and general knowledge, and language and literacy, respectively. Children in the Washington State are beginning school without the key building blocks needed for success.

## Childcare Providers Needs Assessment

In the lower Yakima Valley, there are over **450** childcare homes/centers with a capacity to serve nearly **7,500** children. In 2007, RGI Research Corporation, located in nearby Sunnyside, Washington, conducted a Comprehensive Needs Assessment of early childhood educators in the Yakima Valley to assess their level of education, interest in receiving additional training and barriers to receiving training. The majority of childcare providers – **45%** – have only a high school



diploma or GED. Only 35% of childcare providers have an AA, BA or Master's level degree.

Those childcare providers who do have a college degree work primarily in school district preschools. Most home-based childcare providers have limited education and are mothers who care for children out of their homes. This enables them to earn income to support their families.

However, most mothers, especially those with little formal education, do not understand how to start a home-based business. A home-based childcare business requires an understanding of accounting, tax requirements, state licensing requirements and childcare/early learning principles. Of home-based childcare providers, 90% use their own curriculum and few have an understanding of scientifically based curricula. However, the survey also revealed that 100% of respondents were interested in receiving training. The following training barriers were identified by childcare providers through the 2007 Comprehensive Needs Assessment:

81% - Cost of education

71% - Lack of time

38% - Distance to attend

The long hours childcare providers work results in little time to attend training, in addition to the high cost in relation to their income. In an isolated, rural community like Toppenish there is little public transportation infrastructure, which makes it difficult to access formal higher education programs. This problem is further exacerbated by **a lack of adequate training facilities**. There is only one school-based childcare provider in Toppenish, which means a majority of childcare providers are home-based. These home-based providers do not have traditional pre-school classrooms or use standardized curricula. In fact, most home-based childcare providers **lack the resources** to develop effective instructional environments. Furthermore, childcare providers in the Yakima Valley **do not have access** to a clearinghouse for best practices in home-based childcare with appropriate resource materials.

The results of a 2007 survey of Toppenish community leaders echo these needs.

Respondents to the survey included the City Manager, the Director of a community-based organization, the Director of the Chamber of Commerce and a representative from the Yakama Nation. **100%** of survey respondents claimed that the community of Toppenish does not have a community center available to the public. Furthermore, the community leaders claim that adequate training facilities for childcare providers are only available on a seasonal basis, or not at all. A **model preschool classroom** to be used for training childcare providers is also **not available**.

Access to an early learning training and resource center in a rural, economically depressed community like Toppenish could have long-term, positive implications for the health and success of children and families. The proposed HSIAC Project will address all the identified barriers and provide appropriate training and education opportunities for early childhood educators and families in Toppenish.

### **3: Soundness of Approach**

#### **A. Quality of the Work Plan**

The Heritage University HSIAC Program will work in the community of Toppenish addressing two urgent community needs. These are the need for the development of a (1) Center for Early Learning, Training and Family Support and development of an (2) Early Learning and Economic Development Initiative. Through these activities, Heritage will expand its role in the community by engaging its faculty and students to work with childcare providers in the community to create micro-enterprises, jobs and enhance early childhood education for low-income children. This HSIAC Program will target low-income residents (primarily families and children) in the community of Toppenish. These families will become self-sufficient and their children will improve their school readiness. The long-term vision is for low-income families to break their cycle of



generational poverty. This HSIAC Program will assist families by providing educational and business training.

## **B. Specific Activities**

The following section describes the two new proposed community development activities for the HSIAC Program, which will occur over a two-year period. These activities will assist in empowering local residents, improving their economic status, educational attainment and building stronger communities.

### **1. Development of the Center for Early Learning, Training & Family Support**

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The development of the Center for Early Learning, Training & Family Support will create a public facility to serve as a training center for childcare providers and as a childcare center for the residents of Toppenish. The second activity, Early Learning and Economic Development Initiative, will take place in this public facility (see page 31 for description of this activity). Training will be provided to Toppenish residents on the development and management of a home-based childcare business. Training sessions will provide residents with information on developing and managing a private childcare business, such as taxation, licensing, insurance, payroll and accounting functions. Additionally, training will be provided to existing childcare providers on early literacy and early learning instructional techniques. This public facility will also serve as a model classroom for home-based childcare providers to visit, observe and learn from. A resource library with instructional and business materials will be established for the providers to access as well.

#### **Description of Facility**

The Center for Early Learning, Training & Family Support will encompass a 1,250 square foot facility. An existing building near Heritage University's campus will be purchased and renovated to meet the training and childcare needs of Toppenish. The Center will include two



training rooms, two model preschool classrooms, a kitchen, storage areas for training and several offices. This design will be subject to minor modifications by the HSIAC Program Advisory Committee upon awarding of the grant program. The facility will be renovated to meet all federal, state and local specifications, laws and guidelines. To modify the facility and develop the Center, Heritage University and community partners have developed the following Activity Plan. HSIAC Project Director [REDACTED] will initiate and facilitate monthly meetings with the advisory committee made up of community citizens and Heritage University faculty and staff to oversee the development of the proposed building and implement the Activity Plan. As specified in the HUD Super Notice of Funding Availability, tasks are itemized, including the personnel responsible for each and a timeline for completion in six-month intervals. A picture of the existing facility and the proposed alterations follows the Activity Plan.

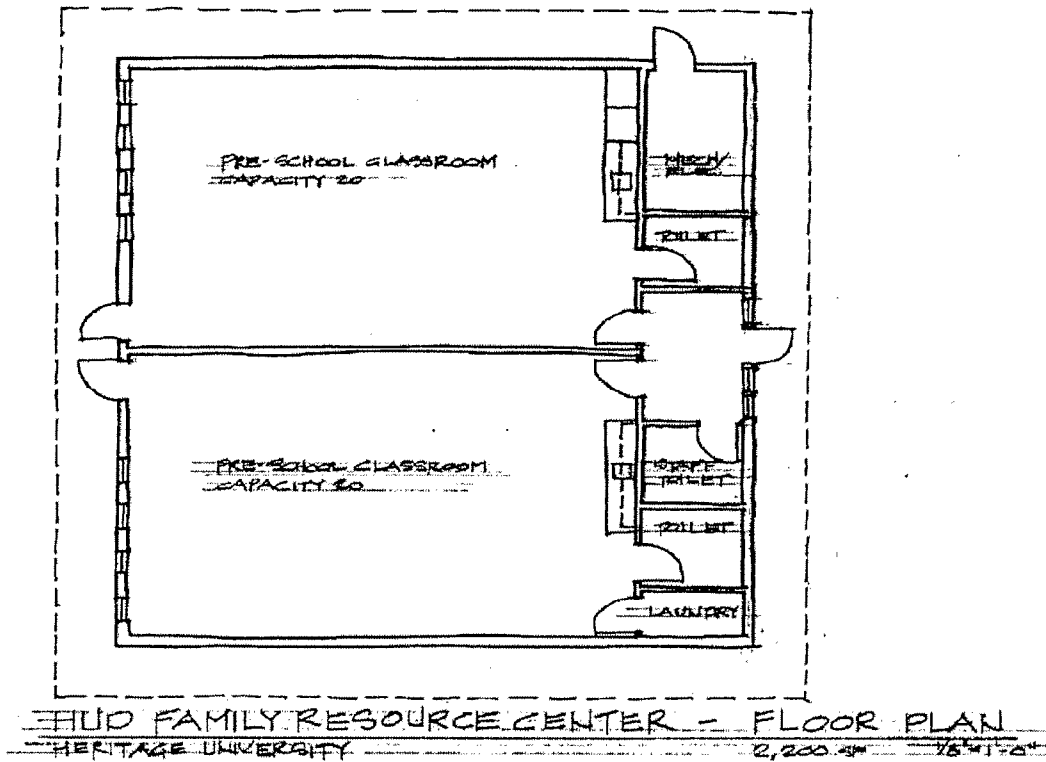
<b>Activity Plan</b>		
<b>Major Tasks</b>	<b>Person Responsible</b>	<b>Completion Date</b>
<b>Year 1 November 2007 – October 2008</b>		
1. Convene HSIAC Program Advisory Committee to begin working on project.	HSIAC Director, HU President, VP of Support Services, Advisory Committee	November 2007 – April 2008
2. Purchase facility and take title.	HSIAC Director, HU President, VP of Support Services	November 2007 – April 2008
3. EPA review of the property conducted.	HSIAC Director, VP of Support Services	November 2007 – April 2008
4. Review facility design for final adoption and approval.	HSIAC Director, HU President, VP of Support Services, Training Coordinator, Lead Faculty Trainers, Advisory Committee	November 2007 – April 2008
5. Finalize facility bid specifications and solicit bids.	VP of Support Services	November 2007 – April 2008
6. Bids read, construction firm selected and renovation begins.	HSIAC Director, VP of Support Services	November 2007 – April 2008

7. Facility renovation is completed and ready for opening.	HSIAC Director, HSIAC Program Advisory Committee Member(s)	May – October 2008
8. Open house is held with all community partners and HSIAC Program Advisory Committee.	All HSIAC Staff, HU President, Heritage Early Faculty and Students, Washington State DEL staff	May – October 2008

**Picture of Existing Building**



### Proposed Floor Plan of Addition to Building



### Outcomes

As a result of this activity, a public training facility will be established, which will enable Heritage University to provide childcare and training for Toppenish residents in developing micro-enterprises and early education instructional techniques. Since the focus of this activity is on the development of the public facility, only outcomes related to the facility will be presented. Training outcomes will be presented in the next activity, Early Learning and Economic Development Initiative.

Specific Service or Activities/Outputs and Outcomes have been developed for this activity, consistent with the HUD Logic Model. These are:



### **C. Relate To and Not Duplicate**

The proposed activity relates to the identified needs and HUD's Strategic Goals. There are no other similar public facilities or activities currently occurring in the target area.

### **D. Involve and Empower Citizens**

This activity involved citizens through the planning and development of this application, which included a needs assessment of childcare providers in the Yakima Valley and community leaders in Toppenish. This involvement will help direct the development of the Center and related training efforts. Furthermore, a Community Advisory Committee will include citizens to guide this and the second proposed activity.

### **E. Involvement of Faculty and Students**

The two lead faculty, [REDACTED] will provide input and feedback during the design and development of the facility, to ensure business and early childhood training needs are integrated into the final design. As described previously, early childhood education and education students will work in the Center to provide childcare.

## **2. Early Learning and Economic Development Initiative**

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### **Description of Training**

In the past year, Washington State has implemented a cabinet-level, State Department of Early Learning (DEL), which oversees the licensing of childcare providers and implements statewide early learning initiatives. This public facility will assist residents of Toppenish to meet the new demands of the DEL. The DEL reimburses childcare providers based on their level of training and education, which means that a public training and resource center in the low-income community of Toppenish could substantially change the economic stability of families. Heritage University's Early Learning Program staff will work in partnership with the DEL to develop customized training for childcare providers in English and Spanish. The cohort-based training





sessions will be offered twice per month. The training seminars will provide Toppenish residents with necessary skills, training and information to develop micro-enterprise childcare centers. The training topics will include:

- Understanding licensing requirements
- Learning environments for children
- Business development
- Childcare principles
- Tax implications
- Resources for childcare providers
- Accounting, payroll, insurance
- Early literacy and curriculum

The cohort-based training sessions will be facilitated by Heritage University Early Learning faculty, Washington State DEL staff or experienced childcare providers in the community.

Participants will be recruited through bilingual advertising materials that will be disseminated throughout existing childcare providers, churches and other community organizations. Residents will apply to participate in the training and a group of Heritage Early Learning staff, the HSIAC Director and members of the HSIAC Program Advisory Committee will select the cohort each year based on their interest and potential to benefit the most from the training. The HSIAC Director will oversee the outreach and advertising to participants, as well as the design and delivery of training services. Upon selection to participate in the training, the HSIAC Director will work closely with participants to assess their goals and monitor progress to ensure they are successful.

In addition to the cohort-based training, Heritage University will also offer general training seminars on topics related to early childhood education and business development. These general seminars will not be cohort-based and will be open to all interested individuals. Training seminars will be offered once per month. To deliver the services and outcomes associated with this activity, Heritage University and community partners have developed the following Activity Plan. As specified in the HUD Super Notice of Funding Availability, tasks are itemized, including the personnel responsible for each and a timeline for completion in six-month intervals.

<b>Activity Plan</b>		
<b>Major Tasks</b>	<b>Person Responsible</b>	<b>Completion Date</b>
<b>Year 1 November 2007 – October 2008</b>		
1. Develop outreach materials, application packets and plan for training while facility is being developed.	HSIAC Director, Training Coordinator, Program Specialist	November 2007 – April 2008
2. Outreach to community to identify interested training participants and individuals desiring childcare.	HSIAC Director, Training Coordinator, Program Specialist, Heritage students	May – October 2008
3. Purchase training materials, childcare resources, curricula, and supplies.	HSIAC Director, Training Coordinator, Program Specialist	May – October 2008
4. Establish Resource Library.	HSIAC Director, Training Coordinator, Program Specialist	May – October 2008
4. Identify students and staff to work in childcare center.	HSIAC Director, Training Coordinator, Program Specialist	May – October 2008
5. Identify professors to teach training sessions. <ul style="list-style-type: none"> <li>▪ Cohort-based training</li> <li>▪ General training seminars</li> </ul>	HSIAC Director, Training Coordinator	May – October 2008
6. Prepare and modify training materials for cohort-based training and general training seminars. <ul style="list-style-type: none"> <li>▪ Experiential activities</li> <li>▪ PowerPoint presentations</li> <li>▪ Handouts and materials</li> </ul>	HSIAC Director, Training Coordinator, Lead Business Faculty Trainer, Lead ECE Faculty Trainer, Washington State DEL staff, Heritage students	May – October 2008
7. Select residents for cohort training and childcare, based on need (low-income and other indicators) and ability to benefit.	HSIAC Director, Training Coordinator, Lead Business Faculty Trainer, Lead ECE Faculty Trainer, HSIAC Program Advisory Committee Member(s)	May – October 2008

<b>Activity Plan</b>		
<b>Major Tasks</b>	<b>Person Responsible</b>	<b>Completion Date</b>
<b>Year 2 November 2008 – October 2009</b>		
1. Childcare is offered to low-income residents of Toppenish.	HSIAC Director, Training Coordinator, Lead ECE Faculty Trainer, Heritage students	November 2008 – October 2009
2. Begin conducting first cohort of training. <ul style="list-style-type: none"> <li>▪ Business planning</li> <li>▪ Licensing</li> <li>▪ ECE instructional techniques</li> </ul>	Training Coordinator, Lead Faculty Trainers, Washington State DEL staff	November 2008 – April 2009
3. Offer general training seminars. <ul style="list-style-type: none"> <li>▪ ECE related topics</li> <li>▪ Micro-enterprise related topics</li> </ul>	Training Coordinator, Lead Business Faculty Trainer, Lead ECE Faculty Trainer	November 2008 – October 2009
4. Begin conducting second cohort of training. <ul style="list-style-type: none"> <li>▪ Business planning</li> <li>▪ Licensing</li> <li>▪ ECE instructional techniques</li> </ul>	Training Coordinator, Lead Business Faculty Trainer, Lead ECE Faculty Trainer, Washington State DEL staff	May – October 2009
5. Evaluate childcare effectiveness. <ul style="list-style-type: none"> <li>▪ Independent observation and assessment</li> <li>▪ Progress monitoring</li> </ul>	HSIAC Director, Training Coordinator, Washington State DEL staff	May – October 2009
6. Evaluate training effectiveness. <ul style="list-style-type: none"> <li>▪ Pre- and post-tests for training activities</li> <li>▪ Other evaluation tools</li> </ul>	HSIAC Director, Training Coordinator	May – October 2009

## **Outcomes**

As a result of this training, Toppenish residents will be prepared to start micro-enterprise childcare centers in their community, thus increasing the availability of high-quality childcare and increasing job opportunities. The development of micro-enterprises will help to revitalize the economy and educational standards of Toppenish. Families will have access to better childcare and more families will be able to improve their economic conditions through the development of home-based businesses. Toppenish residents will also be more equipped to care for children using early literacy strategies and principles to encourage school readiness of low-income children. Additionally, a set of new relationships will be established between participants, current childcare providers, Heritage University faculty, students and Washington State DEL staff.

Specific Service or Activities/Outputs and Outcomes have been developed for this activity, consistent with the HUD Logic Model. These are:

### **Service or Activities/Outputs:**

1. Childcare services will be offered to low-income residents.
2. A customized set of training materials will be developed.
3. 2 cohorts of training will be provided (two sessions per month).
4. 24 community members will be trained (12 per cohort).
5. 12 general training seminars will be provided (one seminar per month).
6. 120 community members attend general training seminars.

### **Outcomes:**

1. 30 children will be provided high-quality childcare.
2. 100% of participants will learn new early childhood education instructional techniques.
3. 75% of participants will adopt new early childhood education instructional techniques in their childcare center.



4. 75% of cohort-based training participants will develop a business plan for a childcare business.
5. 60% of cohort-based training participants will open a childcare business.
6. 85% of general training participants will report satisfaction with training.

### **Meeting the CDBG National Objectives**

The Early Learning and Economic Development Initiative meet the criteria by providing services to low- and moderate-income community members. This activity is targeting low-income residents of the City of Toppenish. Furthermore, it meets the criteria by supporting job creation and retention for low-income residents.

#### **2.A. Expanded Role in the Community**

This activity will help Heritage University expand its role in the community by training local childcare providers to open businesses and enhance their ability to prepare low-income children for school. This activity will impact the economic and educational attainment of Toppenish through Heritage University Early Learning faculty working closely with training participants.

#### **B. Addressing the Needs**

The Early Learning & Economic Development Initiative activity addresses the needs identified by local childcare providers and Toppenish residents – a desire for additional training, interest in opening small businesses and the need for high-quality childcare in Toppenish.

#### **C. Relate To and Not Duplicate**

The proposed activity relates to the identified needs and HUD's Strategic Goals. There are no other similar activities currently occurring in the target area.

#### **D. Involve and Empower Citizens**

This planning of this activity involved Toppenish citizens through a comprehensive needs assessment and the delivery of this activity will empower citizens to improve their education and develop childcare businesses. Furthermore, as described in the Factor 1 section, this HSIAC Program will have a Community Advisory Committee that includes citizens to guide the proposed activities.

#### **E. Involvement of Faculty and Students**

Faculty will be involved in this activity by planning, developing materials and providing the training sessions. These efforts will be led by [REDACTED]. Early Learning students will assist faculty in the development and dissemination of bilingual outreach materials. Students will also assist faculty in the final stages of developing and compiling the bilingual training materials. Interested students will also have the opportunity to participate in the training sessions.

#### **HUD Policy Priorities**

Heritage University and its community partners have developed its activities to support HUD Policy Priorities. These include the following HUD Priorities:

##### **HUD Priority 1. Improving our Nation's Communities**

Both of the proposed activities support this priority by creating new micro-enterprises and developing decent jobs for low-income persons. These activities will improve our nation's communities.

##### **HUD Priority 2. Participation of Minority-Serving Institutions in HUD Programs**

Heritage University is both a Hispanic-Serving Institution and a Minority-Serving Institution with over 50% of its student body being minorities.

### **HUD Priority 3. Provide Increase Homeownership and Rental Opportunities for Low- and Moderate-Income Persons, Persons with Disabilities, the Elderly, Minorities, Families with Limited English Proficiency**

The training sessions provided through the Early Learning & Economic Development Initiative will provide flyers on workshops provided by the Consumer Credit Counseling Agency. They provide first-time homeownership workshops in Toppenish every month. These workshops consist of teaching participants about housing regulations, laws, discrimination practices and house loans. The workshops are conducted in English and Spanish. We will ask them to provide brief presentations at our training sessions to inform participants about their services and their workshops. Furthermore, by participating in our training for low-income persons in how to run home-based childcare / early learning programs, local residents will increase their ability to generate income necessary to become or continue to be first-time home buyers.

### **Affirmatively Further Fair Housing**

Heritage University will work with the Consumer Credit Counseling Agency to inform our participants about overcoming impediments to fair housing, discrimination and lending. They will be invited to provide brief presentations at our seminars to inform participants about the home-buyers workshops. They currently conduct home-buyer workshops in English and Spanish in the community facility. Consumer Credit Counseling Agency also provides individual counseling on fair-housing choices, credit assessment and restoration, money management and savings programs.

### **Economic Opportunities for Low- and Very-Low Income Persons**

The proposed activities will provide economic opportunities for low- and very-low income persons through the development of micro-enterprise training, which will lead to the creation of new businesses and new jobs. These activities meet the guidelines of Section 3, as approximately



94% of Toppenish residents fall below HUD's income limits, based on free and reduced lunch guidelines.

#### **4: Leveraging Resources**

The leveraged resources secured by Heritage University to support the HSIAC Program total [REDACTED] for the two years. All these leveraged resources will support the HSIAC Program to achieve its outcomes. A Letter of Commitment is on file for the following resources:

- 1. Personnel & Fringe Benefits:** Heritage University will contribute a portion of the salaries and fringe benefits for the Project Administrator, HSIAC Training Coordinator and Project Specialist. These leveraged funds total [REDACTED] each year, for a total of [REDACTED]
- 2. Construction:** Heritage University will also contribute [REDACTED] of the purchase price of an existing building in year one of the grant. This will be provided upon award of the grant program to Heritage University and the completion of the sale of the facility.

All of these leveraged resources will support the HSIAC grant project to achieve its goals. The total for both contributions is [REDACTED] of the requested HUD funds.

#### **5: Achieving Results and Program Evaluation**

**Evaluation Design:** The Evaluation Design has been developed to include outcomes and outputs consistent with U.S. HUD HSIAC Program requirements. The evaluation plan will use instruments to measure program outputs and collect data for the HUD Semi-Annual Report. This design will be consistent with the Logic Model.

The evaluation design will include qualitative and quantitative data collection instruments to capture all the necessary information. In addition, the evaluation plan will include external interviews with a sampling of community residents, participants and staff to assess their perceptions of the project's effectiveness. This information will allow project personnel to make changes to the program that are appropriate to the needs of the residents and the objectives of the project.



Formative evaluation data will include qualitative descriptions of the program's impact on the community. Structured interviews will assess community residents, business owners and staff perceptions of the program and identify potential improvements (i.e., different seminar topics, types of training). Summative evaluation data will include quantitative analysis of the project's impact in terms of numbers of participants served, participants' progress and the successful development of privately-owned childcare businesses.

The evaluation process will also include ongoing feedback to project staff, community members and the Advisory Committee. Evaluation results will be presented at their regular meetings in order for feedback to be incorporated at part of program improvements.

**Measurable Outputs:** Heritage University proposes the following activities and measurable outputs, as detailed in the Soundness of Approach:

**Development of the Center for Early Learning, Training & Family Support**

1. 1 public facility will be built to meet community and HUD specifications.

**Early Learning and Economic Development Initiative**

1. Childcare services will be offered to low-income residents.
2. A customized set of training materials will be developed.
3. 2 cohorts of training will be provided (two sessions per month).
4. 24 community members will be trained (12 per cohort).
5. 12 general training seminars will be provided (one seminar per month).
6. 120 community members attend general training seminars.

These measurable outputs will be assessed periodically during the grant year through an analysis of project documentation, including registrations of children being cared for at the Center, training products created, attendance records, and training logs.



**Interim Benchmarks & Measurable Outcomes to be Achieved:** Per the HUD Super Notice of Funding Availability, Heritage University proposes the following interim benchmarks and associated activities and measurable outcomes, with timeframes for completion in six-month intervals:

**Development of the Center for Early Learning, Training & Family Support**

1. 1 public facility will be equipped to deliver childcare and early literacy training, as well as provide childcare on site. (May – October 2008)
  - a. Interim Benchmark: Renovation progress will be assessed for completion in February 2008.

**Early Learning and Economic Development Initiative**

1. 30 children will be provided high-quality childcare. (November 2008 – October 2009)
  - a. Interim Benchmark: Applications for enrollment will be assessed in July 2008.
2. 100% of participants will learn new early childhood education instructional techniques. (November 2008 – April 2009; May – October 2009)
  - b. Interim Benchmark: First cohort of training participants and general training seminar participants will be assessed using pre- and post-test after several sessions to assess knowledge gain in December 2009.
3. 75% of participants will adopt new early childhood education instructional techniques in their childcare center. (November 2008 – April 2009; May – October 2009)
  - c. Interim Benchmark: Participants will be assessed through observation or lesson plan review after three months of enrollment in cohort-based training or participation in three general training seminars in January 2009.
4. 75% of cohort-based training participants will develop a business plan for a childcare business. (November 2008 – April 2009; May – October 2009)

- d. Interim Benchmark: Participants completion of business plans will be assessed through a documentation review in February and August 2009.
5. 60% of cohort-based training participants will open a childcare business. (May – October 2009)
  - e. Interim Benchmark: Participants progress toward opening will be analyzed through review of licensing documentation and associated paperwork in August 2009.
6. 85% of general training participants will report satisfaction with training. (May – October 2009)
  - f. Interim Benchmark: Cohort training participants and general training participants' satisfaction will be assessed through session evaluation forms on a monthly basis.

These interim benchmarks and measurable outcomes will be assessed through an analysis of project documentation, including Center enrollment data, business development plans and observations of trained childcare providers. In addition, these measurable outcomes will be monitored through pre- and post-training surveys to assess knowledge and skills gained and effectiveness/satisfaction surveys at the completion of the training.

**Activities Consistent with Logic Model & Factors 1-4:** The two activities proposed by Heritage University, (1) Development of the Center for Early Learning, Training & Family Support and development of an (2) Early Learning and Economic Development Initiative and associated service or activities/output(s) and outcome(s) are detailed in the attached Logic Model. The Logic Model aligns with the proposed activities, outputs and outcomes which are described in Factors 1 – 4.

**Impact of the Grant:** Heritage University will be positively impacted through the creation of the Center for Early Learning, Training & Family Support and the development of related training and childcare activities. In addition to meeting urgent facility and training needs in the community



of Toppenish, the Center will also provide an appropriately equipped space for Heritage University education students with hands-on training and experiences. The Center will serve as a foundation for Heritage University to continue pursuing additional resources related to early childhood education efforts. As demonstrated in the Leveraging section of the narrative, Heritage University is committing cash funds to support the personnel to operate the Center and deliver the training services. This commitment will continue after the period of this grant opportunity.



Applicant Name: Heritage University  
Project Name: Year 2  
TERM: HSIAC

Component Name: 0

HUD Goals	Policy Priorit	Problem, Need, Situation	Service or Activities/Output	Pre	Post	Outcome	Pre	Post	Evaluation Tools
1	Y	2	3	4	5	6	7	8	9
C2	B5	<p>There is a need for Hispanic Serving Institutions to utilize the skills and talents available at their institutions to assist communities in undertaking economic development activities which benefits low- and moderate-income persons.</p>	<p>Programming Construction of facility</p> <p>Child Care - Provider training</p> <p>Child Care - Provider training</p> <p>Child Care - Provider training workshops</p> <p>Technical assistance for establishment of micro-enterprises</p> <p>Best practices training</p>	<p>Measure Facilities 1 #N/A</p> <p>Persons 24 #N/A</p> <p>Persons 24 #N/A</p> <p>Persons 24 #N/A</p> <p>Micro-enterprises 24 #N/A</p> <p>Trainings 12 #N/A</p> <p>Micro-enterprises 24 #N/A</p> <p>Persons 18 #N/A</p> <p>Micro-enterprises 14 #N/A</p> <p>Persons 120 #N/A</p> <p>Persons #N/A</p> <p>Persons #N/A</p> <p>Persons #N/A</p> <p>Persons #N/A</p> <p>Persons #N/A</p>	<p>Measure Children 30 #N/A</p> <p>Persons 24 #N/A</p> <p>Persons 18 #N/A</p> <p>Communities 18 #N/A</p> <p>Micro-enterprises 14 #N/A</p> <p>Persons 120 #N/A</p> <p>Persons #N/A</p> <p>Persons #N/A</p> <p>Persons #N/A</p> <p>Persons #N/A</p> <p>Persons #N/A</p>	<p>Impact Children enrolled in child care</p> <p>Minority/women-owned businesses report improvements</p> <p>Minority/women-owned businesses report improvements</p> <p>Communities replicate child care program model</p> <p>Micro-enterprises established as a result of technical assistance</p> <p>Training Opportunities-Other</p>	<p>Accountability</p> <p>A. Tools for Measurement Intake log Program specific form(s) Pre-post tests Technical assistance log Questionnaire</p> <p>B. Where Data Maintained Agency database Training center</p> <p>C. Source of Data Placements Site reports Business licenses Progress reports Work plan reports</p> <p>D. Frequency of Collection Monthly</p> <p>E. Processing of Data Computer spreadsheets Manual tallies</p>		

## Federal Budget Narrative

### Year One

#### A. Personnel

The HSIAC Project will fund stipends for the Lead Faculty Trainers at \$500 each. Dr. Black, MIM and Dr. Mason, M. Ed. will lead training sessions and seminars.

The total amount for personnel will be \$1,000.

#### B. Fringe Benefits

The faculty fringe benefits rate is 30% and includes federal and state taxes, Heritage University benefits and other required expenses. The fringe benefits rate will be as follows:

- Faculty at 26% of wages = \$300.

The total amount for fringe benefits will be \$300.

#### C. Travel

Travel will include one trip for the Project Director and one other project staff member to attend the National HSIAC Directors Meeting. The cost for this trip will be \$2,500 to include conference registration, airfare, lodging and per diem at Heritage University travel rates.

The total amount for travel will be \$2,500.

#### E. Supplies

Supplies will also include business development and early childhood training materials for participants which will include books, computer software, publications, case studies, etc. These costs will be \$3,000.

Supplies will also include books, resource materials, childcare activities, games and educational materials for the Center for Early Learning, Training and Family Support. These costs will be \$4,652.

Supplies will also include early childhood education curricula materials which total \$2,500.

The total amount for supplies will be \$10,152.

#### G. Construction

Heritage University will purchase a facility to develop the Center. The cost for renovating this facility will be as listed below, as provided by an independent source:



#### Administration and Legal Expenses

- Planning Approval Fees = \$500
- Plan Review and Permit = \$4,435

#### Architectural and Engineering Fees

- Civil Engineering Fees = \$5,000
- Architectural Fees = \$38,500

#### Other Architectural and Engineering Fees

- Sales Tax @ 7.9% = \$36,889
- TERO Fee @ 3.0% = \$11,550

#### Site Work

- Landscape Fees = \$3,000
- Playground Fencing = \$5,000

#### Construction

- 2,200 square feet @ \$175/square foot = \$385,000
- Kitchen renovation = \$50,000
- Construction contingency @ 7.0% = \$26,950

#### Miscellaneous

- Printing, utility connections, etc. = \$11,500

The total amount for construction will be \$578,324

### **I. Subtotal of Direct Costs**

The total is \$592,276.

### **J. Indirect Costs**

The indirect costs are based on Heritage University's approved indirect cost rate of 35.5% of salaries and fringe benefits for a total of \$462. The Indirect Cost Rate Agreement is included as an attachment.

**Grand Total Year One = \$592,739**

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## **Year Two**

### **A. Personnel**

The HSIAC Project will fund stipends for the Lead Faculty Trainers at \$500 each. Dr. Black, MIM and Dr. Mason, M. Ed. will lead training sessions and seminars.

The total amount for personnel will be \$1,000.



## **B. Fringe Benefits**

The faculty fringe benefits rate is 30% and includes federal and state taxes, Heritage University benefits and other required expenses. The fringe benefits rate will be as follows:

- Faculty at 26% of wages = \$300.

The total amount for fringe benefits will be \$300.

## **C. Travel**

Travel will include one trip for the Project Director and one other project staff member to attend the National HSIAC Directors Meeting. The cost for this trip will be \$2,500 to include conference registration, airfare, lodging and per diem at Heritage University travel rates.

The total amount for travel will be \$2,500.

## **E. Supplies**

Supplies will also include business development and early childhood training materials for participants which will include books, computer software, publications, case studies, etc. These costs will be \$3,000.

The total amount for supplies will be \$3,000.

## **I. Subtotal of Direct Costs**

The total is \$6,800.

## **J. Indirect Costs**

The indirect costs are based on Heritage University's approved indirect cost rate of 35.5% of salaries and fringe benefits for a total of \$462. The Indirect Cost Rate Agreement is included as an attachment.

**Grand Total Year Two = \$7,262**

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**Year One Grand Total \$592,738 + Year Two Grand Total \$7,262 = \$600,000**

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**Grant Applications  
Detailed Budget**

U.S. Department of Housing  
and Urban Development

OMB Approval No. 2501-0017  
(expires 03/31/2005)

\* Organization Name:

Heritage University

\* Project/Activity Name:

Development of Cntr for Early Learning/Training/Fam Support

	Functional Categories										Column 9 Total (\$)	
	Column 1 HUD Share (\$)	Column 2 Applicant Match (\$)	Column 3 Other HUD Funds (\$)	Column 4 Other Fed Share (\$)	Column 5 State Share (\$)	Column 6 Local/Inbal Share (\$)	Column 7 Other Share (\$)	Column 8 Program Income (\$)	Year 1: <input checked="" type="radio"/> Year 2: <input type="radio"/> Year 3: <input type="radio"/> All Years: <input type="radio"/>			
a. Personnel (Direct Labor)	1,000.00											
b. Fringe Benefits	300.00											
c. Travel	2,500.00	0.00										2,500.00
d. Equipment (only items > \$5,000 depreciated value)	0.00	0.00										0.00
e. Supplies (only items < \$5,000 depreciated value)	10,152.00	0.00										10,152.00
f. Contractual	0.00	0.00										0.00
g. Construction												
1. Administration and Legal Ex- penses	4,935.00	0.00										4,935.00
2. Land, Structures, Rights-of- Way, Appraisals, etc.	0.00	0.00										0.00
3. Relocation Expenses and Pay- ments	0.00	0.00										0.00
4. Architectural and Engineering Fees	43,500.00	0.00										43,500.00
5. Other Architectural and Engin- eering Fees	48,439.00	0.00										48,439.00
6. Project Inspection Fees	0.00	0.00										0.00
7. Site Work	8,000.00	0.00										8,000.00
8. Demolition and Removal	0.00	0.00										0.00
9. Construction	461,950.00	0.00										461,950.00
10. Equipment	0.00	0.00										0.00
11. Contingencies	0.00	0.00										0.00
12. Miscellaneous	11,500.00	0.00										11,500.00
h. Other Direct Costs	0.00											
i. Subtotal of Direct Costs	592,276.00											
j. Indirect Costs (% Approved Indirect Cost Rate: <input type="text"/> )												
Grand Total (Year <input type="text"/> 1):												
Grand Total (All Years):												

**Grant Applications  
Detailed Budget**

U.S. Department of Housing  
and Urban Development

OMB Approval No. 2501-0017  
(expires 03/31/2005)

\* Organization Name:

Heritage University

\* Project/Activity Name:

Development of Cntr for Early Learning/Training/Fam Support

	Functional Categories										All Years:	
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12
	HUD Share (\$)	Applicant Match (\$)	Other HUD Funds (\$)	Other Fed Share (\$)	State Share (\$)	Local/Fed Share (\$)	Other Share (\$)	Program Income (\$)	Total (\$)			
a. Personnel (Direct Labor)	1,000.00											
b. Fringe Benefits	300.00											
c. Travel												
d. Equipment (only items > \$5,000 depreciated value)	2,500.00	0.00							2,500.00			
e. Supplies (only items < \$5,000 depreciated value)	0.00	0.00							0.00			
f. Contractual	3,000.00	0.00							3,000.00			
g. Construction	0.00	0.00							0.00			
1. Administration and Legal Expenses	0.00	0.00							0.00			
2. Land, Structures, Rights-of-Way, Appraisals, etc.	0.00	0.00							0.00			
3. Relocation Expenses and Payments	0.00	0.00							0.00			
4. Architectural and Engineering Fees	0.00	0.00							0.00			
5. Other Architectural and Engineering Fees	0.00	0.00							0.00			
6. Project Inspection Fees	0.00	0.00							0.00			
7. Site Work	0.00	0.00							0.00			
8. Demolition and Removal	0.00	0.00							0.00			
9. Construction	0.00	0.00							0.00			
10. Equipment	0.00	0.00							0.00			
11. Contingencies	0.00	0.00							0.00			
12. Miscellaneous	0.00	0.00							0.00			
h. Other Direct Costs	0.00	0.00							0.00			
i. Subtotal of Direct Costs	6,800.00											
j. Indirect Costs (% Approved Indirect Cost Rate: [redacted])												
Grand Total (Year [2]):												
Grand Total (All Years):												

**Grant Applications  
Detailed Budget**

U.S. Department of Housing  
and Urban Development

OMB Approval No. 2501-0017  
(expires 03/31/2005)

\* Organization Name:

Heritage University

\* Project/Activity Name:

Development of Cntr for Early Learning/Training/Fam Support

	Functional Categories										All Years:
	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9		
	HUD Share (\$)	Applicant Match (\$)	Other HUD Funds (\$)	Other Fed Share (\$)	State Share (\$)	Local/Federal Share (\$)	Other Share (\$)	Program Income (\$)	Total (\$)		
B. Personnel (Direct Labor)											
b. Fringe Benefits											
c. Travel											
d. Equipment (only items > \$5,000 depreciated value)											
e. Supplies (only items < \$5,000 depreciated value)											
f. Contractual											
g. Construction											
1. Administration and Legal Expenses											
2. Land, Structures, Rights-of-Way, Appraisals, etc.											
3. Relocation Expenses and Payments											
4. Architectural and Engineering Fees											
5. Other Architectural and Engineering Fees											
6. Project Inspection Fees											
7. Site Work											
8. Demolition and Removal											
9. Construction											
10. Equipment											
11. Contingencies											
12. Miscellaneous											
h. Other Direct Costs											
i. Subtotal of Direct Costs											
j. Indirect Costs (% Approved)											
Indirect Cost Rate: <input type="text"/> %											
Grand Total (Year <input type="text"/> 3):											
Grand Total (All Years):											





DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center  
Financial Management Service  
Division of Cost Allocation

DCA Western Field Office  
50 United Nations Plaza, Room 347  
San Francisco, CA 94102

MAY 16 2006

Rick R. Gagnier  
Chief Financial Officer  
Heritage University  
3240 Fort Road  
Toppenish, WA 98948

Dear Mr. Gagnier:

A copy of an indirect cost Negotiation Agreement is attached. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for indirect costs on grants and contracts with the Federal Government. Please have the Agreement signed by a duly authorized representative of your organization and return it to me BY FAX, retaining the copy for your files. We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

An indirect cost proposal together with supporting information are required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on your fiscal year ending 06/30/09, is due in our office by 12/31/09.

Sincerely,

*Wallace Chan*  
Wallace Chan  
Director

Attachment

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY FAX

INSTITUTION:  
Heritage University

AGREEMENT DATE: May 12, 2006

SECTION II: SPECIAL REMARKS

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TREATMENT OF FRINGE BENEFITS:

This organization charges the actual cost of each fringe benefit direct to Federal projects. However, it uses a fringe benefit rate which is applied to salaries and wages in budgeting fringe benefit costs under project proposals. The fringe benefits listed below are treated as direct costs.

TREATMENT OF PAID ABSENCES:

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

DEFINITION OF EQUIPMENT

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

The following fringe benefits are treated as direct costs:

PAYROLL TAXES, HEALTH & LIFE INSURANCE, EAP, LONG-TERM DISABILITY, WELLNESS PROGRAM, AND TUITION WAIVERS (EMPLOYEES ONLY).

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN #:

DATE: May 12, 2006

INSTITUTION:  
Heritage University  
3240 Fort Road

FILING REF.: The preceding  
Agreement was dated  
June 8, 2004

Toppenish

WA 98948

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

SECTION I: FACILITIES AND ADMINISTRATIVE COST RATES\*

TYPE	EFFECTIVE PERIOD		RATE (%)	LOCATIONS	APPLICABLE TO
	FROM	TO			
PRED.	07/01/06	06/30/10	35.5	On-Campus	All Programs
PROV.	07/01/10	06/30/11	35.5	On-Campus	All Programs

\*BASE:

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



INSTITUTION:  
Heritage University

AGREEMENT DATE: May 12, 2006

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

BY THE INSTITUTION:  
Heritage University

(INSTITUTION)

(SIGNATURE)

*Rick R. Gagner*

(NAME)

CFO

(TITLE)

MAY 18, 2006

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(SIGNATURE)

Wallace Chan

(NAME)

DIRECTOR, DIVISION OF COST ALLOCATION

(TITLE)

May 12, 2006

(DATE) 2955

HHS REPRESENTATIVE: Jeanette Lu

Telephone: (415) 437-7820

**Certification of Consistency  
with the Consolidated Plan**

**U.S. Department of Housing  
and Urban Development**

I certify that the proposed activities/projects in the application are consistent with the jurisdiction's current, approved Consolidated Plan.  
(Type or clearly print the following information:)

Applicant Name: Heritage University

Project Name: Center for Early Learning, Training & Family Support

Location of the Project: 3240 Fort Road, Toppenish, WA 98948


\_\_\_\_\_  
\_\_\_\_\_

Name of the Federal Program to which the applicant is applying: US HUD Hispanic-Serving Institutions Assisting Communities

Name of Certifying Jurisdiction: Washington State

Certifying Official of the Jurisdiction Name: Douglas S. Hunter

Title: HOME Program Manager

Signature: 

Date: 5-2-07

Facsimile Transmittal

1174692313 - 6155

U. S. Department of Housing and Urban Development

Office of Department Grants Management and Oversight

OMB Approval No. 2525-0118 exp. Date (04/30/2005)

\* Name of of Document Transmitting: N/A

1. Applicant Information:

\* Legal Name: Heritage University

\* Address:

\* Street1: 3240 Fort Road

Street2:

\* City: Toppenish

County: Yakima

\* State: WA: Washington

\* Zip Code: 98948 \* Country: USA: UNITED STATES

2. Catalog of Federal Domestic Assistance Number:

\* Organizational DUNS: [redacted] CFDA No.: 14.514

Title: Hispanic-Serving Institutions Assisting Communities

Program Component:

3. Facsimile Contact Information:

Department:

Division:

4. Name and telephone number of person to be contacted on matters involving this facsimile.

Prefix: \* First Name: Rick

Middle Name:

\* Last Name: Gagnier

Suffix:

\* Phone Number: [redacted]

Fax Number:

\* 5. Email: [redacted]

\* 6. What is your Transmittal? (Check one box per fax)

- a. Certification b. Document c. Match/Leverage Letter d. Other

\* 7. How many pages (including cover) are being faxed? 1