

**Applicant/Recipient
Disclosure/Update Report**

U.S. Department of Housing
and Urban Development

OMB Approval No. 2510-0011
(exp. 08/31/2009)

Applicant/Recipient Information

* Duns Number:

* Report Type:

INITIAL

1. Applicant/Recipient Name, Address, and Phone (include area code):

* Applicant Name:

Southwestern College

* Street1:

900 Otay Lakes Rd

Street2:

* City:

Chula Vista

County:

* State:

CA: California

* Zip Code:

91910

* Country:

USA: UNITED STATES

* Phone:

619-216-6671

2. Social Security Number or Employer ID Number:

95-6006659

* 3. HUD Program Name:

Hispanic-Serving Institutions Assisting Communities

* 4. Amount of HUD Assistance Requested/Received: \$

600,000.00

5. State the name and location (street address, City and State) of the project or activity:

* Project Name:

Entrepreneurial Training for Home-Based Childcare Businesses

* Street1:

880 National City Boulevard

Street2:

* City:

National City

County:

* State:

CA: California

* Zip Code:

91950

* Country:

USA: UNITED STATES

Part I Threshold Determinations

* 1. Are you applying for assistance for a specific project or activity? These terms do not include formula grants, such as public housing operating subsidy or CDBG block grants. (For further information see 24 CFR Sec. 4.3).

Yes

No

* 2. Have you received or do you expect to receive assistance within the jurisdiction of the Department (HUD), involving the project or activity in this application, in excess of \$200,000 during this fiscal year (Oct. 1-Sep. 30)? For further information, see 24 CFR Sec. 4.9

Yes

No

If you answered " No " to either question 1 or 2, **Stop!** You do not need to complete the remainder of this form.

However, you must sign the certification at the end of the report.

Form HUD-2880 (3/99)

Part II Other Government Assistance Provided or Requested / Expected Sources and Use of Funds.

Such assistance includes, but is not limited to, any grant, loan, subsidy, guarantee, insurance, payment, credit, or tax benefit.

Department/State/Local Agency Name:

* Government Agency Name:

Government Agency Address:

* Street1:

Street2:

* City:

County:

* State:

* Zip Code:

* Country:

* Type of Assistance:

* Amount Requested/Provided: \$

* Expected Uses of the Funds:

Department/State/Local Agency Name:

* Government Agency Name:

Government Agency Address:

* Street1:

Street2:

* City:

County:

* State:

* Zip Code:

* Country:

* Type of Assistance:

* Amount Requested/Provided: \$

* Expected Uses of the Funds:

(Note: Use Additional pages if necessary.)

Add Attachment

Delete Attachment

View Attachment

Part III Interested Parties. You must decide.

1. All developers, contractors, or consultants involved in the application for the assistance or in the planning, development, or implementation of the project or activity and

2. Any other person who has a financial interest in the project or activity for which the assistance is sought that exceeds \$50,000 or 10 percent of the assistance (whichever is lower).

* Alphabetical list of all persons with a reportable financial interest in the project or activity (For individuals, give the last name first)	* Social Security No. or Employee ID No.	* Type of Participation in Project/Activity	* Financial Interest in Project/Activity (\$ and %)
<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ <input type="text"/> <input type="text"/> %
<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ <input type="text"/> <input type="text"/> %
<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ <input type="text"/> <input type="text"/> %
<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ <input type="text"/> <input type="text"/> %
<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ <input type="text"/> <input type="text"/> %

(Note: Use Additional pages if necessary.)

Add Attachment

Delete Attachment

View Attachment

Certification

Warning: If you knowingly make a false statement on this form, you may be subject to civil or criminal penalties under Section 1001 of Title 18 of the United States Code. In addition, any person who knowingly and materially violates any required disclosures of information, including intentional non-disclosure, is subject to civil money penalty not to exceed \$10,000 for each violation.

I certify that this information is true and complete.

* Signature:

* Date: (mm/dd/yyyy)

Lauren Villarreal

06/30/2008

Save Form to Print

Facsimile Transmittal

U. S. Department of Housing and Urban Development
Office of Department Grants Management and Oversight

OMB Approval No. 2525-0118 exp. Date (5/30/2008)

1213716199-8359

* Name of Document Transmitting: Nothing Faxed with this Application

1. Applicant Information:

* Legal Name: Southwestern College
* Address:
* Street1: 900 Otay Lakes Rd
Street2:
* City: Chula Vista
County:
* State: CA: California
* Zip Code: 91910 * 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: Higher Education Center
Division: National City

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

Prefix: Ms. * First Name: Cynthia
Middle Name:
* Last Name: Nagura
Suffix:
* Phone Number: 619-216-6671
Fax Number:

* 5. Email: cnagura@swccd.edu

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

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

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

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received:

06/30/2008

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Southwestern College

* b. Employer/Taxpayer Identification Number (EIN/TIN):

95-6006659

* c. Organizational DUNS:

d. Address:

* Street1:

900 Otay Lakes Rd

Street2:

* City:

Chula Vista

County:

* State:

CA: California

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

91910

e. Organizational Unit:

Department Name:

Higher Education Center

Division Name:

National City

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

Prefix:

Ms.

* First Name:

Cynthia

Middle Name:

* Last Name:

Nagura

Suffix:

Title:

Director, Microenterprise Family Childcare

Organizational Affiliation:

* Telephone Number:

619-216-6671

Fax Number:

619-216-6678

* Email:

cnagura@swccd.edu

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

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-5200-N-05

* Title:

Hispanic Serving Institutions Assisting Communities

13. Competition Identification Number:

HSIAC-05

Title:

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

San Ysidro, San Diego County, California

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

Entrepreneurial Training for Home-Based Childcare Businesses

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

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.

[Add Attachment](#) [Delete Attachment](#) [View Attachment](#)

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="600,000.00"/>
* b. Applicant	<input type="text" value="REDACTED"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="REDACTED"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="REDACTED"/>

* 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:

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.

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="Southwestern College"/> * Street 1: <input type="text" value="4th Day Lakes Rd"/> Street 2: <input type="text"/> * City: <input type="text" value="Chula Vista"/> State: <input type="text" value="CA: California"/> Zip: <input type="text" value="91910"/> Congressional District, if known: <input type="text" value="51"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: <div style="border: 1px solid black; height: 40px;"></div>		
6. * Federal Department/Agency: <input type="text" value="U.S. Department of Housing & Urban Devel"/>	7. * Federal Program Name/Description: <input type="text" value="Hispanic-Serving Institutions Assisting Communities"/> CFDA Number, if applicable: <input type="text" value="14.514"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="n/a"/> Middle Name <input type="text"/> * Last Name <input type="text" value="n/a"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text" value="Ms."/> * First Name <input type="text" value="n/a"/> Middle Name <input type="text"/> * Last Name <input type="text" value="n/a"/> Suffix <input type="text"/> * Street 1 <input type="text" value="n/a"/> Street 2 <input type="text"/> * City <input type="text" value="n/a"/> State <input type="text" value="CA: California"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		
* Signature: <input type="text" value="Dorcas Villalaz"/> * Name: Prefix <input type="text" value="Ms."/> * First Name <input type="text" value="Dorcas"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Villalaz"/> Suffix <input type="text"/> Title: <input type="text" value="Director, Grants and Development"/> Telephone No.: <input type="text" value="619-450-7497"/> Date: <input type="text" value="06/10/2005"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

Grant Applications Detailed Budget

U.S. Department of Housing and Urban Development

OMB Approval No. 2501-0017 (expires 01/31/2008)

* Organization Name: Southwestern College

* Project/Activity Name: Entrepreneurial Training for Home-Based Childcare Businesses

	Functional Categories									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/Tribal Share (\$)	Column 7 Other Share (\$)	Column 8 Program Income (\$)	Column 9	
a. Personnel (Direct Labor)	182,287.50									
b. Fringe Benefits	43,669.83									
c. Travel	3,253.00									3,253.00
d. Equipment (only items > \$5,000 depreciated value)										
e. Supplies (only items < \$5,000 depreciated value)	13,975.83									13,975.83
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	15,870.00									15,870.00
i. Subtotal of Direct Costs	161,485.26									161,485.26
j. Indirect Costs (% Approved Indirect Cost Rate: 9.33%)										15,107.85
Grand Total (Year 1)										176,593.11
Grand Total (All Years):										176,593.11

Next Year

**Grant Applications
Detailed Budget**

U.S. Department of Housing
and Urban Development

Close Form

Print Page

About

OMB Approval No. 2501-0017
(expires 01/31/2008)

* Organization Name: Southwestern College

* Project/Activity Name: Entrepreneurial Training for Home-Based Childcare Businesses

	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/Tribal Share (\$)	Other Share (\$)	Program Income (\$)	Total (\$)	
a. Personnel (Direct Labor)	187,436.00	[REDACTED]							[REDACTED]	[REDACTED]
b. Fringe Benefits	25,524.15									
c. Travel	7,710.00									7,710.00
d. Equipment (only items > \$5,000 depreciated value)										
e. Supplies (only items < \$5,000 depreciated value)	19,497.50									19,497.50
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	317,752.00									[REDACTED]
i. Subtotal of Direct Costs	431,574.53									[REDACTED]
j. Indirect Costs (% Approved Indirect Cost Rate: 0.11%)										47,473.20
Grand Total (Year 2)										[REDACTED]
Grand Total (All Years)										[REDACTED]

Previous Year Next Year

Close Form

Print Page

About

Grant Applications Detailed Budget

U.S. Department of Housing
and Urban Development

OMB Approval No. 2501-0017
(expires 01/31/2008)

* Organization Name:

Southwestern College

* Project/Activity Name:

Entrepreneurial Training for Home-Based Childcare Businesses

	Functional Categories								
	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/Tribal Share (\$)	Column 7 Other Share (\$)	Column 8 Program Income (\$)	Column 9 Total (\$)
a. Personnel (Direct Labor)	112,325.56								
b. Fringe Benefits	24,741.98								
c. Travel	7,710.00								17,710.00
d. Equipment (only items > \$5,000 depreciated value)									
e. Supplies (only items < \$5,000 depreciated value)	19,097.00								19,097.00
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	91,752.00								91,752.00
i. Subtotal of Direct Costs	134,939.21								134,939.21
j. Indirect Costs (% Approved Indirect Cost Rate: 5.10%)									6,881.00
Grand Total (Year 3):									141,820.21
Grand Total (All Years):									141,820.21

Previous Year Next Year

**Grant Applications
Detailed Budget**

U.S. Department of Housing
and Urban Development

OMB Approval No. 2501-0017
(expires 01/31/2008)

Close Form

Print Page

About

* Organization Name: Southwestern College

* Project/Activity Name: Entrepreneurial Training for Home-Based Childcare Businesses

	Functional Categories								
	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/Tribal Share (\$)	Other Share (\$)	Program Income (\$)	Total (\$)
a. Personnel (Direct Labor)	301,911.94	[REDACTED]	[REDACTED]				[REDACTED]		[REDACTED]
b. Fringe Benefits	16,164.03	[REDACTED]							[REDACTED]
c. Travel	26,776.00								26,776.00
d. Equipment (only items > \$5,000 depreciated value)									
e. Supplies (only items < \$5,000 depreciated value)	51,271.00								51,271.00
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	19,385.00	[REDACTED]							19,385.00
i. Subtotal of Direct Costs	515,999.00	[REDACTED]							515,999.00
j. Indirect Costs (% Approved Indirect Cost Rate: 9.11%)									
Grand Total (Year [All]):									
Grand Total (All Years):									

Previous Year

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	Southwestern College
Applicant's DUNS Name:	[REDACTED]
Federal Program:	Hispanic Serving Institutions Assisting Communities
CFDA Number:	14.514

- Has the applicant ever received a grant or contract from the Federal government?

Yes No
- Is the applicant a faith-based organization?

Yes No
- Is the applicant a secular organization?

Yes No
- Does the applicant have 501(c)(3) status?

Yes No
- Is the applicant a local affiliate of a national organization?

Yes No
- How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer 15-50

4-5 51-100

6-14 over 100
- What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: The Agency Contact listed in this grant application package.

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	ABSTRACT.pdf	Add Attachment	Delete Attachment	View Attachment
2) Please attach Attachment 2	NARRATIVEFACTORS.pdf	Add Attachment	Delete Attachment	View Attachment
3) Please attach Attachment 3	BUDGETNARRATIVE.pdf	Add Attachment	Delete Attachment	View Attachment
4) Please attach Attachment 4	CERTOFCONSISTENCYCONSOLIDATED	Add Attachment	Delete Attachment	View Attachment
5) Please attach Attachment 5	LOGICMODEL.xls	Add Attachment	Delete Attachment	View Attachment
6) Please attach Attachment 6		Add Attachment	Delete Attachment	View Attachment
7) Please attach Attachment 7		Add Attachment	Delete Attachment	View Attachment
8) Please attach Attachment 8		Add Attachment	Delete Attachment	View Attachment
9) Please attach Attachment 9		Add Attachment	Delete Attachment	View Attachment
10) Please attach Attachment 10		Add Attachment	Delete Attachment	View Attachment
11) Please attach Attachment 11		Add Attachment	Delete Attachment	View Attachment
12) Please attach Attachment 12		Add Attachment	Delete Attachment	View Attachment
13) Please attach Attachment 13		Add Attachment	Delete Attachment	View Attachment
14) Please attach Attachment 14		Add Attachment	Delete Attachment	View Attachment
15) Please attach Attachment 15		Add Attachment	Delete Attachment	View Attachment

ABSTRACT

Southwestern College's (SWC) grant application, entitled, Entrepreneurial Training for Home-Based Childcare Businesses, requests \$600,000 in HUD/HSIAC funding for the project period of October, 2008 through September, 2011. Leveraged funds of nearly \$ [REDACTED] are committed by SWC as well as community partners bringing the total amount of funding of this three-year project to \$ [REDACTED]. The goal of this project is to provide technical assistance to the residents of San Ysidro, California, in the form of education and training, to establish home-based childcare businesses. The Entrepreneurial Training for Home-Based Childcare Businesses program was developed in response to the community needs of San Ysidro while also addressing HUD Policy Priorities. To that end, the cornerstone of its program development is founded on a deep understanding of the unique community characteristics and needs of San Ysidro. This impoverished community is defined by high poverty and crime rates, limited English proficiency, low educational attainment and high household density. As explained in Factor 3, the core services of the Entrepreneurial Training for Home-Based Childcare Businesses program have deliberately been created in response to the profile of the target audience; this unique program is free of charge, provided in Spanish, childcare and other support services are available, and there is no minimum level of educational attainment for admission into this program. The effects of successful business ownership has many positive influences for community capacity-building and greatly impacts the economic and social sustainability of the community. Family self-sufficiency, community well-being and workforce development are primary and positive outcomes from the Entrepreneurial Training Program.

As a previous recipient of two HUD/HSIAC grants, the established infrastructure, strong community network and valuable experience gained by both these individual projects, will

effectively enable the Entrepreneurial Program to expand into the community of San Ysidro. In fact, this application proposes to continue to empower low to mid income residents to improve their economic self-sufficiency by replicating the second HSIAC project, the Microenterprise Family Childcare Program, in the distinct but nearby community of San Ysidro. The project will be located at the SWC Higher Education Center which has proudly hosted the two previous HUD/HSIAC projects and is located in National City, California, (which is ten miles from San Ysidro) and is a five minute walk from a direct trolley line stop. Business counseling, on-site childcare during training and business mentoring are the core activities of this project.

Providing a comprehensive offering of support services, this project's 13 institutional and community partners endeavor, through true community collaboration, to meet its shared goal to empower and successfully guide San Ysidro residents on their journey into sustainable business ownership, and therefore create the long term impact of improving its desperate community and economic and social welfare.

HSI Status/Eligibility and Accreditation: Southwestern College is designated as a Hispanic Serving Institution by the U.S. Department of Education. Southwestern College, a two year community college, is fully accredited by the Western Association of Schools and Colleges, which is also recognized by the U.S. Department of Education.

Designated Contact Person & Project Director: Cynthia K. Nagura; Phone: 619/216-6671; Fax: 619/216-6678; Email: cnagura@swccd.edu

Previously Funded HUD/HSIAC Projects: SWC has received the following two HUD/HSIAC grants: Family Resource Center – October 2002 through September 2005; Microenterprise Family Childcare Program – October 2005 through September 2008.

FACTOR 1 CAPACITY OF THE APPLICANT AND RELEVANT EXPERIENCE**SUBFACTOR 1(a): Knowledge and Experience for Previously Funded Applicants***Institutional Experience and Capacity*

As the only community college to serve the entire South County Region of San Diego, and with its close proximity to the Mexican border, it is no surprise that Southwestern College ranks as the 3rd highest associate degree producer in the United States for Hispanic students (**Hispanic Outlook in Higher Education Magazine, 2005**). As such, the College is highly regarded for its leadership and the critical role it plays in contributing to the quality of economic, social and cultural life with the border communities that surround its campuses. The institution has a rich history of collaboration with community-based and government organizations in leading, facilitating and supporting the capacity of residents and organizations to address local issues of concern to the Hispanic population.

Most importantly, Southwestern College has successfully managed two previous HUD HSIAC grants. The first grant was awarded in 2002 and its focus was to establish a Family Resource Center, including a childcare center, and provide access to education, health, social services for families within the target community. The second grant, the Microenterprise Family Childcare Program was awarded in 2005 and its focus was to address the need for greater childcare options and increase the economic self-sufficiency of project participants. Details of both grants will be described further in Factor One, however SWC's institutional capacity and experience to manage community capacity-building grants is greatly evidenced by the stellar implementation of these two projects. These two grant-funded projects collectively infused into the target community of National City nearly \$1.2 million in HUD grant funds that were leveraged by nearly \$2 million in institutional and community resource funding. This impressive amount of institutional and community resources clearly demonstrate Southwestern College's sincere commitment to

improve the welfare of the communities it serves. In addition, these grant-funded projects have provided an effective avenue of learning and understanding about the targeted low-income community, its residents' needs and the potential that the college and its partners can achieve in their respective community capacity-building roles. The experience that has been gained as a result of the past two HUD grants has enabled the college to effectively design the proposed project in this application. SWC is essentially building upon the learning and expanding the community partnerships from the previous HUD projects and is replicating its services to provide training for home-based childcare businesses to the impoverished, nearby community of San Ysidro. In addition, SWC is customizing this home-based childcare training program to include infant-toddler care curriculum which is in direct response to an urgent need demonstrated by the demographics for San Ysidro as it relates to childcare needs.

Identification, Knowledge & Experience of SWC Key Project Team Members/Staff

The key program staff for the Entrepreneurial Training Program will consist of the Project Director, the Instructor/Program Coordinator, Child Care Coordinator and Program Assistant.

Project Director – [REDACTED]

[REDACTED] has served as the Project Director for both HSIAC Grant Projects, the Family Resource Center (FRC) (2002) and the Microenterprise Family Childcare Program (MEFC) (2005). [REDACTED] is responsible for the establishment of the FRC as well as the successful implementation of all its proposed activities. Under her leadership, the original grant objectives were exceeded far in advance. As Director of the current MEFC Program, [REDACTED] has further expanded the institution's outreach to serve the local community. To date, the original grant objectives have been met or exceeded for this project as well. Since the proposed Entrepreneurial Training Program endeavors to replicate and refine the Microenterprise Program, her familiarity with all facets of program planning and operations is relevant and will serve as a

major benefit. [REDACTED] has a Master of Arts Degree in International Administration, a Bachelor of Arts Degree in Sociology and over 20 years of relevant experience in program development, project management, marketing/outreach, and as Director of various nonprofit and community-based programs. Recently, she was awarded the Small Business Administration's 2008 San Diego District Home-Based Business Champion of the Year for her successful leadership of the MEFC Program. [REDACTED] has directed educational and community development programs in developing countries. She is sensitive to the hardships that poverty and a scarcity of economic opportunities create for families. She is married to a Latino and is fluent in Spanish. She has spearheaded the planning and development of the Entrepreneurial Training Program and, as Project Director, she will continue to effectively lead all major operational components including participant outreach, coordinating partner agency efforts, and program evaluation. [REDACTED] will dedicate 100% of her full-time position to this project.

Instructor & Program Coordinator – [REDACTED]

[REDACTED] has served as the Instructor and Program Coordinator for the current HSIAC Grant Project, the Microenterprise Family Childcare Program, since 2005. She has carried out her role coordinating the day-to-day operations of this program with great skill and dedication. She is deeply committed to the project goals and it is largely due to this that the MEFC has maintained an impressive 100% retention rate to date. Her familiarity with all major program components gives her relevant experience that will be a benefit in the refinement and implementation of the Entrepreneurial Training Program. [REDACTED] brings 12 years of rich experience in Child Development to the program. She has a Bachelor of Science Degree in Child Development and is a Master of Arts Degree candidate in Human Development with a specialization in Child Development. [REDACTED] has served as a Child Development adjunct instructor at Southwestern College since 2001, teaching for the Family Child Care Certificate Program and

the Child Development Spanish to English Certificate Program at SWC.

Also relevant is [REDACTED] own personal experience as the owner of a home-based Family Child Care business for 7 years. As Instructor, she will teach the Family Childcare and Business courses and continue her work to empower residents with the knowledge and tools they need to successfully establish their businesses. As the Program Coordinator, she will continue to actively coordinate major aspects of the program such as leading the information sessions to recruit participants, conducting interviews, organizing site visits, and the graduation ceremony.

[REDACTED] will serve as a member of the Advisory Team for this project. [REDACTED] will spend 100% of her position as Instructor and Program Coordinator to this project.

Childcare Coordinator – [REDACTED]

[REDACTED] has served as the Childcare Coordinator for the parents of the Microenterprise Program since the first semester in 2006. She has played an active role in the development of childcare policy, procedures and forms, equipping the facility with educational materials, supervising volunteers, and planning and carrying out educational curriculum with the children. Her familiarity and sensitivity to the special needs of the families of the target community, such as struggles with maintaining nutrition, hygiene, daily routines and discipline in the home, have allowed her to be effective in her work with the parents and the children. Parents appreciate her warmth, guidance as well as her professionalism. [REDACTED] has an Associate's Degree in Child Development and her relevant experience includes seven years working with children in preschool and elementary school settings, as well as in her own home-based childcare business. She is certified in Pediatric CPR and First Aid and is bilingual in English and Spanish. [REDACTED] [REDACTED] has developed an educational environment in the Childcare Center which promotes safety and active learning with the children. She is committed to offering high quality care for the community. [REDACTED] will work half-time in her position as Childcare Coordinator.

Program Assistant – To Be Hired

This position will be filled upon notification of the grant being awarded. This individual will meet the qualifications of a minimum of two years of office experience and be bilingual in Spanish and English. A prior background of experience working in community development is also preferred. The position responsibilities include providing clerical assistance to the Project Director, assistance with outreach to recruit future participants, and organizing major activities such as information sessions, orientation meetings and community workshops. The individual in this position will play a key role in handling the logistical details involved in the office and daily operations of the Entrepreneurial Training Program. This will be a full-time position.

Dean of the Higher Education Center – [REDACTED]

[REDACTED] has provided administrative leadership as Dean for the Higher Education Center in National City since 1998. The Center now serves over 2,500 students each semester. He has worked at Southwestern College for over 30 years as an instructor, supervisor and as Dean. Most recently, he served in interim positions as the Vice President of Academic Affairs and the Vice President of Student Affairs. [REDACTED] has served on numerous leadership roles and committees such as Academic Senate President, College Leadership Council, Student Services Committee and the Executive Management Team. [REDACTED] has a Master of Arts Degree in Physical Education as well as a Bachelor of Arts Degree in Recreation Administration. As the Dean of the SWC campus in National City, he is widely recognized in the community for his role in expanding educational opportunities for its residents. In fact, [REDACTED] was instrumental in initiating and serving as the Dean over both HSIAC grants awarded in 2002 and 2005. He is, therefore, familiar with HUD requirements, community development issues and the challenges associated with managing grant projects. [REDACTED] will serve as the Dean and as a member of

the Advisory Team for the Entrepreneurial Training Program. He will devote approximately 15% of his time to support the program.

School of Continuing Education

The Entrepreneurial Training Program will be offered through Continuing Education as a Non-Credit course. The Dean and Director will participate in the development and implementation of this project and both will serve as valuable members of the Advisory Team.

Dean of Continuing Education – [REDACTED]

[REDACTED] serves as the Dean of the School of Continuing Education, Economic & Workforce Development and has worked at SWC for 31 years. Her responsibilities include administration of Continuing Education, CalWorks, Small Business Development and International Trade Center, Contracting Opportunities Center, ROP Program, Vocational and Technical Education Act/Tech Prep Program, college services at the South County Career Center and other workforce training initiatives. [REDACTED] has written and successfully administered more than 15 grant-funded projects for the college. She has a Masters Degree in Education, Curriculum and Instruction and a Bachelors Degree in Public Administration. Under her leadership, [REDACTED] will supervise the scheduling and implementation of the coursework under Continuing Education and assist with the hiring, training and supervision of the course instructors. She is committed to devote approximately 5% of her time to support this project.

Director of Continuing Education – [REDACTED]

[REDACTED] has 27 years of experience as an administrator at the community college level and has served as Director of Continuing Education since 1999. His primary career focus has been to work with students who are impacted by economic and educational barriers. He manages the grant-funded CalWorks Program which assists students to move from welfare dependency to economic self-sufficiency. Under his leadership, this program was recognized as

a Model Program by the State of California Legislature. [REDACTED] has a Master of Science Degree in Counseling and a Bachelor of Arts Degree in Psychology. [REDACTED] serves as a member of the Board of Directors for the prestigious MAAC Project of San Diego, a multipurpose social services agency which is also grant-funded and provides critical assistance to low-income residents. [REDACTED] will lead the Non-Credit component and oversee the academic coursework for the Entrepreneurial Training Program. This includes the implementation of the academic program and scheduling of courses, ensuring that academic standards are met. [REDACTED] will supervise the course instructor. He will devote approximately 5% of his time to this project.

School of Technical and Human Services (Child Development)

Expertise and valuable support will be provided by SWC's prestigious Child Development program. An experienced, bilingual member of the Child Development faculty will serve as the Designated Liaison to specifically to the Entrepreneurial Training Program.

Designated Liaison of Child Development – [REDACTED]

[REDACTED] has been teaching at SWC since 1999 and is the lead faculty of the Spanish-to-English Associate Teacher Certificate Program. [REDACTED] has a Ph.D. in Education and a Master of Arts in Bilingual Education and Transcultural Teaching. She has over 20 years of academic experience as an Education/Child Development professor at various universities in the United States and Mexico. She has worked with children and families in various programs in San Diego County, including Foster Care, Kinship, and Adoptions. [REDACTED] will serve in a consulting role and regarding the development and execution of the project, and will serve as a member of the Advisory Team. She will dedicate 2% of her time to support this project.

Identification, Knowledge and Experience of Key Community Partners

YMCA Childcare Resource Service (YMCA CRS)

As the state-funded Child Care Resource and Referral agency for the County of San Diego, the YMCA CRS will play a critical role in the successful implementation of this project. The Department Head and Director of Training and Special Projects will continue to serve as members of the Advisory Team as they have with the current Microenterprise Program. The YMCA CRS contribution to the project will include hosting participants at an orientation/site visit of the facilities, access to a Resource Library, assistance with completing the Childcare License Application, organizing the Mentor Program, and the availability stipends to Entrepreneurial Training Program graduates who go on to complete additional childcare courses.

Department Head, Childcare Resource Service [REDACTED]

[REDACTED] has worked in the field of early childhood education for over 40 years and for the last 18 years with the YMCA CRS. She currently provides oversight for 7 grant-funded projects. [REDACTED] develops community partnerships that will enhance the quality of care by providing professional development, resources, and training opportunities for child care providers at all career levels. [REDACTED] has been instrumental in providing technical assistance and consultation for the development of new programs, and evaluation of outcomes related to grant services and goals. [REDACTED] has a Bachelors and Masters Degree in Child Development and Human Development. She is a Board Member of the California Child Care Resource and Referral Network and Chairperson of the San Diego Community College District Child Development Advisory Committee as well as the Executive Committee of the San Diego Child Care and Development Planning Council. [REDACTED] will administer the services and resources that will be contributed by the YMCA CRS. She will contribute 2% of her time to the project.

Director, Training and Special Projects, Childcare Resource Service – [REDACTED]

[REDACTED] has over 20 years of experience in the field of Child Development. She managed her

own family child care business for 15 years and currently provides quality training and project oversight for child care providers and parents. This includes a focus on projects that serve infants and toddlers including the California Child Care Initiative Project and a federal project, Child Care in Your Neighborhood Quality Improvement Project, which develops and monitors high quality infant/toddler child care spaces for U.S. Marine families. [REDACTED] has a Bachelors Degree in Organizational Development. She is the chairperson of the San Diego County Child Care & Development Planning Council, Public Policy Committee and serves on the Community College District Child Development Advisory Committee. [REDACTED] will directly supervise the implementation of the services that will be contributed by the YMCA CRS to the Entrepreneurial Program. She will devote approximately 2% of her time to the project.

Small Business Development Center (SBDC)

The SBDC is one of 29 Small Business Development Centers in California whose mission is to provide counseling and technical assistance to entrepreneurs in San Diego and Imperial Counties. The SBDC contribution to the project includes valuable business counseling and training, access to the Business Resource Center, located on site to the Higher Education Center, personalized technical assistance, and post program continuation of business counseling.

[REDACTED] Director

[REDACTED] has occupied a leadership position with the SBDC for the past 11 years. As Director, he is responsible for the operations of the SBDC, promoting its services to serve the minority communities in the region. As a consultant, he provides direct business consulting to small businesses. [REDACTED] has a Master of Arts Degree in Urban Planning and a Bachelor of Arts Degree in Economics. He has served on over 20 Boards and Advisory Committees, such as the Board of Directors for the South San Diego County Economic Development Council and the San Diego District Export Council. [REDACTED] will supervise and arrange the Business

Counseling hours for program participants and assist them with personalized attention when accessing the Business Resource Center. He will serve as a member of the Advisory Team for this project. He will dedicate 5% of his time to supporting this project.

SUBFACTOR (1b): Past Performance For Previously Funded Grant Applicants

HUD HSIAC Grant Award Data

As previously mentioned, Southwestern College was honored to be the previous grant recipient of two HUD HSIAC grants. The first was awarded in **2002** in the amount of **\$594,534** to establish a **Family Resource Center (FRC)**. The second was awarded in **2005** in the amount of **\$600,000** to establish the **Microenterprise Family Childcare Program (MEFC)**. Details of the current status and successful performance achieved by each of the grant funded projects follows:

First HSIAC Project: Family Resource Center (FRC)	Grant Award Period: October 2002 – September 2005
Amount of Grant Award	\$594,534.00
Amount of Grant Award expended (drawn down) to date as of 6/04/08	\$549,311.00
Amount of Grant Award obligated (total expensed) as of 06/16/08	\$554,306.28
Percentage of Total Award obligated	93%

Project Current Status – Family Resource Center

All project goals, objectives and outcomes originally established were met, and in many cases exceeded, prior to the end of the original three-year grant period in September 2005. The Family Resource Center services and activities continue today, due to the ongoing institutional support of Southwestern College and community partners. In addition, program staff has been successful in finding ways to continue to leverage funds, as well as to creatively and effectively manage overall funds, such that a small amount of grant funds (7% of the original grant award) currently remains. As such, the Family Resource Center continues to report its progress to HUD and is proud to be able to sustain and provide valuable services to the community well beyond

the original grant period. The project was approved by HUD for a No Cost Extension through June 2009, however, it is anticipated that grant funds will be expended prior to the end of 2008.

Achievement of Project Outcomes – Family Resource Center

The grant project was targeted to construct and establish a Family Resource Center (FRC), including a childcare center, located at the Higher Education Center, the Southwestern College campus in National City. The project focused on providing access to education, health and social services to support families in National City. The Family Resource Center has been successful in meeting all established objectives and specific outcomes according to the original Work Plan and within the Timeline of the original grant period. Specifically, the following milestone activities, goals and outcomes were established and met by the end of the grant period:

First HSIAC Grant - Family Resource Center – Achievement of Project Outcomes		
Activity	Goal	Actual Outcome Achieved
Facility Construction	Completion by December 2004	Construction completed October 2004
Outreach & develop partnership with community agencies - Number of agencies	50	120
Organize Workshops in Higher Education, Career Development, Dental Hygiene:		
- Number of workshops to offer	20	44
- Number of participants to attend	300	815
- % of workshop evaluations rating workshops as positive	80%	90%
Dental Hygiene Care Services:		
- Number of patients served	1500	1820
- % of patients satisfied with care	80%	97%
Community Resource Library established	Completion by October 2005	Completed October 2005
Clients served & referred for community resources and social services	80	97
Offer childcare to participants of services:		
- Number of children	100	368

Comparison of Proposed vs. Actual Leveraged Funds - Family Resource Center

Leveraged funds in the amount of \$ [REDACTED] that were committed by Southwestern College and community partners were met as proposed in the original grant application. These included

architectural services, construction, planning and administration, classroom usage and dental hygiene clinic usage. In addition, the college contributed over \$ [REDACTED] in extra unanticipated leveraged funds to cover additional salary and benefits of Family Resource Center staff as well as the design and production of publicity materials. The FRC's major partner, the National City Collaborative, provided in-kind consulting and referral of community partner agencies to assist with the establishment of the FRC. In summary, the original total of proposed funds to be leveraged was \$ [REDACTED]. The actual amount that has been leveraged is \$ [REDACTED]. Thus, \$ [REDACTED] in additional funds has been leveraged to support this project.

FRC Leveraged Funds	Amount
Total Proposed Funds to be Leveraged:	\$ [REDACTED]
Total Actual Funds to be Leveraged:	\$ [REDACTED]
Additional Funds Leveraged:	\$ [REDACTED]

Timeliness/Completeness of HSIAC Reporting Requirements – Family Resource Center

All required HSIAC reports were submitted with complete information required, including both narrative and financial information. Reporting requirements have been met 100% in a timely and complete manner as indicated in the table below which gives Federal Express ship dates.

Semi-Annual Progress Report #	Date Submitted	Due Date
#1 – Period: January 1 – June 30, 2003	July 23, 2003	July 31, 2003
#2 – Period: July 1 – December 31, 2003	January 16, 2004	January 31, 2004
#3 – Period: January 1 – June 30, 2004	July 21, 2004	July 31, 2004
#4 – Period: July 1 – December 31, 2004	January 19, 2005	January 31, 2005
#5 - Period: January 1 – June 30, 2005	July 25, 2005	July 31, 2005
#6 - Period: July 1 – December 31, 2005	January 26, 2006	January 31, 2006
#7 – Period: January 1 – June 30, 2006	July 19, 2006	July 31, 2006
#8 – Period: July 1 – December 31, 2006	January 22, 2007	January 31, 2007
#9 – Period: January 1 – June 30, 2007	July 6, 2007	July 31, 2007
#10 – Period: July 1 – December 31, 2007	January 22, 2008	January 31, 2008

NOTE: Submission of updated Semi-Annual Reports will be submitted until funds are exhausted. The Final Report will then be submitted as required.

Second HSIAC Project: Microenterprise Family Childcare Program (MEFC)	Grant Award Period: October 2005 – September 2008
Amount of Grant Award	\$600,000.00
Amount of Grant Award expended (drawn down) to date as of 06/04/08	\$367,194.00
Amount of Grant Award obligated (total expended) as of 06/16/08	\$392,034.03
Percentage of Total Award obligated	65%

Project Current Status – Microenterprise Family Childcare Program

This grant project is still open, with the original grant period ending in September 2008. The project has been on schedule since its inception, and there are no anticipated barriers to meet all program objectives and outcomes within the original three-year grant performance period. The MEFC Program is currently working with its fifth group of program participants. This is the final semester under the original grant. However, due to both the continued support and generosity of its institutional and community partners, as well as the effective management of project funds, the MEFC is proud to announce that it will host one final group for the Fall 2008. An application for a No Cost Extension will be submitted for approval so that remaining funds may benefit this final group.

Achievement of Project Outcomes - MEFC

The Microenterprise Family Childcare Program was established to address the identified need for greater childcare options in National City as well as to increase the economic self-sufficiency of participants. The program gives Spanish-speaking, low- to mid- income residents the opportunity to receive coursework and training to establish their own licensed home-based childcare businesses. To date, the Microenterprise Family Childcare Program has met or exceeded all measurable objectives and specific outcomes according to the original Work Plan and within the Timeline of the original grant period, to date. Although the grant award period has not yet ended, those specific outcomes which have thus far been achieved, and are consistent with the approved Work Plan and Timeline, are as follows:

Second HSIAC Grant – MEFC – Achievement of Project Outcomes			
Activity	Goal	Actual Outcome Achieved	Comments
Student Recruitment, per semester	30	30	100% of student recruitment projections have been met
Student Recruitment, total to date	150	150	100% of student recruitment projections have been met
Student Retention	90%	100%	100% of students completed the program
Program Evaluation: Overall participant satisfaction	90%	100%	100% of program participants have been satisfied with MEFC program
Program participants to set up business/work in childcare field/continue relevant studies	75%	77%	77% of program participants have used MEFC training for relevant long-term benefit
Program participants who reported that childcare & support services increased the feasibility of achieving their goals	75%	97%	Support services have significantly helped participants succeed
Program participants who reported that access to Business Counseling and mentoring program increased their success with their new business	100%	100%	Technical assistance and mentoring have significantly helped participants succeed

Comparison of Proposed vs. Actual Leveraged Funds - MEFC

To date, leveraged funds in the amount of \$ [REDACTED] committed by Southwestern College, and \$ [REDACTED] committed by community partners, have been provided as stated in the original grant application. Since this time, the institution has also contributed \$ [REDACTED] additional funds to cover salary for program staff and for participant access to Health Services for TB Testing.

Community partners have committed an additional \$ [REDACTED] for facility use, training required by Childcare Licensing, and additional educational seminars. One community partner, National City Transit, was lost when the municipal government closed down the public bus system, thereby resulting in a loss of free bus passes for participants, at a projected value of \$15,660. In summary, the original total of leveraged funds proposed was \$ [REDACTED]. Since this time, an additional amount of \$ [REDACTED] in leveraged funds has been secured through the termination of the

grant period. Deducting the loss of bus passes valued at \$ [REDACTED] the amount to be leveraged is \$ [REDACTED]. Therefore, \$ [REDACTED] in additional funds have been leveraged to support this project.

MEFC Leveraged Funds	Amount
Total Original Proposed Funds to be Leveraged:	\$ [REDACTED]
Total Actual Funds to be Leveraged to date as of: 6/20/08	\$ [REDACTED]
Additional Funds Leveraged to date:	\$ [REDACTED]

Timeliness and Completeness of HSIAC Reporting Requirements-MEFC

All required HSIAC reports were submitted with complete information required, including both narrative and financial information. Reporting requirements have been met 100% in a timely and complete manner as indicated in the table below which gives Federal Express ship dates.

Semi-Annual Progress Report #	Date Submitted	Due Date
#1 – Period: January 1 – June 30, 2006	July 19, 2006	July 31, 2006
#2 – Period: July 1 – December 31, 2006	January 22, 2007	January 31, 2007
#3 – Period: January 1 – June 30, 2007	July 6, 2007	July 31, 2007
#4 – Period: July 1 – December 31, 2007	January 22, 2008	January 31, 2008

NOTE: Due to the fact that the grant period has not yet terminated, submission of Semi-Annual Report #5 and the Final Report are not yet required.

FACTOR 2 NEED/EXTENT OF THE PROBLEM

Overview of Need/Extend of Problem

Low income, high crime rates, limited educational background, limited access to education and training opportunities and limited access to quality and affordable childcare (specifically infant-toddler), are all descriptors of impoverished communities and socio-economic conditions that affect its residents' ability to maintain economic self-sufficiency for themselves and their families. Information found in Factor 2 substantiates that San Ysidro, the target community for this grant proposal, struggles with such living conditions and its residents have limited options to successfully address this disadvantaged economic situation and seemingly endless cycle of poverty. Certainly at the core of the residents' battle to achieve self sufficiency is the need for

employment and training opportunities. Complementary to this need is addressing the barriers of access to affordable quality childcare which represents an essential service and building block for families to achieve and sustain economic well being by enabling parents to be able to consistently go to work and be successfully employed.

According to the **San Diego Association of Governments (SANDAG)**, the **2007** population of San Ysidro is 27,531. It is a community that is defined by depressed economic living conditions as evidenced by its poverty levels and high crime rates; further, Spanish is the primary language spoken in San Ysidro and low educational attainment levels are predominant. These socio-economic conditions play a key role as barriers to access education and training opportunities for the residents of communities like San Ysidro. This proposal, the Entrepreneurial Training for Home-Based Childcare Businesses, endeavors to address the barriers of poverty, limited educational attainment, English as a second language and limited access to infant-toddler childcare as it provides an educational and training program for San Ysidro residents who desire to establish a home-based childcare businesses, specifically infant-toddler care.

San Ysidro – Community Background

San Ysidro, established in 1909, is located at the U.S.- Mexico border between Tijuana, Mexico and downtown San Diego, three miles east of the Pacific Ocean and is known as the busiest border crossing in the world with over 50 million crossings per year. San Ysidro has a rich cultural history that encompasses its past as an Indian village, a Mexican pueblito, a farming colony and its current state as a bustling multicultural border town that is known for its strong sense of community and close-knit neighborhoods. It is important to note that San Ysidro is considered a part of the City of San Diego since its annexation in 1957, however, because it is located twenty miles away from urban San Diego, the community of San Ysidro remains geographically and culturally isolated from the rest of San Diego County.

DEPRESSED ECONOMIC/LIVING CONDITIONS IN SAN YSIDRO***Poverty, Crime and Household Density***

City	Total Population	% Hispanic	% Ages 0-4	Median Household Income	% Households with Income Less Than \$15,000	Average People Per Household
San Diego County	3,098,269	29.3 %	7.6 %	\$51,808	10.8 %	2.77
City of San Diego	1,316,837	27.3 %	7.3 %	\$49,422	12.5 %	2.63
San Ysidro	27,531	91.8 %	14.2 %	\$24,848	29.9 %	3.97

San Diego Association of Governments (SANDAG), 2007 statistics demonstrate the depressed economic conditions in San Ysidro. Median income for families in San Ysidro are less than half of what families earn who reside in the County of San Diego overall; nearly 30% of San Ysidro households have income less than \$15,000 per year as compared to nearly 11% for county households overall earning below this threshold. These statistics reveal disadvantaged economic realities for the families of San Ysidro as it pertains to tremendous disparity in income and earning opportunities when compared to San Diego County as a whole.

San Ysidro's demographic profile includes large families with young children, the ethnic minority population is primarily Hispanic, and income levels are drastically below the County average. According to the *County of San Diego Consortium Consolidated Plan Annual Performance and Evaluation Report, Fiscal Year 2006-07*, poverty and ethnicity demographics are factors that can contribute to distressed economic living conditions. Noting that 92% of San Ysidro residents are Hispanic compared with 29% in the County of San Diego (**2007 SANDAG data**) the County report referenced above concluded the following regarding San Ysidro:

- 41% of Hispanic households are considered extremely low income or low income households, compared with 22% of all City of San Diego households.
- 29% of large family households are considered extremely low income or low income households, compared with 22% of all City of San Diego households. [NOTE: **2007**

SANDAG data shows San Ysidro household density at nearly double that of households in the City of San Diego; San Ysidro average 4.0 people per household, compared with 2.6 in all City of San Diego households.]

According to the **San Diego Automated Regional Justice Information System** for crimes reported in 2007 calendar year, the comparative analysis of San Ysidro, and the City of San Diego is listed below. San Ysidro remains higher in the total crimes committed (both property and violent) when configured as a percentage of its population.

Automated Regional Justice Information System (ARJIS, a division of SANDAG)

(ARJIS crime statistics website <http://cagney.arjis.org/csintro.html> January – December 2007 crime figures - SANDAG 2007 population estimates.)

City	Total Population	# Violent Crimes	# Property Crimes	All Crimes as % of Population
City of San Diego	1,316,837	6318	44070	3.8
San Ysidro	27,531	150	1700	6.7

Ethnic Background, Language, Education and Technical Knowledge

San Ysidro has a significantly high ethnic minority population with nearly 92% Hispanic residents. Additionally, students within the elementary and secondary school systems in San Ysidro report a high percentage of English Learners which is an indicator that Spanish is the primary language spoken within the home. Educational data for the San Ysidro Elementary School District shows that in **2006-2007**, 63.3% of students were English Learners (compared to 24.3% countywide) and 62.6% (or nearly all of the English Learners) reported that their native language is Spanish (source: **Education Data Partnership** <http://www.ed-data.k12.ca.us>). Further confirming the ethnicity and educational attainment of this community, it is important to refer to the **San Ysidro School Accountability Report Card** for school year **2006-07**. The school district reports that approximately half of the students indicated that their parents had not completed high school and that approximately 95% of the students are Latino/Hispanics. Access

to learn technical knowledge is part of the concern regarding having limited educational and training opportunities for San Ysidro residents (low educational attainment). Technical knowledge is a key ingredient to a prepared and successful workforce and it is critical that this vital skill set/information is provided for the participants of this program to be successful childcare business owners. According to the **City of San Diego's Five Year Consolidated Plan, 2008 Annual Action Plan** one of its strategies for reducing the number of people living in poverty showcases programs that provide training opportunities in partnership with supportive services. Providing technical knowledge is at the center of this collaboration between community businesses and service organizations as they train participants regarding financial education/counseling, asset development and business sustainability. The Entrepreneurial Training Program honors the valuable and essential contribution that technical knowledge provides for its participants to be confident business owners.

When understanding the full spectrum of the educational pipeline for this community it is important to also consider the estimates of San Ysidro residents who are college-bound from high school; the **California Postsecondary Education Commission** reports that the **2006** college-going rates for the State of California averages 46.4% of public high school graduates attending college. San Ysidro is part of the 79th State Assembly District in which the college-going rate is 29.3%, nearly 40% lower than the state average.

In summary, San Ysidro has a high ethnic minority population (92% Hispanic) whose primary language is Spanish, a high percentage of elementary age students are considered English Learners (63%), low educational attainment is evidenced by recent survey results from students at the elementary school district who report that nearly half of parents have not graduated from high school. It is important to note that the most recent 2000 U.S. Census data also reported a significant percentage of San Ysidro residents (34%) who had less than a high school education;

this is an interesting fact, especially when analyzing comparative information reported in **2006** by the **San Ysidro Elementary School District** with the most recent U.S. Census which result in both indicating a growing trend of low educational attainment for this community. Embedded in this profile is the realization that access to training and technical knowledge is also limited and therefore compromising the true potential workforce development for San Ysidro. Addressing the economic self sufficiency issues, especially as it pertains to stabilizing and sustaining workforce opportunities is the overall focus of the Entrepreneurial Training Program proposal; in targeting the San Ysidro community this project embraces a community of significant socio-economic distress (high ethnicity, low income, English as a second language and low educational attainment) and addresses these barriers by providing access to educational and training opportunities and community resources that are intended to underpin positive economic growth through workforce development and increased childcare options for San Ysidro.

MEETING THE NEED

Need For Increased Childcare Options

According to the **San Diego County Child & Family Health and Well-Being Report Card 2004**, the availability of childcare is one of the critical success factors for families in both getting and keeping jobs, and low income families face particular challenges in obtaining quality childcare that is affordable. According to the **San Diego County Child Care & Development Planning Council's *The Economic Impact of the Child Care Industry in San Diego County, June 2005*** the need for affordable, accessible, high quality child care is increasing rapidly in San Diego County and the demand for skilled child care workers who speak Spanish is strong. Further, it is important to note that research shows that child density is greater in lower income areas and it is those areas that have less child care capacity. Overall statistical analysis of low-income families in San Diego County show that of those families below poverty level, 16% had

children under age 5; 22.8% of families below the poverty level were single parent households – of those, 40% had children under age 5.

The key findings of *The Economic Impact of the Child Care Industry in San Diego County, June 2005* concluded that childcare generates income and serves as a resource and driver in the economic well being of communities; further, reliable childcare allows parents to work consistently, are absent less and are more productive in their jobs and, most relevant to the program proposed in this grant application, training people to be quality childcare providers develops needed worker skills and develops the workforce capacity in communities.

According to the **San Diego County Child Care & Development Planning Council's *Child Care Needs Assessment for San Diego County 2005***, the need for childcare services is ongoing. Overall, in the southern region of San Diego County, as of 2005, there were 128 licensed child care centers, with space for 415 infants. In the southern region of San Diego County, referrals were sought from the **YMCA Childcare Resource Service** from April to June 2004 for 1581 children. 17% (n=269) of these were infants, and 40% were of an unknown age which might also include infants. **SANDAG** statistics demonstrate that over 14% of children are under the age of four in this community. In San Ysidro, there are 97 licensed family child care providers, with space capacity for 962 children (all ages), with a need for 900 spaces according to this report. However, a search on the **State of California Community Care Licensing Division** (<http://ecl.dss.cahwnet.gov>) showed only one licensed infant center in San Ysidro as of April 2008. The need to provide childcare service for this age group of children in San Ysidro is significant. This grant proposal endeavors to increase childcare options for San Ysidro by creating a training program that will expand the number of home-based childcare businesses, specifically for urgently needed infant-toddler care.

Home-based family childcare that specializes in infant-toddler care in which the providers are Spanish speakers is an excellent entrepreneurial opportunity. In fact Spanish speaking childcare services are key within Hispanic servicing communities to promoting parents' confidence with their children's childcare needs. The *Child Care Needs Assessment for San Diego County 2005* notes that a survey of childcare seekers found that monolingual Spanish speakers wanted a provider who could communicate with them in the parent's language. This feature provides cultural continuity and ensures confident communication between parent, provider and children.

Mentoring for Home-Based Childcare Businesses

An impressive aspect of the Entrepreneurial Training Program is the provision for business mentors to be partnered with program participants. As future owners of childcare businesses it is essential that they are mentored by experienced childcare business owners in order to navigate the initial challenges of business development. Underscoring the positive affect of mentoring, the **Small Business Administration** is a leading advocate of this service and indicates, "One of the best ways to insulate yourself against business failure is to find and work with a mentor, someone with business experience who can guide and assist you". One of the main community partners to this proposal, the **Small Business Development Center (SBDC)** also greatly relies on the mentor approach when fostering the successful transition of their clients into small business ownership. Mentoring connects the human factor with the business and economic components that help to support the comprehensive and complex societal inter-relationships of successful business development, sustainable communities and strong families.

Importance of Meeting the Need for San Ysidro

This proposal, the Entrepreneurial Training Program for Home-Based Childcare Businesses endeavors to provide an educational and training opportunity to the residents of San Ysidro that is free of charge, is conducted in Spanish, that provides childcare and social services for

participants, and that establishes increased childcare options (specifically infant-toddler) for the targeted community. Another important feature of this proposal is that it addresses the economic self-sufficiency of the San Ysidro community by enhancing workforce development through establishing and sustaining home-based childcare businesses. Its powerful mentoring component will help to ensure their successful implementation and the parallel positive effect that these successful businesses will have on the economy is multi-dimensional. Poverty, workforce sustainability, economic well being for the community, educational and training opportunities are all needs that are addressed by the extraordinary program proposed in this grant application.

FACTOR 3 SOUNDNESS OF APPROACH

SUBFACTOR (3a): QUALITY OF WORK PLAN

(3a) (1) Specific Activities (Work Plan)

Method/Planning Strategy in Development of Project

With the experience of the Microenterprise Program (MEFC), the institution, community partners and key staff have learned valuable lessons of how to operate the program successfully. With this knowledge and the collective strength and collaboration of the institution and its community partners, discussions began over one year ago with the MEFC Advisory Team regarding how to continue the work of strengthening our local communities. The priority identified was to take the successful project model and empower another local community in great need. San Ysidro, a local and impoverished border community, was identified through an extensive needs analysis conducted by the MEFC Advisory Team and program staff. In addition, input from key partners in San Ysidro (such as the San Ysidro Adult Education Center), community agencies and past MEFC participants from San Ysidro was also solicited. Project partners from the current MEFC as well as others identified in Factor 4, also provided critical input into the needs analysis. SWC's Superintendent/President and its Vice President of

Academic Affairs also provided insight into the program development and each stated their desired vision for the College to institutionalize this program (sustainability) in the long term. The culminating needs analysis yielded the conclusion that the community of San Ysidro and its residents could greatly benefit from a home-based childcare training program. The Entrepreneurial Program has customized and refined many components in order to be responsive to the needs of San Ysidro. For example, in response to the significant and urgent need in San Ysidro for increased childcare options and specifically infant-toddler care, this program will focus on providing specialized training to meet this need.

Major Activities and Tasks in Measurable Terms

Below is a description of the major activities and tasks, in sequential order, that are required to successfully implement the Entrepreneurial Training for Home-Based Childcare Businesses. Each activity also identifies (a) measurable terms/outputs by which the progress of the project will be gauged; (b) the measurable impact (outcomes) that implementing each activity will have on the target population by the end of the grant period; (c) the key staff or individuals who will be responsible and accountable for completing each task. The major tasks required to successfully implement and complete each proposed activity are listed in sequential order. Finally, a timeline table giving target completion dates in 6 month intervals, with a reference to the specific dates represented by these intervals, is displayed below.

Program Development

1. Review and refine responsibilities and timelines with all program partners.

The Director will meet individually with each program partner to carefully review the specific services and/or funds to be contributed by each partner, their respective responsibilities and confirm target deadlines. The commitment of all key individuals, both at Southwestern College as well as community partners, will be reconfirmed. Any necessary adjustments will be made

according to the present situation to ensure that the project will be successfully implemented.

Measurable Output: The Director will meet with each program partner. All program partners will clearly understand their specific contribution, responsibilities and deadlines.

Measurable Impact on Target Population: 100% (150) of participants will be able to benefit from the comprehensive services to be provided by a collaboration of program partners.

Key Staff Responsible: Project Director, all program partners Timeline: Year 1, first 6 months

2. Hire to fill any vacant program staff positions.

In coordination with the Human Resources Department at Southwestern College, the Project Director will begin the process for hiring the Program Assistant and any other vacant positions at that time. Job descriptions will be formalized, approval will be secured by the SWC's Governing Board, position openings will be advertised to the general public, applications solicited, extensive interviews conducted and highly qualified applicants will be selected.

Measurable Output: Vacant staff positions that are critical to the grant project will be filled.

Measurable Impact on Target Population: 100% of participants will benefit from a team of qualified staff members to support their program needs.

Key Staff Responsible: Project Director Timeline: Year 1, first 6 months

3. Train staff on program responsibilities.

Newly hired staff will begin training in program procedures, Southwestern College policies and procedures, HUD reporting requirements, as well as any technical training needed in software programs, equipment, etc. In addition, existing key staff that is already in place to coordinate the project will receive additional training as needed to understand updated procedures and systems that will be implemented for the new project. All training will be conducted by the Project Director. Relevant and ongoing training will be provided as the program grows and evolves.

Measurable Output: New staff members will be trained in job responsibilities. Existing staff

will receive training related to the successful implementation of the new project.

Measurable Impact on Target Population: 100% of participants will benefit from staff members who are well-trained on program components, requirements and procedures to better assist them in achieving their goals.

Key Staff Responsible: Project Director will arrange and facilitate all needed training sessions.

Timeline: Year 1

4. Purchase needed equipment and supplies for program implementation.

The Entrepreneurial Training Program will be based at the existing facility of the Family Resource Center at the Southwestern College National City campus. Needed equipment and supplies not currently in place at the Family Resource Center facility will be purchased. Office, computer, program, classroom, course and childcare supplies specific to the needs of implementing the Entrepreneurial Training Program will be assessed by the Program Director on an ongoing basis and these purchases will be made as needed.

Measurable Output: All needed purchases according to budget guidelines will be made.

Measurable Impact on Target Population: 100% of program participants will be able to participate in a training program at no cost, including the provision of course materials, incentives related to their childcare business and Childcare Center supplies.

Key Staff Responsible: The Project Director will approve all purchases and the Program Assistant will process the required paperwork. Timeline: Year 1

5. Finalize program curriculum.

The Department of Child Development Program at Southwestern College has articulated a five-part series of courses in Family Childcare Business (I – V), 12 hours per course, and this series has been approved to be taught as a Non Credit offering, and in Spanish. The curriculum includes specific subject material in Child Development as well as Business, for a total of 60

hours. The Program Instructor will further refine and tailor the course to accommodate the needs of the low-to-moderate income target population of San Ysidro. For example, in response to the community need for increased infant-toddler childcare options which was identified in Factor Two, the Entrepreneurial Program curriculum will include an additional 20 hours of existing coursework specifically addressing infant-toddler care which was not previously offered in the Microenterprise Program. This is made possible thanks to a new partnership with the Center for Excellence at the University of California, Davis, Extension. Business Management courses (not formal curriculum) in Record Keeping, Marketing and Finance taught by the Small Business Development Center will add an additional 16 hours to the program. Total academic program hours offered will therefore be 96 hours. The Project Director will consult with the Director of Continuing Education to review and approve the final overall academic program offering.

Measurable Output: The Program Instructor will finalize the schedule of 32 class sessions and refine the 5 sections of noncredit Spanish curriculum. Any needed adjustments to the academic program will be made each semester.

Measurable Impact on Target Population: A minimum of 27 (of 30 recruited) participants will complete the academic program each semester. A minimum of 80% of participants will state on the Program Evaluation that the training (academic curricula) met their expectations to prepare them for establishing their childcare business.

Key Staff Responsible: Instructor, Project Director, Director of Continuing Education

Timeline: Year 1, first 6 months

6. Plan and implement marketing and outreach strategies to recruit participants.

Each semester, a recruitment plan will be carefully developed in order to maximize publicity efforts to recruit participants. Fortunately, the current Microenterprise Program had developed several strong outreach contacts by networking in the South San Diego community over the last

few years. These contacts with local schools and community agencies will be further developed to actively outreach to low to moderate income participants in the new target area of San Ysidro. Faith-based institutions will also be accessed to serve as regular support channels for recruiting new applicants. Effective strategies to promote the Entrepreneurial Training Program include the distribution of promotional materials, media outreach and community presentations.

Collaboration has already been established with the San Ysidro Adult School to publicize the program to local residents. All of the current community partners will continue to be nurtured by the Project Director. The continued support of the major San Diego Spanish newspaper, El Latino, whose reporter has written an article each semester on the Microenterprise Program since its inception, is also anticipated. The SWC Office of Community and Media Relations will also continue its support through the dissemination of press releases in local newspapers, public service announcements on local radio and TV stations and via the SWC website.

Measurable Output: A recruitment plan will be developed and implemented each semester. A minimum of 100 community and faith-based organizations will be contacted for recruitment support targeting San Ysidro residents.

Measurable Impact on Target Population: A carefully planned recruitment strategy involving outreach to a minimum of 100 organizations will allow the program to reach a widespread portion of the target audience and a minimum total of 100 people will register for the Information Sessions offered during each recruiting period.

Key Staff Responsible: Project Director, Program Coordinator, program partners

Timeline: Years 1, 2, 3

Program Coordination

1. Facilitate Information Sessions, interview and select participants.

Outreach efforts will attract interested participants to an Information Session where the specific

requirements, logistics and expectations of the Entrepreneurial Program will be explained. During each recruiting period, these Sessions will be held in the community of San Ysidro to facilitate access for local residents. Following each Session, applications will be received and all prospective candidates interviewed. Those candidates who demonstrate strong motivation to complete the program and set up their businesses will be selected for the group of 30 participants each semester. The Program Coordinator and Program Director will facilitate the Information Sessions. The logistics for these activities will be handled by the Program Assistant.

Measurable Output: Facilitate a minimum of four Information Sessions per semester, with a minimum of 100 total persons registered, prior to selecting 30 participants for each group.

Measurable Impact on Target Population: By the end of the grant period, over 500 persons in the target population and its surrounding communities will have attended an Information Session and be knowledgeable about what the program offers.

Key Staff Responsible: Program Director, Program Coordinator, Program Assistant

Timeline: Years 1, 2, 3

2. Establish schedule and topics for Business Counseling component.

The Project Director will meet with the Director of the Small Business Development Center (SBDC) prior to each semester, to set up the schedule and discuss procedures for the very critical Business Counseling component of the Entrepreneurial Training Program. Business Counselors recruited by the Small Business Development Center will be scheduled to teach four classes in the topics of Finance, Record Keeping, Marketing I and Marketing II. These will be followed by Small Group Meetings of 7-8 participants, led by the same Business Counselors. Finally, participants have the valuable opportunity to receive individualized attention during one-on-one business counseling sessions to address their particular situation and needs.

Measurable Output: The schedule and procedures for arranging the Business Counseling classes

and sessions will be established each semester and confirmed in writing. All 30 participants will be offered up to a total of seven contact hours of Business Class/Counseling per semester.

Measurable Impact on Target Population: Participants who have completed the Business Counseling component of the Entrepreneurial Training Program will feel more prepared to handle the business-related responsibilities of their home-based businesses. A minimum of 80% of participants will indicate this on their Program Evaluation.

Key Staff Responsible: Program Director, Director of SBDC Timeline: Years 1, 2, 3

3. Organize off-site excursions to strengthen and enhance program learning.

To further enhance the academic program, specific excursions will be planned to give participants the opportunity to be exposed firsthand to a diversity of valuable resources available. The Project Director will collaborate with program partners to arrange these visits. This will include a personalized tour of the YMCA Childcare Resource Service Office in San Diego, including their expansive Resource and Toy Lending Library; two site visits to local Family Childcare Businesses; a visit to the Infant-Toddler Program at a nearby community college (Grossmont College); and, a visit to an established local preschool to do classroom observations of the children. In addition, a special Orientation and Tour of the Business Resource Center at the SBDC, will also be arranged. These visits will be scheduled in the program itinerary.

Measurable Output: Four excursions will be planned each semester.

Measurable Impact on Target Population: Participants will benefit from firsthand exposure to sites visited, and this will be reflected by a rating of 80% or higher on their Program Evaluation.

Key Staff Responsible: Project Director, Program Coordinator, program partners

Timeline: Years 1, second 6 months, Years 2 & 3

4. Organize Mentoring Program with local Family Childcare Providers.

Through the YMCA Childcare Resource Service (CRS), the Mentoring Program will be

implemented. The program will match participants with an experienced Family Childcare Business Provider to offer valuable technical assistance, support and advice. The Project Director will meet with the YMCA CRS Department Head of Resource and Referral to determine the process for matching the designated Mentors to students, expectations of both parties, logistics of communication and other ideas to maximize a quality experience for both.

Measurable Output: The Mentoring Program will be implemented and offered to 20 program participants each semester.

Measurable Impact on Target Population: Participants who choose to take part in this program will feel better prepared to set up their family childcare businesses and a minimum of 80% of participants will indicate this on their Program Evaluation.

Key Staff Responsible: Program Director, YMCA Department Head of Resource and Referral

Timeline: Year 1, second 6 months, Years 2 & 3

5. Provide childcare services for children of program participants.

Free childcare services will be available on site to parents of children aged 2-5 years old who require care while participating in the course. Consultation will be made with the Southwestern College Child Development Director for her advice on how to best organize the childcare facility for this age group, how to develop appropriate curriculum, and, policies and procedures for managing a high quality childcare program. Volunteers will be recruited from the SWC Child Development program each semester to assist the Childcare Coordinator in caring for the children so that capacity and services can be maximized to support participants.

Measurable Output: Establish a schedule of regular consultation meetings with the Director of Child Development. Purchase needed supplies and equipment for the Childcare Center.

Establish a volunteer recruiting process with the SWC Designated Liaison of Child

Development. Childcare services will be offered to up to 10 children of program participants in

need, according to the maximum capacity of the Center.

Measurable Impact on Target Population: Childcare services will be provided to up to 10 program participants who have no childcare options and otherwise would not be able to participate in the Entrepreneurial Training Program. Their satisfaction with these services will be reflected by a rating of 80% or higher on their Program Evaluation.

Key Staff Responsible: Project Director, Childcare Coordinator, Designated Liaison of Child Development, Director of Child Development Timeline: Year 1, second 6 months, Years 2 & 3

6. Organize Community Topics workshops, including Fair Housing, for participants.

A Community Needs Survey will be distributed to Entrepreneurial Program participants to identify those areas of need in health and social services that exist for them as low-to-moderate income residents, which could be addressed in a workshop. According to the results, the Family Resource Center will work with various community agency partners from the National City Collaborative, which serves all of South San Diego County, including San Ysidro, to arrange for workshop speakers. For example, if the majority of participants express interest in a workshop on Nutrition, the appropriate local agency will be invited to offer this workshop at no cost to participants. A Fair Housing Workshop will be consistently offered each semester by the Fair Housing Council of San Diego. In addition, participants will be offered the option of workshops on Home Buying and Credit Counseling as well. Aside from program participants, members of the general public will also be invited to attend each workshop.

Measurable Output: All 30 program participants will be surveyed each semester to assess the most urgent community topic needs and a minimum of four Community Topics workshops, including Fair Housing, will be arranged each semester.

Measurable Impact on Target Population: Participants who attend the Community Topics workshops will benefit from the valuable information which will address health and family

needs, and this will be reflected by a rating of 80% or higher on their Program Evaluation.

Key Staff Responsible: Project Director, Program Assistant

Timeline: Year 1, second 6 months, Years 2 & 3

7. Plan and implement program itinerary and activities.

Aside from the academic coursework, the Entrepreneurial Program will organize a number of relevant activities, also in Spanish, which will supplement and enhance the academic program. These activities will be organized by the Project Director and Program Coordinator with the close collaboration of program partners, and include: a Marketing Training focusing on practical skills; guest speakers to speak on relevant topics such as immunization records and business bank accounts; required Childcare Licensing Orientation held on site at our facility, as well as the required classes in Pediatric CPR/First Aid/Preventative Health; a Fire Extinguisher and Smoke Alarm Training given by the local Fire Department; an elaborate Graduation Ceremony where all participants, program partners and institutional leaders are invited to participate; and, a Post-Program Meeting explaining how to obtain required Fingerprinting reports as well as ongoing Child Development and Business seminars offered at no cost by program partners.

Measurable Output: The program itinerary, including a number of beneficial special and extra-curricular activities, will be organized and carried out. Thirty participants will be selected to participate in the Entrepreneurial Program each semester.

Measurable Impact on Target Population: By including a myriad of supplemental program activities, 100% of program participants will be thoroughly trained and supported in how to establish, build and operate their home-based childcare businesses. Each semester, a minimum of 20 participants will establish their businesses (business licenses received) as a result of the technical assistance they received from the program.

Key Staff Responsible: Program Coordinator, Program Director, program partners

Timeline: Years 1, 2, 3

8. Develop a Resource Library for program participants.

A library of resources for childcare providers, tailored specifically to the needs of home-based Family Childcare Providers, will be further developed from what was previously established by the Microenterprise Program. Since the income of participants is limited, this library will give valuable access to materials and resources in the form of curriculum materials, guidebooks, videos, software programs and other media to help them enhance their educational programs as well as prepare them for the technical steps of setting up their own business. An emphasis on infant-toddler care will be a new focus for the Resource Library. The Project Director and Program Coordinator will survey key experts, program partners, alumni and current participants from the Microenterprise Program for input on what resources they would like included. The Resource Library will be located at the Business Resource Center of the Small Business Development Center, located on site at the Higher Education Campus of National City.

Measurable Output: Build a Resource Library, with a new focus on icare, as an ongoing source of valuable information tailored to program participants. Increase the current library by a minimum of 15 resources.

Measurable Impact on Target Population: Participants will benefit from the Resource Library, and this will be reflected by a rating of 80% or higher on their Program Evaluation.

Key Staff Responsible: Project Director, Instructor, SWC Child Development Designated Liaison, Small Business Development Center Director Timeline: Years 2, 3

Program Evaluation

1. Facilitate regular meetings with members of the Advisory Team.

The Advisory Team will consist of the 9 key staff/partners identified under Subfactor (1a) Knowledge and Experience of Previously Funded Applicants, who were specifically chosen to

serve based on the extent and value of their involvement in this project. The Advisory Team will meet to provide advice and problem solving with program planning and implementation, ongoing evaluation, and monitor the program's attainment of its goals and objectives.

Measurable Output: A schedule will be set for the academic year and meetings will begin immediately thereafter. The Advisory Team will meet a minimum of once per semester.

Measurable Impact on Target Population: 100% of program participants will benefit from the insight, experience and advice provided by the members of the Advisory Team which will ensure the program's overall quality.

Key Staff Responsible: The Project Director will set the agenda and facilitate these meetings.

All Advisory Team members will participate. Timeline: Years 1, 2 3

2. Ongoing monitoring and evaluation of project implementation to ensure successful attainment of measurable objectives and goals.

The Advisory Team will monitor that program objectives and goals are continually being met and, in addition, a comprehensive Program Evaluation will serve as the primary evaluative tool by which participants will assess each aspect of the overall program. These Evaluations will be carefully analyzed by the Project Director, the Program Coordinator and the Advisory Team, and all necessary adjustments and improvements will be made accordingly on an ongoing basis. The progress and attainment of goals will be reported via the required Semi-Annual Reports to HUD.

Measurable Output: The Program Evaluation document will be created for participants to complete at the end of each semester. The meeting agenda of the Advisory Team will consistently address the progress of meeting measurable program goals and, according to participant feedback, the Project Director will ensure that needed adjustments to maintain a quality program are made.

Key Staff Responsible: Project Director, Advisory Team Members

Measurable Impact on Target Population: 100% of program participants will benefit from a high quality training program to adequately prepare them for their goal to establish their own home-based childcare businesses. Timeline: Years 1, 2, 3

Project Measurable Outcomes

Establishing the Entrepreneurial Training for Home-Based Childcare Businesses is anticipated to have a significant impact and achieve a number of measurable outcomes on the target population of San Ysidro by the end of the 3-year grant performance period. These include that a minimum of 90% or 135 participants will successfully complete the training program. Of these, a total minimum of 100 (20 per semester) minority-owned childcare businesses will be established (business licenses received) at the reporting which occurs 6 months after the respective program completion date for each group. As well, a minimum of 80% of participants will state that they are in a stronger position to improve their economic self-sufficiency as a result of the education, support services and tools they will receive during the program.

Timeline of Major Tasks

The table below lists the major activities in sequential order and gives a visual description of the Project Timeline, including target completion dates. Please note for purposes of this proposal that the project years identified below correlate with the following target completion dates:

Year 1, 1st 6 months: October 2008 – March 2009. Year 1, 2nd 6 months: April - September 2009
Year 2, 1st 6 months: October 2009 – March 2010. Year 2, 2nd 6 months: April – September 2010
Year 3, 1st 6 months: October 2010 – March 2011. Year 3, 2nd 6 months: April – September 2011

Major Activities and Tasks	Year 1		Year 2		Year 3	
	1 st	2 nd	1 st	2 nd	1 st	2 nd
Program Development						
1. Review and refine responsibilities and timelines with all program partners.						
2. Hire to fill any vacant program staff positions.						
3. Train staff on program responsibilities.						

Major Activities and Tasks	Year 1		Year 2		Year 3	
	1 st	2 nd	1 st	2 nd	1 st	2 nd
4. Purchase needed equipment and supplies for program implementation.						
5. Finalize program curriculum.						
6. Plan and implement marketing and outreach strategies to recruit participants.						
Program Coordination						
1. Facilitate Information Sessions, interview and select participants.						
2. Establish schedule and topics for Business Counseling component.						
3. Organize off-site excursions to strengthen and enhance program learning.						
4. Organize Mentoring Program with local Family Childcare Providers.						
5. Provide childcare services for children of program participants.						
6. Organize Community Topics workshops, including Fair Housing, for participants.						
7. Plan and implement program itinerary and activities.						
8. Develop a Resource Library for program participants.						
Program Evaluation						
1. Facilitate regular meetings with the Advisory Team.						
2. Ongoing monitoring and evaluation of project implementation to ensure successful attainment of measurable objectives and goals.						

CDBG National Objective Met by the Project

CDBG #1: Benefit Low-and Moderate-Income Persons: This project will be targeted to benefit the low- and moderate-income population in San Ysidro and all activities described in this Work Plan are focused on this objective. As demonstrated under Factor Two, Need and Extent of Problem, San Ysidro is comprised of a large number of families who are critically struggling economically and would therefore greatly benefit from this program which offers participants the opportunity to improve economic self-sufficiency.

(3a) (2) (a) **Expanding the Role of the Institution in the Target Community**

The Entrepreneurial Program will further expand Southwestern College's efforts to reach out and become more closely integrated with the local community. The increased involvement of the community, both in heightening awareness of the existence of the program as well as the participation of community partners in contributing valuable resources and services, will also facilitate the College in its goal to institutionalize the academic program in the long term. San Ysidro residents will be made aware of the Entrepreneurial Program through a collaboration of outreach efforts made to community, school and faith-based agencies. It is anticipated that word about the project and its inherent benefits will spread quickly to community residents. This will create more visibility for HUD, Southwestern College and encourage the interest of future participants beyond the scope of the grant period. The collaboration which has been established with key community partners (SBDC, YMCA Childcare Resource Service, ACCION Micro-Lending Agency, etc.) will also attract more attention to the program as an example of how agencies can and should work together to service the local community.

(3a) (2) (b) **Addressing Needs Identified in Factor 2**

The Needs Analysis explained in Factor Two identified the following about San Ysidro: (1) The economic condition is critical for a majority of residents, largely Hispanic. Residents need help to break out of the vicious cycles of poverty and the daily challenges of living on low-income wages. (2) Childcare spaces are limited, and particularly regarding infant-toddler care, there is need for more facilities. This project will meet the needs identified in Factor Two by:

*** Directly eliminating or addressing traditional barriers which would otherwise impede participants from taking advantage of this educational opportunity.** Barriers include limited disposable income to pay for education; limited or no English skills; limited formal education and academic skills. The course will be offered in Spanish and as a Non Credit course. As such the cost of the academic course will be subsidized. There will not be any formal academic

requirements or course pre-requisites.

*** Providing additional support services needed to facilitate program completion.** In addition to the academic program, the program, with the collaboration of community partners, will offer participants comprehensive support services to help increase their chances for success. Business Counseling provided by the SBDC as well as the Business Resource Center will be valuable. Specific childcare provider services will be offered through the YMCA Childcare Resource Service, including Family Childcare mentoring, free workshops, individualized assistance with the Childcare Licensing Application and other helpful resources. In addition, nonprofit loan access, childcare services during classes and Community Topics workshops will also put participants in a stronger position to succeed with setting up their own microenterprises.

*** Facilitating the establishment of more Licensed Family Child Care Centers in San Ysidro and empowering residents to use their training to improve their economic situation.**

Upon completion of this program, participants will be in a strong position to meet their goal of setting up their own home-based businesses. This will benefit the community by increasing the number of childcare options in San Ysidro.

(3a) (2) (c) **Relation to & Avoidance of Duplication of Activities in Target Area**

There is no other similar program in San Ysidro, nor in the South San Diego County region, which offers training to establish a home-based childcare business, at no cost, in Spanish, and based on the academic curricula of an accredited educational institution. This project proposes to replicate several components of the previously funded project, the Microenterprise Family Training Program, which was targeted to assist residents in National City. The Entrepreneurial Training Program will focus on a new target area, specifically the target community of San Ysidro, California. The emphasis on infant-toddler training will also be added to the new project, in response to this demonstrated need that exists in childcare services. As stated in the

HSIAC NOFA, page 28, (2c), “Duplicative efforts will be acceptable only if an applicant can demonstrate through documentation that there is a population in need that is not being served.” This was clearly demonstrated earlier in Factor Two “Need/Extent of the Problem”. As well, the HSIAC NOFA states on page 9 under 2. Threshold Requirements, d., “If an institution received an HSIAC grant in FY 2004, FY 2005, or FY 2006, the institution may apply under this NOFA as long as it proposes a different activity (activities) that has not been previously undertaken in their current project location, **or proposes replicating their current project in a new location.**” The Entrepreneurial Training Program looks forward to applying its knowledge and experience from the previous program to support and increase the economic welfare of residents in the new target area of San Ysidro.

SUBFACTOR (3b): INVOLVEMENT OF THE FACULTY AND STUDENTS

The Entrepreneurial Program will integrate the institution’s students and faculty into the project activities at several levels. Student Involvement: Southwestern College students will be encouraged to participate in the Entrepreneurial Program: (1) Students will be recruited to work as volunteer interns through the Cooperative Internship Program, Service Learning or the Americorps Program. Specifically, interns will gain work experience by coordinating program events, developing community resources to benefit Entrepreneurial participants and working in the Childcare Center. (2) Each Spring semester, students of the SWC Dental Hygiene Program will create an interactive presentation on proper brushing and dental care for the children of Entrepreneurial participants in the Childcare Center. Later the students will take the children on a tour to the Dental Hygiene Clinic located on site. (3) Students of the SWC Child Development Program will be integrated by serving as guest speakers of Child Development topics to the program participants. These SWC students will also participate with Entrepreneurial participants in SWC Child Development Club activities such as the annual SWC Child Development

Conference, workshops, fundraisers and other activities. Faculty Involvement: (1) The Instructor, [REDACTED] will be responsible for finalizing the curriculum and teaching the course. In addition, she will be actively involved in the coordinating aspects of the program such as leading the information sessions to recruit participants, conducting interviews and organizing site visits. (2) Faculty members from Child Development and Business will be involved in the program by teaching as guest lecturers. (3) The Faculty Advisor to the Child Development Club will serve as a liaison to Entrepreneurial participants and their participation in Club activities. (4) Academic administrators and faculty from the Child Development Department are committed to serve in a critical role as Advisory Team members. For example, the Departmental Liaison, [REDACTED], has already contributed several hours of her time to supporting the development and refinement of the Entrepreneurial Training Program.

SUBFACTOR (3c): INVOLVEMENT OF THE COMMUNITY

The very premise of the Entrepreneurial Program is to empower residents, by facilitating their achievement and long-term success. Community involvement of San Ysidro will be prevalent in all stages of the project by inviting key individuals, representatives and organizations to attend and participate in regular Advisory Team meetings. Information Session which represent the first, mandatory step to apply for the program, will take place in San Ysidro at key, accessible locations. One of the major excursions of the program will also be to a low-income preschool located in San Ysidro. Involvement will also include the following: Alumni from the previous Microenterprise Program who are San Ysidro residents will play a major role in helping to refine and improve the program. They will be asked to contribute their ideas to the planning and implementation of the project, as well as serve as informal mentors to future graduates of the Entrepreneurial Program. Educational institutions such as San Ysidro Adult Education, a formal new partner to the Entrepreneurial Program and the San Ysidro School District, will contribute

their feedback regarding providing effective marketing to the target audience. Community agencies in San Ysidro will be involved by promoting outreach to their clients, and, they will also be solicited on a regular basis for their input and ideas for the ongoing development and expansion of the program. First, those agencies based in and/or serving San Ysidro residents and are fellow members of the National City Collaborative (a community partner) will be contacted to invite their participation. Faith-based institutions have historically provided SWC access to their congregations to share program benefits. Finally, community forums will be hosted in San Ysidro to give residents and community members the opportunity to contribute practical input on the development, coordination, evaluation of progress of the Entrepreneurial Program. This will be facilitated by the Program Director and Program Coordinator.

SUBFACTOR (3d): HUD POLICY PRIORITIES

The Entrepreneurial Training Program for Home-Based Childcare Businesses will further and support four of the HUD Policy Priorities through its activities:

Policy A: Providing Increased Homeownership and Rental Opportunities for Low-and Moderate- Income Persons, Persons with Disabilities, the Elderly, Minorities and Persons with Limited English Proficiency. The target population of this project is the low to moderate income minority, Hispanic population who are largely limited in English proficiency. This project proposes to increase the income potential of its participants and therefore improve the economic well-being of local families. In doing so, it is anticipated that this will put residents in a stronger position to be able to improve the quality and options of their housing situation.

Through the implementation of Community Topics Workshops such as on Home Buying, Credit Counseling and Fair Housing, these workshops, as well as valuable resource information, will be offered without discrimination to program participants as well as to the general public.

Policy B.1: Improving our Nation's Communities (3) Maintain and expand existing

businesses. Through the Entrepreneurial Training Program for Home-Based Childcare Businesses, Southwestern College is excited about the opportunity to further expand its efforts to address the needs of this critically underserved community. This will be done by first increasing the level of access to higher education, by providing a strong system of support services to foster success in the program, and thereby, give participants the opportunity to establish their own childcare businesses in their homes. The goal of the project is to address two urgently identified needs: to increase the economic welfare of families and increase the number of childcare options that will largely benefit many low and moderate income working parents in San Ysidro.

Policy D: Providing Full and Equal Access to Grassroots, Faith-Based and Other Community Organizations in HUD Program Implementation. The project is dependent on the continued collaboration of partner agencies which consist of grassroots, faith-based and community organizations. These agencies will serve a very important three-fold role in program implementation: by assisting with publicizing the program to attract potential participants, by providing community support services and by sharing their input on the ongoing development of the program. All of these roles are critical to the overall success of this program.

Policy E: Participation of Minority-Serving Institutions (MSIs) in HUD Programs.

Southwestern College is an eligible institution that meets the definition of a Hispanic-Serving Institution of Higher Education in the 1998 Amendments to the Higher Education Act of 1965.

SUBFACTOR (3e): ECONOMIC OPPORTUNITIES FOR LOW AND VERY LOW-INCOME PERSONS (SECTION 3)

This project will provide economic opportunities to low- and very low-income persons in the San Ysidro area by creating a training program which will educate, prepare and empower these residents to be able to become the owners of their own viable home-based business. Outreach to recruit participants will be specifically targeted to Section 3 residents in the target area with the

motivation of increasing the economic welfare of local families. Many of the traditional barriers which prevent residents from improving their economic situation will not exist with the Entrepreneurial Training Program since it is offered at no cost, in Spanish and Non Credit (no residency or formal academic requirements). Program support services including childcare, Community Topics workshops and individualized support will also help strengthen the position of low-and very low-income persons to succeed with this endeavor. The Entrepreneurial Program will remain committed to work closely with all participants to ensure this success.

FACTOR 4 LEVERAGING RESOURCES/DEVELOPING PARTNERSHIPS

In the spirit of collaboration, a firm commitment has been secured from the following institutional and community partners whose role and contribution of resources will increase the effectiveness of the Entrepreneurial Training Program. Each partner commitment letter (1) is dated within two months prior to the application deadline date; and confirms that (2) the contribution of funds or services will be made available upon notification that the grant has been awarded; (3) for the 3-year term of the grant from October 1, 2008 – September 30, 2011. For the 3-year grant period, the total value of in-kind and cash contributions towards the Entrepreneurial Training Program is \$ [REDACTED]

Southwestern College

The College (officially known as Southwestern Community College District) serves as the host institution and will provide funds for a portion of salary and benefits of key program staff:

<u>Position</u>	<u>Amount</u>	<u>% of Total</u>
1. Project Director	\$ [REDACTED]	37.5%
2. Program Assistant	\$ [REDACTED]	37.5%
3. Childcare Coordinator	\$ [REDACTED]	37.5%
4. Program Coordinator	\$ [REDACTED]	22%
TOTAL CONTRIBUTION	\$ [REDACTED]	

The College will cover 37.5% of total salary and benefits for the first three positions listed above, and a flat contribution of \$ [REDACTED] towards the fourth position. This contribution includes

salaries, relevant annual increase, estimated COLA increases and benefits. [REDACTED]

Superintendent/President of Southwestern College is authorizing the contribution of these funds.

SWC Higher Education Center – Serving as the location of the two previous HUD grant projects awarded in 2002, 2005 and now the proposed Entrepreneurial Training Program, the campus will provide in-kind and cash funds: (1) Waiver of space rental fees for the use of a designated classroom to host the Entrepreneurial Training Program = \$[REDACTED]; (2) Postage and telephone expenses incurred by the program = \$[REDACTED]; (3) Computer Skills seminar of six hours instructed by the Computer Lab Tutor = \$[REDACTED]; (4) Health Center waiver of fees for Tuberculosis (TB) Testing of participants, as required by Childcare Licensing = \$[REDACTED]. **Total contribution = \$[REDACTED]**. Dean of the Southwestern College Higher Education Center is authorizing this contribution.

School of Continuing Education - This School will actively support the development and operations of the new program by: (1) Offering instruction for five sections of Family Childcare Provider courses (60 hours) over the five semester grant period; (2) Collaborating with the Program Director on the scheduling and implementation of all training courses; (3) The Dean and Director will serve as members of the Advisory Team. **Total in-kind contribution = \$[REDACTED]**. Dean of the School of Continuing Education, Economic and Workforce Development is authorizing this contribution.

School of Technology and Human Services (Child Development) – This School will actively support the development and operations of the new program by ongoing consultation provided by a tenured Child Development faculty who will serve as the Entrepreneurial Training Program Designated Liaison. She will serve as a member of the Advisory Team. She will also coordinate the integration of Entrepreneurial Program participants with activities of the SWC Child Development Program and encourage SWC students to volunteer in the Childcare Center caring

for the participants' children. **Total in-kind contribution = \$** [REDACTED]

Dean of the School of Technology and Human Services is authorizing this contribution.

Child Development Center – The Director, a professional with 25 years of experience in Child Development, will offer consultation services with regard to the childcare services that will be provided to the children of program participants. An onsite visit and evaluation of the Childcare Center will be conducted each semester. Advice will address policies, operations, disciplinary situations and educational materials. **Total in-kind contribution = \$** [REDACTED]

[REDACTED] Director of the Child Development Center is authorizing this contribution.

Community Partners

The Center for Excellence in Child Development, University of California, Davis Extension

The Center for Excellence will provide the academic coursework specializing in Infant-Toddler Care which, in response to the market need for increased infant-toddler care, will be a training focus of the Entrepreneurial Program. The Spanish curriculum, on site instruction and materials will be provided at no cost for two noncredit classes from the Family Child Care at Its Best, Infant-Toddler Series: (1) Learning through Relationships with Infants and Toddlers (10 hours); (2) Guiding Young Children (10 hours), for a total of 20 hours per semester. The value of this in-kind contribution is \$ [REDACTED] per semester x 5 semesters. **Total contribution = \$** [REDACTED]

[REDACTED] Director of the Center for Excellence is authorizing this contribution.

YMCA Childcare Resource Service (CRS) - The YMCA is the state-funded Childcare Resource and Referral Agency serving San Diego County and will contribute in-kind funds and services, including: (1) Post-Licensing Orientation Training giving personalized assistance to complete required paperwork to obtain a childcare license; (2) Mentor Program matching Entrepreneurial Program participants with an experienced Family Childcare Provider to shadow them and receive support. (3) Orientation to CRS Programs and Services at a group excursion to

the CRS Main Office. (4) Access to the CRS Resource and Toy Lending Library (5) Post-program advanced child development training and coursework through the San Diego CARES Program and Ticket to a Successful Family Childcare Business Series, both managed by CRS, including a stipend award of \$100 to each participant completing 6 units of CARES coursework. The YMCA CRS Department Head and Director of Training and Special Projects will also serve as members of the Advisory Team. **Total in-kind contribution = \$ [REDACTED]**

[REDACTED] Executive Director of the YMCA CRS is authorizing this contribution.

Small Business Development Center (SBDC) - The SBDC will contribute 150 hours towards the instruction and business counseling for participants, spread out over 5 semesters, or 30 counseling hours per group/semester. This contribution will be combined with the grant contribution to provide participants with a total of 8 hours per participant per semester.

Participants will also have access to the on site Business Resource Center which provides a library as well as personalized technical assistance in accessing capital, marketing resources, workshops on small business ownership and ongoing post-program business counseling, all at no cost. In addition, the SBDC Director will recruit, train and supervise the business counselors and also serve as a member of the Advisory Team. **Total contribution = \$ [REDACTED]**

[REDACTED] Director of the Small Business Development Center is authorizing this contribution.

ACCION Micro-Lending Loan Agency – ACCION will waive the customary fees for participants of the Entrepreneurial Program for the following services: Loan Application, Technical Assistance, Credit Report Check and Site Visits to Client Homes (to assess renovation needed to meet Licensing requirements). **Total contribution = \$ [REDACTED]**

[REDACTED] Director of Operations of ACCION is authorizing this contribution.

San Ysidro Adult School – As a widely recognized public institution in the target community of San Ysidro, the Adult School will waive regular rental fees for meeting space which will be

provided on site to host Entrepreneurial Program Information Sessions. This will facilitate access for local residents. The Director and staff will also coordinate publicity efforts to share this opportunity to students attending the Adult School. **Total contribution = \$** [REDACTED]

[REDACTED] Director of the San Ysidro Adult School is authorizing this contribution.

Chula Vista Police Department – Customized services will be provided to program participants for Livescan Fingerprinting which is required by Childcare Licensing for all residents aged 18 years and older of Family Childcare License applications. Services include a specialized appointment system and services in Spanish, as well as customized billing arrangements. The contribution includes staff time to provide these services. **Total contribution = \$** [REDACTED]

[REDACTED] Chief of Chula Vista Police is authorizing this contribution.

San Diego County Office of Education – Located next door to the SWC Higher Education Center, the County Office will waive rental fees for the Entrepreneurial Program's use of their expansive conference and meeting room facilities to carry out program activities. These will include rooms to conduct Advisory Team meetings, Business Counseling sessions, CPR class, Information Sessions and the Program Graduation over the course of each semester. The in kind contribution is \$ [REDACTED]/semester x 5 semesters. **Total contribution = \$** [REDACTED]

[REDACTED] Senior Director, San Diego County of Education is authorizing this contribution.

National City Collaborative (NCC) - The NCC is an association of over 70 health and community service agencies which service clients in the South County of San Diego, including San Ysidro. The Director of the NCC will provide consultation services including the coordination of community services and of Community Topic workshop speakers from the NCC member agencies, for the benefit of Entrepreneurial Program participants. The NCC agencies will also provide support extensively publicizing the program to its clients. **Total contribution = \$** [REDACTED], Director of the NCC is authorizing this contribution.

BUDGET NARRATIVE

ENTREPRENEURIAL TRAINING PROGRAM FOR HOME-BASED CHILDCARE BUSINESSES

DIRECT LABOR									
	Monthly	3% COLA	# mos	% Rate	Total	Year 1	Year 2	Year 3	
Project Director	\$7,728.00		12	62.5%	\$57,960.00	\$57,960.00			
	\$7,728.00	\$231.84	12	62.5%	\$59,698.80		\$59,698.80		
	\$7,959.84	\$238.80	12	62.5%	\$61,489.76			\$61,489.76	
Program Assistant	\$2,817.00		12	62.5%	\$21,127.50	\$21,127.50			
	\$2,931.00	\$87.93	12	62.5%	\$22,641.98		\$22,641.98		
	\$3,048.00	\$91.44	12	62.5%	\$23,545.80			\$23,545.80	
Childcare Coordinator	\$1,200.00		12	62.5%	\$9,000.00	\$9,000.00			
	\$1,300.00		12	62.5%	\$9,750.00		\$9,750.00		
	\$1,400.00		12	62.5%	\$10,500.00			\$10,500.00	
	Monthly		# mos	Minus SWC portion	Total	Year 1	Year 2	Year 3	
Program Coordinator	\$1,600.00		12	\$5,000	\$14,200.00	\$14,200.00			
	\$1,700.00		12	\$5,000	\$15,400.00		\$15,400.00		
	\$1,800.00		12	\$5,000	\$16,600.00			\$16,600.00	
	DIRECT LABOR Grand Total				\$321,913.84	\$102,287.50	\$107,490.78	\$112,135.56	

Direct labor/salaries listed above are supported with mandated pay scale documentation for SWC. The **Project Director** and

Program Assistant positions are full-time and the salary budgeted here is based on 62.5% (25 hours/week) of annual salary, including annual increases based on COLA projections at 3% each year, for these two positions only. In addition, for the

Program Assistant only, additional annual increases are defined by increasing a "Step" on the position payscale table each year (Clerical Assistant II, Range 10). The **Childcare Coordinator** salary is based on 25 hours per week at an hourly rate of \$12.00/hour for the 1st year, increasing by \$1.00 per hour each subsequent year. Southwestern College will contribute funding to cover 37.5% of salary and fringe benefits for all three of these positions. The **Program Coordinator** role will be filled by the Instructor and is based on a flat monthly stipend of \$1,600 per month for the first year, increasing by \$100 per month each subsequent year. Southwestern College will contribute \$5,000 per year for a total of \$15,000 to the Program Coordinator position for salary.

FRINGE BENEFITS									
	Monthly including COLA	Benefit Rate	\$433.33 flat rate	% Rate	Total (x 12 mos)	Year 1	Year 2	Year 3	
Project Director	\$7,728.00	0.19406	\$433.33	62.5%	\$14,497.69	\$14,497.69			
	\$7,959.84	0.19406	\$433.33	62.5%	\$14,835.12		\$14,835.12		
	\$8,198.64	0.19406	\$433.33	62.5%	\$15,182.68			\$15,182.68	
Program Assistant	\$2,817.00	0.19406	\$433.33	62.5%	\$7,349.98	\$7,349.98			
	\$3,018.93	0.19406	\$433.33	62.5%	\$7,643.88		\$7,643.88		
	\$3,139.44	0.19406	\$433.33	62.5%	\$7,819.27			\$7,819.27	
Childcare Coordinator	\$1,200.00	0.10100	0	62.5%	\$909.00	\$909.00			
	\$1,300.00	0.10100	0	62.5%	\$984.75		\$984.75		
	\$1,400.00	0.10100	0	62.5%	\$1,060.50			\$1,060.50	
Program Coordinator	\$1,600.00	0.10100			\$1,939.20	\$1,939.20			
	\$1,700.00	0.10100			\$2,060.40		\$2,060.40		
	\$1,800.00	0.10100			\$2,181.60			\$2,181.60	
FRINGE BENEFITS Grand Total					\$76,464.07	\$24,695.87	\$25,524.15	\$26,244.05	

Benefits for positions are calculated according to benefit rates confirmed by SWC Human Resources. The **Project Director**

and **Program Assistant** benefits = salary x .19406 + \$433.33 flat rate per month (budgeted at 62.5%). **Childcare**

Coordinator benefits (budgeted at 62.5%) and **Program Coordinator** (budgeted at 100%) benefits are calculated at salary x

.1010. Southwestern College will contribute funding to cover 37.5% of fringe benefits for the first three positions.

TRAVEL							
	# of staff	Cost	# of Years	Total	Year 1	Year 2	Year 3
HUD/HSIAC Conferences	2	\$1,345.00	3	\$8,070.00	\$2,690.00	\$2,690.00	\$2,690.00
Up to 2 staff members to attend 1 conference per year. Estimated expenses for flight \$400, hotel \$175/night x 3 nights = \$525, registration fee \$150, meals \$50 x 3 days = \$150, ground transport = \$120. Total \$1,345 per conference x 2 staff members.							
	# of staff	Cost	# of Years	Total	Year 1	Year 2	Year 3
Program Mileage		\$700.00	3	\$2,100.00	\$700.00	\$700.00	\$700.00
Based on estimated mileage used for Microenterprise Family Childcare program.							
		Cost	# of sem	Total	Year 1	Year 2	Year 3
Transportation Rental	4	\$540.00	1	\$2,160.00	\$2,160.00		
	4	\$540.00	2	\$4,320.00		\$4,320.00	
	4	\$540.00	2	\$4,320.00			\$4,320.00
Total				\$10,800.00			
For off-site excursions and visits: YMCA Childcare Resource Service Office; VIP Village local preschool; Grossmont College Infant Toddler Program; site visits to local Family Childcare Businesses. Tax, tolls, parking and gratuity included. Total of four excursions per semester.							
TRAVEL Grand Total				\$20,970.00	\$5,550.00	\$7,710.00	\$7,710.00

SUPPLIES							
	# of Items	Cost		Total	Year 1	Year 2	Year 3
Tri- Folding Board	1	\$319.00		\$319.00	\$319.00		
Portable Folding Table	2	\$45.00		\$90.00	\$90.00		
Bulletin Boards	2	\$166.00		\$332.00	\$332.00		
Filing Cabinet (4 drawer)	1	\$511.09		\$511.09	\$511.09		
			Total	\$1,252.09	\$1,252.09		

Tri- Folding Board will be used to display program information when marketing at Community Fairs. Portable folding tables will also be used to set up booths at these Fairs. Bulletin boards will be for office and Childcare Center use. Filing cabinet will be to store HUD-required program files. Prices above were estimated from various office furniture catalogs and include tax, shipping & handling.

	# of Items	Cost	# of Years	Total	Year 1	Year 2	Year 3
Office Supplies		\$2,900.00	3	\$8,700.00	\$2,900.00	\$2,900.00	\$2,900.00

General office supplies, computer and equipment supplies, copies, displays, promotional items, etc. Based on budget of yearly office supply expenses for current HSIAC Project - Microenterprise Family Childcare Program operations.

SUPPLIES Continued							
	# of Items	Cost	# of Years	Total	Year 1	Year 2	Year 3
Child Care Center Materials		\$1,150.00	3	\$3,450.00	\$1,150.00	\$1,150.00	\$1,150.00
Educational games, books, software, playground equipment, toys, daily snacks, etc. Based on budget of Childcare Center expenses for current HSIAC Project - Microenterprise Family Childcare operations.							
	# of students	Cost per Student	# of sem	Total	Year 1	Year 2	Year 3
Promotional Items	30	\$22.00	1	\$660.00	\$660.00		
	30	\$22.00	2	\$1,320.00		\$1,320.00	
	30	\$22.00	2	\$1,320.00			\$1,320.00
			Total	\$3,300.00			
Totebag and t-shirt boldly displaying program logo and name, used by program participants when marketing to prospective applicants. Totebag \$9.00 each. T-shirt \$13.00 each. Prices include volume discount, tax and shipping. Total = \$22.00 per students, per semester.							
	# of students	Cost per Student	# of sem	Total	Year 1	Year 2	Year 3
Resource Library		\$500.00	3	\$1,500.00	\$500.00	\$500.00	\$500.00
Reference manuals, books, video, software and guidebooks in Child Development and Small Business Development to benefit participants as Family Childcare Providers.							

SUPPLIES Continued

	# of students	Cost per Student	# of sem	Total	Year 1	Year 2	Year 3
Hospitality		\$1,050.00	1	\$1,050.00	\$1,050.00		
		\$1,050.00	2	\$2,100.00		\$2,100.00	
		\$1,050.00	2	\$2,100.00			\$2,100.00
			Total	\$5,250.00			

Hospitality for Advisory Team Meetings based on \$10.00 per person x 9 Advisory Team Members = \$90 per semester. Hospitality for Graduation Ceremony including program participants (30), program staff (3), Advisory Team Members (9), Community Partners (10) and administrators from HUD and SWC (8). Based on \$16.00 per person x 60 guests = \$960.00 per semester. Total Hospitality per semester = \$1050.

	# of students	Cost per Student	# of sem	Total	Year 1	Year 2	Year 3
Course Materials	30	\$47.00	1	\$1,410.00	\$1,410.00		
	30	\$47.00	2	\$2,820.00		\$2,820.00	
	30	\$47.00	2	\$2,820.00			\$2,820.00
			Total	\$7,050.00			

Based on Program Instructor's estimated cost for course materials.

SUPPLIES continued							
	# of students	Cost per Student	# of sem	Total	Year 1	Year 2	Year 3
Childcare Provider Start-up Kit	30	\$138.46	1	\$4,153.80	\$4,153.80		
	30	\$138.46	2	\$8,307.60		\$8,307.60	
	30	\$138.46	2	\$8,307.60			\$8,307.60
			Total	\$20,769.00			
<p>Basic start-up materials needed, according to Licensing requirements, for new Family Childcare Providers. Offered as incentives for completing program requirements, to all participants. Kit includes: First Aid Kit = \$20, Fire Extinguisher = \$40, Smoke Detector = \$10, Childcare Smock = \$22, Cabinet Latch Locks = \$8.00, Home Safety Kit = \$10.00, \$28.46 "Match-Up" puzzles for infant & toddlers. Total = \$138.46 per Kit, per participant.</p>							
	SUPPLIES Grand Total			\$51,271.09	\$13,075.89	\$19,097.60	\$19,097.60

EQUIPMENT (\$5,000 & over)
NONE
CONTRACTUAL
NONE
CONSTRUCTION
NONE

OTHER DIRECT COSTS							
	# of students	Cost per Student	# of sem	Total	Year 1	Year 2	Year 3
Childcare Licensing Orientation Fee	30	\$25.00	1	\$750.00	\$750.00		
	30	\$25.00	2	\$1,500.00		\$1,500.00	
	30	\$25.00	2	\$1,500.00			\$1,500.00
Licensing Application Fee for Family Childcare Provider	30	\$60.00	1	\$1,800.00	\$1,800.00		
	30	\$60.00	2	\$3,600.00		\$3,600.00	
	30	\$60.00	2	\$3,600.00			\$3,600.00
Livescan Fingerprinting Fee	30	\$59.00	1	\$1,770.00	\$1,770.00		
	30	\$59.00	2	\$3,540.00		\$3,540.00	
	30	\$59.00	2	\$3,540.00			\$3,540.00
			Total	\$21,600.00			

All above Licensing Fees are current official rates and all are required by Childcare Licensing. Fingerprinting based on limit of 1 person per household at \$59/per person.

Pediatric First Aid/ CPR/Preventative Health Classes	30	\$80.00	1	\$2,400.00	\$2,400.00		
	30	\$80.00	2	\$4,800.00		\$4,800.00	
	30	\$80.00	2	\$4,800.00			\$4,800.00
			Total	\$12,000.00			

Cost for 15 hr. course (3 classes required by Childcare Licensing) is \$80 per person. Cost includes discount offered by provider.

OTHER DIRECT COSTS continued							
	# of students	Cost per Student	# of sem	Total	Year 1	Year 2	Year 3
Business Counseling	30	\$270.20	1	\$8,106.00	\$8,106.00		
	30	\$270.20	2	\$16,212.00		\$16,212.00	
	30	\$270.20	2	\$16,212.00			\$16,212.00
			Total	\$40,530.00			

Business Counseling hours with experienced business consultants through collaboration with the Small Business Development

Center (SBDC). Based on 7 hours/person/semester. Hourly rate is \$35/hour x 10.3% benefits (\$3.60) = \$38.60 x 7 hours per participant. NOTE: One additional hour, for a total of 8 hour/person/semester will be contributed by the SBDC.

Small Business Loan Application Fee	10	\$75.00	1	\$750.00	\$750.00		
	10	\$75.00	2	\$1,500.00		\$1,500.00	
	10	\$75.00	2	\$1,500.00			\$1,500.00
			Total	\$3,750.00			

Loan Agency ACCION charges a \$75 Application Fee for each applicant. Budgeted for one third of participants (10 per semester) who may wish to apply for a loan.

OTHER DIRECT COSTS continued							
	# of students	Cost per Student	# of sem	Total	Year 1	Year 2	Year 3
Mentor Program Stipend	20	\$15.00	1	\$300.00	\$300.00		
	20	\$15.00	2	\$600.00		\$600.00	
	20	\$15.00	2	\$600.00			\$600.00
Total				\$1,500.00			
<p>Experienced Family Childcare Providers who qualify to serve as a mentor to program participants, will receive an incentive stipend of \$15.00 per person mentored. Budgeted for two thirds of participants (20 per semester) who may wish to be matched with a Mentor.</p>							
OTHER DIRECT COST Grand Total				\$79,380.00	\$15,876.00	\$31,752.00	\$31,752.00

INDIRECT COSTS						
	Cost	# of years	Total	Year 1	Year 2	Year 3
SWC Indirect	\$16,667	3	\$50,001.00	\$16,667.00	\$16,667.00	\$16,667.00
<p>The approved indirect cost rate for Southwestern Community College District is 42.5%. Required supporting documentation is enclosed with this application. Southwestern College will exercise a 9.1% indirect cost rate, or \$50,001 over the 3-year term, with this project.</p>						
INDIRECT COSTS Grand Total			\$50,001.00	\$16,667.00	\$16,667.00	\$16,667.00

Year 1 Total:	\$	178,152.26
Year 2 Total:	\$	208,241.53
Year 3 Total:	\$	213,606.22
Grand Total:	\$	600,000.00

Planning and Administration Costs

It is understood that up to 20% of the grant may be used for payments of reasonable grant administrative costs. Southwestern College has elected to provide these services as an in kind contribution to the project. Therefore, the 20% limitation will not be reflected in the program budget.

Indirect Costs

The approved indirect cost rate for Southwestern Community College District is 42.5%. A copy of this indirect cost rate agreement has been included with this application. Southwestern College will exercise a 9.1% indirect cost rate, or \$50,000 over the 3-year term, with this project.

Audit Requirements

Southwestern College's A-133 audit is on file at the Federal Audit Clearinghouse.

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: Southwestern College

Project Name: Entrepreneurial Training for Home-Based Childcare Businesses

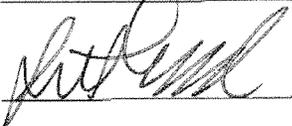
Location of the Project: San Ysidro, CA

Name of the Federal Program to which the applicant is applying: HUD/HSIAC (Hispanic Serving Institutions Assisting Communities)

Name of Certifying Jurisdiction: San Diego

Certifying Official of the Jurisdiction Name: Scott Kessler

Title: Economic Development Deputy Director

Signature: 

Date: 6-30-08

Development
008 Pending
Component Name:

Evaluation Tools

7

Accountability

A. Tools for Measurement

Database

Recruitment log

Program specific form(s)

Survey

Technical assistance log

B. Where Data Maintained

Agency database

Individual case records

Training center

C. Source of Data

Business licenses

Placements

Progress reports

Statistics

Work plan reports

D. Frequency of Collection

Daily

Biannually

E. Processing of Data

Computer spreadsheets

Statistical database

Development
008 Pending
Component Name:

Evaluation Tools

7

Accountability

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