

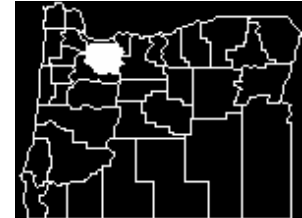
**Oregon's Youth Opportunity Initiative  
For Migrant and Seasonal Farmworker Youth  
February 2002**

**I. Knowledge of the Areas to be Served and Capacity to Operate Within the Existing Service Environment (15 points)**

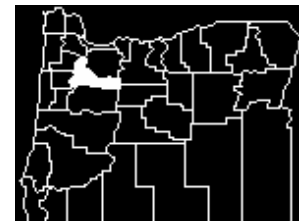
**A. Geography. 1. Identify the geographic boundary of the proposed service area. Include a map.**

Oregon's Youth Opportunity Initiative targets communities within five contiguous counties: Clackamas, Marion, Polk, Yamhill and Washington. The geographic boundary encompasses 5,263 square miles of fertile farmland in the Willamette and Tualatin River Valleys. While 36% of Oregon's residents live in these five counties, 47% of Oregon's Hispanic population resides therein. The five counties are home to more than half of Oregon's migrant and seasonal farmworker youth, ages 14-21, with 41% living within the targeted communities within these five counties.

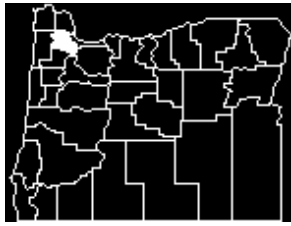
**Clackamas County.** Nestled in the southeast corner of the heavily populated Portland metropolitan area, Clackamas County's 1,879 square miles extend from the agriculturally rich Willamette Valley in the west to the forested slopes of the Cascade Range in the east. About seven-eighths of the land area is considered rural, with 60,800 harvested acres of fruit orchards, berry and vegetable fields, making agriculture one of the area's principal industries. The third most populous county in Oregon with a population of 338,391<sub>(2000)</sub>, between 1990 and 1999 the Hispanic population more than doubled. 70% of the county's Hispanic residents are of Mexican origin. *(Source: 2002 Regional Economic Profile, Region 15: Clackamas County. Oregon Employment Department)*



**Marion County.** Marion County encompasses 1,194 square miles, with the Willamette River as its western boundary and reaching as far east as Detroit in the Cascade Mountains. Marion County is located in the heart of Oregon's



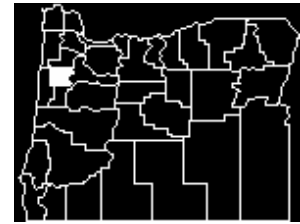
agriculturally rich Willamette Valley and, with a population of 284,800, is one of eight highly populated Oregon counties where approximately 70% of the state's population resides.



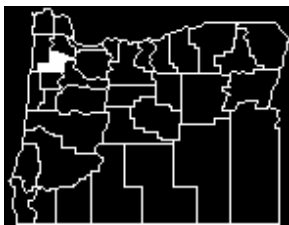
More than any other group, Marion County's Hispanic population has grown rapidly, accounting for 17.1% of the total population. In fact, Marion County has the second highest Hispanic population (48,714), only slightly less than Multnomah County (49,607)<sup>(2000 census)</sup>. Salem, the county seat, is one of the

valley's oldest cities as well as Oregon's capital. Marion County's largest cities are Salem, Keizer, Woodburn, and Silverton. Marion County's principal industries include agriculture, food processing, wood products, retail trade, tourism, education and government. *(Source: 2002 Regional Economic Profile, Region 3: Marion, Polk, and Yamhill Counties. Oregon Employment Department)*

**Polk County.** To the west of the Willamette River is Polk County, encompassing 745 square miles with a population of 62,400<sup>(2000)</sup>. Back roads in Polk County meander through beautiful fertile valleys to the timbered foothills of the Coast Range. Polk County's largest cities are Dallas,



Monmouth, and Independence. Between 1990 and 2000, Polk County's Hispanic population grew 94.5%. Principal industries include agriculture, wood products, tribal casino gaming, and public higher education. *(Source: 2002 Regional Economic Profile, Region 3: Marion, Polk, and Yamhill Counties. Oregon Employment Department)*



**Yamhill County.** Yamhill County, with a population of 85,000<sup>(2000)</sup>, was named after the Yamhelas Indians who formerly lived in the western Willamette Valley. , Yamhill County's rural atmosphere has also attracted strong new industrial development. Its temperate climate and gentle hills have proved ideal for the cultivation of vineyards that have led to the establishment of major wineries. Yamhill County's largest cities are McMinnville and Newberg. *(Source: 2002 Regional Economic Profile, Region 3: Marion, Polk, and Yamhill Counties. Oregon Employment Department)*

**Washington County.** Washington County stretches 727 square miles from the western side of the

Portland Metropolitan area through the fertile Tualatin Valley to west of the Coast Range. Home to 445,340 people, it is one of the state's fastest growing areas. Washington County's Latino population grew 245% in the past decade. While rapid growth has created an urban atmosphere, areas in western Washington County remain very rural with an agricultural-based economy that relies on migrant farm labor to harvest the crops and where only one bus line is available to provide mass transportation.

Washington County's largest cities are Beaverton and Hillsboro. *(Source: 2002 Regional Economic Profile, Region 2: Multnomah, Tillamook, and Washington Counties. Oregon Employment Department and Washington County's Coordinated Comprehensive Plan for Children and Families, 2002)*

**2. Describe your organization's capacity to operate in the proposed service area.** Oregon Human Development Corporation (OHDC) is a not-for-profit human service organization that has been providing services for farmworkers, farmworker youth, Hispanics, and disadvantaged individuals throughout Oregon continuously since 1979. OHDC services include support, referral, advocacy, resources, assistance and education. OHDC's organizational structure consists of a decentralized service delivery system of eight local service delivery offices throughout the state, supported by a central administrative office in Portland. Through its Woodburn and Hillsboro offices, and through strong partnerships with migrant education programs, school districts, alternative education programs, community colleges, Employment Department offices, One-Stop Career Centers, and the array of community resources discussed above, OHDC has the unique ability to operate within the proposed five-county region of Oregon.

**B. Community Resources. 1. Describe the communities where migrant and seasonal farmworker youth reside and where they travel for work purposes. Include educational, social, cultural, workforce, community programs, and other relevant opportunities available for youth.**

Oregon is a major user of agricultural production, ranking 6<sup>th</sup> in payroll expenses according to the 1997 Census of Agriculture. The largest sector of Oregon's agriculture is labor intensive. Oregon produces berries, pears, cherries, and other crops that require hand harvesting or pruning. Workers drive tractors

and combines, move irrigation equipment, feed cattle, and milk cows on Oregon’s farms. Oregon’s Youth Opportunity Initiative will focus on specific communities within the five county region where migrant and seasonal farmworker youth reside. The communities are: Canby and Molalla (Clackamas County); Gervais, Keizer, Salem, Silverton and Woodburn (Marion County); Independence (Polk County); McMinnville (Yamhill County); and Cornelius, Forest Grove, and Hillsboro (Washington County).

**Clackamas County: Canby and Molalla.**

<b>2000 Census Data</b>	<b>Canby</b>	<b>Molalla</b>	<b>Clackamas Co.</b>	<b>Oregon</b>
<i>Total Population</i>	12,790	5,647	338,391	3,421,399
<i>% ages 15-19*</i>	7.7%	7.0%	7.1%	7.1%
<i>% Hispanic or Latino</i>	15.5%	10.6%	4.9%	8.0%
<i>Ave. family size</i>	3.27	3.29	3.07	3.02

\*Census data was not configured to encompass the entire 14-21 age group.

**Canby** is a thriving agricultural and residential community. The surrounding area contains some of the richest farmland in Oregon. Canby has the largest served industrial area in Clackamas County. Major annual events include the award-winning Clackamas County Fair and Summer Concerts in the Park. Employers include Johnson Controls-Battery, Willamette Egg Farms, Cutsforth Thriftway, and Package Containers Inc. **Molalla** is a picturesque city with a friendly, small town atmosphere. The city is presently promoting economic development, particularly light industry, assisting new businesses in getting started, and encouraging tourism. Several newly developed subdivisions are under construction,



creating more housing to meet the ongoing growth of the city. The community offers good schools, an excellent airport, a scenic golf course, and moderate housing and land costs. Major employers include Molalla School District, Avison Lumber Company and Electronic Controls Design Inc. Molalla High

School's professional technical programs give students actual experience in a variety of fields: building construction; sheet metal and welding industry; machining, foundry, forge and metals manufacturing; business management and computer applications; agriculture science production and business; livestock science; mechanical and architectural drafting; and engineering. The school also offers courses in hospitality and the culinary arts. The 2+2 Tech Prep concept is best described as two years of high school coupled with a two-year program at a community college that leads to an associate degree. A student may earn the associate degree in fewer than two years of community college. Molalla High School has developed 2+2 Tech Prep Programs in office systems (including computers), accounting and financial systems, mechanical systems, manufacturing technology, agricultural science and technology, building construction, and drafting. These classes may provide early entry to and credits at Clackamas, Mt. Hood, Chemeketa, Linn-Benton, and Blue Mountain Community Colleges.

***Community Resources in Clackamas County for Youth:*** Clackamas County is served by three One-Stop Centers located in Oregon City, just north of Canby and Molalla. In addition, a vast array of community partners are available to provide services to disadvantaged youth. They include: PreventNet partners (dropout prevention for Hispanic youth), Hispanic Interagency Networking Team (HINT), Migrant Education programs, English as a Second Language programs, professional-technical education programs, Clackamas Community College adult basic education, Camp Fire programs for pregnant/parenting teens, Self Sufficiency case managers for teen parents, Canby 21<sup>st</sup> Century Community Learning Center, Education Service District Connections program, Juvenile Crime Prevention Trackers program, ASPIRE volunteer mentor program, Clackamas County library system, Clackamas County Mental Health, youth services teams in all high schools, Clackamas County Public Health services, Title IV Safe and Drug Free Schools and Communities grants in all high schools, Community Mobilization Teams in Canby, Colton, Estacada, Gladstone, Lake Oswego, Molalla River, North Clackamas, Oregon City, Oregon Trail, and West Linn/Wilsonville.



**Marion County: Gervais, Keizer, Salem,**



**Silverton and Woodburn.**

2000 Census Data	Gervais	Keizer	Salem	Silverton	Woodburn	Marion Co.	Oregon
<i>Total Population</i>	2,009	32,203	136,924	7,414	20,100	284,834	3,421,399
<i>% ages 15-19*</i>	8.7%	6.8%	7.4%	8.7%	8.9%	7.7%	7.1%
<i>% Hispanic or Latino</i>	65.2%	12.3%	14.6%	11.6%	50.1%	17.1%	8.0%



<i>Ave. family size</i>	4.45	3.07	3.10	3.25	3.63	3.19	3.02
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\*Census data was not configured to encompass the entire 14-21 age group

The *Gervais* community is made up of 2,000 residents plus those residing in outlying rural areas, which are primarily agricultural farmland. The French Prairie Community Progress Team, a community building organization, hosted a first annual French Prairie community celebration in 2001. The Community Progress Team also helps sponsor *The Community Connector*, published in Spanish and English by the Gervais High School journalism staff for the school district to increase communications about events and activities in the Gervais High School attendance area. Gervais High School uses the computerized Oregon Career Information System (CIS) to provide students with current information about work and education. CIS for Internet includes current and comprehensive information about all kinds of occupations, focusing on the labor market in Oregon and the Northwest. CIS for Internet also includes information about more than 1,900 separate sources of financial aid — scholarships, loans, and grants. The school district recently received a 21<sup>st</sup> Century Community Learning Center grant and has administered the Search Institute Survey to Gervais youth. The Gervais School District is an active partner with Region 3's Enterprise Youth Council. *Keizer*, adjacent to north Salem, has been experiencing tremendous growth--from 21,884 to over 32,000 since 1990. Incorporated in 1992, Keizer is establishing its own identity, while encompassed within the Salem-Keizer School District.. Known for the annual Iris Festival and rich



farmlands, Keizer is diversifying with large new retail establishments such as Roth's IGA and Walgreens and is the home of the Volcanoes baseball team.

The Keizer United Community Progress Team surveyed over one hundred local citizens in an effort to identify the key needs in the community: safe neighborhoods, activities for youth, and activities for families. Keizer United has succeeded in establishing important community programs.

The Tokarski Community Home for Children, a stable living place for youth that would otherwise be subject to multiple placements in the child protection and juvenile systems, and Keizer Night Court, an activity center for middle to high school youth, are just some of the few positive programs Keizer United has succeeded in launching. *Salem* is the third

largest city in Oregon with a population of 137,000; however, the Salem Primary Metropolitan Statistical Area (PMSA) population for 2000 is 347,214. Serving as both the Marion county seat and Oregon's state capital, it is no surprise that the school district and city, state, county and federal governments are five of Salem's top ten employers. The City of Salem's nineteen neighborhood associations are also active in organizing communities around quality of life issues. Community Progress Teams have been created in each of Salem's five high school catchment areas to promote strong families, children and youth. For example, the McKay Community Progress Team has been highly successful in including a diverse representation and collaborating with a variety of citizens to work towards goals that benefit the community across social, economic, and ethnic lines. It has also played a crucial role in connecting the community with the educational system. The Salem-Keizer School District serves an increasing number of migrant families each year as Hispanic families, mostly from Mexico, are drawn to plentiful work in the fields and food processing plants. Recent plant closures have left both workers and the farmers who provide raw materials for them out of work. This is a major reason why the Willamette Valley continues unemployment rates that exceed the national average. *Silverton* has grown since 1990 from 5,635 to 7,414--with a trade area of 19,000. Fifteen miles from Silver Creek Falls state park, the town is the home of the Oregon Garden, a 240-acre world class botanical garden. The Silverton Together Community Progress Team has launched a number of initiatives, including parent education groups going seven strong at any given time, a community newsletter, and Community Connectors who link families with needed resources and activities. Silverton's parental responsibility ordinance and peer court are two strategies which may be responsible for a 25% drop in juvenile crime during the past five years. With a population of 20,100, *Woodburn* has large communities of Russian and Hispanic cultures, plus a significant senior citizen population. In 1995, the first Tulip Festival was held and a new aquatic center opened. Woodburn's commercial base is expanding, bringing new businesses such as the Waremart distribution center and the Woodburn Company Stores, Oregon's largest outlet mall. The City of

Woodburn operates the Woodburn Memorial Aquatic Center which includes a 25-meter by 25-yard pool, a 50 foot slide and rope swing. The high school's Bulldog Bistro, a student-run coffee shop, has evolved over the last five years from a small coffee cart operated during lunch only, to a full blown café that's open all day long, providing its student-operators a real life opportunity to run a business. The Woodburn Together Community Progress Team has established positive recreational activities and encouraged events that focus on traditions and celebrations. Initiatives have included parenting classes for teens and a new peer court in collaboration with the Marion County Sheriff and Woodburn Police Department.

***Community Resources in Marion County for Youth:*** Marion County is served by three One-Stop Centers, one in Woodburn, one in North Salem, and one in the downtown Salem area. Two of these centers share space with Chemeketa Community College campuses. All three centers house Employment Department staff and resources. OHDC has an office in Woodburn that provides targeted services to migrant and seasonal farmworker youth. Community Technology Centers in Woodburn and North Salem target the needs of disadvantaged youth and those with limited English skills. Additional community partners include: Migrant Education programs; English as a Second Language programs; School-to-Work programs; Chemeketa Community College adult basic education, high school completion and GED programs; Chambers of Commerce; Mano a Mano; Boys and Girls Clubs, YMCA, and other recreation programs; 21<sup>st</sup> Century Community Learning Centers in Salem, Gervais, Jefferson, Silverton, and Santiam Canyon; Downtown Learning Center alternative education program in Salem-Keizer; 24J Homeless Program; teen parent programs; North Neighborhood Resource Center; HOME Youth Center; HOST Youth and Family program; Marion County public and mental health services; Neighbor-to-Neighbor youth and family mediation program; libraries; peer courts; youth services teams; faith-based youth groups; Community Progress Teams in 12 communities; family resource centers in Woodburn, Stayton, Silverton, Mill City, Keizer, and Salem, Reach the Culture; Salud Medical Center,

**Polk County: Independence.**

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<b>2000 Census Data</b>	<b>Independence</b>	<b>Polk Co.</b>	<b>Oregon</b>
<i>Total Population</i>	6,035	62,380	3,421,399
<i>% ages 15-19*</i>	8.2%	8.3%	7.1%
<i>% Hispanic or Latino</i>	30.1%	8.8%	8.0%
<i>Ave. family size</i>	3.41	3.07	3.02

\*Census data was not configured to encompass the entire 14-21 age group

**Independence** is located twelve miles southwest of Salem. Most residents choose to live in Independence because the community is small and personal. Many choose to visit because of the beautiful countryside, natural resources, and the historic architecture found in many neighborhood homes and downtown commercial buildings. Residents make their living as business people, educators, farmers, and loggers. As in days past, agriculture and wood products continue to be major forces in the economy. Fruit and nut orchards, vineyards, grass and grain fields are mixed among the livestock farms. A recent Independence newsletter noted achievements in community policing, with 35% of the local police force now bilingual and bicultural.

**Community Resources in Polk County for Youth:** Polk County is served by a One-Stop job and career center in Dallas, a community adjacent to Independence. Another adjacent community, Monmouth, has an outreach office that provides services to primarily Hispanic families. Other resources include: Migrant Education programs; English as a Second Language programs; Chemeketa Community College adult basic education, high school completion and GED programs; faith-based youth groups; Kids, Inc. Central Youth Sports; Community Action resource centers in Dallas and Independence; Polk Youth Council; Polk County health and mental health services; Central High School teen parent program; YMCA Young Parenting Program; Assets initiatives for youth; work-based learning through Western Willamette Professional/Technical Consortium in five rural school districts; Self Sufficiency case managers; Polk County truancy intervention specialist; Monmouth/Independence



Together.

**Yamhill County: McMinnville**

2000 Census Data	McMinnville	Yamhill Co.	Oregon
Total Population	26,499	84,992	3,421,399
% ages 15-19*	8.8%	8.4%	7.1%
% Hispanic or Latino	14.6%	10.6%	8.0%
Ave. family size	3.13	3.17	3.02

\*Census data was not configured to encompass the entire 14-21 age group

**McMinnville**, the home of Linfield College, is situated in the heart of Oregon’s wine country. One hundred vineyards and 32 wineries are scattered throughout Yamhill County. The McMinnville Rotary sponsors a free summer concert series and financial support for youth activities. McMinnville is served by a One-Stop Job and Career Center.

**Community Resources in Yamhill County for Youth:** In addition to McMinnville’s One-Stop Center, resources for disadvantaged youth include: Migrant Education programs; Chemeketa Community College; English as a Second Language programs; School-to-Work programs; Oregon State University Extension 4-H program; Self Sufficiency case managers; Yamhill County Community Action program; Lutheran Family Services; faith-based youth groups; Oregon Together communities; Yamhill County Public Health services; Yamhill County Mental Health; Community Progress Teams.

**Washington County: Cornelius, Forest Grove, Hillsboro.**



2000 Census Data	Cornelius	Forest Grove	Hillsboro	Washington Co.	Oregon



<i>Total Population</i>	9,652	17,708	70,186	445,342	3,421,399
<i>% ages 15-19*</i>	7.7%	8.6%	7.1%	6.6%	7.1%
<i>% Hispanic or Latino</i>	37.4%	17.3%	18.9%	11.2%	8.0%
<i>Ave. family size</i>	3.64	3.24	3.28	3.14	3.02

\*Census data was not configured to encompass the entire 14-21 age group

**Cornelius**, home of the annual "Nut and Berry Festival," is located 25 miles west of Portland in the heart of the Tualatin Valley. The town site of 107 acres was originally called Free Orchards due to the large number of fruit trees on the land. The primary industry is still agriculture, but the little town is fast becoming a bedroom community for Portland-area businesses. The vineyards and tasting rooms of the Oregon wine country start just outside town, along with six golf courses. The Cornelius Partnership includes Cornelius Chamber of Commerce, Cornelius Booster Club, Cornelius Civic Club, Centro Cultural and the City of Cornelius all working together to improve community life. **Hillsboro** offers a variety of parks, fairs, historical places and rural beauty. The government seat of Washington County, Hillsboro is one of Oregon's centers of manufacturing and technology. Most of Hillsboro's commercial industry--Epson, Toshiba, Intel, Tektronix and others--is found in park-like industrial campus settings designed to blend in with the countryside. OHDC has an office in Hillsboro that provides services to migrant and seasonal farmworker youth. South of Hillsboro and Cornelius is **Forest Grove**, home of Pacific University. Other major employers include Merixn, Westak, and Matsushita (printed circuit boards), Stimson Lumber Company, Woodfold-Marco Manufacturing, and Flavorland

Foods.

**Community Resources in Washington County for Youth:** Six One-Stop Centers serve Region 2—with a center in the Beaverton area serving western Washington County. The Employment Department office in Hillsboro links residents with job and career services. Additional resources for disadvantaged youth include: Migrant Education programs; English as a Second Language programs; Boys & Girls Aid Society shelter and crisis intervention; youth service teams; CREATE alternative school targeting high risk Latino students from Forest Grove and Hillsboro School Districts; teen parent nurseries; Capital Center one-stop career training center; Virginia Garcia Memorial Health Center targeting migrant and seasonal farmworkers; County Department of Health and Human Services; Tualatin Valley Centers serving teen parents in Cornelius and Forest Grove; Hillsboro Boys and Girls Club; YMCA; 21<sup>st</sup> Century Community Learning Center at Neil Armstrong Middle School in Forest Grove; Hillsboro and Forest Grove aquatic centers; Miller Education Center alternative middle and high school for Hillsboro students; Project Success group-based classes for at-risk students in Banks, Forest Grove, and Hillsboro.

**2. Describe how your organization works with the community resources.** During its twenty-three years of providing targeted farmworker workforce development services in the foregoing communities, OHDC has developed excellent linkages and collaborative partnerships with a variety of public and non-profit entities. These partnerships help OHDC provide a richer array of training and support services for farmworkers, help coordinate local service provision, mobilize additional resources for farmworkers, and maximize the impact of WIA program resources for farmworker families. Key relationships are highlighted below.

**Migrant Education through ESDs:** OHDC has a positive, collaborative relationship with the Migrant Education program in each county of the project. Education Service Districts (ESDs) provide migrant

education services in the five target counties. In Oregon, ESDs assist school districts and the Oregon Department of Education in achieving Oregon's educational goals. In addition to migrant education, ESDs provide a variety of services, such as early intervention/early childhood special education, home school registration, speech and hearing specialists, professional-technical education centers, regional data systems, youth corrections education, and supports for at-risk youth. OHDC coordinates with migrant education programs through cross referrals to meet the multiple needs of farmworker adults and youth in a comprehensive, collaborative manner. In Marion and Washington Counties, for example, OHDC staff make periodic presentations to Migrant Education Parent Advisory Committees. OHDC staff also provide program brochures, flyers, and business cards to facilitate access to services.

**ESL Programs:** OHDC collaborates with ESL programs conducted by community colleges, local schools, churches, and a variety of other local organizations to enhance the English language skills of farmworkers and their family members. In Washington County, for example, OHDC works with ESL programs at Portland Community College, Centro Cultural, St. Matthews Catholic Church, and the Literacy Center of western Washington County.

**Community Colleges:** OHDC partners with Chemeketa Community College and Portland Community College to provide adult literacy training, ESL classes, GED classes, and occupational skills training to farmworkers. In Marion, Polk and Yamhill Counties, for example, OHDC is a partner with Chemeketa Community College in the One-Stop Career Center. It utilizes Chemeketa's high school equivalency program (HEP) to help farmworker youth and adults obtain a GED, and college assistance migrant program (CAMP) to help farmworker youth transition into post-secondary education. OHDC also utilizes Chemeketa's ESL classes delivered in communities throughout Marion, Polk, and Yamhill counties.

**School Districts:** OHDC collaborates with local school districts, largely as part of the partnership with migrant education programs. These school district relationships are vital to providing family-based services that impact adults as well as youth. In Gervais, for example, OHDC collaborates with the school

district to access the district's ESL classes for OHDC farmworker clients.

**Paid Work Experience Training Sites:** OHDC partners with a variety of public and non-profit organizations to provide work experience for farmworker adults and youth. For example, OHDC has recently placed work experience participants with the Housing Development Corporation, Pacific University in Forest Grove, Oregon Employment Department, Washington County Housing Authority, Community Action Organization, Forest Grove Library, and the Oregon Department of Motor Vehicles.

**Other Community Resources:** OHDC partners with a variety of other organizations to leverage needed services for farmworker families. Illustrative examples include:

- ✓ Mid-Willamette Valley Community Action Agency – rent/utility bill assistance, emergency services
- ✓ Community Action Organization – rent/utility bill assistance, emergency services, food
- ✓ Churches – clothing, blankets, furniture, food, emergency assistance
- ✓ Employment Department – employment assistance
- ✓ Department of Human Services – food stamps, health services, emergency assistance
- ✓ AWARE Food Bank – emergency food boxes
- ✓ Yamhill Community Action Program – rent/utility bill assistance, food, immigration services
- ✓ Catholic Charities – emergency services, immigration services
- ✓ Oregon Legal Services - specialized farmworker legal assistance

**Case Studies.** In Marion County, the OHDC Center is located at 476 N Second Street in Woodburn. It shares a storefront with the AWARE Food Bank and the Community Action Agency. These organizations work as a team to meet the needs of the Woodburn community and surrounding areas. OHDC staff meets monthly with the school districts, education service districts, and a host of non-profit providers such as Mano a Mano through three resource coordinating councils: the North Marion Partners Network, the Migrant Forum, and the Hispanic Services Council. OHDC has a philosophy of never sending anyone away empty-handed. As a result, their staff places heavy emphasis on the provision of

core services and are expert in identifying community resources and making appropriate referrals. The Migrant Seasonal Farm Worker adults served by OHDC come to the center as families. While OHDC staff has focused primarily on services for eligible farmworker adults, staff works with public and non-profit service providers to ensure that the whole family is served. The approach developed through this grant application will build on these connections to:

- ✓ Formalize the network with youth service providers to assure a more comprehensive approach is taken;
- ✓ Expand outreach to adjacent communities (such as Clackamas County and Independence); and
- ✓ Extend OHDC's focus on youth from support services to directly impacting their futures.

***Case Study 1: Rapid Response***

In the fall of 2001, the Pictsweet Mushroom plant in Salem closed, leaving 300 limited English speakers out of jobs. OHDC partnered with the Winema and Salem One-Stop Centers, Chemeketa Community College, the Mexican Consulate, a local farm workers' union (PCUN), and the state's Rapid Response Team to develop a service plan. The workers who qualified for MSFW status were enrolled through OHDC, while other workers were enrolled through the One-Stop Center. The partners provided assistance and information on site at Pictsweet during the six-week rapid response effort. The partners also contracted for an intensive Spanish language life skill and career development workshop called Choices and Options, English as a Second Language (ESL) classes, Mexican secondary school certification through the Instituto Nacional para Educación de Adultos (INEA) program, and Spanish GED through Chemeketa's high school equivalency program. Both OHDC and Chemeketa have developed specific job training to help enrolled farmworkers build new technical and language skills. In addition, OHDC specialists work with the families of those they enrolled to address emergency support needs, inquire about the needs of children, provide access to resources and information, and provide referrals to appropriate community resources.

***Case Study 2: Whole Family Response***

Juan, a laid-off Pictsweet worker, enrolled as a Migrant and Seasonal Farmworker. His OHDC caseworker is helping him get back to work and addressing the family supports he needs during this transition. Typically, Juan's wife would also work with a number of social service agencies and non-profits to support the rest of the family. With the new program, she would also connect their children with a Youth Advocate (case worker). The Youth Advocate determines eligibility and coordinates services among the schools, the migrant education program at the school or education service district, the One-Stop Job and Career Centers, other community services, and the family.

***C. NFJP Relationship. Describe the relationship between the grant applicant and the NFJP grantees operating under your proposal.***

OHDC is the National Farmworker Jobs Program grantee for the State of Oregon.

***D. One Stop Coordination. Provide an itemization of Workforce Program linkages.***

In response to the Workforce Investment Act (WIA) of 1998 and the 1999 Oregon Legislature's HB

2989, the Governor appointed a State Workforce Investment Board, and designated seven local workforce

areas. Oregon's workforce system is based on local implementation and community-based problem

solving. By leveraging state and local funding, Oregon has expanded partnerships and innovative

approaches. The Oregon Career Network helps people land a first job, learn how to upgrade skills for a

better job, or hire or train qualified workers. As part of this network, locations throughout the state offer

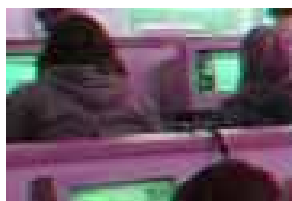
services and value-added service referrals. Service specialists are available to guide both job seekers and

employers to a broad array of customizable assistance. One-stop centers for the targeted counties and

communities in this grant proposal are found in: Dallas, McMinnville, Salem, Woodburn, Oregon City,

and Beaverton. In Region 3, the Marion, Polk and Yamhill Job and Career Center, the Woodburn

Community Technology Center and OHDC's Center provide many career development services. Federal



Migrant and Seasonal Farmworker programs are administered through three of

the One-Stop Job and Career Centers: Salem, Woodburn, and McMinnville, as

well as the OHDC Center in Woodburn. There are strong linkages among these

centers through this programmatic connection. The Winema Job and Career

Center in Salem and the Woodburn Community Technology Center have coordinated rapid response and

dislocated worker services closely with OHDC to meet the needs of laid off agricultural workers, including migrant and seasonal farmworkers. All seven Job and Career Centers and the Community Technology Center are part of a network that meets once every three weeks to coordinate activities. OHDC participates in these meetings when topics related to migrant populations are on the agenda, and brings items to the group. In addition, Frances Alvarado of OHDC is a member of the Enterprise for Employment and Education, the board that oversees Region 3's one-stop system. She is part of the team that certifies the individual centers each year. The Enterprise appointed a Youth Council in March 2000. Members of the council represent education, business, workforce, and social service organizations. The council has been involved in a sub-regional planning process to better connect youth service providers throughout the three counties, with one-stop centers acting as hubs. In Washington County, the one-stop connection is provided through Worksystems, Inc.'s Capitol Center One-Stop in Hillsboro. Operated by Portland Community College, The Capitol Center provides job training, basic skills education, and job search services. It has a close and highly collaborative relationships with OHDC. For example, the Capitol Center provided the customized Commercial Drivers License training offered through OHDC to migrant and seasonal farmworkers laid off by the AgriFrozen closure. In Oregon, Wagner-Peyser services are coordinated through a state-managed system with a presence in each of the one-stop centers listed above, and the Oregon Employment Department. The Employment Department also oversees the federally-mandated Migrant and Seasonal Farmworker program. OHDC, Mano a Mano, and many other partners are linked through Oregon Employment Department's Migrant and Seasonal Farmworker Advocates. The Employment Department also manages the state's Unemployment Insurance system, and frequently uses the UI mailers it sends out as an opportunity to share information about programs and resources. They will use the mechanism to help identify eligible families and youth, and to provide outreach. The following workforce entities will support the Oregon's Youth Opportunity Initiative through partnerships and linkages.

<b>Entity Name</b>	<b>Relationship to Applicant</b>	<b>How linkage will support proposed program</b>	<b>Documentary evidence of linkage</b>
Worksystems, Inc. Capitol Center: Region 2 Workforce Partnership	Partner	One-Stop linkages Career information Career development Community service opportunities Business partnership opportunities	Letter of support
Enterprise for Employment and Education: Region 3 Workforce Partnership	OHDC cross membership	See above	Letter of support
Clackamas County Workforce Investment Council, Inc.: Region 15 Workforce Partnership	Partner	See above	Letter of support
Oregon Employment Department	Partner	Labor market information Trainings for teachers and guidance counselors Outreach activities Informational mailers	Letter of support
Local chambers of commerce	Partners	Youth leadership opportunities Connections with local businesses	Letters of support from Woodburn and Salem Chambers
Governor's Advocate for Minority, Women, and Emerging Small Business	Partner	Small business development expertise	Letter of support
Local businesses	Partners	Subsidized and unsubsidized employment opportunities	Letter of support from Puentes Brothers in Salem (Marion County)

Woodburn and North Salem Community Technology Centers	Partners	Internet access Online high school credit courses	Letter of support from Catholic Community Services
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**II. The Problems of Migrant and Seasonal Farmworker Youth (15 points)**

***A. Describe the demographic and socio-economic characteristics of migrant and seasonal farmworker youth in the service area, and identify the sources you rely upon.***

Based on data from the Oregon Department of Education’s Migrant Education Service Center, we estimate almost 4,000 migrant and seasonal farmworker youth, ages 14-21, in the target communities within the five-county geographic area. The following table shows the numbers of migrant and seasonal farmworker youth by school district for the 1999-00, 2000-01 and 2001-02 school years.

From this data we learn that, on average, 20% of migrant youth are not enrolled in school Out-

of-school rates vary by district, ranging from 49% in Molalla during the 2000-01 school year to 11.5% in Polk County's Central School District. By comparison, Oregon's dropout rate for the

same year was 6.3%. Most of Oregon's MSFW youth are of Hispanic or Latino ethnicity. The following table portrays the percentage of Hispanic youth, by the target communities' school districts. Note that the percentage averages 97% for the five-county area, with four districts currently listing 100% Hispanic youth. The remaining very small numbers of youth are of Caucasian, African-American or Asian race/ethnicity.

According to the Oregon Migrant Student Information System, the remainder of migrant students are primarily Russian Old Believer and Anglo. Other socio-economic factors contributing to a profile of MSFW youth has been obtained about farmworkers in general from Oregon Employment Department's Labor Market Information, OHDC's JTPA 402/WIA 167 data system, and student data from the Migrant Education Program. It reveals two factors. First, Oregon farmworkers are extremely poor, due to the seasonality of agricultural work, with

household incomes significantly below federal poverty income levels. Second, 87% of farmworkers are seasonal in Oregon; 13% are migrant. According to the Oregon Department of Education, migrant students come primarily from Mexico, California, Washington, Texas, and Arizona. The chart on the following page illustrates patterns of migrant students. The five county region targeted by Oregon's Youth Opportunity Initiative proposal is clustered in the northwestern quadrant of the map.

INSERT "LOCATION OF STUDENTS BY MIGRANT PATTERNS AND CROPS" HERE

Students represent settled migrant youth as well as mobile, active migrants. The number of farmworker youth coming from Mexico is notable, not just for its size but also because it reflects a very large percentage of foreign born parents. Farmworker youth with these characteristics experience lower school enrollment and attendance rates than farmworker youth whose parents were born in this county.

***B. Describe the needs and problems of farmworker youth you have identified for serving, and show how you have made the identification.***

Many of the needs and problems of farmworker youth are unique. Although other low-income youth may face some of the same challenges as farmworker youth, they don't experience the full array of barriers that confront farmworkers.

**Employment.** The impacts of Oregon's recession and high unemployment rates impact Oregon's farmworker youth even more than the general population. Oregon currently owns the dubious distinction of having the highest seasonally adjusted unemployment rate in the nation at 7.5% in December 2001. According to a study released January 22, 2002 by the Pew Hispanic Center, Hispanics across the nation are concentrated in industries more prone to layoffs and have little savings to withstand an economic downturn. Researchers stated that Hispanic workers are overrepresented in retail trade and manufacturing which have been hit hard by the recession. A related finding was that second-generation Hispanics—those born here with at least one immigrant parent—fared worse than Hispanic immigrants. Unemployment among this group climbed above 9% in December. Farmworker union officials in Woodburn say they are seeing more of their 4,800 members applying for unemployment and for the Oregon Health Plan than in previous years. Other setbacks have impacted farmworkers. Last spring, AgriFrozen Foods closed its Woodburn vegetable packing plant, eliminating 800 seasonal and full-time jobs. In some areas of the factory, Hispanics comprised more than half the workforce. Late last year, the Pictsweet mushroom farm in East Salem closed, costing another 314 jobs—many held by Hispanic workers.

**Housing.** Migrant and seasonal farmworker youth and their parents face challenges finding adequate housing. According to "Farmworkers in Oregon," a study commissioned through the League of Women Voters Oregon Education Fund (2000), farmworkers encounter special problems finding housing. Many cannot afford market rate rents, rental deposits and other

costs of private housing in the community. Finding short-term housing for seasonal work is difficult, if not impossible. Farmers are increasingly turning away from housing their workers. Limited numbers of publicly-financed, community-based housing have been constructed—530 units in Oregon since 1988—but fall far short of meeting the need. The vast majority of farmworkers in Oregon are competing with other low-income groups for the scarce, lowest cost housing. Thus many migrant and seasonal farmworker youth live in substandard and unsanitary housing, which may include camps, trailers, cinder block buildings, and wooden shacks—often with numerous extended family members crowded together in the same small dwelling.

**Academic Failure.** According to the Oregon Department of Education’s 2000-01 dropout report released in January 2002, higher percentages of Hispanic youth have dropped out of school in the past decade than any other group. However, the largest decline in 2000-01 was seen in Oregon’s Hispanic dropout rate which fell to an historic low of 11.3%. This decline is occurring at the same time that Hispanic enrollment is increasing at record levels every year. The report attributes the decrease to changes in schools’ approach to student needs and opportunities for leadership and advancement through programs such as the Oregon Hispanic and Migrant Student Leadership Institute, the Cesar Chavez Leadership Conference, and the Oregon Council for Hispanic Advancement. However, as noted earlier in this application, the percentages of out-of-school migrant and seasonal farmworker youth averaged 19 to 25% in the target communities between 1999 and 2002—significantly higher than the most recent 11.3% for Hispanic youth and the 6.3% rate for the general population. High school attendance rates for Oregon migrant youth are among the lowest in the nation. Economic pressures lead many farmworker youth to work when they should be in school. Migrant youth enter school at an older age and thus drop out before they can graduate. Once farmworker youth drop out of the formal education system, few return or engage in alternative or GED programs. Without a high school

diploma or equivalency, farmworker youth find themselves entering the workforce without the credentials and skills needed to compete for any but the lowest paying jobs.

**Mobility.** Two types of mobility compound the academic problems of migrant youth. The first involves moving from one geographic area to another. Migrant families frequently move from school district to school district to work in the fields. Schooling is frequently interrupted and school days lost because of moves among school districts. Migrant youth move on average 1.2 times a year as their families trim cane berries, work on poultry farms and dairies, and harvest row crops: strawberries, cucumbers, grapes, garlic, hops, mint, broccoli, and cauliflower to name a few. For youth whose families return to Mexico during the year, the disruption is more severe because school systems on both sides of the border have generally not recognized the progress students make outside their own systems. These moves not only disrupt schooling, but also prevent them from developing social and community ties that promote school attendance and educational achievement. The second involves movement in and out of school. Work schedules of parents and children can interfere with education, as some farmworker youth begin their school year in October or November and leave before the school year is finished in the spring. Economic pressures drive many migrant and seasonal farmworker youth, particularly those age 14 and older, from school to the fields—nearly half of whom begin living independently, away from their families.

**Literacy and Language Proficiency.** School personnel report that migrant students' limited skills in literacy and language create additional barriers to academic progress. Language barriers make in-class learning difficult. In Clackamas County, 57% of migrant students are also enrolled in English as a Second Language (ESL) classes because they are not yet proficient in English. However, many migrant students are also not literate in their native languages. And 65% of migrant students' parents are not literate in any language. Because of these issues, parents find it difficult to help with homework or otherwise be involved with their child's education.

**Future Aspirations.** In Oregon, the implementation of competency-based standards has

discouraged many at-risk students. These discouraged youth, including farmworker youth with limited English skills, leave school to avoid the fear and frustration of failure. As discussed above, once farmworker youth drop out of the formal education system, few return; few engage in alternative schools or GED programs; and even fewer return to high school for a regular diploma. Without completing their education, and with little or no career awareness, most of these youth remain in farmwork, enduring the same substandard working and living conditions as their parents and grandparents, and perpetuating intergenerational cycles of poverty, because it is the only world they know.

**Transportation.** Distance is an issue for disadvantaged farmworker youth. Oregon's vast geographic expanse and lack of public transportation systems make it difficult to access job and career resources. Lack of transportation options often create barriers for youth seeking employment, because job interviews or training opportunities require travel to adjacent communities.

**Cultural Differences.** The Hispanic Interagency Networking Team (HINT) conducted forums with teens, the elderly and parents as part of Clackamas County's needs assessment for its comprehensive plan for children, youth, and families. Information from the forums was compiled into a report, "*Voces de la Gente.*" As part of this process, HINT sponsored ten focus group discussions with Hispanic students. Nearly all students involved in these discussions said they had experienced misunderstandings or discrimination at some point and recommended that local communities learn more about the Latino culture. Parents and community members said their children are suspended and expelled at higher rates than the dominant culture. Such concerns have likewise been articulated by the Coalition for Equality in the Salem-Keizer District in Marion County.

**Health and Social Issues.** Health care access is a critical issue for farmworker youth and their families. Rural health care options are limited in rural Oregon. Migrant and seasonal

farmworker youth also experience many of the social risks that accompany adolescence. These include teen pregnancy, depression, violence, and substance abuse. For example, teen pregnancy rates have been exceptionally high in Marion County. The 2000 rate of 23.5 per thousand was 26% worse than the state rate. In Washington County, the teen pregnancy rate during the 1997-2000 period comprised 12.8% of total births, compared with a countywide rate of 7.7%. Nearly 19% of Polk County youth reported using illicit drugs in the past month, compared with 13.3% statewide <sup>(2000 data)</sup>. Students participating in the Search Institute survey of developmental assets in Gervais, where over half of students are Hispanic, reported fewest assets in the area of social competence. Only 21% of students in grades 7-11 reported planning and decision making skills; 35% resistance skills; and 39% peaceful conflict resolution skills. Conversely, 45% reported hitting someone in the past year and 30% said they used alcohol in the past 30 days.

**Limited Economic, Education, and Social Supports.** In Oregon, each county has completed an extensive needs assessment required by the Oregon Legislative Assembly as a foundation for coordinated and comprehensive planning around children, youth and family services. The planning process involved broad community participation, including surveys and focus groups of providers and participants. Plans in the five target counties noted substantial barriers and gaps in services for cultural and ethnic populations. For example, Washington County's plan stated that relatively few bilingual and bicultural educational services are available, including alternative school options, credit recovery, and other specialized programs. The plan noted a lack of bilingual and bicultural teaching and support staff in schools and limited staff with skills to work with diverse populations; along with lack of culturally specific parent involvement resources, capability, and strategies. The plan identified a need to work with Latino and other immigrant parents to provide support and empower parents and a need for cultural training for service providers. Both Marion and Polk Counties' comprehensive plans noted a lack of

program staff who are bilingual and bicultural. A Polk County survey, conducted in 1998 in both English and Spanish, found that 38% of Independence families were not getting services for basic needs (housing, food, clothing); 23% were not getting health care services; and 18% were not getting job training services. When asked why families don't access services, 18% of Independence respondents reported that services were not available in their language. On the other hand, Latinos also share concerns about service gaps that affect the general population. Interestingly, the Clackamas County comprehensive planning process found that Latino youth participants in community meetings voiced concerns that parks and recreation are a high priority, echoing the concerns of youth generally. The report noted, "This overlap of values and priorities, a surprise even to the Latino volunteers facilitating the meetings, shows a heartening degree of common interests."

**C. Describe the farmworker youth you propose to serve.** The Oregon Youth Opportunity Initiative will serve migrant and seasonal farmworker youth who are 14 to 21 years of age, and are farmworkers or dependents of farmworker parents or guardians as defined in section 167(h) of the Workforce Investment Act. **The Initiative will target 200 migrant and seasonal farmworker youth each year in intensive and supportive services.** We arrived at this number from our experience that 4.5% of identified youth in migrant programs, ages 14-21, are eligible under the Workforce Investment Act. We thus applied a factor of 4.5% to the estimated 4,000 migrant and seasonal farmworker youth living within the five-county geographic boundary, arriving at 180 in the target population eligible for intensive and support services. We estimate that 20 to 25% of the target population will be out-of-school; the remainder will be enrolled in school. We chose youth within the five-county geographic boundary because of the rapidly growing numbers of migrant and seasonal farmworkers, and the general Hispanic/Latino population. Since more than half of all MSFW youth in Oregon live within this region of five contiguous counties, we think it makes sense to target our initial efforts for expanded outreach

and intensive services in this region. As we further develop partnerships and implement successful strategies that improve outcomes for these youth, we intend to replicate our experience in the balance of the state.

### **III. Proposed Program Activities and Services (50 points)**

**A. Program Goals.** The primary goal of Oregon's Youth Opportunity Initiative is to increase the ability of MSFW youth to enter into and attain stable, sustainable employment that will lead to long-term career advancement. To achieve this goal, Oregon's Youth Opportunity Initiative will:

1. Expand and improve outreach to migrant and seasonal farmworker youth and their families, so they are aware of the resources available to them;
2. Promote MSFW academic success as a key to stable employment and future opportunities;
3. Focus on career planning as the vehicle for MSFW youth to identify the employment, training, and/or educational next steps they will need to realize their futures; and
4. Work with the family, school, and community to ensure the success of each youth.

**B. Program Activities and Services.** The Oregon Youth Opportunity Initiative's program design emphasizes intensive case management by youth advocates and connections with support services that will facilitate school retention for youth enrolled in school; return to school for youth who have dropped out; career awareness and skill development; parental involvement

in setting career and educational goals and implementing the plan; entrepreneurial strategies and small business options; leadership and life skills; and successful transitions to post-secondary education or non-agricultural employment. The design is also grounded in coordination and collaboration among the key partners: migrant education programs, school districts, workforce and employment resources, and other community resources. Key partners include:

<b>Partner</b>	<b>Program Responsibilities (Overview)</b>
Oregon Human Development Corporation (OHDC)	<ul style="list-style-type: none"> <li>✓ Conduct expanded recruitment and outreach in five counties</li> <li>✓ Determine program eligibility</li> <li>✓ Deliver case management services through youth advocates; connect youth with community resources</li> <li>✓ Involve parents in helping youth achieve his/her education and career goals</li> </ul>
<b>Partner</b>	<b>Program Responsibilities (Overview)</b>
OHDC (continued)	<ul style="list-style-type: none"> <li>✓ Purchase services for MSFW youth: tutoring, ESL instruction, leadership development, subsidized work experience, internships, academic credit recovery and alternative education, career development, career counseling</li> <li>✓ Organize training for school teachers and guidance counselors on inclusionary school strategies</li> <li>✓ Coordinate small business development training, presentations by community business and post-secondary education leaders</li> <li>✓ Participate in collaborative advisory board</li> <li>✓ Serve as fiscal agent for the grant</li> </ul>
Mano a Mano	<ul style="list-style-type: none"> <li>✓ Conduct expanded outreach and recruitment in Salem-Keizer</li> <li>✓ Deliver case management through youth advocates; connections youth with community resources</li> <li>✓ Involve parents in helping youth achieve his/her education and career goals</li> <li>✓ Negotiate with Salem-Keizer school district for expanded youth credit opportunities: leadership development, paid internships, Chicano studies</li> <li>✓ Provide direct educational, support, and career awareness services to MSFW youth</li> <li>✓ Develop community service and leadership experience opportunities for youth</li> <li>✓ Participate in collaborative advisory board</li> </ul>

<p>Clackamas, Washington, and Northwest Regional Education Service Districts (ESDs)</p>	<ul style="list-style-type: none"> <li>✓ Conduct expanded recruitment and outreach</li> <li>✓ Provide migrant education and career education services; link migrant education programs with workforce opportunities and ESL programs</li> <li>✓ Recruit teachers and guidance counselors to participate in trainings on inclusion of MSFW youth</li> <li>✓ Coordinate with youth advocates (case managers); link them with opportunities for parent involvement through Migrant Education Parent Councils</li> <li>✓ Develop community service opportunities</li> <li>✓ Work with case managers and school districts in negotiating credit recovery and school completion options</li> <li>✓ Identify specific school guidance counselors to work with MSFW youth</li> <li>✓ Organize career information training for school counseling staff including Labor Market Information and transition planning</li> <li>✓ Participate in collaborative advisory board</li> </ul>
<p><b>Partner</b></p>	<p><b>Program Responsibilities (Overview)</b></p>
<p>School Districts</p> <ul style="list-style-type: none"> <li>✓ Forest Grove</li> <li>✓ Hillsboro</li> <li>✓ Gervais</li> <li>✓ Woodburn</li> <li>✓ Silver Falls</li> <li>✓ Salem-Keizer</li> <li>✓ McMinnville</li> <li>✓ Central</li> <li>✓ Molalla River</li> <li>✓ Canby</li> </ul>	<ul style="list-style-type: none"> <li>✓ Conduct expanded recruitment and outreach</li> <li>✓ Link ESL classes with migrant education services and career education services</li> <li>✓ Recruit teachers and guidance counselors to participate in training workshops about inclusion of MSFW youth and labor market information trainings</li> <li>✓ Provide career counseling services to enrolled MSFW youth</li> <li>✓ Expand credit recovery and school completion options</li> <li>✓ Expand community service opportunities</li> <li>✓ Involve parents in goal-setting and planning for enrolled MSFW youth</li> <li>✓ Link case managers (youth advocates) with school-based career development programs</li> <li>✓ Participate in collaborative advisory board</li> </ul>
<p>Employment offices</p>	<ul style="list-style-type: none"> <li>✓ Conduct expanded outreach and recruitment</li> <li>✓ Conduct Labor Market Information trainings</li> <li>✓ Participate in collaborative advisory board</li> </ul>
<p>Oregon Association of Minority Entrepreneurs (OAME), TED Center</p>	<ul style="list-style-type: none"> <li>✓ Conduct small business development workshops and summer institute</li> <li>✓ Participate in collaborative advisory board</li> </ul>

## **1. Core services.**

**Outreach and Recruitment.** Key partners in the Oregon Youth Opportunity Initiative will conduct expanded outreach to migrant and seasonal farmworker youth—particularly those who have dropped out and older youth (ages 17-21) who have completed school but could benefit from career awareness and skill-building. Partners who will conduct expanded outreach and recruitment efforts are: school districts, education service districts, migrant programs, community youth programs such as Mano a Mano in Salem, alternative education programs, One-Stop Job and Career Centers, Oregon Employment Department offices, and the Oregon Human Development Corporation (OHDC). The Oregon Employment Department will make use of its existing mechanisms to distribute information about the project, such as unemployment insurance mailings and contacts at local offices. Informational materials will be distributed at One-Stop Job and Career Centers, in schools and alternative programs, and at community program offices where farmworker youth are likely to go for services. This expanded outreach and recruitment component will require additional capacity in each geographic area and ongoing training to assure that outreach coordinators understand the program goals and eligibility requirements.

**Eligibility Determination.** As fiscal agent, OHDC will be responsible for all eligibility determinations through its Hillsboro or Woodburn offices.

**Labor Market, Job Search, and Career Development Information.** All key partners will have the opportunity to participate in labor market, job search, and career information workshops to improve the capacity of teachers, guidance counselors, and other program specialists to connect farmworker youth with appropriate career development services and opportunities for

unsubsidized employment. The Oregon Employment Department will conduct the workshops. Through a Youth Opportunity Advisory Board, partners will share information to assure that connections among partners are moving forward.

## **2. Intensive services**

**Case Management.** Youth advocates (case managers) will work with youth and their families to develop education and career goals—and then implement them. Parents will be involved in this process so that their expectations for their child are consistent with the plan. Case managers will connect youth with resources to gain life skills, leadership experiences, language skills, high school credit, connections to post-secondary education, career counseling, career skills like resume writing, career information including Labor Market Information, job shadows, field trips to work sites and post-secondary institutions, community service opportunities, tutors, mentors, subsidized work experience, unsubsidized employment, and support services so that youth can stay employed (drug and alcohol, gang intervention, teen parent support, etc.). In some cases these services will be purchased for youth. In others, they will be provided by community resources within the scope of what those programs already do. In still other cases, intensive services will be provided directly by OHDC or Mano a Mano.

**Credit Recovery.** Each key partner (education service district, school district, OHDC, and Mano a Mano) purchase the Portable Assistance Study Sequence (PASS) program. Created in 1985, this nationally-recognized secondary credit retrieval program assists migrant students in completing and receiving credits to graduate from high school. PASS offers 24 courses such as language arts, history, government, math, science, social studies, and personal finance. Eighteen of the 24 courses are in Spanish. The Woodburn School District is the state-designated distributor of the PASS program. Currently 44 high schools and alternative learning centers in Oregon use PASS curriculum. The PASS program addresses migrant students' special needs related to high mobility rates.

**Alternative Education Options.** Youth advocates will assist out-of-school youth tap into

alternative education options. For example, Chemeketa Community College offers the GED, the High School Equivalency Program (HEP) and the College Assistance for Migrants Program (CAMP). Partners are working to expand the Mexican Consulate's INEA program (Instituto Nacional para Educación de Adultos) to migrant education. INEA provides for Mexican secondary school completion. Through community technology centers, students can access program such as *SK Online*, an alternative education program of the Salem-Keizer district designed for any school-age student who needs acceleration or remediation, is credit deficient, has scheduling conflicts in a traditional school building, limited English proficiency or who is home schooled. One barrier to

MSFW youth is the tuition associated with the program. The other is computer literacy. Included in this proposal is a per student allocation to purchase services. In this case, students would learn computer skills at the Community Technology Center. Youth advocates could apply a portion of the student's allocation as a scholarship for tuition costs.

**Student Retention.** Youth advocates will work with MSFW youth who are enrolled in school so that they *stay* in school. One strategy is through better coordination among teachers, guidance counselors, migrant program staff, and parents. This will be accomplished through case management and through stronger collaborations forged by partners. Another strategy is to help make schools more welcoming for MSFW youth. The program design calls for secondary teachers and guidance counselors participating in

**Career Education.** Youth advocates will help youth identify long-term career and educational goals. Youth advocates will then connect youth with an array of resources related to their long-term goals. Partners will organize field trips to work sites and educational institutions so that youth are exposed to career and post-secondary education options Youth will be engaged in job shadowing and will be connected with One-Stop Job and Career Centers and Community Technology Centers. Youth will also be placed in subsidized work experiences and assisted in gaining unsubsidized employment.

Transportation support will be offered to help youth get to job interviews and career development activities. To increase their expertise, teachers and guidance counselors will participate in workshops by the Oregon Employment Department on Labor Market Information. Partners will also organize presentations by community leaders, business persons, and Latino professors in subject areas such as technology, engineering, and science to expand youth awareness of career and post-secondary possibilities. These are high demand occupations in the area covered by the Initiative. The “digital divide” separates MSFW youth from many career opportunities. Youth advocates will connect MSFW youth with computer resources at schools, youth centers, and Community Technology Centers. Oregon is one of four states to receive a migrant technology demonstration grant. We will apply “lessons

learned” from the demonstration grant to our MFSW initiative.

### **3. Training services**

Case managers will assist youth in purchasing certified programs and customized training offered through community colleges and private career schools, as appropriate.

### **4. Life skills activities**

Case managers will connect youth with opportunities to learn life skills. School guidance counselors, migrant programs, alternative programs, community and faith-based youth programs will all play a role in this component. Problem-solving and decision making skills will be emphasized. Life skills will also be acquired through leadership development opportunities. Mano a Mano hosts a youth leadership group in Salem and Keizer. Throughout the five counties, students will have the opportunity to attend the Oregon Hispanic and Migrant Student Leadership Institute and Cesar Chavez Institute. Ten percent of participants will be selected for the Oregon Hispanic and Migrant Student Leadership Institute, which is a two-week experience, packed with workshops, dances, team meetings, recreation, literacy circles, community service, and speakers. Participants are expected to set goals that last beyond the two-week Institute, perform community service in the ensuing year, pursue new interests, and engage in physical fitness. The Institute is held annually at Linfield College in McMinnville. The Cesar Chavez leadership conference for high school students is held each year at the University of Portland. Youth advocates will also connect youth with adult mentors. In addition to career awareness, mentors can model positive decision-making and interpersonal skills.

### **5. Community service projects**

In addition to community service expectations through the Oregon Migrant Student Leadership Institute, youth will be expected to engage in community service as a fundamental component of this initiative. This may include service learning opportunities at schools, serving as a peer mentor, volunteering at after school programs or nursing homes, tutoring, or leading an activity. Community service opportunities will

be developed by partners: community colleges, non-profits, schools, Workforce Partnership councils, and local chambers of commerce. The goal is to expand youth leadership and self-confidence.

#### **6. Small business development**

The Oregon Association of Minority Entrepreneurs and the TED Center at Chemeketa Community College will conduct a summer institute program and targeted workshops to help youth learn about small business development options. In North Salem, residents, non-profits, and faith-based organizations are joining together to work on a livability plan that envisions small business development. The effort is sponsored by Today's Choices, Tomorrow's Community of Marion and Polk Counties. The Oregon Youth Opportunity Initiative will also assist youth in tapping into these types of entrepreneurial ventures.

#### **7. Supportive services and other related assistance services**

Youth advocates will assist youth with other support services. Transportation, treatment programs, scholarship, food and housing resources, and the arts are examples of supportive services that can be provided through the connections with community resources.

#### **8. Other proposed activities and services**

Training for guidance counselors, teachers, and other professional staff on inclusionary strategies and Labor Market Information was noted above as part of the program design. In addition, the design calls for organizing an Oregon Youth Development Advisory Council to guide the project. The council will include representatives from all key partner entities. Progress will be measured by success in articulating common goals and interests, creating a collaborative action plan, developing shared leadership and communication processes, linking and coordinating services, and resolving conflict.

#### ***Case Study 3: A Youth Opportunity Approach -- Miguel***

Juan, the unemployed Pictsweet worker, has a nineteen-year-old son, Miguel, who dropped out of school when he was 17 to work. Maria, Juan's 16-year-old daughter is still in school. Jose, age 4, is at home. The youth advocate begins to work with Miguel on a drop-out recovery and career development plan. The drop-out recovery plan could take several roads. If Miguel's English skills present a barrier, he would enroll in a Spanish language equivalency program, such as Spanish GED, through Chemeketa's high school equivalency program, or the Mexican Consulate's INEA program. If Miguel is credit deficient, he could be connected with the PASS credit recovery program at the Salem-Keizer

School District or Mano a Mano. Miguel and his Youth Advocate caseworker then begin work on a longer-term career plan. Activities such as field trips to work sites and the local One-Stop Center, presentations from Hispanic business people, mentoring from professionals, and workshops on small business development expose Miguel to career opportunities. Miguel receives instruction in life skills such as goal setting and problem solving through the Migrant Program at Salem-Keizer School District. Miguel is also evaluated for potential barriers to long-term job stability - like drug and alcohol abuse. In the spring, Miguel is chosen to attend a youth leadership institute and perform a community service project.

***Case Study 4: Youth Opportunity Approach – Maria***

Maria, Juan’s daughter, meets her Youth Advocate. While she had been doing well in school, she is beginning to fall behind, because she has begun staying home helping care for her younger brother Jose while her mother performs odd-jobs. Maria’s Youth Advocate connects her with a guidance counselor who just participated in training on inclusionary approaches. Her Youth Advocate also works with her teachers to help them better support Maria, and with the family to make sure that they have appropriate child care resources. The Youth Advocate provides Maria with a tutor and connects her with a mentor. Several of Maria’s peers have been identified through the Willamette Education Service District’s and the Salem-Keizer School District’s outreach efforts. Their counselor has created a support group where they talk about future goals and career possibilities, potential barriers and work on problem-solving skills. Their Youth Advocate stays in close contact with the counselor and also works on career planning with the youth. The counselor and Youth Advocate work together to connect Maria and her classmates to career-related community service projects. When the Youth Advocate mentions the opportunity to attend a presentation by a local businesswoman, the counselor arranges the group presentation after school, allowing many other children to attend as well.

***C. Analysis of how proposed programs and activities are responsive to the needs of MSFW youth.***

**Employment.** High school completion and equivalency programs are the foundation for MSFW youth moving beyond low-wage employment. The design also has a strong emphasis on career education, small business development, work experience, and career information through One-Stop Centers and Labor Market Information training. MSFW youth do not see other opportunities. This exposure builds alternative futures for them.

**Housing and Basic Needs.** Youth advocates will work with youth and their families to connect them with community resources to assist with housing and basic needs.

**Academic Failure.** School retention through goal-setting with youth and their families, and training for teachers and guidance counselors in inclusionary strategies respond to issues related to academic failure

by enrolled youth. Case management and connections with tutoring, credit recovery, high school completion, and high school equivalency programs address the needs related to out-of-school youth. Career goal-setting provides the context for educational goals.

**Mobility.** The PASS credit recovery program and discussions with the Mexican consulate around the INEA program address the issues related to youth mobility from district to district, and mobility from one side of the border to the other.

**Literacy and Language Proficiency.** Improved coordination among English as a Second Language programs, migrant programs, schools, and alternative programs address literacy and language proficiency barriers. Family literacy listed as a component of support services is also relevant.

**Future Aspirations.** In studies of youth resiliency, the prevailing factor is “hope in a positive future.” The Oregon Youth Opportunity Initiative focuses on hope—expanding the realm of possibilities for MSFW youth and raising the bar of expectations for these youth with family members and those who work with them. Field trips, presentations by those who “made it,” community service opportunities, leadership conferences, civic participation, connections with mentors are multiple strategies to build hope with Oregon’s MSFW youth.

**Transportation.** Transportation services may be purchased for MSFW youth as needed for education and career activities.

**Cultural Differences.** The design involves recruiting teachers and guidance counselors to participate in workshops where they gain understandings and skills so that schools are more welcoming to MSFW youth.

**Health and Social Issues.** Through youth advocates, MSFW youth will be connected with community resources that address primary health care, drug and alcohol issues, teen pregnancy, youth violence, and other social issues.

**Economic, Education and Social Supports** Through youth advocates, MSFW youth will be connected

with community resources that address economic, education, and social supports. But more importantly, through the Advisory Council, organizations that provide these services will forge stronger partnerships to create a more seamless system for MSFW youth.

#### **IV. Capacity to Operate a Workforce Investment Program for MSFW Youth (10 points)**

**A. Mission and Principal Goals.** Oregon Human Development Corporation's mission is: *"To promote economic and social advancement of farmworkers, Hispanics, and disadvantaged individuals through the provision of education, training, advocacy and services that enhance self-sufficiency."* The principal goal of OHDC is to provide quality services that promote self-sufficiency for its customers—MSFW youth and families.

**B. Organization's Experience Providing Services to Youth, to MSFWs and to MSFW youth.** Oregon Human Development Corporation has operated employment, training, and human services programs in Oregon since 1979. For its first sixteen years, OHDC was part of a multi-state non-profit organization. In 1995, OHDA became an independent Oregon-based non-profit. OHDC began serving migrant and seasonal farmworker youth in 1979 using a \$1 million Youth Employment and Training Program (YETP) grant from the U.S. Department of Labor, Office of National Programs. In 1980, OHDC added a Youth Community Conservation and Improvement Program which operated concurrently with the YETP program. OHDC continued to operate these programs until CETA funding ended in 1983. OHDC has also served a significant number of out-of-school farmworker youth in its core CETA 303, JTPA 402, and WIA 167 programs. OHDC has operated a youth center in Hillsboro, funded by local JTPA and WIA funds since 1984—half of the youth served have been low income Hispanic youth; about one-fourth of the Hispanic youth from farmworker backgrounds. The program has been very successful, primarily with out-of-school youth, and has been continuously refunded since 1984. OHDC has extensive experience and has been consistently successful in providing training and workforce development services for farmworkers and other hard-to-serve populations in Oregon. Recent examples include services to migrant

and seasonal farmworkers throughout Oregon, supported by JTPA 402 and WIA 167 funds and services to out-of-school youth ages 16-21 in Washington County, funded by Worksystems, Inc. using WIA funds.

***C. Programs Operated by OHDC during the past two years.***

The table in Attachment F summarizes information about workforce development programs operated by OHDC during the past two years.

***D. Description of the proposed implementation schedule***

The table in Attachment G outlines the project implementation tasks and time line.

**V. Applicant’s Administrative and Management Capacity (10 points)**

***A. Organizational Structure and Chart***

The organizational chart on the following page shows the current structure of OHDC, including office locations, and how Oregon’s Youth Opportunity Strategy will be supported within the structure. OHDC’s organizational structure consists of a decentralized service delivery system of eight local service delivery offices throughout the state, supported by a central administrative office in Portland. Key organizational elements include: a volunteer Board of Directors, a central administrative staff headed by the Executive Director, local service delivery staff supervised by the central operations department, and volunteer regional advisory committees that provide planning and policy input into the program. This structure is designed to support both multi-funded and multi-activity programs, thus providing flexibility and comprehensiveness in service delivery. OHDC is committed to maximum involvement of members of the

INSERT ORG CHART HERE

farmworker community in all levels of governance and operations. Staff recruitment emphasizes bilingual, bicultural individuals who can effectively serve farmworker clients. Clients enrolled in JTPA 402 sponsored work experience and stationed within corporate offices have full opportunity to apply and compete for positions as they become available. OHDC emphasizes a full range of opportunities and many former farmworkers are now represented in program service, supervisory, and governance positions including members of the Board of Directors. The key corporate administrative and operations staff is very experienced and have extensive backgrounds in delivering a variety of community-based human service programs funded by federal, state, and local sources. Ron Hauge is the OHDC Executive Director. He has 23 years of employment and training and other human services administrative experience. Ann Stephani, Operations Director, has 12 years of human services administrative experience. Michael Cashner, Fiscal Manager, has 25 years of fiscal management responsibility with private for-profit, governmental, and non-profit entities. Faran Nader, MIS Manager, has 15 years of experience in OHDC's management information systems department for the WIA 167 program and other human services programs.

***B. Applicant's administrative and program management process (fiscal, management information including participant tracking, follow-up, program monitoring and oversight, and the provision of training and technical assistance for those individuals who work directly with participants)***

OHDC's central staff is organized into the following departments: Administration, Operations, Fiscal Services, and Management Information Systems. These departments provide the needed management and centralized services to provide contract management accountability and effective program service delivery.

**Personnel Management, Training and Technical Assistance.** OHDC has a personnel system which fairly and effectively manages a workforce which exceeds fifty employees throughout Oregon. The personnel policies and procedures manual provides a written framework for personnel actions within the corporation, clarifying what the corporation expects from staff and what staff can expect from the corporation. Personnel policies include a wage and salary structure; hiring, disciplinary and termination

procedures; written position descriptions; grievance procedures; and promotional policies. Written job descriptions are the basis for employee supervision and evaluation. Supervisors evaluate staff annually using a standardized evaluation form which assesses job performance. The evaluation also sets performance objectives for subsequent evaluations. OHDC supervisors provide direct service staff with initial program training, monitor performance and provide ongoing technical assistance to ensure the direct service staff have necessary knowledge and adequate reserves to meet program objectives.

**Fiscal Management.** OHDC's fiscal department is staffed by a fiscal manager, an accountant and an accounting technician. OHDC uses generally accepted accounting principles in accordance with the requirements of OMB Circulars A-110, A-122 and A-133. Fiscal operations are computerized, using the Micro Information Products (MIP) Fund Accounting software system. This *financial management system* is capable of properly accounting for and safeguarding funds of all types: federal, state, county, and local, as demonstrated by the independent accountants' report issued by the certified public accountants firm of Hoffman, Stewart, and Schmidt, P.C. (report included with this grant application.) The accounting system desktop computers are networked within the central office. The accounting software allows managers to download and interact with data relevant to their program operations, while appropriate safeguards exist so that data or data changes cannot be uploaded to the main database. The accounting system is fully computerized and integrated. All transactions post to a central set of ledgers to which the various subsystems have appropriate access. *Cash management procedures* are designed to monitor bank transactions daily. This allows for precise cash forecasting and the maintenance of minimum daily JTPA 402/WIA 167 cash balances. Procedures for *disbursement of funds* are as follows:

- (1) Written approval from the Executive Director or designated management staff prior to the disbursement of any federal funds;
- (2) Payments made by pre-numbered checks, each accompanied by supporting documentation. Checks are prepared by the fiscal department but the check signature function is controlled by the administration department;
- (3) Petty cash payments of less than \$150 at regional

offices and \$200 at the central office are based upon submission of approved and allocated source documentation; (4) Travel expenses are submitted with time sheets and approved by supervisors prior to submission or payment. OHDC has written travel policies which conform to federal travel policies. Out-of-area travel and travel advances require prior approval by a supervisor. (5) When “needs-based” or other participant payments are authorized, participants are placed in the Allowance Payment System through MIS. Requests for payments are submitted twice monthly and are signed by the participant, the classroom training instructor or supervisor, and are approved by program staff before submission to the fiscal department for payment. The *payroll system* is set up so that staff is paid on the basis of signed and approved time sheets submitted twice monthly to the fiscal department. Participants in work experience are paid twice monthly as part of the regular payroll system. OHDC’s fiscal department is set up to generate the following monthly *financial reports*: General Ledger, List of Active Programs, Program Detail Ledger, Budget Comparison, Detail by Location, Bank Reconciliation, Accounts Receivable Aging, Accounts Payable Aging, and Payroll Reports. Budget reports such as financial statements showing budgets versus actual expenditures and corresponding variances allow directors to review and take corrective measures.

**Consolidated Audit.** OHDC complies with the single audit requirements of A-133, with all funds included in an annual audit covering the corporation’s fiscal year. The Board of Directors selects the audit firm and reviews the results of the independent audit, including the management letter.

**Procurement System.** Items over \$500 require three competitive bids and funding source approval, when unit cost ceilings are reached. The fiscal department will not pay on equipment invoices without supporting documentation and approval. Office supplies are purchased through the central administrative office and shipped directly to regional offices. Invoices are reviewed by the fiscal department before payment.

**Property Management System.** The property management system tracks the life cycle of an item of

property from the time of purchase until disposal. The fiscal department is responsible for maintaining accurate inventory records and coordinating regular physical inventory of all property.

**Management Information Systems/Participant Tracking.** OHDC maintains an integrated Management Information System (MIS) for OHDC programs, which is closely linked with the operations department, to maintain complete, accurate, and up-to-date electronic records for each farmworker client and to generate performance reports. An individual client records folder is maintained for each client enrolled in a program. Files are also maintained for applicants who were ineligible for the program and include reason(s) for the determination. Each participant folder contains (1) an intake form or application; (2) an eligibility determination and the basis for the determination; (3) EEO statement and grievance information signed by the participant; (4) record of barriers to employment and their resolution; (6) other assessment documentation including test results; (7) assignment to training information including training agreements; (8) counseling records and progress reports; (9) participant time sheets and/or other payment documents for those in training; (10) termination notice indicating basis for termination; and (11) post placement and follow-up information at thirteen weeks after placement. Participant files are maintained in a current status. The MIS system allows tracking the current status of all client participation in the program. Staff provides centralized client services to ensure consistency and uniformity in the implementation of federal programs. All intake forms and individual service strategies are reviewed centrally for consistency with federal regulations and other operating guidelines. Proposed training arrangements, including job training and work experience, are reviewed and approved prior to formal authorization of the activity. A secondary benefit of this process is that it allows the operations department to assess training needs and provide specific technical support for front line field office staff. The MIS department produces monthly reports using a plan versus actual format for all major grant objectives and reporting requirements. The reports also analyze the overall performance with respect to costs and costs per unit of output.

**Internal Monitoring and Evaluation System.** OHDC has a monitoring process which provides for internal review of the quality and appropriateness of the program of services for farmworker clients. This review determines whether an assessment was thorough, timely and complete; whether the goals and objectives established were based on an assessment of the farmworker served; whether the services provided were related to these goals; whether the services were for an appropriate length of time; whether the services produced the desired results; and whether the farmworker served was actively involved in planning and making informed choices regarding his or her program. Operations department staff perform reviews for representative samples of farmworkers enrolled, which include both on-site and desk reviews of documentation. Review results are documented and include areas needing improvement and actions taken.

**Program Evaluation.** OHDC's program evaluation system assesses the results of service provided to farmworkers and compares these results with the corporate and program missions. The program evaluation system measures outcomes of programs and service components, in relation to grant or contract goals and performance standards. The evaluation system is primarily based on "plan versus actual" achievements for specified time periods, but also includes qualitative elements such as evaluations of participant characteristics, to ensure that appropriate service subpopulations are being served equitably and appropriately. Information from monitoring and evaluation systems is made available to appropriate levels of management, and used to maintain, modify, improve, or discontinue programs or program components.

***C. Budget narrative.*** We considered two primary factors when calculating project expenses and staffing: (1) that case management and expanded outreach will be key in making this a successful project; which leads to (2) that enhanced partnerships will be needed for long-term sustainability. **Personnel.** Personnel costs include an OHDC project manager at \$40,950 salary to coordinate the Initiative. Five youth advocates/case workers will be assigned to each geographic area—one at Mano a Mano for the Salem-

Keizer area; four at OHDC for the balance of the region. Salaries are calculated at \$28,501 per position. Six outreach coordinators--one in Salem-Keizer, one in Woodburn, and four distributed among the three education services districts--are included at \$38,000. One Mano a Mano instructional assistant is also included at \$22,000 salary. Fringe benefits are calculated at 26% of salary for all but four FTE at the ESDs, which are calculated at 30%. Sub-contractor personnel costs are included under "Contractual."

**Travel.** Staff travel mileage is calculated at \$0.345 per mile: 200 miles per month for ESD outreach coordinator; 100 miles per FTE at Mano a Mano for outreach and direct services; and a range of 300 to 800 miles per month for OHDC case workers, depending on the range of their assignment. Two trips to Washington, D.C. are included at \$1,200 each. Sub-contractor travel costs are included under "Contractual."

**Supplies.** The budget includes overhead costs estimated at \$500 per FTE per month at OHDC, \$450 per FTE per month at Mano a Mano, and a flat rate of \$2,500 per FTE (one-time) for ESD start up costs. The supplies budget also includes one-time expenditure of seven computers at \$800 each, two printers at \$250 each, \$3,500 in office equipment (desks, files) calculated at \$500 per FTE at OHDC and Mano a Mano, and five cell phones for case workers at \$100 each. Cell phone service is calculated at \$40 per month. Sub-contractor supplies are included under "Contractual."

**Other.** Purchased services include: \$12,000 for a three inclusionary trainings with consultant costs at \$4,000 per training; \$14,400 for teacher/counselor stipends (3 sessions, 4 days, 30 staff x \$40 per day); PASS program rights (one-time: \$5,200 each x 10 school districts plus Mano a Mano); \$18,000 for outreach publications and information and referral materials; \$16,000 for fifteen students to attend the OHMSLI institute; \$3,750 for 75 students to attend the Cesar Chavez conference; \$90,000 for subsidized work experience (\$900 x 100 youth); \$105,000 (\$700 x 150 students) for intensive services--scholarships, transportation, alcohol and drug intervention, etc.; and \$9,600 for 30 field trips at \$320 bus costs per day. Small business training costs are calculated at \$17,000. Costs for leadership and community service projects at Mano a Mano are \$2,500. Sub-contractor costs are included under "Contractual."

**Indirect Costs.** For OHDC's

portion, indirect is calculated at 10%. **Match.** Match for all partners is calculated at \$700,680 for in-kind contributions. Budget forms and spreadsheets detailing expenditures for OHDC and sub-contractors, along with in-kind match is included in Attachment B.