

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

HEP-84.141A-1

CFDA # 84.141A

PR/Award # S141A150005

Grants.gov Tracking#: GRANT11827584

OMB No. , Expiration Date:

Closing Date: Feb 12, 2015

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="02/05/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="320291662"/>	* c. Organizational DUNS: <input type="text" value="8322846860000"/>
---	---

d. Address:

* Street1:	<input type="text" value="9001 Stockdale Hwy"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Bakersfield"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="CA: California"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="93311-1022"/>

e. Organizational Unit:

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

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Vincent"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Oragwam"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="661-654-2233"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

S: Hispanic-serving Institution

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.141

CFDA Title:

Migrant Education_High School Equivalency Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-122914-002

*** Title:**

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

13. Competition Identification Number:

84-141A2015-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

California State University, Bakersfield High School Equivalency Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="474,750.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="474,750.00"/>

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Vincent Oragwam	Director of Grants Management Operations
APPLICANT ORGANIZATION	DATE SUBMITTED
CSUB Auxiliary for Sponsored Programs Administration	02/05/2015

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

* Name: Vincent Cragwan
* Street 1: 9001 Stockdale Hwy Street 2:
* City: Bakersfield State: CA: California Zip: 93311-1022
Congressional District, if known:

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

6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Migrant Education_High School Equivalency Program CFDA Number, if applicable: 84.141
--	--

8. Federal Action Number, if known:	9. Award Amount, if known: \$
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10. a. Name and Address of Lobbying Registrant:

Prefix * First Name None Middle Name
* Last Name None Suffix
* Street 1 Street 2
* City State Zip

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

Prefix * First Name None Middle Name
* Last Name None Suffix
* Street 1 Street 2
* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact, upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Vincent Cragwan
* Name: Prefix * First Name Vincent Middle Name
* Last Name Cragwan Suffix
Title: Telephone No.: Date: 02/05/2015

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S141A150005

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

CSUBHEP_GEPA_2015.pdf

Add Attachment

Delete Attachment

View Attachment

GENERAL EDUCATION PROVISIONS ACT (GEPA)

Section 427

All program objectives and activities have been planned to ensure that the six barriers that can impede equitable access for participation in program services will be overcome. Participants are identified and selected without regard to race, age, color, national origin, gender or disability and careful attention is paid to include the provisions in the General Provisions Act (GEPA). The Associate Director will ensure equal access and treatment of individuals from groups that have been traditionally underrepresented. Every effort will be made to ensure that the participant population will reflect the underrepresented groups in the total population of the service area.

In compliance with the General Education Provisions Act (GEPA), California State University, Bakersfield has incorporated several measures to ensure equitable access to the program. Under President, Dr. Horace Mitchell's leadership, the University is entering a period of rapid development, with a vision to extend the excellence and diversity of the faculty and academic programs, enhance the quality of the student experience and strengthen communication engagement. President Mitchell brings over thirty-six years of experience, expanding educational opportunities to achieve educational equity has been an institutional priority. As a result, the college is committed to attracting and retaining a greater number of underrepresented students. To this end, the college has established the following comprehensive goals (listed on the table below) related to the access, transition, and retention of underrepresented students in order to ensure equitable access to the project:

Comprehensive goals
<ul style="list-style-type: none">• To develop collaborative strategies with target high schools and community agencies to help students overcome challenging academic standards so that they are prepared for responsible citizenship; further learning, and productive employment.

- All facilities that house the HEP program and provide services are accessible to individuals with disabilities. Reasonable accommodations are provided to individuals who are sight or hearing impaired or otherwise physically limited.
- All material, in this predominated Spanish speaking program, are bilingual (Spanish/English) or any other languages that are identified as the program expands.
- To increase the high school graduation rate of the target population and underrepresented students.
- To develop and support programs committed to the academic, social and cultural support of students.
- To address the cultural barriers as they relate to women, all CSUB-HEP staff undergo gender sensitivity training. The selection criteria and process utilized by CSUB-HEP is designed to ensure that successful recruits and enrollees are from among all classifications of underrepresented groups, including women, disables, elderly, and linguistically challenged. Thus, the program's outreach efforts are broad-based and cover all sectors of the target areas. Additionally, CSUB-HEP will be assisted by agencies that focus on the recruitment of educationally underrepresented students. Agencies within the county such as Migrant Education Programs, College Assistant Migrant Program and the Bakersfield America's Job Center will assist in recruiting from the various facts of the community.

The Institution's and Project Policies on Non-Discrimination on the basis of gender, race, national origin, color, disability, or age:

California State University, Bakersfield is committed to enforcing and maintaining policies and procedures with applicable state and federal non-discrimination laws and regulations. No Person shall, on the grounds of gender, race, national origin, color, disability, or age be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program of the California State University. California State University, Bakersfield does not discriminate on the basis of gender in the educational program or activities it conducts. Title IX of the Educational Amendments of 1972, as amended, and the administrative regulations adopted there under prohibit discrimination of the basis of gender in education program and activities operated by California State University, Bakersfield. Such programs and activities included admission of students and employment. Inquiries concerning the application of Title IX to program and activities of the CSUB may be referred to the Dean for Administration; the campus officer

assigned the administrative responsibility of reviewing such matters, or to the Regional Director of the Office of Civil Rights, Region 91275 Market Street, 14th Floor, San Francisco 94103.

Nondiscriminatory on the Basis of Handicap:

The California State University does not discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973, as amended, and the regulations adopted thereunder. More specifically, the California State University does not discriminate in admission or access to, or retreatment or employment in, its program and activities. A counselor and Associate Director of Disabled Services have been designated to coordinate the efforts of California State University, Bakersfield to comply with the Act and its implementing regulations. Inquiries concerning compliance may be addressed to this person at the Counseling Office, 654-3366. The Nondiscrimination and Affirmative Action Plans of the College seek to attain the following:

1. The achievement of a work force with adequate representation of ethnic minorities, women, the disabled, disabled veterans, and veterans of the Vietnam era.
2. The elimination of discrimination in employment on the grounds of race, color, religion, national origin, gender, sexual orientation, marital status, pregnancy, age, disability, disabled veteran's or Vietnam veteran's status.
3. The maintenance of genuine equality of opportunity by ensuring that reasonable requirements and the merits of the individual are the sole criteria for appointment, retention, and advancement of employees.
4. The maintenance of salary equity among employees.
5. The provision of opportunities for employees from underrepresented groups as well as other employees to improve their qualifications for advancement.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

CSUB Auxiliary for Sponsored Programs Administration

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract

California State University, Bakersfield – High School Equivalency Program, CSUB–HEP, would like to provide High School Equivalency (HSE) services to migrant and seasonal farmworkers in the Southern San Joaquin Valley of California, one of the richest agricultural areas in the nation. Our goal would be to serve 100 eligible participants annually by providing instructional services and student support assistance so they can successfully earn a HSE Certificate. CSUB–HEP intends to implement an accelerated summer course on the CSUB campus; additionally, the HEP program will offer classes in rural farm working communities such as Lamont, Shafter, Wasco, and Bakersfield located throughout Kern County.

The primary objectives of the CSUB–HEP program are as follows: (1) Recruitment – conduct timely and proper identification and recruitment of migrant and seasonal farmworkers to enroll a minimum of 100 eligible participants each program year; (2) HSE Attainment – deliver specialized instructional services to help enrolled students successfully complete the course of study and earn a HSE Certificate; (3) Placement Services – offer post-HSE placement services to HSE graduates to help them begin a postsecondary education, vocational training, and/or gain improved employment; (4) Supportive Services – provide student retention and personal counseling services; (5) Health Services – assist participants with referrals to local health service providers; (6) Cultural Enrichment – support students with exposure to cultural and social events in the community; (7) Financial Assistance – cover the cost of HSE exam fees and furnish instructional books and materials.

As per the Government Performance and Results Act (GPRA) measure, CSUB–HEP plans to exceed the national GPRA 1 benchmark by achieving an annual 75% GPRA 1 and by placing 80% of its HSE graduates to achieve an annual 80% GPRA 2.

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1. Need for and Significance of Project

i. Magnitude of the need for the services. California State University, Bakersfield (CSUB) is located in California's Southern San Joaquin Valley, one of the richest agricultural areas in the nation, which has a large concentration of migrant and seasonal farmworkers in the United States. The CSUB service region as a whole, and the migrant population within the region especially, are confronted with many critical educational and socio-economic challenges. The CSUB-High School Equivalency Program (HEP) is the only HEP project that serves Kern County, an 8,000 square mile area. As the only HEP project in the Southern San Joaquin Valley, CSUB-HEP will target and serve the needs of migrant and seasonal farmworkers in this region. This population is noted for its high dropout rate and poor academic achievement. About 98 percent of the state's migrant students are Hispanic, the majority of whom have limited proficiency in English. Kern County has a wide array of diverse ethnic backgrounds. According to the California Department of Education, Hispanics make up 63 percent of the student population in Kern County compared to the state average of 53 percent. The dropout rate for migrant students in Kern County for 2013 was 19.3 percent compared to the state average of 14 percent. Even more alarming, high school graduate figures among adults for some areas within Kern County, such as one of our commuter sites (Lamont area) in a rural farming community, were as low as 36 percent. That is, in the city of Lamont, which is 94 percent Latino, little over a quarter of the adults hold a high school diploma. This is one-third of the national and state average (2010 Census, US counties). The CSUB-HEP program seeks to provide this population with the integrated services necessary to advance their high school equivalent education.

According to the California Legislative Analyst's Office (CLAO), as of 2012, California is home to over 200,000 migrant students, the largest migrant student population of any state in the

country. The largest group of migrant families moves between California and Mexico, but families also move between California and other states.

Approximately 70 percent of the state's migrant students are in grades K-12. The remaining 30 percent are Out-of-School Youth (students who stop attending high school). Around 43 percent of the state's migrant children live in the Central Valley. More specifically, as of 2014, Kern County alone is serving 13,506 (K-12) migrant students through its Regional Migrant Education Programs (i.e., Regions 5, 14, 19, 21). Furthermore, in 2014, CSUB-HEP, in collaboration with local Regions 5 and 14 Migrant Education Programs, were able to identify 1,211 migrant students in Kern County who have dropped out or are no longer in high school. These migrant students ranged from 18 to 21 years old. Based on these statistics, a HEP program is desperately needed in Kern County. Kern County, and migrant farmworker families in particular, are disproportionately confronted by negative socioeconomic and educational problems. For example, in June 2014, the Kern County unemployment rate was 10.2 percent compared to 7.3 percent for the State.

While all these economic and educational indications are surely lower for migrant families and their children, this target group suffers from many other debilitating factors, which include 1) lack of exposure to higher education and lack of family role models who have completed high school; 2) limited financial resources to support educational aspirations; 3) limited understanding of the educational setting and the skills required to succeed in this setting; 4) limited understanding by schools and, thus, lack of support services which will help address the unique social, linguistic, cultural, and economic needs of the migrant student population.

ii. The extent to which the project will address the needs of the disadvantaged individuals.

CSUB's outreach to low-income Latino first-generation college students has resulted in CSUB being one of only a handful of CSU campuses that qualify as federally designated Hispanic

Serving Institutions (HSIs). In addition, the College Assistance Migrant Program (CAMP) at CSUB provides various academic and professional support services that encourage students to pursue higher education. Thus, CSUB’s commitment to addressing the educational and quality of life development needs of migrant students is extremely clear. In this regard, HEP is an important piece of an entire stream of migrant outreach and retention services at this University. CSUB, through various ongoing, year-round programs, has demonstrated continued success in meeting the needs of non-traditional students in its region. CSUB–HEP alone will serve a minimum of 500 migrant and seasonal farmworkers in a five-year cycle. This CSUB–HEP program is continuing evidence that CSUB is committed to providing outreach and service to the growing migrant student population in Kern County.

iii. Specific gaps or weaknesses identified and addressed by the project. The gaps and services are outlined in **Table 1. Note:** CSUB–HEP began in 2000 with only two sites, and as of 2015 it is operating four commuter sites filling the gaps throughout Kern County.

Table 1: Gaps/Weaknesses and Services Identified by CSUB–HEP	
Gap/Weakness within migrant seasonal farmworkers	HEP services designed to respond to Gap/Weakness
<ul style="list-style-type: none"> • High graduation dropout rates among migrant students • Lack of GED/HSE preparation programs in rural agricultural communities • Lack of Spanish GED/HSE preparation programs in Spanish speaking monolingual seasonal farmworkers 	<ul style="list-style-type: none"> • Identify, mentor, and recruit migrant Out-of-School Youth students • Provide early truancy intervention to retain HEP participants • Develop and provide instruction for GED/HSE in English and Spanish • Establish HEP satellite centers in rural communities (morning/evening schedules)
<ul style="list-style-type: none"> • High rate of poverty within migrant seasonal farm-working communities • High rates for GED/HSE examination • Long distance to attend testing centers from rural agricultural areas 	<ul style="list-style-type: none"> • Offer GED/HSE classes at no cost • Furnish instructional materials • Cover GED/HSE testing fees • Provide transportation to testing centers

<ul style="list-style-type: none"> • Insufficient mentoring and personal counseling services geared towards migrant seasonal farmworkers • Limited access to salaried, non-agricultural jobs without GED/HSE • Limited resources and programs assisting with résumé writing, online job searching, and online job application submission • Unfamiliarity with process of applying to college and financial aid assistance 	<ul style="list-style-type: none"> • Plan retention services (e.g., home visits) • Provide career development workshops with hands-on activities involving mock-interviews and time-management • Provide speakers from agencies that offer paid trainings or job opportunities • Expose students to various college campuses and provide students with assistance to complete college and financial aid applications
<ul style="list-style-type: none"> • Lack of information and educational seminars regarding health in Spanish • Insufficient exposure to cultural activities for seasonal farmworkers 	<ul style="list-style-type: none"> • Provide educational seminars to address health issues, healthy eating, dental hygiene, and vision screening • Arrange hearing/vision exams and medical referrals • Coordinate a variety of cultural enrichment activities to inform students of cultural and educational settings available in the community

iv. Importance or magnitude of the results/outcomes likely to be attained. CSUB-HEP continues to be the only program operating in rural communities serving a large concentration of migrant and seasonal farmworker population in the County of Kern. CSUB-HEP has graduated 522 students and placed 435 GED graduates in a postsecondary education institution, in a vocational school, or in improved employment throughout the 2000-2005 and 2010-present funding cycles. According to the U.S. Census Bureau, in 2012 the average annual earnings for adults without a high school education was \$20,241, which is over 51 percent less than adult high school completers who earned an average annual income of \$30,627. After completing his GED Certificate in 2013 and then two oil pipe-welding programs paid for by the America’s Job Center (Program under California’s Employment Development Department) helping him gain the skills to specialize in a career for the oil industry, Armando Flores-Gutierrez, a CSUB-HEP graduate, began earning a \$48,000 annual salary with an opportunity to gain experience and advance the field; that is a huge improvement from the \$12,000 he noted as his income in 2012.

2. Quality of Project Design

i. Goals, objectives, and outcomes of project. The goal of CSUB–HEP is to offer a year-round academic program to 100 migrant and seasonal farmworker participants so they can successfully complete their high school equivalency certificate. It also seeks to prepare them to access and obtain improved employment, begin postsecondary studies or enroll in a vocational training program. The project will be designed to serve 100 students year-round by facilitating a summer accelerated program at CSU-Bakersfield, and at four satellite school centers (Lamont, Bakersfield, Shafter, and Wasco) throughout Kern County.

The purpose of the summer accelerated program is to expose students to a college student setting on the CSU-Bakersfield campus and facilitate a student transition into postsecondary education after completing their High School Equivalency (HSE). Furthermore, the satellite centers will be offered at rural farm-working communities with high dropout and unemployment rates facing socioeconomic issues that hinder students from achieving academic and personal success. For example, according to the 2014 State of California, Employment Development Department, the communities of Lamont and Wasco (both HEP commuter sites) had an unemployment rate of 11.4 percent, the highest in Kern County.

CSUB–HEP has conducted activities that have demonstrated to be imperative to the students' and program's success during the last two cycles of its operation at CSUB. The project intends to continue to provide high quality instructional and supportive services to help its participants attain their GED/HSE Credential and subsequently achieve placement. **Table 2** (see below) outlines the proposed measurable objectives, detailed activities to accomplish goals, a timeline of duration for the services and activities, outcomes expected at the end of each year, and the persons responsible to assure that goals are met. ...

Table 2: CSUB–HEP Goals, Objectives, and Outcomes

Objective 1: Recruitment

Recruit and enroll 100 eligible participants each program year.

NEED: Low high school graduation rate among migrant and seasonal farmworkers.

ACTIVITIES: CSUB–HEP staff will

- Collaborate with Migrant Education Programs throughout Kern County to establish a mutual identification and recruitment support system to increase the programs’ visibility.
- Participate in collaborative meetings throughout Kern County to build partnerships with social service agencies and non-profit organizations.
- Participate in Parent Advisory Council (PAC) meetings to increase the visibility of HEP’s mission and services in the region.
- Participate in activities with community centers, schools, and local/state agencies to identify eligible participants and establish a mutual referral system.
- Coordinate informational sessions with CSUB’s CAMP Program that also targets migrant and seasonal farmworkers in agricultural rural areas.
- Provide information in both English and Spanish in the proposed rural communities through television and radio interviews, newspaper articles, posters, brochures, community resource fairs, social media, and University community events.
- Assess the academic readiness of prospective participants for the GED/HSE preparation course through an entry diagnostic exam.

TIMELINE: Identification and recruitment will operate year-round (July to June).

EVALUATION: The Associate Director will perform a semiannual review to measure achievement of outcomes and make adjustment as necessary to ensure the enrollment target is met. 100% of students admitted will meet the eligibility for HEP under Title IV, Section 418A of the Higher Education Act. All documentation will be kept in the students’ files.

OUTCOME: Enrollment of 100 eligible participants each academic year.

PERSONS RESPONSIBLE: Director, Associate Director, Recruiter/Placement Specialists, Information Analyst, Community Agencies (e.g., Migrant Education Program Staff).

Objective 2: GED/HSE Attainment

Seventy-five percent (75%) of students (minus persisters) will attain their GED/HSE Certificate, exceeding the national GPRA 1 target of 69%.

NEED: Identified rural areas where there are high concentrations of migrant and seasonal agricultural communities that lack English and Spanish GED/HSE preparation programs and where Adult education is not available.

ACTIVITIES: Enrolled students will

- Complete an orientation to review student manual, program policies, and expectations.
- Have access to attend GED/HSE morning/evening classes to accommodate their work schedule (open-entry/open-exit format).
- Receive individualized instruction and tutoring services in English or Spanish in the five subject areas of the GED/HSE exam: math, science, writing, reading, and social studies.
- Periodically complete assessments to measure student progress and academic readiness to complete Official GED/HSE exam.
- Be provided with test-taking skills during in-class workshops to familiarize them with test questions, formats, answer sheets, and time constraints.

- Review their progress to register for an Official GED/HSE exam that will be available on a monthly basis for new testers and students who need to re-test.
 - Take the Official GED/HSE exam in English or Spanish upon reaching academic readiness.
 - Receive additional instructional support as needed to re-test and pass the GED/HSE exam.
- TIMELINE:** GED/HSE preparation classes will be offered throughout the year. The summer program will operate July to August, and the satellite centers will operate September to June.
- EVALUATION:** The Associate Director will monitor the classrooms regularly and conduct monthly meetings with teachers and staff to analyze students' progress and develop individualized academic plans to meet the academic needs of students. Attendance, exam reports, copy of students' official transcript and certificate will be kept in the students' files.
- OUTCOME:** A minimum of 75% of students (minus persisters) will attain their GED/HSE Certificate, exceeding the national GPRA 1 Performance Measure.
- PERSONS RESPONSIBLE:** Director, Associate Director, Information Analyst, HEP Instructors, and Academic Mentor.

Objective 3: Post-HSE Placement

Eighty percent (80%) of those completing their GED/HSE Certificate will be placed in postsecondary education or a vocational training program, placed in upgraded employment, or enlisted in the military, meeting the national GPRA 2 target of 80%.

NEED: Limited resources and opportunities for migrant and seasonal farmworkers to access salaried, fulltime, non-agricultural jobs without a high school diploma.

ACTIVITIES:

- Invite all students to participate in the CSUB-HEP's Annual Vocational Convention held on the CSU-Bakersfield campus to receive information first-hand from community agencies with job (par-time/fulltime) opportunities and paid trainings for individuals with a high school education.
- Offer a series of in-class workshops to help students explore trades and career options, in-depth discussions concerning academic routes and financial aid opportunities.
- Provide speakers from colleges, vocational trade schools, and local adult schools to familiarize students with the admission process and services available at their institutions.
- Have students complete intake interviews to identify the students' personality type, values, and interests to help them match their preferences to a suitable placement.
- Establish short-term and long-term goals immediately after completing GED/HSE exam.
- Help students complete job and college applications and apply for financial aid.
- Have students complete a job-search, résumé and practice mock-interviews to enhance their career readiness and lessen their anxiety during the post-HSE placement process.
- Give students opportunities to attend job fairs with copies of their own résumé.
- Provide weekly job announcements will be searched and made available to students.
- Provide workshops for students with interest in enlisting in the military will be available.
- Conduct regular post-HSE follow-up and placement assistance.

TIMELINE: CSUB-HEP staff will meet with student graduates immediately after completing their GED/HSE Certificate; thereafter, staff will follow-up with students on a monthly basis (or as needed) to ensure that each student gets placed.

EVALUATION: The Associate Director, Recruitment/Placement Specialists, Information Analyst, and Academic Mentor will meet weekly to evaluate student placement outcomes and discuss new ideas to help GED/HSE graduates obtain placement. 100 percent of the students will receive and participate in placement activities. Monthly follow-up calls and placement documentation will be kept in the students' files.

OUTCOME: A minimum of 80% of student graduates with their GED/HSE Certificate will gain placement, meeting the national GPRA 2 Performance Measure.

PERSONS RESPONSIBLE: Director, Associate Director, Recruitment/Placement Specialists, Information Analyst, and Community Agencies (e.g., America's Job Center).

Objective 4: Supportive Services

100% of the students will be receive supportive services that will assist toward completion of their GED/HSE Certificate and Placement.

NEED: Lack of specialized retention, academic counseling, mentoring and supportive services for migrant and seasonal farmworkers population.

ACTIVITIES:

- Help students complete intake surveys to help staff identify needs and possible barriers that could prevent students from successfully attaining their HSE credential.
- Monitor students' attendance regularly (weekly) to identify early truancy patterns to impact retention and graduation rate of HEP participants.
- Provide Early Identification and Early Retention Intervention services such as home visits, home tutoring, and mentoring will be made available to prevent student participants from dropping the program.
- Refer students to community agencies as needed for further assistance (child care services to migrant agriculturally working families, parent and family engagement services, food and utility assistance, shelter, etc.).
- Coach students to identify their strengths, skills, qualities, and potential so inspire interest in them to seek resources and job opportunities that could lead to potential fulltime salaried jobs with full benefits.
- Counsel students on an individual basis to listen to problems that may interfere with their successful completion of the program.

TIMELINE: Ongoing supportive services will be offered in the summer and satellite centers.

EVALUATION: The Associate Director will use the meetings with Teachers, Recruitment/Placement Specialists, and Information Analyst to coordinate the delivery of services in a timely manner. Home visits, follow-up calls, attendance, and documentation of services will be kept in the students' files.

OUTCOME: 100% of the students will receive supportive services to assist toward completion of their GED/HSE Certificate and Placement.

PERSONS RESPONSIBLE: Associate Director, Recruitment/Placement Specialists, Information Analyst, and Community Agencies (e.g. Community Action Partnership of Kern).

Objective 5: Health Services

100% of the participants will be provided with appropriate health care services.

NEED: Migrant and seasonal farm-working communities are often unaware of health care services available for them in their communities due to the lack of information and seminars on health care services in English and Spanish.

ACTIVITIES:

- Help students complete health care questionnaires to assist staff in searching adequate resources.
- Provide twelve-hours of health literacy in the classroom.
- Invite all students to participate in CSUB–HEP’s Annual Vocational Convention to receive health care information from community service providers on dental hygiene, vision screening, healthy eating, diabetes, hypertension, etc. in English and Spanish.
- Refer students with vision and/or hearing problems to public health clinics.
- Provide participants in the Summer Accelerated Program access to University’s Student Health Center where Physicians and Nurses are available during the summer session.
- Make students aware of community health fairs that provide free screenings and free vaccinations.

TIMELINE: Health services will be available throughout the year.

EVALUATION: The Associate Director will use the meetings with Teachers, Recruitment/Placement Specialists, and Information Analyst to coordinate the delivery of health services or referrals in a timely manner. Student’s health questionnaire, follow-ups, and documentation of services will be kept in the students’ files.

OUTCOME: 100% of the students will receive appropriate health care services.

PERSONS RESPONSIBLE: Associate Director, Information Analyst, HEP Instructors, and Community Health Agencies.

Objective 6: Cultural Enrichment Activities

100% of the students will participate in a minimum of one cultural enrichment activity per academic year.

NEED: A vast majority of migrant and seasonal farmworkers experience insufficient exposure to cultural enrichment activities leaving them unaware of opportunities within and outside of their communities.

ACTIVITIES:

- Provide opportunities for students to attend free events/activities for HEP participants at the CSUB campus, such as College Making It Happen, University Day, musical concerts, special lectures, theatrical plays, art exhibits, and collegiate athletic sport events.
- Expose students to local community college and university campuses and start a dialog between students and staff about the different options of study at each institution.
- Coordinate visits to college/university campuses, museums, theatrical plays, aquariums, in Los Angeles and Santa Barbara Counties.
- Inform students of upcoming local cultural events, job fairs, and health clinics in their communities.

TIMELINE: Initial cultural enrichment activities will start during the summer accelerated program. CSUB–HEP staff will coordinate activities throughout the academic year to ensure that each student participates in at least one activity.

EVALUATION: The Associate Director, Recruitment/Placement Specialists, and Information Analyst will meet weekly and will discuss the progress and upcoming activities. Event’s attendance, follow-up calls, and documentation of services will be kept in the students’ files.

OUTCOME: 100% of the students will participate in a minimum of one cultural enrichment activity per academic year to expose participants to community cultural events, social activities, and help them become aware of opportunities in the community.

PERSONS RESPONSIBLE: Associate Director, Information Analyst, and HEP Instructors.

Objective 7: Financial Assistance

100% of students will be provided financial support to enable them to successfully complete attain their GED/HSE Certificate.

NEED: The household income for most migrant and seasonal farm-working families fall under the poverty income level. HEP students will need financial assistance to pay for GED/HSE testing fees, transportation, childcare expenses, books and materials.

ACTIVITIES:

- Furnish students books, instructional materials, and supplies.
- Cover the cost of GED/HSE testing fees.
- Provide transportation, gas cards, or stipends for transportation to help students with costs to attend testing centers that are distant from HEP satellite centers.
- Provide meals and university parking passes for summer accelerated program participants.
- Provide stipends to students to cover childcare expenses and minimize financial hardship on students to attend class regularly.
- Provide additional financial support to students who cannot pay health services (hearing exams, eye-exams, prescribed eye-glasses, etc.)

TIMELINE: Financial assistance will be made available throughout the year.

EVALUATION: The Associate Director will use the meetings with Teachers, Recruitment/Placement Specialists, and Information Analyst to provide adequate financial assistance. Student's request for additional financial support, follow-up calls, and documentation of financial support will be kept in the students' files.

OUTCOME: 100% of the participants will receive financial support.

PERSONS RESPONSIBLE: Associate Director, Recruitment/Placement Specialist, and Information Analyst, and Community Agencies (e.g. Migrant Education Program - services).

ii. Design of project is appropriate and addresses the needs of target population. California State University, Bakersfield–HEP has been the only program serving a large concentration of migrant and seasonal farmworker population in the County of Kern and in the Southern San Joaquin Valley during the 2000-2005 and 2010-present funding cycles, HEP has enabled its students to complete their high school credential by attaining their GED/HSE Certificate to improve their opportunities for employment, vocational training, or for postsecondary studies. CSUB–HEP has gained experience in ways to effectively deliver high quality academic and supportive services and financial assistance to its target population in most need.

To address the immediate needs of the students, CSUB–HEP intends to offer two commuter program formats with an open-entry/open-exit design and a flexible morning/evening schedule to

allow its participants to meet their obligations at work and with their families. 1) The Summer Accelerated Program will expose students to a college student atmosphere on the CSU-Bakersfield campus and facilitate a student transition into postsecondary education or vocational training after completing their GED/HSE Certificate. Students will have access to the University's health center, student union, recreational center, and computer labs. 2) The four Satellite Centers will offer the same quality of service in the rural agricultural communities, allowing eligible migrant and seasonal farmworkers attend class in a location close to home.

Identification and Recruitment: The CSUB-HEP Recruitment/Placement Specialists will collaborate with the Kern County Migrant Education Programs and various community agencies that target and serve low-income and underrepresented areas to establish a mutual identification and recruitment support system. Informational presentations will be given at migrant parent advisory council meetings, collaborative meetings, public schools, and community centers. Furthermore, HEP's staff will also collaborate with agencies such as California Student Opportunity and Access Program (Cal-SOAP), a statewide program serving students from low-incomes and first-generation college backgrounds in areas with low college-bound attendance rates. Cal-SOAP focuses on improving the distribution of information regarding postsecondary education and financial aid. Partnerships have been key to HEP's recruitment. HEP staff will verify and document the eligibility of each student in accordance with Title IV, Section 418A of the Higher Education Act, by collecting the appropriate documentation.

Academic Assessment: All eligible prospective participants will need to complete an intake diagnostic exam in English or Spanish to evaluate their present academic skills and deficiencies in reading comprehension, writing, and mathematics. This assessment tool is published by the Houghton Mifflin Harcourt Company and is recommended for educators to evaluate and develop

an instructional curriculum and individualized lesson plans for their students to prepare to complete the High School Equivalency Test.

Academic Instruction: Qualified instructors will provide students with instruction in English or Spanish in order for the students to be proficient in the five academic areas of the GED/HSE exam: 1) mathematics, 2) science, 3) reading, 4) social studies, and 5) writing. Tutoring support will be assigned to students during class and will also be available to students who suddenly cannot attend class due to work schedule conflicts.

Supportive Services: In addition to GED/HSE preparation, HEP will provide supportive services such as personal, vocational, and academic counseling. During the initial orientation and intake process of the program, HEP staff will conduct a survey to identify needs, interests, possible barriers, and health concerns, which will be addressed in a timely fashion and properly documented. Class attendance will be recorded electronically on a daily basis and monitored by teachers and HEP staff to adequately provide supportive services and increase the retention and graduation rates of its participants. Referrals to community agencies or local optometrists will be completed for each student as needed.

Financial Support: HEP's migrant farm-working population live under the level of poverty; therefore, student participants will receive all services at no cost to them. GED/HSE testing fees are significantly high and are a burden to the students; therefore, testing fees, books, and materials will be furnished to CSUB-HEP participants.

iii. Linkages and coordination with similar community, state, and federal agencies and organizations. CSUB-HEP's grant proposal is related directly to a strategic goal in the University's strategic plan in strengthening community engagement and assisting adults without

high school diplomas to complete high school equivalency requirements and participate in higher education. Most importantly, CSUB is committed to meeting the needs of high school students of migrant and seasonal farm-working background. This is evidenced by the United States Department of Education, Migrant Education Office's funding of the CSUB-College Assistant Migrant Program (CAMP) since 2000. The CSUB-CAMP program primary goal is to assist migrant identified students in their first year of college to successfully complete their first year at the University and ensure continuity.

Over the past years, CSUB-HEP has developed strong ties with local and state agencies throughout the proposed target area to maximize resources for migrant and seasonal farmworkers. Regional (region 5, 14, 21) and school-based migrant education programs are supportive of HEP and of developing a mutual identification and recruitment support system to effectively assist the migrant, Out-of-School Youth (OSY), and seasonal farm-working population throughout Kern County. In conjunction with several non-profit, state, and federal institutions, CSUB-HEP has developed a successful network to assist its GED/HSE graduates secure placement in jobs, paid trainings with America's Job Center or Employer's Training Resource (agencies serving migrant seasonal farmworkers), postsecondary studies, or vocational training in Bakersfield or Taft Community Colleges.

iv. Project will increase efficiency to improve results and increase productivity. CSUB-HEP proposes to exceed the annual national GPRA measurement targets and to keep the costs below the efficiency ratios established by the Office of Migrant Education for HEP projects. The effectiveness of CSUB-HEP staff will further increase from their participation in professional trainings such as OME's annual directors meetings, National HEPCAMP Association conferences, and the Commission on Adult Basic Education (COABE) conference. To maximize the

participation from professional trainings, CSUB-HEP staff conducts a cross-training seminar involving all HEP staff, impacting the project's performance as staff and instructors alternate to attend conferences and provide training to their peers. CSUB-HEP has simplified their data collection method and student tracking system with the use of technology. Non-sensitive data collected by staff is shared simultaneously with other staff through the use of internet portals (cloud). For example, student attendance is recorded electronically on a daily basis by teachers and monitored by the Associate Director and Information Analyst to coordinate supportive services (e.g., counseling or financial support) and subsequently will increase student retention and graduation results. HEP information gets disseminated by the support of community agencies who also serve and want to maximize their resources for migrant and seasonal farmworkers. Student services are readily available to its participants as a result of the collaboration and coordination with multiple community agencies.

3. Quality of Project Services

i. Professional development services to lead improvements. Throughout the year, faculty and staff at CSU-Bakersfield, including HEP staff, have access to full-day (monthly) free professional development opportunities with focus on student retention, use of classroom technology, advising and counseling, services for students with disabilities, and student financial aid. CSUB-HEP staff will continue to attend trainings that correlate most with the needs of the project and those most likely to increase the quality of HEP student support services. Through professional development, HEP's staff and instructional team will attend three-day long trainings offered annually by the National HEPCAMP Association and the Commission on Adult Basic Education (COABE) to receive a range of recruitment, placement, instructional, and managerial techniques to improve our program effectiveness. In a similar way, HEP staff will participate in trainings organized by the

California HEP Consortium (State HEP Project Directors) that provide pedagogical and cognitive learning strategies, common core curriculum development, and round-tables to address related issues and best practices (e.g., placement, recruitment, retention). Cross training within CSUB-HEP will happen immediately after staff return from professional trainings to improve project services and results.

ii. Services provided are focused on those with greatest needs. Kern County, CSUB-HEP's serving region has one of the largest migrant populations in the State of California. Approximately 97 percent of migrant and seasonal farmworkers are Hispanic, the majority of whom live under the poverty level since their primary source of income comes from the cultivation and harvest of fruits and vegetables. The needs section provides evidence that the proposed target areas have a substantial need for a project specializing in serving migrant and seasonal farmworkers facing a high graduation dropout rate, high rate of poverty, and lack of resources in Spanish to complete their high school equivalency in their area. Unfortunately, the nearest adult school offering GED preparation classes is 90 miles away (round-trip) for adults who live in two of the proposed rural migrant communities. The CSUB-HEP program has been the only source for its participants to pursue the completion of their high school credential. CSUB-HEP has utilized the Federal Poverty Measure (poverty guidelines) set by the U.S. Department of Health & Human Services to further ascertain need based on family/household size and income. Since 2010, this step has confirmed that over 90 percent of HEP's participants have lived under the poverty level, leaving just a few making slightly more money.

iii. Improvements in the skills necessary to gain employment. CSUB-HEP's curriculum has an emphasis on developing skills needed outside the classroom environment. In-class workshops (coaching) and presentations from community agencies have provided support to encourage

students to acknowledge their current job skills from working in agriculture (i.e., work ethic, dependability, and dedication). Student coaching in the classroom has proven to increase retention and graduation rates, but the most evident result for HEP graduates is that they earn entry jobs with promising opportunities. In addition, CSUB-HEP has offered a computer education class since the majority of HEP's adult students lack computer operation skills to compete for entry-level jobs and postsecondary studies in our computer-centered society. The above-mentioned services have improved the ability for CSUB-HEP staff to place students and exceed national GPRA 2 measurements set by the Office of Migrant Education.

4. Quality of Project Personnel

i. Qualification of the project director. CSU-Bakersfield is committed to the selection and appointment of experienced and qualified program personnel. The University maintains detailed and formal personnel policies and practices to ensure thorough recruitment, screening, appointment, and evaluation of all university personnel. The University is also committed to equal employment opportunity and to reaching out to those who historically have been underrepresented in education employment. For the HEP program, personnel with background and experience similar to those of program participants will be encouraged to apply.

Current Director of CSUB Testing and CSUB-HEP, Lou Montano, has conceptualized the program and has written the grant for the two previous HEP funding cycles and is currently writing this grant proposal for the 2015-2020 term. The recipient of a Master's Degree in Curriculum and Instruction, Mr. Montano, has presented to the Office of Migrant Education in Washington, D.C., National HEPCAMP Association, as well as the Western Stream Conference for HEP and CAMP projects. His topics included Assessing Academic Preparedness for GED Instruction and Development of Commuter/Residential HEP programs. He is a native of Calexico, California, a

small border town in the lower tip of California where many migrant and seasonal farmworkers migrate to the United States to work in agriculture. He has worked for the California Mini-Corps, a program that helps migrant students pursue their postsecondary education and teaching credentials. Mr. Montano has direct experience with managing programs for non-traditional, first-generation, migrant student populations. Mr. Montano is responsible for all aspects of CSUB-HEP including budgetary, personnel, and evaluation issues.

He will, therefore, serve as Program Director, with a focus on advising the HEP Associate Director on program evaluation strategies, staff training on the principles and methods of action research, organization development, and program improvement.

ii. Qualifications of key personnel. Omar Correa, Associate Director, earned his two Baccalaureate Degrees in Business Administration-Management and Spanish, including his Master's Degree in Counseling-Student Affairs from California State University, Bakersfield. Before Mr. Correa began working for CSUB-HEP in 2010 as project coordinator, he developed a passion for equity programs with a mission to represent and assist individuals from an underrepresented low-income, migrant, and disadvantaged background. His experience with federally funded equity programs comes from working with Migrant Education Program, Region-5, TRiO- SSS/Talent Search Programs, California Mini-Corps, and from his own personal experiences coming from a migrant, low-income, seasonal farm-working background. Over the past four years, Omar Correa has attended OME's annual director's meetings, National HEPCAMP Association meetings, NADSME conferences, COABE conferences, helping him to develop and manage a successful HEP program over the past four years, and adequately serve migrant and seasonal farmworkers acquire their GED/HSE credential and placement. He has

played a vital role in the implementation of the current grant and the results that the program has achieved.

5. Quality of the Management Plan

i. Management plan to achieve objectives. CSUB–HEP has an efficient program design and an effective management plan to maximize its resources and strictly adhere to the HEP policies and regulations. The Authorized Representative for the HEP grant is Vincent Oragwam, Director of Grants, Research, and Sponsored Programs Administration. Overseeing the CSUB–HEP project is Dr. Jacqueline M. Mimms, Associate Vice President–Division of Enrollment Management. Dr. Mimms provides oversight for a number of student programs at CSUB, including the College Assistant Migrant Program (CAMP), a program which provides assistance to migrant and seasonal farmworker students during their first year of college, and the TRiO- Talent Search Program, which provides educational outreach to first-generation, low-income high school students. Additional oversight for the HEP grant is provided by Lou Montano, HEP Project Director and Omar Correa, HEP Associate Director. Under Dr. Mimms’ direction, the HEP Director and Associate Director will be responsible for monitoring the program budget, program services, and activities; they will make adjustments to ensure that high quality services are being adequately delivered and outcomes are met. **Note:** HEP Director and Associate Director will report program’s progress to Dr. Jacqueline Mimms on a quarterly basis. HEP grant expenditures will be monitored by the Grants Office to ensure that expenditures are within the allocated budget and in compliance with EDGAR. Furthermore, the budget narrative provides detailed information outlining the funds needed CSUB–HEP to implement its management plan. **Table 3** (see below) illustrates CSUB-HEP’s management plan including the persons responsible, the actual responsibilities, and the timelines to achieve milestones and assure the program goals are met.

Table 3: CSUB–HEP Management Plan

Proposed Objectives	Persons Responsible	Responsibilities	Timelines	Milestones
1. Recruit and enroll 100 eligible participants each program year	Director Assoc. Director Rcmt. Specialist Info. Analyst Comm. Agencies	New partnerships Recruitment Project visibility Parent Mtgs. Collaborative	Recruitment will operate year-round; open-entry and open-exit format	<u>Student Enrollment</u> Jul-Aug: 30 Sep-Dec: 70 Jan-Apr: 100
2. 75% of students served (minus persister) will earn GED/HSE Certificate	Director Assoc. Director Info. Analyst HEP Instructors Acad. Mentor	In-service Mtgs. Site monitoring Assessments Tutoring Coordinate Official Testing	Morning/Evening Classes <u>Summer Program</u> (Jul–Aug) <u>Satellite Centers</u> ; (Sep–Jun)	Sep: 15 attainers Dec: 35 attainers Apr: 55 attainers Jun: 70 attainers
3. 80% of GED/HSE graduates will be placed.	Director Assoc. Director Plcmt. Specialist Info. Analyst Comm. Agencies	Staff meetings Monthly follow-ups In-class workshops Invite presenters	Placement will operate year-round; monthly follow-up calls and visits	Dec: 10 placed Mar: 25 placed Jun: 45 placed Oct: 60 placed
4. 100% of students will receive supportive services	Assoc. Director Rcmt. Specialist Info. Analyst Comm. Agencies	Staff meetings Monitor attendance Home visits Mentor and counsel	<u>Summer Program</u> ; (Jul–Aug) <u>Satellite Centers</u> ; (Sep–Jun)	Services provided as needed; End of June: 100%
5. 100% of students will be provided health care services	Assoc. Director Info. Analyst HEP Instructors Comm. Agencies	In-take surveys Health education Students’ hearing/vision exams and medical referrals	<u>Summer Program</u> ; (Jul–Aug) <u>Satellite Centers</u> ; (Sep–Jun)	Services provided as needed; End of June: 100%
6. 100% of students will participate in a minimum of one cultural event.	Assoc. Director Info. Analyst HEP Instructors	Staff meetings Seek community activities and plan campus tours	Activities and events available throughout the year (12 mos.)	1 st quarter: 25% 2 nd quarter: 50% 3 rd quarter: 75% 4 th quarter: 100%
7. 100% of students will be provided financial support.	Assoc. Director Plcmt. Specialist Info. Analyst Comm. Agencies	Stipends to cover costs of GE/HSE exams Child care College test fees	Financial support is available throughout the year (12 mos.)	Financial support given as needed; End of June: 100%

ii. The procedures for ensuring feedback and continuous improvement. The HEP program design includes the development of assessment and evaluation methods that will allow the Associate Director to obtain substantive feedback from program staff and participants regarding the quality of the program service and possible areas of improvement. CSUB–HEP meets weekly to review each student’s progress and educational goals. The HEP Associate Director and his staff will make three monthly visits to the off-campus commuter sites to provide technical assistance to teachers and supportive services to the students. HEP students will complete a survey to evaluate program services when they are in the process of completing the summer component or commuter program. The overall goal will be to create a positive learning environment conducive to developing academic and personal skills. An external evaluator will conduct a formal formative (or summative) evaluation with recommendations regarding ways to serve participants better on a biennial basis. Feedback will be solicited on the outcomes, processes, and improvement recommendations regarding the summer and commuter programs.

iii. The time commitments of the project director and key personnel. The HEP Director, is committing 10 percent to provide guidance and evaluate project implementation. The Associate Director is committed 100 percent for program implementation and day-to-day program management. The additional support staff are discussed in detail in the budget narrative. The time commitments and duration for all HEP personnel are listed in **Table 4**.

Table 4 - Time Commitments	
Staff	Commitment and duration
Director	10% (12 months)
Associate Director	100% (12 months)
(2) Recruitment/Placement Specialists	100% (12 months)
Information Analyst	100% (12 months)
(4) Instructors	Hourly employees (12 months)
Academic Mentor	Hourly employees (10 months)

iv. The adequacy of mechanisms for ensuring high-quality products and services. CSUB-HEP has demonstrated growth and consistency in its success during the two cycles that have operated at CSUB. The proposed activities have demonstrated to be imperative to the success of the students and the program as it has met and exceeded its Federal GPRA targets. Weekly staff meetings are student focused to discuss program implementation. Semiannually, the Associate Director will conduct a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis to identify deficiencies and opportunities within the project to make adjustments to ensure that high-quality of services are delivered and goals are met. Similarly, on a biennial basis, the project will hire an external evaluator, (i.e., experienced HEP Director) to conduct a two-day formative/summative evaluation and provide specific feedback to assist the program provide the highest quality of services. **Table 5** addresses the program assurances.

Table 5: Program Assurances (as required by section 418A(d) of the statute)	
Provisions for:	Plan
Linkage and Coordination with other local, State, and Federal programs.	Collaboration has been established with non-profit and government funded agencies throughout the proposed target area to maximize resources for migrant and seasonal farmworkers.
Staff In-service Training	In-service trainings are provided for staff: <ul style="list-style-type: none"> • Understanding of approved grant • Understanding of Guidance for HEP <ul style="list-style-type: none"> ○ Recruitment and eligibility ○ Allowable services • Understanding of Adult Basic Education • Understanding of performance measures
Training and Technical Assistance	Director, Associate Director, and staff will attend professional development: <ul style="list-style-type: none"> • Annual Director’s Meetings held by OME • National HEPCAMP Association Conferences • California HEP Consortium Meetings/Trainings • Commission on Adult Basic Education (COABE) • California Council on Adult Education (CCAEE)
Staff Travel	Staff travel to attend: <ul style="list-style-type: none"> • In-service trainings and technical assistance

	<ul style="list-style-type: none"> • Recruitment and placement activities • Site monitoring
Student Travel	Student travel to attend: <ul style="list-style-type: none"> • GED/HSE testing appointments • Cultural Enrichment Activities • Referrals for hearing/vision exams
Interagency Coordination	Coordination with vital agencies in the community <ul style="list-style-type: none"> • College Assistant Migrant Program (CAMP) • Migrant Education Programs (Regions 5, 14, 21) • Bakersfield and Delano Adult Schools • America’s Job Center • Employer’s Training Resource, WIOA Recipient
Evaluation Plan	The project will be evaluated on an continuing basis <ul style="list-style-type: none"> • Weekly staff meetings • Semiannual review and SWOT analysis • Biennial external evaluation (formative/summative) • Submission of Annual Performance Report (APR)

6. Adequacy of Resources

i. Adequacy of support, including facilities, equipment, supplies and other resources.

CSUB-HEP facilities are adequately appropriate for its staff to fulfill the demand and responsibilities of the project. The CSUB President, Dr. Horace Mitchell, and his administration fully support the continuation of HEP at CSU-Bakersfield. The University is committed to provide the space for the HEP program personnel and smart classrooms [traditional teaching class with technological equipment] for summer instruction. HEP personnel will have access to institutional facilities available for program activities. Additionally, CSUB–HEP participants will have access to the bus station on the campus premises, and while participating in the Summer Accelerated Program students will have access to the University’s health center, student union, recreational center, and computer labs. **Note:** Campus facilities provide access for handicapped individuals.

CSUB–HEP has received letters of support to house its Satellite Centers at high school districts, community centers, and migrant education program offices; offering their support and

classroom spaces (smart rooms) for morning/evening commuter classes in rural agricultural communities.

ii. Relevance and demonstrated commitment of partners. As noted, CSU-Bakersfield and its partners have demonstrated a commitment for the project and the success of its migrant and seasonal farm-working students. More specially, Mr. Jose Morales, Director of Migrant Education in the Kern County Superintendent of Schools, and coordinators of various migrant education facilities throughout the serving region provide their support and commitment for the continuation of the project. The four satellite centers (Lamont, Bakersfield, Shafter, and Wasco) have provided their support to continue to house HEP GED/HSE classes on their facilities at no cost to the program and its students. In addition, the administration of the Lamont Parent Center has committed to provide free child care for HEP participants.

iii. Costs are reasonable in relation to the objectives, design, and potential significance. The proposed HEP program budget is reasonable and sufficient to hire competent staff, sensitive to the needs of the target student population and to perform activities in a large demographic area (8,000 square miles) like Kern County. All costs outlined in the budget are allowable according to the federal regulations for HEP projects. The Office of Grants and Research and the Accounting Office will be responsible for the institutional accounting of the grant funds.

iv. Costs are reasonable in relation to the number of persons served and anticipated results. The costs are reasonable for the proposed number of students to be served annually and are consistent with those of other HEP programs currently operating nationwide. CSUB-HEP will provide services annually to a cohort of 100 students; its efficiency costs will fall below the efficiency targets the Office of Migrant Education set for HEP projects. The project estimates an average cost of \$4,750 per student served annually and anticipates to fall below the current

efficiency ratio for GPRA targets. Based on the University's prior experience in running this program and other similar federal funded programs, the estimated costs are reasonable in relation to the important objectives and wide scope of the project.

v. Potential for the incorporation of project into the agency. As mentioned in the section of project design, this proposal is related directly to CSU-Bakersfield's strategic plan to assist adults without high school diplomas to complete high school equivalency requirements and participate in higher education. The University is completely committed to providing this type of program for historically underserved students in the region. GED/HSE preparation classes will continue to be offered at the University. However, the need for this grant is essential for the continuity of its specialized services in rural agricultural communities that lack academic programs like HEP.

7. Quality of the Project Evaluation

i. Methods of evaluation are appropriate. California State University Bakersfield is committed to on-going program evaluations and outcomes assessment in all of its program efforts. The CSUB-HEP program completes both formative (process) and summative (outcome) evaluations to review program effectiveness and focus on continuous improvement. The Associate Director will be responsible for the overall evaluation of the HEP program in accordance with the following plan for formative and summative review. An external evaluator, Michelle Kelley, will visit the CSUB-HEP program to review formal record of program activities and outcomes; interview program participants and staff; and offer recommendations for program improvement as see fit for progress. She is the Associate Director of Boise State University's HEP program with 25 years of successful experience in working with HEP. Michelle has served as a board member of the National HEPCAMP Association for the last eight years. Michelle's expertise includes effective

program administration, GED curriculum, student assessments, and program evaluation. The methods of evaluation will continue to help CSUB-HEP staff perform effectively and efficiently.

ii. Methods of evaluation provide for examining the effectiveness of project implementation strategies. Each year the program will be evaluated to see if CSUB-HEP is meeting the objectives specified in the grant agreement. The project objectives and activities produce quantifiable data necessary for Government Performance and Results Act (GPRA). Data collected include the following: 1) number of students served - 100 eligible participants, 2) number of GED/HSE graduates, 3) number of students placed, 4) supportive services received, 5) health services received, 6) exposure to culture events received, and 7) financial assistance received. All information will be entered into the student data base and recorded on students' files that verify student eligibility, test scores, attendance, services received, and placement verification. The CSUB Accounting Office provides monthly expenditures. An annual fiscal Accounting Office audit provides documentation that all Federal and State guidelines are properly met.

iii. Methods of evaluation provide performance feedback. The Associate Director, Recruiter/Placement Specialists, Information Analyst, and instructors will meet weekly to provide feedback for program and curriculum improvements (formative evaluations). Mid-year and annual performance reports (summative reports) will have information on the program's effectiveness in meeting its stated objectives. The Associate Director with the assistance of the Grants Office will review monthly budget queries to ensure adequacy use of funds. The Associate Director will complete Mid-Year and Annual Performance Reports as required by the U.S. Department of Education, Office of Migrant Education. Prior to the submission of annual performance reports, Dr. Jacqueline Mimms, Associate Vice President, and Mr. Vincent Oragwam, HEP's Authorized Representative, will review and approve the content of each report.

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JACQUELINE M. MIMMS, Ph.D.

(b)(6)



EDUCATIONAL BACKGROUND:

- Ph.D.** University of California, Riverside, CA, 1996
Major: Educational Administration
- M.A.** University of California, Riverside, CA, 1992
Major: Educational Administration
- M.S.** California State University, Los Angeles, CA, 1982
Major: Health Care Administration
- B.A.** California State University, Los Angeles, CA, 1979
Major: Business Administration and Education.

American Council on Education Fellow, 1998-99
Summer Institute for Women in Higher Education Administration, Bryn Mawr College, Bryn Mawr, PA, June-July 1997

Digital Business Process Reengineering Internal Consultation Training,
February 1994

University of California Management Institute, Irvine, CA
Certificate of Completion, July 1988

McGraw-Hill Training Systems Supervision Series, Del Mar, CA

Certificated Facilitator for McGraw-Hill Supervisory Training Program
November 1987

PROFESSIONAL EXPERIENCE:

ASSOCIATE VICE PRESIDENT, Division of Enrollment Management, California State University Bakersfield, Bakersfield, CA 2005 to present

RESPONSIBILITIES:

- Serves as an executive member of the Provost & Vice President of Academic Affairs Executive Team
- Oversees 12 key campus department: Admissions and Records, Educational Opportunity Program, Title V, California Migrant Programs, Testing Center, HEP, Student Financial

Aid & Scholarships, Educational Talent Search, Student Success and Retention Center, University Outreach, Career Beginnings, and International Student Programs.

ASSISTANT VICE PRESIDENT, School/University/Community Partnerships, Student Affairs, University of California Office of the President, Oakland, CA 1999 – 2005

RESPONSIBILITIES:

- As an executive member of the Department of Educational Outreach for the University of California (UC), served as chief administrator for School/University Partnerships (SUP) unit, which administers statewide programs for K-12 educational outreach, teacher professional development and other outreach activities systemwide for the UC's.
- Developed programs and strategies that provide the University with opportunities to build bridges between K-12 educators, UC faculty, staff, students and community based and corporate organizations.
- Oversee the operation of and ensure that SUP programs and activities create within the University's organizational structure an explicit awareness of and responsiveness to the diverse realities of its constituencies by developing and maintaining partnerships that build effective learning linkages between children, parents, teachers and the UC.

ASSISTANT VICE CHANCELLOR, Office of Campus Relations, University of California, Riverside, Riverside, CA 1994 – 1999

RESPONSIBILITIES:

- As a member of the Chancellor's Executive Council, participate in campus-wide policy development for programs and services for approximately 9000 undergraduate and graduate students. Specific administrative responsibilities include planning in support of UC Riverside's mission of creating a campus climate that promotes the academic achievement and personal development of all students.
- Lead efforts to enhance relations and attain the University's commitment to achieve a campus climate that promotes cultural, ethnic and gender diversity within the campus community.
- Work in collaboration with student-oriented leaders and directors (e.g., student activities and ethnic student program directors), faculty and staff to enhance the quality of student life and strengthen the delivery of services to students. Provide ongoing advice to the Chancellor and senior administration regarding the quality of life at UCR for students, staff and faculty.
- Coordinate steering committee and oversee the direction for change to improve the campus climate through a sequence of structured actions. Organize, supervise and develop a program of change (e.g., Chancellor's YEAR OF RESPECT) designed to promote respect and appreciation for the uniqueness of others and to recognize and acknowledge the value of differences in race, religion, ethnicity, gender, disability, and sexual orientation.
- Create, administer and analyze a wide range of surveys, focus groups, including student and employee satisfaction surveys, to identify where the campus structures have realized goals; identify and remedy existing gaps, overlaps and barriers. Conduct research focused on issues related to unity, pluralism and diversity.

- Create and direct the budget for a campus-wide educational program to open dialogue and engage the campus in a process of creating a comfortable, bias-free environment for the UCR community.

PROFESSOR, Business Administration, Chapman University, March Field, CA 1998 -

- Teach courses on 1) Organizational Leadership and Change and 2) Organizations as Learning Institutions

PROFESSOR, Business Administration, California Baptist College, Riverside, CA 1990 -

- Teach courses in Microeconomics; Human Resources; Organizational Policy and Strategic Planning; Multiculturalism, Pluralism and Diversity.

RESEARCH EXPERIENCE/PRINCIPAL INVESTIGATOR

- UC Riverside Community Educational Partnership Grant, 1994-1998.
- The William and Flora Hewlett Foundation Grant “A Comprehensive Approach to Pluralism and Unity at the University of California, Riverside, 1996-1998.
- Presidential Grant in Education - Teacher Research Grant, 1998-1999.
- Presidential Grant in Education - Teacher Research Grant, 1999-2000.

EXECUTIVE OFFICER - DIRECTOR OF THE BUDGET, Budget Administration and Analysis, University of California, Riverside, CA 1987-1994

RESPONSIBILITIES:

- Reporting to the Chancellor, provided leadership and direction to the campus on all budget and fiscal matters. Administered campus-operating budget of \$165 million.
- Developed budget and fiscal policies in consultation with Chancellor and senior administration. Analyzed expenditure patterns and assessed present and future campus budgetary needs, concerns, and trends. Presented recommendations to the Chancellor and appropriate executive officers.
- Advised executive management on complex budget issues pertaining to resource allocation, fiscal policy, and long range planning. Provided campus departments with analytical studies, budget allocation models, and management data necessary for planning and to insure the most effective and efficient use of present and future resources.
- Managed Chancellor's funds and coordinated campus budget allocation process. Served as liaison to UC Office of the President on resource allocations and University of California policy issues. Oversaw campus recharge activities relative to establishment and rate adjustment.

ASSISTANT TO THE EXECUTIVE VICE CHANCELLOR, University of California, Riverside, CA 1986 – 1987

RESPONSIBILITIES:

- Served as key confidential staff assistant to the Executive Vice Chancellor. Managed all fiscal, administrative, and personnel operations for the Office of the Executive Vice Chancellor. Served as liaison to UC Office of the President, campus Deans and Vice Chancellors, Department Chairs, Academic Senate, faculty, staff, students, as well as state and local officials.
- Coordinated academic personnel matters (e.g. faculty recruitment and retention, merits and promotions, Mortgage Origination Program, TOP, etc.). Coordinated academic programs and services to units under the Office of the Executive Vice Chancellor.

Lou Montano

(b)(6)

EDUCATION

California State University, Bakersfield

1990 – Earned Masters of Arts in Education, Teaching and Curriculum.

California Polytechnic State University, San Luis Obispo

1986 – Bachelor of Science Kinesiology/Physical Education

ADMINISTRATION EXPERIENCE

California State University, Bakersfield

2004 – present, Director of Testing

Duties: Report to the Associate Vice President for Enrollment Management Services. Responsible for day-to-day management and implementation of the CSUB Testing Center. Responsible for hiring all Testing Center administrative staff, proctors and student assistants. Coordinate all testing/assessment exams for CSUB students and the Bakersfield community (Kern County). Develop strong collaboration with high school counselors, Kern High School District and community colleges (Conduct workshops for local high school counselors). Effectively monitor Testing Center Trust Fund and budget. Serve on campus wide committees, for example, Graduation Writing Assessment Requirement (GWAR), Orientation committee, Outreach services. Work closely with all Academic Departments/Deans at CSUB to provide quality testing services. Coordinate all proctors to administer all local, statewide and national exams. Constant contact with Advising, Admissions and Outreach departments for incoming students needs (English/Math placement exams). Day-to-day contact with students regarding testing procedures, fees, and advising students for classes.

California State University, Bakersfield

2000 – 2004, 2010 – present, Director High School Equivalency Program (HEP)

Duties: Report to the Associate Vice President for Student Affairs. Responsible for day-to-day management and implementation of the HEP program. Responsible for hiring administrative staff, recruitment, and placement specialists, instructors, and tutors. Coordinate all staff development and training, conduct staff evaluations and staff meetings. Monitor a \$425,000 annual operation budget. Ensure that all program objectives are achieved. The HEP program served 80 students; of those who were enrolled, a minimum of 80% successfully passed the GED, and of those students 75% were appropriately placed in post-secondary education, vocational training, or employment settings. Coordinate several activities for HEP students to participate year round, (fieldtrips, vocational workshops, motivational workshops). Developed and coordinated various satellite centers for teaching GED in Kern County. Organized a six-

week GED preparation summer residential program at Cal State University, Bakersfield. Developed strong collaboration with Bakersfield Community College, Kern High School District, Kern County Superintendent of Schools, and various agencies in Kern County. Responsible for writing mid-year and annual performance reports that include budget information/expenditures, information on the progress toward meeting project objectives.

Columbia University, New York City, NY

1991 – 2000 Head Wrestling Coach

Duties: I was responsible for planning and coordinating a year round program designed to encourage each student athlete to develop to their optimum level, both in sport and as an individual. I was responsible for identifying and recruiting well qualified student athletes, managing the annual wrestling budget, scheduling all home and away meets/tournaments, have complete knowledge of Columbia University, NCAA, Ivy League and Eastern Collegiate Athletic Conference regulations, work closely with the admissions office to coordinate efforts during the process of recruiting. Maintain positive relationship with the media, fans, student athletes, general students, fellow coaches, supervisors, administrators, the public and alumni. Supervise all assistant coaches, organize all fundraising activities with alumni and friends group.

TEACHING and PRESENTATIONS EXPERIENCE

2014 – California State University – English/Math placement exam workshop.

(presentation to the Kern High School District Administrators, Testing Officers)

2004 – HEP/CAMP Western Stream Conference - Presenter for HEP, San Jose, CA

Topic: Development of commuter and residential HEP program

2004 – Organized first ever 1st Annual California HEP instructor’s workshop, Bakersfield, Ca

Topic: Successful GED teaching strategies for migrant and seasonal farmworker students

2003 - HEP/CAMP Meeting - Presenter for Office of Migrant Education, Washington, DC

Topic: Assessing Academic Preparedness for HEP-GED instruction

(see appendices - letter from Office of Migrant Education)

1998 – Commencement/Motivational speaker for Calexico High School graduation – Calexico, CA (hometown)

(98 percent of students at Calexico HS are Hispanic and most come from farm working families – Calexico is located in the Imperial Valley)

Columbia University, New York City, NY

1991 – 2000 Instructor, Department of Physical Education

California State University, Bakersfield

1986 – 1991 Instructor Department of Physical Education

Cal Poly Physical Education Teachers/Coaches Workshop

1990 – Instructor and guest speaker

California Mini-corps, Woodland, CA

1980 – Teacher/Tutor for migrant students/children during the summer, organized educational and recreational activities at migrant camps, promoted education and encouragement.

OMAR CORREA

(b)(6)

HIGHLIGHTS OF QUALIFICATIONS

- 10-year professional experience in working with U.S. Department of Education, Federal Grant Programs and Migrant Education.
- Experience in collecting and reporting student and program success; U.S. Department of Education, Annual Performance Reports.
- Experience in several aspects of educational equity programs and student services: academic, career, and financial aid counseling; high school to college transition curriculum, and college student retention (dropout prevention and truancy intervention).

EDUCATION

California State University, Bakersfield (CSUB)

Masters of Science in Counseling; Student Affairs Concentration June 2012

Bachelors of Science: Business Administration; Management Concentration June 2007

Bachelors of Arts: Spanish

RELEVANT EXPERIENCE

CSUB- High School Equivalency Program (HEP)

Bakersfield, CA

Coordinator

11/10 – present

- Provided leadership for the HEP program to achieve goals established by grant.
- Provided interpretation of federal guidelines to comply with institutional and program processes.
- Complied with federal laws and regulations that govern the HEP program such as students' eligibility, allowable services and expenditures.
- Provided supervision of HEP personnel on campus and on satellite centers off-campus.
- Monitored the delivery of student services on campus and on satellite centers off-campus.
- Developed partnerships and worked cooperatively with other University programs and community agencies in carrying out goals and objectives of the HEP program.
- Designed and maintained a database management system that is secure and accurately reflects student eligibility, academic achievement, and participation.
- Designed and maintained a student attendance tracking database that accurately identifies class attendance and truancy.
- Participated in regional, state, and national professional conferences regarding HEP.
- Monitored the performance levels in meeting quarterly goal and objectives milestones.
- Developed and implemented internal program evaluation/assessment process.
- Developed and implemented academic strategies that improved retention and graduation rates for HEP program participants.
- Coordinated and directed the Annual Vocational Convention involving institutional and community partnerships to deliver
- Reviewed each student application to ensure that each student met the eligibility criteria.
- Completed federal performance reports by required deadlines.

CSUB- TRiO SSS/STAAR Program

Bakersfield, CA

Retention Counselor (Student Services Professional I)

08/07 – 09/10

- Responsible for the recruitment and retention of first-generation and low-income students and/or students from disadvantaged background into the program and assisted student participants in reaching college graduation.
- Monitored the academic progress of 250 students and contacted students to provide academic intervention counseling and create individualized student success plans.
- Developed and coordinated a student truancy intervention plan to provide supportive services to students and increase student retention and graduation.
- Responsible for collecting student data and preparing quarterly reports to evaluate mandated goals and objectives of the program.
- Developed and coordinated quarterly student workshops such as time-management, job searching techniques, résumé writing, job interviewing, and professionalism.

Kern High School District (Highland High School)

Bakersfield, CA

School Community Specialist

09/06 - 08/07

- Provided support for Migrant, ELD, minority, and under representative students.
- Served as liaison between Migrant Education Program, Region V and migrant students to coordinate the after school PASS program and help students earn high school credits towards graduation.
- Collaborated with the high school assistant principal to organize and conduct parent meetings to disseminate school's policies, programs, and services for students.
- Researched and contacted non-profit agencies in the community and developed a resource directory to serve as a quick guide for school personnel, parents, and students.
- Took initiative to volunteer and serve as interpreter to facilitate communication between students, parents, teachers, and administration.
- Collaborated with credential counselors and teachers to monitor students' progress and facilitate parent conferences to attend the families' and students' needs.
- Organized college and military fairs to promote postsecondary education and technical trainings for students.

KCSOS- Migrant Education Program, Region V

Bakersfield, CA

Assistant Coordinator – Summer Temporary Position

08/02 - 08/08

- Demonstrated outstanding team collaboration, responsibility, and interpersonal skills with co-workers and was advanced from residential advisor (RA) to assistant coordinator.
- Supervised and monitored students' activities to ensure a safe environment and promote student participation throughout the program.
- Prepared and implemented leadership activities to enhance students' cooperative skills and promote school leadership involvement.
- Served as workshop presenter and actively delivered vital information on California A-G high school graduation requirements.

REFERENCES

Furnished Upon Request

California State University, Bakersfield – High School Equivalency Program

Job Descriptions of Key Personnel

DIRECTOR - HIGH SCHOOL EQUIVALENCY PROGRAM

DUTIES: HEP Project Director will assist in development, in curriculum and instruction design for the commuter and summer programs, training and development of HEP instructors and implementation of services. The Director will be responsible for program assessment, evaluation and outcomes and will assist in managing the budget and preparing annual reports for the Office of Migrant Education. Will serve as the chief liaison between the project and partnering institutions (e.g., all local school districts and community organizations). Develop and coordinate various HEP satellite centers for teaching GED in Kern County. Establish relationships with feeder community colleges, CSUB and other universities and will maintain strong links with administrators and provide information to students about admission to higher education.

QUALIFICATIONS: Master's degree in appropriate field (i.e., Education, Counseling, Social work) required. Successful experience in working with high school and/or college students is essential. Must be familiar with grant funded programs and must possess knowledge of organizational, grant writing, operational and structural functions of high schools. Bilingual (Spanish/English) preferred. Must have own transportation and valid driver's license.

ASSOCIATE DIRECTOR – HIGH SCHOOL EQUIVLENCY PROGRAM

DUTIES: Under the supervision of the Associate Vice President for Enrollment Management/Support Services and the HEP Director, the incumbent will be the administrator in charge of the HEP Program responsible for the day-to-day management. Duties include staff supervision and evaluation, curriculum and instruction development, training of HEP instructors, extensive monitoring and reviewing of project goals and objectives, maintaining student database, program assessment, managing the budget, and filing of various mandatory reports required by the Office of Migrant Education.

QUALIFICATIONS: Master's degree in appropriate field (i.e., Counseling, Education, Social Work) preferred. Successful experience in working with high school and/or college students is essential. Demonstrated experience in the management of special projects targeting minority students highly desirable. Have knowledge of grant writing. Must have own transportation, valid driver's license, and auto insurance. Bilingual (Spanish/English) required.



CSU Bakersfield

Office of the President

Mail Stop: 33 BDC
9001 Stockdale Highway
Bakersfield, California 93311-1022

(661) 654-2241
(661) 654-3188 FAX
www.csub.edu

January 14, 2015

Dr. Lisa Ramirez, Director
Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, S.W., Room 3E317
Washington, D.C. 20202-6135

RE: CFDA Number: 84.141 – Migrant Education High School Equivalency Program

I want to express my strong support for funding of our High School Equivalency Program (HEP). This is a most important initiative that addresses a critical set of needs in our region. Providing targeted assistance for low-income individuals of migrant and seasonal farmworker background is absolutely essential to improving the lives of individuals and families. This proposal is related directly to a strategic goal in our University strategic plan:

Goal 3: Strengthen Community Engagement

Objective 3.1 – Collaborate with partners in K-12 education, community colleges, community-based organizations, and other entities to advance educational attainment within the region, including:

- d. assisting adults without high school diplomas to complete high school equivalency requirements and participate in higher education

Our service region, which covers the Southern San Joaquin Valley, is a rich agricultural center with the highest concentration of migrant farmworkers in the nation. As ours is the only university-based HEP program in the region, this HEP program is greatly needed. Our faculty and staff have developed a program which utilizes both residential and commuter program strategies to assist migrant youth and adults to complete a high school equivalency education. Moreover, those completing the program have been provided placement services leading to postsecondary education, job training, employment, or other positive outcomes. The high school equivalency program has been an excellent addition to CSUB's migrant outreach services. CSUB faculty and staff from each of our key departments have committed themselves to the success of the program. I am fully supportive of the project as outlined in the proposal.

Let me also indicate, on a personal level, that I have been a long-standing activist and supporter of targeted programs for low-income, first generation and ethnically diverse underserved communities. I understand very well the powerful difference these programs can make in the lives of such students. I understand the needs of the region, and how important continued funding of this initiative is to the individuals we serve. I urge you to support our request for funding to address these needs.

Sincerely,

(b)(6)

Horace Mitchell, Ph.D.
President

PR/Award # S141A150005

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MIGRANT EDUCATION REGION V

Kern County Superintendent of Schools . . . Advocates for Children

January 14, 2015

Office of The President

JAN 16 2015

California State University
BAKERSFIELD

Dr. Horace Mitchell, President
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield CA 93311-1099

Dear Dr. Mitchell:

I am honored to write this letter of support for continuing the funding for the High School Equivalency Program (HEP) at California State University, Bakersfield (CSUB). HEP has provided a much needed service for many of our migrant students and farm workers in Central California. The quality of this program and the dedication of its staff have made it possible to assist over three hundred students with successfully completing of the five national tests and earning their High School Equivalency Diploma. Also, many of these students have continued with their post-secondary education because of the awareness building and support provided by the HEP staff.

The HEP director and staff have made sure that there is ongoing communication with our office as well as with other organizations and agencies. Much of this has been accomplished via face-to-face working together, email/telephone, and monthly coordination meetings. The HEP program staff has also provided wonderful orientations to our migrant students regarding educational options available to them.

The HEP program structure of having a main campus (CSUB) site along with field sites in smaller Kern County communities has made it possible to reach students in some of the more isolated parts of the county and to provide them with much needed services. This has been an outstanding delivery model. A highlight of my year it attending the annual HEP graduation at CSUB. The pride of the participants' accomplishment and their appreciation for the opportunity given to them by the outstanding staff is evident and always touching.

In closing, I must emphasize that HEP at California State University, Bakersfield is needed and I strongly recommend that it be allowed continue providing services for years to come.

Sincerely,

Christine Lizardi Frazier
Kern County Superintendent of Schools

(b)(6)

Jose Morales, Director
Migrant Education Program, Region V

JM: vp

Lamont School District

7915 BURGUNDY AVENUE, LAMONT, CALIFORNIA 93241
PHONE 661-845-0751 FAX 661-845-0689



December 10, 2014

Dr. Horace Mitchell
Office of the President
9001 Stockdale Highway
Bakersfield, Ca 93311

Dear Dr. Mitchell,

My name is Lisa Vargas and I am the coordinator for the Lamont School District Parent Center. I write this letter in efforts to gain your continued support for the CSUB-HEP program. If you are not familiar with the Lamont area, we serve a population of low income rural families, most of which are farm workers.

As our data reflects it is evident that the HEP program offered through our center has served its purpose in providing adults an opportunity to complete a high school equivalency certification and gain access to post-secondary education and employment. Over the last four and a half years, the program has had a total of 111 parents enrolled with 54 having earned their GED certificate.

The Lamont School District offers its full support to the program by providing our facilities, technology and free child care to all of our parents. Together we can continue to make a difference in many migrant students' lives and assist them in becoming productive citizens. It is my hope that CSUB-HEP program will remain in place for years to come.

Respectfully,

(b)(6)

Anna Elisa Vargas
Lamont School District
Parent Center Coordinator

[Handwritten signature]

BOARD OF TRUSTEES

*PRESIDENT David Manriquez *CLERK Miguel Sanchez *MEMBERS Jesse Atondo, Gloria Romero, Calvin Meek
SUPERINTENDENT Ricardo Robles *ASSISTANT SUPERINTENDENT Jose Cantu*

PR/Award # S141A150005

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BAKERSFIELD ADULT SCHOOL

501 S. MT VERNON AVENUE
BAKERSFIELD, CALIFORNIA
93307

(661) 835-1855
FAX (661) 835-9612
bas.kernhigh.org

KERN HIGH SCHOOL DISTRICT

BOARD OF TRUSTEES

Chad Vegas
Mike Williams
Martha Miller
J. Bryan Batey

SUPERINTENDENT
Bryon J. Schaefer Ed.D.

MARK WYATT, PRINCIPAL

December 2, 2014

Dr. Horace Mitchell, President
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099

Dear Dr. Mitchell,

As the Principal of Bakersfield Adult School, I am pleased to offer our continued support of California State University, Bakersfield's proposal for participation in the CSUB-HEP grant. As you are aware, this project is essential to migrant and seasonal farm-working families from our area. We can all agree that these students deserve the opportunity to follow the path toward a higher education and a brighter future.

I see first-hand the difficulties students can encounter without a high school diploma or GED. The doors to a higher education are closed to them; consequently, access to better jobs, higher wages, and financial security are often unattainable.

Participation in the HEP program provides students an opportunity to receive their high school equivalency and is not only beneficial to underprivileged families, but to our community, as well. Each of us can benefit from the CSUB-HEP Program which allows our migrant students the support and assistance they need to continue on their path to becoming independent, self-sufficient members of society.

CSUB has played an integral part in offering migrant and seasonal farm-working families the opportunity to earn the extremely important high school equivalent credentials needed to continue the pursuit for higher education. At the Bakersfield Adult School, we are pleased to play a part in assisting the program by continuing to offer our classrooms to the teachers and students of the HEP Program. We look forward to our continued efforts to facilitate English Language Acquisition, GED testing and furthering the education of our community.

Sincerely,

(b)(6)

Mark Wyatt



November 25, 2014

336 Pacific Avenue Shafter, California 93263

Dr. Horace Mitchell
Office of the President
California State University, Bakersfield
9001 Stockdale Hwy.
Bakersfield, CA 93311-1022

Dear Dr. Mitchell:

I am pleased to endorse your proposal for the California State University, Bakersfield - High School Equivalency Program (CSUB-HEP) grant offered through the United States Department of Education Office of Migrant Education. There is a great need for such a project to provide educational opportunities to migrant and seasonal farm working students from the rural areas of the Southern Joaquin Valley like Shafter. CSUB-HEP grant will continue to seek and assist migrant students to complete successfully a high school equivalent education, and to open doors to secondary education and/or other training and employment options.

I am familiar with the successes of HEP at California State University, Bakersfield, and therefore, without hesitance commit classroom space and clerical support to the efforts of CSUB-HEP in Shafter.

It is my hope that CSUB-HEP can continue its services to migrant and seasonal farm working students in Kern County. CSUB-HEP past record is evidence of a successful combination of activities and services.

I am pleased to reaffirm my department's full support of this proposal. As members of the community, we are ready to provide assistance to projects that improve the condition and education of all students. The HEP program at CSUB will continue to make significant differences in the lives of many migrant students complete their GED Diploma and prepare them for other positive outcomes in this society.

Sincerely,

(b)(6)

David Franz, Director
Shafter Education Partnership
City of Shafter

City Manager: (661) 746-5000 / Fax: (661) 746-0607 Finance: (661) 746-5001 Fax: (661) 746-1002
Planning/Building/Engineering: (661) 746-5002 Fax: (661) 746-9125 www.shafter.com

PR/Award # S141A150005

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Wasco Union High School District

"Believing in Educational Excellence for All"

MARTIN LONZA, Principal

WASCO INDEPENDENCE HIGH SCHOOL
1445 Poso Drive, Wasco, CA 93280
(661) 758-7450 • Fax (661) 758-7451

December 4, 2014

Dr. Horace Mitchell
Office of the President
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311

Dear Dr. Mitchell:

I wish to state my support of California State University, Bakersfield's application for the High School Equivalency Program (HEP) of United State Department of Education.

As the Principal of Wasco Independence High School, I can easily see the benefits of the HEP Program. This program provides an opportunity for many potential students that would otherwise be unable to pursue the benefits of a sound education. In an area that has many migrant and under privileged families, programs such as this are extremely important.

The HEP Program not only gives students an opportunity of gaining a General Education Development (GED) certificate but also provides a gateway to higher education. The value of this cannot be understated as this most likely is the only way many intelligent individuals can obtain entry into the world of higher education. By supporting and providing programs such as this we are helping promote the future of these people and their families as well as the future of our nation; a society of equality.

We look forward to continuing our support of CSUB's program in the service of migrant families for an improved educational future and wish to continue being a satellite site for the HEP program in conjunction with California State University, Bakersfield.

Sincerely,
(b)(6)
(b)(6)
Martin Lonza, Principal
Wasco Independence Hig

2100 Seventh Street, Wasco, CA 93280
(661) 758-8447 • Fax (661) 758-4946 • www.wasco.k12.ca.us

EMPLOYERS' TRAINING RESOURCE

January 7, 2015

Dr. Horace Mitchell
Office of the President
9001 Stockdale Highway
Bakersfield, CA 93311

Dear Dr. Mitchell,

I am pleased to endorse your proposal for the California State University, Bakersfield – High School Equivalency Program (CSUB–HEP) grant funded through the United States Department of Education, Office of Migrant Education. Clearly, there is a great need for such an equity program, especially to provide educational opportunities to migrant and seasonal farmworking individuals from the rural areas in the southern end of the California Central Valley. CSUB–HEP grant could continue to identify and assist these adults to complete a high school equivalency certification and gain access to post-secondary education, vocational trainings, and/or non-agricultural employment opportunities.

I am very familiar with the successes of HEP at California State University, Bakersfield, and therefore, without hesitance I commit the following services and resources to your program: As the Workforce Innovation and Opportunity Act (WIOA) recipient and administrative entity for the Kern, Inyo and Mono Consortium, Employers' Training Resource (ETR) provides job training to individuals facing serious barriers to employment. In our continued partnership, ETR will continue to provide services to CSUB-HEP participants including classroom training (occupational, basic/remedial, and ESL), on-the-job training, paid work experience, and job search assistance.

It is my hope that CSUB–HEP can continue its services to migrant and seasonal farmworking adults in Kern County. CSUB–HEP's past record is evidence of a successful combination of activities and services.

I am pleased to reaffirm my department's full support of this proposal. As members of the community, we are ready to provide assistance to projects that improve the condition and education of all students. The HEP program at CSUB will continue to make significant differences in the lives of many migrant students as they complete their High School Equivalency Certification and prepare for other positive outcomes.

Sincerely

(b)(6)

Daniel Smith, Director
Employers' Training Resource



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

Mr. Lou Montano
Director, High School Equivalency Program
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, California 93311

Dear Mr. Montano:

On behalf of the Office of Migrant Education staff, I want to thank you for your very effective presentation to the High School Equivalency Program (HEP) Project Directors at our recent Annual Meeting of HEP and CAMP Project Directors.

The panel that you participated in on Assessing Academic Preparedness for HEP-GED instruction was very well received and was one of the highlights of the meeting. The HEP Directors in attendance commented on how much they enjoyed your presentation and how helpful the panel session was to them. They all agreed that we need additional time for a topic such as this at future conferences, and recommended that we invite you to present again next year. Hopefully, you'll agree to join us again at that time.

We appreciate your continued commitment to the migrant and seasonal farmworker population served by the HEP and CAMP programs and look forward to continuing to work with you in the future.

Sincerely,


Francisco Garcia
Director
Office of Migrant Education

cc (b)(6)



CSU Bakersfield

Business and Administrative Services

Fiscal Services

Mail Stop: 39 ADM
9001 Stockdale Highway
Bakersfield, California 93311-1022

(661) 654-2251
(661) 654-6824 FAX
www.csub.edu/bas/fiscal

September 28, 2010

Wallace Chan
Division of Cost Allocation
Dept. of Health & Human Services
90 7th Street, Suite 4-600
San Francisco, CA 94103-6705

Mr. Chan:

We appreciate the work that the DCA did during the review and the resolution of the rates resulting in agreement of rates for multiple years. I have attached a full copy of the signed CSUB rate agreement dated August 24, 2010 as a PDF file. I would like to note that CSUB did agree to the rates reflected in the attached rate agreement but CSUB is not agreeing to the costing methodologies that were used to arrive at those negotiated rates.

Again thank you for your time, review, and resolution of the CSUB rates.

Sincerely,

(b)(6)

Douglas S. Wade
Assistant Vice-President for Fiscal Services

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:
ORGANIZATION:
 Calif. State Univ., Bakersfield
 9001 Stockdale Hwy. Admin. 103 Fiscal &
 Support Services
 Bakersfield, CA 93311-1099

DATE:08/24/2010
FILING REF.: The preceding
 agreement was dated
 12/14/2006

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

SECTION I: INDIRECT COST RATES

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2010	06/30/2011	45.00	On-Campus	(1)
PRED.	07/01/2010	06/30/2011	19.50	Off-Campus	(1)
PRED.	07/01/2011	06/30/2013	46.00	On-Campus	(1)
PRED.	07/01/2011	06/30/2013	20.50	Off-Campus	(1)
PRED.	07/01/2013	06/30/2014	46.50	On-Campus	(1)
PRED.	07/01/2013	06/30/2014	21.00	Off-Campus	(1)
PROV.	07/01/2014	06/30/2015	46.50	On-Campus	(1)
PROV.	07/01/2014	06/30/2015	21.00	Off-Campus	(1)

***BASE**

Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000.

(1) All Programs applicable to CSU Bakersfield, CSUB Auxiliary for Sponsored Programs Administration and Cal State Univ. Bakersfield Foundation.

ORGANIZATION: Calif. State Univ., Bakersfield

AGREEMENT DATE: 08/24/2010

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

Fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

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

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

DEFINITION OF EQUIPMENT

Equipment is defined as tangible nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

The following fringe benefits are treated as direct costs:

FICA, SUI, HEALTH BENEFITS, LIFE/DENTAL/VISION INSURANCE, AND RETIREMENT.

ORGANIZATION: Calif. State Univ., Bakersfield

AGREEMENT DATE: 08/24/2010

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-23 Circular, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to those programs.

BY THE INSTITUTION:

Calif. State Univ., Bakersfield

(INSTITUTION)

(b)(6)

(SIGNATURE)

Michael A. Neal

(NAME)

VP of BAS

(TITLE)

9-21-2010

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(SIGNATURE)

Wallace Chan

(NAME)

Director, Western Field Office

(TITLE)

8/24/2010

(DATE) 0166

HHS REPRESENTATIVE:

Kitty Unti

Telephone:

(b)(6)

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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[View Mandatory Budget Narrative](#)

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

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Budget Narrative

**California State University, Bakerfield
High School Equivalency Program
2015 - 2020**

	Year 1 15-16	Year 2 16-17	Year 3* 17-18	Year 4 18-19	Year 5 19-20
1. PERSONNEL					
a. Director (10% commitment) - \$648 per month x 12 months; responsible to ensure project objectives are met, staff hiring and training, budget monitoring, program evaluation, development, and improvement.	\$ 7,776	\$ 7,776	\$ 8,009	\$ 8,009	\$ 8,009
b. Associate Director (100% commitment) - \$4471 per month x 12 months; responsible for implementation of program objectives and services, daily program management, staff training and supervision, budget control, writing of performance reports, student database, program evaluation, and coordinate instructional and supportive services.	\$ 53,652	\$ 53,652	\$ 55,262	\$ 55,262	\$ 55,262
c. Recruitment/Placement Specialist (100% commitment) - \$3291 per month x 12 months; responsible to coordinate recruitment and placement activities on the north of Kern County: identification, diagnostic testing, vocational, academic, and career counseling, home visits, and provide supportive services. Develop community partnerships.	\$ 39,492	\$ 39,492	\$ 40,677	\$ 40,677	\$ 40,677
d. Recruitment/Placement Specialist (100% commitment) - \$3040 per month x 12 months; responsible to coordinate recruitment and placement activities on the south of Kern County: identification, diagnostic testing, vocational, academic, and career counseling, home visits, and provide supportive services. Develop community partnerships.	\$ 36,480	\$ 36,480	\$ 37,574	\$ 37,574	\$ 37,574
e. Information Analyst (100% commitment) \$3318 per month x 12 months; budget support; and responsible to collect and record student data from student intake orientations, medical history, and GED/HSE class attendance to provide adequate supportive and financial services to student participants.	\$ 39,816	\$ 39,816	\$ 39,816	\$ 39,816	\$ 39,816
f. Academic Instructors (hourly) - 4 teachers x \$30 per hour x 15 hours per week x 39 weeks; responsible to prepare and deliver Spanish and English GED/HSE instruction, develop individualized academic plans, record attendance and student progress, and assess student readiness. Attend professional trainings and develop curriculum development.	\$ 70,200	\$ 70,200	\$ 70,200	\$ 70,200	\$ 70,200
g. Academic Mentor (hourly) - 1 mentor x \$12 per hour x 25 hours x 30 weeks; responsible to coordinate activities that lead to a higher retention and graduation rate: tutoring, home visits, record tutoring hours and student progress.	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000
h. Summer Instructors (hourly) - 2 teachers x \$25 per hour x 15 hours per week x 10 weeks; responsible to prepare and deliver Spanish and English GED/HSE instruction, develop individualized academic plans, record attendance and student progress, and assess student readiness.	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500
TOTAL PERSONNEL	\$ 263,916	\$ 263,916	\$ 268,038	\$ 268,038	\$ 268,038
2. FRINGE BENEFITS					
a. Director, Associate Director, Recruitment/Placement Specialists, and Information Analyst at 49% of salary	\$ 86,836	\$ 86,836	\$ 88,856	\$ 88,856	\$ 88,856
b. Academic Instructors, Academic Mentor, and Summer Instructors at 15% of salary	\$ 13,005	\$ 13,005	\$ 13,005	\$ 13,005	\$ 13,005
TOTAL FRINGE BENEFITS	\$ 99,841	\$ 99,841	\$ 101,861	\$ 101,861	\$ 101,861
3. TRAVEL					
a. <u>In-State Travel</u> : Target area is over 8,000 square miles. HEP Staff will travel to target school areas to interview/screen prospect participants, conduct recruitment activities, administer diagnostic exams, and conduct student home visits. Staff will attend in-state professional development trainings with State and Regional Migrant Education Programs, and the California HEP Consortium. 700 miles per month x 12 months x .56 cent per mile	\$ 4,704	\$ 4,704	\$ 4,704	\$ 4,704	\$ 4,704
b. <u>Out-State Travel</u> : Staff travel to attend annual professional development trainings, Office of Migrant Education Director's Meetings, National HEPCAMP Conferences, and Commission on Adult Basic Education Conferences. Approx. cost per staff to attend a three day training, prices vary by conference location, Airfare \$750 + Taxi \$30 + Meals \$225 + Lodging \$425 + Registration \$250 x 2 staff per conference x 3 conferences annually	\$ 10,080	\$ 10,080	\$ 10,080	\$ 10,080	\$ 10,080
TOTAL TRAVEL	\$ 14,784				

Budget Narrative

**California State University, Bakerfield
High School Equivalency Program
2015 - 2020**

	Year 1 15-16	Year 2 16-17	Year 3* 17-18	Year 4 18-19	Year 5 19-20
4. EQUIPMENT					
a. Items over \$5,000 --- none	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EQUIPMENT	\$ -	\$ -	\$ -	\$ -	\$ -
5. SUPPLIES					
a. Dell computers at \$1,500 each	\$ 3,000	\$ -	\$ -	\$ -	\$ -
b. HP Printers at \$1,000 each	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -
c. Office supplies and consumables and electronic equipment maintenance	\$ 3,500	\$ 3,500	\$ 2,850	\$ 1,500	\$ 1,500
d. Instructional materials: workbooks, practice tests, calculators, notebooks, and classroom manipulative	\$ 4,000	\$ 4,000	\$ 4,000	\$ 3,000	\$ 3,000
e. Promotional items: pencils, pens, banners, t-shirts, pad folios, and student backpacks	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,000	\$ 1,000
TOTAL SUPPLIES	\$ 13,000	\$ 10,000	\$ 8,350	\$ 5,500	\$ 5,500
6. CONTRACTUAL					
a. Consultant service fees. An external evaluator is necessary to comply with the project application and to evaluate the progress of the program. A formal review of program records, activities, interview of program personnel, and students. Institution standard procedures will be conducted accordingly (a two-day comprehensive evaluation).	\$ -	\$ 3,000	\$ -	\$ 3,000	\$ 3,000
TOTAL CONTRACTUAL	\$ -	\$ 3,000	\$ -	\$ 3,000	\$ 3,000
7. CONSTRUCTION - none	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL CONSTRUCTION	\$ -	\$ -	\$ -	\$ -	\$ -
8. OTHER					
100% of the students will participate in cultural enrichment activities.					
a. HEP/CAMP Annual Association Membership	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
b. Student travel: transportation (car rental and fuel) is provided to students who reside in small towns and lack public transportation to get to the HSE testing centers approx. 45 miles one-way.	\$ 3,000	\$ 3,000	\$ 2,500	\$ 2,500	\$ 2,500
c. Academic Year; student travel to cultural enrichment activities. HEP participants will have the opportunity to visit the observatory, museum, a college campus, or experience a live theatrical performance.	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
d. Academic Year; student admission tickets to cultural enrichment activities.	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
e. Graduation ceremony held at the University Campus (facility rental, snacks, beverages, parking, tassels, programs, photography, custodial services, rehearsal activity, and supplies)	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
f. Printing: general business copying, brochures, newsletters, business cards, instructional assessments	\$ 4,000	\$ 4,000	\$ 3,000	\$ 3,000	\$ 3,000
g. Telephone Service (recruitment and outreach, student follow-ups, and general business)	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
h. Postage (recruitment materials, student follow-ups, student surveys, student study guides, newsletters, etc.)	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
i. Administrative monthly payroll fees for all CSUB Auxiliary for Sponsored Programs Administration.	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
TOTAL OTHER	\$ 17,700	\$ 17,700	\$ 16,200	\$ 16,200	\$ 16,200
9. TOTAL DIRECT COSTS	\$ 409,241	\$ 409,241	\$ 409,233	\$ 409,383	\$ 409,383
	PR/Award # S141A150005				

Budget Narrative

**California State University, Bakerfield
High School Equivalency Program
2015 - 2020**

	Year 1 15-16	Year 2 16-17	Year 3* 17-18	Year 4 18-19	Year 5 19-20
10. INDIRECT COST (8%)	\$ 32,739	\$ 32,739	\$ 32,739	\$ 32,751	\$ 32,751
11. TRAINING STIPENDS					
100% of students will receive financial assistance for support in completing their HSE and post-HSE attainment.					
a. Financial assistance for students' eye-exams, eye-glasses, purchase of bus passes, gas cards, and parking passes to facilitate daily attendance to instructional satellite schools \$60 per student x 100 students	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
b. Financial assistance for post-HSE attainment (college admission test fees, tuition, books)	\$ 2,270	\$ 2,270	\$ 2,279	\$ 2,117	\$ 2,117
c. GED/HSE Testing: full battery test fee at \$150.00 per student x 100 served annually	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
d. GED/HSE Re-Testing: an estimate of 200 retakes annually x \$30 per test	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
e. GED/HSE Proctoring fee to administer the Official GED/HSE Test at a HEP rural satellite school; ten testing dates are needed for rural communities without an official testing center. 10 dates x \$350 per two day test	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
TOTAL TRAINING STIPENDS	\$ 32,770	\$ 32,770	\$ 32,779	\$ 32,617	\$ 32,617
12. TOTAL DIRECT AND INDIRECT COSTS	\$ 474,750				

* includes 3% increase over the previous year for program full-time personnel

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

CSUB Auxiliary for Sponsored Programs Administration

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	263,916.00	263,916.00	268,038.00	268,038.00	268,038.00	1,331,946.00
2. Fringe Benefits	99,841.00	99,841.00	101,860.00	101,860.00	101,860.00	505,262.00
3. Travel	14,784.00	14,784.00	14,784.00	14,784.00	14,784.00	73,920.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	13,000.00	10,000.00	8,350.00	5,500.00	5,500.00	42,350.00
6. Contractual	0.00	3,000.00	0.00	3,000.00	0.00	6,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	17,700.00	17,700.00	16,200.00	16,200.00	16,200.00	84,000.00
9. Total Direct Costs (lines 1-8)	409,241.00	409,241.00	409,232.00	409,382.00	406,382.00	2,043,478.00
10. Indirect Costs*	32,739.00	32,739.00	32,739.00	32,751.00	32,751.00	163,719.00
11. Training Stipends	32,770.00	32,770.00	32,779.00	32,617.00	32,617.00	163,553.00
12. Total Costs (lines 9-11)	474,750.00	474,750.00	474,750.00	474,750.00	471,750.00	2,370,750.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2010 To: 06/30/2015 (mm/dd/yyyy)

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

The Indirect Cost Rate is 46.50 %.

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

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Lou		Montano	

Address:

Street1:	9001 Stockdale Hwy
Street2:	
City:	Bakersfield
County:	
State:	CA: California
Zip Code:	93311-1022
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
6616546525	

Email Address:

lmontano@csub.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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