

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



**APPLICATION FOR GRANTS
UNDER THE**

HEP-84.141A-1

CFDA # 84.141A

PR/Award # S141A150011

Grants.gov Tracking#: GRANT11832112

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"/>
--	--	--

* 3. Date Received: <input type="text" value="02/10/2015"/>	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"/>
---	---

B. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="72-6001695"/>	* c. Organizational DUNS: <input type="text" value="7822795410000"/>
--	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text" value="Auxiliary Enterprises"/>	Division Name: <input type="text" value="IWTP/HEP"/>
--	---

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="318-342-3023"/>	Fax Number: <input type="text" value="318-342-3035"/>
---	---

* 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:

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:**

Breaking Through Barriers: University of Louisiana at Monroe High School Equivalency Project

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="467,337.00"/>
* 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="467,337.00"/>

*** 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
Leonard Clark	Director, Graduate School
APPLICANT ORGANIZATION	DATE SUBMITTED
University of Louisiana at Monroe	02/10/2015

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: University of Louisiana at Monroe

* Street 1: 700 University Avenue, Library 318 * Street 2: _____

* City: Monroe * State: LA, Louisiana * Zip: 71209-9000

Congressional District, if known: LA-005

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

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Migrant Education_High School Equivalency Program CFDA Number, if applicable: 84.141
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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 N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

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

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A 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: Leonard Clark

* Name: Prefix Dr. * First Name Leonard Middle Name _____

* Last Name Clark Suffix _____

Title: Director, Graduate School Telephone No.: 318-342-1039 Date: 02/10/2015

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PR/Award # S141A150011

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.

ULMHEPGEPA427.pdf

Add Attachment

Delete Attachment

View Attachment

Potential Barriers to Equitable Access and Measures to Overcome:

1. Gender

The project is designed to assist migrant farmworkers and their families to complete the High School Equivalency (HSE) and progress to postsecondary education or employment thereafter. The target population includes eligible migrant workers or their immediate families, who have not completed a high school diploma. The program does not exclude any eligible participant, regardless of gender. Historically, the ULM-HEP program has had a fairly equitable distribution of gender across its participants, so no overrepresentation should be expected as a consequence of the convenience sample.

2. Race

The ULM HEP sites do not exclude any participants based on racial designation. However, due to the demographic makeup of the target population, racial groups may not be equally represented in the convenience sample. There is a higher percentage of migrant farmworkers who are Hispanic in some areas of the region. The likelihood is slightly greater that program participants would be Hispanic rather than Caucasian or African-American.

3. National Origin

The ULM HEP sites do not exclude any participants based on national origin. As with the issue of race, the demographic data indicates that the expected population may be from Latin American countries (migrant or ESL families). Additionally, the recruitment, assessment, and educational materials utilized by the staff will be available in English and Spanish whenever possible to facilitate greater response.

4. Color

As with Race and National Origin, nothing in the practices of the ULM HEP sites should prevent any person of color from participating in the program. However, due to the constraints of a convenience sample, the population may not be representative.

5. Disability

The ULM HEP sites are primarily located in public buildings like education centers, technical colleges, or community centers. These facilities fall under guidelines of the Americans with Disabilities Act, requiring unrestricted access. None of the practices of the program would single out or prevent participation of an individual with a disability, whether adult or child (for those sites offering child care). Any necessary accommodations would be made to include an individual with a disability if a lack of congruence were observed – for example, providing a reader for a person with a visual disability, or ensuring that computer equipment and software had necessary adjustments.

6. Age

The eligible ULM HEP participant must be at least 16 years of age. As long as other eligibility criteria are met, there are no practices of the program that would prove a barrier to any migrant farmworker or the immediate family member of a migrant farmworker, regardless of their age. Instructional materials are chosen based on educational readability level but are tailored for adult audiences, so there is nothing demeaning in the materials. The auxiliary child care services provided will be associated with the family literacy center(s) that are part of the ULM HEP project region. These centers target their regular services to preschool-aged children for daytime sessions. However, in the past programs have not denied evening child care services to older children as long as the child care provider was able to keep all children safe.

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		
University of Louisiana at Monroe		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Dr.	* First Name: Leonard	Middle Name:
* Last Name: Clark	Suffix:	
* Title: Director, Graduate School		
* SIGNATURE: Leonard Clark	* DATE: 02/10/2015	

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

University of Louisiana at Monroe High School Equivalency Project – ULM HEP

The University of Louisiana at Monroe, in Monroe, Louisiana, proposes to **continue** operating a High School Equivalency Project in collaboration and partnership with multiple education and non-profit agencies in the northern area of Louisiana.

Project objectives are to

1. recruit and serve migrant and seasonal farmworkers and their family members
2. in need of skills to achieve the High School Equivalency
3. and enter postsecondary education, employment, or the military
4. through the **activities** of adult and family literacy instruction including ESL, child care support, test fee support, transition support, and mental health support.

The University of Louisiana at Monroe has **prior experience** operating a HEP project, as a grantee from the 2010 cohort. Annual Performance Report data for the 2013-2014 program year demonstrated that the program met and exceeded the GPRA targets and project objectives.

Project outcomes will include

- 100 participants served annually, all commuter
- 72% of annual participants served will complete the High School Equivalency
- 85% of HSE completers will enter postsecondary education, employment or the military
- 100% of participants will receive academic and life skills counseling

Project objectives, activities, and outcomes will be conducted at three service locations in partnership with Louisiana Delta Community College: DeltaLINC Monroe campus; DeltaLINC Union Parish Family Literacy; and DeltaLINC Ruston campus.

ULM HEP proposes to target **GPRA 1** with **72 HSE completers** each project year (72% years 1 through 5), and **GPRA 2** with **61 of those completers entering postsecondary, employment or the military** (85% years 1 through 5).

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

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VII.	Quality of the Project Evaluation	19

Breaking through Barriers:

University of Louisiana at Monroe High School Equivalency Program

For many of the young people who live in Northeast Louisiana's disadvantaged communities, attending postsecondary education is a dream rather than a possible reality. Families and individuals in these communities often lack the experience or information to navigate the institutions that offer postsecondary education. For those whose primary subsistence comes from the work associated with seasonal or migrant agriculture, the dream is even more elusive. The relocations that accompany migrant and seasonal farm work can severely hinder the connectivity necessary to successfully complete high school while concurrently preparing to enter higher education. Barriers rather than networks are more characteristic of the migrant lifestyle.

The University of Louisiana at Monroe High School Equivalency Program (ULM HEP) is a project proposing to continue to help migrant workers overcome those barriers. The ULM HEP offers high quality adult and family literacy and ESL services in multiple sites across North Louisiana. As a grantee in the 2010 HEP cohort, ULM HEP has overcome barriers of its own in terms of the learning curve that accompanies a new regional initiative. However, built on existing quality resources, and having developed strong partnerships, the program is poised to move into a new cycle of success with far fewer programmatic barriers

Need for and Significance of the Project

Magnitude of Need for Services and Activities. The ULM HEP proposes to facilitate and deliver education and support services to eligible participants in parishes (counties) across northern Louisiana. While a wide range of demographic clusters exist in the service region, some of the parishes are among the most impoverished and undereducated in the state and even in the

nation.¹ They are largely rural, with a few population centers that have limited public resources. The parishes in the project generally have lower income, lower educational attainment, and higher poverty than the state average. These barriers to family self-sufficiency cut across all sectors of the population, and the economic demographics offer a reasonably true representation of the population expected to participate in HEP services in this region of the state. The ultimate goal is to provide resources to teenagers and adults who have not succeeded in the traditional education system, who are very likely to remain hindered by barriers of illiteracy and poverty. The general population of the region is undereducated, as demonstrated in the following table.

Education Level for Service Region	2014 Percent of Population
Less Than 9th Grade	4.78%
9th Grade to 12th Grade	11.50%
High School Diploma or Equivalency	35.84%
Some College	21.90%
Associate's Degree	5.24%
Bachelor's Degree	13.54%
Graduate Degree and Higher	7.21%

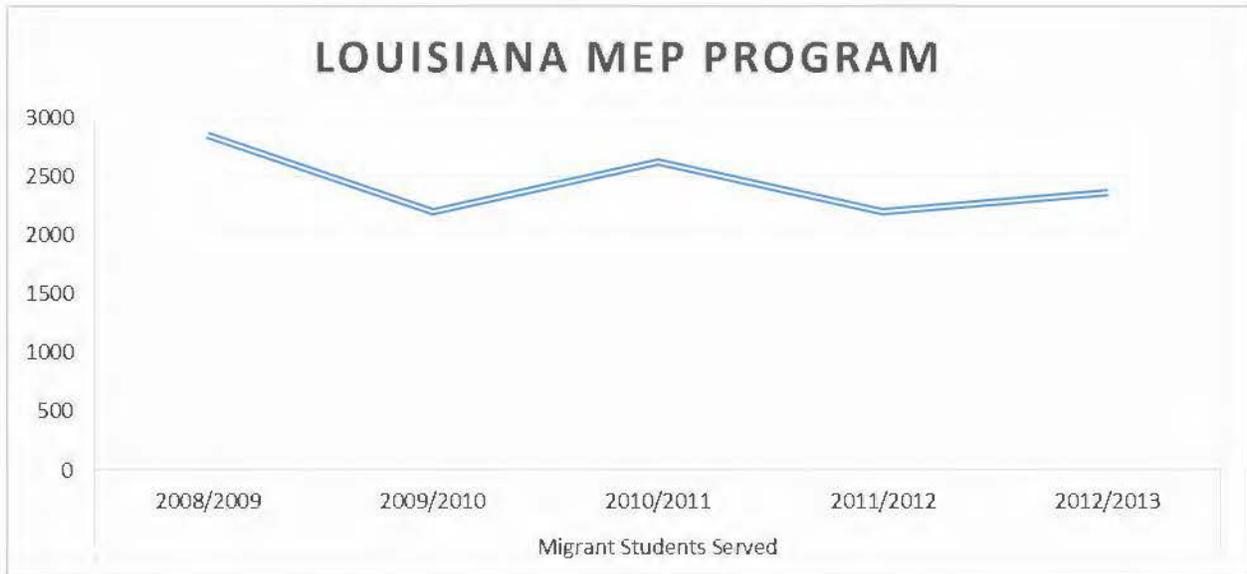
Low educational attainment for the regional adult population also means low family income – 2014 average earnings were \$41,157.00 – and high poverty – at least 21% of the region is at or below the poverty level.

Focus on the Needs of Disadvantaged Individuals (Migrant and Seasonal Farmworkers)

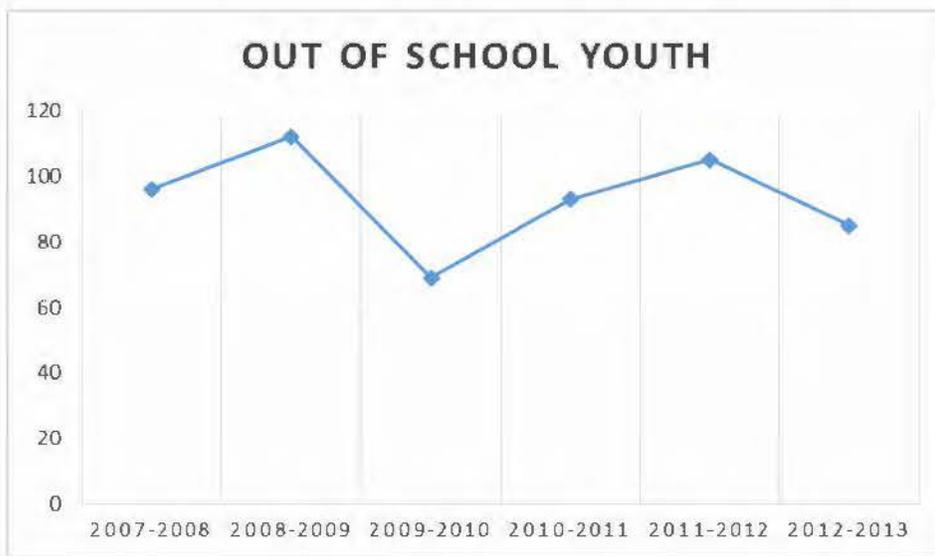
It is a sad irony that poverty reigns so supreme in a region so “rich” in natural resources.

Northern Louisiana has a solid history of agricultural production, and in 2013 represented 1.4% of the region’s employment, 3% of the Gross Regional Product, and 6% of the region’s export value. Several Migrant Education Programs serve school-aged children in the region, and Louisiana has had a stable flow of migrant population shifts in recent years:

¹ 2015, Economic Modeling Specialists International, report prepared for Louisiana Delta Community College.



In addition, Out of School Youth are historically served by Louisiana MEP:



From the lessons learned in the first four years of operating ULM HEP, migrant workers need services during the day and evening. A significant percentage need English as a Second Language services, as well as information or counseling on the community support opportunities available, like health services and job advancement through training. Some of them have young children, preschool and school aged. The ULM HEP program proposes services that will address

all of these unique needs through instruction, transition support, child care support, and life skills counseling where necessary.

Addressing Gaps or Weaknesses in Services through ULM HEP. The project proposes to build on partnerships with adult literacy sites and integrated Family Literacy programs operated by Delta Literacy Initiative for North Louisiana Communities (DeltaLINC), Migrant Education Programs, and academic and life skills counseling in place through the University. While each of the existing components has documented success with its specific population, there is a need for more seamless integration between components, as well as a transition linking existing services to postsecondary services. The region included in the project is home to numerous postsecondary institutions. University of Louisiana at Monroe, Louisiana Tech University, and Grambling State University offer accredited two- and four-year degrees. Louisiana Delta Community College operates eight campuses and two sites, Bossier Parish Community College operates two campuses, and numerous private vocational training programs are in the project area.

The gaps exist in connecting individuals to family-sustaining employment through postsecondary education programs, largely because participants lack self-efficacy to reach for postsecondary training *because they don't even complete high school*. Some potential participants have been a part of public education systems, gaining progress towards a high school diploma. However, in the rural and economically disadvantaged parishes, dropout rates are high. The ULM HEP model will layer support and transition services on top of academic instruction to amplify achievement, while continuing to strengthen both the participants' and the program's linkages to community agencies and resources. The requested funds will be used to ensure highly-qualified personnel deliver services in adult education and transitions to postsecondary education, vital support services in academic and life skills counseling, child care and training for parents, and overall

goal setting. Adult Education instructors at the sites will offer HSE preparation during day and evening hours, based on population need. Recruiters will serve as liaisons between the sites and the eligible HEP participants, recruiting, screening, and identifying participants. Transition coaches will conduct activities that integrate college and career readiness and retention duties, and center-based instructional activities when appropriate. On-site educational resources and distance educational materials will be coordinated to increase the continued educational progress of clients. Project personnel will make key connections within the community of migrant farmworkers, identifying participants and striving to gain their investment in the program.

Importance or Magnitude of Results. The magnitude of the results likely to be attained has already been indicated by the positive outcomes of the first four years of ULM HEP. Out of 349 HEP participants served since 2010, 182 completed the High School Equivalency, and 178 have transitioned to college or employment. Postsecondary institutions in the area are examining their admissions policies to increase the access for individuals who may not have exited the traditional American education system. High-need, high-touch populations are receiving attention and support from community systems. New partners around the state are asking to be a part of the services that are wrapping support around the neediest population in the area.

Quality of Project Design

Measurable Goals, Objectives, and Outcomes. ULM HEP proposes to assist a minimum of 100 eligible migrant and seasonal farmworkers annually to prepare for future economic and personal success. The following goals, objectives, and outcomes will guide the activities of the project to enable individuals to complete their own personal goals and objectives.

Outcome	Project Objectives	Measurement of Objectives
<i>Goal #1: The ULM HEP project will recruit, screen and serve 100 participants per year.</i>		
<ul style="list-style-type: none"> Eligible participants will be properly inducted into HEP services on an open-enrollment schedule. 	<ol style="list-style-type: none"> Recruiters will contact a quota of 5 possible participants per week until program has reached goal. 	<p>Recruiter contact logs, intake forms, income verification statements will be submitted to HEP Coordinator on a weekly basis</p>
<i>Goal #2: ULM HEP participants will improve their educational and employment opportunities through training</i>		
<ul style="list-style-type: none"> Eligible ULM HEP participants who have not completed a high school diploma will complete the High School Equivalency (GPRA 1) Eligible ULM HEP participants who complete the HSE will enroll in postsecondary education, upgrade their employment, or join the military (GPRA 2) 	<ol style="list-style-type: none"> 72% of enrolled HEP participants will receive their HSE before exiting the program in each program year. 85% of HEP HSE recipients will enter postsecondary education, upgrade their employment or join the military in each program year. 	<p>Project sites will report the number of HEP participants enrolled, and the number of program exiters who received the HSE</p> <p>Project sites will report the number of HEP participants who received the HSE, and the number of HSE recipients who transitioned into each of the categories of postsecondary education, upgraded employment, or military service</p>
<i>Goal #3: ULM HEP participants will improve their college and career readiness through transition and/or counseling support</i>		
<ul style="list-style-type: none"> Eligible ULM HEP participants will receive academic and/or life skills support services to identify and overcome potential barriers to continued educational progress 	<ol style="list-style-type: none"> 100% of enrolled HEP participants will receive a minimum of one academic and/or life skills support session from transition coach or mental health/education counseling student, as appropriate 	<p>Transition coaches will record transition support hours in the project database</p> <p>Mental Health/Education counselors will provide anecdotal records for student files as appropriate</p>

Appropriate Design to Address Needs of the Population. The ULM HEP project goals, objectives and outcomes are discerning in scope, allowing for sufficient attention to be devoted to each accomplishment. The carefully selected goals reflect the comprehensive and intensive nature of the project design. The target population for the project is highly in need of both the HSE and academic training and the transition services to help them persist in their academic accomplishments. The goals and objectives associated with the HSE and further pursuits (GPRA 1, GPRA 2) will direct instructional staff to focus with great depth on academic supports from the moment of entry into the program. Once the student is oriented to the program and the appropriate intake assessments establish the prescription for instruction, persistence and continuity are the primary concerns of adult education instructors. The ULM HEP project will identify barriers to persistence through transition coach activities (high-touch model). This holistic approach will intervene and prevent attrition due to factors like poor health, family stresses, or inexperience with life decision making. Additionally, the flexible schedule of services and the inclusion of child care, and translators will further reduce barriers. The project objectives to measure outcomes for these support services will continue to help the project focus on the holistic needs of the HEP clientele.

Coordination and Linkages to Similar and Complementary Organizations. The sites that will be included in the ULM HEP project are very familiar with coordination of services to avoid duplication, because of linkages already in place. DeltaLINC adult and family literacy instructional sites link students with Workforce Investment Boards, Workforce Development training programs, community agencies like the Children's Coalition for Northeast Louisiana, and social service agencies such as Louisiana Department of Health and Hospitals, the Louisiana Department of Social Services, various municipal governments, Housing Authorities in the

towns and cities, and local churches. Project personnel are aware of the breadth of services available to help the participants meet their goals, and they recognize when a partner or collaborator can better serve a specific need. Their **interagency coordination** relationships require only a telephone call to put services and strategies in place.

Persistence in the program often requires services from these other agencies to overcome barriers beyond the scope of the project. Screenings by Mental Health/Education Counselors and/or referrals from transition coaches will lead to recommended linkages, with certain project personnel actually accompanying participants to providers when/where necessary. Additionally, as HEP participants are prepared to transition to post-HSE goals, coaches will facilitate that transition. Whether the participant needs to connect to a postsecondary enrollment office, an employer, or a community agency, the ULM HEP will help participants through any potential barriers with network contacts, site visits, interviews, and other activities to boost success.

Project's Increased Efficiency and Productivity. Much of the time and effort associated with project outcomes will come from the DeltaLINC consortium of sites. Over the past three years, DeltaLINC has streamlined processes of communication with ULM HEP Project Director and Co-Director, utilizing electronic methods of data tracking and sharing, routine reporting and observation schedules, and timely deadline accomplishment.

DeltaLINC as a service provider strives to be a “one stop shop” for the most disadvantaged population in the region. However, limited resources and restricted funding streams means that the only way DeltaLINC accomplishes its plethora of services is through highly innovative coordination with state adult education, local workforce and non-profit, and internal departments. DeltaLINC services, and thus the activities of ULM HEP, are supported by braided funds and in-kind resources leveraged by stakeholders with the same purpose in mind.

Quality of Project Services

Often those individuals with the greatest need require considerably more investment to reach even the most basic of goals. The ULM HEP is prepared to offer the highest-quality services to the neediest eligible participants, using a model that has proven return on investment in the past. This model builds on existing adult education and family literacy sites that are monitored by the State of Louisiana and have validated outcomes as a result. Target populations for the ULM HEP will not exclude any groups traditionally underrepresented, but will actually go farther to reach some of those groups. The population is likely to be racially and culturally diverse based on demographic data for Louisiana migrant and seasonal farmworkers. National origins of this population for some sites would include Latin American, Vietnamese or American. Both males and females will be recruited and served through activities for migrant workers *and their immediate families*; resources are in place for flexible schedules and child care support when necessary. The project sites are accustomed to enrolling parents *and grandparents*, so it is unlikely that an eligible participant would be excluded on the basis of age. Because the services will be community college and K-12 facilities, individuals with disabilities will find barrier-free environments for learning. The quality of services will also be demonstrated through the depth and duration of training for project personnel, the anticipated skill development and gainful employment for students, and through the criteria that will ensure services to those most in need. *Quality, Intensity, and Duration of Professional Development.* ULM HEP services will benefit from high quality professional development. DeltaLINC, as the service provider, is a Regional Service Center for Louisiana adult education instruction and transition. As such, it serves as a funnel for best practices in HSE preparation, college and career readiness, and regional labor market strategies. Primarily, the strengths of the professional development plan come from

regularly scheduled (weekly or bi-weekly) staff meetings with teachers, transition coaches and recruiters, where technical assistance issues arise. DeltaLINC holds consortium-wide trainings as well as regional trainings on pertinent issues. When DeltaLINC training is not sufficient, project personnel seek external professional development from the various organizations associated with the project, such as the Louisiana Community and Technical College System conference, the Louisiana Association for Public, Community, and Adult Education conference, the Commission for Adult Basic Education conference, the National Council of LaRaza, and regionalized English as a Second Language conferences. After each professional development opportunity, staff members “train the trainers” through peer sharing.

Services Lead to Improvements in Employability Skills. Louisiana’s adult education services, labeled “WorkReady U,” benefit from inclusion in various initiatives designed to improve the workforce. Louisiana is a Jobs for the Future Accelerating Opportunity (JFF-AO) state, and the WorkReady U Business Plan sets very ambitious goals to increase postsecondary enrollment, postsecondary completions, and employment for adult education students. As a leader in adult education services, DeltaLINC is in an excellent position to prepare HEP participants for employment, because that goal is integrated into everything DeltaLINC does. The Transition Coach positions are designed to take employability training beyond the classroom on a regular basis by creating mock interviews, taking tours of employer locations, and facilitating integrated workforce credential and adult literacy training. Utilizing the strengths of DeltaLINC’s comprehensive model, ULM HEP will combine adult education, workforce development, family literacy, job readiness, and advancement to job attainment and/or post-secondary education in a holistic approach that instructs adult students in behaviors and educational requirements for their self-sufficiency. Instructional methods will focus on scientifically-based reading research for the

fundamentals of literacy and numeracy acquisition (i.e., vocabulary, fluency, comprehension). A combination of individual, small group and large group methods will meet the learning needs of all participants. Materials will include “high-tech” specialized software as well as “low-tech” flash cards that students can take home.

Services Focused On Those With Greatest Needs. The ULM HEP will identify and prioritize the population according to a rubric of criteria establishing intensity of need. Identification of the “most in need” student status is determined during Intake, with self report data, or referral from a coordinated agency like the Migrant Education Program. Program sites have been serving those most in need as described in the U.S. Department of Labor’s definition of “High-Risk Adults”:

- Low Literate Adults
- Low Income Adults
- Incarcerated Adults
- Homeless Adults
- Single Parents and Displaced Homemakers
- Adults with Learning Disabilities
- Adults with Limited English Proficiency

In addition, project sites collect information regarding dependent children in the household, recent migration (most recent denoting higher need), and need for training to retain employment. Often a referral from a collaborating social service agency indicates the probability of risk factors, because the agency targets individuals in poverty, individuals with disabilities, etc. Because of the numerous collaborations, the ULM HEP will be used by agencies as a referral for attainment of a HSE and employability skills. Students with limited English are identified through referrals from the parish school system’s English Language coordinators, the local Migrant Education Program, and word of mouth in their communities. Each project site has a need ranking system based on their regional population and the resources they have in place. Some needs will be addressed with direct services from project personnel. Other needs will

require referral and coordination of collaborators. Also, those participants with young children have a greater magnitude of needs to be met before they can fully participate. Transition coaches will work with participants to determine the best way to participate and still take care of family needs, including the opportunity for child care support services at one location. Well trained staff members are experienced in providing developmentally appropriate settings and experiences for young children. In this way the project can demonstrate to parent participants that pursuing adult education can provide an excellent model for young children in school. The project is designed to focus on participant needs as strengths to build on rather than weaknesses to be overcome.

Quality of Project Personnel

As Equal Opportunity Employers, both the University of Louisiana at Monroe and DeltaLINC (Louisiana Delta Community College) seek employees who are diverse. The unique needs of the migrant population are of special consideration in the quality of project personnel. The ULM HEP services will be delivered by highly-qualified staff at all of the sites, and will be monitored by highly-qualified and trained administrative staff at the project level, as shown:

Position (name if personnel already in place)	Sub-Contract (Y or N)	Experience and Relevant Training for this Project
Project Director (Georgia Sanderson, M.A.)	N	Master of Arts degree. Fifteen years of experience administering grants to provide training for under-skilled and under-educated labor force in the state of Louisiana. Fiscal responsibility for over \$30 million for Incumbent Worker Training Program cumulatively. ULM HEP Director since 2010.
Project Co-Director (Judith Poindexter, M.A.)	N	Master of Arts degree. Thirteen years of experience managing the largest training projects for Incumbent Worker Training Program. Responsible for linking expert trainers from the university and community with the businesses in need of skills and knowledge upgrade for under-educated labor force. ULM HEP Co-Director since 2010.
HEP Coordinator (Andrés Enriquez, M. Ed.)	Y	Master of Education degree. More than ten years' experience working with minority and underserved populations, including eight years with migrant programs. Has served as HEP Coordinator for ULM HEP since January 2011.

Adult and Family Literacy Lead Teacher (Karen Kay Brown)	Y	Karen Brown has a B.S. in education and almost 30 years of experience in education of various age groups and designations. She has twelve years of experience serving the migrant population.
Part time instructors to be hired		Part time instructors will possess a Bachelor's in Education, and either be bilingual or have minimum five years' experience working with ESL populations
Recruiters (to be hired)	Y	Minimum associate degree in social science-related field or commensurate experience with migrant population; preferably English as a Second Language skills (bilingual or trained in English-language acquisition). Will be trained annually during project orientation (September of each project year); will attend at least one professional development conference focused on the needs and current best practices of the migrant population. Ongoing staff development for continuous improvement based on data collected from progress toward project objectives.
Mental Health and Education Counselors	N	Ongoing training through Educational Leadership and Counseling degree program at University of Louisiana at Monroe
ESL Assistants	N	Upper level undergraduate students in the Foreign language department, exhibiting motivation and capacity to train others

Quality of the Management Plan

The proposed project, ULM HEP, intends to enroll 100 eligible migrant and seasonal farmworkers and/or their immediate family members in services that will facilitate HSE completion, entry into postsecondary education, upgraded employment, or the military. The project also intends to facilitate services in transition support. The geographic region to be served spans across North Louisiana, stretching over several thousand square miles. The project includes adult education/HSE preparation sites in higher education, K-12, and community settings. The project is capable of serving 16 year old out of school youth as well as parents of young children. Such a complex project needs a strong management plan. The ULM HEP plan will seam together the diversity of venues into one cohesive project through the oversight of project personnel.

Adequacy to Achieve the Objectives: Responsibilities, Timeframes, and Milestones. The administration of the project’s practical and fiscal activities will be centralized through the University of Louisiana at Monroe’s Auxiliary Enterprise Department, where the Project Director and Co-Director are already in place. In addition, the HEP Coordinator, already employed by DeltaLINC (the **subcontracted** service delivery provider) will continue his role of guidance and facilitation of best practices. This frees the qualified instructional staff to spend the bulk of their time in direct service delivery.

The Project Director will coordinate with campus departments to provide support services through Counseling and Foreign Language students. The Project Director will also be responsible for all fiscal activities for the grantee and subcontractor. Project Director and Co-Director will periodically monitor data aggregation for updates of progress toward objectives.

The HEP Coordinator will assist the Project Director in monthly and quarterly monitoring of the instruction sites. The instructional staff will have the most direct contact with participants, using their individual goals to guide assessment and instruction. The HEP Technical Assistance

Consultant will provide the constructive feedback necessary for true growth and determination of sufficient progress. The following table illustrates milestones and timeframes.

Project Milestone	Responsible Personnel (% Time)	Timeframe
Instruction sites have beginning of the year orientation, including staff in-service training on the nature of the population, project objectives as related to their daily activities, data collection methods, and monitoring procedures	Project Director (30%) Co-Director (40%) HEP Coordinator (100%, contractual)	Program Startup Reiteration on an annual or semi-annual basis depending on staff changes
Hire Mental Health and Education Counselors, ESL assistants from undergraduate upper-level students	Co-Director (40%)	Beginning of second quarter of each program year
Participants identified, recruited, and prepared for full participation through	Project site personnel: HEP project Recruiters (100%);	Ongoing – open enrollment will

Project Milestone	Responsible Personnel (% Time)	Timeframe
intake/orientation process, including assessment of educational needs	Transition coaches (100%)	occur throughout program year
Eligible HEP clientele participate in adult education and/or family literacy adult education instruction, receive assessments, receive guidance and counseling, receive referrals for additional services, accomplish academic gains	Project site personnel: HEP project Recruiters (100%), Adult education instructors, Transition Coaches (100%)	Ongoing as participants' needs direct the service delivery at each site
Data is collected to reflect academic assessment results and/or progress, support services, overall participation rate, methods used, recruiting implementation, etc.	Project site personnel, Transition Coaches, Mental Health and Education Counselors, HEP Coordinator	Monthly to monitor progress of individual participants and overall site
Data is aggregated to reflect number and type of academic gains, number of HSE's, types support services needed, hours of participation and recruiting activities, etc.	Project and Co-Director, HEP Coordinator	Quarterly to monitor project progress
Site visits and data analysis to determine progress toward project objectives	HEP Coordinator, Project or Co-Director	Semi-annually or as potential problems are indicated in quarterly data

Procedures for Feedback and Continuous Improvement. This project proposes to serve students in multiple sites across a wide region, while centralizing administration through the ULM campus. The project's success is predicted because procedures for frequent feedback are already in place, building on the administrative model of the subcontracted service provider, DeltaLINC. DeltaLINC leadership periodically visit the sites to observe (scheduled and unscheduled). The Project Director and Assistant Director will receive data from the HEP Coordinator reflecting progress toward project objectives on a monthly basis via electronic reports. Areas of improvement will be explored, then DeltaLINC and the HEP Coordinator will implement recommendations with each delivery site – ramping up recruiting strategies, adjusting instruction

to increase participants' acquisition of skills, or expanding partnerships for collaborative services. Feedback for continuous improvement will be delivered to individual sites (for example, corrective action) or to multiple sites with common issues, through organized staff meetings at a central location, or via electronic communication when efficient and effective.

Time Commitments of Director and Key Personnel. The Project Director proposes to devote 30% to this project. Director duties will include activities ensure the integrity of annual reports and to facilitate all fiscal operations. For the Project Co-Director, a 40% time commitment will allow facilitation of university connections for support services, technical assistance to subcontractors, and a first-call resource for University entrance and transition issues. The HEP Coordinator, Recruiters, Transition Coaches, and Instructors will devote 100% of their time to HEP participants, utilizing a wide range of strategies to meet their unique needs. Recruiters, paid on an hourly basis, will identify eligible participants through the networks in place to serve migrant and seasonal farmworkers' school-aged children, and by establishing new contacts with employers and other public agencies who may intersect with the population and offer insights into their needs.

ULM HEP expects high-quality products and services from the proposed project because of the subcontract with DeltaLINC, and the experience of the past four years of program improvement strategies. DeltaLINC is monitored by state WorkReady U oversight on a quarterly and annual basis, and by college oversight from Workforce Development on a bi-monthly basis. DeltaLINC has a 24-year history of high quality services, having received numerous commendations for exceptional outcomes in adult and family literacy.

Adequacy of Resources

Adequacy of Resources from the Applicant. The ULM HEP project has a wealth of resources in place to support project objectives. The **applicant organization, University of Louisiana at Monroe**, will provide physical facilities to include office space, technology equipment for administration, and infrastructure for auxiliary services to ensure student success and transition.

Commitment of Partners. DeltaLINC, the instructional services provider, exists due to partnerships and braided funding that facilitates instructional sites across the region – classrooms, instructional materials, assessment materials, administration resources – all will be at the disposal of HEP instructors at a rate beyond what is included in the subgrant budget. For example, extensive educational software is in place to facilitate academic progress, and a strong peer education network ties the sites together for best practices in adult instruction.

The **principal subcontractor** is legally defined as Louisiana Delta Community College (LDCC). As the community college that feeds into the University of Louisiana at Monroe, LDCC has a wide range of postsecondary opportunities available to HEP students, and commits administrative, Human Resources, and fiscal support in addition to its philosophical endorsement of the HEP project. Additionally, the **Education Leadership and Counseling and Foreign Language departments of ULM** are committed to providing referrals for the counselors and assistants to be hired.

Costs Reasonable to Project Objectives and Numbers Served. The **cost of the project** is reasonable in light of the wraparound, intensive, high-touch services offered to the most at-risk population. This type of project, spanning across the northern half of the state, would not be possible without the existing infrastructure of instruction, support, and management. Because the region is so rural, resources are few and far between in the communities. The bulk of

expenditures are for highly qualified personnel to deliver intensive services to those most in need. However, these highly qualified personnel are mostly already in place, so progress toward project objectives can begin immediately with services to participants rather than a startup period of hiring and training personnel. Therefore, **costs are reasonable in relation to the number of persons to be served** – a minimum of 100 participants, a total Year 1 budget of \$467,337.00; per pupil expenditure of \$4,673.00.

Sustainability. The ULM HEP project supports the university's mission and purpose with regards to research and outreach. Project services are to expand and enhance existing services to a more unique population. Efforts are underway regularly to establish intensive services for marginalized populations, and the history of success for the ULM HEP project thus far has garnered positive regard for the University within the community. The number of participants may decrease in order to continue to provide the intensive services after the end of OME funding. However, the precedent for research and practica experiences would have already been set by this project so the infrastructure would support continuing activities from University departments as well.

Quality of the Project Evaluation

The project will benefit from **an evaluation plan** with internal and external evaluation procedures providing performance feedback on a monthly basis in which progress toward achieving intended outcomes can be assessed. **Internal evaluation** will be conducted by project personnel on a monthly, quarterly, and annual basis. *Types of data to be collected* include hours of participation, test scores on Official Practice Tests and other measures of educational progress, educational gains, transition coach activities (anecdotal), and goal completion for HSE and/or transition into higher education, upgraded employment, or the military. Adult and Family

Literacy Teachers, Transition Coaches, and Mental Health and Education Counselors will collect the data and provide to the HEP Coordinator, who will in turn compile a report on progress toward objectives for the Project Director and Co-Director. *Time frame for data collection* will be monthly at the site level and by the HEP Coordinator, and semi-annually by the technical assistance consultant. *Methods of data collection* will include the WorkReady U data system, and a GoogleSheet constructed by the HEP Coordinator, both of which are web-based, as well as site-monitoring checklists. While participant records will not be anonymous, all project personnel and contracting personnel observe the strictest confidentiality guidelines. Outcomes of those assessments will be aggregated for the HEP Coordinator and Project Director. *Instruments to be developed* will be based off of existing instruments in operation within ULM HEP, to be adjusted as necessary for the new project period, such as the Quarterly Site Monitoring Checklist. The HEP Coordinator will use the Checklist to monitor service delivery, best practices in instruction, and overall site performance. These data will be examined for trends and gain in academic performance, as well as used to guide the entire curriculum development and revision process. *Reports of results and outcomes* will be available in simple descriptive form on a monthly basis to project administration and sub-contractor administration; an annual statistical analysis by the Institutional Research Analyst (DeltaLINC) will provide more detailed information. *The evaluation information will be used* to monitor progress toward objectives each month, by all administrative personnel on a quarterly basis to highlight excellence and challenges; and by the Office of Migrant Education on an annual basis to evaluate project performance.

ULM HEP has successfully completed an On-Site Review from the Office of Migrant Education, held in 2012 and completed in 2013. The technical assistance from the Office of Migrant

Education was invaluable, and served to provide an evaluation road map that will be observed in all subsequent program years.

Just as the HEP participants have to face their barriers, then determine how to go over, around, or through them, the ULM HEP project has successfully addressed its own barriers since 2010. The project looks forward to being allowed to continue the good work that has begun for the migrant and seasonal farmworkers in need of educational services in North Louisiana. A steep learning curve and a recent history of exceptional outcomes has created a firm foundation upon which to build.

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Job Description
IWTP/HEP Director

Direct both the Incumbent Worker Training Program (IWTP) and High School Equivalency Program (HEP) grants. Master's degree required. These activities will include, but not be limited to, the following:

- Develop new grant programs
- Plan, implement and monitor existing and new grant programs
- Communicate with colleges/departments on campus to insure a seamless presentation of grant offerings
- Oversee all fiscal aspects of both IWTP and HEP grants
- Provide on-site monitoring of off-campus trainings associated with grant programs
- Review grant programs to insure successful completion

Job Description
IWTP Project Manager HEP Co-Director

Responsible for all day-to-day activities involved in the Incumbent Worker Training Program (IWTP) and High School Equivalency Program (HEP) grants. Master's degree required. These activities will include, but not be limited to, the following:

- Establish and maintain a working relationship with grant coordinators
- Develop a close working relationship with the ULM IWTP administrative team. This includes the IWTP Director, Director of Grants and Contracts, Controller, Accounts Payable, Property Control, Purchasing and Student Accounts.
- Write and route on campus the master budget for each grant
- Generate vendor contracts
- Submit quarterly reports to Louisiana Workforce Commission (LWC)
- Maintain day-to-day activities for HEP grant
- Be available for travel as needed for both grants

POSITION DESCRIPTION DOCUMENT

POSITION TITLE: Delta LINC Migrant HEP (High School Equivalency) Coordinator (Salaried 12 month)

DEPARTMENT: Workforce Development – Delta LINC

CLASSIFICATION:

APPOINTMENT TYPE:

ORGANIZATIONAL RELATIONSHIP: Delta LINC Director

JOB SUMMARY: To serve as Coordinator in the division of Migrant HEP/ESL in Delta LINC.

QUALIFICATIONS:

Minimum Qualifications:

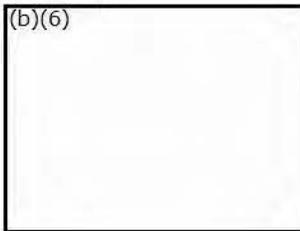
- A baccalaureate degree in the field of education or related field
- 5 years experience in teaching and/or directing Migrant HEP/ESL programs
- Fluent in Spanish

RESPONSIBILITIES:

- Represents Delta LINC in meetings on matters related to service development and implementation in Migrant HEP/ESL Education
- Assists the Director in the planning, implementation, and monitoring of existing and new programs developed in relation to Migrant HEP/ESL Education
- Assists the Director in preparing special reports for the Workforce Director and Delta Administration as directed relative to Migrant HEP/ESL Education
- Recommends new developments in service opportunities related to Migrant HEP/ESL Education
- Assist and advise the Director in the Supervision of the overall function of all Migrant HEP/ESL services in Delta LINC sites
- Explains to the pertinent staff about related services and prospective opportunities for Migrant HEP/ESL services
- Develops and oversees in-service training programs related to Migrant HEP/ESL services
- Serve as recruiter and advisor for all Migrant HEP/ESL services in Delta LINC sites.

- Communicates regularly with the LINC Director on all celebrations and concern happening within the designated services
- Assist the Director in Interviewing and counseling employees regarding employment and performance related to Migrant HEP/ESL services
- Communicates with the Director and documents all Migrant HEP/ESL employee issues in relation to program compliance and service delivery efforts as well as campus effectiveness
- Performs other duties as assigned

Georgia Sanderson



Strengths

Dependable, diligent, loyal, well-organized, works well either solo or as a team player, and personable across all socio-economic, race and gender lines.

Experience

Director, High School Equivalency Program

July 1, 2010-present concurrent with IWTP

Writing, submitting and receiving funding for \$2.5 million in training grant

All fiscal aspects of the funded grant

Director, Incumbent Worker Training Program (IWTP)

December 1, 2004 - present University of Louisiana Monroe, Monroe, LA

Public relations throughout the state to help develop grant contacts

Writing, submitting and receiving funding for over \$28.5 million in training grants

All fiscal aspects of the funded grants

Supervision of employees, which includes matching project managers with employers to obtain the highest performance goals possible

Project Manager, Incumbent Worker Training Program

April 16, 2001 – Nov. 30, 2004 University of Louisiana Monroe, Monroe, LA

Implementation of funded training grants

Completion of all university and funding agency grant reports

Connecting instructors with grant recipients to best meet the needs of the employees receiving training to achieve the highest outcomes

Office Manager/Accounts Payable

August 3, 1987 – April 13, 2001 Twin City Glass, Monroe, LA

Supervisor of nine employees

Management of employee 401(k) and Simple IRA

Collection of in-house accounts

Contract preparation

Education

University of Louisiana Monroe, Monroe, LA

Graduated: December 2000

Master of Arts, Major: Gerontology

University of Louisiana Monroe (formerly Northeast Louisiana University), Monroe, LA

Graduated: December 1998

Bachelor of General Studies, Major: Psychology

Presentations

Southwest Society on Aging Mid-America Congress

Albuquerque, NM

“Funding that Works for Retaining Older Workers”

Hawaii International Conference on Social Studies

Association Memberships

Sigma Phi Omega

Gerontology Association

Additional

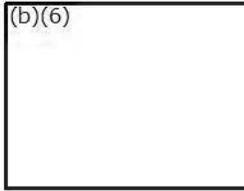
Louisiana Department of Health and Hospital certified trainer: Dementia

Train the Trainer

American Heart Association faculty, Basic Life Support (BLS) for Healthcare

Providers (CPR and AED) Program

Judith Poindexter



Objective

A challenging and rewarding position with opportunity to grow and gain knowledge with benefits, utilizing my extensive job experience.

Summary of Achievements

- Strong background in supervision, project management and staff development.
- Worked daily with state and federal grant agencies.
- Resolved training, contract and audit issues.
- Self motivated, working alone or as a team player.
- Extensive general accounting experience.
- Professional appearance and presentation skills.
- Gerontologist research in the aging populations needs.

Experience

University of Louisiana at Monroe

Project Manager/Co-Director, 2001 - Present

Write, implement and manage state of Louisiana Workforce Development training grants in excess of \$5 million. Contract with vendors to provide training requested by local companies. Responsible for all reports, contracts, monitoring training and regulations required by the state.

Co-Director of Federal High School Equivalency Program Grant in excess of \$2.5 million. Responsible for correlating all reports, site visits to approved site program facilities and reporting to the Office of Migrant Education.

Chase Manhattan Mortgage Corporation

Supervisor, 1996-2001

Supervisor in Lien Release Research Department. Resolved customer issues and escalated company issues. Supervised average of 20 employees, monitoring production, resolution, and

adherence to company policy. Submitted weekly reports on progress of resolved and unresolved customer files. Traveled to Corporate Headquarters bi-annually to meet and discuss issues, ideas and status of Lien Release Research.

Education

Northeast LA University, BA 1999

University of LA Monroe, MA 2002

(Masters in Gerontology)

Post Graduate Studies 2002-2005

(Community Counseling)

Association Memberships

Sigma Phi Omega

Chi Sigma Iota

Gerontology Association- Past President

Presentations

Southwest Society on Aging Mid-America Congress

Albuquerque, NM

"Funding that Works for Retaining Older Workers"

Hawaii International Conference on Social Studies

Published Books

'Secrets Men Do Not Know About Women'

Publish America

References: Upon Request

Andrés S. Enriquez

(b)(6)

SUMMARY

Dedicated, with more than ten years of experience working with minorities and underserved communities. With over 10 years teaching English as Second Language and Academic Advising ESL Students. And eight years working directly with HEP Programs at different levels. I have done academic advising, placement, developed and designed recruitment and retention strategies for HEP students. Computer skills include proficiency in Excel, Word, Publisher, Outlook, Access, and Adobe Photoshop and Open Office Suite.

Education

Masters of Education , University of Louisiana of Monroe – Monroe, LA	2013
Bachelor of Arts – Foreign Languages, Spanish , Washington State University - Pullman, WA	2007
Bachelor of Arts – Management Information systems , Washington State University – Pullman, WA	2001
Associated Arts Degree – Electronics Technology , Columbia Basin College - Pasco, WA	1997
General Equivalency Development (GED) – Washington State University - Pullman WA	1994

Experience

NORTHEAST LOUISIANA ADULT AND FAMILY LITERACY CONSORTIUM — MONROE, LA

HEP Facilitator, 01/2011 to Present

As HEP facilitator I am responsible to assist and monitor HEP Recruiters/Advocates in the identification, coordination and implementation of HEP services throughout Northeast Louisiana. Assist partner agencies in the delivery of services to assure high quality and program specific services are being delivered to students. Act as liaison between community agencies and employers that serve the particular migrant population. I'm responsible and make sure all data and participant records are current and in compliance with federal, state and local mandates. Work with the consortium field staff to acclimate Adult and Family Literacy Instructors in serving the migrant population and in identifying eligible participants.

As ESL Coordinator, I'm responsible to develop lesson plans and the implementation of all the ESL Services throughout the North Louisiana. Establish partnerships with other agencies to assist in the recruitment and delivery of services to assure the highest quality of services are been delivered to ESL students.

Responsibilities - Definitions:

- Recruitment
- Data Collection
- Job Readiness
- Advocacy
- Adult Basic Education
- Workforce Development
- Coordination of Services
- Adult Secondary Education
- Academic Advising

OIC OF WASHINGTON — YAKIMA, WA

Recruitment and Retention Specialist – HEP Program, 9/2009 to 12/2010

As Recruitment and Retention Specialist I was responsible for actively identifying and recruiting potential eligible HEP participants. I conducted presentations, monitored individual trainings and worked with institutions such as colleges and universities. Providing HEP Students information such as College Admissions, Financial Aid, and placement Services.

Responsibilities - Definitions:

- Recruitment
- Placement
- Design HEP Flyers
- Conduct Presentations
- Place Media Adds
- Conduct Live Radio Programs

COLUMBIA BASIN COLLEGE — PASCO, WA**Adjunct Faculty – ESL Instructor, 1/2008 to 9/2009**

As an ESL instructor, I provided instruction to Non-English Speaking students English as Second Language courses that are developed to help students improve their English Language Skills by integrating communication and problem solving activities. The ESL program follows a set of competencies (language skills) designed and approved for Washington ESL programs. Varying levels of instruction are offered for students ranging from those entering with no prior English experience to those almost ready for a college-level English course (level six). Also volunteer teaching ESL with other non-profit agencies in the community from 2001 to 2009.

Responsibilities - Definitions:

- Instruction
- Prepare Lesson Plans
- Recruitment
- Design and Disseminate Flyers
- Conduct Presentations
- Academic Advising

WASHINGTON STATE UNIVERSITY — PULLMAN, WA**Recruiter/Advisor – HEP Program, 8/2006 to 5/2008**

As a resident advisor, my responsibilities were, provide residence hall supervision for HEP students. Orient, discuss student manual and inform students of dorm policies. Know university rules and regulations and enforce them when necessary. Acquaint students with campus enrichment and post activities in the halls. Coordinate tutors at the dorms and tutor students when they needed help with their homework. Attend staff weekly meetings with the HEP department staff and conducted RA and hall meetings.

Responsibilities - Definitions:

- Academic Advising
- Recruitment
- Design and Disseminate Flyers
- Conduct Presentations
- Placement
- Place Adds

WASHINGTON STATE MIGRANT COUNCIL — SUNNYSIDE, WA**Information Technology Support, 1/2001 to 8/2006**

Provided technical assistance and computer trainings to Washington State Migrant Council Staff; install, troubleshoot systems hardware and software and provide standard maintenance to computer networks. In 2002, I helped develop booklets/trainings materials on Microsoft products. After the booklets were completed, we provided computer trainings to WSMC staff using the materials that had developed. The following year, I was assigned to translate the training materials into Spanish and provide training for the Spanish community.

Responsibilities - Definitions:

- Computer Support
- Troubleshoot
- Computer Maintenance
- Computer trainings
- Translations
- Develop computer materials

Paraprofessional (Computers)

ESL Department

Assisted students in the use of computer applications to learn ESL and performed minor software and hardware maintenance

- ESL Tutor
- Computer Lab Assistant
- Academic Advisor

HOLTZINGER FARM FRUIT CO. — BENTON CITY, WA

Foreman and General Farm work, 1988 to 1996

My job consisted on performing general farm work (planting, pruning, thinning, picking and driving tractors, etc). I was also supervising more than 50 workers during harvest season and provided statistical reports.

Responsibilities - Definitions:

- Crew boss
- Chemical Applicator
- Drive Machinery
- Tractor Driver
- Create Statistical Reports
- General Farm Work

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1726001695

DATE: 05/30/2013

ORGANIZATION:

University of Louisiana - Monroe
 (Formerly Northeast Louisiana University)
 700 University Avenue
 Monroe, LA 71209-2200

FILING REF.: The preceding
 agreement was dated
 09/18/2009

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

SECTION I: Facilities And Administrative Cost Rates

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.	07/01/2009	06/30/2013	42.00	On Campus	All Programs
PRED.	07/01/2013	06/30/2017	41.00	On Campus	All Programs
PROV.	07/01/2017	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2017.

*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.

ORGANIZATION: University of Louisiana - Monroe (Formerly
Northeast Louisiana University)

AGREEMENT DATE: 5/30/2013

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using a rate(s) which are not shown in the Rate Agreement. Over/under recoveries from actual costs are adjusted in current or future periods. 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.

EQUIPMENT DEFINITION:

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

FRINGE BENEFITS:

FICA

Retirement

Worker's Compensation

Life Insurance

Unemployment Insurance

Health Insurance

ORGANIZATION: University of Louisiana - Monroe (Formerly
Northeast Louisiana University)

AGREEMENT DATE: 5/30/2013

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-21, 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 these programs.

BY THE INSTITUTION:

University of Louisiana - Monroe (Formerly Northeast Louisiana
University)

(INSTITUTION)

(b)(6)

(SIGNATURE)

William McCown, Ph.D.

(NAME)

Interim Director of Graduate School and Sponsored Programs

(TITLE)

7/1/13

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY) 11

(SIGNATURE) [Signature]

Arif Karim

(NAME)

Director, Division of Cost Allocation

(TITLE)

5/30/2013

(DATE) 0495

HHS REPRESENTATIVE:

Denise Shirlee

Telephone:

(214) 767-3261

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

2015-2020 ULM HEP Bu	
	Year 1
1. Personnel	
Project Director: Project Director will work 30% time for 12 months supervising all fiscal and reporting aspects of project. The total cost to the project will be \$19,634.00 year one with a 1.5% cost of living increase per year for each additional year.	\$19,634
Project Co-Director: Project Co-Director will work 40% time for 12 months on all linkage aspects of project management that include first call for university information, coordination with Counseling and Foreign language departments, and training of project personnel. The total cost to the project will be \$21,174.00 year one with a 1.5% cost of living increase per year for each additional year.	\$21,174
ESL Assistants: Two upper-level undergraduate students in the Foreign Language department to function in an ESL liaison capacity for University services and activities. ESL Assistants will work up to 6 hours per week, \$12.50, 42 weeks per year, X 2 assistants	\$6,300
Mental Health and Education Counselors: Two upper-level undergraduate students in the Marriage and Family Therapy department to function as resources for HEP students; administer education/learning style assessments, offer support and private counseling-type activities for participants facing multiple barriers. Counselors will work up to 6 hours per week, \$12.50, 42 weeks per year, X 2 counselors	\$6,300
Total Personnel	\$53,408
2. Fringe Benefits	
Benefits for full time employees @45% including retirement, insurance, medicare, etc.	\$18,364
Benefits for part-time employees @28% including retirement and medicare	\$3,528
Total Fringe	\$21,892
3. Travel	
Personal mileage: travel to instructional sites for monitoring and technical assistance, approximately 2,160 miles at \$0.51 per mile.	\$1,102
Conference Travel: Travel to HEP Director's Meeting, HEP/CAMP Association Meeting, Professional Development conferences. Inclusive of state-rate airfare, registration, lodging, per diem for director (up to 2 conferences)	\$4,000
Total Travel	\$5,102
4. Equipment	
\$0	
5. Supplies	
Office management consumable supplies -- paper, ink, organizational materials, etc.	\$2,000
6. Contractual	
Contractual Consultant for Technical Assistance: TBD. To provide technical assistance to project staff as evaluation results reveal strenghts and weaknesses of project. Use evaluation feedback for continual improvement. Contract = \$10,000.00 for all services and expenses inclusive. Project will seek a consultant from another HEP program to serve as independent evaluator and technical assistant.	\$7,500

Louisiana Delta Community College: HEP Coordinator - Andres Enriquez to lead recruiters and liaise with Director and assistant Director, seaming together the local adult education services, University services and maximizing recruiting and identification of eligible participants. 100% of time devoted to HEP	\$48,000
Louisiana Delta Community College: Transition Coaches to facilitate transition services to post-secondary enrollment, employment, or military application and acceptance. Coaches will provide ongoing retention activities, seaming wrap-around services and closing gaps in services to the population. 100% of one transition coach and 75% of one transition coach, to cover the geographic region of the project. Base salary = \$26,000.00	\$45,500
Louisiana Delta Community College: Instructors to deliver ABE and HSE instruction services as well as civics and citizenship education to the HEP participants. Instruction in other sites will be provided by coloboration arrangements in alignment with HEP goals and objectives. Subcontractor operates a regional consortium of adult and family literacy sites with over 21 years of successful outcomes and a variety of funding sources. 100% of lead instructor (base = \$53,000.00)	\$53,000
Louisiana Delta Community College: Instructors 100% of two part-time instructors to serve in sites with greatest need. \$20 per hour, up to 20 hrs per week per position, up to 42 weeks. (amounts will vary depending on the density of available population).	\$33,600
Louisiana Delta Community College: Support Service Personnel to provide child care and support services for HEP students. 100% of two for lead location (Based on greatest need), 25 hours per week, 36 weeks at \$10.00 per hour for one; 25 hours per week, 36 weeks at \$12.50 per hour for ther second person.	\$20,250
Louisiana Delta Community College: Recruiters to serve the entire region in recruitment and retention services for HEP students. Recruiters will identify eligible participants, induct them into existing adult literacy and life skills services in the HEP region, and provide ongoing retention activities, seaming wrap-around services and closing gaps in services to the population. \$12.50 per hour for maximun of 25 hours per week, 36 weeks per position; up to two positions (amounts will vary depending on the density of available population).	\$22,500
Subtotal Contractual Personnel	\$230,350
Fringe Benefits Louisiana Delta Community College: Medicare, Retirement, Health Insurance for full time personnel, calculated based on average of 45%.	\$65,925
Fringe Benefits Louisiana Delta Community College: Medicare, Retirement, Health Insurance for part-time personnel, calculated on 28%	\$21,378
Subtotal Contractual Fringe Benefits	\$87,303
Travel: National Conferences. OME HEP/CAMP Director's Conference, HEP/CAMP Association Meeting, Professional Development Conference: up to two DeltaLINC HEP staff members for conference fees, lodging, meals, transportation	\$8,000
Travel Mileage for Transportation Coaches, Recruiters and Coordinator: .51 per mile for 10,000 miles.	\$5,100
Subtotal Contractual Travel	\$13,100
Educational and General Supplies: Instructional materials (boooks, workbooks, teaching supplies) and administrative materials for proper data management and reporting	\$6,000

Other HSE and testing fees: Well-deserving HEP participants will be screened for need eligibility. 100 fees paid at \$90 per battery; 50 testers to have retest fees (up to three tests each, \$6 each retest).	\$9,900
Subtotal Contractual Direct	\$346,653
Contractual Indirect for allowable expenditures - 8% of first \$25,000.	\$1,852
Total Contractual	\$348,505
7. Construction	\$0
8. Other	
Other: HEP and CAMP Association Dues	\$1,200
Other: Registration and Test Fees for HEP Students. Paid by direct invoice to adult literacy and testing provider, not a stipend to students. 100 students, \$30 each.	\$3,000
Total Other	\$4,200
9. Total Direct Costs	\$435,106
10. Indirect Costs	\$32,230
11. Training Stipends	\$0
12. Total Costs	\$467,337

Budget				
Year 2	Year 3	Year 4	Year 5	
\$19,929	\$20,227	\$20,531	\$20,839	
\$21,492	\$21,814	\$22,141	\$22,473	
\$6,300	\$6,300	\$6,300	\$6,300	
\$6,300	\$6,300	\$6,300	\$6,300	
\$54,020	\$54,641	\$55,272	\$55,912	
\$18,639	\$18,919	\$19,202	\$19,490	
\$3,528	\$3,528	\$3,528	\$3,528	
\$22,167	\$22,447	\$22,730	\$23,018	
\$1,102	\$1,102	\$1,102	\$1,102	
\$4,000	\$4,000	\$4,000	\$4,000	
\$5,102	\$5,102	\$5,102	\$5,102	
\$0	\$0	\$0	\$0	
\$2,000	\$2,000	\$2,000	\$2,000	
\$7,500	\$7,500	\$7,500	\$7,500	

\$48,000	\$48,000	\$48,000	\$48,000
\$45,500	\$45,500	\$45,500	\$45,500
\$53,000	\$53,000	\$53,000	\$53,000
\$33,600	\$33,600	\$33,600	\$33,600
\$20,250	\$20,250	\$20,250	\$20,250
\$22,500	\$22,500	\$22,500	\$22,500
\$230,350	\$230,350	\$230,350	\$230,350
\$65,925	\$65,925	\$65,925	\$65,925
\$21,378	\$21,378	\$21,378	\$21,378
\$87,303	\$87,303	\$87,303	\$87,303
\$8,000	\$8,000	\$8,000	\$8,000
\$5,100	\$5,100	\$5,100	\$5,100
\$13,100	\$13,100	\$13,100	\$13,100
\$6,000	\$6,000	\$6,000	\$6,000

\$9,900	\$9,900	\$9,900	\$9,900
\$346,653	\$346,653	\$346,653	\$346,653
\$1,852	\$1,852	\$1,852	\$1,852
\$348,505	\$348,505	\$348,505	\$348,505
\$0	\$0	\$0	\$0
\$1,200	\$1,200	\$1,200	\$1,200
\$3,000	\$3,000	\$3,000	\$3,000
\$4,200	\$4,200	\$4,200	\$4,200
\$435,994	\$436,895	\$437,809	\$438,737
\$32,296	\$32,363	\$32,430	\$32,499
\$0	\$0	\$0	\$0
\$468,290	\$469,257	\$470,240	\$471,237

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

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

Name of Institution/Organization

University of Louisiana at Monroe

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	53,408.00	54,020.00	54,641.00	55,272.00	55,912.00	273,253.00
2. Fringe Benefits	21,892.00	22,167.00	22,447.00	22,730.00	23,018.00	112,254.00
3. Travel	5,102.00	5,102.00	5,102.00	5,102.00	5,102.00	25,510.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	10,000.00
6. Contractual	348,505.00	348,505.00	348,505.00	348,505.00	348,505.00	1,742,525.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	4,200.00	4,200.00	4,200.00	4,200.00	4,200.00	21,000.00
9. Total Direct Costs (lines 1-8)	435,107.00	435,994.00	436,895.00	437,809.00	438,737.00	2,184,542.00
10. Indirect Costs*	32,230.00	32,296.00	32,363.00	32,430.00	32,499.00	161,818.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	467,337.00	468,290.00	469,258.00	470,239.00	471,236.00	2,346,360.00

***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: 07/01/2013 To: 06/30/2017 (mm/dd/yyyy)

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

The Indirect Cost Rate is 41.00 %.

(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 University of Louisiana at Monroe	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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Georgia		Sanderson	

Address:

Street1:	700 University Ave, Library 318
Street2:	
City:	Monroe
County:	
State:	LA: Louisiana
Zip Code:	71209-9000
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
318-342-3023	318-342-3035

Email Address:

sanderson@ulm.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) #:

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No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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