

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



**APPLICATION FOR GRANTS  
UNDER THE**

**HEP-84.141A-1**

**CFDA # 84.141A**

**PR/Award # S141A150021**

**Grants.gov Tracking#: GRANT11833715**

OMB No. , Expiration Date:

Closing Date: Feb 12, 2015

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="02/12/2015"/>	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"/>
---	---

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="910824589"/>	* c. Organizational DUNS: <input type="text" value="0782136750000"/>
---	---

**d. Address:**

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

**e. Organizational Unit:**

Department Name: <input type="text" value="Administration"/>	Division Name: <input type="text" value="Basic Skills"/>
---	---

**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:  Fax Number:

\* Email:

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

**Type of Applicant 2: Select Applicant Type:**

S: Hispanic-serving Institution

**Type of Applicant 3: Select Applicant Type:**

**\* Other (specify):**

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

U.S. Department of Education

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

84.141

**CFDA Title:**

Migrant Education High School Equivalency Program

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

ED-GRANTS-122914-002

**\* Title:**

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

**13. Competition Identification Number:**

84-141A2015-1

**Title:**

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

Add Attachment

Delete Attachment

View Attachment

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

Columbia Basin College: High School Equivalency (HEP) Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="454,278.00"/>
* 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="454,278.00"/>

**\* 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

Add Attachment

Delete Attachment

View Attachment

**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.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>  <input type="text" value="Brett Riley"/>	<b>TITLE</b>  <input type="text" value="President"/>
<b>APPLICANT ORGANIZATION</b>  <input type="text" value="Columbia Basin College"/>	<b>DATE SUBMITTED</b>  <input type="text" value="02/12/2015"/>

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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <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: Columbia Basin College

\* Street 1: 2600 N. 20th Ave.    \* Street 2:

\* City: Pasco    \* State: WA: Washington    \* Zip: 99301

Congressional District, if known:

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

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

<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$
--	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix    \* First Name    Middle Name

\* Last Name    Suffix

\* Street 1    \* Street 2

\* City    \* State    \* Zip

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

Prefix    \* First Name    Middle Name

\* Last Name    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: Brett Riley

\* Name: Prefix: Dr.    \* First Name: Richard    Middle Name: W  
\* Last Name: Cummins    Suffix:

Title:    Telephone No.:    Date: 02/12/2015

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

PR/Award # S141A150021

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

CECGEPA.pdf

Add Attachment

Delete Attachment

View Attachment

**GENERAL EDUCATION PROVISION ACT SECTION 427**

Columbia Basin College practices non-discrimination across all programs and services, complying with the spirit and letter of state and federal laws, regulations and executive orders pertaining to civil rights, equal opportunity and affirmative action. Columbia Basin does not discriminate on the basis of sex, race, color, national origin, religion, age, marital status, physical, mental or sensory disability, sexual orientation or veteran status in its educational programs or employment. An Equal Opportunity Employer, Columbia Basin hires qualified individuals without regard to other qualifiers. Summarized below are the steps Columbia Basin will take to ensure equitable access to and participation in new initiatives developed through the Title V project for all program participants.

***Gender Stereotyping*** can discourage both males and females from pursuing programs of study frequently associated with a particular gender. Project staff and Columbia Basin personnel will encourage students, regardless of gender, to explore all academic and career fields based upon skills, interests, and career potential, rather than gender stereotypes, especially careers in STEM (science, technology and engineering) not well represented by females and Hispanic females.

Perceived ***Racial/Ethnic or Nationality*** differences can hinder students from fully engaging in the pursuit of education and careers. Cultural and ethnic diversity are recognized as being vital to education, but participants with limited English proficiency (LEP) may have difficulty understanding program policies and procedures. Columbia Basin assists multicultural students in all processes. Printed materials, instructions, and student information will be provided in Spanish and English as appropriate. ESL supplemental support will be provided to LEP students. Also, publications and presentations will be monitored for prejudicial approaches and statements.

Students with ***Physical and Learning Disabilities*** may need extra help accessing services and developing strategies for academic success. Columbia Basin will ensure that all resources developed and implemented by this project are fully accessible. Instruction will take place in fully accessible facilities. When needed, Columbia Basin will provide interpreters, readers, scribes, alternative format textbooks, assistive technology, tutoring, and alternative testing. We will ensure the math and learning labs include technology accessible by those with physical disabilities. Faculty and staff will be made aware of and accommodate special needs of students participating in curricular pilots. Individuals with disabilities may obtain copies of information pertinent to the project in accessible formats on request. Columbia Basin has a Resource Center and complies with ADA guidelines.

***Religious*** holidays and beliefs about attire, etc. may limit students' ability to participate in educational opportunities. Columbia Basin staff and faculty will not penalize students for adhering to their religious traditions or beliefs through recognition of religious holidays, adherence to religious dress, or other choices based on religious beliefs.

***Age*** can act as a barrier when students with jobs and families may experience time and place constraints in attending class, student services, and other activities. Serving a student population with an average age of 24, Columbia Basin will continue to provide evening classes and distance learning for time and place bound students in addition to ensuring that project services, materials, and resources do not discriminate on the basis of age.

## 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.

<b>* APPLICANT'S ORGANIZATION</b> Columbia Basin College	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Dr.	* First Name: Richard
Middle Name: W	
* Last Name: Cummins	Suffix: Ph.D
* Title: President	
<b>* SIGNATURE:</b> Brett Riley	<b>* DATE:</b> 02/12/2015

## 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

Columbia Basin College HEP Program  
2600 North 20<sup>th</sup> Avenue - Pasco, Washington 99301  
Virginia Tomlinson 509-542-4881  
[vtomlinson@columbiabasin.edu](mailto:vtomlinson@columbiabasin.edu)

Columbia Basin College (CBC) will build on its demonstrated experience to continue serving a large farmworker population with a High School Equivalency Program (HEP) in Eastern Washington. The program will provide intensive instructional, supportive and financial services to the eligible migrant and seasonal farmworkers preparing for and obtaining a High School Equivalency Degree (HSED). The commuter HEP Program will deliver culturally appropriate and relevant HSED services to 150 participants annually for a grand total of 750 participants during the five-year project period. The participants will obtain the necessary academic and occupational skills to succeed in a postsecondary institution and/or the workforce. Participants completing the HSED programs will be prepared and motivated to continue their education in a postsecondary institution, enter a training program, secure employment, or to enter the military. The annual HEP Project objectives are:

<b>OBJECTIVE 1:</b> To provide recruitment, in a culturally appropriate manner, to over 250 underserved and under-served MSFWs for consideration into the HEP Program. <b>OUTCOME 1:</b> Successful recruitment of 250 MSFW into the HEP program
<b>OBJECTIVE 2:</b> To conduct intake on 150 individuals to determine initial eligibility and enroll into the HEP program. <b>OUTCOME 2:</b> Successful enrollment of 150 students per year into the HEP Program
<b>OBJECTIVE 3:</b> To administer HEP Educational Assessments/Vocational Evaluations to 150 students. <b>OUTCOME 3:</b> Successful administration and collection of 150 student evaluations
<b>OBJECTIVE 4:</b> To provide 150 HEP students with HSED Preparation assistance and remedial instruction. <b>OUTCOME 4:</b> 100% of program participants receive academic services and (GPRA 1) 75% of program participants will obtain a HSED
<b>OBJECTIVE 5:</b> To provide follow-up academic and personal support services to HEP students <b>OUTCOME 5:</b> Successful administration and collection of 150 student evaluations
<b>OBJECTIVE 6:</b> To provide 150 participants with academic and career advising. <b>OUTCOME 6:</b> 100% of program participants will receive placement referrals to post-secondary educational institutions, vocational training, or military placement and (GPRA 2) 85% of program participants will be successfully placed to post-secondary educational institutions, vocational training, or military placement

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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## 1. Need for and Significance of Project

*(i) The magnitude of the need for services ... to be carried out by the proposed project.*

**Needs and Problems-** According to the Department of Labor, Washington State ranks as the fourth largest state of migrant and seasonal farmworkers (MSFW) in the United States.<sup>1</sup> The farmworker population in Washington State is estimated at 92,840<sup>2</sup>, is comprised of a significant migrant workforce during peak harvest periods and a larger seasonal workforce. The needs and struggles farmworkers encounter in the agricultural industry are very diverse, complex and interconnected. While some migrant farmworkers enter the state temporarily during the agricultural harvest seasons, many others choose to establish a permanent residence in Washington, facing economic, social, cultural and educational challenges. Columbia Basin College (CBC) has witnessed MSFWs harsh working conditions and struggles, as well as their potential for success when provided with educational opportunities. **CBC has been serving this HEP population fourteen years with great success.** CBC has served and touched the lives of many farmworkers through its many degree, certificate, and basic skills programs. Having this daily contact with farmworkers provides the best method for assessing, addressing, and understanding their needs. With nearly 93,000 workers, the agriculture industry represents the state's third largest industry following aerospace and technology and over half of the workers are seasonal. Migrant and seasonal farmworkers comprise a large percentage of the workforce as reported by Washington State Employment Security Department.<sup>3</sup> **Migration of Farmworkers** – “Just as the early twentieth century ushered in an era of large Latino immigration into

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<sup>1</sup>U.S. Dept. of Labor, National Farmworker Job Program Allocations to State FY2014

<sup>2</sup>Ernst W. Stromsdorfer, Ph.D., Economist, Agricultural Workforce in Wash. St. (2013)

<sup>3</sup>Dale Peinecke, WA State Employment Security, State Plan for Agricultural Services (2014)



Washington State so did the end of the century. The Latino immigrant influx increased during the 1990’s as Latin American countries experienced economic and political turmoil, especially in Mexico.”<sup>4</sup> This migration of farmworkers into the regions brought many Mexican-American families to work the agricultural harvests. Many continue to be migrant workers while others settle here. This has transformed the communities over the years to include a large uneducated and unskilled workforce. **Barriers to Job Training** – Many barriers prevent migrant and seasonal farmworkers from becoming economically self-sufficient. These “economic refugees” suffer from cultural differences, unfamiliarity with systems of higher education, lack of financial support, and limited role models in education, which prevent them from taking full advantage of educational and job skills training opportunities. In fact, key informant interviews conducted by the Workforce Investment Act (WIA 167) MSFW program have identified the primary barriers for accessing educational opportunities for farmworkers they serve (**Table 1**).

<b>Table 1– Key Informant Survey Findings</b>	
<b>Barriers</b>	<b>% Reporting</b>
Limited English Proficiency	24%
Lack of Transportation	28%
Need of Child Care	40%
Need of Housing	15%
Need Financial Assistance	57%
Below 8 <sup>th</sup> Grade Education or Dropout	74%
Disability	1%
<b>Source:</b> Key Informant Survey completed by WIA 167 Grantee in 2013-2014.	

**Service Area Data** – The migration of farmworkers to the Columbia Basin has contributed to the ethnic, educational and cultural composition of communities. Consequently, our communities and school populations have a large percentage of migrant students as reported by the Office of the Superintendent of Public Instruction as illustrated in (**Table 2**).

<sup>4</sup> Gonzalo Guzman, “Latino History of Washington State,” [HistoryLink.org](http://HistoryLink.org), (Aug. 2006)

School District	Pasco	N. Franklin	Prosser	Kiona Benton	Kennewick	Finley
Total Enrollment	16,582	2,072	2,861	1,459	16,772	939
Migrant Students	7.3%	27.3%	21.2%	16.7%	11.4%	4.8%
Bilingual Students	35.3%	35.2%	21.3%	16.1%	13.8%	13.6%
Special Education	13.4%	13.8%	14.1%	14.4%	11.1%	16.3%
Hispanic	68.8%	69.4%	58.7%	36.8%	27.5%	40.2%
Total Minority	73.6%	71.9%	61%	40.2%	35.4%	41.4%
Free/Reduced Lunch	75.2%	76.9%	65.2%	71.5%	58.7%	73.7%

*Source: School District Data-Office of the Superintendent of Public Instruction 2012-2013*

**Dropout & Graduation Data** – Dropout and graduation data for local migrant students is almost non-existent for the Columbia Basin schools. Due to the mobility of students, schools are unable to track this data using their regular reporting systems. A Washington State study indicated a 50% dropout rate for migrant students<sup>5</sup>. In the study, students stated, “needing to work” as their number one reason for leaving school. Many of these students leave school before reaching high school, for which data are not reflected in the recorded dropout rates. School data collected by the Migrant Education Program indicates the following migrant students are not attending school for Columbia Basin schools (**Table 3**).

Pasco	N. Franklin	Prosser	Kiona Benton	Kennewick	Finley
26	11	12	5	72	1

*Source: Washington State Migrant Student Data, Recruitment, and Support Office, 2015*

**Parents** - The residents of these communities have **low education achievement levels** as illustrated below on **Table 4**. Over the last ten years, the booming agricultural industry meant that a high level of education was not required to earn a livable wage. The need for higher education will continue to amplify as new technologies in the agriculture industry become more widely implemented and higher-level job skills become a requirement. Higher level education will be needed in order for farmworkers to acquire a living wage.

<sup>5</sup> State Superintendent of Public Instruction Office Farmworker Dropout Study (2008).

**Table 4 –Educational Attainment (25 year+)**

Educational Levels	Pasco	Connell	Prosser	Benton City	Kennewick	Finley
Less than 9 <sup>th</sup> grade	22.3%	18.9%	9.9%	12.5%	6.1%	7.6%
9 <sup>th</sup> – 12 <sup>th</sup> grade, No Diploma	9.2%	8.4%	12.6%	11.2%	7.7%	8.9%
High School Graduate	24.6%	29.6%	21.7%	30.2%	28.6%	32.7%
Some College, No Degree	20.4%	29.5%	31.1%	28.2%	26.5%	29.1%
Associate Degree	8.8%	7.5%	6.0%	10.2%	9.7%	11.6%
Bachelor’s Degree	9.7%	4.1%	12.1%	5.8%	13.9%	7.8%
Graduate/Professional Degree	5%	2.2%	6.5%	1.9%	7.6%	2.2%

*2009-2013 Five Year Estimates*

**Source:** US Census Bureau, *Profile of General Demographic Characteristics 2010*

**Additional Barriers to Success:**

■ Lack of Father/Male Role Models	■ Cultural Differences
■ Lack of Financial Support for College	■ Gender Barriers
■ Unfamiliar with Higher Education System	■ Need for counseling
	■ Lack of Role Models/Mentors

*(ii) Project will focus on serving or otherwise address the needs of disadvantaged individuals.*

The CBC HEP Program has been created and structured to meet the needs specifically for eligible underserved MSFWs. The Outreach Specialist has created several connections throughout the Columbia Basin in order to recruit the most disadvantaged MSFWs. The CBC HEP Program will serve 750 MSFWs over the five year grant period by recruiting in the target areas with the highest concentration of MSFWs residing in the Columbia Basin and provide outreach in surrounding areas. All staff and instructors hired to work within the HEP Program will be bilingual and bicultural, with a clear desire to serve MSFWs and help students succeed. Due to the diverse needs of MSFWs, instructors and staff will provide academic assistance, college/career advising, cultural enrichment, and support services to every student in the program. In order to ensure disadvantaged students are reached, CBC will continue collaboration with OIC (Opportunities Industrialized Center) the National Farm Worker Jobs Program-WIA



167, and Inspire Development Center to provide access and to ensure eligible MSFWs are able to take advantage of the services the HEP Program offers.

*(iii) The gaps or weaknesses in services, infrastructure, or opportunities have been identified*  
**Strategy Formulation Process:** CBC used a strategy formulation process to ensure that the most appropriate program services would respond to the needs of MSFWs, given the identified gaps and weaknesses. Using all the information we accumulated, analyzed and have learned in the past fourteen years, we conducted a strategy formulation planning session to address the educational needs of migrant farmworkers. In order to ensure that the appropriate services were selected, we utilized a modified version of the “Strategy Process Model” developed by Henry Mintzberg in 1995. As a result of this process we identified the following needs (**Table 5**) and strategies to address these needs.

<b>Table 5. Services to Address Identified Needs and Gaps</b>	
<b>Needs/Gaps</b>	<b>Strategies/Objectives</b>
<ul style="list-style-type: none"> <li>• Lack of appropriate (HSED) Programs for farmworkers in the community</li> <li>• High number of farmworker dropouts</li> <li>• Lack of financial resources to operate HSED Programs</li> <li>• Need for support services such as career counseling, childcare, transportation, income, gas, books, etc.</li> <li>• Lack of information about HSED Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Outreach/Recruitment</li> <li>• Intake &amp; Eligibility</li> <li>• Educational Assessment, Career Interest Assessment</li> <li>• Instructional Plans</li> <li>• HSED Programs and Completion</li> <li>• Academic &amp; Career Counseling/Financial Assistance</li> <li>• Continuation of Postsecondary, Other training, a Career or Military</li> </ul>

*(iv) The Importance or magnitude of the results or outcomes likely to be attained by project*  
 Due to many needs and gaps MSFWs encounter, it is vital that the CBC HEP Program focus on specific objectives and strategies to help close the gaps for students. Due to the large number of dropouts, targeting and recruiting in areas with high dropout rates is crucial. The area in which the CBC HEP Program services are very large, and CBC is currently the only High School Equivalency Diploma (HSED) provider within our service area, maintaining a schedule of office



hours that is beyond the normal work day, is important for access. Students need to be able to obtain information, attend classes, and schedule testing outside of the work day.

CBC's HEP program will assist students with obtaining a HSED in order to ensure students are prepared to enter post-secondary education, the military or upgraded employment. The U.S. Bureau of Labor and Statistics state the unemployment rate is 11% for individuals without a High School Diploma compared to 7.5% for individuals who have obtained a High School Diploma. Individuals who do not have a High School Diploma may earn \$10,300 a year less than individuals who have a High School Diploma, due to variety of circumstances students who drop out of high school face many barriers when trying to re-enter the workforce or postsecondary education. Basic credentials such as a HSED or High School Diploma are required for entry into college or workforce. The correlation between education and stable wage progression creates a gap for individuals without a HSED. In order to close this gap, CBC HEP Program will address the educational needs of Benton and Franklin county MSFWs and will exceed the outcomes for both Governments Performance and Results Act (GPRA 1 & 2). HEP will offer an all-inclusive HSE program that will enroll 150 students annually, of which 75% will obtain their HSED (GPRA1) and 85% of these graduates will transition into postsecondary education, military, or upgraded employment (GPRA 2).

## 2. Quality of Project Design

*(i) The goals, objectives, and outcomes to be achieved are clearly specified and measurable*

In 2014, the 21<sup>st</sup> GED initiative changed **drastically**. The new assessment measures high school equivalency and career and college readiness through a new endorsement delivered **only** in a computer-based format. The CBC HEP program has taken these new initiatives and incorporated them into the service delivery model to meet the new standards required for all



students taking the new assessment. The tables below illustrate the specific objectives, activities, outcomes and responsible personnel for each year of the HEP at CBC.

<b>Table 6 – CBC HEP Annual Program Objectives</b>	
<b>OBJECTIVE 1:</b> To provide recruitment, in a culturally appropriate manner, to over 250 underserved/underrepresented migrant seasonal farmworkers for consideration into CBC HEP	
<b>Activities</b>	<b>Measureable</b>
1. Outreach and recruit within the target community - churches, schools, labor camps, housing authorities and farms.	The number of potential farmworker youth will be documented and increased each year.
2. Coordinate recruitment with migrant schools, WIA 167 Program, Migrant Head Start, Migrant Health Clinics and others.	Written working partnerships and referrals will be on file.
3. Develop, print and disseminate brochures in English and Spanish regarding the program.	More than a 1,000 bilingual brochures will be developed and disseminated.
4. Develop and produce Radio Programs in Spanish regarding HEP.	Five Spanish language talk shows will be produced and aired in Tri-Cities.
<b>OUTCOME 1:</b> Successful recruitment of 250 MSFW into CBC HEP	
<b>PERSON(S) RESPONSIBLE:</b> Director, Outreach Specialist, Retention Specialist	
<b>TIMELINE:</b> Months 1-12	
<b>OBJECTIVE 2:</b> To conduct intake on 150 individuals to determine initial eligibility and enroll into CBC HEP	
<b>Activities</b>	<b>Measureable</b>
1. Complete an individual intake and enrollment packet for each eligible applicant.	150 intake folders with supporting documentation will be on file.
2. Submit intake packets to HEP Director to certify eligibility.	150 HEP eligibility documents will be on file with each intake.
3. Process individual intake packets through a “team staffing” and submit intake portfolios to Program Director to certify eligibility.	150 participant enrollment forms will be on file.
4. Refer non-eligible applicants to other service providers.	Documentation of referrals to service providers.
<b>OUTCOME 2:</b> Successful enrollment of 150 students per year into CBC HEP	
<b>PERSON(S) RESPONSIBLE:</b> Director, Outreach Specialist, Retention Specialist, and Full-Time Special Faculty.	
<b>TIMELINE:</b> Months 1-12	
<b>OBJECTIVE 3:</b> To administer HEP Educational Assessments and Occupational Evaluations to 150 students	
<b>Activities</b>	<b>Measureable</b>

1. Conduct personal interviews with participant to assess basic skills, experience, and educational background and language barriers.	All HEP students will receive an objective/educational assessment.
2. Administer assessment tests to determine reading, math, writing, and typing skills.	150 test results will be on file.
3. Self-assessment of student career interests will be conducted.	150 career assessments results will be on file.
<b>OUTCOME 3:</b> Successful administration and collection of 150 student evaluations	
<b>PERSON(S) RESPONSIBLE:</b> Outreach Specialist, Retention Specialist, Full-Time Special Faculty, and Adjunct Instructors	
<b>TIMELINE:</b> Months 1-12	
<b>OBJECTIVE 4:</b> To provide 150 HEP students with HSED preparation assistance and remedial instruction	
<b>Activities</b>	<b>Measureable</b>
1. Provide academic instruction in math, language arts writing, science, social studies, & language arts reading.	HEP student progress will be documented in student database and file.
<b>OUTCOME 4:</b> 100% of program participants receive academic services; <b>(GPRA 1)</b> 75% of program participants will obtain a General Educational Development (GED) certificate	
<b>PERSON(S) RESPONSIBLE:</b> Outreach Specialist, Retention Specialist, Full-Time Special Faculty, and Adjunct Instructors	
<b>TIMELINE:</b> Months 1-12	
<b>OBJECTIVE 5:</b> To provide follow-up academic, personal, and placement services to HEP students after graduation	
<b>Activities</b>	<b>Measureable</b>
1. Maintain student-tracking database.	All participants will have Academic & Career Goals on file.
2. Advise students on the availability of follow-up services.	Academic & Career Pre-Competencies notes on file.
3. Provide 30-day follow-up after graduation or otherwise out of the program.	Career interest inventory on file.
4. Provide follow-up to assess academic, occupational and/or employment status until student is placed up to one year after graduation.	Adjustments to plan on file.
<b>OUTCOME 5:</b> 100% of GED graduates will receive placement referrals to post-secondary educational institutions, occupational training, or military placement; <b>(GPRA 2)</b> 85% of GED recipients will be successfully placed to post-secondary educational institutions, occupational training, or military placement	
<b>PERSON(S) RESPONSIBLE:</b> Outreach Specialist, Adjunct Instructors, and Retention Specialist, and Full-Time Special Faculty	
<b>TIMELINE:</b> Months 1-12	

<b>OBJECTIVE 6:</b> To provide 150 participants with academic and career advising to place HEP HSED graduates (85%) into post-secondary education, career, up-graded employment or the military annually (GPRA 2).	
Activities	Measureable
1. Advise all participants with Academic & Career Goals.	100% of students will be maintained on the database.
2. Conduct interviews to determine Academic & Career Advising needs.	100% of students will participate in follow-up services.
3. Conduct assessments to determine Academic & Career Advising outcomes.	100% of students will receive follow-up services
4. Monitor and adjust academic & career advising plans and training as needed.	100% of students will receive services.
<b>OUTCOME 6:</b> 100% of HEP participants receive academic and/or career advising services.	
<b>PERSON(S) RESPONSIBLE:</b> Project Director, Outreach , and Retention Specialist	
<b>TIMELINE:</b> Months 2-12	

*ii. Project will successfully address the needs of the target population and identified needs*

CBC has designed a quality program which includes the new HSED and college/career readiness standards, computer training, recruitment, retention, student assessment and instruction, placement and follow-up services. CBC will operate daytime and evening HSED programs to meet the identified needs in serving 150 students per year and graduating over 75% of the participants per year. The schedule for the HEP program will be as follows:

	Session 1	Session 2	Session 3	Session 4	# of Students
Months	July - Sept	Oct – Dec	Jan - Mar	April - June	
Day Program	10 ● →	10 ● →	10 ● →	10 ● →	40
Evening Program	20 ● →	30 ● →	30 ● →	30 ● →	110

The program has been designed to include specific elements, which will successfully address the needs of MSFWs in our service area. Based on the identified need, our experience in similar programs and knowledge of the population, CBC HEP will include the following programmatic elements: 1.) Instructional materials will be bilingual in English and Spanish where needed and incorporate the new college and career readiness standards. 2.) Staff will be bilingual and bicultural when appropriate and sensitive to the cultural differences of students. 3.) Programs



will be offered at times most convenient and appropriate for MSFWs. **Pre-Assessment-** The CBC HEP Program will assess each student's reading, writing, and math skill levels using the High School Equivalency Practice Test Proctor. Students who are accepted into the HEP Program must achieve a 450 in Reading, a 430 in math, and a 440 in writing. Students who do not qualify or score very low on the HEP assessments will be referred to the Adult Basic Education (ABE) program which is located within the same division, where students will be able to access classes in English or Spanish. Students can then re-take the HEP assessment after completing at least one quarter of ABE classes. **Individualized Education Plan (IEP):** All academic progress for each student is closely followed and an IEP will be developed by the student and instructional staff. Student learning activities will be designed to each student's needs. Each class contains a variety of students at a variety of different levels and each instructor will keep and maintain an active record of student performance and progress in order to help move students closer to completing a HSED. **Instructional Programs:** Upon completion of an IEP, the student will begin classes. These classes will focus on HSED preparation, College HSED preparation, or occupational career training. No matter which educational pathway a student chooses to pursue, instruction will include all five HSE Common Core State Standards, Reading & Language Arts, Social Studies, Science, and Mathematics. Students will receive 99 hours of instruction (English and Spanish) each quarter within the five content areas. In order to ensure students are served with in the areas they are lacking, students will be provided with individualized tutorial support services, students and their tutor will focus on mastering specific competencies needed to pass HSE assessments. Transferrable skills are needed in order for students to continue their education; the HSE curriculum will include and promote critical thinking skills, computer competency skills, and other academic skills to ensure life-long



learning is taking place. The curriculum will include the four levels of complexity based on Norman Webb's Depth of Knowledge, in which students learn to recall or reproduce information, use strategic thinking, use extended thinking, and use information or conceptual knowledge in one or more steps to complete a problem, this in turn will provide students with a skill set that promotes life-long learning (Webb's Depth of Knowledge, Webb, N., 2002).

*iii. The project will be coordinated with similar or related efforts*

**Coordination & Linkages:** CBCs HEP Program will use its internal resources and external partnerships to provide the most cost effective and efficient program for MSFW participants. HEP's resource strategy will ensure that external and then internal educational and support services are used first before CBC HEP resources. The HEP team will advocate on behalf of students when necessary to access all the available needed services. **Internal Resources** – CBCs HEP Program has been placed administratively within the college's Basic Skills and Transitional Studies Division to maximize the access of relevant internal resources, placement of HEP under Basic Skills also allows for the Associate Dean for Basic Skills to provide grant oversight and provides direct communication to administration for program needs. The following CBC federal programs are key internal resources that HEP students can access: College Assistance Migrant Program (CAMP), TRIO - Upward Bound, Student Support Services, and Title V Cooperative grants. CBCs HEP Program aligns seamlessly with these federal programs to create the CBC Educational Services Continuum.

In addition to the resources identified as part of the continuum of service, CBC has a host of institutional resources available to HEP students as well as those students that do not qualify for CBC HEP. The resources are as follows:

- Adult Basic Education (ABE)
- English as a Second Language



- Early Childhood & Parent Education
- Student Employment Office
- Assessment Center
- Transition Center
- Student Development Center

**External Resources:** CBC will use its partners in the community to assist with recruitment, job training, support services and other necessary services as identified. CBC HEP has implemented several successful coordination strategies, which will be continued in this proposed program. CBC HEP has working agreements with local federal and state projects for MSFWs. These existing partners include general service providers and organizations specifically funded to serve MSFWs. The following chart lists the organizations and their services that will assist CBC HEP. The letters illustrating these partnerships are in **Appendix D – Letters of Commitment**.

<b>Table 8 – Outside Agency Partners</b>		
Funding Agency	Organizational Partnership	Services
U.S. Dept. Labor WIA 167	OIC of Washington	Referrals, job training,
U.S. Dept. of Health and Human Services (HHS)	Inspire development Center (IDC)	Outreach, classrooms, ESL
U.S. Dept. of Education	WA State Migrant Ed. Office	Recruitment, secondary services & newsletter.

*iv. Project will increase efficiency in use of time, staff, money, or other resources productivity*

The CBC HEP Program is currently recognized as an effective and efficient program by the Office of Migrant Education (OME). CBC anticipates maintaining that status over the course of the five year funding period. Merging the HEP Program with the Basic Skills division allows for state dollars to be leveraged with federal HEP dollars, to achieve a shared objective of experiential learning opportunities. The decision to merge these two programs had this very synergy in mind and will be continued during the proposed funding period. In year two of the previous funding period, with the support of our program officer, a decision was made to merge the HEP Director position and the Associate Dean for Basic Skills position into one full-time



position. The new structure has allowed the CBC HEP Program to drive more federal dollars towards direct student benefit and away from administrative overhead.

### 3. Quality of Project Services

#### *(i) Training services are of sufficient quality, intensity, and duration to lead to improvements*

CBC HEP staff understands the unique needs of the MSFW community. The project design provides for a scope and range of services to ensure that students' academic, personal, financial and career needs are addressed. The services are offered weekly, monthly, and/or quarterly and are designed for quality, intensity and sufficient duration to result in the attainment of a HSED. Participation in CBC HEP ultimately leads to post graduation placement in a post institution of higher, education, military, or other training program (See Table 9 page 19). CBC HEP staff are trained to deliver these services and are thoughtful of HEP students unique backgrounds and circumstances. **Professional Development:** Staff and faculty will be required to participate in year-round professional development and maintain professional certifications to demonstrate ongoing competence and proficiency in their particular area of study. Professional development for instructors will include, but not limited to: effective pedagogical instructional strategies, integration of relevant curriculum, and student success workshops. The Director will meet with the HEP full-time and part-time instructors on a quarterly basis as a team to review curriculum and make changes accordingly, based on student feedback and evaluations. Instructors may attend COABE, the National HEP Conference. Staff will attend COABE and the HEP National Conference to stay abreast of the latest HEP and HSED developments across the nation. To verify the benefits of professional development activities has been beneficial and provided improvements to the HEP Program the HEP Director will evaluate the project year-round by using classroom observations, surveys, and student interviews. The HEP Director will also ensure student learning outcomes are improving throughout the year.

*(ii) The services to be provided by the project are focused on those with greatest needs.*

**Greatest Need** – Recruitment efforts during the year will be focused on eligible MSFWs with the greatest need. These will include those not being served by traditional programs demonstrating limited English skills, lack of education, financial need, mobility, dropouts and those working long hours. During the first contact with a prospective student, the student will complete the CBC HEP application and submit it with an autobiography and employment documentation. The autobiography will consist of a question about the students experience living with or as a MSFW and how the program will help the student meet their educational or career goals. The CBC HEP Program will enroll 150 students annually and will only enroll students who meet eligibility guidelines. Once a prospective student submits the above mentioned; the High School Equivalency Test Proctor is given. This instrument identifies the student’s reading, math and language comprehension skill levels. In order to provide maximum effectiveness for the program and students, all students accepted into the program must achieve a score of at least a 450 in reading, 430 in math and a 440 in writing. Those who do not qualify will be referred with priority admission into CBC’s ABE and ESL program and other related local agencies unless unique circumstances arise. Before prospective students are admitted to the program, the eligibility committee (CBC HEP staff) assembles to review eligibility requirements for each eligible applicant, which include academic information, employment history, family size, and financial status. Once accepted, an intake involving a questionnaire-verifying applicant’s commitment, motivation, interests and career and academic goals is scheduled and completed. Lastly, an orientation and the following assessments are administered to determine the students’ entry level and to identify other needs; 1) Inventory of Interests; 2) Survey of Study Habits and Attitudes; 3) A Career Interest Inventory.

*(iii) Services will lead to improvements in skills necessary to gain employment*



**Instructional Programs - HSED instruction** - The focus of the instruction is on the acquisition of information, knowledge and refinement of the skills that are required to be successful on the HSED exam and in everyday life experiences. Students will also learn test taking strategies that will prepare them to deal with a variety of questions on the HSED exam. Instruction will cover content areas of literature and the arts, science, social studies, mathematics, and writing skills.

**Occupational /Career Development Program - Occupational Skills Training** CBC HEP proposes to assist those students requiring occupational skills development to assure that these students have an opportunity to increase their employability status. This objective will be achieved through the following activities: 1.) Every project participant will be provided with opportunities to develop their keyboarding skills and computer skills in a designated HEP computer lab or in a classroom with COWs (Computers on Wheels). These activities will be ongoing throughout the students' participating in the project. HEP staff will integrate the keyboarding and computer skills activities with the academic and occupational orientation activities. 2.) Students may participate in additional occupational skill development programs will continue to be referred to the appropriate community agencies or into an Integrated Basic Education and Skills Training program at CBC. **Academic and Career Placement** – After completing and obtaining a HSED the CBC HEP Program will help graduates focus on one of three possible options: 1) post-secondary educational placement (academic or occupational); 2) entry level career opportunities; and 3) other alternatives, such as the military. Since HEP graduation may not coincide with the beginning of a college quarter, some students may opt for both job and academic placement. Consequently, placement efforts will be focused upon locating career and post-secondary placement for graduates, and placing students in these settings. Follow-up services will be provided to all graduates to obtain feedback that will help to



refine the services provided for current and future CBC HEP students. In addition, follow-up services will focus on graduates and dropouts. They will be conducted during a 30-day interval after graduation or dropping out of the program.

**4. Quality of Project Personnel**

*(i) Qualifications, relevant training and experience, of the project director*

CBC knows that staff, who can understand, communicate, and relate to the program participants creates a more effective program. They also serve as role models for participants. An example of this practice is the current and proposed HEP Director. **Mrs. Daphne Larios, Director (0.5 FTE funded by HEP)** – Mrs. Larios was raised as a migrant child working in the fields with her parents harvesting crops across the lower valley. She is a first generation college student and serves as a role model for many of the CBC HEP participants. Mrs. Larios has attended numerous HEP/CAMP workshops, webinars, National Migrant Education Conferences, and Washington State Basic Skills trainings. Mrs. Larios is the current Northwest representative for the HEP/CAMP Association. Mrs. Larios’ academic credentials include a Master in High Education Administration. Her resume can be found in **Appendix A**.

*(ii) Qualifications, including relevant training and experience of key project personnel*

CBC has identified three key positions; A full-time Special Faculty Position, Outreach and Retention Specialist. The qualifications, and identified staff person and their relevant training and experience are listed for each key position and job descriptions can be found in **Appendix B**. **Retention Specialist** - qualifications: Master’s preferred in Education/Counseling; Require experience working with low-income, underrepresented students and MSFW; Superb communication skills; require bicultural/bilingual in Spanish. **Training and Experience** – Dalina Hoffman will serve as the Retention Specialist for the current proposal. Her services will include but are not limited to the following: Provide academic and career advising to HEP



students, including interview techniques, resume preparation, labor market information and job retention skills; Monitor attendance and implement a HEP retention plan for all participants; Conduct participant follow-up and placement goals as required by HEP performance standard.

**Full-time Special Faculty Appointment** –qualifications: Master’s preferred in Education/Counseling; Require experience working with low-income, underrepresented students and MSFWs; Superb communication skills; require bicultural/bilingual in Spanish. **Training and Experience**- Lorna Rodriguez will serve as the Special Faculty appointment. She will provide counsel, refer HEP participants, complete IEPs for HEP students, work on curriculum development, and provide HSE instruction. **Outreach Specialist** – qualifications: Master’s preferred in Education/Counseling; Require experience working with low-income, underrepresented students and MSFWs; Superb communication skills; require bicultural/bilingual in Spanish. **Training and Experience** – Jair Arellano-Juarez will serve as the Outreach Specialist and will work with CBC faculty, counselors, staff and students. This position will provide counsel, recruit and refer eligible MSFWs into the HEP Program, check for eligibility, and prepare student files for acceptance into the HEP Program. All HEP positions are listed below and job descriptions and resumes of HEP staff can be found in **Appendix B**.

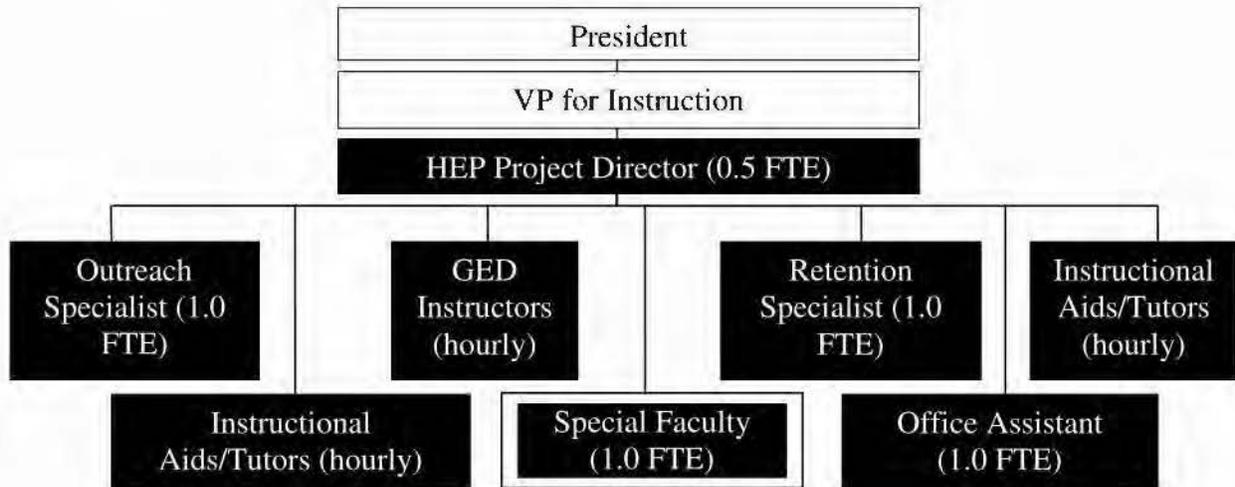
**Consultant Qualifications:** CBC has established a tremendous working relationship with de la Rosa and Associates and is committed to retaining them as the external evaluator of the proposed program. De la Rosa and Associates has conducted evaluations for numerous federally sponsored projects including HEP/CAMP programs for more than ten years. A résumé for Mr. de la Rosa can be found in **Appendix B**.

5. Quality of the Management Plan

*i. Adequacy of the management plan to achieve the objectives on time and within budget*



CBC has demonstrated experience in implementing and managing numerous grant-funded projects in addition to this program, which has achieved the proposed objectives on time and within budget. CBC is currently administering other federally sponsored programs, which support the learning of students. In the 2014-2015 academic school years, CBC administered five federally sponsored multi-year education grants, totaling more than \$8 million. These include the Upward Bound, College Assistance Migrant Program, Student Support Services, Title V Cooperative, and U.S. Department of Energy grant. **Information Management** - CBC will utilize a customized database developed by CBC management information systems professionals. It tracks outreach efforts, eligibility, application information, academic progress, counseling and advising session notes, and detailed information about each contact with students. The database provides HEP staff with current information about students' progress and level of participation. It is also used for monitoring and reporting on project objectives. Student files will include appropriate documentation for eligibility, such as a Migrant Education Certificate of Eligibility, Workforce Investment Act 167 Certification, or employment documentation. **Management Plan**- CBC will use its management experience, leadership and knowledge in the management of CBC HEP. The Management Plan incorporates all of the essential control functions and elements to ensure an efficient and effective program, given the organizational proximity of the Project Director (PD). These controls include the traditional management functions of planning, reporting, management of information, human resources, evaluation and continuous improvement mechanisms for the delivery of accessible, quality and culturally relevant services. **Staffing:** Virginia Tomlinson, Vice President for Instruction will provide CBC HEP with administrative oversight. The organizational structure of CBC HEP will be as follows:



**Figure 1 - Organizational Structure of CBC**

The PD will ensure that project objectives are met, monitor expenditures and ensure project compliance with state and federal regulations/policies. The PD, along with CBC HEP staff, will monitor activities and outcomes to ensure their successful completion on time and within budget. **Table 9** will serve as a management tool for managing the achievement of objectives. It identifies timelines, students served and progression of tasks through the project. Further detail regarding each project objective can be found in the Project Design section on pages 6-13.

<b>Table 9. Project Tasks Timeline with Associated Budget, Personnel and Milestones</b>				
Activities	Timeline *	Budget**	Staff ***	Milestone
Advertise, interview, hire and orient staff	U	P, S	1, 2	Staff hired
Develop marketing plan and materials	U	P, S	2, 4	Plan developed
Identify & recruit 150 HEP students	O	P	3, 4	Recruitment complete
Conduct HEP orientation for 150 HEP students	O	S	2, 3, 4	Orientation complete
Evaluation design is completed	U	C	1, 2	Evaluation begins
HEP eligibility assessments	O	P	3, 4	Placements complete
HEP Students enrolled after intake	O	P,S	2, 3, 4	Advising/enrollment

				complete
Advisory Council meetings occur	Q	P, S	2, 3	Meetings completed
Career, personality and other inventories administered	O	P	3, 4	Students assessed as needed
Identification and coordination of resources for HEP Students (personal, health, etc)	O	P	2, 3, 4,5	Resources coordinated
Monitor and review progress on objectives	M	P, S	2, 3, 4	Objectives assessed
Cultural events/activities offered to HEP Students	Q	T, S	3, 4	Events conducted
Review HEP Students performance & academic progress	2Q	P	3, 4	Progress reviewed
Semi-Annual Performance Reporting	Winter-Summer	P, C	1,2,3	Reports submitted
HEP Student graduates receive follow-up	O	P, S	2, 3, 4	Graduates referred
<b>*KEY:</b> U-Upon Funding, Q-Quarterly, O-Ongoing, M- Monthly, 2Q- Twice a Quarter				
<b>**KEY:</b> P-Personnel, T-Travel, S-Supplies, C-Contractual, O-Other				
<b>***KEY</b> 1-PI, 2- Director, 3-Retention Specialist, 4-Outreach Specialist, 5-PT Instructors.				
<b>NOTE:</b> Office Assistant III assists project implementation as appropriate; student workers provide clerical support/data entry.				

*(ii) Adequacy of the procedures for ensuring feedback and continuous improvement*

**Feedback/Continuous Improvement-** CBC HEP will use a comprehensive Management Information System (customized database, and HP 3000 systems), for participant feedback and continuous improvement measures. The proposed program will: 1) Work with the existing HEP Advisory Council on a semi-annual basis to solicit feedback, ideas, and other input into project operation and evaluation; 2) Assess student satisfaction every quarter through focus groups, personal interviews, and surveys (which will be administered by the external evaluator); 3) Monitor educational performance of HEP students every quarter to assess effectiveness of services; 4) Strive to continuously improve CBC HEP through on-going measurement of proposed objectives every month; and 5) Review annual evaluation results and integrate improvements to increase the effectiveness of the project. Continuous improvement will be



accomplished by measuring customer satisfaction and educational performance through client focus groups, personal interviews and customer surveys. This information will be utilized by the Program Advisory Council to review results and make improvements to increase the effectiveness of the program. CBC HEP will continue to implement the Continuous Improvement Management (CIM) Process Model developed by the **“U.S. Department of Education for the 21<sup>st</sup> Century Learning Centers Program” (Appendix C)**. CBC HEP will have an Advisory Council that will meet biannually to review objectives, evaluation data, and discuss with HEP staff ways to collaborate with other agencies and strategize to improve services. An array of individuals from programs, organizations, participants and constituents of the college will provide a diversity of perspectives that is included in the project’s decision-making process. The Advisory Council is composed of representatives from the following organizations: **Washington State Migrant Council - Pasco School District- HEP student - CBC HEP - Tri-Cities Community Health- Washington State University - Workforce Development Council - Opportunities Industrialization Center (WIA 167)**

*(iii) Time commitments of the project director and other key project personnel*

The Principal Investigator (PD), as the Vice-President for Instruction (VPI), will continue to provide overall leadership to the HEP PD at no cost to the grant. The VPI is responsible for implementing the CBC HEP Program. The PD will supervise all personnel, authorize expenditures, monitor progress towards objectives, approve activities and examine compliance with federal and college regulations. Her salary will only be paid 50% out of the HEP budget. These time allocations are adequate to meet the objectives of the project, as full-time staff will have the ability to provide the intensity and duration of services required to ensure the success of the 150 participants enrolled each year.

*iv. Adequacy of mechanisms for ensuring high-quality products and services from project.*

**Service Structure:** To maintain accountability and to ensure high-quality products and services are delivered, the Project Director will work closely with all stakeholders including the external evaluator to ensure full implementation and oversight of program activities. The Director will maintain effectiveness by maintaining a high-level of communication and open dialog among, staff, students, schools, and community agencies. The HEP team will meet bi-weekly to review program progress, student development, cost efficiencies and areas of improvement. Instructional support will be essential in providing high-quality HEP instruction and services, and that those services are being delivered to targeted MSFWs. The Director will also determine success and satisfaction by monitoring student attendance, HSED test results and through formal interviews and surveys with educators, students, and stakeholders, to monitor academic performance of students. Monthly assessments of program objectives will also be performed.

## **6. Adequacy of Resources**

*(i) Adequacy of support, including facilities, equipment, supplies, and other resources*

CBC has aligned the HEP program with other federal resources, which help support its programs and the education of its students. These programs include Upward Bound, Student Support Services, College Assistance Migrant Program (CAMP), Title V Cooperative and one of the largest English as a Second Language Programs in the state. CBC is committed to using all these resources necessary to implement CBC HEP. Other internal resources, which have been identified, that will help farmworker participants succeed at CBC are: **Computer labs – Counseling Services – Career and Transfer Center – Student Employment office – Student Support Services – Resource Center – ESL Program** All resources working together and made accessible to MSFW youth will contribute to a successful experience for HEP students obtaining their HSED and transitioning to postsecondary, trainings or a career position.

*(ii) The relevance and demonstrated commitment of each partner in the propose project*

In addition to the colleges internal support programs, CBC has established relationships with many local community partners that have committed to collaborate with the program in educating migrant and seasonal farmworkers. The community partners have committed to coordinate services with the HEP to help MSFW's. A description of these community relationships can be found in the Quality of Project Design (Table 9). Our strategy to use external, and then internal resources for participants ensuring CBC HEP resources are used for the most in need participants.

*iii. Costs are reasonable in relation to the objectives, design, and significance of the project*

CBC has budgeted \$475,000 annually to serve 150 underserved MSFWs. The CBC HEP Program has been in existence for 14 successful years, and the cost will adequately support the project design as it will include even more significant resources in order for students to succeed. Resources are aimed at students' academic and social development, instructional assistances, stipends and training. CBC has allocated sufficient staff and supplies to support activities, travel for outreach and professional development including resources for an external evaluator. The proposed budget reflects actual costs and is adequate to support all operational costs based on management experience and research of other HEP project costs.

*(iv) Costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits*

The annual cost of \$475,000 translates into approximately \$3,166 per participant. When measured against similar non-residential programs, CBC HEP remains an efficient approach to serving the target population. Our experience in operating CBC HEP indicates that this is a cost effective and realistic amount given the multiple barriers facing our target population.

*(v) Incorporation of project activities, or benefits into the organization at the end of funding.*



CBC has been home to the HEP for over fourteen years and has identified the program as critical to its core mission. While CBC HEP would not be feasible in its current form without federal funding, however CBC would realign resources to ensure continued service to this population. CBC will continue to provide all available institutional resources within the college for CBC HEP participants.

## 7. Quality of Program Evaluation

*(i) The methods of evaluation are appropriate to the context within which the project operates*

The PD will lead an evaluation plan that will generate relevant and timely information for project staff to develop, maintain and improve the project. The evaluation plan has been designed to assess the projects' compliance with GPRA equitable access, GPRA performance indicators, EDGAR annual performance reporting regulations and the project objectives. GPRA equity standards will be assessed via review of eligibility documentation and an examination of participant demographics. GPRA's will be examined via assessments of participant HSED Detailed Progress Report, HSED certificate, and graduate placement records. Programmatic and fiscal documentation will be evaluated to assure EDGAR compliance. These findings will be used to improve service delivery methods. **External Evaluator-** DRL and Associates have conducted many evaluations of projects that serve MSFW youth and adults. Their expertise will ensure that culturally appropriate research methodologies are employed. The evaluation design is appropriate to HEP because it recognizes the dynamic nature of project development and management and will regularly deliver pertinent data and information to the project staff.

*(ii) The methods of evaluation provide for examining the effectiveness of project strategies.*

Formative and summative data will be gathered, as the evaluation plan will assess the methods used and services provided to HEP students. Data will provide HEP staff with the to make informed decisions regarding implementation strategies and/or service changes.

Table 10 describes the services that have been devised according to the needs of HEP students and how each strategy will be evaluated.

Table 10 - Evaluation Methods to Assess Project Implementation Strategies		
	HEP Implementation Strategies	Evaluation Tool
Need	Academic <ul style="list-style-type: none"> <li>▪ Recruitment</li> <li>▪ Intake</li> <li>▪ HSED preparation</li> <li>▪ Survey of study habits and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Data on file</li> <li>▪ Logged data</li> <li>▪ Review of student files for documentation of services received</li> <li>▪ Evaluator (external) interviews</li> </ul>
	Personal <ul style="list-style-type: none"> <li>▪ Assessment and Occupational Evaluations</li> <li>▪ Individual Participant Education Plans</li> <li>▪ Follow-up Services</li> </ul>	<ul style="list-style-type: none"> <li>▪ Data on file</li> <li>▪ Logged data</li> <li>▪ Review of student files for documentation of services received</li> <li>▪ Evaluator (external) interviews</li> </ul>
	Financial <ul style="list-style-type: none"> <li>▪ Emergency funds used</li> <li>▪ Participation stipends, book and tuition stipends</li> <li>▪ Payment of Compass testing</li> <li>▪ Payment of CBC application fee.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review of student files for documentation of services received</li> <li>▪ Review of fiscal forms and documentation to assess level of support provided</li> <li>▪ Summative data captured through number of students receiving support</li> </ul>

*(iii) The methods of evaluation will provide performance feedback and periodic assessment.*

CBC HEP staff will collect performance data to make decisions, report progress of objectives to the U.S. Dept. of Ed. and improve program effectiveness. Evaluation regarding career advising/counseling, instructional support, and follow-up/placement services will occur in two ways. CBC HEP staff will conduct an internal review of activities to identify ways to improve and HEP students will complete a questionnaire after each activity. Student feedback will allow CBC HEP staff to assess impact of activities and make improvements.

The evaluator will provide reports after the completion of their biennial visits. Reports will be provided to CBC stakeholders as well as the Dept. of Education as required under the terms of the HEP grant and EDGAR. Evaluation results will be presented to the Advisory Council for review and recommendations. These assessments ensure that feedback is captured from all stakeholders for project implementation.

## Other Attachment File(s)

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**Appendix A. Key Personnel Resumes**

**VIRGINIA MOORE TOMLINSON, PH.D.**

**Office**

Vice President for Instruction  
Columbia Basin Community College  
2600 North 20<sup>th</sup> St., Pasco, WA 99301  
509-542-4881  
[VTomlinson@columbiabasin.edu](mailto:VTomlinson@columbiabasin.edu)

**Home**

(b)(6)

**Education**

Ph. D. Sociology, 1996. University of Pittsburgh, Pittsburgh, Pennsylvania.  
Dissertation: "The Paradox of Incongruous Determinants: A Process Approach to the Longitudinal Analysis of Caregiver Stress for Female Caregivers of Stroke Survivors".  
M. Ed. Community Counseling, 1982. University of Tennessee at Chattanooga, Chattanooga, Tennessee. Thesis: "Numbers Can't Hurt You: A Workshop Design for Overcoming Math Anxiety"  
B.S. Mathematics, 1981. *magna cum laude* Birmingham-Southern College, Birmingham, Alabama. Phi Beta Kappa.

**Professional Experience**

**VICE PRESIDENT FOR INSTRUCTION, Columbia Basin Community College, Pasco, WA. 2014-Present.** Administrative position serving as Chief Academic Officer. Responsibilities include creating and maintaining an efficient and effective instructional program consistent with College's mission, vision and core values, providing supervisory leadership to a team of administrators, deans, supervisors, and managers who implement planned and coordinated front-line leadership for instruction while working with faculty and students, coordinating and communicating with executive team on business, personnel, and student management matters.

**EXECUTIVE DEAN FOR ARTS AND SCIENCES, Columbia Basin Community College, Pasco, WA. 2013-2014.** Administrative position responsible for administering and coordinating comprehensive programs of instruction for the disciplines within arts and sciences. Responsibilities include assisting with administrative assignments within the instructional program, participating as a member of the instructional administrative team, and in general operation of the instructional program, supervision of deans, associate deans, faculty and staff within the arts and sciences.

**DEAN OF INSTRUCTION, ARTS AND SCIENCES, Spokane Community College, Spokane, WA. 2008-2013.** Administrative position responsible for providing leadership to the academic division of arts, sciences, and humanities. Responsibilities include managing six million dollar budget, supervising over one hundred full-time and adjunct faculty and classified staff, revising and maintaining curriculum, and resolving student and faculty issues.

**Related Professional Experience**

**Washington Executive Leadership Academy (WELA) Participant, 2010-2011.** Year long program for administrators in the Washington State Community and Technical College system CBC-HEP



focused on developing leadership skills, learning the legislative process for education, and extensive work with experts in the system.

**Selected Publications**

Kitzerow, Phyllis and Virginia M. Tomlinson. 2006. "The Legal Profession: A Study of the ACBA Membership 2005." published by the Allegheny County Bar Association, 2006.

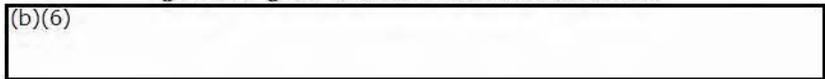
Tomlinson, Virginia M. 2001. "Understanding Caregiver Stress: Scalar and System Models." In New Methods for the Analysis of Change, edited by Linda Collins and Aline Sayer. American Psychological Association: Washington, D.C.

Tomlinson, Virginia M. and Jane Dirks. 1994. "Cross-Cultural Perspectives in Childrearing." Course Module. Carlow College: Pittsburgh, PA.

Tomlinson, Mary Virginia Moore. 1982. "A Math Anxiety - Math Avoidance Workshop Design for the University of Tennessee at Chattanooga." University of Tennessee at Chattanooga: Chattanooga, TN.

Moore, Mary Virginia. 1980. "Reduction of Uncertainties in Transient Thermal-Hydraulics Analysis: The NOGA Code." Oak Ridge National Laboratory. (Internal publication)

**JAIR JUAREZ-ARELLANO**



**Summary of Qualifications**

- Highly motivated individual with a strong passion for helping others reach their educational and professional goals.
- Excellent leadership, team-building, organizational, writing, and public speaking skills.
- Proficient in reading, writing, speaking, translating, and interpreting in English and Spanish.

**Education**

M.Ed. Degree in Educational Leadership, WSU Tri-Cities, Richland, WA 2013 – Present

Bachelor of Arts Degree in Sociology, WSU Vancouver, Vancouver, WA 2010 – 2012

- Honors & Awards: Magna Cum Laude, President’s Honor Roll, WSU Writing Portfolio: *Pass with Distinction*

Associate of Arts Degree, Centralia College, Centralia, WA 2008 – 2010

- Honors & Awards: *All Washington Community College Academic Team, Outstanding Student Award*, Centralia College Honors Program, Phi Theta Kappa International Honors Society, President’s List, Dean’s List

**Experience**

**Outreach Specialist, High School Equivalency Program (HEP), CBC, Pasco, WA 2013 – Present**

- Responsible for recruiting migrant and seasonal farm workers to the program and helping them with the application process to obtain their General Education Development (GED®) certificate through HEP.
- Facilitated orientations to inform students of the program mission, motivate them to continue their education, and explain the eligibility criteria for applying to HEP.

CBC-HEP



- Assisted with student retention efforts through various academic advising and student intake appointments.

**Co-Advisor, *Dreams without Borders* Club, Columbia Basin College, Pasco, WA  
2014 to Present**

- Co-founded the *Dreams without Borders* club to serve as the official voice of undocumented students at Columbia Basin College.
- Promotes leadership development, empowerment, and teambuilding.
- Mentored students to ensure their success in higher education by raising awareness regarding the rights and policies affecting undocumented students.

**Senior Counselor/Junior Counselor, *La Cima*, Washington Student Leadership, Randle, WA  
2009 – Present**

- Assisted the staff throughout this weeklong summer leadership camp to provide 130 Latina/o high school students with an opportunity to develop leadership and life skills.
- Mentored students throughout the program to work together effectively, to develop personal, academic, and professional goals, and to realize their potential for making a difference in their school and community.
- Developed a better understanding of the organizational, teambuilding, and group facilitation skills needed to direct a successful retreat.

**Lorna Rodriguez**



Bilingual educator with experience teaching and training multicultural students.

**QUALIFICATIONS**

- Experience with migrant and seasonal farm workers
- Evaluate and grade class work, laboratory performance, assignments, and papers. Create course content and obtain materials and supplies. Develop and revise lesson plans, course materials, and methods of instruction. Maintain attendance, grades, and other required records
- Fully bilingual and bi-literate in English and Spanish.
- Advanced knowledge and experience with instructional and computer technology including CASAS, Internet research, and Microsoft Office among others.

**EMPLOYMENT EXPERIENCE**

Columbia Basin College, Pasco

**HEP Instructor** **2014 – present**

Instruct GED preparation classes for migrant/seasonal farm workers encompassing Social Studies, Science, Math and Languages Arts, Reading and Writing. Prepare students to take the GED exam. Maintain student records. Create lesson plans.

**General Chemistry I Lab Instructor** **2014 – present**

Instruct and supervise students in basic chemistry techniques. Emphasize keeping complete and accurate scientific notes. Grade lab reports.

**GED Adjunct faculty** **Fall 2012 – June 2014**

Instruct GED preparation classes encompassing Social Studies, Science, Math and Languages Arts, Reading and Writing. Prepare students to take the GED exam. Maintain student records. Create lesson plans.



Walla Walla Community College, Walla Walla, WA

**GED Instructor**

**2007 – 2012**

Instructed GED preparation classes for migrant/seasonal farm workers including Languages Arts, Reading and Writing, Social Studies, Science, and Math.

**E-learning for ESL**

**Winter 2011-2012**

Instructed an introductory computer class to migrant and seasonal farm workers.

**Math Instructor**

**2008, 2009**

Instructed the Occupational Support Applied Mathematics course to College Prep students.

Instructed Health Occupation Mathematics to Medical Assisting students.

**Chemistry Instructor**

**2006**

Instructed the Chemistry Survey course and laboratory to health-related program students.

Yakima Valley Farm Workers, Family Medical Center, Walla Walla, WA

**Pharmacy Assistant**

**2007 – 2011**

Pharmacy customer services specialist, interpreter, and process drug inventory

**EDUCATION**

**MS Chemistry**

University of Puerto Rico, Mayaguez, PR. 2003

GPA: 3.26 of 4.00

**BA Chemistry**

Antillean Adventist University, Mayaguez, PR. 1995

GPA: 3.06 of 4.00

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**Daphne Larios**

**Education**

October 2013

Upper Iowa University

Des Moines, IA

**Master in Higher Education Administration**

June 2007

Heritage University

Toppenish, WA

**Bachelor of Arts in Education**

**Employment**

**History**

07/12- Present

Columbia Basin College

Pasco, WA

**Associate Dean for Basic Skills/HEP Director**

- Develop and recommend overall divisional objectives, plans and policies for the instructional programs within the division.
- Work closely with instructional faculty in the formation, justification, development, evaluation, revision and deletion of courses and programs.
- Assume a major role in the recruitment, selection, direction and evaluation of all full and part-time instructional and non-instructional staff, in accordance with college policies, procedures and the Collective Bargaining Agreement, including disciplinary matters where appropriate.
- Establish and maintain working relationships with personnel from other college programs and outside agencies.
- Maintain and develop a budget for the division and monitor expenditures within the approved budget.



- Conduct regular meetings with staff and faculty to ensure compliance with program regulations and objectives.
- Provide professional development activities for faculty and staff.
- Provide overall coordination and leadership for the HEP program.
- Supervise HEP staff and instructional faculty.
- Knowledge of federal, state, and local guidelines for HEP, ESL, and ABE programs in the division.
- Knowledge of federal fiscal procedures as well as those established by the college and participating partner agencies.
- Develop and coordinate all reports as required to both the U.S Department of Education and to Columbia Basin College.
- Assure goals and objectives are in compliance with HEP program outcomes.

9/08- 07/12                      Columbia Basin College                      Pasco, WA

**Adjunct ECE Instructor**

- Developed, prepared, and taught the Child Development Certificate courses in Spanish for the Early Childhood Education department.
- Maintained, submitted, and retained accurate academic records, including verification of class rosters, by dates requested by the College and to comply with state and federal retention laws.
- Oriented students at the beginning of each class to syllabi and addenda, subject to subsequent modification and notice to students.
- Participated in outreach activities to promote educational programs.
- Developed new instructional materials in Spanish.
- Interacted as a cooperative team member in a lab-oriented instructional environment.

10/07- 07/12                      Columbia Basin College                      Pasco, WA

**Opportunity Grant Director**

- Responsible for implementation, administration and direction of Opportunity Grant.
- Informed, recruited and selected students that met Opportunity Grant guidelines.
- Monitored and provided guidance to Opportunity Grant students to assist them in overcoming barriers to their success, including student advising, program entry, and orientation.
- Developed individual “intervention plans” for each Opportunity Grant student and provided appropriate case management and retention strategies.
- Ensured appropriate collaboration with internal and external partners.
- Planned, organized, and directed a publicity campaign to promote the Opportunity Grant Program, working closely with CBC College Relations Office.
- Maintained confidential documentation for each Opportunity Grant student.
- Served as liaison within the campus community, and with external entities as appropriate.
- Developed and maintained knowledge of the Basic Skills Division, the campus community, and community resources.



**Raúl de la Rosa**

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**PROFESSIONAL HISTORY**

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**2011 – Present      Small business owner**

**2000 - Present      Education Consultant**

Projects include: consultation to Achievement Technologies, Inc., on mobile populations; evaluator for Lincoln County (WA) Century 21 project (five-district, three-year contract); evaluator for HEP/CAMP five-year program at Central Washington University; evaluator for HEP five-year program at Columbia Basin College; student motivation presenter for Community Action Program, East Central Oregon; grant and report writing; Management Study of Ohio Department of Education, Migrant Education Program; political campaign manager, Office of State Superintendent of Education; consultant to nonprofit organization, Parent Empowerment Network.

**1996 - 2000              Director, Migrant Education and Bilingual Programs**

Supervised and administered programs serving 35,000 children statewide with an annual budget of over \$14 million; included supervision of staff at the state office and oversight of six major satellite offices: Migrant Student Records System, Migrant Education Regional Offices (three locations), Migrant Health Program, and Migrant Student Leadership Program. *Employer: Superintendent of Public Instruction, Olympia, WA (OSPI)*

**1998 - 1996              Director, Instruction Support Services and Title I Migrant Education**

Responsible for state and federal programs totaling over \$125 million annually, involving 296 school districts, nine Educational Service Districts, and interstate cooperation among the 48 contiguous states, Alaska and Puerto Rico. Program expertise includes: State Bilingual; Title VII; Title I Regular and Migrant; Learning Assistance Program (state compensatory); Immigrant Education; Title II; Education Technology; Student Retention and Retrieval; and Migrant Head Start. (OSPI)

**1984 - 1988              Director, Supplementary Education Programs (OSPI)**

**1979 - 1984              Administrator, Title I and Title I Migrant Programs (OSPI)**

**1973 - 1979              Supervisor, Title I Migrant Education Program (OSPI)**

**1973                      Associate, Educational Factors, Inc., San Jose, CA**

**1970 - 1972              County Coordinator, Region I, California Migrant Education**

**1968 - 1970              Alternative School Director; Teacher; Multicultural Director**

**1968                      Instructor, Parks Job Corps Center, Pleasanton, CA**

**1964 - 1967              Instructor, Carlow College (four-year) Pittsburgh, PA**

**EDUCATION AND PROFESSIONAL DEVELOPMENT**

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**B.A.** Franklin College, Franklin, Indiana (1963)

**M.A.** Middlebury College, Vermont and Madrid, Spain Campuses (1964)



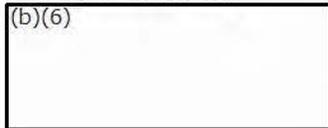
- University of Arizona/Stanford** at Guadalajara, Mexico (Summer 1966)
- Stanford University** (Fall 1967)
- California Life Credential, Standard Secondary Supervision**  
California State University at San Jose (1970)
- University of the Pacific** (1971)
- California State University** at Hayward (various workshops)
- United Nations Educational Scientific Cultural Organization (UNESCO)**  
U.S. - Mexico Migrant Educator Exchange Program (1981)
- Executive Management Development Program**  
The Evergreen State College (1983)
- Education Resources Exchange Program** for senior state education executives  
U.S. Department of Education and Institute for Leadership, Inc.  
Washington, D.C. (Fall 1985)

**PUBLICATIONS**

---

*"Migrancy and the Migrant Child,"* Raul de la Rosa, Educational Factors, Inc., 1973, 90pp.  
*"National Migrant Education Program Math Skills Information System,"* Raul de la Rosa and Eugene de G. Hackett, ERIC-CRESS, 1979, 39pp.  
*"Report and Recommendations,"* Raul de la Rosa, UNESCO U.S.-Mexico Migrant Educator Exchange Program, 1981, 5pp.

**Dalina Salas**



**EDUCATION**

**Bachelor of Arts in Spanish**

**June 2011**

Minor: Social Work

Minor: Chicano Studies

Eastern Washington University, Cheney, WA

**EXPERIENCE**

**Retention Specialist**

**June 2011-Current**

**Columbia Basin College, Pasco, WA**

- Provide academic and career advising to HEP students, including interview techniques, resume preparation, labor market information and job retention skills;
- Monitor attendance and implement a HEP retention plan for all participants, especially at-risk students;
- Collaborate with other HEP staff to help determine student eligibility and assist with student needs;
- Assist students with the admission/registration process and other student intake;

- Conduct data collection and maintain database for student evaluation purposes;
- Prepare and maintain Individualized Education Plans for GED program participants;
- Collaborate with the HEP Director and other staff to implement the goals and objectives of the program, as established by the federal grant, and assist to ensure implemented goals and objectives are being met;
- Develop and maintain an updated regional educational/employment and training social service directory;
- Conduct participant follow-up and accomplish placement goals as required by HEP performance standards;
- Coordinate cultural, academic enrichment activities and other support activities to increase student success;
- Conduct student career evaluations for proper job and education placements;
- Develop and implement a HEP student transition plan to post-secondary area focus; and

**Spanish PLUS Group Facilitator**

**Sept. 2010-June 2011**

**EWU TRiO Academic Support Center, Cheney, WA**

- Facilitate structured study sessions by implementing fundamental student study strategies specifically designed for a specific course.
- Research new study methods designed to aid student to master course content
- Create lesson plans
- Promoting the importance of educational success to underclassmen
- Recruit students to participate in program

**Appendix B. Key Personnel Job Descriptions**

**JOB DESCRIPTION –Director**

**POSITION DESCRIPTION**

The Director for HEP Programs is responsible for management of the daily operations of the HEP Program. The Director is responsible for implementation and coordination of program activities for students and staff. The Director will develop annual budget and activity projections for the fiscal and academic year on an annual basis. The Director will develop annual program reports and is responsible for the communication of these reports to the U.S. Department of Education. The Director reports to the Vice President for Diversity & Outreach.

**ESSENTIAL FUNCTIONS –DUTIES AND RESPONSIBILITIES**

- Provide overall coordination and leadership for HEP program;
- Supervise HEP staff and instructional faculty;
- Hire, train and evaluate program staff;
- Conduct presentation to statewide and local entities for recruiting students;
- Coordinate and facilitate on-going education and cultural opportunities for HEP students;
- Knowledge of federal, state and local guidelines;



- Coordinate and communicate all HEP related issues between U.S. Department of Education and program staff;
- Monitor staff development;
- Develop and administer operational budgets according to federal and institutional policies, authorize expenditures in coordination with Project administrator;
- Assist in providing educational and/or workplace advising to students;
- Knowledge of federal fiscal procedures as well as those established by the college and participating partner agencies;
- Develop and coordinate all reports as required to both the U.S. Department of Education and to Columbia Basin College;
- Conduct regular meetings with staff to ensure compliance with program regulations and objectives;
- Assure goals and objectives are in compliance with HEP program outcomes;
- Liaison to state migrant agencies, school districts, state and national HEP programs;
- Other related duties as assigned to meet the ongoing needs of the organizations and their targeted populations.

#### **REQUIRED QUALIFICATIONS**

- Master's degree and/or comparable proven experience in working with migrant/seasonal farm workers and/or human services program;
- Experience developing and conducting presentations related to program issues;
- Prior experience in budget management and developing reports;
- Knowledge of federal and state guidelines, policies, and procedures;

#### **JOB DESCRIPTION –Retention Specialist**

#### **POSITION DESCRIPTION**

The HEP Retention Specialist (RS) will take the lead on retention issues and provide academic and career advising in order to enhance the success and retention of students in the program. The incumbent will conduct follow-up interviews with program graduates to track placement data, develop and implement the annual retention plan and calendar, and provide independent students with one-on-one and/or small group GED tutoring. They will report directly to the HEP Director.

#### **ESSENTIAL FUNCTIONS –DUTIES AND RESPONSIBILITIES**

- Provide academic and career advising to HEP students, including interview techniques, resume preparation, labor market information and job retention skills;
- Monitor attendance and implement a HEP retention plan for all participants, especially at-risk students;
- Collaborate with other HEP staff to help determine student eligibility and assist with student needs;
- Assist students with the admission/registration process and other student intake;
- Prepare reports on retention project activities;
- Conduct data collection and maintain database for student evaluation purposes;



- Prepare and maintain Individualized Education Plans for GED program participants;
- Collaborate with the HEP Director and other staff to implement the goals and objectives of the program, as established by the federal grant, and assist to ensure implemented goals and objectives are being met;
- Develop and maintain an updated regional educational/employment and training social service directory;
- Conduct participant follow-up and accomplish placement goals as required by HEP performance standards;
- Coordinate cultural, academic enrichment activities and other support activities to increase student success;
- Conduct student career evaluations for proper job and education placements;
- Develop and implement a HEP student transition plan to post-secondary area focus; and
- Perform other duties as assigned.

### **REQUIRED QUALIFICATIONS**

- Bachelor's Degree in Education or related field;
- Experience in academic advising;
- Experience working with migrant/seasonal farm workers;
- Proficiency in Microsoft Office software;
- Knowledge of tutoring programs;
- Ability to work with instructors, staff and administrators;
- Ability to work as a member of a team; and
- Bilingual in English/Spanish.

### **JOB DESCRIPTION –Outreach Specialist**

#### **POSITION DESCRIPTION**

The Outreach Specialist (OS) reports directly to the HEP Director. He/She will be responsible for administering culturally relevant GED preparation instruction and materials to all migrant/seasonal farm worker students in the High School Equivalency Program. The Outreach Specialist will lead, develop and coordinate student recruitment and assessment. He/She will provide academic and career advising in order to enhance the success of students in the program. This position will also produce a quarterly newsletter for HEP. The OS develops the annual Outreach & Recruitment Plan and calendar. The HEP Director will make the final decision on the plan and calendar and has final authority to resolve time conflicts.

#### **ESSENTIAL FUNCTIONS –DUTIES AND RESPONSIBILITIES**

- Use technology for recruitment and instructional purposes;
- Develop GED subjects curricula;
- Plan, coordinate and perform recruitment activities;
- Coordinate eligibility assessments for prospective program participants;
- Produce and edit a quarterly HEP Newsletter;
- Coordinate cultural and academic enrichment activities;



- Assist students with admission/registration process;
- Attend regular HEP faculty and staff meetings;
- Assure federal program goals and objectives are being met;
- Communicates in English and Spanish both verbally and written;
- Work evenings, weekends as needed for community outreach and recruitment;
- Coordinate classroom community guest speakers; and
- Perform any other duties as assigned by the Project Director;

### **REQUIRED QUALIFICATIONS**

- Bachelor's degree in education desirable or demonstrated equivalent experience and education in related field.
- Experience in working with Federal programs preferred;
- Experience in academic advising;
- Experience working with migrant/seasonal farm workers;
- Microsoft Office proficient;
- Familiarity with preparing newsletters;
- Ability to work with instructors, staff and administrators;
- Proven ability to work as a member of a team;
- Bilingual in English/Spanish required.

### **JOB DESCRIPTION –Adjunct Instructors**

#### **GENERAL STATEMENT OF RESPONSIBILITIES**

Instructor will be responsible for administering culturally relevant instruction and materials to all migrant/seasonal farmworker students. Will assist with student academic skills and develop the Individual education and Career Development Plan.

#### **FUNCTIONAL RESPONSIBILITIES**

HEP Instructor must be willing and able to:

- Supervise Instructional Aids;
- Administer instructional materials to HEP students;
- Monitor students' academic skills and development;
- Develop class schedules and monitor attendance;
- Develop a portfolio for each student, which will include intakes, evaluations, attendance, awards and GED certificate;
- Coordinate and facilitate student graduation ceremony;
- Assure goals and objectives are being met, and
- Employee may perform other related duties as required to meet the ongoing needs of the organization and its targeted population.

#### **MINIMUM QUALIFICATIONS**

CBC-HEP

- 41 -



- Hold a Bachelor's degree, teaching certificate and/or comparable proven experience in working with migrant/seasonal farmworker;
- Prior experience working with migrant/seasonal farmworker youth in classroom setting;
- Strong commitment working with youth;
- Bilingual in English and Spanish (speaking/reading/writing).

## **JOB DESCRIPTION –HEP Full-Time Instructor (Special Faculty)**

### **GENERAL STATEMENT OF RESPONSIBILITIES**

Instructor will be responsible for administering culturally relevant instruction and materials to all migrant/seasonal farmworker students. Will assist with student academic skills and develop the Individual education and Career Development Plan.

### **FUNCTIONAL RESPONSIBILITIES**

HEP Instructor must be willing and able to:

- Provide instruction in reading, math and language subjects;
- Assess and document student learning;
- Supervise Instructional Aids;
- Administer instructional materials to HEP students;
- Monitor students' academic skills and development;
- Develop class schedules and monitor attendance;
- Develop a portfolio for each student, which will include intakes, evaluations, attendance, awards and GED certificate;
- Coordinate and facilitate student graduation ceremony;
- Assure goals and objectives are being met, and
- Employee may perform other related duties as required to meet the ongoing needs of the organization and its targeted population.

### **MINIMUM QUALIFICATIONS**

- Hold a Master's degree in education or demonstrated equivalent experience and education in related field.
- Three years of full-time experience teaching in basic High School Equivalency preparation.
- Prior experience working with migrant/seasonal farmworker youth in classroom setting;
- Strong commitment working with youth;
- Training and Experience with curriculum development and outcomes-based assessment;
- Demonstrated experience in academic advising;
- Ability to work with instructors, staff and administrators;
- Bilingual in English and Spanish (speaking/reading/writing).

**Appendix C. Continuous Improvement Model**

**Principles of Continuous Improvement Management (CIM) Customer-Driven Services:**

Identify customer expectations and requirements and strive to continually meet or exceed them.

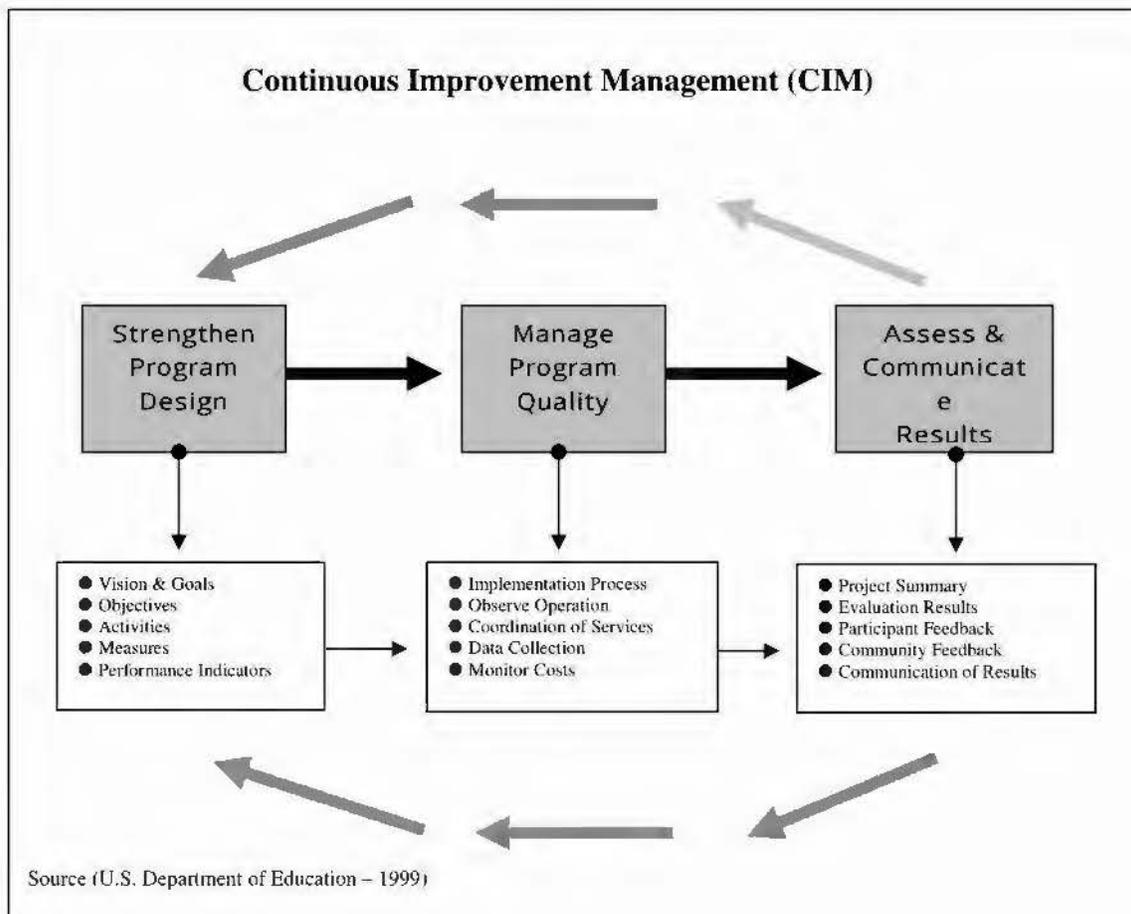
**Core Activities:** Identify the central objectives and identify strategies in which the program

meets customer needs. **Data-Driven Monitoring:** Use data to help monitor progress and solve

problems as they occur and assess the causing factors. **Continuous Improvement:** Strive to

continuously improve your program through on-going measurement of what you do and what

you accomplish. Constantly ask yourself, “How can I make my program even better.



## Appendix D. Letters of Support



**MSDRS**  
Washington State Migrant Education Program  
**MIGRANT STUDENT DATA, RECRUITMENT AND SUPPORT**  
810-B East Custer Avenue • Sunnyside, Washington 98944  
Phone: 509.837.2712 • Toll Free: 800.274.6084  
MSDRS Fax: 509.839.9017 • PASS Fax: 509.836.8409  
[www.msdr.org](http://www.msdr.org)



January 16, 2015

Rich Cummins, Ph.D.  
Columbia Basin College  
2600 N. 20<sup>th</sup> Avenue  
Pasco, WA 99301

Dear Mr. Cummins:

This letter is in support of the Columbia Basin College's application to the U.S. Department of Education to continue their operation of a High School Equivalency Program (HEP) for migrant and seasonal farm workers.

We have enjoyed working with the Columbia Basin College HEP Program for the past several years. We have referred many students to HEP and have seen many students succeed. Many of those students are now working as professionals in our community, including some who are now teachers of migrant students.

The Migrant Student Data, Recruitment and Support Office and the Migrant Education Program are ready to assist and support Columbia Basin College in your efforts to provide the best support to migrant students in our state.

If you have any questions or need additional information, please do not hesitate to contact me at (509) 837-2712.

Sincerely,

(b)(6)

Lionel G. Campos  
MSDRS Director



PATTY MURRAY  
WASHINGTON

United States Senate  
WASHINGTON, DC 20510-4704

COMMITTEES:  
APPROPRIATIONS  
BUDGET  
HEALTH, EDUCATION, LABOR,  
AND PENSIONS  
RULES AND ADMINISTRATION  
VETERANS' AFFAIRS

February 9, 2015

Richard Cummins, Ph.D.  
President, Columbia Basin College  
2600 North 20<sup>th</sup> Avenue  
Pasco, WA 99301-1379

Dear Dr. Cummins,

I have recently been contacted by representatives of Columbia Basin College, in regards to the Columbia Basin College High School Equivalency Program (HEP). I am writing in support of a U.S. Department of Education grant that will allow farm workers and their immediate family members to continue to benefit from literacy skills development at Columbia Basin College (CBC). The Department of Education's High School Equivalency Program (HEP) helps students to earn their General Education Development Certificate which is the gateway toward success in vocational school, the military and traditional college degree work.

CBC has been successful in delivering its previous HEP grants and has served over 1,500 students with a 70% success rate. The HEP program provides the key to many people who hope to improve their literacy skills. Naturally, this will mean an increase in educational achievement, meaningful employment, and a higher level of satisfaction emotionally and physically for students.

Our region has a growing migrant population with underserved individuals who need assistance with innovative programs and concepts. CBC has been at the forefront of meeting the needs of a multicultural population.

I am confident that CBC will continue to benefit the migrant and farm worker population that needs access to educational programs. I hope that the HEP grant will allow CBC to continue this important program.

Sincerely,

(b)(6)

Senator Patty Murray

448 RUSSELL SENATE OFFICE BUILDING  
WASHINGTON, DC 20510-4704  
(202) 224-2621

2930 WETMORE AVENUE  
SUITE 902  
EVERETT, WA 98201-4107  
(425) 259-6515

2988 JACKSON FEDERAL BUILDING  
915 2ND AVENUE  
SEATTLE, WA 98174-1003  
(206) 563-5545  
TOLL FREE: (866) 481-9186

10 NORTH POST STREET  
SUITE 600  
SPOKANE, WA 99201-0712  
(509) 624-9515

950 PACIFIC AVENUE  
SUITE 650  
TACOMA, WA 98402-4450  
(253) 572-3636

THE MARSHALL HOUSE  
1323 OFFICER'S ROW  
VANCOUVER, WA 98661-3856  
(360) 696-7797

website: <http://murray.senate.gov>  
email: [https://murray.senate.gov/email](mailto:https://murray.senate.gov/email)  
PRINTED ON RECYCLED PAPER

402 EAST YAKIMA AVENUE  
SUITE 420  
YAKIMA, WA 98901-2760  
(509) 453-7462



## SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

January 28, 2015

President Richard Cummins, Ph. D.  
Columbia Basin College  
2600 North 20<sup>th</sup> Avenue  
Pasco, WA 99301-1379

Dear Dr. Cummins:

I am writing in support of the Columbia Basin College's (CBC) High School Equivalency (HEP) Program application of continuance to the U. S. Department of Education. The Washington State Migrant Education Program under the Office of Superintendent of Public Instruction's (OSPI) office has regularly worked with CBC through the Student Leadership Program, as well as coordinating migrant student information through the Migrant Student Data and Recruitment office. This collaboration ensures that a variety of educational opportunities are available to migrant students which supports these students in their endeavors to meet with academic success.

OSPI's Migrant Education Program is committed to ensure it works in a collaborative effort with High School Equivalency programs to refer qualifying students and enroll them in the state migrant student database. The program also provides leadership skills training that will help migrant students sustain their motivation to complete their education and pursue post-secondary education opportunities.

The HEP Program located at Columbia Basin College is an ideal area to work with older migratory students whose age and previous academic backgrounds often impede their ability to acquire a high school diploma. In such cases, a non-traditional academic setting is the best and most appropriate educational alternative available.

We look forward to continuing to work collaboratively with CBC to provide multiple pathways to academic success for migrant students in Washington State.

Sincerely,

(b)(6)

Randy I. Dorn  
State Superintendent  
of Public Instruction



OFFICE OF THE PRESIDENT

January 23, 2015

Richard Cummins, Ph. D., President  
Columbia Basin College  
2600 North 20<sup>th</sup> Avenue  
Pasco, WA 99301

Dear President Cummins:

Heritage University enthusiastically supports the application from Columbia Basin College to the U. S. Office of Migrant Education for a five-year continuation of its High School Equivalency Program (HEP). As a Partner of CBC in so many things we know well the huge difference your HEP program has made the past five years in Benton and Franklin Counties and the Tri-Cities area. Hundreds of people have succeeded in your program and gone on to successful new employment, the military, or post-secondary education or training.

The Columbia Basin area has increasingly become home to more and more migrant and seasonal farm workers whose educational opportunities have been severely limited. That is the population with which Heritage has always worked, and we have no better partner in this effort than CBC. Heritage admires the work CBC has done in its HEP program. Opportunity for this population often begins with the GED and through that experience individuals come to realize their potential and interest to continue their education or seek a more rewarding employment.

Heritage University is proud to be a partner of Columbia Basin College and to support its application for continued funding for its HEP program. No other institution in its region can match what CBC does to provide opportunity to talent and, like Heritage, to open up opportunities for diverse underserved populations. You have shown the past five years that CBC is a most worthy recipient and steward of such funding.

Sincerely,

(b)(6)

John Bassett  
President

3240 FORT ROAD TOPPENISH, WA 98948 888 272-5190 HERITAGE.EDU



105 S Sixth Street, Ste B  
Sunnyside, WA 98944  
Phone: (509) 837-2225  
Accounting Fax: (509) 839-5220  
Executive Fax: (509) 839-7689

**Yakima County**  
Grandview (509) 882-2444  
Oroville (509) 854-1630  
Sunnyside (509) 837-6015  
Mabton (509) 894-4322  
Toppenish (509) 865-2865  
Wapato (509) 877-3092  
Harrish (509) 848-3422

**Okanogan County**  
Malott (509) 826-5274

**Adams County**  
Othello (509) 488-3502

**Benton County**  
Whitman (509) 973-2545

**Grant County**  
Maltawa (509) 932-4401  
Warden (509) 349-0395  
George (509) 785-5390  
Royal City (509) 346-2449  
Quincy (509) 787-2511  
Moses Lake (509) 766-6440

**Franklin County**  
Pasco I (509) 547-7882  
Pasco II (509) 546-9971  
Basin City (509) 269-4031  
Connell (509) 234-2011

**Walla Walla County**  
College Place (509) 522-0610

**Skagit County**  
Mt Vernon (360) 428-3993  
Burlington (360) 707-2837

**Whatcom County**

Inspire-Centers.org

February 3, 2015

Rich Cummins, Ph.D.  
Columbia Basin College  
2600 N. 20<sup>th</sup> Avenue  
Pasco, WA 99301

Dear Mr. Cummins,

Inspire Development Centers (IDC) supports the Columbia Basin College's (CBC) application to the U.S. Office of Migrant Education to continue the CBC High School Equivalency Program (HEP). We are aware that CBC has an excellent history of administering HEP and we support their efforts.

IDC, along with CBC, are committed to improving the lives of our migrant and seasonal families. We support these efforts because our communities have a high number of seasonal farm workers who would benefit greatly from this program. We understand and are aware of the academic and financial needs farmworker youth may encounter. This program assists in breaking the poverty cycle through training to pass the General Education Development (GED) certificate. Along with, directing graduates to alternative employment, post-secondary training, post-secondary education and/or the military.

We will continue coordinating with CBC for the benefit of our population participating in HEP. An example of our partnership is to coordinate presentations at our Child Development Centers for both the parents we serve and the community at large. We will also collaborate by sharing referrals. As a community college, CBC is recognized for their commitment to providing quality and beneficial programs including HEP, an educational initiative that fits within the college's educational needs as it reaches out to the growing population of migrant families. We are confident that CBC will continue to administer HEP with much success.

Sincerely,

(b)(6)

*George A. Castillo*  
Interim Chief Executive Officer



January 20, 2015

Richard Cummins  
President of Columbia Basin College  
2600 North 20<sup>th</sup> Avenue  
Pasco, WA 99301-1379

Dear Mr. Cummins:

We support the Columbia Basin College's (CBC) application for the High School Equivalency Program (HEP). We are aware that CBC has an excellent history of administering a High School Equivalency Program and we support their efforts. OIC of Washington, along with CBC, is committed to improving the lives of our migrant and seasonal farm worker students. We support these efforts because our community has a population with a great number of farm workers and their immediate family members who can benefit from this program. We understand and are aware of the academic and financial needs farm worker and their youth may encounter in preparing for improving their literacy skills and General Education Development (GED) certificate, including their English skills.

We are willing to coordinate efforts with CBC in those areas which may be beneficial to participants in this proposed program. Some example may include, but are not limited to outreach, referrals, and dual enrollment of participants in the WIA 167 program. Also to assist participants with job search, etc.

As a community college, Columbia Basin College exists in an environment diversity, fairness and equity to ensure that the people of Benton and Franklin counties have access to educational program providing sufficient knowledge for higher educational achievement, meaningful employment, cultural enrichment, physical and emotional well-being, and basic skills development. The proposed HEP grant is an educational initiative that fits within the college's educational needs as it reaches out to growing population of migrant families.

Columbia Basin College is recognized for their commitment in providing quality and innovative programs for multicultural and underserved populations. We are confident a HEP will complement the services that CBC already administers and benefit specifically the migrant and seasonal farm worker population.

Sincerely,

(b)(6)

Steve Mitchell  
CEO

*Opportunities for a Lifetime*

Phone: (509) 248-6751 ■ Fax: (509) 575-0482  
Headquarters: 815 Fruitvale Boulevard, Yakima, WA 98902

OPPORTUNITIES  
INDUSTRIALIZATION CENTER

PROGRAMS

- Education ■
- Job Training ■
- Housing ■
- Community ■
- Services ■

LOCATIONS

- Yakima ■
- Wenatchee ■
- Pasco ■
- Sunnyside ■
- Mt. Vernon ■
- Moses Lake ■
- Omak ■
- Ellensburg ■
- Roslyn ■
- Seattle ■



**Appendix E. Indirect Cost Rate Agreement**

Nov. 30, 2012 9:28AM

No. 0219 P. 3/5

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

<b>EIN:</b>	<b>DATE:11/28/2012</b>
<b>ORGANIZATION:</b>	<b>FILING REF.: The preceding</b>
Columbia Basin College	agreement was dated
2606 North 20th Avenue	02/15/2007
Pasco, WA 99301-3379	

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**

<b>RATE TYPES:</b>	<b>FIXED</b>	<b>FINAL</b>	<b>PROV. (PROVISIONAL)</b>	<b>PRED. (PREDETERMINED)</b>
--------------------	--------------	--------------	----------------------------	------------------------------

**EFFECTIVE PERIOD**

<b>TYPE</b>	<b>FROM</b>	<b>TO</b>	<b>RATE(%)</b>	<b>LOCATION</b>	<b>APPLICABLE TO</b>
PRED.	07/01/2012	06/30/2016	45.00	On-Campus	All Programs
PROV.	07/01/2016	06/30/2017	45.00	On-Campus	All Programs

**\*BASE**

Direct salaries and wages including all fringe benefits.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**Part 5. Budget Narrative**

CBC is requesting funding to continue the success of the CBC HEP program by serving 150 migrant and seasonal farmworker students. The following narrative justifies the costs. This narrative justification is followed by a detailed budget by year, as specified in the request for proposal (RFP).

**1) Personnel** - CBC is requesting funds for four full-time staff and four part-time positions to accomplish the goals and objectives of the grant. The Director will be responsible for implementing the project, providing management and supervising staff in accomplishing all activities. Retention Specialist and Outreach Specialist will be responsible for implementing outreach/recruitment and retention activities. The Office Assistant III will serve as a support staff and assist the other three full-time staff as needed. The student worker will provide assistance with data entry and clerical tasks, the Instructors will provide Instructional services for HEP program. This staffing approach ensures that all key components of our HEP project design are sufficiently staffed in order to meet all project objectives. The salaries and hourly wages are in accordance with CBC's wage scale and based on comparable work responsibilities in the regional area. CBC currently has salary freeze for the next biennium, however a cost of living adjustment of 3% has been budgeted for years 3-5 of the grant.

<b>PERSONNEL</b>	<b>YR 1</b>	<b>YR 2</b>	<b>YR 3</b>	<b>YR 4</b>	<b>YR 5</b>
Project Director .50 FTE	36,000	36,000	36,540	37,088	37,644
Retention Specialist 1.0 FTE	41,500	41,500	42,745	44,027	45,347
Outreach Specialist 1.0 FTE	41,500	41,500	42,745	44,027	45,347
Office Assistant III 1.0 FTE	35,000	35,000	36,050	37,132	38,245

Special Faculty Appointment 1.0 FTE	46,350	46,350	47,880	49,316	50,795
Instructors @ \$47.95 an hr/850 hours plus faculty meetings	47,000	47,000	47,000	47,000	47,000
Tutors/Instructional Aids 2 @13.10 per hr x 763	10,000	10,000	10,000	10,000	10,000
Student Worker (Data Entry) 19 hours/week * 1976 weeks @ \$9.32/hour only paying 25% of earnings.	7,900	7,900	7,900	7,900	7,900
<b>Total</b>	<b>265,250</b>	<b>265,250</b>	<b>270,860</b>	<b>276,490</b>	<b>282,278</b>

**2) Fringe Benefits** - CBC fringe benefits rate for all full-time staff is 32% of salaries and wages. This rate includes the rates for state industrial, health insurance, retirement, medical aid and social security.

<b>FRINGE BENEFITS</b>	<b>YR 1</b>	<b>YR 2</b>	<b>YR 3</b>	<b>YR 4</b>	<b>YR 5</b>
Fringe Benefits (32%)	84,880	84,880	86,675	88,477	90,329
<b>Total</b>	<b>84,880</b>	<b>84,880</b>	<b>86,675</b>	<b>88,477</b>	<b>90,329</b>

**3) Travel** - Travel has been requested for Project Staff to attend national, regional and state meetings as recommended by the Department of Education (ED). Attendance at these meetings will allow for the staff to share best practices, network with other HEP/migrant education professionals and improve their ability to deliver high-quality services to migrant/seasonal farmworker students. Travel which requires airfare will be booked using appropriate economy class airfare, per CBC travel rates. Local mileage rates are also included in the budget, to accommodate the outreach and recruitment travel required by staff.

<b>TRAVEL</b>	<b>YR 1</b>	<b>YR 2</b>	<b>YR 3</b>	<b>YR 4</b>	<b>YR 5</b>
ED HEP/HEP National Meeting <ul style="list-style-type: none"> <li>Project Director to attend</li> <li>\$180/night * 4 for lodging, \$71/day * 5 for food, \$1050 airfare, \$50 taxi, parking and mileage</li> </ul>	2,500	2,500	2,500	2,500	2,500
Educational Training	1,500	1,500	1,500	1,500	1,500
Western Stream Conference <ul style="list-style-type: none"> <li>2 full-time staff to attend</li> </ul>	2,500	2,500	2,500	2,500	2,500



<ul style="list-style-type: none"> <li>\$155/night * 4 for lodging, \$64/day * 5 for food, \$400 for car rental and mileage</li> </ul>					
<b>Local Mileage</b> <ul style="list-style-type: none"> <li>\$0.575/mile * 400 miles for 8 months/year</li> </ul>	500	500	500	500	500
<b>Total</b>	<b>7,000</b>	<b>7,000</b>	<b>7,000</b>	<b>7,000</b>	<b>7,000</b>

**4) Equipment** – CBC HEP is not requesting any equipment funds.

**5) Supplies** - CBC HEP will host an end of year recognition event. Funds are requested for testing materials as well as recognition items (such as USB flash drives and necessary school-related items) for outstanding HEP students at the recognition event. To provide support to students’ interest and development in career fields, CBC requests funds to pay for career-related assessments and inventories for all participants to take. The results of these inventories will be discussed with students and additional guidance and resources identified by the staff. Participants will also receive assistance with book costs, in the form of stipends, as well as receiving a motivational book at the start of the academic year. CBC HEP also requests funds for office-related, disposable supplies and to purchase four computers and monitors for the full-time staff.

<b>SUPPLIES</b>	<b>YR 1</b>	<b>YR 2</b>	<b>YR 3</b>	<b>YR 4</b>	<b>YR 5</b>
Commencement ceremony/supplies	5,000	5,000	5,000	5,000	5,000
Program books and supplies <ul style="list-style-type: none"> <li>\$30 x 150 students</li> </ul>	4,500	4,500	4,500	4,500	4,500
Computer Software	450	450	450	0	0
HEP office supplies <ul style="list-style-type: none"> <li>Disposable office supplies, \$200/month * 12 months</li> </ul>	2,400	2,400	2,400	2,400	1,500
<b>Total</b>	<b>12,350</b>	<b>12,350</b>	<b>12,350</b>	<b>11,900</b>	<b>11,000</b>

**6) Contractual** – CBC HEP is requesting contractual funds to support the external evaluation of the project. DRL and Associates

<b>CONTRACTUAL</b>	<b>YR 1</b>	<b>YR 2</b>	<b>YR 3</b>	<b>YR 4</b>	<b>YR 5</b>
External Evaluation <ul style="list-style-type: none"> <li>DRL Corporation approximately 10 hrs/week *</li> </ul>	6,500	6,500	6,500	6,500	6,500



<b>Total</b>	<b>6,500</b>	<b>6,500</b>	<b>6,500</b>	<b>6,500</b>	<b>6,500</b>
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7) **Construction** – CBC HEP is not requesting any construction funds.

8) **Other** – CBC HEP is requesting funds to pay for registration fees for the Western Stream and NASDME meetings, which allow for staff to develop as professionals, as described above. CBC HEP requests funds for communications items such as postage, business cards and television advertising costs. Additional funds are requested to support healthcare services for students and pay for HEP/HEP Association fees. Attending cultural and academic events will be viable opportunities for HEP students, as funds have been requested to pay for entrance fees to plays, symphonies and local academic enrichment events sponsored in our community.

<b>OTHER</b>	<b>YR 1</b>	<b>YR 2</b>	<b>YR 3</b>	<b>YR 4</b>	<b>YR 5</b>
Meeting Registration Fees • NASDME, COABE, HEP/CAMP	1,300	1,300	1,300	1,300	1,300
GED Testing Fees @ \$150 per student x 150 students	22,500	22,500	22,500	22,500	22,500
Communications • Television advertising and radio advertising	2,200	2,200	2,200	2,200	2,200
Copier/Network Printer Rental • \$100/month for 12 months/year	1,200	1,200	1,200	1,200	1,200
Student Recruitment Supplies	2,000	2,000	2,000	2,000	0
HEP/CAMP Association fees	1,200	1,200	1,200	1,200	1,200
Student Cultural Training/Activities	3,600	3,600	3,600	3,600	3,600
<b>Total</b>	<b>34,000</b>	<b>34,000</b>	<b>34,000</b>	<b>34,000</b>	<b>32,000</b>

9) **Total Direct Costs** – CBC HEP is requesting the following total direct costs, as summed annually by budget category.

<b>TOTAL DIRECT COSTS</b>	<b>YR 1</b>	<b>YR 2</b>	<b>YR 3</b>	<b>YR 4</b>	<b>YR 5</b>
Personnel	265,250	265,250	270,860	276,490	282,278
Fringe Benefits	84,880	84,880	86,675	88,477	90,329
Travel	7,000	7,000	7,000	7,000	7,000
Equipment	0	0	0	0	0
Supplies	12,350	12,350	12,350	11,900	11,000
Contractual	6,500	6,500	6,500	6,500	6,500
Construction	0	0	0	0	0



Other	34,000	34,000	34,000	34,000	32,000
<b>Total Direct Costs</b>	<b>409,980</b>	<b>409,980</b>	<b>417,385</b>	<b>424,367</b>	<b>429,107</b>

10) **Indirect Costs** – CBC HEP is requesting 8% indirect, which is below our approved indirect cost rate with the Department of Health and Human Services (our cognizant agency) approved rate of 36% of personnel and benefit costs.

<b>INDIRECT COSTS</b>	<b>YR 1</b>	<b>YR 2</b>	<b>YR 3</b>	<b>YR 4</b>	<b>YR 5</b>
Indirect Costs (8%)	32,798	32,798	33,389	33,949	34,328
<b>Total</b>	<b>32,798</b>	<b>32,798</b>	<b>33,389</b>	<b>33,949</b>	<b>34,328</b>

11) **Training Stipends** – CBC HEP is requesting training stipends to support students, all of whom will be eligible to receive stipends for three academic quarters per year for their ongoing participation in HEP and to offset additional expenses they incur as students. CBC HEP has requested funds for emergency assistance in the case a HEP student experiences personal obstacles that inhibit success in the program.

<b>TRAINING STIPENDS</b>	<b>YR 1</b>	<b>YR 2</b>	<b>YR 3</b>	<b>YR 4</b>	<b>YR 5</b>
Student Stipends	10,000	10,000	10,000	10,000	10,000
Emergency Assistance <ul style="list-style-type: none"> <li>• Emergency childcare, transportation, healthcare assistance</li> </ul>	1,500	1,500	1,500	1,500	1,500
<b>Total</b>	<b>11,500</b>	<b>11,500</b>	<b>11,500</b>	<b>11,500</b>	<b>11,500</b>

12) **Total Costs** – CBC HEP is requesting the following total costs, as summed annually by budget category.

<b>TOTAL COSTS</b>	<b>YR 1</b>	<b>YR 2</b>	<b>YR 3</b>	<b>YR 4</b>	<b>YR 5</b>	<b>Total</b>
<b>Total Direct Costs</b>	<b>409,980</b>	<b>409,980</b>	<b>417,385</b>	<b>424,367</b>	<b>429,107</b>	<b>2,090,819</b>
Indirect Costs	32,798	32,798	33,389	33,949	34,328	167,262
Training Stipends	11,500	11,500	11,500	11,500	11,500	57,500
<b>Total Costs</b>	<b>454,278</b>	<b>454,278</b>	<b>462,274</b>	<b>469,816</b>	<b>474,935</b>	<b>2,315,563</b>

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

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

Name of Institution/Organization

Columbia Basin College

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	265,250.00	265,250.00	270,860.00	276,490.00	282,278.00	1,360,128.00
2. Fringe Benefits	84,880.00	84,880.00	86,675.00	88,477.00	90,329.00	435,241.00
3. Travel	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00	35,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	12,350.00	12,350.00	12,350.00	11,900.00	11,000.00	59,950.00
6. Contractual	6,500.00	6,500.00	6,500.00	6,500.00	6,500.00	32,500.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	34,000.00	34,000.00	34,000.00	34,000.00	32,000.00	168,000.00
9. Total Direct Costs (lines 1-8)	409,980.00	409,980.00	417,385.00	424,367.00	429,107.00	2,090,319.00
10. Indirect Costs*	32,798.00	32,798.00	33,389.00	33,949.00	34,328.00	167,262.00
11. Training Stipends	11,500.00	11,500.00	11,500.00	11,500.00	11,500.00	57,500.00
12. Total Costs (lines 9-11)	454,278.00	454,278.00	462,274.00	469,816.00	474,935.00	2,315,581.00

**\*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:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(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 Columbia Basin College	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: Mrs.	First Name: Daphne	Middle Name:	Last Name: Larios	Suffix:
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Address:

Street1:	2600 N. 20th Ave.
Street2:	
City:	Pasco
County:	
State:	WA: Washington
Zip Code:	99301.
Country:	USA.: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
509-542-4763	509-546-0404

Email Address:  
dlarios@columbiabasin.edu

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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