

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



**APPLICATION FOR GRANTS  
UNDER THE**

**HEP-84.141A-1**

**CFDA # 84.141A**

**PR/Award # S141A150025**

**Grants.gov Tracking#: GRANT11833944**

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"/>
---	---

**B. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="72-1506851"/>	* c. Organizational DUNS: <input type="text" value="9651809580000"/>
--	---

**d. Address:**

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

**e. Organizational Unit:**

Department Name: <input type="text" value="Workforce Development"/>	Division Name: <input type="text" value="WorkReady U Adult Education"/>
--	--

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="318-362-5010"/>	Fax Number: <input type="text" value="318-323-0292"/>
---	---

\* Email:

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.141

CFDA Title:

Migrant Education High School Equivalency Program

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

ED-GRANTS-122914-002

\* Title:

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

**13. Competition Identification Number:**

84-141A2015-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Louisiana Delta Community College High School Equivalency Project: Breaking Barriers and ???LINC-ing??? Bridges of Opportunity

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="429,788.00"/>
* 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="429,788.00"/>

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

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

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

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

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Delene Rawls	DeltaLINC Asst. Dir. and Grants Mgr.
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
Louisiana Delta Community College	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
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee  
\* Name: Louisiana Delta Community College  
\* Street 1: 7500 Millhaven Road Street 2:  
\* City: Monroe State: LA; Louisiana Zip: 71203-0000  
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> USDOE, OESE, Office of Migrant 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 None Middle Name  
\* Last Name None Suffix  
\* Street 1 Street 2  
\* City State Zip

**b. Individual Performing Services** (including address if different from No. 10a)  
Prefix \* First Name None Middle Name  
\* Last Name None Suffix  
\* Street 1 Street 2  
\* City State Zip

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

\* Signature: Delene Rawls  
\* Name: Prefix Dr. \* First Name Barbara Middle Name  
\* Last Name Hanson Suffix  
Title: Chancellor, LDCC Telephone No.: 318-345-9000 Date: 02/12/2015

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

PR/Award # S141A150025

## 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.**

HEPProvisionsforGEPA427.pdf

Add Attachment

Delete Attachment

View Attachment

Louisiana Delta Community College High School Equivalency Program: Breaking Barriers and  
“LINC-ing” Bridges of Opportunity

CFDA #84.141A

Provisions for GEPA Section 427

Potential Barriers to Equitable Access and Measures to Overcome:

**1. Gender**

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

**2. Race**

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

**3. National Origin**

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

**4. Color**

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

**5. Disability**

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

**6. Age**

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

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b>		
<input style="width: 100%;" type="text" value="Louisiana Delta Community College"/>		
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>		
Prefix: <input style="width: 100px;" type="text" value="Dr."/>	* First Name: <input style="width: 200px;" type="text" value="Delene"/>	Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Rawls"/>		Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="DeltaLINC Asst. Dir. and Grants Mgr."/>		
* SIGNATURE: <input style="width: 300px;" type="text" value="Delene Rawls"/>		* DATE: <input style="width: 150px;" type="text" value="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

### Louisiana Delta Community College High School Equivalency Project – LDCC HEP

Louisiana Delta Community College, in Monroe, Louisiana, proposes a High School Equivalency Project in collaboration and partnership with multiple education and non-profit agencies in the northern area of Louisiana, and building on four years of experience serving HEP students. Project administration and student services will be administered through the Delta Literacy Initiative for North LA Communities (DeltaLINC). DeltaLINC is the adult education outreach division of the college, and has an established record of serving migrant students.

#### Project objectives are to

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

#### Project outcomes will include

- 100 participants served annually, all commuter
- 72% of annual participants served will complete the High School Equivalency
- 85% of HSE completers will enter postsecondary education, employment or the military
- 100% of participants will receive academic and life skills counseling
- Participants who attend 50 hours or 90 days will increase reading and math scores by 60 SS points on the OPT

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

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

## Project Narrative File(s)

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

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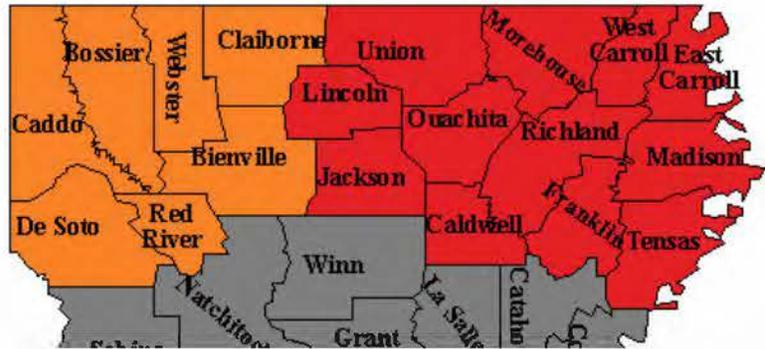
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**Louisiana Delta Community College High School Equivalency Program:  
Breaking Barriers and “LINC-ing” Bridges of Opportunity**

Louisiana has a history of agricultural industry, nowhere more prevalent than in the “Delta” region of the Northeast corner of the state. Crops like feed grains, sweet potatoes, poultry and cotton grown in the Northeastern parishes (counties) – 7,042 square miles – account for almost 28% of Louisiana’s 2013 gross farm income. All of the northern parishes combined, from the

Texas to Mississippi state lines, account for 12,190 square miles and 37% of the state’s gross farm income for 2013. From these figures one can see the impact



that agriculture has on the economy of this region, and the potential for adult workers who have had educational interruptions leading to a lack of credentials. However, the history of agriculture does not predict a future of state growth from farm work. The economic picture of today’s and tomorrow’s Louisiana is painted by employers relying heavily on technology, specialized credentials, and a workforce that can adapt at lightning speed, as the industry evolves. According to the Louisiana Workforce Commission, in the next five years, 84% of the available jobs in the state will require at least some post-secondary training, with 46% of the jobs requiring a postsecondary credential or degree. Louisiana Delta Community College (LDCC) is rising to the immense challenge of preparing the workforce. The college is aiming to progressively increase graduates through 2020 to demonstrate a 48% increase over 2014 total completers. Opportunity abounds for individuals to reach for family-sustaining careers through education. But the barriers created by migrant and seasonal farm work deny access to this opportunity, creating a divide as

wide as the Mississippi River that created the “Delta” of Northeast Louisiana. Those desiring to cross the divide to reach for better careers need a bridge to get there.

Therefore, Louisiana Delta Community College, DeltaLINC and its partners seek to develop a High School Equivalency Program (LDCC HEP) to expand on work already begun in helping migrant workers realize new possibilities. The LDCC HEP will offer high quality adult and family literacy and ESL services in multiple sites across North Louisiana, within the Northeast Region, and expansion to the Northwest Region as well. The work performed through Delta Literacy Initiative for North Louisiana Communities (DeltaLINC) will continue within the growing range of options presented by the community college. While this narrative accompanies a new application, the services and outcomes described within capture over four years of experience addressing the needs of migrant workers who seek to improve their educational horizon, as a result of a subcontract for services to HEP-eligible participants in the Delta.

### **Need for and Significance of the Project**

Magnitude of Need for Services and Activities. The LDCC HEP proposes to facilitate and deliver education and support services to eligible participants in parishes across northern Louisiana. While a wide range of demographic clusters exist in the service region, some of the parishes are among the most impoverished and undereducated in the state and even in the nation.<sup>1</sup> They are largely rural, with a few population centers that have limited public resources. The parishes in the project generally have lower income, lower educational attainment, and higher poverty than the state average. These barriers to family self-sufficiency cut across all

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<sup>1</sup> 2015, Economic Modeling Specialists International, report prepared for Louisiana Delta Community College.

sectors of the population, and the economic demographics offer a reasonably true representation of the population expected to participate in HEP services in this region of the state.

The general population of the region is undereducated, as demonstrated in the following table.

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

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

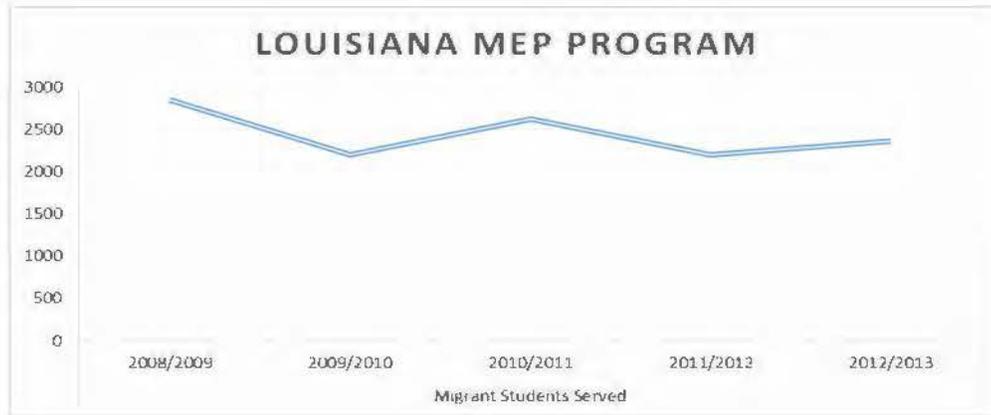
Focus on the Needs of Disadvantaged Individuals (Migrant and Seasonal Farmworkers)

According to the National Center for Farmworker Health<sup>2</sup>, there are approximately 110,000 migrant and seasonal farmworkers passing through Louisiana during a calendar year due to the constant relocation for work. Census estimates indicate that 4.6% of Louisiana workers are employed in agricultural industries, compared to the national percentage of 1.9%.<sup>3</sup> The northern area of Louisiana, 19 of the state’s 64 parishes, yielded over \$2.5 billion in gross farm income in 2013. Although the state has a solid history of agricultural production, in 2013 agriculture outputs represented only 1.4% of the region’s employment, 3% of the Gross Regional Product, and 6% of the region’s export value. The population sector involved in these outputs is becoming

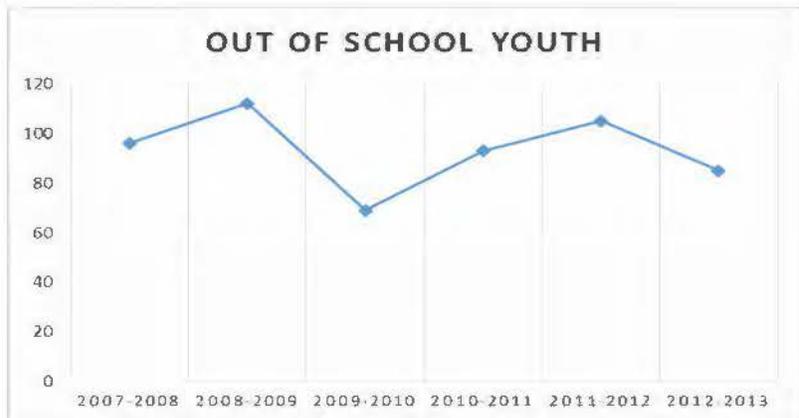
<sup>2</sup> <http://www.ncfh.org/enumeration/PDF4%20Louisiana.pdf>

<sup>3</sup> <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmmk>

more and more marginalized, but fortunately Migrant Education Programs serve school-aged children in the region, and Louisiana has had a stable flow of migrant population shifts in recent years<sup>4</sup>.



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



It is reasonable to expect, and past experience with serving the population bears it out, that

migrant workers need services during the day and evening. A significant percentage need English as a Second Language services, as well as information or counseling on the wraparound support services available. Some of them have young children, preschool and school aged. The LDCC HEP program proposes services that will address all of these unique needs through localized instruction, transition skills coaching, and child care support where resources allow.

<sup>4</sup> <http://eddataexpress.ed.gov/data-elements.cfm>

Addressing Gaps or Weaknesses in Services through LDCC HEP. In addition to the options offered by Louisiana Delta Community College's eight campuses and two sites, the region included in the project is home to the University of Louisiana at Monroe, Louisiana Tech University, and Grambling State University. Bossier Parish Community College operates two campuses, and numerous private vocational training programs are in the project area. The gaps exist in connecting individuals to family-sustaining employment through postsecondary education programs largely because so many have "left the pipeline" by not succeeding in high school.<sup>5</sup> Some potential HEP participants have been a part of public education systems, gaining progress towards a high school diploma. However, as is the case for so many marginalized populations, dropout rates are high, and individuals of all demographic groups find themselves in need of a second chance to succeed along a pathway that connects the underemployed yet potentially highly capable adults with the understaffed employers of the region.

The project proposes to enhance and expand existing adult literacy sites and integrated family literacy programs operated by Delta Literacy Initiative for North Louisiana Communities (DeltaLINC), in conjunction with the postsecondary and workforce education available through the college. In addition, DeltaLINC will partner with Bossier Parish Community College's College Transitions Program to meet the needs of migrant students in the Northwest area of the state. DeltaLINC and BPCC's College Transitions Program are both adult education providers as part of Louisiana's WorkReady U network, governed by the Louisiana Community and Technical College System. WorkReady U providers help underprepared individuals to elevate

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<sup>5</sup> Hinckley, R., Mills, D., and Cotner, H., 2011 *Adult Career Pathways: Second Edition*. Center for Occupational Research and Development: Waco, TX.

their skills and credentials. Many WorkReady U strategies go beyond the cognitive, bolstering the decision-making skills and work readiness of clients in an integrated, seamless manner. The LDCC HEP model will layer support and transition services on top of academic instruction to amplify achievement, while continuing to strengthen both the participants' and the program's linkages to community agencies and resources. The requested funds will be used to ensure highly-qualified personnel deliver services in adult education and transitions to postsecondary education, vital support and transition services in academic and life skills, child care and training for parents, and overall goal setting. Adult Education instructors at the sites will offer HSE preparation during day and evening hours, based on population need. Recruiters will serve as liaisons between the sites and the eligible HEP participants, recruiting, screening, and identifying participants. Transition coaches will conduct activities that integrate college and career readiness and retention duties, and center-based instructional activities when appropriate. On-site educational resources and distance educational materials will be coordinated to increase the continued educational progress of clients. Project personnel will make key connections within the community of migrant farmworkers to identify participants and build awareness.

Importance or Magnitude of Results. The magnitude of the results likely to be attained has been indicated by four years of services to HEP students through subcontract with the University of Louisiana at Monroe High School Equivalency Program. Out of 349 HEP participants served by DeltaLINC (formerly Northeast Louisiana Adult and Family Literacy Consortium) since 2010, 182 completed the High School Equivalency, and 178 have transitioned to college or employment. Postsecondary institutions in the area are examining their admissions policies to increase the access for individuals who may not have exited the traditional American education system. High-need, high-touch populations are receiving attention and support from community

systems. New partners around the state are asking to be a part of the services that are wrapping support around the neediest population in the area.

**Quality of Project Design**

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

<b>Outcome</b>	<b>Project Objectives</b>	<b>Measurement of Objectives</b>
<b>Goal #1: The LDCC HEP project will recruit, screen and serve 100 participants per year.</b>		
Eligible participants will be properly inducted into HEP services on an open-enrollment schedule.	Recruiters will contact a quota of 5 possible participants per week until program has reached goal.	Recruiter contact logs, intake forms, income verification statements will be submitted to HEP leadership on a weekly basis
<b>Goal #2: LDCC HEP participants will improve their educational and employment opportunities through training</b>		
Eligible LDCC HEP participants who have not completed a high school diploma will complete the High School Equivalency (GPRA 1)	72% of enrolled HEP participants will receive their HSE before exiting the program in each program year.	Project sites will report the number of HEP participants enrolled, and the number of program exiters who received the HSE
Eligible LDCC HEP participants who complete the HSE will enroll in postsecondary education, upgrade their employment, or join the military (GPRA 2)	3. 85% of HEP HSE recipients will enter postsecondary education, upgrade their employment or join the military in each program year.	Project sites will report the number of HEP participants who received the HSE, and the number of HSE recipients who transitioned into each of the categories of postsecondary education, upgraded employment, or military service.
<b>Goal #3: LDCC HEP participants will improve their college and career readiness through transition and/or counseling support</b>		

<b>Outcome</b>	<b>Project Objectives</b>	<b>Measurement of Objectives</b>
Eligible LDCC HEP participants will receive academic and/or life skills support services to identify and overcome potential barriers to continued educational progress	100% of enrolled HEP participants will receive a minimum of one academic and/or life skills support session per month from the transition coach	Transition coaches will record transition support hours in the project database
Goal #4: LDCC HEP participants will improve their proficiency in reading and math, to increase their college and career readiness.		
LDCC HEP students will improve their reading score from pre-test to post-test	Participants who have attended 50 hours or 90 days will increase reading their OPT score by a minimum of 60 scaled score points	Instructors will report OPT scores to the data management system and the HEP Director
LDCC HEP students will improve their math score from pre-test to post-test	Participants who have attended 50 hours or 90 days will increase their math OPT score by a minimum of 60 scaled score points	Instructors will report OPT scores to the data management system and the HEP Director

Appropriate Design to Address Needs of the Population. The LDCC HEP project goals, objectives and outcomes reflect the comprehensive and intensive nature of the project design. The target population for the project is highly in need of both the HSE and academic training and the transition services to help them persist in their academic accomplishments. The goals and objectives associated with the HSE and further pursuits (GPRA 1, GPRA 2) will direct instructional staff to focus with great depth on academic supports from the moment of entry into the program. Once the student is oriented to the program and the appropriate intake assessments establish the prescription for instruction, persistence and continuity are the primary concerns of adult education instructors. The LDCC HEP project will identify barriers to persistence through transition coach activities (high-touch model). This holistic approach will intervene and prevent attrition due to factors like time management, family stresses, or inexperience with life decision

making. Additionally, the flexible schedule of services and the inclusion of child care will further strengthen the bridges. The project objectives to measure frequency of access for these support services will continue to help the project focus on the holistic needs of the HEP clientele.

Coordination and Linkages to Similar and Complementary Organizations. The sites that will be included in the LDCC HEP project are very familiar with coordination and collaboration of services. On the intake end of the process, agencies such as the Migrant Education Program and faith-based organizations will provide referrals and resource assistance (enrollment fees and test fees when necessary, occasional transportation assistance). The Migrant Education Program has a well-established, positive relationship with DeltaLINC due to prior programs such as the Migrant Education Even Start and the HEP Project (subgrant). MEP certificates of eligibility, priority for services designations, and complementary services such as summer enrichment programs will weave into LDCC HEP strategies where they can create a holistic approach to serving individuals and their families.

As participants progress, DeltaLINC adult and family literacy instructional sites link students with Workforce Investment Boards, Workforce Development training programs, community agencies like the Children's Coalition for Northeast Louisiana, and social service agencies such as Louisiana Department of Health and Hospitals, the Louisiana Department of Social Services, Housing Authorities, and local churches. Persistence in the program often requires services from these other agencies to overcome barriers beyond the scope of the project. Referrals from transition coaches will lead to recommended linkages, with certain project personnel actually accompanying participants to providers when/where necessary. Additionally, as HEP participants are prepared to reach for post-HSE goals, coaches will facilitate that transition. Whether the participant needs to connect to a postsecondary enrollment office, an employer, or a

community agency, the LDCC HEP will help participants through any potential barriers with network contacts, site visits, interviews, and other activities to boost success.

Some important linkages to external agencies were established in the past two program years by DeltaLINC to benefit the HEP students served under the subgrant, and they will be strengthened and enhanced with the LDCC HEP project. One key collaboration is a linkage to the Mexican Consulate offices in Little Rock, Arkansas and New Orleans, Louisiana. The Consulate Issues Mexican Passports, Matricula Consulars (Identification Cards), officially stamps and notarizes legal documents, provides referrals to political and governmental resources that may be needed by some participants of HEP, and offers instructional curricula for ESL students. In addition, some offices offer health checkups and information on where uninsured individuals can find low-cost-or no-cost health services in their area. A second linkage of which DeltaLINC is proud is the partnership with Bossier Parish Community College (BPCC) and its “College Transitions Program.” This program functions similarly to DeltaLINC in that it provides adult basic instruction and preparation for the High School Equivalency, college and career readiness skills, integrated and accelerated transition to the postsecondary and employment arenas, and is a WorkReady U provider. Extension classes have been developing on the BPCC campus, which is almost 100 miles away from DeltaLINC administration, through the support and in-kind match of facilities, instruction, and transition resources, including tuition discount.

Project’s Increased Efficiency and Productivity. Much of the time and effort associated with project outcomes will come from the DeltaLINC consortium of sites. DeltaLINC as a service provider strives to be a “one stop shop” for the most disadvantaged population in the region. However, limited resources and restricted funding streams means that the only way DeltaLINC accomplishes its plethora of services across a large geographical spread is through highly

innovative coordination with state adult education, local workforce and non-profit, and internal departments. DeltaLINC services, and thus the activities of LDCC HEP, are supported by braided funds and in-kind resources leveraged by stakeholders with the same purpose in mind. Efficiency and productivity will be increased through centralized administration and electronic methods of communication. Fiscal activities and technical aspects of administration are handled in a regional office located in close proximity to the administration of the college. This allows teachers in the satellite locations to focus on high quality instruction, augmented by the Transition Coaches who perform itinerant duties, and the Recruiters who spend much of their time linking the community into the classroom setting. Partnerships with community entities such as the Catholic Charities of Shreveport and Spanish-language radio stations are critical to recruiting, screening and verifying participants who may not come with a referral, thus making a more efficient model for locating potential participants. Online information management, from recording student attendance and test scores to electronic time sheets for payroll, is handled through web delivery. Leadership will be accessible to facilitate any technical concerns, allowing student-centered services to be the bulk of time spent by project staff.

### **Quality of Project Services**

Often those individuals with the greatest need require considerably more investment to reach even the most basic of goals. The LDCC HEP is prepared to offer the highest-quality services to the neediest eligible participants, using a model that has proven return on investment in the past. This model builds on existing adult education and family literacy sites that are monitored by the State of Louisiana and have validated outcomes as a result. Target populations for the LDCC HEP will not exclude any groups traditionally underrepresented, but will actually go farther to reach some of those groups. The population is likely to be racially and culturally diverse based

on demographic data for Louisiana migrant and seasonal farmworkers. National origins of this population for some sites would include Latin American, Vietnamese or American. Both males and females will be recruited and served through activities for migrant workers and their immediate families; resources are in place for flexible schedules and child care support when necessary. The project sites are accustomed to enrolling parents and grandparents, so it is unlikely that an eligible participant would be excluded on the basis of age. Because the services will be community college and K-12 facilities, individuals with disabilities will find barrier-free environments for learning. The quality of services will also be demonstrated through the depth and duration of training for project personnel, the anticipated skill development and gainful employment for students, and through the criteria that will ensure services to those most in need.

Quality, Intensity, and Duration of Professional Development. LDCC HEP services will benefit from high quality professional development. DeltaLINC, as the service provider, is a Regional Service Center for Louisiana adult education instruction and transition. As such, it serves as a funnel for best practices in HSE preparation, college and career readiness, and regional labor market strategies. Primarily, the strengths of the professional development plan come from regularly scheduled (weekly or bi-weekly) staff meetings with teachers, transition coaches and recruiters, where technical assistance issues arise. DeltaLINC holds consortium-wide trainings as well as regional trainings on pertinent issues. When DeltaLINC training is not sufficient, project personnel seek external professional development from the various organizations associated with the project, such as the Louisiana Community and Technical College System conference, the Louisiana Association for Public, Community, and Adult Education conference, the Commission for Adult Basic Education conference, the National Council of LaRaza, and regionalized English

as a Second Language conferences. After each professional development opportunity, staff members “train the trainers” through peer sharing.

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

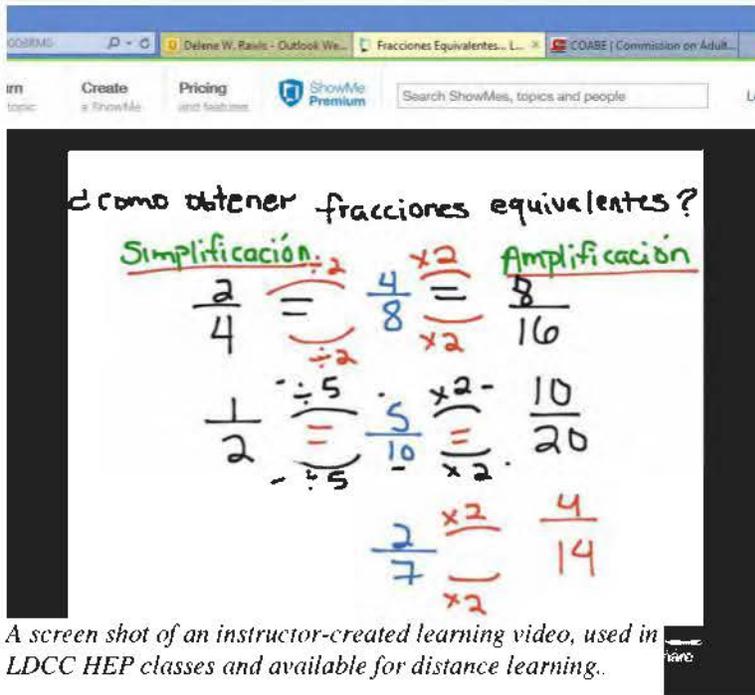
- Low Literate Adults
- Low Income Adults
- Incarcerated Adults
- Homeless Adults
- Single Parents and Displaced Homemakers
- Adults with Learning Disabilities
- Adults with Limited English Proficiency
- 

In addition, project sites collect information regarding dependent children in the household, recent migration (most recent denoting higher need), and need for training to retain employment. Often a referral from a collaborating social service agency indicates the probability of risk factors, because the agency targets individuals in poverty, individuals with disabilities, etc. Because of the numerous collaborations, the LDCC HEP will be used by agencies as a referral for attainment of a HSE and employability skills. Students with limited English are identified through referrals from the parish school system’s English Language coordinators, the local Migrant Education Program, and word of mouth in their communities. Each project site has a need ranking system based on their regional population and the resources they have in place. Some needs will be addressed with direct services from project personnel. Other needs will require referral and coordination of collaborators. Also, those participants with young children have a greater magnitude of needs to be met before they can fully participate. Transition coaches will work with participants to determine the best way to participate and still take care of family

needs, including the opportunity for child care support services at one location. Well trained staff members are experienced in providing developmentally appropriate settings and experiences for young children. In this way the project can demonstrate to parent participants that pursuing adult education can provide an excellent model for young children in school. The project is designed to focus on participant needs as strengths to build on rather than weaknesses to be overcome.

Services Lead to Improvements in Employability Skills. Louisiana's adult education services, labeled "WorkReady U," benefit from inclusion in various initiatives designed to improve the workforce. Louisiana is a Jobs for the Future Accelerating Opportunity (JFF-AO) state, and the WorkReady U Business Plan sets very ambitious goals to increase postsecondary enrollment, postsecondary completions, and employment for adult education students. As a leader in adult education services, DeltaLINC is in an excellent position to prepare HEP participants for employment, because that goal is integrated into everything DeltaLINC does. The Transition Coach positions are designed to take employability training beyond the classroom on a regular basis by creating mock interviews, taking tours of employer locations, and facilitating integrated workforce credential and adult literacy training. Transition Coaches also work with partner programs such as Accenture work readiness training (in partnership with AidMatrix) to go to the next level of building employability skills through interview and résumé preparation classes. LDCC HEP students will also be able to benefit from the growing English as a Second Language program being built by the college. While not every LDCC HEP student will need ESL training, many will need to acquire additional English skills to be successful in postsecondary or employment after they complete the HSE (many test in Spanish). The college has begun developing a comprehensive ESL and International Student program, and DeltaLINC staff

members are considered expert resources for the design and growth of this program. Mutual benefit for LDCC HEP students is expected.



Utilizing the strengths of DeltaLINC’s comprehensive model, LDCC HEP will combine adult education, workforce development, family literacy, job readiness, and advancement to job attainment and/or post-secondary education in a holistic approach. Instructional methods will focus on scientifically-based reading

research for the fundamentals of literacy and numeracy acquisition (i.e., vocabulary, fluency, comprehension). Materials will include licensed curriculum software, instructor-made web-based videos, and even “low-tech” flash cards that students can take home.

**Quality of Project Personnel**

As an Equal Opportunity Employer, Louisiana Delta Community College seeks employees who are diverse. The unique needs of the migrant population are of special consideration in the quality of project personnel. The LDCC HEP services will be delivered by highly-qualified staff at all of the sites, and will be monitored by highly-qualified and trained administrative staff at the project level, as shown. For certain positions to be filled, an extended search may be conducted.

<b>Position (name if personnel already in place)</b>	<b>Experience and Relevant Training for this Project</b>
<b>Principal Investigator (Michael Kain, M.S.)</b>	Master's degree in Organization Management, Bachelor's degree in Psychology. Significant experience in management of projects; development of models; research in support of instruction, human resources, financial aid, and enrollment; compliance reporting; institutional effectiveness
<b>Project Director (Andrés Enriquez, M.Ed.)</b>	Master of Education degree. More than ten years' experience working with minority and underserved populations, including eight years with migrant programs. Has served as HEP Coordinator for ULM HEP since January 2011.
<b>Education Services Coordinator</b>	Minimum Bachelor's degree in education or related field; five years' experience teaching core academic concepts; bilingual or ESL experience; ability to instruct as well as oversee recruiters
<b>Adult and Family Literacy Lead Teacher (Karen Kay Brown)</b>  <b>Part time instructors to be bired</b>	Karen Brown has a B.S. in education and almost 30 years of experience in education of various age groups and designations. She has twelve years of experience serving the migrant population.  Part time instructors will possess a Bachelor's in Education, and either be bilingual or have minimum five years' experience working with ESL populations
<b>Recruiters to be bired</b>	Minimum associate degree in social science-related field or commensurate experience with migrant population; preferably English as a Second Language skills (bilingual or trained in English-language acquisition).  Will be trained annually during project orientation (September of each project year); will attend at least one professional development conference focused on the needs and current best practices of the migrant population. Ongoing staff development for continuous improvement based on data collected from progress toward project objectives.

**Quality of the Management Plan**

The proposed project, LDCC HEP, intends to enroll 100 eligible migrant and seasonal farmworkers and/or their immediate family members in services that will facilitate HSE completion, entry into postsecondary education, upgraded employment, or the military. The

project also intends to facilitate services in transition support. The geographic region to be served spans across North Louisiana, stretching over several thousand square miles. The project includes adult education/HSE preparation sites in higher education, K-12, and community settings. The project is capable of serving 16 year old out of school youth as well as parents of young children. Such a complex project needs a strong management plan. The LDCC HEP plan will seam together the diversity of venues into one cohesive project through the oversight of project personnel.

Adequacy to Achieve the Objectives: Responsibilities, Timeframes, and Milestones. All grants management for Louisiana Delta Community College falls under the supervision of the Principal Investigator, Michael Kain, as the Executive Director of Institutional Effectiveness, Research, and Grants. The administration of the project's practical and fiscal activities will be centralized through the Delta Literacy Initiative for Northeast Louisiana Communities, where the Project Director is already in place. Andrés Enriquez will continue his role of guidance and facilitation of best practices. Mr. Enriquez will direct the Education Services Coordinator, and both of them will leverage the maximum resources through DeltaLINC and LDCC departments to provide support services via Transition Coaches, Financial Aid and Enrollment Specialists, and Student Support Services. As Project Director Mr. Enriquez will also be responsible for all fiscal activities for the grantee, under the supervision and monitoring of the Institutional Effectiveness, Research, and Grants office as well as the DeltaLINC Director and Assistant Director. Fiscal activities flow through the college's Restricted Grants Accountant, Alexa Lambert, who has over a decade of experience managing Federal grant reimbursement and accounting details. The Education Services Coordinator, the Institutional Research Analyst, and the Project Director will conduct data aggregation for updates of progress toward objectives, as well as monitoring of the

instruction sites. The instructional staff will have the most direct contact with participants, using their individual goals to guide assessment and instruction. A contracted HEP Technical Assistance Consultant, as needed, will provide the constructive feedback necessary for true growth and determination of sufficient progress. The following table illustrates milestones and timeframes.

<b>Project Milestone</b>	<b>Responsible Personnel (% Time)</b>	<b>Timeframe</b>
Instruction sites have beginning of the year orientation, including staff in-service training on the nature of the population, project objectives as related to their daily activities, data collection methods, and monitoring procedures	Project Director (100%)	Program Startup Reiteration on an annual or semi-annual basis depending on staff changes
Hire Education Services Coordinator, recruiters, any additional part-time instructional staff	Project Director (100%)	Beginning of program
Participants identified, recruited, and prepared for full participation through intake/orientation process, including assessment of educational needs	Project site personnel: HEP project Recruiters (100%); Transition coaches (100%)	Ongoing – open enrollment will occur throughout program year
Eligible HEP clientele participate in adult education and/or family literacy adult education instruction, receive assessments, receive guidance and counseling, receive referrals for additional services, accomplish academic gains	Project site personnel: HEP project Recruiters (100%), Adult education instructors, Transition Coaches (100%)	Ongoing as participants' needs direct the service delivery at each site
Data is collected to reflect academic assessment results and/or progress, support services, overall participation rate, methods used, recruiting implementation, etc.	Project site personnel, Transition Coaches, Education Services Coordinator	Monthly to monitor progress of individual participants and overall site
Data is aggregated to reflect number and type of academic gains, number of HSE's, types support services needed, hours of participation and recruiting activities, etc.	Project Director, Institutional Research Analyst (15%, in-kind) Principal Investigator (10% in-kind)	Quarterly to monitor project progress

<b>Project Milestone</b>	<b>Responsible Personnel (% Time)</b>	<b>Timeframe</b>
Site visits and data analysis to determine progress toward project objectives	Project Director, Education Services Coordinator, Technical Assistance Consultant as needed	Semi-annually or as potential problems are indicated in quarterly data

Procedures for Feedback and Continuous Improvement. This project proposes to serve students in multiple sites across a wide region, while centralizing administration through the DeltaLINC regional office in Monroe. The project’s success is predicted because procedures for frequent feedback are already in place. DeltaLINC leadership periodically visit the sites to observe (scheduled and unscheduled). Participation data (class attendance, transition activities, etc.) is entered at least weekly into a project database, monitored by the DeltaLINC Institutional Research Analyst, Stacy Ainsworth. Ms. Ainsworth produces monthly reports on individual progress, classroom outcomes, and overall program progress towards goals. Areas of improvement are explored as revealed, then the Project Director and Education Services Coordinator implement recommendations with each delivery site – ramping up recruiting strategies, adjusting instruction to increase participants’ acquisition of skills, or expanding partnerships for collaborative services. Feedback for continuous improvement will be delivered to individual sites (kudos and corrections) or to multiple sites with common issues, through organized staff meetings at a central location, or via electronic communication.

Time Commitments of Director and Key Personnel. The Principal Investigator, in his capacity as Executive Director of Institutional Research, Effectiveness, and Grants, will devote 10% of his time in an in-kind capacity for oversight of the grant management and reporting process. The Project Director will devote 100% to this project, fully funded by HEP dollars and fully focused on the success of the project. Director duties will include activities ensure the integrity of annual

reports and to facilitate all fiscal operations. For the Education Services Coordinator, a 100% time commitment will allow coordination of instructional methodology, including face to face and distance learning, at each instructional site, as well as being the administrative liaison for linkages to support services from partner agencies. The Education Services Coordinator will also verify the completeness and accuracy of recruiting and eligibility documents, and work with Recruiters to ensure the population distribution is appropriately addressed. The HEP Recruiters, Transition Coaches, and Instructors will devote 100% of their time to HEP participants, utilizing a wide range of strategies to meet their unique needs. Recruiters, paid on an hourly basis, will identify eligible participants through the networks in place to serve migrant and seasonal farmworkers' school-aged children, and by establishing new contacts with employers and other public agencies who may intersect with the population and offer insights into their needs.

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

### *Adequacy of Resources*

Adequacy of Resources from the Applicant. The LDCC HEP project has a wealth of resources in place to support project objectives. The applicant organization, Louisiana Delta Community College, will provide physical facilities to include office space, technology equipment for administration, and commits administrative, Human Resources, and fiscal support in addition to its philosophical endorsement of the HEP project.

Commitment of Partners. DeltaLINC, the adult education outreach of Louisiana Delta Community College, exists due to partnerships and braided funding that facilitates instructional sites across the region – classrooms, instructional materials, assessment materials, administration resources – all will be at the disposal of HEP instructors at a rate beyond what is able to be illustrated in the budget. For example, extensive educational software is in place to facilitate academic progress, and a strong peer education network ties the sites together for best practices in adult instruction. Furthermore, as a part of Louisiana Delta Community College both fiscally and practically, DeltaLINC students can more seamlessly access a wide range of postsecondary opportunities through LDCC partnership ventures such as employer-sponsored training, Accelerating Opportunity and Integrated Basic Education and Skills Training (I-BEST) initiatives, and tuition waivers for qualified pathways. Additionally, the College Transitions Program at Bossier Parish Community College has committed resources as an expansion partner for HEP services. Eligible HEP participants will benefit from classroom space, instructional support in addition to the itinerant instructor paid by the project, wraparound services from support staff in the BPCC network, and a tuition discount for their first semester of enrollment.

Costs Reasonable to Project Objectives and Numbers Served. The cost of the project is reasonable in light of the wraparound, intensive, high-touch services offered to the most at-risk population. This type of project, spanning across the northern half of the state, would not be possible without the existing infrastructure of instruction, support, and management. Because the region is so rural, resources are few and far between in the communities. The bulk of expenditures are for highly qualified personnel to deliver intensive services to those most in need. However, these highly qualified personnel are mostly already in place, so progress toward project objectives can begin immediately with services to participants rather than a startup period

of hiring and training personnel. Therefore, costs are reasonable in relation to the number of persons to be served – a minimum of 100 participants, a total annual budget of \$467,165.00; per pupil expenditure of \$4,671.65.

Sustainability. The LDCC HEP project supports the college’s mission and purpose with regards to increasing the capacity and competency of the North Louisiana workforce. Project services are to expand and enhance existing services to a more unique population. Efforts are underway regularly to establish intensive services for marginalized populations, and the success of HEP services previously provided has sparked initiatives within the college to become the “first responder” to ESL and migrant needs in the region, beyond the goals of the HEP program. The number of participants may decrease in order to continue to provide the intensive services after the end of OME funding. However, the infrastructure built by HEP and the partnerships leveraged over the years would support continuing activities from LDCC and DeltaLINC.

**Quality of the Project Evaluation**

The project will benefit from an evaluation plan with internal and external evaluation procedures providing performance feedback on a monthly basis in which progress toward achieving intended outcomes can be assessed. The purpose of the evaluation will be to examine the effectiveness of the program in implementing project strategies, and to provide performance feedback and assessment of progress toward meeting intended outcomes. The evaluation will also collect longitudinal data that can provide guidance about effective strategies suitable for replication or testing in other settings.

Appropriate to the Context. Internal evaluation will be conducted by project personnel on a monthly, quarterly, and annual basis. Types of data to be collected include hours of participation, test scores on Official Practice Tests and other measures of educational progress, educational

gains, transition coach activities (anecdotal), and goal completion for HSE and/or transition into higher education, upgraded employment, or the military. Adult and Family Literacy Teachers, and Transition Coaches will collect the data on a daily and weekly basis and provide to the Education Services Coordinator and Institutional Research Analyst, who will aggregate and report out to the Project Director.

Time frame for data collection will be daily and weekly at the site level, monthly by the Education Services Coordinator, Institutional Research Analyst and Project Director, and quarterly by the Principal Investigator. Methods of data collection will include paper records for screening and verification, the WorkReady U data system for attendance and academic progress measures, and a GoogleSheet for additional project objectives, both of which are web-based, as well as site-monitoring checklists (paper version used for recording observations during site visits). While participant records will not be anonymous, all project personnel and contracting personnel observe the strictest confidentiality guidelines. Outcomes of assessments will be aggregated for the Project Director. Instruments to be developed will be based from instruments in operation within existing HEP services, such as the Quarterly Site Monitoring Checklist. The Education Services Coordinator and Project Director will use the Checklist to monitor service delivery, best practices in instruction, and overall site performance. These data will be examined for trends and gain in academic performance, as well as used to guide the entire curriculum development and revision process.

Examine Effectiveness and Program Improvement. External evaluation will occur when the Reports of results and outcomes are conveyed to the Institutional Effectiveness Office, and to the Office of Migrant Education on a mid-term (Year One) and annual basis. Reports will be available in simple descriptive form on a monthly basis to project and college administration; an

annual statistical analysis by the Institutional Research Analyst (DeltaLINC) will provide more detailed information. The evaluation information will be used to monitor progress toward objectives each month, by all administrative personnel on a quarterly basis to highlight excellence and challenges; and by the Office of Migrant Education on an annual basis to evaluate project performance.

DeltaLINC's service delivery model and evaluation plan were monitored as part of an On-Site Review from the Office of Migrant Education, held in 2012 and completed in 2013. As a result of feedback, a solid system of checks and balances was designed and refined. With the establishment of the Office of Institutional Research, Effectiveness and Grants in 2013, the college has developed oversight and evaluation of progress to a new, beneficial level.

Type of Data	Instrumentation/ Method	Frequency	Analysis	How Information Used
Quantitative and Qualitative	Recruitment, Survey and Analysis	Monthly / Annually	Monthly Recruiter Reports/Monthly Recruiter Survey	To determine effective recruitment techniques; To determine areas in need of more recruitment; To monitor and replace Recruiters as/if necessary
Quantitative and Qualitative	Eligibility	Monthly	Online Spreadsheet Data Entry	To determine all individuals enrolled are eligible and meet federal guidelines
Quantitative and Qualitative	Staff Evaluation of Semester	After each Semester	Categorical data and unitizing and categorizing of qualitative responses	To determine elements of the program which are working well, those in need of attention, and other issues to address
Quantitative and Qualitative	Collaborating Partners Evaluation	Biyearly	Categorical data and unitizing and categorizing of qualitative responses	To determine services provided by partners; to collect suggestions of what is and is not working well; to keep partners involved
Quantitative and	Student Evaluation of	After each semester	Categorical data and unitizing and	To determine which elements of the program

Qualitative	Semester		categorizing of qualitative responses	are working and which need to be improved; to determine any obstacles to success
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Louisiana Delta Community College and its partnering agencies and institutions serve a very broad geographical region, populated by a wide diversity of learner needs and obstacles. No needs or obstacles are deeper than those of the migrant and seasonal farmworker. Just as the wide and deep Mississippi flowing adjacent to the Delta requires a bridge to reach the other side, so the migrant population needs the bridges being constructed by the LDCC HEP to get to their opportunities on the other side. LDCC HEP is ready to build.

## Other Attachment File(s)

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Appendix  
LDCC HEP

# Andrés S. Enriquez

(b)(6)

## SUMMARY

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

## Education

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

## Experience

DELTA LITERACY INITIATIVE FOR NORTH LA COMMUNITIES — MONROE, LA

**HEP Facilitator**, 01/2011 to Present

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

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

### Responsibilities - Definitions:

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

OIC OF WASHINGTON — YAKIMA, WA

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

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

**Responsibilities - Definitions:**

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

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

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

**Responsibilities - Definitions:**

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

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

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

**Responsibilities - Definitions:**

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

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

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

**Responsibilities - Definitions:**

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

Paraprofessional (Computers)

ESL Department

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

- ESL Tutor
- Computer Lab Assistant
- Academic Advisor

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HOLTZINGER FARM FRUIT CO. — BENTON CITY, WA

**Foreman and General Farm work, 1988 to 1996**

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

**Responsibilities - Definitions:**

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

# Karen Kay Brown

**Objective** My goal as an educator is to be the very best. I want to teach the "whole" person – academic, emotional, and behavioral are all important.

**Experience** 2000 – Present Delta Literacy Initiative for North LA Communities  
**Family Literacy Specialist**  
 ▪ Adult Education and ESL Teacher  
 1998-2001 Union Parish School Board  
**First Grade Teacher**  
 1997-1998 Union Parish School Board  
**Gifted and Talented Teacher**  
 1995-1997 Cedar Creek School  
**K – 5<sup>th</sup> Grade Hands On Teacher**  
 1989-1995 Junction City Public Schools  
**2<sup>nd</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> Grade Teacher**  
 1986-1989 El Dorado Public Schools  
**6<sup>th</sup> Grade Science and Social Studies Teacher**  
 1980-1986 Union Parish Schools  
**4<sup>th</sup> Grade Teacher**  
 1979-1980 Junction City Public Schools  
**8<sup>th</sup> Grade Math Teacher**  
 August 2004 Louisiana Tech University Ruston, LA  
 ▪ Adult Education Certification Requirements (added to certificate)  
 1974–1979 Louisiana Tech University Ruston, LA  
**B.S., Elementary Education**  
**Professional Memberships** Delta Kappa Gamma Sorority, member  
 Louisiana Association of Public, Community, and Adult Educators, member  
 Louisiana Association of Early Childhood Educators, member  
 Louisiana Reading Association, Member  
**Awards Received** COABE Adult Education Teacher of the Year 2013  
 Toyota Family Literacy Teacher of the Year 2010  
 First Book Hero Award 2005  
 Union Parish Adult Education Teacher of the Year 2004-2005  
 Teacher of the Year, Bernice Elementary 1998-1999  
 Received Winthrop Rockefeller Grant 1990  
 Received Arkansas Power and Light Grant 1987-1989  
**Volunteer Experience** Coordinator for American Heart Association  
 Coordinator for the Multiple Dystrophy Association  
 Coordinator for the Samaritan Purse Christmas Shoeboxes  
 Teacher for After School Tutoring for At Risk Students  
**Staff Training** Literacy Teachers Training, LCTCS 2014  
 Parent Education Profile Training 2006, 2007  
 National Migrant Education Conference 2007  
 BEST Plus and BEST Literacy Certification Training 2007  
 Louisiana Reading Association 2006, 2007, 2008  
 National Center for Family Literacy Conference 2005, 2006  
 Southern Early Childhood Association Conference 2005  
 LAPCAE Conference 2002, 2004, 2005, 2006, 2008, 2009,  
 2010, 2011, 2012, 2013, 2014

## **POSITION DESCRIPTION**

**POSITION TITLE:** HEP Education Services Coordinator

**DEPARTMENT:** Delta LINC

**ORGANIZATIONAL RELATIONSHIP:** Delta LINC Coordinator

**JOB SUMMARY:** To serve as Coordinator in the division of HEP/ESL.

## **EDUCATIONAL AND EXPERIENCE BACKGROUND**

Minimum Qualifications:

- Baccalaureate degree in education, counseling and/or related field
- Five years of experience working with disadvantaged populations, specifically migrant and seasonal farmworkers
- Bilingual: Fluent oral and written communication skills in English/Spanish languages.
- Strong interpersonal skills and ability to work collaboratively in a team environment; ability to exercise professional judgment and leadership; work independently in multiple roles.
- Demonstrate ability to communicate with outside agencies including; migrant education programs, migrant council, referral agents, schools districts, and parents.

Preferred Qualifications:

- Master's degree; experience in counseling and advising process and techniques, higher education, financial aid, and academic and career development practices
- Prior experience with HEP/CAMP programs
- Demonstrated cultural competency with migrant/seasonal farm workers and experience with first generation and low income background populations (i.e. Awareness and /or knowledge of customs, values, communications, social behaviors etc. and how these interact and/or impact the college experience).
- Demonstrated knowledge and understanding of factors impacting the high school equivalency experience of students from migrant/seasonal farm worker families (i.e. student life, academics, retention issues, mentoring needs and leadership development.)

## **RESPONSIBILITIES:**

- Represents LDCC HEP in meetings on matters related to service development and implementation in Migrant HEP/ESL Education
- Assists the Director in the planning, implementation, and monitoring of existing and new programs developed in relation to Migrant HEP/ESL Education
- Interview, hire, train, and supervise LDCC HEP Recruiters and Support Services Personnel, including written supervision documentation
- Ensure HEP is operated in accordance to federal guidelines for recruiting, program delivery and all related services
- Conducts planning, implementation, and monitoring of existing and new programs developed in relation to HEP service delivery
- Assists the Director in preparing special reports for the Workforce Director and Delta Administration as directed relative to Migrant HEP/ESL Education
- Recommends new developments in service opportunities related to Migrant HEP/ESL Education
- Develops and oversees in-service training programs related to Migrant HEP/ESL services

- Serve as recruiter and advisor for all Migrant HEP/ESL services in DeltaLINC sites.
- Communicates regularly with the LINC Director on all celebrations and concern happening within the designated services
- Assist the Director in Interviewing and counseling employees regarding employment and performance related to Migrant HEP/ESL services
- Communicates with the Director and documents all Migrant HEP/ESL employee issues in relation to program compliance and service delivery efforts as well as campus effectiveness
- Provide career development services for students consisting career development plan, educational planning, assessing and determining tutors, and any other related services needed for student success
- Performs other duties as assigned

## **POSITION DESCRIPTION**

**POSITION TITLE:** HEP Instructor

**DEPARTMENT:** DeltaLINC

**ORGANIZATIONAL RELATIONSHIP:** report to HEP Director

**JOB SUMMARY:** High School Equivalency Instructor

## **EDUCATIONAL AND EXPERIENCE BACKGROUND**

Minimum Qualifications:

- Baccalaureate degree in education, counseling and/or related field
- Five years of professional work experience in student services. Any combination of relevant education and professional experience may be substituted for the educational requirement on a year for year basis.
- Demonstrated ability to teach migrant and seasonal farmworkers in preparation for the High School Equivalency test.

Preferred Qualifications:

- Master's degree; experience in education, counseling and/or related field
- Demonstrated cultural competency with migrant/seasonal farm workers and experience with first generation and low income background populations (i.e. Awareness and /or knowledge of customs, values, communications, social behaviors etc. and how these interact and/or impact the college experience).
- Demonstrated knowledge and understanding of factors impacting the high school equivalency experience of students from migrant/seasonal farm worker families (i.e. student life, academics, retention issues, mentoring needs and leadership development.)

## **RESPONSIBILITIES:**

High School Equivalency Program (HEP) instructors, under the direction of the Director of HEP, are responsible for teaching Migrant and Seasonal Farm-worker students at DeltaLINC in the following subject areas: social studies, science, mathematics, language arts-reading, language arts-writing. HEP instructors implement HSE preparation strategies, curriculum, subject specific activities and materials, and create learning communities for participants in English and/or Spanish; develop instructional plans to meet the needs of the students, provide academic and non-academic support, and support tutoring services; develop education plans for each program participant. In collaboration with the HEP staff, instructors participate in the process of selecting students for the HEP program as well as discussion on issues affecting students' progress. Assist in preparation of year-end curriculum reports and continue professional development. Help plan, develop and implement academic assistance and career exploration workshops; administer culturally relevant material and assessments; support and participate in student initiatives. Develop strategies for completion of the adult basic education certification; assist in creating an individual academic success plan



## High School Equivalency Program

### Recruiter-Advocate Job Description

**Minimum Qualifications:** English as a Second Language skills (bilingual or trained in English-language acquisition), experience with migrant population in specific regions, reliable transportation, valid driver's license, high school diploma or equivalent.

**Desired Qualification:** Associate degree or higher in social science or education related field.

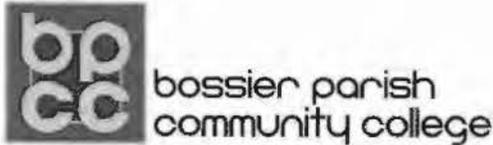
**Duties:** identify eligible participants, recruit and induct them into existing HSE and or ESL services in the Ouachita region, provide ongoing retention support.

Specific activities may include:

- Travel to location where eligible work occurs, in order to locate possible participants
- Liaise with employers of potentially eligible participants
- Translate instruction and /or forms related to existing services
- Advise administration on strategies needed to close gaps in services

The primary role of the Recruiter-Advocate is to build awareness of the project and increase the number of eligible participants. However, as an advocate for participants the position may also be called on to assist in closing the gaps in services to the population.

**Hours and Compensation:** Recruiter-Advocates will work no more than 25 hours per week. Hours are flexible around participant needs and availability, and instructional services needs and availability. Contingent upon qualifications, the position pays \$12.50 per hour.



February 4, 2015

Mr. Andres Enriquez  
HEP Coordinator, DeltaLINC  
Louisiana Delta Community College  
3158 Louisville, Ave.  
Monroe, LA 71201

Dear Mr. Enriquez,

Bossier Parish Community College (BPCC) is pleased to inform you of our commitment to the collaboration between BPCC's College Transition Programs and Louisiana Delta Community College as they submit an application for HEP funding.

The impact that Bossier Parish Community College is having on Northwest, Louisiana is evident throughout the community. With a record 83% increase in enrollment over the past five years, BPCC has experience the largest growth in the school's 47 year history, and has been named the fastest growing community college in the nation by Community College Week for four consecutive years. The College established a global, award-winning initiative – BPCC Open Campus. This free, online, series of preparatory courses offers underprepared students a user-friendly, video-lecture based pathway to success in math, English, and reading comprehension. Within a span of 18 months, the length of the initiative, viewers in all 50 states and DC as well as in 74 countries on 6 continents around the world have spent 389,000 minutes viewing BPCC's Open Campus. In addition, BPCC partnered with Benteler Steel/Tube and LED FastStart to open a \$22M advanced manufacturing training center on campus. This flexible, world-class workspace houses BPCC's oil and gas technology, engineering, construction, and manufacturing programs and allows workers to train at BPCC for jobs in the manufacturing, energy and construction sectors.

Continuing our mission to provide access to education as well as training for regional high demand/high wage occupations, we cannot ignore our burgeoning population of migrant and seasonal farmworkers. BPCC's College Transition Program will partner with Louisiana Delta Community College's HEP program to provide needed supports in securing high school equivalency and post-secondary education to these workers and their families thus providing these families access to those same regional high demand/high wage occupations. In support of this collaboration, BPCC's College Transition Program agrees to provide facility space, additional instructional support, college transition services to this population as well as \$500 BPCC tuition waivers for HiSET graduates.

We look forward to continuing to serve this population and our community.

Kindest Regards,

(b)(6)

Shelli Ulrich  
Director of College Transition Programs

6220 East Texas St. • Bossier City, La. • 71111 • (318) 678-6000 • [www.bpcc.edu](http://www.bpcc.edu)



## LOUISIANA DEPARTMENT OF EDUCATION

February 11, 2015

To Whom It May Concern:

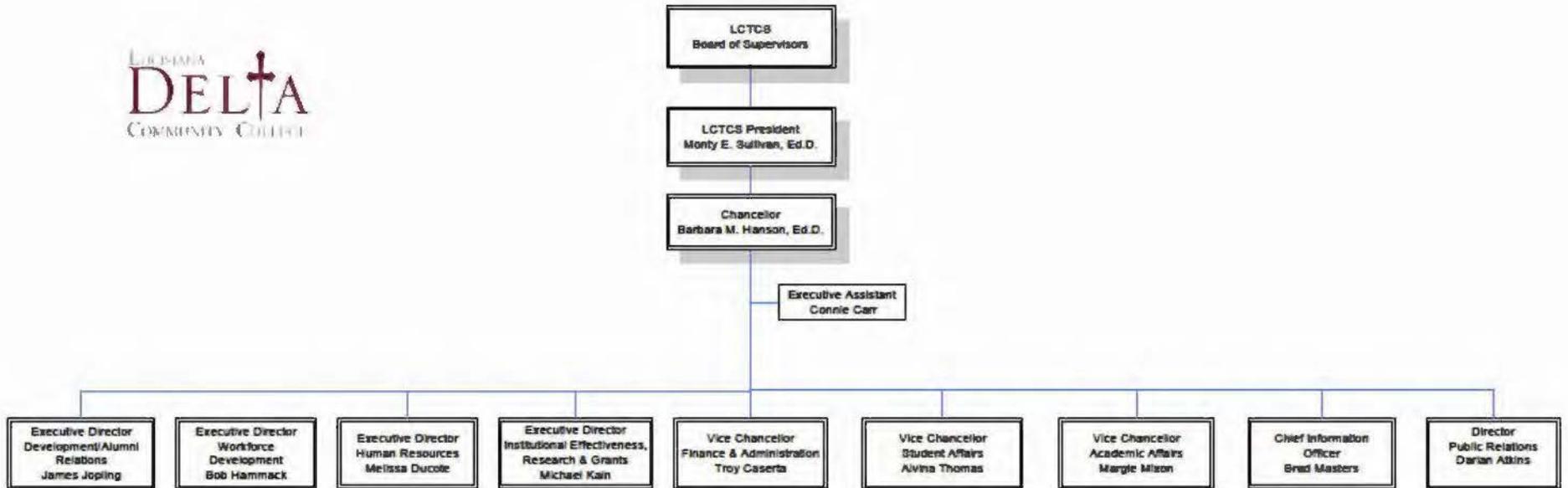
The Louisiana Department of Education's Migrant Education Program is happy to submit this letter of support for collaboration with the Louisiana Delta Community College as they submit an application for HEP funding. As the purpose of HEP is to provide academic and support to migrant and seasonal farmworkers and members of their immediate family members to complete their High School Equivalency and continue to postsecondary education, our agency can partner providing support and academic services to the students, etc. The Louisiana Migrant Education Program has 8 Local Operating Agencies that employ approximately 18 recruiters across the state who can work in conjunction with recruitment and referrals.

Sincerely,

(b)(6)

Melanie A. Mayeux, M. Ed.

Title I, Part C State Director



**Comptroller's Office**

Physical Address: 7500 Millhaven Rd., Monroe, LA 71203

Phone: (318) 397-6144

FAX: (318) 345-9536

Email: [wcoplin@ladelta.edu](mailto:wcoplin@ladelta.edu)



DATE: February 12, 2015  
 FROM: Wendell Coplin, Comptroller  
 TO: Delene Rawls, Ph.D.  
 SUBJECT: Indirect Cost

Itemized below is a list of items and amounts that we consider to be indirect cost for Louisiana Delta Community College. It is my understanding that other institutions of similar size and scope have an indirect cost rate ranging from 25% to 28%. I hope you find this information to be sufficient to meet your needs.

<b>Function</b>	<b>Account</b>	<b>Total</b>
Academic	Salary	314,202
	Benefits	135,227
	Operating Services	50,630
	Supplies	9,990
	Professional Services	5,339
	Other Charges	280,000
	Travel	297
<b>Academic Total</b>		<b>795,685</b>

<b>Function</b>	<b>Account</b>	<b>Total</b>
Institutional	Salary	2,413,334
	Benefits	1,203,433
	Operating Services	593,769
	Supplies	96,744
	Professional Services	29,660
	Capital Outlay NonComputer	8,631
	Capital Outlay Computer	52,087
	Travel	35,335
	Other Operating Expense	85,165
	State Services IAT Expense	497,038
<b>Institutional Total</b>		<b>5,015,196</b>
Instruction (Building Rental)	Operating Services	172,458
<b>Instruction Total</b>		<b>172,458</b>
Interagency Expense	Interagency Expense	424,642
<b>Interagency Expense Total</b>		<b>424,642</b>
Operations & Maintenance of Plant	Salary	494,239
	Benefits	220,882
	Operating Services	1,041,272
	Supplies	9,081
	Professional Services	36,308
	Capital Outlay NonComputer	(15)
	Capital Outlay Computer	2,380
<b>Operations &amp; Maintenance of Plant Total</b>		<b>1,804,147</b>
Student Services	Salary	1,143,395
	Benefits	479,693
	Operating Services	48,957
	Supplies	30,139
	Professional Services	71,945
	Capital Outlay NonComputer	476
	Capital Outlay Computer	2,017
Travel	8,046	
<b>Student Services Total</b>		<b>1,784,668</b>
<b>Grand Total</b>		<b>9,996,797</b>

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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	Year 1
<b>1. Personnel</b>	
<b>Project Director:</b> Project Director will work 50% time for 12 months supervising all fiscal and reporting aspects of project. Andres Enriquez to lead all program staff, and oversee program effectiveness. Master's Degree, 12 month base salary of \$58,000.00. Other 50% time devoted to CAMP.	\$29,000
<b>Education Services Coordinator:</b> Will work 100% time for 12 months, coordinating instruction and transition coaching, recruiting and verification of eligibility. Bachelor's Degree, 12 month base salary of \$45,000.00	\$45,000
<b>Transition Coaches</b> to facilitate transition services to post-secondary enrollment, employment, or military application and acceptance. Coaches will provide ongoing retention activities, seaming wrap-around services and closing gaps in services to the population. 100% of one transition coach and 75% of one transition coach, to cover the geographic region of the project. Base salary = \$26,000.00	\$45,500
<b>Instructors</b> to deliver ABE and HSE instruction services as well as civics and citizenship education to the HEP participants. Instruction in other sites will be provided by collaboration arrangements in alignment with HEP goals and objectives. Subcontractor operates a regional consortium of adult and family literacy sites with over 21 years of successful outcomes and a variety of funding sources. 100% of lead instructor (base = \$53,000.00)	\$53,000
<b>Instructors</b> 100% of two part-time instructors to serve in sites with greatest need. \$20 per hour, up to 20 hrs per week per position, up to 42 weeks. (amounts will vary depending on the density of available population).	\$33,600
<b>Support Service Personnel</b> to provide child care and support services for HEP students. 100% of two for lead location (Based on greatest need), 25 hours per week, 36 weeks at \$10.00 per hour for one; 25 hours per week, 36 weeks at \$12.50 per hour for their second person.	\$20,250
<b>Recruiters</b> to serve the entire region in recruitment and retention services for HEP students. Recruiters will identify eligible participants, induct them into existing adult literacy and life skills services in the HEP region, and provide ongoing retention activities, seaming wrap-around services and closing gaps in services to the population. \$12.50 per hour for maximum of 25 hours per week, 36 weeks per position; up to two positions (amounts will vary depending on the density of available population).	\$22,500
<b>ESL Assistants:</b> Two upper-level undergraduate students in the Foreign Language department to function in an ESL liaison capacity for University services and activities. ESL Assistants will work up to 6 hours per week, \$12.50, 42 weeks per year, X 2 assistants	\$6,300
<b>Total Personnel</b>	<b>\$255,150</b>
<b>2. Fringe Benefits</b>	
Benefits for full time employees @45% including retirement, insurance, medicare, etc.	\$77,625
Benefits for part-time employees @28% including retirement and medicare	\$23,142
<b>Total Fringe</b>	<b>\$100,767</b>
<b>3. Travel</b>	

<b>Travel: National Conferences.</b> OME HEP/CAMP Director's Conference, HEP/CAMP Association Meeting, Professional Development Conference: up to two DeltaLINC HEP staff members for conference fees, lodging, meals, transportation	\$10,000
<b>Travel Mileage for Program Administration, Transportation Coaches, and Recruiters Coordinator:</b> .51 per mile for 13,000 miles.	\$6,630
<b>Total Travel</b>	<b>\$16,630</b>
<b>4. Equipment</b>	<b>\$0</b>
<b>5. Supplies</b>	
<b>Educational and General Supplies:</b> Instructional materials (books, workbooks, teaching supplies) and administrative materials for proper data management and reporting	<b>\$6,000</b>
<b>6. Contractual</b>	
<b>Contractual Consultant for Technical Assistance: TBD.</b> To provide technical assistance to project staff as evaluation results reveal strengths and weaknesses of project. Use evaluation feedback for continual improvement. Contract = \$7,500.00 for all services and expenses inclusive. Project will seek a consultant from another HEP program to serve as independent evaluator and technical assistant.	\$7,500
<b>Total Contractual</b>	<b>\$7,500</b>
<b>7. Construction</b>	<b>\$0</b>
<b>8. Other</b>	
<b>Other:</b> HEP and CAMP Association Dues	\$1,200
<b>Other HSE and testing/assessment fees:</b> Well-deserving HEP participants will be screened for need eligibility. 100 fees paid at \$90 per battery; 50 testers to have retest fees (up to three tests each, \$6 each retest). Registration fees for 100 students, \$30 each. Not paid directly to students	\$12,900
<b>Total Other</b>	<b>\$14,100</b>
<b>9. Total Direct Costs</b>	<b>\$400,147</b>
<b>10. Indirect Costs</b>	<b>\$29,641</b>
<b>11. Training Stipends</b>	<b>\$0</b>
<b>12. Total Costs</b>	<b>\$429,788</b>

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Year 2	Year 3	Year 4	Year 5
\$29,000	\$29,000	\$29,000	\$29,000
\$45,000	\$45,000	\$45,000	\$45,000
\$45,500	\$45,500	\$45,500	\$45,500
\$53,000	\$53,000	\$53,000	\$53,000
\$33,600	\$33,600	\$33,600	\$33,600
\$20,250	\$20,250	\$20,250	\$20,250
\$22,500	\$22,500	\$22,500	\$22,500
\$6,300	\$6,300	\$6,300	\$6,300
<b>\$255,150</b>	<b>\$255,150</b>	<b>\$255,150</b>	<b>\$255,150</b>
\$77,625	\$77,625	\$77,625	\$77,625
\$23,142	\$23,142	\$23,142	\$23,142
<b>\$100,767</b>	<b>\$100,767</b>	<b>\$100,767</b>	<b>\$100,767</b>

\$10,000	\$10,000	\$10,000	\$10,000
\$6,630	\$6,630	\$6,630	\$6,630
<b>\$16,630</b>	<b>\$16,630</b>	<b>\$16,630</b>	<b>\$16,630</b>
\$0	\$0	\$0	\$0
<b>\$6,000</b>	<b>\$6,000</b>	<b>\$6,000</b>	<b>\$6,000</b>
\$7,500	\$7,500	\$7,500	\$7,500
<b>\$7,500</b>	<b>\$7,500</b>	<b>\$7,500</b>	<b>\$7,500</b>
\$0	\$0	\$0	\$0
\$1,200	\$1,200	\$1,200	\$1,200
\$12,900	\$12,900	\$12,900	\$12,900
<b>\$14,100</b>	<b>\$14,100</b>	<b>\$14,100</b>	<b>\$14,100</b>
<b>\$400,147</b>	<b>\$400,147</b>	<b>\$400,147</b>	<b>\$400,147</b>
<b>\$29,641</b>	<b>\$29,641</b>	<b>\$29,641</b>	<b>\$29,641</b>
\$0	\$0	\$0	\$0
<b>\$429,788</b>	<b>\$429,788</b>	<b>\$429,788</b>	<b>\$429,788</b>

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

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

Name of Institution/Organization

Louisiana Delta Community 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	255,150.00	255,150.00	255,150.00	255,150.00	255,150.00	1,275,750.00
2. Fringe Benefits	100,767.00	100,767.00	100,767.00	100,767.00	100,767.00	503,835.00
3. Travel	16,630.00	16,630.00	16,630.00	16,630.00	16,630.00	83,150.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	30,000.00
6. Contractual	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	37,500.00
7. Construction	14,100.00	14,100.00	14,100.00	14,100.00	14,100.00	70,500.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	400,147.00	400,147.00	400,147.00	400,147.00	400,147.00	2,000,735.00
10. Indirect Costs*	29,641.00	29,641.00	29,641.00	29,641.00	29,641.00	148,205.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	429,788.00	429,788.00	429,788.00	429,788.00	429,788.00	2,148,940.00

**\*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 Louisiana Delta Community 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

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

**1. Project Director:**

Prefix: Dr.	First Name: Delene	Middle Name:	Last Name: Rawls	Suffix:
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Address:

Street1:	3158 Louisville Ave.
Street2:	
City:	Monroe
County:	Ouachita
State:	LA: Louisiana
Zip Code:	71201-0000
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
318-362-5010	

Email Address:  
drawls@1adelta.edu

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?  
 Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?  
 Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?  
 Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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