

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



**APPLICATION FOR GRANTS
UNDER THE**

HEP-84.141A-1

CFDA # 84.141A

PR/Award # S141A150026

Grants.gov Tracking#: GRANT11833980

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="77-032-3447"/>	* c. Organizational DUNS: <input type="text" value="0801217180000"/>
---	---

d. Address:

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

e. Organizational Unit:

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

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="559 934-2144"/>	Fax Number: <input type="text" value="559 934-2832"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

S: Hispanic-serving Institution

Type of Applicant 2: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

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:**

West Hills Community College District HEP Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="475,000.00"/>
* 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="475,000.00"/>

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Anita Wright	Chancellor
APPLICANT ORGANIZATION	DATE SUBMITTED
West Hills Community College District	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

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

* Name: West Hills Community College District

* Street 1: 9900 Cody Street Street 2: _____

* City: Coalinga State: CA: California Zip: 93210-9247

Congressional District, if known: _____

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

6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Migrant Education_High School Equivalency Program CFDA Number, if applicable: 84.141
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8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name Not Applicable Middle Name _____

* Last Name Not Applicable Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

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

Prefix _____ * First Name Not Applicable Middle Name _____

* Last Name Not Applicable 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: Anita Wright

* Name: Prefix Dr. * First Name Frank Middle Name _____
* Last Name Gornick Suffix _____

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

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

PR/Award # S141A150026

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

2015GEPA427StatementWHCCDHEP.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Section 427: Ensuring Equitable Access and Participation Without Regard to Gender, Race, National Origin, Color, Disability or Age.

In keeping with West Hills Community College District's standard practice, HEP will promote equal access and opportunity to ensure equitable access to, and participation in, the HEP program for students, teacher, and other program beneficiaries with special needs. Potential participants in the rural service area are identified and selected solely on the basis of the eligibility criteria referenced in the WHCCD HEP application and need for project services. The same systems and procedures will be used to disseminate information, identify participants through the schools and community agencies, and select participants, and are assured for all potential participants. All potential participants will have full access to the accommodation services they may require through the program. All program materials will be available in both English and Spanish. All facilities are ADA compliant.

The HEP Director will maintain a master list of all participants to include: date applied, date selected, ethnicity, disability, low income and first generation status, U.S. citizenship, age, veteran status, and educational level. All information will be reviewed monthly by the Director to ensure that this identification and selection process promotes participation without regard to gender, race, national origin, color, disability or age.

The plans for disseminating program information, receiving referrals, and working with school and organization personnel, conducting intakes, and selecting and providing services will focus on ensuring that all participants meet the eligibility criteria and show need for the program without regard to gender, race, national origin, color, disability, or age.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION		
<input style="width: 100%;" type="text" value="West Hills Community College District"/>		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: <input style="width: 100px;" type="text" value="Dr."/>	* First Name: <input style="width: 200px;" type="text" value="Frank"/>	Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Gornick"/>	Suffix: <input style="width: 100px;" type="text"/>	
* Title: <input style="width: 250px;" type="text" value="Chancellor"/>		
* SIGNATURE: <input style="width: 300px;" type="text" value="Anita Wright"/>		* 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:

Name of Applicant: West Hills Community College District

Location of Application by City and State: Coalinga, California

Project Objectives and Activities: WHCCD will provide **quality**

instruction and an array of comprehensive services to the migrant and seasonal farmworkers and their immediate family in California's rural San Joaquin Valley. We will identify, enroll

and assist 100 students in obtaining their High School Equivalency credential and in preparing them to enter college or to find employment. We will provide academic and support services **that will address their educational, career, personal, health, and financial needs.**

Applicable Priorities: *Invitational Priority 1* – increase opportunities for high-quality professional development for teachers of STEM subjects.

Proposed Project Outcomes: 100% of HEP students will complete a needs assessment; develop a student educational plan; attend bilingual HSE preparation classes; receive training stipends and supportive services; be referred to service providers as needed; participate in career readiness workshops; and be invited to attend cultural/educational activities. HEP participants will successfully achieve an HSE credential and enter the workforce or higher education.

Number of Participants to be Served Annually: 100 participants; **commuter program.**

Number and Location of Proposed Sites: WHCCD HEP participants will be served at five (5) rural locations throughout rural California's Central Valley: Coalinga, Firebaugh, Huron, Lemoore, and Mendota.

Project Targets for Meeting each of the GPRA measures each year:

GPRA #1: 70% of participants will complete their HSE each year of the grant.

GPRA #2: 85% of HSE recipients will enter postsecondary education or careers each grant year.



Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

1. Need for and Significance of Project

West Hills Community College District (WHCCD), a Hispanic Serving Institution, is located in Coalinga, California – the center of the state and of the agricultural San Joaquin Valley. WHCCD is a rural, public community college district. As the sole accredited provider of postsecondary education in its large service area, the District’s mission is to enhance student learning and enrich the lives of the populations we serve. WHCCD plays a pivotal role in the region—not only in the future of its students, but also in the future of the entire Valley, a role to which we are firmly committed. WHCCD has developed a comprehensive and effective approach that will focus on the most at-risk farmworkers. We will facilitate a dynamic, vigorous program that will aide 100 farmworkers in the pursuit of their high school equivalency certificate and increase the number of farmworkers entering post-secondary education and the workforce.

i. The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.

According to the 2010 US Census, **California ranks first in the nation for the highest migrant/farmworker population.** California’s crop workers are overwhelmingly Hispanic (99%), with 91% of them being Mexican-born, 4% being born in Central America, and 5% being U.S. natives¹. The Migrant Health Program (MHP) researchers estimated in their latest study that there were approximately 9,000 migrant farmworkers and 7,700 seasonal farmworkers in Kings County, and that the total population for all farmworker households (including non-farmworker members) was nearly 30,000². The 2010 US Census reported a total area population of just over 150,000—indicating that **migrant and seasonal farmworker households represent 20% of Kings County’s residents.** Our service area jurisdiction in rural Fresno County is home to

¹ “California Farm Labor Force Overview” 2005. <http://tinyurl.com/l5q6m5w> .

² “2009-14 Kings County Housing Element”, <http://tinyurl.com/l3g2t9s> .

approximately 67,500 migrant farmworkers and 78,000 seasonal farmworkers, with a total population for all farmworker households (including non-farmworker members) of 260,000. Taking into account a total county population (2010 Census) of 930,450, **Fresno County is made up of roughly 28% migrant/farmworker households.**

The drought in California continues to have catastrophic effects on local farmers and the state's \$42.6 billion agricultural industry. The latest report from the UC Davis Center for Watershed Sciences has found that the drought will cost California \$2.2 billion in revenues and result in the loss of 17,100 seasonal and part-time jobs. Nearly all of roughly 7,500 lost jobs from direct agricultural employment are fieldworkers. The other 9,600 lost jobs are from related industries such as producing fertilizer, tractors, or seed. With 409,000 of the 428,000 acres of crops lost due to lack of water located in the Central Valley, 88% of these job losses are occurring in the heart of our service area and directly impact potential HEP students.

WHCCD HEP will specifically target these dislocated farmworkers affected by the enduring drought and provide social and academic support services. These services are imperative to improving the quality of life for farmworkers and their families. WHCCD HEP will assist **100 farmworkers** as they migrate from their current low skill low wage field jobs, to high skill high wage employment opportunities afforded by higher education.

ii. The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

The needs of eligible migrant and seasonal farmworkers and their families will be specifically targeted by this HEP project. There are greater disadvantages for migrant/farmworker populations in our region as compared to those in other parts of California. These chief areas of concern for disadvantaged individuals in our service area include:

Need: Poverty/Uncertain Employment: Most of the communities in the San Joaquin Valley

(often called the Central Valley) have income levels that fall near or below the poverty line, with approximately 42.6% of the population on some form of public assistance³. The average 2014 wage was \$7.25/hour for farmworkers in our service area, while the state average was nearly \$9.50/hour⁴. This would equate to a yearly salary of just \$18,629 (below the national poverty level for any family with more than two members⁵) for our regional farmworkers. Over 94% of the children in our service area receive free or reduced lunches—a main indicator of familial poverty—whereas the state average is 50.4% for the Free/Reduced Program for Meals⁶. Of 478 cities in California, the two lowest per capita income cities in the state, San Joaquin and Mendota, are located in the WHCCD service area⁷. **To address this critical need, the WHCCD HEP program will provide individualized instruction at five sites in English and Spanish to prepare students to attain the High School Equivalency (HSE) certificate and career placement services to assist HSE attainers with acquiring employment.**

Need: Lack of Transportation/Long Commutes: Only 51% of farmworkers in California reported that they owned their own vehicle; 39% drove themselves to work; 28% shared rides; 31% took labor buses or got rides from “raiteros” (labor brokers)⁸. Our 3,464 square mile service area presents a transportation hardship for migrant and seasonal farmworkers to attend classes.

To address the need WHCCD HEP will provide HSE instruction at five communities located throughout our service area, reducing the travel/transportation burden for class

³ Fresno County American Community Survey Profile, U.S. Census Bureau, 2002-2012.

⁴ “<http://nfwf.org/education-center/farm-worker-issues/low-wages/>”

⁵ “2014 Poverty Guidelines”, <http://aspe.hhs.gov/poverty/13poverty.cfm>

⁶ “Student Poverty- FRPM Data 2012-2013”, CA Department of Education, <http://tinyurl.com/cc7hst6> .

⁷ Regional Data Center, U.S. Census Bureau, 2000.

⁸ “California Farm Labor Force Overview” 2005. <http://tinyurl.com/lsg6m5w> .

attendance. Transportation to testing sites will also be provided.

Need: Lack of English Proficiency: Over 53% of California farmworkers reported that they did not speak any English, with 35% reporting they spoke ‘a little’. Over 57% could not read any English; 32% could read English ‘a little’⁹. Further, individuals in our service area are more at risk for ‘linguistic isolation’ (living in a home where only one family member over the age of 13 speaks English well), due to the region’s sparse population and geographic expansiveness. **To address the need WHCCD HEP will provide HSE instruction in Spanish and English.**

Need: Lack of Educational Attainment: In our service area, 99% of migrant and seasonal farmworkers identify as Hispanic. In 2011, 50% of Hispanics in Fresno and Kings Counties claimed educational attainment of ‘Less than High School Diploma’ (as compared to 9.3% of Caucasians)¹⁰. “Hispanics have the lowest college completion rate of any ethnic group”¹¹. For farmworkers, the numbers are even less encouraging. The median highest grade of schooling completed by farmworkers was 6th grade¹², with 12% of farmworkers having completed less than three years of school¹³. **To address this need WHCCD HEP will provide rigorous HSE instruction, individualized tutoring, and monthly monitoring of academic progress and support services.**

iii. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

⁹ “California Farm Labor Force Overview” 2005. <http://tinyurl.com/lq6m5w> .

¹⁰ “Boys and Men of Color”, 2011 FSU publication, <http://tinyurl.com/ph3otse> .

¹¹ Bravo-Morena, Ana. *Comparative Education*, “Trasnational Mobilities: Migrant & Education.” 2009, pg 429.

¹² “California Farm Labor Force Overview” 2005. <http://tinyurl.com/lq6m5w> .

¹³ <http://www.epa.gov/region09/ag/docs/final-naws-s092805.pdf>

The High School Equivalency (HSE) infrastructure found within the WHCCD's service region does not meet the needs of local migrant farmworkers or their families, leaving thousands without high school equivalency. Identified gaps will be addressed in the following ways:

Gap: *Poverty/unemployment factors preclude affordability of HSE instruction and testing for our target population.* WHCCD HEP will cover all books and testing fees. WHCCD will offer transportation for students to and from testing centers, as well as stipends to ease transportation costs for attending classroom instruction.

Gap: *The target population has a dire transportation need due to lack of public transportation/long commutes.* WHCCD will address this need by offering classes directly in the rural communities where the migrant population lives. HEP stipends will further mitigate costs.

Gap: *The Central Valley has very limited HSE preparation geared specifically toward migrant farmworkers and their families and their lack of English proficiency.* WHCCD HEP will address this gap with intensive and comprehensive Spanish/ English HSE instruction at five rural sites, directly targeting migrant workers and their families. To ensure program success, additional academic enrichment opportunities will be offered, such as academic assessments, study and listening skills seminars, tutorial services, library resources, computer, and language skills development classes.

Gap: *Program students need educational attainment and career support services.* WHCCD HEP will address this need through academic advising, assistance in completing college applications and FAFSA forms, career development planning, resume writing and job searching skills, goal setting, and self-inventory appraisal testing.

Gap: *Target population lacks access to basic health services.* WHCCD HEP will address this need by screening prospective HEP students for vision impairments during the initial

enrollment process. Vision exams and glasses will be provided, if needed. Students will also be afforded access to dental exams and cleaning.

The gaps identified above clearly demonstrate the critical need of a HEP program to provide the designated services to the migrant community in the WHCCD region.

iv. The importance or magnitude of the results or outcomes likely to be attained by the proposed project.

Projections for magnitude of expected results are based upon our large area of influence (composed of currently unserved populations), improvement on baseline conditions (made up of individuals without an HSE), duration (five years lends stability and credence to a program), sensitivity to resources (taking into consideration our unique service area and population demographic needs), and timing (this project is crucial and necessary right now to assist with employment shortages due to the California drought), and will demonstrate the impact of offering HEP at WHCCD. Educational attainment (and HSE) provides increased employment opportunities to our target population. Successful completion of the program will equip students with the necessary knowledge and skills to further pursue their postsecondary education or to work in their desired career. The importance and magnitude of achieving an HSE will be reflected in the migrant farmworker population's increased ability to earn a livable wage. According to the National Center for Educational Statistics, **the median earnings for a young adult with an HSE are \$10,000 more than those without a high school credential.**¹⁴

2. Quality of Project Design

i. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

WHCCD HEP is designed to help migrant and seasonal farmworkers and their immediate family members to obtain a high school equivalency and to gain employment or be placed in an

¹⁴ <http://nces.ed.gov/fastfacts/display.asp?id=77>

institution of postsecondary education or training. The primary goal of WHCCD's HEP project will be to provide academic and supportive services, as well as financial assistance, to 100 eligible students each funding year. WHCCD HEP will implement the following goals, objectives, and expected outcomes each grant year:

West Hills Community College District HEP Work Plan

<i>Objective</i>	<i>Activities</i>	<i>Outcome</i>
1. 100 newly admitted HEP students will have their academic needs assessed	1.1 A Student Educational Plan will be developed for 100 students 1.2 100 students will meet individually with a HEP Advising Specialist to review educational plan progress	1.1 100 HEP students will have an SEP in their student file 1.2 85 of all HEP students will interact monthly with their Advising Specialist
2. WHCCD HEP will provide 100 students with HSE preparation	2.1 100 students will attend HSE instruction for 12 before testing	2.1 70 HEP students will achieve a HSE certificate or persist (GPRA 1)
3. Provide supportive services to 100 HEP students	3.1 100 HEP students will complete an interview to identify barriers/gaps hindering achievement 3.2 HEP students identified as needing supportive services will be referred	3.1 100 HEP students will have a completed needs assessment on file 3.2 100% of HEP students needing additional supportive services will be referred to corresponding service providers
4. 100 HEP students will receive financial assistance through training/scholarship stipends	4.1 Monthly stipends will be provided to 100 students based on student participation in academic training sessions and placement in higher education, employment or the military	4.1 100% of HEP students' classroom attendance will be evaluated monthly 4.2 Training stipends will be issued to 100% of HEP students based on classroom attendance 3.3 Scholarship stipends will be provided to 100% of students placed in postsecondary education, employment or the military
5. 100 HEP students will be exposed to cultural events, academic programs, and other educational and cultural activities	5.1 100 HEP students will be invited to one cultural activity and one university campus visit will be scheduled every semester	5.1 70 HEP students will attend the cultural and academic activities

<i>Objective</i>	<i>Activities</i>	<i>Outcome</i>
6. 100 HEP students will receive Academic and Career Counseling	6.1 80 HEP students will attend monthly academic and career readiness workshops	6.1 85 HEP attainers will transition into higher education, employment or the military (GPRA 2)

ii. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

WHCCD's HEP project is designed to offer the maximum benefit to migrant and seasonal farmworkers and their immediate family members in our service area. By offering instruction during a variety of non-traditional time slots, migrant students with jobs or families can take advantage of program services. Hours of services may vary at different sites. Enrollment will be open entry, allowing students to enroll when it fits their schedule. Instruction is planned so that students have flexible tutoring hours and out-of-class work packets. Students are required to attend class until they pass the HSE exam. In the post-HSE exam phase, students will receive college and career advising and technology instruction to facilitate the transition to higher education and career success. The following HEP design criteria address the unique needs of program students:

1. Outreach and Recruitment: By collaborating with migrant education program counselors in the high schools, and with other education and community based agencies, HEP staff will identify potential program participants from local migrant families. HEP staff will attend migrant mini-conferences sponsored by local school districts, and regional and state migrant conferences. Local television and radio stations such as Univision and Radio Bilingue regularly invite HEP staff to discuss the program services on air and we will continue this best practice.

2. Student Orientation: All HEP students will receive a comprehensive orientation including a thorough introduction to program services, an understanding of program rules and regulations, and an overview of program goals.

3. Assessment: HEP Advising Specialists (AS), with assistance from the HEP Instructor, will complete a basic skills diagnosis for each student as part of the student's participation in the program. Following the diagnostic exam, a profile of strengths and weaknesses for each student will be developed and included in the student's Individual Education Plan-IEP.

4. Instructional Support and Academic Advising: HEP Advising Specialists will follow each student through the development of the IEP, and will provide individual or small group counseling at least monthly. The IEP will supplement supportive services such as tutoring, computer literacy instruction, study skills, time-management, test preparation, library research, and related seminars, workshops, and field trips throughout the academic year.

5. Academic Skills Development: Every HEP student will be required to enroll in an HSE preparation course. This class will provide an instructional sequence designed to improve the students' social studies, math, science, language arts, and test taking skills. Past experience has demonstrated that migrant students working on their HSE exam have a low math proficiency level. To assist these students in improving their math level and thus their chance for HSE exam success, we will emphasize math instructional support.

6. Personal/Career Counseling: On a monthly basis, every HEP student will receive individualized guidance, counseling, review of general educational progress, discussion of career options, and participation in enrichment activities.

7. Leadership, Self Esteem and Cultural Enrichment: HEP students will be encouraged to participate in cultural, social, and special events at all West Hills College campuses. WHCCD HEP will provide a comprehensive and extensive set of activities aimed at developing each student's social interactive skills. An educational/cultural field trip will be offered to all HEP students each semester. A HEP graduation recognition ceremony will take place once each

academic year to honor students who passed their HSE exam.

8. *Financial Assistance:* HEP stipends will be allocated to eligible students to assist them with expenses they might incur as they pursue this educational opportunity. WHCCD HEP will cover all book expenses, test preparation costs and exam fees. Upon successful completion of the HSE exam, each student will receive a \$100 scholarship stipend to assist with postsecondary tuition or job placement expenses.

9. *Health Services:* In cooperation with local private/public health agencies, the HEP Director will arrange vision and dental screenings for all HEP students needing services. HEP will cover vision exams and glasses costs for students without vision insurance coverage. A dental exam, x-rays, and cleaning services will also be offered to HEP students.

10. *College/Career Placement Services:* Upon earning their HSE credential, HEP participants will be provided college and career placement counseling.

iii. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

Local, state, and federal organizations will collaborate with WHCCD's HEP project to provide referrals, workshops, placements and other personal assistance for our migrant and seasonal farmworker students. Regional migrant collaboration is an integral component of the WHCCD HEP's operations. Migrant Education Programs (MEP) and Migrant Regional Programs (IV, VIII) will provide outreach, recruitment, and parent training assistance and resources. The local Workforce Investment Board One-Stop will provide supportive and financial assistance in educational development and career readiness. The WHCCD Upward Bound program and Student Support Services program will coordinate and partner for provision of additional resources and services for both the students and the program staff and faculty. WHCCD Career Center will provide individualized coaching in job search activities, resume

preparation, and overall services for students seeking transition into employment. UC CalFresh nutrition educators will come to the school sites to provide nutrition classes and workshops.

Contact with local education agencies: WHCCD collaborates with the Migrant Education Programs at the Fresno and Kings County Offices of Education and all local school districts to identify eligible HEP participants in migrant and seasonal farmworker families. Current links have already been established between local Migrant Liaisons within the school districts, enabling WHCCD to participate in migrant mini-conferences and parent information sessions.

iv. The extent to which the proposed project will increase efficiency in the use of time, staff, money, or other resources in order to improve results and increase productivity.

WHCCD HEP will have several measures in place to ensure overall organizational efficiency and effectiveness. HEP staff will thoroughly understand all components of student services to ensure that HEP does not duplicate services, thus increasing efficiency and productivity. WHCCD HEP will utilize technology to the fullest extent to support computer based training and instruction, using free, online resources such as Khan Academy or low-cost HSE supplemental preparation such as GEDonline.org. Low/no cost instructional mechanisms will be used to efficiently expend grants funds. Students will participate in individualized training and instruction, enabling them to quickly progress through the program. Video and teleconference equipment is widely accessible throughout all WHCCD locations, allowing staff to collaborate efficiently and effectively saving travel time and expenses.

3. Quality of Project Services

HEP students will be assured the rights due to all WHCCD students regardless of race, sex, religion, color, creed, disability, political affiliation, national origin, ancestry, or age. WHCCD's HEP will treat every student with dignity and respect and will actively promote equal access. We have a strong plan for serving eligible students who are members of the Latino population and

other migrant farmworker populations. WHCCD and our HEP program will offer complete disability services and access, interpretation, alternative testing and other services. All facilities are ADA compliant. All HEP materials are available in English and Spanish, and HSE preparation classes are presented in both English and Spanish.

i. The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practices among the recipients of those services.

HEP staff will be required to participate in year-round professional development. HEP staff members and instructors are professionals with degrees and experience working with the migrant population. Ongoing training and staff development sessions will be scheduled by the HEP Director to ensure that the highest quality professional services are rendered to students. WHCCD Human Resources implements diversified professional development programs for district employees. Faculty will participate in three days of mandated professional development sessions at the beginning of each semester relating to academic support, student services and resources, STEM activities, project assessment and evaluation. Monthly HEP staff meetings will include student progress updates as well as in-service training on available student services campus resources. HEP PD will attend the annual HEP Project Director's meeting (two days) to share best practices and proven program delivery models. HEP PD and Advising Specialists will attend the National HEP/CAMP Association technical conference (3 days) for in-depth training on academic interventions, pedagogical best practices, counseling/advising techniques, leadership development, non-cognitive factors influencing social belonging.

ii. The extent to which the services to be provided by the proposed project are focused on those with greatest needs.

The primary goal of the HEP program at WHCCD will be to focus on migrant and seasonal farmworker students with the greatest need. WHCCD HEP will conduct a wide search

among other programs and the public to expand its candidate pool so that those with the greatest need are identified. Participant needs will be determined by several factors. WIA 167 eligible income levels will be used as guidelines to determine financial hardship. Current living conditions will also be considered, as migrant and seasonal farmworkers generally endure harsh, temporary living situations. Employment will be another key factor; WHCCD HEP will give priority to candidates who are currently unemployed or are low income migrant workers. WHCCD HEP will also give priority to candidates who are not currently receiving benefits from another federal or state program. Seasonal and migrant farmworkers without access to local HSE preparation will also be designated as having the greatest need. The following table of pre-determined point values will help to rank prospective HEP participants:

Selection Criteria Assessment Rubric					
Point Value Assessed	4	3	2	1	0
Home Owner				X	
Renter			X		
Renter With Multiple Families	X				
Low-income		X			
Receiving Services From Other Program			X		
Receiving Services From Multiple Programs				X	
No Access to HSE Preparation	X				
Entrance Exams Scores Above Cutoff		X			
Out of School Youth	X				

iii. The likelihood that the services to be provided by the proposed project will lead to improvements in the skills necessary to gain employment.

An HSE Certificate gives a worker proof of high-school-level proficiency in reading, writing, math, science and social science – skills important in every job. An HSE Certificate, considered in statistical analysis as the same as a high school diploma, increases income and employment prospects. Under the supervision and guidance of the HSE Instructors, HEP will implement a systematic approach to instruct students in academic skill development and career exploration. The WHCCD Career Center will provide students with comprehensive job preparation skills and

training: 1) personal career aptitudes assessments; 2) job readiness training; 3) creation of personal cover letter and resume; 4) interviewing skills; 5) recommendation letters; and 6) financial literacy. In collaboration with WIA 167 Farmworker Training Program, the WHCCD Career Center, and WHCCD's Admission Office, ample resources exist to place HSE attainers. The last year of WHCCD's HEP program, **100% of HEP graduates were placed** in higher education or employment.

4. Quality of Project Personnel

i. The qualifications, including relevant training and experience, of the project director or principal investigator.

Position Description: Full Time, 12 months - WHCCD is an Equal Opportunity Employer and will hire qualified individuals to serve as role models to HEP students. The Project Director (PD), Javier Cazares (resume attached), will be responsible for the administration and success of the HEP program. The PD will have excellent interpersonal/communication skills, managerial and administrative strengths. The PD will report to the Director of Grants, will provide direct services to HEP participants and be responsible for the development and administration of the HEP project, including hiring, training, supervising and evaluating project staff, fiscal and project management, and serve as the HEP liaison to the communities. For the past 5 years, Javier has served as the WHCCD HEP Coordinator, facilitating all day-to-day operations of the program. WHCCD is also submitting an application for the CAMP grant, and has listed Javier Cazares as the CAMP Project Director. Based on past experience, this dual role strengthens the administrative organization. Anita Wright, WHCCD Director of Grants, will serve as Principle Investigator (PI-10% in-kind) providing grant administration oversight and fiscal monitoring.

Project Director Responsibilities	Qualifications/Requirements
<ul style="list-style-type: none"> • Conduct HEP informational presentations at area schools and community agencies. • Prepare and submit HEP press releases and 	<ul style="list-style-type: none"> • Bachelor's Degree in education, counseling, public administration, sociology, social work, or a related

<p>promotional materials in project target areas.</p> <ul style="list-style-type: none"> • With project staff, develop and implement all services to meet the HEP objectives. • Administer the annual budget. • Hire, train, supervise, & evaluate HEP staff. • Serve as the HEP liaison to departments, target school administrators & CBOs. • Conduct regular individual & groups meetings with participants to provide information and assistance supporting successful school completion and post-secondary entry / re-entry. • Provide counseling and development of Individual Education Plans for students. • Monitor participant progress. • Prepare HEP Annual Performance Reports; maintain accurate and complete data, compile and generate regular reports. • Supervise the maintenance of accurate HEP data to generate monthly / quarterly / annual reports and evaluate participant performance and the attainment of project objectives. • Oversee recruitment and selection of HEP participants. Implement a coordinated approach among components to assess participants' needs, delivery of services, and monitor progress. 	<p>field required. (Master's preferred.)</p> <ul style="list-style-type: none"> • At least two years' experience with designing, managing, or implementing programs for disadvantaged youth required. • Demonstrated teaching and/or counseling experience required. • Demonstrated sensitivity to the needs of migrant students. • Demonstrated ability to communicate with people from diverse backgrounds required. • Bilingual is preferred. • Ability to maintain flexible work schedule. • Knowledge of personal and instructional computing applications required. • Ability to prepare continuation budgets and competitive program proposals. • Three years of supervisory work in a pre-college educational setting. • Knowledge of HEP projects and background similar to those of the target population preferred.
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ii. The qualifications, including relevant training and experience of key project personnel.

Advising Specialist Position Description: 0.5 FTE, 12 months. Advising Specialists (AS) will work with the PD to provide recruitment, assessment, orientation, advising, financial aid and career planning information. (Job descriptions are in Attachments.) Emma Santos and Olivia Vega work on the current WHCCD HEP grant and have a detailed knowledge and understanding of HEP goals and objectives. Both individuals come from migrant farmworker backgrounds and are bilingual in Spanish and English. Beyond acting as advising personnel, Emma and Olivia will serve daily as examples of migrant educational success to our HEP students.

Advising Specialist Responsibilities	Qualifications / Requirements
<ul style="list-style-type: none"> • Meet regularly individually and in groups to provide academic advisement and assistance related to successful college completion. • Assist participants with goal setting, planning, and follow through. Monitor participants' progress. • Provide workshops for participants and parents. • Maintain database of student records. • Prepare and maintain accurate project administration records. • Supervise and coordinate student tutors and mentors. • Compile and analyze data for reports and evaluations. • Assist PD with project evaluations. 	<ul style="list-style-type: none"> • Bachelor's degree in counseling or related field and two years' experience working in a student services capacity. • Effective communication & organizational skills. • Ability to prepare & submit project reports. • Ability to plan and coordinate college visitations, cultural activities, workshops, and events for students, teachers, parents and the community. • Freedom from racial / ethnic biases. • Ability to maintain flexible work schedule. • Knowledge of personal and instructional computing applications required. • Assessment experience preferred. • Background similar to that of the participants preferred. • Fluency in Spanish preferred.

5. Quality of the Management Plan

i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Project personnel will implement a participant records and financial management plan including responsibilities and timelines to ensure program objectives are achieved on schedule and within budget. WHCCD is prepared to begin operations immediately upon notification of grant award. WHCCD has extensive experience in managing numerous federal, such as Upward Bound, Upward Bound Math & Science, Student Support Services, HEP and CAMP. Program support is knowledgeable about the recently implemented Uniform Grant Guidelines, and will utilize technology to track participants, monitor progress, maintain fiscal control, and provide formative and summative evaluation and oversight.

Outreach/Recruitment Plan: Project Director and Advising Specialists will develop a recruitment and marketing plan, with all materials available in Spanish and English. Outreach will be conducted through coordination with migrant agencies, high schools, churches and

community organizations. **Milestone:** The marketing, outreach and recruitment plan will target 150 potential HEP students each year.

Assessment Plan: The Project Director and Advising Specialists will identify 75 students per semester as potential HEP participants; perform diagnostic testing and interviews to select 50 eligible HEP participants each semester; determine HEP eligibility according to federal guidelines and program criteria; conduct assessments to determine academic and support service needs; provide orientation. **Milestone:** Identify, assess and select 100 students each year.

Academic Services Plan: Advising Specialists will develop Student Educational Plans for 100 HEP participants. Instructors will provide HSE instruction in English and Spanish, day classes and evening classes to accommodate participant schedules. Instructors will administer monthly mock testing to determine student progress. Advising Specialists will review student performance monthly for necessary adjustments. WHCCD Tutoring Center will provide tutoring in math, reading, writing and computer skills as referred by the instructor. Project Director will schedule and provide transportation to HSE testing. **Milestone:** Each semester, 70% (35 students out of 50 each semester) will achieve their HSE.

Supportive Services Plan: Project Director will schedule monthly workshops (financial, health/nutrition, career readiness). Project Director will schedule one cultural/college field trip each semester. Project Director will provide monthly student stipends for students' educational expenses. Project Director will schedule health services (vision/dental) for students as needed.

Milestone: 100% of participants will complete a supportive needs assessment and will receive support for identified needs.

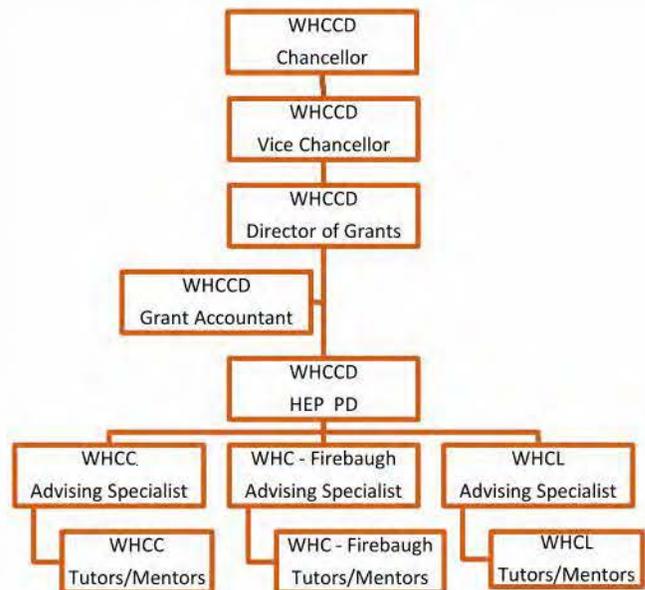
Student Records Management: Individual student records will be maintained in a file kept by the PD and in a student database. The HEP database will include the student's personal and

academic history, dates of entry and exit, demographics, current test scores, eligibility information, barriers to participation, medical and dental needs and services, stipend distribution and participation records. **Milestone:** Director will maintain accurate records for 100 students.

Project Records Management: Project records maintained by the Project Director will include those student records listed above as well as evaluation records, tutorial records, attendance records, employment records, staff time sheets, personnel evaluations, monthly time and effort reports, and accounting and operating reports. The thoroughness of these records will allow us to generate and analyze reports at every stage of the project, monitor individual student progress, and ensure the efficiency and success of the project in the delivery of services. CAMP will ensure participants' confidentiality following FERPA regulations.

Program Staffing/Defined Responsibilities: All personnel information is maintained by the WHCCD Human Resources Director. Personnel

data will be carefully recorded to ensure all personnel procedures are followed and to demonstrate proper accounting of staff time. All policies and procedures will be consistent with WHCCD policies and will follow Education Department General Administrative Regulations (EDGAR) and Uniform Grant Guidelines. **HEP Accounting Support** will assist the HEP staff with accounting support.



Project Timeline: The following chart represents a summary of the major HEP activities planned and the timeframe of each event. Each activity will be tracked to promote project effectiveness

and efficiency to ensure all activities are implemented in a timely and cost-effective manner.

ACTIVITY:	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Outreach Event		x	x	x	x			x	x	x		
Instruction		x	x	x	x	x	x	x	x	x	x	
Workshops			x	x	x			x	x	x		
Cultural Event				x					x			
Career Fair				x					x			
College Day				x					x			
Onsite Testing			x	x	x	x		x	x	x	x	x
Graduation event												x

ii. The adequacy of the procedures for ensuring feedback and continuous improvement in the operation of the project.

Feedback and continuous improvement are built into every stage of the HEP management plan. HEP staff meetings (monthly) will ensure that project implementation is on schedule. WHCCD's HEP procedures allow for monthly monitoring, assessment and adjustment of process and outcome objectives. Procedures are in compliance with EDGAR and OMB Circulars. Migrant participants will complete evaluative questionnaires at the end of each semester. Student surveys provide staff with a means to gauge its successes and identify areas for improvement. On a monthly basis and at the end of each semester the PD and staff will conduct a progress review of program objectives: 1) student academic progress and enrollment, 2) participation rates, 3) completion of planned activities, and 4) other program related activities. Modifications in staff assignments, resource allocations, time and institutional support needed to meet project objectives will be identified and appropriate corrective measures will be taken on approval by the US Department of Education and WHCCD.

iii. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

WHCCD's HEP project key personnel will consist of a Project Director, a PI, and Advising

Specialists. Salaries for these positions are based on WHCCD policy/standard salary schedules. To the fullest extent possible, HEP staff will reflect the economic, social, and ethnic background of the students enrolled in the project.

Position	Number	% of Time	Months
HEP Project Director	1	100%	12
Principal Investigator	1	10% (in-kind)	12
Advising Specialist	2	50%	12

iv. The adequacy of mechanisms for ensuring high-quality products and services from the proposed project.

WHCCD HEP will employ highly educated, knowledgeable, experienced, bilingual staff with backgrounds in serving migrant and seasonal farmworkers. Instructors will be equipped with the most current HSE preparation material available. Instruction will be held in traditional classrooms furnished with modern amenities and technology, ensuring students will obtain keyboarding/computer proficiency. WHCCD HEP staff will meet monthly to review program progress, student development, cost efficiencies, and areas needing attention for improvement. WHCCD HEP will partner with reputable entities to ensure interagency cooperation and provision of additional services that meet the high standards of the program. Project Director will assess monthly all budget expenditures, student classroom attendance, tutoring sessions, HSE test results, and exit surveys to monitor academic performance and project effectiveness.

6. Adequacy of Resources

i. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

WHCCD HEP will be located at five rural sites: Coalinga, Lemoore, Firebaugh, Mendota, and Huron. *Office Space, Equipment and Supplies:* HEP staff will have offices and workspace ensuring student/instructor privacy. Other amenities include tutorial space, a computer lab, and other typical office equipment. Project activities will center on small group instruction, tutorial

sessions, and direct learning assistance which will take place in classrooms, conference rooms, learning labs, libraries, or tutorial centers.

Through the use of the WHCCD computer network, HEP staff will have full access to student records, admissions data, financial aid, transcripts, evaluations, and all other data necessary to ensure adequate support services to HEP students. Personnel involved with the HEP project will have direct access to all office equipment, including copy machines, fax machines, instructional resources, library facilities, and other college facilities.

ii. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

WHCCD is renowned for establishing and expanding relationships with local entities. Local Migrant Programs will provide referrals, literature distribution and presenters. Local school districts will allow WHCCD HEP to utilize their facilities to offer services directly in each rural community. HEP students will benefit from instructional services provided in their own hometown, thus eliminating transportation expenses. Area healthcare professionals will provide discounted eye exams/glass and discounted dental cleaning/exams, which will ensure that health issues do not deter our students from completing the program. Fresno Regional Workforce Investment Board will provide employment readiness and placement opportunities.

iii. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

All WHCCD expenditures will adhere to regulations found in volume 34 Part 206 of the Code of Federal Regulations (CFR). WHCCD will implement cost sharing measures with other district departments where possible. Split funding may involve staff, events, supplies, and other expenses related to the successful completion of HEP goals and objectives.

iv. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

This HEP project will serve 100 students per year. Costs for providing HSE instruction, tutoring and supportive services to all 100 HEP students throughout the duration of the program are reasonable based upon the cost of living in California and our WHCCD salary schedule. Fiscal efficiency will be a top priority; monthly budget meetings will monitor expenditures and projections to ensure all program funds are managed judiciously. We anticipate that the exceptional instruction and support services WHCCD HEP will provide to our migrant and seasonal farmworker students will ensure their successful completion of the HSE and placement into higher education or improved employment.

v. The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.

WHCCD's mission mandates that we actively engage, encourage, enrich and empower students, faculty, staff, and communities to reach their full potential academically, socially, and economically, which includes our migrant and seasonal farmworkers. All HEP project objectives support WHCCD's mission. The District's vision, *the relentless pursuit of student success*, complements the goals of the HEP grant. ***Over 80% of WHCCD students are low-income and/or first generation, with 28% identifying as migrant and/or seasonal farmworkers.*** WHCCD is committed to providing educational services to our migrant community. Evidence has demonstrated the positive impact HEP services provides to our area's farmworkers; unfortunately, without federal funding, an HSE program geared specifically for MSFW students is not sustainable at WHCCD.

7. Quality of the Project Evaluation

i. The extent to which the methods of evaluation are appropriate to the context within which the project operates.

WHCCD HEP will ensure its evaluation methods are contextually appropriate by taking into

account student demographics and program operation data, as well as guaranteeing that all stated services are rendered in a timely manner. In compliance with EDGAR regulations, WHCCD HEP will conduct internal and external annual evaluations to report compliance with Federal and WHCCD regulations. Project Director will review goals, objectives, and activities on a monthly basis to document progress. GPRA 1 and GPRA 2 benchmarks and program milestones have been established and will be reviewed monthly to determine sustained progress. Internally, project staff will conduct pre- and post-evaluations for all program activities. Standardized and program developed assessments will provide necessary feedback to correct, modify, or change the scope and delivery of services provided to best meet our students' needs.

ii. The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.

Formative and summative data will be collected to verify goal attainment and project effectiveness. Data will be reviewed on a weekly, monthly and semester basis to determine benchmark and milestone realization.

Type of Data	Implementation Strategy	Evaluation Tool/ Method	When Collected	When Analyzed
Outreach Recruit	Outreach recruitment marketing	Event sign-in sheets; Student tracker spreadsheet; Flyer distribution	Each event	Monthly HEP Staff meeting
Assessment	Identification eligibility assessment needs assessment orientation	Interview results; Student file review; Sign-in sheet	Weekly	Monthly HEP Staff meeting
Academic Services	Student Educational Plan; Instruction; tutoring; Student performance review; testing	Completed SEP Attendance records Testing results	Weekly	Monthly HEP Staff meeting

Support Services	Financial, health, career readiness workshops; dental/vision health services; cultural activities/ field trips	Workshop sign-in sheets Dental/vision invoices Field trip sign-in sheets	Each event; monthly review	Monthly HEP Staff meeting
Student Records	Demographics; eligibility documentation; tutoring; stipends; testing results	Eligibility verification; Tutoring sign-in sheets; stipend spreadsheet; student files	On-going; monthly review	Monthly HEP Staff meeting
Project Records	Student files; fiscal reports; staff evaluations; student attendance; employment records	Student file review Staff evaluation review Monthly budget review. Time & Effort sheets	On-going; monthly review	Monthly HEP Staff meeting

Monthly HEP staff meetings will evaluate key elements from the HEP work plan as described herein to serve as the guide for conducting program activities and validate effective implementation strategies.

iii. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Periodic student feedback on orientation, leadership, classes, and cultural enrichment activities provides a means to gauge success and identify areas for improvement. Questionnaires will be completed by students at the end of each semester as well as after critical program activities; these will provide useful evaluations and recommendations for program enhancement and will be utilized in planning for the following year. At the end of each semester, HEP staff will conduct an assessment of the project objectives and outcomes, utilizing evaluation instruments and statistical data. Quantifiable data will also be gathered at the end of each semester by the college's research department and used to document the extent to which the academic student objectives, instructional support and academic skills development are being met. Progress will be determined by the following: 1) The HEP program follows procedural

guidelines to ensure an effective evaluation is conducted. 2) The HEP Director prepares a comprehensive annual report including evaluation findings and recommendations, information on all objectives and pertinent data on the students served. 3) If anticipated results are not achieved, an analysis and corrective action plan will be implemented for successful attainment. 4) A process analysis will be included as part of the final evaluation, which will include any structural changes made in the program as a result of the formative evaluation and feedback for performance assessment. On a monthly basis, the PD will involve staff in a continuous review of the progress made toward program objectives: 1) student enrollment, 2) student participation rates, 3) completion of planned events, and 4) other program related accomplishments. As specified in the GPRA, the PD will prepare a comprehensive annual report that will include evaluation findings, recommendations and GPRA attainment. This report will include detailed information on all objectives and provide pertinent data on the students served. The External Evaluator (who will have at least three years' experience evaluating HEP projects and knowledge of best practices in instruction and support for student retention and success, and will follow the RFP established by DoE and WHCCD), will develop a framework for studying the project's progression through intermediate milestones and success indicators. This framework will allow us to use intermediate progress toward purposeful milestones as indicators of whether the project is on track for program completion.

The goal of WHCCD's HEP program will be to provide our target population with the support systems needed to attain their high school equivalency, and the opportunity to continue on successfully into higher education, the military or the workforce. A HEP project at WHCCD will ensure that the educational and career opportunities for our migrant and seasonal farmworker individuals are just as rich as Central California's agricultural landscape.

Other Attachment File(s)

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Javier D. Cazares

Objective Obtain a position at an educational institution where my management skills, program development, and training experience can be maximized.

Education

2011-2013	Franklin University	Columbus, OH
▪ M.B.A.		
2007-2009	Franklin University	Columbus, OH
▪ B.S. - Business Administration		
▪ B.S. - Business Forensics		
2004-2006	West Hills College	Lemoore, CA
▪ A.A. - Business Administration		
2003-2005	West Hills College	Coalinga, CA
▪ A.S. - Computer Information Systems		

Experience

Coordinator of Special Grants

3/2011-Present West Hills College Coalinga, CA

- Current Coordinator C6 TAACCCT Grant
 - Job developer for local training programs
 - Conduct client quarterly follow-ups
 - Prepared multiple program reports
 - Maintain grant database
 - Perform program reviews at partner sites
 - Testing proctor
 - Collect and maintain program data
 - Supervise subordinate staff
- Previous Coordinator for HEP Grant
 - Hire/Train staff
 - Supervise subordinate staff
 - Conduct staff annual evaluations
 - Schedule High School Equivalency (HSE) courses.
 - Coordinate HSE testing
 - Maintain participant records
 - Collect and maintain program data
 - Generate program Annual Performance Report (APR)
- Previous Coordinator for Pathways out of Poverty Grant
 - Integrated training and supportive services that help target rural disadvantaged adults and provide an array of supportive services including pre-training assessments, pre-employment workshops, GED training and applied basic skills remediation to prepare participants for local green employment opportunities.

Adjunct Instructor Computer Information Systems/Business

3/2007-present West Hills College Coalinga, CA

- Maintain accurate attendance and academic records of students

- Participate in the college's assessment process
- Submit required reports and documents
- Experience teaching courses inside correctional facility and online

Education Coordinator

11/2006-6/2011

West Hills College

Coalinga, CA

- Managed education programs at Claremont Custody Center, Avenal High School and Avenal State Prison
- Developed, instituted and managed GED Preparatory Program throughout the West Hills College District
- Produced curriculum for potential education courses at Claremont Custody Center, Avenal High School and Avenal State Prison and researched other possible distance learning possibilities
- Prepared budgets, revenue summaries and maintained proper records for multiple programs
- Assisted in the hiring of part-time instructors
- Supervise subordinate staff
- Conduct staff annual evaluations
- Served as liaison between West Hills College and Claremont Custody Center, Avenal High School and Avenal State Prison

Instructor/Network Specialist

2003-2006

US Navy Reserves

Lemoore, CA

- Assisted in the installation of network services
- Configured CPU's for squadron detachments
- Taught non-prior service members basic military requirements including anti-terrorist courses, military customs and courtesies, sexual harassment, etc.

Information System Administrator

2001-2003

US Navy

Manama, Bahrain

- Supervisor of the Network Operations Center
- Configured, maintained, secured, upgraded operation of network system components to include Domain Name System, firewalls, mail server, routers and switches
- Effectively solved problems with IP, DNS mail, mail accounts and internet connectivity
- Trained network operations center personnel in the performance of daily system checks and troubleshooting procedures
- Operated, managed, and controlled telecommunication transmissions, computer networks, terminals, and processing equipment

Skills and Abilities

- Bilingual in Spanish (Reading/Writing)
- Proficient in Microsoft Office Suite
- Experience working in culturally diverse environment
- Adaptive to dynamic working environments

Emma Santos

(b)(6)

PROFESSIONAL OBJECTIVE

To obtain employment as HEP/CAMP Advising Specialist at West Hills Community College

EDUCATION and PROFESSIONAL DEVELOPMENT

April 2011 – May 2013, Ashford University

Bachelor's Degree in Applied Behavior Science

January 1997 – December 1999, West Hills Community College

Associate Degree in Business Administration,
Certificate on Office Management and Technology in Computers

WORK EXPERIENCE

2007- Present Advising Specialist

Help students with their admissions application; select their courses for the upcoming semesters; help them register; explain the results of their placement test scores; reset passwords; review academic transcripts for prerequisites, help with their transfer applications, FAFSA, and GPA verification application for Cal grants. Generate Educational Plans, Student and Financial Aid appeals, petition to graduate forms; help with the different workshops: financial aid, college day, orientation, etc. Help staff translate documents from English to Spanish; Help staff translate when they have a Spanish speaking student that does not speak the English language.

2010 – 2014 HEP-Advisor

Interview HEP applicants; provide them with the basic guidelines for the HEP program. Accept HEP applications, review for accuracy before forwarding them to the HEP coordinator; administer pre-test for HEP applicants; send student's names to be enroll in the GED course to the registrar's office; if they have an admissions application, check their enrollment; send letters inquiring of their status due to lack of class attendance; forward student's names to coordinator once he/she is ready to test; every semester inform student as to when GED instruction begins, attend mini migrant conferences to recruit students; enroll students into the new GED online. Once the student completes his/her GED, I provide them with their next step, such as, education, job, or military.

2012- Present TANF

Receive Work Requisition forms from the Department of Social Services. Have different prospecting employers fill out the forms, before sending the forms back to the Department of Social Services. Interview the students; provide them with rules and policies of the area where they are placed to work. Monitor their hours worked.

2010 – 2012 CAMP Advisor

Accept CAMP applications; recruit eligible migrant students; conduct CAMP orientations; provide academic/support services to students; monitor student's progress; conduct monthly CAMP Chat meetings; document and keep confidential records. Outreach in the local community; attend conferences; help them select their courses for the upcoming semesters; help them register into their courses; explain to them the results of their placement test scores; reset passwords; help fill out their FAFSA applications; lend out and receive back borrowed books.

2007 – Present EOPS/CARE Advisor

Help students with their admissions application; select their courses for the upcoming semesters; register into their courses; explain the results of their placement test scores; reset passwords; help staff translate documents from English to Spanish; help staff translate when they have a Spanish speaking person; volunteer to help counselors with outreach and or orientations; accept the Extended Opportunity Program & Services (EOP&S) application; go over the Mutual Responsibility Contract with the students; Following the EOP&S guidelines accept students into the EOP&S program; Accept the Cooperative Agencies Resources for Education (CARE) applications; Go over the CALWIN report to make sure that the student is eligible to be in the CARE program and accept the students into the CARE program; put their names forward to be awarded the CARE grant; give CARE students their school supplies; keep track of how many students are in the CARE program; Plan mandatory CARE workshops.

1998-2007 Financial Aid Assistant; Financial Aid Coordinator

PR/Award # S141A150026

Provide information on State and Federal regulations and Policies; Provided technical assistance; information in regards to where and how a student can obtain and fill out their Free Application for Federal Student Aid (FAFSA) application, as well as; help students fill out their FAFSA in English or Spanish, in person or over the telephone; Informed students where to obtain the forms needed for their completion of their financial aid; Reviewed and verified student's files A thru L for accuracy before they could be awarded their grants to eligible students; Award Boggs, Pell, FSEOG, and Work Study to eligible students; Stafford Loans for those students that need a loan for their education; Place students to work and keep record of their earnings; Financial Aid Appeals for the students that are disqualified; Special Conditions for students or parents' income changed; Dependency Overrides for students that are not able to be with parents or were abandon and or a ward of the court; POP Reports, when student attended two institutions at a time; Award INSTG grants to students that live in the dorm and have a debt; Run SAPC for the students that their sap was not calculated; Conduct financial aid workshops in English and in Spanish for students and parents; Ordered office supplies, made sure the office was stocked with the tracking documents that the students and staff needed; Helped students fill out their admissions application, and register for classes; Translated for staff that did not speak Spanish;

Resume for Lupe G. Bañales

Lupe G. Bañales

(b)(6)

Objective: Obtain a position at West Hills College where a special ability to educationally motivate and communicate effectively with students would be needed.

EDUCATION

California State University, Fresno, Fresno California

MA Degree in Education, Emphasis in Early Childhood Education

Community College Teacher Preparation Program – 3 of 5 components completed

Fresno Pacific University, Fresno California

BA Degree in Management and Organizational Development

SKILLS

Professional

- Developed and implemented written lesson plans for CAMP Chat meetings, GED classes, child development classes, preschool classes
- Established positive working relationships with college students, deans and teaching staff at West Hills College

WORK EXPERIENCE

2013 – Present Advising Specialist, West Hills College Lemoore

Advise high school students in the Upward Bound program regarding their high school and post-secondary education.

2013 – Present Adjunct instructor, Fresno Pacific University

Plan and facilitate one class per cohort in the field of Early Childhood Development.

2008 – 2012 Advising Specialist, CAMP West Hills College Lemoore

Provided academic advice to migrant students in the College Assistance Migrant Program (CAMP) in addition to general college students. Assisted with exploring appropriate major and class choices, registering for classes, using assist.org. and FAFSA applications and renewals. Monitored student progress and referred students to proper resources and follow-up. Kept accurate records of student participation, persisters and completers. Assisted with APR Data collection and organization.

2005 – 2008 Adjunct Faculty, West Hills College Lemoore

2004 – 2005 West Hills College Lemoore Child Development Center Site Supervisor

2001-2004 High School Equivalency Program (HEP) instructor, Proteus Inc., Hanford, CA

Provided instruction in Spanish and English to adults who are preparing to take the GED examination. Prepared instructional material and the environment to promote learning.

Olivia Vega

(b)(6)

OBJECTIVE To obtain employment where I can utilize my knowledge and skills within your organization.

SKILLS

Bilingual (Spanish/English)	Multi-cultural
Ethical and Courteous	Ms Excel, Word and Power point
Internet/Computer Literate	Customer Service

EXPERIENCE West Hills College, 1511 9th Firebaugh, CA 93622, (559) 934-2981 2008-2014
CAMP/HEP Academic Advisor/Assistant Secretary

- Develop and coordinate the orientation program for new students.
- Assist administrator by performing a variety of administrative support duties.
- Provide a variety of services to students particularly in the area of career information and outreach; advise students in career exploration and course selection.
- Responsible for assisting in the progress of students toward desired student learning outcomes
- Attend and represent the College at various meetings, workshops and conventions; travel within the District to articulate with area high schools.

RCI/Faith In Community, 3485 W. Shaw Ave. Suite 103, Fresno CA 93711 (559) 276-2304 2006-2007
Community Organizer-Tulare & Fresno County

- Systematically plan and conduct one-to-one, house, and community meetings.
- Form groups of leaders and congregations and work through the community organizing cycle around their issues to build leadership and organizational capacities.
- Participate in PICO network activities to move policy at state and national levels.
- Assist with organizing health and stability through fundraising.
- Conduct leadership training at the local and regional levels.

Proteus Training and Employment 1830 N. Dinuba Blvd. Visalia, CA 93291 (559) 735-3670 2003-2006
Program Support Specialist/Human Resources Assistant/Youth Counselor

- Performed numerous outreach events throughout the Fresno County Areas.
- Provided clients with general program information on services and eligibility requirements.
- Operated data terminal to enter and retrieved information as required.
- Performed customer's intakes entering the WIA (Work Investment Act) program to determine eligibility ensuring documents guidelines.
- Assessed individual barriers and provided referrals to partner agencies.

CSU Fresno Auxiliary Dept., One-Stop Center, 4910 N Chestnut, Fresno, CA 93726 (559) 278-0880 2001-2003
Customer Service Specialist

- Provided services to individuals and businesses that seek assistance from the Workforce Investments Act One-Stop System.
- Initiated and maintained personal contact with customers, employers, job services, and community partner agencies.
- Provided customer referrals to appropriate agencies.
- Completed data entry and used internet skills to be informed of new job leads and partner service providers to provide reliable information to clients.

SER-Jobs for Progress Inc. 407 S. Clovis Ave. Ste 109, Fresno, CA 93727, (559)452-0881 2001-2003
GED Instructor

- Prepared daily lessons in order to teach in a classroom setting in English and Spanish
- Administered TABE assessments and registered students' info the HEO program for GED.
- Kept case notes and record of student's progress.
- Recruited students from different rural areas interested in the program.

EDUCATION

MBA in Business Adm. - Organizational Leadership	Brandman University (in progress)
Management Organizational Development, BA	Fresno Pacific University
Liberal of Arts, AA	West

West Hills Community College District

Position Description

Position: Coordinator of Special Grant Programs	Position Number:
Department/Site:	FLSA: Exempt – Classified Management
Reports to:	Salary Grade: Range 21

Summary

Under the direction of an area administrator, provide coordination and oversight for the implementation and administration of specialized grant projects with emphasis on compliance with grant objectives.

Distinguishing Career Features

The coordinator provides support for the successful operations of local, state and federal programs, including but not limited to following: locally funded programs, federal Hispanic Serving Institutions, Department of Education, Department of Labor and HUD grants, state grants from the Community College Chancellor's Office, and EDD grant programs. Working with the assigned administrator, the Coordinator of Special Grant Programs communicates with grant partners, which may include: local middle and high school districts, various community groups and organizations as well as colleges and universities. The Coordinator of Special Grant Programs will work to enhance multifaceted services for students and where appropriate the community at large. This position will work with area administrator to ensure compliance with all federal and state program regulations pertaining to the specific grant(s). The Coordinator of Special Grant Programs will be responsible for performance reporting.

Essential Duties and Responsibilities

- Organize the implementation of projects and outreach efforts. Organize schedule, implement, and evaluate compliance with grant goals and objectives. E
- Direct the work of assigned staff. E
- Supervise staff such as clerical and program staff, advisors, tutors, and instructional aides. E
- Communicate with participating grant partners such as: school districts, business and industry, non-profit organizations, workforce investment board programs, municipalities, and other entities. E
- Ensure compliance with regulations for participation in grant-funded activities. E
- Act as an educational resource and advocate for first generation and low income students. E
- Compile data and prepare reports required by the college and various funding sources and agencies as directed. E
- Assist with completion and submission of reports detailing compliance with grant objectives including but not limited to mid-year and annual performance reports as required by the grant or requested from administration. E
- Supervise, implement and monitor special grant activities. E
- Advise students/participants regarding procedures enrollment requires into institutions of higher education, training programs and/or military. E
- Make presentations about the program to internal and external consistent groups in order to foster a climate supportive of the programs. E
- Supervise and evaluate the performance of assigned staff. E
- Under the direction of administration, interpret and apply program regulations. E
- Maintain an understanding of current ideas, trends and practices pertaining to Federal Grants which support Hispanic Serving Institutions and Department of Education grants

such as the Title V Program, TRIO, CAMP, HEP or the GEAR UP Program, and USDA and Department of Labor programs.

- Participate in local, regional, and national training workshops pertaining to grant management and/or program improvement. E
- Work closely with staff in developing and providing professional development activities. E
- Coordinate and participate in the hiring of staff. E
- Assist faculty and others, where appropriate, in the development of Student Learning Outcomes (SLOs) and the determination of their effectiveness in helping students achieve their desired learning outcomes. In addition, provide leadership for the development of SLOs within their program areas of responsibility.
- Perform other related duties as assigned. E

Qualifications

▪ Knowledge and Skills

Group processes and group facilitation strategies.

Planning and resource allocation processes.

Strong written and oral communication skills.

Federal programs and state regulations related to grant funded programs.

Analytical, organizational, planning, and administrative processes.

Principles and practices of supervision.

Current computer software and equipment necessary for the daily operations of the programs.

Interpersonal skills using tact, patience and courtesy.

▪ Abilities

Implement project objectives and meet targeted grant goals.

Plan, organize and direct the implementation of grant activities.

Work with low-income and diverse populations.

Compile, verify data, and prepare reports.

Monitor and manage specialized budgets.

Read, interpret, apply and explain rules, regulations, policies and procedures.

Maintain current knowledge of program rules, regulations, requirements and restrictions.

Prepare and deliver oral presentations.

Supervise and direct assigned staff.

Evaluate staff including educational staff.

Work independently with little direction.

▪ Physical Abilities

Position requires hearing, moderate lifting, bending and reaching above shoulder, sitting or standing for extended periods, speaking to exchange information and interview students, and dexterity of hands and fingers to operate a computer terminal and other office equipment.

▪ Education and Experience

This position requires an Bachelor's degree from an accredited college or university. This position requires a minimum of 2 years responsible professional experience in education or management or related field.

▪ Licenses and Certificates

Requires a driver's license.

Working Conditions

Work is performed indoors where minimal safety considerations exist.
Office environment; subject to constant interruptions, may require walking or driving from site to site to conduct work at various community locations.

West Hills Community College District

Class Title: ADVISING SPECIALIST

Classified Salary (b)(6)

BASIC FUNCTION:

Under the direction of the appropriate Dean and/or Director/Coordinator, perform work relating to the activities of assessment, recruitment, orientation, registration and advising, financial aid, career planning and other related duties as assigned.

REPRESENTATIVE DUTIES:

- Administer assessment exams and provide explanation of assessment scores to students. **E**
- Develop and coordinate the orientation program for new students. **E**
- Communicate with students regarding programs, support services and College rules and regulations. **E**
- Disseminate information regarding course offering, student registration and transfer information. **E**
- Compile, prepare and distribute registration materials; participate in the registration and enrollment of students. **E**
- Provide a variety of services to students particularly in the area of career information and outreach; advise students in career exploration and course selection. **E**
- Assist students with the completion of the financial aid application process. **E**
- Determine need for additional counseling and refer as appropriate. **E**
- Input, maintain and update student information. **E**
- Attend and represent the College at various meetings, workshops and conventions; travel within the District to articulate with area high schools. **E**
- Implement an effective communication linkage with each of the area high schools and middle school student government organizations, guidance and counseling offices. **E**
- Provide assistance with the early contact outreach program.
- Provide and assist with the financial aid workshop to be held at District high schools and other locations.
- Arrange for special events at the College such as high school/middle school field days and College program visitation.
- Assist with the visitation of high school students on campus.
- Assist in interpreting College programs to the general public through community contacts and participation in community activities.
- Datatel proficient
- Operate a variety of office machines including computer terminal and other office equipment and knowledge of all Microsoft Office Suite and its components.
- Incorporate the use of technology in the delivery of computerized presentations, and Microsoft Office Suite.
- Bilingual preferred (but not required).
- Perform related duties as assigned.
- Responsible for assisting in the progress of students toward desired student learning outcomes.
-

KNOWLEDGE AND ABILITIES:

- KNOWLEDGE OF:
- College and community resources to assist students.
- Administrative policies and procedures of the College.

- College admission, general education and graduation requirements.
- Student transcripts and Privacy Act.
- Functions of student services.
- Community organizations, public and private agencies.
- Curriculum and the College catalog.
- Advising and interview techniques.
- Operation of a computer terminal.
- Interpersonal skills using tact, patience and courtesy.
- District organization, operations, policies and objectives.
- Datatel and its components

ABILITY TO:

- Work effectively with College students, their families, counselors, faculty and other staff and the public.
- Assist with the development of services for College students.
- Write legibly.
- Make arithmetic calculations quickly and accurately.
- Work confidentially with discretion.
- Perform routine, repetitive duties to completion.
- Travel to attend training, workshops and orientations.
- Assist in training of other classified employees.
- Work with students, staff, faculty and public.
- Work confidentially with discretion.
- Work independently with little direction.
- Plan and organize work.
- Learn, train and supervise personnel in Datatel and its components.

WORKING CONDITIONS:

ENVIRONMENT:

Student Services office environment.

Constant interruptions and frequent interaction with students, staff and the public.

PHYSICAL ABILITIES:

Hearing and speaking to exchange information in person or on the telephone.

Dexterity of hands and fingers to operate standard office equipment.

Sitting or standing for extended periods of time.

Seeing to read records and reports.

EDUCATION AND EXPERIENCE:

Associate's degree or equivalent and two years of experience working in a student services capacity

February 5, 2015

Dr. Lisa Ramirez, Director
U. S. Department of Education Office of Migrant Education
HEP/CAMP Team Room 3E319
400 Maryland Avenue S.W.
Washington, DC 20202-6135

*Re: Letter of Support for West Hills Community College District High School Equivalency Program CFDA
84-141*

Dear Dr. Ramirez,

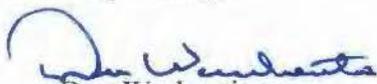
It is with great enthusiasm that I write this letter in support of West Hills Community College District's application for the U.S. Department of Education High School Equivalency Program (HEP). As a President in the Community College systems, I have experienced the importance and benefits that this grant program provides for students from migrant and seasonal farmworker backgrounds.

West Hills Community College District's external communication has been recognized for the number of partnerships that we have with the regional community college collaborative consortiums, K-12 Unified School Districts and their Migrant Education services, rural municipalities and workforce development partners including employers. In an underserved region such as ours, the value of partnerships allows us to succeed in creating access and opportunity for our vast rural agricultural service areas' students that would have been impossible with just college resources.

West Hills College Lemoore is committed to offering the academic support and resources needed through our student services programs to assist HEP students in completing their high school equivalency exam and transitioning into post-secondary education or employment.

We continually research opportunities to strengthen services for our underserved students and families. I strongly encourage the U.S. Department of Education High School Equivalency Program's utmost consideration for funding to West Hills Community College District.

Respectfully,



Don Warkentin
President

COALINGA

February 5, 2015

Dr. Lisa Ramirez, Director
U. S. Department of Education Office of Migrant Education
HEP/CAMP Team Room 3E319
400 Maryland Avenue S.W.
Washington, DC 20202-6135

*Re: Letter of Support for West Hills Community College District High School Equivalency Program
CFDA 84-141*

Dear Dr. Ramirez:

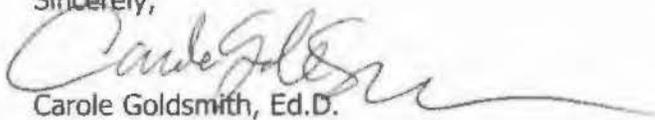
It is with great enthusiasm that I write this letter in support of West Hills Community College District's application for the U.S. Department of Education High School Equivalency Program (HEP). As a President in the Community College systems, I have experienced the importance and benefits that this grant program provides for students from migrant and seasonal farmworker backgrounds.

West Hills Community College District's external communication has been recognized for the number of partnerships that we have with the regional community college collaborative consortiums, K-12 Unified School Districts and their Migrant Education services, rural municipalities and workforce development partners including employers. In an underserved region such as ours, the value of partnerships allows us to succeed in creating access and opportunity for our vast rural agricultural service areas' students that would have been impossible with just college resources.

West Hills College Coalinga is committed to offering the academic support and resources needed through our student services programs to assist HEP students in completing their high school equivalency exam and transitioning into post-secondary education or employment.

We continually research opportunities to strengthen services for our underserved students and families. I strongly encourage the U.S. Department of Education High School Equivalency Program's utmost consideration for funding to West Hills Community College District.

Sincerely,



Carole Goldsmith, Ed.D.
President



Jim A. Yovino
Superintendent

fresno county office of education



MIGRANT EDUCATION, Region IV
Rubén V. Castillo, Administrator

February 12, 2014

Dr. Lisa Ramirez, Director
United States Department of Education
Office of Migrant Education
400 Maryland Avenue S.W. Team Room 3E317
Washington, DC 20202-6135

Dear Dr. Ramirez:

Fresno County Office of Education, Migrant Education Program, Region IV is very pleased to support West Hills Community College's (WHCC), High School Equivalency Program (HEP) grant proposal application. There is a continuing and immense need for such a project and services given the limited opportunity of employment in the area. HEP provides eligible migrant and seasonal farmworkers and members of their immediate family with general education program resources and educational opportunities to fulfill their potential and promise of receiving a general education diploma, providing an opportunity to change a life.

Fresno County Office of Education, Migrant Education Program, Region IV is familiar with the validated successes of HEP and works with WHCC HEP to provide many migrant students and parents with their first chance to begin a new life including a fresh start by either gaining employment or pursuing post-secondary education.

As partners with HEP at West Hills Community College, we are thoroughly committed to working with its staff to further enhance the program and continue to serve our communities within the service area.

As the Administrator of the Migrant Education Region IV program, I have the utmost trust and complete confidence in the program and support the West Hills Community College HEP Grant Proposal.

Thank you.

Sincerely,

(b)(6)

Ruben V. Castillo, Administrator
Migrant Education Program, Region IV

1684 W. Shaw Avenue, Suite 101 • Fresno, California 93711
(559) 497-3862 • FAX (559) 497-3801 • TDD (559) 497-3912 • www.fcoe.org

PR/Award # S141A150026

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USDA



United States Department of Agriculture
Hispanic-Serving Institutions National Program

February 10, 2014

Dr. Lisa Ramirez
Director, Office of Migrant Education
Office of Elementary and Secondary Education
400 Maryland Avenue, S.W., 3E-317
Washington DC 20202

Re: Expressing Support for the West Hills Community College District College Assistance Migrant Program (CAMP) CFDA 84.149 Application

Dear Dr. Lisa Ramirez,

In my role as the USDA-HSI Regional Director for Central-Northern California and Washington State, I strive to create strategic partnerships between the U.S. Department of Agriculture (USDA) and Hispanic Serving Institutions (HSIs). Hence, I am looking forward to continue working with the College Assistance Migrant Program (CAMP) in Firebaugh, West Hills College, Coalinga and Lemoore to promote USDA internships, scholarships, prospective employment, and fellowship opportunities to participating students and staff.

I will commit to invite CAMP students from West Hills College, Coalinga and Firebaugh to future USDA events; to provide students and staff the opportunity to network with participating USDA Agencies and Special Guests representatives, and learn about internships, scholarships, sponsorships, student employment programs, career opportunities, and public service with USDA. At these events, students will have the opportunity to explore and expand on their educational choices, and receive first-hand advice on how to apply to student employment programs, that include Science, Technology, Engineering and Mathematics (STEM), such as the Pathways Program on USAjobs.gov and the HACU-National Partnership Program (HNIP).

Sincerely,

(b)(6)

Juan Manuel Alvarez, M.P.A.
USDA-HSI Regional Director
Central-Northern California & Washington State



Jeffrey W. White, O.D.
Vision Correction, Diseases of the Eye

February 11, 2015

Dr. Lisa Ramirez, Director
United States Department of Education
Office of Migrant Education HEP/CAMP Team
400 Maryland Avenue S.W. Room 3E319
Washington, DC 20202-6135

Dear Dr. Lisa Ramirez:

It is with great pleasure that I lend my support of the West Hills Community College District (WHCCD) High School Equivalency Program (HEP) CFDA 84.141A application which will help migrant and seasonal farmworkers and members of their immediate family from the WHCCD service areas, primarily rural farming communities in the Central San Joaquin Valley.

I commend the efforts of this application to assist farmworkers and their families obtain the equivalent of a secondary school diploma, and subsequently gain employment or be placed in an institution of higher education (IHE) or other postsecondary education or training.

According to the California Department of Education, over 94% of the children in our service area receive free or reduced lunches—a main indicator of familial poverty—whereas the state average is 50.4% for the Free/Reduced Program for Meals¹.

As a Doctor offering optometry services to low-income families in rural communities encompassing vast rural agricultural communities, it is quite evident that offering educational opportunities is of utmost importance and necessary to stay competitive with today's employer high skills demand. Having a HEP Program available is a start to paving career pathway opportunities and help advance working families from poverty levels.

I strongly encourage positive consideration be given to West Hills Community College District, as a primary in the HEP application. Services and resources offered through the HEP Program will provide education and career pathway opportunities for our rural community members. Farm working families will benefit and need the services offered by HEP to persist through the hardships driven by California's catastrophic drought conditions and economic downturns.

Sincerely

(b)(6)

Jeffrey W. White, O.D.



STACY EASTMAN, D.D.S. & ASSOCIATES

410 N. 5th Street - Coalinga, CA 93210
PH: 559-935-2111 - FAX: 559-935-1281

February 10, 2014

Dr. Lisa Ramirez, Director
United States Department of Education
Office of Migrant Education HEP/CAMP Team
400 Maryland Avenue S.W. Room 3E317
Washington, DC 20202-6135

*RE: West Hills Community College District High School Equivalency Program (HEP)
Proposal CFDA 84.141*

Dear Dr. Lisa Ramirez:

I am writing in support of the West Hills Community College District (WHCCD) High School Equivalency Program (HEP) grant application which will provide supportive services to farm-working families of the WHCCD service areas and help them attain their general education diploma. Families living in this Valley's rural central agricultural region are some of the most underserved in the State of California; thirty-five percent of our population meet or exceed the federal poverty guidelines.

As a DDS offering services to farm-working families in these rural agricultural communities encompassing from Bakersfield to Firebaugh, it is quite evident that offering educational opportunities is of utmost importance and necessary to stay competitive with today's employer high skills demand. Having a HEP Program available is a start to paving career pathway opportunities and help advance working families from poverty levels.

I strongly support West Hills Community College District's application for your HEP Grant and ask your utmost consideration. HEP Program resources are critical to help educate our community members and give families the skills to endure these economic hardships.

Sincerely,

(b)(6)

Stacy Eastman D.D.S.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:	DATE:01/16/2014
ORGANIZATION:	FILING REF.: The preceding
West Hills Community College District	agreement was dated
9900 Cody Avenue	05/01/2008
Coalinga, CA 93210	

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2013	06/30/2018	29.50	On-Campus	All Programs
PRED.	07/01/2013	06/30/2018	13.30	Off-Campus	All Programs
PROV.	07/01/2018	06/30/2019	29.50	On-Campus	All Programs
PROV.	07/01/2018	06/30/2019	13.30	Off-Campus	All Programs

*BASE

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

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

WEST HILLS COMMUNITY COLLEGE
High School Equivalency Program
Budget Summary

SALARIES

HEP Director (100%) <i>*Lead program, campus and migrant community liaison, develop & implement program strategies, network with regional partners</i>	336,892	
Advising Specialists <i>*advising, student support, outreach and recruitment</i>		
(Lemoore College/assist at Firebaugh .5 FTE)	186,135	
(Firebaugh Center .5 FTE)	186,135	
(Coalinga College .5 FTE)	186,135	
Grant Accounting Support (.10 FTE)	28,080	
Peer Tutors <i>*tutoring & weekly student support</i>	55,872	
HEP Instructor <i>Provide HSE instruction</i>	473,040	
TOTAL	1,452,290	1,452,290

BENEFITS

PERS	\$923,377 X 11.77%	108,681	
APPLE	\$528,912 X 3.75%	19,834	
FICA	\$923,377 X 6.2%	57,249	
M/C	\$923,377 X 1.45%	13,389	
SUI	\$1,452,290 X .05%	726	
W/C	\$1,452,290 X 2.0%	29,046	
Health/Welfare Benefits	\$17,573 X 2.60 FTE	228,449	
TOTAL		457,374	457,374

TRAVEL AND CONFERENCE

National Directors Conf.-Washington D.C. & National Migrant Conf.		
1 staff X 2 conferences per year		18,000
Staff to National HEP/CAMP Association Conference		
3 staff X 1 conference per year		27,000
Staff Mileage (District-wide travel x 3 Staff)		
total staff mileage		25,366
TOTAL		70,366

EQUIPMENT

TOTAL **0**

SUPPLIES

Instructional Supplies/HSE study guides	15,270	
Office Supplies	3,854	
Workshop Supplies	3,410	
TOTAL	22,534	22,534

CONTRACTUAL

External Evaluator	16,000	
Testing Fees	54,000	
Enrichment Activities: Role Model Speakers	7,200	
		77,200
TOTAL		77,200

OTHER SERVICES

HEP Chats (throughout academic year)		
Firebaugh, Coalinga & Lemoore	6,400	
University Campus Visits & Cultural Exploration		
Two Field Trips (Fall & Spring)	17,400	
HEP Graduation Ceremony	5,900	
CAHEP Association fee	6,000	
		35,700
TOTAL		35,700

TOTAL DIRECT COSTS		2,115,464
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INDIRECT COST 8%

	169,236
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STUDENT SUPPORT

Eye Exams	2,700	
Eye Glasses	4,050	
Dental cleaning/exams	8,550	
Tuition Scholarship	75,000	
		90,300
TOTAL		90,300

GRAND TOTAL		2,375,000
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**California salaries may seem high compared to national norms; however, salaries adhere to the WHCCD salary schedule and are in proportion to California cost of living. The WHCCD HEP Director has 5 years experience in the higher education system implementing strategies to improve the lives of migrant and seasonal farmworkers. The WHCCD service area encompasses 3,464 square miles; currently, gasoline in Coalinga is \$2.79/gallon.*

WEST HILLS COMMUNITY COLLEGE
High School Equivalency Program
Year 1 Budget Detail 2015-2016

SALARIES

HEP Director (100%) *Lead program, campus and migrant community liaison, develop & implement program strategies, network with regional partners	60,969	
Advising Specialists *advising, student support, outreach and recruitment (WHC Lemoore .5 FTE)	35,795	
(Firebaugh Center .5 FTE)	35,795	
(WHC Coalinga .5 FTE)	35,795	
Grant Accounting Support (.10 FTE)	5,082	
Peer Tutors *tutoring & weekly student support. (1006hrs x \$12/hr)	12,072	
HEP Instructor Provide HSE instruction \$30 x 8 hrs/day x 146 days x 3	105,120	
TOTAL	290,628	

BENEFITS

PERS	\$173,436 X 11.77%	20,413	
APPLE	\$117,192 X 3.75%	4,395	
FICA	\$173,436 X 6.2%	10,753	
M/C	\$173,436 X 1.45%	2,515	
SUI	\$290,628 X .05%	145	
W/C	\$290,628 X 2.0%	5,813	
Health/Welfare Benefits	\$17,573 X 2.60 FTE	45,690	
TOTAL		89,723	

TRAVEL AND CONFERENCE

National Directors Conf.-Washington D.C. & National Migrant Conf. \$1800 X 1 staff X 2 conferences	3,600	
Staff to National HEP/CAMP Association Conference \$1,800 X 3 staff X 1 conference	5,400	
Staff Mileage (District-wide travel x 3 Staff) (11,998 miles X .575 cents/mi)	6,899	
TOTAL	15,899	

EQUIPMENT

TOTAL **0**

SUPPLIES

Instructional Supplies/HSE study guides	2,750	
Office Supplies	883	
Workshop Supplies	695	
TOTAL	4,328	

CONTRACTUAL

External Evaluator	3,200	
Testing Fees	10,800	
Enrichment Activities: Role Model Speakers	1,200	
TOTAL		15,200

OTHER SERVICES

HEP Chats (throughout academic year)		
Firebaugh, Coalinga & Lemoore	1,200	
University Campus Visits & Cultural Exploration		
Two Field Trips (Fall & Spring)	3,400	
HEP Graduation ceremony	1,200	
HEP Association fee	1,200	
TOTAL		7,000

TOTAL DIRECT COSTS 422,778

INDIRECT COST 8% 33,822

STUDENT SUPPORT

Eye Exams (\$60 x 10 students)	600	
Eye Glasses (\$90 x 10 students)	900	
Dental cleaning/exams (\$190 x 10 students)	1,900	
HEP Student stipends	15,000	
TOTAL		18,400

GRAND TOTAL 475,000

**California salaries may seem high compared to national norms; however, salaries adhere to the WHCCD salary schedule and are in proportion to California cost of living. The WHCCD HEP Director has 5 years experience in the higher education system implementing strategies to improve the lives of migrant and seasonal farmworkers. The WHCCD service area encompasses 3,464 square miles; currently, gasoline in Coalinga is \$2.79/gallon.*

WEST HILLS COMMUNITY COLLEGE
High School Equivalency Program
Year 2 Budget Detail 2016-2017

SALARIES

HEP Director (100%) <i>*Lead program, campus and migrant community liaison, develop & implement program strategies, network with regional partners</i>	64,018	
Advising Specialists <i>*advising, student support, outreach and recruitment</i>		
(WHC Lemoore .5 FTE)	37,585	
(Firebaugh Center .5 FTE)	37,585	
(WHC Coalinga .5 FTE)	37,585	
Grant Accounting Support (.1 FTE)	5,336	
Peer Tutors <i>*tutoring & weekly student support (1200 hrs x \$12/hr)</i>	14,400	
HEP Instructor <i>Provide HSE instruction \$30 x 7 hrs/day x 146 days x 3</i>	91,980	
TOTAL	288,489	288,489

BENEFITS

PERS	\$182,109 X 11.77%	21,434	
APPLE	\$106,380 X 3.75%	3,989	
FICA	\$182,109 X 6.2%	11,291	
M/C	\$182,109 X 1.45%	2,641	
SUI	\$288,489 X .05%	144	
W/C	\$288,489 X 2.0%	5,770	
Health/Welfare Benefits	\$17,573 X 2.6 FTE	45,690	
TOTAL		90,958	90,958

TRAVEL AND CONFERENCE

National Directors Conf.-Washington D.C. & National Migrant Conf.			
\$1800 X 1 staff X 2 conferences		3,600	
Staff to National HEP/CAMP Association Conference			
\$1,800 X 3 staff X 1 conference		5,400	
Staff Mileage (District-wide travel x 3 Staff)			
(11,589 miles X .575 cents/mi)		6,664	
TOTAL		15,664	15,664

EQUIPMENT

TOTAL	0
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SUPPLIES

Instructional Supplies/HSE study guides	3,200	
Office Supplies	850	
Workshop Supplies	817	
TOTAL	4,867	4,867

CONTRACTUAL

External Evaluator	3,200	
Testing Fees	10,800	
Enrichment Activities: Role Model Speakers	1,600	
TOTAL		15,600

OTHER SERVICES

HEP Chats (throughout academic year)		
Firebaugh, Coalinga & Lemoore	1,400	
University Campus Visits & Cultural Exploration		
Two Field Trips (Fall & Spring)	3,400	
HEP Graduation Ceremony	1,200	
HEP Association fee	1,200	
TOTAL		7,200

TOTAL DIRECT COSTS **422,777**

INDIRECT COST 8% **33,822**

STUDENT SUPPORT

Eye Exams (\$60 x 10 students)	600	
Eye Glasses (\$90 x 10 students)	900	
Dental cleaning/exams (\$190 x 10 students)	1,900	
HEP Student Stipends	15,000	
TOTAL		18,400

GRAND TOTAL **475,000**

**California salaries may seem high compared to national norms; however, salaries adhere to the WHCCD salary schedule and are in proportion to California cost of living. The WHCCD HEP Director has 5 years experience in the higher education system implementing strategies to improve the lives of migrant and seasonal farmworkers. The WHCCD service area encompasses 3,464 square miles; currently, gasoline in Coalinga is \$2.79/gallon.*

WEST HILLS COMMUNITY COLLEGE
High School Equivalency Program
Year 3 Budget Detail 2017-2018

SALARIES

HEP Director (100%) <i>*Lead program, campus and migrant community liaison, develop & implement program strategies, network with regional partners</i>	67,218	
Advising Specialists <i>*advising, student support, outreach and recruitment</i>		
(WHC Lemoore College .5 FTE)	37,585	
(Firebaugh Center .5 FTE)	37,585	
(WHC Coalinga .5 FTE)	37,585	
Grant Accounting Support (.1 FTE)	5,603	
Peer Tutors <i>*tutoring & weekly student support (1000 hrs x \$12/hr)</i>	12,000	
HEP Instructor <i>Provide HSE instruction \$30 x 7 hrs/day x 146 days x 3</i>	91,980	
TOTAL	289,556	

BENEFITS

PERS	\$185,576 X 11.77%	21,842	
APPLE	\$103,980 X 3.75%	3,899	
FICA	\$185,576 X 6.2%	11,506	
M/C	\$185,576 X 1.45%	2,691	
SUI	\$289,556 X .05%	145	
W/C	\$289,556 X 2.0%	5,791	
Health/Welfare Benefits	\$17,573 X 2.6 FTE	45,690	
TOTAL		91,564	

TRAVEL AND CONFERENCE

National Directors Conf.-Washington D.C. & National Migrant Conf.			
\$1800 X 1 staff X 2 conferences		3,600	
Staff to National HEP/CAMP Association Conference			
\$1,800 X 3 staff X 1 conference		5,400	
Staff Mileage (District-wide travel x 3 Staff)			
(8,477 miles X .575 cents/mi)		4,874	
TOTAL		13,874	

EQUIPMENT

TOTAL	0
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SUPPLIES

Instructional Supplies/HSE study guides	3,260	
Office Supplies	824	
Workshop Supplies	700	
TOTAL	4,784	

CONTRACTUAL

External Evaluator	3,200	
Testing Fees	10,800	
Enrichment Activities: Role Model Speakers	1,600	
TOTAL		15,600

OTHER SERVICES

HEP Chats (throughout academic year)		
Firebaugh, Coalinga & Lemoore	1,400	
University Campus Visits & Cultural Exploration		
Two Field Trips (Fall & Spring)	3,600	
HEP Graduation Ceremony	1,200	
HEP Association fee	1,200	
TOTAL		7,400

TOTAL DIRECT COSTS **422,778**

INDIRECT COST 8% **33,822**

STUDENT SUPPORT

Eye Exams (\$60 x 10 students)	600	
Eye Glasses (\$90 x 10 students)	900	
Dental cleaning/exams (\$190 x 10 students)	1,900	
HEP Student Stipends	15,000	
TOTAL		18,400

GRAND TOTAL **475,000**

**California salaries may seem high compared to national norms; however, salaries adhere to the WHCCD salary schedule and are in proportion to California cost of living. The WHCCD HEP Director has 5 years experience in the higher education system implementing strategies to improve the lives of migrant and seasonal farmworkers. The WHCCD service area encompasses 3,464 square miles; currently, gasoline in Coalinga is \$2.79/gallon.*

WEST HILLS COMMUNITY COLLEGE
High School Equivalency Program
Year 4 Budget Detail 2018-2019

SALARIES

HEP Director (100%) <i>*Lead program, campus and migrant community liaison, develop & implement program strategies, network with regional partners</i>	70,579	
Advising Specialists <i>*advising, student support, outreach and recruitment</i>		
(WHC Lemoore .5 FTE)	37,585	
(Firebaugh Center .5 FTE)	37,585	
(WHC Coalinga .5 FTE)	37,585	
Grant Accounting Support (.1 FTE)	5,883	
Peer Tutors <i>*tutoring & weekly student support (750 hrs x \$12/hr)</i>	9,000	
HEP Instructors <i>Provides HSE Instruction (\$30 x 7 hrs/day x 146 days x 3</i>	91,980	
TOTAL		290,197

BENEFITS

PERS	\$189,217 X 11.77%	22,271	
APPLE	\$100,980 X 3.75%	3,787	
FICA	\$189,217 X 6.2%	11,731	
M/C	\$189,217 X 1.45%	2,744	
SUI	\$290,197 X .05%	145	
W/C	\$290,197 X 2.0%	5,804	
Health/Welfare Benefits	\$17,573 X 2.6 FTE	45,690	
TOTAL		92,172	

TRAVEL AND CONFERENCE

National Directors Conf.-Washington D.C. & National Migrant Conf.			
\$1800 X 1 staff X 2 conferences		3,600	
Staff to National HEP/CAMP Association Conference			
\$1,800 X 2 staff X 1 conference		5,400	
Staff Mileage (District-wide travel x 3 Staff)			
(6,350miles X .575 cents/mi)		3,651	
TOTAL		12,651	

EQUIPMENT

TOTAL	0
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SUPPLIES

Instructional Supplies/HSE study guides	3,260	
Office Supplies	800	
Workshop Supplies	698	
TOTAL		4,758

CONTRACTUAL

External Evaluator	3,200	
Testing Fees	10,800	
Enrichment Activities: Role Model Speakers	1,600	
TOTAL		15,600

OTHER SERVICES

HEP Chats (throughout academic year)		
Firebaugh, Coalinga & Lemoore	1,400	
University Campus Visits & Cultural Exploration		
Two Field Trips (Fall & Spring)	3,600	
HEP Graduation Ceremony	1,200	
HEP Association fee	1,200	
TOTAL		7,400

TOTAL DIRECT COSTS **422,778**

INDIRECT COST 8% **33,822**

STUDENT SUPPORT

Eye Exams (\$60 x 10 students)	600	
Eye Glasses (\$90 x 10 students)	900	
Dental cleaning/exams (\$190 x 10 students)	1,900	
Student Stipends	15,000	
TOTAL		18,400

GRAND TOTAL **475,000**

**California salaries may seem high compared to national norms; however, salaries adhere to the WHCCD salary schedule and are in proportion to California cost of living. The WHCCD HEP Director has 5 years experience in the higher education system implementing strategies to improve the lives of migrant and seasonal farmworkers. The WHCCD service area encompasses 3,464 square miles; currently, gasoline in Coalinga is \$2.79/gallon.*

WEST HILLS COMMUNITY COLLEGE
High School Equivalency Program
Year 5 Budget Detail 2019-2020

SALARIES

HEP Director (100%) <i>*Lead program, campus and migrant community liaison, develop & implement program strategies, network with regional partners</i>	74,108	
Advising Specialists <i>*advising, student support, outreach and recruitment</i>		
(WHC Lemoore .5 FTE)	37,585	
(Firebaugh Center .5 FTE)	37,585	
(WHC Coalinga .5 FTE)	37,585	
Grant Accounting Support (.1 FTE)	6,177	
Peer Tutors <i>*tutoring & weekly student support (700hrs x \$12/hr)</i>	8,400	
HEP Instructors Provides HSE Instruction (\$30 x 7 hrs/day x 146 days x 3	91,980	
TOTAL	293,420	293,420

BENEFITS

PERS	\$193,040 X 11.77%	22,721	
APPLE	\$100,380 X 3.75%	3,764	
FICA	\$193,040 X 6.2%	11,968	
M/C	\$193,040 X 1.45%	2,799	
SUI	\$293,420 X .05%	147	
W/C	\$293,420 X 2.0%	5,868	
Health/Welfare Benefits	\$17,573 X 2.6 FTE	45,690	
TOTAL		92,957	92,957

TRAVEL AND CONFERENCE

National Directors Conf.-Washington D.C. & National Migrant Conf.			
\$1800 X 1 staff X 2 conferences		3,600	
Staff to National HEP/CAMP Association Conference			
\$1,800 X 1 staff X 1 conference		5,400	
Staff Mileage (District-wide travel x 3 Staff)			
(5,700 miles X .575 cents/mi)		3,278	
TOTAL		12,278	12,278

EQUIPMENT

TOTAL **0**

SUPPLIES

Instructional Supplies/HSE study guides	2,800	
Office Supplies	497	
Workshop Supplies	500	
TOTAL	3,797	3,797

CONTRACTUAL

External Evaluator	3,200	
Testing Fees	10,800	
Enrichment Activities: Role Model Speakers	1,200	
TOTAL		15,200

OTHER SERVICES

HEP Chats (throughout academic year)		
Firebaugh, Coalinga & Lemoore	1,000	
University Campus Visits & Cultural Exploration		
Two Field Trips (Fall & Spring)	3,400	
HEP Graduation Ceremony	1,100	
HEP Association fee	1,200	
TOTAL		6,700

TOTAL DIRECT COSTS 424,352

INDIRECT COST 8% 33,948

STUDENT SUPPORT

Eye Exams (\$60 x56 students)	300	
Eye Glasses (\$90 x 5 students)	450	
Dental cleaning/exams (\$190 x56 students)	950	
HEP Student Stipends	15,000	
TOTAL		16,700

GRAND TOTAL 475,000

**California salaries may seem high compared to national norms; however, salaries adhere to the WHCCD salary schedule and are in proportion to California cost of living. The WHCCD HEP Director has 5 years experience in the higher education system implementing strategies to improve the lives of migrant and seasonal farmworkers. The WHCCD service area encompasses 3,464 square miles; currently, gasoline in Coalinga is \$2.79/gallon.*

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

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

Name of Institution/Organization

West Hills Community College District

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	290,628.00	288,489.00	289,556.00	290,197.00	293,420.00	1,452,290.00
2. Fringe Benefits	89,723.00	90,958.00	91,564.00	92,172.00	92,957.00	457,374.00
3. Travel	15,899.00	15,664.00	13,874.00	12,651.00	12,278.00	70,366.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	4,328.00	4,867.00	4,784.00	4,758.00	3,797.00	22,534.00
6. Contractual	15,200.00	15,600.00	15,600.00	15,600.00	15,200.00	77,200.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	7,000.00	7,200.00	7,400.00	7,400.00	6,700.00	35,700.00
9. Total Direct Costs (lines 1-8)	422,778.00	422,778.00	422,778.00	422,778.00	424,352.00	2,115,464.00
10. Indirect Costs*	33,822.00	33,822.00	33,822.00	33,822.00	33,948.00	169,236.00
11. Training Stipends	18,400.00	18,400.00	18,400.00	18,400.00	16,700.00	90,300.00
12. Total Costs (lines 9-11)	475,000.00	475,000.00	475,000.00	475,000.00	475,000.00	2,375,000.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2018 (mm/dd/yyyy)

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

The Indirect Cost Rate is 29.50 %.

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

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

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Javier		Cazares	

Address:

Street1:	300 Cherry Lane
Street2:	
City:	Coalinga
County:	
State:	CA: California
Zip Code:	93210-9247
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
559 934-2176	559 934-2872

Email Address:

javiercazares@whccd.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

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No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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