

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



**APPLICATION FOR GRANTS  
UNDER THE**

**HEP-84.141A-1**

**CFDA # 84.141A**

**PR/Award # S141A150027**

**Grants.gov Tracking#: GRANT11834021**

OMB No. , Expiration Date:

Closing Date: Feb 12, 2015

## \*\*Table of Contents\*\*

Form	Page
<b>1. Application for Federal Assistance SF-424</b>	e3
<i>Attachment - 1 (Areas_Affected_by_Project1004986995)</i>	e6
<i>Attachment - 2 (Congressional_Districts_CA_Topete1004986997)</i>	e7
<b>2. Assurances Non-Construction Programs (SF 424B)</b>	e8
<b>3. Disclosure Of Lobbying Activities (SF-LLL)</b>	e10
<b>4. ED GEPA427 Form</b>	e11
<i>Attachment - 1 (CSULB_HEP_GEPA1004987135)</i>	e12
<b>5. Grants.gov Lobbying Form</b>	e13
<b>6. ED Abstract Narrative Form</b>	e14
<i>Attachment - 1 (HEP_ABSTRACT1004987139)</i>	e15
<b>7. Project Narrative Form</b>	e16
<i>Attachment - 1 (CSULB_HEP_Project_Narrative1004987141)</i>	e17
<b>8. Other Narrative Form</b>	e42
<i>Attachment - 1 (CSULB_HEP_Other_Attachments1004987142)</i>	e43
<b>9. Budget Narrative Form</b>	e61
<i>Attachment - 1 (HEP_Budget_Narrative1004987136)</i>	e62
<b>10. Form ED_524_Budget_1_2-V1.2.pdf</b>	e66
<b>11. Form ED_SF424_Supplement_1_2-V1.2.pdf</b>	e68

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

**Application for Federal Assistance SF-424**

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

* 3. Date Received: <input type="text" value="02/12/2015"/>	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="956106694"/>	* c. Organizational DUNS: <input type="text" value="006199129"/>
---	---

**d. Address:**

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

**e. Organizational Unit:**

Department Name: <input type="text" value="ORSP"/>	Division Name: <input type="text" value="Academic Affairs"/>
---	---

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

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

Title:

Organizational Affiliation:

\* Telephone Number:  Fax Number:

\* Email:

**Application for Federal Assistance SF-424**

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

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:

X: Other (specify)

\* Other (specify):

Non-Profit Inst. of Higher Ed.

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

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.):**

Areas\_Affected\_by\_Project1004986995.pdf

Add Attachment

Delete Attachment

View Attachment

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

HIGH SCHOOL EQUIVALENCY PROGRAM

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="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:

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

**Los Angeles County**

**Riverside County**

**Long Beach City**

**Indio City**

**Riverside City**

**Cochella City**

**Los Angeles City**

**State of California**

**Congressional Districts of:**

**CA-ALL**

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
David Smith	Pre-Award Specialist
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
California State University Long Beach Research Foundation	02/12/2015

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

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

**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name: California State University Long Beach Research Foundation

\* Street 1: 6300 State University Drive Street 2: Ste 332

\* City: Long Beach State: CA: California Zip: 908154670

Congressional District, if known: CA-047

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

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

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

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

Prefix: Middle Name: \* First Name: N/A \* Last Name: N/A Suffix: Street 1: N/A Street 2: \* City: N/A State: Zip:

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

Prefix: Middle Name: \* First Name: N/A \* Last Name: N/A Suffix: Street 1: N/A Street 2: \* City: N/A 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: David . Smith

\* Name: Prefix: Mr \* First Name: David Middle Name: \* Last Name: Smith Suffix: Title: Pre-Award Specialist Telephone No.: (562) 985-5330 Date: 02/12/2015

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

PR/Award # S141A150027

## NOTICE TO ALL APPLICANTS

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

CSULB\_HEP\_GEPA1004987135.pdf

Add Attachment

Delete Attachment

View Attachment

## **Plan to address General Education Provisions Act Section 427 (GEPA)**

As demonstrated throughout this proposal, CSU Long Beach is deeply committed to quality education for all students. The High School Equivalency (HEP) will continue this commitment by providing equal treatment of students traditionally underrepresented in education including racial or ethnic and language minority groups, and individuals with disabilities. The project is guided by the concept that every aspect of the services will be delivered in a manner that is not determined nor affected by the race, creed, color, religion, gender, sexual orientation or disabling condition of the participants.

The university uses a proactive approach to providing equal access to programs and services. The university expects its employees, students, parents, contractors and guests to demonstrate the utmost respect and civility toward all individuals and groups participating in the CSULB learning environment.

CSULB will review the General Education Provisions Act annually with the assistance of the external evaluator. The internal evaluator will work with the GEPA work group to ensure that materials and project processes and procedures eliminate any perceived barriers.

Steps in Completing the General Education Provisions Act review:

1. Appoint a GEPA work group from Educational Equity Services Division for the GEPA review;
2. Select project external evaluator;
3. External evaluator conducts reviews and reports finding to the GEPA work group;
4. The GEPA group works with project staff to develop corrective action as necessary;
5. External evaluator reviews proposed corrective action(s) to assure compliance;
6. Corrective action(s) are implemented.

CSULB's learning environment and student-centered approach to learning has always insured not only equal access, but fair and equitable support for all persons coming in contact with university programs and services. CSULB is committed to using this same approach in ensuring that no barriers exist that cannot be reasonably overcome by institutional actions, and the help of community partners, to provide equitable participation for all students.

CSULB HEP GEPA

## 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

California State University Long Beach Research Foundation

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr \* First Name: David Middle Name:

\* Last Name: Smith Suffix:

\* Title: Pre-Award Specialist

\* SIGNATURE: David Smith

\* DATE: 02/12/2015

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

## ABSTRACT

The California State University, Long Beach (CSULB), requests funds to operate a High School Equivalency Program (HEP) to serve 80 eligible students from a large pool of migrant and seasonal farm work from Los Angeles, Orange, and Riverside Counties. In cooperation with the state's Migrant Education Office; Migrant Education Programs in Regions 7, 9, and 10; and community partners, CSULB will identify needs critical for migrants and seasonal farmworkers' success. The two main goals of the program are that: (1) 75% will complete the high school equivalency (HSE) each grant year (GPRA Measure 1); and 90% of the HSE recipients will enter postsecondary or training program, upgraded employment, or the military each year of the grant (GPRA Measure 2). The program will provide intensive instructional, supportive, and financial services to the most in need, migrant and seasonal farmworkers preparing for and obtaining their HSE. The participants will obtain necessary academic and vocational skills needed in a postsecondary institution and the workforce. Upon completion of their HSE program, participants will be exposed, prepared, and motivated to continue their education in a postsecondary institution, training program, or secure employment leading toward a chosen career. The project objectives include the recruitment of unserved seasonal farmworkers most in need of HEP services. Staff will conduct intakes to determine eligibility and enroll participants. Upon enrollment, participants will be provided an educational assessment and vocational evaluation to determine their skills and abilities for development of an individual educational plan. The intensive HSE instructional program will include academic and career counseling to ensure a high success rate. HEP's objectives will focus on helping migrant and seasonal farmworkers and members of their immediate family.

## Project Narrative File(s)

---

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

---

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

**HIGH SCHOOL EQUIVALENCY PROGRAM  
CALIFORNIA STATE UNIVERSITY LONG BEACH**

**TABLE OF CONTENTS**

<b>PART 1</b>	<b>PRELIMINARY DOCUMENTS</b>		
<b>PART 2</b>	<b>BUDGET INFORMATION</b>		
<b>PART 3</b>	<b>ED ABSTRACT</b>		
<b>PART 4</b>	<b>PROJECT NARRATIVE</b>		
	<b>1. Need for and Significance of Project</b>	<b>Page</b>	<b>1</b>
	<b>2. Quality of Project Design</b>	<b>Page</b>	<b>3</b>
	<b>3. Quality of Project Services</b>	<b>Page</b>	<b>8</b>
	<b>4. Quality of Project Personnel</b>	<b>Page</b>	<b>9</b>
	<b>5. Quality of Management Plan</b>	<b>Page</b>	<b>12</b>
	<b>6. Adequacy of Resources</b>	<b>Page</b>	<b>16</b>
	<b>7. Quality of Project Evaluation</b>	<b>Page</b>	<b>21</b>
<b>PART 5</b>	<b>BUDGET NARRATIVE</b>		
<b>PART 6</b>	<b>OTHER ATTACHMENTS FORM</b>		
<b>PART 7</b>	<b>ASSURANCES AND CERTIFICATIONS</b>		
<b>PART 8</b>	<b>INTERGOVERNMENTAL REVIEW</b>		

**I. Need for and Significance of project**

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

The Public Policy Institute of California (2007) estimated California has approximately 265,000 Out-of-School immigrant youth. California Migrant Education (MEP) officials conservatively estimate that 47% percent (106,000) of these students will drop out prior to competing a high school diploma (California State Service Delivery Plan for the Migrant Education Program, 2010). In the three-county region this proposal targets (Los Angeles, Orange, and Riverside), there was a combined 10,768 out-of-school migrant youth in 2012 (MEP 2014). These youth fall into two categories- (37%) youth who immigrated to the U.S. to work, have not attended school in the U.S., and do not have a high school diploma; and (63%) those that attended school in the U.S., but dropped out prior to completing a high school diploma (MEP, 2014). These statistics make a convincing statement about the severe need for a High School Equivalency Program to target these youth.

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

The CSULB HEP program is designed to target the Out-of-School Youth (OSY) population by coordinating and collaborating with the three Migrant Regions (7, 9, and 10) to provide the resources and personnel required to effectively recruit, retain, and guide OSY through the educational process to attain a high school equivalency diploma. OSY are less likely to receive services because this population is the most mobile, staying in the area for shorter periods than families. Identifying, recruiting, and serving this population requires considerable

resources, which small and medium sized regions do not have, but a HEP can provide. Working in tandem with the Migrant Regions, local service providers, and partner educational equity programs hosted at local colleges and universities, CSULB HEP will leverage the resources and services to more effectively serve these youth.

**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.**

According to the 2000 Migrant and Seasonal Farmworker Enumeration Profile Study, California, identified seven major gaps in serving migrant OSY. OSY migrant students:

1. have lack of guidance and support to complete the educational process;
2. do not graduate high school because they lack a sense of belonging;
3. are not able to participate fully in the educational process when their basic needs are not met;
4. are not entering high school with grade-appropriate social and academic skills;
5. are not placed in courses that count towards graduation requirements;
6. do not have the reading skills to participate in the educational process; and
7. their parents are not gaining access to supplementary services that could help their children succeed.

Hispanic students make up 98% of all migrant students in California, but recent waves of immigration have been of indigenous populations from Oaxaca, Chiapas, Guerrero, and Central America that do not necessarily speak Spanish. A majority (53%) are young men, and increasingly immigrated as unaccompanied minors. 78% of migrant parents are not high school graduates, therefore they lack the social capital and experience to adequately assist their children

in navigating the educational process (CRB Short Subjects, 2013). 72% of OSY indicated lack of money or a need to work as reasons to drop out of school. CSULB HEP is designed to address these common obstacles migrant Out-of-School Youth face with an intensive service plan.

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

The project design CSULB proposes for HEP will result in establishing a successful intervention and supportive model that will result in meeting the mandated outcomes and GPRA measures in serving migrant Out-of-School Youth in the Riverside-Los Angeles-Orange Counties region. The importance of establishing a successful model that can be replicated and scaled up is significant in the three Migrant Regions collaborating (Migrant Regions 7, 9, 10) in this project. Recruiting, educating, graduating, and assisting migrant youth in enrolling in post-secondary education, the military, or employment in non-seasonal jobs is a significant current challenge, and one this HEP proposal can successfully address.

## 2. Quality of Project Design

The purpose of HEP is to assist migrant and seasonal farmworkers and members of their immediate family: (1) obtain a general education diploma that meets the guidelines for high school equivalency (HSE) established by the State of California; and (2) to gain employment or be placed in an institution of higher education (IHE) or other postsecondary education or training.

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

CSULB proposes the following three grant objectives, which coincide with GPRA

reporting requirement measures 1 and 2.

<b>Objective 1.</b> 80 HEP eligible participants will be served each grant year; totaling 400 during the five-year grant cycle.			
<b>ACTIVITIES</b>	<b>MEASURABLE OUTCOMES</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMELINE</b>
1. Outreach and recruit within the target community - churches, schools, labor camps, housing authorities and farms.	The types of presentations and number of potential farmworker will be documented and increased each year.	HEP Recruiter	Month 1-12
2. Coordinate recruitment with migrant schools, WIA Program, Migrant Head Start, Migrant Health Clinics and others.	Written working partnerships and number of referrals will be on file.	Project Director HEP Recruiter	Month 1-12
3. Develop, print and disseminate brochures in English and Spanish regarding the program.	1000 bilingual brochures will be developed and disseminated.	Project Director and HEP Recruiter	Month 1-6
4. Develop and produce Print, TV and Radio Public Service Announcements in Spanish regarding HEP.	Five Spanish language Public Service Announcements will be produced and aired in Los Angeles, Orange, and Riverside Counties.	Project Director and HEP Recruiter	Month 1-12
5. Expand working relationship with organizations providing services to target population.	Written inter-agency referral process and documentation of referrals to HEP Program.	Project Director and HEP Recruiter	Month 1-6
6. Complete an individual intake and enrollment packet for each applicant.	80 intake folders with supporting documentation will be on file.	HEP Recruiter	Month 1-12

<b>Objective 2.</b> 60 HEP participants (75%) will complete the high school equivalency (HSE) each grant year (GPRA measure 1); a total of 300 during the five-year grant cycle.			
<b>ACTIVITIES</b>	<b>MEASURABLE OUTCOMES</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMELINE</b>
1. Determine an academic, vocational, job training and job readiness plan.	80 IEP's will be on file.	HEP Recruiter	Month 2-12

2. Provide academic instructor in math, science, language arts	HEP student progress will be documented in the IEP.	HEP Instructor	Month 1-12
3. Provide workplace and English as a Second Language (ESL) instruction to participants when appropriate.	100% of participants will have competency attainments on file.	HEP Instructors	Month 1-12
4. Develop an individualized Academic & Career Counseling Plan.	All participants will have on file an Academic & Career Counseling Plan.	HEP Recruiter	Month 2-12
5. Conduct pre-test to determine Academic & Career Counseling needs and outcomes.	Academic & Career Pre-Competencies on file.	HEP Recruiter	Month 2-12
6. Monitor and adjust academic & career counseling plans and training as needed.	Adjustments to plan on file.	HEP Recruiter	Month 2-12
7. Broker support services as needed through other agencies.	Support service plans on file and documentation of services.	HEP Recruiter	Month 1-12
8. Re-evaluate and update IEP Plan ongoing.	80 IEP's will be on file.	HEP Recruiter	Month 1-12

**Objective 3.** 54 HSE recipients (90%) will enter postsecondary education or training programs, upgraded employment or the military each year of the grant (GPRA measure 2); a total of 270 during the five-year grant cycle.

ACTIVITIES	MEASURABLE OUTCOMES	PERSON RESPONSIBLE	TIMELINE
1. Develop student-tracking database.	100% of students will be maintained on the database.	HEP Recruiter	Month 1
2. Inform and train students on the availability of follow-up services.	100% of students will participate in training.	HEP Recruiter	Month 2-12
3. Conduct post-test to determine Academic & Career Counseling outcomes.	80 CASAS post-employment competencies on file.	HEP Recruiter	Month 3-12
4. Provide yearly follow-up to assess academic, vocational and/or employment status.	100% of students will receive services.	HEP Recruiter	Ongoing

**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.**

HEP has been designed to strategically address the identified needs as described in the Need Section. CSULB analyzed participant needs and developed the appropriate HEP components to address them. Accordingly, the HEP structure has been integrated into Student Affairs to maximize CSULB resources for migrant and seasonal farmworkers Out-of-School Youth.

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

The CSULB HEP Program will use internal resources and external partnerships to provide the most cost effective and efficient program for migrant and season farmworker OSY participants. HEP's resource strategy will ensure that outside and then internal educational and support services are used first before HEP Program resources. The recruiter will advocate on behalf of students when necessary to access all the available required services.

**Internal Resources** - The HEP Program has been placed administratively within the university's Student Affairs Division to maximize the access of internal relevant resources, including:

- Academic Skills Program (Tutoring)
- University English as a Second Language
- Early Childhood Learning Center
- Academic Achievement Program
- Student Health & Counseling Center
- Career Development Services
- Bilingual Education Program
- Foreign Languages Laboratory
- Educational Opportunities Center
- Student Support Services

The Vice President of Student Affairs meets regularly with Deans, Vice Presidents, and the President to plan and coordinate the university's programs and overall directions. Through

this coordination and directly accessing other CSULB programs, HEP staff will maximize resources for HEP students. In addition to all of its academic programs, CSULB's other federal programs include the **TRIO**- Educational Opportunities Center, Student Support Services, Talent Search, and Upward Bound programs. All these programs will be accessed when possible.

**External Resources** - CSULB partners will assist with recruitment, job training, support services, office and instructional space, and other necessary services as identified. The partners include general service providers and organizations specifically funded to serve migrant and seasonal farmworkers OSY. The table below lists the organizations and their relationship to the HEP Program. CSULB has established a formal Memorandum of Understanding for partnership activities with each of these entities.

<b>Table: Community Partnerships to Support HEP Participants Succeed</b>		
<b>Funding Agency</b>	<b>Organizational Partnership</b>	<b>Linkages</b>
U.S. Department of Labor - National Farmworker Jobs Program	OIC State WIB167 Migrant and Seasonal Farmworker Employment & Training	Will assist with outreach, provide referrals and collaborate in serving HEP students.
U.S. Dept. of Education - Office of Migrant Education - State Office of Supt. of Public Instruction	CA State Migrant Education Office. Migrant Education Regions 7 - Riverside & San Bernardino Counties 9 - Orange County 10 - Los Angeles County	Coordination with all regional migrant offices, recruitment, secondary services and newsletter. Regions will provide office space and classrooms for HEP instruction.
U.S. Dept. of Education - Office of Migrant Education	ARC Associates Project Avanzando-HEP Program	Will coordinate efforts for students attending CSULB.
U.S. Dept. of Education - Office of Migrant Education	Rancho Santiago Community College - CAMP Program	Will coordinate efforts for HEP graduates interested in enrolling at RSCC.
US Dept. of Health and Human Services – Farmworkers Clinics	- Clinicas de Salud del Pueblo, Inc. - Central City Community Health Centers - Borrego Community Health Foundation	Will provide health services at discounted rates to HEP participants.

**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.**

CSULB HEP is designed to maximize the leveraging and collaboration amongst CSULB educational services, Migrant Regional partners, community social and medical service providers, and postsecondary education partners to ensure efficiency and effectiveness in serving migrant Out-of-School Youth. The HEP program will serve as the connector and facilitator to ensure resources, time, staff, and efforts are collaborative and student focused to yield maximum results. An advisory committee with representatives of all partners will ensure communication and accountability priorities.

### 3. Quality of Project Services

**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. Note: Factor (i) refers to training or professional development provided to staff of the project.**

A comprehensive training program for HEP personnel is part of the project design and the committed support from CSULB. Funding in the budget includes staff participation in state, national, and HEP specific professional conferences/training. The University commits to providing professional development support through the on-going offering made available to all university personnel. Partner organizations, including the Migrant Regions, also commit to supporting HEP staff by inclusion in staff development and training opportunities they offer.

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

CSULB's HEP project is intentionally focused on serving Out-of-School Youth, the hardest migrant population to serve, and is considered the population with the greatest needs (Public Policy Institute of California, 2007). OSY students in Regions 7, 9 and 10 have few options to attain a GED, so the HEP program will fill the void and provide a viable opportunity for them to succeed.

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

The HEP project design will assess participants' skills and abilities, and construct a learning plan to help them successfully complete the preparation courses to attain their GED. Supportive and complimentary workshops and activities are designed to build/strengthen job preparation skills, such as writing, communications, computing, English as a Second Language, interviewing, job search, and time management. By working collaboratively with the Workforce Employment Boards in the target Counties, HEP will leverage personalized service and support for HEP graduates in their job search.

#### **4. Quality of Project Personnel**

CSULB will employ well-qualified and experienced personnel who are versed in how to develop, implement, and administer HEP. The staff will work effectively in delivering project services to project participants over the life of the grant.

The HEP staff will consist of a Project Director, Instructors (2.0 FTE), Coordinator/Recruiter, Program Assistant, and Student Tutors. The students will be carefully selected, trained, and employed on an hourly basis. The qualification requirements for the professional positions reflect the required education, work experience, and training in fields related to the objectives of HEP.

HEP has identified several project personnel who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. The project will advertise locally, regionally, and/or nationally to attract additional persons who have special expertise in working with migrant OSY students in a higher education environment.

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

**1. Qualifications required of the Project Director:**

The Project Director will be responsible for the development, planning, and implementation of the Project. The Project Director will recruit, train, and supervise Project staff, promote outreach activities, and maintain cooperative relationships with the s community. The Project Director will ensure the submission of required reports and the proper administration of Project funds.

<b>Rafael Topete, Project Director Qualifications:</b>	
<b>Education</b>	BA, Sociology, Pomona College M.Ed., Educational Leadership and Workforce Education, University of Nevada, Las Vegas. Teaching Credential, Special Education postgraduate work, California State University, Los Angeles. Ed.D., Educational Leadership and Organization Development (in progress)
<b>Job Qualifications</b>	Twenty-two years of full-time professional postsecondary education and/or student services work experience including program development, implementation, and management of program or similar educational preparation program.
<b>Professional Experience</b>	The current Project Director, Mr. Rafael Topete, possesses a very strong background in developing, implementing and managing federally funded educational equity programs. Mr. Topete has been the Director of the College Assistance Migrant Program at CSULB for the past two and a half years. He has held leadership positions at Nevada State College as an Upward Bound Program Coordinator; the University of Puerto Rico, Humacao as a TRiO Training Grant Faculty

	Member; the University of Nevada, Las Vegas as the Director of 4 Federally Funded Upward Bound Programs; and the Los Angeles Unified School District as a teacher and district administrator.
--	---

**ii. The qualifications, including relevant training and experience, of key project personnel.**

<b>HEP Recruiter (1.0 FTE)</b>	
Description	Recruiter will be responsible for identifying and recruiting potential eligible HEP students and assist with intakes to determine eligibility. The recruiter will assist students with all aspects of their educational goals, including educational counseling and related personal problems.
Responsibilities	<ul style="list-style-type: none"> <li>• Maintain an aggressive media campaign to recruit HEP students.</li> <li>• Conduct intakes to determine eligibility.</li> <li>• Develop and monitor Individual Education/Employment Plan.</li> <li>• Assist with scheduling and placing students into HEP Program.</li> <li>• Facilitate basic needs and support services for students.</li> <li>• Assist students with education program planning</li> <li>• Provide occupational and career counseling Assist with orientation and admission programs Assist with day and evening registration</li> </ul>
Qualifications	<ul style="list-style-type: none"> <li>• B.A. degree and proven experience in working with migrant/seasonal farmworkers and or human service programs.</li> <li>• Strong oral and written communication skills.</li> <li>• Bilingual/Bicultural English and Spanish (speaking/reading/writing)</li> </ul>
<b>HEP Instructors (2.0 FTE)</b>	
Description	Instructors will be responsible for assisting in developing and administering the culturally sensitive instruction to all eligible migrant/seasonal farmworker students.
Responsibilities	<ul style="list-style-type: none"> <li>• Administering culturally relevant instruction</li> <li>• Developing class schedules</li> <li>• Documenting daily attendance</li> <li>• Developing a portfolio for each student Scheduling field trips</li> <li>• Developing all required correspondence and reports</li> </ul>
Qualifications	<ul style="list-style-type: none"> <li>• B.A. and teaching certificate required</li> <li>• Bilingual/Bicultural in English and Spanish</li> <li>• Prior experience working with migrant/seasonal farmworker programs</li> <li>• Strong commitment working with youth</li> </ul>
<b>Project Assistant (1.0 FTE)</b>	
Description	Project Assistant will assist HEP Director manage the operational aspects of the office.
Responsibilities	<ul style="list-style-type: none"> <li>• Assist with correspondence and reports</li> <li>• Conduct inventory of office and personnel needs</li> <li>• Process all daily expenditures</li> <li>• Maintain al functional filing system</li> </ul>
Qualifications	<ul style="list-style-type: none"> <li>• A.A. and/or comparable related experience</li> </ul>

	<ul style="list-style-type: none"> <li>• Strong computer and typing skills</li> <li>• Bilingual in English and Spanish</li> <li>• Ability to compose correspondence and reports</li> <li>• Strong organizational, supervisory and communicational skills</li> </ul>
<b>Student Tutors (2.0 FTE)</b>	
Description	Tutors will assist the HEP Instructors in administering the instructional aspects of the HEP project.
Responsibilities	<ul style="list-style-type: none"> <li>• Tutor students as needed</li> <li>• Assist with developing class schedules</li> <li>• Assist with documenting daily attendance</li> <li>• Assist with student portfolio</li> </ul>
Qualifications	<ul style="list-style-type: none"> <li>• A.A. and/or comparable experience</li> <li>• Bilingual/Bicultural English and Spanish</li> <li>• Prior experience working with migrant/seasonal farmworkers</li> <li>• Strong commitment working with youth</li> </ul>
<b>Student Lab Assistants (2.0 FTE)</b>	
Description	Lab assistants will assist the HEP Instructors and personnel in computer monitoring and other aspects of the HEP project.
Responsibilities	<ul style="list-style-type: none"> <li>• Assist with monitoring computer lab area</li> <li>• Assist with documenting daily attendance</li> </ul>
Qualifications	<ul style="list-style-type: none"> <li>• Previous clerical and or computer skills experience</li> <li>• Bilingual/Bicultural English and Spanish</li> <li>• Prior experience working with migrant/seasonal farmworkers</li> <li>• Strong commitment working with youth</li> </ul>

**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.**

The Table below details the comprehensive management plan proposed for the HEP project to ensure the objectives are achieved on time and within budget.

<b>Table : Management Plan</b>		
<b>Objective 1:</b> CSULB HEP will serve 80 students from migrant and seasonal farm working backgrounds each year.		
Responsibilities/Activities	Staff Responsible	Timeline

<b>Outreach</b>		
<ul style="list-style-type: none"> <li>• Develop partnerships with high schools, social agencies, migrant education, campus outreach staff, migrant community groups, and parents.</li> <li>• Develop brochures, webpage, and literature.</li> <li>• Arrange campus visits and tours.</li> <li>• Develop HEP recruitment/marketing plan.</li> <li>• Provide workshops, presentations, information tables.</li> </ul>	<p>Director</p> <p>All Staff Recruiter</p> <p>All Staff All Staff</p>	Ongoing
<b>Recruitment</b>		
<ul style="list-style-type: none"> <li>• Identify potential HEP students at target communities.</li> <li>• Work with Migrant Educ. and school districts..</li> <li>• Identify and visit migrant families at home and work.</li> </ul>	<p>Recruiter</p> <p>Director Recruiter</p>	Ongoing
<ul style="list-style-type: none"> <li>• Call potential HEP students, offer assistance in completing program application, and respond to their</li> </ul>	All Staff	Ongoing
<b>Enrollment</b>		
<ul style="list-style-type: none"> <li>• Identify and recruit 120 students to apply for admissions to HEP</li> <li>• Call potential HEP students to get commitment to enroll in program, offer assistance in completing application, and respond to their concerns.</li> <li>• Work with Migrant Regions 7, 9, 10 to admit 80 students.</li> <li>• Conduct follow-up to ensure HEP enrollment.</li> <li>• Ensure that all students' paperwork is complete.</li> </ul>	<p>Recruiter</p> <p>Director Recruiter</p> <p>Director.</p>	Ongoing Monthly
<p><b>Budget Resources:</b> Staff, travel, office supplies, computers, printers, telephones, facilities, printing.</p> <p><b>Milestones:</b> Recruitment/marketing plan to identify and recruit potential program participants. Recruit 120 potential participants. Contact all applicants. Verify application and eligibility information for all students. Admit 95 students. Enroll 80 students.</p>		
<b>Objective 2: 75% of HEP's students will complete the program and graduate each year.</b>		
<b>Responsibilities/Activities</b>	<b>Staff Responsible</b>	<b>Timeline</b>
<b>Assessment</b>		
<ul style="list-style-type: none"> <li>• Review students' pre-GED assessments scores.</li> </ul>	Instructors and	Monthly
<b>Registration</b>		
<ul style="list-style-type: none"> <li>• Advise and register students for HEP classes.</li> </ul>	Recruiter	Ongoing
<b>Retention</b>		
<ul style="list-style-type: none"> <li>• Create an Individualized Learning Plan</li> <li>• Provide students with tutors as needed.</li> <li>• Provide personal and social counseling.</li> <li>• Monitor students' academic progress for follow-up and referral for assistance.</li> </ul>	<p>Recruiter</p> <p>Instructors</p> <p>Director</p> <p>Instructors/Program Assistant</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

<b>Budget Resources:</b> Staff, Travel, Office Supplies, Telephones, Computers, Facilities, Printing.		
<b>Milestones:</b> Finalize Individualized Educational Plans for each student. Register 80 students for classes. Inform students of program goals and services. Award HEP Stipends. Monitor students' weekly academic progress. Refer to tutoring and study skills workshops. Expose students to postsecondary educational, career/employment, and military options.		
<b>Objective 3: 90% of HEP students, who complete their GED will transition to a postsecondary education program of study, non-seasonal job, or military service.</b>		
<b>Responsibilities/Activities</b>	<b>Staff Responsible</b>	<b>Timeline</b>
<b>Financial Aid Assistance</b>		
<ul style="list-style-type: none"> <li>• Assist participants with FAFSA, scholarship, and others forms as needed</li> <li>• Provide Financial Literacy workshops</li> </ul>	Director, Recruiter & Instructors	Ongoing
	Director, Recruiter & Instructors	Ongoing
<b>Advisement and Registration`</b>		
<ul style="list-style-type: none"> <li>• Assist students to transition to follow-up advising units.</li> <li>• Hold meetings with follow-up advisors.</li> <li>• Monitor academic progress.</li> </ul>	Director, Program Assistant & Instructors	Ongoing Monthly
<b>Retention</b>		
<ul style="list-style-type: none"> <li>• Monitor academic progress using Student Database</li> </ul>	Director & Instructors	Ongoing
<b>Follow-up Services</b>		
<ul style="list-style-type: none"> <li>• Assist students to transition to postsecondary education, non-seasonal employment or military service.</li> <li>• Provide referrals to tutorial services.</li> </ul>	Director All Staff	Ongoing
<b>Budget Resources:</b> Staff, Office Supplies, Computers, Printing.		
<b>Milestones:</b> List of students who have completed their GED and passed testing. Monitor students' academic progress. Monitor students' test scores and classes using student database. Transitioning of student to postsecondary, non-seasonal or military options.		

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

CSULB has established four separate mechanisms to ensure feedback and continuous improvement in the operation of the project. First, each service provided to participants will be evaluated by participants anonymously to help staff continuously refine and improve services and processes. Second, regularly scheduled staff meetings and Advisory Committee meetings provide on-going opportunities to discuss and find solutions to any potential challenges in

implementing the project, meeting objectives, or the needs of participants. Third, documentation of project services will inform staff of progress in meeting timelines, objectives, and other benchmarks. Fourth, the formative and summative evaluation included in this proposal provide additional methods CSULB will utilize to ensure there is every opportunity to capture and utilize feedback to make continuous improvements to the HEP project.

**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.**

The proposed HEP staffing plan is designed to maximize direct services to participants and are appropriate and adequate to meet the objectives of this project.

<b>Table : HEP Staff Time Commitments</b>	
Project Director	100% time, 12 months
Recruiter	100% time, 12 months
Program Assistant	100% time, 12 months
Instructors	4-each @ 50% time, 12 months
Student Tutors	4 – each @ 16 hours/week x 40 weeks
Student Lab Assistants	2 – each @ 12 hours/week x 40 weeks

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

The proposed HEP project will include an Advisory Committee composed of HEP staff and representatives from the Migrant Regions, social services, and educational partners. The Advisory Committee will provide a forum through which products and services proposed for

HEP participants will be fine-tuned so they are of the highest quality and meet the needs of the targeted participant population of Out-of-School Youth. The collaboration with these community partners and with other CSULB outreach and educational programs, will guarantee HEP will coordinate with other local, State, and Federal programs to maximize the resources available for migrant students, and that staff shall have a demonstrated knowledge, are sensitive to the unique characteristics and needs of the migrant and seasonal farmworker OSY population, and provisions for:

(1) staff in-service training; (2) training and technical assistance; (3) staff travel; (4) student travel; (5) interagency coordination; and (6) an evaluation plan. In addition and in accordance with EDGAR section 206.20 (d), CSULB provides the following assurances “(1) the grantee will develop and implement a plan for identifying, informing, and recruiting eligible participants who are most in need of the academic and supporting services and financial assistance provided by the project; (2) the grantee will develop and implement a plan for identifying and using the resources of the participating IHE and the community to supplement and enhance the services provided by the project.”

## **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.**

CSULB will provide private offices for the Project Director, Recruiter, Administrative Assistant, and a reception area. The HEP office will be located in a central building on campus and all offices are furnished. The HEP instructors and tutors will have workstations and a room to plan and prepare lessons. HEP will have access to desktop computers with printers, fax

machine, color laser printer, and a laser printer. CSULB comes with state of the art facilities and equipment that contribute to our students' university experience, including a nationally recognized library, dozens of research labs, a student union, and modern residence halls.

CSULB HEP is committed to providing students with technology resources and supplies needed to enhance student learning and the university experience. Do you want to include anything about serving students in field offices out in the community. I know it is just below but narrative will call attention to it more.

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

CSULB and partner organizations are committed to support the HEP program succeed by providing the following list of significant support. We believe the commitments are significant and relevant to the purpose of the HEP project proposed and will be key in the successful implementation of the project.

<b>Table : INSTITUTIONAL AND COMMUNITY SUPPORT</b>	
CSULB	<ul style="list-style-type: none"> <li>• Administrative and fiscal support and oversight to ensure grant is administered and compliant with USDOE requirements.</li> <li>• Professional development opportunities and training for HEP staff.</li> <li>• Classrooms, computer labs and other instructional spaces to support HEP programming.</li> <li>• Coordination with other University outreach and support services.</li> <li>• Public relations support.</li> <li>• Furnished office for HEP Project Director and Program Assistant.</li> </ul>
Migrant Regions 7, 9, 10	<ul style="list-style-type: none"> <li>• Furnished office for HEP representative to provide services to participants.</li> <li>• Classroom to conduct HEP courses.</li> <li>• Internet and telephone access.</li> <li>• Collaboration in planning events and services to increase HEP visibility.</li> </ul>
Farmworker Clinics	<ul style="list-style-type: none"> <li>• Medical services at reduced prices for HEP participants who do not have medical insurance.</li> <li>• Workshops to help HEP participants learn healthy living skills.</li> </ul>

Social service partners	<ul style="list-style-type: none"> <li>• Supportive and safety-net services for HEP participants experiencing challenges or emergency situations (housing, food, clothing, etc.).</li> </ul>
Educational Partners	<ul style="list-style-type: none"> <li>• Presentations on Post-secondary options, assistance with career and major searches, assistance completing admissions and financial aid applications.</li> </ul>
Workforce Employment Boards	<ul style="list-style-type: none"> <li>• Assistance preparing resumes</li> <li>• Job search assistance</li> <li>• Interview preparation</li> </ul>
Military Partners	<ul style="list-style-type: none"> <li>• Presentations on military service options.</li> </ul>

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

The budget is driven by the objectives, scope, intensity, and costs of the services required to generate the desired outcomes. The budget is adequate to support the project’s services and activities and reasonable in relationship to the anticipated results and benefits. The cost for each major line item in the budget represents reasonable costs for the size, duration, and day-to-day operation of HEP. CSULB has determined the type of positions and number of personnel required to deliver the intensity and depth of project services to the participants.

**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.**

The following budget details the costs for the proposed HEP project. The costs are reasonable in relation to the comprehensive design of the project, the ambitious objectives, to the number of persons to be served, and to the anticipated results and benefits.

**Proposed 2015-2020 HEP Budget**

**1. PERSONNEL COSTS**

	<b>Original</b>
A. Project Director (12 months FT)	\$ 75,000
B. Recruiter (12 months FT)	\$ 35,000
C. Program Assistant (12 months FT)	\$ 28,000
<b>SubTotal FT Salaries</b>	<b>\$ 138,000</b>
D. Instructors (12 months .50 FTE) X 4	\$ 74,800

E. Student Assistants (Part-Time)	
1. Tutors (16 hrs X 40wks X \$12.00) X 4 Tutors	\$ 30,784
2. Student/Computer Lab Assistant (12 hrs X 40wks X \$10) X 2	\$ 12,133
<b>SubTotal PT Salaries</b>	<b>\$ 117,717</b>
<b>TOTAL PERSONNEL COSTS</b>	<b>\$ 255,717</b>

**2. FRINGE BENEFITS**

<b>FT salaries</b>	\$ 114,141
PT salaries	\$ 12,295
<b>TOTAL FRINGE BENEFITS</b>	<b>\$ 118,725</b>

**3. STAFF TRAVEL**

1. Federal Migrant Directors Meeting	
a. Transportation (Ground & Air X 2)	\$ 1,400
b. Hotel (3 nights @ \$175/night X 2)	\$ 1,050
c. Meals (4 days @ \$55 X 2)	\$ 440
2. State Migrant Parent Conference	
a. Conference Fees \$200 x 4 people	\$ 800
3. Recruitment Activities / Travel/Mileage	
a. Rental Vehicle (\$40/Day X 15 days)	\$ 1,452
b. Gas and Incidentals	\$ 968
c. Hotel (15 nights @ \$100)	\$ 700
d. Meals (15 days @ \$55)	\$ 165
4. HEP/CAMP National Conference	
a. Registration ( \$250/person x 4 staff)	\$ 1,000
b. Transportation (Ground & Air \$500 x 4)	\$ 2,000
c. Hotel (3 nights @ \$175/night x 4)	\$ 2,100
d. Meals (3 days @ \$55 x 4)	\$ 660
<b>TOTAL TRAVEL</b>	<b>\$ 12,735</b>

**4. EQUIPMENT**

<b>TOTAL EQUIPMENT</b>	<b>\$ 0</b>
------------------------	-------------

**5. SUPPLIES**

A. Miscellaneous Office Supplies (Pens, pencils, paper, envelopes, etc.)	\$ 4,500
<b>TOTAL SUPPLIES</b>	<b>\$ 4,500</b>

**6. CONTRACTUAL**

Independent Evaluator (\$1,000/day X 2 Days)	\$ 2,000
<b>TOTAL CONTRACTUAL</b>	<b>\$ 2,000</b>

**7. CONSTRUCTION**

<b>TOTAL CONSTRUCTION</b>	<b>\$ 0</b>
---------------------------	-------------

**8. OTHER**

<b>Student Educational/Cultural Activity</b>	
Transportation	\$ 1,550
Admission/Registration	\$ 2,700
<b>Instructional Training/Materials:</b>	
Duplication	\$ 2,500
GED Workbooks, Supplies & Software	\$ 2,500

*California State University Long Beach  
High School Equivalency Program*

Instructor Workshops	\$ 2,500
Staff Development/In-service Workshops	\$ 2,500
<b>Career Training/Materials:</b>	
Career Development Training/Resources	\$ 1,000
Career Supplies/Books/Software	\$ 1,000
<b>Outreach /Recruitment</b>	
PSA/Promotional Publication Materials	\$ 2,500
Graduation Ceremonies @\$2,500 x 2	\$ 2,500
Cellular Phone (2) @ \$93.75/mo x 12mo - \$2,250	\$ 2,250
<b>Other:</b>	
HEP Association \$1,200/yearly	\$ 1,200
Computer Technician Services/Computer Maintenance	\$ 1,000
Workshops/Training/Collaborations/Consortium	\$ 2,000
Live Scan	\$ 169
<b>TOTAL OTHER</b>	<b>\$ 44,074</b>

**9. TOTAL DIRECT CHARGES**

**TOTAL DIRECT CHARGES \$ 417,592**

**10. TOTAL INDIRECT CHARGES [8% of Direct Charges]**

**TOTAL INDIRECT CHARGES( F & A) Cost \$ 33,704**

**11. TRAINING STIPENDS**

1. Training (Direct Student Expenses)	
a. HEP Training Grant [\$125 x 80 participants]	\$ 10,000
b. GED Testing Stipend [\$125 x 80 participants]	\$ 10,000
<b>TOTAL TRAINING STIPENDS</b>	<b>\$ 20,000</b>

**12. TOTAL COSTS \$ 475,000**

**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.**

CSULB's HEP project design leverages substantial support from the institution and community partners to ensure that the HEP project purposes, activities, and benefits are incorporated into the ongoing programs offered by the University to the targeted communities beyond the grant-funding period. This is in accordance with EDGAR section 206.20 (d) (2) (which requires applicants to develop and implement a plan for identifying and using the resources of the participating IHE and the community to supplement and enhance the services provided by the project).

## 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.**

CSU Long Beach recognizes that an evaluation plan plays a critical role in the effective implementation and management of the High School Equivalency Project. A comprehensive mixed method evaluation plan has been developed to assist in establishing a quality project by providing direction for improvement and to determine project effectiveness. The evaluation effort will carefully collect and analyze quantitative data and qualitative measures to make decisions about the project in relationship to meeting the overall goals and the three (3) standardized objectives.

The evaluation plan will address project impact on student success as measured by recruitment/enrollment; graduation and attainment of GED; and transition to postsecondary education, non-seasonal job, or military service. Early in the evaluation, baseline data will be established in the form of a normative standard from which changes can be determined over time. The plan will include both formative and summative evaluation approaches while using both quantitative and qualitative methods. The formative processes assess implementation and process evaluation that examines the development of the project and may lead to changes in the way the project is structured and carried out.

The summative evaluation addresses the second set of issues by looking at what the project has accomplished in relationship to the stated objectives. In answering these questions, both quantitative data (data expressed in numbers) and qualitative data (data expressed in narratives or words) will be used. To this end, data collection techniques will use qualitative

measures that seek to identify effective project services for the target population. Qualitative evaluation measurements will be the result of focus groups, open-ended interviews, ethnography, and observations. The emphasis will be on context and content, narrative descriptions, and attention to the process. The evaluation quantitative methods of data collection will assess student performance as shown by completion of the high school equivalency (HSE) (GPRA Measure 1) and the HSE recipients who enter postsecondary or training program, upgraded employment, or the military each year of the grant (GPRA Measure 2).

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

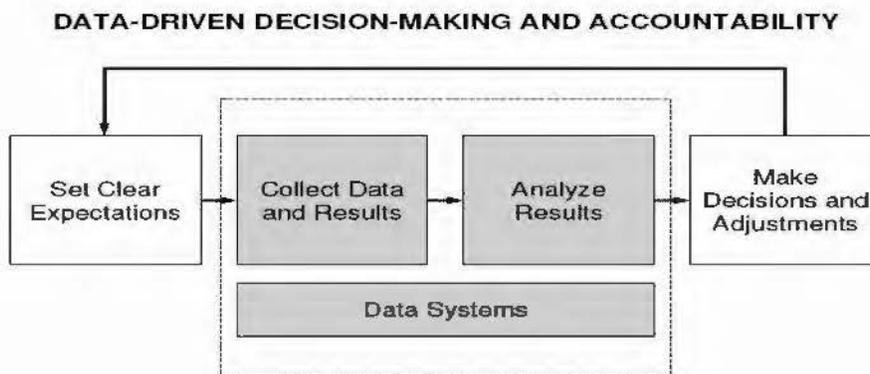
The evaluation process will provide specific and measurable ways to determine the levels of progress towards, and completion of, the high school equivalency (HSE) (GPRA Measure 1) and those HSE recipients who enter postsecondary or training program, upgraded employment, or the military each year of the grant (GPRA Measure 2). . Both qualitative and quantitative data will be collected to support the Formative and Summative Methods. Data collection and analysis processes will follow the outlined evaluation plan depicted in the Chart on page 24.

The Project Director will revise and re-focus the evaluation efforts as new data and information are gathered, analyzed, and presented to staff for feedback and additional interpretation. The evaluation must become self-perpetuating as part of the overall project assessment so that staff can effectively make project improvements.

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

The Project Director assumes overall responsibility for all project activities, that includes the effective use of the evaluation results. The Project Evaluation Chart provides the Project

Director and staff specific qualitative and quantitative data collection elements to guide the project in making effective programmatic changes that enhance the delivery of student services to increase the success of the participants, and accomplish the federal intent for the program and stated objectives at CSULB. The High School Equivalency Project will create a compatible data collection system at program community levels to share database elements to meet our objectives and standards of accountability. This includes the reporting requirement to the university and U.S. Department of Education. The HEP evaluation will clarify the data elements to measure academic skills. The data assessment will identify areas in which students are struggling. The staff will then modify the services and activities into targeted support for the area in which the student is experiencing difficulty. The Chart below shows how this evidence based decision-making process flows:



The second way data can be used to improve student achievement is to create community-wide support teams of personnel from various community service provider partners. The collection and analysis of data – enabled by the data systems – is the engine that drives this accountability process. Data allows for transparent evaluation of performance against the expectations that have been set. Thus, using data, we will be able to identify circumstances that prevent successful completion of the academic objectives, and then allow for the appropriate and timely action to correct the situation and enhance student achievement.

**PROJECT EVALUATION CHART**

Objectives	Formative Evaluation					Summative Evaluation
	Data Elements	Data Collection Methods	Timeline/ Progress	Responsible Personnel	Formative Review	Outcomes
<b>Service Rate: <u>100%</u></b>	Enrollment Documents; Academic Advisor Reports	Review records; Conduct Student Focus Groups; Conduct Student Survey	On-going Monthly	Director HEP Recruiter HEP Instructors	Periodically review & revise services/project components to improve recruitment rates.	Percentage of HEP participants that are recruited and admitted to the program each year.
<b>Graduation Rate: <u>90%</u></b>	Weekly instructor reports; Tutor Reports Grade Reports	Monthly grade monitoring; Review units completed; Conduct Student Interviews	On-going Monthly	Director HEP Instructors	Quarterly review HEP student records to increase degree completion	Percentage of HEP participants who complete instruction units and take GED test.
<b>Placement Rate: <u>90%</u></b>	Record of postsecondary enrollment, job placement or military service.	Verify placement	On-going Monthly	Director HEP Recruiter Program Assistant	Quarterly review HEP student records to increase graduate placements	Percentage of HEP graduates that enroll in postsecondary education program, military, or non-seasonal employment

## Other Attachment File(s)

---

\* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

---

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

**Rafael Topete**

(b)(6)

**Education**

**University of La Verne, La Verne, CA** 2016  
Doctor of Education in Organizational Leadership, Ed.D.  
**University of Nevada Las Vegas, Las Vegas, NV** 2009  
Master in Education Educational Leadership, Workforce Education  
**California State University, Los Angeles, Los Angeles, CA** 2002  
Certificate/Teaching Credential Education Specialist  
Coursework for Master in Special Education  
**Pomona College**  
B.A. Sociology 1993

**Professional Experience**

**California State University Long Beach - Long Beach, CA** 2012 – Present  
**Director, College Assistance Migrant Program (CAMP)**

- Responsible for administration of federally funded College Assistance Migrant Program.
- Responsible for short and long-term planning and directing program's services.
- Responsible for programmatic efforts to ensure compliance with federal, state and university mandates

**EDvolution – Gonzalez, CA** 2008 - 2012  
**Consultant**

- Grant writing, program reviews, program evaluations, and program enhancements.
- Program planning, design, implementation to ensure compliance with applicable federal, state and university/institution mandates.
- Staff hiring, development, and training.
- Document development and record keeping.

**Nevada State College - Henderson, NV** 2010 - 2011  
**TRiO Upward Bound, Interim Coordinator**

- Responsible for ongoing participant recruitment.
- Responsible for public promotion of program services.
- Responsible for short and long-term planning.
- Responsible for programmatic efforts to ensure compliance with applicable federal, state and university mandates.

**University of Puerto Rico, Humacao – Humacao, Puerto Rico** 2008 - 2010  
**Training Faculty, HOPE TRiO Training Grant**

- Develop training on retention, graduation, and recruitment strategies.
- Develop training on diversity and diversity issues at the workplace.
- Train college equity program professionals on retention, graduation, and recruitment strategies.
- Train college equity program professionals on diversity and diversity issues at the workplace.
- Serve as a mentor to training participants.

**UNLV Center for Academic Enrichment and Outreach - Las Vegas, NV** 2005 - 2009  
**Director for College Prep Programs**

- Responsible for direct oversight and administration of six federally funded Educational programs.
- Responsible for short and long-term planning and directing programs' services.
- Responsible for budget of \$1.8 million annually.
- Responsible for programmatic efforts to ensure compliance with federal, state and university mandates.

- Provide direct leadership by supervising, training and evaluating a staff of coordinators, counselors, advisors and program assistants.
- Contribute in the research and writing of grants supporting the vision and mission of The UNLV Center for Academic Enrichment and Outreach.

**Los Angeles Unified School District - Los Angeles, CA** **2004 - 2005**

**Special Education Coordinator, LAUSD Special Education Support Unit**

- Responsible for oversight and administration of students with an Individualized Education Plan (IEP).
- Provided oversight for department with 18 teachers and over 30 Instructional Aides.
- Served as the District's liaison to 5 high schools and 4 middle schools in regards to Special Education issues.
- Conducted training for teachers, administrators and support staff at each of the target schools.

**Los Angeles Unified School District - Los Angeles, CA** **1996 - 2004**

**Teacher**

- Responsible for direct classroom instruction.
- Managed learning and Individualized Education Plans for an average of 17 students annually.
- Member of the School Based Management Committee from 1998 to 2004.
- Served as Special Education Department Chair from 1997 until 2003.
- Served as the Student Body Advisor from 1999 to 2004; responsible for Leadership Class and all Student Body sponsored activities.
- District "A" Level Spanish Certificate and was English Language Learner (ELL) Certified.

**Clarke & Associates - Rohnert Park, CA** **1994 - 2004**

**Consultant**

- Grant writing, program reviews, program evaluations, and program enhancements.
- Program planning, design, implementation to ensure compliance with applicable federal, state and university/institution mandates.
- Staff hiring, development, and training.
- Document development and record keeping.

**TELACU Upward Bound/Veterans Upward Bound – East Los Angeles, CA** **1995 – 1996**

**Upward Bound/Veterans Upward Bound Counselor**

- Responsible for ongoing participant recruitment.
- Responsible for public promotion of program services.
- Responsible for short and long-term planning.
- Responsible for programmatic efforts to ensure compliance with federal, state and university mandates.

**University of Southern California - Los Angeles, CA** **1993 - 1995**

**Upward Bound, UBMS, ETS Activity Coordinator**

- Responsible for ongoing participant recruitment.
- Responsible for public promotion of program services.
- Responsible for short and long-term planning.
- Responsible for programmatic efforts to ensure compliance with federal, state and university mandates.

**Accomplishments**

- Board Member, Western Association of Educational Opportunity Personnel (WESTOP) 2009 - 2012; 2010-2011 President
- Board Member, Council for Opportunity in Education (COE).
- Member of the Tournament of Roses Committee.
- Presenter and Moderator at local, regional, and national professional association conferences.

**California State University, Long Beach Foundation**

**HIGH SCHOOL EQUIVALENCY PROGRAM  
JOB DESCRIPTION**

WORKING TITLE:	Project Director
PAYROLL CLASSIFICATION:	Research Fellow
DEPARTMENT:	High School Equivalency Program (HEP)
STATUS:	Full Time w/benefits

**ESSENTIAL JOB FUNCTIONS/RQUIREMENTS:**

Under the direction of the Executive Director of Education Equity Services, the Project Director will be responsible for the overall administration, management, design, supervision and evaluation of the program; ensure the program is in complete compliance with the U.S. Dept. of Education legislation, regulation and administrative policies governing the High School Equivalency Program; ensure all recruitment and retention goals are met and strict adherence to CSULB's Grants and Contracts policies and CSULB Foundation Human Resources policies are met; design, coordinate and supervise all program components; oversee participant assessment, monitoring/implementation of services and activities; administer the budget, approve expenditures, monitor line items and reconcile with CSULB Foundation Business Office; develop, implement and monitor administrative/professional policies, procedures and standards for the program; advertise, interview, hire, train, supervise and evaluate employees; plan and facilitate staff meetings; serve a HEP liaison to all campus units and departments offering services utilized by HEP students; inform academic, administrative and service units at CSULB of HEP objectives, services and procedures; maintain a close liaison with all HEP partners including middle schools, high schools, campus programs and Community Agencies who assist in student referrals and monitoring; direct the development of proposals for funding; prepare Annual Performance Reports to the U.S. Department of Education, CSULB and any other entities which may require them; document and review the effectiveness of the program and its services; recruit and assist in selection of HEP participants through presentations at Migrant Education Program Events, home visits; conduct intake appointments; active participation in the identification and selection of disadvantaged migrant students who would benefit from HEP services, travel throughout the state of California to meet with various Migrant Education Regional Directors to coordinate referrals for eligible students; other duties as required.

**EDUCATION, SKILLS AND ABILITIES:**

Doctorate degree in education, student personnel, counseling or other related area preferred; Master's degree required; minimum one (1) year experience managing a federal grant or similar program for disadvantaged students required; minimum five (5) year's experience in counseling

or management in higher education; experience designing, implementing and evaluating education services and activities required; experience working with students who are from disadvantaged migrant families/students preferred; knowledge of budget development and monitoring preferred; minimum three (3) years supervisory experience required; ability to relate to individuals at various levels of responsibility required; commitment to the goals and objectives of the program and to the mission of HEP.

Must be able to accept constructive criticism, prioritize work load, be professional and interact positively with others.

**California State University, Long Beach Foundation**

**HIGH SCHOOL EQUIVALENCY PROGRAM  
JOB DESCRIPTION**

**WORKING TITLE:** Recruiter  
**PAYROLL CLASSIFICATION:** Education Counselor III  
**DEPARTMENT:** High School Equivalency Program (HEP)  
**STATUS:** Full-time w/benefits

**ESSENTIAL JOB FUNCTIONS**

Primary responsibility for coordinating the outreach activities on behalf of the High School Equivalency Program (HEP), including presentations to migrant high school students; community organizations/agencies; school, parent and community advisory committee. Assist students in correctly completing admissions financial aid applications. Coordinate identification and application follow-up of HEP eligible students with personnel from the office of Educational Opportunity Program (EOP) admissions, and other campus outreach units; migrant education counselors, high school counselors. Will conduct home visits to HEP applicants when deemed appropriate and necessary. Must be fluent in Spanish; provide student retention and support services with assistance from Director and staff, field trips, provide guest lecturers; personal and group counseling; student leadership seminars. Assist in the coordination of the summer programs such as Student Orientation, Advising, and Registration (SOAR) freshman orientation, the weekend retreat for incoming students and act as a liaison between HEP and the California Migrant Education Program (MEP). Make referrals to other campus and community facilities and services. Provide supervision and training of all recruiting projects and activities of the Office Manager. Train the Office Manager on the desktop publishing software programs such as MS Publisher, Adobe Photoshop CS and Adobe Illustrator CS.

**EDUCATION/EXPERIENCE :**( List degrees and/or desired equivalent experience)

- Master's degree in counseling, guidance, student personnel services or equivalent required. Two years of job related professional experience might be substituted for the Masters degree.
- The candidate must demonstrate the skills and sensitivity necessary to work in a support role with under-represented, low-income students, with other university student services professionals and area school personnel in a multicultural setting.
- Experience working with minority students and their parents, community agencies, high schools and/or in the university setting is desired.
- Demonstrate ability to write concise, well-written reports and documents.
- Able to work some evenings and some weekends are required
- Bilingual/biliterate (English/Spanish) skills required.

**DUTIES AND RESPONSIBILITIES:**

% Time	Duties / Responsibilities
60%	Recruit students for the HEP program; conduct outreach activities on and off campus. Some evenings and weekends required. Good communication skills and be able to make motivational public presentations. Conduct follow-up activities to ensure students' completion of the program Travel outside of local area and transportation required. Mileage will be paid. Good driving record. Good people skills.
30%	Assist in the development of our Parent Orientation Program and provide guest lecturers and conduct student leadership seminars. Assist in the coordination of the HEP summer programs, such as the Student Orientation, Advising, and Registration (SOAR) freshman orientation.
5%	Meet and coordinate recruitment activities as the Recruitment Team Leader. Coordinate activities with HEP Project Director. Meet weekly to discuss progress.
5%	Assist in the supervision of student assistants and Student Panels.

**CALIFORNIA STATE UNIVERSITY LONG BEACH**

**HIGH SCHOOL EQUIVALENCY PROGRAM  
JOB DESCRIPTION**

**WORKING TITLE:** Program Assistant  
**PAYROLL CLASSIFICATION:** Administrative Assistant I  
**DEPARTMENT:** High School Equivalence Program (HEP)  
**STATUS:** Full-time w/benefits (non-exempt)

**ESSENTIAL JOB FUNCTIONS**

Under the general supervision of the Executive Director of EES, and the direct supervision of the HEP Project Director, the position provides comprehensive administrative support to Project Director. Serves as the central reception and information point for the HEP program. Implements the day-to-day systems and procedures of the project. Maintains communication with HEP partners, personnel, and participants' activities and services. To provide a friendly, supportive atmosphere in which students feel comfortable to ask for assistance and assist in making counseling appointments and/or referrals.

**EDUCATION/EXPERIENCE :**(List degrees and/or desired equivalent experience)

- Associate's degree (A.A.) with a minimum of two years equivalent experience in field/related field. Can substitute bachelor's degree for work related experience.
- Able to type a minimum of 55 words per minute.
- Knowledge of, and proficiency with, computer programs such as Word, Excel, Power Point, and data spreadsheets.
- Ability to Word Process and must have demonstrated oral and written communication skills.
- Comprehension of desktop publishing software.
- Must be dependable, flexible, patient, and self-motivated.

**DUTIES AND RESPONSIBILITIES:**

% Time	Duties / Responsibilities
50%	Generate budget documents. Maintain expenditure controls and provide monthly reconciliation reports.
10%	Interview, hire, train, supervise and evaluate clerical assistants, organize office and delegate work. Attend staff meetings and keep minutes to provide staff.
10%	Assist director in the preparation of performance reports and funding proposals as

	well as midyear and end of year reports.
5%	Answer phones and direct calls. Respond to requests for information and upcoming events and opportunities of interest to participants and staff.
5%	Perform office management tasks such as ordering supplies and clerical tasks on a daily basis. Assist in composing and editing correspondence. Designing forms and brochures.
5%	Generate and maintain all HEP personnel documents and files, which include: pay vouchers, time sheets and hours worked.
5%	Maintain a computerized database of all HEP applicants with names, social security numbers, addresses, phone numbers and all other pertinent data to ensure consistent follow-up and notification of yields activities/services. As well as HEP enrollees' demographic data, counseling and advising contacts, semester and annual academic status and other services to ensure a comprehensive tracking and follow-up.
5%	Assist Project Director and EES Coordinator in planning, implementing, & evaluating program, special events and activities.
5%	Organization and coordination of HEP Recognition Ceremony and other duties as assigned.

**California State University, Long Beach Foundation**

**HIGH SCHOOL EQUIVALENCY PROGRAM  
JOB DESCRIPTION**

**WORKING TITLE:** Instructor  
**PAYROLL CLASSIFICATION:** Casual Worker III  
**DEPARTMENT:** High School Equivalency Program (HEP)  
**STATUS:** Part-Time w/no Benefits

**ESSENTIAL JOB FUNCTIONS**

Assist High School Equivalency Program personnel with implementation of, but not limited to; Instruct students on material needed in order to earn their high school equivalency degree. Teach basic skills encompassing math, science, English, and literature. Help students prepare and study for GED exam. Assess students' readiness to take exam. Create lesson plans and modify accordingly throughout the year. Maintain grade books. Grade papers and perform other administrative duties as needed. Create projects designed to enhance lectures. Read and stay abreast of current topics in education. Create lesson plans. Utilize various curriculum resources. Integrate competencies, goals, and objectives into lesson plans. Utilize curricula that reflect the diverse educational, cultural, and linguistic backgrounds of the students served. Develop incentives to keep participants in class. Develop professional relationships with other agencies and programs. Utilize public library resources. Work with program coordinators to ensure initiatives are being met. Tutor students on an individual basis. Establish and communicate clear objectives for all learning activities. Prepare and distribute required reports. Observe and evaluate student's performance. Manage student behavior in the classroom by invoking approved disciplinary procedures.

**EDUCATION/EXPERIENCE :**( List degrees and/or desired equivalent experience)

- Bachelor's degree in education or related field.
- A minimum of two years of experience teaching basic skill to high school student, out of school youths, or adults.
- Familiarity with the TABE, CASAS, GED, and other standardized assessment
- Experience in creative curriculum planning and development.

**California State University, Long Beach Foundation**

**HIGH SCHOOL EQUIVALENCY PROGRAM  
JOB DESCRIPTION**

**WORKING TITLE:** Student Tutor  
**PAYROLL CLASSIFICATION:** Casual Worker II  
**DEPARTMENT:** High School Equivalency Program (HEP)  
**STATUS:** Part-Time w/no Benefits

**ESSENTIAL JOB FUNCTIONS**

Assist High School Equivalency Program personnel with implementation of, but not limited to; providing tutorial to HEP participants, offer assistance with development study strategies; working with tutee's progress to ensure the tutee's academic progress. Also requires computer lab maintenances and monitoring, filing, data entry, copying, faxing, answering phones, going on errands, and working on various office related projects. Must attend all staff meetings. Other duties as assigned.

**EDUCATION/EXPERIENCE :**( List degrees and/or desired equivalent experience)

- Cumulative GPA of 2.5 or above required.
- Previous tutorial experience required.
- Be able to type and use a computer and has experience with various Microsoft Office applications.
- Committed to working with low-income and underrepresented students.
- Demonstrated oral and written communication skills and patience required.
- Must be dependable, flexible, and self-motivated.

**California State University, Long Beach Foundation**

**HIGH SCHOOL EQUIVALENCY PROGRAM  
JOB DESCRIPTION**

**WORKING TITLE:** Student Lab Assistant  
**PAYROLL CLASSIFICATION:** Casual Worker I  
**DEPARTMENT:** High School Equivalency Program (HEP)  
**STATUS:** Part-Time w/no Benefits

**ESSENTIAL JOB FUNCTIONS**

Assist High School Equivalency Program personnel with administrative and computer lab maintenances and monitoring, requires filing, data entry, copying, faxing, answering phones, going on errands, and working on various office related projects. Must attend all staff meetings. Other duties as assigned.

**EDUCATION/EXPERIENCE :**( List degrees and/or desired equivalent experience)

- Cumulative GPA of 2.5 or above required.
- Previous office experience preferred.
- Be able to type and use a computer and has experience with various Microsoft Office applications.
- Committed to working with low-income and underrepresented students.
- Demonstrated oral and written communication skills and patience required.
- Must be dependable, flexible, and self-motivated.



# MIGRANT EDUCATION REGION 10

(562) 922-6164 • FAX (562) 401-5715 • [www.lacoe.edu](http://www.lacoe.edu)

February 10, 2015

Lisa Ramirez, Ed.D, Director  
Office of Migrant Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202

Dear Dr. Ramirez:

As the Regional Director for the Migrant Education Program in Los Angeles, California and a former migrant student myself. I have learned to recognize outstanding, innovative, and meaningful programs that support the success of migrant youth. I am pleased to offer my support for the 2015 grant application for the High School Equivalency Program (HEP) at California State University, Long Beach. In a time of declining state and federal resources, secondary education programs and services for out of school migrant youth and adults have decreased in larger numbers. Minimal, and many times non-existent academic counseling and support, keep our migrant youth from pursuing a high school equivalency credential or college education.

In Support of the HEP program, we offer the following contributions to the program

- Referral of eligible out-of-school youths and adults from the Long Beach and Los Angeles areas
- Collaborations in recruitment activities and statewide events that will yield eligible migrant youths and adults
- Provide training / professional development opportunities for CSULB HEP personnel
- Access to Migrant Education Program services and resources that are available to HEP participants

In addition to the above, we will continue our partnership with CSU Long Beach in involving our staff and serve as mentors, role models, and motivational speakers. We look forward to the opportunity to provide support the CSU Long Beach High School Equivalency Program. If you would like additional information regarding this recommendation, please contact me via email at [Mendoza\\_Lupe@lacoe.edu](mailto:Mendoza_Lupe@lacoe.edu) or by phone at (562) 922-6832.

Sincerely,

(b)(6)

Guadalupe Mendoza, Regional Director  
Migrant Education Program - Region 10  
Los Angeles County Office of Education



**Los Angeles County Office of Education**

Leading Educators • Supporting Students • Serving Communities

PR/Award # S141A150027

9300 Imperial Highway • Downey, CA 90242-2890



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center  
Financial Management Portfolio  
Cost Allocation Services

90 7<sup>th</sup> Street, Suite 4-600  
San Francisco, CA 94103-6705  
PHONE: (415) 437-7820  
FAX: (415) 437-7823  
EMAIL: CAS-SF@psc.hhs.gov

August 25, 2014

Brian M. Nowlin  
Chief Operating Officer  
California State University, Long Beach Research Foundation  
Formally: CSU, Long Beach and the Foundation  
6300 State University Drive, Suite 332  
Long Beach, CA 90815

Dear Mr. Nowlin:

A copy of an indirect cost Negotiation Agreement is attached. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for indirect costs on grants and contracts with the Federal Government. Please have the Agreement signed by a duly authorized representative of your organization and return it to me BY EMAIL OR FAX, retaining the copy for your files. We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

A fringe benefit proposal together with required supporting information must be submitted to this office for each fiscal year in which your organization claims indirect costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on your fiscal year ending 06/30/14 is due in our office by 12/31/14. Please submit your next proposal electronically via email to [CAS-SF@psc.hhs.gov](mailto:CAS-SF@psc.hhs.gov).

Sincerely,

(b)(6)

Arif Karim, Director  
Cost Allocation Services

Attachment

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY EMAIL OR FAX

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 95-6106694

DATE: 08/25/2014

ORGANIZATION:

FILING REF.: The preceding

Calif State Univ, Long Beach Research Fdn

agreement was dated

Frmly: CSU, Long Beach & the Fdn

03/26/2014

6300 State University Drive, Suite 332

Long Beach, CA 90815

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

---

**SECTION I: INDIRECT COST RATES**

---

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2013	06/30/2014	44.50	On-Campus	Organized Research
PRED.	07/01/2014	06/30/2015	45.50	On-Campus	Organized Research
PRED.	07/01/2015	06/30/2016	46.50	On-Campus	Organized Research
PRED.	07/01/2016	06/30/2017	47.50	On-Campus	Organized Research
PRED.	07/01/2013	06/30/2017	26.00	Off-Campus	Organized Research
PRED.	07/01/2013	06/30/2014	54.10	On-Campus	Instruction
PRED.	07/01/2014	06/30/2017	50.50	On-Campus	Instruction
PRED.	07/01/2013	06/30/2017	26.00	Off-Campus	Instruction
PRED.	07/01/2013	06/30/2014	43.20	On-Campus	Other Sponsored Activities
PRED.	07/01/2014	06/30/2017	47.50	On-Campus	Other Sponsored Activities
PRED.	07/01/2013	06/30/2017	26.00	Off-Campus	Other Sponsored Activities

ORGANIZATION: Calif State Univ, Long Beach Research Fdn Frmlly:  
CSU, Long Beach & the Fdn  
AGREEMENT DATE: 8/25/2014

---

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2017	Until Amended		(1)	

\*BASE

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

(1) use same rates and conditions as those cited for fiscal year ending June 30, 2017.

ORGANIZATION: Calif State Univ, Long Beach Research Fdn Frmlly:  
CSU, Long Beach & the Fdn  
AGREEMENT DATE: 8/25/2014

---

**SECTION I: FRINGE BENEFIT RATES\*\***

---

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2014	6/30/2015	14.80	Foundation	Regular Employees

**\*\* DESCRIPTION OF FRINGE BENEFITS RATE BASE:**

Salaries and wages excluding vacation, holiday, sick leave pay and other paid absences.

ORGANIZATION: Calif State Univ, Long Beach Research Fdn Frmlly:  
CSU, Long Beach & the Fdn

AGREEMENT DATE: 8/25/2014

---

**SECTION II: SPECIAL REMARKS**

---

TREATMENT OF FRINGE BENEFITS:

For Foundation Regular Employees, this organization uses a fringe benefit rate which includes the costs of State unemployment, Retiree Medical, and Cafeteria Plan and is applied to salaries and wages and budgeting and charging purposes for Federal projects. Actual costs are used for charging purposes for the following fringe benefits: FICA, WORKERS COMPENSATION, HEALTH/LIFE INSURANCE, DISABILITY, MEDICARE AND RETIREMENT.

For Foundation employment categories other than Foundation Regular Employees, the organization uses a fringe benefit rate which includes the costs of State Unemployment and is applied to salaries and wages for budgeting and charging purposes for Federal projects. Actual costs are used for charging purposes for the following fringe benefits: FICA, WORKERS COMPENSATION, AND MEDICARE.

For University Employees, a state calculated fringe benefit rate is used for budgeting purposes for Federal projects. Faculty are released to the Foundation when working on Federal projects, and fringe benefits are reimbursed by the Foundation to the University. The following fringe benefits are treated as direct costs: SUI, SDI, WORKERS COMPENSATION, HEALTH/LIFE INSURANCE, AND RETIREMENT.

TREATMENT OF PAID ABSENCES

For Foundation Regular Employees, the cost of Vacation and Other Paid Absences (OPA) are included in a fringe benefit rate and are not included in direct charges for salaries and wages. Charges for salaries and wages must exclude those paid to Foundation Regular Employees on Vacation or OPA.

For Foundation employment categories other than Foundation Regular Employees, Vacation and OPA are not provided. Thus, charges separate from salaries and wages are not made for this type of benefit.

For University Employees, Vacation and OPA are included in salaries and wages. Separate claims for these costs are not made. Faculty are released to the Foundation when working on Federal projects, and Vacation and OPA are reimbursed by the Foundation to the University as part of the normal charge for salaries and wages.

ORGANIZATION: Calif State Univ, Long Beach Research Fdn Frmlly:  
CSU, Long Beach & the Fdn  
AGREEMENT DATE: 8/25/2014

**SECTION III: GENERAL**

**A. LIMITATIONS:**

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

**B. ACCOUNTING CHANGES:**

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

**C. FIXED RATES:**

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

**D. USE BY OTHER FEDERAL AGENCIES:**

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-21, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

**E. OTHER:**

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

**BY THE INSTITUTION:**

Calif State Univ, Long Beach Research Fdn Frmlly: CSU, Long Beach & the Fdn

(b)(6)  
(INSTITUTION)  
(b)(6)  
(SIGNATURE)

Brian M. Nowlin, Ed.D.

(NAME)

Chief Operating Officer

(TITLE)

08/27/2014

(DATE)

**ON BEHALF OF THE FEDERAL GOVERNMENT:**

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)  
(A)  
(S)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

8/25/2014

(DATE) 0171

**HHS REPRESENTATIVE:**

Helen Fung

Telephone:

(415) 437-7820

## 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](#)

**CSULB COLLEGE ASSISTANCE MIGRANT PROGRAM**

**BUDGET NARRATIVE**

The High School Equivalency Program (HEP) budget was carefully constructed within the federal regulations to adequately support the project and makes effective use of grant funds and all resources provided directly by the applicant and indirectly through other offices at the university in order to successfully obtain the objectives and overall purpose of the HEP program. The costs of project services are reasonable in relation to the costs of similar services provided at the college.

**2015-2016 Detailed Budget**

**1. PERSONNEL COSTS**

	<b>Original</b>
A. Project Director (12 months FT)	\$ 75,000
B. Recruiter (12 months FT)	\$ 35,000
C. Program Assistant (12 months FT)	\$ 28,000
<b>SubTotal FT Salaries</b>	<b>\$ 138,000</b>
D. Instructors (12 months .50 FTE) X 4	\$ 74,800
E. Student Assistants (Part-Time)	
1. Tutors (16 hrs X 40wks X \$12.00) X 4 Tutors	\$ 30,784
2. Student/Computer Lab Assistant (12 hrs X 40wks X \$10) X 2	\$ 12,133
<b>SubTotal PT Salaries</b>	<b>\$ 117,717</b>
<b>TOTAL PERSONNEL COSTS</b>	<b>\$ 255,717</b>

**2. FRINGE BENEFITS**

<b>FT salaries</b>	\$ 114,141
PT salaries	\$ 12,295
<b>TOTAL FRINGE BENEFITS</b>	<b>\$ 118,725</b>

**3. STAFF TRAVEL**

1. Federal Migrant Directors Meeting	
a. Transportation (Ground & Air X 2)	\$ 1,400
b. Hotel (3 nights @ \$175/night X 2)	\$ 1,050
c. Meals (4 days @ \$55 X 2)	\$ 440
2. State Migrant Parent Conference	
a. Conference Fees \$200 x 4 people	\$ 800
3. Recruitment Activities / Travel/Mileage	
a. Rental Vehicle (\$40/Day X 15 days)	\$ 1,452
b. Gas and Incidentals	\$ 968
c. Hotel (15 nights @ \$100)	\$ 700
d. Meals (15 days @ \$55)	\$ 165

4. HEP/CAMP National Conference	
a. Registration ( \$250/person x 4 staff)	\$ 1,000
b. Transportation (Ground & Air \$500 x 4)	\$ 2,000
c. Hotel (3 nights @ \$175/night x 4)	\$ 2,100
d. Meals (3 days @ \$55 x 4)	\$ 660
<b>TOTAL TRAVEL</b>	<b>\$ 12,735</b>
<b>4. EQUIPMENT</b>	
<b>TOTAL EQUIPMENT</b>	<b>\$ 0</b>
<b>5. SUPPLIES</b>	
A. Miscellaneous Office Supplies (Pens, pencils, paper, envelopes, etc.)	\$ 4,500
<b>TOTAL SUPPLIES</b>	<b>\$ 4,500</b>
<b>6. CONTRACTUAL</b>	
Independent Evaluator (\$1,000/day X 2 Days)	\$ 2,000
<b>TOTAL CONTRACTUAL</b>	<b>\$ 2,000</b>
<b>7. CONSTRUCTION</b>	
<b>TOTAL CONSTRUCTION</b>	<b>\$ 0</b>
<b>8. OTHER</b>	
<b>Student Educational/Cultural Activity</b>	
Transportation	\$ 1,550
Admission/Registration	\$ 2,700
<b>Instructional Training/Materials:</b>	
Duplication	\$ 2,500
GED Workbooks, Supplies & Software	\$ 2,500
Instructor Workshops	\$ 2,500
Staff Development/In-service Workshops	\$ 2,500
<b>Career Training/Materials:</b>	
Career Development Training/Resources	\$ 1,000
Career Supplies/Books/Software	\$ 1,000
<b>Outreach /Recruitment</b>	
PSA/Promotional Publication Materials	\$ 2,500
Graduation Ceremonies @\$2,500 x 2	\$ 2,500
Cellular Phone (2) @ \$93.75/mo x 12mo - \$2,250	\$ 2,250
<b>Other:</b>	
HEP Association \$1,200/yearly	\$ 1,200
Computer Technician Services/Computer Maintenance	\$ 1,000
Workshops/Training/Collaborations/Consortium	\$ 2,000
Live Scan	\$ 169
<b>TOTAL OTHER</b>	<b>\$ 44,074</b>
<b>9. TOTAL DIRECT CHARGES</b>	
<b>TOTAL DIRECT CHARGES</b>	<b>\$ 417,592</b>
<b>10. TOTAL INDIRECT CHARGES [8% of Direct Charges]</b>	
<b>TOTAL INDIRECT CHARGES( F &amp; A) Cost</b>	<b>\$ 33,407</b>

**11. TRAINING STIPENDS**

1. Training (Direct Student Expenses)	
a. HEP Training Grant [\$125 x 80 participants]	\$ 10,000
b. GED Testing Stipend [\$125 x 80 participants]	\$ 10,000
<b>TOTAL TRAINING STIPENDS</b>	<b>\$ 20,000</b>

**12. TOTAL COSTS** **\$ 475,000**

**B. Budget is Reasonable:** The budget is driven by the objectives, scope, intensity, and costs of the services required to generate the desired outcomes. The budget is adequate to support the project’s services and activities and reasonable in relationship to the anticipated results and benefits. The cost for each major line item in the budget represents reasonable costs for the size, duration, and day-to-day operation of a HEP Program. We have determined the type of positions and number of personnel required to deliver the intensity and depth of project services to the HEP participants. The overall estimated project cost per participant is well within an appropriate range to provide recruitment, comprehensive academic and personal services, and activities.

**Personnel and Benefits:** Project staff salaries are within the range for comparable positions in the university’s salary union schedule to reflect academic attainment, experience, and length of service to the project. Salary and benefits are based on current state, federal and university’s union policy and cost rates, as well as high cost of living. Health and dental benefits are made available to all staff, which enhances the project’s ability to attract and retain well-qualified personnel and in accordance with the Affordable Health Care Act.

**Supplies and Services:** Costs are based on college’s procurement procedures and includes discounts where appropriate. The budget amounts, as indicated, are necessary to carry out this proposed project. Full funding is required to effectively execute project activities with the necessary supplies and services.

**Travel:** The goal of all travel is to promote professional development and improve the ability of the staff to provide effective and efficient service to HEP participants. HEP policy will require that all staff members submit a written or present an oral report to share information with the whole staff. Additionally, the Student Affairs Division offers professional development workshops annually for all Student Services Personnel. Various types of travel are available to staff, as is consistent with U.S. Department of Education and CSULB's travel policies. Field trips opportunities will also be provided to give the participants direct exposure to a variety of professions and cultural activities.

**Cost Effective:** The HEP Program budget is cost effective given the project goals, number of students, and expected outcomes, especially when compared to the well-organized comprehensive delivery model of this HEP Program versus the fragmented services generally available on campus.

**Adequacy to Support the Project:** In conjunction with the institutional support, the budget adequately provides the level of funding sufficient to conduct the program's designed tasks and activities to achieve the HEP objectives. The HEP Program will use 100% of the funds, resources, and personnel to achieve the project objectives.

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

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

Name of Institution/Organization

California State University Long Beach Research Foundation

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	255,717.00	255,717.00	255,717.00	255,717.00	255,717.00	1,278,585.00
2. Fringe Benefits	118,725.00	118,725.00	118,725.00	118,725.00	118,725.00	593,625.00
3. Travel	12,735.00	12,735.00	12,735.00	12,735.00	12,735.00	63,675.00
4. Equipment						
5. Supplies	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	21,250.00
6. Contractual						
7. Construction						
8. Other	29,869.00	29,869.00	29,869.00	29,869.00	29,869.00	149,345.00
9. Total Direct Costs (lines 1-8)	421,296.00	421,296.00	421,296.00	421,296.00	421,296.00	2,106,480.00
10. Indirect Costs*	33,704.00	33,704.00	33,704.00	33,704.00	33,704.00	168,520.00
11. Training Stipends	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	100,000.00
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: 2014-07-01-01 To: 2017-06-30-01 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): DHHS

The Indirect Cost Rate is 45.50 %.

(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 8.00 %.

Name of Institution/Organization California State University Long Beach Research Foundation	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 B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Rafael		Topete	

Address:

Street1:	College Assistance Migrant Program
Street2:	1250 Bellflower Boulevard, LA1-107
City:	Long Beach
County:	Los Angeles
State:	CA: California
Zip Code:	90815-4670
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(562) 985-2006	(562) 985-2003

Email Address:

Rafael.Topete@csulb.edu
-------------------------

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------