

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



**APPLICATION FOR GRANTS
UNDER THE**

HEP-84.141A-1

CFDA # 84.141A

PR/Award # S141A150030

Grants.gov Tracking#: GRANT11834187

OMB No. , Expiration Date:

Closing Date: Feb 12, 2015

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

Application for Federal Assistance SF-424

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

* 3. Date Received: <input type="text" value="02/12/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Portland Community College"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="930575187"/>	* c. Organizational DUNS: <input type="text" value="0509720250000"/>

d. Address:

* Street1: <input type="text" value="P.O. Box 19000"/>
Street2: <input type="text"/>
* City: <input type="text" value="Portland"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="OR: Oregon"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="97280-0990"/>

e. Organizational Unit:

Department Name: <input type="text" value="Business, College Prep"/>	Division Name: <input type="text"/>
--	-------------------------------------

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Karen"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Sanders"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Division Dean"/>

Organizational Affiliation: <input type="text" value="Portland Community College"/>

* Telephone Number: <input type="text" value="971-722-7085"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="ksanders@pcc.edu"/>
--

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.141

CFDA Title:

Migrant Education_High School Equivalency Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-122914-002

* Title:

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

13. Competition Identification Number:

84-141A2015-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Portland Community College 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.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="418,630.00"/>
* 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="418,630.00"/>

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Dr. Preston Pulliams	District President
APPLICANT ORGANIZATION	DATE SUBMITTED
Portland Community College	02/12/2015

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="NA"/>	7. * Federal Program Name/Description: <input type="text" value="Migrant, Education_High School Equivalency, Program"/> CFDA Number, if applicable: <input type="text" value="84.141"/>
---	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

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

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

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

* Signature:

* Name: Prefix: * First Name: Middle Name:

* Last Name: Suffix:

Title: Telephone No.: Date:

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPAStatementHEP2015FINAL.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provision Act (GEPA) Statement:

Portland Community College High School Equivalency Program

In accordance with the **General Education Provisions Act (GEPA)**, Portland Community College (PCC) is committed to providing equal access and treatment for all students and ensures equitable access and participation in all federally assisted programs by accommodating the needs of all eligible program beneficiaries. All project activities are guided by PCC's adherence to Section 427 of GEPA. PCC High School Equivalency Program (HEP) is specifically designed to reach migrant and seasonal farmworkers and their immediate family and assist them in obtaining a general education diploma (GED). These groups – migrant and seasonal farmworkers and their families – are all traditionally underrepresented in higher education. Every effort will be made to hire HEP staff who can serve as role models to underrepresented populations in higher education. Job applicants will be asked to speak to their experience overcoming barriers similar to those encountered by HEP participants.

Hiring of HEP staff will be done in accordance with PCC's non-discriminatory human resource policies, which include strategies to recruit, retain, and promote a diverse staff that reflects the area's demographics throughout all levels of the institution. PCC's policies state that any current or potential staff member, student, or participant, regardless of gender, race, religion, ethnicity, national origin, color, use of native language, sexual orientation, marital status, veteran status, height/weight ratio, disability, age, or other protected class will have **equitable access** to programs of any kind offered at PCC. To ensure this occurs, accommodations for students with disabilities are coordinated with PCC's **Disability Services Office**, and all educational materials, student services, and other materials created to support the project will be developed and disseminated in consultation with PCC's **Office of Equity and Inclusion**. All PCC campuses

participating in grant activities will ensure equitable access to, and participation in, the proposed program for students, teachers, and any other program beneficiary with special needs. Any suggestions for addressing equity issues as they relate to grants/programs will be addressed. Requests will be honored in ways that meet the needs of all staff and participants.

PCC does not tolerate unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, marital status, height/weight ratio, disability, veteran status, age, or sexual orientation in any area, activity or operation of the District. In addition, the college complies with the Civil Rights Act of 1964 (as amended), related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, USERRA – Uniformed Services Employment and Reemployment Rights Act, and all civil rights laws of the City of Portland and the State of Oregon. Accordingly, equal opportunity for employment, admission, and participation in the college’s benefits and services shall be extended to all persons, and the college shall promote equal opportunity and treatment through a positive and continuing affirmative action plan.

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 Portland Community College		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Dr.	* First Name: Jeremy	Middle Name:
* Last Name: Brown	Suffix:	
* Title: District President		
* SIGNATURE: Dr. Preston Pulliams	* 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

Portland Community College (PCC) is the largest institution of higher education in Oregon, annually serving over 87,000 students district-wide including 3,181 Latino students. PCC's High School Equivalency Program (HEP) has two sites: 1) the Rock Creek Campus in Portland, and 2) the Hillsboro Center in Hillsboro, that will serve all or part of Clackamas, Columbia, Multnomah, Washington and Yamhill counties. These counties are located in the northwest part of Oregon where the largest concentration of farmworkers and their families reside – 44,033 MSFWs in the region, 27.4% of all MSFW's in the state. Despite the great numbers of MSFWs, PCC HEP is the only HEP program in the region, meaning that without PCC HEP, there is no access to GED education and support for this population.

PCC HEP will serve 76 commuter participants annually and provide a comprehensive array of services and activities including: academic and career advising, free GED instruction and tutoring, free GED exams, access to a lending library, supplies, cafeteria meals, transportation stipends and childcare subsidies, a week-long hands-on computer literacy course, weekly class access to computer labs, career/academic workshops, follow-up services, and a 9-credit college tuition waiver for GED attainers. PCC HEP will address Invitational Priority 2. PCC HEP objectives, outcomes and targets for meeting the GPRA measures are: Objective 1 (GPRA 1): 70% of participants (53 students) will receive their GED annually. Objective 2 (GPRA 2): 80% of GED recipients (42 students) will enter postsecondary education or training programs, upgraded employment or the military annually. Objective 3: 85% of HEP participants (60 students) will participate in at least three educational and career development activities. Objective 4: 70% of participants (53 students) in the program each term will meet with the Advisor at least twice to develop and track progress on individual education and career plans.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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1. NEED FOR THE PROJECT

Portland Community College (PCC) is the largest higher education institution of in Oregon, annually serving over 87,000 students. Comprised of four main campuses (Sylvania, Rock Creek, Southeast and Cascade), PCC offers university transfer courses, career-technical training, college preparation and community education classes to residents of a five-county district that includes Multnomah, Clackamas, Columbia, Washington and Yamhill counties. Of Oregon's 160,429 migrant and seasonal farmworkers (MSFWs), most of whom are Mexican or Mexican American, nearly one-third (27.4%) live in the PCC District, the largest concentration of MSFWs in the state (Oregon Child Development Coalition Community Assessment, 2013; Larson, 2013). PCC serves an extraordinary 3,181 Latino students—the second largest number of Latino students at any Oregon college (PCC Institutional Effectiveness [IE], 2015). From 2009 to 2014, PCC's Latino credit enrollment increased by 51.8% while overall enrollment only increased by 2.6% (IE, 2015). Given MSFWs limited educational experience - and the failure of many public schools to meet their education needs - they lack the academic preparation and familiarity needed to succeed in college, and are at risk of not reaching their personal, academic and career goals.

Over the last five years, PCC's High School Equivalency Program (PCC HEP) has assisted 480 MSFWs throughout the PCC District (See Map, Appendix A). Ours is the only HEP program serving the 44,033 MSFWs in the region.

i. Magnitude of need for the services to be provided. Nationally and regionally, MSFWs fare the worst on indicators of economic, health, and education factors and face multiple challenges on their road to economic and educational success (The Kresge Foundation, 2012; Kandel, 2008).

- **Economic Challenges:** Education disparity leads to low wages for MSFWs. In 2013, the average income for Oregon farmworkers was \$19,150, 180% below the federal poverty level. In

Washington County, where the majority of PCC HEP students reside, this figure represents 30% of the county's \$64,180 median household income (US Census Bureau, 2009-2013).

Hillsboro School District: Percentage Meeting or Exceeding State Standards

Subject	Migrant Students 11 th Grade	All Students 11 th Grade
English/Language Arts	34.7%	71%
Mathematics	31%	61.4%
Science	26.1%	63.nine%

Source: 2011-2012 District Report Card, Hillsboro

Educational Disparities: MSFW youth drop out of school at a rate four times higher than other students (U.S. Dept. of Education, 2014), and many who stay in school perform poorly. In Hillsboro School District (in PCC's District),

which has a high number of MSFW families, 11th grade migrant students failed to meet or exceed benchmarks well below all 11th graders.

- **Health Challenges:** MSFWs have the poorest health of any group in the U.S. and are among the most medically indigent (Stoneman, M., & McAnin, M., 2013). Most MSFWs and their families lack health insurance, resulting in higher rates of diabetes, hypertension, cardiovascular disease and cancer than other Oregonians (Oregon Primary Office, 2013). Moreover, farm work is the most dangerous job in the U.S. (U.S. Dept. of Labor, 2013).

ii. Extent to which proposed project focuses on serving and or addressing the MSFW needs.

All PCC HEP services will focus on MSFW needs. Needs and gaps to be addressed include:

- **Multiple Financial Obligations with Limited Incomes:** MSFWs struggle with poor living conditions, housing, transportation, medical and childcare needs, and the health risks associated with pesticide exposure, hunger, malnutrition and stress (Oregon Child Development, 2014). Struggling with these factors associated with poverty makes it unlikely that MSFWs can study, learn or attend school. Given these financial constraints it is unlikely they can afford the costs of postsecondary education or training (Teranishi, Suárez-Orozco, & Suárez-Orozco, M. 2011).

• **Lack of Academic Preparation and Limited English Skills:** Due to the transitory nature of farm work, migrant students face ongoing disruptions in their schooling which negatively impact readiness to advance in school and in English language skills. In preparation for this proposal, PCC HEP participants' were administered a needs assessment survey. Forty-four percent indicated that the lack of knowledge of English would prevent them from signing up for classes. The majority (60%) indicated that PCC classes to learn English was their highest priority.

• **Low GED/Educational Attainment:** Despite barriers, migrant students want education or training to get a better-paying job with benefits. MSFWs understand how critical education is to improve their future, but they face significant challenges. Of all PCC Adult Basic Education (ABE) and GED students, 34.3% are Latino (IE, 2015). MSFWs GED pass rate in Oregon is 24.7%; white students' rate is 62.5% (GED Testing Service). For MSFWs who desire more gainful employment, graduating from high school or earning a GED and going to college is essential (Gonzales-Berry, Mendoza and Plaza, 2006).

• **Lack of Role Models and Support:** Few MSFWs have family members who are high school graduates to educate them about the benefits of getting a GED, and help develop academic and career goals. While many MSFW parents value education for their children, they have difficulty navigating the educational system due to cultural and language barriers. Research suggests that migrant students also drop out of high school because their teachers do not often provide incentives or encouragement in their educational pursuits (Gonzales-Berry, et. all, 2006).

• **Isolation from programs and opportunities that serve as pathways to college:** Besides PCC HEP there is no targeted, tailored program in the region that addresses the significant barriers MSFWs encounter in accessing the education or training needed to obtain employment that increases the income, housing and health of MSFWs. Many MSFWs live in and/or travel to

and from rural areas for agricultural/seasonal work. The long hours and commute create a need for programs in the area they live and work. Moreover, the academic requirements of traditional college programs isolate MSFWs by precluding the possibility of acceptance to college. Finally, the lack of culturally and linguistically appropriate or accessible services—along with a campus culture that often seems foreign to MSFWs and makes them feel unwelcome in higher education.

- **Changes in the GED 2014 Exam:** The GED 2014 exam changed the context of the HEP program. The new exam did not simply represent a new format; it tested for a higher level of knowledge than previous GED exams. In addition to newly required computer skills, GED 2014 resulted in culturally inaccessible learning materials, did not correspond to the GED exam, and presented problematic translations that made participant learning of the material difficult.

- **Lack of computer literacy skills:** The HEP needs assessment survey found that a lack of computer skills presented a barrier to passing the 2014 revised GED exam. Students lack basic skills such as using a mouse, keyboard, word processing programs, or web browsers.

- **Lack of familiarity, experience, and support to embark on an educational plan:** Although students have sufficient academic skills to succeed in our program, they lack the familiarity, experience, and support needed to instill the know-how and confidence to embark on an educational path. The average age of students is 34 years old. It has been a decade or two since they last attended school. Participant demographics indicate that many students are from areas with scant access to educational infrastructure beyond middle or high school. Students who attended U.S. schools (on average through the 10th grade) were not served well by these schools as indicated by pre-program assessments. For some the very idea of going to college is foreign. They may struggle with trying to break family cycles of low educational attainment, especially in poor immigrant families who may elect to work at the expense of continuing their education.

iii. Identified needs and gaps and how they will be addressed.

Needs and Gaps	PCC HEP Services Addressing Needs and Gaps
Multiple Financial Obligations with Limited Incomes	Outreach to underserved MSFWs; free GED classes and exams, books, supplies, bus passes and cafeteria meals; transportation stipends; childcare subsidies, and free/reduced health, dental and visions services; a network of MSFW-serving organizations providing support services; 9-credit college tuition waiver; and partnerships with Workforce agencies.
Lack of Academic Preparation and Limited English Skills	Student services and workshops focused on academic skill and student development; and classes of English for Speakers of Other Languages (ESOL) classes.
Low GED/Educational Attainment	GED cohort instruction; tailored instruction and curriculum; individualized advising; campus and community academic and career support programs and resources; and navigation into college, career training, employment or military.
Lack of Role Models and Support	Mentorship by faculty and staff; involvement of families and community members in graduation ceremonies and career pathway orientations; and success stories shared by alumni to provide students guidance, support and encouragement they need to succeed.
Isolation from programs and opportunities that serve as pathways to college	PCC HEP offers the only regional program for MSFWs that provides GED and postsecondary training/education; location of program at two sites most accessible to students who live and/or commute to and from rural areas far from the Portland Metro area; outreach to and recruitment of MSFW population underserved by educational programs; and bilingual/culturally appropriate services.
Changes in the GED 2014 Exam	Finding and developing effective learning materials and instruction strategies in coordination with other HEP instructors, locally and nationally; more intensive, individually tailored instruction and in-class tutoring; and increased in-class student application of GED knowledge and skills and use of computers so that students are equipped to pass the GED exam.
Lack of computer literacy skills	Week-long hands-on course on computer literacy; weekly class access to computers labs so students develop needed proficiency for taking GED exam; finding Internet resources to help learn GED knowledge and skills and search and apply for jobs online.
Lack of familiarity, experience, and support to embark on an educational plan	Mentorship and role model network to provide students with the guidance, support, skills and knowledge needed to develop MSFW community capacity, understanding and confidence in navigating postsecondary education and training.

iv. Importance or magnitude of PCC HEP results or outcomes. Latino population growth, including MSFWs, has changed Oregon’s demographics and affected various sectors, including

business, health, housing, education, public safety and public transportation. If Oregon hopes to have a knowledgeable, skillful and representative workforce across these sectors, MSFWs must have access to educational and career pathways. MSFW’s lack of high school or equivalent credentials is a barrier to the education or training necessary for economic security. In Oregon students without a high school diploma earn less than \$32,000 a year (Bishop-Josef, Schaefer and Watson, 2014), and have an employment rate of 6.5%, nearly double the rate of those with a diploma, 3.5% (U.S. Dept. of Labor, 2010). They are less likely to be employed as increasing numbers of jobs require a high school diploma or GED (U.S. Dept. of Labor, 2013; Econorthwest Employment Workforce and Degree Production Goals Report 2014). In the HEP student needs assessment, their responses show they see the role of a GED for their lives: to improve employment (66%), attend college (59%), improve their life opportunities (38%), learn English (34%), and pursue a desired career (21%).

2. QUALITY OF PROJECT DESIGN

i. Clearly Specified and Measurable Goals, Objectives and Outcomes. PCC HEP’s goal is to help MSFWs obtain a GED and enter postsecondary education/training, upgraded employment or the military. Four objectives directly addressing the needs of eligible students and HEP purposes will guide the program. The objectives, including GPRAs, are specific and measurable.

PCC HEP Objectives
<i>Objective 1 (GPRA 1): 70% of participants (53 students) will receive their GED annually.</i>
<i>Objective 2 (GPRA 2): 80% of GED recipients (42 students) will enter postsecondary education or training programs, upgraded employment or the military annually.</i>
<i>Objective 3: 85% of HEP participants (64 students) will participate in at least three educational and career development activities per year.</i>
<i>Objective 4: 70% of participants (53 students) in the program each term will meet with the Advisor at least twice to develop—and track progress on—individual education and career plans.</i>

ii. Design is appropriate to and successfully addresses MSFW needs: PCC HEP allows MSFWs to earn their GED and begin a path to a better future. The program is conveniently located for the average students' extensive family responsibilities, long workdays and long commutes. PCC HEP will provide a comprehensive array of services and activities including: academic and career advising, free GED instruction and tutoring, free GED exams, access to a lending library, supplies, cafeteria meals, transportation stipends and childcare subsidies, a week-long hands-on computer literacy course, weekly class access to computer labs, career/academic workshops, follow-up services, and a 9-credit college tuition waiver for GED attainers. In accordance with GEPA, PCC will ensure access to and participation in all services for all students regardless of gender, race, national origin, color, disability, or age.

Directly addressing needs and gaps identified in Section I, the HEP Program will include:

- **Financial Assistance:** PCC will pay all participant costs related to GED instruction and GED tests. Students receive free GED classes and exams, books, supplies, bus passes, cafeteria meals, gas vouchers, parking, childcare subsidies. The Oregon Farmworkers Coalition (OFC), a regional migrant support and resource network, established by PCC HEP, provides access to health, dental and vision services through referrals and assists participants with the educational, occupational, housing, health, and immigration-related needs. These resources ensure students can attend class and complete the program. Every HEP GED attainer will receive nine free PCC credits that can be used to take additional courses—that expand their employment opportunities.
- **Employment Services:** The Advisor will develop an individualized employment plan and assist students with job search skills (i.e. resume writing, researching job opportunities, applying for jobs, interview skills, etc.), job placement, and accessing career-technical trainings. OHDC and OED, will provide workforce training services available through their agencies.

- **Academic Advising and Support:** The Advisor plays a key role student retention and completion through academic and career guidance. After conducting a comprehensive assessment of students' academic, career, social, and economic needs, the student and Advisor will work together to create a personalized *Camino de Exito* plan (*Camino*). The *Camino* will reflect comprehensive skill and interest assessments using a prescribed template. The *Camino* design will create benchmarks and methods for monitoring the student's progress. This approach ensures students are *active* partners in setting their own goals and expectations. Students meet with the Advisor twice a term to work on education/career goals.

- **Academic and Student Development Services:** Participants will be linked to student services and workshops focused on academic skill and student development. In orientation, students will learn how to access Financial Aid, Admissions, the Student Learning Center, campus library and computer labs. Bi-lingual Staff (when available) from these divisions will be invited to orientation and an open house. Sample topics include: campus support services and resources; college admissions, registration and financial aid/scholarships. Students will be required to attend workshops or information sessions or work with the Advisor to access these services. To learn English, participants will enroll in English for Speakers of Other Languages (ESOL) classes to learn the requisite English for college or work.

- **HEP GED Cohort Instruction and Tutoring:** Intensive, tailored GED instruction and tutoring will be provided 16 hours a week (4 hours a day 4 days a week). PCC chose the Rock Creek Campus and its Hillshoro Center to locate the classes. For MSFWs from the many nearby local rural areas, these two sites provide a convenient and needed geographic access given the respectively longer workdays and work commutes of area migrants. The GED courses will be filled entirely by HEP students, creating a supportive cohort of students with the shared goals of

persistence, GED completion, and successful transition. Instructors will utilize diverse teaching approaches to address individual student needs, including lecture, application of knowledge and group work. Small groups or “clusters” will be set up based on students’ levels of capacity and learning pace. To address limited student time availability for tutoring sessions, tutoring will be incorporated into the classroom to ensure students receive the attention and materials they need. Tutoring allows time to work one-on-one with students to address specific academic challenges. The Advisor helps students access additional tutoring at the Student Learning Center.

- **Mentorship and Role Model Support Network:** Faculty and staff will provide MSFWs the mentorship, guidance and support to navigate the GED program and college with the necessary knowledge and confidence by orienting students to college-level academic expectations and the skills necessary for academic success, particularly among older MSFWs. Outside the classroom, PCC staff will involve family and friends in orientations, workshops, an annual open house and graduation ceremonies. Faculty and staff will orient students to strategies for structuring their lives to be able to complete the program, which will help students develop the knowledge and confidence necessary to succeed in college. Alumni members will share their success stories so that members of the MSFW community can see themselves succeeding in higher education.

- **Services and support for GED 2014:** Program faculty have responded to the need for new learning materials by working with other HEP instructors, locally and nationwide, to find and develop effective learning materials and instruction strategies. They have also worked with the English GED program at PCC to problem solve and overcome barriers presented by the new test.

- **Computer Skills and Resources:** To prepare students for the computer GED, staff will provide students a) a mandatory, one-week, hands-on computer literacy course; b) weekly access to computer labs for students; and c) teach students how to conduct searches and find resources

to help them learn GED-related content. Students will also learn important academic and career related skills, such as applying for financial aid and scholarships, writing and editing documents and preparing a resume or searching for and applying for jobs online.

iii. PCC HEP’s coordination of related community, state, and federal resources, and

iv. Linkages with agencies and organizations serving MSFWs. In accordance with Section 418A(d), PCC will coordinate with other local, state, and federal programs to maximize

resources available to migrant students. HEP staff will coordinate with other federally funded programs serving related populations (e.g., TRIO programs) to recruit and/or support students.

PCC HEP collaborates with state and federal agencies such as the OHDC, OED and the Office of Migrant Education to coordinate the resources and services available to MSFWs. PCC HEP will

also coordinate with the network of OFC faith-based and community organizations (Invitational Priority 2) to provide information about PCC HEP to their clients and assist with referrals. PCC

HEP has an established an Advisory Committee (AC) comprised of internal and external partners who will support the project and facilitate interagency coordination.

PCC HEP Advisory Committee (AC)	
HEP Director	HEP Graduate
Rock Creek, Division Dean	HEP Graduate
Rock Creek, Dean of Students	Employment Services Provider
Local Migrant Ed Program Administrator	Local Parish Priest
Local migrant employer	Evaluation Coordinator

PCC has obtained 15 letters of commitment. See Appendix D for selected letters of commitment; letters from all partners are on file.

3. QUALITY OF PROJECT SERVICES

i. Training and professional development services are of sufficient quality, intensity and duration to improve practices among service recipients. All HEP staff will be oriented to the objectives and requirements of the program and receive appropriate training for their job

responsibilities. The Director will attend the annual National HEP/CAMP Directors Conference and the Director and Advisor will attend the HEP/CAMP Association conference. All staff will have a professional development plan to improve project management and services. Staff will share training and knowledge resources to improve services to MSFWs. Participation in OFC meetings, which highlight community partner organizations' experience, knowledge and resources, will increase capacity to work with and link MSFWs to resources. Staff will go to PCC in-service training on effective student services and attend diversity training on sexual harassment, gender/cultural awareness, workplace diversity, and communication styles.

ii. PCC HEP services that will lead to improvements in skills necessary to gain employment.

PCC HEP will assist participants in attaining skills to gain employment: 1) The GED program is designed to increase educational attainment, which leads to higher income. In Oregon, average wages for those without a high school diploma are less than \$32,000 a year; those with a high school diploma average \$41,000 a year (Bishop-Josef, Schaefer and Watson, 2014); 2) The program will help participants improve their English language literacy. Most HEP participants will transition into ESOL classes. The ability to speak English increases employment prospects for MSFWs; 3) Participants will be referred to career training programs tailored to meet their needs such as Vocational English as a Second Languages (VESL), which introduce non-native English speakers to careers in select industries and provide an opportunity to develop English skills required for those industries. PCC offers a variety of VESL programs such as Health Care, Office Assistant and Accounting Clerk, and; 4) PCC HEP will provide workshops on soft-skill development, which are crucial to obtaining employment. Staff will hold three educational and career development workshops, trainings or information sessions per term. Students will be required to attend at least one activity per term, or work on related activities with the Advisor.

iii. Services focused on those with greatest needs. PCC HEP provides services focused on reaching MSFWs with the greatest needs to benefit from HEP services. OFC has been recruiting the most underserved MSFWs including students that have: a desire to obtain their GED; a lack of the education needed to complete the GED, limited computer skills, limited English, limited childcare; transportation issues; and hunger. Appropriate services include: academic and career advising, free GED instruction and tutoring, free GED exams, access to a lending library, supplies, cafeteria meals, transportation stipends and childcare subsidies, a week-long hands-on computer literacy course, weekly class access to computer labs, career/academic workshops, follow-up services, and a 9-credit college tuition waiver for GED attainers.

4. QUALITY OF PROJECT PERSONNEL

i. Qualifications, including relevant training and experience, of the Project Director. The Project Director, Beto Espindola, has a bachelor's degree in Sociology and Psychology and has 20 years experience in management of college and community agencies, in particular 13 years managing HEP programs, including PCC HEP. He is a former migrant and high school dropout, a HEP and CAMP alumnus, is a founding member of the National HEP/CAMP Association. He has experience in grant management, program implementation, personnel and budget management, coordinating with internal stakeholders and external partners, annual performance report and funding communication, planning, data collection and evaluation. • **Education and Training:** The HEP Director is a PCC management position requiring a minimum of a Bachelor's degree, with a Master's degree preferred. • **Experience:** Two years' of supervisory experience in education or social services; grant management and administration; bilingual in Spanish and English; experience working with diverse populations; excellent communication and problem solving skills; and experience managing similar programs working with MSFW or other

at-risk populations; and experience overcoming barriers similar to those of project participants.

ii. Qualifications, including relevant training and experience of key project personnel

The other key HEP personnel include GED Instructors, Tutors, Advisor, Recruiter, and an Administrative Assistant. A summary of the job descriptions and qualifications are described below. Resumes, job descriptions and qualifications for all grant-funded positions, are provided in Appendix E and F. • **All key personnel must have the following experience:** Experience working in teams and with diverse populations; experience working with MSFWs and understanding of overcoming barriers similar to those project participants; and be bilingual in Spanish and English as reflected in current staff. ***GED Instructor:*** Scott Lowrey, Lead GED Instructor, has over twelve years teaching experience in English and in Spanish to diverse cultures in the U.S. and abroad. He has five years of experience teaching in HEP. ***Education and Training:*** Master's degree in Education, Adult Education, or a related field. ***Experience:*** At least two years providing classroom instruction to high-risk youth and adults from pre-literate to advanced/college preparatory levels. ***Tutor (GED Instruction):*** Mare Ramirez has a Bachelor's degree in Education and four years of experience in teaching, advising and placing MSFWs in educational and career programs and opportunities. An additional tutor will be hired with PCC funds to co-teach the GED class. Tutors will also provide one-to-one tutoring that is integrated into the GED class. ***Education and Training:*** A bachelor's degree in any field. ***Experience:*** At least one year of experience tutoring academic subjects in Spanish. ***Advisor:*** Mare Ramirez also serves as the Advisor. ***Education and Training:*** Bachelor's degree in Education, Social Science, Psychology, Counseling. ***Experience:*** Demonstrated experience working with students who have barriers in achieving self-sufficiency or at-risk populations. Experience in case management in a social service or educational setting. ***Recruiter:*** To be hired. ***Education and Training:*** Bachelor's

degree in student services or related field. *Experience:* public speaking, educational marketing and recruitment experience. *Administrative Assistant:* Raquel Torres-Monsivais has over three years of experience as an administrative assistant with HEP. *Education and Training:* High school diploma or GED, or equivalent. *Experience:* Five years of administrative experience.

Several of the PCC HEP staff have succeeded in overcoming barriers similar to those confronting the program’s target population. The hiring process for new HEP staff requires candidates to provide examples of their own personal experiences similar to the target population and respond to questions about their understanding of issues MSFWs and their families face.

5. QUALITY OF THE MANAGEMENT PLAN

i. Management plan’s adequacy to achieve project objectives on time, within budget, including clearly defined responsibilities, timelines & milestones. PCC has proven capacity to manage large federal grants. Experience gained from the implementation of numerous past and current U.S. Dept. of Education grants - including HEP (for a full cycle), CAMP, TRIO Upward Bound, Educational Talent Search, and Student Support Services - has informed development of the management plan and will help ensure that project objectives are achieved on time and within budget. The following timeline identifies milestones and responsibilities associated with specific project tasks in Year One. Years Two through Five will follow a similar timeline.

Timeline	Project Tasks	Milestones	Person Responsible
Jul 2016	National Directors Conf.	Attend and participate in conference once per year (ongoing annually)	Director
Jul 2015	Marketing and Outreach	Email funding notice to college and community partners	Division Dean & Director

		Distribute program materials and present at community partner locations and college departments at least once per month (ongoing)	Director & Recruiter
July 2015	Participant recruitment	Recruit and test at least 70 participants for the Fall Term	Recruiter & Director
Aug 2015	Participant selection and orientation	Orientation for at 56 students	Director & Advisor
		1 st career/academic advising meetings, <i>Camino de Exito (Camino)</i> plan development including employment plan	Advisor
Sept 2015	2 HEP cohorts GED instruction	At least 28 per cohort for Fall and Winter Terms (56 total)	HEP Instructors & Tutors
		4 days per week x 10 to 11 weeks of GED instruction depending on student progress	Instructors & Tutors
Oct 2015	Quarterly AC Meeting	Advisory Committee meeting (ongoing every 3 months)	Director
Oct 2015	HEP/CAMP Association Conf.	Attend and participate in conference once per year	Director, Advisor & other staff
Nov 2016	Participant recruitment	Recruit and test at least 20 participants for the Winter and Spring Terms to reach 76 by year's end	Recruiter & Director
Dec 2016	Participant selection and orientation	Orientation for new students	Director & Advisor
		1 st career/academic advising meetings, <i>Camino de Exito (Camino)</i> plan development including employment plan	Advisor
Jan 2016	Continue training and professional development	1 training per year per staff person (ongoing annually)	Director

• **Participant Recruitment and Selection:** Each program year, HEP will identify, select, and enroll 76 participants who are most in need. HEP applicants must take the placement tests for reading, writing, and math and must score at a 7th grade level or better in PCC HEP preliminary test. Testing staff will provide HEP program information to every eligible student.

The PCC Rock Creek Campus is uniquely positioned to successfully market and recruit

HEP-eligible students. First, the campus is located near a large agricultural area where many MSFWs work and reside. Second, many of the HEP staff assisting with the development and implementation of the marketing plan come from similar backgrounds as the potential HEP participants and have extensive connections within the Latino community. The marketing strategy is multi-pronged including: program promotion at bi-monthly OFC meetings; presentations at community events; and distribution of Spanish program materials at key locations within PCC and the community. Community partners and PCC departments are enthusiastic about the program and have committed to referring HEP-eligible participants. PCC HEP has found that OFC has been the most effective conduit to promote HEP, conduct outreach, and engage in recruitment of the most underserved, eligible candidates for the program.

Students will be selected prior to the start of the term to allow for the formation of cohorts. A waiting list will allow new students to enter the program as participants complete or leave the program. Additional outreach activities include notifying faculty and community partners of openings in the program by e-mail. HEP orientations will occur Fall and Winter terms.

Program brochures and application forms will be available at target high schools serving migrant students at community partner agencies, on the PCC HEP website, at the HEP office and in key PCC Rock Creek instructional and student service offices. HEP staff will interview eligible participants prior to acceptance. The program commitment and responsibilities will be clearly explained. The Director will make the final selection of students.

All students who complete the application/interview process will receive notification from the Director on their acceptance status. Students selected for HEP will be required to sign a commitment contract indicating that they agree to meet with the HEP Advisor; complete all required classes and activities; develop a Camino de Exito Plan (Path to Success Plan); and

maintain enrollment in the program until GED completion and transition.

- **Personnel Management:** The organizational placement and HEP reporting structure are illustrated in Appendix B. The Director will be responsible for personnel management. The Director will ensure that staff is oriented to the objectives and requirements of the program. Bi-weekly staff meetings will address various programmatic matters: student development, instructional and curriculum effectiveness, challenges and barriers, and cohort progress in GED attainment, college enrollment, and employment upgrade. Through a review of benchmarks and formal evaluation, the Director will monitor and coordinate staff activities. Individual staff will meet periodically with the Director to identify resources, activities and timelines for accomplishing program objectives. All HEP staff will be formally evaluated each year.

HEP staff will receive training on the characteristics and needs of the MSFW population. The Rock Creek Division Dean for College Preparation (Dean) (See Appendix E for resume) will facilitate interagency coordination and provide oversight of the Director via bi-weekly meetings. The Advisory Committee will also facilitate interagency coordination by identifying organizations, strategies and resources in the community and institutions of higher education (IHE)s that contribute to the development of institutional infrastructure, capacity, and opportunities that foster higher levels of education and job mobility for MSFWs in the region.

- **Financial Management:** PCC has an exceptional financial management structure recognized by the Government Finance Officers Association of the U.S. and Canada for its high standards. It uses accounting procedures consistent with generally accepted accounting principles, applicable state and federal laws including FERPA (student privacy regulations) and Uniform Grant Guidelines (UGG) relating to grant-funded programs. PCC has a specialized Contracts and Grants Accounting Office, staffed by professional accountants, who are responsible for all

accounting and billing related to grant programs. Allocations for project staffing are charged to program funds based on duties and hours worked in each program, and allocations are periodically reviewed and changed as necessary. Purchases directly attributable to a program are charged only to that program, and other expenses are allocated in accordance with grant requirements. Discrete accounting records are maintained for grant expenditures. PCC has an annual external audit that reports on compliance in accordance with the UGG. A specific accountant will be assigned to the PCC HEP program and will work closely with the PCC HEP Director to ensure effective fiscal management. PCC HEP's Director will track grant expenditures and maintain program records to be reconciled monthly. Accounting will conduct at least one internal fiscal management review of HEP during the grant period.

- **Management of Student Records:** PCC will maintain confidential paper and electronic student records in a secure locked area in accordance with FERPA. Computerized records will be password-protected. Student records will include the HEP application, eligibility verification, demographic information and other personal information, placement scores, case notes, the *Camino*, correspondence, description of services provided, and participation in HEP activities.

ii. Adequacy of procedures for ensuring feedback and continuous improvement. The program will incorporate a comprehensive evaluation process to ensure continuous improvement and allow staff to resolve problems quickly. A formative evaluation plan will include strategies such as end-of-term student surveys, course evaluations student and community participation on the HEP Advisory Committee; bi-annual focus groups of key internal stakeholders; and mid-term and end-of-term monitoring of student progress. PCC's Research Analyst and the PCC HEP Director will be responsible for collecting and analyzing data.

iii. Extent to which time commitments of personnel are appropriate and adequate. Staffing needs and time commitments were determined through consultation with other HEP programs within the region and community organizations that will contribute time and effort to the project. The table below shows time commitments for each proposed position.

Time Commitment of PCC HEP Staff		
Staff	Hours per week	Length of Time
Director	40	12 months
Advisor	40	12 months
GED Instructor	40	nine months
GED Tutor (Instructor)	12	8.5 months
Administrative Assistant	30	12 months
Recruiter	18	12 months

In addition to staff paid with HEP funds, PCC will commit donated time including: .05 FTE Dean, .5 FTE GED Instructor, .04 FTE GED/ABE Specialist, .04 FTE ESOL Testing Coordinator, .03 FTE Advisor and .02

FTE Research Analyst (Evaluation). HEP staff commitments are in place to ensure there is staff with the expertise along with sufficient time for the ongoing development and delivery of key program components. In-kind staff in the GED/ABE office will focus to a large extent on transition activities (GPRA 2) once HEP participants pass GED exam.

iv. Adequacy of mechanisms for ensuring high-quality products and services. The Project Director will oversee the implementation and coordination of project activities by working with project staff, consulting with community partners and incorporating participant and community feedback. Mechanisms: PCC has developed a continuous improvement model for ensuring high-quality products and services with biannual data collection and reports to allow for mid-course corrections as needed. The AC brings together a diverse group of internal and external stakeholders who will provide feedback and input that will inform the development of high quality products and services. The AC and OFC will identify programs, resources, and initiatives to champion the development of regional infrastructure and capacity to provide effective,

accessible educational pathways to college, job improvement, and/or career advancement.

6. ADEQUACY OF RESOURCES

i. Adequacy of support, including facilities, supplies and other resources. In accordance with section 206.20 (d) (2), PCC has developed a plan for identifying and using the College and community resources to supplement and enhance the services provided by the project. PCC has committed significant resources to ensure that the HEP Program is successful. Please see Appendix D for selected letters of commitment outlining PCC's various contributions.

Facilities: The HEP program will be located in Building 2 at the Rock Creek Campus near the Student Learning Center and other key student services (see HEP Program Location in Appendix G). All HEP staff will have space, including a private office for the Director. Tutoring space is available in the Student Learning Center. Confidential meeting space is available for staff to use as needed. PCC will provide classrooms and activity spaces. • **Supplies:** PCC will supply staff with desks, chairs, filing cabinets, Internet access, site licenses for computer applications and phones. HEP staff have access to computers labs, LCD/overhead projectors and TV/DVD units. PCC will also contribute instructional supplies such as Reading and ESOL computer software.

• **Other Resources:** A range of Personnel resources have been committed, including:

PCC Personnel Resources Committed to HEP	
Personnel	Commitment
Rock Creek (RC) President	Administrative leadership and support
RC Dean of Student Development	Assist with participant recruitment, ensure support and participation of Student Services Staff
RC Division Dean of Business, Applied Technology and College Preparation	.05 FTE to project oversight and support of PCC HEP
RC Tutors (GED instructor)	599 hours/year
RC GED Tutors (2)	4 hours/week
RC GED/ABE Specialist	2 hours/week (.04 FTE) to assess HEP participants
RC ESOL Testing Coordinator	2 hours/week (.04 FTE) to place students in ESOL and provide linkages to VESL
RC Academic Advisor	.03 FTE Academic Advising

PCC Research Analyst	.02 FTE data collection and reporting
<i>Additional PCC Rock Creek Programs</i> lending project support for HEP: ABE/GED Faculty Chair, ESOL Faculty Chair, Enrollment Services, College Placement Testing Coordinator, Multicultural Center Coordinator, Spanish GED Coordinator, Outreach and Orientation Coordinator, and the Community Relations Manager.	

PCC is also committing nine free college credits to every HEP participant who completes a GED.

ii. Relevance and demonstrated commitment of partners to project implementation & success.

In addition to PCC’s commitment, 15 partners including area school districts, community and faith-based organizations have committed resources to PCC HEP’s implementation and success.

Sample of Commitments from PCC HEP Partners	
Partner	Commitment
Community Action	Refer MSFWs for HEP, childcare assistance, housing support, energy assistance, community resource information, AC member and HEP workshop guest speaker
Bienestar	Refer MSFWs for HEP, counseling and community resource information and HEP workshop guest speaker
Oregon Association of Nurseries	Refer MSFWs for HEP and HEP workshop guest speaker
Centro Cultural	Refer MSFWs for HEP, distribute HEP information, support outreach, educational programs, use of computer center and internet access for HEP participants
Virginia Garcia Memorial Health Center	Discounted health services for participants, tours of health facilities, guest speakers and healthcare career exploration
Oregon Human Development Corporation, Oregon Farmworker Jobs Program	Refer MSFWs to HEP, employment and training services, HEP workshop guest speaker, community resource information and advocacy services
Oregon Employment Department, Migrant Worker Program	Refer MSFWs for HEP, job skills assessment, job placement, HEP workshop guest speaker, community resource information, and advocacy services
Oregon Migrant Education Program	Refer MSFWs for HEP, distribute HEP information, and support outreach
School Districts: Beaverton, Forest Grove, Portland, Hillsboro and Newberg	Refer HEP-eligible participants, distribute HEP information, support outreach and AC member

iii. Extent to which the budget is adequate to support the proposed project. The budget is adequate to achieve project objectives, based on a review of the barriers that MSFWs face and PCC’s extensive experience serving underrepresented populations. Funds have been budgeted to

provide all services to meet program and participants' needs, including advising, instruction and tutoring; employment services; financial assistance; and educational and cultural enrichment.

Grant funds will be supplemented by PCC and other partners as detailed above.

iv. Reasonable costs given number of persons to be served and anticipated results/ benefits.

PCC HEP will serve 76 participants at an average cost of \$5,876 per participant. Based on PCC's experience operating similar programs, the cost is reasonable to ensure 70% of participants attain their GED and 80% of GED completers access employment, higher education or military.

v. PCC incorporation of HEP purposes, activities or benefits.

PCC will institutionalize the HEP lessons learned in working with MSFWs. HEP Leadership will be a resource to the ABE/GED program, including the Spanish GED, on increasing access to education and supporting students' successful transition to other college-level classes. HEP Students who complete their GED will continue to receive the nine-credit tuition waiver. PCC will provide targeted outreach to MSFWs. Access to advising, academic and support services will be available, on a limited basis.

7. QUALITY OF PROJECT EVALUATION

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

which the project operate. A strong evaluation plan is in place to assess program effectiveness and progress and to ensure quantifiable measurements of outcomes according to the GPRA. The evaluation plan includes quantitative, qualitative, formative (to address process), summative (to address outcomes) and accountability measures (for corrective action). PCC's Office of Institutional Effectiveness (IE) has identified a Research Analyst to conduct the project evaluation, and assist HEP staff with compilation and analysis of HEP data. The Research Analyst holds a Ph.D. in Economics with a specialization in Labor Economics and has 20 years of experience conducting research on educational and social service programs, including grant

programs funded through the US DoED and Department of Labor. The Director will coordinate all activities and provide regular reports to the AC.

Guideline	Objective 1- GED Attainment	Objective 2- Post-GED transition	Objective 3- Workshop Participation	Objective 4- Advising Contacts
Benchmark	53 Students (70%) get GED annually	42 students (80%) enter post-secondary education/training, military or upgrade employment annually	64 students (85%) attend 3 academic/career development activities per year	53 students (70%) in the program each term will meet with Advisor at least twice
What types of data will be collected	Students' completion of individual tests: test dates, test type and scores	<u>College:</u> PCC enrollment records	Dates and titles of each offered workshop Attendance lists	Student names and Advisory meeting dates
	Date of GED completion and composite score	<u>Employment:</u> Call employer to verify <u>Military:</u> Call family member to verify		Case notes Student progress records
When data will be collected	At program entry, quarterly, annually (fall to fall)	At program entry, quarterly, annually (fall to fall)	At the end of workshops, per term and annually	Weekly
What data collections methods will be used	Student self-report (verified by Advisor)	Student self-report (verified by Advisor) and calls to Employer to verify	Advisor takes attendance list for each workshop Advisor tracks student visits of contacts with programs	Advisor tracks students' visits progress on <i>Camino</i> goals, contacts with programs, use of resources and completion of computer proficiency task
	Data mining from Oregon State GED Database Instructor notes on student progress	Data mining from HEP Trax		
What instruments will be developed and	<u>What:</u> GED progress and completion reports	<u>What:</u> Transition reports including all transition activity	<u>For Objective 3 and 4</u> <u>What:</u> Attendance lists, Individual <i>Camino</i> Plans and HEP Trax	

when	<u>When:</u> This report is already developed and will be made available to HEP staff	<u>When:</u> HEP Trax data tracking system is set up	<u>For Objective 3 and 4</u> <u>When:</u> It is accessible and viewed by all project staff on a routine basis to track student progress and list programs, services, resources and activities needed to succeed.
How the data will be analyzed and when it will be reported	<u>For all four Objectives:</u> Director will assess data and calculate percentages to compare to benchmarks at regular intervals and will report results quarterly to the Dean and the AC. Results will be available four weeks after the end of each academic term, prior to quarterly AC meeting. Staff access HEP Trax weekly as needed and at bi-weekly staff meetings to enter and review results of all meetings with students; practice and official GED scores; instructor's notes and progress on <i>Camino</i> goals.		
How info collected will be used to monitor progress and provide accountability	<u>For all four objectives:</u> Director will assess data and calculate percentages to compare to benchmarks at regular intervals and will report results quarterly to the Dean and the AC. Results will be available four weeks after the end of each academic term, prior to quarterly AC meetings. Staff access HEP TRAX weekly as needed and at bi-weekly staff meetings to enter and review results of all meetings with students; practice and official GED scores; instructor's notes and progress on Camino goals.		

• **Additional Evaluation and Measures:** HEP Trax, the HEP management information system (MIS) is used for student data collection, monitoring progress, and tracking ongoing communication with students and work related to each student. The system allows for canned reports on GPRA Objectives, along with reports other practical aspects of HEP. Course and workshop evaluations will be conducted at the end of each. Evaluation captures **quantitative data** on instructor performance, appropriateness of course materials, grading and course objectives. A series of open-ended questions will capture **qualitative impressions** of the student experience. **Needs assessment surveys** will track student needs and barriers. Participant surveys will be administered mid-year and year end to determine students' level of satisfaction with key program services. The Advisor will administer exit surveys at GED completion or when students leave the program. Surveys will assess if services facilitated goal attainment. If students exit for reasons other than GED attainment and successful post-GED transition, suggestions for program

changes will be sought from students. The Director will coordinate faculty and staff focus groups annually to collect feedback from internal stakeholders.

ii. How evaluation examines the effectiveness of project implementation strategies. PCC has developed a continuous improvement model for evaluation with biannual data collection and reports allowing for mid-course corrections. Data will be collected in alignment with US DoED requirements and shared regularly with HEP staff, the AC and the Dean. HEP Trax allows staff to access data on student progress weekly; enter and review results of meetings with students; view practice and official GED scores, instructors' notes and to assess progress on *Camino* goals. Staff will review HEP Trax to ensure effective implementation of instruction, support services and resources. Reports on progress in meeting benchmarks will be the basis for assessing effectiveness and will determine the programmatic changes needed to ensure the best outcomes.

iii. Evaluation provides performance feedback & assessment of progress in achieving outcomes. Collected information will be used to track student needs, satisfaction and outcomes. The results will allow HEP to adjust program, service and resource delivery ensuring students meet their objectives. Reports will be generated two times a year by IE and reviewed by the HEP staff and the AC. Information from course evaluations, surveys, and focus groups will be reviewed. The Director will report progress toward objectives to the Dean on a monthly basis and to the AC each term. These actions will be used to make **continuous improvements** and **mid-course correctious**. The Director will be responsible for implementing improvements and leveraging support of other PCC resources to address identified needs. The Annual Performance Report compiled at the end of each year will address the program's effectiveness in meeting its Objectives. The Final Report will document MSFW successes and ongoing challenges in their educational and occupational endeavors.

Other Attachment File(s)

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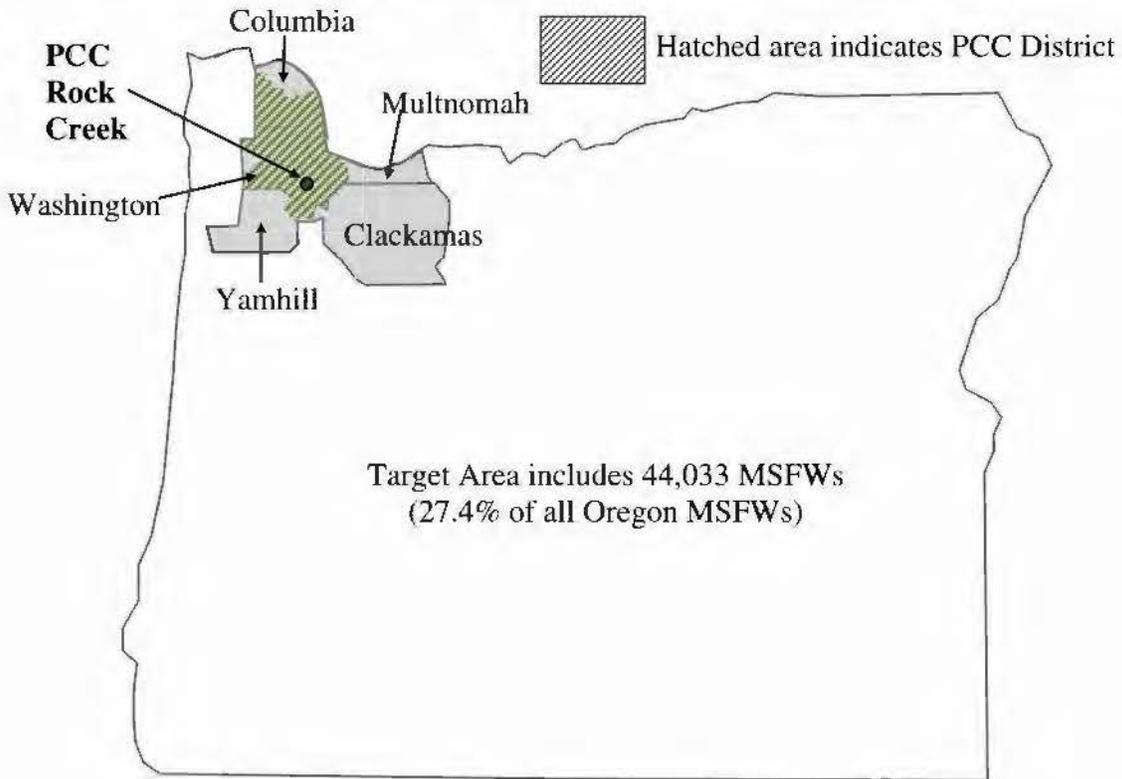
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Appendix A

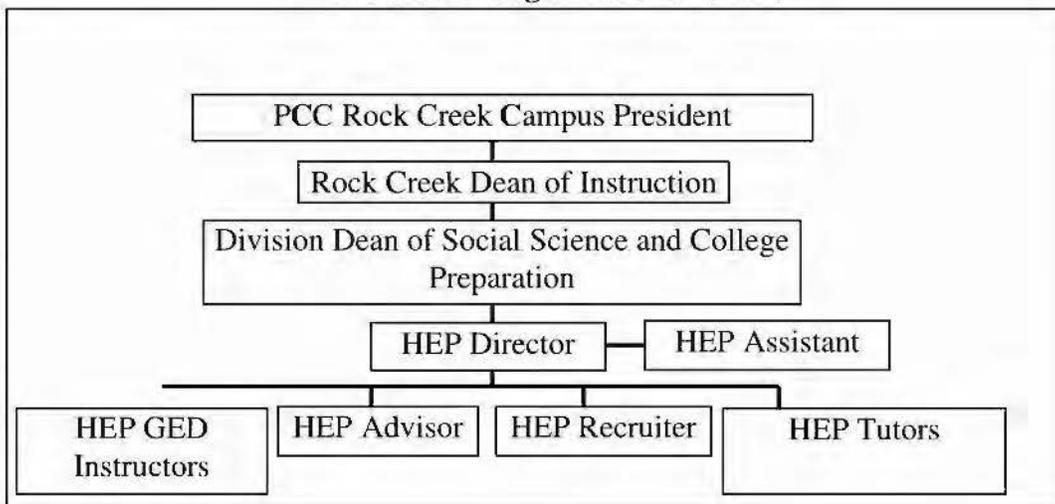
PCC HEP Program Target Area

PCC HEP will serve MSFWs in parts or all of the five shaded counties.



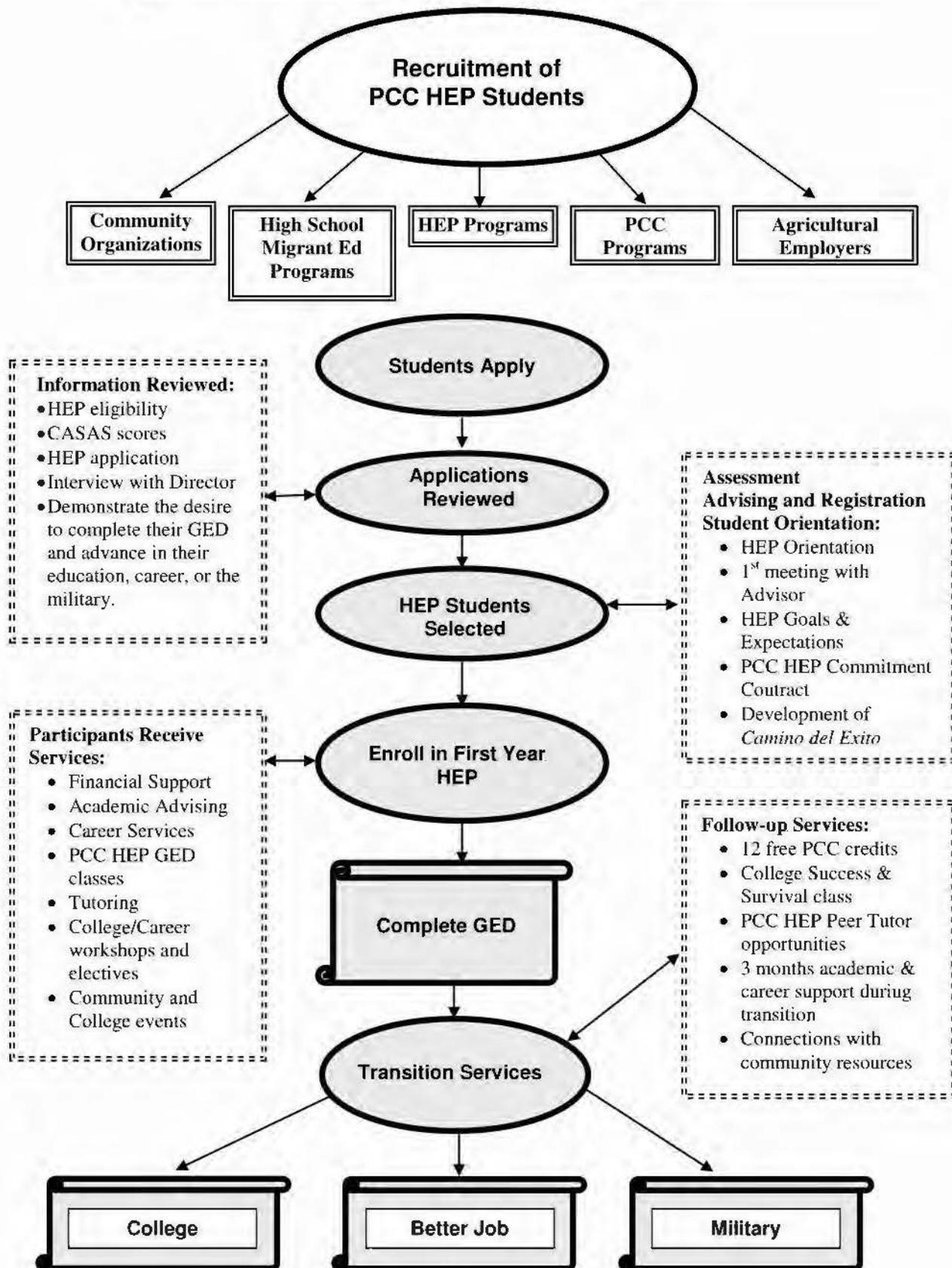
Appendix B

PCC HEP Organizational Chart



Appendix C

**PCC HEP
PARTICIPANT FLOW CHART**





February 3, 2015

Lisa Ramirez, Ed.D
Director, Office of Migrant Education
400 Maryland Avenue, SW.
Washington, DC 20202

Dear Ms. Ramirez:

I am pleased to endorse Portland Community College (PCC)'s grant application to the U.S. Department of Education's High School Equivalency program. This program embodies the College's as well as my own personal values of encouraging the full realization of each individual's personal and academic potential.

PCC offers opportunities for academic, professional, and personal growth to students of all ages, races, cultures, economic levels, and educational experiences. Research demonstrates—and our experience confirms—that providing access to higher education is not enough for our most vulnerable populations. The individualized, intensive support services outlined in this proposal are key to helping migrant and seasonal farmworkers and their immediate family members overcome personal and structural barriers to academic success and degree attainment.

PCC prioritizes having a diverse staff that reflects the area's demographics throughout all levels of the institution. This is especially true of programs such as HEP that target a unique group of participants. I strongly encourage applications from qualified minority candidates and personally want to know if minority candidates encounter any barriers at PCC. Narce Rodriguez, Dean of Student Development at our Rock Creek Campus, is a wonderful example of these priorities. Ms. Rodriguez grew up in a migrant and seasonal farmworker family and was a College Assistance Migrant Program participant.

Migrant students face numerous barriers to graduating from high school. With the additional supports provided by programs like HEP, students have great potential to succeed and advance in their personal, academic and career goals. PCC HEP has my full support as well as the support of the entire institution. Thank you for your consideration of our application.

Sincerely,

(b)(6)

A large rectangular black box redacting the signature of the President.

President



February 6, 2015

Dr. Jeremy Brown, President
Portland Community College
12000 SW 49th Avenue
Portland, OR 97219

Dear Dr. Brown:

As the President of PCC Rock Creek Campus, I am pleased to be submitting an application to the U.S. Department of Education for a High School Equivalency Program (HEP) Grant for just over \$2 million over five years. As you know, the proposed Rock Creek HEP program will help migrant and seasonal farm workers throughout the PCC District complete a GED then successfully transition to postsecondary educational opportunities, the military, or employment.

To ensure the success of the program, I commit to providing the following resources and funding totaling \$64,200 over five years from the PCC Rock Creek Campus:

- Office space for staff, including a private office for the full time Program Director, and cubical space for the full time Advisor, full time faculty member, part time Administrative Assistant, two casual tutors and one casual recruiter
- 0.04 FTE ABE/GED Specialist (in-kind)
- 0.04 FTE ESOL Testing Coordinator (in-kind)
- 0.03 FTE Advisor (in-kind)

If the program is funded, I will work with the PCC Rock Creek Campus Deans of Instruction and Student Development to identify other resources that Rock Creek can contribute to the program's implementation and success. The Rock Creek HEP program has my full personal support and commitment and I look forward to working with HEP staff to ensure the success of some of our most needy students.

Sincerely,

A handwritten signature in black ink that reads "Sandra Fowler-Hill".

Sandra Fowler-Hill, Ed.D.
Rock Creek Campus President
Portland Community College



February 6, 2015

Dr. Jeremy Brown, President
Portland Community College Rock Creek Campus
17705 NW Springville Rd.
Portland, OR 97229

Dear Dr. Brown,

I am writing to express the commitment of my Division to Portland Community College's (PCC) High School Equivalency Program (HEP) proposal to the U.S. Department of Education. As Division Dean of the Business, Applied Technology, World Languages and College Preparation Division (BATCP) at the Rock Creek campus, I have been highly involved in the planning and development of the proposal.

If the HEP proposal is funded, I will play an active role in the program, dedicating 5% of my time to supervising the HEP Director, participating on the HEP Advisory Committee, and coordinating efforts between the PCC Rock Creek Campus's GED and ESOL programs and HEP. I will distribute HEP program recruitment information to PCC Rock Creek ESOL and GED faculty and staff and also include information on the HEP program in annual campus and quarterly Division meetings.

To ensure the success of the program, the BATCP Division commits to providing the following resources for a total of (b)(4)

P.O. Box 19000
Portland, Oregon
97280-0990
503-244-6111
www.pcc.edu

- (b)(4)
- [Redacted]
- [Redacted]

District President

Dr. Jeremy Brown

An Affirmative Action,
Equal Employment
Opportunity Institution

It is my sincere belief that this program can make a tremendous difference for individuals who would otherwise not have the opportunity to earn an education or be exposed to a college environment. I will work closely with the HEP program staff and students to ensure a supportive and successful environment for the program and its participants. This program has my full and enthusiastic support.

Sincerely, (b)(6)
(b)(6)

Dr. Karen Sanders
Division Dean, BATCP, PCC Rock Creek



Bienestar

Building housing, hope and futures

February 9, 2015

Dr. Sandra Fowler-Hill, President
Portland Community College Rock Creek Campus
17705 NW Springville Road
Portland, OR 97229

Dear Dr. Fowler-Hill:

I am pleased to support Portland Community College's (PCC) application to the U. S. Department of Education's High School Equivalency Program (HEP). At Bienestar, we work with migrant and seasonal farmworker (MSFW) families daily. MSFWs face numerous barriers such as poverty, difficulty in acculturating into their community, limited education, etc. Despite this, I have seen that with additional supports provided by programs like the HEP, MSFWs have great potential to succeed and advance in their personal, academic and career goals.

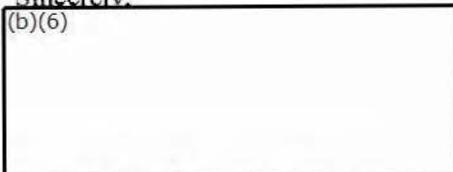
We are excited to partner with PCC in this project. Bienestar has multiple services and programs that will benefit HEP participants. We provide quality, affordable housing through 12 multifamily properties for 507 farmworker & working poor families. Beyond housing we provide services through our signature *Pathways from Poverty Initiative* - an integrated services plan designed to help residents achieve stability and self-sufficiency. In addition to our on-site programs we help our MSFW residents connect with other community programs that promote overall wellbeing.

To this end, I highly admire the dedication and interest that PCC places on serving the needs of the areas' farmworker population and their families. We strongly support the effort that PCC continues to demonstrate towards the enhancement of educational and career services for MSFWs in Oregon.

We look forward to working closely with PCC to maximize opportunities for MSFWs. Bienestar urges the Department of Education to fund this critical program.

Sincerely,

(b)(6)



Ann Blaker, Executive Director

220 S.E. 12th Avenue #A100 Hillsboro, OR 97123
Office Number (503) 693-2937 Fax Number (503) 693-4639
Website address: www.bienestar-or.org

PR/Award # S141A150030

January 24, 2015

Dr. Sandra Fowler-Hill, President
Portland Community College Rock Creek Campus
17705 NW Springville Road
Portland, OR 97229

Dear Dr. Fowler-Hill:

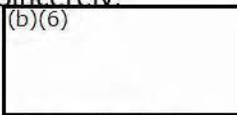
I am pleased to support Portland Community College's (PCC) application to the US Department of Education's High School Equivalency Program (HEP). As the Director of Federal Programs & Parent and Community Engagement in the Hillsboro School District, I work with migrant and seasonal farmworker (MSFW) students and families throughout the year. These students face numerous barriers that impede them to graduate from high school and earn a regular diploma. Poverty, low wages, unsafe working conditions, interrupted schooling, lack of social mobility and lack of educational opportunities still persist amongst migrant families today. Despite the challenges that migrant students and their families face, many of them have been successful and have overcome the odds thanks to the support provided by targeted programs, such as HEP.

Hillsboro School District works hard to ensure that its nearly 3,000 eligible migrant and seasonal farmworkers have the best education possible. While we do our best to ensure that every migrant student graduates from high school, there are some students who do not graduate. We in the Hillsboro School District believe that the HEP grant is an essential component in supporting migrant students who have dropped out of high school and want to earn a GED.

The district is committed to supporting migrant students in their academic and career pursuits. We will continue to refer our students who have dropped out, or our students' family members who do not have a high school diploma, to PCC's HEP, and will act as a liaison between the migrant families in our community and PCC. We will continue our partnership and collaboration with PCC's HEP.

It is my sincere belief that this program can make a tremendous difference for MSFW's and their families in the areas of GED completion, educational attainment, career advancement and military service. I look forward to the opportunity of assisting PCC with this project. I enthusiastically support this project.

Sincerely,

(b)(6)


Olga L. Acuña
Director of Federal Programs &
Parent and Community Engagement



**OREGON
HUMAN
DEVELOPMENT
CORPORATION**

Central Office

9600 S.W. Oak Street
Suite 565
Tigard, Oregon 97223
Tel (503) 245-2600
Fax (503) 245-9602

Regional Service Offices

334 S.E. 5th Avenue
Hillsboro, Oregon 97123
Te. (503) 640-5496
Tel (503) 352-4761
Fax (503) 844-6585

8040 S.W. Durham Road
Tigard, Oregon 97224
Tel (503) 982-5100
Fax (503) 245-9602

120 E. Lincoln Street
Suite 125
Woodburn, Oregon 97071
Tel (503) 982-5100
Fax (503) 980-6789

531 S. 6th Street
Klamath Falls, Oregon 97601
Tel (541) 883-7186
Fax (541) 883-3053

1100 E. Mar-na Way
Suite 102
Hood River, Oregon 97031
Tel (541) 386-0333
Fax (541) 436-0675

955 S.E. Fourth Street
Suite A
Hermiston, Oregon 97838
Tel (541) 701-0550
Fax (541) 701-0661

1076 S.W. 4th Avenue
Ontario, Oregon 97914
Tel (541) 881-491
Fax (541) 881-8592

www.ohdc.org

February 9, 2015

Dr. Sandra Fowler-Hill, President
Portland Community College Rock Creek Campus
17705 NW Springville Road
Portland, OR 97229

Dear Dr. Fowler-Hill:

Oregon Human Development Corporation (OHDC) has been pleased to collaborate with Portland Community College's High School Equivalency Program (PCC HEP) during its first funding cycle. Now, we extend our continued support of your application to the U.S. Department of Education-Office of Migrant Education for a second funding cycle to begin on July 1, 2015.

OHDC administers the Oregon National Farmworker Jobs Program (NFJP) and provides services for migrant and seasonal farmworkers (MSFWs) and their families. We are looking forward to continue our collective partnership to serve PCC HEP's target population. From the onset, OHDC forged a symbiotic partnership with the HEP. We work hand-in-hand making sure that our clients find their way to the HEP at PCC and we receive referrals from them. We assist them with the Oregon Farmworker Coalition meetings where other MSFWs providers get together monthly to network. Going forward, we will continue to coordinate and meet with PCC HEP on an ongoing basis to serve our MSFW community. Furthermore, we will refer students and parents in need of the GED to PCC HEP for program enrollment. Also, we will distribute PCC HEP marketing materials to clients and MSFW community, and will post flyers at our locations.

PCC is recognized for its commitment and programs serving the entire community. The application to provide educational instruction and placement services to the MSFW community supports this. Given this, we enthusiastically support and commit to the described collaboration to ensure another successful five-year service cycle.

We are pleased to provide our support of this application to continue to serve the MSFW community.

Sincerely,

(b)(6)

Ronald J. Hauge
Executive Director



OREGON
ASSOCIATION OF
NURSERIES

29751
SW Town Center
Loop W

Wilsonville, OR
97070

Phone
503.682.5089

Toll-Free
1.800.342.6401

Fax
503.682.5099

Web
www.oan.org

February 2, 2015

Dr. Sandra Fowler-Hill, President
Portland Community College Rock Creek Campus
17705 NW Springville Road
Portland, OR 97229

Dear Dr. Fowler-Hill:

I am pleased to support Portland Community College's (PCC) application to the U.S. Department of Education's High School Equivalency Program (HEP). The Oregon Association of Nurseries (OAN) represents companies in the nursery and greenhouse industry. Many of our members hire migrant and seasonal farmworkers (MSFW). Having an education and skilled workforce is essential to the success of our constituents.

We are excited to partner with PCC in this project. The Oregon Association of Nurseries (OAN) is a non-profit trade association that represents nearly 900 individual nursery stock producers, retailers, landscapers and related companies serving the nursery and greenhouse industry. The OAN is the main voice for Oregon's nursery and greenhouse producers, re-sellers, transporters, retailers and suppliers. It would be our pleasure to help promote the HEP recruitment efforts by placing promotional material on our electronic member update and as an announcement in our monthly magazine.

We look forward to working with PCC to maximize opportunities for disadvantaged individuals and families. The network of support that HEP offers is an example of how schools, community agencies and businesses can work together to provide quality services to MSFWs and their families. OAN urges the Department of Education to fund this critical program.

Sincerely,

(b)(6)

Jeff Stone, Executive Director
Oregon Association of Nurseries



Oregon Child Development Coalition
Administrative Office
9140 SW Pioneer Ct. Suite E
PO Box 2780 Wilsonville, OR 97070
Tel. 503-570-1110 F. 503-682-9426 www.ocdc.net

February 6, 2015

Dr. Sandra Fowler-Hill, President
Portland Community College Rock Creek Campus
17705 NW Springville Road
Portland, OR 97229

Dear Dr. Fowler-Hill:

Oregon Child Development Coalition (OCDC) with locations in Cornelius and Hillsboro has been pleased to collaborate with Portland Community College's High School Equivalency Program (PCC HEP) during its first funding cycle. Now, we extend our continued support of your application to the U.S. Department of Education-Office of Migrant Education for a second funding cycle to begin on July 1, 2015.

OCDC has many programs to help young children and their families grow, learn, and succeed. We are the designated provider of early childhood services to migrant and seasonal farm workers (MSFWs) and their young children. OCDC serves children from 6 weeks to 6 years of age through a variety of education services in center based programs. The OCDC approach is two generational recognizing the importance of services to the family as well as the child, and why these services you bring through the grant are important as well.

We are looking forward to continue our collective partnership to serve PCC HEP's target population. We specifically commit in supporting the HEP with the following: Coordinate and meet with PCC HEP on ongoing collaboration to serve our MSFW community; coordinate with PCC HEP to present at parent and policy council meetings and open house events, to inform parents on services, eligibility requirements, and related timelines; identify clients in need of GED and refer to PCC HEP for program enrollment; and distribute PCC HEP marketing materials at our child development centers during parent gatherings and other functions.

PCC is recognized for its commitment and programs serving the entire community and the application to provide educational instruction and placement services to the MSFW community supports this community approach. Given this, we enthusiastically commit to the described collaboration to ensure another successful five-year service cycle. OCDC is happy to provide support of this application to continue to better serve the MSFW community for enhanced family outcomes.

Sincerely,

(b)(6)

Donalda Dodson, MPH, RN
Executive Director, OCDC

January 29, 2015

Dr. Sandra Fowler-Hill, President
Portland Community College Rock Creek Campus
17705 NW Springville Road
Portland, OR 97229

Dear Dr. Fowler-Hill:

I am pleased to support Portland Community College's (PCC) application to the U. S. Department of Education's High School Equivalency Program (HEP). This program reduces the barriers for migrant and seasonal farmworkers (MSFWs) to pursuing further education, career exploration and military service.

We are excited to partner with PCC in this project. At Virginia Garcia Memorial Health Center we provide high-quality, comprehensive, and culturally appropriate primary health care to the communities of Washington and Yamhill Counties with a special emphasis on migrant and seasonal farmworkers and others with barriers to receiving healthcare. To further support our patients, we work closely with other organizations that provide services to the MSFWs in the area. We would continue to support and collaborate with the PCC's HEP by inviting them to our outreach outings to the area migrant camps, vineyards and nurseries for recruitment. Also, in addition to posting flyers and brochures at our Washington and Yamhill counties' sites, we will refer clients to HEP who wish to continue their education.

We look forward to working with PCC to maximize opportunities for disadvantaged individuals and families. The network of support that HEP offers is an example of how state government, schools, community agencies and businesses can work together to provide quality services to MSFWs and their families. I strongly support PCC's HEP application. The project has my enthusiastic support.

Sincerely,

(b)(6)

Gil Muñoz, MPA
CEO

Appendix E

Karen M. Sanders, PhD

Education

PhD in Education (with a focus in Community College Leadership): Oregon State University. 2007.

MAT – Adult Education: Alaska Pacific University. 1995.

BA – Political Science / History: Concordia College, Moorhead, MN. 1988

Work Experience

Portland Community College, Portland, Oregon

2007-Present: Division Dean, Rock Creek Campus

2006-2007: Division Dean, Adult Basic Skills: Extended Learning Campus

2002-2006: District Director, Adult Basic Skills: Extended Learning Campus

2000-2002: Senior Volunteer Coordinator: Volunteer Literacy Tutoring: Extended Learning Campus

Abt Associates, Bethesda, Maryland

1999-2002: Lead data collector: Portland, OR: National Study of First Level Learners

Anchorage Literacy Project, Anchorage, Alaska

1999 – 2000: Director of Programs

1993 – 1999: ESL Program Specialist / Volunteer Coordinator / Certified Tutor Trainer

Publications

2007: Doctoral Dissertation: *The Relationship of Selected Academic Factors to the Persistence of General Educational Development (GED) Recipients Enrolled in Community Colleges: An Oregon Study*

2004: *New visions in Foreign and Second Language Education* (Ed): LARC Press, San Diego, CA.

2000: *The Successful Use of Dialog Journals in the Adult ESL Classroom: A Practitioner's View.*
In: *Writing Across Languages*, Gerd Brauer, ed., ABLEX Publishing Corp. Stamford, CT.

1999: *Creative Cards: Picture Cards & Activities for English Language Learners*: Dominic Press, Carlsbad, CA.

1998: *The Interactive Tutorial: Activities for the Adult ESL/EFL Student*: Pro Lingua Assoc. Brattleboro, VT.

Recent Awards & Presentations

2011: National Institute for Staff & Organizational Development (NISOD) Leadership Excellence Award

2008: Presentation at the National GED Administrators Annual Conference – Reno, NV.

2007: Presentation: National Council for Workforce Education National Conference: Savannah, GA.

2007: Finalist for the 2007 National Council on Student Development Dissertation of the Year award

2006: Receipt of the National Council for Workforce Education (NCWE) Jim Jacobs Award (honoring outstanding scholarly contributions made in the area of workforce education)

Norberto T. Espíndola

Education

Heritage University, Toppenish, WA. Bachelor of Arts Degree in Psychology and Sociology, August 1992. Graduate Work in Education/Community Resources (1 year).

Alumnus: HEP (University of Oregon, 1981) and CAMP (Oregon State University, 1982)

Professional Experience

Portland Community College- Rock Creek, 17705 NW Springville Road, Portland, OR 97229. High School Equivalency Program (HEP) Director. (2/2011-Present)

Leads PCCHEP; program goals and objectives; planning/coordination; personnel management and evaluation; budget development and monitoring; data collection; compliance monitoring and reporting; and, coordination with OME.

American Red Cross- Biomedical Services, 302 2nd Street, Yakima, WA 98902. Collections Operation Manager. (11/2008-9/2010).

Led Columbia River District's Yakima Office service area to secure target goal blood donations in a regulated environment; personnel management and evaluation; and, promoted corporate alignment.

Washington State Migrant Council, 105-B 6th Street, Sunnyside, WA 98944.

Chief Programs Officer (4/2006-12/2007); Corporate Planner (7/2005-3/2006)

Responsible for Migrant/Seasonal Head Start (MSHS), Early Childhood Education and Assistance Program (ECEAP), Regular Head Start (RHS), and Early Childhood Education (ECE) programs; direct responsibility of program directors, and indirectly responsible for personnel ranging 300-800 depending on time of year; ensure regulation compliance, execution of goals and objectives; day-to-day operation of service delivery plans at twenty service sites; coordinated on program governance, integrating the service population into the decision-making process: regulation and reporting compliance. As planner, worked with BOD and Policy Councils on governance training; expansion research/reporting outlining priorities; and program reporting and regulation compliance.

Heritage University, Student Services Center, 3240 Fort Road, Toppenish, WA 98948. Dean of Enrollment Management Services (11/1996-6/2005); Admissions and Recruitment Office (11/1996-6/2005); Financial Aid Office (12/2003-6/2005);

High School Equivalency Program (7/1999-6/2005); College Assistance Migrant Program (7/1998-6/2005); and, GEAR-UP (12/2001-6/2005). Responsible for planning and management of recruitment plan; managed enrollment expansion plan; coordinated with institutional advancement office on development of creative marketing focused on college underrepresented populations; managed institutional scholarship fund; budget development and management; collaborated with administration, faculty, staff and students to achieve goals; planning, management and coordination of state, federal, donor and institutional financial aid programs; managed financial aid policies and procedures, including language revisions for policy alignment; planning, management and coordination of HEP grant; established network of community partners to serve MSFWs; planning, management and coordination of CAMP grant; established GEAR-UP grant partnerships with Yakima School District; monitored budget and grant sub-contracts.

Marelis L. Ramirez

Education

University, Institute of Superior Pedagogy “Blas Roca,” Cuba (1987-1992)
Bachelor Degree in Sciences: Chemistry major, minor in secondary education.
(North American Credential Equivalency Obtained)

Professional Experience

PCC High School Equivalence Program (PCCHEP), Portland, Oregon (February 2011-present)

Retention and Placement Advisor - Conduct a comprehensive assessment of students’ academic, career, social, and economic needs; work with students to create a plan to meet specific personal, career and educational goals; oversee retention, support services, and placement for students with varied needs and, normally, with little experience of the USA education system; responsible for student academic files and documentation, student motivation and alignment to goals, scheduling students for official testing and re-testing; track evidence of GED completion; assist students on requesting GED certificate; review and schedule students “Camino al Exito” and program exit interviews; coordinate graduates’ tuition scholarships; assist student orientation and end-of-year student event; provide workshops for students and coordinate with network agencies to access services.

PCC Multicultural Academic Program, Portland, Oregon (August 2009-January 2011)

Resource Specialist - Helped students obtain their GED and connected them to resources; guided them to solve problems and make good decisions; advised students in their academic planning and connected them to other programs like YES and Gateway to College; registered and worked closely with Student Registration Department.

PCC ABE GED Spanish Program, Portland, Oregon (September 2007-present)

Instructor Raised the skill level of students, enabling many to successfully pass their GED exams.

Rose Mary Anderson High School, Portland, Oregon (October 2006-July 2009)

Math Teacher Maintained classroom respectful and productive atmosphere and provided suggestions to meetings discussing on behavioral issues.

Listos Academy, Portland, Oregon (November 2006-May 2007)

Teacher Taught classes (math, health, GED) using alternative methods of cognitive development. Classes were taught in English and Spanish; mentored students.

Vicente Quesada Middle School, Bayamo, Cuba (September 1987-1992)

Teacher I prepared classes and evaluated student; taught chemistry and math; mentored community youth with different programs to help in the vocational orientation.

Instituto de Investigación Agrícola “Casique Hatuey”, Bayamo, Cuba (September 1992-1993)

Teacher Taught chemistry and participated in the investigative efficiency of the AZOTOBACTER system, on efficiency of fertilizing in organic agriculture.

IPU Marcos Ramirez, Bayamo, Cuba (September 1993- 1994)

Chemistry Teacher Taught chemistry and student group mentoring.

Facultad Obrera Campesina “Antonio Nico López” Bayamo, Granma (September 1994 – 1995)

Director Led the program in order to accomplish our mission; teachers’ supervision; visiting classes; participated in all activities of the program; Led meetings at school and municipality; develop teaching strategies along with staff.

ESBU Vicente Quesada and Filial Pedagógica ISPM, Bayamo, Granma (September 1998-2003)

Teacher Taught chemistry, math, biology, geography, and methodology of chemistry.

Scott Lowrey

Professional Experience

Portland Community College, Portland, Oregon

HEP (High School Equivalency Program) Lead Instructor (4 years)

Teaching classes in English and Spanish in mathematics, science, social studies, reading, and writing for the GED (General Educational Development) test.

Mathematics and Science Instructor, Adult Basic Education (4 years)

Jesuit High School, Portland, Oregon: Pre-Calculus Summer School Teacher (3 summers)

Student Teaching: Physics at Century High School (Hillsboro)

Contract Teacher: mathematics tutoring, English as a second language, business English

I.E.S. Gran Capitán, Córdoba, Spain: Auxiliar de Conversación, Departamento de Hostelería y Restauración (2 years)

Worked with faculty members to teach secondary school classes in English.

St. Pius Catholic Church ESL Program: Volunteer ESL Teacher (2 years)

Education

University of Phoenix: Masters Degree in Education

Concordia University: TESL (Teacher of English as a Second Language) Certification

University of Southern California: Master's, Bachelor's Degrees in Electrical Engineering

Other Education: Postgraduate courses in statistics and linguistics; various short courses, including OPABS Training, CASAS Training, SONET Technology, ATM Technology, Cadence Design Tools (Concept), Secure Communications Systems, Project Management, GaAs Technology, and others.

Other

PATENTS: **U.S. Patent No. 6,567,413:** Optical Networking Module including Protocol Processing and Unified Software Control; **U.S. Patent No. 5,278,873:** Broadband Digital Phase Aligner.

PUBLICATIONS: An HDTV Video Network Access Unit, Society of Motion Picture and Television Engineers (SMPTE) Journal, March 2000

HONORS AND AWARDS: Diploma de Español como Lengua Extranjera (DELE: Diploma of Spanish as a Foreign Language), Superior Level, 2010

Appendix F

PCC HEP Personnel Job Descriptions

- **HEP Director:** Education and Training: The HEP Director is a PCC management position. It requires a minimum of a Bachelor's degree in educational administration, educational leadership, counseling, curriculum and instruction, or a related field. A Master's degree is preferred. Required Experience: Two years of supervisory experience in education or social services; grant management and administration; experience working in teams and with diverse populations; Bilingual in Spanish and English required; and excellent communication and problem solving skills. Preferred Experience: Experience managing similar programs working with MSFW; and experience overcoming barriers similar to those of project participants. Duties and Responsibilities: Manage and direct all HEP services to ensure objectives are achieved, including program planning, implementation, and evaluation. Hire, supervise, and evaluate program staff; lead and coordinate the activities of the Advisory Committee; supervise the recruitment and selection of program participants; develop and monitor the program budget; prepare quarterly and annual reports; and act as a resource to the PCC community and community at-large regarding the needs, issues, and successes of HEP-eligible students.

- **GED Instructors:** Education and Training: Master's degree in Education, Adult Education, or a related field. Experience: At least two years experience providing classroom instruction to high risk youth and adults from pre-literate to advanced/college preparatory levels. Documented experience in areas such as language assessment, curriculum development, instructional materials development, computer aided language learning, distance education, and/or adult learning theory. Duties and Responsibilities: Instruct students in GED courses using approved course outcome guides. Conduct office hours for the purpose of assisting, advising, and counseling students, and advise other faculty members regarding GED related issues. Adopt appropriate instruction methodology given classroom dynamics, entrance testing evaluation, test students to determine subject-area official testing readiness, represent the program on working committees, lead ESOL testing and provide other administrative support, as required.

(Spanish) GED Instructors: Education and Training: Master's degree in any field; Native or near-native fluency in Spanish. Experience: At least 2 years of experience teaching academic subjects in Spanish. Have computer literacy skills. Duties and Responsibilities: Guide students in meeting their respective educational goals, exercise professional judgment based upon adequate professional knowledge of the subject matter, needs of the individual students, teaching strategy, inter-personal relationships and teaching theory; instruct students in GED courses using approved course outcome guides; test students to determine subject-area official testing readiness, use student feedback to improve teaching; conduct office hours for the purpose of assisting, advising, and counseling students; advise other faculty members regarding GED related issues; adopt appropriate instruction methodology given classroom dynamics; entrance testing evaluation.

- **Advisor:** Education and Training: Bachelor's degree in education, social science, psychology, counseling, or a related field or experience performing related job duties may substitute for the degree requirement on a case-by-case basis. Required Experience: Bilingual in Spanish and English is required. Excellent organizational, communication and problem solving

skills are needed. Demonstrated experience working in teams and with diverse populations. Preferred Experience: Three years of experience working in an educational or social service environment. Experience advising or teaching students with academic needs in a community college or university setting. Experience working with MSFWs and experience overcoming barriers similar to those project participants is highly preferred. Duties and Responsibilities: Conduct retention and placement activities with all HEP students, including monitoring and tracking attendance, coordinating testing (practice/official), support services, tuition waivers, and other needs identified on individual student *Camino de Exito* plan (Road to Success); execute exit interviews for graduates and withdrawals; coordinate with service providers; and empower students with guidance and information to foster self-reliance.

- **Recruiter:** Education and Training: Bachelor's degree in student services or related field. Experience performing related job duties may substitute for the degree requirement on a year-for-year basis. Required Experience: Demonstrated experience in customer oriented or student centered advising preferably in an academic environment; public speaking, educational marketing and recruitment experience. Demonstrated experience working in teams and with diverse populations. Bilingual in Spanish and English is required. Excellent organizational, communication and problem solving skills are needed. Preferred Experience: Experience working with MSFWs highly preferred and overcoming barriers similar to those project participants is preferred. Duties and Responsibilities: Identifies and recruits all program students; conducts presentations at schools, migrant and seasonal head start centers, migrant health care providers, and key employers with high concentration of MSFWs; coordinates the Oregon Farmworkers Coalition (OFC) comprised of MSFWs community-serving agencies; prepares marketing and recruitment materials; works with each student on eligibility and support documentation; and entry placement coordination with teachers.

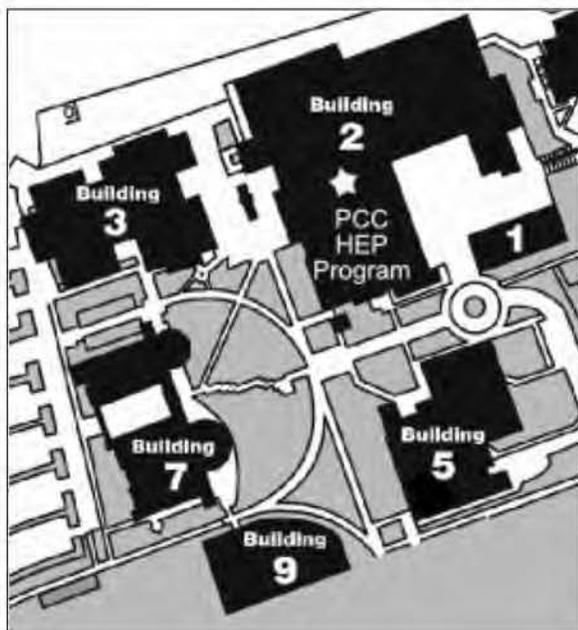
- **Administrative Assistant:** Education and Training: A high school diploma (or equivalent) and three years administrative support experience. College or business school training may fulfill up to two years of the experience requirement. Required Experience: Three years of office support experience is required, one of which must have been in a key support role. Skills include: filing, data entry, standard office software, word processing, spreadsheets, and organizational, communication, and interpersonal skills. Demonstrated experience working in teams and with diverse populations. Bilingual in Spanish and English is required. Preferred Experience: Experience working with MSFWs highly preferred and overcoming barriers similar to those of the project participants is preferred. Duties and Responsibilities: Provides reception area coverage and manages phone system; screens students for eligibility and informs on eligibility; manages student records and filing system; coordinates with staff on office and students support materials/keeps inventories on resources, including testing vouchers, transportation and childcare stipends; coordinates with business, registration and admissions offices to serve students; coordinates students' college admission and registration, including MyPCC accounts.

- **Tutors:** Education and Training: A high school diploma (or equivalent). Experience: At least one year of experience tutoring academic subjects in Spanish. Duties and Responsibilities: Work with HEP Participants in the GED subject areas and to improve their reading, writing, critical thinking and math skills. Provide individualized or small group instruction, in Spanish, on an independent basis. Guide the student(s) to a higher level of

comprehension through informal evaluation and feedback. Apply theory to the instructional process. Recognize different learning styles and adapts teaching methodology accordingly. Draw upon previous related teaching experience to tutor the student(s).

Appendix G

Location of the PCC HEP Program in Building 2, PCC Rock Creek Campus



Services available in Building 2:

- ABE/GED Department
- ESOL Department
- Community Education
- Student services staff including, the ABE/GED Assessment Specialist, the GED Student Success Coach and Perkins Advising Specialists
- Computer Resource Center
- Facilities for CTE programs
- Computer labs and general purpose classrooms
- Language (computer) Lab
- Math, Manufacturing, and Transportation Division Offices
- Business, Applied Technology and College Prep Division Offices

Services available in Building 3:

- Social Science, Health Education, PE and Division Offices
- Communications, Art and Humanities Division Offices
- Art Studios
- Office of International Education
- Student Center / Student Government Offices
- Writing Center
- Developmental Education Department
- PAVTEC (Dual Credit/High School) Program
- Cafeteria

Services available in Building 7:

- Women's Resource Center
- Multicultural Center
- Teaching Learning Center
- Science Labs

Services available in Building 9:

- Admissions
- Advising
- Placement Testing/ESOL Testing
- Library
- Financial Aid
- Bookstore
- Information Center



DEPARTMENT OF HEALTH AND HUMAN SERVICES

Program Support Center
Financial Management Service
Division of Cost Allocation

DCA Western Field Office
80 7th Street, Suite 4-600
San Francisco, CA 94103
PHONE: (415) 437-7820
FAX: (415) 437-7823
E-MAIL: dcasf@psc.hhs.gov

JUL 18 2013

James Crofts, CPA
Accounting Services Manager
Portland Community College
P.O. Box 19000
Portland, OR 97280-0900

Dear Mr. Crofts:

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.

An indirect cost 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 06/30/17 is due in our office by 12/31/17.

Sincerely,

(b)(6)

Art Karim, Director
Division of Cost Allocation

Attachment

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY EMAIL OR FAX

COLLEGES AND UNIVERSITIES RATE AGREEMENT

BIN:	DATE:06/21/2013
ORGANIZATION:	FILING REF.: The preceding
Portland Community College	agreement was dated
P.O. Box 19000	01/15/2010
Portland, OR 97280-0990	

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2013	06/30/2018	32.30	All	All Programs
PROV.	07/01/2018	06/30/2019	32.30	All	All Programs

***BASE**

Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations) and subawards.

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](#)

BUDGET NARRATIVE

The proposed 5-year \$2,229,474 PCC HEP budget is reasonable, cost effective and adequate to support program services at a per participant cost of \$5,876 per year. The proposed costs are based on current cost rates of similar PCC projects, including U.S. Department of Education grants such as TRIO Educational Talent Search, and TRIO Student Support Services. Salaries and benefits are based on 2014-15 rates, as set by union contracts, with 2 to 4.5% (depending on position) annual contractual increases in subsequent years. All HEP personnel will be bilingual. Fringe benefits are detailed at the end of the personnel section. PCC will contribute an additional \$8,644 in institutional funds for year one, and \$43,220 over the five year project. Institutional funds will cover the costs for a portion of the Casual Technical Assistant and travel. All commitments contributed by PCC are documented in letters of support and will be sustained during the grant period.

REQUESTED FUNDS

1. & 2. PERSONNEL—Salary and Benefits

PCC HEP Director: 1.0 FTE

The PCC HEP Director is responsible for managing and directing all HEP services to ensure objectives are achieved, including program planning, implementation, and evaluation; hiring, supervising, and evaluating program staff; leading and coordinating the activities of the Advisory Committee; supervising the recruitment and selection of program participants; developing and monitoring the program budget; preparing quarterly and annual reports; and acting as a resource to the PCC community and community at-large regarding the needs, issues, and successes of HEP-eligible students.

Salary: Year One - \$80,456; Year Two - \$84,077; Year Three - \$87,020; Year Four - \$90,936;
Year Five - \$94,119. **Five Year Total: \$436,608**

Benefits: Year One - \$32,182; Year Two - \$33,631; Year Three - \$34,808; Year Four - \$36,374;
Year Five - \$37,648. **Five Year Total: \$174,643**

HEP GED Instructor: 1.0 FTE

The PCC HEP GED Instructor Lead instructs students in GED courses using approved course outcome guides; conducts office hours for the purpose of assisting, advising, and counseling students, and advises other faculty members regarding GED related issues; adopts appropriate instruction methodology given classroom dynamics; conducts entrance testing evaluation; tests students to determine subject-area official testing readiness; represents the program on working committees, leads ESOL testing; provides other administrative support, as required.

Salary: Year One - \$57,809; Year Two - \$60,410; Year Three - \$62,524; Year Four - \$65,338;
Year Five - \$67,625. **Five Year Total: \$313,706**

Benefits: Year One - \$18,499; Year Two - \$19,331; Year Three - \$20,008; Year Four - \$20,908;
Year Five - \$21,640. **Five Year Total: \$100,386**

HEP Advisor: 1.0 FTE

The PCC HEP Advisor conducts retention and placement activities with all HEP students, including monitoring and tracking attendance, coordinating testing (practice/official), supporting services, tuition waivers, and other needs identified on individual student Camino de Exito plan (Path to Success); executes exit interviews for graduates and withdrawals; coordinates with service providers; empowers students with guidance and information fostering self-reliance.

Salary: Year One - \$49,622; Year Two - \$51,855; Year Three - \$53,670; Year Four - \$56,085;
Year Five - \$58,048. **Five Year Total: \$269,280**

Benefits: Year One - \$26,796; Year Two - \$28,002; Year Three - \$28,982; Year Four - \$30,286;
Year Five - \$31,346. **Five Year Total: \$145,412**

HEP Recruiter: (959 hours/year at \$19/hour)

The PCC HEP Recruiter identifies and recruits all program students; conducts presentations at schools, migrant and seasonal head start centers, migrant health provider, and key employers with high concentration of MSFWs; coordinates the Oregon Farmworkers Coalition (OFC) comprised of MSFWs community-serving agencies; prepares marketing and recruitment materials; works with each student on eligibility and support documentation; handles entry placement coordination with teachers.

Salary: Year One - \$18,221; Year Two - \$18,221; Year Three - \$18,221; Year Four - \$18,221;
Year Five - \$18,221. **Five Year Total: \$91,105**

Benefits: Year One - \$1,649; Year Two - \$1,649; Year Three - \$1,649; Year Four - \$1,649;
Year Five - \$1,649. **Five Year Total: \$8,245**

HEP Administrative Assistant: 0.75 FTE

The PCC Administrative Assistant provides reception area coverage and manages phone system; screens students for eligibility and informs on eligibility; manages student records and filing system; coordinates with staff on office and students support materials/keeps inventories on resources, including testing vouchers, transportation and childcare stipends; coordinates with business, registration and admissions offices to serve students; coordinates students' college admission and registration, including email accounts.

Salary: Year One - \$25,915; Year Two - \$27,760; Year Three - \$28,593; Year Four - \$29,736;
Year Five - \$30,628. **Five Year Total: \$142,632**

Benefits: Year One - \$18,400; Year Two - \$19,710; Year Three - \$20,301; Year Four - \$21,113;

Year Five - \$21,746. **Five Year Total: \$101,270**

Tutor/GED Instructor (12 hours/week for 34 weeks)

The PCC Tutor/GED Instructor works with HEP Participants in the GED subject areas and to improve their reading, writing, critical thinking and math skills; provides individualized or small group instruction, in Spanish, on an independent basis; guides the student(s) to a higher level of comprehension through informal evaluation and feedback; applies theory to the instructional process; recognizes different learning styles and adapts teaching methodology accordingly; draws upon previous related teaching experience to tutor the student(s).

Salary: Year One - \$10,180; Year Two - \$10,180; Year Three - \$10,180; Year Four - \$10,180; Year Five - \$10,180. **Five Year Total: \$50,900**

Benefits: Year One - \$921; Year Two - \$921; Year Three - \$921; Year Four - \$921;

Year Five - \$921. **Five Year Total: \$4,605**

†An additional tutor will be provided by PCC.

Personnel (Salary) Totals: Year One - \$242,203; Year Two - \$252,503; Year Three - \$260,208; Year Four - \$270,496; Year Five - \$278,821. **Five Year Total: \$1,304,231**

***Explanation of Fringe:** Fringe benefits are budgeted according to PCC schedules set by union contracts. The base benefit rate is 30.05% of the Director's salary; 27.72% for the GED Instructor; 27.72% for the Advisor; 9.05% for the Recruiter; 27.72% for the Administrative Assistant; and 9.05% for the Tutor. Benefits include: FICA Medicare, FICA Social Security Old Age, Public Employees Retirement System, Unemployment, Worker's Compensation, and Long-term Disability Insurance. In addition, the College provides an annual lump sum, pro-rated to the employee's FTE, for enrollment in medical/dental, Life Insurance, and an Employee Assistance Program. The lump sum is determined by the level of medical/dental insurance option chosen.

Fringe Benefits Totals: Year One - \$98,447; Year Two - \$103,244; Year Three - \$106,669; Year Four - \$111,251; Year Five - \$114,950. **Five Year Total: \$534,561**

3. TRAVEL

National HEP Director's Conference: As encouraged by the Department of Education the Director will attend the National HEP conference in Washington, D.C. Roundtrip airfare is budgeted at \$650. Hotel accommodations are budgeted at \$130 per night for three nights. Per diem is budgeted at \$61 per day for four days (the IRS and PCC rate). Transportation is budgeted at \$70 and luggage is budgeted at \$50.

Total: Year One - \$1,404; Year Two - \$1,404; Year Three - \$1,404; Year Four - \$1,404; Year Five - \$1,404. **Five Year Total: \$7,020**

National HEP/CAMP Association Conference: In order to ensure that HEP staff are trained and educated to serve MSFWs, both the Director and the Advisor will attend the National HEP/CAMP Association conference. Roundtrip airfare is budgeted at \$650. Hotel accommodations are budgeted at \$130 per night for three nights. Per diem is budgeted at \$61 per day for four days (the IRS and PCC rate). Transportation is budgeted at \$70 and luggage is budgeted at \$50 and registration is budgeted at \$250.

Total: Year One - \$3,308; Year Two - \$3,308; Year Three - \$3,308; Year Four - \$3,308; Year Five - \$3,308. **Five Year Total: \$16,540**

Staff Mileage: The PCC HEP staff will be required to attend meetings at PCC and across the target area. The Recruiter will travel within the district to make contacts with potential students. Mileage will also be used for staff training, Oregon HEP/CAMP Director's Meetings, recruitment events, and coordination with other resources available to HEP students. Mileage is budgeted at 500 miles per month for 12 months at the IRS and PCC rate of \$0.575/mile.

Total: Year One - \$3,450; Year Two - \$3,450; Year Three - \$3,450; Year Four - \$3,450; Year Five - \$3,450. **Five Year Total: \$17,250**

†The costs of travel for all five HEP staff and faculty to attend the State GED Conference will be covered annually by PCC.

Travel Total: Year One - \$8,162; Year Two - \$8,162; Year Three - \$8,162; Year Four - \$8,162; Year Five - \$8,162. **Five Year Total: \$40,810**

4. EQUIPMENT

No funds are requested for equipment purposes.

5. SUPPLIES

Office Supplies: Office supplies such as paper, filing materials, and printer cartridges are budgeted at \$200 per month for 12 months. These items are required for HEP project management, recruitment and advising.

Total: Year One - \$2,400; Year Two - \$2,400; Year Three - \$2,400; Year Four - \$2,400; Year Five - \$2,400. **Five Year Total: \$12,000**

Computers: Four computers with printers will be purchased for the Director, Instructor, Advisor and Recruiter. PCC technology policy specifies a 4-year replacement schedule, computers will be purchased in Year One and replaced in Year Four at a cost of \$950 per computer.

Total: Year One - \$3,800; Year Two - \$0; Year Three - \$0; Year Four - \$3,800; Year Five - \$0. **Five Year Total: \$7,600**

GED Lending Library replacement books: In Years One through Five textbooks will be available, as needed, through a Lending Library. Twenty textbooks sets will be purchased at \$155/set per year.

Total: Year One - \$3,875; Year Two - \$3,875; Year Three - \$3,875; Year Four - \$3,875; Year Five - \$3,875. **Five Year Total: \$19,375**

Supplies Total: Year One - \$10,075; Year Two - \$6,275; Year Three - \$6,275; Year Four - \$10,075; Year Five - \$6,275. **Five Year Total: \$38,975**

6. CONTRACTUAL

No funds are requested for contractual purposes.

7. CONSTRUCTION

No funds are requested for construction purposes.

8. OTHER

Printing: In Years One through Five, printing brochures is budgeted at \$300 per year, and printing program flyers is budgeted at \$200 per year. These items support participant recruitment and interagency coordination.

Total: Year One - \$500; Year Two - \$500; Year Three - \$500; Year Four - \$500; Year Five - \$500. **Five Year Total: \$2,500**

Photocopying: Photocopying of PCC HEP instructional materials, newsletters, announcements of college visits and cultural events, reports, student records, and other materials is budgeted at a rate of \$0.05/copy x 10,000 copies per month for 12 months per year.

Total: Year One - \$500; Year Two - \$500; Year Three - \$500; Year Four - \$500; Year Five - \$500. **Five Year Total: \$2,500**

Postage: Postage is budgeted for \$0.49 per piece for 50 pieces per month for 12 months, and \$1.61 per piece for 30 pieces for 4 months. These mailings support HEP management, advising, recruitment and communication with participants, family members and community partners.

Total: Year One - \$487; Year Two - \$487; Year Three - \$487; Year Four - \$487; Year Five - \$487. **Five Year Total: \$2,435**

National Association: The PCC HEP program will join the National HEP/CAMP Association, with an annual membership fee, as a resource for information, networking and problem solving.

Total: Year One - \$1,200; Year Two - \$1,200; Year Three - \$1,200; Year Four - \$1,200; Year Five - \$1,200. **Five Year Total: \$6,000**

Others Total: Year One - \$2,687; Year Two - \$2,687; Year Three - \$2,687; Year Four - \$; Year Five - \$2,687. **Five Year Total: \$13,435**

9. TOTAL DIRECT COSTS

Total Direct Costs: Year One - \$361,574; Year Two - \$372,871; Year Three - \$384,001; Year Four - \$402,671; Year Five - \$410,895. **Five Year Total: \$1,932,012**

10. INDIRECT COSTS

PCC requests indirect costs of 8%. *Note: The College's federally approved indirect rate is 32.3%. A copy of the College's Indirect Cost Rate Agreement is included in the Appendices.*

Total Indirect Costs: Year One - \$28,926; Year Two - \$29,830; Year Three - \$30,720; Year Four - \$32,214; Year Five - \$32,872. **Five Year Total: \$154,562**

11. TRAINING STIPENDS

GED Testing Fees: The testing fee to take the GED exam will be paid for HEP participants at \$230 per student for 53 students per year.

Total: Year One - \$12,190; Year Two - \$12,190; Year Three - \$12,190; Year Four - \$12,190; Year Five - \$12,190. **Five Year Total: \$60,950**

Transportation stipends: Transportation stipends of \$150 (11 students per year) are used to cover bus passes, and \$100 vouchers (29 students per year) are used to cover the costs of PCC parking passes and gas vouchers depending on their transportation needs.

Total: Year One - \$4,550; Year Two - \$4,550; Year Three - \$4,550; Year Four - \$4,550; Year Five - \$4,550. **Five Year Total: \$22,750**

Childcare Stipends: Childcare stipends will be available to participants who have childcare issues during the time they are participating in HEP classes and activities. Students receive \$200 for 1st child, \$100 for each additional child up to 4 total. Childcare stipends are budgeted for eight students at \$200, five students at \$300, two students at \$400, and two students at \$500 per year. Students may use the subsidy to pay for a childcare provider of their choice in the community.

Total: Year One - \$4,900; Year Two - \$4,900; Year Three - \$4,900; Year Four - \$4,900; Year Five - \$4,900. **Five Year Total: \$24,500**

Food Gift Card Stipends: For students who cannot afford groceries to prepare a meal or to buy a meal prior to class, PCC will provide food gift card stipends to be redeemed at the Rock Creek Campus cafeteria, as needed. Up to 36 food gift cards per year, at a cost of \$75/card and up to 6 food gift cards per year, at a cost of \$125/card are budgeted.

Total: Year One - \$3,450; Year Two - \$3,450; Year Three - \$3,450; Year Four - \$3,450; Year Five - \$3,450. **Five Year Total: \$17,250**

Student Supplies: Student supplies are budgeted for 76 students at \$40/student for 12 months. Supplies include: pens and pencils, erasers, sharpeners, writing pads, compasses, and utility bags.

Total: Year One - \$3,040 Year Two - \$3,040; Year Three - \$3,040; Year Four - \$3,040; Year Five - \$3,040. **Five Year Total: \$15,200**

Training Stipends Total: Year One - \$28,580; Year Two - \$28,580; Year Three - \$28,580;
Year Four - \$28,580; Year Five - \$28,580. **Five Year Total: \$142,900**

TOTAL FEDERAL FUNDS REQUESTED

Year One - \$419,080; Year Two - \$431,281; Year Three - \$443,301; Year Four - \$463,465;
Year Five - \$472,347. **Five Year Total: \$2,229,474**

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

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

Name of Institution/Organization

Portland Community College

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	242,203.00	252,503.00	260,208.00	270,496.00	278,821.00	1,304,231.00
2. Fringe Benefits	98,447.00	103,244.00	106,669.00	111,251.00	114,950.00	534,561.00
3. Travel	8,162.00	8,162.00	8,162.00	8,162.00	8,162.00	40,810.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	10,075.00	6,275.00	6,275.00	10,075.00	6,275.00	38,975.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	2,687.00	2,687.00	2,687.00	2,687.00	2,687.00	13,435.00
9. Total Direct Costs (lines 1-8)	361,574.00	372,871.00	384,001.00	402,671.00	410,895.00	1,932,012.00
10. Indirect Costs*	28,926.00	29,830.00	30,720.00	32,214.00	32,872.00	154,562.00
11. Training Stipends	28,130.00	28,130.00	28,130.00	28,130.00	28,130.00	140,650.00
12. Total Costs (lines 9-11)	418,630.00	430,831.00	442,851.00	463,015.00	471,897.00	2,227,224.00

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

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

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

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

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

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

The Indirect Cost Rate is 32.30 %.

(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 0.00 %.

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Norberto		Espindola	

Address:

Street1:	P.O. Box 19000
Street2:	RC 2 220
City:	Portland
County:	
State:	OR: Oregon
Zip Code:	97280
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
971-722-7760	

Email Address:

norberto.espindola@pcc.edu

2. Novice Applicant:

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

- Yes No Not applicable to this program

3. Human Subjects Research:

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

- Yes No

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

Yes Provide Exemption(s) #:

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No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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