

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



APPLICATION FOR GRANTS
UNDER THE

HEP-84.141A-1

CFDA # 84.141A

PR/Award # S141A150031

Grants.gov Tracking#: GRANT11834276

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"/>
-------------------------------------------------	-------------------------------------------------------

B. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="952081258"/>	* c. Organizational DUNS: <input type="text" value="106670755"/>
---------------------------------------------------------------------------------------------------	---------------------------------------------------------------------

d. Addresses:

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

e. Organizational Unit:

Department Name: <input type="text" value="Grants and Contracts"/>	Division Name: <input type="text"/>
-----------------------------------------------------------------------	----------------------------------------

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

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

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.141

CFDA Title:

Migrant Education High School Equivalency Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-122914-002

* Title:

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

13. Competition Identification Number:

84-141A2015-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

California State University Fullerton (CSUF) High School Equivalency Program (HEP)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="474,991.00"/>
* 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="474,991.00"/>

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Paulina Tagle	Director, Grants and Contracts
APPLICANT ORGANIZATION	DATE SUBMITTED
California State University, Fullerton	02/12/2015

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

* Name: CSU Fullerton Auxiliary Services Corporation

* Street 1: 2600 Nutwood Ave. Street 2: _____

* City: Fullerton State: CA: California Zip: 92831

Congressional District, if known: CA-039

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

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

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
-----------------------------------------------------	-----------------------------------------------

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 N/A Street 2 _____

* City N/A State _____ Zip _____

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

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A 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: Paulina Tagle

* Name: Prefix _____ * First Name Paulina Middle Name _____
* Last Name Tagle Suffix _____

Title: Director, Grants and Contracts Telephone No.: 657-278-7679 Date: 02/12/2015

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.

GEPA427Statement1005725800.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) Statement
United States Department of Education's General Education Provisions Act, Section 427

Steps the California State University, Fullerton (CSUF), will take to ensure equitable access to and participation in the Department of Education – Office of Elementary and Secondary Education (OESE): High School Equivalency Program (HEP). This project will support the development of the CSUF HEP Migrant Education Program.

CSUF is an equal opportunity employer and a comprehensive, regional university. CSUF aims to become a model of faculty and staff inclusivity, diversity and engagement in order to better serve our diverse student population. CSUF is committed to improving the recruitment and retention of a high-quality and diverse faculty and staff. CSUF will provide the following strategies and activities in an effort to complement existing anti-discrimination policies and procedures with the intent to reduce and eliminate access barriers on gender, race, national origin, color, disability and age to maximize participation in the grant program:

- Fully inform all students of the availability of services that will be offered through this grant funded program. This information will be disseminated in both printed and electronic formats throughout the university, including the CSUF website. Program staff and counselors will also disseminate information related to equal access for all persons.
- Coordinate and offer cultural sensitivity, ADA and related training for program staff, as appropriate. Additionally, CSUF meets the ADA requirements for access to classrooms, restrooms and other areas where the project will take place. Moreover, CSUF will adhere to their normal practices of providing reasonable accommodations to both students and staff with disabilities who are participating in the Department of Education's High School Equivalency Program activities.

- Hire, recruit, and involve individuals from traditionally underserved ethnic minority groups, bilingual individuals, individuals with disabilities to manage, plan, implement, and receive program services.
- Develop or acquire and disseminate culturally relevant and sensitive curriculum and information materials that can be understood and accessible to all potential participants, regardless of their unique challenges or backgrounds
- Arrange for assistive technology devices to translate/make accessible grant and program materials for participants requiring such accommodations. Hold program-related sessions and activities in Americans with Disabilities Act (ADA) accessible and compliant facilities.
- Post information materials, schedule of events, and program assessments on the internet – which will enable assistive computer devices to interpret the materials for participants and users. Additionally, make technology accessible to all users.
- Disseminate program updates and results to education and community-based partners so that they may offer insight into continuous program improvement or training related program services.

The above listed provisions and strategies will help to ensure that the following principles are reflected in our work with students, consultants, participants and the community: valuing diversity and similarities among all peoples; understanding and effectively responding to cultural differences; willingness to continually engage in cultural self-assessment at the individual and organizational level; making adaptations to the delivery of services; and institutionalizing cultural knowledge and avenues for improvement in programming and service delivery.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION California State University, Fullerton	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Paulina"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Tagle"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Director, Grants and Contracts"/>	
* SIGNATURE: <input type="text" value="Paulina Tagle"/>	* DATE: <input type="text" value="02/12/2015"/>

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

ABSTRACT

California State University, Fullerton (CSUF), Orange County's only Hispanic Serving Institution and largest 4-year university, is proposing to implement a STEM-oriented, comprehensive High School Equivalency Program (HEP) offering an array of instructional, and support services, as well as a transition-to-college component, to serve eligible students of migrant and seasonal backgrounds in Orange County and its vicinity. Through a cohort-based system, our project will serve a minimum of 100 students in its first year, and 130 students each of the following four years (total of 620), aiming to graduate a minimum of 75% (465) with a General Education Diploma (GED). Our HEP will offer a multimodal, technology-infused GED exam preparation program, which will include individualized, small group, and online instruction in English and Spanish, a comprehensive personal counseling component, and an on-going set of campus-based cultural activities to help students develop an emerging college identity. Instruction will be delivered at four locations, which includes the CSUF campus and three satellite sites in areas of high migrant population density (one in Anaheim, one in Santa Ana, and one in San Bernardino). As they prepare for exams, participants will be introduced to careers in engineering and mathematics under the guidance of CSUF's award-winning STEM faculty, develop portable study skills, and actively engage in introductory biology, health science, and teaching workshops. Upon graduation, students will transition into higher education, enhanced employment, or a career in the armed forces. In addition to leveraging resources with successful and ongoing CSUF programs, our HEP will be implemented in coordination with Santiago Canyon College's *College Assistant Migrant Program*, the Migrant Education Program (Region IX), and the community, academic, and faith-based network of the National Latino Education Network/Latino Education and Advocacy Days (NLEN/LEAD).

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

California State University, Fullerton HEP Program

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1. NEED FOR AND SIGNIFICANCE OF PROJECT: Named after once plentiful lush Orange groves, Orange County (OC), CA boasts a population of over 3 million—making it the third most populous county in California (CA) and sixth in the U.S. As one of the 100 wealthiest counties in the nation, OC carries the air of privileged circumstances, but within its 791 square miles also live the “Jornaleros” (“farm hands”), who help tend the over 60,000 acres of regional farmland and sustain the area’s long history of vibrant agricultural economy. Farm gross revenue in Southern CA generates over \$9 billion, which injects \$300 million into the local economy and translates into \$1 billion when all economic factors are considered (OC Bureau; USDA). **Magnitude of Need:** Despite comprising over 38% of the CA population (U.S. Census Bureau, 2014a), Hispanics are its poorest racial demographic—a finding that Wimer et al. (2013) considers to be significantly related to “the high costs of living in CA, the income-reducing effect of non-discretionary expenses (medical, work-related), and the exclusion of a large number of immigrants from safety net programs” (Wimer et al., 2013); nearly 96% of the state’s agricultural workforce is Hispanic, of which 92% are Mexican nationals (Rodriguez, Toller, & Dowling, 2003). While the median OC household income (\$75,400) is far above state and national averages (U.S. Census Bureau, 2014b), annual household income for migrant workers ranges from \$12,500 to \$19,999. Among the lowest paid work in the nation, farmwork is associated with the highest poverty rate of any general occupation; 61% of CA’s 650,000 migrant workers live in poverty (NAWS, 2006). Such economic disadvantages are compounded by the mobile nature of farm work (61% of CA’s farmworkers are seasonally employed) that inhibits acculturation, and impedes the educational and societal gains necessary for economic progress (Dettlaff & Rycraft, 2006; Kossek et al., 2005). According to a NAWS Survey (2007), 60% of identified Latino migrant workers in OC do not have a high school diploma or

equivalency, and 70% have low literacy and English language proficiency. While no data are available about migrant workers in STEM academia, Hispanics as a group are significantly underrepresented; despite comprising 19% of the college-aged U.S. population and 11.9% of enrolled undergraduates, Hispanics earn only 8% of all STEM undergraduate degrees, 3.5% of STEM master's, and 4.4 % of STEM doctoral degrees (Dowd, Malcom, & Bensimon, 2009).

As a function of the 12-14 hour workday, exposure to pesticides, and dangerous, unregulated working conditions, migrant workers suffer disproportionately from a wide array of health and safety risks (bone problems, respiratory illnesses, neuropsychological impairments, allergic reactions, work injuries/fatalities) (Migrant Clinicians Network, 2011; Reidy et al., 1992; Rodriguez, 2003). Poverty, food insecurity, poor nutrition, and lack of resources to seek early care are also factors that put migrant workers at a significantly higher risk for high blood pressure, high serum cholesterol, overweight, obesity, anemia, and high serum glucose levels (Villarejo et al., 2000; Weigel et al., 2007). Largely associated with the hazards of agricultural labor and the migrant lifestyle, the average life expectancy of seasonal farmworkers is only two-thirds that of the general U.S. population—49 years compared to 75 years, respectively.

Migrant women, who constitute over 22% of the agricultural workforce in CA, are a particularly vulnerable demographic due to the cultural gender structure that confines them to being “dependent upon men and subordinated within the male/female relationship” (Chavira-Prado, 1992). These gender stereotypes, combined with geographic/social isolation, poor English proficiency, and limited social connections make it extremely difficult for women to build a solid educational background or procure safer and better paying employment (NAWS, 2002).

The children in migrant families—potentially 10,000 in Southern CA (Migrant Education Program [MEP] Region IX)—are profoundly at risk of a variety of unique and debilitating

exposures (maltreatment, violence, child labor, pesticides, family separation, a “culture of migrancy”) that make this demographic one of the most desperate for specially targeted outreach and support (Alvarez, Doris, & Larson, 1988; Davis & Leonard, 2000; Grindling & Poggio, 2009; Lu et al., 2000; Martin, Gardon, & Kupersmidt, 1995; Prewitt, Trotter, & Rivera, 1990). Largely a factor of these external stressors, Kupersmidt and Martin (1997) found that 66% of migrant children had one or more psychiatric diagnoses, with anxiety disorders being the most prevalent; they were two or more times more likely than community children to have a simple phobia, separation anxiety, avoidant disorder, generalized anxiety disorder, and social phobia.

The unique factors of the migrant child experience make integration into the classroom particularly challenging, as relocation, low English proficiency, isolating cultural differences, and the financial need to work alongside their parents creates discontinuity in education while causing migrant students to progress slowly through the educational pipeline and drop out at high rates; according to MEP data, over 50% of migrant children do not graduate from high school. According to Green (2003), poverty, compounded with mobility, is the primary cause of institutional disparity in educational opportunities, as having to move frequently makes it difficult to migrant children to “attend school regularly, learn at grade level, accrue credits,... meet all graduation requirements, participate in socializing activities[,] and create the social networks critical to social mobility.” Migrant youth are also often unable to benefit from the in-group success and rewarding self-concept due to the limited number of Latino role models in business and academic workforces (Gates, 2010; Jasis & Ordonez-Jasis, 2005; Solorzano, 2005).

Researchers, experts, and advocates (Branz-Spall et al, 2003; Fránquiz & Salinas, 2004; Jasis & Marriott, 2010; Kindler, 2002; LaCroix, 2007; NCBE, 2001; NCES, 2010; USDE, 2006) have identified institutionally-rooted challenges that, if corrected, could help address migrant students’

inherently disadvantaged status and improve their chances to succeed and progress academically and later in life. These barriers include: (1) a lack of access to fully-qualified, adequately prepared, and sensitive teachers and staff; (2) low or non-existent enrollment in rigorous, college preparatory coursework; (3) scarce resources for unmet instructional needs; and (4) a lack of family knowledge about, and access to, information on higher education or post-secondary vocational options. In their study of how four school districts adequately and effectively addressed these critical needs, and, as a result, improved migrant students' academic outcomes, López, Scribner, and Mahitivanichcha (2001) concluded that school personnel should focus on meeting the needs of migrant parents by (1) developing an understanding of the needs of each family (lack of health care, economic struggles); and (2) providing classes and workshops to help parents better navigate the school systems, gain vocational skills, improve their English-speaking abilities, and earn their General Education Diploma (GED). Currently, there is no provision of childcare to migrant students by local, existing adult education programs, which prevents many migrant students, particularly young mothers, from utilizing such educational services.

Developed out of a desire to address such grave deficiencies in the local educational system, this California State University, Fullerton (CSUF) grant proposes to serve 620 eligible migrant students from seasonal agricultural backgrounds (100 during Year 1, and 130 each of the four following years) with a comprehensive educational program to enhance their life prospects while helping to disrupt a life cycle of poverty. We will graduate a minimum of 435 students with High School Equivalency diplomas and provide graduates with meaningful opportunities to transition onto higher education or better job prospects. Located in OC, where 34.1% of the population identifies as either Hispanic or Latino, CSUF is the county's largest university, its only 4-year public university, and its only 4-year Hispanic-Serving Institution (HSI). In fall 2013, more than

50% of its students were ethnic minorities: 35% Hispanic, 21% Asian/Pacific Islander, 4% multiple race, and 2% Black. CSUF ranks first in CA and fourth in the nation in awarding baccalaureate degrees to Hispanic students, and is uniquely situated to help address the glaring needs of this local community. **Individuals Served:** In 2012-13, CA’s student population was 6,226,989. It is conservatively estimated that more than 5% of these are migrant students (330,000), 98% of which are Hispanic. Located at the juncture of several freeways, CSUF has a 4-county service region—Orange and parts of San Bernardino, San Diego, and Riverside Counties—which combined has over a million additional acres of agricultural land. This service area, which represents 30% of the state’s student population, covers an estimated 89,100 migrant students potentially eligible for education services at local school districts (see *Table 1*).

Table 1: Estimated Number of Migrant Students in Service Area

	Total # Students	% of CA Students	% of Hispanic Students in CA	Estimated # Migrant Students
<i>State of CA</i>	6226989	100%	53%	297000
<i>Orange County</i>	501801	8%	48%	23760
<i>Riverside County</i>	425968	7%	60%	20790
<i>San Bernardino County</i>	412163	7%	62%	20790
<i>San Diego County</i>	499850	8%	47%	23760
<i>4-County Service Area</i>	1839782	30%		89100

Source: California Department of Education, 2013

A CSUF HEP will have a significant recruitment potential. Below is a list of Orange and San Diego County public school districts with current migrant student enrollment numbers over 100 (see *Table 2*). This does not include potential applicants from other counties in our service area.

Magnitude of Results: Providing academic and social support to 100+ students each year will impact not only these students and their families, but generations to come. Our region’s migrant families have been historically mired in a low-wage, low-education subsistence, which has not improved significantly in many decades. By addressing the isolation, lack of educational

opportunities, and decreased social mobility that migrant students experience more than any other major school population segment, the CSUF HEP will reduce the need for the participating youth to follow in the footsteps of their parents. Local data suggest that, while migrant workers in our area of service face considerable challenges, enhanced opportunities in living wage, local industries and professions are available if they are able to secure the education required (Wilcox, 2014). They are at a pivotal juncture where a HEP program will have considerable impact toward obtaining successful local employment and access to higher education and training.

Table 2: Migrant Student Potential Applicants (OC, San Diego Counties), 2012-13

Cnty	School District	Potential # Applicants	Free/Reduced Lunch	English Language Learners
OC	Santa Ana Unified	444	84%	46%
OC	Capistrano Unified	174	24%	10%
OC	Placentia-Yorba Linda Unified	133	27%	14%
OC	Newport-Costa Mesa Unified	133	45%	23%
OC	Anaheim City/Anaheim Union	104	77%	37%
OC	Orange Countywide		48%	25%
SD	Vista Unified	271	57%	24%
SD	Oceanside Unified	238	62%	16%
SD	Escondido Unified	179	68%	43%
SD	Fallbrook High	178	59%	19%
SD	San Marcos Unified	178	46%	21%
SD	Fallbrook Elementary	141	59%	33%
SD	San Diego Countywide		50%	22%
	Total	2,173		

Source: Migrant Region IX & DOE

2. QUALITY OF PROJECT DESIGN: Our integrated approach will improve learning by developing academic and innovative support programs to increase GED attainment rates, hiring and training staff and faculty who will support migrant student success, and institutionalizing changes to the migrant student experience (See *Chart 1*). Working in concert to create a strong program of academic and vocational preparation, CSUF has established six goals ensuring its success: **GOAL 1: Identify, and recruit migrant students who meet the eligibility criteria.** By

Month 1 of Project Year 1, we will begin implementation of a five-stage outreach and recruitment plan (Objective 1.1). Our multimedia grassroots recruitment plan, which will be fully implemented by the third month of the first project year (Outcome 1.1), will involve disseminating information via (1) the MEP's local parent/family/schools network; (2) community-based media, brochures at Mexican Consulates, social services offices, and community organizations; (3) Spanish language radio and TV; (4) local multi-denominational churches; and (5) local agricultural employers and farm worker unions (UFW). In coordination with MEP and NLEN/LEAD (National Latino Education Network/Latino Education and Advocacy Days), we will also host 12 bilingual (Spanish and English) community workshops—four in each area where the satellite campuses will be located (i.e., Anaheim, Santa Ana, San Bernardino)—which will describe the need for GED, eligibility to participate, schedules, support services, and transition-to-college activities (Objective 1.2). By the end of Project Year 1, the dissemination of materials will be in place (Outcome 1.2). Once an adequate pool of candidates has been gathered (Year 1, Month 4), we will interview and select 100 eligible participants (50 per GED session) to enroll in HEP. In Years 2-5 (Month 3), we will increase enrollment to 130 students per year (Objective/Outcome 1.3). In the selection process, candidates will be administered the Test of Adult Basic Education in English or Spanish to assess educational level and potential academic challenges. Only those who score at the equivalent of Grade 9 or above (above 70%) will be accepted to HEP. Others will be referred to the partner program *Plazas Comunitarias*, implemented by the Mexican Consulate in Santa Ana, as well as to local pre-GED and literacy development programs with the goal of having them join HEP at a later date. **GOAL 2: Implement and deliver a high quality GED instructional program.** After being interviewed by the HEP's Counselor, candidates will work with him/her to jointly develop their individual

Chart 1: CSUF HEP Logic Model

<u>Program Inputs</u>	<u>Program Theory</u>	<u>Process/Activities</u>	<u>Short-Term Outcomes</u>	<u>Mid-Term Outcomes</u>	<u>Long-Term Outcomes</u>
<ul style="list-style-type: none"> • Schools: teachers, staff, parents • Students • Community partners • CSUF • Community • Student characteristics • Family characteristics • Policies: Local, state, federal • Partners: LEAD, faith-based organizations, school districts, MEP, UFW • CAB • Outreach Coordinator • Peer mentors & adult role models • Socio-cultural networking • Transportation • Childcare support • Staff professional development 	<ul style="list-style-type: none"> • Collaborate with schools, communities & families • College Choice • Community Cultural Watch 	<ul style="list-style-type: none"> • 2-day orientation • On-campus GED instruction & tutoring • College-level course prep/dual enrollment • STEM focus • Health care & education/tutoring • 2-week summer GED program • Parent engagement • Intro to college culture • Career exposure • Financial aid workshops • Workshops on reproductive health, sexual harassment, advocacy, counseling • Family communication workshops • Health/nutrition care & education • Culturally sensitive counseling 	<ul style="list-style-type: none"> • 100 students enroll in Year 1 • Open 2 satellite sites (Santa Ana, Anaheim) by Dec. 2015 • 50% of math, science, & English teachers undergo professional development • 60% of participants made aware of college financing options • 60% of participants made aware of school/career options • A minimum of 8 mentors, tutors, & childcare providers receive 10 hours of training in Year 1 • CSUF faculty train instructors in Month 1, Year 1 • Partners meet to ensure buy-in of program goals • Implement program evaluation 	<ul style="list-style-type: none"> • 70% GED/high school equivalency passing rate • 70% of participants report higher self-esteem & motivation • 65% of students have stronger academic foundation with an emphasis on STEM • 80% of participants retained annually • 90% of participants exposed to career options • 75% of participants have higher participation in college culture • 70% of participants report developing portable study skills • 70% of students informed of post-secondary options • All instructors receive 20 hours of staff development annually • 130 students enroll annually in Years 2-5 • Evaluator provides evidence for how to incorporate goals beyond the life of the grant 	<ul style="list-style-type: none"> • 80% project completion rate • 65+ % class attendance rate • HEP participants attend 1 individual & 1 career-targeted counseling session, & 1 academic counseling workshop • 70% of students who pass GED obtain jobs, go onto college or another program • 40% participation rate in summer instructional camp program • All students receive workshops on life skills, family counseling, & financial literacy

learning plans (ILP). The plans will detail class schedules, instructional level, support services, and the expected commitment of the candidate. To help each student take responsibility for his/her own success, the ILP will be reflected in a contract. To introduce students and their families to the HEP program and assess their academic readiness, eligible participants will undergo a 2-day orientation prior to beginning their HEP experience: (Day 1) CSUF's HEP staff and faculty will facilitate the introduction of the collaborative partners and explain the program in detail; (Day 2) participating youth will meet their instructors, peer mentors, and support service coordinator, while the family will receive a tour of the facility/campus and its services offered. Classes will be held year-round on campus and at additional sites located in Southern CA cities with high concentrations of migrant families. Two OC off-campus sites (Santa Ana, Anaheim) will be developed and fully operational by Dec. 2015 (Objective/Outcome 2.1); by May 30, 2016, a third satellite site (San Bernardino) will be established (Objective/Outcome 2.2). Designed to address the culture of the migrant community and reduce barriers to academic success, flexible class options will be offered: in-person (local sites), classroom (CSUF), and online (every location). Classes will be staggered throughout the morning, afternoon, evening, and on weekends to allow maximum participation and minimize program attrition.

Classes will be conducted through personalized, small group instruction with eight participants, grouped according to assessment results and ILPs, in each class. Three master teachers (one per satellite site), will deliver the GED curriculum three times a week under the supervision of the Instruction and Public Education Coordinator (IPEC), who will teach on campus (Objective 2.3/Outcome 2.3) and be supported by master/credential students from CSUF's College of Education. To prepare for the GED exam and be familiarized with test taking, students will regularly take the STECK-Vaughn practice tests in English or Spanish. The IPEC will review the

ILP with each student bimonthly to monitor progress and provide additional resources. The instructional delivery will be aligned with the next generation of Common Core State Standards and the College and Career Readiness Standards for Adult Education, which emphasize critical thinking, problem solving, and analytical skills to help prepare high school students for success.

The CSUF HEP program recognizes the critical importance of technology in preparing limited-resource students to be able to compete in a high tech environment, and will provide a hands-on approach to technology training and development (Objective 2.4). GED courses will be offered online, which will help students become computer-proficient. Students will be trained on how to use campus computers, iPads, Kindles and Android in order to access online job readiness resources. They will leverage online materials from the Ferguson Career Database, which focuses on Career Exploration, and learn how to search through the “Interest Inventory” to explore career options. They will utilize webcams to learn interviewing techniques via CSUF’s Video Interview Prep, which captures students’ responses to typical employer questions, reviews their performances, and discusses how they can improve. Students will also have access to Eureka, an online program providing community college/vocational training options. These strategies will help remove the stigma and fear associated with technology, and acclimate youth to multiple devices that will become a natural part of their learning experiences (Outcome 2.4).

GOAL 3: Provide academic, social, and cultural support to enable students to succeed. At the satellite sites, childcare via MEP-trained providers will be offered to young parents in a room next to the classrooms (Objective 3.1), which will help boost class attendance rates to 65% or higher (Outcome 3.1). CSUF counseling faculty and advanced graduate students, as well as our community-based human services partners, will provide individual and family transitional counseling and life skills workshops to help students navigate through the inhibiting

discrepancies that exist between their homes culture and the mainstream culture of U.S. campuses (Objective 3.2). All students will also be offered access to health/nutrition education and available health services/referrals provided by local government programs and collaborating community agencies. HEP program staff will facilitate referrals and coach students in how to navigate available services in their communities. As a result, all students will gain life and transitional skills, family counseling, financial literacy, and nutritional guidance (Outcome 3.2).

Workshops on academic success will be conducted monthly, and topics related to career opportunities will be integrated into the GED curriculum. Migrant students who successfully complete their GED studies will serve as role models, offering personal examples of how they overcame barriers to their education and found job opportunities. Students will be also matched with volunteer mentors from our partner organizations, who will meet with the participants regularly to provide support, serve as role models, and help students overcome barriers to their GED studies (Objective 3.3). The confidence, competence, and relationships that will be built will result in at a program completion rate of at least 80% (Outcome 3.3). Additional support will be provided to advanced students each project year via a 4-week, intensive GED Summer Intensive Program held on campus (Objective 3.4); at least 40% of all HEP students will participate in and benefit from the camp's academic opportunities (Outcome 3.4). **GOAL 4:** **Implement an effective transition-to-college component.** CSUF's message to our HEP students will emphasize that while a successful GED completion is critically important, it is a first step toward college education, enhanced job training, and/or rewarding opportunities in the armed forces. Prior to the advancement ceremony, students will meet with CSUF's Support Services Coordinator to take a career interest assessment test, explore several post-GED paths, and design an Educational Transition Plan (Objective 4.1). All HEP participants will attend at least one

individual- and one career-targeted counseling session, and one academic workshop (Outcome 4.1). To implement our transition-to-college component, CSUF's HEP will offer a semester-long introductory course with one unit of college credit, which students can take as soon as they successfully complete their GED exams (Objective 4.2). This class will focus on developing higher education and job skills, such as study strategies, exposure to STEM courses and careers, choosing a major, and obtaining financial aid. Students will be exposed to college life by shadowing CSUF students, attending lectures, visiting campus-based organizations, and attending cultural and sports events. Students will also attend presentations offered by campus-based programs, including CSUF's Nursing, Counseling, and STEM-oriented workshops. By the end of each project year, 50% of participants who pass the GED will obtain jobs, go to college, or enter another educational/vocational program (Outcome 4.2). GOAL 5: Provide appropriate professional development training for staff and volunteers. In the first month of the project, program instructors will undergo orientation and a 2-week training course led by CSUF faculty (Objective/Outcome 4.1). To assure quality of service, all instructional staff will receive a minimum of 20 hours of staff development each year (Objective/Outcome 4.2); at least four will participate in annual federal and state-hosted trainings and conferences and share their learning at the monthly staff meetings (Objective/Outcome 4.3). **Coordination with Other Resources:** In addition to coordinating with MEP (institutional partner) and NLEN/LEAD (outreach and public education partner), the CSUF HEP will partner with Santiago Canyon College's *College Assistant Migrant Program (CAMP)*, which will establish a pipeline for migrant students into higher education by providing graduating HEP students with the opportunity for a stronger STEM foundation and introduction to college life with information on careers and financial aid. CAMP counselors will introduce their program to HEP students via a series of workshops during

GED exam preparation by offering post-HEP graduation support, while CAMP staff will organize campus service tours. After graduation, it will facilitate program intake procedures, linking HEP graduates with current CAMP students, strengthening academic, programmatic, and personal connections to CAMP and their emerging college identities. Our HEP will also leverage resources and expertise with local programs currently being implemented on CSUF's campus: (1) *Gear Up*: increases the number of underrepresented students in college; (2) *Educational Talent Search*: assists high school students to pursue higher education; (3) *Upward Bound*: prepares high school students for college; (4) *McNair Scholars*: prepares underrepresented undergraduate students for research and mentorships; (5) *Anaheim Collaborative for Higher Education*: promotes academic achievement and college-going culture; (6) *Santa Ana Partnership and Santa Ana ¡Adelante!*: increases student achievement toward higher education; (7) *Kids to College*: exposes middle school students to careers, college life, and academic planning; and (8) *Parent Institute for Quality Education*: promotes parent engagement. **STEM Program Partnerships**: Our project will be further enhanced by integrating with and adopting strategies from several of CSUF's comprehensive array of award-winning STEM programs—some of which are campus-based, others which have been developed in partnership with local high and middle schools from adjacent districts. These programs, which are federally and privately supported, have focused on providing a strong mathematics and science foundation among primarily underrepresented minority students—such as our prospective HEP participants—and maximizing their exposure to STEM careers and research skills development.

Students in the CSUF Freshman Programs attend a Freshman Success Seminar, which focuses on STEM courses, links classes with research projects, and implements cohort learning. Through this collaborative approach, groups of students share common schedules, make friends through

study groups, and socialize outside of class as a small community within the larger university. In a longitudinal study of Freshman Programs student cohorts from 2003-10, Moon et al. (2013) found that participation in Freshman Programs had a significantly positive effect on first- and second-year retention, GPA, and graduation rate. Among underrepresented students, the 4-year graduation rate of the 2009 cohort was 22% for participants, compared with 11.5% for non-participants. Our HEP will reproduce a similar winning approach by creating student cohorts from the time of student intake, and by strengthening math and science instruction through leveraging the existing instructors and resources that CSUF utilizes in its successful Freshman Programs. Specifically, we plan to partner with the *Dual Language STEM Project*, a CSUF and Anaheim Unified High School District partner program that succeeded in boosting achievement and engagement in mathematics and science among students who speak English and Spanish by building on students' linguistic, community, and cultural resources. Our STEM component will also benefit from the HEP's partnership with the Nursing Department, which will provide students with high quality exposure to careers in the biological and health sciences.

3. QUALITY OF PROJECT SERVICES: Professional Development: Professional development will be implemented beginning the first month of the project to help ensure that faculty and staff will be knowledgeable about resources and effective practices to help students reach their goals. CSUF will hold training sessions on successful HEP implementation, based on past practices, as well as all curricular updates shared at the National HEP/CAMP Association working meetings. Topics will include recruitment strategies, intake protocols, appropriate assessment instruments, positive classroom environment, updated changes on GED curricula, culturally competent teaching methods, adapting available curricula to fit participants' needs, administrative procedures, integration of support service into the curriculum, and standardized

state requirements. Project staff will receive a minimum of 30 hours of staff development per year, which will involve cross training sessions with HEP staff and partners on eligibility, guidelines, and effective services to students. A minimum of 10 hours of training each year will be provided by project staff to mentors, tutors, and volunteer service providers. In addition, HEP staff will attend HEP/CAMP national and regional meetings, and participate in technical assistance meetings with sister grantee institutions at least twice during each of the program years. **Need-based Focus:** The CSUF HEP is designed to target the needs of the local migrant worker community that have historically put educational opportunities out of reach: (1) Need for effective migrant student recruitment in the target area: Although MEP is increasing efforts in our area, there is currently no organization in OC that is aggressively recruiting out-of-school migrant students for HEP services or providing the level of support services we are proposing. Through our institutional collaboration with NLEN/LEAD and relationships with other project partners, we will implement a minimum of five effective recruiting strategies and 12 informal workshops to locate dropout and non-enrolled migrant students in our vast service area; (2) Need for rigorous, high-quality academic support: This CSUF HEP is designed to address the barriers to migrant student education by providing (a) GED preparation classes at four locations and at flexible hours; (b) small group or in-person instruction, individualized tutoring, online instruction, or a combination of these delivery models; (c) instruction in English and Spanish; (d) an annual Summer Intensive Program for advanced students; (e) opportunities for students to familiarize themselves with college life; and (f) partnerships with qualified, MEP-certified staff; (3) Need for basic health services: In collaboration with CSUF's Nursing Department and community-based partner organizations, our HEP will provide health education and referrals to our participants to address the health problems, risks, and concerns of migrant workers and their

families that can impact their ability to concentrate, learn, and thrive; (4) Need for effective, culturally appropriate counseling: Our HEP will address the mental health needs of migrant students by partnering with CSUF's Counseling Department, which will provide individualized attention as well as small group workshops on how to successfully handle these issues to strengthen student retention and academic success; (5) Need for childcare services: Our HEP will partner with the local MEP office to provide childcare to students with young children at community-based sites during instructional hours; and (6) Need for professional role models and cultural/social support: Our HEP will prioritize the recruitment of faculty and instructors from migrant backgrounds, provide regular contact between HEP students and the heightened concentration of Latino students and faculty on campus, and offer increased access to multicultural activities. **Improving Employment Skills**: HEP students will complete either a GED or a high school diploma, enroll in postsecondary education, and be transitioned into a career track position or the military. To make sure planning to reach these goals is adequate, all participants will complete career interest and aptitude inventories, explore career opportunities, set personal goals, take field trips, and experience job-shadowing or work experience. Students will develop the life and job maturity skills necessary to gain and maintain employment and become lifelong learners. Our partnership with CSUF's Counseling Department will provide the support necessary to improve student self-esteem, competence to meet job requirements, and appropriate social skills in school and work. Further, the HEP will provide up-to-date information to students on college funding and assistance, organizational skills, and workplace strategies. Student learning and performance will be assessed using performance standards and portfolios, skills/knowledge testing, demonstrations, and other workplace competency-based assessments such as those identified by our community/business partners at the CAB.

4. QUALITY OF PROJECT PERSONNEL: Principal Investigator (PI): Dr. Pablo Jasis has been an Associate Professor of Education at CSUF since 2008. He brings his experience as (1) founder and Director of ARC's *Project Avanzando* (2000-2008), a federally funded HEP for migrant students named "exemplary practice" by the U.S. Department of Education; (2) Director of the *La Familia Community Learning Center*, a successful 21st Century Community Learning Center; and (3) Director of *La Familia Empowerment Initiative*, a Title VII Bilingual Education program. Currently, he serves as the Associate Director of CSUF's Center for Migrant Students and Families, and Chair of the Task Force on Just, Equitable, and Inclusive Education. His work on migrant education, sociology of the Latino community, diversity, and parent empowerment in education has been published extensively in leading education journals, such as *Journal of Latinos of Education*, *Urban Education*, *Multicultural Perspectives*, *Journal of Social Justice*, and *The School and Community Journal*. **Program Director (PD):** Patricia Feliz is a visionary leader, a former high school teacher, and an experienced adult educator with more than 21 years of combined experience teaching in K-12 public schools and developing community-based education programs with county and nonprofit agencies. Ms. Feliz directed family literacy and youth training programs for *Career Resources Development Center* in San Francisco where her team received the "Community Solutions for Education" award from *USA Today*. After teaching high school ELD and Spanish to immigrant students in Southern CA, Ms. Feliz went on to manage several successful federal grants as (1) Director of the *De Colores Community Learning Center* (2000-2005), a federally funded 21st Century Learning Center, and (2) Director of HEP *Project Avanzando* (2009-present). Ms. Feliz has also co-written and edited various education materials for *Youth Service California* and for *Learners' Lives as Curriculum*, an ESL program developed in collaboration with San Francisco State. **Head Counseling & Assessment**

Coordinator: Dr. Olga Mejía is a licensed psychologist and professor of Counseling at CSUF, who provides service to the department, university, and professional community. Her extensive body of research, which focuses on Latino immigrant families, women's issues, and multicultural issues in practice and teaching, appears as peer-reviewed articles in such publications as the *International Journal of Stress Management*, *Hispanic Journal of Behavioral Sciences*, and *Professional Psychology: Research & Practice*. **IPEC:** Flavio Paniagua has over 20 years of experience in education, community outreach, and program development. He has direct experience teaching adult immigrants at a successful HEP program for over four years in a variety of contexts, which includes (1) organizing and teaching Vocational ESL to Stanford University custodial workers, and (2) supervising the design and delivery of high school equivalency instruction as HEP *Project Avanzando's* Instruction Coordinator (2008-2013).

Community Stakeholder Liaison: Dr. Enrique Murillo, Jr. is a professor of Educational Research Methods and Foundations at California State University, San Bernardino (CSUSB) and is the Executive Director and founder of NLEN/LEAD. He has served as Commissioner on the California Student Aid Commission, President and Chair of the EdFund Board, and President of the Southern California Consortium of HSIs. Dr. Murillo has authored more than 75 publications, presented at more than 100 conferences, and received numerous awards, the most notable of which includes the President's Volunteer Service Award (by President Obama, 2010) and the Mexican government's Ohtli award, which is the highest honor presented to a civilian outside of Mexico for "services rendered to the dissemination of Mexican culture abroad."

5. QUALITY OF THE MANAGEMENT PLAN: The HEP's management team will have a PI and a PD, which both have extensive experience in overseeing grant projects, including a thrice-awarded HEP project, and are knowledgeable of institutional, state, and national policies relating

to the project. They will be responsible for overseeing the project, coordinating staff development training, monitoring the budget, conducting staff evaluations, and ensuring that objectives are met. The work of the PI and PD will be guided by a local CAB, which will consist of representatives of the MEP, NLEN/LEAD, local community colleges and school districts, social service organizations, support agencies, and employers who will meet quarterly to provide advice and direction to the program. Additional program staff will include IPEC, an Evaluator (hired independently), three GED instructors (GEDI), two GED Teaching Assistants (TA), and five childcare providers. **PI Responsibilities:** In addition to providing a strategic vision for the HEP (academic supervision, on- and off-campus partnerships, trainings, CAB relations, program accountability), the PI will be responsible for overseeing data collection, analyzing and evaluating project components, monitoring curricular development, and, in collaboration with the PD, preparing U.S. Department of Education and internal reports. The PI is committed 50% full time equivalent (FTE) to the project. **PD Responsibilities:** The PD will provide hands-on administration, supervision/training of personnel, scheduling, coordination of services, submission of yearly reports, and supervision of educational sites. She will also supervise and evaluate the work of the IPEC and the ROC, manage the project budget jointly with the PI, and be responsible for the overall administration of the program. To build relationships and ensure resources are being leveraged, she will work closely with the MEP, CAB, and school districts. She will also work closely with the Evaluator in assessing the outcomes of the project and in making decisions about how well the project services are producing expected outcomes. Based on successful performances in previous projects, the PD is committed to 100% FTE. **Other Staff Responsibilities:** The IPEC will help hire, train, supervise, and evaluate the GEDIs and TAs. He will also liaison with the MEP, school districts, community organizations, and local media to

disseminate project information and to recruit and retain participants. The GEDIs and IPEC will teach all GED subjects, administer diagnostic exams, update student academic files, and provide general academic support, while the TAs will support the work of GEDIs and provide one-on-one academic assistance to students and small study groups as needed. The IPEC will devote 100% FTE to this project., the GEDIs will devote 60%, and the TAs, 40%. **Management Plan**

Timelines: The PI and PD will fill all staff positions by July 15, 2015, and align all faculty, staff, and CAB members with the project design and objectives by July 30, 2015. The PD and ROC will recruit and train a sufficient number of TAs and volunteers by the end of Aug. 2015. By the end of each Oct. (2015-2019), the PD and IPEC will recruit and enroll the target number of students for the ensuing fall and spring semesters, and CSUF counselors and collaborators will provide support to 100% of students. The PD, PI, IPEC, and Evaluator will jointly complete the development of evaluation tools and training of staff in data collection by Nov. 30, 2015. Under the direction of the PI, PD, IPEC, GEDIs, and TAs, fall semester students will complete the program Jan. 30 of each year (2016-2020), and spring students will complete the program May 30 of each year (2016-2020). The PD, PI, and Evaluator will issue ongoing reports to the CAB on a monthly basis, and reports to the U.S. Department of Education every May (2016-2020).

Feedback and Improvement: The PI and PD will coordinate with other local, state, and federal programs to maximize the resources available. Careful attention has been given to the personnel and management structures required to achieve the program's objectives. The CAB will meet quarterly to review reports from the Evaluator, discuss progress, and recommend modifications. The PI and PD will hold bimonthly staff meetings to review progress made toward objectives, examine program performance, and consider enhancements. The Evaluator will provide oversight for all evaluation activities. Reports will be provided by the CAB and other project

leaders quarterly and used to gauge how well each component is meeting its goals. The PD will meet with grants management staff monthly to review expenditures to ensure alignment with institutional accounting. Reports will be provided as needed to the Department of Education by the PI, PD, and Evaluator. Feedback will also be provided by the existing CSUF Migrant Education Collaborative, which includes Dr. Jasis, Dr. Zavala (Secondary Education), Dr. Patricia Pérez (Chicano Studies), and Dr. Alejandro González (MEP-Region IX Coordinator).

6. ADEQUACY OF RESOURCES: Adequacy of Support: Uniquely qualified to serve this population effectively through a HEP grant, CSUF has a long track record of (1) implementing a vast array of on-campus services/programs for historically underserved communities, and (2) building relationships with all local and neighboring school districts/key community organizations to ensure success. With the vision to create a Migrant Resource Center within the College of Education, we recently established a Migrant Education Collaborative on campus led by faculty with extensive background in migrant education. We also formed a CAB in preparation for the outreach and recruitment needed for HEP (see *Letters of Collaboration*). Preceding this vision of a Center, our collective effort to organize and host an annual Migrant Families Day Conference brought over 120 migrant families to CSUF each of the last four years. CSUF is committed to providing PIs and PDs time, designated instruction space, coordination and administrative assistance, orientations, meeting rooms, general office supplies, and office space to facilitate successful implementation of HEP. CSUF will also contribute counseling, health care/education support, business staff time, and GED TAs. Already committed to the success of HEP, the satellite locations will provide classrooms, instructors, and computers.

Project Partuers: The project is a joint effort of educational and community agencies concerned about the welfare of seasonal farmworkers (see *Table 3*): (1) the MEP will be CSUF HEP's main

institutional partner, helping guide our programmatic, instructional, and community education efforts. MEP will help identify, recruit, and retain HEP students through its ongoing educational and support services among migrant families at the K-12 level; (2) NLEN/LEAD will be a core outreach and public education partner. Since its inception in the early 2000s, NLEN has become the most important Latino educational network in the nation, with over 1,500 partner organizations reaching upwards of 17 million nationally and internationally; and (3) Santiago Canyon College's CAMP program will be a key transition-to-college partner. Through specially tailored programs, services, and activities, CAMP (a) provides an impressive array of academic, financial, and socio-cultural support to freshman migrant students; (b) motivates students to become knowledgeable about and comfortable with college life; and (c) supports migrant students as they begin their college careers by creating a supportive, welcoming environment.

Table 3: Other Coordinating Community, State, and Federal Resources

Entity	Commitments *(see key below)							
	1	2	3	4	5	6	7	8
Santiago Community College				X			X	X
Migrant Education- Region IX	X	X	X	X	X	X	X	X
NLEN/LEAD	X	X		X			X	X
Los Amigos of Orange County	X	X		X			X	X
United Farm Workers	X	X		X	X		X	X
Santa Ana Unified School District	X	X		X	X	X	X	X
Placentia-Yorba Linda School District	X	X		X				
Anaheim Unified School District	X	X	X	X		X	X	X
Farm Business Bureau	X	X						X
Workforce Investment Board	X	X		X	X		X	X
Catholic Charities of Orange County	X	X		X				
County Health Departments	X	X		X				
Mexican Consulate/Plazas Comunitarias	X	X						X
Employment Offices	X	X		X	X			
One Stop Career Center	X	X		X	X		X	X
Family Services	X	X		X	X		X	
STEM Faculty	X		X		X	X		X
Spanish Language Radio & TV Stations	X	X			X			

***1: Identification/Recruitment; 2: Information Dissemination; 3: Tutoring/Mentoring; 4: Transportation; 5: Resources; 6: Job Placement; 7: Basic Needs; 8: CAB Member**

Breakdown of Costs: Funds are requested to support the work of the PI, PD, IPEC, GED instructors, contributing faculty, and childcare providers. CSUF fringe benefits for part-time staff consist of a 15% base rate; for full-time personnel, the comprehensive fringe benefit package is based on a 28% rate. The travel allocation includes travel to national and regional conferences. Childcare workers will be paid for eight hours a week, and transportation will be supported for 20 students per year. Supplies will include materials for workshops, GED books, orientations, mentoring, and summer program accessories. The proposed budget will adequately support the project design and meet its needs and objectives. Requested items are reasonable, cost-effective, and comparable to (or lower than) the OC market value. All line items are directly related to proposed goals and objectives. Based on our extensive experience with grants, we are confident the budget reflects actual costs and is adequate to support a minimum of 435 students and support services. **Program's Future:** CSUF has a long history of successfully institutionalizing federally funded projects. Because this program will be aligned with other on-campus programs and supported by the participation of committed faculty, the integration of CSUF's curriculum and coursework, and the dedication of community partners, the potential for continuation is strong. By signing on the HEP project, each partner committed to bringing the resources of its respective agency to support the project's objectives and activities. This commitment strengthens the potential for the project's continuation, especially given its anticipated success and positive effects on the community. Upon termination of funds, the infrastructure will remain for continued support, along with the patterns of communication, collaboration, and cooperation that unites CSUF with its partnering organizations via the common goal of helping each participant complete his/her GED and succeed in postsecondary education and his/her career.

7. QUALITY OF PROJECT EVALUATION: The evaluation component will serve staff and

stakeholders, and will be implemented by the Center for Research on Education Access and Leadership (C-REAL). Housed within CSUF's College of Education, C-REAL is a data-driven, solution-focused independent research center with an exemplary record of program evaluation and assessment that strives to develop strategies in response to the complex challenges of educational access and leadership. **Evaluation Methods:** In order to examine program implementation and outcomes, as well as provide timely feedback for intervention modification, a holistic evaluation using a mixed methods design including both formative and summative outcomes will be implemented. These measures will focus on multiple levels of participants, including students and their families, program faculty/staff, and the local migrant community. The evaluation will include activities at CSUF and the satellite locations, and is designed to: (1) monitor program's progress; (2) provide feedback for program improvement; (3) assess impact of program on student learning; and (4) assess impact of program strategies on the migrant community. The evaluation strategy will implement four data collecting methods (observations, surveys, individual interviews, focus groups), and will assess how adequately the program is meeting its goals by (1) measuring student engagement and achievement (focus groups, surveys, document analysis); (2) assessing students' personal growth and perceptions of competence (focus groups, surveys); (3) evaluating student satisfaction with all program components (focus groups, surveys); and (4) gauging staff perceptions and recommendations for improvement (interviews). All instruments will be developed and/or adapted by the evaluator in consultation with project leadership. The types of data collected are based on the identified needs, anticipated outcomes, and measurable indicators described above. Data available from community partners and the CSUF HEP program will be used for the evaluation, including: (1) student academic progress and participation via student academic records (GED course and examination

completion); (2) student feedback in the form of (2a) perceptions of academic competence and personal growth through surveys and focus groups; and (2b) feedback on program components (orientation, summer session, GED preparation, overall program effectiveness) through surveys and focus groups; (3) staff feedback on perceptions and program recommendations through interviews in the middle of each semester; and (4) continuous project assessment via (4a) monthly observations of major program events and intervention activities; (4b) analysis of program service records; (4c) continuous tracking of participant retention throughout program; and (4d) number of community members served through program activities. **Program**

Effectiveness: At the end of each project year, the Evaluator will analyze all available process evaluation data in order to describe the project progress, difficulties encountered, satisfaction levels of the students and collaborating agencies, and ways to improve the program. Along with quarterly reports, the Evaluator will submit an annual evaluation report to the PD describing the data collection and analysis procedures, results of data analysis, evaluation findings, and recommendations for program improvement. **Performance Feedback:** Evaluation findings will continuously be provided to CSUF HEP for program improvement on a quarterly basis.

Continuous analyses of data will also be used for project decision-making, dissemination, and sustainability. Findings will be summarized in reports that reflect student performance, participant survey and focus group results, and assessment of program impact. Additionally, the Evaluator will meet monthly with project leadership to share data on program impact, outcomes, and progress toward program goals, which will direct modifications. The Evaluator will also attend CAB meetings to disseminate findings and inform CAB members of program progress.

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Pablo Jasis, Ph.D., Associate Professor

College of Education, Department of Elementary and Bilingual Education
California State University, Fullerton, Fullerton, CA 92834

(b)(6)

Date of tenure track employment at CSUF: August 15, 2008.

Highest degree earned: Doctor in Philosophy, Social and Cultural Studies in of Education, University of California, Berkeley. May, 2000.

EDUCATION

- 2000 Ph.D., University of California, Berkeley
Education: Division of Social and Cultural Studies
Dissertation: *Building La Familia: Organizing and Empowerment with Latino Families in Public Schools*
- 1987 MA Harvard University
Education: International and Community Education
Thesis: *Regional Literacy Campaigns in Mexico and Nicaragua: A Comparative Analysis*
- 1982 BA Universidad Nacional Autónoma de Mexico, CUEN-UNAM-Communications

RESEARCH INTERESTS

Migrant and Adult Education, Diversity and Equity in schools, Sociology of Latino Schooling, Critical Pedagogy and Theory, Parent and community empowerment and their participation in public schools, Second language learning, Urban Schooling.

PROFESSIONAL EXPERIENCE

- 2000-2008** Program Director. HEP-Project Avanzando-Art, Research and Curriculum Associates (ARC)
Responsibilities include: Procured/administered budget of \$5.9 million in federal government and private foundation grants, design, fundraising and coordination of a community-based, bilingual adult education & transition-to-college program serving migrant and seasonal farm workers. Named "exemplary practice" by the U.S. Department of Education.
- 2000-2008** Associate Director. Art, Research and Curriculum Associates (ARC)
- 2006 to 2008** Program Director. Fuerza Joven/Youth Strength, ARC and Academia Avance Charter School, Los Angeles, CA
- 1998-2002** Program Director. La Familia Community Learning Center, Oakland Charter Academy
- 1997-2000** Program Director. La Familia Initiative
Art, Research and Curriculum Associates (ARC)-Oakland, CA.
- 1996-1998** Equity Specialist. Southwest Center for Educational Equity-Art, Research and Curriculum Associates (ARC)-Oakland, CA.
- 1994-97** Outreach Coordinator. Graduate School of Education.
- 1994-95** Graduate Researcher. Graduate School of Education.
- 1991-93** Executive Director. Acción Latina, San Francisco, CA.
- 1989-91** Education Director. Consumer Action, San Francisco, CA.
- 1987-88** Education Director. Alianza Hispana/Hispanic Alliance, Roxbury, Mass.
- 1986-89** Teacher. Boston Public Schools. Boston, Mass.
Subjects Taught: Spanish and Social Studies

ACADEMIC PROFESSIONAL EXPERIENCE

- Fall 2014 to present** Associate Professor, Elementary and Bilingual Education Department
College of Education, California State University, Fullerton
- Fall 2008 to present** Assistant Professor, Elementary and Bilingual Education Department
College of Education, California State University, Fullerton
- Spring 2007 and Spring 2008** Instructor, Reading Department, College of Education, CSUF

Fall 2001 and Spring 2002	Instructor. Graduate School of Education, TEP, UCLA
Spring 1995 and 1997	Instructor. Department of Ethnic Studies Department, UC Berkeley
Spring 1995 and 1997	Instructor, Graduate School of Education, UC Berkeley
Fall 1995 and Spring 1996	Instructor, School of Education, Holy Names College, Oakland, CA.
Fall 1995 and Spring 1996	Researcher & Instructor, Center for EUV Astrophysics- Graduate School of Education and NASA, UC Berkeley
Fall 1993 and Spring 1994	Instructor, Graduate School of Education, UC Berkeley

GRANTS

2013	Faculty Enhancement & Instructional Development Grant: \$4,000/Time Release
2012	Milton A. Gordon Fund for Scholarly and Creative Activities: \$4,000/Time Release
2011	College of Education Faculty Research Grant: \$4,000/Time Release
2010	College of Education Faculty Research Grant: \$4,000/Time Release
2009	Faculty Grant: \$6,500
2005-10	U.S. Department of Education: \$2,350,000 HEP-Project Avanzando, a High School Equivalency Program.
2006-08	Rose Hills Foundation: \$70,000
2004-05	S. Mark Taper Foundation: \$65,000
2004-06	Ahmanson Foundation: \$82,000
2004-06	Rose Hills Foundation: \$50,000
2000-05	U.S. Department of Education: \$2,125,000 HEP-Project Avanzando, a High School Equivalency Program.
2001-04	U.S. Department of Education: \$1,250,000, 21st Comm. Learning
1999-02	U.S. Department of Education: \$570,000, Title VII Bilingual Education Center
1998-01	U.S. Department of Education: \$750,000, 21st Community Learning
1998-01	San Francisco Foundation: \$45,000
1997-99	Zellerbach Family Fund: \$75,000

REFEREED JOURNAL ARTICLES

Jasis, P. (2013) Latino Families Challenging Exclusion in a Middle School: A Story from the Trenches. *The School Community Journal*, 23(1) 111–130

Jasis, P. & Ordoñez-Jasis, R. (2012). Latino parent involvement: examining commitment and empowerment in schools. *Urban Education*, 47(1) 65 –89

Ordoñez-Jasis, R. & Jasis, P. (2011). Mapping literacy, mapping lives: Teachers exploring the sociopolitical context of literacy and learning. *Multicultural Perspectives*, 13(4) 189-196.

Jasis, P. & Marriott, D. (2010). *Todo por nuestros hijos/All for our children: Migrant families and parent participation at an alternative education program.* *Journal of Latinos in Education*, 9: 2, 126-140.

Ordoñez-Jasis, R., Flores, S. & Jasis, P. (2010) *En Confianza: Co-constructing Professional Strength and Voice With Latina Early Childhood Educators.* *Journal of Early Childhood Teacher Education*, 31: 1, 4 — 19

Jasis, P. & Ordoñez-Jasis, R. (2005). Convivencia to empowerment: Latino parent organizing at La Familia. *The High School Journal*, 88 (2), 32-42.

Ordoñez-Jasis, R. & Jasis, P. (2004). Rising with De Colores: Tapping into the resources of la comunidad to assist under-performing Chicano/Latino students. *Journal of Latinos and Education*, 3, (1), 53-64.

Ordoñez-Jasis, R. & Jasis, P. (2004) *Bowling for Columbine: Critically interrogating the industry of fear.* *Journal of Social Justice*, 30, (3), 127 133.

Jasis, P. (1999). Critical pedagogy, hegemony and the role of the educator. *Journal of the Berkeley Education Society*, Vol. 2 (1), 33-45.

76 Peer Reviewed Presentations at National and International Conferences (upon request)

PATRICIA FELIZ

(b)(6)

EDUCATION

Bachelor of Arts, History, Minor in Spanish and Portuguese
1994, University of California, Berkeley, CA

PROFESSIONAL EXPERIENCE

Art, Research and Curriculum Associates

Whittier, CA

Project Director, Project Avanzando

November 2009-present

- ❖ Conceptualized and designed service delivery plan for agency's High School Equivalency Program
- ❖ Provided oversight for HEP activities at 7 school & community-based sites in accordance with federal funding guidelines.
- ❖ Supervised & trained 4 lead program coordinators and 15 site based support staff
- ❖ Exceeded federal annual performance targets for 4 consecutive years
- ❖ Led program's expansion efforts to Coachella Valley and established working partnerships with local adult education agencies
- ❖ Negotiated working agreements with 4 new test centers
- ❖ Secured additional support and funding through the Mexican Consulate's IME Becas program
- ❖ Monitored program's budget and procurement

Instruction Coordinator, Project Avanzando

October 2006-November 2009

- ❖ Supervised and monitored GED and all related instruction at 7 sites throughout Los Angeles County
- ❖ Designed and monitored testing and assessment procedures of Project Avanzando
- ❖ Developed and pioneered student audit process for assessing student progress toward completion of GED
- ❖ Revised new instructor orientation program and developed instructor manual
- ❖ Recruited, trained and supervised GED instructors and instructional support staff
- ❖ Collaborated with local Migrant Education programs to design academic support activities for Avanzando participants
- ❖ Initiated use of FileMaker Pro database for tracking students

Project Director, De Colores Community Learning Center

June 2000-May 2005

- ❖ With local community, designed and secured federal funding for after school initiative providing academic enrichment, technology training and parent education for upper elementary students at local elementary schools in Pico Rivera, CA
- ❖ Monitored program's progress and budget according to federal funding guidelines
- ❖ Designed and implemented parent education component in collaboration with county office of education.
- ❖ Established and developed community advisory panel with participation of civic and community leaders, parent representatives, and school and district administrators
- ❖ Initiated civic mentoring effort that resulted in matching of 70 community & business mentors with participating elementary students
- ❖ Led ARC's participation in statewide after school service-learning initiative to support and document successful service learning practices in six selected programs
- ❖ Recruited, trained and supervised instructional leads, college tutors and volunteers

Family Learning Center Coordinator *Community Resource Center, South Whittier, CA*

1999- 2000

Developed and oversaw educational programming for local community and public housing development residents in South Whittier.

Spanish/English Language Development Teacher *Monrovia High School, Monrovia, CA*

1997- 1999

- ❖ Designed and conducted classroom activities for students in Spanish and ESL courses
- ❖ Taught Beginning Spanish and English as a Second Language classes for grades 9-12

Program Coordinator, *Career Resources Development Center* San Francisco, CA

1994- 1997

- ❖ Coordinated programs for children, youth and families in San Francisco's Tenderloin neighborhood
- ❖ Translated curriculum and initiated job skills and computer training class for Spanish-speaking homeless youth
- ❖ Designed and facilitated family literacy and parent advocacy program for Latino parents and families
- ❖ Developed ESL-lessons using learner generated narratives for "Learner's Lives as Curriculum" project with San Francisco State
- ❖ Taught ESL based Citizenship classes
- ❖ Taught ESL and vocational ESL courses for adult learners

Presentations:

"Y no se lo Trago la Computadora-Engaging HEP Students with New Technologies" National HEP/CAMP Conference. Tampa, FL, October 2014.

"Strengthening the Bridge to Effective Family Engagement in HEP", National HEP/CAMP Conference. Tampa, FL, October 2014.

"Padres y Jovenes Avanzando Juntos," California State Migrant Parent Conference. Los Angeles, CA, March 2012.

"Designing an Effective Orientation Plan for New HEP Students," California Statewide HEP In-service. Coalinga, CA, August 2012.



CALIFORNIA STATE UNIVERSITY, FULLERTON

Office of the President

PO BOX 6810, Fullerton, CA 92834-6810 / T 657-278-3456 / F 657-278-2649

January 14, 2015

Michael Holloman
U.S. Department of Education, Office of Migrant Education
400 Maryland Avenue SW, Room 3E311
Washington, DC 20202-6135

Dear Mr. Holloman:

It is with pleasure that I express my full support of California State University, Fullerton's (CSUF) High School Equivalency Program (HEP) grant application for submission to the U.S. Department of Education. As a designated Hispanic-Serving Institution (HSI) ranked 4th in the nation for awarding baccalaureate degrees to underrepresented students, CSUF is an ideal host for a successful Migrant Education Program.

The proposal supports the development of a campus and community-based collaborative designed to provide seasonal farmworkers with comprehensive, culturally relevant, campus-based support services and intensive academic instruction that lead to pathways to post-secondary education, vocational training, or a career in the military.

Cal State Fullerton aims to become a model public comprehensive university, nationally recognized for exceptional programs that prepare our diverse student body for academic and professional success. We seek to create an environment to enable the academic success of our students — and the University's efforts to address the needs of our region serve as an exceptional educational and cultural resource for our community while also promoting a global outlook. CSUF is committed to spearheading innovative programs, projects, and initiatives like the High School Equivalency Program. This initiative will support our goal of a diverse and inclusive learning environment, with enhanced educational opportunities for underrepresented students.

CSUF's HEP aligns with the University's 2013-15 Strategic Plan, which advocates student success by increasing access, retention, and graduation rates of underrepresented youth. We value our inclusive, transparent, and vital system of collegial governance, and we believe programs such as HEP will be critical in helping us achieving our goals.

I am excited about the opportunity to host a HEP on our campus. On behalf of the University, we welcome the opportunity to see this proposal come to fruition.

Sincerely,

Mildred Garcia, Ed.D.
President

LORETTA SANCHEZ

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Congress of the United States
House of Representatives
Washington, DC 20515

COMMITTEE ON ARMED SERVICES

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RANKING MEMBER, TACTICAL AIR AND
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STRATEGIC FORCES

COMMITTEE ON HOMELAND SECURITY

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BORDER AND MARITIME SECURITY
COUNTERTERRORISM AND INTELLIGENCE

JOINT ECONOMIC COMMITTEE

January 6, 2015

Ms. Tara Ramsey
U.S. Department of Education
Office of Migrant Education
400 Maryland Ave. SW., Room 3E300,LBJ
Washington, DC 20202-6135

Re: Migrant Education HEP Program-CFDA #84.141A

Dear Ms. Ramsey:

As the U.S. Representative of California's 46th Congressional District, I am pleased to express my support for California State University, Fullerton's (CSUF) proposed project, CSUF High School Equivalency Program (HEP) for seasonal migrant youth and young adults. The proposal recognizes the need to create a community-based collaborative designed to improve seasonal farmworkers' quality of life. CSUF's HEP aims to develop instructional resources and community support services for migrant youth in the areas of academic achievement, job readiness, and post-secondary education as a means to reduce generational poverty.

CSUF is the only four-year public institution of higher learning in Orange County designated as a Hispanic-Serving Institution (HSI). The County's population is currently more than 3 million. More than one-third of those living in Orange County identify themselves as Hispanic or Latino in origin, positioning it as the ideal host for a successful migrant education program.

CSUF has demonstrated outstanding success in providing quality academic enrichment programs and services designed to increase access, retention, and ranks No.4 in the nation for the number of bachelor's degrees awarded to underrepresented students. CSUF has a solid track record with federally funded grants and has demonstrated fiscal responsibility and success in both the implementation and administering of their programs.

I fully support the efforts of CSUF's High School Equivalency Program as they seek funding to develop a Migrant Student Resource Center that is designed to serve diverse migrant student populations. This is a program that will not only have a positive impact on Hispanic communities but one that can help benefit students and the community at-large. If you have any questions, please do not hesitate to contact my office at (714) 621-0102.

Sincerely,



Loretta Sanchez
Member of Congress



CALIFORNIA STATE UNIVERSITY, FULLERTON

Claire Cavallaro, Ph.D.

Dean, College of Education

P.O. Box 6868, Fullerton, CA 92834-6868 / T 657-278-3411 / F 657-278-3110

February 5, 2015.

Michael Holloman

U.S. Department of Education, Office of Migrant Education
400 Maryland Avenue SW, Room 3E311
Washington, DC 20202-6135

Dear Mr. Holloman:

On behalf of the College of Education (COE) at California State University, Fullerton (CSUF), I am pleased to provide this letter in support of developing a community-based collaborative High School Equivalency Program (HEP) for migrant youth in our region. The CSUF-based HEP will offer quality educational enrichment services designed to increase access, retention, and graduation rates of underrepresented students from migrant families.

This program addresses the need to provide access to underrepresented students and will develop campus-wide resources and interdisciplinary collaborations designed to break the generational cycle of poverty among seasonal farm workers. Specifically, the youth will receive intensive academic instruction, comprehensive campus and community-based support services, and will be introduced to pathways leading to post-secondary education, vocational training and military careers.

Additionally, comprehensive partnerships with the Migrant Education Program, the Latino Education and Advocacy Days Network (LEAD), the Anaheim School District, Santiago Canyon College, and prominent community and faith-based organizations, will enable the program to have a significant impact on high need communities.

If awarded, this program continues the work of the College of Education by acknowledging, recognizing, and respecting the strengths all students bring from their communities - making community-based knowledge an integral component of the university's curricular and pedagogical development.

I know our students and the region will benefit greatly from a high school equivalency program. As Dean, I fully support this proposal and am hopeful that you will find merit to initiate this excellent program.

Sincerely,

Claire Cavallaro, Ph.D.
Dean

THE CALIFORNIA STATE UNIVERSITY



January 6, 2015

Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6135

Re: Letter of Collaboration – CSU Fullerton High School Equivalency Program (HEP)

Through this Letter of Collaboration, our program, LATINO EDUCATION AND ADVOCACY DAYS (LEAD) ORGANIZATION, housed in the College of Education at California State University, San Bernardino intends to support the implementation of the HEP program at California State University, Fullerton.

The LEAD Organization serves as a primary site for a set of innovative and productive programs, publications and events in Latinos and Education. These projects involve significant participation of faculty, students and administrators, as well as partnerships in the region and nationally, and strong interactive connections with Latino networks in the U.S., as well as Latin Americans and Indigenous Peoples throughout the Americas and the world, many whom are already in contact with LEAD personnel and the university.

In short, our purpose is to promote a broad-based awareness of the crisis in Latino Education and to enhance the intellectual, cultural and personal development of our community's educators, administrators, leaders, parents and students.

We believe that the proposed HEP at California State University, Fullerton will provide unique educational services to talented students from migrant and seasonal agricultural backgrounds, effectively promoting their access to higher education or vocational training.

LEAD Projects has impact and visibility in the community and beyond, and with more than 200 partners, will offer outreach, recruitment and community support. Our impact numbers total more than 17 million yearly, and we have a working relationship with each and every high school and educational institution of higher learning in the Inland Region of Southern California, and each Hispanic-Serving Institution (HIS) in the Southern California region as a whole.

Given the level of recognition of the LEAD network, we will serve as a major outreach partner for the planned HEP; utilizing our organization's capacity to bring together non-profits and government agencies serving migrant families, and faith-based organizations with social services targeting migrant families to rally grassroots support for CSUF-HEP.

Our work holds a certain uniqueness with the Latino community and our longstanding work with school districts and institutions of higher education serves to create and broaden pipeline innovations and solutions to our educational crisis.

Additionally, we'd like to emphasize our organization's potential role as a core member of the project's Community Advisory Board.

Specifically, our program will help provide:

- a) Outreach and Promotions assistance in the Southern California region via email listservs and events.
- b) Serve as a Community Partner and Educational Liaison for the Inland Empire region.
- c) Enhance/consult in Strategic Planning and Resource Development for future growth or service opportunities.

Please do not hesitate to contact me for additional information on this Letter of Collaboration.

Sincerely,

(b)(6)



Enrique G. Murillo, Jr., Ph.D.
Executive Director, LATINO EDUCATION AND ADVOCACY DAYS (LEAD)
ORGANIZATION
President, SOUTHERN CALIFORNIA CONSORTIUM OF HISPANIC-SERVING
INSTITUTIONS
Co-Chair, BINATIONAL PARENT LEADERSHIP INSTITUTE
Editor, JOURNAL OF LATINOS AND EDUCATION
Editor-In-Chief, HANDBOOK OF LATINOS AND EDUCATION
Founder and Co-Coordinator, NATIONAL LATINO EDUCATION NETWORK

College of Education
California State University, San Bernardino
5500 University Parkway
San Bernardino, CA 92407-2397
(909) 537-5632 fax (909) 537-7040
email: emurillo@csusb.edu



SAN DIEGO COUNTY OFFICE OF EDUCATION

6401 LINDA VISTA ROAD, SAN DIEGO, CALIFORNIA 92111-7399 (858) 292-3500

Superintendent of Schools
Randolph E. Word, Ed.D.

December 12, 2014

Dr. Pablo Jasis,
HEP Proposal Director
California State University, Fullerton
800 N. State College
Fullerton, CA 92831

Dear Dr. Jasis:

Through this Letter of Collaboration, our program, *San Diego County Office of Education, Migrant Education Program (MEP), Region 9* supports the implementation of the High School Equivalency Program (HEP) program at California State University, Fullerton. MEP is committed to supporting the continuous academic growth of migrant families by connecting them to valuable and impactful community resources that share a similar mission.

We believe that the proposed HEP at California State University, Fullerton will provide unique educational services to talented students from migrant and seasonal agricultural backgrounds, effectively promoting their access to higher education or vocational training.

Specifically, our program will:

- a) Support outreach to the MEP community;
- b) Support dissemination of HEP information to migrant farmworkers and their families;
- c) Support migrant students and parents to access services and activities provided to HEP participants.

Please do not hesitate to contact our MEP for additional information on this Letter of Collaboration.

Sincerely,

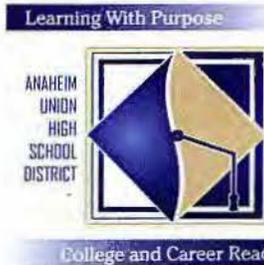
(b)(6)

Monica Nava
Senior Director
San Diego County Office of Education
Migrant Education Program, Region 9

Board of Education

Mark C. Anderson Susan Harrley PR/Sheron S. Jones Lyn Neylan Gregg Robinson

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SERVICE AND LEADERSHIP



ANAHEIM UNION HIGH SCHOOL DISTRICT

Learning With Purpose: College and Career Ready

**CSUF HIGH SCHOOL EDUCATION PROGRAM (HEP):
LETTER OF COLLABORATION**

February 11, 2015

Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6135

Re: Letter of Collaboration – CSU Fullerton High School Equivalency Program (HEP)

Through this Letter of Collaboration, the Anaheim Union High School District, intends to support the implementation of the HEP program at California State University, Fullerton. Our school district is located in the greater Anaheim area has a student population of approximately 31,000, making it one of the largest school districts in the state.

We believe that the proposed HEP at California State University, Fullerton will provide unique educational services to talented students from migrant and seasonal agricultural backgrounds, effectively promoting their access to higher education or vocational training.

Specifically, our program will provide:

- a) Facilities that provide a convenient location for the students to attend the HEP program.
- b) Assistance in advertising the program by posting flyers and brochures at the district office and selected school sites.

Please do not hesitate to contact our Assistant Superintendent of Educational Services, Manuel Colón, for additional information on this Letter of Collaboration.

Sincerely,

(b)(6)


Manuel Colón, Assistant Superintendent
Educational Services Division
Anaheim Union High School District



Santiago Canyon College

8045 East Chapman Ave. • Orange, CA 92869-4512 • (714) 628-4900 • Fax: (714) 628-4723 • www.sccollege.edu

Orange Education Center

1465 N. Batavia St. • Orange, CA 92867-3504 • (714) 628-5900 • Fax: (714) 628-5909 • www.sccollege.edu

December 1, 2014

Dr. Pablo Jasis,
Project Director
California State University, Fullerton
800 N. State College
Fullerton, CA

Dear Dr. Jasis

Through this Letter of Collaboration, the College Assistance Migrant Program (CAMP) at Santiago Canyon College intends to support the implementation of the HEP program at California State University, Fullerton. The College Assistance Migrant Program is a federally funded program designed to assist migrant students to successfully complete their first year of college and persist onto their second year of post-secondary education.

We believe that the proposed HEP at California State University, Fullerton will provide unique educational services to talented students from migrant and seasonal agricultural backgrounds, effectively promoting their access to higher education or vocational training.

Specifically, our program will provide:

- a) An educational pipeline from the HEP program into the CAMP program at Santiago Canyon College.
- b) Support to HEP students through the matriculation process of entering the community college system at Santiago Canyon College.
- c) Financial support services to assist students in persistence and retention.
- d) Academic services to ensure goal completion and academic success.

Please do not hesitate to contact Delsy Covarrubias, CAMP Director at Santiago Canyon College for additional information on this Letter of Collaboration.

Sincerely,

(b)(6)

Deisy Covarrubias, Director of Special Programs
College Assistance Migrant Program (CAMP)
Santiago Canyon College

PRESIDENT: Juan A. Vázquez

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES:

Arianna P. Barrios • R. David Chapel, Ed.D. Brian E. Conley, M.A. John R. Hanna Lawrence R. "Larry" Labrado Mark McLoughlin, CPSM Phillip E. Yarbrough
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CALIFORNIA STATE UNIVERSITY, FULLERTON

Office of the Vice President for Student Affairs

800 N. State College Blvd., Fullerton, CA 92831 / T (657) 278-3221 F (657) 278-3990

January 27, 2015

Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6135

Re: Letter of Collaboration – CSU Fullerton High School Equivalency Program (HEP)

It is with great enthusiasm that Educational Partnerships at California State University, Fullerton, provides this letter of collaboration in support of the development of a High School Equivalency Program (HEP) for Migrant Students at California State University, Fullerton.

Educational Partnerships provides students with opportunities aimed at fostering academic, personal, and professional skills with the goal of progressing onto higher education. This includes a commitment to fostering collaborative relationships with schools, school districts, colleges, universities, parents and community organizations to provide meaningful educational experiences that impact the lives of students. Educational Partnerships houses five federal grants and two P-20 Partnerships. Grants include McNair Scholars, Talent Search, Upward Bound, and two GEAR UP grants.

Specifically, Educational Partnerships will support the HEP collaborative by offering participants in the HEP program with access to our educational resources listed below:

Collaboration with CSUF TRIO and Pre-College Access Programs

We will serve as a collaborative partner CSU Fullerton High School Equivalency Program (HEP) by sharing information, staff development opportunities, and curriculum.

Workshops and Information

Educational Partnerships will provide workshops and information aimed at helping students progress onto higher education on topics such as, college pathways, how to transfer to a 4-year university, and financial aid.

Due to the number of social, academic, and financial barriers Migrant youth will have to address in attaining their GEDs, they will need extensive support services and meaningful experiences in order to prepare them for success. Educational Partnerships has extensive knowledge, experience, and resources specifically geared at addressing these issues that we believe will help reinforce the CSUF-based HEP program.

We look forward to participating in the collaborative, and in positively impacting the lives of our future leaders. If you have additional questions or concerns, feel free to contact me at your convenience.

Warm regards,

(b)(6)

Melba Schneider-Castro
Director, Educational Partnerships
California State University, Fullerton
800 N. State College Blvd. LH-809B
Fullerton, CA 92831
melbacastro@fullerton.edu
(657) 278-5579



Department of Counseling
(714) 278-2255 / Fax (714) 278-4456

December 12, 2014

Dr. Pablo Jasis, Associate Professor
Principal Investigator, HEP Proposal
California State University, Fullerton
800 N. State College
Fullerton, CA

Dear Dr. Jasis,

Through this Letter of Collaboration the Department of Counseling intends to support the implementation of the High School Education Program (HEP) at California State University, Fullerton (CSUF). Our Counseling Department is a 63-unit program that prepares students to seek the Licensed Marriage and Family Therapist license and the Licensed Professional Clinical Counselor credentials. This training program emphasizes human diversity, self-growth, and a positive learning environment.

We believe that the proposed HEP at CSUF will provide unique educational services to talented students from migrant and seasonal agricultural backgrounds, effectively promoting their access to higher education or vocational training. We also share the belief that education is a tool for individual and social progress, as well as an effective way to end a circle of poverty for many hard-working California families.

Specifically, our program will provide:

- (a) A strong partnership to provide HEP students with the personal and group counseling support to enhance their educational opportunities, successfully complete their secondary education diploma, and be ready for college, vocational training, or enhanced employment.
- (b) The commitment to offer personal counseling support to CSUF-HEP students to facilitate their access to a higher education culture, and to successfully overcome family and cultural transitions towards educational success.
- (c) Provide CSUF-HEP students with motivational and informational exposure to future career opportunities in the area of counseling and psychology.

Through the CSUF's HEP we will provide the following:

- (a) Individual, group, and family counseling
- (b) Psychoeducational group workshops and individual counseling sessions
- (c) Career and vocational counseling

Please do not hesitate to contact our Department of Counseling for additional information on this Letter of Collaboration at omeja@fullerton.edu or (657) 278-7263.



Olga L. Mejia, PhD
Associate Professor
CSUF Department of Counseling



CALIFORNIA STATE UNIVERSITY
FULLERTON

Mark W. Ellis, Ph. D., NBCT
CSU Fullerton, College of Education
P. O. Box 6868
Fullerton, CA 92834-6868

Office (657) 278-2745
Fax (657) 278-3110
mellis@fullerton.edu

January 14, 2015

Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6135

Director Ramirez and Program Officers:

This letter is written to express my strong support for the *Migrant Education High-School Equivalency Program* (HEP) proposal prepared by Dr. Pablo Jasis from California State University Fullerton. I have genuine interest in the proposed goals to provide migrant workers in and around Orange County access to both academic supports to earn their GED and college and career counseling about STEM pathways. In particular, these goals are well-aligned with two NSF-funded projects I have that focus on improving access to high-quality mathematics and science learning for mostly Latino students in high-need middle and high schools. I will leverage resources developed from these efforts to contribute to the professional development of instructors of mathematics and science in Dr. Jasis' HEP project.

In addition, as director of CSU Fullerton's Mathematics and Science Teacher Initiative (MSTI), which provides early field experiences for future teachers of mathematics and science, I will work with Dr. Jasis to find ways to have undergraduate STEM majors serve as tutors for the adult education component of the HEP project.

Finally, through my extensive contacts with STEM educators and STEM professionals, I will help Dr. Jasis identify bilingual STEM professionals to come talk with HEP participants about the work they do and the type of preparation that is required.

I am happy to lend my support to this project's efforts to improve educational outcomes and career options for a population of adults who are ready and willing to take full advantage of these opportunities.

Sincerely,

(b)(6)



Mark W. Ellis, Ph.D., NBCT
Professor, Secondary Education
Chair, Secondary Education (2009-2012)
NCTM Board of Directors (2011-2014)

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High School Equivalency Program: Job Descriptions

The CSUF-based HEP is a community-based collaborative designed to provide seasonal farmworkers with comprehensive, culturally relevant, campus-based support services and intensive academic instruction that lead to pathways to post-secondary education, vocational training or a Military career.

Principal Investigator

Primary Duties and Responsibilities: The Principal Investigator has primary responsibility for achieving the technical success of the project, while also complying with the financial and administrative policies and regulations associated with the award. The ultimate responsibility for the management of the sponsored program award rests with the Principal Investigator. The PI's fundamental responsibilities include: Execute the project as outlined in the funded proposal; Carry out the project's financial plan as presented in the proposal, or make changes to the plan following a prescribed set of policies and procedure; Report project progress; Maintain an accurate record of project related expenses; Comply with all CSUF policies and procedures related to project management and personnel practices; Comply with all applicable terms and conditions of the award. As project manager, the PI is responsible for: Managing the resources of the project; Planning and controlling the work of the project, in collaboration with the Project Director; Communicate with individuals and groups about the project.

Minimum Qualifications: Faculty or a designated senior staff at the University. Experience in providing educational services to adult students of diverse backgrounds, especially Latino/Chicano students; Knowledge of educational issues related to diverse and re-entry student populations; Spanish fluency.

Project Director

The Project Director oversees the day-to-day coordination and administration of all aspects of an ongoing program including planning, organizing, staffing, leading, and controlling program activities.

Primary Duties and Responsibilities: Ensure that program activities operate within the policies and procedures of the organization by ensuring that program activities comply with all relevant legislation and professional standards; Develop forms and records to document program activities; Oversee the collection and maintenance of records on the clients of the program for statistical purposes according to the confidentiality/ privacy policy of the organization; Manage all project funds according to established accounting policies and procedures, in collaboration with PI; Ensure that all financial records for the program are up to date, financial reports and supporting documentation for funders are prepared as outlined in funding agreements; Monitor and approve all budgeted expenditures and ensure the program operates within the approved budget; In consultation with PI, write reports on the program for management and for funders, communicating with funders as outlined in agreements; Identify and evaluate the risks associated with program activities and take appropriate action to control the risks; Monitor the program activities on a regular basis and conduct an annual evaluation according to the program evaluation framework; Supervise the operation of program-offered childcare services, monitoring safety, supplies and excellence in delivery and implementation

Minimum Qualifications: Bachelor's degree and related experience, Master's degree preferred; Three years of successful working experience with clients of diverse ethnic/cultural backgrounds; Ability to work independently; Ability to supervise and manage staff; Excellent written, spoken and presentation skills in English and Spanish

Head Counseling & Assessment Coordinator

The program's counseling activities will be administered by a licensed psychologist, who is bilingual and bicultural, and has experience in community mental health. The Psychologist will have extensive experience in conducting family, group, and individual psychotherapy primarily with Latina/o clients. This person will have extensive experience with individual and group psychotherapy, focusing on multicultural counseling.

Primary Duties and Responsibilities: Coordinate program-related student services, such as individual counseling to enhance attendance and academic attainment; Oversee and maintain comprehensive, confidential student files; Provide support services in coordination with Project Director and Instruction Coordinator; Help design individual academic success plans with participating students and their academic providers; Oversee intake procedures; Help coordinate the project's transition to college component; Provide and attend training sessions and staff meetings as specified by Project Director, including presentations to staff and students; assist with staff recruitment and training; Represent the project at public events, seminars, conferences, and interacting with other organizations, as directed by Project Director; Other duties as assigned by Project Director.

Minimum Qualifications: Master & Professional License, Ph.D. preferred, and demonstrated counseling and student service experience; Computer proficiency at faculty level; Experience in providing educational services to adult students of diverse backgrounds, especially Latino/Chicano students; Knowledge of educational issues related to diverse and re-entry student populations; Ability to work cooperatively with other staff members and contribute to the development of strategies and interventions; Spanish fluency mandatory.

Instruction and Public Education Coordinator

Primary Duties and Responsibilities

Teach and supervise GED, computer and all related instruction provided by the project to student cohorts; Supervise, in coordination with Project Director and PI, the staffing, placement and training of GED Instructors; Supervise and provide academic, technical and curricular support to the project's GED Instructors, and substitute-teach when needed. Including evening hours; Provide master academic tutoring and training as needed to support the project's instruction; Serve as a main contact person with testing centers' personnel; Help design individual academic success plans with participating students in collaboration with educational counselors; Design and oversee the testing and assessment procedures; Monitor the supply, adaptation and re-design of curriculum materials as needed; Supervise, in coordination with Project Director, the securing and effective use of instructional sites at the communities being served; Design and implement the program's curricular and testing calendars for instructors and students; Monitor the supply, adaptation, re-design and production of curricular materials as needed; Support recruitment efforts by helping administer intake exams; Attend training sessions and staff meetings as specified by Project Director, including assist with volunteer recruitment and training; Design and coordinate HEP public education and outreach efforts towards recruitment and retention of participants; Conduct community-level outreach efforts to target populations in the venues, neighborhoods and locations in the farmworker community; Work closely with the Migrant Education Program and the CSUF Collaborative partners to identify eligible migrant youth and link them to closest campus/satellite GED program, including recruiting and encourage potential farmworker youth to obtain their GEDs; Assist in representing the program at public events,

seminars, conferences and to interact with other organizations; Support Project Director with data collection for evaluation purposes

Minimum Qualifications: Master degree in Education or related field and demonstrated mastery of core subject teaching at GED/High School level, Teacher's Credential preferred; Computer Proficiency at College level; Minimum of two years of K-12 classroom teaching or related experience, adult education preferred; Experience in providing educational services to adult students of diverse backgrounds, especially to Latino/Chicano students; Knowledge of educational issues related to diverse student populations; Spanish fluency a must.

Community Stakeholder Liaison

Primary Duties and Responsibilities: Produce and help coordinate the program's implementation in the areas of San Bernardino and Riverside, CA; Help design and implement strategies to engage community stakeholders in operation of CSUF-HEP, including faith-based and community-based organizations; Assist in coordinating local Community Advisory Board to help guide program implementation; Assist in designing, implementing and assessing effective outreach and recruitment efforts

Minimum Qualifications: Bachelor of Arts or Bachelor of Science in Business, Urban Planning, Psychology, Communications or related field; Teaching experience preferred; Experience with educational and social contexts of adult students of diverse backgrounds, especially migrant Latino/Chicano students; Ability to work cooperatively with other staff members and contribute to the development of program strategies/interventions; Spanish Fluency a must.

GED Instructor

Primary Duties and Responsibilities: Provide instruction in Spanish in all five GED subjects to assigned student cohorts throughout the program's school year; Implement instruction according to program's lesson plans and instructional calendar; Attend regularly scheduled instructor meetings, as well as appropriate training sessions; Report to and be supervised by the program's Instruction Coordinator, as well as to the Project Director; Help design and implement individual academic success plans with participating students and the Instruction Coordinator; Adhere to CSUF HEP testing and assessment procedures; Support student and instructor recruitment outreach efforts

Minimum Qualifications: B.A./B.S. and demonstrated mastery of basic subject teaching at GED/High School level; Teaching Credential preferred but not required; Experience with educational and social contexts of adult students of diverse backgrounds, especially migrant Latino/Chicano students; Ability to work cooperatively with other staff members and contribute to the development of program strategies/interventions; Spanish Fluency a must

Administrative Assistant

Primary Duties and Responsibilities: Primary phone coverage (first to answer all incoming calls); Prepare and mail all US/UPS/Fed Ex packages; Sort and distribute incoming mail; Support program's accounting and communication procedures; Oversee all aspects of publication orders including inventory and maintenance of inventory; Oversee all administrative aspects of the program, including financials.

Minimum Qualifications: Must have formal training in office procedures and use of office equipment; Must have the ability to communicate accurately and clearly both orally and in writing; Fluency in Spanish is mandatory.

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.

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Cal State Fullerton - High School Equivalency Program (HEP)

1. PERSONNEL - SALARIES & WAGES

Program Personnel: Federally Funded	2015/16	2016/17	2017/18	2018/19	2019/20
Principal Investigator – 25% course release time , 9 months	\$ 18,035	\$ 18,576	\$ 19,133	\$ 19,707	\$ 20,299
Principal Investigator – 2 summer months	\$ 16,031	\$ 16,512	\$ 17,007	\$ 17,518	\$ 18,043
Counseling and Guidance Coordinator – 1.5 summer mos (Year 1), 1.25 summer mos (Year 2-5)	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Project Director – full-time, 12 months	\$ 72,000	\$ 74,160	\$ 76,385	\$ 78,676	\$ 81,037
Instruction & Public Education Coordinator – full- time, 12 months	\$ 60,000	\$ 61,800	\$ 63,654	\$ 65,564	\$ 67,531
Administrative Coordinator – 25% time, 12 months	\$ 11,482	\$ 11,826	\$ 12,181	\$ 12,546	\$ 12,923
GED Instructor(s) - 3 instructors \$22 hr x 20 hrs/wk x 52 weeks @ \$20,800	\$ 68,640	\$ 68,640	\$ 68,640	\$ 68,640	\$ 68,640
Graduate Research Assistant(s) - \$14 hr x 10 hrs/wk x 52 wks. (Year 1-3 = 3 students, Year 4 = 2 students, Year 5 = 1 student)	\$ 21,840	\$ 21,840	\$ 21,840	\$ 14,560	\$ 7,280
Total Personnel- Salaries &Wages	\$ 278,028	\$ 283,354	\$ 288,840	\$ 287,211	\$ 285,753

Program Personnel: Federally Funded

· **Program Staff** - Cal State Fullerton is requesting funding for a Principal Investigator (25% release time, 9-Month and 2 summer months) who will provide program oversight for High School Equivalency Program (HEP), serve as a liaison between partners and continue to

leverage support from partners; Counseling and Guidance Coordinator (1.25 - 1.5 summer months) will provide supervision and coordination for the Counseling component, needed to recruit, interview and retain program students; Project Director (full-time, 12 months) will provide day-to-day direction and supervision to instructional and programmatic services of HEP project, ensure activities towards goals and objectives, supervise personnel, collect evaluation data and ensure consistency with proposal funding guidelines, supervise student records; Instruction and Public Education Coordinator (full-time, 12 months) will provide supervise GED instructors at all sites, teach and train on GED subjects, ensure GED exam scheduling and compliance, organize and present at public gatherings to recruit students and student tutor, monitor program supplies and equipment, support services; Administrative Coordinator (12-month, 25% time of federal funds) will provide administrative support to the program staff.

Faculty salaries reflect a estimated increase of 1.6% using actual academic salary for 2014-15.

The salary and wage rates for faculty employees include a projected 3% salary increase per year.

- **GED Instructor(s)** - Three (3) 12 month, part-time instructors will be hired to deliver GED instruction to program students in all subjects, help coordinate exam scheduling and student records, Instructors are compensated at a rate of \$22 per hour.

- **Graduate Research Assistant(s)** - Three (3) part-time graduate research assistants will be hired to support instructional delivery to participating migrant students, coordinate with GED Instructors at community sites as well as provide individual and small group tutoring to students, under Instructor's guidance throughout the school year and summer program. The student will devote approximately 520 hours per year at an hourly rate of \$14 per hour.

2. FRINGE BENEFITS					
Employee Benefits: Federally Funded	2015/16	2016/17	2017/18	2018/19	2019/20
Full-time benefits @ 57.080% (Principal Investigator)	\$ 10,294	\$ 10,603	\$ 10,921	\$ 11,249	\$ 11,587
Full-time Faculty benefits - Overload (Summer) - Principal Investigator & Counseling and Guidance Coordinator @ 1.45%	\$ 377	\$ 384	\$ 392	\$ 399	\$ 407
Full-time ASC employee benefits @ 42.02% (Project Director, Instruction & Public Coordinator, Administrative Coordinator)	\$ 60,291	\$ 62,100	\$ 63,963	\$ 65,881	\$ 67,859
Part-time ASC employee benefits @ 10% (GED Instructors)	\$ 6,864	\$ 6,864	\$ 6,864	\$ 6,864	\$ 6,864
Part-time Graduate Research Assistant benefits @ 4.50%	\$ 983	\$ 983	\$ 983	\$ 655	\$ 328
Total Personnel - Employee Benefits	\$ 78,809	\$ 80,934	\$ 83,123	\$ 85,048	\$ 87,045

Personnel Benefits: Federally Funded

· **Employee Fringe benefits for faculty and university employees** - (hired through State, not the CSUF Auxiliary Services Corporation (ASC)) are budgeted by CSUF at 57.080%. Overload salary rate is 1.45% (medicare only) of their salary.

· **Employee Fringe benefits for Full-time CSUF Auxiliary Services Corp.(ASC) employees** are budgeted to cover all other full-time project personnel for health insurance, dental insurance, vision insurance, long term disability, and retirement benefits beginning two years from employee's start date, workers compensation, life insurance, FICA, and SUI tax. To ensure

sufficient funding for the fringe benefits line item, the program computes benefits by multiplying total salaries by 42.02%.

- **Employee Fringe benefits for part-time CSUF Auxiliary Services Corp.(ASC) staff** is calculated by multiplying total salary by 10%.

- **Employee Fringe benefits for students** is calculated by multiplying total salary by 4.50% (student payroll taxes).

3. TRAVEL					
Travel: Federally Funded	2015/16	2016/17	2017/18	2018/19	2019/20
<i>Office of Migrant Education (OME) Annual Meeting for HEP Directors: 2 person (3 days, 2 nights)</i>					
Airfare \$600/person	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
Per diem (lodging & food) \$1,000/person	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Professional Development through HEP Camp Association: Year 1-2: 2 Person (3 Days, 2 Nights); Year 3-5: 1 Person (Registration \$300/person)	\$ 600	\$ 600	\$ 300	\$ 300	\$ 300
Airfare \$600/person	\$ 1,200	\$ 1,200	\$ 600	\$ 600	\$ 600
Per diem (lodging & food) \$1,000/person	\$ 2,000	\$ 2,000	\$ 1,000	\$ 1,000	\$ 1,000
Mileage Reimbursement (to travel from CSUF to sites): .575 per mile x 80 miles/wk x 50wks - \$2,300/person x 2 people (PI, PD, staff, or IPEC)	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600

3. TRAVEL					
Travel: Federally Funded	2015/16	2016/17	2017/18	2018/19	2019/20
Transportation/Bus Passes (Vendor Services) - Year 1-5: \$2.00/trip x 450 trips(\$900)+ field trips (\$1,200)	\$ 2,100	\$ 2,100	\$ 2,100	\$ 2,100	\$ 2,100
Total Travel	\$ 13,700	\$ 13,700	\$ 11,800	\$ 11,800	\$ 11,800

Travel: Federally Funded

- **Travel expenses** - funds are requested to cover the expenses for program staff to travel to a two-day OME Annual Meeting for HEP Directors meeting in Washington DC area. It is important for staff to collaborate with other Programs locally, regionally and nationally to learn about other best practices and seek alternative strategies. The request for conference travel will include combination of staff to attend conferences to extend the quality of services of the program. The cost for travel is based on the most recent national, regional and local conferences.
- **Mileage Reimbursement** - Cal State Fullerton HEP staff will be required to travel to sites on a weekly basis to provide program services to students.
- **Transportation** - Bus passes for local transportation to instructional sites will be provided for students in greater need, transportation buses will be required to transport participants and parents to local universities for tours, cultural/educational trips.
- The per diem and mileage reimbursement are based on CSUF ASC rates.
- The travel destinations are tentative and are subject to change. Costs are based upon historical usage and include coach airfare on domestic U.S. flag carriers, ground transportation, lodging, registration fees (when applicable), and meals and incidental expenses.

5. SUPPLIES					
Supplies: Federally Funded	2015/16	2016/17	2017/18	2018/19	2019/20
Program Supplies	\$ 1,000	\$ 2,000	\$ 1,000	\$ 1,000	\$ 1,000
Total Supplies	\$ 1,000	\$ 2,000	\$ 1,000	\$ 1,000	\$ 1,000

Supplies: Federally Funded

· **General office supplies** will be purchased on an annual basis, and will include reprographics (GED materials for all student participants and instructors), ink cartridges, printing paper, business cards, office supplies.

6. CONTRACTUAL					
Supplies: Federally Funded	2015/16	2016/17	2017/18	2018/19	2019/20
CSU San Bernardino	\$ 7,322	\$ 7,322	\$ 7,322	\$ 7,322	\$ 7,322
Total Supplies	\$ 7,322				

Contractual: Federally Funded

· **Contractual** - A subaward is included in the proposal budget to the California State University San Bernardino (CSUSB). Dr. Enrique Murillo, PI at CSUSB, will provide guidance coordination for sites in San Bernardino County, a specialized area of service to migrant students, will coordinate all outreach and public education with Instruction and Public Education Coordinator, and assist the program's Community Advisory Board composition and proceedings.

8. OTHER					
Other: Federally Funded	2015/16	2016/17	2017/18	2018/19	2019/20
Rental Cost of Off-site Facilities: Cost of off-campus facilities will include custodial costs for community and faith-based organizations providing instructional sites to CSUF-HEP. Years 2-5 an additional site will be rented.	\$ 3,000	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
GED Exam Fees	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Program Evaluation - Center for Research on Educational Access and Leadership (C-REAL)	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Electronics (computers, iPads)	\$ 6,000	\$ 1,500	\$ -	\$ -	\$ -
Printing/Duplication	\$ 2,100	\$ 2,100	\$ 1,300	\$ 1,300	\$ 1,300
Refreshments / Snacks	\$ 1,170	\$ 1,760	\$ 1,785	\$ 1,810	\$ 1,490
Textbooks/GED Prep Online Fee	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000
Promotional Materials / Postage	\$ 1,900	\$ 1,900	\$ 1,400	\$ 1,400	\$ 1,400
Graduation	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Student Tracking Software & annual license fee	\$ 6,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
HEP Camp Association	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Professional Development	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -
Total Other	\$ 61,170	\$ 52,760	\$ 47,985	\$ 48,010	\$ 47,690

Other: Federally Funded

· **Rental Cost of Off-site Facilities** - CSUF-HEP will deliver GED instruction on-campus and at three community-based sites, to bring instruction closer to migrant workers and their eligible

family members. The rental costs will cover additional custodial costs incurred by the partnering community-based and faith-based organizations.

- **GED Exam Fees** - Will be serving extremely low-income migrant students, and by helping pay for GED exams we'll promote participation and graduation.

- **Program Evaluation** - Cal State Fullerton HEP evaluation will be coordinated by the Center for Research on Educational Access and Leadership (C-REAL). The evaluation component will serve program staff and other stakeholders to monitor the program's progress in meeting expected objectives, track student academic progress and participation, provide feedback to make necessary improvements towards achieving expected objectives, and assess systemic change that will maintain a college going culture after program funding ends.

- **Electronics (Technology support)** will include computers, laptops, iPads, projectors, and/or other software necessary to support program function and instruction at the off-site facilities.

- **Printing and duplicating** of program materials, brochures, and instructional materials are required to meet program objectives.

- **Refreshment/Snacks** - Program will purchase simple snacks and refreshments for students who come directly from working in agricultural fields to GED community-based sites, as well as for their minor children if present. Snacks will provide readiness to learn and additional motivation. Participants are of very low-income.

- **Textbooks / GED Prep Online Fee** - Program will provide needed text books when needed, which will be program's property. There is an online fee the program, will provide for the most financially needy students.

- **Promotional Materials/Postage** - Newsletter mailings, tracking mailings, and general correspondence to parents, participants, partners, businesses, in order to meet program objectives

of informing all participants and their families, as well as community partners. There will be extensive community-based promotion to advertise CSUF-HEP towards recruitment and successful graduation.

- **Graduation** - HEP Students will be provided with caps and gowns (program property), funds will also be for supplies, diplomas.
- **Student Tracking Software and annual license fees** - CSUF-HEP will create and maintain strict and well preserved student records for required GPRA attainment and evaluation purposes, as well as to follow up student progress throughout their participation and successful graduation.
- **HEP/CAMP Association** - All HEP-CAMP program grantees are expected to be members of the national HEP-CAMP Association, which provides training, guidance and support to all programs across the nation. An annual membership fee supports these activities.
- **Professional Development** - Regular training workshops on an off-campus to enhance service delivery for all key program personnel; STEM, counseling, and GED subjects.

INDIRECT COST						
Cal State Fullerton - (HEP)	2015/16	2016/17	2017/18	2018/19	2019/20	TOTAL
TOTAL DIRECT COST	440,029	440,070	440,070	440,391	440,610	2,201,170
INDIRECT COST (8%)	34,962	34,926	34,926	34,608	34,383	173,805
TOTAL COST	\$ 474,991	\$ 474,996	\$ 474,996	\$ 474,999	\$ 474,993	\$ 2,374,975

Indirect Cost: For this proposal, we are charging the 8%. Our Federally negotiated rate can be found at [http://www.fullerton.edu/research/ogc/docs/IDC%20rate%20agmt%202012-](http://www.fullerton.edu/research/ogc/docs/IDC%20rate%20agmt%202012-15_revised_May2013.pdf)

[15_revised_May2013.pdf](http://www.fullerton.edu/research/ogc/docs/IDC%20rate%20agmt%202012-15_revised_May2013.pdf)

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

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

Name of Institution/Organization

California State University, Fullerton

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	275,029.00					275,029.00
2. Fringe Benefits	78,809.00					78,809.00
3. Travel	13,700.00					13,700.00
4. Equipment	0.00					0.00
5. Supplies	1,000.00					1,000.00
6. Contractual	7,322.00					7,322.00
7. Construction	0.00					0.00
8. Other	61,170.00					61,170.00
9. Total Direct Costs (lines 1-8)	440,029.00					440,029.00
10. Indirect Costs*	34,962.00	0.00	0.00	0.00	0.00	34,962.00
11. Training Stipends	0.00					0.00
12. Total Costs (lines 9-11)	474,991.00	0.00	0.00	0.00	0.00	474,991.00

***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: 2012-07-01-01 To: 2015-06-30-00 (mm/dd/yyyy)

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

The Indirect Cost Rate is %.

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

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

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Pablo		Jasis	

Address:

Street1:	800 N. State College Blvd.
Street2:	EC-352
City:	Fullerton
County:	Orange
State:	CA: California
Zip Code:	928349480
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
657-278-7056	

Email Address:

pjasis@fullerton.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:

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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