

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



**APPLICATION FOR GRANTS
UNDER THE**

High School Equivalency Program (HEP) CFDA Number 84.141A

CFDA # 84.141A

PR/Award # S141A160001

Grants.gov Tracking#: GRANT12106225

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
<i>Attachment - 1 (1239-Areas Affected by Project Attachment)</i>	e6
<i>Attachment - 2 (1240-Congressional Districts)</i>	e7
2. Assurances Non-Construction Programs (SF 424B)	e8
3. Disclosure Of Lobbying Activities (SF-LLL)	e10
4. ED GEPA427 Form	e11
<i>Attachment - 1 (1236-GEPA Statement)</i>	e12
5. Grants.gov Lobbying Form	e13
6. ED Abstract Narrative Form	e14
<i>Attachment - 1 (1235-HEPAbstractFINAL)</i>	e15
7. Project Narrative Form	e16
<i>Attachment - 1 (1238-WakeTechHEPnarrativeFINAL2016)</i>	e17
8. Other Narrative Form	e42
<i>Attachment - 1 (1237-Appendix20pageFINAL)</i>	e43
9. Budget Narrative Form	e63
<i>Attachment - 1 (1234-Budget Narrative HEP revised 2016-2021_SND)</i>	e64
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e68
11. Form ED_524_Budget_1_3-V1.3.pdf	e69

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.).

There were problems converting one or more of the attachments. These are: [1236-GEPA Statement.docx](#), [1239-Areas Affected by Project Attachment.docx](#), [1240-Congressional Districts.docx](#)

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 type="checkbox"/> New <input checked="" 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="02/29/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="S141A110041"/>
--	---

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Wake Technical Community College"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="56-0792775"/>	* c. Organizational DUNS: <input type="text" value="9652078430000"/>

d. Address:

* Street1: <input type="text" value="9101 Fayetteville Road"/>
Street2: <input type="text"/>
* City: <input type="text" value="Raleigh"/>
County/Parish: <input type="text" value="Wake"/>
* State: <input type="text" value="NC: North Carolina"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="27603-5655"/>

e. Organizational Unit:

Department Name: <input type="text" value="Open Enrollment Programs"/>	Division Name: <input type="text" value="Workforce Continuing Education"/>
--	--

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Steve"/>
Middle Name: <input type="text" value="N"/>	
* Last Name: <input type="text" value="Duncan"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Dir., Corporate Workforce Development and HEP"/>

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="919-866-5847"/>	Fax Number: <input type="text" value="919-461-8178"/>
---	---

* Email: <input type="text" value="snduncan@waketech.edu"/>

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.141

CFDA Title:

Migrant Education_High School Equivalency Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-010716-002

* Title:

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

13. Competition Identification Number:

84-141A2016-1

Title:

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

Areas Affected by Project Attachment.docx

Add Attachment

Delete Attachment

View Attachment

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

Wake Technical Community College High School Equivalency Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,373,379.00"/>
* 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="2,373,379.00"/>

*** 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:

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

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.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Richard Sullins</p>	<p>TITLE</p> <p>Dean of Sponsored Programs</p>
<p>APPLICANT ORGANIZATION</p> <p>Wake Technical Community College</p>	<p>DATE SUBMITTED</p> <p>02/29/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Wake Technical Community College

* Street 1: 9101 Fayetteville Road Street 2: _____

* City: Raleigh State: NC: North Carolina Zip: 27603-5655

Congressional District, if known: NC-004

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

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

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: _____ Street 2: _____

* City: _____ 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: Richard Sullins

* Name: Prefix: Mr. * First Name: Richard Middle Name: William
* Last Name: Sullins Suffix: _____

Title: Dean of Sponsored Programs Telephone No.: 919-335-1200 Date: 02/29/2016

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

PR/Award # S141A160001

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

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.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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.

GEPA Statement.docx	Add Attachment	Delete Attachment	View Attachment
---------------------	----------------	-------------------	-----------------

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

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

Wake Technical Community College

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr.

* First Name: Richard

Middle Name: William

* Last Name: Sullins

Suffix:

* Title: Dean of Sponsored Programs

* SIGNATURE: Richard Sullins

* DATE: 02/29/2016

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

Wake Technical Community College (Wake Tech) is located in Raleigh, North Carolina, and proposes to continue operating the HEP program, which was first awarded to Wake Tech in 2001. Since then, the Wake Tech HEP program has served **1,838** migrant and seasonal farmworkers and their immediate family, providing them with the services necessary to successfully earn a high school equivalency (HSE) certificate. The aggregate HSE completion rate (GPRA 1) for the current cycle (2011-2016) is **85%**, well above the national target of 69%. Moreover, **86%** of these attainers have been placed in postsecondary education or training, career advancement, or the military (GPRA 2). These percentages, along with the high number of HEP students served (**125** per year, all commuter), give the Wake Tech HEP program the distinction of being one of the most effective and efficient of the 43 HEP programs in the nation.

In continuing the HEP grant, the College will achieve the following objectives:

Objective 1	Outreach and Recruitment: Identify, recruit, and enroll 125 eligible students each program year, for a total of 625 in the course of five years
Objective 2	HSE Attainment: Ensure that at least 75% of enrolled students attain their HSE certificate, exceeding the national target of 69% for GPRA 1; offer five class sites strategically located in counties across the state, such as Bladen, Chatham, Henderson, Wake, and Wayne; offer a distance-learning option for students who live too far from class sites; and offer a fast-track option to academically-advanced students
Objective 3	Post-HSE Placement: Ensure that at least 80% of all HEP graduates will gain employment, will be placed in an IHE or other postsecondary education or training, or will be placed in the military, meeting the national target of 80% for GPRA 2
Objective 4	Supportive Services: Ensure that 100% of students receive supportive services that will enable students to successfully complete the program, obtain their HSE certificate (GPRA1), and secure postsecondary, career and/or military placement (GPRA2)
Objective 5	Cultural Enrichment Activities: Ensure that 100% of enrolled students participate in at least one cultural enrichment activity per program year
Objective 6	Financial Resources: Ensure that 100% of enrolled students receive financial support during the program year

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

1. Need for and Significance of Project

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

According to a Pew Research Center report on Hispanic trends, North Carolina is the seventh fastest growing Hispanic state in the U.S.¹ It is home to more than 828,210 Hispanics, and it is estimated that 150,000 Hispanics are annually employed as migrant and seasonal farmworkers (MSFW) in North Carolina². Wake Technical Community College (Wake Tech) currently operates **North Carolina's only HEP program**, which **over the last fifteen years** has **graduated 1,314** MSFW students. Wake Tech is the largest community college in the state, and its primary service area is located in Wake County, at the hub of six counties that hold the state's greatest concentration of MSFWs. In addition, geographically, the Wake Tech HEP program is currently **one of four HEP programs on the east coast**, the closest being eight hours away. Migrant students experience significant barriers to attaining an education. According to the National Farm Worker Ministry, "the average highest grade of school completed amongst farmworkers is 7th grade" while "only ten percent of migrant farmworkers finish high school".³ Farmworkers work long hours, and the farms are not located close to educational institutions, so transportation presents a challenge. In addition, approximately 94% of MSFWs in North Carolina are native Spanish speakers.⁴ Traditional high school and HSE classes are taught in English only, whereas the federal

¹ "Ranking Latino Populations in the States", Pew Research Center, (2013, August 29). <http://www.pewhispanic.org/2013/08/29/ii-ranking-latino-populations-in-the-states/>

² "Facts About North Carolina Farmworkers", Episcopal Farmworker Ministry, <http://www.ncfarmworkers.org/2012/06/facts-about-north-carolina-farmworkers/>

³ "Farmworkers and Immigration", National Farmworker Ministry, <http://nfwm.org/education-center/farm-worker-issues/farm-workers-immigration>

⁴ "Farmworkers and Health". NCFAN, <http://ncfan.org/health/>.

funding awarded to the Wake Tech HEP allows it to serve this disadvantaged population by providing students with the option to obtain an HSE certificate in their native language.

Migrant students have a disproportionate share of educational risk factors, including parents without high school diplomas, low household incomes, siblings who have dropped out of school, and children being held back in school. Many students who enter the HEP program have a history of changing schools frequently and having children while still in high school. In addition, many of these students face the added challenge of not fitting in with the traditional school environment because of cultural differences. Wake Tech HEP students tend to have a limited understanding of the higher education system and of potential career opportunities that may be available to them. All of these barriers make it extremely challenging for them to earn a high school diploma, which is a reason why they seek an alternative program, such as the Wake Tech HEP.

ii. Project will focus on serving or otherwise address the needs of disadvantaged individuals

In this country, the traditional way out of poverty is education. Because of their immediate need to provide for their families, Wake Tech HEP students often consider education an unattainable goal. They tend to place more emphasis on work than education because of economic and social pressures and their low standard of living; their most important need is providing for their families. One of the key roles of the Wake Tech HEP program is to impress upon participants the importance society places on a high school diploma or equivalency. The goal of the HEP program is to offer these families a way to improve their living situation through advancement in education. By putting education first, MSFWs benefit from more job opportunities, set new examples for their children and families, and have the promise of a better future. To address this need, the Wake Tech HEP program will: 1) Identify and recruit **125 eligible migrant students** annually to receive instruction necessary to obtain an HSE certificate, 2) Ensure that **75% of**

enrolled students earn an HSE certificate within the program year and 3) Ensure that **80% of HSE attainers** enter postsecondary education or training, career advancement, or the military.

iii. Gaps or weaknesses in services, infrastructure, or opportunities have been identified

Over the last fifteen years, the Wake Tech HEP program has identified gaps and weaknesses in services, infrastructure, and opportunities as experienced by migrant farmworker students.

Table 1 shows how the Wake Tech HEP program has and will continue to address these needs.

Table 1

Needs/Gaps	Strategies/Objectives
<ul style="list-style-type: none"> • Lack of HSE classes for farmworkers • Long distance to class sites • Lack of transportation 	<ul style="list-style-type: none"> • Identify and recruit eligible students (outreach model) • Centrally-located community sites at five locations throughout the state • Distance-learning option available • Fast-track option for advanced students • Stipend (\$150)
<ul style="list-style-type: none"> • Food • Housing • Clothing • Utilities • Child care • Financial Needs • Legal Issues/Lack of IDs 	<ul style="list-style-type: none"> • Referrals to community agencies/ government organizations • Cover testing HSE testing fees • Instruction and materials free of charge • Purchase cap and gown for graduation • Scholarship opportunities
<ul style="list-style-type: none"> • Educational/Academic Gap • Language Barrier 	<ul style="list-style-type: none"> • Individualized Education Plan (IEP) • Tutoring sessions • Classes offered in Spanish and English • Coaching/advisement in both languages
<ul style="list-style-type: none"> • Cultural Gap 	<ul style="list-style-type: none"> • Cultural Enrichment Activities

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

Wake Tech has obtained permission to offer the HEP program in neighboring counties with high concentrations of MSFWs. This strategic partnership ensures that Wake Tech will continue to have access to a large pool of students who qualify under the Office of Migrant Education’s eligibility matrices. Since its inception in 2001, the Wake Tech HEP program has served **1,838**

students. The aggregate HSE completion rate (GPRA 1) to date for the current cycle (2011-2016) is **85%**, well above the national target of 69%. Moreover, of those HEP students receiving their HSE certificates in the current cycle, **86%** have been placed in postsecondary education or training, career advancement, or the military (GPRA 2). These percentages, along with the high number of HEP students served (125 per year), give the Wake Tech HEP program the distinction of being one of the most effective and efficient of the 43 HEP programs in the nation.

2. Quality of Project Design

i. The goals, objectives, and outcomes to be achieved are clearly specified and measurable

The goal of the Wake Tech HEP program is to assist eligible MSFWs and immediate family in obtaining an HSE certificate, and then placing them in an institution of higher education or training, career advancement, and/or the military. To achieve this goal, the Wake Tech HEP program will fulfill the following objectives: a) **125 students** will receive academic and supportive services each program year; b) at least **94 students** (75% of participants) will obtain an HSE certificate each program year; c) at least **75 students** (80% of attainers) will be placed in postsecondary programs or training, career advancement, and/or the military.

Table 2 lists the six (6) program objectives. Each objective includes stated activities to address how the objectives will be achieved, as well as a measurable outcome, a timeline for objective completion, the HEP staff responsible for achieving each objective, and a means of evaluation.

Table 2

<p>Objective 1: Outreach and recruitment Identify, recruit, and enroll 125 eligible students each program year</p>
<p>Activities:</p> <ul style="list-style-type: none"> • Coordinate with North Carolina MEP programs to identify prospective HEP students throughout the state to serve Out-of-School Youth (OSY) • Coordinate, make presentations at, and participate in local community events at churches, high schools, and state agencies serving the migrant population • Participate in Parent Advisory Council (PAC) meetings coordinated by local MEP programs

	<ul style="list-style-type: none"> • Advertise in Hispanic newspapers, radio, and TV • Advertise HEP recruitment schedule and activities on the Wake Tech HEP Facebook page • Utilize graduates/current students to recruit potential students • Administer intake assessment exam during 3-step intake process (reading, math, writing) to screen potential students for academic need and readiness level • Review students' HEP Applications and verify documentation on MSFW status in the form of W-2s, Certificate of Eligibility (COE), and employer/contractor verification • Present verified migrant eligibility documentation to the HEP Migrant Eligibility Committee for approval and then present to the HEP Director for final approval
Measurable Outcome	Enroll 125 eligible students each program year
Timeline	Outreach and recruitment will take place Mar-June for the Fall semester and Sept-Dec for the Spring semester.
Persons Responsible	Director, HEP Migrant Eligibility Committee (Coordinator/Success Coach, Instructor/Coordinator, Office Assistant, and full-time instructors), community agencies (MEP, Hispanic Family Center, El Pueblo, NC Society of Hispanic Professionals, SAF, etc.)
Evaluation	At the conclusion of the recruitment period for the Fall semester, the Coordinator/Success Coach assesses the number of students recruited and adjusts the recruitment plan for the Spring semester to ensure that the enrollment requirement of 125 students per program year is met. The HEP Migrant Eligibility Committee ensures that 100% of all enrolled students comply with the following HEP eligibility requirements under Title IV, Section 418A of the Higher Education Act. Student intake and migrant eligibility documentation are maintained in the students' files for reference at any time.
Objective 2: HSE Attainment (GPRA 1)	
Ensure that at least 75% of enrolled students attain their HSE certificate, exceeding the national target of 69% for GPRA 1	
<p>Activities:</p> <ul style="list-style-type: none"> • Conduct Orientation Session to review program structure, school policies, and program expectations with students • Offer evening classes twice a week to accommodate the students' work schedule and family commitments • Offer strategically-located class sites throughout the state to eliminate transportation barriers • Offer distance-learning option for students who live too far from class sites • Offer fast-track option to academically-advanced students • Provide each student with instructional materials needed for HSE preparation • Develop Individual Educational Plans (IEPs) for each student and remediate individual students according to their IEPs • Offer additional instructional support in the form of group study sessions and individualized tutoring • Implement structured curriculum, in English and Spanish, developed for the program's five-month HSE preparation course • Administer HSE practice tests to assess exam readiness and register students who 	

	<p>demonstrate readiness to take the official test(s)</p> <ul style="list-style-type: none"> • Teach students test-taking techniques to improve performance on the HSE exams (time management, test anxiety, testing environment) • Research and develop alternate/additional diagnostic tools and curriculum resources • Maintain attendance records and contact with students to anticipate issues that could potentially prevent completion
Measurable Outcome	At least 75% of enrolled HEP students will successfully attain their HSE certificates
Timeline	Classes will be offered in two five-month sessions: the Fall semester (July-Nov) and Spring semester (Jan-May). Orientation sessions will be conducted on the first day of each semester.
Persons Responsible	Director, Coordinator/Success Coach, Instructor/Coordinator, Office Assistant, full-time and part-time instructors
Evaluation	The Coordinator/Success Coach visits class sites to ensure adequacy of resources and compliance with facility agreements. The Director conducts weekly meetings with all HEP staff and instructors to discuss students' academic performance, attendance, test scores, and attainment of program objectives. IEPs, students' scores, transcripts, and certificates are maintained in the students' files for reference at any time.
<p>Objective 3: Post-HSE Placement (GPRA 2) Ensure that at least 80% of all HEP graduates will gain employment, will be placed in an IHE or other postsecondary education or training, or will be placed in the military, meeting the national target of 80% for GPRA 2</p>	
<p>Activities:</p> <ul style="list-style-type: none"> • Distribute the college catalog to students during intake so that they can indicate in the HEP application their area of interest for continuing their education • Have students sign a Student Contract as part of the HEP application stating their commitment to continue their education (GPRA 2) after obtaining their HSE certificate (GPRA 1) • Distribute current college catalog and information on scholarship opportunities, with the assistance of the instructors, during the last month of class each semester (May, November) to allow students to decide in which class they will enroll • Schedule one-on-one meetings with each student upon completion of HSE exams to establish short-term and long-term goals, review postsecondary options, and assist students in making their course selection • Have student fill out an exit survey during the meeting, detailing any postsecondary placement, career advancement, and/or placement in the military • Submit scholarship applications on behalf of the students and follow up with the student until the course begins • Coordinate with various Wake Tech programs (ex. Hospitality, Early Childhood Education, Cosmetology, Nurse Aid, Culinary Arts, etc.) to ensure that the courses being offered will enhance HEP students' employability • Conduct college campus tours to familiarize students with the different programs available • Assist students in submitting college applications and applying for financial aid to eliminate barriers to enrollment 	

	<ul style="list-style-type: none"> • Submit the maximum number (2) of HEP/CAMP Association scholarships allowed per calendar year • Invite students to participate in the annual Wake Tech Career Fair
Measurable Outcome	Follow up with 100% of graduates. At least 80% of all HEP graduates will gain employment or will be placed in an IHE or other postsecondary education or training, or will be placed in the military, meeting the national target of 80% for GPRA2
Timeline	Coordinator/Success Coach distributes postsecondary information during the last month of class (May, November). She then meets individually with graduates upon completion of HSE exams to finalize postsecondary paperwork and follows up with students until they have been placed.
Persons Responsible	Director, Coordinator/Success Coach, Office Assistant, full-time and part-time instructors
Evaluation	Coordinator/Success Coach reports placements to the Director at weekly staff meetings. Placement follow-up is recorded in a database and copies of all enrollment forms, scholarship applications, and acceptance letters are kept in each student's file and on a shared drive.
Objective 4: Supportive Services	
Ensure that 100% of students receive supportive services that will enable students to successfully complete the program, obtain their HSE certificate (GPRA1), and secure postsecondary placement opportunities (GPRA2)	
Activities:	
<ul style="list-style-type: none"> • Review HEP application to identify potential barriers to successfully completing the program • Monitor students' attendance and homework daily to address student behaviors leading to non-completion • Counsel students facing personal and/or academic obstacles and provide them with options to successfully complete the program • Provide students whose practice tests scores demonstrate they are struggling academically with tutoring sessions in a group or individual setting • Refer students to community agencies (ex. Hispanic Family Center, NC Justice Center, Salvation Army, etc.) to assist them with immediate and ongoing needs that may affect their ability to complete the program • Provide students with referrals to health agencies (ex. Prevent Blindness NC, Open Door Clinic, etc.) to address their health needs • Coordinate with the Mexican Consulate to ensure that Mexican nationals can obtain their consular IDs for testing, as well as other personal documents • Consult with members of the HEP Advisory Board, comprised of community agencies, in order to learn about opportunities that will contribute to student success 	
Measurable Outcome	100% of enrolled HEP students will receive supportive services to enable them to complete the program, obtain an HSE certificate (GPRA 1), and gain postsecondary placement (GPRA 2)
Timeline	Initial screening for potential barriers occurs during the intake process as students fill out the HEP application, prior to the start of each semester. Referrals are made throughout the semester as students' needs arise. HEP staff

	solicits information and advice from the HEP Advisory Board during quarterly meetings (Jan-Apr-July-Oct).
Persons Responsible	Director, Coordinator/Success Coach, Instructor/Coordinator, Office Assistant, full-time and part-time instructors
Evaluation	The Coordinator/Success Coach reviews students' applications to identify potential barriers. Instructors record attendance for each class in a spreadsheet, which the Coordinator/Success Coach monitors daily and discusses during weekly staff meetings. Instructors also record practice tests scores in each student's IEP to determine if students are ready to test or if they need remediation. The HEP application and IEPs are kept in each student's folder, and the attendance spreadsheet is maintained daily on a shared drive. HEP Advisory Board minutes are also reviewed and then kept on a shared drive.
Objective 5: Cultural Enrichment Activities	
Ensure that 100% of enrolled students participate in at least one cultural enrichment activity per program year	
Activities:	
<ul style="list-style-type: none"> • Organize one educational event per semester (ex. Marbles Museum, IMAX Theater, NC Museum of Natural Sciences, NC Museum of History, NC Museum of Art, Durham Performing Arts Center, etc.) with lunch provided for students and their families • Coordinate volunteer opportunities with local charities (NC Food Bank, Wilmington St. Men's Shelter, Raleigh Rescue Mission, etc.) • Encourage students and their families to participate in local community events (La Fiesta del Pueblo, City of Raleigh's "Viva Raleigh" Festival, NC Hispanic Educational Summit, Que Pasa newspaper's "Por Una Vida Mejor" festival, International Festival of Raleigh) • Coordinate with Wake Tech's biannual HSE/AHS graduation ceremony, as well as ceremonies at other community colleges where HEP classes are held • Provide students with an opportunity to represent the HEP program in the graduation ceremony as the student speaker 	
Measurable Outcome	100% of students will participate in at least one cultural enrichment activity per program year
Timeline	The educational and volunteer events are scheduled once per semester (Jan-May, July-Nov). The community events are held throughout the year. The HSE/AHE graduation is held in May and December at Wake Tech and at varied times at the other community colleges.
Persons Responsible	Director, Coordinator/Success Coach, Instructor/Coordinator, Office Assistant, full-time and part-time instructors
Evaluation	Student feedback on cultural enrichment activities is recorded on the end-of-program evaluation, which is then used to make decisions about future cultural events. Students sign in to participate in volunteer activities as required by each organization, and this attendance is recorded and kept in the program files. Graduation attendance is also recorded in the HEP program database.
Objective 6: Financial Resources	
Ensure that 100% of enrolled students receive financial support during the program year	
Activities:	
<ul style="list-style-type: none"> • Provide students with books and calculators (loaned), as well as book bags, instructional 	

	<p>materials, and other supplies necessary for HSE preparation</p> <ul style="list-style-type: none"> • Provide students with a \$30 stipend per test for taking each of the five (5) HSE tests (\$150 total) to help students with transportation and/or childcare costs • Cover the cost of the cultural enrichment activity for students and their families, including a meal provided the day of the event • Provide each HEP graduate with a cap and gown and a diploma cover the day of the graduation ceremony • Provide each HEP graduate with individual and group pictures from the graduation ceremony • Provide students access to scholarship opportunities (Wake Tech HSE/AHS Transition Scholarship, HEP/CAMP Association Scholarship) to allow them to further their education (GPRA2) • Assist students in the financial aid application process to eliminate barriers to postsecondary education • Refer students in need of health, financial, and/or legal assistance to partner community agencies to assist them with immediate and ongoing needs
Measurable Outcome	100% of enrolled students will receive financial resources during the program year
Timeline	Students are given instructional materials on the first day of class during the Orientation Session (Jan, July). Stipends are issued mid-semester and at the end of each semester. The educational enrichment activity is scheduled once per semester (Jan-May, July-Nov), and the program pays expenses directly from grant funds. The HEP program purchases the caps and gowns and diploma covers for students participating in the Wake Tech HSE/AHE graduation ceremony (May, Dec) and also provides a stipend check to cover the cost of the cap and gown for students participating in graduation ceremonies at the other community colleges.
Persons Responsible	Director, Coordinator/Success Coach
Evaluation	Distribution of books and calculators is recorded on each student's IEP and kept in the student's file, and collection of books and calculators is recorded on each student's end-of-program paperwork. Invoices for the educational enrichment activities and meals are kept in the program files. Stipend rosters, signed by the students, are also kept in the program files. All scholarship applications, award letters, and financial aid applications are maintained in the student's file.

ii. Project will successfully address the needs of the target population or identified needs

The Wake Tech HEP program has been the only HEP program in the state of North Carolina since it was first awarded in 2001 and has graduated over 1,300 MSFW students. Geographically, the Wake Tech HEP program is currently **one of four HEP programs on the east coast**, along with Kentucky, Florida, and Georgia. Because of the widespread distribution of MSFWs,

HEP classes are being offered in **five counties across the state**: Bladen, Chatham, Henderson, Wake, and Wayne. The strategic location of these class sites has allowed the HEP program to broaden the service area and make the program more easily accessible to farmworkers. Based on almost fifteen years of experience, HEP instructors have developed a structured HSE curriculum that condenses the five subject areas into an intensive, five-month course. This structure allows students to benefit from the consistency and continuity of being part of the same cohort. For students who miss classes or need additional help, the program offers group and individual tutorial sessions throughout the week, based on students' needs. In addition, students who do not pass an official test are required to attend subject-specific study sessions that will prepare them to retest once they have demonstrated readiness. This focus on remediation reflects the program's commitment to serve the MSFW community more effectively, supporting more students so they can complete their coursework in a timely manner, while allowing lower-level students more time to obtain the HSE certificate. There is also a fast-track option for students with a higher academic level, as well as a distance-learning option, to enable students to complete the course in less than five months and be able to do so remotely if needed.

The Wake Tech HEP program is structured according to a two-semester system. Fall and spring semesters are approximately 20 weeks (Jan-May, July-Nov). Anticipated enrollment is 65 students in the fall and 60 students in the spring semester, for a total of **125 students** per program year. Classes are offered twice a week, either Monday and Wednesday or Tuesday and Thursday, from 6:00-10:00 p.m. with a total weekly instructional time of 8 hours. Following a closed-enrollment format, students can enroll only at the beginning of each semester (Jan, July). Level 1 service agreements have been secured to hold classes at partnering community colleges.

iii. The project will establish linkages with other appropriate agencies and organizations

Over the past 15 years, the PD and Coordinator/Success Coach have been responsible for establishing relationships with a number of local and state organizations. They will continue to maintain these linkages and establish new ones to the benefit of the program and the MSFW population. **Table 3** provides an overview of these linkages, a brief description of the services they provide, and addresses the inclusion of **Invitational Priority 2**.

Table 3

Agency/Organization	Service(s) Provided
North Carolina MEP; East Coast Migrant Head Start Program	<ul style="list-style-type: none"> • Identification, recruitment (COEs), and referrals • Classroom space (no cost to HEP program) • Member of the HEP Advisory Board
El Centro Hispano, Durham	<ul style="list-style-type: none"> • Identification, recruitment, and referrals • Classroom space (no cost to HEP program)
Hispanic Family Center, Raleigh (Catholic Charities) [Invitational Priority 2: Engagement of faith-based and community organizations]	<ul style="list-style-type: none"> • Identification, recruitment, and referrals • Classroom space (no cost to HEP program) • Supportive services (legal, immigration, food pantry, food stamps, housing, clothing) • Member of the HEP Advisory Board
North Carolina Society of Hispanic Professionals	<ul style="list-style-type: none"> • Referrals • Scholarships • Member of the HEP Advisory Board
El Pueblo, Inc.	<ul style="list-style-type: none"> • Referrals
Student Action with Farmworkers	<ul style="list-style-type: none"> • Referrals • Internships
Mexican Consulate	<ul style="list-style-type: none"> • Recruitment and referrals • Personal documentation for students (IDs, birth certificates, etc.) • Financial support • Member of the HEP Advisory Board
NC Justice Center	<ul style="list-style-type: none"> • Legal services (DACA, college admissions) • Legal presentations (at no cost) • Member of the HEP Advisory Board
Wayne Community College, Bladen Community College, Central Carolina Community College (CCCC), Blue Ridge Community College, Wake Tech Community College (WTCC)	<ul style="list-style-type: none"> • Recruitment and referrals • Classroom space (no cost to HEP program) • HSE testing • Graduation ceremony • Postsecondary placements (CCCC provides each graduate with a scholarship for one free class; WTCC provides each graduate with the HSE/AHS Transition Scholarship for one free class)

iv. Project will increase efficiency in use of time, staff, money, or other resources

The Wake Tech HEP program's efficient use of time, staff, money, and other resources has increased program productivity and led to positive results. Program documents, such as attendance, test scores, stipend rosters, and HSE certificates are maintained electronically and stored on a shared drive for easy and remote access by HEP staff. The Wake Tech HEP program has established a lending program for HSE preparation books and calculators to reduce instructional costs, and the use of Wake Tech's duplication services has reduced in-house printing costs. The regular maintenance of the Wake Tech HEP Facebook page has given students and staff an effective and efficient way to communicate important information, as well as share digital graduation photos, assist with recruitment and referrals, and document postsecondary placement or career advancement. The use of email and texting as a primary means of communication with students has also reduced mailing costs. Over the last 15 years, HEP instructors have increasingly incorporated distance-learning methods into program instruction. Now, HEP instructors effectively provide instruction to students via a number of virtual methods: Skype, Google Hangout, and FaceTime. This type of instruction is used for remediation and students at remote sites and eliminates the student and/or instructor's need to use time and money for travel. The Wake Tech HEP program also saves costs by having staff carpool to professional development training and split hotel and travel costs for conferences.

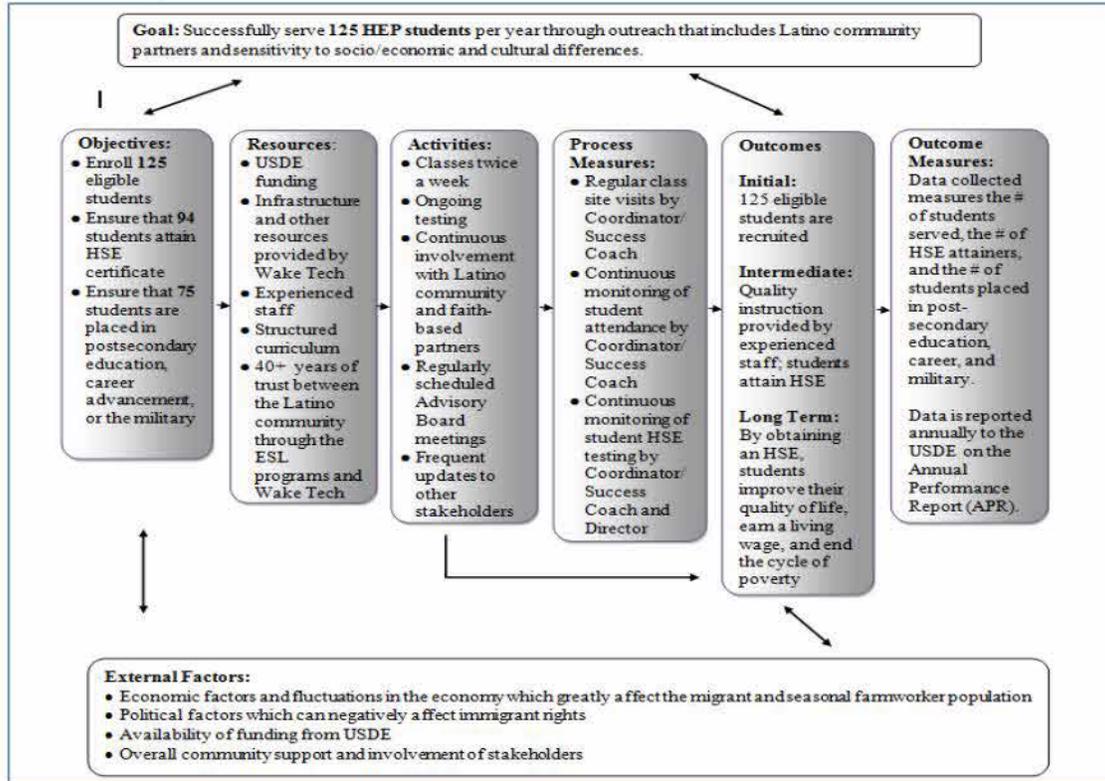
v. The extent to which the proposed project is supported by strong theory

Only 10% of MSFWs finish high school⁵, which prevents them from entering postsecondary educational programs that could end their cycle of poverty by providing them with a living wage. Strong theory suggests the need for comprehensive, community-based, culturally sensitive

⁵ "Farmworkers Issues - Education", National Farmworker Ministry, <http://nfwm.org/education-center/farm-worker-issues/education/>

outreach, and remediation in order for these students to be successful (Kozol, 2005; Davila, 2001). The logic model in **Figure 1** shows the rationale for program processes and strategies based on this theory.

Figure 1



3. Quality of Project Services

i. Training services are of sufficient quality, intensity, and duration to lead to improvements

Wake Tech requires all full-time employees to complete a minimum of 30 hours of professional development training per fiscal year. The College conducts internal training on a variety of topics, such as technology, leadership, and curriculum with these sessions being offered year-round and ranging from two- to three-hour sessions to several weeks. In addition, HEP staff regularly attends professional development sessions conducted by the North Carolina Community College System’s (NCCCS) Office. These sessions are intense, full-day trainings, which lead to a state-recognized College and Career Readiness credential. Every year, key

personnel attends the National HEP/CAMP Association Conference, the HEP/CAMP Director's Meeting, and other conferences such as the Commission on Adult Basic Education (COABE) Conference to stay informed on best practices and program updates. Throughout the years, HEP staff has presented at these conferences on topics including collaborative partnerships, HSE curriculum, program structure, eligibility, and recruitment. Attending the Wake Tech and NCCCS trainings, as well as the national conferences, provides staff and faculty the opportunity to improve job performance and acquire the skills necessary to offer students the highest quality and most up-to-date services and information. Weekly staff meetings provide HEP staff with a platform to discuss the skills and best practices they have learned.

ii. Services to be provided by the project are focused on those with greatest needs

The Wake Tech HEP program offers services to MSFWs identified by the program as having the greatest needs. Determining a student's greatest need is based on socioeconomic factors, level of education, migrant eligibility, and limited access to educational services. To identify these factors, students are asked to fill out a HEP application as part of the enrollment process, on which they list their total household income, which is then compared to current U.S. Department of Health and Human Services poverty guidelines. Students' household income is used to determine if they are considered low-income or, in other words, if their family's taxable income for the previous year did not exceed 185% of the federal poverty guidelines. Students also provide information on the number of family members in the household, employment, and educational level completed. All of this information is recorded on the HEP Student Application with each factor being weighted and then totaled for a final score. HEP staff evaluates each application, and priority is given to students with the highest score.

iii. Services will lead to improvements in the skills necessary to gain employment

The focus of the Wake Tech HEP program is to provide services to students that will lead to improvements in the skills necessary to gain employment. With an HSE certificate, students are eligible for many workplace or on-the-job training programs and have access to more educational opportunities. Upon completion of the program, HEP students have access to various scholarship opportunities, such as the HEP/CAMP National Association Scholarship, the Wake Tech HSE/AHS Transition Scholarship, and a voucher for a free class at Central Carolina Community College. All of these monies enable HEP students to gain employability skills, providing them with a direct path for employment or career advancement. After attaining his HSE certificate in 2013, Yoni Reyes Sanchez received the HSE/AHS Transition Scholarship and enrolled in a Blueprint Reading course. Shortly after, he received a promotion at his job to Superintendent, more than doubling his hourly pay rate (\$7.50 to \$17). Yoni's success story represents the many benefits that Wake Tech HEP students receive after completing the program.

4. Quality of Project Personnel

The current HEP program's staff includes bilingual and bicultural Hispanic/Latino professionals of different nationalities, as well as former HEP students who have graduated and become instructors and tutors. Because of their migrant background, these staff members are more than qualified to understand the needs of the farmworker population and the challenges they face.

i. Qualifications, including relevant training and experience, of the project director

The project director is Dr. Steve Duncan. Dr. Duncan holds Bachelor of Arts and Master of Arts degrees from North Carolina State University, as well as a doctorate in Higher Education from East Carolina University. He has over 29 years of experience in the field of Adult Education, specifically Adult Basic Education (ABE) and HSE. Further, fifteen of those years have been spent as Director of the Wake Tech HEP program. Dr. Duncan currently serves in the

HEP/CAMP Association mentorship program and has mentored six programs. As the principal investigator for HEP, the Director serves in a 25% capacity, sharing his duties with another area of the College. His main responsibilities include: 1) Supervise HEP program, activities, and personnel to ensure program success; 2) Hire, train, and supervise HEP staff that is sensitive to the cultural and academic needs of HEP students; 3) Ensure that program objectives and outcomes are met and that reports are submitted to the USDE in a timely manner; 4) Oversee the HEP budget to assure expenditures are allowable, allocable, and reasonable with timely draw-downs; 5) Ensure that all participants are properly documented for participation in HEP.

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

The Coordinator/Success Coach is Ms. Maria Lafuente Fister. She is currently attending her last semester at North Carolina State University, graduating in May 2016 with a Master of Education in Training and Development. Ms. Lafuente Fister has been involved with the Wake Tech HEP program since its inception in 2001, and has been a major contributor in the establishment of the program. Every year, she attends the HEP/CAMP Director's Meeting and the National HEP/CAMP Association Conference. As Coordinator/Success Coach, she coordinates the day-to-day operations of the HEP program to ensure that all of the program's objectives are met in a timely manner and with the highest quality service possible. Ms. Lafuente Fister serves in a 100% capacity and her main responsibilities include: 1) Assist the Director in developing short- and long-term program planning; 2) Coordinate all recruitment, intake, tutoring, and counseling services for students; 3) Coordinate cultural enrichment activities and other activities for HEP students; 4) Participate in Latino events to develop positive relationships within the migrant community.

Education, experience, and relevant skills of other project personnel are listed in **Table 4**.

Table 4

Staff	Education, Experience, and Skills	Status
Katie Covington, Instructor/Coordinator	- B.A. in Spanish and Latin American Studies - 13 years in current position - Bilingual	Full-time
Francina Marquez, Office Assistant	- AA in Business Administration - 12 years in current position - Bilingual	Full-time
Hector Neri Ortiz, Outreach & Placement Technician	- HSE certificate (Wake Tech HEP graduate) - 12 years in current position - Bilingual	Full-time
Rafael Perez, Instructor	- HSE certificate (Wake Tech HEP graduate) - 10 years in current position - Bilingual	Part-time
Hugo Arias, Instructor/Coordinator	- B.S. in Mathematics - 4 years in current position - Bilingual	Full-time

5. Quality of Management Plan

i. Adequacy of the management plan to achieve the objectives on time and within budget

Wake Tech has demonstrated experience in implementing and managing many grant projects from private foundations, and local, state, and federal sources. In addition to previous HEP awards, the College currently manages over \$10 million in federal awards. In 2014-15, Wake Tech was awarded a number of grants which strengthens the College's capacity to serve students from immigrant backgrounds, with limited English proficiency, or those experiencing barriers to academic success. All Wake Tech grant awardees must complete post-award training to ensure knowledge of applicable policies and procedures, including allowable and unallowable costs. Upon receipt of new grant funds, the principal investigator (PI), key advisors, and the Office of Sponsored Programs and Federal Relations (SPFR) meet to review grant tasks, timeline, evaluation plan, and reporting requirements for the funded project. Grant administration tasks, such as coordinating media outreach with Communications staff, developing job descriptions, conducting interviews, establishing personnel contracts, onboarding new staff, establishing budget codes, and initiating procurement, are supported by SPFR staff. The Office of SPFR

regularly reviews progress of each grant with the PI. A monthly review of grant expenditure reports is conducted by the project lead and the Office of SPFR to ensure spending is on track. The project director (PD) is directly responsible for the HEP grant’s overall performance, ensuring that **125 eligible students** are recruited each program year, **75%** of the students served earn an HSE certificate, and **80%** of those are placed into postsecondary education or training, career advancement, or the military. The PD also closely monitors personnel, budget, program objective, outcomes, and timelines, and ensures that USDE-required reports such as the Annual Performance Report (APR) and the Revised Budget are submitted in a timely manner. The Coordinator/Success Coach is in charge of the program’s daily operations, record keeping, purchase orders, and student progress/success. She also monitors student attendance and HSE scores daily and recommends corrective action plans when objectives are not being met. Necessary adjustments are made on an ongoing basis to ensure the program’s objectives are met on time and within budget. To ensure overall compliance of Wake Tech’s comprehensive policies and procedures, a line of authority is well established. **Figure 2** represents the organizational structure of the Wake Tech HEP program.

Figure 2

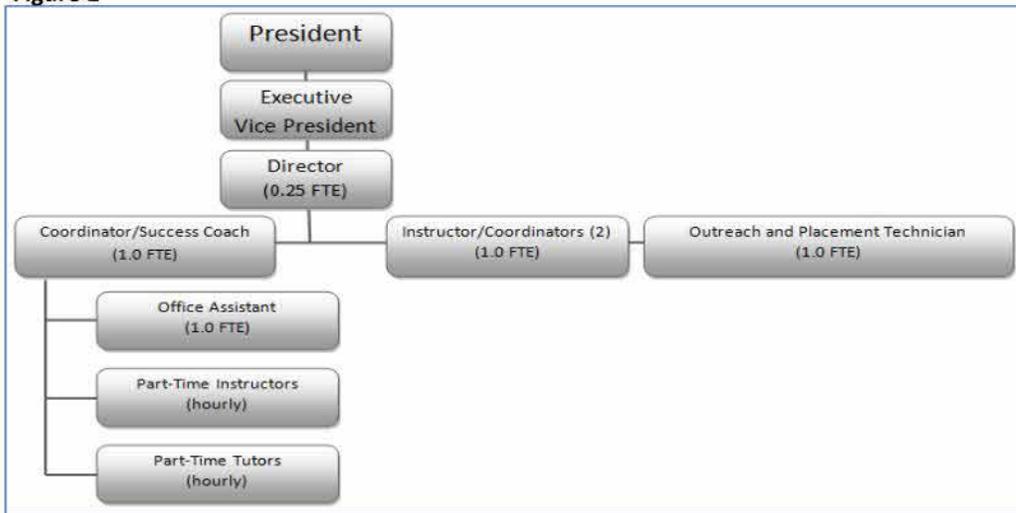


Table 5 identifies the timeline for primary project tasks, milestones, and responsibilities for project objectives to be completed in a timely manner and within the budget.

Table 5

Project Task	Responsibility	Timeline	Milestone
Hiring of project personnel	Wake Tech Human Resources, PD, Coordinator/Success Coach	June 2016- August 2016	Posting (30 days from award); Hiring (60 days from award)
Recruitment and Enrollment of participants	PD, Coordinator/ Success Coach, instructors	July 2016 and ongoing	Intake conducted; Migrant Eligibility verified
Classes and Supportive Services	PD, Coordinator/ Success Coach, instructors, tutors	July 2016 and ongoing	Orientation conducted; Classrooms assigned; Official tests scheduled; Referrals made
Evaluation	PD, External Evaluator	Quarterly and Annually	Advisory Board meeting conducted; Annual external evaluation completed; Student evaluations reviewed

ii. Adequacy of the procedures for ensuring feedback and continuous improvement

The Wake Tech HEP program follows a Project Evaluation Plan to gather continuous feedback from students, staff, and the HEP Advisory Board. This plan includes soliciting feedback from the following sources: 1) students: 2) HEP Advisory Board members, and 3) external Project Evaluator, as outlined in **Table 6**.

Table 6

Source of Feedback	Actions
Students	<ul style="list-style-type: none"> • Solicit student feedback via end-of-program evaluations • Review student feedback and incorporate recommendations as appropriate
Advisory Board	<ul style="list-style-type: none"> • Conduct quarterly Advisory Board meetings to solicit advice and recommendations for improving the quality of program services and attaining the program’s objectives • Discuss feedback with staff and incorporate recommendations as appropriate
Project Evaluator	<ul style="list-style-type: none"> • Conduct annual Project Evaluation to ensure that the Wake Tech HEP program’s objectives stated in the grant proposal are met in a timely manner and within the budget • Take immediate corrective actions if there are any findings

The HEP Advisory Board is comprised of members of community organizations, agricultural businesses, government agencies, HEP instructors, and current or former HEP students. The average age of HEP students is 29; therefore, parent participation is not applicable.

iii. Time commitments of the project director and other key project personnel

The HEP grant’s key personnel include the program’s Director and Coordinator/Success Coach. The project director (25% funded by HEP) is responsible for administrative duties and the overall success of the grant. He oversees the HEP budget, assures the HEP program’s objectives are met, and is the final arbiter of all supporting documentation and verification in the Migrant Eligibility Packet, among other duties. The Coordinator/Success Coach is responsible for the day-to-day operations of the grant. These duties include, but are not limited to, recruitment and retention of HEP students, program promotion within the Hispanic community, accurate data collection, placement of students after attainment of an HSE certificate, and supervision of the HEP Office Assistant and part-time staff. Other HEP staff includes the Instructor/Coordinator, Outreach & Placement Technician, part-time instructors, and tutors support the program’s key personnel. HEP staff time commitments are detailed in **Table 7**.

Table 7

Staff (*Indicates Key Personnel)	Commitment and Duration
Director*	25% (12 months)
Coordinator/Success Coach*	100% (12 months)
Instructor/Coordinator (2)	100% (12 months)
Outreach & Placement Technician	100% (12 months)
Office Assistance	100% (12 months)
Instructor	Part-time stipend contract per semester
Student Tutor	Part-time stipend contract per semester

6. Adequacy of Resources

i. Adequacy of support, including facilities, equipment, supplies, and other resources

Wake Tech is fully committed to supporting the HEP program with facilities, equipment, supplies, personnel, and other resources. The College has provided office and classroom space, computers and printers, network and internet services, and general administrative support, including supervision for the review and reporting of the HEP program's financial accounts. Even though the HEP office is on an off-campus site, it is connected to College activities via phone, fax, the College's intranet, and interoffice mail. The College and Career Readiness Division also supports the HEP program by making available to all HEP students the HSE/AHS Transition Scholarship, which allows students the opportunity to take a Workforce Continuing Education class for free (Heating and Air Conditioning, Electrical Wiring, Basic Makeup and Techniques, etc.). These classes range from \$70 to \$500 per class and provide students with a pathway for career advancement. Wake Tech Communications supports the HEP program by creating publicity and marketing materials at no cost, as well as taking and editing photos at each graduation ceremony, which are then shared with students via the HEP Facebook page. The Wake Tech Office of Sponsored Programs and Federal Relations (SPFR) coordinates with the HEP Director to secure additional grant funding that benefits HEP students. These links establish a direct line for HEP students to access the College's services and promotes collaboration.

ii. Relevance and demonstrated commitment of each partner in the proposed project

The Wake Tech HEP program is supported by leaders of the community who have generously offered to provide services to HEP students. In demonstration of their commitment to improving the lives of MSFWs, the organizations mentioned below have provided letters of support for continued funding of the HEP program. Wake Tech Community College, Wayne Community College, Central Carolina Community College, and the Migrant Education Programs of Bladen and Henderson counties have provided or secured classroom space at no cost to the HEP

program. The East Coast Migrant Head Start Project, Hispanic Family Center of Catholic Charities, El Centro Hispano of Durham, NC Justice Center, El Pueblo, Student Action with Farmworkers, NC Department of Public Instruction, Mexican Consulate, and the North Carolina Society of Hispanic Professionals have offered advocacy and support services and have committed themselves to help facilitate recruitment and outreach. The combined efforts of all of these agencies, along with the strong support and leadership provided by Wake Tech, will continue to ensure the effective implementation and success of the HEP program.

iii. Costs are reasonable in relation to the objectives, design, and significance of the project

The budget is designed to adequately support the objectives and activities of the program. The budget provides the necessary resources for recruitment, evaluation, remediation, and counseling. Fringe benefits and necessary payroll deductions are estimated to be 32% of the total personnel cost, comparing favorably with the percentage of institutional payment for all Wake Tech employees, including unclassified and professional. SPFR and Financial and Accounting Services assist with the successful implementation and compliance of grant funds.

iv. Costs are reasonable in relation to the number of persons to be served and to the results

Based on the College's **fifteen years of prior experience** operating the HEP program and other similar federally-funded programs, the estimated costs are reasonable in relation to the number of persons to be served. The Wake Tech HEP program has budgeted \$475,000 annually to serve **125 MSFWs**, which translates into approximately **\$3,800 per student** served. This cost is reasonable for the proposed number of students to be served and is consistent with other HEP programs currently operating nationwide.

v. Incorporation of project activities or benefits into the organization at the end of funding

In fifteen years, the Wake Tech HEP program has garnered experience and created a wealth of HSE resources, allowing it to become a model for many College and Career Readiness (CCR) programs at Wake Tech. The HEP program has already shared some of this experience and resources in the form of presentations and consultation with the Wake Tech CCR Division, with a particular emphasis being placed on the HEP program’s attendance policy, curriculum resources, and testing procedures. These resources and knowledge will continue to be incorporated into the College and other divisions with similar objectives at the end of funding. Wake Tech has demonstrated its continued commitment to serving minority populations, and the HEP program has been a valuable resource in fulfilling this purpose.

7. Quality of the Project Evaluation

i. Methods of evaluation are appropriate to the objectives and outcomes of the project

The Project Evaluation Plan provides ongoing feedback from students, staff, the HEP Advisory Board, and an external Project Evaluator to ensure continuous improvement, attainment of the program’s objectives, and a high quality of services. As part of the Project Design, each objective clearly states a measurable outcome along with the means of evaluation for that outcome. This method of evaluation serves to ensure accountability for program actions and acts as an indicator of progress. HEP staff systematically reviews evaluation results and incorporates recommendations as appropriate. **Table 8** outlines the HEP Project Evaluation Plan for each of the program’s stated objectives.

Table 8

Project Design Elements	Types of Data	When Data Collected	Methods Used	Instruments Developed	How Data Analyzed
Obj. #1: Outreach and Recruit-	Advisory Board minutes, call logs, eligibility verification	Prior to the beginning of the semester	Publicity, networking, conducting presentations,	PowerPoint presentations, information packets, flyers	Advisory Board meetings, staff

ment	forms, student enrollment forms		student word of mouth		meetings, call logs
Obj. #2: HSE Attainment	Official Practice tests, attendance records, score reports	Throughout the semester	Staff/instructor meetings, Coordinator/Success Coach oversight	Individualized Education Plans (IEPs), database	GPRA1 measure, APR, database
Obj. #3: Post-HSE Placement	Postsecondary enrollment verification form, student contract, scholarship award letters	Orientation, prior to last official test, when scholarship is awarded	One-on-one counseling with Coordinator/Success Coach, instructor contact	Intent to Continue Studies form, GPRA2 Placement form	GPRA2 measure, APR, database
Obj. #4: Supportive Services	HEP application, attendance records, practice test scores	Prior to the beginning of the semester, throughout the semester	One-on-one counseling with Coordinator/Success Coach, referrals	HEP application, referral form	Staff/instructor meetings
Obj. #5: Cultural Enrichment Activities	Sign-up sheets, event attendance records	After each event	Flyers, Wake Tech HEP Facebook page	End of Program evaluation	Staff/instructor meetings
Obj. #6: Financial Resources	HEP application, stipend roster	Prior to the beginning of the semester, throughout the semester	One-on-one counseling with Coordinator/Success Coach, referrals	HEP application, referral form	Staff/instructor meetings

ii. Methods of evaluation will provide performance feedback and periodic assessment

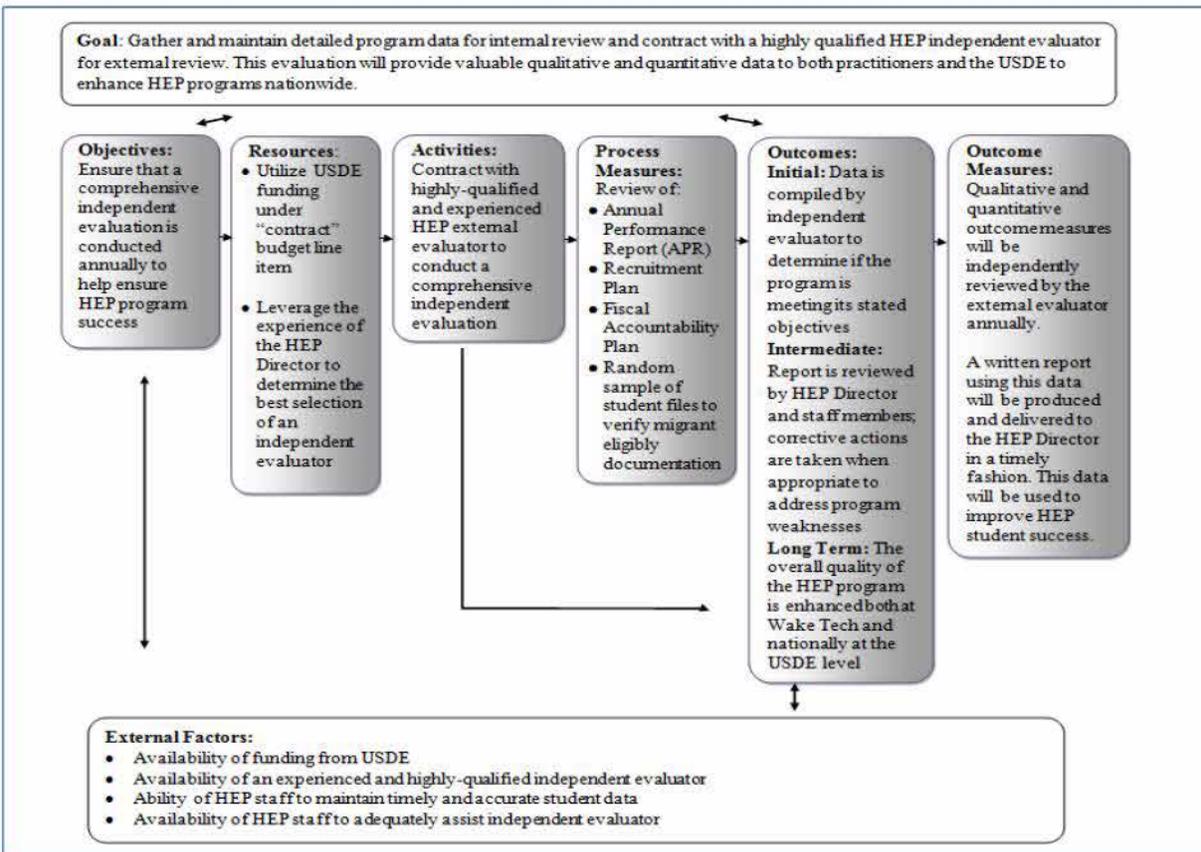
Periodic assessment is a planned feature of the Management Plan and Project Design. Regular staff meetings are held to monitor student progress and assess program effectiveness. Any issues that arise with individual students, staff, or program services are addressed immediately to ensure remediation in a timely manner. Advisory Board meetings allow for external feedback to incorporate input and suggestions from community members and enable the Director and Coordinator/Success Coach to make mid-course adjustments as needed. The Director reports to the Board on all aspects of the HEP program and maintains a continuous record of Board

feedback. An annual evaluation is conducted by an independent Project Evaluator, Javier Gonzalez. Mr. Gonzalez reviews the Wake Tech HEP program grant application, Annual Performance Reports (APR), recruitment plan, fiscal accountability plan, and a random sample of student files for proper documentation. He also meets with program staff and participants to further assess progress toward achievement of objectives as outlined in the grant proposal.

iii. Methods of the evaluation will, if well-implemented, produce evidence of promise

The Wake Tech HEP will meet its objectives by providing high quality services from experienced educators who strive for continuous improvement throughout the grant cycle. The logic model in **Figure 3** illustrates strong evidence of promise to support how comprehensive program evaluations, as completed by independent evaluators, help to ensure program accountability and enhance program success (Gill & Leigh, 2004; McLaughlin & Jordan, 1999).

Figure 3



Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

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

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)



February 15, 2016

Ms. Emily Bank, High School Equivalency Program
US Department of Education
400 Maryland Avenue, SW
Room 3E338
Washington, DC 20202-6135

Dear Ms. Bank:

On behalf of the students, faculty, staff, and trustees of Wake Technical Community College, I am pleased to submit this proposal for funding the U.S. Department of Education's High School Equivalency (HEP) Program (CFDA Number 84.141A) entitled High School Equivalency (HEP) program, with Dr. Steve N. Duncan as Director of our HEP program.

In 2001, Wake Tech received its first HEP award, followed by a second five-year award in 2006, and third cycle in 2011. Over the past fifteen years, hundreds of migrant and seasonal farmworkers in North Carolina, as well as members of their immediate families, have earned their high school equivalency diplomas through Wake Tech, the only HEP program existing in the nation's ninth most populous state. Our program draws most of its students from transient farming families in the central and eastern portions of the state, but we also serve families in the western part of the state through a center in Hendersonville.

The results of this program are simply astounding. Since its inception a decade ago, Wake Tech's HEP program has served more than 1,800 students and over 1,300 of those obtained a high school equivalency. Significantly, of our 1,300 graduates, over 85% were placed in post-secondary education or gained a career advancement. Those graduates have seen doors to opportunity that were previously closed suddenly opened to them as a result of their educational attainment, allowing them to move beyond the fields of agriculture to make contributions in other sectors of the economy and providing inestimable contributions to the explosive growth that North Carolina has seen during the past 15 years. Our program has been consistently recognized by the Department for its high performance and Dr. Duncan is frequently asked by the Department to serve in an advisory capacity with other programs across the nation to help bolster their own success.

As President, I serve as Wake Tech's authorized official for the approval of grant proposals. When a grant is awarded, the President's Office, with support from the Vice President of Financial Services and the Dean of Sponsored Programs and Federal Relations, acts on behalf of the College in negotiating and administering the award. This includes responsible accounting procedures and notifying the Principal Investigator of performance and reporting requirements for the grant. Please contact me at (919) 866-5141 if you have questions about any aspect of this proposal or need additional information about our grant administration processes.

(b)(6)

Stephen C. Scott
President

January 12, 2016

Dr. Stephen C. Scott
Wake Technical Community College
9101 Fayetteville Rd
Raleigh, NC 27603

Dear Dr. Scott:

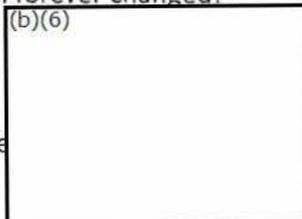
I am writing to support Wake Technical Community College in their grant application for the High School Equivalency Program (HEP). As a Wake Tech HEP graduate, I can attest to the value of this amazing program and to the positive impact that it has had on my life since I earned my high school equivalency diploma.

Shortly after graduating from the Wake Tech HEP program in 2010, I had many career opportunities open up for me. My first job as a HEP graduate was at a funeral home, where I learned everything there is to know about funeral services. This was a very rewarding job because I acted as a liaison between the funeral home and grieving Latino families, helping them carry out their wishes during very difficult times. After six years of working as a director of Latino services, I was ready to seek a new career path. I obtained a paralegal job at an attorney's office, where, once again, I was able to assist many customers who had legal needs but lacked the necessary language skills. It was during my time as a paralegal that I discovered my passion for law enforcement. Now, while I am in the process of becoming an American citizen, a primary requirement for the Basic Law Enforcement Training program, I continue to serve the local Hispanic population as a Nutrition Program Assistant for the Family and Consumer Sciences Department, part of North Carolina State University's Cooperative Extension Service.

I would like to thank the Department of Education, Office of Migrant Education for awarding Wake Tech with this life-changing program, which has positively affected the lives of almost 2,000 migrant and seasonal farmworkers since it was first awarded to Wake Tech in 2001. I would also like to thank Wake Tech for taking on the challenge to serve our migrant families and for working tirelessly to make this program a long-standing success. Finally, I would like to thank each and every one of the Wake Tech HEP program staff because they have empowered me to make my dream of earning a high school diploma a reality. Without the support of my teachers Katie Covington, Hector Neri, and Rafael Perez, and the HEP Coordinator Maria Lafuente Fister, I would not be where I am today.

I am writing this letter of support not only on my behalf but also on behalf of the many students who earned their high school equivalency diploma through the Wake Tech HEP program. Our lives and those of our families have been forever changed!

Abigail Chavez
Wake Tech HEP Graduate





PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

December 14, 2015

Dr. Stephen C. Scott
President, Wake Technical Community College
9101 Fayetteville Rd.
Raleigh, NC 27603

Dear Dr. Scott:

I am writing to express support for the Wake Technical Community College (Wake Tech) application for renewal of its High School Equivalency (HEP) Grant. Wake Tech's HEP program has been a wonderful partner for the North Carolina Migrant Education Program.

According to the North Carolina Department of Commerce *2014 Estimates of Migrant and Seasonal Farmworkers*, North Carolina hosts over 84,000 farmworkers each year, not including those who work in food processing. It is currently ranked as sixth in the nation in the number of farmworkers. Due to their mobility and many other factors, farmworkers face major difficulties in obtaining a high school diploma, much less accessing post-secondary educational opportunities.

Through the HEP program, Wake Tech has enabled hundreds of farmworker students to obtain their high school equivalency diplomas. It has consistently been ranked among the top HEP programs in the nation. Furthermore, it is the only HEP program that has operated during the last ten years in North Carolina, therefore providing an invaluable resource for farmworkers across the state. Through its innovative distance education opportunities, Wake Tech (located in Raleigh, North Carolina) has been able to serve students two hundred miles away, in the western mountains of the state and students on the eastern shore.

The North Carolina Migrant Education Program has worked closely for seven years with Wake Tech, referring both Out of School Youth and the parents of school-age children. I observed one of the most stirring testimonials for the Wake Tech HEP program one day when I was giving a college access workshop to Migrant Education middle and high school students and their parents. I met with the parent group, and seven of the ten parents present had obtained their GED through the Wake Tech HEP program. Each of the parents testified to the personal, financial, and family importance the diploma had for them. I was amazed that the program had such a strong outreach and effect on families not even living in Wake County. Through the collaboration with Wake Tech, our program has been able to go from zero (2007) to eight (2015) GEDs obtained by our students. While this seems like a small number, these are eight lives permanently changed for the better (and this does not include the benefits to the families of the HEP graduates).

I honestly feel like our program (NCMEP) would suffer if Wake Tech did not have a HEP program. The program has proven itself over the years, and the knowledge, dedication, and perseverance of its staff have been a true benefit to North Carolina farmworkers and the other programs that serve them. Please do not hesitate to contact me if you have questions. Thank you.

(b)(6)

Sonja L. Williams
Migrant Education Program Administrator



Bladen County Schools

1489 US Hwy 701 South, Post Office Box 37
Elizabethtown, North Carolina 28337

Robert P. Taylor
Superintendent

December 1, 2015

Dr. Stephen C. Scott
Wake Technical Community College
9101 Fayetteville Rd
Raleigh, NC 27603

Dear Dr. Scott,

Bladen County School's Title I Part C, Migrant Education Program (MEP) supports Wake Technical Community College's application for the High School Equivalency Program (HEP). We are aware of the Wake Tech HEP's excellent history of administering a successful High School Equivalency Program for over fourteen years and we support their efforts. Bladen County Schools, along with the Wake Tech HEP Program, is committed to improving the lives of our migrant and seasonal farmworker students. We support these efforts because our community has a population with a great number of farm workers and their immediate family members who can benefit from this program. We understand and are aware of the academic and financial needs farm workers and their youth may encounter in preparing for improving their literacy skills and in obtaining a high school equivalency.

The Title I MEP in Bladen County serves approximately 470 migrant students every season, along with their families. Between 30 and 40% of North Carolina's migratory students are Out of School Youth (OSY). These are eligible migrant students who have left formal schooling before graduating from high school. They are often difficult to serve because, despite their academic goals and aspirations, they often have to work long hours. Over 90% of the OSY surveyed in 2010-2011 indicated a desire to learn English, and over 70% indicated that they would like job training and/or preparation for high school graduation or a GED.

To address the needs of these migrant OSY, in 2015 Bladen County Schools established a partnership with the Wake Tech HEP Program and provide students the preparation and support needed to earn a high school equivalency. As a result of the first semester of class, five students have attained a high school equivalency certificate and are now ready to move onto post-secondary education opportunities. Without the expert guidance and support of the Wake Tech HEP program, these students would have been unable to receive the high school equivalency.

I urge the U.S. Department of Education, Office of Migrant Education, to award this initiative to Wake Technical Community College, which will continue to open the doors of opportunity for migrant and seasonal farmworkers and their families in Bladen County.

Best Regards,

(b)(6)

Jose Rodriguez
Director of Dropout Prevention/ESL/Migrant
Bladen County Schools

Board of Public Education
Ervin W. Bazzle, *Chairperson*
Mary Louise Corn, *Vice Chairperson*
Colby Coren
Lisa T. Edwards
Amy Lynn Holt
Joshua D. Houston
Rick R. Wood



**Henderson County
Public Schools**

Where Tomorrow Begins

David L. Jones
Superintendent

414 Fourth Avenue West
Hendersonville, NC 28739-4261
Phone 828.697.4733
Fax 828.697.5541 or 828.697.4738
www.hendersoncountypublicschoolsnc.org

November 16, 2015

Dr. Stephen C. Scott
Wake Technical Community College
9101 Fayetteville Rd
Raleigh, NC 27603

Dear Dr. Scott:

It is with pleasure that I write this letter of support for Wake Tech Community College's High School Equivalency Program (HEP). Henderson County Public Schools' Migrant Education Program (HCPS' MEP) and HEP have collaborated since 2012 to offer out-of-school migrant youth (OSY) in rural Western North Carolina the opportunity to complete a high school equivalency diploma through a successful satellite program.

OSY needs assessment data have consistently shown that OSY have a strong interest in accessing educational opportunities, such as obtaining a high school equivalency diploma. However, OSY's need to work creates barriers to accessing traditional instructional services. It has been shown that the key to successful programming for OSY lies in the creativity and flexibility in providing educational services to prepare them for high school equivalency exams. The collaboration between HCPS's MEP and the Wake Tech HEP Program through a satellite site that is located four hours from Wake Tech's main HEP location has validated this fact. Wake Tech has worked closely with HCPS's MEP to provide instructional support, books and materials, support for testing fees, and student stipends to help OSY complete their high school equivalency diploma.

Please give the Wake Tech HEP Program the utmost consideration for the continuation of their program. The Wake Tech HEP Program has had a significant impact in migrant and seasonal farmworkers across the state, including OSY in rural Western North Carolina. Without the Wake Tech HEP, countless migrant and seasonal farmworkers in North Carolina's vulnerable hard-to-reach farmworker population will have difficulty reaching their goals of achieving a high school equivalency diploma.

(b)(6)

Hunter Ogletree
Team Leader, Migrant Education Program



STUDENT ACTION WITH FARMWORKERS

November 10, 2015

Dr. Stephen C. Scott
Wake Technical Community College
9101 Fayetteville Rd
Raleigh, NC 27603

Dear Dr. Scott,

I am writing on behalf of Student Action with Farmworkers (SAF) to support Wake Technical Community College in their submission of a proposal to the U.S. Department of Education High School Equivalency Program (HEP).

SAF is a 501 c3 non-profit organization whose mission is to bring students and farmworkers together to learn about each other's lives, share resources and skills, improve conditions for farmworkers, and build diverse coalitions working for social change. SAF has over 20 years of experience working with HEP's sister grant, CAMP. CAMP programs across the country provide enrichment services for migrant students. Through this collaboration, we have seen the positive impact that CAMP's outreach, financial, academic and cultural services can have on first-year migrant students.

SAF has also been pleased to award Wake Tech HEP graduate Gerardo Granillo an "Into the Fields" internship. Gerardo was placed with the Episcopal Farmworker Ministry as a translator/interpreter and liaison between farmworkers and their families. His work was so valuable that we asked Gerardo to be a member of our Board of Directors, where he served for a year. We have benefited directly from the good work of the Wake Tech HEP program and hope to see this work continue.

I fully support Wake Technical Community College in their submission of the grant for U.S. Department of Education – High School Equivalency Program. We believe that a HEP program at Wake Tech will provide essential support in helping underrepresented and disadvantaged migrant students realize their full potential. We look forward to providing support and working closely with HEP at Wake Technical Community College.

Please feel free to contact me at 919-660-3616 or mwiggins@duke.edu if you have additional questions.

Sincerely,

(b)(6)

Melinda Wiggins
SAF Executive Director





EAST COAST MIGRANT HEAD START PROJECT

2700 Wycliff Road, Suite 302 ▪ Raleigh, North Carolina 27607

Telephone: (919) 420-0334 ▪ Fax: (919) 783-8368

November 30, 2015

Dr. Stephen C. Scott
Wake Technical Community College
9101 Fayetteville Rd.
Raleigh, NC 27603

Dear Dr. Scott:

I am pleased to write a letter in support of Wake Technical Community College for their grant application of the High School Equivalency Program (HEP). HEP provides a valuable option for our Out-of-School Youth and for many of the parents of children in our program. The support provided by HEP ranges from tutoring to transportation, and assists with those “small” challenges (such as books and computer access) that can become major hurdles for students who work as migratory farmworkers.

The East Coast Migrant Head Start Program (ECMHSP) and Wake Tech have been partners through the HEP Program since the original HEP grant was awarded in 2001. In the past, ECMHSP has provided classroom space and support for the program free of charge. Additionally, I have served on the HEP Advisory Committee, which helps oversee and guide the program. Through the years, I have witnessed the program’s continuous growth, improvement, and refinement.

Because migrant and seasonal farmworkers in North Carolina are almost exclusively Hispanic/Latino, our partnership with the Wake Tech HEP Program is a natural one. The ECMHSP outreach to this population is a long standing service. East Coast Migrant Head Start Project’s early education services are designed to put each child we serve on a path to school success. Our culturally-responsive curriculum targets the language, literacy, and other school readiness skills of older toddlers and preschoolers in each of their languages. For our infants and young toddlers, learning is nurtured through warm relationships with responsive teachers who understand each child’s style and rate of learning. Additionally, we provide family, health, nutrition, disability, and transportation services to the migrant and seasonal farmworker population.

Based on my extensive experience partnering with Wake Technical Community College over the past few years, I have seen firsthand the work and dedication of a talented Wake Tech staff. They have worked tirelessly to assist the migrant population in obtaining their high school equivalency and have had over 1200 graduates since the program was first awarded to Wake Tech in 2001. Of those 1200 graduates, over 80 percent have continued on to post-secondary education or career development.

As CEO of the East Coast Migrant Head Start Project, I strongly recommend Wake Tech be awarded a fourth HEP grant, and I pledge my support for their continued success.

Sincerely,

(b)(6)

Dr. José Villa
CEO, East Coast Migrant Head Start Project



El Pueblo, Inc.

2321 Crabtree Blvd., Suite 105
Raleigh, NC 27604
Tel. 919-835-1525
Fax. 919-835-1526
www.elpueblo.org

November 10, 2015

Dr. Stephen C. Scott
Wake Technical Community College
9101 Fayetteville Rd
Raleigh, NC 27603

Dear Dr. Scott,

El Pueblo, Inc. supports Wake Technical Community College (Wake Tech) as they apply to renew the High School Equivalency Program (HEP) grant. Since El Pueblo's inception, we have worked with several organizations and individuals to strengthen the Latino community and support Latino community members to achieve positive social change. We accomplish our mission mainly through providing information, skills-building training, and opportunities for civic engagement to grassroots community members. We also believe it is important to provide everyone with opportunities for growth and academic development leading to a strong, healthy, and vibrant economy in North Carolina. With over 14 years of experience serving the migrant population of North Carolina, the Wake Tech HEP program administrators and instructors have demonstrated that they have the skills necessary to administer a successful HEP program, helping both migrant families and youth earn a high school equivalency and to continue on with post-secondary studies. We would be happy to collaborate in referring youth and providing additional leadership to help support and promote the Wake Tech HEP Program.

El Pueblo, Inc., has worked with the current Wake Tech HEP Program since the grant was first awarded to the College in 2001. For the past 22 years, El Pueblo has sponsored the largest Hispanic/Latino event of its kind in the state: La Fiesta del Pueblo. The mission of this event is to celebrate Latin American through art, food, and cultural exhibits and performances, while at the same time connecting Latino community members to important resources in the community. Each year since 2001, the Wake Tech HEP Program has actively participated by having staff and students distribute information at the HEP booth. Further, we have maintained a strong connection to the Wake Tech HEP Program through our former Health Education Program Coordinator, Aida Taylor, who was also a member of the HEP Advisory Board. We have also seen firsthand the value of the HEP Program's work by employing Guadalupe Peterson, a HEP graduate, and by having Gerardo Granillo, another HEP graduate, contribute to our organization as member of our board.

Please feel free to contact me for further assistance in making the program a success for our migrant community. Thank you for considering Wake Tech as a candidate for the HEP grant, which will provide an amazing education opportunity to our students.

Sincerely,

(b)(6)

Angeline Echeverría
Executive Director



El Centro Hispano, Inc.
600 E. Main Street, Suite 100
Durham, NC 27701
Tel: 919-687-4635
Fax: 919-687-0401
www.elcentronc.org

December 3, 2015

Dr. Stephen C. Scott
Wake Technical Community College
9101 Fayetteville Rd
Raleigh, NC 27603

Dear Dr. Scott:

As President/CEO of El Centro Hispano, I am writing to enthusiastically support the Wake Technical Community College HEP grant proposal. El Centro Hispano (ECH) is a 501 (c) (3) non-profit organization that works to strengthen the community, build bridges and serve as advocates for equity and inclusion of Hispanics/Latinos in the Triangle area of North Carolina. Our Program Priority Areas are Education, Economic Development and Health & Wellbeing. We serve more than 10,000 people annually.

In our service area, migrant and seasonal farmworkers are almost exclusively Hispanic/Latino. Consequently, our partnership with the Wake Tech HEP Program is a natural one. Further, and because education is one of our priority areas, we have in the past partnered with the Wake Tech HEP program to provide classroom space, tutorial support, and referrals. Depending on the shifting demographics of this migrant population, we stand ready to continue this assistance if the grant is renewed for an additional five years.

Based on my extensive experience partnering with Wake Technical Community College over the past grant cycles, I have seen firsthand the hard work and commitment of a highly capable Wake Tech staff. They have worked assiduously to assist the migrant population in obtaining their high school equivalency and have had over 1,200 graduates since the HEP program was first awarded to Wake Tech in 2001. Of those 1,200 graduates, over 80 percent have continued on to post-secondary education or career development.

As president/CEO of El Centro Hispano, I strongly recommend Wake Tech be awarded a fourth HEP grant, and I pledge my support for their continued success.

Sincerely,

(b)(6)

Pilar Rocha-Goldberg
President & CEO
El Centro Hispano



*Providing Help.
Creating Hope.*

Catholic Charities of the Diocese of Raleigh, Inc.

Centro para Familias Hispanas
a program of the
Raleigh Deanery Office

2015 N. Raleigh Boulevard • Raleigh, North Carolina 27604
919-873-0094 • Fax 919-873-0260

November 2, 2015

Dr. Stephen C. Scott
Wake Technical Community College
9101 Fayetteville Rd
Raleigh, NC 27603

Dear Dr. Scott,

As the Director of the Centro para Familias Hispanas (CPFH), I am writing to enthusiastically support the Wake Technical Community College HEP grant proposal. CPFH is a program of Catholic Charities and our focus is on "Empowering Hispanic families to become more integrated in the community and to improve their quality of life by implementing programs of education, health, job training, and referrals to facilitate access to existing community resources".

CPFH and Wake Tech have partnered through the HEP Program since September 2003. We have provided classroom space and support for the program free of charge. For many years, one of Wake Tech's long-standing HEP classes was held here at the CPFH, located in central Raleigh until they moved to their new Adult Education Center last year.

Because migrant and seasonal farmworkers in North Carolina are almost exclusively Hispanic/Latino, our partnership with the Wake Tech HEP Program is very important to us. The Catholic Charities outreach to this population is a long standing service. This service helps clients with food, clothing, counseling, and emergency support. Referring clients to educational programs such as the Wake Tech HEP program furthers our mission of providing the Hispanic community with opportunities to further their education.

Based on my extensive experience partnering with Wake Technical Community College, I have seen firsthand the work and dedication of a talented Wake Tech staff. They have worked tirelessly to assist the migrant population in obtaining their high school equivalency and have had over 1200 graduates since the program was first awarded to Wake Tech in 2001. Of those 1200 graduates, over 80 percent have continued on to post-secondary education or career development.

As Director of the CPFH, I strongly recommend Wake Tech be awarded a fourth HEP grant, and I pledge my support for their continued success

Sincerely,

(b)(6)



Maty Ferrer
Director, Centro para Familias Hispanas
Catholic Charities of the Diocese of Raleigh
919-873-0094 Ext. 222 email: maty.ferrer@raldioc.org





November 10, 2015

Dr. Stephen C. Scott
Wake Technical Community College
9101 Fayetteville Rd
Raleigh, NC 27603

Dear Dr. Scott,

As the Director of College and Career Readiness for Chatham County at Central Carolina Community College, I am writing to support Wake Technical Community College in their grant application for the High School Equivalency Program (HEP). The Wake Tech HEP Program has been serving the migrant and seasonal farmworker population in North Carolina for fourteen years and has provided a valuable option for those individuals who were unable to complete a high school education. Throughout these fourteen years, the Wake Tech HEP Program has provided high school equivalency preparation classes, tutoring, preparation material, and a small stipend to over 1700 migrant and seasonal farmworkers in North Carolina. An average of 80% of these students has earned a high school equivalency, and 90% of those graduates have continued on with post-secondary education opportunities or career advancement.

Throughout the past four years, Central Carolina Community College has established a strong partnership with the Wake Tech HEP Program in order to provide HEP classes at our Siler City Center. As a result of this collaboration, over 50 students have attained a high school equivalency certificate, 90% of whom have gone on to post-secondary education programs here at Central Carolina Community College or have advanced in their professional careers.

Because of the great educational need that exists within the Latino community in our service area, our partnership with the Wake Tech HEP program has been invaluable. The Wake Tech HEP Program has successfully served the migrant and seasonal farmworker population for the past fourteen years, offering students the opportunity to earn a high school equivalency with other students who not only share a common goal, but also a common background. In addition, because they are the only HEP Program in North Carolina, they are strategically located and are able to serve students throughout the entire state.

Central Carolina Community College is proud to be a partner of Wake Technical Community College and supports its application for continued funding for its HEP program. No other institution in this region can match what the Wake Tech HEP Program does to provide unique opportunities for such an underserved population. The Wake Tech HEP Program has demonstrated over the past fourteen years that they are a worthy recipient of such funding.

(b)(6)

 Daniel Loges
Director of College and Career Readiness for Chatham County
dloges@cccc.edu

November 10, 2015

Dr. Stephen C. Scott
Wake Technical Community College
9101 Fayetteville Rd
Raleigh, NC 27603

Dear Dr. Scott,

As the Director of Basic Skills at Wayne Community College, I am writing to support Wake Technical Community College in their grant application for the High School Equivalency Program (HEP). The Wake Tech HEP Program has been serving the migrant and seasonal farmworker population in North Carolina for fourteen years and provided a valuable option for those individuals who were unable to finish high school. The services and support provided by the Wake Tech HEP Program include high school equivalency preparation classes, tutoring, preparation material, and a small stipend that helps students overcome education barriers such as transportation and childcare.

During the last four years, Wayne Community College has developed a strong and fruitful collaboration with the Wake Tech HEP Program where Wayne CC provides classroom space and official testing capabilities while the Wake Tech HEP Program recruits students and facilitates instruction and test preparation. As a result of this partnership, over 100 students have received their high school equivalency certificate, most of whom have moved on to a post-secondary education program or have advanced their careers.

With over fourteen years of experience, the Wake Tech HEP Program has been recognized nationally for their continued success. In just fourteen years, over 1300 students have received their high school equivalency through the Wake Tech HEP Program across the state. Being that Wake Tech HEP is the only program of its kind in the entire state of North Carolina, it is vital that they be funded for another five-year cycle. The HEP Program has been instrumental in changing the lives of over 1300 students and it is my hope that, in a new funding cycle, they will continue to provide opportunities to many more.

Best Regards,

(b)(6)

Sonja Redmon
Director of Basic Skills
Wayne Community College
Goldsboro, NC



December 30, 2015.

Dr. Stephen C. Scott
Wake Technical Community College
9101 Fayetteville Rd
Raleigh, NC 27603

Dear Dr. Scott:

As president of the North Carolina Society of Hispanic Professionals (NCSHP), I am writing to enthusiastically support the Wake Technical Community College HEP grant proposal. Since 1999, the sole mission of the North Carolina Society of Hispanic Professionals (Sociedad de Profesionales Hispanos) is to promote the education of Hispanic students at all scholastic levels. Through our educational programs and initiatives, we work to lower the dropout rate of Hispanic students in North Carolina and provide them with access to higher education. We believe that an investment in a Hispanic student is an investment in North Carolina.

The NCSHP and Wake Tech have been partners through the HEP Program since the College was first awarded the grant in 2011. Our educational Summit is the largest educational conference in North Carolina for middle and high school Hispanic students. **More than 12,000 students from schools in more than 50 counties throughout North Carolina** have participated in our annual summit initiative since 2000. The Tomás Rivera Policy Institute's study "The New Latino South and the Challenge to Public Education" by Andrea Wainer highlights our summit initiative as: "Especially noteworthy is the NCSHP which organizes an annual statewide Hispanic educational summit". Each year the HEP program's staff maintains a booth at the Summit to maintain a strong connection with the State's growing Hispanic population. Because migrant and seasonal farmworkers in North Carolina are almost exclusively Hispanic/Latino, our partnership with the Wake Tech HEP Program is a natural one.

Based on my extensive experience partnering with Wake Technical Community College over the past few years, I have seen firsthand the work and dedication of a talented Wake Tech staff. They have worked tirelessly to assist the migrant population in obtaining their high school equivalency and as you know have had over 1200 graduates since the program was first awarded to Wake Tech in 2001. And remarkable of those 1200 graduates, I understand over 80 percent have continued on to post-secondary education or career development.

As president of the NCSHP, I strongly recommend Wake Tech be awarded a fourth HEP grant, and I pledge my support for their continued success. If the HEP grant proposal committee needs any additional information I can be contacted at mzarate@thencshp.org or (919) 349-7661.

Sincerely,

(b)(6)

Marco A Zárate
President

8450 Chapel Hill Rd., Cary, NC 27530 • www.thencshp.org • (919) 467-8424

January 13, 2015

Dr. Stephen C. Scott, President
Wake Technical Community College
9101 Fayetteville Rd.
Raleigh, NC 27603

Dear President Scott:

I am writing to express my support for the Wake Technical Community College (Wake Tech) application for renewal of its High School Equivalency Program (HEP) grant. I am an attorney providing civil legal services to low-income immigrants in North Carolina, and a member of the advisory board for Wake Tech's High School Equivalency (HEP) program for migrant farmworker students. As a board member, I have been impressed with the Wake Tech staff's dedication and performance in outreaching to and teaching migrant farmworker students.

North Carolina is home to thousands of migrant and seasonal farmworkers – one of the highest farmworker populations in the nation. In 2000, the Migrant Health Program of the Department of Health and Human Services estimated that North Carolina had over 150,000 migrant and seasonal farmworkers,¹ which placed it at the fifth largest migrant farmworker population in the nation.² In my past work with farmworkers, I have seen the many difficulties they face in obtaining even a high school diploma, much less any post-secondary education.

Through the HEP program, Wake Tech has successfully guided hundreds of migrant farmworker students to receive their GEDs. Wake Tech has consistently been ranked as one of the top HEP programs in the nation for the percentage of students that have obtained their high school equivalency. Through the HEP program, Wake Tech has also provided other enriching opportunities to the migrant farmworker students it serves. For example, my organization has provided legal "know your rights" trainings to the students on workers' rights and immigration law. The program staff has also made health classes and other trainings available to their students, beyond the minimum GED information that they are required to teach. The Wake Tech staff recognizes the many challenges that their students face in obtaining accurate and necessary information (lack of internet access, geographic distance from many community learning opportunities, language barriers), and they are committed to providing comprehensive training and support to their students above and beyond normal GED class offerings.

Wake Tech's HEP program is an exemplary program among HEP programs nationwide. It staff has demonstrated that it has the skill and commitment to further the education and career attainments of the migrant farmworker population here in North Carolina. I heartily support Wake Tech's application for a renewed HEP grant.

Sincerely,

(b)(6)

Kate Woomer-Deters, Staff Attorney
Immigrant and Refugee Rights Project of North Carolina
North Carolina Justice Center

CC: Steve Duncan, Ed. D., Wake Tech HEP Program

¹ Larson, Alice, PhD. *Migrant and Seasonal Farmworker Enumeration Profiles Study: North Carolina*, September 2000, available at <http://www.ncfh.org/enumeration/PDF7%20North%20Carolina.pdf>.

² Triantafillou, Stephanie, MPH., "North Carolina's Migrant and Seasonal Farmworkers," *North Carolina Medical Journal*, May/June 2003, Vol. 64, No. 3, available at <http://www.ncfhp.org/pdf/stephanie.pdf>.

STEVE N. DUNCAN, ED.D.

(b)(6)

SNDUNCAN@WAKETECH.EDU

ACADEMIC PREPARATION

Ed.D., Higher Education Leadership, East Carolina University, Greenville, North Carolina, 2006

M.A., Multi-Disciplinary Studies, North Carolina State University, Raleigh, North Carolina, 1997

B.A., Communications, North Carolina State University, Raleigh, North Carolina, 1985

AWARDS AND RECOGNITIONS

2006 Wake Tech Service Award for Continuing Education - This award acknowledges the accomplishments of one individual in the department of Continuing Education at Wake Technical Community College. The recipient is honored at a banquet and given a \$1,000 cash prize.

2004 Impulso a la Comunidad Hispana Award - The HEP (High School Equivalency) program received a special Education to the Community Award by the local Spanish newspaper, La Conexión for providing educational opportunities services to the Latino population in Wake County.

1980 Most Outstanding Senior- This award was given to the most outstanding high school senior by the faculty for scholarship, leadership and school service.

1979 Mike Wilson Athletic Memorial Award- This award was presented to scholar athletes (I was captain of the track team, co-captain of the basketball team and president of the National Honor Society).

SUMMARY OF PROFESSIONAL EXPERIENCE

Mentor,

Department of Education, Washington, DC, 2014 to present

Director, Corporate Workforce Development and HEP

Wake Technical Community College, Raleigh, NC, 2006 to present

Director, HEP and Special Populations

Wake Technical Community College, Raleigh, NC, 2001-2006

Director, Special Populations

Wake Technical Community College, Raleigh, NC, 1997-2001

Coordinator

Wake Technical Community College, Raleigh, NC, 1987-1997

Instructor, Basic Skills

Wake Technical Community College, Raleigh, NC, 1986-1987

Orientation Counselor for Summer Orientation Sessions

North Carolina State University, Department of Student Affairs Summers of 1983 & 1984.

Maria Lafuente Fister

(b)(6)

PERSONAL SUMMARY AND OBJECTIVES

I am an innovative and highly motivated professional focused on adult education. I am seeking opportunities to use my knowledge and experience to assist adult learners through academic counseling.

PROFESSIONAL EXPERIENCE

July 2011 – Present **Wake Technical Community College**
Coordinator/Instructor - High School Equivalency Program (HEP)

- Responsible for program development and day-to-day operations
- Responsible for developing student recruitment strategies and planning and implementation of marketing campaigns and recruitment plans
- Monitor student academic performance and attendance and provide student counseling services before, during, and after the student enters the HEP program.
- Conduct individual exit interviews for each graduating student in which we develop a plan for continuing education. Approximately 90% of our HEP students enroll in Continuing Education courses at Wake Tech, Central Carolina CC, Wayne CC, or Blue Ridge CC.

April 2002 – June 2011 **Wake Technical Community College**
Assistant to the Director - High School Equivalency Program (HEP)

- Conduct intake interviews and needs assessment to potential students
- Prepare regular reports from results data
- Create and maintain student records
- Coordinate cultural events and volunteering activities.
- Coordinate periodic training sessions for staff
- Generate student stipend requests

February 2002 – April 2002 **Wake Technical Community College**
Office Assistant - High School Equivalency Program (HEP)

EDUCATION

2012 – 2016, North Carolina State University
Masters of Education in Training and Development (4.0 GPA)

2008 – 2011, North Carolina State University
Bachelor of Arts – Leadership in the Public Sector – Suma Cum Laude (3.711 GPA)

2006 – 2008, Western International University
Associate of Arts in Business Administration (4.0 GPA)

MEMBERSHIP AND ORGANIZATIONS

- Member of Phi Kappa Phi Honor Society
- Member of the Association for Talent Development

LANGUAGES

English and Spanish (Fluent)

(b)(6)

Objective To contribute to an organization that will maximize my administrative and bilingual/bicultural skills.

Experience **Director – Multicultural Educational Programs**
2003 – Present Abraham Baldwin Agricultural College, Tifton, Ga

- Responsible for administering day to day operation of U.S. Department of Education and private grants
- Responsible for researching and writing continuation proposals for each grant prior to termination of funding cycle
- Responsible for all grant budgets (over \$2 million annual), expenditures, and inventory
- Responsible for hiring, training and personnel affairs for a staff of 20
- Developed strategies to increase Hispanic/ African American student enrollment and retention
- Developed grant and received funding for a Hispanic Retention Program in support of CAMP students
- Responsible for gathering program data and submitting periodic reports in compliance with federal regulations
- Developed projects into nationally recognized model programs

Education

2011 – Present	Valdosta State University Ed.D Higher Ed Leadership	Valdosta , Ga
1997-1998	Columbus State University M. Ed. Leadership	Columbus, Ga.
1994-1997	Georgia Southwestern State University Education Certification, Spanish Education k-12	Americus, Ga.
1995-1996	State University Of West Georgia English as a Second Language (ESL) Certification	Carrollton, Ga.
1989-1993	Georgia Southern University B.A. Spanish	Statesboro, Ga.

Professional Experience Relevant to HEP/CAMP

Former HEP/CAMP National Association President (2009 -2011)

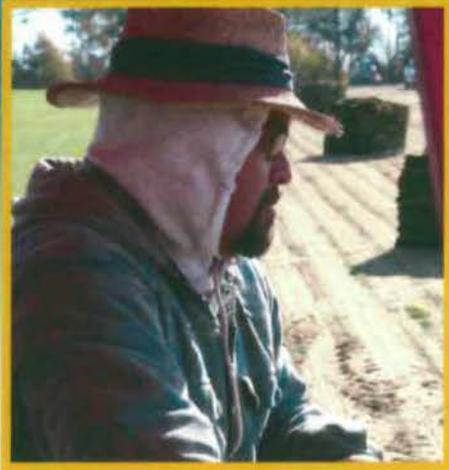
Peer Evaluator for HEP/CAMP/ Trio projects

- Madison Area Technical College HEP (2010-2014)
- Milwaukee Area Technical College HEP and CAMP (2009-2012)
- University of Texas Pan-American HEP and CAMP (2014)
- Summerset Community College HEP (2011-2014)
- SUNY Oneonta CAMP (2010, 2012)
- Texas State Technical College CAMP (2014)
- Valdosta State University Trio grants (2014)
- Miami Dade College HEP (2011-2014)

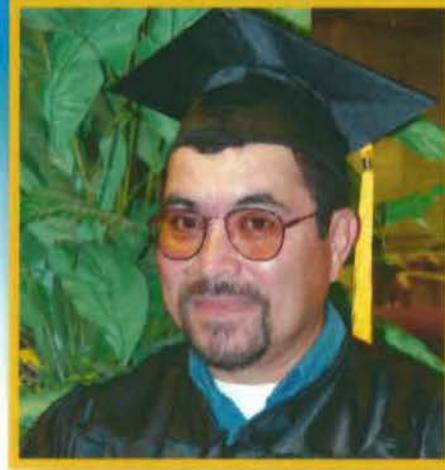
Federal Grants Reader (2005, 2009, 2012)

Mentor to 2 Current HEP projects

A Success Story: "Héctor, from Farm Worker to Instructor"



Héctor was a farm worker for 8 years...



...until he obtained the high school equivalency diploma with the HEP Program.



Volunteer and Instructor

Then, he offered his time as a volunteer tutor and, shortly after, he was hired by Wake Tech as an instructor for the same program from which he graduated.

You can be a **SUCCESS** story too.

Pursue your Education!



Wake Tech HEP

hep.waketech.edu

PF/Award # S141A160001

Page e60

JULY, 2015

WAKE TECH COMMUNITY COLLEGE

Thank you
Por la oportunidad
Bendiciones
por A pollarnos.
Gracias
*gracias
por su apoyo*

Thanks For
this opportunity!
Thank you very much
I really appreciate this
opportunity
THANK YOU!!
Gracias for all you help!



Thank you
God Bless you
opportunity

Gracias!
"Thank you"
For your support"

Thank you so
much for all your
help!!
Thanks
Thank you
God bless
you
Gracias por la
ayuda.
Gracias por el
apoyo
Gracias por su
apoyo
Muchas
muchas
Gracias por el
apoyo
Gracias por todo
Gracias x la
oportunidad
Gracias por ser
parte de nuestro
crecimiento
educativo.



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Service
Division of Cost Allocation

7700 Wisconsin Avenue, Suite 2301
Bethesda, MD 20814
PHONE: (301)482-4855
FAX: (301)492-5081

EIN: 56-0792775

DATE: 06/28/2013

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
09/18/2009

Wake Technical Community College
9101 Fayetteville Road
Raleigh, NC 27603-5696

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2012	06/30/2017	38.40	On-Campus	All Programs
PRED.	07/01/2012	06/30/2017	13.70	On-Site	All Programs
PROV.	07/01/2017	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2017.

*BASE

Direct salaries and wages including all fringe benefits.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Narrative – Wake Technical Community College HEP 2016-2021

As the fiscal agent for the HEP project, Wake Technical Community College (Wake Tech) is requesting a total of \$2,372,212 in Federal funding to implement the grant program. When developing this budget, Wake Tech applied generally accepted accounting principles and practices. Wake Tech agrees to implement this budget with fidelity to the project design as described in the Program Narrative.

All line item expenses detailed in the following discussion are best estimates derived at the time of preparing this proposal. It is anticipated that some costs may be higher or lower than estimated in the budget, especially in future years of the grant program. It is understood that there is some tolerance for budget transfers between major categories, and the Federal program officer will be consulted in all situations where budget transfers may require prior approval. The budget was prepared using Microsoft Excel software with rounding to the nearest dollar.

Personnel

Salary calculations are based in 2015-16 salaries for these individuals with 3% cost of living increases estimated for future years to allow for possible legislatively mandated raises. Salaries for these individuals are established in the Wake Tech salary schedule and are subject to all Wake Tech policies, including policies for additional pay and salary raises.

Project Director

Dr. Steve Duncan, HEP Director will commit 25% full time equivalent (FTE) to oversee the HEP project for the first six months of this project. In this role, Dr. Duncan will hire, train, and oversee HEP staff in accordance with Wake Tech and State of North Carolina employment policies, administer the HEP budget, compile and submit reports as required by the Department of Education, oversee documentation of student records to ensure eligibility compliance, provide leadership for the Eligibility Committee and external advisory board, and act as a liaison with the Project Evaluator. Salary is budgeted for six months at 0.25 FTE for Dr. Duncan in the amount of \$9,579 in Year 1. At the end of six months, Dr. Duncan will transition off the project according to a succession plan outlined by the HEP Advisory Board, subject to approval by the college and US Department of Education. The depth of experience of held by the Wake Tech HEP staff will allow for a smooth transition of leadership and ensure there is no interruption of services.

HEP Coordinator/Success Coach

The Coordinator/Success Coach position is 100% grant funded FTE position. Maria Lafuente Fister will continue to serve in this role. Ms. Fister is a native Spanish speaker and comes with over 14 years of HEP experience. The Coordinator/Success Coach will assist in recruitment, retention, and public relations opportunities. She will provide program continuity by regularly visiting each HEP class sites, delivering books, materials, and stipend checks. 100% salary is budgeted at \$60,972 for Year 1 with a 3% cost of living increase in Years 2-5.

HEP Instructor/ Coordinator (2)

The HEP Instructor/Coordinator is a 100% grant funded FTE position. Katie Covington and Hugo Arias will continue to serve in the positions of HEP Instructor/Coordinator. Ms. Covington is completely bilingual (Spanish/English) and comes with over 13 years of HEP experience. Mr. Arias is a native Spanish speaker, holds a Math degree from North Carolina State University, is bilingual and comes with seven years of HEP experience. The HEP Instructor/Coordinators will teach at least one HEP class per semester. In addition, the Instructor/Coordinator will assist the coordinators in ensuring the project meets GPRA 1 and 2 targets. The Instructor/Coordinators will be the primary persons responsible for the HEP curriculum and assist in training other HEP instructors and tutors. 100% salary is budgeted at \$59,592 (Covington) and \$52,901 (Arias) for Year 1 with a 3% cost of living increase in Years 2-5.

HEP Placement and Outreach Technician

The HEP Placement and Outreach Technician is a 100% grant funded FTE position. Hector Neri Ortiz will continue to serve in the position of HEP Placement and Outreach Technician. Mr. Neri is a native Spanish speaker, Mexican national, former HEP student and agricultural worker familiar with the local agribusiness. The HEP Placement and Outreach Technician will teach at least one HEP class per semester. Additionally, this position is responsible for being the first point of contact in verifying the eligibility of HEP students. Lastly, the HEP Placement and Outreach Technician will assist all students in entering post-secondary education, achieving career advancement or entering the military. 100% salary is budgeted at \$32,112 for Year 1 with a 3% cost of living increase in Years 2-5.

HEP Office Assistant

The HEP Office Assistant is a 100% grant funded FTE position. Ms. Francina Marquez will continue to serve in the position of HEP Office Assistant. Ms. Marquez is a native Spanish speaker with over 13 years of HEP related office work. The position is often is the first point of contact for prospective HEP students when they call the office for pre-screening. Additionally, Ms Marquez will be responsive for maintaining student records and assisting the HEP coordinator and director by typing, filing, making copies and various sundry clerical tasks. 100% salary is budgeted at \$38,412 for Year 1 with a 3% cost of living increase in Years 2-5.

HEP Part-Time Instructors (2)

Two (2) part-time instructors are 100% grant funded positions. These instructors will be drawn from a cadre of HEP/GED instructors, some of whom have over 12 years of HEP experience. All part-time instructors will be bilingual, Spanish/English, and have GED teaching experience. All will be interviewed and determined to be sensitive to a diverse multi-cultural population. 1,396 hours of instruction is budgeted for the academic year, fall and spring semesters, at a rate of \$30.50/hour. Part-time instructors are paid on the temporary payroll at Wake Tech as hourly employees. Total Year 1 request: \$42,585.

HEP Student Tutors (3)

The part-time HEP student tutors position is a 100% grant funded position. The HEP student tutors will assist the HEP instructors in the classroom with individual tutoring, clerical assistance, and appropriate duties as assigned by the instructor. The HEP student tutors will act as a role model for HEP students. Preference for the student tutor positions will be giving to

successful HEP graduates with promising academic futures. 960 hours of student tutor assistance is budgeted for the academic year, fall and spring semesters, at a rate of \$11.00 per hour. Part-time student tutors are paid on the temporary payroll at Wake Tech as hourly employees. Total Year 1 request: \$10,560.

Fringe Benefits

Wake Tech's fringe benefit rate of 32% is calculated on Project Director, HEP Coordinator/Success Coach, HEP Instructor/Coordinator, HEP Placement and Outreach Technician, and HEP Office Assistant salaries. Wake Tech's temporary employee fringe rate of 7.65% is calculated on part-time instructors, part-time counselor and part-time recruiter.

Travel

Director travel – Dr. Steve Duncan will attend The HEP/CAMP Director's conference in July 2016. Funds are also budgeted for Dr. Duncan's local mileage estimated at 200 miles per month (0.54 per mile per current IRS guidance) for six months of the first year of the project. Dr. Duncan's interactions with agencies, educational leaders, and community leaders are essential to the success of the project. Total Year 1 Director travel expenses are budgeted at \$1,200.

Coordinator/Success Coach– Funds are requested for local mileage in the amount of 150 (average) miles per month for each staff member for 12 months each year. Mileage is calculated at the current IRS rate of .54 per mile. Funds are also requested for three conferences, the HEP/CAMP director's conference, the National HEP/CAMP and an additional conference to be determined by the program's director, at a cost of \$1,200 per conference for both the HEP Coordinator/Success Coach and Instructor/Coordinator. Total Years 1-5 travel for these positions are budgeted at \$3,600.

Staff travel- Funds are requested for two staff members, to be determined by the HEP Director, to attend two HEP related conferences at a cost of \$1,200 per conference. Total staff travel for Years 1-5 is budgeted at \$4,800.

Daily travel of part-time personnel (HEP, instructors, counselor and recruiter) is deemed necessary considering the rural nature of the target population in relationship to the proximity to the College. A rate of \$.54 per mile is requested for each of the grant's five years. Total travel throughout Years 1-5 for part-time personnel is budgeted at \$4,050.

Supplies

Funds are requested in Year 2 for the purchase five desktop computers essential for the project at \$790 per computer. Funds are requested in Year 3 for the purchase of a multi-use printer-scanner-fax, at \$4,200. Costs are based on Wake Tech contract pricing for standard IT equipment supported by the ITS Department. Total cost is \$8,150.

\$625 per month is requested for general office supplies, postage and printing.

Contractual

- \$2,500 per year for Years 1-5 is requested for compensating Mr. Javier Gonzalez, Project Evaluator. Mr. Gonzalez is currently a HEP and CAMP director, mentor and former president of the HEP/CAMP Association.

Construction

- -0-

Other

Other costs to support the Wake Tech HEP project include fees, office rent, and student support.

HEP/CAMP Association fees in the amount of \$1,200 per year are requested for Years 1-5 for a total of \$6,000. Rent for the HEP office in the amount of \$880 per month, costing \$10,560 per year, for a total of \$52,800 for Years 1-5.

Funds for student caps and gowns at a cost of \$32.00 per student for 125 students totals \$4,000 per year; a total of \$20,000 is budgeted for Years 1-5 for this expense.

Additionally, each student will receive a book bag at \$20, diploma cover at \$11, and tickets to a cultural event for the student and a guest at \$45.00. A total of \$9,500 is budgeted per year and \$47,500 is budgeted for Years 1-5 for these items.

The college proposes to provide *additional* office and classroom space, computers and printer service, network and internet services, daily van service to the HEP office for inter-office mail and parcel delivery and general administrative support, including supervision for the review and reporting of financial accounts *without any charge* to the HEP grant.

Student Training Stipends (this amount will not be included in the 8% indirect costs as per Federal regulations). A \$30 stipend is awarded to each student for each completed section of the High School Equivalency (HSE) test. The HSE test has five sections and each student is eligible be awarded up to \$150. Funds are budgeted for 125 students at \$150 per student completing the HSE test, for a total of \$18,750 in student training stipends per year. A total of \$93,750 is budgeted for training stipends in Years 1-5.

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

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix: Dr.	First Name: Steve	Middle Name: N.	Last Name: Duncan	Suffix:
----------------	----------------------	--------------------	----------------------	---------

Address:

Street1:	875 Walnut Street
Street2:	Suite 320
City:	Cary
County:	Wake
State:	NC: North Carolina
Zip Code:	27511-4216
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
919-866-5847	919-461-8178

Email Address:

sduncan@waketech.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) #: 1 2 3 4 5 6

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
--	----------------	-------------------	-----------------

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

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Wake Technical Community College

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	306,713.00	306,048.00	315,229.00	324,686.00	334,427.00	1,587,103.00
2. Fringe Benefits	68,279.00	53,393.00	54,995.00	56,644.00	58,344.00	291,655.00
3. Travel	13,650.00	12,450.00	12,450.00	12,450.00	12,450.00	63,450.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	7,500.00	28,000.00	20,000.00	14,000.00	7,500.00	77,000.00
6. Contractual	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	12,500.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	25,004.00	21,000.00	18,000.00	13,500.00	8,500.00	86,004.00
9. Total Direct Costs (lines 1-8)	423,646.00	423,391.00	423,174.00	423,780.00	423,721.00	2,117,712.00
10. Indirect Costs*	32,392.00	32,371.00	32,354.00	32,402.00	32,398.00	161,917.00
11. Training Stipends	18,750.00	18,750.00	18,750.00	18,750.00	18,750.00	93,750.00
12. Total Costs (lines 9-11)	474,788.00	474,512.00	474,278.00	474,932.00	474,869.00	2,373,379.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2017 (mm/dd/yyyy)

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

The Indirect Cost Rate is 38.40%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) 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 %.

PR/Award # S141A160001

Name of Institution/Organization Wake Technical Community College	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
--	---	--

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524