

**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 # S141A160003**

**Grants.gov Tracking#: GRANT12107160**

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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

**Application for Federal Assistance SF-424**

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

|  |   |
|--|---|
| * 3. Date Received:<br><input type="text" value="03/01/2016"/> | 4. Applicant Identifier:<br><input type="text" value="F16-74"/> |
|--|---|

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

|   |   |
|---|---|
| * b. Employer/Taxpayer Identification Number (EIN/TIN):<br><input type="text" value="916000618"/> | * c. Organizational DUNS:<br><input type="text" value="0554849500000"/> |
|---|---|

**d. Address:**

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

**e. Organizational Unit:**

|  |  |
|--|--|
| Department Name:<br><input type="text" value="Student Achievement"/> | Division Name:<br><input type="text" value="Academic and Student Life"/> |
|--|--|

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

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

Title:

Organizational Affiliation:

|   |                                  |
|---|----------------------------------|
| * Telephone Number: <input type="text" value="5099632640"/> | Fax Number: <input type="text"/> |
|---|----------------------------------|

\* Email:

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

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.):**

Add Attachment

Delete Attachment

View Attachment

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

Central Washington University High School Equivalency Academy

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

|                     |   |
|---------------------|---|
| * a. Federal        | <input type="text" value="2,374,778.00"/> |
| * 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="2,374,778.00"/> |

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

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

|  |  |
|--|--|
| <b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b><br><br><input type="text" value="Julie Guggino"/> | <b>TITLE</b><br><br><input type="text" value="Dean, School of Graduate Studies and Research"/> |
| <b>APPLICANT ORGANIZATION</b><br><br><input type="text" value="Central Washington University"/>      | <b>DATE SUBMITTED</b><br><br><input type="text" value="03/01/2016"/>                           |

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

|   |  |  |
|---|--|--|
| <b>1. * Type of Federal Action:</b><br><input type="checkbox"/> a. contract<br><input checked="" type="checkbox"/> b. grant<br><input type="checkbox"/> c. cooperative agreement<br><input type="checkbox"/> d. loan<br><input type="checkbox"/> e. loan guarantee<br><input type="checkbox"/> f. loan insurance  | <b>2. * Status of Federal Action:</b><br><input type="checkbox"/> a. bid/offer/application<br><input checked="" type="checkbox"/> b. initial award<br><input type="checkbox"/> c. post-award | <b>3. * Report Type:</b><br><input checked="" type="checkbox"/> a. initial filing<br><input type="checkbox"/> b. material change |
| <b>4. Name and Address of Reporting Entity:</b><br><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee<br>* Name: Central Washington University<br>* Street 1: 400 E University Way    Street 2:<br>* City: Ellensburg    State: WA: Washington    Zip: 989267510<br>Congressional District, if known: WA-008   |  |  |
| <b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>   |  |  |
| <b>6. * Federal Department/Agency:</b><br>Department of Education   | <b>7. * Federal Program Name/Description:</b><br>Migrant Education_High School Equivalency Program<br>CFDA Number, if applicable: 84.141   |  |
| <b>8. Federal Action Number, if known:</b>  | <b>9. Award Amount, if known:</b><br>\$  |  |
| <b>10. a. Name and Address of Lobbying Registrant:</b><br>Prefix    * First Name: n/a    Middle Name<br>* Last Name: n/a    Suffix<br>* Street 1    Street 2<br>* City    State    Zip  |  |  |
| <b>b. Individual Performing Services</b> (including address if different from No. 10a)<br>Prefix    * First Name: n/a    Middle Name<br>* Last Name: n/a    Suffix<br>* Street 1    Street 2<br>* City    State    Zip  |  |  |
| <b>11.</b> 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.<br><b>* Signature:</b> Julie Guggino<br><b>* Name:</b> Prefix    * First Name: Kevin    Middle Name<br>* Last Name: Archer    Suffix<br><b>Title:</b> Dean, School of Graduate Studies and Research <b>Telephone No.:</b> 5099633101 <b>Date:</b> 03/01/2016 |  |  |
| <b>Federal Use Only:</b>  |  | Authorized for Local Reproduction<br>Standard Form - LLL (Rev. 7-97)   |

PR/Award # S141A160003

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

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

GEPAstatement.pdf

Add Attachment

Delete Attachment

View Attachment



## General Education Provision Act (GEPA) 427 Statement

Central Washington University (CWU) HEP Program will ensure all persons regardless of gender, race, national origin, color, disability, or age will have equal access to all HEP program activities described in the grant application narrative. CWU will abide by its official non-discrimination policy and procedures approved by the governing board of trustees throughout the duration of the program.

CWU HEP program understands because of its geographical location and population it will serve a large majority of Hispanic students. The programs recruitment plan includes specific strategies for equal participation by all groups including encouraging access and participation by this group.

Additionally, our experience demonstrates that due to a large limited English population, forms of communication need to be conducted in English and Spanish to reach the entire community. Accordingly, all informational, correspondence, program flyers, brochures and PSA's will be disseminated bilingually in English and Spanish. This will facilitate the dissemination of program information equitably throughout our community. In addition, CWU will encourage recruiting and hiring staff that represent the targeted population being served.

The Principal Investigator as the overall administrator and leader will have full responsibility to ensure that the Central Washington University non-discrimination and civil right policies are adhered to and that equitable access is offered to all persons interested in this program.

## Disabilities Statement

CWU also recognizes the need to serve individuals with disabilities. All facilities and transportation services to be utilized for the provisions of program activities comply with all ADA laws and are fully accessible for students, parents, teachers, community residents and project staff with special needs. All assessment and survey instruments will be modified to address needs of special needs populations to offer equal access to all program activities and services.

CWU has trained staff to work specifically with special needs populations who require additional assistances. When required, CWU will utilize these professionals to work with project beneficiaries and personnel to ensure that all persons have equal access to all program activities and information. In addition, instructor and staff working with special needs population will be trained in the use and implementation of assistive technology, augmentative communication devices, speech-generating devices, and assessment software.



## Civil Rights Statement

CWU complies with federal and state rules and regulations and does not discriminate on the basis of gender, race, national origin, color, disability or age. This holds true for all the programs administered by CWU throughout the region and for all students and parents who are interested in participating in educational programs and/or extracurricular activities.

CWU HEP Program will incorporate all these same standards. Additionally, due to the agricultural workforce, a large Monolingual Spanish population is settled in this service area. Accordingly, CWU will recruit and encourage participation from this targeted population, specifically, minorities, minority women, and individuals with special needs.

In conclusion, Central Washington University currently has policies and procedures in place that promotes equal opportunity practices and has incorporated these policies in the HEP program activities including staff recruitment and student enrollment.

## 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.

|   |  |
|---|--|
| <b>* APPLICANT'S ORGANIZATION</b><br>Central Washington University                  |  |
| <b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>                        |  |
| Prefix: <input type="text"/>  | * First Name: <input type="text" value="Kevin"/> Middle Name: <input type="text"/> |
| * Last Name: <input type="text" value="Archer"/>                                    | Suffix: <input type="text"/>   |
| * Title: <input type="text" value="Dean, School of Graduate Studies and Research"/> |  |
| * SIGNATURE: <input type="text" value="Julie Guggino"/>                             | * DATE: <input type="text" value="03/01/2016"/>                                    |

## 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: Name of Applicant:** Central Washington University (CWU) **City/State:** Ellensburg, Washington **Project Objectives/Activities:** CWU a four-year public university, is proposing to continue offering HEP services to address the needs of its Migrant and Seasonal Farmworker (MSFW) students. CWU HEP's **goal** is to provide **110 eligible commuter students** with the foundation and intensive academic, career, financial, and support services they need to successfully reach their education and career goals. CWU HEP's **annual objectives** are: **A)** To provide recruitment in a culturally appropriate manner to over 200 un-served and under-served migrant and seasonal farmworkers into the HEP Program; **B)** To conduct intakes on 110 individuals to determine initial eligibility and enroll into the HEP Program; **C)** To administer HEP Educational Assessments and Vocational Evaluations to 110 students; **D)** Develop 110 Individual Educational Plans (IEPs) in collaboration with HEP Students to ensure each student meets their educational, vocational and/or career goals; **E)** To provide 110 HEP students with HSE preparation assistance and instruction to graduate 76 (69%) with a HSED credential annually (GPRA 1); and **F)** To provide **110** participants with Academic and Career Counseling to place 61 (80%) HEP HSED graduates into post-secondary education, training program, first-time or up-graded employment, career or the military annually (GPRA 2). **Priorities:** CWU addresses: **Invitational Priority 1:** STEM education; **Invitational Priority 2:** Faith-based and Community Organizations; and the **Competitive Preference Priority** as a successful 15 year HEP grant recipient. **Participants/Sites:** CWU HEP will serve 110 eligible commuter students from its established Work Source partnership location in Yakima, Washington. Of the **110** MSFW students served annually, **69% (76)** will successfully obtain their certificate (**GPRA 1**) and **80% (61)** these graduates will transition into postsecondary education, training program, military, or will obtain a first-time or upgraded employment (**GPRA 2**).

## Project Narrative File(s)

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# Central Washington University High School Equivalency Program

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## 1. Need for and Significance of Project

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

Washington State ranks as the 4<sup>th</sup> largest state of **Migrant and Seasonal Farmworkers**

(MSFW) in the United States.<sup>i</sup> The farmworker population, at **289,235** is comprised of a significant migrant workforce during peak harvest periods.<sup>ii</sup> The problems MSFWs encounter in the agricultural industry are very diverse, complex and interconnected. While some MSFWs enter the state temporarily during harvest season, many others choose to stay in Washington, facing economic, cultural and educational challenges. Through educational services to MSFWs over the years, **Central Washington University (CWU)**, located in the hub of the agricultural activity in the state and home to a vast number of MSFWs, has witnessed their struggles, as well as their potential for success, when provided with educational and training opportunities.

CWU enrolls a range of students from first-generation, academically challenged, minority, low-income and MSFWs. From this experience, CWU has learned about the academic, social, financial, and health needs of MSFWs. Through lessons learned as a **High School Equivalency (HEP)** grant recipient (15 years), CWU has developed an effective service delivery model that targets the most at-risk MSFWs in need of a sustainable and successful postsecondary education.

**Migration of MSFWs:** The migration of farmworkers into CWU's agricultural region (**Yakima**) has occurred over a 60-year period.<sup>iii</sup> Washington's Agricultural Industry employed an annual average of **87,249** workers in 2012 with an average individual income of merely **\$11,848**.<sup>iv</sup> The state's agriculture industry attracts a large number of MSFWs, to harvest the crops.<sup>v</sup>

**Service Area:** CWU service area composed of Yakima, Grant, Douglas, Chelan and Okanogan Counties is the most populous region in the state. The population consists of **496,516** residents of which **52%** are Hispanic, **21%** migrant, **25%** are low-income and **21%** live in poverty.<sup>vi</sup>

Despite its richness in agriculture, this area is designated as an economically distressed region

with low wages, hazardous working conditions, and low educational opportunities for MSFWs.

**Mobility:** The high mobility rate of the MSFWs produces a vulnerable population due to overwhelming educational disruption, culture, language barriers, and social isolation that inhibit them from being successful in school. As a result, educational institutions experience low post-secondary enrollment and low college graduation rates from farmworkers. The **low-income residents** of these communities **have low educational achievement levels** as depicted below:

| <b>Table 1. Percent of Educational Attainment (25 year+)</b> |                                       |                       |                      |                             |
|--|---------------------------------------|-----------------------|----------------------|-----------------------------|
| <b>Counties</b>  | <b>Less than 9<sup>th</sup> grade</b> | <b>H. S. Graduate</b> | <b>Assoc. Degree</b> | <b>Bachelor's or Higher</b> |
| Yakima   | 29.8%                                 | 15.7%                 | 11.5%                | 3.7%                        |
| Grant  | 25.2%                                 | 13.8%                 | 12.2%                | 3.2%                        |
| Chelan   | 18.4%                                 | 14.6%                 | 10.4%                | 5.4%                        |
| Douglas  | 20.1%                                 | 12.0%                 | 8.6%                 | 4.6%                        |
| Okanogan   | 35.2%                                 | 16.8%                 | 15.9%                | 5.5%                        |

**Source: US Census Bureau, Profile of Demographic Characteristics Estimate 2014**

**Climate:** MSFWs in the CWU service area have contributed to the educational and cultural composition. Culture and language barriers prevent MSFWs from participating in educational opportunities. In fact, MSFWs often experience higher levels of stress in adjusting to the school environment. The target school population has a large percentage of **migrant-and low-income** students which has impacted the **ethnicity and poverty**. Table 2 depicts the demographics.

| <b>Table 2. Service Area School District Data 2014-15</b> |                       |                |                  |                 |                   |
|---|-----------------------|----------------|------------------|-----------------|-------------------|
| <b>School District</b>                                    | <b>Total Students</b> | <b>Migrant</b> | <b>Bilingual</b> | <b>Hispanic</b> | <b>Low-Income</b> |
| Wahluke   | 2,225                 | 23.9%          | 61.9%            | 95.6%           | 68.5%             |
| Yakima  | 15,768                | 15.9%          | 33.8%            | 76.5%           | 82.1%             |
| Toppenish   | 4,293                 | 16.7%          | 27.3%            | 76.2%           | 81.5%             |
| Wapato  | 3,330                 | 24.1%          | 31.2%            | 71.6%           | 89.9%             |
| Highland  | 1,169                 | 14.9%          | 19.9%            | 72.0%           | 78.0%             |
| Union Gap   | 636                   | 9.7%           | 28.1%            | 76.8%           | 86.0%             |

**Source: Office of Superintendent of Public Instruction (OSPI) – 2014 - 2015**

**Dropout Data:** Currently, target schools are unable to track dropout and graduation data of mobile migrant students. Due to the mobility of students, schools are unable to track this data using their regular reporting systems. However, school data collected by the Migrant Education

Program indicate migrant students are not attending school (Table 3.). The State Superintendent of Public Instruction’s annual report indicated a **19.9%** dropout rate for migrant students.<sup>vii</sup>

| <b>Table 3. Number of Migrant Students Not Attending School</b> |                  |               |                 |                  |                |
|---|------------------|---------------|-----------------|------------------|----------------|
| <b>Wapato</b>   | <b>Union Gap</b> | <b>Yakima</b> | <b>Highland</b> | <b>Toppenish</b> | <b>Wahluke</b> |
| <b>1,159</b>  | <b>72</b>        | <b>3,669</b>  | <b>261</b>      | <b>1,247</b>     | <b>220</b>     |

**Source: Migrant Student Data & Recruitment, End-of-Year Report 2014-15**

Students must pass the Washington Comprehensive Assessment Program (WCAP) test in the 10<sup>th</sup> grade to receive a high school diploma. In target schools, only **12.3%** of migrant students in the 10<sup>th</sup> grade are passing the WCAP in math, **49.9%** in science and **31.3%** in reading (OSPI 2013-14). As a result, CWU is experiencing low enrollment in STEM courses (Science, Technology, Engineering, and Math) from under-represented (minority, MSFW, etc.) students.

**Barriers to Training:** Thus, MSFWs encounter many barriers to becoming economically self-sufficient. Cultural differences, coupled with unfamiliarity with systems of higher education, lack of financial support and limited role models prevent them from taking full advantage of educational and job skills training opportunities. The Inspire Development Center, the largest serving Migrant Head Start organization in Washington, and one of CWU’s partners, recently conducted a research study of its 12 Migrant Head Start sites in our service area to identify MSFWs needs and barriers in education, employment, income and health. Table 4 depicts the social-economic indicators and barriers to education and training for MSFWs in the target area:

| <b>Table 4. Social-Economic Indicators</b>          | <b>Barriers to Education/Training</b>   |
|---|---|
| <b>76%</b> Had less than a HS Diploma or GED        | <b>52%</b> Lack of time to attend training during the day due to work and family schedule |
| <b>40%</b> Could not speak, write or read English   | <b>32%</b> Lack of motivation to excel  |
| <b>\$11,643</b> Average annual income               | <b>10%</b> Lack of income   |
| <b>4 Months</b> Average unemployment period         | <b>13%</b> Lack of transportation   |
| <b>35%</b> Need High School Equivalency instruction | <b>70%</b> Lack of English  |
| <b>38%</b> Need ESL instruction                     | <b>71%</b> Need of childcare  |

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

The CWU HEP has been designed to specifically serve and address the identified needs of eligible underserved MSFWs. The recruitment efforts of MSFWs will be conducted through

effective outreach and recruitment strategies that CWU already has in place with many institutions serving the most disadvantaged MSFWs within their service area. Each year, CWU HEP will serve **110** underserved MSFWs, totaling **550** migrant students over the five-year period by recruiting in the target areas with the highest concentration of MSFWs residing in CWU’s service area. This will include providing outreach and **High School Equivalency Diploma (HSED)** instructional supportive services in its **Work Source One-Stop Yakima Center** strategically located in these communities. The Project Design (see page 6-12) describes the plan, strategies, objectives, tasks, staff and outcomes to address the specific needs. To support the need, CWU will provide academic assistance, college/career advising, financial aid support, cultural enrichment, and support services. To further reach the MSFW’s, CWU will collaborate with the Farm Worker Jobs Program – WIA 167 and Migrant Education Program providers to ensure outreach is maximized. Once enrolled, HEP staff will work closely with students to ensure they receive the services needed to succeed both during and after program participation.

*iii. The gaps or weaknesses in services, infrastructure, or opportunities have been identified...*

**Strategy Formulation Process:** Given the gaps and weaknesses identified and using the information accumulated, analyzed and lessons learned in the past fifteen years, CWU conducted a strategy formulation process to respond to the unique needs of MSFWs and to address their educational necessities. To ensure culturally relevant services were selected, CWU utilized the Kaplan and Norton’s proven “Strategy Linkage Model” (McKinsey & Co., “Improving Strategic Planning,” 2006). As a result, the following strategies were identified to eliminate the gaps.

| <b>Table 5. Services to Address Identified Needs and Gaps</b>  |
|--|
| <b>Academic and Learning Gaps and Weaknesses</b>   |
| <ul style="list-style-type: none"> <li>▪ Large number of MSFWs (289,235) ▪ Low Graduation rate (14.5%) ▪ Low Associates Degree (11.7%) rate ▪ Low Bachelors or Higher degree (4.4%) rate ▪ <b>Target Schools:</b> Large number of Hispanic (21,415 or 78.1%) and Migrant student populations (4,798 or 17.5%) and High low-income rates (81.0%) ▪ Low math (12.3%), science (49.9%) and reading (31.3%) scores ▪ Lack of students in STEM courses (Priority 1) ▪ Limited academic training, support and guidance.</li> </ul> |

**Services to Address:** Recruit underserved and unserved eligible MSFW students, offer students educational services to obtain high school equivalency certificate including STEM Courses, provide supportive services that include –personal, vocational and academic counseling

**Personal and Social Gaps and Weaknesses**

- Limited knowledge of school/college demands
- School interruption due to farm work
- First-generation high-school graduates
- Cultural differences
- Limited understanding of school and college protocol
- Lack of educational and career planning
- Lack of academic role models

**Services to Address:** Offer students personal and vocational counseling, placement services to include university or a 2 year college, preparation support for college entrance exams, expose students to cultural events and educational activities, offer health services, leadership development, and referrals to resources (internships, housing, mentoring, etc.) to ensure success.

**Financial Resource Gaps and Weaknesses**

- Low annual farmworker wages (\$11,848)
- High poverty rates (21%)
- Lack of financial support for school, personal and health expenses
- Limited understanding school/college process

**Services to Address:** CWU HEP will offer students financial counseling, advising and guidance, assistance with money management and financial aid application completion, help with researching and applying to a four/two year institution, and to scholarships, and offer stipends.

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

Research confirms that individuals without a high school (HS) diploma or equivalent had an unemployment rate of **6.5%** compared to **3.5%** with one.<sup>viii</sup> Without these basic credentials, entry into high wage jobs or college becomes a major barrier as most jobs and institutions require these minimum credentials. Given this strong connection between education and economic security, a clear gap exists for a HEP Program to provide MSFWs with a credential needed to pursue higher education or better employment. CWU will address this gap by linking eligible MSFWs to an effective HEP Program, thus providing them an opportunity to access higher education that will lead to rewarding careers and self-sufficiency. To begin eliminating this critical gap, the CWU HEP will focus on addressing the educational needs MSFWs and will exceed the two Government Performance and Results Act (GPRA) outcomes. CWU will offer an effective HEP Program that will enroll **110** students annually, of which **69%** will obtain their certificate (GPRA 1) and **80%** of these graduates will transition into postsecondary education, training program, military, or will obtain a first-time or upgraded employment (GPRA 2).

**2. Quality of Project Design**

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

CWU is four-year public university that operates eight university centers and serves over **10,900** students each year. In 2015, there were **3,600 (33%)** Hispanic undergraduate students. Over **72%** of those were first-generation MSFW students. CWU serves hundreds of MSFW each year and as a result, it has first-hand knowledge of the barriers to education facing MSFWs. CWU HEP will continue to focus its efforts in the areas depicted in **Table 1** above. These areas are rural, dependent heavily on farm labor. CWU has partnered with an established Work Source One-Stop Center, located in Yakima, Washington providing county-wide education, training and employment services, which consist of community organizational partnerships for client self-sufficiency (Appendix 2 - Map of Service Area). CWU will continue to bridge the educational gaps and weaknesses by offering a community-based comprehensive **commuter HEP Program** near the identified population to lessen the commute to services. It proposes to increase post-secondary educational opportunities for MSFWs and prepares them for a livable wage career.

Through providing educational services to **MSFWs** for over **100** years, which includes the HEP and CAMP programs for the past **15** years, CWU HEP's goal is to continue bridging the gap by providing **MSFWs** with the academic support, guidance and supportive services they need to successfully reach their educational and career potential. Once identified, assessed and enrolled, CWU HEP will work closely with students and their families to ensure the program climate and services are suitable for them to acquire the knowledge they need to succeed.

Last year, the GED initiative drastically changed. This new assessment will measure high school equivalency and career and college readiness through a new endorsement delivered **only** through a computer-based format. Based on their experience, CWU HEP Program has modified its service delivery design to meet these new standards. The tables below illustrate the specific **objectives, activities, outcomes and responsible personnel** for each year of the HEP Program:

**Key Staff:** **PI:** Principal Investigator; **PD** Project Director; **RRA:** Recruitment/Retention Advisor; **HI:** HEP Instructors; **TU:** Tutors; **PA:** Project Assistant, **EV:** Evaluator

**OBJECTIVE A: To provide recruitment in a culturally appropriate manner to over 200 un-served and under-served migrant and seasonal farmworkers into the HEP Program.**

| Activities   | Outcome  | Person            | Timeline       |
|--|--|-------------------|----------------|
| 1. Outreach and recruit in target community – churches, schools, labor camps, housing authorities and farms                          | <b>100%</b> of the <b>200</b> target students informed about the HEP Program | PD, RRA<br>PA,    | Months<br>1-12 |
| 2. Coordinate recruitment with Work Source partners, migrant schools, WIA 167, Migrant Head Start, Migrant Health Clinics and others | Written partnerships agreements and printed referrals on file.               | PI, PD,<br>RRA PA | Months<br>1-12 |

**OBJECTIVE B: To conduct intakes on 110 individuals to determine initial eligibility and enroll into the HEP Program.**

| Activities  | Outcome  | Person                 | Timeline       |
|---|--|------------------------|----------------|
| 1. Complete an individual intake and enrollment packet for each applicant                                       | <b>110</b> portfolios with eligibility forms on file                         | RRA & PA               | Months<br>1-12 |
| 2. Submit intake portfolios to Program Director to certify eligibility. Process intakes through “team staffing” | <b>110</b> HEP students certified eligible and eligibility documents on file | PD, RRA,<br>EV         | Months<br>1-12 |
| 3. Refer non-eligible applicants to other service providers   | Documentation of referrals to service providers on file                      | PD, RRA,<br>HI, TU, PA | Months<br>1-12 |

**OBJECTIVE C: To administer HEP Educational Assessments and Vocational Evaluations to 110 students.**

| Activities   | Outcome   | Person                 | Timeline       |
|--|---|------------------------|----------------|
| 1. Conduct interviews to assess basic skills, experience, language barriers and educational background               | <b>100%</b> of HEP students receive an educational assessment | PD, RRA,<br>HI TU, PA  | Months<br>1-12 |
| 2. Administer GED Foundational Common Core Tools to determine reading, math, language and communication skill levels | <b>110</b> HEP students test results on file                  | RRA, HI,<br>TU, PA, EV | Months<br>1-12 |

**OBJECTIVE D: Develop 110 Individual Educational Plans (IEPs) in collaboration with Students to ensure each student meets their educational, vocational and/or career goals.**

| Activities   | Outcome   | Person         | Timeline        |
|--|---|----------------|-----------------|
| 1. Determine an educational, academic, vocational, job training and job readiness and placement plan | <b>110</b> Individual Education Plans (IEP) will be developed and on file | PD, RRA,<br>PA | Months<br>11-12 |
| 2. Re-evaluate and update IEP Plan   | <b>110</b> IEP are on file  | RRA, HI,       | Months 2-12     |

**OBJECTIVE E: To provide 110 HEP students with HSE preparation assistance and instruction to graduate 76 (69%) with a HSED credential annually (GPRA 1).**

| Activities   | Outcome  | Person          | Timeline          |
|--|--|-----------------|-------------------|
| 1. Provide academic instruction in Common Core State Standards in math, science, language arts, writing, reading and social studies. | Documentation of HEP student attendance and progress inputted in database and on file.               | PD, RRA, HI, TU | Months 2-12       |
| 2. Provide computer training towards HSED preparation and testing to students in the five subjects.                                  | <b>GPRA 1</b> 69% of students will obtain their HSED credential. This will be maintained for 5 years | RRA, HI, PA, EV | Months 1, 3 and 9 |

**OBJECTIVE F: To provide 110 participants with Academic and Career Counseling to place 61 (80%) HEP HSED graduates into post-secondary education, training program, first-time or up-graded employment, career or the military annually (GPRA 2).**

| Activities  | Outcome  | Person          | Timeline          |
|---|--|-----------------|-------------------|
| 1. Conduct Pre & Post test to determine Academic & Career Counseling Needs                            | <b>110</b> Academic & Career Pre-and Post-tests on file                              | RRA, HI, TU, PA | Months 1, 3 and 9 |
| 2. Monitor and adjust academic and career counseling plans and training                               | <b>110</b> plans modified, if required and on file                                   | RRA, HI, TU     | Months 2-12       |
| 3. Expose participants to occupational training and careers, particularly for STEM related activities | <b>110</b> students engaged in STEM activities and explore career prospects          | PD, RRA, HI, PA | Months 1-12       |
| 4. Select students and conduct job training, development, placement, and monitoring                   | <b>30</b> students engaged in work readiness training and offered placement services | PD, RRA, HI     | Months 3-12       |

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

**Program Design:** The CWU HEP design is based on a strategy formulation process and strong theory. The process took into account the new standards, the mission of CWU, goals of HEP, performance indicators and most of all the needs of farmworkers in the target area. For the past 15 years, CWU has operated a successful HEP program that continues to respond to the unique needs of farmworkers with the greatest needs. The CWU design has evolved into a quality program; ensuring students receive maximum services to succeed. This design includes the new HSED and college/career readiness standards, computer training, recruitment, student assessment and instruction, placement, and follow-up services. The CWU HEP will operate a morning and evening instructional program to meet the needs of students, serving a total of **110** participants and graduating over **69%** of the participants per year. The CWU schedule will be as follows:

| <b>Table 6.<br/>Program</b> | <b>Session One<br/>Oct. 1 to Jan. 30</b> | <b>Number of<br/>Students</b> | <b>Session Two<br/>Feb. 1 to June 30</b> | <b>Total<br/>Students</b> |
|-----------------------------|--|-------------------------------|--|---------------------------|
| Morning Class               | Mon – Thurs (4 hrs.)                     | 55                            | Mon – Thurs (4 hrs.)                     | 55                        |
| Evening Class               | Mon – Thurs (4 hrs.)                     | 55                            | Mon – Thurs (4 hrs.)                     | 55                        |
| Tutoring Sessions           | Mon – Fri (3 hrs.)                       | 10 daily                      | Mon – Fri (3hrs)                         | 10 daily                  |

**Pre-Assessment** - The CWU HEP will continue to assess the student’s reading and math skill levels using the GED Foundational Common Core Assessment Tools. All students accepted into the program must achieve a minimum score of 60% on associated Math and Reading.

**Individual Education Plan (IEP):** Students’ academic progress will be guided by each IEP that is developed by the student with instructional staff. Teaching and learning activities will be self-paced and self-altered as much possible. Knowing students work at different levels, the instructors will maintain an active record of student performance and progress.

**Instructional Programs:** Following the IEP, the HEP project design will include a HSED Preparation or College HSED Preparatory, and Vocational/STEM/Career Training which includes instruction in the five HSE Common Core State Standard areas of **Language Arts**

**Reading & Writing, Social Studies, Science, and Mathematics.** Students will receive a combined total of 210 hours of instruction (English and Spanish) with each of the five content areas. Each course will be supplemented with individualized tutorial support services aimed at assisting students to master the competencies needed to pass the HSE exams. The HEP instructional program will incorporate within its curriculum lessons the three domains of learning – cognitive, affective and psychomotor (Bloom’s Taxonomy, Pohl, M., 2000). The HSE curriculum design will promote critical thinking skills, assertiveness training, computer competencies and other academic skills that provide HEP students with abilities for life-long learning (Howard Gardner, 2012). **HSED Prep:** Covering the five common core standards the focus of this instructional strand is on the acquisition of knowledge and refinement of the skills required to pass the HSED test and in everyday life experiences. **College HSED Prep:** The

focus of this strand is to assist students in developing the concepts needed to pass the HSED test and meet the college/career readiness standards to successfully compete at the university level.

**STEM/Career Training:** The focus is to assist students with career skills development, particularly in STEM occupations in demand to assure they increase their employability skills.

CWU proposes to continue serving HEP students at the Work Source Yakima One-Stop Center located in Yakima, Washington, the hub of the farmworker population. CWU HEP will build on its partnerships to continue bringing educational, financial, support services, and resources to maximize services for underserved MSFWs with the greatest need. CWU has operated a successful HEP program for **15 years**, and through its continuous improvement procedures, will use its best practices to implement a quality program. This approach will increase the number of HEP graduates and send more students to postsecondary education, vocational training, military or a career.

*iii. The project will establish linkages with other appropriate organizations or resources...*

**Coordination & Linkages:** CWU has a number of internal and external resources that will benefit the target population. Through forging numerous partnerships with community organizations, CWU will connect to the following internal and external resources to provide the most cost effective and efficient program to maximize all resources available to MSFWs.

**Internal Resources:** CWU HEP has been positioned administratively in the Office of Student Success of CWU to maximize all resources. This division offers a range of relevant programs including: **CAMP, TRIO Educational Opportunities Center, Admissions, Recruitment Office, Financial Aid, Academic Skills Program (Tutoring), Academic Achievement Program, Career Development, Student Health & Counseling Center, etc.**

**External Resources:** CWU will utilize the expertise of their large network of providers. These partners have been instrumental in outreach, training, job skills enhancement, job placement,

English as Second Language (ESL) and supportive services. Table 8 lists these partners.

| Table 8.                                       | Partnerships   | Linkages   |
|--|--|--|
| Work Source One-Stop Center                    | Opportunities Industrialization Center, Job Corps, CAC, etc. | Referrals, job training, classrooms, computer labs   |
| U.S. Dept. of Health and Human Services (DHHS) | Inspire Development Center (IDC)                             | Outreach, ESL, classroom, childcare, transportation  |
| U.S. Dept. of Education                        | Migrant Education Regional Offices, Migrant Student Records  | Will assist with student identification /recruitment |
| WA State Higher Education                      | Yakima Valley Community College (YVCC), La Casa Hogar        | Adult Basic Education, ESL, vocational training and  |
| U.S. Dept. of Health and Human Services (DHHS) | Yakima Valley Farm Workers Clinic                            | Outreach and assistance with health services         |

\*To validate this linkage and commitment please see Appendix 3 - Letters of Commitment.

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

CWU, using value-added methods and the latest administrative, programmatic and financial management software (i.e. GrantsMaximizer) including state-of-the-art participant tracking technology systems (detailed in the Management Section), will continue to improve system-wide processes to increase efficiency, effectiveness, and productivity in the use of time, staff, funds, or other internal resources necessary for overall improving student learning and project outcomes. Through ongoing transparent policies, use of technology, effective managerial practices, regularly reviewing and monitoring value-added evaluation (quantitative and qualitative) data, fact-based decision-making, budget processes and strong performance management practices, CWU has demonstrated the ability to increase the overall efficiency of the HEP Program. In the last rating year **CWU HEP rated in the top ten percentile in efficiency measure** according to year the Office of Migrant Education (OME HEP TOP 10 Report of 2014?).

CWU’s PI and Project Director, in collaboration with the HEP Advisory Council (described later), will meet regularly to review project and objective status, student recruitment efforts, evaluation results, student outcomes and compare to budget expenditures, leveraged funds and program practices. This process will allow CWU to continue assessing the overall efficiencies while making immediate administrative, programmatic, and governance adjustments, if needed.

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

CWU HEP is based on Conley’s (2010) theory for college readiness, which includes: a) key cognitive strategies, b) key content knowledge, c) academic behaviors, and d) contextual skills and knowledge. Based on this theory, CWU HEP will develop, implement and sustain early interventions and ongoing personal, vocational and academic counseling, supportive and instructional services, postsecondary exploration and placement, financial aid advising and support, ongoing job-embedded professional development for staff and faculty, rigorous academic instruction, and family engagement that foster students’ acquisition of appropriate academic knowledge, skills, mastery of content, non-cognitive skills (such as behavior, growth mindsets, perseverance, learning strategies, and social skills), and provide resources for successfully obtaining a **High School Equivalency Diploma (HSED)** which will then foster transition of students from HEP to ultimately postsecondary education (Boylan, 2009).

**3. Quality of Project Services**

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

**Professional Development:** *Research has shown that sustained professional development relates to student achievement (Darling-Hammond, L., et. al., 2009).* To ensure that HEP students receive the highest quality respect and services, staff and faculty will be required to participate in **twenty-five hours** of high-quality professional development **each year** at a minimum to demonstrate ongoing competence and proficiency in their area of specialty. Professional development sessions will include, but not limited to: culture awareness and relevance, effective pedagogical instructional strategies, civic engagement, counseling and advising techniques, particularly for MSFWs, leadership development, integration of relevant curriculum, financial aid, and other trainings that have proven positive in meeting the needs of MSFW HEP students. CWU HEP will also sponsor staff and instructor workshops on topics such as “Teaching and Learning” and “Creating Effective Programs for MSFWs.” These

sessions will provide “best practice” concepts to better design and deliver quality services and strategies to improve student learning and outcomes. Staff will also attend the Annual National HEP and Migrant Education Conferences to stay abreast of the latest HEP developments, rules, regulations and mandates on MSFWs. To validate how new knowledge gained has been incorporated into daily practices or instructional strategies staff will be evaluated bi-annually by the Project Director and students through formal (classroom observation, surveys and interviews) year-round methods.

**Training Services:** The CWU HEP’s instructional services consist of three courses of study:

**HSED Preparation, College HSED Preparatory, and Vocational/Career/STEM**

**Training.** Each student’s needs, abilities and interests will determine his or her placement in either the HSED Preparation or College HSED Preparatory. The course of study a student is placed in will positively impact the successful development of skills, knowledge, attitude, and awareness towards their individual HEP goals. In addition, and as needed, on-going support services will be provided to ensure students successfully continue along the three instructional strands. The HEP curriculum will integrate all five core academic areas leading to a high school equivalency certificate: **Language Arts Reading & Writing, Social Studies, Science, and Mathematics.** The primary goals of the instructional activities are to prepare all students: 1) to pass the HSED tests, 2) for post-secondary education, training or military; and 3) for vocational/work -readiness skills development to successfully gain and maintain employment, particularly in STEM occupations. CWU’s HEP model has been successful during the past 15 years, as evident in the number of students completing year one (Appendix 4 - HEP Model).

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

**Greatest Need:** One of CWU HEP’s objectives is to aggressively outreach and **only** recruit eligible MSFWs with the greatest needs as identified in the needs section. Thus, the CWU HEP

will enroll 110 students annually who will also meet the eligibility requirements of National Jobs Farmworker Program Section 167 of the WIA, the Migrant Education Program or the HEP eligibility regulations. Enrolling only those students who meet these strict eligibility criteria ensures the HEP program continues to focus on serving students with the greatest needs.

**Recruitment:** The CWU HEP Recruitment/Retention Advisor (RRA) will continue to conduct all outreach, recruitment and selection of potential HEP participants for all sites. The RRA will continue coordinating efforts with Work Source Yakima One-Stop Center, Washington State Migrant Program, WIA 167, Yakima Valley Farmworker Clinic, Migrant Head Start, and other farmworker service providers in the service area to recruit underserved eligible MSFW students. The RRA will also coordinate with all of CWU's programs on and off campus to assertively promote HEP. CWU HEP will maintain its marketing outreach efforts with faith and community-based organizations, media broadcasting (television, radio, internet, etc.), state agencies and governmental institutions. All marketing materials will be disseminated in English and Spanish. CWU will not discriminate against any persons and will ensure that equitable access and opportunities are provided to all participants.

**Eligibility & Selection:** The eligibility and selection process will be conducted by the RRA and certified by the Project Director. A ranking system will be utilized to establish priority for admission based on student information that will include eligibility, academic profile, work history, family size and financial status. This process will ensure that only those students with the greatest need are enrolled. The strictest eligibility criteria will be applied to ensure the highest accuracy rate and to enroll only those MSFWs most in need. Eligibility documents will be maintained in the student portfolio including eligibility for the Migrant Education Program or WIA 167, which automatically qualifies them for HEP. For the past fifteen years, this design has

proven to be very successful in enrolling MSFWs with the greatest need and greatest potential to succeed (Appendix 5 - MAP-Works).

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

**Career Placement:** One of the required outcomes (GPRA 2) for HEP graduates is to enter post-secondary education or **employment**. Align to the department of education requirements CWU is proposing **80% placement rate (GPRA 2)**. Through HSED Preparation or College HSED Preparatory courses, the STEM/Career Training component, and the obtainment of the HSED credential, graduates will have improved their academic and vocational skills needed to gain new employment. HEP students will participate in employment and training (internships, work readiness, occupational skills development, soft skills, etc.) services offered through CWU and OIC, the WIA 167 farmworker workforce partner, to help participants gain the necessary vocational skills to gain employment. OIC counselors in collaboration with HEP's RRA will engage all HEP students in job development activities. This will include counseling focused on career awareness, exploration, job preparation and other job related activities necessary to improve students' skills to gain employment after obtaining a HSED.

The RRA and Project Director will be responsible for all retention and placement services to all HEP graduates. The RRA will coordinate with CWU's education and career programs, OIC employment and training programs, local workforce organizations and employers to place all graduates in entry level jobs. The post-HSED facet of the HEP Program will help graduates focus on one of three options: 1) post-secondary education placement (academic or vocational); 2) entry level careers; and 3) other alternatives, such as military. This is integral component of HEP's project design in supporting all students after successfully obtaining a HSED credential.

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

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

CWU HEP will employ qualified professionals that represent the target population that have

traditionally been underrepresented. CWU will not discriminate against any person for program services or employment because of race, color, national origin, gender, age, or disability.

**Principal Investigator (PI):** Ms. Miriam Bocchetti, representative of the target population, will continue to serve as the PI (10%) and provide the leadership as well as supervise the Project Director. Ms. Bocchetti's relevant training and experience comes from this administrative capacity since 2007, in which she has helped hundreds of MSFW students achieve their goals. Ms. Bocchetti holds a Masters of Arts and is currently pursuing her PhD in Educational Leadership and has over 12 years of education experience which includes overseeing both CAMP and HEP. Ms. Bocchetti has attended and presented at numerous national conferences on regulations and best practices for serving MSFWs. This experience and academic training qualifies Ms. Bocchetti to lead the HEP (Appendix 6 - Resume).

**HEP Director (1 FTE):** Mr. Enriquez has served as Project Director for over 15 years (5 years required) and will continue in this capacity. Through his leadership, the HEP program has successfully achieved all its objectives. Mr. Enriquez is a past farmworker who settled in the local service area. Mr. Enriquez's credentials include a Bachelor's in Psychology and a Masters in Counseling (bachelors required). This experience, along with his academic training, has helped Mr. Enriquez successfully lead the HEP Program over the past decade and makes him an excellent role model for all students. He has attended numerous HEP/CAMP workshops, National Migrant Education Conferences, and State Migrant Education Institutes, (2 years required). Beyond his experience and academic credentials, this ongoing capacity building enhances his ability to work with migrant students (Appendix 6 - Resume).

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

CWU, when hiring key personnel, will seek professionals who are highly educated, best qualified, committed and are affiliated with the local area and target population. The following

descriptions are key positions that have been illustrated in addition to the Project Director.

**Recruitment/Retention Advisor** The required job qualifications, including relevant training and experience are: ■ Bachelors of Arts in Education or related field ■ Two years of experience in working with MSFWs and human service programs ■ Experience in implementing educational-employment assessment, job placement, case management and brokering of services ■ Experience with academic advising and programming ■ Bilingual in English and Spanish.

**HEP Instructors** must possess a Bachelor’s, preferably a Masters and at a minimum have 3 years of experience in teaching the target population. **Project Assistant** must have a high school diploma, GED or higher, knowledge of computers and Microsoft word, and other related software and 2 years of experience working in an office environment similar to HEP.

**Tutors** must either possess a Bachelor’s for teachers or two years of college for students, 1 year of experience in providing tutoring services to target population, knowledge in content areas, and ability to work flexible hours and attend training. All HEP positions are listed below and job descriptions and resumes of current HEP staff can be found in Appendix 6.

|  |                                    |
|--|------------------------------------|
| <b>Principal Investigator: (.10 FTE)</b>     | <b>Project Director (1 FTE)</b>    |
| <b>Recruitment/Retention Advisor (1 FTE)</b> | <b>HEP Instructors (2 FTEs)</b>    |
| <b>Tutors (2 - 4 Part-time)</b>              | <b>Project Assistant (.83 FTE)</b> |

**Consultant(1):** CWU has selected Raul de la Rosa to conduct the external evaluation. Mr. De la Rosa has over 30 years of experience in working with Migrant Education as a former state director, administrator, educator and evaluator. Mr. De La Rosa also has over 10 years of successfully evaluating, monitoring, and offering objective recommendations to this HEP program. He has a Master’s Degree in Education and his resume can be found Appendix 6.

**5. Quality of the Management Plan**

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

**Management Plan:** CWU’s HEP Program will be housed within the Office of Student

Success. Through this division, CWU pledges their commitment, personnel, facilities, resources

and active participation to ensure HEP is an integral part of its daily operations and administrative functions. As a recipient of multiple federal grants (CAMP, HEP, SSS, etc.) of which all have achieved their proposed objectives on-time and within budget, CWU has administrative, programmatic, fiscal, management and evaluation control systems in place that meet the highest standards of accountability. CWU will use this management experience, leadership and knowledge in the management of HEP. These administrative systems use the latest organizational managing software (e.g. Grants Maximizer), communication systems, fiscal appraisals (supplement not supplant), effective staffing plans, customer feedback mechanisms and techniques for organizational control and continuous quality improvement. Program control utilizes current technology for participant tracking (e.g. File Maker Pro), monitoring progress, sharing of resources, assessing accountability, management of information, evaluation, reporting and oversight. CWU will use this management experience for HEP to ensure the delivery of effective, accessible, quality, timely, culturally relevant services to ensure all students are successful. The plan is designed to integrate the following essential elements and assurances.

- Hiring qualified staff that is aware and knowledgeable of MSFW educational needs
- Provisions for ongoing staff training, technical assistance and follow-up
- Recruiting students from farmworker backgrounds most in need of services
- Coordination with other projects to access and maximize student services first before HEP
- Allocation of sufficient staff and student travel has been budgeted for services

Ms. Bocchetti (PI) will be responsible for ensuring the program is in compliance, objectives are met, and will directly supervise the Project Director. Mr. Enriquez, the current HEP Project Director, will continue managing the HEP's daily activities. Mr. Enriquez will supervise staff, help manage the budget, conduct regular staff meetings, and review personnel status updates. Mr. Enriquez will also maintain working relationships with other college programs, school districts, and community-based organizations to maximize services to students. Student feedback will be solicited through evaluations conducted after each activity. HEP staff will also meet

regularly with students, parents, and faculty to solicit input and implement changes to improve the program. This valued input will facilitate timely decision making, and maximize resources to ensure objectives are met on time and within budget (See Organizational Chart Appendix 7).

HEP, positioned within the Office of Student Success, offers significant leverage for HEP students to access an array of resources to maximize all services. CWU HEP’s design requires the Project Director to facilitate weekly staff meetings and quarterly Program Advisory Council (Project Director, staff, partners, employers, students, parent, social service agencies, etc.) and Evaluator meetings to discuss strengths, challenges, and potential program modifications. Weekly staff meetings will include discussion of program objectives, updates and any new mandates. To manage data on students, CWU will utilize its automated student database (File Maker Pro), Management Information System (MIS) that produces thorough student profiles. This MIS will collect all student data related to the objectives that can be tracked and reported for easy monitoring. The student files will include documentation of eligibility, student progress, academic performance and supportive services. Table 9 below is a tool for managing the attainment of objectives, timelines, budget expenditures, and progression of students.

| <b>Table 9. PI-Principal Investigator, PD-Project Director, RRA-Recruitment/Retention Advisor, HI-HEP Instructors, TU-Tutors, PA-Project Assistant, EE-External Evaluator</b> |                 |                    |
|---|-----------------|--------------------|
| Activities/Milestones   | Responsibility  | Timeline           |
| PI, Project Director and Advisory Council meet and plan   | PI, PD          | July ‘16           |
| Outreach, identify and recruit students (110)   | PD, RRA, PA     | July-Apr‘16        |
| Complete intake, validate eligibility and enroll 110 students. *Refer non-eligible students to other providers  | PD, RRA, PA     | July- Nov ‘16      |
| HEP orientation is conducted  | PI, PD, RRA     | Bi-monthly         |
| Student admission, assessment and academic guidance   | PD, RRA, PA     | Bi-monthly         |
| Individual Educational Plan (IEP) developed with goals  | RRA, HI, PA     | Bi-monthly         |
| <b>Students placed and begin Fall Semester</b>  | RRA, HI, TU     | Sept ‘16 – Jun ‘17 |
| Students receive academic and instructional support, tutoring, preparation support to pass examination  | RRA, HI, TU, PA | Sept ‘16 – Jun ‘17 |
| Students receive supportive services – personal, vocational and academic counseling   | RRA, HI, TU, PA | Sept ‘16 – Jun ‘17 |
| Enrichment and cultural events offered and health   | RRA, HI, TU, PA | Sept ‘16 – Jun ‘17 |

|   |                        |                           |
|---|------------------------|---------------------------|
| services, stipends, childcare, etc. provided, if needed   |                        |                           |
| Provide college placement and retention services, financial aid assistance and housing support          | RRA, HI, TU, PA        | Sept '16 – Jun '17        |
| Review students' performance and academic progress, mid-year review of data and improvements, if needed | PD, RRA, HI,           | Bi-monthly                |
| Annual performance report is completed and reviewed by staff and Mr. Raul de la Rosa                    | PD, EE                 | Oct - Dec '16<br>Annually |
| Students assessed and offered academic guidance and SEP reviewed and updated                            | PD, RRA, PA            | Oct '16 -<br>Ongoing      |
| <b>Students placed and begin Spring Semester</b>  | <b>RRA, HI, TU</b>     | <b>Jan '17</b>            |
| Students receive instructional and supportive services  | RRA, HI, TU, PA        | Jan – Jun '17             |
| Student counseling and tutoring offered   | HI, TU                 | Jan – '17                 |
| FAFSAs are completed for second year  | PD, RRA, PA            | Jan ' May '17             |
| Recruitment for 2 <sup>nd</sup> year of HEP   | PI, PD, RRA, PA        | May – Oct '17             |
| <b>Second Year Begins - for HEP Students</b>  | <b>PD, RRA, HI, PA</b> | <b>July '17</b>           |
| <b>Graduates (69%) begin College (80%) and follow-up</b>  | <b>PD, RRA, HI, PA</b> | <b>Sept '17- May' 18</b>  |

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

**Progress:** To ensure effective feedback mechanisms and continuous improvement in project operations, the Project Director will: 1) work with staff on a daily basis to monitor progress, review benchmarks toward performance measures, and make improvements in project delivery; 2) meet with evaluator, partners, instructors, students and related stakeholders monthly to assess program fidelity (data collection, technology integration, instructional practices, curriculum relevance, student perception, etc.) to ensure services are effective and relevant to participants, as proposed; 3) assess program through biannual interviews and open-ended monthly, quarterly, and/or annual surveys (students, staff, partners) depending on the user, instrument or activity to determine participant satisfaction levels and to monitor academic performance of students; 4) utilize digital management software daily to track and monitor project status and to assess impact on objectives each month; 5) review quarterly and annual evaluation results to ensure data is strategically used to provide feedback in efforts to integrate effective program improvements; and 6) meet with the **Program Advisory Council (PAC)** quarterly to solicit feedback.

CWU's **PAC** will assist with planning and feedback in program operations. The PAC will meet quarterly to review program objectives, activities, recruitment plans, evaluation results and

outcomes. This is a vital element of the continuous improvement feedback of CWU HEP.

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

Based on years of experience in managing HEP, staff has been allocated sufficient time according to their duties to meet or exceed the objectives. These assignments are as follows:

| Table 10. Position            | FTE   | Responsible For:   |
|-------------------------------|-------|--|
| Principal Investigator        | .10   | Overall leadership and supervise project director                                |
| Project Director              | 1     | Manage daily operations and ensure compliance                                    |
| Recruitment/Retention Advisor | 1     | Charged with recruitment, eligibility, support services, placement and retention |
| HEP Instructors               | 2     | Lead the HSE academic instructional activities                                   |
| Project Assistant             | 1     | Provide support to the Project Director and staff.                               |
| Tutors                        | 24-PT | Assist with instruction, tutoring and test preparation                           |

**6. Adequacy of Resources**

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

Since 2000, CWU has committed extensive support and resources to HEP and thus, staff and students will continue to have full access to a variety of college resources including facilities, equipment, supplies and related resources. **Facilities:** Located in the TRIO Building and Work Source One-Stop Center, staff will have access to a suite of offices, private conference room, and classrooms, labs and other CWU facilities (Student Testing and Financial Services, Student and Life programs, Academic Skills Center, Technology Classroom Building, etc.). **Equipment:** HEP staff offices will be furnished with desks, chairs, filing cabinets, bookshelves, and computers, software and internet access. CWU will also offer HEP staff and students access to copy and fax machines, LCD projectors, scanners, built-in multimedia equipment, Skype, etc. **Supplies:** In addition to the supplies allocated in the HEP budget, CWU will offer HEP basic office supplies (writing pads, stapler, writing utensils, computer software, etc.) including calculators, planning calendars, student computers, and text books for HEP students to use.

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

HEP has also established numerous local community partnerships that remain committed in educating migrant and seasonal farmworkers. These partners will continue to invest and provide

additional resources towards the educational success of MSFWs as depicted in Table 11.

| Table 11. Partnership   | Linkages  |
|---|---|
| OIC WIA 167, Migrant and Seasonal Employment & Training Program | Referrals, job training, classroom, computer training, co-enrollment and job placement  |
| Migrant Head Start - Inspire Learning                           | Outreach, ESL, classroom, childcare, transportation                                     |
| Migrant Education Regional Offices (MERO)                       | Will assist with the identification and recruitment of migrant and seasonal farmworkers |
| Yakima Valley Community College                                 | Referrals, Adult Basic Ed., vocational training and ESL                                 |

\*To validate partners' support, letters are on file and in Appendix 3 (Priority 2).

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

CWU HEP has budgeted **\$474,919** annually to serve **110** underserved MSFWs. This cost adequately supports the project as it includes significant resources for students' academic and social development, instructional assistance, stipends and training. HEP has allocated sufficient staff, instructors, supplies to support activities, travel for outreach and professional development and funds for an external evaluator. The budget reflects actual costs and is adequate to support all operational costs based on our experience and research of other HEP project costs.

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

CWU will serve 110 MSFWs at an annual cost of **\$4,317** per student, which is below the national average cost of **\$5,666** (OME-HEP 2015). Given the scope and intensity of services proposed to each student and all the variables surrounding the MSFWs, these costs are realistic and compares favorably to other similar HEP programs. HEP also will link to internal resources as federal costs decrease. All costs are based on actual expenditures of the current HEP project.

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

CWU for the past 15 years has supported HEP by devoting resources to maximize services to students. Aware that federal funds will exhaust and service levels need to be maintained, all students served by HEP will continue to have access to an array of similar HEP services at various CWU departments including the TRIO GEAR UP, Talent Search, EOC and Student Support Service, Academic Skills Center, Counseling and Career Services, Writing Center,

Library and services (Technology and Testing Center, Tuition, etc.) provided by private funds.

## 7. Quality of the Project Evaluation

### *i. Extent methods of the evaluation are thorough, feasible, and appropriate to the goals...*

An external evaluator (De La Rosa) with over 30 years of experience of evaluating federal programs including HEP will conduct the evaluation. The Evaluation Design has been developed to include performance measures consistent with the Government Performance and Results Act (GPRA). The evaluation will apply systematic research methods to measure implementation, fidelity, outcomes and outputs of the proposed program (See Logic Model Appendix 8). It will include formative and summative evaluation to assess extent to which process measures, performance measures, GPRA measures, and outcomes have been accomplished. Each year, **formative evaluation** will focus on addressing whether or not activities are being implemented as planned. Ongoing findings will be compared to performance measures, project timeline, and adjustments will be made as needed. Any required baseline data will be collected immediately upon award. **Summative evaluation** plan will utilize a rigorous design to investigate the significance and strength of relationships between proposed and actual activities on instruction, student academic performances, completion rates, college enrollment, and persistence rates. **Evaluation Methods: Quantitative data** (grades, completers, reenrollment and retention rates, etc.) will include documentation of the number of participants served and the extent services and resources offered are effective and utilized with fidelity. **Qualitative data** (open-ended questions on surveys, self-assessments, focus groups, etc.), will be gathered regularly (e.g. survey monkey) depending on activity and instrument to closely monitor the degree to which services and activities are completed and the extent to which these services produce the desired results. Student surveys, for example, will identify level of academic and support services, college counseling, and financial aid guidance and other related HEP services as they relate to

objectives. Staff surveys will identify level of program perception and support.

Evaluation will draw on a variety of quantitative and qualitative data (Table 12) to investigate and provide substance and context for both formative and summative evaluation designs that meets the *What Works Clearinghouse* evidence standards. See evaluation design below.

| <b>Table 12.</b>  |   |   |             |
|---|---|---|-------------|
| <b>Study</b>  | <b>Impact Analysis</b>  | <b>Data Source - Evaluation Methods</b>   | <b>Obj.</b> |
| Supportive Services for HEP Students<br><i>Formative Evaluation</i> | Are students assessed for basic needs? Are students assisted with admission and stipends? Are instructional and supportive services being provided? Are students meeting their academic goals? Are monitoring services being provided? Surveys - Are students satisfied with program (delivery, timing, etc.) and services (relevant, effective, etc.)? | Interviews with students, focus groups, self-assessment surveys, MIS review, supportive services documentation (stipends, health, financial aid, etc.) instruction materials, rosters, assessments, transcripts, counseling logs, activity results, academic tests, skills development, feedback reports (Quarterly, ongoing, etc.) | C, D, E     |
| Personnel<br><i>Formative Evaluation</i>                            | How is performance tracked? What type of support is received from CWU? Do you engage in capacity building training?   | Staff interviews, focus groups, surveys, staff, rosters, activity evaluations and observation rubrics (quarterly)   | C, D, E     |
| Operations<br><i>Formative Evaluation</i>                           | Are recruitment/orientations conducted? Is personal, vocational and academic counseling provided? Is program meeting students' needs?   | Logs, orientation rosters, counseling reports, applications, and student portfolios (After each activity)   | A, C, E, F  |
| Management<br><i>Formative Evaluation</i>                           | Is staff being hired from the targeted population? Are evaluations being completed for staff? Are there staff meetings? Are staff training?   | Staff files, evaluations, training agendas, student and Advisory Council feedback, reports to the USDOE (Ongoing, Annually, etc.)   | A, B        |
| Objectives<br><i>Summative Evaluation</i>                           | Is eligibility documented? What type data is being collected? Are objectives being met? Is the project operating as planned? Are all measures including <b>GPRA 1 (69%) and GPRA 2 (80%) being met?</b>   | All of the above. <b>Evaluation design aligned objective measures in pgs. 6 – 8.</b> Documentation of all operational, programmatic and administrative modifications for continuous improvement   | B, D, E, F  |

**ii. The extent the evaluation provides performance feedback and assesses progress...**

**Performance Feedback:** Staff and evaluator will collect performance data on an on-going basis to make decisions, report progress of HEP objectives to the USDOE, and improve HEP activities effectiveness. Evaluation regarding career advising/counseling, instruction, supportive services and follow-up services will be administered at two levels. Staff and the evaluator will conduct an

internal review of these activities to identify ways to improve and HEP students will complete a survey at the end of each activity. **Periodic Assessment:** The evaluator will provide the PI and Coordinator verbal and written site visit reports quarterly as well as evaluation reports annually. The evaluation plan has been designed to assess the program’s compliance with both the GPRA performance indicators and the project measures. This design ensures feedback from all stakeholders for continuous improvement measures that will be incorporated into the program annually. **Reporting:** Evaluator will produce annual reports for the Project Director. Evaluator will review evaluation data quarterly and provide recommendations for continuous improvement program measures. As required, reports will be provided to USDOE by CWU HEP annually.

***iii. Extent methods of evaluation will, if well-implemented, produce evidence of promise...***

A comprehensive rigorous evaluation described above, will not only assess implementation and outcomes, but will also identify best practices for enhancing cognitive and non-cognitive skills of HEP students. The evaluation methodologies will assist in understanding the effectiveness and context of CWU HEP services in accomplishing the anticipated impacts, as listed in the Logic Model (Appendix 8). For example, to what extent does the professional development training result in highly-effective staff and educators? Also, to what extent are certain “thresholds, dosages, combinations, and components” of HEP services associated with the development of both academic and behavior skills of MSFW students? Additionally, how effective have linkages and services of faith- and/or community-based organizations affected the advancement of the skills, knowledge and competencies of target students in accordance to the GPRA measures, project objectives and outcomes? Findings such as these will be of promise for staff, faculty and administrators for developing early intervention and support systems that better assist students’ academic preparedness and college readiness, as aligned to the strong theory.

## Other Attachment File(s)

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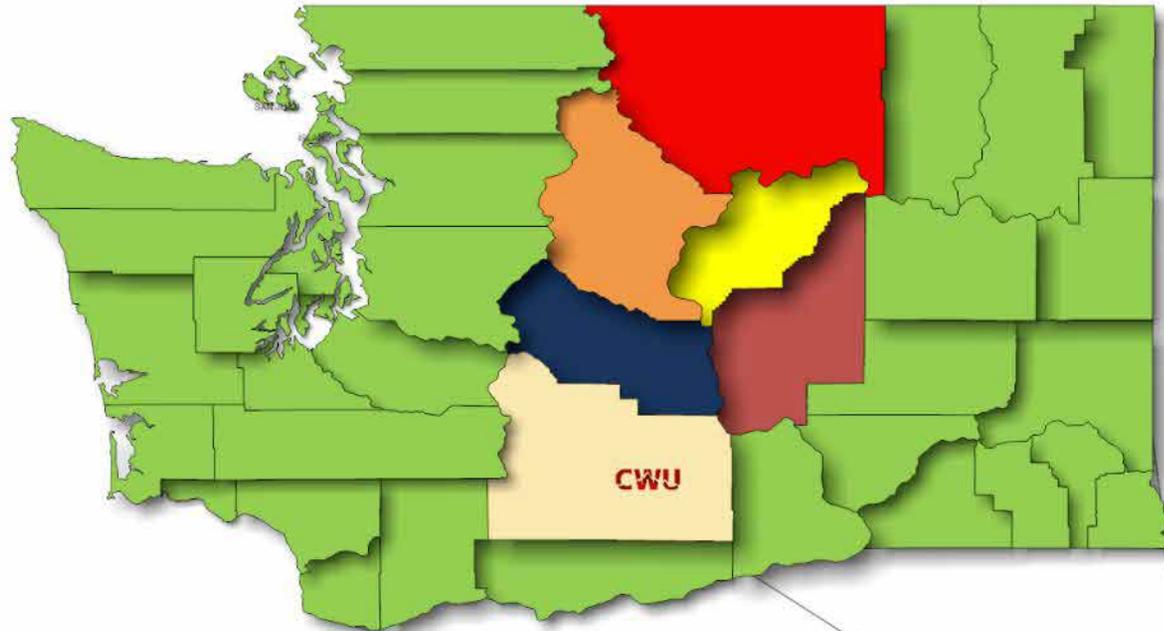
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- <sup>i</sup> The U. S. Department of Labor Employment and Training Administration: National Farm worker Jobs Program Year 2014.
- <sup>ii</sup> National Center for Farmworkers Health, Inc., Migrant and Seasonal Farmworker Demographics, 2009.
- <sup>iii</sup> Larson, Alice; “Migrant and Seasonal Farmworker Enumeration Profile Study Update” Washington DC Office of Minority Health, May 2013.
- <sup>iv</sup> Agricultural Workforce Report Employment Security Department, May 2012.
- <sup>v</sup> United States Department of Agriculture, National Agricultural Statistical Service – *Census of Agriculture*. 2009.
- <sup>vi</sup> US Census Bureau Estimate 2014, American
- <sup>vii</sup> OSPI Graduation & Dropout Statistics Annual Report 2011-12.
- <sup>viii</sup> Data from the U.S. Bureau of Labor Statistics (2012).



Yakima County/Work Source One-Stop Center



Kittitas County



Grant County



Chelan County



Douglas County



Okanogan County



# United States Senate

WASHINGTON, DC 20510-4704

COMMITTEES:  
APPROPRIATIONS  
BUDGET  
HEALTH, EDUCATION, LABOR,  
AND PENSIONS  
RULES AND ADMINISTRATION  
VETERANS' AFFAIRS

1/22/2016

The Honorable Dr. John King  
Acting Secretary of Education  
United States Department of Education  
400 Maryland Avenue Southwest  
Washington, DC 20202

Dear Acting Secretary King:

I am pleased to write in support of the applications recently submitted by Central Washington University (CWU) in order to continue operating its successful High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) programs.

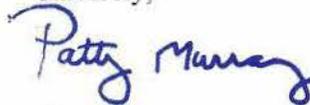
CWU is a public, comprehensive four-year university located in historic Ellensburg, Washington. Founded in 1891, CWU provides high quality programs to more than 13,000 students at eight locations throughout the region where students can complete baccalaureate degrees without leaving their communities. CWU has long served many high need communities throughout Yakima, Chelan, Okanogan, Grant and Douglas Counties; all areas that are rural and heavily dependent on farm labor. Washington state ranks as the 4th in employing migrant and seasonal farmworkers in the United States. CWU is located at the hub of the state's agricultural activity and provides critical outreach, education and support services to these communities.

As you know, HEP and CAMP are educational programs which serve students from migrant or seasonal farmworker families. HEP helps students earn the equivalent of a high school diploma and CAMP provides financial and academic support services to students in their freshman year. Together, CWU serves 190 students per year through the HEP and CAMP programs, providing these students with the academic foundation and support they need to successfully reach their educational and career potential.

For more than 100 years, CWU has been serving the communities and meeting the diverse needs of the Central Washington region. The HEP and CAMP programs have been critical in accomplishing this mission and helping to increase college access and completion in communities that have historically been underserved in higher education.

I hope that the Department will give this application every consideration.

Sincerely,



Patty Murray  
United States Senator

154 RUSSELL SENATE OFFICE BUILDING  
WASHINGTON, DC 20510-4704  
(202) 224-2621

2930 WETMORE AVENUE  
SUITE 903  
EVERETT, WA 98201-4107  
(425) 259-6515

2988 JACKSON FEDERAL BUILDING  
915 2ND AVENUE  
SEATTLE, WA 98174-1003  
(206) 553-5545  
TOLL FREE: (866) 481-9186

10 NORTH POST STREET  
SUITE 600  
SPOKANE, WA 99201-0712  
(509) 624-9515

950 PACIFIC AVENUE  
SUITE 650  
TACOMA, WA 98402-4450  
(253) 572-3636

THE MARSHALL HOUSE  
1323 OFFICER'S ROW  
VANCOUVER, WA 98661-3856  
(360) 696-7797

December 14, 2015

Miriam L. Bocchetti  
CAMP Director/HEP& CAMP PI  
Central Washington University  
400 University Way  
Ellensburg, WA 98926

Dear Miriam,

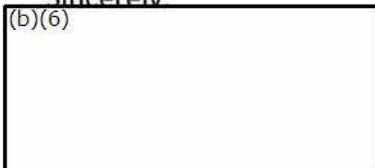
This letter shall serve as our support of Central Washington University's (CWU) application to the U.S. Department of Education to continue operating the High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) for migrant/farmworker participants. We are aware that CWU currently has both an excellent HEP and CAMP Program and we support their continued efforts to provide services to this population. We are supportive of these efforts because both of these programs are designed to help students succeed in college and prepare them for future endeavors.

We commit to collaborating with CWU which may be beneficial to participants of this proposed program. Our organization offers the following services:

- Financial Support
- Application Assistance (Admissions, Housing, Scholarship)
- Academic Assistance
- Career Planning
- Cultural Enrichment

Sincerely

(b)(6)



James L. Gaudino  
President

Enclosures

**Board of Trustees**

400 East University Way • Ellensburg WA 98926-7501 • Office: 509-963-2111 • Fax: 509-963-3206  
Office location Barge Hall Room 314 • E-mail: CWU\_President@cwu.edu • Web: www.cwu.edu/president

EEO/AA/TITLE IX INSTITUTION • FOR ACCOMMODATION E-MAIL: CDS@CWU.EDU

PR/Award # S141A160003



## SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

December 17, 2015

Miriam L. Bocchetti  
CAMP Director/HEP& CAMP PI  
Central Washington University  
400 University Way  
Ellensburg, WA 98926

Dear Ms. Bocchetti:

Please accept this letter from the Office of Superintendent of Public Instruction's (OSPI) Office of Migrant Education in support of Central Washington University's (CWU) application to the U.S. Department of Education for their High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) for migrant/farmworker participants. OSPI's vision is for every student to be ready for career, college, and life and the HEP and CAMP programs at CWU align directly with the Agency's vision for Washington's students.

Students who come from a migratory lifestyle often need additional supports that programs such as CWU's HEP and CAMP can provide so they can realize their full potential and maximize their options for college, career and life. CWU's HEP and CAMP programs have shown great successes with Migrant students and we support your continued efforts to provide services to this population.

We are committed to our continued partnership and collaboration with CWU by coordinating projects and activities which are beneficial to participants of these programs. Through the efforts of our Migrant Student Identification and Recruitment division, we are able to refer migratory students to CWU's HEP program for which returning to a high school campus is not a feasible option.

In addition, through our partnership with CWU's CAMP program, OSPI is able to collaborate to provide an annual on-campus event which focuses on building leadership and academic skills for over 100 currently enrolled high school migrant students that need additional support as they consider their plans for high school graduation and beyond. It is the goal of this partnership to increase CWU's CAMP connection to local school districts and enhance their recruitment and retention efforts to increase the number of migrant students who graduate from university.

We hope that the US Department of Education will continue to support CWU's successful CAMP and HEP programs for Migrant students who come from the agricultural areas close to CWU's campus. We look forward to our continued collaboration and partnership opportunities.

Sincerely,

(b)(6)

Mea Moore, Director  
Migrant and Bilingual Education Programs

SPWAward # S141A160003

Page e47

30



January 25, 2016

Miriam L. Bocchetti  
CAMP Director/HEP & CAMP PI  
Central Washington University  
400 East University Way  
Ellensburg, WA 98926

Dear Ms. Bocchetti:

This letter is in support of Central Washington University's application to the U.S. Department of Education to continue their operation of a High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) for migrant and seasonal farm workers.

We have enjoyed working with the Central Washington University's HEP and CAMP Programs for the past several years. The Migrant Student Data, Recruitment and Support (MSDRS) Out of Youth Facilitator has referred many students to HEP and CAMP programs and has seen many students succeed. Many of those students are now working as professionals in our community, including some who are now teachers of migrant students.

The Migrant Student Data and Recruitment Office and the Migrant Education Program are ready to assist and support Central Washington University in their efforts to provide the best support to migrant students in our state. We hope you give Central Washington University your utmost consideration for funding of their HEP and CAMP proposals.

If you have any questions or need additional information, please do not hesitate to contact me at (509) 837-2712.

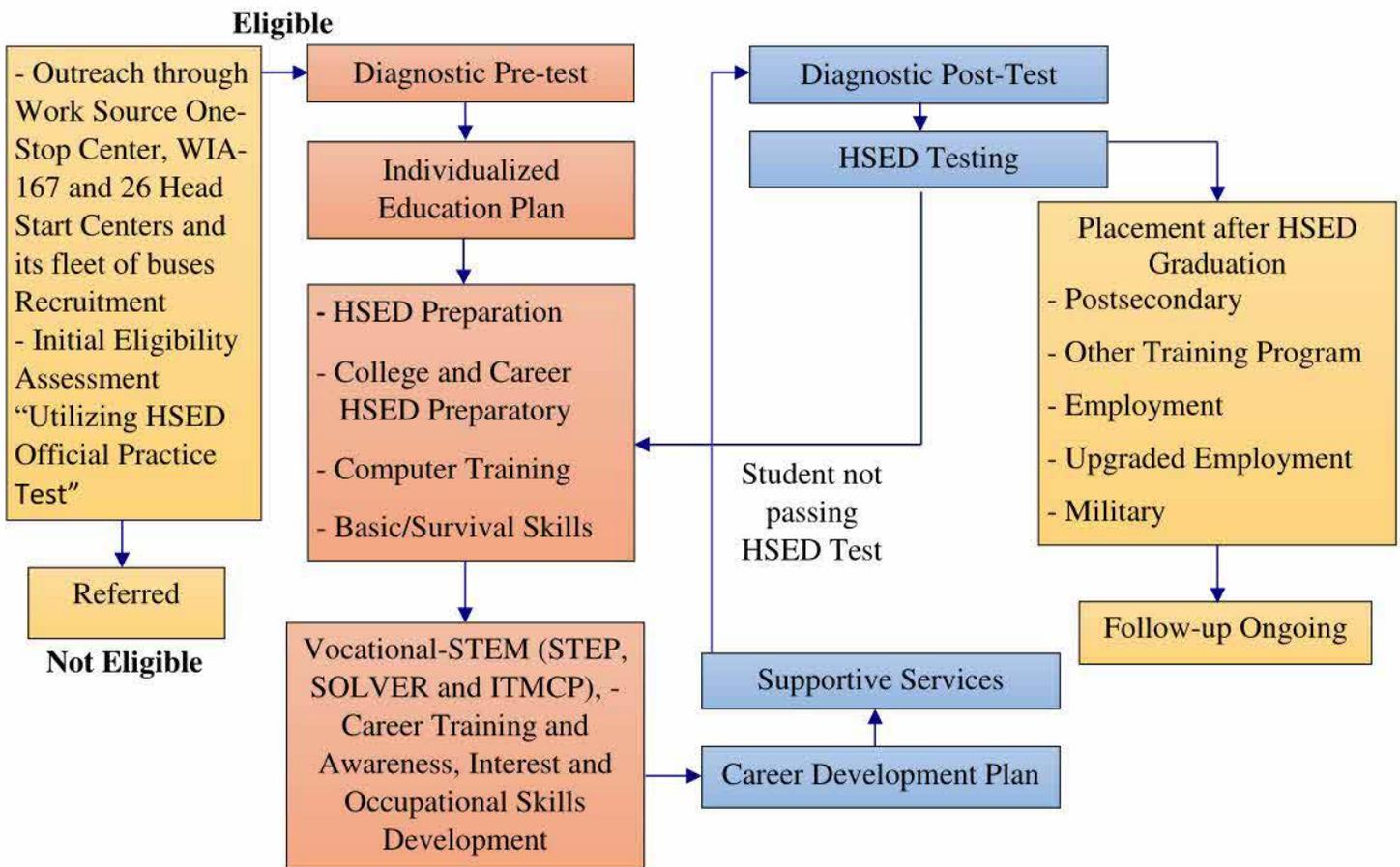
Sincerely,

(b)(6)

Lionel G. Campos  
MSDRS Director

## HEP Program Model

### Students Entering and Exiting Protocol



### What is MAP-Works?

**Purpose //** MAP-Works® is a holistic approach to student success and retention, providing a platform of information that faculty and staff use to identify at-risk students early in the term. It also allows faculty and staff the ability to coordinate interventions with at-risk students by providing the power of real-time analytics, strategic communications, and differentiated user interfacing, with integrated statistical testing and outcomes reporting.

**Rationale //** ...

**Process //** The MAP-Works process includes combining data from the institution with information from the students. Using that information, MAP-Works uses real-time analytics to provide information directly to the students as well as to the faculty and staff working with the students. In Fall 2014/Spring 2015, Central Washington University participated in MAP-Works, including 179 faculty and staff members.



### First-Year Students

**Participants //** In Fall 2014/Spring 2015, Central Washington University participated in MAP-Works with 1,483 total students in the First-Year Cohort.



| MAP-WORKS RISK INDICATOR*                | AVERAGE GPA** | RETURNED***          | DID NOT RETURN   |
|--|---------------|----------------------|------------------|
| Green                                    | 3.04          | 1,051 (96%)          | 44 (4%)          |
| Yellow                                   | 2.38          | 95 (88.8%)           | 12 (11.2%)       |
| Red                                      | 2.43          | 31 (88.6%)           | 4 (11.4%)        |
| Red2                                     | 1.55          | 114 (75.5%)          | 37 (24.5%)       |
| NA (insufficient data to calculate risk) | -             | 1 (50%)              | 1 (50%)          |
| <b>TOTAL</b>                             | <b>2.81</b>   | <b>1,292 (87.1%)</b> | <b>98 (6.6%)</b> |

\* MAP-Works Risk Indicator shown is the final indicator calculated during the fall term.  
 \*\* GPA information was uploaded for 1,386 students (93.5% of total population).  
 \*\*\* Persistence information was uploaded for 1,390 students (93.7% of total population).

| MAP-WORKS RISK INDICATOR*                | AVERAGE GPA** | RETURNED***          | DID NOT RETURN     |
|--|---------------|----------------------|--------------------|
| Green                                    | 2.83          | 852 (85.2%)          | 148 (14.8%)        |
| Yellow                                   | 2.11          | 72 (73.5%)           | 26 (26.5%)         |
| Red                                      | 1.91          | 38 (63.3%)           | 22 (36.7%)         |
| Red2                                     | 1.29          | 99 (41.4%)           | 140 (58.6%)        |
| NA (insufficient data to calculate risk) | 2.20          | 64 (74.4%)           | 22 (25.6%)         |
| <b>TOTAL</b>                             | <b>2.46</b>   | <b>1,125 (75.9%)</b> | <b>358 (24.1%)</b> |

\* MAP-Works Risk Indicator shown is the final indicator calculated during the spring term.  
 \*\* GPA information was uploaded for 1,482 students 99.9% of total population).  
 \*\*\* Persistence information was uploaded for 1,483 students (100% of total population).

### TO WHAT EXTENT WERE WE ABLE TO RETAIN FIRST-YEAR STUDENTS WHO SAID THEY PLANNED TO LEAVE?

|  | SAID THEY WERE LEAVING | OF THOSE, HOW MANY PERSISTED TO SPRING? | OF THOSE, HOW MANY PERSISTED TO FALL? |
|--|------------------------|---|---------------------------------------|
| Fall Transition - planned to leave before fall | 20                     | 13 (65%)                                | 10 (50%)                              |
| Fall Checkup - planned to leave before fall    | 7                      | 2 (28.6%)                               | 2 (28.6%)                             |

### WHAT KINDS OF ACTIVITIES DID WE DO WITH FIRST-YEAR STUDENTS?

|                      | # OF ACTIVITIES LOGGED | # OF STUDENTS INVOLVED | % OF STUDENTS | # OF FACULTY/STAFF INVOLVED | % OF FACULTY/STAFF INVOLVED |
|----------------------|------------------------|------------------------|---------------|-----------------------------|-----------------------------|
| Contacts             | 933                    | 519                    | 35%           | 70                          | 38.9%                       |
| Interaction Contacts | 722                    | 443                    | 29.9%         | 63                          | 35%                         |
| Notes                | 31                     | 29                     | 2%            | 11                          | 6.1%                        |

**EDUCATION**

|   |                      |
|---|----------------------|
| <b>Doctor of Philosophy, Educational Leadership and Human Resources</b> | <b>May 2018</b>      |
| Colorado State University Fort Collins, CO                              |                      |
| <b>Master of Arts, English Literature</b>                               | <b>December 2005</b> |
| Central Washington University, Ellensburg, WA                           |                      |
| <b>Bachelor of Arts, English Literature</b>                             | <b>June 2002</b>     |
| University of Washington, Seattle, WA                                   |                      |

**WORK EXPERIENCE**

**Principal Investigator, CWU HEP/CAMP Projects** **Ellensburg, WA 2013-present**

- Oversees all functions and operations of HEP & CAMP projects at Central Washington University
- Serves as first point of contact for CWU HEP and CAMP projects
- Maintains communication with federal program officer on behalf of HEP/CAMP projects
- Provides direct support and organizational guidance to CWU HEP Project Director
- Conducts yearly Professional Development Plan with HEP Director
- Manages combined yearly budget of \$1 million dollars, \$5 million over total grant cycle
- Represents both projects at annual HEP/CAMP Director's Meeting in Washington, DC
- Conduct hill visits with other HEP and CAMP programs, informing legislators about programs
- Completes and submits regular HEP/CAMP reports to Student Achievement Associate Dean
- Represents both CAMP and HEP at bi-weekly Student Achievement Council meetings
- Applied for and received over \$400,000 in state grants for summer programs
- Collaborates with staff and faculty on projects related to farm worker population
- Other duties as assigned by the Associate Dean of Student Achievement

**Director, CWU College Assistance Migrant Program** **Ellensburg, WA 2007-Present**

- Administers CAMP (both fiscally and administratively), in compliance with Central Washington University and the US Department of Education (USDOE) Office of Migrant Education (OME)
- Ensures implementation of the grant's goals and objectives in compliance with USDOE OME and CWU
- Coordinates CAMP recruiting and retention efforts per grant goals and objectives.
- Recruit and enroll eligible participants in accordance with USDOE OME regulations and the CWU CAMP Grant.
- Organize outreach in conjunction with grant objectives
- Networks with state migrant agencies, school districts, regional and national HEP/CAMP associations, military services, higher education institutions, community colleges, High School Equivalency Programs (HEP), migrant education programs, Educational Opportunity Centers (EOC), employers, community and non-profit organizations
- Takes the lead on the preparation of monthly budget reports
- Oversees the comprehensive facilitation of five-year \$5 million dollar grant
- Supervises documentation of grant objectives fulfillment, accounting process and record keeping
- Supervises and annually evaluates all CAMP staff
- Schedules and facilitate CAMP advisory board meetings
- Manages public relations campaign for CAMP
- Manages annual and internal program evaluations
- Assist with coordination of New Student Orientation for CAMP students
- Maintains communication with Department of Education/Office of Migrant Education program officer

- Writes and submits annual and final annual performance reports to Department of Education
- Submits annual state WSAC grant report and reapplication form
- Assists with grant re-write process every five years
- Supervises the annual instruction of University 101 and 102 course curriculum
- Other duties as assigned by the Associate Dean of Student Achievement

**Interim Director, CWU-College Assistance Migrant Program**

- Supervised and evaluated all CAMP program staff
- Submitted mid-year and end of the year reports to the Office of Migrant Education (OME)
- Maintained communication with the Office of Migrant Education
- Completed and submitted HEC-B supplemental grant report and re-application form
- Submitted necessary justifications to request appropriate expenditure of program funds
- Ensured proper fulfillment of grant objectives in compliance with federal regulations
- Managed budget and supervised preparation of monthly reports

**Retention Counselor, CWU-College Assistance Migrant Program** Ellensburg, WA 2005-2007

- Accountable for inclusive retention and student support within the program
- Developed comprehensive understanding of migrant/seasonal farm worker populations
- Intensely monitored all students' academic effort and development
- Traveled to Yakima Valley Community College to work with CAMP transfer students
- Served on CWU Retention Task Force, working with others to understand university retention
- Responsible for identifying and remedying any irregular academic progress amongst the cohort
- Collaborated with other CWU program staff and faculty, seeking ways to improve student success
- Developed program's first ever Strategic Plan (copy available on request)
- Sought out various relevant partnerships and collaborations meant to enhance student success
- Attended all internal director's meetings from June 2006-present
- Led weekly staff meetings and quarterly staff development

**Graduate Assistant CWU-College Assistance Migrant Program** Ellensburg, WA 2004-2005

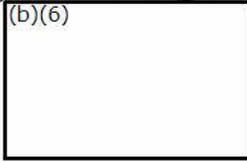
- Facilitated various teaching approaches and techniques for specialized student groups
- Co-instructor of quarterly courses focused on university transitions and college survival skills
- Maintained quarterly grades for each CAMP course on excel database
- Participated in monthly staff development workshops and meetings
- Provided consistent academic advising and support to students of racially diverse backgrounds
- Conducted quarterly academic warning and probation sessions for high risk students
- Assisted retention counselor and director with various program initiatives and projects
- Supervised nightly study sessions while providing tutoring in all general academic courses
- Collaborated with other staff regarding monthly meetings, cultural events, activities, and trips
- Represented CAMP Program at various events, meetings and within the community
- Conducted quarterly check-ins with students emphasizing on students' academic and personal goals

**QUALIFICATIONS**

- Proficient in Spanish (four years of college level Spanish)
- Detail oriented with the ability to multi-task
- Exceptional interpersonal, writing, and speaking skills
- Team player able to work independently little supervision
- Strong problem solving and analytical skills
- Extremely motivated, organized, and reliable
- Extensive knowledge of grant funded programs and application process

**JERRY ENRIQUEZ**

(b)(6)



**PROFESSIONAL OBJECTIVE**

Continue my career in Higher Education administration as an Academic Achievement Programs Director.

**EDUCATION**

|                   |   |
|-------------------|---|
| M. Ed. Counseling | Heritage College, 2000<br>Toppenish, WA               |
| B. A. Psychology  | Central Washington University, 1998<br>Ellensburg, WA |

**SUMMARY OF QUALIFICATIONS**

**Fifteen years experienced as both College Services Administrator/HEP Director with practical skills and knowledge in the following areas:**

**Supervision:**

Projecting, recruiting, hiring and assigning new/regular staff and part-time instructors/tutors. Establishing/coordinating paid and volunteer staff training, orientation, performance evaluation-corrective/disciplinary action plans, recognition and reporting.

**Enrollment Management:**

Conducting annual enrollment projections and initiating an enrollment plan to meet annual enrollment and GED completion goals. Leading outreach and recruitment staff in developing and administering public relations, marketing and direct recruitment campaign.

**Collaboration/Partnerships:**

Participating in initiating, developing, maintaining and representing the program in cooperative/partnership agreements, including increasing referral agents within Yakima county area. Contacts and maintains collaborative relationships with central Washington region service area migrant programs, school districts, DSHS, School-to-Work, EPIC, Employment Security, JTPA, business/employer community and other community organizations/agencies.

**Instructional Coordination/Articulation:**

Researching, evaluating and preparing recommendations on curricula, instructional methods and educational materials for the GED program. Coordinating and connecting faculty to curriculum development opportunities, materials and facilitating curriculum planning and implementation. Leading educational committees, staff, advisory groups and students in continuous improvement efforts to meet student needs and increase academic performance. Directing instructional committees on assessment/testing screening, academic interventions and individual education planning. Developing assessments, questionnaires and procedures for measuring the effectiveness of curriculum and instruction, including curriculum and instructional evaluations. Setting-up and maintaining instructional and career development technology/lab.

**Career Development/Placement:**

Planning, developing and coordinating the operation of career planning, placement services and HEP volunteer/internship-employment skills development project. Developing and maintaining educational/career cooperative relationships with schools, vocational training institutions, colleges, community service agencies and business/employer community.

**Grant Management:**

Evaluating, monitoring and maintaining program assurances and quality control via evaluation of operational policies and procedures. Ensuring that academic/support services and program administration are appropriately and efficiently carried out. Conducting quarterly student record audits to ensure eligibility of enrolled participants. Implementing the grant's goals and objectives in compliance with the (USDOE), (OME), and Central Washington University. Reviewing status/activity reports of each HEP component, identifying problem areas and making recommendations for corrective action. Overseeing implementation of correction; develops, revises, implements, interprets, and trains staff on program specific policies, procedures and practices. Setting standards for existing and new program activities, seeking renewal of and coordinate current grants and pursuing other grant funding opportunities.

**Program Management:**

Monitoring program activities and performance in relation to established program goals; within established program (grant) parameters. Attending local, regional and national meetings and/or conferences as program representative. Monitoring proposed or pending changes in federal programs, laws, rules, regulations (EDGAR, CFR), eligibility criteria in terms of the potential impact on programs rules and policies. Coordinating reporting process for quarterly, mid-year and annual reports for HEP, Dept. of Ed. /GPRA, Yakima District Schools and other agency partnership/contracts. Preparing and maintaining administrative, performance, budget reports, comprehensive evaluations, summaries, and recommendations to Advisory Board, V.P. SAEM, HEP Regional/National Association and Department of Ed. /OME Team Leader.

**Leadership/Public Relations:**

Attending staff, administrative, partnership, semi-annual advisory board and other program related meetings. Acting chair of the HEP Advisory Committee and attending local/state educational and community committees/taskforces. Participating on state/regional and nation wide committees for High School Equivalency/GED programs. Representing HEP program and providing information to publication/radio/television media, community, outside organizations and special interest groups. Presenting to schools, colleges, and public/political officials and at regional, national, and international conferences.

**Personal strengths:** Organized, time conscious, and detail oriented. Spanish and English communication skills. Open minded, creative, and flexible.

**Computer skills:** IBM/Apple PC experience with Windows, WordPerfect, Excel, Power Point, E-Mail, SIS/GroupWise/VAX Cluster/File Maker Pro, and Blumen Database.

**PROFESSIONAL EXPERIENCE**

**High School Equivalency Program Director**, Central Washington University 9/04-Present  
**College Assistance Migrant Program Director**,

Responsible for establishing the direction, continuous development, planning and overall program administration/management throughout the Yakima County service area, *including budget planning/management, grant funds development/management, securing/managing instructional site facilities; including leasing contracts, program management and student services administration.* Directing and coordinating all of the following program components (*Outreach/Recruitment, Assessment/Testing, Admissions/Enrollment, Instruction, Retention and Career Development/Placement*), service activities and performance of program operations, including public relations efforts and customer service/quality of service controls.

**Title V Student Support Coordinator**, Pacific Oaks College 2001-2004

Coordination, planning and administration of career/retention support services programs as well as budget evaluation. Supervision of support services office, programs and activities including; strategic planning, recruitment, promotion/outreach and evaluation. Career/seminar instruction.

**Career Consultant**, Self Employed 2001-2004

Marketing and promoting of career and resume services. Career exploration, planning and goals setting. Job development, interview assessment and salary negotiation. Employment inquiries, cover letter, resume and career related correspondence.

**TRIO SSS Counselor**, Central Washington University (Temporary Position) 2001

Identifying and recruiting at-risk student populations to increase retention. Providing academic, career, and personal counseling services.

**Career Counselor**, Central Washington University (Internship) 2000-2001

Advising and counseling students with career and academic related issues.

**Student Assistance Counselor**, Yakima Human Services 1999-2001

Providing school based intervention/behavioral health counseling services. Facilitating and managing behavioral development groups. Teaching of ten-week course on positive decision-making and healthy lifestyles management resulting in average scores of 80%.

**PROFESSIONAL DEVELOPMENT**

- |  |      |
|--|------|
| • Office of Migrant Ed./Annual Grantee Technical Assistance Training | 2015 |
| • 2014 GED Test Training   | 2014 |
| • Common Core & GED Training   | 2014 |
| • Cooperative Education Seminar                                      | 2013 |
| • Staff Development/Evaluation Training                              | 2013 |
| • Continuous Process Information Management Training                 | 2013 |
| • Grant Writing & Administration Training                            | 2012 |
| • Students With Disabilities Training                                | 2012 |

**PROFESSIONAL ACTIVITIES**

- |   |               |
|---|---------------|
| • Dept. of Ed/OME Presenter                             | 2015          |
| • HEP Consortium/Chair                                  | 2015          |
| • Valley Provider's Consortium Member                   | 2008 -Present |
| • Dept. of Ed./OME, Policy & Regulation Committee       | 2008 – 2009   |
| • Achievement Gap Oversight & Accountability Committee  | 2008 -Present |
| • HEP Advisory Committee, Chair                         | 2005 -Present |
| • Latino Education Achievement Project Presenter/Member | 2005 -Present |
| • National HEP/CAMP Presenter                           | 2004 –Present |

References available upon request

# Ramon Cardenas

## Objective

To use my education and work experience to my best of my abilities as possible in order to succeed in any work environment, and always be professional and a leader when dealing with people. With my education and work ethic I will be successful with my job duties.

## Work Experience

4/07-Present Central Washington University Yakima, WA

### Enrollment/Retention Advisor

As an Enrollment/Retention Advisor my responsibilities are to promote the High School Equivalency Program (HEP) by coordinating part time recruiters and resources. Recruitment strategies used entail: posting flyers, conducting presentations, and networking with other community organizations. I also coordinate the pre GED exam to assess the level of education of prospective students in order to place them in the educational level. Recruitment is just part of my job; other involves retention which entails case management, where I work with students who are having problems with class subjects or other problems affecting their education. I conduct evaluations at the beginning of a class and toward the end to see what was effective and what was not working in terms of passing the GED exam. I conduct post secondary and career assessment to our graduates to help them enter college or careers by advising and guiding them.

09/06-3/07 Central Washington University Ellensburg, WA

### Interim Admissions Counselor

As an Admissions Counselor my job was to recruit high school students throughout Washington State to attend Central Washington University (CWU). Part of my recruiting strategy was to make contact with high school career counselors and set up school visits where I had the opportunity to make presentations to students and answer questions. I would also attend high school college fairs and distribute information, and talk to prospective students and their parents about CWU. I also counseled and educated students and parents on CWU's admission process and answered any questions that they might have had regarding admissions. I also reviewed student's applications and essays to make sure they had everything complete, in order to accept or deny their application.

08/03-11/05 Central Washington University Yakima, WA

### Recruiter/Retention Counselor

- As a recruiter my responsibilities were to promote the High School Equivalency Program (HEP) by coordinating part time recruiters and resources. Recruitment strategies used entailed posting flyers, conducting presentations, and networking with other community organizations. I also coordinated and administered the pre GED exam to assess the level of education of our prospective students in order to place them in the right class. Recruitment was just part of my job, the other involved retention in which I would counsel students who were having problems with class subjects or other problems affecting their education. I would conduct evaluations at the beginning of a class and toward the end to see what was effective and what was not working in terms of passing the GED exam.

## Education

- Heritage University Toppenish, WA  
**Masters in Organizational Leadership** May 2013
- Washington State University Pullman, WA  
**B.A Criminal Justice** May 2001  
Sociology: two courses away from a B.A  
Business Administration: 40 semester credits

## References upon request

## Languages Bi-literate in Spanish and English

**SUMMARY OF QUALIFICATIONS**

- Fourteen years of experience in literacy education, teaching program and curriculum development for low income migrant workers.
- Over nine years of proven success in graduating classes with GED degrees in the State of Washington.
- Over 20 years of experience leading both professional and educational teams in different working environments.
- Over 20 years of experience in project management, with emphasis in training, statistical work, and publishing.
- Priority-driven to exceed project demands, self-motivated, and results oriented individual.
- Committed to the understanding of multicultural backgrounds, acquired native speaker levels in Spanish.

**EXPERIENCE**

**High School Equivalency Program (HEP) – CWU**

**April 2004 – Present**

**Lead Instructor;**

**Yakima, WA**

*Providing lead instruction (primarily in Spanish) and GED test preparation. Assign homework, grade papers, monitor attendance and provide feedback/tutoring to students on assignments. Conduct student intakes, Individual Education Plans (IEP) and career awareness information. Lead preparation of lesson plans, testing and ongoing curriculum development. Administer official GED eligibility testing and make recommendations for testing. Monitor students' academic skills, progress, identify at-risk students, provide referrals for support/intervention and participate in testing and academic intervention committee meetings. Provide individual tutoring to students who need additional attention in a particular subject. Develop an academic file for each student, track and document attendance, testing scores and prepare various academic session reports and evaluations. Track/Document tutoring sessions in writing, reading, social studies, science and mathematics.*

**Key Contributions:**

- Successfully graduated 6 promotions obtaining GED degrees with rates meeting and/or exceeding Program's goals;
- Reduced mathematics- tutoring need by more than 80 percent reflecting key contributions to the mathematics instruction portion of the Program;
- Achieved a one hundred percent passing rate in writing tests;
- Successfully promoted from lead tutor to instructor in a year and half period due to outstanding team leadership and educational project management skills, and commitment to the HEP program's success. Currently Interim Lead Instructor;
- Successfully maintained a retention rate of 80 percent, meeting the Program's goals.

**Yakima Coalition for the Homeless**

**May 2000 – Sept 2000**

**Outreach Individual**

**Yakima, WA**

**Key Contributions:**

- Administered surveys and medical forms to Spanish speaking low income families;
- Improved services satisfaction rate for the Spanish rate by more than 50 percent.

**Opportunities Industrialization Center – OIC**

**Aug 1999 – April 2000**

**Literacy Teacher in Spanish**

**Sunnyside, WA**

*Teaching basic grammar and mathematics to migrant agricultural and low income families in Eastern Washington.*

**Key Contributions:**

- Successfully taught courses and achieved OIC's program goals to one hundred percent of attendees;
- Maintained a Program retention rate of one hundred percent.

**Instituto Nacional de Estadística INE (National Census Bureau)**

**Nov 1970 – Sept 1998**

**Information and Publication Manager**

**Guatemala City, Guatemala**

*Lead and managed the INE is Guatemala Census Bureau, highly involved with Central and South American demographic projects.*

**Key Contributions:**

- Successfully managed large teams of more than 20 individuals for national publications and special projects;
- Led projects with Mexican and South American census bureaus for training, methodology, and process improvement;
- Managed national publishing budget for more than 16 years, consistently meeting national spending requirements.
- Managed United Nations' publishing budget for partnership projects with the INE for national census campaigns.

**EDUCATION**

University of San Carlos of Guatemala  
Certificate in Business Administration.

June 1981  
Guatemala City, Guatemala

Liceo Francés  
Bachelor Degree in Accounting.

October 1969  
Guatemala City, Guatemala

**PROFESSIONAL DEVELOPMENT**

|                                     |      |                               |      |
|-------------------------------------|------|-------------------------------|------|
| GED Mathematics Training            | 2015 | HEP Instructor Training       | 2014 |
| GED Social Studies/Science Training | 2015 | HEP Grant Planning Training   | 2014 |
| Common Core Training                | 2014 | CWU/HEP Grant Ethics Training | 2014 |

**References Available Upon Request**

PROFESSIONAL OBJECTIVE

**A full-time GED instructional position.**

EDUCATION

Bachelor Degree, Veterinary Science

UNAM University, 1973  
Mexico City, Mexico

SUMMARY OF QUALIFICATIONS

**Ten years experienced HEP instructor with practical skills and knowledge in the following areas:**

- Spanish and English GED Instructional experience.
- Personal and professional experience with farmworking population.
- Excellent bilingual (English/Spanish) communication skills.
- Experience in academic and tutoring retention.
- Working with monolingual Spanish speaking populations.
- Knowledge of community and farmworker support agencies and Organizations.
- Personal experience as a migrant seasonal farmworker.

**Personal strengths:** Organized, time conscious, and detail oriented. Spanish and English communication skills. Open minded, creative, and flexible.

**Computer skills:** IBM/Apple PC experience with Windows, WordPerfect, Excel, Power Point, E-Mail, SIS/GroupWise, and Blumen.

RELATED PROFESSIONAL EXPERIENCE

**HEP Instructor, Central Washington University** 7/05-Present

- Providing instruction (primarily in Spanish) and GED test preparation.
- Assign homework, grade papers, monitor attendance and provide feedback/tutoring to students.
- Conduct student intakes, Individual Education Plans (IEP) and career awareness information.
- Prepare lesson plans, testing and ongoing curriculum development.
- Administer official GED eligibility testing and make recommendations for testing.
- Monitor students' academic skills, progress, identify at-risk students, provide referrals for support/intervention and participate in testing and academic intervention committee meetings.
- Provide individual tutoring to students who need additional attention in a particular subject.
- Develop an academic file for each student, track and document attendance, testing scores and prepare various academic session reports and evaluations.
- Track/Document tutoring sessions in writing, reading, social studies, science and mathematics.

**Operator/Staff Trainer, Tree Top** 2001-Present

- Provided new staff training and safety education to monolingual Spanish speaking employees.
- Conducted mechanical diagnostics testing and troubleshooting.
- Provided translation from Spanish to English.

**ESL/GED Tutor, Yakima Valley Community College** 1996-2001

- Provide tutoring to GED/ESL students in Math, Science, Reading, Writing and Social Studies.
- Conducted Pre-GED diagnostic testing.
- Developed new student program files.

**Seasonal/Migrant Farmworker,** 1984-1996

- Picked all kinds of fruit and worked in the hop harvest seasonally.

**Instructor/Training Director, Department of Agriculture** 1975-1984

- Provided training and instruction on proper farm animal production to rural farmworker population.
- Developed curriculum and prepared health and safety presentations.
- Monitored countywide policy and regulations of health instruction and agricultural procedures.

PROFESSIONAL DEVELOPMENT

- **GED Mathematics Training** 2015
- **GED Social Studies/Science Training** 2015
- **Common Core Training** 2014
- **CWU/HEP Grant Ethics Training** 2014
- **HEP Instructor Training** 2014
- **HEP Grant Planning Training** 2014

## JOB DESCRIPTIONS

**Job Title: Principal Investigator**

**Department:** High School Equivalency Program

**Supervisor:** Dean of Student Success

**Duties and Responsibilities:**

Coordinate the planning, development and implementation of all HEP program goals and objectives. Oversee the administration of the HEP Program while providing the overall leadership and support to the HEP Program Director and staff. Ensure that the coordination of internal resources occurs to maximize all possible services to HEP participants. Coordinate recruitment of eligible HEP participants with Work Source partners, migrant schools, WIA 167, Migrant Head Start, Migrant Health Clinics and other partners. Hire, train and supervise program staff and manage budget activity in accordance with federal and institutional guidelines and regulations. Prepare and submit project reports as required by federal and institutional regulations. Serve as the liaison with federal and state migrant agencies and area school districts while promoting the HEP program's mission, vision, and goals.

**Qualifications:** Bachelor's degree required (Masters preferred). Three years required experience in related field and/or comparable proven experience in working with migrant/seasonal farmworkers and/or human services program. Experience in farmworker best practices, policies, and regulations (2 years required). Budget development and management experience with strong communication and organizational capabilities preferred.

**Job Title: HEP Project Director**

**Department:** High School Equivalency Program

**Supervisor:** Principal Investigator

**Duties and Responsibilities:**

Coordinate the overall implementation of the HEP Program including recruitment, eligibility determination, and enrollment of students for all HEP activities. Manage daily HEP activities, supervise staff, assist in budget management, conduct weekly staff meetings, and review personnel status updates. Ensure that project goals and objectives are in compliance with contractual obligations while being cognizant to all federal and state rules, regulations and mandates. Meet quarterly with the HEP Advisory Council along with the PI to review project and objectives status, student recruitment efforts, evaluation results, student outcomes, and budget expenditures. Maintain working relationships with other college programs, school districts, community resources, and partners. Supervise all HEP staff and work with the evaluator to compile evaluation data and produce all required reports. Oversee all retention and placement services for HEP participant and graduates. Assess program bi-annually through student surveys. Review quarterly/annual evaluation results to support data-driven decisions.

**Qualifications:** Bachelor's degree required (Masters preferred). Five years required experience in related field and/or comparable proven experience in working with migrant/seasonal farmworkers and/or human services program. Experience in farmworker best practices, policies, and regulations (2 years required). Budget development and management experience with strong communication and organizational capabilities preferred.

**Job Title: Recruitment/Retention Advisor**

**Department:** High School Equivalency Program

**Supervisor:** HEP Project Director

**Duties and Responsibilities:**

Conduct all outreach, recruitment and selection of potential HEP participants for all sites. Conduct intakes to determine student eligibility for HEP Program, complete an individual intake and enrollment packet for each applicant, process intakes through team staffings, and refer non-eligible applicants to other service providers. Assist in administering HEP Educational Assessments and Vocational Evaluations and developing, monitoring, and updating Individual Educational Plans (IEPs) in collaboration with students. Assist in providing HEP students with High School Equivalency Diploma (HSED) preparation, assistance, and instruction to graduate with a HSED credential. Provide HEP participants and graduates with academic and career counseling for placement into post-secondary education, training programs, enhanced employment, career, military, etc. Work collaboratively with other CWU departments, such as the Academic Skills Center, to connect HEP students' to resources essential for college success.

**Qualifications:** Bachelor's Degree in related field with two years proven experience in academic and advising. Two years prior experience working with migrant/seasonal farm worker families required. Bilingual in English and Spanish.

**Job Title: HEP Instructors****Department:** High School Equivalency Program**Supervisor:** HEP Project Director

**Duties and Responsibilities:** Lead High School Equivalency Diploma (HSED) academic instructional activities, providing academic advising, programming, and instruction. Assist in administration of HEP Educational Assessments and Vocational Evaluations to determine student's reading, math, language and communication skill levels. Provide HEP students with HSED preparation assistance and instruction to graduate with a HSED credential including academic instruction in Common Core State Standards in math, science, language arts, writing, reading and social studies. Work in partnership with HEP participants to ensure that their academic progress is guided by each student's Individualized Education Plan (IEP). Maintain an active record of student performance and progress. Research, develop, and implement culturally relevant instruction and materials to assist HEP students with academic and professional skills development. Expose participants to occupational training and careers, particularly for STEM related activities and assist in work readiness training for students.

**Qualifications:** Bachelor's degree (preferably Masters) in related field with three years prior experience teaching the target population. Prior STEM experience preferred.

**Job Title: Project Assistant****Department:** High School Equivalency Program**Supervisor:** HEP Project Director**Duties and Responsibilities:**

Coordinate clerical, administrative, and program details to support HEP Project Director and staff. Assist HEP staff with outreach and recruitment efforts and completing individual intake and enrollment packet. Conduct data entry and maintain HEP database. Process entry and exit paperwork for HEP participants and graduates. Create and maintain electronic and hard copies of HEP student files, ensuring that all department paper and electronic files are up to date. Maintain confidential student information in compliance with FERPA regulations. Schedule appointments as necessary for students and prospective students for admissions counseling, advising, placement testing, and others, as needed. Assist in event preparation including location scheduling and reservations, assisting with preparation of necessary materials and supplies, and ensuring adequate communication with all parties involved. Maintain and organize inventory and order office supplies and equipment, as needed, to ensure the smooth operation of the HEP. Support internal and external communication via verbal, written, and electronic communication and correspondence.

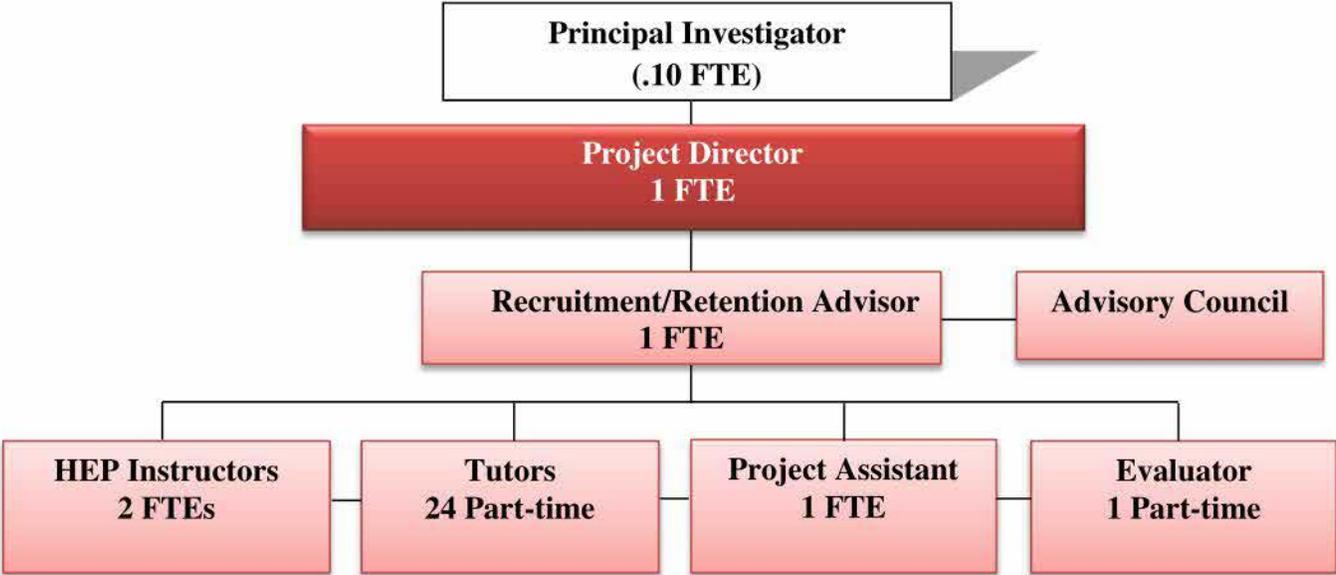
**Qualifications:** High school diploma/GED required (AA preferred) with two years of office environment similar to HEP experience and knowledge of computers and Microsoft Word, and other related software. Bilingual in English/Spanish required.

**Job Title: Tutors****Department:** High School Equivalency Program**Supervisor:** HEP Project Director

**Duties and Responsibilities:** Provide tutoring and academic support to eligible HEP students. Assist Recruitment/Retention Advisor and Instructors in: conducting pre and post tests to determine academic needs; administering GED Foundational Common Core Tools to determine reading, math, language and communication skill levels; and monitoring and adjusting academic and career counseling plans, as needed. Tutors who have demonstrated mastery in core subjects will work with staff and the faculty member to develop and deliver enhanced one-to-one and small group instructional tutoring aimed at increasing academic achievement and GPA scores of HEP students. Provide academic support in Common Core State Standards in math, science, language arts, writing, reading and social studies. Build positive working relationships with students and provide appropriate academic and instructional support to aid in HEP participants' success. Attend mandatory monthly tutor meetings and maintain updated logs and record of contacts with students.

**Qualifications:** Bachelor's for teachers or two years of college for students, 1 year experience in providing tutoring services to target population, knowledge in content areas, and ability to work flexible hours and attend training.

# CENTRAL WASHINGTON UNIVERSITY HEP PROGRAM ORGANIZATIONAL CHART



## LOGIC MODEL

## HEP

| Inputs  | Outputs  | Outcomes   | Impact  |
|---|--|--|---|
| <p><b>Investments</b></p> <ul style="list-style-type: none"> <li>■ Higher Ed Support, Resources and Knowledge</li> <li>■ Highly Qualified Staff, Dedication, and Support</li> <li>■ Rigorous Curriculum (STEM)</li> <li>■ Partners' Expertise and Resources</li> <li>■ Qualified Tutors</li> <li>■ Higher Ed Resources</li> <li>■ Technology -Database</li> <li>■ In-Kind Funds</li> <li>■ Community -based Agencies</li> </ul> | <p><b>HEP Services</b></p> <p><b>Academic Preparedness</b></p> <ul style="list-style-type: none"> <li>■ GED Common Core Assessment</li> <li>■ Individual Education Plan (IEP)</li> <li>■ HSED Preparation/Certificate</li> <li>■ College Preparatory</li> <li>■ Vocational/Career/STEM Training</li> <li>■ Support Services: Academic Counseling</li> <li>■ Tutoring Support</li> <li>■ Cognitive/Non-Cognitive Skills</li> <li>■ Educator Capacity Building</li> <li>■ Apply to CAMP</li> </ul> <p><b>Personal/Social Development</b></p> <ul style="list-style-type: none"> <li>■ Identification and Recruitment</li> <li>■ Vocational/Personal Counseling</li> <li>■ Survival/Leadership Activities</li> <li>■ Cultural/Education Events</li> <li>■ Placement: Postsecondary Education Training Program, Upgrade Employment, Military</li> <li>■ Persistence and Retention Services</li> <li>■ Health Services</li> </ul> <p><b>Financial Knowledge</b></p> <ul style="list-style-type: none"> <li>■ Financial Aid/FAFSA completion assistance</li> <li>■ Financial Literacy Workshops</li> <li>■ Help with Enrolling into Second Year of College</li> <li>■ Assistance with scholarships</li> <li>■ Offer Stipends</li> <li>■ Referrals (internal/external)</li> <li>■ Transportation</li> <li>■ Childcare</li> <li>■ Housing</li> </ul> | <p><b>Short-Term/Long-Term Results</b></p> <p><b>Objective A:</b> Provide recruitment in a culturally appropriate manner to over 200 un-served and under-served migrant and seasonal farmworkers into the HEP Program.</p> <ul style="list-style-type: none"> <li>■ <b>100 %</b> of the 200 target students informed about HEP program</li> <li>■ Written partnerships agreements and printed referrals on file</li> </ul> <p><b>Objective B:</b> Conduct intakes on <b>110</b> individuals to determine initial eligibility and enroll into the HEP Program.</p> <ul style="list-style-type: none"> <li>■ <b>110</b> portfolios with eligibility forms on file</li> <li>■ <b>110</b> HEP students certified eligible and eligibility documents on file</li> <li>■ Documentation of referrals to service providers on file</li> </ul> <p><b>Objective C:</b> Administer HEP Educational Assessments and Vocational Evaluations to 110 students.</p> <ul style="list-style-type: none"> <li>■ <b>100%</b> of HEP students receive an educational assessment</li> <li>■ <b>110</b> HEP students' test results will be on file</li> </ul> <p><b>Objective D:</b> Develop <b>110</b> Student Educational Plans (SEPs) in collaboration with HEP Students to ensure each student meets their educational, vocational and/or career goals.</p> <ul style="list-style-type: none"> <li>■ <b>110</b> Student Education Plans (SEP) will be developed and on file</li> <li>■ <b>110</b> SEPs will be re-evaluated and on file</li> </ul> <p><b>Objective E:</b> Provide <b>110</b> HEP students with HSE preparation assistance and instruction to graduate <b>76 (69%)</b> with a HSED credential annually (<b>GPRA1</b>).</p> <ul style="list-style-type: none"> <li>■ Documentation of HEP student progress inputted in database and on file</li> <li>■ <b>GPRA 1 69%</b> of students obtain their HSED credential. This will be maintained for 5 years</li> </ul> <p><b>Objective F:</b> Provide <b>110</b> participants with Academic and Career Counseling to place <b>61 (80%)</b> HEP HSED graduates into post-secondary education, training program, first-time or up-graded employment, career or the military annually (<b>GPRA 2</b>).</p> <ul style="list-style-type: none"> <li>■ <b>110</b> Academic &amp; Career Pre-and Post-tests on file</li> <li>■ <b>110</b> plans modified, if required and on file</li> <li>■ <b>110</b> students engaged in STEM activities and explore career prospects</li> <li>■ <b>30</b> students engaged in work readiness training and offered placement services</li> </ul> | <p><b>Return on Investment</b></p> <ul style="list-style-type: none"> <li>■ <b>110 eligible MFSW students highly engaged and learning in the CWU HEP</b></li> <li>■ <b>76+ (69%) of HEP students successfully receive their High School Equivalency Diploma (HSED)</b></li> <li>■ <b>61+ (80%) of HEP students who receive their HSED will transition into post-secondary education, training program, upgrade employment or military</b></li> <li>■ <b>Increasing the number of MSFW students graduating from college, targeting STEM degrees and careers</b></li> </ul> |

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: DATE: 07/18/2012  
 ORGANIZATION: FILING REF.: The preceding  
 Central Washington University agreement was dated  
 Business Office 400 E. University Way 05/18/2011  
 Ellensburg, WA 98926

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

SECTION I: INDIRECT COST RATES

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

EFFECTIVE PERIOD

| <u>TYPE</u> | <u>FROM</u> | <u>TO</u>  | <u>RATE (%)</u> | <u>LOCATION</u> | <u>APPLICABLE TO</u> |
|-------------|-------------|------------|-----------------|-----------------|----------------------|
| PRED.       | 07/01/2012  | 06/30/2016 | 51.50           | On-Campus       | All Programs         |
| PROV.       | 07/01/2016  | 06/30/2017 | 51.50           | On-Campus       | All Programs         |

\*BASE

Direct salaries and wages including vacation, holiday, sick pay and other paid absences but excluding all other fringe benefits.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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



## Budget Narrative

The proposed budget for Central Washington University (CWU) is submitted in response to the U.S. Department of Education's Office of Elementary and Secondary Education **High School Equivalency Program (HEP)** Grant. The following budget justification clearly illustrates the funding being requested for all five years of the program. The budget request is realistic and based on actual costs that will adequately support the proposed CWU HEP services, activities, instructional support, training and professional development as presented in the scope of work. The funding requested is only for resources and items that are not currently available through CWU or other community support.

Central Washington University (CWU) is proposing a budget of approximately **\$474,965** annually, or **\$2,374,778** over the five year grant period, from the U.S. Department of Education's HEP Program to serve **110** underserved **Migrant and Seasonal Farmworker (MSFW) students** annually, serving a total of **550** migrant students over the five-year grant period. CWU HEP will continue providing MSFW students with the academic foundation they need to successfully reach their educational and career objectives, bridging educational gaps by offering a comprehensive commuter HEP program that increases post-secondary educational opportunities for farmworkers, and prepares them for the world of work and a career.

As described in the scope of work, CWU has budgeted the proposed positions, travel, supplies, materials, services and other items to effectively implement CWU HEP. The allocation of resources was prepared based on CWU's multiple years of experience and what is necessary to accomplish the proposed goals, objectives and outcomes. The proposed salaries, wages and costs are aligned and within CWU's financial policies, procedures and salary scale for positions that have comparable duties and responsibilities. Each key position plays a significant role

towards the success of CWU HEP, each with important responsibilities to ensure all necessary tasks and items have been accomplished to meet the proposed goals and objectives.

The following budget narrative describes each budget category in detail, its alignment to the goal and objectives, and further delineates the importance and role of each staff, their time and commitment, and the resources allocated to support their efforts towards meeting and/or exceeding the outcomes outlined in the proposal. CWU HEP is confident that these professionals will accomplish each task assigned with vigor while meeting the required contractual obligations.

During Year 1, CWU HEP will focus on: 1) retaining, recruiting, and training staff to serve as lead CWU HEP agents; 2) identifying, assessing and selecting eligible commuter MSFW students with the greatest need; 3) building a collaborative leadership team that will focus on increasing academic performance for students while creating highly-effective CWU HEP staff; 4) collecting and analyzing data (pre/post) from a multitude of sources to inform the project; 5) designing and delivering high quality professional development to staff; and 6) developing and maintaining collaborative structures within the university and with local community and faith-based organizations, school districts, federal and state entities and local government agencies to maximize resources.

Follow-up services will be provided to CWU HEP participants after they have completed their first year of college. Follow-up services may include, but are not limited to: advising and counseling, college enrollment and financial aid application assistance, class selection, career and financial guidance, monitoring and reporting academic progress, referrals to on- or off-campus providers for counseling, health or transportation services, etc. CWU will not utilize more than 10 percent of HEP funds for follow-up services.

**Year 1 - 5 (2016-2021)**

**1. Personnel**

Central Washington University (CWU) has budgeted the following positions to implement the HEP Program as described in the application narrative. The allocation of these human resources has been made based on our many years of experience and what is necessary to accomplish the proposed objectives. All salaries and wages are aligned and within the CWU salary scale. These positions include the following:

**Principal Investigator (.10 FTE)**

The Principal Investigator will oversee the administration of the HEP Program while providing the overall leadership and support to the HEP Program Director and staff. The Principal Investigator will ensure that the coordination of internal resources occurs to maximize all possible services to HEP participants.

| 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---------|---------|---------|---------|---------|
| \$6,619 | \$6,718 | \$6,718 | \$6,718 | \$6,718 |

**Project Director (1 FTE)**

The Project Director’s responsibility is to coordinate the overall implementation of the HEP Program and is ultimately responsible for recruitment, eligibility determination, and enrollment of students for all HEP activities. The Project Director ensures that students have equal access to all HEP services illustrated in the scope of work. Further, the Project Director will make certain that the project goals and objectives are in compliance with contractual obligations while being cognizant to all federal and state rules, regulations and mandates. The Project Director will also supervise all HEP staff, work with the evaluator, manage the budget, compile evaluation data and produce all the required reports.



| 2016-17  | 2017-18  | 2018-19  | 2019-20  | 2020-21  |
|----------|----------|----------|----------|----------|
| \$65,000 | \$65,975 | \$65,975 | \$65,975 | \$65,975 |

**Program Assistant (.83 FTE)**

The Program Assistant will be responsible for assisting the Project Director and HEP staff with project activities, compiling student data, assisting with HEP marketing, developing reports, drafting correspondence, maintaining student portfolios, and other related work needed to meet the program goals and objectives. The Program Assistant will also work with, support, and guide participating MSFWs to achieve their academic goals.

| 2016-17  | 2017-18  | 2018-19  | 2019-20  | 2020-21  |
|----------|----------|----------|----------|----------|
| \$27,804 | \$28,221 | \$28,221 | \$28,221 | \$28,221 |

**Recruitment/Retention Advisor (1 FTE)**

The Recruitment/Retention Advisor’s primary responsibility is to identify and enroll 110 eligible migrant and seasonal farmworker (MSFW) students into the HEP program annually. This individual will interview all potential students, compile the required documentation, and ensure the eligibility of each enrolled student. The Recruitment/Retention Advisor will also be responsible for aggressively marketing HEP services specifically to rural isolated areas where targeted populations are traditionally underserved. The Recruitment/Retention Advisor will develop and expand CWU HEP’s vast network of partners to maximize outreach efforts to MSFWs. Retention duties for this position include assessing each student’s academic and career skills, developing an Individual Education Plan, and providing academic, financial and personal guidance to ensure students remain in the program and successfully exit.

| 2016-17  | 2017-18  | 2018-19  | 2019-20  | 2020-21  |
|----------|----------|----------|----------|----------|
| \$52,020 | \$52,800 | \$52,800 | \$52,800 | \$52,800 |

**Instructor/Lead (1 FTE)**

The Lead Instructor will head High School Equivalency Diploma (HSED) academic instructional activities, providing academic advising, programming, and instruction. The Lead Instructor will work in partnership with HEP participants to ensure that their academic progress is guided by each student’s Individualized Education Plan (IEP) developed by the student with instructional staff. This position will work with students to provide self-paced learning activities to enable students to work at different levels. The Lead Instructor will maintain an active and ongoing record of student performance and progress.

| 2016-17  | 2017-18  | 2018-19  | 2019-20  | 2020-21  |
|----------|----------|----------|----------|----------|
| \$41,643 | \$42,267 | \$42,267 | \$42,267 | \$42,267 |

**Instructor/Support (1 FTE)**

The Instructor will provide assistance to the Lead Instructor in the oversight and implementation of High School Equivalency Diploma (HSED) academic instructional activities. The Instructor will provide HEP participants with academic advising, programming, and instruction and provide students with self-paced learning activities. The Instructor will maintain an active and ongoing record of student performance and progress and work in partnership with the Lead Instructor and HEP participants to ensure that each student’s academic progress is guided by his/her IEP.

| 2016-17  | 2017-18  | 2018-19  | 2019-20  | 2020-21  |
|----------|----------|----------|----------|----------|
| \$38,625 | \$39,204 | \$39,204 | \$39,204 | \$39,204 |

**Instruction, Tutors, and Lab Staff (4 Staff @ 25%)**

Instructional support staff, tutors, and lab staff will be hired by CWU HEP to support participating MSFW students in ongoing learning and academic skills building. These support



staff will provide academic instructional support, assistance with homework and test preparation, and support in CWU laboratory settings. These services are particularly critical in supporting HEP students to succeed academically during their first year of college.

| 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---------|---------|---------|---------|---------|
| \$8,000 | \$8,000 | \$8,000 | \$8,000 | \$8,000 |

**Total Salaries/Wages**

| 2016-17   | 2017-18   | 2018-19   | 2019-20   | 2020-21   |
|-----------|-----------|-----------|-----------|-----------|
| \$239,711 | \$243,185 | \$243,185 | \$243,185 | \$243,185 |

**2. Fringe Benefits**

Fringe Benefits include FICA, Workers Compensation, retirement, SAIF, and medical and dental coverage. The Fringe Benefit rate is approximately 35% of total salaries. All full-time employees are entitled to these benefits with the exception of hourly employees. Hourly employees maintain a fringe benefits rate of 3% and only include federal and state mandatory taxes. Hourly employees include instruction support, tutors, and laboratory staff.

**Total Fringe Benefits**

| 2016-17  | 2017-18  | 2018-19  | 2019-20  | 2020-21  |
|----------|----------|----------|----------|----------|
| \$83,498 | \$84,714 | \$84,714 | \$84,714 | \$84,714 |

**3. Travel**

**Local Travel**

Local travel will consist of mileage to implement program activities at each HEP campus site, provide oversight, monitor program activities, recruit and enroll students, participate in meetings and staff development, compile student and evaluation data, administer assessment instruments, and provide training and other required activities related to the success of the program. The



Project Director/PI and Project Coordinator will travel extensively locally to coordinate all aspects of HEP programming. The Retention Counselor will travel locally to meet with students, CWU staff, and local resources to support the successful retention of HEP participants. The Outreach Specialist/Recruiter will travel extensively locally to recruit HEP participants and is also budgeted for 5 nights lodging and 5 days per diem for in-state coordination meetings and recruitment efforts as illustrated below.

| <b>Local Travel</b>   |              |
|---|--------------|
| Principal Investigator – Local travel for program coordination: 500 miles @ \$0.50 per mile = \$250   | \$250        |
| Project Director – Local travel for program coordination: 500 miles @ \$0.50 = \$250 plus 1 night of overnight travel @ \$90 (lodging).                     | \$340        |
| Program Director, Recruitment/Retention Advisor - Local travel for program outreach and recruitment: 350 miles @ \$0.50 = \$175                             | \$175        |
| <i>Local Travel – Mileage rate is consistent with the Federal Rate, therefore, it may vary from year to year depending on the appropriate federal rate.</i> |              |
| <b>Local Travel Subtotal</b>  | <b>\$765</b> |

**Out-of-State Travel**

The HEP Project Director is required to attend three meetings, trainings, and/or conferences each year. The Project Director will attend the Annual Lideres Student Leadership Training Conference. Additionally, the Principal Investigator and Project Director will attend the Annual HEP/CAMP Director’s Meeting/Conference each year in Washington, D.C. The Principal Investigator, Project Director, Recruitment/Retention Advisor, and two Instructors will also attend the HEP National/Regional Conference in Sacramento, California. Finally, the Project Director and two Instructors will attend the Commission on Adult Basic Education Conference annually. \*CWU CAMP funds pay for 50% of training expenses including registration, lodging, per diem, air fare, and ground transportation for the Project Director to attend the Lideres Student Leadership Training Conference, the Principal Investigator to attend the HEP/CAMP



*Director's Conference, Washington, DC (Principal Investigator), and the Principal Investigator to attend the HEP National/Regional Conference, Sacramento, CA.*

| <b>Out of State Travel</b>   |                |
|--|----------------|
| <b>Project Director – Lideres Student Leadership Training Conference*.<br/>Destination to be determined.</b> | <b>\$1,021</b> |
| Registration – \$550 @ 50%   | \$275          |
| Lodging – 5 nights x \$159 per night = \$795 @ 50%   | \$398          |
| Per diem – 5 days x \$71 per day = \$355 @ 50%   | \$178          |
| Air Fare – \$300 @ 50%   | \$150          |
| Ground Transportation – \$40 @ 50%   | \$20           |
| <b>Principal Investigator – HEP/CAMP Director's Conference, Washington, DC*</b>                              | <b>\$739</b>   |
| Lodging – 3 nights x \$175 per night = \$525 @ 50%   | \$262          |
| Per Diem – 4 days x \$71 per day = \$284 @ 50%   | \$142          |
| Air Fare – \$600 @ 50%   | \$300          |
| Ground Transportation – \$70 @ 50%   | \$35           |
| <b>Project Director – HEP/CAMP Director's Conference, Washington, DC</b>                                     | <b>\$1,479</b> |
| Lodging – 3 nights x \$175 per night = \$525   | \$525          |
| Per Diem – 4 days @ \$71 per day = \$284   | \$284          |
| Air Fare – \$600   | \$600          |
| Local transportation @ \$70  | \$70           |
| <b>Principal Investigator – HEP National/Regional Conference, Sacramento, CA*</b>                            | <b>\$834</b>   |
| Registration – \$300 @ 50%   | \$150          |
| Lodging – 3 nights @ \$175 per night = \$525 @ 50%   | \$262          |
| Per Diem – 4 days @ \$51 per day = \$204 @ 50%   | \$102          |
| Air Fare – \$600 @ 50%   | \$300          |
| Local Transportation @ \$40 @ 50%  | \$20           |
| <b>Director – HEP National/Regional Conference, Sacramento, CA</b>   | <b>\$1,699</b> |
| Registration – \$300   | \$300          |
| Lodging – 3 nights @ \$175 per night   | \$525          |
| Per Diem – 4 days @ \$51 per day   | \$204          |
| Air Fare – \$600   | \$600          |
| Local Transportation @ \$70  | \$70           |
| <b>Recruitment/Retention Advisor – HEP National/Regional Conference, Sacramento, CA</b>                      | <b>\$1,629</b> |
| Registration – \$300   | \$300          |
| Lodging – 3 nights @ \$175 per night   | \$525          |
| Per Diem – 4 days @ \$51 per day   | \$204          |
| Air Fare – \$600 x 2   | \$600          |
| <b>Lead Instructor – HEP National/Regional Conference, Sacramento, CA</b>                                    | <b>\$1,629</b> |
| Registration – \$300   | \$300          |
| Lodging – 3 nights @ \$175 per night   | \$525          |
| Per Diem – 4 days @ \$51 per day   | \$204          |



|   |                 |
|---|-----------------|
| Air Fare – \$600  | \$600           |
| <b>Instructor – HEP National/Regional Conference, Sacramento, CA</b>                                    | <b>\$1,629</b>  |
| Registration – \$300  | \$300           |
| Lodging – 3 nights @ \$175 per night  | \$525           |
| Per Diem – 4 days @ \$51 per day  | \$204           |
| Air Fare – \$600  | \$600           |
| <b>Project Director – Commission on Adult Basic Education Conference. Destination to be determined.</b> | <b>\$1,975</b>  |
| Registration – \$375  | \$375           |
| Lodging – 4 nights @ \$175 per night  | \$700           |
| Per Diem – 5 days @ \$66 per day  | \$330           |
| Air Fare – \$500  | \$500           |
| Local Transportation @ \$70   | \$70            |
| <b>Lead Instructor – Commission on Adult Basic Education Conference. Destination to be determined.</b>  | <b>\$1,975</b>  |
| Registration – \$375  | \$375           |
| Lodging – 4 nights @ \$175 per night  | \$700           |
| Per Diem – 5 days @ \$66 per day  | \$330           |
| Air Fare – \$500  | \$500           |
| Local Transportation @ \$70   | \$70            |
| <b>Instructor – Commission on Adult Basic Education Conference. Destination to be determined.</b>       | <b>\$1,975</b>  |
| Registration – \$375  | \$375           |
| Lodging – 4 nights @ \$175 per night  | \$700           |
| Per Diem – 5 days @ \$66 per day  | \$330           |
| Air Fare – \$500  | \$500           |
| Local Transportation @ \$70   | \$70            |
| <b>Out-of-State Travel Subtotal</b>   | <b>\$13,745</b> |

| Total Program Travel Costs |          |          |          |          |
|----------------------------|----------|----------|----------|----------|
| 2016-17                    | 2017-18  | 2018-19  | 2019-20  | 2020-21  |
| \$13,745                   | \$15,374 | \$15,374 | \$15,374 | \$15,374 |

**4. Equipment -0-**

**5. Supplies**

Supplies including, but not limited to, instructional materials, computer training software, curriculum and other related items will be purchased each year allowing the program to provide quality service to students participating in this program. In addition, general office supplies and other related materials necessary for the success of this program will be purchased annually.



|   |                |
|---|----------------|
| Office Supplies \$150 per month x 12 months | \$1,800        |
| <b>Supplies Total</b>                       | <b>\$1,800</b> |

| 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---------|---------|---------|---------|---------|
| \$1,800 | \$1,800 | \$1,800 | \$1,800 | \$1,800 |

**6. Contractual**

An independent external evaluator will be contracted to conduct the required comprehensive external evaluation. This evaluator will provide valuable information on the program status, performance, analysis review and will recommend program modification when appropriate.

A Programming/Curriculum Consultant will be hired to support the development of academic curricula for programming, including HSED curricula. This consultant will provide valuable resources to support learning at differing levels and speeds.

|   |                |
|---|----------------|
| Evaluator                                   | \$5,600        |
| Office Supplies \$150 per month x 12 months | \$1,275        |
| <b>Supplies Total</b>                       | <b>\$6,875</b> |

| 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---------|---------|---------|---------|---------|
| \$6,875 | \$7,600 | \$7,600 | \$7,600 | \$7,600 |

**7. Construction -0-**

**8. Other**

The following items are necessary in order to implement and operate the HEP program and to conduct the everyday operations, management, planning, communications, and monitoring, required to meet and/or exceed all contractual goals and objectives. The copier, fax, postage and technology (internet) will be utilized for staff members to use as a means of communication, developing reports, producing correspondence, marketing materials and other related purposes for the success of the program. HEP activities will be provided to improve leadership and



teambuilding skills. In addition, expenses for the end of the year graduation ceremonies will be incurred to celebrate the success of the HEP Graduating Class and 1<sup>st</sup> year completers.

|  |                 |
|--|-----------------|
| <b>Student Educational/Cultural Activity/Events</b>                  | <b>\$54,312</b> |
| Transportation   | \$600           |
| Admission/Registration   | \$475           |
| Light Refreshments   | \$533           |
| LIDERES Leadership Training  | \$1,704         |
| Outreach Classroom/Office Lease \$3,667 x 12 months                  | \$44,000        |
| Washington State Leasing service (One Time Cost)                     | \$7,000         |
| <b>Instructional Training/Materials</b>                              | <b>\$4,930</b>  |
| GED CBT Curriculum Prep Software                                     | \$2,000         |
| Duplication  | \$1,100         |
| GED Workbooks, Supplies & Software                                   | \$1,250         |
| Staff Development/In-service Workshops                               | \$320           |
| Prof. Assoc., Mag. Subscriptions/Memberships                         | \$260           |
| <b>Career Training/Materials</b>                                     | <b>\$686</b>    |
| Career Development Training/Resources                                | \$466           |
| Career Supplies/Books/Software                                       | \$220           |
| <b>Classroom Technology Integration:</b>                             | <b>\$2,700</b>  |
| Telcom/Internet \$225 x 12 = \$2,700                                 | \$2,700         |
| <b>Office Computer Replacement/Upgrades: Outreach/Recruitment</b>    | <b>\$7,000</b>  |
| PSA//Promotional Publication Materials (Radio)                       | \$1,000         |
| PSA//Promotional Publication Materials (Print)                       | \$3,000         |
| PSA//Promotional Publication Materials (Billboard)                   | \$3,000         |
| <b>Graduation Ceremony</b>   | <b>\$600</b>    |
| <b>Other</b>   | <b>\$9,820</b>  |
| Phone Service @ \$100 per month x 12 months                          | \$1,200         |
| Cellular Phones (2) @ \$93.75 per month x 12 months = \$2,250 + \$70 | \$2,320         |
| HEP Association Fees @ \$1,200 per year                              | \$1,200         |
| Utilities  | \$3,900         |
| Misc. Maintenance Supplies   | \$1,200         |
| <b>Other Total</b>   | <b>\$80,048</b> |

|                 |                 |                 |                 |                 |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>2016-17</b>  | <b>2017-18</b>  | <b>2018-19</b>  | <b>2019-20</b>  | <b>2020-21</b>  |
| <b>\$80,048</b> | <b>\$73,048</b> | <b>\$73,048</b> | <b>\$73,048</b> | <b>\$73,048</b> |

**9. Total Direct Costs**

|                |                |                |                |                |
|----------------|----------------|----------------|----------------|----------------|
| <b>2016-17</b> | <b>2017-18</b> | <b>2018-19</b> | <b>2019-20</b> | <b>2020-21</b> |
|----------------|----------------|----------------|----------------|----------------|



|           |           |           |           |           |
|-----------|-----------|-----------|-----------|-----------|
| \$425,677 | \$425,721 | \$425,721 | \$425,721 | \$425,721 |
|-----------|-----------|-----------|-----------|-----------|

**10. Indirect Costs – Established @ 8% (Based on total direct costs)**

Central Washington University has a negotiated cost agreement at a rate above the 8% maximum allowed. However, the HEP project will be charged an 8% indirect rate as allowed of the annual total direct cost.

| 2016-17  | 2017-18  | 2018-19  | 2019-20  | 2020-21  |
|----------|----------|----------|----------|----------|
| \$34,054 | \$34,057 | \$34,057 | \$34,057 | \$34,057 |

**11. Training Stipends**

Students’ stipends will be provided to eligible and qualified HEP students to support GED official testing, readiness testing, and orientation training. Stipends will also be available for student emergency child care, transportation, and health care assistance.

|   |                 |
|---|-----------------|
| GED Official Testing  | \$9,600         |
| GED Readiness Testing   | \$2,040         |
| Orientation Training  | \$547           |
| Student emergency childcare, transportation, and health care assistance | \$3,000         |
| <b>Total Training Stipends</b>  | <b>\$15,187</b> |

**12. Total Costs**

| 2016-17   | 2017-18   | 2018-19   | 2019-20   | 2020-21   |
|-----------|-----------|-----------|-----------|-----------|
| \$474,918 | \$474,965 | \$474,965 | \$474,965 | \$474,965 |

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

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

**1. Project Director:**

|                      |             |                      |            |                      |
|----------------------|-------------|----------------------|------------|----------------------|
| Prefix:              | First Name: | Middle Name:         | Last Name: | Suffix:              |
| <input type="text"/> | Jerry       | <input type="text"/> | Enriquez   | <input type="text"/> |

Address:

|           |                      |
|-----------|----------------------|
| Street1:  | 400 E University Way |
| Street2:  | <input type="text"/> |
| City:     | Ellensburg           |
| County:   | <input type="text"/> |
| State:    | WA: Washington       |
| Zip Code: | 989267510            |
| Country:  | USA: UNITED STATES   |

|  |                             |
|--|-----------------------------|
| Phone Number (give area code)          | Fax Number (give area code) |
| <input type="text" value="509452069"/> | <input type="text"/>        |

Email Address:

**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.

|                      |                |                   |                 |
|----------------------|----------------|-------------------|-----------------|
| <input type="text"/> | 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

Central Washington University

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                      | 239,711.00         | 243,185.00         | 243,185.00         | 243,185.00         | 243,185.00         | 1,212,451.00 |
| 2. Fringe Benefits                | 83,498.00          | 84,714.00          | 84,714.00          | 84,714.00          | 84,714.00          | 422,354.00   |
| 3. Travel                         | 13,745.00          | 15,374.00          | 15,374.00          | 15,374.00          | 15,374.00          | 75,241.00    |
| 4. Equipment                      | 0.00               | 0.00               | 0.00               | 0.00               | 0.00               | 0.00         |
| 5. Supplies                       | 1,800.00           | 1,800.00           | 1,800.00           | 1,800.00           | 1,800.00           | 9,000.00     |
| 6. Contractual                    | 6,875.00           | 7,600.00           | 7,600.00           | 7,600.00           | 7,600.00           | 37,275.00    |
| 7. Construction                   | 0.00               | 0.00               | 0.00               | 0.00               | 0.00               | 0.00         |
| 8. Other                          | 80,048.00          | 73,048.00          | 73,048.00          | 73,048.00          | 73,048.00          | 372,240.00   |
| 9. Total Direct Costs (lines 1-8) | 425,677.00         | 425,721.00         | 425,721.00         | 425,721.00         | 425,721.00         | 2,128,561.00 |
| 10. Indirect Costs*               | 34,054.00          | 34,057.00          | 34,057.00          | 34,057.00          | 34,057.00          | 170,282.00   |
| 11. Training Stipends             | 15,187.00          | 15,187.00          | 15,187.00          | 15,187.00          | 15,187.00          | 75,935.00    |
| 12. Total Costs (lines 9-11)      | 474,918.00         | 474,965.00         | 474,965.00         | 474,965.00         | 474,965.00         | 2,374,778.00 |

**\*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): HHS

The Indirect Cost Rate is 51.50%.

(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 # S141A160003

|   |   |  |
|---|---|--|
| Name of Institution/Organization<br>Central Washington University | 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<br>(a) | Project Year 2<br>(b) | Project Year 3<br>(c) | Project Year 4<br>(d) | Project Year 5<br>(e) | Total<br>(f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel                         |                       |                       |                       |                       |                       |              |
| 2. Fringe Benefits                   |                       |                       |                       |                       |                       |              |
| 3. Travel                            |                       |                       |                       |                       |                       |              |
| 4. Equipment                         |                       |                       |                       |                       |                       |              |
| 5. Supplies                          |                       |                       |                       |                       |                       |              |
| 6. Contractual                       |                       |                       |                       |                       |                       |              |
| 7. Construction                      |                       |                       |                       |                       |                       |              |
| 8. Other                             |                       |                       |                       |                       |                       |              |
| 9. Total Direct Costs<br>(lines 1-8) |                       |                       |                       |                       |                       |              |
| 10. Indirect Costs                   |                       |                       |                       |                       |                       |              |
| 11. Training Stipends                |                       |                       |                       |                       |                       |              |
| 12. Total Costs<br>(lines 9-11)      |                       |                       |                       |                       |                       |              |

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

ED 524