

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 # S141A160004

Grants.gov Tracking#: GRANT12107660

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

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

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="El Paso Community College District"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="74-1690850"/>	* c. Organizational DUNS: <input type="text" value="0301607820000"/>

d. Address:

* Street1: <input type="text" value="P. O. Box 20500"/>
Street2: <input type="text"/>
* City: <input type="text" value="El Paso"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="TX: Texas"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="79998-0500"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Andres"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Muro"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director, Community Education Program"/>

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

* Telephone Number: <input type="text" value="915-831-4161"/>	Fax Number: <input type="text" value="915-831-4105"/>
---	---

* Email: <input type="text" value="amuro5@epcc.edu"/>

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

S: Hispanic-serving Institution

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:**

El Paso Community College Migrant Education Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant TX-016

* b. Program/Project TX-016

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 07/01/2016

* b. End Date: 06/30/2021

18. Estimated Funding (\$):

* a. Federal 475,000.00

* b. Applicant (b)(4)

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

*** 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: Dr. * First Name: William

Middle Name:

* Last Name: Serrata

Suffix:

* Title: President

* Telephone Number: 915-831-6511 Fax Number: 915-831-6507

* Email: wserrata@epcc.edu

* Signature of Authorized Representative: Alfred Lawrence * Date Signed: 03/01/2016

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Alfred Lawrence</p>	<p>TITLE</p> <p>President</p>
<p>APPLICANT ORGANIZATION</p> <p>El Paso Community College District</p>	<p>DATE SUBMITTED</p> <p>03/01/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: El Paso Community College District * Street 1: P. O. Box 20500 * Street 2: * City: El Paso * State: TX: Texas * Zip: 79998-0500 Congressional District, if known: TX-016		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U. S. Department of Education	7. * Federal Program Name/Description: Migrant Education_High School Equivalency Program CFDA Number, if applicable: 84.141	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: NONE Middle Name: * Last Name: NONE Suffix: * Street 1: * Street 2: * City: * State: * Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: NONE Middle Name: * Last Name: NONE Suffix: * Street 1: * Street 2: * City: * State: * Zip:		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Alfred Lawrence * Name: Prefix: Dr. * First Name: William Middle Name: * Last Name: Serrata Suffix: PhD Title: President Telephone No.: 915-831-6511 Date: 03/01/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S141A160004

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

EPCC HEP GEPA Narrative.pdf

Add Attachment

Delete Attachment

View Attachment

El Paso Community College

GENERAL EDUCATION PROVISIONS ACT (GEPA) NARRATIVE

El Paso Community College is committed to providing the people of El Paso and its surrounding areas opportunities for life-long education. The College vigorously seeks ways in which to enhance the quality of life for people by providing educational programs and services which prepare its participants to enrich their lives and to contribute to their own, as well as their community's well-being. It is a priority of the College to search out ways that it can capitalize on the unique strengths of the area. This can be achieved through an awareness of the benefits that a multilingual, multicultural, international society offers.

The College encourages disabled persons to pursue the full range of educational opportunities. Accessibility services are provided through the College's Center for Students with Disabilities. Persons with disabilities wishing to enter the College can contact the Center, which has offices on all College campuses. Through the Center, the student with disabilities is provided a wide range of services, including note taking, special accommodations, writers, readers and interpreting support. Adaptive technology is also available. Availability of these services is prominently advertised in the College catalog.

Additionally, the College is responsive to real or perceived barriers to full participation in College programs that may be based in issues of gender, religion, national origin, race, or age. Accommodations are in place to meet needs arising from these potential barriers, and these are also prominently described in the catalog, including formal and informal student and employee grievance procedures to deal with problems arising in these areas. Faculty and staff are regularly exposed to training programs concerning College policies designed to eliminate these types of barriers. In addition, several specialized programs are provided for students, such as "Women in

Technology” and the Senior Adult Programs.

In addition, and specifically for the EPCC Migrant High School Equivalency Program (HEP), because of the language barriers faced by potential participants, the classes will be conducted in Spanish. Also, because participants are distant from EPCC facilities and have limited access to transportation, the classes will be conducted in community facilities near where participants reside. Further, the program will use Promotoras for recruiting and support services, including referrals. Promotoras are persons who are part of this populations group and understand the barriers they face and their special problems and needs.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

El Paso Community College District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: William Middle Name:

* Last Name: Serrata Suffix:

* Title: President

* SIGNATURE: Alfred Lawrence

* DATE: 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

El Paso Community College, located in El Paso Texas is applying to continue to implement the very successful EPCC HEP program. EPCC HEP will have the following objectives with measurable outcomes: 1) to recruit no less than 100 eligible participants; 2) to provide GED classes to no less than 100 participants and ensure that at least 80% earn a GED certificate; 3) to assist no less than 80% of GED graduates to access postsecondary education, upgraded employment, employment training, or military service; 4) to provide comprehensive support services to participants to ensure retention and GED attainment; 5) to provide 10 hours of science-based education to a minimum of 100 participants, and; 6) to provide creative writing workshops and publish students work in a creative writing journal.

This project has 15 years or prior experience meeting the competitive preference priority. The project will have a strong focus on preparation for and access to STEM careers (invitational priority 1). It will also partner with over 20 community organizations, including several that are faith-based (invitational priority 2).

The project, which is fully residential, will serve a minimum of 100 eligible participants in community-based sites throughout El Paso County. Approximately 10 different locations in El Paso's Upper and Lower Valley colonias will be used to deliver instruction. These instructional sites will be provided by partners at no cost to the program.

To meet the GPRA 1 target the program will recruit no less than 100 participants and ensure that at least 80% earn a GED certificate. To meet the GPRA 2 target, the program will ensure that no less than 80% of GED graduates enter postsecondary education or upgrade employment.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

El Paso Community College
High School Equivalency Program (HEP)

Program Narrative

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7. Quality of Project Evaluation.....	22

1. Need for and Significance of the Project

1.1. Magnitude of need: El Paso County encompasses 1,058 square miles on the far western edge of Texas. It borders Ciudad Juarez, Mexico on the south (pop. 1.5 million) and New Mexico's Doña Ana County to the west (pop 213,676). The following table provides basic socio-economic data for the County, compared with that for Texas as a whole and the U.S.

El Paso Demographics vs. Texas and U.S. (2014 Census Estimates)

	El Paso	Texas	U.S.
Population	833,487	26,956,958	318,857,056
% Hispanic	81.2%	38.6%	17.4%
% Foreign-born	26.0%	16.3%	12.9%
% Speak Other than English at Home (age 5+)	73.0%	34.7%	20.7%
Per Capita Income	\$18,705	\$26,513	\$28,555
% Below Poverty Level	23.3%	17.2%	14.8%
% No High School or Equivalent (age 25+)	26.0%	18.8%	14.0%

As the table shows, El Paso County is one of the poorest in the nation. The Department of Commerce lists El Paso as 230th of Texas' 254 counties in per capita income. El Paso County's economy has historically depended upon manufacturing, border trade, services, agriculture, and the military (Ft. Bliss). However, over 76% of manufacturing jobs moved south to Mexico starting in 1993 after the passage of the North American Free Trade Act (NAFTA). The County has still not fully recovered from this loss, and low education levels are a major impediment to recovery.

Agriculture in the region is tied to the Rio Grande River basin and includes 657 farms in El Paso County and 2,184 in nearby Dona Ana County, totaling 869,363 acres (USDA Statistical Service, 2012). The region's crops include chili, cotton, almonds, pecans, onions, and grapes. El Paso is the main historic gateway into the U.S. for farm laborers. A 2012 study conducted for the Texas Department of Housing and Community Affairs reported approximately 34,500

farmworkers living in Texas and approximately 13,000 living in Far West Texas. Sin Fronteras Centro de Trabajadores Agricolas (El Paso's shelter for migrant workers) and Texas Rio Grande Legal Aid estimate that 12,000 farmworkers live in the El Paso County-Ciudad Juarez, Mexico- and Southern New Mexico area. Many of these farmworkers use El Paso as a base for regular trips to the fields along the Rio Grande River, and establish part-time homes in El Paso. Those who are eligible reside in public housing or subsidized apartments, while others find low-cost, often substandard apartments, in downtown El Paso. Many others reside in the County's *colonias*, which are rural communities outside of El Paso's city limits and lack basic infrastructure (paved roads, water and sewer, etc.).

However, due to their mobility and tendency to avoid participation, the Census and other demographic data sources do not specifically track this population. Although national in focus, the USDOLETA's National Agricultural Workers Survey (NAWS) does provide a reasonable picture of the typical farmworker, including those in the El Paso area. They are predominantly male (81%) and Mexican (74%). Language is a problem as 63% speak little or no English, and over 63% have less than a high school education.

Better paying, stable employment is the dream of almost all farmworker families, but barriers to realizing this dream are overwhelming, particularly for those who have less than a high school education, limited or no English skills, and little if any skill using the community resources that can assist them. Consequently, the opportunity and outreach provided by the EPCC Migrant High School Equivalency Program (HEP) is critical for the El Paso area.

1.2. The proposed project will serve the needs of disadvantaged individuals: EPCC HEP will serve individuals 16 years of age or older who have, or have an immediate family member who has, spent 75 days in the last 24 months as a migrant or seasonal farmworker; has not earned a high school diploma or equivalent; is not currently enrolled in an elementary or secondary

school; and has been determined by EPCC HEP, after an intake interview, to need HEP's academic and support services and financial aid assistance. Although there are other GED programs in the area, most are conducted in locations inaccessible to this population who are uncomfortable outside of their neighborhoods, lack transportation, and cannot access necessary support services (childcare, tutoring, counseling, etc.). EPCC HEP will be community-based, meaning its GED classes and support services will mostly be provided in the neighborhoods where the participants reside. By offering a community-based program, EPCC HEP specifically targets those disadvantaged individuals unable to attend residential HEP programs. Historically, over 70% of EPCC HEP graduates to date have been economically disadvantaged mothers with an average of a seventh grade education from Mexico for whom residential programs are not an option. During the past 15 years, over 75% of HEP participants have been women, 80% of whom were caring for children. A number of these women have reported domestic violence. While EPCC HEP will be open to all who qualify, economically and academically disadvantaged women residing in colonias and other rural areas will be a main target of the program.

1.3. The proposed project has identified and will address existing gaps in services:

There are five significant gaps that will be addressed by the EPCC HEP. 1) Location: there are a number of GED programs in El Paso, but most are offered at centralized locations within the city limits and not accessible to the target population. EPCC HEP classes and services will be provided in or near their neighborhoods. 2) Language: Since the majority of the target population speak only Spanish comfortably, classes, training material, and GED tests will be available in Spanish. 3) Support Services: In order for the target population to attend classes, support services such as child care, counseling, transportation, etc. are necessary and will be provided as part of the EPCC HEP. 4) Cultural Sensitivity: The majority of the target population embrace the culture of Mexico. EPCC HEP recognizes this reality and will incorporate these cultural elements into

its GED curriculum and training materials. 5) Technology: The GED test is a computer-based exam and many farm worker families are not computer literate and lack access to technology at their homes or nearby. To that end EPCC HEP will acquire laptop computers for participant use and incorporate basic computer training into the program.

1.4. Magnitude of the results likely attained by project: A High School diploma or its equivalent is a sine qua non to entrance into post-secondary education, gainful employment, entrance into training programs, and/or entrance into the military. As one indication of its importance, an employee in El Paso without a high school diploma can expect to earn \$14,773 annually; but that rises to \$20,093 with a high school diploma or equivalent (U.S. Census, 2010). EPCC HEP will serve no less than 100 qualifying participants who are not being served by any other program in El Paso County. This will help reduce unemployment and poverty in the County. The vast majority of participants will be mothers caring for children. According to the National Institute for Literacy, the educational achievement of the mother is overwhelmingly the best predictor of the educational success of the child. Serving these mothers will enhance the educational attainment of their children. In fact, many women enrolled in HEP have reported that their children began to perform better in school after the mother joined the program; that they were able to assist their children with homework; and/or that their children who had dropped out returned to school upon seeing their mothers enrolled in classes.

2. Quality of Project Design

2.1. Goals objectives and outcomes are clearly specified and measurable: EPCC HEP will have the following measurable goals and objectives which are aligned with the Government Performance Results Act (GPRA).

Table of EPPC HEP Goals and Objectives

Goal 1: No less than 100 students will receive GED instruction and at least 80% of EPCC HEP participants will successfully earn a GED certificate annually (GPRA 1 goal).	
Goal 2: At least 80% of those who earn a GED certificate will enroll in college credit courses or experience an upgrade in employment or enter employment training requiring a high school diploma or equivalent or will enter military service annually (no fewer than 64 students) (GPRA 2 goal).	
Objectives	Measurable Outcomes
1: Recruit no less than 100 eligible individuals for HEP services.	Potential participants will be interviewed to assess eligibility for HEP and no fewer than 100 qualifying individuals will be accepted into the program annually.
2: Provide GED classes with a strong focus on technology throughout El Paso County to a minimum of 100 students annually.	No fewer than 20 community-based classes consisting of 150 hours of instruction with a strong focus on technology math and science will be offered to 100 students and no fewer than 80% will earn a GED certificate annually.
3: Assist GED completers to transition to a postsecondary education program or to upgrade employment.	Participants will receive coordinated support services that will result in no fewer than 80% of GED completers entering postsecondary education or upgraded employment or enter employment training or military service annually.
4: Provide comprehensive support services to ensure satisfactory retention and attainment of GED certificate	Comprehensive support services addressing counseling, transportation, health care, day care, finances, housing, legal, and domestic trauma will be offered directly or through referrals to ensure retention and GED attainment.
5: Provide science based health education relevant to GED attainment in each class.	Students will receive 10 hours of health education, with a focus on math and science relevant to GED course content which will be provided by an expert GED-health educator.
6: Provide academic enrichment and creative writing workshops (poetry and prose) and assist students to publish their work.	Students will attend 10 hours of academic enrichment and creative writing instruction relevant to GED course content. No less than 80 students will produce literary pieces and no less than 35 will publish their work annually in the <i>Memorias del Silencio/Footprints of the Borderland Journal</i> .

2.2. The proposed project is appropriate to and will successfully address the needs of the

target population: The objectives cited above have been established to meet the needs of the target population. These objectives are further articulated below.

Objective 1. Recruitment: Flyers, radio, and TV announcements will be used to recruit participants. Because the target population requires an aggressive outreach and recruitment effort, EPCC HEP staff will go into the areas where potential participants live, and will secure assistance from people and organizations familiar with this population. Educational Promotoras

hired for the program will make contacts in assigned neighborhoods. Promotoras are fluent in Spanish and are knowledgeable about colonias, public housing complexes, and other places where migrants and their families live. Many Promotoras are members of migrant families. Promotoras will make presentations at churches, schools, community centers, and other places where migrant families congregate. They will visit stores frequented by migrants, and go door-to-door to provide information. Promotoras will make contacts in public schools, public housing, and shelters which serve migrants to familiarize them with the HEP program. They will speak at community meetings and distribute flyers throughout the area. Interested Individuals will also be referred to recruiters from Texas's Region XIX Education Center; the local public school Migrant Education Program; or Sin Fronteras, Centro de Trabajadores Agricolas, the migrant shelter agency in their area. These organizations will initially interview the applicants to determine interest and potential HEP eligibility. The applicant will then be interviewed by a HEP Recruiter/Lead Educator who will confirm eligibility and initiate acceptance into the HEP.

Objective 2. Instruction: A minimum of 20 classes totaling 150 hours of instruction will be offered to no fewer than 100 students and, at least 80% will earn a GED certificate each year. HEP classroom space will be provided at no cost by partners, including public schools, churches, public housing facilities, and community centers near locations where participants live. HEP will use a culturally and linguistically sensitive instructional approach and the **Five-Step Model**. This Model has been successfully used for adult basic education classes for 20 years. The five steps in the model are: (1) **Critical discussion:** encourages group discussion, questioning, and critical thinking; (2) **Reading activity:** provides the participant information about a topic and develops language as well as reading in all GED areas and skills to solve math problems; (3) **Writing/math activity:** develops writing and math skills that can be applied in different contexts including literature, social studies, science and math; (4) **Group activity:** students critically

engage acquired information and knowledge and use academic skills interactively with other students; and (5) **Action activity**: students apply knowledge outside of the classroom. EPCC staff have presented this model at HEP and other national conferences.

This Five-Step Model is built on context-based topics to engage students in reading, writing, speaking, math, listening, and critical thinking. Participants improve reading, writing and math skills while learning about topics relevant to *their* interests. Students will engage in math problem-solving; dictionary use; paraphrasing; reading comprehension; use of technology; composition writing; reading maps, charts and tables; dictation; and conduct of research.

Because students tend to have difficulty in science, and particularly in math, most daily activities include a strong focus on a relevant and interesting math and science component.

Since 2014, the GED exam can only be taken on a computer at a certified GED testing center. Many students enrolled in HEP are not familiar with and do not have access to technology. Given that most classes are offered at off-campus sites where technology is not available. EPCC HEP will take laptop computers to each site. While students acquire academic skills, knowledgeable EPCC educators will provide no less than 20 hours of computer literacy instruction to prepare students for the GED test. Students will also have access to computer labs at EPCC's five campuses located throughout El Paso County.

Objective 3. Transition: To prepare and transition its students, EPCC HEP will utilize the *Success Through Transitional English Program (STEP)*.¹ At least 12 hours of STEP-based instruction will be added to the program using the Five-Step Model, which will provide language

¹ For STEP description, see Model ESL Transitional Demonstration Program, Adult Learning and Literacy Clearinghouse of USDE/OVAE, July, 1995; or refer to the Department of Education's Educational Resources Information Center Clearinghouse No. ED 431-338.

instruction related to college access and transition and include such areas as: (1) procuring information regarding EPCC academic credit programs, (2) completing admissions applications, (3) understanding requirements for different college programs and making educated career decisions, (4) applying for financial aid, (5) understanding EPCC student support services, (6) independent learning strategies, (7) utilizing libraries, (8) note-taking, (9) test-taking, (10) time management skills, (11) developing a support system at home, and (12) learning how to deal with anxiety in the academic setting.

Those participants who do not elect to transition college will receive employment related assistance. This will include identification of job opportunities, job search strategies, employment application procedures, and job interviewing skills. In the alternative, students will be assisted to locate and enter into employment training programs or entrance into military service. Many of EPCC HEP partners have committed to assist in this effort, particularly the local Workforce Development Board.

Objective 4. Retention: The Educational Promotoras who conduct recruitment and outreach will also provide assistance with retention and support, including transportation assistance and on-site parental support. Vans located in the colonia community centers will transport students to classes or field trips. The Promotoras provide on-site support, regularly meeting with students to assess health needs, domestic violence issues, housing needs, day care needs, etc.; and provide appropriate referrals to collaborating partners. Day care is arranged for some parents; however, many farmworkers live far away from day care services. With support from the Promotoras, parents with children will organize cooperative child care support.

A serious problem faced by women in the program is family violence. Without active intervention, victims of family violence often drop out of programs without anyone knowing there is a problem. HEP staff are cognizant of this problem and Educators receive training to

identify and respond to student needs, even when students do not initially acknowledge a problem or ask for help. HEP will partner with the Center against Family Violence and other counseling providers to address this problem. Upon referral by HEP staff, appropriate supporting organizations will provide shelter, counseling, housing, legal assistance, immigration assistance, and other services.

Objective 5. Science-based Health Education: A minimum of 10 hours of instruction will be dedicated to science based health education, for a minimum of 100 participants annually. A Health Literacy Instructor will offer science-based health literacy instruction in English and Spanish. A model health literacy component was developed by EPCC's CEP in 1999 with funding from Pfizer. This component includes health related lessons using the Five-Step model to help students improve their reading, writing, verbal communication, science, math skills, and technology use while gaining knowledge of health services and access. Topics for instruction will include: heart disease, cancer screening, diabetes, osteoporosis, premenstrual syndrome, preventive health, menopause, domestic violence, lead poisoning, exercise and nutrition, health care rights, sex education, mental health, drug abuse, respiratory infections, and reproductive health. Moreover, students will be encouraged to consider a comprehensive cadre of health careers offered at EPCC. All this supports the Secretary's priority to promote STEM fields.

Objective 6. Academic Enrichment: In 2004, EPCC HEP, in partnership with Border Senses, a non-profit art and literary publication, procured a grant from the City of El Paso's Art Resources Department to offer academic enrichment through creative writing workshops to immigrant and migrant students, and to publish their work. Since 2005 the student journal *Memorias del Silencio/Footprints of the Borderland* has published 10 issues. The project has proven a tremendous motivator for students to improve their academic skills. EPCC HEP will continue this academic enrichment effort and the publication of the student journal. No less than 80

students will write a literary piece. No less than 35 students will publish in the student journal.

2.3. The proposed project will establish linkages with other appropriate agencies and

organizations: EPCC’s HEP will collaborate with multiple agencies to ensure comprehensive services while avoiding unnecessary duplication [Section 418A(d) of the reauthorized Higher Education Act]. EPCC has established multiple partnerships to coordinate with other local, state, and federal programs to maximize the resources available for program students. Partners include faith-based and non-profit community organizations, the local Workforce Board, health entities, legal entities, public schools and government entities (Secretary’s priority). The PI has obtained letters of commitment in support of the EPCC HEP.

Table of EPCC HEP Partners and Contributions

Contribution	Partner
Recruitment	Anthony Independent School District, Socorro Independent School District, El Paso High School, Project Vida, Region 19 Education Center, St. Francis Assisi Catholic Church, Farmworker’s Center, Suncrest Apartments, University of Texas at El Paso
Classroom Space	Anthony Independent School District, Socorro Independent School District, County of El Paso, El Paso High School, Tornillo Independent School District, Project Vida, Region 19 Education Center, St. Francis Assisi Catholic Church, Farmworker’s Center, City of Socorro, Suncrest Apartments
Health Services	Cancer Consortium, Mexican Consulate, Project Vida, City of Socorro
Legal Rights	Anthony Independent School District, Mexican Consulate, St Frances Xavier Catholic Church
Counseling Services	El Paso High School, Anthony Independent School District, Workforce Board, Center against Family Violence
Financial Assistance	El Paso High School, Anthony Independent School District, Mexican Consulate
Creative Writing Instruction	Border Senses
Employment Services	Workforce Board
Other	Anthony Independent School District, Border Senses, Socorro Independent School District, El Paso High School, Organization Enfoque, Mexican Consulate, El Paso Public Library, Project Vida, Region 19 education Center, St. Frances Xavier Catholic Church, Farmworker’s Center, city of Socorro, University of Texas at El Paso, center against Family Violence

This partnership model has worked successfully for EPCC HEP for the past 15 years, and new partners will be added as they emerge and as circumstances dictate.

2.4. The proposed project will increase efficiency in the use of time, staff, money and other

resources: There are several ways that this project will increase efficiency. The following employees will be funded by the College as a cash match for the percentage of time indicated: Principal Investigator (50%), Instructional Coordinator (80%), Data Manager (40%), Administrative Assistant (100%), and Clerk (100%). As a result of this, HEP grant funding can exclusively support direct services for recruitment, instruction, and student support.

Because EPCC HEP is housed in a 2-year institution, students will have access at no HEP program cost to technology labs, libraries, Office of Financial Aid, Office of Recruitment and Outreach, Career Services Center, and other student services.

Previously listed program partners will contribute to the recruitment effort and will assist students with employment, health, legal, domestic violence, and other services the students may need at no cost to EPCC HEP. Several partners will also facilitate space for instruction within the communities at no cost to the program.

All these contributions to the program in staffing, EPCC services, and partner support services makes EPCC HEP a very cost efficient program. The estimated HEP grant cost to serve 100 students will be \$4,750 per student annually.

2.5. Strong Theory: EPCC's HEP has a strong theoretical foundation based on John Dewey,

Paulo Freire, Maxine Greene and others (please see: Muro, A., 2012). Pedagogies of change:

From theory to practice. *International Journal of Critical Pedagogy*, 4 (1),

<http://libjournal.uncg.edu/ijcp/article/view/490/268>). Also, EPCC HEP has a strong logic model with clearly defined inputs and measurable outputs.

EPCC HEP Logic Model

Inputs	Outputs			
Inputs	Objectives	Persons responsible	Milestones	Timetable
<ul style="list-style-type: none"> • EPCC expertise with HEP for 15 Years. • Theoretical Foundation, Dewey, Freire, Greene, Five Step Model, STEP Model. 	Conduct recruitment	Principal Investigator(PI), Partners, Recruiters, Educational Promotoras,	No less than 100 qualifying participants are identified	Ongoing
	Provide instruction	PI, Instructional Manager, Educators, EPCC Testing Center	No less than 100 participants receive 150 hours of instruction and 80% earn a GED certificate	Instruction ongoing June 2017, 80% earn GED
	Transition to college or employment	Educators, EPCC, Career Center, Workforce Board	No less than 80% of GED recipients transition to college or upgrade employment	June 2017
	Provide support services	Recruiters, Educational Promotoras, EPCC Counselors, Partners, Health Educator	Student barriers are identified and students receive assistance with counseling, transportation, health care, day care, housing, legal, domestic trauma as needed	Ongoing
<ul style="list-style-type: none"> • Funding from U.S. Department of Education • Cash Match contribution from EPCC 	Offer science based health education	Health Educator	10 hours of health education w/ an emphasis in science and math are offered to 100 participants	Ongoing
	Offer academic enrichment	Creative writing Instructor	10 hours of creative writing instruction are offered and students published a creative writing journal	Ongoing June 2017, journal is published

3. Quality of Project Services

3.1. Training or professional development is of sufficient quality intensity and duration:

Three Lead Recruiters/Educators, six Educational Promotoras, and ten Educators employed with HEP funds will be required to spend a minimum of 19 hours three times a year (August, January, and May) in staff development (57 hours). Further, they will meet together once each week to

discuss and resolve pedagogical and other issues that arose during the week. The Instructional Coordinator will plan each instructional week and oversee all staff training. The Lead Educators will visit classes to assess the skills and training needs of the Educators, and to demonstrate effective instructional techniques.

Staff training will be designed to prepare Educators to address the five barriers that participants commonly face. These include: (1) Situational barriers related to major life areas, such as housing, economics, transportation, health, family and employment; (2) Institutional barriers created by the educational entity including inaccessible classes and inadequate scheduling, attendance policies that cannot be met; (3) Poor Disposition towards traditional academic environments and low self-esteem; (4) Resistance to traditional pedagogies that do not recognize the students' background, culture, interests and life experiences; and (5) Inadequate Level of Instruction which prevents educators from addressing the needs of each individual student.

Further, educators will learn to use the Five-Step Model, along with other instructional strategies previously described which are designed to address barriers. With this training, Educators will learn how to incorporate effective didactic strategies.

Finally, the PI will travel to the Annual Director's Conference and, as funding allows, staff will attend practitioners' conferences where they will submit proposals and offer workshops.

3.2. The services provided are focused on those with the greatest needs: The following steps have been taken to focus on those in greatest need. This program will be community-based, targeting hard-to-serve participants who are otherwise not served due to life-style circumstances. To this end, the program will be offered at community sites primarily, in colonias and other hard

to reach areas of El Paso County where no other GED programs are offered and during hours that meet student needs. The program is designed to accommodate the socio-cultural circumstances of the target population, including approaches that overcome language barriers. To this end the program will be offered in both English and Spanish depending on demand. The program also recognizes that the target population requires extensive support services for participants to succeed. Hence, the program has developed partnerships with over 20 organizations who have committed to work with these participants to overcome needs. EPCC services and facilities at five campuses throughout El Paso County will be available to HEP students, including the Center for Students with Disabilities, the Women's Center, all tutorial centers, the libraries, the computer labs and the counseling centers. Finally, a certified EPCC counselor will be readily available to meet with HEP students as needed at no cost to the program.

3.3. The services will lead to improvements in the skills necessary to gain employment:

EPCC HEP will focus its services on migrant and seasonal farmworkers and their immediate family members who are presently restricted to day farm labor at minimum wages (or less) because they lack the high school diploma or equivalent that will provide qualification for better paying jobs, or allow entrance into education programs leading to an academic degree or vocational certification, or entrance into military service with its variety of skills training programs. The EPCC HEP is designed to utilize not only education through class work and assignments, but also to provide a variety of student services directly by the program or through partnerships with community organizations and agencies that will promote retention and success for this unique population. The design of this program has proven successful in meeting the goals set out in this proposal over the past 15 years. Notably, the program now includes technology support that will allow students to comfortably take the required computer-based GED tests

required, and which skills are also in high demand in the workplace. In addition, partnerships with several agencies and the local Workforce Development Board will provide students with training in job searching skills, and help in finding employment and/or job training opportunities. The goals that 80% will complete their GED; and no less than 80% of GED earners will start college, upgrade employment, enter employment training, or enter the military are highly achievable under this program.

4. Quality of Project Personnel

4.1. The qualification of the Principal Investigator: Andres Muro, PhD, the PI, has over 25 years' experience working in adult education and literacy as a teacher, program developer, and program administrator (resume attached). Dr. Muro is the Director of the Community Education Program at EPCC. In this capacity, he has overseen several major funded grant programs in education and literacy which have targeted the farmworker population among others, including the HEP for the past 15 years. Dr. Muro has presented at major conferences, published on the subject, and received national recognition for his expertise. Dr. Muro is fluent in both English and Spanish.

4.2. The qualifications of key personnel: Laura Jaurrieta, the Instructional Manager for EPCC CEP will serve as Instructional Coordinator for HEP (resume attached) Ms. Jaurrieta has worked for over 20 years as an instructor and instructional manager in GED, ESL, and adult literacy, including 15 years as the Instructional Coordinator for the EPCC HEP.

Three Recruiters/Lead Educators, a Health Literacy Instructor, and an Academic Enrichment/Creative Writing Instructor with from 6 to 15 years of experience in HEP will be employed in the program. The recruiters/lead educators have bachelor's degrees in education. The Health Literacy Instructor has a bachelor's degree in nursing and the Creative writing instructor has a Master's degree in Creative Writing. All key personnel are fluent in both English

and Spanish.

5. Quality of Management Plan

5.1. Adequacy of management plan to achieve objectives: A management plan has been developed to achieve proposed objectives with clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. The following table outlines the major milestones, persons responsible, and timelines for each program activity and objective.

Table of EPCC HEP Activities, Milestones, Responsibilities and Timelines

Activities and Objectives	Milestones	Persons Responsible	Timeline
Overall Program Management	Hire program staff	PI	July 2016
	Collect data on participant outcomes and report to Department of Education	PI, Data Specialist	November 2016, annually
	Facilitate meetings of an Advisory Committee to provide community input for HEP	PI, Partners	Quarterly
	Carry out ongoing program evaluation with students, staff, and partner organizations.	PI	Formative- quarterly Summative- annually and at end of grant period
Professional Development	Staff attends 19 hours of training prior to the beginning of each semester. 19 x 3= 57 hrs annually	PI, Instructional Manager, Staff	August 2016, January 2017, May 2017, annually
	PI travels to annual director's conference and staff travels to practitioner's conferences.	PI, Instructional Manager, Recruiters, Educators, Promotoras	October 2016, March 2017, July 2017, annually
	Staff participate in weekly group meetings to discuss progress of classes	Lead Educators, Educators, Promotoras	Weekly meetings
Objective 1: Recruitment and Outreach	Establish partnerships with community organizations and provide them program information to disseminate to residents	PI, Partners	Established in June 2015
	Provide at least 8 HEP information sessions at targeted community sites throughout El Paso County and disseminate literature throughout county	Recruiters, Promotoras, Partners	July-August 2016, annually
Objective 2: Provide GED Classes	Identify at least 24 classroom sites throughout the community	PI, Instructional Manager, Partners	July 2016, December 2016, annually

	Provide 150 hours of instruction per class	Educators	Annually
	GED Testing	Educators, EPCC Testing Center	November 2016, May 2017, annually
Objective 3: Transition to College or Upgrade Employment	Provide transition to college instruction	Educators	November 2016, May 2017, annually
	Assist students to apply for admissions, financial aid and to register for credit classes	Educators, EPCC employees	November 2016, May 2017, annually
	Visit career center	Educators, EPCC Career Center	November 2016, May 2017, annually
	Provide employment preparation workshops.	Educators	November 2016, May 2017, annually
	Visit local Workforce Development Board (WDB)	Educators, WDB representatives	November 2016, May 2017, annually
Objective 4: Support Services	Identify students' needs and barriers	Recruiters, Educators, Promotoras	Ongoing during recruitment and throughout classes
	Assist students w/ counseling, transportation, health care, day care, finances, housing, legal, domestic trauma	Promotoras, EPCC Counselors, Partners, Health Educator	Ongoing as needed
Objective 5: Science Based Health Education	Provide 10 hours of health education in each class emphasizing science and math	Health Educator	Ongoing throughout classes
Objective 6: Academic Enrichment	Provide 10 hours of academic enrichment and creative writing instruction per class	Academic Enrichment/ Creative Writing Instructor	Ongoing throughout classes
	Publish students' poetry and prose in Journal		July 2017, annually

5.2. Adequacy of procedures for ensuring feedback and continuous improvement: Open

communication among all staff will be the key to ensure ongoing feedback and continuous improvement. The HEP Educators will meet once a week with their Lead Educators and Educational Promotoras to discuss salient events that took place during the instructional week. They will share their practices, experiences and advice each other on how to assist students to

overcome barriers and implement changes to their practices when necessary. Educators and Promotoras will also be able to meet with the Instructional Coordinator who will visit classroom sites on a weekly basis. The Coordinator and the PI will meet as frequently as needed to discuss program progress. The PI has a mandated open door policy for all staff, and students can meet with staff, and staff can meet with each other as needed.

In addition to regular meetings among staff, HEP will continue using an Advisory Committee of partner organizations and student representatives to offer additional perspectives. The Committee will meet quarterly and will include at least one representative of the following entities: Workforce Development Board (WTB), health, legal, community center, public school, faith-based, and housing entity; 4 student representatives, 2 HEP staff and the HEP PI. A program evaluation conducted by the PI will assess student satisfaction and program outcomes. The evaluation will include focus groups and student surveys, and a review of program data on a quarterly basis (formative evaluation) and annually (summative evaluation). The PI will meet monthly with HEP staff to discuss findings and provide feedback. Feedback from partners and the PI will be used make changes if necessary to implement improvements.

Finally, the Instructional Coordinator and staff will have ample opportunities to attend staff training including 19 hours of training prior to the beginning of each class session. In addition, and as funds permit, the PI, the Instructional Coordinator and staff will travel to training conferences to update their knowledge and skills.

5.3. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate: Staffing for the HEP will be supported by both grant funding and a catch match by the College. The following table identifies staffing and provides a description of the duties of each.

Table of EPCC HEP Staffing and Responsibilities

Staff	Duties and Time Commitments
Principal Investigator (PI)	The Director of EPCC’s Community Education Program (CEP), Dr. Andres Muro, will dedicate 50% of time to HEP as an EPCC cash match and provide overall research, administrative, and professional supervision; and oversee partnership coordination, staff training, and grant reporting.
Instructional Coordinator	Laura Jaurrieta will report to the PI, dedicating 80% time to HEP as an EPCC cash match; and will supervise three full-time Recruiters/Lead Instructors, one full-time Health Instructor, and one part-time writing Instructor. It will oversee curriculum development and class scheduling.
Recruiters/ Lead Educators (3)	These positions will be employed full-time from grant funds. They will conduct recruitment and outreach. Each will directly supervise three Educators and two Educational Promotoras. They will assess students, facilitate curriculum materials for Educators, and lead weekly meetings among Educators and Educational Promotoras to discuss and address student issues emerging during classes
Health Literacy Instructor	This position will be employed full-time with grant funds and will offer 10 hours of Science-based health literacy instruction per class reinforcing math and science skills.
Academic Enrichment Instructor	This position will be employed part-time to offer academic enrichment and creative writing workshops, and will edit the student journal.
Educators (9)	These positions will be funded part-time from grant funds and provide direct GED instruction in the community.
Educational Promotoras (6)	These positions will be employed part-time with grant funds and provide support services to students, referrals for services, and follow up to partners.
Data entry and Clerical Support	Clerical support will be provided by CEP clerical employees on an as-needed basis as an EPCC cash contribution. The CEP Office manager will devote 50% time to HEP and the CEP data manager will devote 40% time to HEP.
Counseling	EPCC counselors will provide counseling and referrals on an as needed basis as an EPCC cash contribution.
Evaluator	The PI will conduct program evaluations on an in-kind basis.
Other Services	Various EPCC Offices will provide services to students as needed including PREP, RAP and PASS; the Tutoring, Testing and Career Services Centers; and the Admissions, Registration, Financial Aid and other offices as a cash match.

6. Adequacy of Resources

6.1. The adequacy of support from the applicant organization: EPCC’s HEP will continue to receive full support from El Paso Community College. EPCC is a U.S. Department of Education certified Hispanic-Serving Institution. EPCC has an academic enrollment of over 28,000 full- and part-time students and employs over 3,200 faculty and staff. EPCC has an annual operating budget exceeding \$143 million annually, and manages over \$10 million in grant

awards each year from a variety of federal, state, and other public and private sources. The College provides full administrative support to its programs, including accounting, purchasing personnel, property, records management and facilities. All of these systems are fully compliant with OMB Guidelines and EDGAR.

EPCC's Community Education Program (CEP) has operated EPCC-HEP for the past 15 years. CEP will provide office space and access to equipment and supplies to HEP students and staff. HEP students will have access to technology labs, classrooms and all other services and facilities available to EPCC students. These include the offices of Research and Development, Career Services Center, Admissions, Registrar, and Financial Aid; the Counseling Department; Trio programs; libraries; and all other EPCC student support programs.

6.2. Commitment of each partner: This program will receive substantial support from over 20 partners. Letters of support are attached from Anthony Independent School District, BorderSenses, Campestre Elementary School, the Cancer and Chronic Disease Consortium, El Paso High School, Organizacion Enfoque, the Mexican Consulate, and Tornillo Independent School District. Additional partners include the Community Services Department of El Paso County, Center Against Family Violence, the El Paso Public Library, Project Vida, Region XIX, St. Francis Xavier Catholic Church, St. Francis of Assisi Catholic Church, the Farmworker's Center, the City of Socorro, Suncrest apartments, the University of Texas at El Paso, and the Workforce Development Board. Consequently, participants will be provided a broad variety of community-based support services. Partners will assist with recruitment, outreach, referrals, health services, legal services, college admissions and enrollment, and will contribute instructional space throughout El Paso County. Other services will depend on the specific needs of students. Partners' contributions will be documented and reported.

6.3. Costs are reasonable in relation to objectives, design and significance: All costs in the

EPCC HEP budget, including those attributed to the College's cash match are allowable, necessary, reasonable, and properly allocated. EPCC-HEP's PI and Instructional Coordinator will perform all their services towards the grant as College cash contribution. All administrative and data management services will also be provided as College cash contribution. Student counseling, support services, and classroom space will also be provided to this grant by EPCC and/or by partners at no cost to the program. Finally, partners will assist with recruitment and outreach and classroom facilities. Hence, the bulk of funds will be spent on instruction, instructional materials and testing service fees. This makes the grant extremely cost effective in terms of design, significance, and accomplishment of objectives.

6.4. Cost is reasonable in relation to persons served and anticipated results: Because EPCC will provide a number of services at no cost to the grant and because of the contributions of a number of partners, the costs will be more than reasonable in terms of persons served and anticipated results. The estimated HEP grant cost per student served for this grant will be \$4,750 and the estimated cost per GED graduate will be \$5,900.

6.5. Potential for incorporation of project into agency at the end of federal funding: The Community Education Program (CEP) at EPCC has a history of incorporating grant-funded services into its cadre of existing programs. For this grant, EPCC has already committed the salaries of the PI and the Instructional Coordinator. (b)(4)

(b)(4)
Partners will contribute support services to HEP students (b)(4)
of \$250,000 in institutional funding for adult basic education services. If federal funding for HEP ceases, (b)(4) the HEP program, albeit on a smaller scale. EPCC will also continue to seek additional external funding to support HEP.

7. Quality of Project Evaluation

7.1. Evaluation methods are appropriate for proposed project: A comprehensive evaluation model has been developed with appropriate methods to ensure that data is collected for each measurable objective to obtain adequate benchmarks. The table below summarizes the evaluation components and methodology.

Table of EPCC HEP Evaluation Components

Objective	Measurable Outcome	Benchmarks	Evaluation Methods
Outreach and Recruitment	Potential participants will be interviewed to assess eligibility and no fewer than 100 qualifying individuals will be accepted into HEP.	-Attendance at info sessions -applications submitted -Interviews -Certificates of Eligibility (COEs)	-Attendance logs for information sessions -Interview records and applications -Record of accepted applicants
GED Instruction	No fewer than 100HEP students attend classes and 80% earn a GED certificate	-Class enrollment records -Attendance records from classes -Records of student progress by instructors	-Copies of GED certificates -Student satisfaction surveys
Transition to College, Upgrade Employment	No fewer than 80% of GED completers entering postsecondary education or upgrade employment.	-Records of students' admissions applications, registration, placement testing, and financial aid applications. -Record of students attending career counseling and visit to local workforce board	-Records verifying that students start a college semester -Records verifying that students upgraded employment.
Support Services	Comprehensive support services offered addressing counseling, transportation, health care, day care, finances, housing, legal, domestic trauma.	-Records of direct services offered to students -Records of referral of students to other agencies	-Records of students who received services continued enrollment in program -Records of students receiving services earning GED certificates

Science based Health Education	Students will receive 10 hours of science-based health education per class relevant to GED completion provided by an expert GED-health educator	-Record of students attendance to health education -Health Instructor's (nurse) assessment of students' health needs	-Student satisfaction surveys. -Record of referrals to health service providers -Record of students' academic improvement.
Academic Enrichment/ Creative Writing	Students will attend 10 hours of academic enrichment and creative writing instruction and publish their work in an annual issue of the journal <i>Memorias del Silencio/Footprints of the Borderland Journal</i>	-Record of student attendance participation in academic enrichment and creative writing workshops. -Copies of students' writings on file	-Student satisfaction survey -Publication of annual issue of journal

7.2. The evaluation methods provide performance feedback and permit periodic

assessment of progress: In addition to the above, in order to ensure ongoing feedback and periodic assessments, Dr. Andres Muro, (resume attached) Director of the Community Education Program, and HEP PI, will carry out formative and summative evaluation of the program, including quantitative and qualitative measures. Dr. Muro has over 25 years' experience working in adult education and literacy as a teacher, program developer, and program administrator. He has also conducted multiple evaluations of HEP and other adult basic education programs.

Formative Evaluation: Dr. Muro will meet with program staff, students, and partners on a monthly basis to assess program progress. Objectives in this proposal have measurable outcomes with benchmarks based on a calendar school year. Monthly assessments will ensure that benchmarks and outcomes are met. The table above lists the expected outcomes with appropriate benchmarks and quantitative and qualitative evaluation methods. Documentation pertaining to each of these outcomes will be maintained by the PI. If benchmarks are not being met, the PI will make recommendations to improve service delivery, which will be documented along with actions taken. Because the management plan includes weekly staff meetings and open communication

among staff, ongoing monitoring and feedback will ensure progress towards outcomes. Progress toward outcomes will be measured with quantitative and qualitative methods, including review of program documentation, data provided by the Data Specialist, student surveys, interviews and focus groups, and partner interviews. Evaluation instruments already developed for EPCC's HEP will continue to be used.

Summative Evaluation: Will be conducted at the end of each year and include a comparison of proposed outcomes to actual outcomes. It will address the quality of services provided, as assessed by student and partner surveys and interviews. The summative evaluation will be used to plan improvements for the following year. The program objectives and evaluation have been designed to provide measurable outcomes for the Government Performance Responsibility Act (GPRA) and the HEP Annual Performance Report (APR) form designed by the US Department of Education.

7.3. The evaluation methods if well implemented produce evidence of promise: The methods listed in the table above (7.1) allow for determining evidence of promise. Specifically, each objective has a quantitative statistical outcome. Each benchmark and evaluation method allows for establishing if the outcome has been met. For example, for the outreach and recruitment objective, HEP will collect records of participation in information sections, enrollment records and interview records, and COEs. These records will allow for determining if the 100 proposed participants have enrolled in HEP classes. For the objective on GED instruction, HEP will collect class attendance records, instructors' reports of student progress, GED certificates, and student satisfaction surveys developed for the program. Because the collected data is quantifiable, it allows for statistical evaluations to be conducted with the data. A particular area of interest is the predictability of the GED Practice Test and of educators' input of student readiness on GED test performance. In order to measure this, a "*Pearson's Correlation*

Statistical Test” will be conducted between GED Practice Test performance and actual test performance; and between educators’ input about student readiness and GED test performance. This will help us to determine the extent that the GED Practice TEST and the educators’ input can help predict GED outcomes.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

Andres Muro: (b)(6)

EDUCATION

PhD. University of Texas at El Paso, Teaching Learning and Culture

M.A. University of Texas at El Paso, Interdisciplinary Studies, Psychology, Philosophy and Linguistics, 1991

B.S. University of Texas at El Paso, Biology, 1986

PROFESSIONAL EXPERIENCE

2014-Present

Faculty (part-time), University of Texas at El Paso

1995 - Present

Director, Community Education Program, El Paso Community College

1993-1995

Coordinator, Success through Transitional English Program, El Paso Community College

1986-1993

Adult ESL teacher, El Paso Community College

1990-1991

Middle school math, science, and physical education teacher, Our Lady of Assumption

WORKSHOPS AND PRESENTATIONS

Presentation Title	Place	Date
Incorporating health topics into adult education. These presentations were funded by a Pfizer Health Literacy Grant.	Over 30 health and literacy programs throughout the United States and several national conferences	2000-2005
Literacy and Domestic Violence	Laubach/Orlando Commission on Adult Basic Education (COABE)/Chicago Women in Literacy/Atlanta 4Cs/Atlanta Teacher of English as Second Language (TESOL)/NY COABE/Corpus Christy Pedagogy of the Oppressed/Omaha	2000 2000 1999 1999 1999 1998 1998
Strategies to Deliver ESL Instruction	SCALE/Chapel Hill Laubach/Ohio National Association of Developmental Education/Denver	2000 1999 1997
Homeownership Literacy	COABE/Chicago Laubach/Orlando	2000 2000
Strategies to Develop and Implement Literacy Programs	TESOL/Las Cruces	1996
Grant Writing	El Paso Non-Profit Center Laubach/Ohio	2005 1999
Autonomous and Ideological Models of Literacy Instruction	Pedagogy of the Oppressed/Omaha	1997
Numerous other workshops for Faculty Development	El Paso Community College	1993 to present

FUND RAISING

Grant Award	Amount	Date
U. S. Department of Education. High-School Equivalency for Migrant Families	\$2,420,000	2011
U. S. Department of Education. High-School Equivalency for Migrant Families	\$2,000,000	2006
Mexican Consulate/Institute for Mexicans Abroad. Free GED books and testing and elementary through High School Education for adults	\$25,000	2006
Que Sabrosa Vida/Paso del Norte Health Foundation. Health and nutrition classes for GED students	\$10,000	2005
Pfizer Foundation. Train ESL, GED and literacy providers on how to incorporate health topics into adult basic education	\$100,000	2002
Texas Education Agency. English Literacy-Civics literacy	\$350,000	2002
U. S. Department of Education. High-School Equivalency for Migrant Families	\$1,500,000	2001
City of El Paso Empowerment Zone Corporation-Sunset Heights Collaborative. Adult Education Instruction	\$23,000	2000
City of El Paso, North East Enterprise Community. Adult Education Program	\$135,000	1998
Fannie Mae Home Ownership Literacy	\$ 50,000	1998
Pfizer Health Literacy El Paso	\$25,000	1998
Laubach Women in Literacy/USA. El Paso Health Literacy Grant	\$7,000	1996
Department of Education. El Paso Migrant Even Start (co-author)	\$176,000	1996
Laubach Women in Literacy/USA. La Mujer Obrera English Literacy Curriculum Project	\$7,500	1995
US Department of Health and Human Services. Gateway Demonstration Grant	\$240,000	1995
US Department of Education Continuation Application English Literacy Demonstration Grant	\$200,000	1993

PUBLICATIONS

- Muro, Andres (2012). Pedagogies of change: From theory to practice. *The International Journal of Critical Pedagogy*. 4(1), 2-17. Retrieved from: <http://libjournal.uncg.edu/ojs/index.php/ijcp/article/viewFile/490/268>
- Muro, Andres & Mein, Erika (2010). Domestic violence and Adult Education in the US-Mexico Border. *Adult Basic Education and Literacy Journal*. 4, 141-150.
- Muro, Andres, Tedeschi, Francisco, Arnal, Patricia, Jaurrieta Laura, Laveaga Minerva (2010) Raices: Libro de Preparacion para el GED y Estudios Secundarios. El Paso, Texas: Border Senses
- Muro, Andres (2008). Note from the Director of the Community Education Program. *Memorias del Silencio: Footprints of the Borderland*, 4, 11.
- Muro, Andres (2007). Note from the Director of the Community Education Program. *Memorias del Silencio: Footprints of the Borderland*, 3, 11.
- Muro, Andres (2006). Note from the Director of the Community Education Program. *Memorias del Silencio: Footprints of the Borderland*, 2, 11.
- Muro, Andres (2004). Adult Education and Domestic Trauma. *The Change Agent: Women and Literacy*. Issue 19 (52-53)
- Muro, Andres (2001). The El Paso Collaborative Health Literacy Curriculum. *Health Literacy Special Collections: Teaching and Learning Health Literacy Skills*. Retrieved from: <http://healthliteracy.worlded.org/docs/elpasol/>
- Muro, Andres (1999). Fannie Mae/El Paso Community College Home-Ownership Literacy Program, January 1, 1999-December 31, 1999. Final Report. ERIC Report: ED437860. 10pp.
- Muro, Andres (1999). International Literacy Day. *CSAL Text Quarterly*. Vol 12, Issue 19. Retrieved from: <http://education.gsu.edu/csal/tq/tq12-1.htm#international>
- Muro, Andres (1997) Taking the "L.E.A.D." in Family Literacy: Literacy Education Action for the Deaf. Final Report. ERIC Report: ED455639. 11pp.
- Muro Andres & Mendoza, Ines (1995) Success through Transitional English Program (STEP). Project Term: November 1, 1992-May 31, 1995. Final Report. ERIC Report: ED431338. 96pp.

Laura M. Jaurrieta

EDUCATION: Bachelor of Science in Social Psychology (magna cum laude)
June 1998 Park College
Associate of Applied Science in Human Services-Aging
May 1991 El Paso Community College
Associate of Business Bilingual Executive Secretary
May 1962 International Business College

WORK EXPERIENCE:

1999-Present **El Paso Community College Community Education Program /High School Equivalency Program**

Position: Instruction Coordinator

- Supervises Popular Educators Lead Facilitators and Popular Educators
- Coordinates English Literacy
Spanish Literacy, Elementary and Middle Instruction
Spanish and English General Educational Development (GED)
- Develops and implements strategies for the program outreach
- Develops curriculum and coordinates instruction to assist disadvantaged and Limited English and Spanish proficient prevocational students
- Coordinates and assists with on-going staff development workshops, seminars and orientations
- Establishes and maintains liaison with EPCC departments and social services agencies within the community

1996 –1999 **El Paso Community College Literacy Program**

Position: *Literacy Student Services Assistant II*

- Develops curriculum and facilitates instruction to assist disadvantaged and Limited English Proficient prevocational students
- Advises coordinator regarding appropriateness and content of instructional material
- Develops and implements strategies for the program outreach
- Coordinates literacy classes and does instructional tutor training
- Oversees instructional tutors and sites located on the East, Lower Valley, El Paso Colonias, San Elizario, West and Canutillo Areas
- Monitors student progress through portfolio assessments, maintains students records and prepares reports as needed for compliance with federal guidelines
- Coordinates and assists with on-going staff development workshops, seminars and orientations
- Establishes and maintains liaison with EPCC departments and social service agencies within the community

1994 – 1996 **El Paso Community College Literacy Program**

Position: *Instructional Facilitator*

- Recruited, provided orientation and resolved tutor/student academic problems
- Assisted students with special problems and proposed referrals
- Pre-tested, pre-orientated and scheduled students for the Ability to Benefit exam

- Assisted in recruitment strategies and activities
 - Tutored classes and assisted in clerical work when needed
- 1993 – 1994 **El Paso Community College Literacy Program**
Position: *Advancement/Exploration/Intake Facilitator*
- Updated, implemented, and facilitated intake procedures and assessment for Limited English Proficient prevocational students
 - Monitored student placement
 - Assisted and supervised tutors and leaders in lesson preparation and intake/assessment
 - Promoted Literacy Education Action Programs and explained its instructional methodology
 - Facilitated a transitional program that eased the process from literacy into higher levels of education

- 1991-1993 **El Paso Community College Literacy Program**
Position: *Literacy Education Action-Advancement Instructor*
- Developed the curriculum for the Advancement Program, implemented it and tutored students at four different campuses
 - Recruited students and prepared them to pass the Ability to Benefit exam at EPCC
 - Maintained open communication and coordinated schedules with EPCC Students' Services Department and other programs in the community

- 1990-1991 **El Paso Community College Literacy Program**
Position: *Literacy Education Action-Small Group Instructor*
- Instructed Limited English Proficient students through the Holistic Methodology
 - Prepared students to continue with their English Acquisition

Additional Training and Information:

- Instituto Nacional para la Educación de los Adultos (INEA)
- Jornada Informativa del Instituto para los Mexicanos en el Exterior (IME)



POSITION DESCRIPTION

TITLE: Manager (Instructional Coordinator) CATEGORY: Professional
EXTENDED TITLE: Manager, Community Education Program (CEP)
FLSA STATUS: Exempt GRADE: D

ESSENTIAL FUNCTIONS:	YEARLY PERCENT OF TIME
1. Develop, implement and evaluate instructional material related to GED, ESL, and Spanish Literacy. Facilitate the training on community educational and outreach services. Provide program direction and vision to staff, instructors and students; collaborate in the designing and implementation of the program's staff development. Develop strategies to work on student resolutions and staff conflicts.	30%
2. Assist supervisor with managing approved budgets; assess budget recommendations; monitor equipment and inventory. Develop, manage and implement budgets to ensure compliance with sponsoring agencies. Manage grants and assist in the gathering of external funding to ensure the Community Education Program's sustainability.	20%
3. Establish and maintain relationships with community and educational institutions, advocacy groups and sponsoring local, state, federal, and international entities. Participate in professional and community activities at the local, state, national and international levels. Communicate and develop activities with campus-based, district-wide national and international units.	20%
4. Develop, recommend and implement short and long range strategic operational and instructional plans and related policies/procedures. Ensure and maintain compliance with sponsoring agencies at the federal, state and international level; implement approved grants and recommend modifications or changes as required; prepare reports as required.	15%
5. Develop strategies to assist students in resolving issues which interfere with their academic success by providing internal and external referrals, support services e.g. counseling, college's administrative services, day care and other similar services. Develop and manage class schedules and development activities, including assigned on and off campus facilities; identify and order textbooks and materials for students and instructors.	5%
6. National and International traveling to meet with agencies and programs.	5%
7. Other duties as assigned.	5%

REPORTING RELATIONSHIP: Director, Community Education Program

SUPERVISORY RESPONSIBILITIES: First line supervisor of assigned staff.

ESSENTIAL QUALIFICATIONS:

EDUCATION: Bachelor's degree.

EXPERIENCE: Seven (7) years related experience.



Anthony ISD
825 Wildcat Drive
Anthony, Texas 79821

Oscar A. Troncoso
Anthony High School Principal – AISD Assistant Superintendent

Telephone (915) 886-6551
Fax (915) 886-3876

October 26, 2015

Andres Muro, Director
El Paso Community College
Community Education Program
1115 N. Oregon
El Paso, TX 79902

Anthony ISD supports El Paso Community College's (EPCC) effort to procure funding from the United States Department of Education to continue to implement of a High School Equivalency Program (HEP). We understand that EPCC will offer GED instruction and support services to help qualifying migrant workers and family members to obtain their high school equivalency.

With thousands of migrant workers and their families living in El Paso, this program is greatly needed. El Paso is amongst the poorest communities in the United States, and migrant families represent the poorest among the poor. Yet, there are virtually no services for them. Migrant and seasonal workers and their families have very low educational attainment, do not speak English, and cannot navigate the educational system, health care system, legal system, and other programs that provide necessary educational and support services. The ability of everyone in our community to access education, health care, and other services, is indispensable to raise and maintain a high quality of life standard for all.

We know that EPCC has already been making an outstanding effort in helping migrants to earn a GED certificate during the last 15 years. EPCC has helped over 1,500 migrant students earn GED certificates and several hundred to obtain employment or enroll in college. However, there is a continuous need for these services and no other community-based programs in the area offers migrant students this service.

We will support this effort by the following:

1. Facilitating classroom space on our site
2. Making presentations to students about our services
3. Conducting recruitment and outreach
4. Facilitating literature about our services
5. Facilitating access to our health care services
6. Making presentations about legal rights
7. Facilitating counseling services
8. Providing financial aid information

Please fund this very necessary program so that migrant and seasonal workers and their families can improve the quality of their lives.

(b)(6)

Oscar A. Troncoso, Assistant Superintendent
Anthony Independent School District



September 23, 2015

Andres Muro, Director
El Paso Community College
Community Education Program
1115 N. Oregon
El Paso, TX 79902

BorderSenses, a literary nonprofit, supports El Paso Community College's (EPCC) effort to acquire funding from the United States Department of Education to continue to implement a High School Equivalency Program (HEP). The importance of EPCC's work in offering GED instruction and assistances for qualifying migrant worker and their families to achieve their high school equivalency is undeniable.

The need for such as program in the El Paso Borderland is immeasurable. The number of migrant workers and their families in and around the surrounding areas are countless. El Paso is home to one of the poorest zip codes in the United States. Migrant workers, unfortunately, fall into the lower ends of these poverty levels. Because of their migrant life style and seasonal work schedule many of these individuals and families suffer from little to no education. Combine their lack of formal education and language barriers and this creates a difficult environment to not only better themselves, but leaves them with little resources to access furthering their education, health care, benefits, and other programs that are necessary for advancement. Programs such as EPCC's HEP provides necessary educational and support services that these underserved community might not encounter elsewhere.

BorderSenses has firsthand knowledge on EPCC's outstanding effort to helping migrants earn a GED. For the past 15 years, they have helped over 1500 students earn GED certificates and many others obtain employment or enroll in the college. The migrants who have benefited from the program have not only bettered their position, but their hard work is acknowledged in various ways. We are proud to be a part of one of the ways these students are recognized with their written stories published annually in our *Memorias del Silencio: Footprints of the Desert* publication. Their dedication to improved writing and reading skills becomes tangible in this printed form. It is important to note that there is a continuous need for the services that no other community-based program in the area offers migrant students.

We will support this effort by (please select appropriate):

- 1. making presentations to your students about our services**
- 2. facilitating literature about our services**
- 3. Other, developing students ability to write and read creatively and critically**

Please fund this very necessary program so that migrant and seasonal workers and their families can improve the quality of their lives.

Sincerely,

(b)(6)

Fashim Kamran,

BorderSenses

Executive Director



October 26, 2015

Andres Muro, Director
El Paso Community College
Community Education Program
1115 N. Oregon
El Paso, Texas 79902

My name is Letty Morales-Rueda, I am the State and Federal Programs Parent Liaison at Campestre Elementary for the Socorro Independent School District. I am writing because we very much support El Paso Community College's effort to procure funding from the United States Department of Education to continue to implement a High School Equivalency Program (HEP). We understand that EPCC will offer GED instruction and support services to help qualifying migrant workers and family members to obtain a high school equivalency.

Thousands of migrant workers and their families live in El Paso and this program is greatly needed. El Paso has the poorest communities in the United States, and migrant families represent the poorest among the poor. Yet, there are virtually no services for them. Migrant and seasonal workers and their families have a very low educational attainment, are very poor, do not speak English, and cannot navigate the educational system, health care or legal system, and other programs that provide necessary educational and support services. The ability of everyone in our community to access education, health care, and other services, especially in our community, is indispensable to raise and maintain a high quality of life standard of all.

We know that EPCC has already been making an outstanding effort in helping migrants to earn a GED certificate during the last 15 years. EPCC has helped over thousands of migrant students earn GED certificates and hundreds obtain employment or enroll in college. However, there are a continuous need for these services and no other community-based programs in the area that offer migrants students these services.

We will support this effort by facilitating classroom space in our campus, conducting recruitment and outreach, snacks, copies, copy paper, and pencils/pens.

Please fund this very necessary program so that migrant/seasonal workers and their families can improve the quality of their lives.

Sincerely,

(b)(6)

Leticia Morales, State and Federal Programs Liaison
lmoral08@sisd.net
937-7301 ext. 38

September 16, 2015

Andres Muro, Manager
El Paso Community College
Community Education Program
1115 N. Oregon
El Paso, TX. 79902

Cancer and Chronic Disease Consortium supports the funding application submitted by the El Paso Community College to implement a High School Equivalency Program (HEP). We understand that EPCC will offer educational and support services to help qualifying migrant workers and family members to enroll in higher education.

With thousands of migrant workers and their families living in El Paso and surrounding areas, this program is greatly needed. The city of El Paso is among the poorest communities in the United States, and migrant families represent the poorest among the poor. Yet, there are virtually no services for them. Migrant and seasonal workers and their families have very low educational attainment, are very poor, do not speak English, cannot navigate the educational system, health care system, legal system, and other programs that provide necessary educational and support services. The ability to everyone in our community to access education, health care, and other services, is indispensable to raise and maintain a high quality of life standard.

We know that EPCC has been making an outstanding effort in helping migrants to earn a GED certificate. However, there are no community-based programs in the area that offer these migrants and opportunity to continue in higher education.

CCDC will support EPCC efforts by:

1. making presentations to group of students about cancer prevention
2. facilitating literature about cancer prevention information
3. facilitating and opening access to prevention breast and cervical screening services

The Cancer and Chronic Disease Consortium strongly supports the work of the EPCC, we wish you success with your proposal and look forward to continuing our collaborative relationship.

(b)(6)

Adriana Valdes
Co-Executive Director

El Paso High School

October 20, 2015

Andres Muro, Director
El Paso Community College
Community Education Program
1115 N. Oregon
El Paso, TX 79902

El Paso High School supports El Paso Community College's (EPCC) effort to procure funding from the United States Department of Education to continue to implement a High School Equivalency Program (HEP). We understand that EPCC will offer GED instruction and support services to help qualifying migrant workers and family members to obtain a high school equivalency.

With thousands of migrant workers and their families living in El Paso, this program is greatly needed. El Paso is amongst the poorest communities in the United States, and migrant families represent the poorest among the poor. Yet, there are virtually no services for them. Migrant and seasonal workers and their families have very low educational attainment, are very poor, do not speak English, and cannot navigate the educational system, health care system, legal system, and other programs that provide necessary educational and support services. The ability of everyone in our community to access education, health care, and other services, is indispensable to raise and maintain a high quality of life standard for all.

We know that EPCC has already been making an outstanding effort in helping migrants to earn a GED certificate during the last 15 years. EPCC has helped over 1500 migrant students earn GED certificates and several hundred to obtain employment or enroll in college. However, there are a continuous need for these services and no other community-based programs in the area that offer migrants students these service.

We will support this effort by:

- ✓ 1. facilitating classroom space in our site,
- ✓ 2. making presentations to your students about our services
- ✓ 3. conducting recruitment and outreach
- ✓ 4. facilitating literature about our services
- ✓ 5. counseling
- ✓ 6.. financial aid

Please fund this very necessary program so that migrant and seasonal workers and their families can improve the quality of their lives.

Sincerely,

(b)(6)

Kristine Ferret
Principal



Organización Enfoque

201 Tanton Rd., Socorro TX 79927 PH. (915) 937-0773

08/26/2015

Andres Muro, Director
El Paso Community College
Community Education Program
1115 N. Oregon
El Paso, TX 79902

Organización Enfoque supports El Paso Community College's (EPCC) effort to procure funding from the United States Department of Education to continue to implement a High School Equivalency Program (HEP). We understand that EPCC will offer GED instruction and support services to help qualifying migrant workers and family members to obtain a high school equivalency.

With thousands of migrant workers and their families living in El Paso, this program is greatly needed. El Paso is amongst the poorest communities in the United States, and migrant families represent the poorest among the poor. Yet, there are virtually no services for them. Migrant and seasonal workers and their families have very low educational attainment, are very poor, do not speak English, and cannot navigate the educational system, health care system, legal system, and other programs that provide necessary educational and support services. The ability of everyone in our community to access education, health care, and other services, is indispensable to raise and maintain a high quality of life standard for all.

We know that EPCC has already been making an outstanding effort in helping migrants to earn a GED certificate during the last 15 years. EPCC has helped over 1500 migrant students earn GED certificates and several hundred to obtain employment or enroll in college. However, there is a continuous need for these services and no other community-based programs in the area that offer migrants students this service.

1. We will support this effort by making presentations to your students about our services

Please fund this very necessary program so that migrant and seasonal workers and their families can improve the quality of their lives.

Sincerely,

(b)(6)

María Del Carmen Domínguez
Director



CONSULADO GENERAL DE MÉXICO



El Paso, Texas
November 16th, 2015

Mr. Andres Muro
Director
Community Education Program
El Paso Community College
1115 N. Oregon
El Paso, TX 79902

Dear Mr. Muro,

The Consulate General of Mexico in El Paso, Texas, supports El Paso Community College's (EPCC) effort to procure funding from the United States Department of Education to continue to implement a High School Equivalency Program (HEP). We understand that EPCC will offer GED instruction and support services to help qualifying migrant workers and family members to obtain a high school equivalency.

With thousands of migrant workers and their families living in El Paso, this program is greatly needed. El Paso is amongst the poorest communities in the United States, and migrant families represent the poorest among the poor. Yet, there are virtually no services for them. Migrant and seasonal workers and their families have very low educational attainment, are very poor, do not speak English, and cannot navigate the educational system, health care system, legal system, and other programs that provide necessary educational and support services. The ability of everyone in our community to access education, health care, and other services, is indispensable to raise and maintain a high quality of life standard for all.

We know that EPCC has already been making an outstanding effort in helping migrants to earn a GED certificate during the last 15 years. EPCC has helped over 1500 migrant students earn GED certificates and several hundred to obtain employment or enroll in college. However, there is a continuous need for these services and no other community-based programs in the area that offer migrants students these service.

We will support this effort by:

1. Making presentations to your students about our services
2. Facilitating literature about our services
3. Facilitating access to our health care services
4. Making presentations about legal rights.

Please fund this very necessary program so that migrant and seasonal workers and their families can improve the quality of their lives.

With best regards,

(b)(6)

Jacob Prado
Consul General



Letter of Support:

November 3, 2015

Andres Muro, Director
El Paso Community College
Community Education Program
1115 N. Oregon
El Paso, TX 79902

Tornillo ISD supports El Paso Community College's (EPCC) effort to procure funding from the United States Department of Education to continue to implement a High School Equivalency Program (HEP). We understand that EPCC will offer GED instruction and support services to help qualifying migrant workers and family members to obtain a high school equivalency.

With thousands of migrant workers and their families living in El Paso, this program is greatly needed. El Paso is amongst the poorest communities in the United States, and migrant families represent the poorest among the poor. Yet, there are virtually no services for them. Migrant and seasonal workers and their families have very low educational attainment, are very poor, do not speak English, and cannot navigate the educational system, health care system, legal system, and other programs that provide necessary educational and support services. The ability of everyone in our community to access education, health care, and other services, is indispensable to raise and maintain a high quality of life standard for all.

We know that EPCC has already been making an outstanding effort in helping migrants to earn a GED certificate during the last 15 years. EPCC has helped over 1500 migrant students earn GED certificates and several hundred to obtain employment or enroll in college. However, there is a continuous need for these services and no other community-based programs in the area that offer migrants students these services.

We will support this effort by:

Facilitating access at the parent resource center to make use of computers for testing.

Access to a portable classroom at Tornillo Elementary.

Please fund this very necessary program so that migrant and seasonal workers and their families can improve the quality of their lives.

Sincerely,

Claudia Castro
District Parent Liaison
765-3000 Ext 3090

Vision: *Believe we can succeed, with pride we will achieve.*

Mission: *The mission of the District is to educate and inspire students in a safe and supportive environment which will result in closing the achievement gap by preparing all students for college readiness and success in a global society.*

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1741690850

DATE:05/28/2014

ORGANIZATION:

FILING REF.: The preceding agreement was dated 06/24/2013

El Paso Community College District

P.O. Box 20500

El Paso, TX 79998-0500

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FINAL	09/01/2012	08/31/2013	37.60	On Campus	All Programs
PRED.	09/01/2013	08/31/2016	37.60	On Campus	All Programs
PROV.	09/01/2016	08/31/2018	37.60	On Campus	All Programs

*BASE

Direct salaries and wages including all fringe benefits.

ORGANIZATION: El Paso Community College District

AGREEMENT DATE: 5/28/2014

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

Equipment Definition -

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

FRINGE BENEFITS:

FICA, Retirement, Disability Insurance, Worker's Compensation, Life Insurance, Unemployment Insurance, Health Insurance, Dental Insurance, Tuition Assistance.

Your next proposal based on actual costs for the fiscal year ending 08/31/17 is due in our office by 02/28/18.

ORGANIZATION: El Paso Community College District

AGREEMENT DATE: 5/28/2014

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

El Paso Community College District

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

(NAME)

(TITLE)

(DATE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

5/28/2014

(DATE) 2014

HHS REPRESENTATIVE: Theodore Foster

Telephone: (214) 767-3261

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

EPCC HEP Budget Justification Year 1

	PT/		Proj		Cash	Total
<u>PERSONNEL</u>	<u>FT</u>	<u>Rate</u>	<u>%</u>	<u>HEP</u>	<u>Match</u>	<u>Project</u>
Project Director (1)	FT	\$70,169	(b)(4)		(b)(4)	
Instructional Coordinator (1)	FT	\$52,940				
Lead Educator (3)	FT	\$38,349	100%	\$115,048		
Health Lit Instructor (1)	FT	\$41,000	100%	\$41,000		
Data Manager	FT	\$37,647	(b)(4)			
Admin Assistant	FT	\$33,286				
Clerical	FT	\$24,321				
Total FT				\$156,048		
Academic Enrich Instr (1)	PT	\$31/hr	100%	\$11,470		
Educators (10)	PT	\$10/hr	100%	\$91,200		
Promotoras (6)	PT	\$10/hr	100%	\$54,720		
Total PT				\$157,390		
Total Personnel				\$313,438		
<u>FRINGE</u>						
Total Av FT		28.00%		\$43,693		
Total Av PT		10.50%		\$16,526		
Total Fringe				\$60,219		
<u>TRAVEL</u>						
Local Travel				\$8,091		
Out of Town Travel				\$14,221		
Total Travel				\$22,312		
<u>EQUIPMENT</u>				\$0		
<u>SUPPLIES</u>						
Office Supplies				\$4,000		
Instructional Supplies				\$9,659		
Laptop Computers (12)				\$4,800		
Desktop Computer (4)				\$4,800		
Total Supplies				\$23,259		
<u>CONTRACTUAL</u>				\$0		
<u>CONSTRUCTION</u>				\$0		
<u>OTHER</u>						
Membership				\$1,200		
Graduation				\$1,200		
Copier				\$6,150		
Total Other				\$8,550		
TOTAL DIRECT COSTS				\$427,777		
INDIRECT COSTS				\$34,222		
<u>TRAINING STIPENDS</u>				\$13,000		
TOTAL COST				\$475,000		

EPCC HEP Budget Justification Year 1

PERSONNEL: All salaries and wages are based on EPCC's personnel classification system, which has been approved by the College Board of Trustees. It is based on duties and qualifications required for each position, consistent with positions having comparable duties and qualifications in the EPCC employment locality. Historically, the College's Board of Trustees has provided a cost of living (COLA) each year approximating 2%. Below are the positions to be employed under the HEP as listed in the above budget table.

Principal Investigator (PI): This position will be filled by the Director of EPCC's Community Education Program (CEP). The PI will dedicate (b)(4) time to HEP as an EPCC cash match. The PI will provide overall research, administrative, and professional supervision; and will oversee partnership coordination, staff training, project evaluation, and grant reporting (APR).

Instructional Coordinator: This position will report to the PI, dedicating (b)% time to HEP as an EPCC cash match; and will supervise three full-time Recruiters/Lead Educators, one full-time Health Instructor, and one part-time writing Instructor. This position will also oversee curriculum development and class scheduling.

Lead Educator (3): These positions will be employed full-time from grant funds. They will be responsible for recruitment and outreach. Each Lead Educator will directly supervise three to four Educators and two Promotoras. Lead Educators will assess students, facilitate curriculum materials for Educators, and lead weekly meetings among Educators and Promotoras to discuss and address student issues emerging during classes.

Health Literacy Instructor: This position will be employed full-time with grant funds and will offer (b)(4) hours of science-based health literacy instruction per class, reinforcing math and science skills. This position is paid at the EPCC faculty rate of (b)(4)/hour.

Data Manager: This position is employed $\frac{(b)}{(4)}$ % time on this program as an EPCC cash match and is responsible for maintaining records and data regarding participants and as otherwise necessary for program evaluation and reporting.

Administrative Assistant: This position is employed $\frac{(b)}{(4)}$ % time on this program as an EPCC cash match and is responsible for administrative office functions to include personnel paperwork, purchase requisitions, files and records, reprographics, time and effort reports, etc.

Clerical: This positions is employed $\frac{(b)}{(4)}$ % on this program as an EPCC cash match and is responsible for general clerical functions such as reception, typing, filing, and mail.

Academic Enrichment Instructor: This faculty position will be employed part-time from grant funds to offer academic enrichment and creative writing workshops, and will edit the students' journals. The pay is based on 10 hours/week x \$31/hour x 37 weeks.

Educator (10): These positions will be funded part-time from grant funds and provide direct GED instruction for the GED classes in the community. The pay is based on 19 hours/week x \$10/hour x 48/weeks.

Promotoras (6): These positions will be employed part-time with grant funds and provide recruiting, support services, referrals for services and follow up. The pay is based on 19 hours/week x \$10/hour x 48/weeks.

FRINGE BENEFITS: Benefits are provided based on legal requirements and/or employee benefit programs elected by the EPCC Board of Trustees. Fringe rates are:

Part-time employees are 10.5%; which consist of Social Security 7.65% (includes 1.45% Medicare), Workers Compensation 1.35%, and State Unemployment 1.5% (of first \$9,000 per year).

Full-time employees for this project average 28.0%. This is calculated based on FICA-Medicare 1.45%, Workers Compensation 1.35%, State Unemployment 1.5% (of the first \$9,000 per year), Teachers Retirement 6.80%, and Long Term Disability insurance 0.63%. The College provides Basic Life, Health, and Dental insurance. However, the amount paid is based on the coverage elected by the individual employee. For example, health insurance costs range from \$6,918 (employee only) to \$13,535 (family coverage).

Travel: Costs are for both local and out-of-town employee travel.

Local Travel: Is based on a privately-owned-vehicle (POV) rate of \$0.505/mile set College-wide by its Board of Trustees. The amount estimated for this program is based on past experience and projections primarily to cover employee local travel for recruitment, classes at off-campus locations, partner meetings, and service visits to participants.

Out-of-Town Travel: Is based on the College-wide travel Policy and Procedure. All such travel requires advanced approval by a Dean/Director or higher. Airfare amounts are based on the lowest allowable fare (usually economy class), and will depend on travel destination. Hotels are at actual cost, not to exceed the federal allowance for the locality. Per diem is paid at the College-wide rate of \$30 per day. Incidental expenses (taxi fare, baggage fees, etc.) are allowable based on actual cost supported by receipts. Annual trips anticipated for this program include the HEP Annual Directors' Conference (four days costing: airfare \$550, per diem \$120, hotel \$800); HEP CAMP Technical Conference (four days for up to 4 staff costing: airfare \$500, registration \$200, per diem \$120, hotel \$750 per person); NASDME (four days for up to 4 staff costing: airfare \$500, registration \$200, per diem \$120, hotel \$750 per person). Except for the Directors' conference, the number of staff traveling will be dictated by availability of funds.

EQUIPMENT: No equipment will be purchased.

SUPPLIES: All purchases will be made under the College's Purchasing Policies and Procedures which are fully consistent with federal (OMB) guidelines. The following supplies purchases are anticipated.

Office Supplies (\$4,000) paper, pens, envelopes, staples, etc. Cost based on past experience.

Instructional Supplies (\$9,659) student textbooks, notebooks, paper, pens, etc. Cost based on past experience.

Laptop Computers (12 = \$4,800) to prepare students for the GED test. Cost based on market survey.

Desktop Computers (4 = \$4,800) for use by staff for the HEP program. Cost based on market survey.

CONTRACTUAL: There will be no contracts under this program.

CONSTRUCTION: There is no construction under this program.

OTHER: The following will be costs under this program.

Membership (\$1,200) HEP Association.

Graduation (\$1,200) recognition ceremony expenses. Cost based on past experience.

Copier Rental (\$6,150) copier cost for HEP program is based on annual lease.

INDIRECT COST: Indirect costs (F&A) are charged at the rate of 8% of modified total direct cost (MTDC) pursuant to EDGAR §75.562 (d). This is lower than the College DHSS approved rate of 37.6% of salaries and wages plus fringe benefits.

STUDENT STIPENDS: (\$13,000) to cover GED test fees of \$130 per student for 100 students.

EPCC HEP Budget Year 2

	PT /		Proj		Cash	Total
PERSONNEL	FT	Rate	%	HEP	Match	Project
Project Director (1)	FT	\$71,572	50%		(b)(4)	
Instructional Coordinator (1)	FT	\$53,999	80%			
Lead Educator (3)	FT	\$39,116	100%	\$117,349		
Health Lit Instructor (1)	FT	\$41,820	100%	\$41,820		
Data Manager	FT	\$38,400	40%			
Admin Assist	FT	\$33,952	100%			
Clerical	FT	\$24,807	100%			
Total FT				\$159,169		
Academic Enrich Instr (1)	PT	prior yr + 2%	100%	\$11,699		
Educators (10)	PT	prior yr + 2%	100%	\$93,024		
Promotoras (6)	PT	prior yr + 2%	100%	\$55,814		
Total PT				\$160,538		
Total Personnel				\$319,707		
FRINGE						
Total Av FT				\$44,567		
Total Av PT				\$16,856		
Total Fringe				\$61,424		
TRAVEL						
Local Travel				\$7,876		
Out of Town Travel				\$14,221		
Total Travel				\$22,097		
EQUIPMENT				\$0		
SUPPLIES						
Office Supplies				\$4,000		
Instructional Supplies				\$10,000		
laptop computers (5)				\$2,000		
Total supplies				\$16,000		
CONTRACTUAL				\$0		
CONSTRUCTION				\$0		
OTHER						
Membership				\$1,200		
Graduation				\$1,200		
Copier				\$6,150		
Total Other				\$8,550		
TOTAL DIRECT COSTS				\$427,778		
INDIRECT COSTS				\$34,222		
TRAINING STIPENDS				\$13,000		
TOTAL COST				\$475,000		

EPCC HEP Budget Justification Year 2

PERSONNEL: All the positions established for Year 1 will remain the same for this budget year, including the time dedicated to the project. However, the cost for salary and wages will be increased by 2% in anticipation of a cost-of-living increase by the College's Board of Trustees.

FRINGE BENEFITS: The fringe benefits rates will remain the same for this budget year for both full-and part-time employees of the program. However, total cost will increase because of the above-mentioned 2% cost-of-living pay increase.

Travel: Costs are for both local and out-of-town employee travel.

Local Travel: The amount estimated is approximately the same as the prior budget year.

Out-of-Town Travel: The travel plan outlined in the Year 1 budget will be followed in this budget year as well, and at an approximately the same estimated cost.

EQUIPMENT: No equipment will be purchased.

SUPPLIES: Purchases will be made under the EPCC's Purchasing Policies and Procedures which are fully consistent with federal guidelines. Anticipated supply purchases are:

Office Supplies (\$4,000) paper, pens, envelopes, staples, etc.

Instructional Supplies (\$10,000) student textbooks, notebooks, paper, pens, etc.

Laptop Computers (5 = \$2,000) to prepare students for the GED test.

CONTRACTUAL: There will be no contracts under this program.

CONSTRUCTION: There is no construction under this program.

OTHER: The following will be costs under this program.

Membership (\$1,200) HEP Association.

Graduation (\$1,200) recognition ceremony expenses.

Copier Rental (\$6,150) copier cost for HEP program is based on annual lease.

INDIRECT COST: Indirect costs (F&A) are charged at the rate of 8% of modified total direct cost (MTDC) pursuant to EDGAR §75.562 (d). This is lower than the College DHSS approved rate of 37.6% of salaries and wages plus fringe benefits.

STUDENT STIPENDS: (\$13,000) to cover GED test fees of \$130 per student for 100 students.

EPCC HEP Budget Year 3

	PT/		Proj		Cash	Total
PERSONNEL	FT	Rate	%	HEP	Match	Project
Project Director (1)	FT	\$73,004	50%		(b)(4)	
Instructional Coordinator (1)	FT	\$55,079	80%			
Lead Educator (3)	FT	\$39,898	100%	\$119,696		
Health Lit Instructor (1)	FT	\$42,656	100%	\$42,656		
Data Manager	FT	\$39,168	40%			
Administrative Assistant	FT	\$34,631	100%			
Clerical	FT	\$25,304	100%			
Total FT				\$162,352		
Academic Enrich Instructor (1)	PT	prior yr + 2%	100%	\$11,933		
Educators (10)	PT	prior yr + 2%	100%	\$94,884		
Promotoras (6)	PT	prior yr + 2%	100%	\$56,931		
Total PT				\$163,749		
Total Personnel				\$326,101		
FRINGE						
Total Av FT				\$45,459		
Total Av PT				\$17,194		
Total Fringe				\$62,652		
TRAVEL						
Local Travel				\$7,000		
Out of Town Travel				\$14,475		
Total Travel				\$21,475		
EQUIPMENT				\$0		
SUPPLIES						
Office Supplies				\$4,000		
Instructional Supplies				\$5,000		
Total supplies				\$9,000		
CONTRACTUAL				\$0		
CONSTRUCTION				\$0		
OTHER						
Membership				\$1,200		
Graduation				\$1,200		
Copier				\$6,150		
Total Other				\$8,550		
TOTAL DIRECT COSTS				\$427,778		
INDIRECT COSTS				\$34,222		
TRAINING STIPENDS				\$13,000		
TOTAL COST				\$475,000		

EPCC HEP Budget Justification Year 3

PERSONNEL: All the positions established for Year 1 and continued in Year 2 will be continued for this budget year, including the time dedicated on this project. However, the cost for the salary and wages will be increased by 2% in anticipation of an annual cost-of-living increase by the College's Board of Trustees.

FRINGE BENEFITS: The fringe benefits rates will remain the same for this budget year for both full-and part-time employees of the program. However, total cost will increase because of the above-mentioned 2% cost-of-living pay increase.

Travel: Costs are for both local and out-of-town employee travel.

Local Travel: The amount estimated is somewhat reduced over that for the prior years.

Out-of-Town Travel: The travel plan outlined in the Year 1 budget will be followed in this budget year as well, and at approximately the same estimated cost.

EQUIPMENT: No equipment will be purchased.

SUPPLIES: Purchases will be made under the EPCC's Purchasing Policies and Procedures which are fully consistent with federal guidelines. Anticipated supply purchases are:

Office Supplies (\$4,000) paper, pens, envelopes, staples, etc.

Instructional Supplies (\$5,000) student textbooks, notebooks, paper, pens, etc. These costs are reduced from prior years due to the mandatory increase costs in salary and wages. Every effort will be made to meet the supply needs through inventory. Any savings through lapsed salaries or from other categories will be used to meet need in this category.

CONTRACTUAL: There will be no contracts under this program.

CONSTRUCTION: There is no construction under this program.

OTHER: The following will be costs under this program.

Membership (\$1,200) HEP Association.

Graduation (\$1,200) recognition ceremony expenses.

Copier Rental (\$6,150) copier cost for HEP program is based on annual lease.

INDIRECT COST: Indirect costs (F&A) are charged at the rate of 8% of modified total direct cost (MTDC) pursuant to EDGAR §75.562 (d). This is lower than the College DHSS approved rate of 37.6% of salaries and wages plus fringe benefits.

STUDENT STIPENDS: (\$13,000) to cover GED test fees of \$130 per student for 100 students.

EPCC HEP Budget Year 4

	PT/ FT	Rate	Proj %	HEP	Cash Match	Total Project
PERSONNEL						
Project Director (1)	FT	\$74,464	50%		(b)(4)	
Instructional Coordinator (1)	FT	\$56,180	80%			
Lead Educator (3)	FT	\$40,696	100%	\$122,090		
Health Lit Instructor (1)	FT	\$43,510	100%	\$43,510		
Data Manager	FT	\$39,951	40%			
Admin Assist	FT	\$35,323	100%			
Clerical	FT	\$25,810	100%			
Total FT				\$165,599		
Academic Enrich Instructor (1)	PT	prior yr + 2%	100%	\$12,172		
Educators (10)	PT	prior yr + 2%	100%	\$96,782		
Promotoras (6)	PT	prior yr + 2%	100%	\$58,069		
Total PT				\$167,024		
Total Personnel				\$332,623		
FRINGE						
Total Av FT				\$46,368		
Total Av PT				\$17,537		
Total Fringe				\$63,905		
TRAVEL						
Local Travel				\$7,000		
Out of Town Travel				\$6,700		
Total Travel				\$13,700		
EQUIPMENT				\$0		
SUPPLIES						
Office Supplies				\$4,000		
Instructional Supplies				\$5,000		
Total supplies				\$9,000		
CONTRACTUAL				\$0		
CONSTRUCTION				\$0		
OTHER						
Membership				\$1,200		
Graduation				\$1,200		
Copier				\$6,150		
Total Other				\$8,550		
TOTAL DIRECT COSTS				\$427,778		
INDIRECT COSTS				\$34,222		
TRAINING STIPENDS				\$13,000		
TOTAL COST				\$475,000		

EPCC HEP Budget Justification Year 4

PERSONNEL: All the positions established for Year 1 and continued through Year 3 will be continued into this budget year, including the time dedicated on this project. However, the cost for salary and wages will be increased by 2% in anticipation of an annual cost-of-living increase by the College's Board of Trustees.

FRINGE BENEFITS: The fringe benefits rates will remain the same for this budget year for both full-and part-time employees of the program. However, total cost will increase because of the above-mentioned 2% cost-of-living pay increase.

Travel: Costs are for both local and out-of-town employee travel.

Local Travel: The amount estimated is somewhat reduced over that for the prior years.

Out-of-Town Travel: This amount has been reduced significantly from the previous years. This is because of the mandatory increase in salary, wages and fringe benefits, and the determination employee direct services to students is a higher priority. The budgeted amount will be used for the annual Directors' meeting. As funds are available, attendance at the HEP/CAMP Technical conference and the NASDME will be authorized.

EQUIPMENT: No equipment will be purchased.

SUPPLIES: Purchases will be made under the EPCC's Purchasing Policies and Procedures which are fully consistent with federal guidelines. Anticipated supply purchases are:

Office Supplies (\$4,000) paper, pens, envelopes, staples, etc.

Instructional Supplies (\$5,000) student textbooks, notebooks, paper, pens, etc. These costs are reduced from prior years due to the mandatory increase costs in salary and wages. Every effort will be made to meet the supply needs through inventory. Any savings through lapsed salaries or from other categories will be used to meet need in this category.

CONTRACTUAL: There will be no contracts under this program.

CONSTRUCTION: There is no construction under this program.

OTHER: The following will be costs under this program.

Membership (\$1,200) HEP Association.

Graduation (\$1,200) recognition ceremony expenses.

Copier Rental (\$6,150) copier cost for HEP program is based on annual lease.

INDIRECT COST: Indirect costs (F&A) are charged at the rate of 8% of modified total direct cost (MTDC) pursuant to EDGAR §75.562 (d). This is lower than the College DHSS approved rate of 37.6% of salaries and wages plus fringe benefits.

STUDENT STIPENDS: (\$13,000) to cover GED test fees of \$130 per student for 100 students.

EPCC HEP Budget Year 5

	PT/		Proj		Cash	Total
PERSONNEL	FT	Rate	%	HEP	Match	Project
Project Director (1)	FT	\$75,953	50%		(b)(4)	
Instructional Coordinator (1)	FT	\$57,304	80%			
Lead Educator (3)	FT	\$41,510	100%	\$124,532		
Health Lit Instructor (1)	FT	\$44,380	100%	\$44,380		
Data Manager	FT	\$40,750	40%			
Admin Assist	FT	\$36,030	100%			
Clerical	FT	\$26,326	100%			
Total FT				\$168,911		
Academic Enrich Instructor (1)	PT	prior yr + 2%	100%	\$12,415		
Educators (10)	PT	prior yr + 2%	100%	\$98,718		
Promotoras (6)	PT	prior yr + 2%	100%	\$59,231		
Total PT				\$170,364		
Total Personnel				\$339,275		
FRINGE						
Total Av FT				\$47,295		
Total Av PT				\$17,888		
Total Fringe				\$65,183		
TRAVEL						
Local Travel				\$4,639		
Out of Town Travel				\$4,630		
Total Travel				\$9,269		
EQUIPMENT						
SUPPLIES				\$0		
Office Supplies				\$1,500		
Instructional Supplies				\$4,000		
Total supplies				\$5,500		
CONTRACTUAL						
CONSTRUCTION				\$0		
OTHER						
Membership				\$1,200		
Graduation				\$1,200		
Copier				\$6,150		
Total Other				\$8,550		
TOTAL DIRECT COSTS				\$427,778		
INDIRECT COSTS				\$34,222		
TRAINING STIPENDS				\$13,000		
TOTAL COST				\$475,000		

EPCC HEP Budget Justification Year 5

PERSONNEL: All the positions established for Year 1 and continued through Year 4 will be continued into this final budget year, including the time dedicated on this project. However, we anticipate that the cost for salary and wages will again be increased by 2% by the College's Board of Trustees.

FRINGE BENEFITS: The fringe benefits rates will remain the same for this budget year for both full-and part-time employees of the program. However, total cost will increase because of the above-mentioned 2% cost-of-living pay increase.

Travel: Costs are for both local and out-of-town employee travel.

Local Travel: (\$4,639) is reduced over prior years. This is necessary because of the accumulated increase in salaries, wages and fringe benefits. As funds become available due to savings in other budget lines, this budget item will be increased appropriately.

Out-of-Town Travel: This amount has been reduced significantly from the previous years. This is because of the mandatory increase in salary, wages and fringe benefits, and the determination that travel is a lower priority. The budgeted amount will be used for the annual Directors' meeting. As funds are available, attendance at the HEP/CAMP Technical conference and the NASDME will be authorized.

EQUIPMENT: No equipment will be purchased.

SUPPLIES: Purchases will be made under the EPCC's Purchasing Policies and Procedures which are fully consistent with federal guidelines. Anticipated supply purchases are:

Office Supplies (\$1,500) paper, pens, envelopes, staples, etc. This amount is reduced for the final year and inventory will be used to cover the need.

Instructional Supplies (\$4,000) student textbooks, notebooks, paper, pens, etc. These costs are reduced from prior years due to mandatory increase costs in salary and wages. Every effort will be made to meet the supply needs through inventory. Any savings through lapsed salaries or from other categories will be used to meet need in this category.

CONTRACTUAL: There will be no contracts under this program.

CONSTRUCTION: There is no construction under this program.

OTHER: The following will be costs under this program.

Membership (\$1,200) HEP Association.

Graduation (\$1,200) recognition ceremony expenses.

Copier Rental (\$6,150) copier cost for HEP program is based on annual lease.

INDIRECT COST: Indirect costs (F&A) are charged at the rate of 8% of modified total direct cost (MTDC) pursuant to EDGAR §75.562 (d). This is lower than the College DHSS approved rate of 37.6% of salaries and wages plus fringe benefits.

STUDENT STIPENDS: (\$13,000) to cover GED test fees of \$130 per student for 100 students.

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

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

1. Project Director:

Prefix: Dr.	First Name: Andres	Middle Name:	Last Name: Muro	Suffix: Ph.D
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Address:

Street1:	P. O. Box 20500
Street2:	
City:	El Paso
County:	
State:	TX: Texas
Zip Code:	79998-0500
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
915-831-4161	915-831-4105

Email Address:
amuro5@epcc.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

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

Name of Institution/Organization

El Paso Community College District

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	313,438.00	319,707.00	326,101.00	332,623.00	339,275.00	1,631,144.00
2. Fringe Benefits	60,219.00	61,424.00	62,652.00	63,905.00	65,184.00	313,384.00
3. Travel	22,312.00	22,097.00	21,475.00	13,700.00	9,269.00	88,853.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	23,259.00	16,000.00	9,000.00	9,000.00	5,500.00	62,759.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	8,550.00	8,550.00	8,550.00	8,550.00	8,550.00	42,750.00
9. Total Direct Costs (lines 1-8)	427,778.00	427,778.00	427,778.00	427,778.00	427,778.00	2,138,890.00
10. Indirect Costs*	34,222.00	34,222.00	34,222.00	34,222.00	34,222.00	171,110.00
11. Training Stipends	13,000.00	13,000.00	13,000.00	13,000.00	13,000.00	65,000.00
12. Total Costs (lines 9-11)	475,000.00	475,000.00	475,000.00	475,000.00	475,000.00	2,375,000.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 09/01/2013 To: 08/31/2018 (mm/dd/yyyy)

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

The Indirect Cost Rate is 37.60%.

(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 8.00%.
PR/Award # S141A160004

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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