

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 # S141A160006

Grants.gov Tracking#: GRANT12110241

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"/>
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* 3. Date Received: <input type="text" value="03/03/2016"/>	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:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="611730890"/>	* c. Organizational DUNS: <input type="text" value="053599908"/>
---	---

d. Address:

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

e. Organizational Unit:

Department Name: <input type="text" value="VP Educational Opps Program"/>	Division Name: <input type="text" value="Provost and Executive VP"/>
--	---

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

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

Organizational Affiliation:

* Telephone Number: <input type="text" value="541-737-3923"/>	Fax Number: <input type="text" value="541-737-3998"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.141

CFDA Title:

Migrant Education_High School Equivalency Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-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:

High School Equivalency Program (HEP) CFDA Number 84.141A

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

Add Attachment

Delete Attachment

View Attachment

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

Oregon State University - High School Equivalence Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,375,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,375,000.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Patricia A Hawk</p>	<p>TITLE</p> <p>Asst. Vice President for Sponsored Research</p>
<p>APPLICANT ORGANIZATION</p> <p>Oregon State University</p>	<p>DATE SUBMITTED</p> <p>03/03/2016</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: Oregon State University * Street 1: A312 Kerr Administration Building Street 2: _____ * City: Corvallis State: OR: Oregon Zip: 973312140 Congressional District, if known: OR-004		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Migrant Education_High School Equivalency Program CFDA Number, if applicable: 84.141	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name: N/A Middle Name: _____ * Last Name: N/A Suffix: _____ * Street 1: N/A Street 2: _____ * City: N/A State: OR: Oregon Zip: 973312140		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name: Not applicable Middle Name: _____ * Last Name: Not Applicable 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: Patricia A Hawk * Name: Prefix _____ * First Name: Patricia Middle Name: A * Last Name: Hawk Suffix: _____ Title: Asst. Vice President for Sponsored Research Telephone No.: 541-737-4933 Date: 03/03/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S141A160006

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.

OSU_HEP_GEPA1018941983.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provision Act (GEPA) 427 Statement

Oregon State University (OSU) as a land, sea, space, and sun grant institution, is particularly interested and committed to provide support to underrepresented students. Therefore, also OSU will encourage hiring staff that represent the targeted population being served.

Also, Oregon State University requires any publication which describes services, programs, or activities (e.g. brochures, handouts, position announcements) to include a statement regarding availability in accessible formats. Notice of physical and program access must be provided for all campus events and programs. All announcements, ticket information, brochures, etc., must include a request for accommodation statement.

In addition, Oregon State University, as an institution of higher education and as a community of scholars, is committed to the elimination of discrimination and the provision of equal opportunity in education and employment.

Oregon State University, in compliance with state and federal laws and regulations, does not discriminate on the basis of age, color, disability, gender identity or expression, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status in any of its policies, procedures, or practices. This nondiscrimination policy covers admission and access to, and treatment and employment in, University programs and activities, including but not limited to academic admissions, financial aid, educational services, and employment.

Oregon State University's policies are designed to ensure that all applicants receive fair consideration for employment and that employees are treated equitably. This includes but is not limited to:

1. recruiting, hiring, training, and promoting persons in all job titles, without regard to race, color, religion, sex, or national origin, except where sex is a bona fide occupational qualification;
2. basing decisions on employment so as to further the principle of equal employment opportunity;
3. ensuring that promotion decisions are in accordance with principles of equal employment opportunity by imposing only valid requirements for promotional opportunity; and
4. ensuring that all personnel actions such as compensation, benefits, transfers, layoffs, returns from layoff, OSU sponsored training, education, tuition assistance and social and recreation programs will be administered without regard to age, color, disability, gender identity or expression, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status.

In conclusion, OSU has policies and procedures in place that promote equal opportunity practices and has incorporated these polices in student enrollment, academics, athletics, and extracurricular activities. Talent Search at OSU will incorporate all the above standards in its project.

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 Oregon State University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Patricia"/> Middle Name: <input type="text" value="A"/>
* Last Name: <input type="text" value="Hawk"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Asst. Vice President for Sponsored Research"/>	
* SIGNATURE: <input type="text" value="Patricia A Hawk"/>	* DATE: <input type="text" value="03/03/2016"/>

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

ABSTRACT

Name of Applicant: Oregon State University (OSU)

City and State of Applicant: Corvallis, OR

Project Objectives and Activities: The goals of OSU HEP residential program are to help students from migrant and seasonal farm worker (MSFW) backgrounds to 1) enroll and complete the GED each year and, 2) continue in postsecondary education or training programs, upgraded employment, or the military. OSU HEP will provide outreach and recruitment services through school visits and network with community organizations. Once students are enrolled at HEP, they will engage in instructional services, personal, vocational, and academic counseling. Other services will include placement services designed to place students in a university, college, or junior college program (including preparation for college entrance examinations), or in military service or career positions

Applicable Priorities: Invitational Priority 1: STEM Education. OSU HEP will a) provide students with increased access to rigorous and engaging coursework in STEM, and b) increase opportunities of professional development for teachers and educators in STEM subjects.

Proposed Project Outcomes: 1) 250 potential participants will be informed about OSU’s HEP program. The project will serve 38 residential students; 2) 100% of enrolled HEP students will attend required instruction and support services throughout the duration of the services; 3) 80% of continuing students will be transitioned postsecondary education or training programs, upgraded employment or the military.

Number of Participants: The project will serve 38 residential students each year.

Location of the Proposed Site: Oregon State University main campus in Corvallis, OR.

GPRA Performance Measures: 1) **69% (GPRA I)** of HEP participants will receive the general educational development (HSED) diploma. 2) **80% (GPRA II)** of HEP participants will enter postsecondary education or training programs, upgraded employment or the military.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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Need For Project	1
<i>i. The need for the services to be provided or the activities to be carried out by the project</i>	<i>1</i>
<i>ii. The extent to which the proposed project will focus on serving or addressing the needs of disadvantaged individuals (eligible migrant and seasonal farm workers)</i>	<i>3</i>
<i>iii. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project</i>	<i>5</i>
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PROJECT NARRATIVE

1. NEED FOR PROJECT

i. The need for the services to be provided or the activities to be carried out by the project.

Oregon State University (OSU) proposes a residential High School Equivalence Program (HEP), serving participants from the entire state of Oregon. An OSU HEP residential program is much needed in Oregon for the following reasons:

1. High Migrant and Seasonal Farm Worker Population: Oregon has a large agricultural industry that is dominated by crops for the fresh and canning markets. This industry, particularly fruit, dairy, and tree farming, is highly dependant on migrant labor. According to the U.S. Department of Agriculture (USDA), Oregon is the 5th largest state for hired and contracted migrant and seasonal farm workers (MSFW) in the United States. In Oregon, the total number of MSFWs continues to grow, and farm workers are more likely to do seasonal work because of the intense short-season crops like blueberries and strawberries have built stable housing to attract workers, while adding crops that need labor throughout the summer. According to Alice Larson in “2013 Oregon Update - Migrant and Seasonal Farm Worker Enumeration Profiles Studies,” the estimated farm worker population in Oregon is 90,289. In 2015, 15,556 migrant students were enrolled in Oregon K-12 schools of which 2,072 were out-of-school youth (Cheavtham 2015). Each year roughly 4,113 migrant students attend high schools in Oregon, with only 63.4% on track to graduate (2014-15 Statewide Report Card). The Oregon Migrant Education Student Center (OMSIS) identifies out-of-school migrant youth and connects them with needed educational and supportive services such as HEP programs.

2. Low State Assessment Scores: Oregon schools are not providing adequate services to migrant students, particularly those with limited English proficiency (LEP). Data shown in Table 1 indicate that migrant students are academically unprepared for college. The percentage of high school migrant students who meet or exceed standard scores is very low. For example, in Table

1, only 54.1% of migrant students pass the English Language Arts proficiency test compared to non-migrant students with 71.5% levels. Additionally, migrant students achieve only 23.6% math proficiency compared to 46.3% of non-migrant students.

Table 1. High School Students Percentage Proficient on State Assessment					
English Language Arts		Math		Science	
Non-migrant	Migrant	Non-migrant	Migrant	Non-migrant	Migrant
71.5%	54.1%	46.3%	23.6%	71.1%	42.6%
<i>Source: OR 2014-2015 Statewide Report Card</i>					

3. Low high school completion: The high school graduation rate in Oregon is one of the lowest rates in the U.S. at 73.8% (See Table 2). Migrant students graduate at a lower rate of 65.9%, and more alarming is the graduation rate of 51.2% for English Language Learner (ELL) students, which many migrant students also are. Among “other completers,” migrant and ELL students still complete at lower rates compared to all students. While large districts have improved, rates fell in Oregon’s rural districts that serve most migrant children. Also, from the table below it can be inferred that both migrant and ELL students have considerably higher dropout rates compared to non-migrant students. An OSU HEP program can be an alternative for those students who do not graduate from high school.

Table 2. Graduation Rates for Students Entering High School in 2010-11					
Four-year Cohort			Other Completers (Adult HS, GEDs, Modified)		
All students	Migrant	ELL	All students	Migrant	ELL
73.8%	65.9%	51.2%	76.8%	66.7%	53.3%
<i>Source: OR 2014-2015 Statewide Report Card</i>					

4. Language Barriers. According to the OMSIS report (2014), 92% of the migrant students in the state of Oregon are identified as being Hispanic, many of whom are native Spanish speakers. Not surprisingly, Oregon high school students with limited English only have a 51.6% on-time graduation rate. Because of the state’s dependency on agriculture and need for MSFWs,

combined with the state’s lack of educational resources in Spanish, an OSU residential HEP will be make available instruction in both English and Spanish.

5. High poverty levels - In addition to academic challenges, eligible migrant students encounter economic barriers. The most critical need for MSFWs is relief from poverty. The average annual family income for migrant workers in Oregon is \$19,417. (Oregon Housing & Community Services, 2014), compared to a state average annual income of \$50,521 (U.S. Census Bureau 2014 Estimates). Because MSFWs live in such poverty, it is logical that many migrant students’ educational attainment is lower and dropout rates are higher. Risks impacting the general population and Hispanics are assumed to be more prominent among MSFWs because they are exacerbated by extremely poor living conditions, high stressors (including poverty, domestic violence, and food insecurity), and health risks associated with pesticide exposure, hunger/malnutrition and stress (Oregon Child Development Coalition 2013).

6. No Residential HEP Programs in Oregon - Despite a large number of MSFWs in Oregon, currently there are only two HEP programs in Oregon. The proposed OSU HEP would be the only residential HEP program in Oregon.

Migrant students need a university residential HEP program to maximize options to complete a High School Equivalence Diploma (HSED). The map illustrates the other HEP programs in the Pacific Northwest with the closest being over 430 miles away in Eastern Washington and there are fewer fully residential HEP programs in



the country. Because of the residential model, OSU HEP addresses this need by making HSED accessible to all migrant farm workers in Oregon and nearby states.

ii. The extent to which the proposed project will focus on serving or addressing the needs of disadvantaged individuals (eligible migrant and seasonal farm workers).

An OSU residential HEP program will provide culturally and linguistically relevant programming. Instruction and services will be intensive and flexible to help students prepare for the new, more comprehensive GED instruction. An OSU residential HEP will offer all day instruction on campus and evening tutoring since all participants will be housed on campus. Instructors will develop new curricula, teaching materials, and techniques to help migrant students master in on the new GED test. The program will be personal, with texts and phone calls when students miss class or need extra support. Orientations will help students understand the time commitments HEP requires and the benefits of GED completion. OSU HEP will work closely with transitional education instructors, career counselors, workforce development specialists, employers, military recruiters, and faith-based organizations that provide services to this target population. Consequently, OSU residential HEP is designed to address the needs of migrant students by providing instruction and services that help students earn HSEDs as demonstrated in Table 3.

Table 3. Identified Needs in the Target Area	
MSFW Needs	How OSU Residential HEP Will Address These Needs
Migrant students are likely to exit the system without a high school diploma	OSU HEP will work with local area high schools and local MEP programs to identify MSFW students. Outreach will be conducted in English and Spanish in communities.
Low reading skills and difficulties with standardized testing	OSU HEP will provide learning strategies that support reading and test-taking skills.
Lack of bilingual instruction	OSU HEP will provide highly qualified bilingual instruction in English and Spanish.
Lack of school engagement	Self-concept development, team building experiences, and leadership training will be incorporated to create a meaningful connection with students.
Need-base assistance with transportation, and health, vision, dental	OSU HEP will provide need-based transportation assistance to and from campus. Financial assistance will be available for those struggling with health, vision, or dental problems.
Lack of access to computers	MSFWs have little or no access to computers, yet computer literacy is critical to passing the current GED tests, enrolling in college, and succeeding in jobs. OSU HEP will integrate computer instruction into content courses, and laptops available for checkout.
Limited access to higher	OSU HEP will access all agency and community resources for

education opportunities	GED for MSFWs including postsecondary institutions, life skills options, military options, and others.
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iii. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project.

OSU will offer the state’s only residential GED program tailored to migrant students and their families. Local GED programs are not prepared to serve migrant students. Lessons in existing programs are self-paced with minimal instructor interaction; tutoring and other supports are minimal or nonexistent. Students drop out because of work demands, childcare issues or transportation problems. In 2014, the 21st GED initiative changed drastically. The new assessment measures high school equivalency and career and college readiness **only** in a computer-based format. The OSU residential HEP program will take into account this new initiative and incorporate these changes into the service delivery model to meet the new standards required for all students taking the new assessment. Other identified gaps or weaknesses are described in Table 4.

Table. 4 The Magnitude of Gaps/Weaknesses Addressed by OSU Residential HEP	
Gaps/Weaknesses	Project Services
Low high school graduation rates for migrant students	OSU HEP will develop and provide instruction, tutoring, and academic monitoring for the GED exam in Spanish and English.
Lack of Role Models and Support	OSU HEP will provide mentoring by staff and CAMP students; families and community members will be involved in graduation ceremonies and career pathway orientations.
No career counseling services exist specifically for MSFWs	OSU HEP will provide career and vocational counseling to all participants.
High poverty rates within the MSFWs community	OSU HEP will provide GED classes, materials, and testing at no cost. Lodging, meals and gas stipends will also be provided to participants.
Lack of health care access for migrants	OSU HEP will refer to local providers, arrange for vision screening, and provide speakers to educate about common health issues.
Lack of computer literacy skills	OSU HEP will provide laptops to students to practice typing as well computer labs will be available for them for training.
Lack of access to cultural and educational activities	OSU HEP will arrange for a variety of cultural/educational activities to introduce participants to available resources and opportunities for growth.

iv. The importance of the results or outcomes likely to be attained by the proposed project.

An OSU residential HEP will provide quality services, such as individualized instruction, tutoring, frequent feedback, advising, and help overcoming barriers. The benefits in providing services to increase academic, social, and career potential while fostering self-esteem among migrant participants are significant from a human, social, and economic standpoint. GED attainment will lead to better jobs and promotions, increased wages, decreased unemployment, and continued education. According to the Oregon Workforce and Economic Information (2014), the average earning of a worker without a high school diploma is \$25,000 per year working full time compared to \$34,000 with a high school diploma. Also, without a high school diploma, Oregonians are more likely to be unemployed, as increasing numbers of jobs require a high school diploma or GED (U.S. Dept. of Labor, 2013). HEP graduates will become more active in their local communities. For many HEP participants living on campus and being surrounded by college students, will help them envision and become motivated to attain their GED degree and enroll in a postsecondary school. Migrant students will struggle to upgrade their academic skills and will understand the importance of a high school education. Also, as a four-year land grant institution, OSU will be more aware of the needs of MSFW and provide more outreach to undeserved students.

2. QUALITY OF PROJECT DESIGN

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

Table 5 outlines the OSU residential HEP goals, which will provide effective outreach and recruitment, instruction and support services for migrant students. One of the main goals is to increase higher rates of GED attainment and transition to continuing education, improved employment and military service. OSU residential HEP plans to achieve these objectives by hiring and training culturally sensitive faculty and staff, providing exceptional instruction and

one-on-one support, working with the state Migrant Education Programs and the statewide community in general.

Table 5. OSU Residential HEP Goals and Objectives

GOAL 1: To outreach, enroll and support migrant students to GED attainment			
Clear Objectives	Specific Activities	Measurable Outcomes	Staff Responsible
1.1. 38 eligible students will be admitted to OSU residential HEP	a. Disseminate HEP information in bilingual format (Eng/Span) via presentations brochures	250 potential participants will receive HEP information	Recruiter, MEP Liaisons
	b. Provide targeted presentations	10 target area HS and 15 agencies, will receive information about HEP	Director, Recruiter, MEP Liaisons
	c. Admit target number of students each year	38 students admitted each year	Program Coordinator
1.2. Provide academic and supportive services	a. Conduct student intake interviews to determine student needs	100% of students will be interviewed to determine their needs	Director, Recruiter
	b. Provide students with instruction in English or Spanish for all GED subjects areas	100% of students will receive instruction in subject areas (Language Arts, Social Studies, Science & Math)	Program Coordinator, Instructors
	c. Provide advising to students who may have issues to complete GED	100% of students who need additional support will be provided counseling	Program Coordinator, other staff
	d. Provide students with appropriate instructional materials & supplies	100% of students will receive appropriate materials & supplies	Program Coordinator, Instructors
	e. Provide tutoring by experienced and well-trained tutors	100% of students will be matched with a tutor	HEP Tutors
	f. Provide transportation stipends to students	100% of students who request will be provided transportation stipends	Administrative Assistant
1.3. 69% of HEP students will earn a GED (GPRA I)	a. Administer GED testing in English and Spanish	69% of students will successfully pass the GED	Director, Program Coordinator
	b. Provide additional instruction for students who do not pass the test	100% of students who do not pass the test will be provided with additional instruction	Program Coordinator, Instructors
GOAL 2: To increase postsecondary placement of migrant students			
Clear Objectives	Specific Activities	Measurable Outcomes	Staff Responsible

2.1. 80% of HEP students who complete their GED will be successfully placed in a postsecondary environment (GPRA 2)	a. Administer a career interest inventory to assess students’ abilities	100% of students will take the interest inventory assessment	Program Coordinator, Recruiter
	b. Provide career planning and placement services	100% of students will be provided career planning & placement services	Program Coordinator, Recruiter
	c. Conduct post-GED follow-up and placement assistance	100% of students will receive placement assistance if needed	Recruiter, Program Coordinator

ii. The design is appropriate to and successfully addresses the needs of the target population.

OSU is a land grant institution that has connections in every county in the state. Consequently, the OSU residential HEP program will be accessible to all migrant students and their immediate family in the state. OSU residential HEP is designed for migrant out-of-school youth as well as for working adults who want a better education and stable employment but who struggle with traditional self-paced GED programs. OSU residential HEP has designed a quality program which includes the new HSED and college/career readiness standards, computer training, recruitment, retention, student assessment and instruction, placement and follow-up services and graduate eligible migrant students in the target area. Table 6 outlines how the program will address the needs of the target population.

Table 6. How OSU Residential HEP Addresses the Needs of the Target Population	
Outreach and recruitment	OSU HEP recruitment plan will target migrant students by conducting special informational workshops at migrant educational programs and community-based organizations. Outreach materials will be in English and Spanish.
Skill assessment	Potential participants will take a standardized diagnostic assessment to determine their basic reading level and math skills. The assessment will help to determine the areas where the student needs significant support.
Academic support	OSU HEP will provide instruction in English and Spanish by experienced instructors during the day. The academic support will incorporate the use of computers in instruction and testing. Tutors will be available for the students in the evenings, and staff will review each student’s academic progress.
GED Exam	Students who are determined to be exam-ready will be scheduled for the GED exam. Those who pass the exam will be immediately scheduled to meet with the Program Coordinator for placement. Students that fail the exam will be provided additional instruction in the appropriate subject matter.
Other	OSU HEP will provide exposure to cultural events and STEM academic

Supportive Services	programs. GED earners will take part in advising and career planning, learn about transfer and vocational programs, and explore career and military options.			
Academic timeline	Session 1	Session 2	Session 3	Total number of students
	Oct - Dec	Jan – March	April – June	38

iii. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

OSU residential HEP will establish linkages with migrant serving organizations (See Table 7).

These are key partners in identifying students, resources available to migrant students, promoting OSU HEP, providing referrals, providing pre-college resources, and creating collaborative efforts to promote higher education. These partners have broad connections in migrant education and migrant service and serve at all levels of education in the state. Letters of support and commitment from key partners are kept in the OSU HEP files. Some of the key partners are outlined in Table 7.

Table 7. Linkages with Community Agencies and Organizations	
OSU Career Development Center	CDC will assist students with job search, exposing students to career expo on campus, providing virtual career fairs and career assessments.
Oregon Migrant Education Service Center	HEP will coordinate with OMESC on outreach initiatives and parent information workshops. HEP will have access to their data to ensure eligible migrant students are being served.
Oregon Department of Education – MEP	HEP will disseminate information through MEP which will provide referrals to OSU residential HEP.
Linn-Benton CC ABE	LBCC GED will provide access to their testing site for students. Also, LBCC ABE may refer students to OSU HEP.
Lane Comm. College	LCC will assist OSU HEP with student referral.
Title I-C Program Coordinators	OSU HEP will coordinate services and referrals of participants with the 19 Title I-C Regions in OR. These regions (ESDs) are well connected with the MEP program. Staff will present at their meetings.
Essentials Education	A Corvallis based computer-based instruction and assessment for ABE will support OSU HEP with instructional support.
Oregon Human Development Corp. (OHDC)	OHDC promotes economic and social advancement of farm workers in OR. OHDC will provide referral, advocacy, resources, and assistance to HEP students.
Legal Aid Services of Oregon (LASO)	LASO will provide legal services and referrals of participants.
Oregon Health Authority (OHA)	OSU HEP will coordinate health services and referrals of participants with OHA.

iv. The extent to which the proposed project will increase efficiency in the use of time, staff, money, or other resources in order to improve results and increase productivity.

OSU HEP will maximize efforts to increase efficiency and productivity as described in Table 8:

Table 8. Activities to Increase Efficiency to Improve Results and Increase Productivity	
<p>Delivery of program services</p> <p><i>Improves efficiency of time</i></p>	<p>OSU HEP staff will plan most of the HEP sponsored activities during down times so more attention to individual support services to HEP students are provided within the academic year. Also, the program will increase each student’s employment efficiency by working closely with OHDC National Farmworker Job Program (NFJP) services to provide on-the-job training to upgrade their employability skills. Staff time and effort is maximized through professional development, cross training and resourceful scheduling. Data in relation to program objectives, financial and time expenditures will be continuously examined to insure optimal results are achieved and component costs do not exceed benefits.</p>
<p>Personnel management</p> <p><i>Improves efficiency of staff</i></p>	<p>OSU HEP will work with the local LBCC ABE (Spanish) to maximize staff resources in both programs. Also, OSU HEP plans to increase staff resources by maximizing the use of on campus resources. For example, the university’s Human Resources and Business Offices will perform most payroll, reimbursement, hiring paperwork, etc. To maximize personnel time, formal weekly staff meetings will be implemented during the academic term. These meetings will serve to discuss project activities, student issues, etc.</p>
<p>Program administration</p> <p><i>Improves efficiency of money</i></p>	<p>The HEP and CAMP Director position will be merged into a full-time, position to drive more federal dollars towards direct student benefit and away from administrative costs. OSU HEP plans to increase efficiency in the use of money by HEP students taking the same computer literacy assessment. Applicants who need additional support before enrolling in HEP will be referred to other local ABE classes to increase their skills.</p>
<p>Other Resources</p>	<p>Through collaborative relationships with local and state agencies as well as leveraged funding from private foundations, OSU HEP will be able to continue providing optimal services despite tightening budget constraints. OSU HEP will seek support from other successful residential HEP programs to avoid duplication of forms, instruction models, etc.</p>

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

OSU residential HEP program design is based on a **Theory of Action** (Moore, C., & Shulock, N. 2009), forming the basis for each service and activity by drawing from best practices that provide evidence for enhanced student success. It builds on current research in teaching and learning that best promotes learning among students and fosters staff and educator engagement in the student’s education (McKinney, 2013). This plan nurtures student learning and development, as

demonstrated in the OSU HEP Logic Model in Table 9.

Table 9. OSU HEP Residential Logic Model			
RESOURCES	ACTIVITIES	OUTPUTS	IMPACTS
<ul style="list-style-type: none"> • Highly qualified, dedicated, and supportive staff • Partner’s expertise and resources • Qualified teachers, mentors and tutors • Exposure to STEM fields • GED resources • Technology (database) • In-kind funds • Community based agencies 	<ul style="list-style-type: none"> • Active recruitment • Needs assessment • Educational planning • Tutoring/mentoring • Study skills building • STEM activities • Educator capacity building 	<ul style="list-style-type: none"> • Obj.1. 38 eligible students admitted to HEP – 10 target area HS and 15 agencies contacted. • Obj.2. 100% of students have needs assessed, are provided tutoring and mentoring, receive instruction in subject areas • Obj.3. 69% of students earn GED – 69% of students will pass the GED exam and 100% of students who do not pass the test will be provided with additional instruction • Obj.4. 80% of students who complete GED will be placed in a postsecondary environment – 100% of students will take the interest inventory and will be provided career planning and placement services 	<ul style="list-style-type: none"> • A robust academic support conducive to learning among HEP students • 38 eligible MSFW students engaged in learning in HEP • 69% of students successfully earn GED • 80% of students placed in postsecondary environment • Increasing number of MSFW students earning GED and being exposed to STEM fields
	<ul style="list-style-type: none"> • Peer mentoring peer support • Personal advising • Cultural/educational events • Transportation support 		
	<ul style="list-style-type: none"> • Postsecondary placement • Career guidance • College information • Applying to upgrade employment 		

Students will be encouraged to participate in OSU’s Science, Technology, Engineering, and Mathematics (STEM) programs (**Invitational Priority 1**), which aim to increase the number of minority and underrepresented students obtaining degrees in STEM. Through partnerships with the College of Agriculture, College of Engineering, College of Forestry and others, students interested in STEM careers will receive specialized tutoring and lab experiences and HEP staff will be given professional development opportunities in STEM subjects. According to the Theory of Action, having a strong start, clear and coherent pathways, integrated support, high expectations matched with high support, intensive student engagement and professional development will impact students in the HEP program. Teachers, staff, and family engagement with students has shown positive effects on student academic achievement when leadership,

character education, and life-skills management are integrated with remedial/developmental education, counseling, advising, tutoring, mentoring, cultural exposure, and enrichment activities (Valli, et al., 2013).

3. QUALITY OF PROJECT SERVICES

i. Professional development is of sufficient quality, intensity, and duration.

The OSU residential HEP staff will have adequate and appropriate professional development services which and will take place during the employee's work time. The Director, Program Coordinator, Instructors, Recruiter, and other staff will attend annual regional and national conferences. Also, they will attend at training to learn about and share successful strategies in working with the migrant community, providing excellent instruction, GED attainment, placement and follow-up, and grant management. Staff will attend the National HEP/CAMP Conference, Commission on Adult Basic Education (COABE) Conference, National Association of State Directors of Migrant Education Conference, HEP/CAMP Directors Meeting in Washington, DC and the OR GED Summit Conference. These conferences will provide a range of quality workshops related to student success. By attending these conferences, OSU HEP staff will increase their knowledge of effective strategies in academic and support services by visiting at least two well-established HEP programs in the region as part of their professional development. In addition, OSU will provide HEP staff with in-service trainings on a variety of topics such as using technology, working with students with disabilities, FERPA, etc. To verify that the benefits of professional development activities have been beneficial and provided improvements to the HEP program, the HEP Director will evaluate the project year-round by using classroom observations, surveys, and student interviews. The HEP Director will also ensure student learning outcomes are improving throughout the year.

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

The services to be provided outlined earlier in Table 6 in the Project Design section are focused on serving migrant students with greatest need. The OSU HEP outreach and recruitment effort will prioritize isolated rural areas that are typically underserved by traditional programs. OSU HEP will identify and select migrant students with the greatest need as demonstrated in Table 10.

Table 10. Plan of Services for Students With Greatest Needs	
Recruitment	Recruitment will be focused on those not being served by traditional programs demonstrating limited English skills, financial need, and dropouts. During the first contact, the prospective student will complete the OSU HEP application and submit it with autobiography and employment documentation. The autobiography will consist information about the student’s goals and how the program will help the student meet their educational and career goals. The High School Equivalency Test Proctor is given. This instrument identifies the student’s reading, math and language comprehension skill levels. Those who do not qualify will be referred to other related programs.
Application form	The application process is designed to reach those with the greatest need. OSU HEP will work with partners and conduct a wide search to expand its candidate pool so that those with the greatest need are considered. The program will be advertised through program website, radio, and in regional newspapers as well as with community partners. Applicants will be interviewed to learn about needs, barriers, commitment, and ability to graduate. All HEP policies and procedures will be designed to remove barriers for the target population.
Eligibility	Before prospective students are admitted to the program, an Application Review Committee (HEP staff and key partners) will review applications of each eligible applicant, including academic information, employment history, family size, and financial status. OSU HEP will be using the MSFW eligibility guidelines in Federal Program Regulation 46 FR 60407 Subpart A § 206.3 to ensure eligible students are admitted to the program.
Intake	Once accepted, an intake interview involving a questionnaire verifying applicant’s commitment, motivation, interests and career and academic goals will be scheduled and completed. An orientation and the following assessments are administered to determine the students’ entry level and to identify other needs 1) Inventory of interests; 2) Survey of study habits and attitudes; 3) A career interest inventory.

iii. The services provided will lead to improvements in the skills to gain employment.

OSU residential HEP services are designed to prepare students to pass a GED exam, acquire the competency skills to enter the workforce/training, and/or to succeed in a college pathway.

Consequently, OSU HEP will provide HSDE instruction that is focused on the acquisition of information, knowledge and refinement of skills that are required to be successful on the GED

exam and everyday life experience. Also Occupational Skills Training through computer skills development and hands-on activities in labs will be provided to assist those students requiring occupational skills development to assure that these students have an opportunity to increase their employability status. The services provided will help participants attain a GED and pursue further education, job advancement, or military service. The program will provide workshops on resume and cover letter writing, interviewing skills, development to conducting job searches, and other skills critical to employment. It's expected that HEP participants will dramatically increase their job prospects and earning power by earning a GED. The project will assign a staff member who will be responsible for employment and placement services. OSU HEP will develop a collaborative network with local, state, and federal agencies for this purpose, and also work with local military recruiters for those desiring to pursue a military career. OSU HEP will network with numerous local businesses and industries to place students. Graduates desiring to pursue a post-secondary education will be encouraged, and will be provided with support and access to resources to help them in applying and matriculating. Follow-up services will be provided to all HEP graduates to obtain feedback that will help to refine the services provided for current and future HEP students. They will be conducted during a 30-day interval after graduation or dropping out of the program.

4. QUALITY OF PROJECT PERSONNEL

i. The qualifications, relevant training, and experience of the project director or PI.

The Director will be Amas Aduviri at 0.5 FTE for 12 months. Mr. Aduviri has served as OSU CAMP (another grant funded program) Director since 2005. Mr. Aduviri is bilingual and has 16 years of experience working with MSFW students as a recruiter, advisor, coordinator, and director of CAMP programs. He has worked with migrant families in Michigan, Washington, and Oregon, exposing him to the realities of the poverty experienced by MSFWs. Mr. Aduviri fully understands the educational needs of migrant students and families, and has developed the

sensitivity to and awareness of issues associated with MSFWs. He will provide the leadership and vision for the program including: implementing and overseeing the program plan of operation, supervising and evaluating all project personnel, monitoring the budget, and providing reports to the U.S. Department of Education on the achievement of program goals and overall success. Mr. Aduviri’s credentials include a Master’s in Business Administration, and he provides strong leadership for CAMP and in the migrant in the community. During the last 12 years, OSU CAMP has been very successful in recruitment and retention rates for migrant students, further demonstrating his qualifications to serve as HEP Director. If a search for a new director is needed, the following are the minimum qualifications:

Table 11. Minimum Qualifications, Training and Experience for Project Director	
Education	Master’s degree in education, business administration, or related field
Relevant Experience	<ul style="list-style-type: none"> • Three years of experience in program management and services to low-income and first-generation college students. • Three years of experience in budget, staff supervision, and evaluation. • Two years of experience working with high school staff, students and parents, college faculty and staff. • Knowledge and understanding of the needs of the migrant population. • Knowledge of college admission requirements, financial aid, academic programs. • Bilingual/bicultural experience preferred.

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

The Program Coordinator will have an appointment of 1.0 FTE for 12 months. The potential candidate will possess excellent organizational skills because they will work with hundreds of potential migrant students and ultimately with all enrolled students, and they must be able to plan and provide excellent services tailored to support migrant students. In addition, the responsibilities will include maintaining accurate up-to-date student records, participation, and progress. Other non-key project personnel include a recruiter, instructors, and an office assistant. All HEP staff members should have worked with the target population and have demonstrated sensitivity to and understanding of the unique characteristics and needs of the migrant students. The following in Table 12 are the minimum qualifications for the Program Coordinator position:

Table 12. Minimum Qualifications, Training and Experience for Program Coordinator	
Education	Bachelor’s degree in education, counseling, or related field
Relevant Experience	<ul style="list-style-type: none"> • Two years of experience in teaching • Two years of experience in providing educational workshops • One year of experience working with migrant students • One year of knowledge and practice of GED instruction and examinations • Strong communication and organizational skills. • Bilingual/bicultural experience required

OSU will also strongly consider applicants representing the target population who have sensitive to and understand MSFWs to ensure the project objectives are met and the program remains in compliance with all institution, state and federal regulations.

5. QUALITY OF MANAGEMENT PLAN

i. Adequacy of plan to achieve objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones.

OSU is a major research institution and with extensive experience managing a variety of grants. The OSU residential HEP will be part of the Division of Undergraduate Studies. The Director will report to the Vice Provost & Dean of Undergraduate Studies who oversees a diverse group of programs such as the CAMP program, TRiO SSS programs, Educational Opportunities Program (EOP) and others. This reporting line provides significant leverage for OSU HEP students to access an array of college resources and programs aimed to support underrepresented students. Thus, the HEP program will be visible at the highest administrative levels, and OSU administration will be aware of the needs of HEP students. The Director will oversee the timely implementation of project goals and objectives, manage the budget, oversee collaborative efforts with on- and off-campus entities that provide linkages to the migrant communities in order to develop and enhance the identification, recruitment, and retention of target population students, and gather internal project reports in order to write the annual performance report to the U.S. Department of Education. The OSU HEP management plan is detailed in Table 13. It will be used as a tool for managing the attainment of program goals and objectives. This timeline

represents a one-year snapshot, and is an adequate plan to achieve the objectives on time and within budget. Most of the tasks will be re-implemented in subsequent academic years.

Table 13. OSU Residential HEP Management Plan – Timeline of Activities			
Activities	Staff Respon.	Timeline	Milestones/Outcomes
Objective. 1.1. 38 eligible students will be enrolled in OSU residential HEP			
Recruit, hire, orient, in-service training, staff retreat	PI, Director	Summer Aug-Sept	All staff will be in place and activities planned
Contact MEP, schools, agencies, community organizations	Director, Recruiter	June-Sept	25 state, federal, schools, and community organizations contacted
Outreach, recruitment	Recruiter	Ongoing	250 potential participants will receive HEP information
Determine applicants' eligibility	Director, Prog Coord	Ongoing	100% of applications will be reviewed
Conduct interviews, assessment screenings	Recruiter	Ongoing	100% of potential applicants will be assessed and screened
Admit students in the program	Director, Prog Coord	Sept, Jan, Apr	38 students will be admitted in the program
Objective 1.2. Provide all enrolled students with academic and other supportive services throughout their participation in HEP			
Continue to hire culturally competent instructors	PI, Director	Summer	All instructors in place
Recruit tutors	Prog Coord	Oct-Dec	5 or more tutors will be hired and trained
Provide instruction in GED areas	Instructors	Ongoing	100% of enrolled students will receive GED instruction
Provide students with instructional materials and supplies	Prog Coord	Nov, Mar, May	100% of students will enroll each term for 12 credits or more (GPRA II)
Provide timely tutoring	Prog Coord	Dec, Mar, June	100% of students' grades will be reviewed
Monitor student progress	Director, Prog Assistant	Oct, Feb	100% of students will be monitored
Provide stipends to students	Prog Coord	Nov, Feb	100% of student will be provided stipends
Objective 1.3. 69% of students will earn a GED (GPRA 1)			
Provide GED testing	Prog Coord Instructors	Dec, Mar, June	100% of students will take GED test
Follow up with student failing GED	Instructors	Dec-June	100% of students failing GED will receive follow up support
Provide additional GED instruction	Instructors	Dec-June	100% of students failing GED will receive instruction
Objective 2.1. 80% of HEP students who complete the GED will place in postsecondary environment (GPRA 2)			

Provide career planning and placement services	Prog Coord Recruiter	Ongoing	100% of GED achievers will receive the career services
Assess students' interest, abilities, goals	Instructors	Dec-June	100% of students will be assessed
Assist students postsecondary employment	All staff	Ongoing	100% of students will be assisted with postsecondary opportunities
Create a resource manual for employment opportunities	All staff	June	A resource manual will be created
Follow-up services	Prog Coord Recruiter	Ongoing	100% of students will receive follow up if needed
Other			
Submit the APR report	Director	November	Final APR will be submitted
Staff attend professional development	All staff	Ongoing	100% of staff will attend a conference each year
Hire evaluator and perform evaluation	Director	March Y2, Y4	Evaluator will submit reports

The OSU residential HEP will fully comply with the requirements of EDGAR by maintaining records essential for the management of grant funds and documenting compliance with program requirements. Also, OSU HEP staff will maintain individual student records in locked filing cabinets and the online database systems will be password protected. The Director will facilitate the hiring of project staff and provide all staff with detailed job descriptions and review job duties and responsibilities. All HEP staff will report to the Director. The project will maintain the following personnel records: job descriptions, personnel evaluations, time sheets with vacation and sick leave activity, time and effort documentation, and participation in professional development activities.

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

Feedback and continuous improvement are built into every stage of the management plan. OSU residential HEP will develop procedures for soliciting feedback in order to continuously improve the implementation of the project activities via the following: 1) Working with an internal Advisory Council on a semi-annual basis to solicit feedback, ideas, and other input into program operation and evaluation; 2) Assessing student satisfaction every quarter through focus groups, personal interviews, and surveys which will be administered by the external evaluator; 3)

Monitoring educational performance of HEP students every quarter to assess effectiveness of services; 4) Striving to continuously improve HEP through on-going measurement of objectives every month; and 5) Reviewing annual evaluation results and integrating improvements to increase the effectiveness of the program. Continuous improvement will be accomplished by measuring customer satisfaction and educational performance through client focus groups, personal interviews and customer surveys. The program staff will review results and make improvements to increase the effectiveness of the program. The Director and program staff will conduct continuous monitoring of student outcomes; remain current on pertinent literature and research concerning best practices; and set up a system of continuous review and feedback from all stakeholders. OSU HEP will continue to implement the Continuous Improvement Management (CIM) Process Model developed by the “U.S. Department of Education for the 21st Century Learning Centers Program.”

iii. Time commitments of director, PI, key personnel are appropriate and adequate.

The **PI** will provide high-level support (5% FTE), mentor the Director, and assist with developing milestones for the program at no cost. The **Director** will have a 50% full-time, 12-month appointment and will supervise all personnel, authorize expenditures, monitor progress towards objectives, approve activities and examine compliance with federal and university regulations. These time allocations are adequate to meet the objectives of the project, as full-time staff will have the ability to provide the intensity and duration of services required to ensure the success of the participants enrolled each year. The **Program Coordinator** will have a 1.0 FTE, 12-month appointment and will coordinate the intake of HEP students, develop and implement cultural activities for students, and teach personal and career development classes. **Other Non-Key Staff:** The Recruiter will have 1.0 FTE, 12-month appointment and will travel throughout the state to present and meet with MSFW families, coordinate with community partners, assess applicants both academically and for barriers, provide academic and career advising, and contact

participants to monitor progress and needs. Time commitments of all key personnel are appropriate and comparable to other successful HEP programs in the country.

6. ADEQUACY OF RESOURCES

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

OSU is committed to providing adequate resources to ensure the project is successful.

Table 14. Adequacy of Resources Provided to the Project	
Facilities	OSU HEP offices will be housed in Waldo Hall, a centrally located building on campus. The office space has been identified so that HEP staff can work closely with the College Assistance Migrant Program (CAMP) program located in the same building.
Equipment	All OSU HEP staff will have computers, printers, and access to the Internet. Also, each staff will have an iPad to increase productivity while away from their desks. OSU HEP will have an LCD projectors for outreach presentations, a digital camera to record events, access to 10 laptop computers and 12 graphing calculators for student use. In addition, HEP staff will have access to the EOP’s fax, copy machine, and their computer lab for student use.
Supplies	Other supplies provided by the University to the project are instructional and assessment materials, including access to EOP’s office supplies when needed.
Other Resources	The OSU administration is very supportive of the HEP program. The Vice Provost and Dean of Undergraduate Studies commits to support the HEP Tutoring Initiative with \$6,000 each year. Other support units on campus, such as University Housing and Dining Services (UHDS), will contribute expertise and time to ensure that residential HEP is a successful program. UHDS will match the total cost of the housing and meal plans. The match is valued at \$70,000 each year for the cost of room and meals. [See Appendix for commitment letter]. OSU HEP will continue to seek outside funding to supplement the program.

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

The OSU residential HEP has commitments from government, educational and workforce agencies, health services organizations, higher education, non-profit, statewide media, and local businesses. These partners have pledged to help recruit participants, provide information about careers and military service; provide vital services like housing, childcare, and health care; and hire or place GED earners in better jobs. Other key partners invested in the success of the project are described in Table 15.

Table 15. OSU Residential HEP - Commitments of Partners	
OSU Financial Aid Office	Provide information regarding aid programs.
LBCC Career Services	Provide career pathways workshops.
OSU Career Development Center	Provide testing, career information, and referrals.
OR Human Development Center	Provide job training opportunities and referrals.
WorkSource Oregon	Will help identify jobs, increase students’ skills, and provide training options and referrals.
OSU Housing and Dining Services	Will match room & board expenses valued at \$70,434.
Higher Education Coordinating Commission	The state’s GED administrator will provide technical support and make scholarships available for HEP students.
OR Community Colleges Career & Technical Education	Will make available for HEP students the option to enroll in the Tech Prep program after they receive their GED.
OR Migrant Education Programs	Provide access to database of migrant students, referral of students, joint presentations.
Feeder High Schools	Provide space for presentations, referral of students.

iii. The costs are reasonable in relation to the objectives, design of the proposed project.

The proposed budget is cost-effective and includes adequate funds to provide excellent recruitment, instruction and tutoring, administrative and fiscal management, and follow-up to students. It was developed to prepare all eligible students to successfully take the new GED test; because the new GED is more rigorous in both content and computer skills, the budget assumes that approximately two thirds of HEP participants will need ten weeks of intensive on campus instruction and services. The budget includes funding for 0.5 FTE Director, 1.0 FTE Program Coordinator, 2.0 FTE Instructors, 9 months, 1 FTE Recruiter, and 0.5 FTE Administrative Assistant, as well as tutors, and other part-time help. Materials and services are budgeted based on actual costs. The OSU Sponsored Research Office has reviewed the budget to ensure all potential budget items were considered. The proposed costs are realistic and necessary to meet the program’s goals and objectives. [See budget narrative]

iv. The costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

The OSU residential HEP proposes to serve a total of 190 migrant students during the five-year cycle, 38 students each year. The direct cost per student will be \$12,500, which is slightly lower

compared to the actual national average of \$12,750 per students in residential universities and is lower compared to the target set for 2016 at \$18,511 (U.S. Department of Education, HEP Performance Reports 2014-15). The cost per student at a residential university will be higher when compared to commuter programs due to the higher cost of housing and meals on campus, However, students living on campus and receiving intensive instructional services, it is expected that OSU HEP students will be more likely to earn their GED, build a solid network of connections, and find a placement after earning their GED. The number of students to be served and the cost per student is comparable to other three fully residential HEP programs in Michigan, Florida, and Washington.

v. The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.

One of OSU’s main goals is to provide an excellent teaching and learning environment for migrant students leading to student access, persistence, and success through graduation and postsecondary opportunities. OSU intends to incorporate some of the lessons that will be learned from HEP into its long-term goals and objectives. Also, because OSU is committed to serving high-need student populations, such as migrant students, there is the potential that the college will institutionalize the successful elements of the program such as collaboration with local agencies, and targeted student success strategies, and continue to build on its success after the end of federal funding. In addition, OSU will continue to actively research all potential funding opportunities to sustain our invaluable services for migrant students.

7. EVALUATION PLAN

i. The methods of evaluation are thorough, feasible, and appropriate to goals and objectives.

The OSU residential HEP will conduct evaluation throughout the year through a continuous process using both quantitative and qualitative methods to provide both formative and summative assessment of the overall goals and objectives. Ongoing **formative evaluation** will

be used as a predictor of the **summative** results in order to make data-based programmatic adjustments. Because OSU HEP has well-specified project outcomes, **quantitative methods** of evaluation will produce appropriate information about student success and project effectiveness. Also, **qualitative methods** of evaluation will gather additional information from participants about the adequacy and usefulness of program activities. Table 16 describes the thorough, feasible and appropriate evaluation methods for each of the objectives of the program.

Table 16. OSU HEP Evaluation of Goals and Objectives		
GOAL 1: To outreach, enroll and support migrant students to attainment of GED		
Objectives	Evaluation Method	Outcomes
1.1. 38 eligible students will be admitted to OSU HEP.	Analyze attendance log of participants in information sessions. Track number of visits and number of workshops for parents.	Summer - 100% of students are informed about HEP by June.
	Analyze HEP records to confirm 100% of enrollment. Analyze student files to confirm 100% are eligible.	Fall – spring term 100% eligible students admitted.
1.2. Provide all enrolled students with supportive services throughout their participation in HEP.	Analyze participation records of services provided, e.g., instructions hours, and attendance at OSU HEP sponsored events.	Second week of December, March, and June. Ongoing for some activities.
1.3. 69% of OSU HEP students will earn a GED (GPRA 1).	Analyze student grade performance. Analyze student progress toward earning GED.	By June, 69% of students earn GED.
GOAL 2: To increase postsecondary placement of migrant students		
Objectives	Evaluation Method	Benchmark
2.1. 80% of OSU HEP students who complete their GED will be successfully placed in a postsecondary environment (GPRA 2).	Analyze exit interview forms to confirm student placement to vocational programs, military, other post-GED courses.	End of winter term – 30% of the 80% are placed. Summer term – 100% of the 80% are placed.
	Analyze and review HEP referrals and follow up records	End of winter term. End of summer term.

Also, the methods of evaluation will be thorough and feasible for other main activities. For example, for recruitment, logs and rosters will be collected. For the application process, ongoing satisfaction surveys and interviews will be collected. For the academic support services, student

academic and assessment records will be collected. For postsecondary placement, student records and educational plans will be used to evaluate program effectiveness.

ii. The methods of evaluation will provide performance feedback, periodic assessment of progress toward achieving intended outcomes.

The evaluation of the OSU HEP project will be a systematic process of collecting, analyzing and interpreting information to determine the extent to which OSU HEP is effective in implementing and assessing the objectives and outcomes of the program (Table 16). Also, students will be interviewed and focus groups will be held to gain participant feedback about their OSU HEP experiences. In addition, OSU HEP will seek the University Housing and Dining Services staff and instructors' feedback about programmatic activities in the residence halls and instruction. Finally, OSU HEP will utilize a highly qualified external evaluator with a minimum of five years of experience in research and program evaluation for federally funded educational grants including experience evaluating HEP/CAMP program grants. Requirements for the external evaluator will include experience with assessment protocols, development of relevant assessment tools and knowledge of best practices and current trends in HEP programs. The program evaluation will be conducted in years two and four. The main evaluation will follow the HEP/CAMP Evaluation Specific Rubric established by the USDOE - Office of Migrant Education. This evaluation includes GPRA results, fidelity of implementation and effectiveness of project design, collaborative agreements, and recommendations. The evaluation reports will be submitted to the USDOE as required under the terms of the grant. The following steps will be considered when using the results of the evaluation to make programmatic changes: a. **Data gathering** – The HEP Director and other staff will gather evaluation reports and surveys to be shared with staff and other key stakeholders. b. **Reviewing and discussing** – The HEP staff will review during staff meetings, the performance feedback and discuss best alternatives to make programmatic changes based on the results of the evaluations. c. **Recommending** – The HEP

staff will make final recommendations for activities to be implemented to improve the program.

d. **Implementing** – The Director or other HEP staff will implement the suggested recommendations to any activity. The above activities and methods of evaluation will provide timely performance feedback to improve and to achieve the intended outcomes.

iii. The extent the methods of evaluation will produce evidence of promise.

The OSU HEP will use a quasi-experimental design (QED) (which meets the What Works Clearinghouse Evidence Standards) to produce evidence of promise. The QED One Group Pre-test/Post-test Design will be used because the primary objective is to gather data to determine if the identified GPRA Performance Measures for the project included in the program’s logic model (Table 9) are being met: 69% of OSU HEP students will earn a GED and 80% will be placed in postsecondary environment. Students entering the program will take the practice GED test. The test will be scored and the students will take the test again after the program implements the activities (in logic model) to measure any improvements. Also, HEP students’ test pass rates will be compared to national GED test pass reports for students of similar backgrounds. The program expects that by providing intensive support, qualified teachers, mentors and tutors and available resources will positively impact the outcomes of the program and meet the GPRA performance target. In addition, OSU HEP will use a continuum of evidence-based practice in the stair-step model described in Table 18 to recognize successful program elements, and to improve or end elements that are not effective.

Table 18. Continuum of Evidence-Based Practices	
1. Research informed	OSU HEP strong logic model ties the proposed interventions/activities of the program and how will impact program outcomes.
2. Evidence informed	OSU HEP intervention/activities design is based on research about effective practice in this area.
3. Promising findings	OSU HEP evaluation will show positive outcomes for participants (QED pre-test and post-tests and evaluation).
4. Demonstrated impact	OSU HEP evaluation will show better outcomes for participants compared to a similar group.
5. Demonstrated ability to replicate	OSU HEP outcomes will be consistent across replications.

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INDIVIDUAL RESUMES FOR PROJECT DIRECTORS AND KEY PERSONNEL

Amas Aduviri

(b)(6)

Qualifications

- Fifteen years of continuous experience working with the students from migrant seasonal farm worker backgrounds working with the CAMP program.
- Ten years of experience in designing and implementing federal and state programs.
- Demonstrated experience in preparing and managing project budgets.
- Demonstrated experience in developing partnerships with community organizations.
- Highly organized in coordination and promotion of program and services.
- Excellent interpersonal relationship and communication skills.
- Excellent language skills and able to communicate fluently in Spanish and English.

Education

Masters in Business Administration: 2000 Andrews University, Berrien Springs, MI

Career Related Experience

CAMP Director: Aug 2005 - present. Oregon State University, Corvallis, OR

- Oversee the implementation of the program by monitoring the program goals and objectives, including managing the budget and implementing program assessment.
- Participate in the recruitment and hiring, and provide daily supervision to CAMP staff, including planning and assigning work, approving work, responding to grievances, hiring/firing or effectively recommending such actions, disciplining, and signing and administering performance appraisals.
- Establish collaboration with university units to provide support services tailored to specific needs of program participants and oversee collaborative efforts with off-campus entities, which provide linkages to the migrant communities to develop and enhance the identification, recruitment, and retention of target population students.
- Communicate with U.S. Department of Education, including the writing and timely submission of requested information and reports.

CAMP Coordinator/Recruiter: Jan 2003 - July 2005. Eastern Washington Univ., Cheney, WA

- Provided ongoing implementation of the program by monitoring the program objectives and participated in the recruitment and hiring, and provided supervision to CAMP staff.
- Established collaboration with parents, school districts, and other organizations that provide services to migrant students and their families.
- Monitored the academic progress of participants via written communication with faculty.
- Recruited high school students from migrant farm worker backgrounds by promoted EWU CAMP at high schools, college fairs, radio tours, and other events.
- Provided academic support to CAMP participants by advising them and providing academic resources.

Project CAMINO Coordinator: Jan. 01 - Dec. 02. Michigan State University, Paw Paw, MI

- Recruited, interviewed, hired, trained, and supervision to 26 employees.

Oregon State University – High School Equivalence Program 2

- Coordinated recruitment of over 280 migrant youth participants.
- Involved various agencies in Project CAMINO via networking, including Migrant Education Programs, Michigan Head Migrant Start programs, CAMP, etc.
- Completed public relations work including, newspaper articles, TV and radio interviews.
- Made presentations about CAMINO to County Extension Directors, teachers, students, parents, Migrant Resource Councils, and other groups.
- Assessed program needs by interviewing students, teachers, parents & other stakeholders.

JOB DESCRIPTIONS

Project Director

Degree: Master's degree in education, business administration, or related field.

Work Experience: Three years experience providing leadership and vision in academic support programs for historically underrepresented students in higher education. Experience assessing and addressing the educational needs of first-year college students from migrant/seasonal farm worker backgrounds. Two years of experience in budget, staff supervision, and evaluation. Two years of experience working and communicating effectively with diverse students, faculty, and staff. Prior experience in designing and implementing federal and state grant funded programs. Demonstrated success at writing and getting funding for large federal grants (preferred) and demonstrated commitment to promoting and enhancing diversity.

Job Description: The Director is responsible for the overall operation of the program, including budgeting, goal setting, assessment of staff and program, staff development, participant selection and working with key stakeholders. The Director will utilize guidelines established by the college, the state, and the federal government regarding regulations and requirements. Liaise with other collaborative college units to develop and provide support services tailored to specific needs of program participants; to access and provide timely and accurate information for the participants to assist them with decision-making. Oversee collaborative efforts with off-campus entities which provide linkages to migrant communities to develop and enhance identification, recruitment, and retention of target population students; to notify external constituencies of opportunities and services HEP can provide; to develop lasting relationships with communities and agencies which are sources of future program participants.

Program Coordinator

Degree: Bachelor's degree in education, counseling, or related field.

Work Experience: Two years of experience in teaching and experience in educational workshops. One year of experience working with migrant students. One year of knowledge and practice of GED instruction, examinations, and target instruction. Bilingual/bicultural experience preferred.

Job Description: The Program Coordinator coordinates the intake of HEP students, develops and implements cultural activities for students, teaches personal and career development classes, schedules counseling, health appointments, and is responsible for student retention and post GED placement. Oversee the tutoring and the mentoring component of the program as well as the well being of the students while they are on campus.



University Housing and Dining Services
Oregon State University, 102 Buxton Hall, Corvallis, Oregon 97331-1317
T 541-737-4771 | F 541-737-6180 | <http://uhds.oregonstate.edu/>

February 15, 2016

Lisa Ramirez, Director
Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW, FOB6-3E
Washington, DC 20202-6135

Dear Ms. Ramirez,

I am pleased to strongly support the Oregon State University's High School Equivalency Program (HEP) grant proposal for 2016 competition. As the Executive Director of University Housing and Dining Services (UHDS), I am excited that this proposal will afford us an opportunity to continue to provide student support services to students from migrant farm worker backgrounds.

Currently, there are no other residential HEP program services at any four-year institution in Oregon. Being that OSU is a land-grant institution, HEP is a natural fit, as it would assist in the university efforts to outreach and serve all Oregonians.

UHDS commits to working closely with the HEP personnel and the students. Our commitment to HEP is:

- 50% match the room and board expenses (Approximately \$70,000)
- Meet and connect with HEP participants during their HEP Orientation program
- Work collaboratively with the HEP Director and staff
- Ensure student support services are available to HEP students

HEP students would be most welcomed addition to our student body. Their presence at Oregon State will be mutually beneficial experience.

(b)(6)



Dan Larson, Executive Director
University Housing and Dining Services
Oregon State University



Office of Vice Provost and Dean of Undergraduate Studies
Oregon State University, 500 Kerr Administration Building, Corvallis, Oregon 97331-0759
T 541-737-4586 | F 541-737-8082

February 15, 2016

Lisa Ramirez, Director
Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW, FOB6-3E
Washington, DC 20202-6135

Dear Ms. Ramirez,

I am pleased to strongly support the Oregon State University's High School Equivalency Program (HEP) grant proposal for 2016 competition. As the Vice Provost & Dean of Undergraduate Studies, I am excited that this proposal will afford us an opportunity to provide academic and student support services to students from migrant farm worker backgrounds.

Currently, there are no other residential HEP program services at any four-year institution in Oregon. Being that OSU is a land-grant institution, HEP is a natural fit, as it would assist in the university efforts of serving all Oregonians.

My office commits to working closely with the personnel and the students in HEP. I pledge the following support to HEP:

- Continue to provide \$4,000 in funding to support the HEP Peer Mentor and Tutoring program.
- Meet and connect with HEP participants during their HEP Orientation program.
- Work collaboratively with the HEP Director and staff
- Ensure student support services are available to HEP students

HEP students would be a most welcomed addition to our student body. Their presence at Oregon State will be a mutually beneficial experience.

Sincerely,

(b)(6)

Susana Rivera-Mills, Ph.D.
Vice Provost & Dean of Undergraduate Studies



Oregon Department of Education

Kate Brown, Governor

Office of Learning – Equity Unit

255 Capitol St NE
Salem, OR 97310
Voice: 503-947-5600
Fax: 503-378-5156

January 19, 2016

Lisa Ramirez, Director
Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW, FOB6-3E
Washington, DC 20202-6135

Dear Ms. Ramirez,

I am pleased to strongly support the Oregon State University's High School Equivalency Program grant proposal for 2016 competition. In the past, OSU, through the CAMP program has been an essential partner and advocate in providing assistance and guidance to migrant farm worker students. As a federal education program ---MEP--- is excited about the prospects of continuing the collaboration through HEP, and we are excited that this proposal will afford us an opportunity to continue our collaboration with OSU HEP. Oregon currently does not have a residential HEP program in the state. There is a real need for those around the state that don't live in the metropolis of Salem or NW Portland, where our two HEP programs are, to have a residential program that they can attend.

The MEP program in Oregon is strong and it is our goal to not only have students graduate or get their GED, but to continue their post-secondary education. My office commits to working closely with the personnel and the students in HEP. I pledge the following support to HEP:

- Work collaboratively with the HEP Director and staff.
- Referral of potential participants to HEP.
- Facilitate access to the OMSIS migrant student database system.
- Ensure the Director is involved in our MEP meetings. Amas Aduviri is currently part of our MEP State Parent Advisory Committee.
- We collaborate having Amas Aduviri, who runs the CAMP program at OSU, lead our Migrant Leadership Institute. Former CAMP students make excellent mentors to our high school MEP students.

HEP students would be a most welcomed addition to our group of students. Please feel free to let me know if I can provide any further information. You may contact me at the contact information below.

Sincerely,

(b)(6)

Jonathan Fernow
Title 1-C Specialist
Office of Education Equity
Jonathan.fernow@state.or.us
503-947-5807



February 29, 2016

Lisa Ramirez, Director
Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW, FOB6-3E
Washington, DC 20202-6135

Dear Ms. Ramirez,

I am writing to strongly support Oregon State University's High School Equivalency Program 2016 grant proposal. I am familiar with the high quality CAMP program at OSU and am confident that the same level of attention and profession will inform the high school completion support. As a former HEP and CAMP director, and current dean for Lane Community College's Adult Basic and Secondary Education (ABSE) program, I am excited by the opportunities presented by having a HEP program within our region. Due to grant guideline limitations, the ABSE program at Lane is unable to provide sufficient language appropriate high school equivalency preparation courses for many of non-English speaking migrant and farm worker students. Lane Community College and OSU frequently collaborate to help students and I am excited to continue and extend our collaboration in support of the HEP program and service to our migrant and farm worker students in the Lane and Douglas county region.

As the Dean for Adult Basic and Secondary Education my office is committed to support and work closely with the OSU HEP program by:

- Collaborating with the HEP director and staff
- Informing and referring appropriate students to HEP
- Investigating collaborations to expand the preparation options for migrant and farm worker students in the larger southern Willamette Valley region

Please contact me if you need any further information. I look forward to participating with OSU in serving our migrant and farmworker students.

(b)(6)

Grant Matthews, MPA
Division Dean, Academic Learning Skills and Adult Basic & Secondary Education
Lane Community College
541.463.5441
matthewsg@lanecc.edu

4000 East 30th Avenue
Eugene, Oregon 97405-0640

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 61-1730890

DATE:10/03/2014

ORGANIZATION:

FILING REF.: The preceding agreement was dated 08/11/2010

Oregon State University
 Finance And Administration
 640 Kerr Administration
 Corvallis, OR 97331-2156

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)
	<u>EFFECTIVE PERIOD</u>			
	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>
<u>TYPE</u>				<u>APPLICABLE TO</u>
PRED.	07/01/2014	06/30/2015	46.00	(1) On-Campus Organized Research
PRED.	07/01/2015	06/30/2016	46.50	(1) On-Campus Organized Research
PRED.	07/01/2016	06/30/2018	47.00	(1) On-Campus Organized Research
PRED.	07/01/2014	06/30/2018	26.00	(1) Off-Camp. Organized Research
PRED.	07/01/2014	06/30/2018	35.00	(1) On-Campus Other Sponsored Activities
PRED.	07/01/2014	06/30/2018	26.00	(1) Off-Camp. Other Sponsored Activities
PRED.	07/01/2014	06/30/2018	30.00	(2) On-Campus Vessel Oper.
PRED.	07/01/2014	06/30/2015	46.70	(1) On-Campus Org. Res. (3)
PRED.	07/01/2015	06/30/2016	47.20	(1) On-Campus Org. Res. (3)
PRED.	07/01/2016	06/30/2018	47.70	(1) On-Campus Org. Res. (3)
PRED.	07/01/2014	06/30/2018	26.70	(1) Off-Camp. Org. Res. (3)
PRED.	07/01/2014	06/30/2018	7.00	(1) Off-Camp. IPA (4)

ORGANIZATION: Oregon State University

AGREEMENT DATE: 10/3/2014

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2018	Until Amended	0.00	(5)	

*BASE

(1) Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials and supplies, services, travel, and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Equipment, capital expenditures, charges for patient care and tuition remission, rental costs, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000 shall be excluded from modified total direct costs.

(2) Direct salaries and wages including vacation, holiday, and sick pay but excluding other fringe benefits.

(3) Facilities and Administrative Cost Rates - DOD Contracts only.

(4) Intergovernmental Personnel Act Agreements.

(5) Use same rates and conditions as those cited for fiscal year ending June 30, 2018.

ORGANIZATION: Oregon State University

AGREEMENT DATE: 10/3/2014

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.

DEFINITION OF OFF-CAMPUS

The off-campus rate will apply to sponsored projects performed in facilities which are not owned or leased by OSU; or where rent of facilities is directly allocated to the project as an approved direct cost. Where a project occurs at both on-campus and off-campus locations, the off-campus component must consist of an activity period a minimum of 90 consecutive days away from the institution. The appropriate rate will be applied to each portion.

DEFINITION OF EQUIPMENT

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

The following fringe benefits are treated as direct costs:

FICA, PERS, MEDICAL/DENTAL/LIFE INSURANCE, LIABILITY INSURANCE, UNEMPLOYMENT & LONG-TERM DISABILITY INSURANCE, STATE ACCIDENT INSURANCE FUND, EXECUTIVE DEPARTMENT PERSONNEL DIVISION AND EMPLOYEE RELATIONS BOARD ASSESSMENT.

NEXT PROPOSAL DUE DATE

A proposal based on actual costs for fiscal year ending 06/30/17, will be due no later than 12/31/17.

ORGANIZATION: Oregon State University

AGREEMENT DATE: 10/3/2014

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 purported 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:

Oregon State University

(b)(6)

(SIGNATURE)

(NAME)

(TITLE)

10/29/14

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

10/3/2014

(DATE) 2093

HHS REPRESENTATIVE: Jeanette Lu

Telephone: (415) 437-7820

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

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[View Optional Budget Narrative](#)

Oregon State University HEP - Budget Narrative

The following is the proposed Budget Summary for Y1 to Y5 (2016-2021). This budget breakdown provides a reasonable and adequate cost for the project.

Section A - Budget Summary					
U.S. Department of Education Funds					
Budget Categories	2016-17	2017-18	2018-19	2019-20	2020-21
1. Salaries					
Director – 0.5 FTE, 12 mo.	\$36,954	\$37,324	\$37,697	\$38,074	\$38,454
Program Coordinator 1 FTE, 12 mo.	\$40,000	\$40,400	\$40,804	\$41,212	\$41,624
Recruiter - 1 FTE, 12 mo.	\$38,000	\$38,380	\$38,764	\$39,151	\$39,543
Instructors (2) - 1 FTE, 9 mo.	\$72,000	\$72,720	\$73,447	\$74,182	\$74,923
Administrative Assistant - 0.5 FTE, 12 mo.	\$17,000	\$17,170	\$17,342	\$17,515	\$17,690
Hourly Student Tutors	\$6,000	\$6,060	\$6,121	\$6,182	\$6,244
Subtotal	\$209,954	\$212,054	\$214,174	\$216,316	\$218,479
2. Fringe Benefits					
Director	\$20,324	\$20,527	\$20,733	\$20,940	\$21,149
Program Coordinator	\$21,768	\$21,986	\$22,206	\$22,428	\$22,652
Recruiter	\$21,000	\$21,210	\$21,422	\$21,636	\$21,853
Instructors	\$26,568	\$26,834	\$27,102	\$27,373	\$27,647
Administrative Assistant	\$18,318	\$18,501	\$18,686	\$18,873	\$19,062
Hourly Student tutors@ 10%	\$600	\$606	\$612	\$618	\$624
Subtotal	\$108,578	\$109,664	\$110,760	\$111,868	\$112,987
3. Travel					
Director-Director's Conf. Washington, DC					
Airfare	\$600	\$600	\$600	\$600	\$600
Lodging @186/night x 3 nights	\$558	\$558	\$558	\$558	\$558
Per diem @65/day x 4	\$260	\$260	\$260	\$260	\$260
Ground Transportation @50	\$50	\$50	\$50	\$50	\$50
3 Staff National Conference/Other					
Airfare @600/person	\$1,200	\$1,200	\$1,200	\$1,200	\$0
Lodging @186/night x 4 nights x 2staff	\$1,488	\$1,488	\$1,488	\$1,488	\$0
Per diem @65 x 5 days x 2 staff	\$650	\$650	\$650	\$650	\$0
Registration @250 x 2 staff	\$500	\$500	\$500	\$500	\$0
Ground transportation @ \$100	\$100	\$100	\$100	\$100	\$0
3 Staff Regional Professional Develop.					
Mileage @54 cents x 881 miles	\$476	\$476	\$476	\$476	\$0
Lodging @118/night x 3 nights x 2 staff	\$708	\$708	\$708	\$708	\$0
Per Diem @52 x 4 days x 2 staff	\$416	\$416	\$416	\$416	\$0
Travel to recruit students in OR					
Mileage @54 cents x 10,648 miles	\$5,750	\$5,750	\$5,750	\$5,750	\$5,750
Lodging @118/night x 2 nights/trip x 5 trips	\$1,180	\$1,180	\$1,180	\$1,180	\$1,180
Per Diem @52/day x 3 days x 5 trips	\$780	\$780	\$780	\$780	\$780
Subtotal	\$14,716	\$14,716	\$14,716	\$14,716	\$9,178
4. Equipment					
None	\$0	\$0	\$0	\$0	\$0
Subtotal	\$0	\$0	\$0	\$0	\$0
5. Supplies					

Project related office supplies	\$2,903	\$2,866	\$2,448	\$2,399	\$2,455
Computers for testing GED & staff	\$10,000	\$5,000	\$0	\$0	\$0
Subtotal	\$12,903	\$7,866	\$2,448	\$2,399	\$2,455
6. Contractual					
Evaluator	\$0	\$0	\$2,200	\$0	\$2,200
Subtotal	\$0	\$0	\$2,200	\$0	\$2,200
7. Construction					
None	\$0	\$0	\$0	\$0	\$0
Subtotal	\$0	\$0	\$0	\$0	\$0
8. Other					
Telephone & Fax	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
Postage	\$100	\$100	\$100	\$100	\$100
Duplication and printing	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Site licensing/instructional/practice tests	\$2,000	\$2,000	\$2,000	\$1,000	\$1,000
Instructional materials, workbooks	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Recruiting Activities/Marketing/Advertising	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Student Educational/Cultural Activities	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Participant events (hosting)	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
GED testing @ \$150 x 38 students	\$5,700	\$5,700	\$5,700	\$5,700	\$5,700
GED re-testing @ \$30 x 38	\$1,140	\$1,140	\$1,140	\$1,140	\$1,140
Meeting expenses	\$500	\$500	\$500	\$500	\$500
Graduation gowns	\$500	\$500	\$500	\$500	\$500
HEP/CAMP Association Dues	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
Subtotal	\$21,040	\$21,040	\$21,040	\$20,040	\$20,040
9. Total Direct Costs (lines 1-8)					
	\$367,191	\$365,339	\$365,339	\$365,339	\$365,339
10. Indirect Costs - 8% of direct costs					
	\$29,375	\$29,227	\$29,227	\$29,227	\$29,227
11. Training Stipends					
Room & Board	\$70,434	\$70,434	\$70,434	\$70,434	\$70,434
Student school supplies/books	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Student instructional copies	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Testing materials	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Transportation assistance	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
Stipends	\$500	\$2,000	\$2,000	\$2,000	\$2,000
Health Care: dental, vision	\$500	\$1,000	\$1,000	\$1,000	\$1,000
Subtotal	\$78,434	\$80,434	\$80,434	\$80,434	\$80,434
12. Total Costs					
	\$475,000	\$475,000	\$475,000	\$475,000	\$475,000

Federal Costs

1. Personnel

All project personnel are important to the success of the OSU HEP residential program. The personnel costs are based on the college salary schedule, which is in line with education, experience, and expertise. Also, the salary breakdown includes a 1% COLA increases. The

Director (0.5 FTE) will be responsible for the implementation of the HEP project by monitoring the program goals and objectives, including managing the budget and developing and implementing the program assessment. The Director participates in the recruitment and hiring. The Director provides daily supervision to HEP staff, including planning and assigning work, approving work, responding to grievances, hiring/firing or effectively recommending such actions, disciplining, and signing and administering performance appraisals. The Director establishes collaboration with other university units to provide support services tailored to specific needs of program participants and oversees collaborative efforts with off-campus entities that provide linkages to the migrant communities. The Director communicates with the U.S. Department of Education, including the writing and timely submission of requested information and reports. The **Program Coordinator (1.0 FTE)** will develop and implements cultural activities for students; teaches weekly personal and career development classes; schedules counseling, and is responsible for student retention and post GED placement and oversee the students while in they are on campus, including the tutoring and mentoring initiative. The **Recruiter (1.0 FTE)** will be the main contact for prospective HEP participants and their families. This position will disseminate HEP information by attending career fairs, visiting high schools, community organizations, and utilizes various methods to make contact with students who may be eligible for HEP as well as to ensures students' eligibility. The **Instructors (2) (1.0 FTE)** will be responsible core subjects' instruction, curriculum and material development, identification of new resources and strategies, and mentoring other faculty and tutor. Both Instructors play an important role in providing the instruction services to HEP participants. The **Program Assistant (0.5 FTE)** will provides technical support to the Director and other staff and provides administrative support for daily program operations. This position performs clerical functions

such as typing, word processing, taking and transcribing minutes, computer data entry, and related tasks to facilitate the operation of the HEP program. This position performs fiscal management and reporting, including compilation of annual budget report, expenditure tracking, and account reconciliation. Also, the Assistant will monitor and maintain accurate inventories of project office supplies and equipment, office files, and record keeping systems, including confidential information data. In addition, he/she will schedule facility reservations and prepares travel requests and vouchers for special events and activities. The *Tutors* will be hired to provide tutoring to HEP participants. Tutors will be responsible for coaching students in strategies for success and assisting them with understanding the subject areas taught in the classroom.

2. Fringe Benefits

Fringe benefits include employer contributions for PERS, FICA, medical insurance and worker's compensation. All employees are entitled to these benefits with the exception of hourly employees. Hourly employee's fringe benefits include federal and state mandatory taxes. All fringe benefits reflect the increase of 1% after the first year.

3. Travel

The travel reimbursement rate is consistent with the federal per-diem rates. The Director will attend the Annual HEP/CAMP Director's meeting each year in Washington, DC. The travel expense for the Director's meeting in DC is crucial for the project because at this meeting current information regarding the grant evaluation, reporting, budgetary issues, etc. is provided to participants. For professional development, the Program Coordinator, Recruiter, and the Instructors or other designated staff will attend conferences as indicated in the budget breakdown. The HEP/CAMP National Conference, NASDME, Oregon GED Summit and COABE Conference is important for project staff to attend because these conferences are about

target population issues and also related to HEP issues. The staff needs to continue to be aware of best practices about recruitment, curricular instruction, and administration. Transportation costs are based on the lowest possible economy fares. No foreign travel is requested in the proposed budget. Conference registration rates are calculated based on the information provided by the conference committees. The local travel will consist of mileage for required activities related to the success of the program. The recruitment activity is budgeted according to the number of visits to high schools and other recruitment sites.

4. Equipment - \$0.00

5. Supplies

Project related office supplies are important to the success of the project. Project related office supplies include consumables such as paper, pencils, pens, tapes, staples, file folders, computer discs, toner, and labels. Purchases will be made on a regular basis. Also, cost for computers to provide technology skills to participants is included in the budget. Also, the computers will be used for testing as the new GED requires tests be done using computers.

6. Contractual

An independent external evaluator will be contracted to conduct the required evaluation of the program. The external evaluator will examine progress towards meeting its project goals and objectives, reviews budget expenditures, student files, program practices; and utilize other standard areas of program review. The evaluation will provide specific information to comply with the U.S. Department of Education reporting requirements. The evaluator will submit an evaluation report with recommendations when appropriate. The evaluator will be contracted in Y3 and Y5.

7. Construction - \$0.00

8. Other

The following items are necessary in order to implement and operate the HEP program and to conduct the everyday operation, management, planning, communications, and monitoring, required to meet and/or exceed all grant goals and objectives. The telephone, photocopy, postage, and technology will be used as means of communication. Also, included is the HEP participant-parent event’s expenses such as the graduation event. The allocation of dollars for recruitment activities is important for the project. Allocated funds will be used for informative posters, brochures, applications, advertisements, and other related costs. In addition, funds are allocated for testing and retesting fee; finally, \$1,200 is being budgeted for the HEP/CAMP Association as part of the annual membership dues.

9. Total Direct Costs

2016-17	2017-18	2018-19	2019-20	2020-21
\$367,191	\$365,339	\$365,338	\$365,339	\$365,339

10. Indirect Costs

The indirect costs are based on the EDGAR and OMB regulations for restricted rate projects at the established 8% of the direct costs rate. Therefore, the project will be charged 8% of annual direct cost.

11. Training Stipends

The training stipends have been budgeted to reflect the stipends, school supplies such as books, instructional copies, and GED testing materials to be provided to eligible and qualified participants. Additional support will be provided to ensure HEP students complete their GED through transportation assistance, childcare, and some health care expenses.

12. Total Costs

2016-17	2017-18	2018-19	2019-20	2020-21
\$475,000	\$475,000	\$475,000	\$475,000	\$475,000

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Amas		Aduviri	

Address:

Street1:	Educ Opportunities Pgm
Street2:	
City:	Corvallis
County:	Benton
State:	OR: Oregon
Zip Code:	97331-2140
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
541-737-3923	541-737-3998

Email Address:

aduviria@onid.orst.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

Oregon State University

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	209,954.00	212,054.00	214,174.00	216,316.00	218,479.00	1,070,977.00
2. Fringe Benefits	108,578.00	109,664.00	110,760.00	111,868.00	112,987.00	553,857.00
3. Travel	14,716.00	14,716.00	14,716.00	14,716.00	9,178.00	68,042.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	12,903.00	7,865.00	2,449.00	2,399.00	2,455.00	28,071.00
6. Contractual	0.00	0.00	2,200.00	0.00	2,200.00	4,400.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	21,040.00	21,040.00	21,040.00	20,040.00	20,040.00	103,200.00
9. Total Direct Costs (lines 1-8)	367,191.00	365,339.00	365,339.00	365,339.00	365,339.00	1,828,547.00
10. Indirect Costs*	29,375.00	29,227.00	29,227.00	29,227.00	29,227.00	146,283.00
11. Training Stipends	78,434.00	80,434.00	80,434.00	80,434.00	80,434.00	400,170.00
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: 07/01/2014 To: 06/30/2018 (mm/dd/yyyy)

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

The Indirect Cost Rate is 8.00%.

(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 # S141A160006

Name of Institution/Organization Oregon State University	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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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	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

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