

**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 # S141A160007**

**Grants.gov Tracking#: GRANT12110394**

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="93-0507187"/>	* c. Organizational DUNS: <input type="text" value="0707211050000"/>
--	---

**d. Address:**

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

**e. Organizational Unit:**

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

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

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

Title:

Organizational Affiliation:

\* Telephone Number:  Fax Number:

\* Email:

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.141

CFDA Title:

Migrant Education\_High School Equivalency Program

**\* 12. Funding Opportunity Number:**

ED-GRANTS-010716-002

\* Title:

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

**13. Competition Identification Number:**

84-141A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

TVCC HEP 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="473,879.00"/>
* 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="473,879.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b> <input type="text" value="Dana Young"/>	<b>TITLE</b> <input type="text" value="Executive Dean of CTE"/>
<b>APPLICANT ORGANIZATION</b> <input type="text" value="Treasure Valley Community College"/>	<b>DATE SUBMITTED</b> <input type="text" value="03/03/2016"/>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Treasure Valley Community College * Street 1: 650 College Blvd.    Street 2: _____ * City: Ontario    State: OR: Oregon    Zip: 97914-3423 Congressional District, if known: 60		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Migrant Education_High School Equivalency Program CFDA Number, if applicable: 84.141	
<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix _____ * First Name N/A    Middle Name _____ * Last Name N/A    Suffix _____ * Street 1 _____    Street 2 _____ * City _____    State _____    Zip _____		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix _____ * First Name N/A    Middle Name _____ * Last Name N/A    Suffix _____ * Street 1 _____    Street 2 _____ * City _____    State _____    Zip _____		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. <b>* Signature:</b> Dana Young <b>* Name:</b> Prefix _____ * First Name Ron    Middle Name _____ * Last Name Hanks    Suffix _____ <b>Title:</b> Executive Dean of CTE <b>Telephone No.:</b> (541) 881-5977 <b>Date:</b> 03/03/2016		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S141A160007

## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

GEPA Assurance of Equitable Access.pdf

Add Attachment

Delete Attachment

View Attachment

## GEPA ASSURANCE OF EQUITABLE ACCESS

It is the policy of the Treasure Valley Community College Board of Education and the College that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, religion, sexual orientation, national origin, age or disability in any educational program, activity or employment.

To ensure equitable access to, and participation in, any Department of Education Federal Grant Programs, Treasure Valley assures that all participating entities will fully inform all participants of the availability of academic and support services. Treasure Valley will also adhere to their normal practice of providing reasonable accommodations to both students and staff with disabilities who are participating in any grant activities.

## 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

Treasure Valley Community College

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

\* SIGNATURE:

\* DATE:

## 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:** Treasure Valley Community College (TVCC)

**City and State of Applicant:** Ontario, OR

**Project Objectives and Activities:** The goals of TVCC HEP 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. TVCC HEP will engage in outreach and recruitment services via school visits at community events, and will network with community organizations. When HEP students are enrolled at TVCC, 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:** Faith-Based and Community Organizations.

**Proposed Project Outcomes:** 1) 200 potential participants will be informed about TVCC's HEP project. The project will serve 45 in Y1 and 55 in Y2-Y5 commuter 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 45 in Y1 and 55 in Y2-Y5 commuter students.

**Location of the Proposed Site:** TVCC campus in Ontario, OR and Caldwell, ID.

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

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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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](#)

Treasure Valley Community College - HEP

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Quality of Management Plan .....16

Adequacy of Resources .....20

Quality of Project Evaluation .....23

**Appendix (Other Attachment)**

Individual Resumes for Key Personnel ..... 1

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Letters of Support .....3

Copy of Approved Indirect Cost Rate .....4

## PROJECT NARRATIVE

### 1. NEED FOR PROJECT

Treasure Valley Community College (TVCC) serves eastern Oregon and western Idaho's fertile area rich in onions, potatoes, grass seed, berries, and other labor-intensive crops that rely on migrant and seasonal farmworkers (MSFW). TVCC will serve 45 in Y1 and 55 in Y2-Y5 participants, though the magnitude of the need is much higher in the target area.

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

TVCC HEP is needed in the target area for the following reasons:

**1. High number of migrant seasonal farmworkers:** Oregon is one of five states, with California, Florida, Texas, and Washington, that account for half of all hired and contracted farmworkers in the U.S (Kandel 2008). Also, according to Alice Larson in the "2013 Oregon Update - Migrant and Seasonal Farm Worker Enumeration Profiles Studies," the estimated farm worker population in Oregon is 90,289 and 10,492 MSFW reside in Malheur County alone, where TVCC is located. According to Sue Cheavtharn, Oregon Migrant Student Information System Data Analyst, 19,698 migrant students were enrolled in Oregon schools in 2013-14 and 1,281 were out-of-school. Also, each year roughly 4,015 MSFW students attend high schools in Oregon, with only 57% on track to graduate from high school (2013-14 Statewide Report Card). In addition, recent Idaho Migrant Education Program, MEP, enrollment figures indicate 4,059 students have been identified as eligible for MEP services. Both OR and ID MEP programs identify out of school migrant youth and connects them with needed educational and supportive services. The majority of MSFW in the target area are Hispanics. In Oregon, the total number of MSFW continues to grow, and farm workers are more likely to do seasonal work than 10 years ago. Producers with intense short-season crops like strawberries have built stable housing to attract workers, while adding crops that need labor throughout the summer. Labor-intensive wine grape production increased 33% in 2011 alone (Larson 2013).

**2. Low reading and math proficiency:** Schools in Malheur County are not serving Hispanic students, particularly those with limited English Language Learners (ELL). Data shown in Table 1 indicates that MSFW students are academically unprepared for college. The percentage of high school migrant students who pass the reading/language arts proficiency test is only 49.4%, and those who pass the math proficiency test is only 46.1% compared to all student population in the county with 60.9% reading/language proficiency and 53.2% math proficiency. And more alarming are the passing rates for ELL students at 25.7% and 25.3% respectively. Many migrant students are ELL students in Malheur County.

Reading/Language Arts			Math		
All Students	Migrant	ELL	All Students	Migrant	ELL
60.9%	49.4%	25.7%	53.2%	46.1%	25.3%
Source: OR 2013-2014 Statewide Report Card for Malheur County					

**3. Low high school completion:** Malheur county graduation rate is lower in Oregon compared to Oregon's at 73.8%. Malheur MSFW students graduate at a lower rate of 58.4%, and more alarming is the rate of 49.1% for English Language Learner (ELL) students, which many of them are migrant students. Among other completers, migrant and ELL students still complete at lower rates. TVCC HEP can be an alternative for those students who do not graduate from high school.

Four-year Cohort			Other Completers (Adult HS, GEDs, Modified)		
All students	Migrant	ELL	All students	Migrant	ELL
69.3%	58.4%	49.1%	70.4%	59.4%	54.2%
Source: OR 2013-2014 Statewide Report Card for Malheur County					

**4. Language Barriers.** The OMSIS report (2013) identified 90% of the migrant students in the state of Oregon as being Hispanic, many of whom are predominantly Spanish speakers. For ELLs, instruction only in English subtracts from their culture and daily life experiences. Not

surprisingly, Oregon high school students with limited English only gain a 49.1% on-time graduation rate. Because of the state's dependency on agriculture and need for MSFW, combined with the state's lack of educational resources in Spanish, TVCC HEP capacity to offer instruction in both English and Spanish provides educational opportunity not available elsewhere.

**5. High poverty levels** - In addition to academic challenges, eligible migrant students encounter economic barriers. The most critical need for MSFW is relief from poverty. The average annual income for a single migrant worker in Oregon is \$7,500 a year, with an average family income between \$10,000 and \$14,000 (Oregon Housing & Community Services 2008), compared to a state average annual income of \$50,229 (U.S. Census Bureau 2013). Also, according to the National Center for Children in Poverty at Columbia University, while a disturbing 39% of white children in Oregon live in low-income households, an alarming 68% of Hispanic children are in this situation (National Center for Children in Poverty 2012). In addition, MSFW are among the most disadvantaged, medically indigent persons and have the poorest health of any group in the United States (Oregon Health & Sciences University 2008). The infant mortality rate among migrants is 125% higher than the general population, and the life expectancy of MSFW is 49 years compared to the national average of 75 years (McCauley 2001). Because MSFW 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 MSFW 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).

***ii. The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.***

TVCC HEP is designed to address the needs of MSFW by providing instruction and services that help students earn Oregon's General Education Diploma (GED):

<b>Table 3. Needs To Be Addressed by the Project</b>	
<b>MSFW Needs</b>	<b>Addressed by TVCC HEP</b>
Migrant students are likely to exit the system without a high school diploma	TVCC HEP will work with local area high schools and MEP programs to identify MSFW students. Outreach will be conducted in Spanish and English
Poor reading development and difficulties with standardized testing	TVCC HEP will provide learning strategies that support reading and test-taking skills
Flexibility	Instructional services will be delivered at times most convenient for MSFW, including evenings, and weekends
Lack of bilingual (Spanish/English) instruction	TVCC HEP will provide highly qualified bilingual instruction in Spanish and English
Need-base assistance with childcare, transportation, and health, vision, dental	TVCC HEP will provide need-based childcare funding and referrals to licensed bilingual/bicultural providers. Transportation assistance includes stipends; bus passes & and ride share. Those struggling with health, vision, or dental problems can request support
Lack of access to computers	MSFW 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. TVCC HEP will integrate computer instruction into content courses, hold standalone computer classes
Limited access to higher education opportunities	TVCC HEP will access all agency and community resources for GED opportunities for MSFW including postsecondary institutions, life skills options, military options, and others

TVCC HEP will provide culturally and linguistically relevant programming. Instruction and services will be intensive and flexible to help students prepare for the new, more comprehensive Spanish/English GED instruction. We expect TVCC HEP students will have limited English skills, cultural barriers, family and work issues, and limited exposure to technology. TVCC will offer evening and weekend tutoring, instruction, and office hours to accommodate students' schedules. Instructors will develop new curriculum, materials, and techniques to help MSFW learn material 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 spouses and children understand the time commitments HEP requires and the benefits of GED completion. TVCC HEP will work closely with a rich network of partners, including Oregon and Idaho HEP and CAMP programs, ESL and transitional education instructors, career counselors, workforce

development specialists, employers, military recruiters, and community and faith-based organizations that help with food, housing, and other concerns.

***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.***

The target area lacks programs and resources to help working, and poorly educated MSFW and their families attain GED. TVCC offers the region's only commuter GED program tailored to MSFW and their families. Local GED programs are not prepared to serve MSFW and their families: lessons are self-paced with minimal instructor interaction, tutoring and other supports are minimal or nonexistent, and classes are held during the day. Students drop out because of work, childcare issues or transportation problems. Also, a high percentage of MSFW works during school hours, have children, and have long commutes. Most will commute more than 30 miles. Other specific identified gaps or weaknesses are described in Table 4.

<b>Gaps/Weaknesses</b>	<b>Project Services</b>
Low high school graduation rates for MSFW	Develop and provide instruction, tutoring, and academic monitoring for the GED exam in Spanish and English
No Spanish GED preparation programs	Accommodate work schedules by offering day and evening class times including weekends
State's Adult Basic Skills education program can only serve a smaller percentage of adults who need adult literacy services	TVCC HEP will provide MSFW with an opportunity to attain a GED diploma that will enable them to access to higher education, military, or upgrade in employment
No career counseling services exist specifically for MSFW and their families	TVCC HEP will provide career and vocational counseling to all participants
High poverty rates within the MSFW community	TVCC HEP will provide GED classes, materials, and testing, at no cost. Meal and gas stipends will also be provided to participants
Lack of health care access for MSFW	TVCC HEP will refer to local providers, arrange for vision screening, provide speakers to address common health issues
Lack of participation in cultural/educational activities	TVCC HEP will arrange for a variety of cultural/educational activities to introduce participants to resources available in the community

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

TVCC 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 MSFW participants is significant from a human, social, and economic standpoint. GED attainment will lead to better jobs and promotions, increased wages, decreased unemployment, and continuing education. HEP graduates will become more active in their local community assuming leadership positions within their families and communities. Adult MSFW participants will struggle to upgrade their academic skills, but will understand the importance of high school education, as well as parental responsibilities in the areas of truancy, school engagement, and positive parenting skills that will increase the high school graduation rates of MSFW students.

## 2. QUALITY OF PROJECT DESIGN

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

TVCC HEP's goals are to provide effective outreach and recruitment, instruction and support services for migrant students (Table 5), resulting in high rates of GED attainment and transition to continuing education, improved employment, and military services.

<b>GOAL 1: To support the success of MSFW by helping them to enroll in and attain GED.</b>			
<b>Objectives</b>	<b>Activities</b>	<b>Outcomes</b>	<b>Staff</b>
1.1. 45 (Y1) and 55 (Y2-Y5) eligible students will be admitted to TVCC HEP	a. Disseminate HEP information in bilingual format (Spanish/English) via presentations and brochures	200 potential participants will receive HEP information	Recruiter, Migrant Education Program Liaisons
	b. Provide targeted presentations to inform and maintain contact with referral agencies	5 target area high schools and 15 agencies, will receive information about HEP	Director, Recruiter, Migrant Education Liaisons
	c. Admit target number of students each year	45 (Y1) and 55 (Y2-Y5) students enrolled each year	Recruiter, Student Coordinator

1.2. Provide all enrolled students with academic and other supportive services throughout their participation in HEP	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)	Student Coordinator, Instructors
	c. Provide counseling to students regarding problems that may interfere with completion of the HEP program	100% of students who need additional support will be provided with personalized counseling	Recruiter, Student Coordinator, other staff
	d. Provide students with appropriate instructional materials & supplies	100% of students will receive appropriate materials & supplies	Student Coordinator, Instructors
	e. Provide timely tutoring by experienced and well-trained tutors	100% of students who request tutoring will be matched with a tutor	HEP Tutors
	f. Provide stipends to students for transportation, other needs	100% of students will be provided stipends	Director, Administrative Assistant
1.3. 69% of HEP students will earn a GED (GPRA I)	a. Administer GED testing in English and Spanish as students demonstrate readiness	69 % of students will successfully pass their GED	Director, Student Coordinator
	b. Provide additional instruction to students who do not pass the test	100% of students who do not pass the test will be provided with additional instruction	Student Coordinator, Instructors
<b>GOAL 2: To increase postsecondary placement of HEP students</b>			
<b>Objectives</b>	<b>Activities</b>	<b>Measurable Outcomes</b>	<b>Staff Responsible</b>
2.1. 80% of HEP students who complete their GED will be successfully placed in postsecondary environment (GPRA 2)	a. Provide career planning and placement services	100% of students will be provided with career planning & placement services	Director, Student Coordinator, Recruiter
	b. Administer a career interest inventory to assess students interest, abilities	100% of students will take the interest inventory assessment	Student Coordinator, Recruiter
	c. Assist students to gain admission to vocational, academic, military, or job training program	100% of students who request support will be assisted in gaining postsecondary options	All HEP staff

	d. Create a resource manual of available training and employment opportunities	A manual of resources will be created	All HEP staff
	e. Conduct post-GED follow-up and placement assistance	100% of students will receive placement assistance if needed	Recruiter, Student Coordinator, Director

To achieve these objectives, TVCC HEP will hire and train culturally sensitive faculty and staff, provide exceptional instruction and one-on-one support, work closely with community and faith-based partners.

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

TVCC HEP is a regional commuter program accessible to over 10,000 MSFW and their immediate family and is sensitive to the barriers this population faces. TVCC HEP is designed for MSFW out of school youth and working adults who want better education and stable employment but who struggle with traditional self-paced GED programs. TVCC HEP will provide a comprehensive range of services designed to enroll, support, retain, and graduate eligible MSFW in the target area. Table 6 outlines key features of TVCC HEP and how they relate to participant’s needs.

<b>Needs</b>	<b>Strategies to Address the Needs</b>
Outreach & recruitment	TVCC HEP recruitment plan will target MSFW students by conducting special informational workshops at migrant educational programs and community-based organizations. TVCC HEP will release several public service announcements in English and Spanish. Outreach materials will be in Spanish and English.
Skill assessment	Each eligible participant will take a standardized diagnostic assessment to determine if the student has the basic reading level (6th grade) and math skills (7th grade level) necessary to progress through the course. The assessment will also assist HEP staff to determine the areas where the student needs significant attention.
Academic support	TVCC HEP will provide instruction in English and Spanish by experienced instructors. The academic support will incorporate the use of computers in instruction and testing. Tutors will be available for the students, and staff will review each student’s academic progress.
GED Exam	Students who are determined exam ready will be scheduled for the GED

	exam. Those who pass the exam will be immediately scheduled to meet with the Recruiter for placement. Students that fail the exam will be provided additional instruction in the appropriate subject matter.
Career Discovery and Exploration	TVCC HEP will help students with career discovery, exploration, and planning. A HEP student, who is completing a GED, will do some exploration before entering the workforce and work on the necessary job readiness skill and/or a Career Pathway offered at TVCC.
Supportive Services	TVCC HEP will provide exposure to cultural events, academic programs, and other educational and cultural activities usually not available to the migrant community. Also, the program will provide innovative and responsive follow-up services for GED earners. GED earners will take part in advising and career planning, learn about transfer and vocational programs, explore career and military options, and earn priority placement in ESL and other post-GED courses.

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

TVCC HEP will coordinate with several community, state, and federal programs to maximize resources available for MSFW students. These are key partners outlined in Table 7 will help in identifying resources, promoting TVCC HEP, providing referrals, and creating collaborative efforts to promote postsecondary education.

Career & Technical Education	CTE provides 2+2 Tech Prep, a Dual Credit option for those students seeking an Associate's Degree in a Career and Technical field. HEP students will have the option to enroll in this program after they receive their GED
Community Council of Idaho (CC Idaho)	The CC Idaho provides workforce preparation, civil rights advocacy, and cultural awareness. HEP students will be referred to them for employment and training and to their community clinic, if needed
Oregon Migrant Education Service Center (OMESC)	The OMESC serves as a statewide education resource for migrant youth. 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 – Migrant Education Program (MEP)	The MEP program ensures that migrant children benefit from the same public education provided to other children. HEP will disseminate information through MEP. Provide referrals to TVCC HEP
Idaho Department of Education – (MEP)	HEP will have access to their data to ensure eligible migrant students are being served
Ontario School District	HEP will coordinate services and referrals of participants. Staff will present at the migrant parent night meetings

Nyssa School District	HEP will coordinate services and referrals of participants. Staff will present at the migrant parent night meetings
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TVCC HEP will connect in the Oregon migrant community and clearly will coordinate efforts with other community, state, and federal agencies. Letters of commitment on file show that local, state, and federal organizations will collaborate with TVCC HEP to provide referrals, workshops, placements and other personal assistance for Oregon's migrant students. TVCC HEP staff will share success strategies with partners to promote common goals. These partners have broad connections in migrant education and migrant service and serve at all levels of education.

***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***

TVCC HEP is committed to maximizing efforts to increase efficiency and productivity through various methods: **Time** – To increase productivity and efficiency by avoiding duplication, TVCC HEP plans to increase student’s employment efficiency through the National Farmworker Job Program (NFJP) services such as on-the-job training to upgrade their employability skills. Also, TVCC 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. **Staff** – TVCC HEP and ABE will share an instructor to maximize efficiency in both programs. Also, TVCC HEP plans to increase resources by maximize the use of TVCC resources. For example, the college’s Human Resources and Business Offices will perform most payroll, reimbursements, hiring paperwork, etc. Additionally, to maximize personnel time, formal weekly staff meetings will be implemented during the academic terms. These meetings will serve to discuss project activities, student issues, upcoming events, etc. **Money** – TVCC HEP plans to increase efficiency in the use of money by students in HEP, the Spanish GED, and the English GED programs take the same computer literacy assessment, for example, and curriculum is shared where appropriate. HEP applicants who need additional

support before enrolling in HEP are transitioned into appropriate ABE classes to increase their skills. Finally, 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. Through collaborative relationships with local and state agencies as well as leveraged funding from private foundations, TVCC HEP will be able to continue providing optimal services despite tightening budget constraints.

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

The TVCC HEP project design is based on the theory of Experiential Learning (Rogers & Frieberg 1994). Because the TVCC HEP expects a high number of adult learners, the Experiential Learning theory fits a learning that is based on personal change and growth. The role of the HEP teachers will be to facilitate a positive climate for learning, clarifying the purposes of the learners, making available learning resources, and sharing feelings and thoughts with learners. This plan allows students to completely participate in the learning process and the openness to change. The Experiential Theory will complement the framework of the TVCC HEP Logic Model as demonstrated below.

<b>TVCC HEP Logic Model</b>		
<b>INPUTS</b>	<b>OUTPUTS</b>	<b>OUTCOMES/IMPACTS</b>
<ul style="list-style-type: none"> <li>• Highly qualified and supportive staff</li> <li>• Partner’s expertise and resources</li> <li>• Qualified mentors and tutors</li> <li>• Exposure to STEM fields</li> <li>• GED resources</li> <li>• Technology (database)</li> </ul>	<ul style="list-style-type: none"> <li>• Needs assessment</li> <li>• Educational planning</li> <li>• Tutoring &amp; mentoring</li> <li>• Study skills building</li> <li>• Educator</li> </ul>	<ul style="list-style-type: none"> <li>• Obj.1. 45 in Y1 and 55 in Y2-5 eligible students admitted to HEP – 86 % of students successfully earn GED.</li> <li>• Obj.2. 100% of students are assessed their needs, are provided tutoring and mentoring, receive instruction in subject areas</li> <li>• 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</li> <li>• Obj.4. 80% of students who complete GED will be placed in postsecondary environment – 100% of students will take the interest</li> </ul>

<ul style="list-style-type: none"> <li>• Community based agencies</li> </ul>	capacity building	inventory, and will be provided career planning and placement services
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### 3. QUALITY OF PROJECT SERVICES

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

To ensure that HEP students receive the highest quality services, TVCC HEP staff will be provided with training and professional development services, which occur during an employee’s work time and will be fiscally supported. The Director, Instructors, and other staff will attend annual regional and national conferences, training and technical assistance opportunities, and meetings 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. Some of the identified conferences are the Annual HEP/CAMP Conference, Commission on Adult Basic Education (COABE) Conference, National Association of State Directors of Migrant Education Conference, as well as the Annual HEP/CAMP Directors Meeting in Washington, DC. HEP staff will increase their knowledge of effective strategies in academic and support services, and they will integrate what they learn into the HEP program. Oregon HEP and CAMP directors meet bi-annually to share best practices and collaborate on related initiatives. TVCC provides HEP staff with professional development opportunities including TVCC in-service trainings on a variety of topics (using technology, working with students with disabilities, etc.).

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

The services to be provided outlined in Table 6, in the Quality of Project Design section are focused on serving MSFW students with greatest need. TVCC HEP outreach and recruitment effort will prioritize isolated rural areas that are typically underserved by traditional programs. TVCC HEP will identify and select MSFW students with the greatest need by a) **Recruitment** - identifying eligible participants from among underrepresented populations, but also in

determining which of the prospective participants are most in need of the services offered by the program and will be most likely to complete the program and make successful transitions to post-secondary education or employment. This is accomplished through networking with existing resources in the community and utilizing self-generated recruitment strategies. **b) Eligibility** - TVCC HEP will be using the migrant and seasonal farm worker eligibility guidelines in Federal Program Regulation 46 FR 60407 Subpart A § 206.3 to ensure eligible students are admitted to the program. **c) Matrix form** – A ranking system will be utilized to establish priority for admission based on student information provided that will include work history, academic background, family income, and a writing sample. This process will ensure compliance with enrolling only those participants who demonstrate the greatest need for HEP academic and financial services. **d) Application form** - The HEP application process is designed to reach those with the greatest need and ability to benefit. TVCC HEP works with partners and will 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. Applicants who are not ready for HEP will be referred to other TVCC programs to improve their skills. All HEP policies and procedures will be designed to remove barriers for the target population.

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

The outcomes of the new GED 2014 are designed to meet three primary outcomes: prepare students to pass a college placement exam, acquire the competencies skills to enter the workforce/training, and to succeed in a college pathway. Consequently, TVCC HEP through the services provided will help participants attain a GED and pursue further education, job advancement, or military service. Participants will learn subject knowledge in reading, writing, math, science, and social studies, as well as skills to study, complete work on time, collaborate,

think under pressure, and access technology. Also, participants will learn how to write resumes, cover letters, interviewing skills, and other skills critical to employment. These services will be provided on campus through the Career Fairs and Spotlight Days in the Career Center. It's expected that TVCC 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. TVCC 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. HEP will network with numerous local businesses and industries to place students. Graduates desiring to pursue a post-secondary education are encouraged and assisted with to do so. Employment partners will be eager to hire and promote HEP graduates.

**4. QUALITY OF PROJECT PERSONNEL**

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

The TVCC HEP Director will have an appointment of 1.0 FTE for 12 months. The Director will have a minimum of five years of experience working with MSFW students as a recruiter, advisor, or working with a similar project. The Director will fully understand the educational needs of students from MSFW background, and that he/she has developed the sensitivity to and awareness of issues associated with MSFW. The Director will provide the leadership and vision for the program and also be responsible for its day-to-day operations, 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. Below in Table 9 is outlined the minimum qualifications for the Director:

<b>Table 9. Minimum Qualifications, Training and Experience for Project Director</b>	
<b>Education</b>	Master's degree in education, business administration, or related field
<b>Relevant</b>	• Three years of experience in program management providing academic support

<b>Experience</b>	<p>services to low-income and first-generation college students.</p> <ul style="list-style-type: none"> <li>• Three years of experience in budget, staff supervision, and evaluation.</li> <li>• Two years of experience working with high school staff, students and parents, college faculty and staff.</li> <li>• Knowledge and understanding of the needs of MSFW population.</li> <li>• Knowledge of college admission requirements, financial aid, academic programs.</li> <li>• Bilingual/bicultural experience preferred.</li> </ul>
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*ii. The qualifications, including relevant training and experience of key project personnel.*

The project Recruiter and Student Coordinator will have an appointment of 1.0 FTE for 12 months. Both must possess excellent organizational skills because they will work with hundreds of potential MSFW students and ultimately with all enrolled students and they must be able to plan and provide services tailored to MSFW students. In addition, their responsibilities will include maintaining accurate up-to-date student records, participation, and progress. 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 MSFW. The following in Table 10 are the minimum qualifications for both positions:

<b>Table 10. Minimum Qualifications, Training and Experience for Key Personnel</b>		
	<b>Recruiter</b>	<b>Student Coordinator</b>
<b>Education</b>	Associate’s degree in education, social work, psychology, or related field	Bachelor’s degree in education, counseling, or related field
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>• One year of experience in student recruitment</li> <li>• One year working with students of similar backgrounds</li> <li>• Knowledge and understanding of the needs of MSFW population.</li> <li>• Excellent written and oral communication skills</li> <li>• Required bilingual language skills (fluent in Spanish and English)</li> <li>• Excellent computer and data entry skills</li> </ul>	<ul style="list-style-type: none"> <li>• Two years of experience in teaching</li> <li>• Two years of experience in educational workshops</li> <li>• One year of experience working with migrant students</li> <li>• One year of knowledge and practice of GED instruction, examinations, and target instruction</li> <li>• Strong communication and organizational skills</li> <li>• Bilingual/bicultural experience required</li> </ul>

TVCC will advertise full-time job announcements online and in publications that reach migrant programs. All position announcements note the population being served and encourage

applicants who have a background similar to that of the target population of migrant farm workers and their families. TVCC will also strongly consider staff sensitivity to and understanding of migrant and seasonal farm workers. Applicant cover letters will address how they will develop rapport with this population, including using Spanish and demonstrating cultural understanding.

## **5. QUALITY OF MANAGEMENT PLAN**

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

TVCC HEP will be embedded in the Division of Instruction unit of the college. The Director will report to the Executive Dean of Career and Technical Education who is responsible for the Career and Technical Education Division and oversees a diverse group of programs that prepare students for specific trades and professional positions in Agriculture, Natural Resources, Nursing, Welding and other types of occupations. This reporting line provides significant leverage for HEP students to access an array of college resources and programs in technical education. Therefore, the HEP program will be visible at the highest administration levels, and TVCC administration will be aware of the needs of HEP students. The full-time Director will oversee the timely implementation of project goals and objectives, as well as the management of the budget. The Director will gather internal project reports in order to write the annual performance report to the U.S. Department of Education and will 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. The TVCC HEP management plan is detailed in Table 11. It will be used as a tool for managing the attainment of program goals and objectives. This timeline represents a one-year snapshot, and it 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 during the grant cycle.

<b>Table 11. Management Plan – Timeline of Activities</b>			
<b>Activities</b>	<b>Staff Respon.</b>	<b>Timeline</b>	<b>Milestones/Outcomes</b>
<b>Objective 1.1. 45 (Y1) and 55 (Y2-Y5) eligible students will be admitted to TVCC HEP</b>			
Recruit, hire, orient staff, staff retreat	PI, Director	Summer, Aug-Sept.	All staff will be in place and activities planned
Contact MEP, schools, agencies, community organizations	Director, Recruiter	Summer, August	15 state, federal, schools, and community organizations contacted
Outreach, recruitment	Recruiter	Sept-Nov. Jan-Feb. Summer	200 potential students will receive HEP information
Determine applicants' eligibility according federal guidelines	Director, Recruiter	Ongoing	100% of applications will be reviewed for eligibility guidelines
Conduct interviews, assessment screenings with prospective students	Recruiter	Ongoing	100% of potential applicants will be assessed and screened
Admit students in the program	Director, Recruiter	September, Jan. & April	45 (Y1) and 55 (Y2-Y5) students will be admitted in the program
<b>Objective 1.2. Provide all enrolled students with academic &amp; other supportive services throughout their participation in HEP</b>			
Continue to hire culturally competent instructors	PI, Director	Summer	All instructors in place
Recruit tutors	Director, Recruiter	October – 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	Advisor	November, March, May	100% of students will enroll each term for 12 credits or more (GPRA II)
Provide timely tutoring	Advisor	December, March, June	100% of students' grades will be reviewed
Monitor student progress	Director, Program Assistant	October, February	100% staff will attend at least 2 professional development conferences
Provide stipends to students	Recruiter, Advisor	November, February	75% of students will attend two cultural trips
<b>Objective 1.3. 69% of students will earn a GED (GPRA 1)</b>			
Provide GED testing	Director, Instructors	December, March, June	100% of students will take GED test
Follow up with student failing GED	Instructors	Dec. – June	100% of students failing GED will be followed up
Provide additional GED instruction	Instructors	Dec. – June	100% of students failing GED will receive additional instruction
<b>Objective 2.1. 80% of HEP students who complete the GED will place in postsecondary</b>			

<b>environment (GPRA 2)</b>			
Provide career planning and placement services	Director, Recruiter	Ongoing	100% of GED achievers will receive the services
Assess students' interest, abilities, goals	Instructors	Dec. – June	100% of students will be assessed
Assist students to gain vocational, academic, military, and employment	All staff	Ongoing	100% of students will be assisted for postsecondary opportunities
Create a resource manual for employment opportunities	All staff	June	A resource manual is created
Follow-up services	Director, Recruiter	Y2 – Ongoing	100% of students will receive follow up if needed
<b>Other</b>			
Submit the APR report	Director	November	Final APR will be submitted
Hire evaluator and perform evaluation	Director	March Y2, Y4	Evaluator will submit reports

TVCC 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. TVCC Office of Business Office will monitor fiscal grant activities in coordination with the HEP Director. A monthly budget activity report will be produced by the Business Office and kept on file in the HEP Office. Also, HEP staff will maintain individual student records and track all participant and program outcomes. All student records will be kept locked and in secured areas, 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 professional development activities.

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

TVCC HEP will develop a process to gather feedback to improve the implementation of the project activities. The following procedures will be implemented for continuous improvement: 1) Students will complete an evaluation form or an online evaluation at the end of major planned

activities; 2) Students will assess services provided through a questionnaire and a focus group interview/discussion at the end of the academic year; 3) The HEP Director will schedule individual meetings with students to perform interviews. During the interview, students will be asked to share activities or services that benefited them during the academic year, as well as to provide feedback on areas to improve; 4) HEP staff will gather input from staff, parents, schools, and community agencies through phone calls or personal interviews at the end of each term; 5) TVCC HEP staff will meet regularly to assess needs in a timely fashion and to discuss project progress and manage problems as they arise. In addition, regular staff training will be conducted to refresh/learn new skills, increase sensitivity to the impacted population, and share knowledge. During the staff retreat in the summer, staff will assess and implement needed changes to improve services to participants for the upcoming year; 6) The Director will disseminate the results of the survey, evaluations, and questionnaires to key stakeholders, such as project staff, students, campus units, and higher administration. Project 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.

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

**Principal Investigator:** The PI provides high-level support (5% FTE), mentors the Director, and assists with developing milestones for the project's first year. **Project director:** The Director will have a 1.0 FTE appointment for 12 months. The project director oversees administrative and budgetary management, including staffing, services, evaluation, and reporting. Duties: 50% academic/support management; 40% administrative/budgetary management; 10% presentations and community relations. **Student Coordinator:** Will have 1.0 FTE appointment, 12 months. The Student Coordinator coordinates the intake of HEP students, develops and implements cultural activities for students, teaches personal and career development classes. **Recruiter:** Will have 1.0 FTE appointment, 12 months. Will travel throughout the TVCC district to present and

meet with MSFW and families, coordinates with community partners, assesses applicants both academically and for barriers, provides academic and career advising, contacts 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.*

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

**Facilities:** TVCC HEP will be housed in the Oregon Trail Building; this one-floor facility is centrally located, near parking, and ADA compliant. Three rooms will be used for orientation, classes, tutoring, meetings, and workshops. The Director, Instructors, and Recruiter have private office space. The Administrative Assistant and part-time office staff welcome students in the reception area. **Equipment:** TVCC will provide a copy machine and full access to the TVCC computer network, including site licenses for Microsoft applications and technical support.

**Supplies:** TVCC will provide copy and fax machines, office furniture, and classroom supplies.

**Personnel:** The following offices will support HEP: TVCC's Office of Institutional Effectiveness (data collections), Registrar (student admission, transfer, and completion records); Advising & Counseling (education and career planning); Financial Aid (workshops); Adult Basic Education (coordination with GED, family literacy workshops, and priority placement in ESL); Public Safety, and IT provides technical support. **Other:** All HEP GED earners can take free classes and earn six tuition-free college credits. TVCC's CTE will make available the 2+2 Tech Prep, a Dual Credit option for those HEP GED achievers students seeking an Associate's Degree in a Career and Technical field.

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

TVCC HEP will work and collaborate with several agencies in the target area. TVCC has secured commitments from government, educational and workforce agencies; health services

organizations, higher education, non-profit, statewide media, faith-based organizations and community organizations (Invitational Priority 2) and local businesses. These collaborative agencies have assured 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. Some of the key partners that will provide support to TVCC HEP are described in Table 12:

Financial Aid Office	Host financial aid nights, provide information regarding aid programs
Division of Vocational Education	Provide career pathways workshops
Counseling Center	Provide testing, career information, counseling and referrals
Public Information	Distribute news releases, feature MSFW students, and promote HEP
Career Pathways	Career pathways help guide students towards a specific profession by providing a defined list of courses offering expert training.
Career & Technical Education	Will make available for HEP students the option to enroll in the 2+2 Tech Prep program after they receive their GED
SEASON (faith-based)	Provide referrals of runaway migrant youth
Tri County Love Inc. (faith-based)	Provide referral of students
OR and ID 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
Public Events	Provide tickets to cultural events

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

The proposed budget is reasonable and cost-effective to provide excellent recruitment, instruction, administrative and fiscal management, and follow-up services to students. The proposed budget will adequately ensure that all eligible students to successfully take the new GED test. Because the new GED test is more rigorous, the budget assumes that approximately half of HEP participants will need two or three terms of instruction and services. The budget includes funding for main personnel as well as tutors and other part-time help. All included costs

are budgeted based on actual costs. The TVCC Business 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.

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

Costs averages \$8,650 per participant and are based on the amount of instruction and services needed to help participants to meet the new GED testing requirements; half of participants will stay with the program two quarters. Salaries and benefits are consistent with the institution's salary levels and have been approved by the Business Office. All travel is calculated based on TVCC required rates, and the budget for phone, office supplies, and other routine expenses are based on actual expenditures in the institution. Also, the proposed direct cost per student is slightly below the average cost of \$8,722 per student for the 2014 cohort HEP programs (U.S. Department of Education, 2014-15). The number of students to be served and the cost per student is comparable to other commuter HEP programs in Oregon 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.***

TVCC HEP main goal is to provide an excellent teaching and learning environment for student to earn a GED. TVCC intends to incorporate some of the lessons that will be learned from HEP into its long-term goals and objectives. TVCC is committed to provide services for underrepresented students such as MSFW, there is the potential that TVCC will institutionalize the successful initiatives such as mandatory assessment and placement; mandatory advising; mandatory orientation and first-year experience courses that include student success strategies, financial aid education, study skills, and career planning of HEP, and continue to build on its success after the end of federal funding. TVCC will continue to seek funding opportunities to sustain services for MSFW.

## 7. EVALUATION PLAN

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

A variety of evaluations will be conducted throughout the year to assess the HEP project. Program evaluation will be an on-going process using both quantitative and qualitative assessments. Because TVCC 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 program activities as described in Table 13.

Objectives	Evaluation Method	Benchmark
1.1. 45 (Y1) and 55 (Y2-Y5) eligible students will be admitted to TVCC HEP	Count number of visits and number of workshops for parents. Analyze TVCC HEP records to confirm enrollment and eligibility.	100% of students are informed about HEP by end of summer Fall, winter, spring term – all students are enrolled
1.2. Provide all enrolled students instruction services	Analyze participation records of instruction hours, attendance etc.	Ongoing
1.3. 69% of HEP students will earn a GED (GPRA I)	Analyze student grade performance. Analyze student progress toward earning GED.	End of fall term: 30%, winter term: 30%, end of spring term: 40% earned GED
Objectives	Evaluation Method	Benchmark
2.1. 80% of HEP students who complete their GED will be successfully placed in postsecondary environment (GPRA 2)	Analyze records of student placement to vocational programs, military, other post-GED courses.	End of summer term and ongoing

In addition, the project will utilize an external evaluator. The external evaluator will be a highly qualified individual 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 be assessment protocols and development of relevant assessment tools.

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

TVCC HEP will use an evaluation method that will provide performance feedback and multiple evaluations will be conducted on a regular basis. The main project evaluation through an external evaluator will be conducted in years two and four. The main evaluation will follow the HEP/CAMP Evaluation Specific Rubric established by the U.S. Department of Education - Office of Migrant Education. This evaluation includes GPRA results, fidelity of implementation to design, effectiveness of project design, collaborative agreements, and recommendations. The external evaluation will assist project staff to identify needed interventions and/or change project components to improve the delivery of quality of services. The evaluation will provide specific information to comply with the U.S. Department of Education reporting requirements.

The following steps will be used to ensure periodic assessment is done to demonstrate progress toward achieving intended project outcomes of objectives and activities. 1. **Gather** – The HEP Director and other staff will gather the evaluation reports and surveys to be shared with staff or other key stakeholders. 2. **Review** – The HEP staff will review the performance feedback and benchmark to ensure satisfactory progress is being made on the implementation of the activities. All HEP staff will review the feedback each month during the regular staff meetings and discuss at the end of the academic year during their staff retreat to ensure satisfactory progress is being accomplished. 3. **Discuss** – The HEP staff will discuss the outcomes and results of the evaluations and find best alternatives to make programmatic changes based on the results of the evaluations. 4. **Recommendations** – The HEP staff will make final recommendations of activities to be implemented to improve the program. 5. **Implementation** – The Director or other HEP staff will implement the suggested recommendations to any activity.

Results from the evaluation tools mentioned above will be used to implement improvements in the program. All evaluation results will be used to recognize successful program elements, and to improve or end elements that are not effective. Also, the methods of evaluation will provide precise performance feedback and periodic assessment of progress toward achieving TVCC HEP intended outcomes. Progress reports will be designed to facilitate the tracking of each effort and will record, at a minimum, each of the projects goals and objectives, including the methods of evaluation. HEP staff will review the performance feedback and benchmark each term to ensure satisfactory progress is being made and make corrections if necessary. The evaluation reports will be submitted to the U.S. Department of Education as required under the terms of the grant.

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

The primary TVCC HEP objective is to gather data to determine if the identified GPRA Performance Measures for the project were met: (1) 69% of TVCC HEP students will earn a GED, and (2) 80% of TVCC HEP students who complete their GED will be successfully placed in postsecondary environment as describe in the TVCC HEP Logic Model. Consequently, TVCC HEP will use the Quasi Experimental - One Group Pre-Test and Post-Test Design in order to demonstrate evidence of promise. This design supports TVCC Logic Model's activities and outcomes. Students will be given an initial assessment to measure their academic needs. TVCC HEP will provide intrusive support services and provide instruction using different strategies to all the students enrolled in the program. A post-test will be given at the end of their participation to assess the results of the intrusive student support and academic instruction. TVCC expects that by providing intensive support, qualified teachers and tutors and other services will positively impact the program and meet the intended goals and objectives described in the Logic Model and in Table 5.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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

**INDIVIDUAL RESUMES FOR PROJECT DIRECTORS AND KEY PERSONNEL**

No Project Director or other key personnel has been identified prior to submitting of the proposal. Project Director and key project personnel will be hired after the grant is funded.

## **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. Major decisions concerning change in scope of the program from program structure and services as described in grant will be reviewed by supervisor. 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.

### **Recruiter**

**Degree:** Associate's degree in Education, Social Work, Psychology, or related field.

**Work Experience:** One year of experience in student recruitment, and database management. One year working with students of similar backgrounds. Understands of the needs of MSFW population. Possess written and oral communication skills. Must be fluent in Spanish and English.

**Job Description:** The Recruiter provides information to target communities and prospective HEP students and the families about eligibility requirements to participate in HEP and the support and services that HEP can provide in helping students from migrant/seasonal farm worker families to access and succeed at TVCC. The person in this position will help the program meet the important goal of serving the target number of students each year of the grant cycle.

**Student 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 Student 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.



**BOYS & GIRLS CLUB**  
OF WESTERN TREASURE VALLEY

573 SW 3<sup>rd</sup> Ave Ontario, OR 97914

**Letter of Support for Treasure Valley Community College HEP and C.A.M.P. Grant**

Lisa Ramirez, Director  
Office of Migrant Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Lisa,

The Boys & Girls Club of Western Treasure Valley (BGCWTV) serves youth in Malheur County/Eastern Oregon and we believe that education is the key to a successful life for every member and especially for kids from migrant and seasonal farm working families. To ensure that each of our 1,000+ Club Members are on a path to graduate high school, on-time, with a plan for the future (which hopefully includes college or trade school) we seek out natural community partners to enhance our programming.

One of our strongest partners is the Treasure Valley Community College (TVCC). TVCC has demonstrated their commitment to helping Club members stay engaged in school by recently providing use of their Science Lab and instructors for our Spring Break STEM Camp, as well as a providing a campus tour for 20 Latino teens to let them see the enormous amount of support available on campus to ensure their success in college.

Having a C.A.M.P. program available on the Eastern side of Oregon at the Treasure Valley Community College campus will enable more Oregon students to participate because they will no longer have to make the choice between relocating far away from their family, friends and support network; something very important to kids from migrant or seasonal farm working families. By awarding TVCC the HEP and C.A.M.P. grant you will help create a pathway for students to earn their GED and continue on to Community College for both sides of Oregon.

We have a large population that would benefit from this grant in Eastern Oregon/Malheur County. The BGCWTV knows that the Treasure Valley Community College is a respected institution in our community and we are confident they will tailor their efforts to meet student's needs, remove barriers and provide consistent grant outcomes to ensure participants will be successful making our community stronger for all.

Sincerely,

(b)(6)

Matt Sorensen  
Executive Director  
Boys & Girls Club of Western Treasure Valley



Four Rivers Community School  
2449 S.W. 4<sup>th</sup> Avenue  
Ontario, OR 97914

541-889-3715 phone  
541-889-3718 fax

[www.4riverscs.org](http://www.4riverscs.org)

Board of Directors

Pam Wettstein  
Chairman

Penny Walters  
Secretary

Blas Guerra

Betty Carter

Priscilla Valero

Executive Director  
Chelle Robins

February 23, 2016

Lisa Ramirez, Director  
Office of Migrant Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

To Whom It May Concern:

Four Rivers Community School is honored to support Treasure Valley Community College in its quest to provide high quality and accessible education for migrant and seasonal farmworkers in Eastern Oregon through the HEP and CAMP program. The benefit provided with this grant opportunity is twofold: first it provides the critical financial support necessary for migrant/seasonal farmworkers and their children and secondly provides internal support systems for students that are necessary for academic success and completion.

In addition to funding, this grant will allow students to stay in the region where their families live, offering a critical layer of familial support and security. At this time, students that wish to take advantage of the HEP and CAMP program must travel hundreds of miles across the state.

As a Spanish/English immersion school, Four Rivers Community School appreciates the collaborative partnership that we have with Treasure Valley Community College. A high percentage of our graduates are first generation college attendees and they feel most comfortable starting this new educational journey in the community they have been raised in. In addition, our families prefer Treasure Valley Community College over other choices for its geographic location and size.

Four Rivers Community School understands the importance of Treasure Valley Community College and its impact on our region. We are excited about the additional access opportunities this grant affords to historically underserved students. We look forward to supporting these efforts through recruitment and partnership opportunities. Treasure Valley Community College truly is the community's college and an excellent choice for the HEP and CAMP Grant program!

Sincerely,

*Chelle Robins*

Chelle Robins  
Superintendent

PR Award # S141A160007

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# MALHEUR EDUCATION SERVICE DISTRICT REGION 14

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**Stephen Phillips, PhD**  
Superintendent

**Terry Herzberg**  
Director of Special Education

**Mark Redmond**  
Director of Curriculum and  
Instruction



**Team Malheur**

363 A Street West  
Vale, OR 97918

(541) 473-3138  
FAX (541) 473-3915

**Stephanie Navarrete**  
Director of EI/ECSE  
(541)372-2214

February 18, 2016  
Lisa Ramirez, Director  
Office of Migrant Education  
U.S. Department of Education  
400 Maryland Avenue, SW, FOB6-3E  
Washington, DC 20202-6135

Ms. Ramirez,

As the Malheur County 'Education Service District' Superintendent I am honored to write a letter of support for Treasure Valley Community College (TVCC). Please view this letter as a vote of confidence in our local college partner, TVCC. Our county agencies and educational entities work hard at partnering one with another towards helping our students and community members. These HEP/CAMP programs are vital for our community and our unique population.

Eastern Oregon, specifically Malheur county, is in dire need of this concentrated help. We claim the highest poverty rate in the state of Oregon as well as a large number migrant families. This help will ensure that our migrant families have the opportunity to pursue and obtain a college education. This ray of hope is crucial for our most needy students and families.

The local school districts enjoy a wonderful working relationship with our college. We work seamlessly together bringing college credits to high school students across eastern Oregon. We have built a relationship and a framework where additional funding would help catapult us out of the bottom towards to top. My agency, the Malheur ESD, will assist the college in reaching this region's most needy students and families.

Please feel free to contact me if you have any questions in regards to my support of TVCC.  
steve.phillips@malesd.k12.or.us (541)473-4823

Dr. Stephen W. Phillips

A handwritten signature in black ink, appearing to read 'Steve Phillips', written over the typed name.

Malheur ESD, Superintendent



**Anabel Ortiz-Chavolla**  
**Director of Federal Programs & School Improvement**  
**195 SW Third Avenue**  
**Ontario, OR 97914**  
**Phone 541.889.5374 • FAX 541.889.8553**  
**email: [aortiz@ontario.k12.or.us](mailto:aortiz@ontario.k12.or.us)**  
**[www.ontario.k12.or.us](http://www.ontario.k12.or.us)**

February 27, 2016

Treasure Valley Community College  
650 College Blvd.  
Ontario, OR 97914

RE: C.A.M.P. and H.E.P. at Treasure Valley Community College

To Whom It May Concern:

Ontario School District 8C recognizes the need for services for Migrant students and supports TVCC's application for the College Assistance Migrant Program in High School Equivalency Program. Our migratory or seasonal farmworker students would greatly benefit from these programs. Ontario School District 8C provides supplemental instruction and supports services to 1,005 identified Migrant students in preschool through age 21. Ontario High School has 161 students that qualify for the Migrant Program, 37 of them are seniors. In addition, Ontario School District 8C struggles to meet the needs of out of school youth, we currently have 8 students in this category. Having C.A.M.P. and HEP at Treasure Valley Community College would allow students to access academic and financial support.

We are located in Eastern Oregon and our students have to move out of the area in order to access C.A.M.P. and H.E.P. This is one of the barriers that our migrant families face year after year since these young adults help provide for their family as well. Students moving away tends to become a hardship for the family. There is definitely a need for C.A.M.P. and H.E.P. in our area.

Our migrant students going on to college need support to succeed in their first year of college and to overcome the barriers they face when attempting to complete a higher education degree while our migrant out of school youth need to have Access to H.E.P. to have better opportunities in life. Ontario School District 8C strongly supports bringing C.A.M.P. to T.V.C.C. in an effort to provide needed services to our migrant students.

Respectfully,

(b)(6)

Anabel Ortiz-Chavolla

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: DATE:08/04/2011

ORGANIZATION:  
 Treasure Valley Community College  
 650 College Blvd.  
 Ontario, OR 97914

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

**SECTION I: INDIRECT COST RATES**

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2011	06/30/2016	30.00	On-Campus	All Programs
PROV.	07/01/2017	06/30/2018	30.00	On-Campus	All Programs

\*BASE

Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, 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). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

**Treasure Valley Community College – HEP**  
**Budget Narrative**

The following is the proposed Budget Summary for Y1 to Y5 (2016-2021). The narrative explains in detail how funds are being allocated for each category. This budget breakdown provides a reasonable and adequate cost for the project.

<b>Section A - Budget Summary</b>					
<b>U.S. Department of Education Funds</b>					
<b>Budget Categories</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>1. Salaries</b>					
Project Director - 1 FTE, 12 mo.	\$50,000	\$51,000	\$52,020	\$53,060	\$54,122
Student Coordinator 1 FTE, 12 mo.	\$40,000	\$40,800	\$41,616	\$42,448	\$43,297
Recruiter - 1 FTE, 12 mo.	\$35,000	\$35,700	\$36,414	\$37,142	\$37,885
Instructors (2) - 1 FTE, 12 mo.	\$80,000	\$81,600	\$83,232	\$84,897	\$86,595
Administrative Assistant - 0.5 FTE, 12 mo.	\$17,000	\$17,340	\$17,687	\$18,041	\$18,401
Hourly Student Tutors	\$10,000	\$10,200	\$10,404	\$10,612	\$10,824
<b>Subtotal</b>	<b>\$232,000</b>	<b>\$236,640</b>	<b>\$241,373</b>	<b>\$246,200</b>	<b>\$251,124</b>
<b>2. Fringe Benefits</b> \$1314x19%					
Project Director	\$25,268	\$25,521	\$25,776	\$26,034	\$26,294
Student Coordinator	\$23,368	\$23,602	\$23,838	\$24,076	\$24,317
Recruiter	\$22,418	\$22,642	\$22,869	\$23,097	\$23,328
Instructors	\$30,968	\$31,278	\$31,590	\$31,906	\$32,225
Administrative Assistant	\$18,998	\$19,188	\$19,380	\$19,574	\$19,769
Hourly Student tutors@ 10%	\$1,000	\$1,010	\$1,020	\$1,030	\$1,041
<b>Subtotal</b>	<b>\$122,020</b>	<b>\$123,240</b>	<b>\$124,473</b>	<b>\$125,717</b>	<b>\$126,975</b>
<b>3. Travel</b>					
<i>Director-Director's Conf. Washington, DC</i>					
Airfare	\$600	\$600	\$600	\$600	\$600
Lodging @179/night x 3 nights	\$537	\$537	\$537	\$537	\$537
Per diem @41/day x 4	\$164	\$164	\$164	\$164	\$164
Ground Transportation @50	\$50	\$50	\$50	\$50	\$50
<i>Staff National Conference/Other</i>					
Airfare @600/person	\$1,200	\$1,200	\$1,200	\$600	\$0
Lodging @179/night x 4 nights x 2staff	\$1,432	\$1,432	\$1,432	\$716	\$0
Per diem @41 x 5 days x 2 staff	\$410	\$410	\$410	\$205	\$0
Registration @250 x 2 staff	\$500	\$500	\$500	\$250	\$0
Ground transportation @ \$150	\$100	\$100	\$100	\$100	\$0
<i>Staff Regional Professional Develop.</i>					
Mileage @50 cents/mile x400 miles	\$200	\$200	\$200	\$200	\$0
Lodging @118/night x 3 nights x 2 staff	\$708	\$708	\$708	\$354	\$0
Per Diem @41 x 4 days x 2 staff	\$328	\$328	\$328	\$164	\$0
<i>Travel to recruit students in OR and ID</i>					
Mileage @50 cents	\$6,000	\$6,000	\$6,000	\$6,000	\$5,000
<b>Subtotal</b>	<b>\$12,229</b>	<b>\$12,229</b>	<b>\$12,229</b>	<b>\$9,940</b>	<b>\$6,351</b>
<b>4. Equipment</b>					
None	\$0	\$0	\$0	\$0	\$0

	<b>Subtotal</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b><u>5. Supplies</u></b>						
Project related office supplies	\$7,000	\$4,000	\$6,000	\$800	\$200	
Computers for testing GED & staff	\$10,000	\$5,000	\$0	\$0	\$0	
<b>Subtotal</b>	<b>\$17,000</b>	<b>\$9,000</b>	<b>\$6,000</b>	<b>\$800</b>	<b>\$200</b>	
<b><u>6. Contractual</u></b>						
Evaluator	\$0	\$2,500	\$0	\$2,500	\$0	
<b>Subtotal</b>	<b>\$0</b>	<b>\$2,500</b>	<b>\$0</b>	<b>\$2,500</b>	<b>\$0</b>	
<b><u>7. Construction</u></b>						
None	\$0	\$0	\$0	\$0	\$0	
<b>Subtotal</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	
<b><u>8. Other</u></b>						
Telephone & Fax @ \$150/month	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	
Postage @ \$20 month x 12 months	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Duplication and printing @ \$100/month	\$2,000	\$2,000	\$2,000	\$1,000	\$1,000	
Site licensing/instructional/practice tests	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	
Instructional materials, workbooks	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	
Recruiting Activities/Marketing/Advertising	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	
Student Educational/Cultural Activities	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	
Participant events (hosting)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	
GED testing @ \$150 x 55 students	\$8,250	\$8,250	\$8,250	\$8,250	\$8,250	
GED re-testing @ \$30 x 50	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	
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	
<b>Subtotal</b>	<b>\$27,750</b>	<b>\$27,750</b>	<b>\$27,750</b>	<b>\$26,750</b>	<b>\$26,750</b>	
<b><u>9. Total Direct Costs</u></b>						
	<b>\$410,999</b>	<b>\$411,359</b>	<b>\$411,825</b>	<b>\$411,907</b>	<b>\$411,400</b>	
<b><u>10. Indirect Costs - 8% of direct costs</u></b>						
	<b>\$32,880</b>	<b>\$32,909</b>	<b>\$32,946</b>	<b>\$32,953</b>	<b>\$32,912</b>	
<b><u>11. Training Stipends</u></b>						
Stipends	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	
Participant Meals/snacks	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	
Student school supplies/books	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	
Testing materials	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	
Transportation assistance	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	
Childcare stipends	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	
Health Care: dental, vision	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	
<b>Subtotal</b>	<b>\$30,000</b>	<b>\$30,000</b>	<b>\$30,000</b>	<b>\$30,000</b>	<b>\$30,000</b>	
<b><u>12. Total Costs</u></b>						
	<b>\$473,879</b>	<b>\$474,268</b>	<b>\$474,771</b>	<b>\$474,860</b>	<b>\$474,312</b>	

**Federal Costs**

**1. Personnel**

Treasure Valley Community College is budgeting for the following positions to implement the HEP Program as described in the application narrative. The allocations for human capital have

been made based on successfully HEP programs around the country and what is necessary to accomplish the proposed objectives. All project personnel are crucial to the success of the project. 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 2% COLA increase after the 1<sup>st</sup> year.

***Project Director (1.0 FTE)***

The project Director is 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 will participate 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. This is completed in order to develop and enhance the identification, recruitment, and retention of target population students. The Director communicates with the U.S. Department of Education, including the writing and timely submission of requested information and reports.

2016-17	2017-18	2018-19	2019-20	2020-21
\$50,000	\$51,000	\$52,020	\$53,060	\$54,122

***Student Coordinator (1.0 FTE)***

The Student Coordinator coordinates student arrival/departure from campus; develops 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.

2016-17	2017-18	2018-19	2019-20	2020-21
\$40,000	\$40,800	\$41,616	\$42,448	\$43,297

***Recruiter (1.0 FTE)***

The Recruiter serves as the main contact for prospective HEP participants and their families. This position provides timely and accurate information concerning enrollment to the HEP program at TVCC. This position disseminates 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. In addition, the Recruiter coordinates outreach efforts with other off campus programs, agencies, and offices. This position ensures students’ eligibility and compiles the required documentation for each enrolled student.

2016-17	2017-18	2018-19	2019-20	2020-21
\$35,000	\$35,700	\$36,414	\$37,142	\$37,885

***Instructors (2) (1.0 FTE)***

One of the Instructors is responsible for math/science instruction, curriculum and material development, identification of new resources and strategies, and mentoring other faculty and tutor. The other Instructor is responsible for language arts/social studies instruction and curriculum development, tutoring, and coordinating with tutors. Both Instructors play an important role in providing the instruction services to HEP participants.

2016-17	2017-18	2018-19	2019-20	2020-21
\$80,000	\$81,600	\$83,232	\$84,897	\$86,595

***Program Assistant (0.5 FTE)***

The Program Assistant 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. The Program Assistant reviews all department timesheets for each payroll period and maintains attendance records. In addition, this person monitors and maintains accurate inventories of project office supplies and equipment, office files, and record keeping systems, including confidential information data. In addition, this person schedules facility reservations and prepares travel requests and vouchers for special events and activities.

2016-17	2017-18	2018-19	2019-20	2020-21
\$17,000	\$17,340	\$17,687	\$18,041	\$18,401

***Tutors***

TVCC students 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.

2016-17	2017-18	2018-19	2019-20	2020-21
\$10,000	\$10,200	\$10,404	\$10,612	\$10,824

**2. Fringe Benefits**

Fringe benefits are calculated at 19% + \$1,314 x 12 months for each employee. 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.

2016-17	2017-18	2018-19	2019-20	2020-21
\$122,020	\$123,240	\$124,473	\$125,717	\$126,975

**3. Travel**

The travel reimbursement rate is consistent with the federal per-diem rates. The Program 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 Recruiter, Case Manager and the Instructors or other designated staff will attend conferences as indicated in the budget breakdown. The HEP/CAMP National Conference, NASDME, 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.

2016-17	2017-18	2018-19	2019-20	2020-21
\$12,229	\$12,229	\$12,229	\$9,940	\$6,351

**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.

2016-17	2017-18	2018-19	2019-20	2020-21
\$17,000	\$9,000	\$6,000	\$800	\$200

**6. Contractual**

An independent external evaluator will be contracted to conduct the required evaluation of the program. The external evaluator will examine TVCC HEP’s documented 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 at \$2,500 in Y2, and Y4.

2016-17	2017-18	2018-19	2019-20	2020-21
\$0	\$2,500	\$0	\$2,500	\$0

**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 are 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.

2016-17	2017-18	2018-19	2019-20	2020-21
\$27,750	\$27,750	\$27,750	\$26,750	\$26,750

**9. Total Direct Costs**

2016-17	2017-18	2018-19	2019-20	2020-21
\$410,999	\$411,359	\$411,825	\$411,907	\$411,400

**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.

2016-17	2017-18	2018-19	2019-20	2020-21
\$32,880	\$32,909	\$32,946	\$32,953	\$32,912

**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.

2016-17	2017-18	2018-19	2019-20	2020-21
\$30,000	\$30,000	\$30,000	\$30,000	\$30,000

**12. Total Costs**

2016-17	2017-18	2018-19	2019-20	2020-21
<b>\$473,879</b>	<b>\$474,268</b>	<b>\$474,771</b>	<b>\$474,860</b>	<b>\$474,312</b>

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:
	Ron		Hanks	

Address:

Street1:	650 College Blvd.
Street2:	
City:	Ontario
County:	
State:	OR: Oregon
Zip Code:	97914-3423
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(541) 881-5977	

Email Address:

rhanks@tvcc.cc
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**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:

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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

Treasure Valley Community College

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	232,000.00	236,640.00	241,373.00	246,200.00	251,124.00	1,207,337.00
2. Fringe Benefits	122,020.00	123,240.00	124,473.00	125,717.00	126,975.00	622,425.00
3. Travel	12,229.00	12,229.00	12,229.00	9,940.00	6,351.00	52,978.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	17,000.00	9,000.00	6,000.00	800.00	200.00	33,000.00
6. Contractual	0.00	2,500.00	0.00	2,500.00	0.00	5,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	27,750.00	27,750.00	27,750.00	26,750.00	26,750.00	136,750.00
9. Total Direct Costs (lines 1-8)	410,999.00	411,359.00	411,825.00	411,907.00	411,400.00	2,057,490.00
10. Indirect Costs*	32,880.00	32,909.00	32,946.00	32,953.00	32,912.00	164,600.00
11. Training Stipends	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00	150,000.00
12. Total Costs (lines 9-11)	473,879.00	474,268.00	474,771.00	474,860.00	474,312.00	2,372,090.00

**\*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: 07/01/2016 To: 06/30/2021 (mm/dd/yyyy)

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

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  %.  
PR/Award # S141A160007

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

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

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

ED 524