

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 # S141A160009

Grants.gov Tracking#: GRANT12111560

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
<i>Attachment - 1 (1236-HEP GEPA 427)</i>	e10
5. Grants.gov Lobbying Form	e11
6. ED Abstract Narrative Form	e12
<i>Attachment - 1 (1235-Project Abstract 2016)</i>	e13
7. Project Narrative Form	e14
<i>Attachment - 1 (1238-2016 HEP Narrative)</i>	e15
8. Other Narrative Form	e41
<i>Attachment - 1 (1237-other attachments)</i>	e42
9. Budget Narrative Form	e62
<i>Attachment - 1 (1234-2016 HEP budget narrative)</i>	e63
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e72
11. Form ED_524_Budget_1_3-V1.3.pdf	e73

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 type="checkbox"/> New <input checked="" type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="03/04/2016"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="S141A110005"/>
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State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="ABRAHAM BALDWIN AGRICULTURAL COLLEGE"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="586002070"/>	* c. Organizational DUNS: <input type="text" value="7819709420000"/>

d. Address:

* Street1: <input type="text" value="2802 MOORE HIGHWAY"/>
Street2: <input type="text"/>
* City: <input type="text" value="TIFTON"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="GA: Georgia"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="31793-5679"/>

e. Organizational Unit:

Department Name: <input type="text" value="ACADEMIC AFFAIRS"/>	Division Name: <input type="text" value="MULTICULTURAL PROGRAMS"/>
---	---

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="JAVIER"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="GONZALEZ"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="DIRECTOR, MULTICULTURAL PROGRAMS"/>
--

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

* Telephone Number: <input type="text" value="229-391-4880"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="jgonzalez@abac.edu"/>
--

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.141

CFDA Title:

Migrant Education_High School Equivalency Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-010716-002

* Title:

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

13. Competition Identification Number:

84-141A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

The project will provide instructional support to 75 Migrant and Seasonal Farmworkers in Georgia to prepare them to successfully earn a GED diploma.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="469,751.00"/>
* 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="469,751.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Javier Gonzalez</p>	<p>TITLE</p> <p>VICE PRESIDENT FOR ACADEMIC AFFAIRS</p>
<p>APPLICANT ORGANIZATION</p> <p>ABRAHAM BALDWIN AGRICULTURAL COLLEGE</p>	<p>DATE SUBMITTED</p> <p>03/04/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

* Name: ABRAHAM BALDWIN AGRICULTURAL COLLEGE

* Street 1: 2802 Moore Highway * Street 2: _____

* City: Tifton * State: GA: Georgia * Zip: 31793

Congressional District, if known: GA-08

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

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

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Javier Gonzalez

* Name: Prefix Dr. * First Name DAVID Middle Name _____
* Last Name BRIDGES Suffix _____

Title: PRESIDENT Telephone No.: 229-391-5050 Date: 03/04/2016

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S141A160009

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

HEP GEPA 427.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA)

427 Requirements

Abraham Baldwin Agricultural College officially prohibits discrimination against any individual because of race, gender, national origin, color, disability, or age.

The eligibility to participate in the High School Equivalency Program is clearly defined in Program Regulations and ABAC will fully comply with these requirements. In fulfillment of the Department of Education's General Education Provisions Act (GEPA) Section 427 that requires that each applicant describe the steps the applicant proposes to ensure access to, and participation in, its federally assisted program for students, staff, and other program beneficiaries with special needs, ABAC has identified the following potential barrier and the steps to overcome it:

The project anticipates that the majority of the target audience (migrant and seasonal farm workers) will be limited English proficient and thus will require project information in their native language (Spanish). To alleviate this barrier, the project has and will continue to produce promotional brochures in a bilingual format (Spanish and English) as well as utilize the skills of the bilingual staff in speaking about the project at parent meetings and community events through our collaboration with partner agencies. Potential participants will be administered a Spanish screener exam and assisted through the application process in Spanish. In addition, participants lacking the sufficient English skills to participate in the English instruction section of the project will be placed in the Spanish section.

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

ABRAHAM BALDWIN AGRICULTURAL COLLEGE

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

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

* Last Name: DILLARD Suffix:

* Title: VICE PRESIDENT FOR ACADEMIC AFFAIRS

* SIGNATURE: Javier Gonzalez

* DATE: 03/04/2016

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abraham Baldwin Agricultural College- Tifton, Georgia

Abraham Baldwin Agricultural College (ABAC) proposes to support 75 migrant and seasonal farmworker students to prepare for and obtain a General Educational Development (GED) diploma through a residential and commuter High School Equivalency Program (HEP) at the institution's Tifton main campus and designated sites around the state. The project will access its established network of partnerships including ABAC's School of Science and Mathematics for STEM instructional support (**invitational priority 1**) and faith-based community organizations (**invitational priority 2**) in support of the following objectives and activities targeting a 69% graduation and 80% placement rate for participants :

- 1.) **Outreach and Recruitment** – 75 (20 residential and 55 commuter) students will be identified and selected annually through bilingual presentations at community events and parent meetings sponsored by Migrant Education and WIA 167 projects in the state.
- 2.) **Quality Instructional Program** – The project will develop students' academic and soft skills through daily (residential) and biweekly (commuter) instruction, intrusive advising and counseling, proactive tutoring services, semester skills workshops, semester cultural outings, and technology support which will yield a minimum of 70% GED attainment (**GPRA1**).
- 3.) **Interagency Coordination** – The project will support student and family needs through referrals to partner agencies during enrollment and post GED attainment. Participants and their families will benefit from services such as employment, education, legal, and financial that will support the 80% target placement goal (**GPRA2**).
- 4.) **Follow Up** – Program staff will provide on-going support to 100 % of former students in need of services and the academic progress of students placed on an annual basis utilizing institutional resources and through the National Student Clearing House database.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Table of Contents

Part IV: Project Narrative Attachment Form

Application Narrative:

(1). Need for and Significance of Project.....	page 1
(2). Quality of Project Design	page 6
(3). Quality of Project Services	page 12
(4). Quality of Project Personnel	page 15
(5).Quality of Management Plan	page 16
(6). Adequacy of Resources	page 21
(7). Quality of the Project Evaluation.....	page 23

1. NEED AND SIGNIFICANCE OF PROJECT

(i) Abraham Baldwin Agricultural College (ABAC), a State College of the University System of Georgia, proposes to provide GED (**state’s only High School Equivalency option**) instructional services and support to 75 migrant and seasonal farmworker (MSFW) students



annually through the High School Equivalency Program (HEP). The project will inform, identify, and select eligible students from throughout the state with focused efforts on the 5 counties (**Colquitt, Decatur, Echols, Bacon, and Toombs**) that are home to over **40%** of the migrant Out of School Youth (OSY) and drop-

out population. These counties are further characterized by lower income and educational attainment and higher unemployment and poverty rates than the state average (Table 1).

Table 1: Target Area Descriptors

County	Educational Attainment (Bachelor’s Degree)	Unemployment Rates	Median Household Income	% of Persons Living Below Poverty Level	OSY/ Migrant Dropout Population
Colquitt	8.0 %	9.0 %	\$32,692	27.0 %	260
Decatur	9.0%	11.0%	\$30,331	33.0%	210
Echols	4.0%	6.0%	\$32,664	30.0%	200
Bacon	5.0%	8.0%	\$32,460	24.0%	150
Toombs	9.0%	10.0%	\$31,820	30.0%	110
Target Area	7.0%	8.8%	\$31,993	29.0%	930
Georgia	18.0 %	8.0 %	\$47,125	19.0 %	2,250

2015 Georgia County Guide, The University of Georgia Cooperative Extension Service/
2014-2015 Georgia Migrant Education demographics report

Georgia’s need for services to Migrant and Seasonal Farmworkers are highlighted by Enumeration Profiles Study (2008) that documented over **117,000** MSFWs in the state, its 9th place ranking nationally with **9,021 migrant** students ,96% being Hispanic (Ga. Dept. of Education, 2015), and 8th place ranking in terms of MSFW count (Dept. of Labor, 2014). This underserved population typically works in broilers and greenhouses, preparing fields for harvest,

and cultivating fruits and vegetables throughout the year around the state, often for minimum wage, no health insurance, or adequate housing supporting the state’s \$72 Billion Agriculture industry. Furthermore, the need for HEP is further supported by Georgia Department of Education data indicating that migrant students, with a dropout rate over 50%, are experiencing a significant decline in graduation rate when compared to their peers (Table 2).

Table 2: Migrant Students High School Graduation Rates and Gap

Year	Migrant Student Graduation Rate	Graduation Rate for all students	GAP
2011	65.5 %	80.8 %	15.3 %
2012	49.2 %	78.9 %	29.7 %
2013	50%	71.50	21.50%

2014 Georgia Migrant Education Program Statewide Needs Assessment

(ii) Migrant OSY and dropouts are characterized by community isolation, low academic achievement, high mobility, need to earn income, limited access to educational resources, and have nontraditional work schedules. They also have diverse linguistic backgrounds which pose challenges to structured Adult Basic Education (ABE) services, which ABE are ill prepared to address. These students make up over 25% of Georgia’s total migrant student count, yet receive the least amount of services due to the difficulty in meeting their needs through traditional outreach strategies. Highlighting their needs is the 2015 Georgia Migrant Education Program (MEP) Needs Assessment survey with OSY and dropouts indicating that if given the opportunity, **60%** of them would like to graduate from high school or obtain their GED.

ABAC’s HEP will positively impact the population by addressing their Social, Academic, and Financial needs through focused services to promote student success (Table 3).

Table 3: Identified Needs and Services Provided

NEED	DETAIL	HEP SERVICES
Social	<ul style="list-style-type: none"> Community Isolation 	<ul style="list-style-type: none"> Provide evening and weekend classes to accommodate their schedule Provide classes in familiar

	<ul style="list-style-type: none"> • Lack of trust for government agencies 	and trusted locations, such as churches and established community centers
Academic	<ul style="list-style-type: none"> • Negative academic experiences • Limited knowledge of career and higher education options • Limited English Language skills 	<ul style="list-style-type: none"> • Provide one-on-one assessment, academic counseling, and tutoring support • Provide career workshops, college visits, and scholarship resources • Provide referrals to English language classes
Financial	<ul style="list-style-type: none"> • Limited resources to cover GED exam fees, pretest costs, and instructional materials • Limited resources to cover transportation and other costs to attend classes 	<ul style="list-style-type: none"> • Provide funds to cover all fees and materials associated with GED exam preparation • Provide modest stipends to offset expenses related to class attendance

(iii) Existing ABE programs utilize traditional teaching pedagogy and schedules that are not accommodating to the target population needs. Furthermore, the 2014 revision to the GED aligning it to more rigorous Common Core benchmarks, requires more computer literacy skills than most of the target population possesses and for which few free or low cost community resources are available.

These and other identified **gaps and weaknesses in services, infrastructure, and opportunities** and will be address through targeted activities detailed below:

(1.) GED 2014 is the only assessment available – while other states have options on High School Equivalency exams, Georgia exclusively offers the GED 2014. The revisions to the exam that most negatively impact student success are; wider base of knowledge for teachers, computer based testing only, and a significant increase in exam fees. These issues have created a wide gap for the students who are most need of alternative educational pathways as evidence by Georgia Technical College System data reported a decline of over 60% and 80% in test takers and GED earners, respectively, from 2010 to 2014.

To address these gaps, HEP will provide exhaustive professional development to all instructional staff on Common Core standards and effective instructional strategies, provide basic keyboarding and computer proficiency lessons, and cover all fees associated with competing all pretest and official exams. Intrusive advising and academic monitoring will also be incorporated into the instructional design to assess student progress and promote completion.

(2). Lack of Spanish language Adult Basic Education (ABE) programs or modifications for adult learners- Although the GED is available in Spanish and English in the state, Georgia, as a designated English only state, does not provide any state supported preparation programs in Spanish. Additionally, existing ABE programs are structured in a traditional format and require proof of legal status for participation. This barrier exclude the majority of the target population as they have poor English language skills or don't have the required residency documents.

To address these gaps, HEP will provide academic assessment, instruction, and access to GED official exam in English or Spanish to accommodate student language dominance. Furthermore, instruction will be grounded in Knowles's Andragogy Learning Theory which provides for non-traditional classroom set up and interactions between students and teachers. HEP classes will be offered during the day and evenings, on campus and in satellite locations more accessible to the MSFW population to accommodate their needs. Because federal regulations allow services to all eligible students and HEP is not considered a state ABE program, it can enroll students regardless of residency status.

(3). Lack of academic and career planning skills- Due to their mobility, limited English language skills, and/or low educational attainment, the majority of OSY and dropouts are not exposed to educational and career alternatives and are stuck in occupations that offer limited economic and social mobility. Because less than 50% of migrant students graduate High School

(Ga. Dept. of Ed., 2014) and less than 5% graduate college (Univ. System of Ga.,2014) , there are also very few positive role models to support their academic potential.

To address this gap, HEP will provide a holistic approach that will encompass career development, time management, resume writing, interview preparation, and other soft skills workshops, which research suggests are essential to HSE participant success (Heckman, 2010). Additionally, the project will utilize its network of partners to identify employment opportunities for participants, providing Science , Technology, Engineering, and Math (STEM) career options through ABAC's Math and Science faculty led workshops (*invitational priority 1*), and sponsor trips to colleges/universities with support in completing admission and financial aid documents.

(4). Lack of financial resources- According to the National Center for Farmworker Health, migrant family earnings range from \$15,000 to \$17,500 annually, far below the federal poverty guidelines of \$35,775 for a family of four. As a result, most cannot afford to spend money on non-essential resources such as continued education. As mentioned previously, the costs of the GED exams (\$160 for the full battery or \$40 each of four section) are prohibitive for the majority of OSY / dropouts who, in many cases, are not eligible for state financial support.

To address financial challenges, HEP will offer all services at no cost to participants. These services will include covering the cost of all pre-assessments, providing transportation to campus and testing sites, providing room and board to residential students, and providing a stipend to offset expenses related to their participation in the project. Additionally, a financial literacy workshop will be provided to educate participants on personal finances, checking accounts, predatory lending, and importance of positive credit history.

(iv) ABAC HEP has consistently exceeded national benchmarks for GED attainment and has been highlighted at OME and HEP/CAMP conferences for its success. Additionally, the

project has hosted staff from over 15 new and existing programs from throughout the country to share success strategies. The importance of ABAC HEP cannot be understated as it is currently the only option for MSFWs to access a critical resources that allows them to break the cycle of poverty, become community leaders, and positive role models for other students with limited options. To date the project has produced over 500 GED graduates who are professionals in education, law enforcement, business, health care, and other critical fields. By continuing to provide personalized, bilingual instructional support and educational activities to students and parents, the project will assist the marginalized MSFW population to become economically self-sufficient. The following table (4) illustrates the anticipated project outcomes:

Table 4: Magnitude of Results or Outcomes

<ul style="list-style-type: none"> • Produce 52 GEDs annually which will contribute to personal, community, and state economy as GED graduates earn almost 25% more than those without a high school diploma (U.S. Census 2014). • Increase services to the OSY/ Dropout migrant and seasonal farmworker population that is critically underserved by migrant outreach programs (MEP State Needs Assessment, 2015). • Provide the only Spanish language GED preparation program in the state.

2. QUALITY OF PROJECT DESIGN

ABAC HEP’s project design reflects 15 years’ experience servicing MSFWs in Georgia. It has evolved over the years to deliver the most effective services accommodating target population needs. The instructional component will include bilingual instruction on campus and in locations around the state, day and evening classes, personalized instruction, and intrusive academic monitoring and advising. Supportive services will include a 1 day HEP orientation, cultural enrichment experiences, college and career workshops, technology training, and financial support (i) Table 5 delineates the **measurable goals, objectives, and achievable outcomes of the project and (ii) the need that each objective will address:**

Table 5: Project Goals, Objectives, and Outcomes

Goal 1: Outreach and Recruitment: Inform and identify candidates who would most benefit from HEP services. NEED addressed: knowledge about and access to High School Equivalency options (Social).				
Objectives/Need	Activities	Outcome/Evaluation	Responsibility	Timeline
1.1 Provide HEP information to at least 300 potential students and parents annually	A. Make HEP presentations to migrant community at social events, schools, churches, and farms	300 students/parents will receive HEP information followed by a personalized contact	Associate Director Recruiter	Outreach and recruitment will be ongoing (July through June)
1.2 Identify 75 eligible students to be enrolled into GED instruction annually	A. Screen 300 potential students for eligibility, academic, and financial need	75 of the students most in need of services will be accepted for enrollment	Recruiter Associate Director Instructors	Outreach and Recruitment will be ongoing (July through June)
Goal 2: Interagency Coordination: Create, maintain and promote a network of partners to maximize the resources available to HEP students and their families. NEED addressed: support system for migrant students and families (Social)				
Objectives/Need	Activities	Outcome/Evaluation	Responsibility	Timeline
2.1 Identify external agencies that serve the migrant and seasonal farmworker community	A. Participate in community events which attract the target population	Four partner agencies will provide external support of HEP initiatives	Director Associate Director Recruiter	Ongoing efforts (July – June)
	B. Assess eligibility of all potential program participants referred by partners	90% of participants will be referrals from partner agencies	Associate Director Recruiter	Referrals will be accepted year round (July – June)
	C. Identify supportive resources (health, social, legal) for students/ families	100% of students/families with needs will be referred to appropriate agencies	Director Associate Director Recruiter	Ongoing efforts (July-June)
2.2 Develop partnerships to support/ enhance HEP initiatives	A. Establish an advisory board composed of ABAC, community and state, stakeholders	Host two advisory board meetings on campus each year	Director	November and March (one per semester)
Goal 3: Quality Instructional Program: Provide services and support to produce an 70% attainment rate (GPRA1) and a minimum of 80% of completers enrolling in higher education, upgrading their employment, or joining the military (GPRA 2). NEED addressed: financial				

and academic support required to successfully earn a GED and receive post HEP placement services (Academic/ Financial).

Objectives/Need	Activities	Outcome/Evaluation	Responsibility	Timeline
3.1 Ensure all HEP students are screened for appropriate academic placement and personal/social adjustment	A. Provide individual assessment for academic needs to develop Individualized Education Plan	75 students assessed utilizing standardized academic proficiency exams	Instructors	At the beginning of each semester session (August and January)
	B. Provide personal/social guidance/counseling to assist with adjustment to structured classes	75 students will receive counseling/adjustment counseling services	Recruiter Instructors	August through May (project will not operate during summer semester)
3.2 Provide highly qualified instructors and staff in support of academic / social services to promote student retention, graduation, and placement	A. Offer Bilingual (Spanish or English) instructional classes on campus and satellite sites	3 classrooms established to offer instruction in the morning, afternoon and evening to accommodate student schedules	Instructors Associate Director	Monthly August through May
	B. Conduct weekly academic monitoring through instructor feedback and GED pre-assessments	70 % of participants (GPRA 1) will be successful in earning a GED diploma annually	Director Associate Director Recruiter	External resources will be identified all year (July through June)
	C. Identify external sources of support and financial assistance for HEP graduates	80 % of completers (GPRA 2) will enroll in higher education or career program, upgrade their employment, or join the military	Associate Director Advisory Board	At the beginning of each semester
	D. Provide opportunities for participation in ABAC, HEP, and community cultural/extracurricular activities	Provide one cultural/educational activity per semester to enhance personal development and support classroom instruction	Director Associate Director Recruiter	Throughout the academic year, August through May

3.3 Provide financial support to offset costs for participation and GED exams	A. Provide funds to cover GED materials and exams as well as stipend to offset attendance expenses	75 students annually will receive vouchers to cover GED exams and stipends to offset attendance expenses	Director Associate Director	At the start of each semester Monthly
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(iii) The proposed project will coordinate service delivery with institutional, state, and federal partners serving the MSFWs to maximize resources and services. A representative sample of partners and their commitments are outlined in Table 6.

Table 6: Coordination of Services with Community, State, and Federal Resources

Program	Commitment to Project
Georgia Department of Labor (State Agency)	<ul style="list-style-type: none"> • Provide interview preparation and career workshops • Provide assistance in disseminating HEP information
ABAC School of Math and Science	<ul style="list-style-type: none"> • Provide staff development in STEM teaching techniques • Provide STEM scholarship information
College Assistance Migrant Program (Federal Dept. of Ed.)	<ul style="list-style-type: none"> • Provide college access and financial aid to HEP graduates • Share educational resources and speakers • Provide positive Latino(a) role models
Migrant Education Program (State Dept. of Ed.)	<ul style="list-style-type: none"> • Provide referrals to project • Provide access to student Certificate of Eligibility (COE) • Assist with dissemination of HEP information
Southern Regional Technical College	<ul style="list-style-type: none"> • Provide access to testing centers • Provide staff development opportunities
Hispanic Scholarship Programs Office (Private Foundation)	<ul style="list-style-type: none"> • Provide scholarship assistance for eligible students • Provide staff for educational workshops • Provide Positive Latino(a) role models
Telamon Corporation (State WIA 167)	<ul style="list-style-type: none"> • Provide referrals to project • Provide financial/ job placement resources for students
Catholic Church (Community)	<ul style="list-style-type: none"> • Provide support in promoting HEP to eligible families • Provide volunteer opportunities for HEP participants
Salvation Army (National Agency)	<ul style="list-style-type: none"> • Provide classroom space and technology access at centers • Provide access to eligible students and families • Provide resources for families in need

(iv) The project design will be strengthened by housing HEP within the Office of Multicultural Educational Programs which includes College Assistance Migrant Program (CAMP), Trio Upward Bound (UB), Migrant Education Consortium (MEP), Latino Scholarships Office, and other minority student support programs. In addition to the benefits outlined in Table

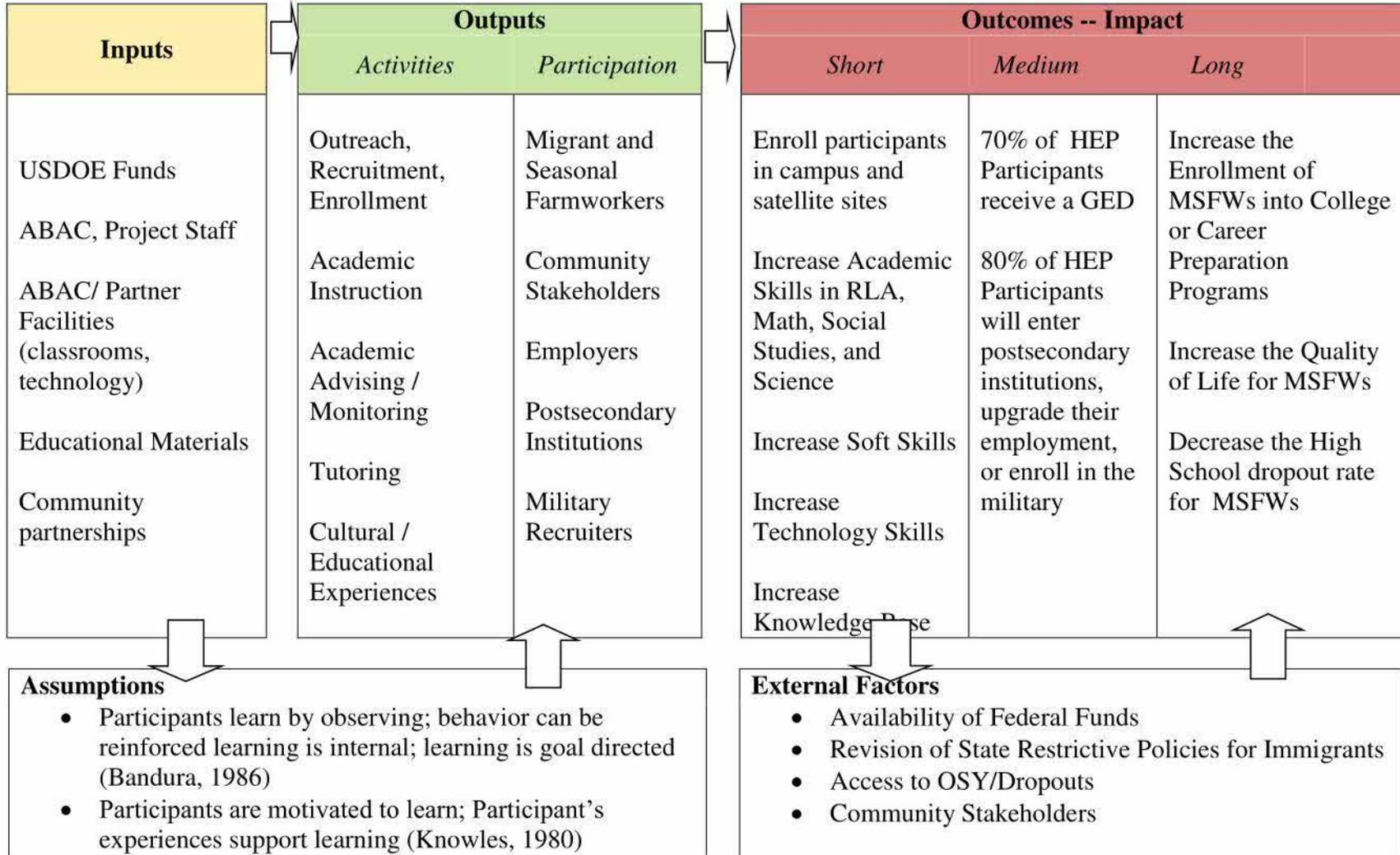
6 above, the project will further increase efficiency and productivity in **time, staff, and money** to better support students through interdepartmental and institution resources (Table 7).

Table 7: Collaborations to Increase Efficiency and Productivity

<p>TIME: By avoiding duplication, the project will utilize the existing department database to track student applications, enrollment, academic proficiency, class schedule, and GED Ready results. In addition, HEP staff will utilize the Migrant Education state database (MSIX) to secure COE documentation of migrant eligibility for students, eliminating follow up contact with employers.</p>
<p>STAFF: The project will share a Director and Administrative Assistant with other established grant programs in the department at 25% and 50% respectively. HEP will also have access to department student workers, tutors, and academic counselors resulting in less program sponsored staff expenses. In addition, the Authorize Representative will oversee grant at no cost to HEP.</p>
<p>MONEY: The project will realize monetary savings through sharing of resources and staff with existing institutional, local, state, and federal programs. These collaborations will include sharing office supplies and equipment, computer lab equipment, curriculum materials, cost sharing expenses for workshop speakers, cultural activities, transportation expenses (in recruiting), leveraging institutional scholarships, and accessing ABAC staff development offerings (at no cost) .</p>

(v) As outlined in the following Logic Model (Table 8), ABAC HEP is designed to meet the social, academic, and financial challenges faced by migrant and seasonal farmworkers and their families. To provide optimum accommodations to adult learners, ABAC’s HEP instructional delivery model will be guided by the principles developed by Bandura and detailed in his **Social Cognitive Theory** (SCT) of Learning and Knowles’ Assumptions of Adult Learners as outlined in his **Adult Learning Theory** (Andragogy). Bandura’s Social Learning Theory suggests that people learn from one another, via observation, imitation, and modeling. It emphasizes participant motivation, attention, and memory for learning. Knowles’ suggest that adults are self-directed and take responsibility for their decisions. The theory relies on the five assumptions of adult learners which include: self-concept, learner experiences, readiness to learn, orientation to learning, and motivation to learn. The project’s highly qualified instructors will receive intensive professional development in adopting these strategies as part of their service delivery to encourage student GED completion.

Table 8 : Abraham Baldwin Agricultural College HEP Logic Model
Situation: Migrant and Seasonal Farmworkers (MSFW) lack access to GED options for self-improvement



3. QUALITY OF PROJECT SERVICES

(i) The January 2014 revision to the GED exam requires significant investment from the student and staff that many have not been willing to offer, as evidenced by the over 80% decline in passing rate from the previous version (Georgia Technical College System, 2014). To ensure that HEP students receive the highest quality services, staff will participate in relevant training and professional development opportunities throughout the grant cycle. **Institutional** sponsored professional development ranging in duration from 2- 4 hours and designed to prepare staff to provide the most effective services will include trainings on; Andragogy and Social Learning Theory, Math and Science teaching techniques, advising protocols, financial aid procedures, FERPA (privacy), use of technology, and tutoring resources. In addition, staff will receive extensive annual professional development relative to their understanding of MSFW’s unique needs and of best practices in their area of responsibility to the project (Table 9).

Table 9: **External** Professional Development Trainings

Training/ Staff to attend	Topics Covered	Duration/ Intensity
National Migrant Ed. Conf. Director/Associate Director	Collaborations with Migrant Programs, Department of Ed. updates, legal resources for migrant families, recruitment strategies	3 days
National HEP/CAMP Conf. Director/ Assoc. Director/ Instructors/ Recruiter	Legislation (funding) updates, best practices from other projects, OME updates, instructional strategies, networking opportunities	2 days
Annual Director’s Meeting Director/ Associate Director	Dept. of Ed. updates, annual report details, monitoring information, administrative responsibilities, student eligibility guidance	2 days
State Migrant Ed. Conf. Assoc. Director/ Recruiter	State program updates, collaboration opportunities, recruitment strategies, referrals	1.5 days
Commission on Adult Basic Education Conference Associate Director / Instructor	Best practices in supporting student success, resources to support project, access to current research, Common Core Curriculum	3 days

The Project Director will incorporate development goals as a part of the annual staff evaluation process and will track progress quarterly. This development piece will be a key

component of the comprehensive service delivery plan. Personnel from the institution and external partners will contribute to professional development of staff as appropriate.

(ii) HEP staff will coordinate with Migrant Education, Telamon (WIA 167), and Salvation Army staff to identify potential participants for targeted recruiting activities. These activities will include the presentation and dissemination of program information in a bilingual format (Spanish/English) at parent meetings, school programs, community events, and individually with students and their families. To ensure identification of **students with the most need for services**, the intake process will incorporate a Needs Assessment ranking system which will consider migrant/seasonal farm work history, academic history, GED assessment scores, financial need, and a biographical essay. This weighted system will award up to five points for each of the previously mentioned criteria. A selection committee composed of the Project Director, Associate Director, and Recruiter will rank applications and select the **75 neediest students for participation**. Those students receiving the highest scores will be interviewed by HEP Associate Director for participation in residential or off-campus classes. As the only Spanish GED preparation project in the state the past 15 years, ABAC HEP has developed an effective service delivery model that has averaged an 80% GED attainment rate which exceeds the national target of 70%. The following is a representative sample of services (Table 10):

Table 10: Program Services

<p>Outreach and Recruitment: Project recruiter will coordinate with partners to identify most needy participants throughout the year and provide informational presentations at community events. Interested individuals will be screened for eligibility and assessed for need and academic proficiency in Reading Comprehension, Writing, and Math with those meeting requirements invited to an orientation session.</p>
<p>Academic Support: The instructional model will incorporate Knowles' (1980) 5 Assumptions of Adult Learners and Bandura's Social Learning Theory to accommodate students. Curriculum will include instruction in Spanish or English in the 4 GED subject areas, technology access, tutoring support, and Individualized Education Plan (IEP). Classes will be offered during the morning, afternoon and evening to accommodate participant schedules. Sample schedule of classes will include 8:30 am – 4:45 pm for residential participants Monday</p>

through Friday and 5:30 pm – 9:00 pm to three times a week for satellite locations. Tutoring will be incorporated throughout each session as needed.
Support Services: HEP will provide participants with personal counseling, career counseling, room and board (residential students), transportation to and from home and to and from testing facility, and HEP graduation program. To enhance technology skills, students will be provided a netbook computer and a keyboarding class. Additionally, a day long, workshop designed to develop leadership and teambuilding skills will be provided once per semester.
Health Services: To promote healthy lifestyles, the project will provide funds for student health screenings, preventive services, off campus medical referrals, and first aid workshops for participants through the ABAC Health Center.
Exposure to Cultural Activities: To expose students to activities and events not typically accessible to MSFWs, the project will provide opportunities for participation in local and regional cultural and artistic events such as ballet, museums, and theater once per semester.
Financial Assistance: To offset any family financial hardships incurred by participating in HEP, the project will provide for a monthly stipend, provide all instructional materials and supplies, and assign vouchers for all GED pre and official exam fees to students
Follow-Up Services: HEP will provide for continued support in completing enrollment, scholarship, financial aid, and housing forms for former students. In addition, former students will continue to be tracked and monitored academically and invited to participate in HEP workshops and activities.

(iii) The skills gained from the project will prepare students for educational, economic, and social advancement that will assist them in breaking the cycle of poverty associated with MSFWs. The proposed HEP anticipates that project students will meet or exceed the rigorous academic requirements necessary to obtain a GED in Georgia and enhance their employability. By providing non-cognitive skills workshops such as time management, organization, communication, collaboration, and problem solving, HEP participants will be better prepared to contend for employment outside the agricultural arena. Career services incorporated into HEP curriculum including resume development, interview skills, keyboarding, and job search assistance will likewise provide them an advantage when applying for jobs. Through collaborations and referrals with partners, past project participants have been able to translate these skills into employment in the education, health, law enforcement, and social service sectors within the community and across the state.

4. QUALITY OF PROJECT PERSONNEL

Current key staff are former migrant students with over 50 years' experience working with the target population. The (i) **Director/PI**, Mr. Javier Gonzalez has extensive experience and training on HEP/CAMP and Migrant Education grant management, program development and evaluation, and financial oversight (Table 11).

Table 11: Qualifications, Trainings, and Experience of **Project Director**

- Is fully bilingual (English and Spanish), holds a Master's degree in Education Administration and is engaged in dissertation research for a doctoral degree (*vitae in Appendix*).
- Former migrant high school dropout, has presented nationally on the challenges of Migrant and minority students in the educational arena.
- Former president of the National HEP/CAMP Association, has worked closely with the Dept. of Education and Congress in evaluating HEP/CAMP projects and currently serves as a mentor to existing projects.
- Has served as a non- Federal Negotiator for the Reauthorization of the Higher Education Act.
- Serves on the Georgia State Migrant Education Needs Assessment Taskforce

The **Associate Director**, Ms. Olga Contreras-Martinez has been in the position since the grants initial funding (2001) and has experience and training in curriculum development, project administration, and GED instruction. **The Recruiter**, Esthela Lopez, is a former HEP participant with experience and training in interviewing migrant families, developing partnerships, and public speaking. Their background gives them great credibility when speaking to prospective students and their parents about the program. The following table details their background:

(ii) Table 12: Qualifications, Trainings, and Experience of other **Key Personnel**:

Associate Director

- Fully bilingual (English and Spanish), Holds a Master's degree in Public Administration
- Former Ameri-Corps Volunteer and Trainer
- Current HEP Easter Stream Representative on the National HEP/CAMP Association Board
- Subject matter expert on GED 2014
- Experienced in database development and management

Recruiter

- Fully Bilingual (English and Spanish), Holds a Bachelor's degree in Rural Studies
- Has presented at national and state conferences on recruiting HEP eligible students
- Experienced on standardized exam administration

Should the need arise to replace existing key personnel, ABAC would solicit employment applications from groups traditionally underrepresented in higher education. Those with sensitivity and understanding of the unique characteristics and needs of the target population will be actively sought through posting of position vacancies on the ABAC website, HEP/CAMP/TRiO national and state list serves, in local Spanish media, and through partner agency and former CAMP/HEP/TRiO graduate networks. The following table details the **minimum qualifications** that would be required for key positions (job descriptions in appendix):

(ii) Table 13: Minimum qualifications for Key Personnel

Position	Responsibilities	Education	Experience/Training
Director/PI	Oversight of grant implementation, budget, personnel, and student services. ensuring goals are met and reports submitted to ABAC/OME	Master’s degree in counseling, administration, Education., or related field	English/Spanish bilingual, 5 years’ experience in project development and evaluation, supervision, or grant management
Associate Director	Implement project services, supervise recruiter and instructors, develop and maintain project database, coordinate instruction	Master’s degree in counseling, administration, Education, or related field	English/Spanish bilingual, 3 years’ experience project development, supervision, or advising MSFW population
Recruiter	Provide outreach services to potential students and parents, develop and coordinate recruitment plans with ABAC /community partners	Associate Degree, Bachelor’s (preferred) in education, social work, counseling, or related field	English/Spanish bilingual, 2 years’ experience working with target population, database management, public speaking

5. QUALITY OF MANAGEMENT PLAN

The proposed management plan is designed to ensure an effective and efficient program by incorporating many essential control functions. Situated within the Office of Multicultural Educational Programs under the Academic Affairs unit of the institution, the Director will report directly to the Vice President for Academic Affairs, who oversees all undergraduate education admissions and advising resources. The reporting line provides significant leverage for HEP

students to have access to a wide range of institutional resources and initiatives to support their success. In complying with EDGAR Section 206.20 and 418A (d) of the program statute, the following management plan also includes the following **assurances and provisions**:

Table 14: Management Plan Assurances and Provisions

Assurance / Provision	How it is Addressed
Plan for identifying and recruiting most needy students	<ul style="list-style-type: none"> • Provide for bilingual outreach materials, school workshops, and visits with families • Rank student need assessment application, academic assessment results, and formwork background in matrix
Plan for identifying and using IHE and community resources	<ul style="list-style-type: none"> • Create an Advisory Board consisting of institutional and community partners to provide additional resources • Outreach to established campus student support programs to leverage experience in meeting needs of MSFWs
Coordination with local, state, and federal resources	<ul style="list-style-type: none"> • Agreements with CAMP /TRiO/ Migrant Ed/ Dept. of Labor to provide access to potential students and social service referrals for MSFW families • Agreements with WIA 167 and local clergy to support recruitment, outreach, and employment efforts
Hire staff that is knowledgeable and sensitive to MSFW needs	<ul style="list-style-type: none"> • Advertise staff positions on National HEP/CAMP and TRiO listserv and state Migrant Education website • Require bilingual skills (Spanish/English) and experience working with target population
Staff In-Service	<ul style="list-style-type: none"> • Provide professional development relevant to understand and being sensible to MSFW family needs • Require participation in institutional diversity trainings, technology, effective instruction, and advising procedures • Require participation in project eligibility criteria and budgetary procedures
Training and Technical Assistance	<ul style="list-style-type: none"> • Require Assoc. Director attendance at state adult ed. conf. • Require Director and Associate Director to participate in annual OME director's meetings • Require recruiter attendance at state Migrant Ed. Conference and regional trainings • Require recruiter attendance in partner agency trainings on eligibility for their specific services
Staff Travel	<p>Project budget will include staff travel funds for:</p> <ul style="list-style-type: none"> • Outreach and Recruitment activities • Coordination of resources with community partners • Participation in training and technical asst. workshops
Student Travel	<p>Project budget will include student travel funds for:</p> <ul style="list-style-type: none"> • Getting to and from campus at end of each semester • Attending cultural/career events off campus

	<ul style="list-style-type: none"> • Participation in GED testing sessions
Interagency Coordination	<ul style="list-style-type: none"> • Create an Advisory Board consisting of institutional and community partners to provide additional resources • Agreements with CAMP/TRiO/ Migrant Ed/ Dept. of Labor to provide access to potential students and social service referrals for MSFW families • Agreements with WIA 167 and local clergy to support recruitment, outreach, and employment efforts
Recruitment Plan	<ul style="list-style-type: none"> • Leverage educational and community partnerships to identify and inform eligible students • Provide all promotional materials and advertisements in English and Spanish • Hire bilingual (English/Spanish) recruiter to promote parental involvement in participant’s GED efforts
Evaluation Plan	<ul style="list-style-type: none"> • Monthly staff meetings to assess progress towards meeting established goals and objectives • Monthly meetings with fiscal affairs staff to review expenditures and consolidate budget • Collection of quantitative (student GED scores, hours attended, workshops attended, etc..) and qualitative data (feedback surveys, community input, student end of year interviews, etc..) for formative and summative reviews • Use of external evaluator

(i) The following Table provides an outline of the management plan to achieve the proposed objectives with clearly defined *responsibilities, timelines, and milestones* for accomplishing tasks within **budget**. The plan will be evaluated monthly.

Table 15: ABAC HEP Management Plan

Objective 1: Outreach and Recruitment-provide outreach and recruiting services for the purpose of identifying 75 candidates most in need of HEP services				
Activity	Milestones	Responsibility	Timeline	Budget
A. Outreach and recruit within the migrant community to select 75 HEP participants	A. 50% of students identified by December B. 50% identified and by March	<ul style="list-style-type: none"> • Associate Director • Recruiter 	September to March	Funds budgeted for recruiter travel and project advertising
B. Assess student application and Need Assessment rankings	A. Accept 75 students into HEP by March	<ul style="list-style-type: none"> • Director • Associate Director • Recruiter 	September to March	Funds budgeted for admissions application

Objective 2: Interagency Coordination- Create, maintain and promote a network of resources to maximize resources for HEP students and their families				
Activity	Milestones	Responsibility	TimeLine	Budget
A. Participate in community events aimed at the migrant farm worker population	A. Identify 4 agencies to support HEP B. Accept 90% of referrals from partner agencies	<ul style="list-style-type: none"> Recruiter 	August to July	Funds budgeted for recruiter travel and exhibitor fees
B. Establish an Advisory Board of institutional and community partners to enhance HEP resources	A. Conduct 1st meeting in November B. Conduct 2 nd meeting in March	<ul style="list-style-type: none"> Director 	November and March	Funds budgeted for staff travel and meeting refreshments
Objective 3: Quality Instructional Program: Provide services and support to produce a 70% attainment rate (GPRA1) and a minimum of 80% of completers enrolling in higher education, upgrading their employment, or joining the military (GPRA 2).				
Activity	Milestones	Responsibility	Timeline	Budget
A. Conduct student academic assessment	A. Assess 50% of students by August B. Assess 50% of students by January	<ul style="list-style-type: none"> Associate Director Recruiter 	HEP orientation in August and January	Funds budgeted for assessment fees
B. Secure housing for HEP residents	A. 100% of students have housing secured by June	<ul style="list-style-type: none"> Associate Director 	August to May	Funds to cover student deposit
C. Provide academic support to promote persistence and produce a 70% GED attainment rate (GPRA 1)	A. 100% of students to attend daily or biweekly instructional sessions B. 90% of students to skills workshops C. 70% of students will earn a GED diploma	<ul style="list-style-type: none"> Associate Director Instructors 	September to May	Funds budgeted for staff salaries, tutors compensation, and speaker honorarium
D. Provide financial support to reduce family contribution	A. 100% of students will receive support to cover books, room and board, and GED exam fees B. 100% of students will earn attendance stipend	<ul style="list-style-type: none"> Director Associate Director 	Monthly, August through May	Funds budgeted to provide scholarship and stipends for students

E. Provide resources and assistance to GED attainers resulting in an 80% placement rate (GPRA 2)	A. 100% of students will receive support in accessing higher education, job referrals, or military enrollment	<ul style="list-style-type: none"> • Associate Director • Recruiter 	Ongoing as they attain a GED, August through May	Funds available for postage, transcript requests, and campus visits
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(ii) The plan will include monthly sessions with the business and sponsored programs office to review and reconcile expenditures. In fulfilling its fiduciary duties, ABAC requires all expenditure requests to include two levels of approval (VPAA and grants accountant) beyond the project Director before being processed. The program will ensure that **feedback** from staff, students, and community stakeholders drive the implementation of a continuous program improvement plan. The Director will use **formative** and **summative** assessment methods to collect and analyze program data needed to implement a continuous Quality Review Process. Through structured formative and summative evaluation methods, staff will ensure that program objectives are met on time, on target, and on budget. Monthly staff meetings, quarterly Advisory Board meetings, and annual evaluations will provide opportunities for program **staff and stakeholder feedback**. **Student input** will be solicited through activity evaluations, monthly counseling sessions, focus groups, and end of year interviews. All feedback will be reviewed by director and associate director monthly and incorporated into the service delivery plan.

(iii) The proposed key personnel for HEP will include a **Project Director/PI funded at 25%** from program funds and an **Associate Director** funded at 100% from program funds. A **Recruiter** and **2 Instructors** funded at 100% from program funds, an **administrative assistant funded at 50%** from program funds, and **tutors as needed** to provide support. The **Project Director/PI**, currently Director for Multicultural Educational Programs, will be responsible for the general administration of the program to include: hiring, training, supervising, and evaluating

staff; coordinating and communicating all HEP related issues within ABAC; coordinating with partner agencies for delivery of program services; monitoring program budget expenditures and personnel affairs; communicating with parents; submitting all project reports to the Authorized Representative (AR) and Office of Migrant Education (OME); and monitoring progress in meeting objectives. The **Associate Director**, will be funded at 100% from project funds and will be responsible for coordinating with partner agencies for delivery of program services; coordinating parent/student orientation and program workshops; providing academic monitoring and personal counseling to students; coordinating all recruitment activities; supervising and evaluating program recruiter and instructors; coordinating instruction and tutoring services; maintaining student academic records; developing student follow up and tracking system; and gathering data for annual reports. Support staff will include; (1) a **program recruiter funded at 100%** from program funds to perform outreach activities, coordinate student matriculation, conduct bilingual parent orientations, and conduct follow up activities, (2) an **administrative assistant funded at 50%** from program funds to provide clerical support, maintain program files, and facilitate HEP budgetary oversight, and (3) **two Instructors** funded at 100% to deliver academic preparation. The Vice President for Academic Affairs will serve as the **HEP Authorized Representative at no cost** to the project. This position will be responsible for approving and submitting project reports, coordinating and communicating HEP issues institutionally, supervising the project director, and overseeing budget management.

6. ADEQUACY OF RESOURCES

(i) In complying with EDGAR section 206.20 (d) (2), the project has developed partnerships across the institution that support and enhance services. ABAC will provide more than adequate facilities, equipment, supplies, and other resources to effectively administer the

grant. The staff offices for the HEP program will be co-located with the Office of Multicultural Educational Programs in Conger Hall, which is in the academic heart of campus and allows for direct access to academic, tutoring, and faculty resources. Staff will have direct access to top administration and use of department equipment and assets including: 4 fully furnished offices with computers, institutional internet, VOIP phone, 1 dedicated classroom and 1 computer lab, department copier and printer. In addition, the institution will provide charge card to facilitate books/ material purchases. (ii) Other partnership resources will include the following **institutional commitments:** (1) PI will provide project oversight, guidance and support (2) Housing will assist with securing rooms for students (4) the Business Office will coordinate with HEP student billing , the (5) Health Center will allow HEP students to charge services and bill project, and Math/Science faculty will provide STEM instructional strategies (*priority 1*) . **External partner commitments** include: MEP (provide access to eligible families and student documentation), church representatives (*Priority 2*) (meeting space and referrals), Department of Labor (speakers, role models, volunteer opportunities), Salvation Army(classroom space), Southern Regional Tech. College (access to testing facilities, career workshops), UGA extension office (financial literacy workshops) and Telamon WIA 167 (staff development, job placement).

(iii) Considering the project's design to deliver high quality GED preparations services to MSFWs in rural, isolated parts of the state, the proposed budget of **\$469,751** will be sufficient to cover project personnel, travel, equipment, supplies, contractual commitments, college administrative costs, student scholarships, and other expenses while minimizing family contributions. The budget is further reasonable considering the lack of resources for the target population, the intensive academic and social services to be provided students and families, and the quality of personnel provided in terms of experience, training, and dedication to serving the

target population. The majority of the expenses will be budgeted to personnel and direct student services (GED exam fees, Curriculum Materials, Room and Board, Stipends). (iv) The proposed budget supports the investment in the future earning potential that will lead to family sustaining employment for 75 participants. The \$6,000 per student cost is less than the national average for commuter/residential HEP programs, (\$7,433 as of 2015). The student cost further reasonable in light of the project intent to cover the all expenses associated with GED instruction, exams, transportation, room/board, cultural exposure, career/leadership workshops, and stipends.

(v) ABAC has hosted the High School Equivalency Program for the past 15 years and anticipates continuing its operation with federal funding. Although the institution is committed to the goals of the project, it would be difficult to incorporate it into the college because of the non-student status of the participants and the state’s restrictions on providing funds for Non-English GED instruction. Nevertheless, ABAC anticipates that the project’s success in recruiting and counseling Latino students will be institutionalized by the recruitment and advising departments.

7. QUALITY OF PROJECT EVALUATION

(i)The Evaluation Plan will be an ongoing, data driven process designed to guide program planning, decision making, and resource allocation. Each of the objectives and all activities and services employed to accomplish project goals will be evaluated monthly, quarterly, mid-year, and at the end of the year (**formative evaluation**). It will examine in specific and measurable ways the success of the project towards achieving its process and outcome objectives through a review of services, staff, and resources, as detailed in Table 16.

Table 16: Objective Evaluation Outline

	1. Enroll 75 students in HEP	2. Establish a network resources	3. A. Attain 70% completion	3.B. Attain 80% placement
1. Data collected	Assessment scores, school transcripts, HEP application	Event agendas, email and phone logs, student	Monthly academic reports counseling	FAFSA completion, class schedule,

	and needs assessment score, class attendance	referrals, partnership form, advisory board minutes	sessions reports, GED exam scores	employment verification, enlistment forms
2. When data is collected	Throughout the recruitment process, finalized by March of each academic year	Weekly, quarterly, and end of academic year	Monthly, end of each GED exam session, after each counseling session	March (FAFSA), at end of each academic semester
3. What methods used	School/College contacts, academic assessment, student questionnaires	Electronic communication, personal contacts	Student and counselor interviews, database query	Student and counselor interviews, database query
4. Instruments developed and when	HEP application, student contract, and questionnaires will be updated after each session	Questionnaires, surveys, tracking spreadsheets, will be developed prior to start of fall semester	Placement questionnaires and tracking spreadsheets, at end of session	Placement questionnaires and tracking spreadsheets, at end of session
5. How will data be analyzed	By screening committee to determine student eligibility and need	In staff and advisory board meetings to assess benefit to project and students	By staff to identify academic interventions	By staff to verify continued enrollment
6. When will reports and outcomes be available	Monthly progress reports will be generated. Final report due by March to include in annual report	Monthly progress reports will be generated. Final report due by July to include in annual report	Monthly progress reports will be generated. Final report due by July to include in annual report	Monthly progress reports will be generated. Final report due by July to include in annual report
7. How data will be used	Identify common academic needs, assure academic placement; develop baseline data	Identify financial and social support resources for project participants and families	Identify and address student needs in support of academic success	Identify needs and provide follow up services

(ii) As detailed above, the plan is designed **to monitor progress and provide feedback on efforts** toward meeting established outcomes. Specifically, student surveys to identify effective interventions, monthly staff meetings to gauge progress towards meeting project goals, advisory board meetings to solicit external input, and monthly academic assessments to identify student gains. All feedback gathered will be evaluated by project director and associate director and implemented within the service delivery model immediately. In addition, the plan provides for all project objectives, activities, and services to be evaluated annually through a 2 day

external review (**summative evaluation**). The identified external evaluator will be Michelle Kelly, Boise State's HEP Associate Director. She has almost 30 years' experience overseeing HEP to include curriculum development, program evaluation, and instructional design. She is a subject matter expert for HEP nationally, is an active member of the National HEP/CAMP Association, an experienced HEP grant reader, current mentor to new HEP grantees, and is the external evaluator for several HEP projects (*Vitae in Appendix*).

(iii) Finally, the evaluator will employ advanced descriptive statistics and multivariate regression analysis to examine the relationship between scores on Reading Language Arts (RLA) GED Ready exam and instruction strategies. These advanced statistics will conform the standards of evidence for nonrandom, quasi-experimental studies set by the What Works Clearinghouse with Reservations; principally the establishment of an appropriate baseline equivalence and comparison group. Comparison groups will consist of MSFW commuter students in 2 sites with the same classroom schedule, where one instructor integrates gaming technology into the lessons while the other employs traditional methods to teach RLA. Data utilized for this analysis will include RLA GED Ready scores, which indicate readiness for official GED exam, taken the first day of class to be compared to RLA GED Ready scores after three weeks of instruction, equivalent to approximately 18 classroom hours, and official GED RLA scores. These scores will gauge the effectiveness of the teaching techniques in preparing students for the RLA GED exam.

The results of these evaluative efforts will be used to produce a report on the effectiveness of the project, including identifying project strengths and weaknesses and offering corrective strategies to improve program services and compliance.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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(b)(6)

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

Experience

Director – Multicultural Educational Programs

2003 – Present Abraham Baldwin Agricultural College, Tifton, Ga

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

Adolescent Outreach/Resource Specialist

2001-2003 Marion County Board of Education Buena Vista, Ga

- Responsible for coordinating with school systems and other social service agencies to meet the educational and social needs of migrant families
- Assisted in the Identification and Recruitment of eligible families into the program
- Working with other states in transferring educational records for migrant children
- Provide teaching strategies and cultural diversity staff development for school systems within the service area
- Assisted in developing budget and curriculum for the operation of seven summer school sites throughout the service delivery area

Adolescent Outreach Specialist

1993- 2001 Chattahoochee-Flint RESA Ellaville, Ga.

- Responsible for coordinating with school systems and social agencies in over 40 counties to meet the educational and social needs of migrant families
- Responsible for coordinating migrant students records transfer with other states
- Assisted with the Identification and Recruitment of eligible migrant families into the program
- Provide staff development in the areas of diversity and teaching strategies for schools with migrant students

- Coordinated a two week Summer Leadership Institute for migrant students at Abraham Baldwin Agricultural College
- Provide dropout prevention support to migrant students and their families
- Coordinate Parent Involvement component of the migrant education program for the region

English as a Second Language Instructor

1991-1993 Telamon Corporation Lyons, Ga

- Develop the curriculum, order instructional materials, and maintain records on all students.
- Provided instructional services to 20 adult participants
- Developed and worked within an established budget.
- Provided training courses for new Instructors

Education

2010 – Present	Valdosta State University Ed.D Higher Ed Leadership	Valdosta , Ga
1997-1998	Columbus State University M. Ed. Leadership	Columbus, Ga.
1994-1997	Georgia Southwestern State University Education Certification, Spanish Education k-12	Americus, Ga.
1995-1996	State University Of West Georgia English as a Second Language (ESL) Certification	Carrollton, Ga.
1989-1993	Georgia Southern University B.A. Spanish	Statesboro, Ga.
1989	Heart of Georgia Technical College GED Certificate	Dublin, Ga.

Professional Experience

- Former HEP/CAMP National Association President (2009 -2011)**
- Federal Grants Reader (2005, 2009, 2012)**
- Member Georgia Migrant Education Needs Assessment Taskforce**
- Peer Evaluator for HEP/CAMP/ Trio projects**
- East Coast Migrant Headstart Program Board of Directors Member**
- National and State Speaker on Migrant/Hispanic Student Issues**

Olga Contreras-Martinez

(b)(6)

PROFESSIONAL EXPERIENCE

**ABRAHAM BALDWIN AGRICULTURAL COLLEGE
HIGH SCHOOL EQUIVALENCY PROGRAM (Tifton, GA)**

July 2011-Present

HEP Associate Director

- ❖ Responsible for the coordination and implementation of the HEP on and off campus
- ❖ Supervise and train full-time and part-time instructional staff and recruitment activities
- ❖ Collect, organize, and complete required reports on recruitment, orientation, class & graduation
- ❖ Network with agencies throughout the state of Georgia to collaborate with ABAC's HEP

**ABRAHAM BALDWIN AGRICULTURAL COLLEGE
HIGH SCHOOL EQUIVALENCY PROGRAM (Tifton, GA)**

October 2001-June 2011

Coordinator

- ❖ Developed the HEP program based on federal and state guidelines and GED 2002 & 2004 Series in both English and Spanish
- ❖ Responsible for the daily operations of the HEP program for recruitment and instruction
- ❖ Collected, organized, and completed monthly, quarterly, mid-year and end of the year reports
- ❖ Networked with migrant student advocates, technical colleges, universities, and churches.

VOLUNTEER ACTIVITIES

January 2008 – present CLCP Board Member for Wiregrass Technical College

LANGUAGES

Fluent in Spanish and English

MEMBERSHIP

HEP/CAMP Board Member –HEP Eastern Stream Representative (2011-Present)
COABE Member – Coalition on Adult Basic Education (2012-Present)
Member of the American Society for Public Administration (2007-2010)

OTHER TRAININGS

Georgia Annual Literacy Conference 1998-2007, 2009, 2011-2015
Commission on Adult Basic Education Annual Conferences 2012-2015
National HEP/CAMP Association Conference –Attendee & Presenter 2004-2015
New Directors Meeting – Presenter on HEP Topics - 2012- 2015
National Association of Directors of Migrant Education Conference 2002-2008, 2010-2013

EDUCATION

Degree: M.P.A. Valdosta State University, 2007
Major: Public Administration

Degree: B.A. Valdosta State University, 2000
Major: Spanish

Professional Vita

(b)(6)

EDUCATION:

- **M.S. Educational Technology, Boise State University, 1995**
Thesis was an examination of a summer math and science camp for minority students.
- **B.S. Biology, Secondary Education, College of Idaho, 1983**
- Boise State University - Completed 44 doctoral level credits toward Ed.D. Curriculum and Instruction (degree not completed). Coursework included classes in:
 - Quantitative and Qualitative Research Methods
 - School Improvement
 - Intermediate Statistics
 - Curriculum and Instruction
 - School Culture & Teacher Quality
 - Program Evaluation (co-author/co-evaluator for three program evaluations)
 - Created and implemented on-line surveys to collect data for evaluation

PROFESSIONAL EXPERIENCE:

Independent and Consulting Work

2008- Present: Program Evaluator for HEP projects – Conducted program evaluation individually or as co-evaluator for six separate HEP projects. Collected and evaluated data on program performance and overall effectiveness. Provided written report of evaluation results.
February 2012 and February 2015: Application Reader for U.S. Department of Education HEP Competition – reviewed and scored HEP grant applications through the G5 system. Participated in the panel review process. Complied with established deadlines for reading, scoring and inputting data in G5.

1987-Present: Boise State University High School Equivalency Program Boise ID

1999-Present-- Associate Director

- Administer federal discretionary grant which serves migrant and seasonal farmworkers
- Program met or exceeded HEP GPRA goals for all five 2009-2014 project years
- Supervise HEP personnel
- Responsible for budget management and grant compliance
- Provide student services in cooperation with other University departments
- Provide staff development
- Assist with curriculum development
- Collaborate with other agencies providing outreach to farmworkers



POSITION DESCRIPTION

Position Title:	Director of Multicultural Educational Programs	FLSA Status: Exempt
Reports to (Title):	VP for Academic Affairs	
Department:	Multicultural Programs	
Date Prepared:	January 2015	

BASIC FUNCTION

This position serves as the lead administrator for the Office of Multicultural Programs. This position will oversee all educational grant programs aimed at minority or first generation students at ABAC. The responsibilities of this position will focus on ensuring that all grant program goals and objectives are met and that the programs are in compliance with all eligibility and budgetary guidelines. The Director will also serve as the main contact for the U. S. Department of Education, Migrant Education Office.

WORK RESPONSIBILITIES

(To Be Used For Performance Measures)

- Ensures that all eligibility requirements are satisfied by program participants
- Monitors program expenditures to ensure compliance with state and federal regulations
- Hires, trains, and directs any new personnel
- Coordinates the communication between the U.S. Department of Education and ABAC to ensure that program obligations are being met
- Develops and submits grant renewal proposals at the end of the funding cycles
- Coordinates the promotion and expansion of services for Multicultural programs
- Provides opportunities for program staff to participate in state and national trainings
- Gathers and analyses data required for annual and other periodic reports
- Submits periodic reports to ABAC and the U.S. Department of Education, Office of Migrant Education
- Oversees all program personnel issues
- Performs other duties as assigned

BUDGETARY RESPONSIBILITIES

The Director of Multicultural Educational Programs is responsible for all budgetary issues related to the grant programs assigned.

SPECIALIZED KNOWLEDGE AND EXPERIENCE REQUIRED

This position requires a minimum of a Master's Degree in Education or a related field plus at least five years' experience working with programs that target migrant and seasonal farmworkers, low income, or first generation populations. The work experience and training must be in at least three of the following areas; supervision, administration, curriculum design, program development and planning, post-secondary admission process, grant implementation, counseling, teaching, and program evaluation.

Bilingual in English/Spanish desired.



POSITION DESCRIPTION

Position Title:	High School Equivalency Program (HEP) Associate Director	FLSA Status: Exempt
Reports to (Title):	Multicultural Programs Director	
Department:	Multicultural Programs	
Date Prepared:	January 2015	

NATURE & SCOPE

The HEP Associate Director report to the Director of Multicultural Programs, but most work is self-assigned. This job has the latitude to consider alternatives within substantially diversified, established procedures and standards. Because of changing priorities or differing situations encountered in the work environment, the incumbent has the latitude to consider which among many procedures should be followed in what sequence to achieve the required job results. In addition, the incumbent supervises the work of five to seven employees in HEP, including program instructors, recruiters, tutors, and resident assistants.

The HEP caters to a diverse, non-traditional student population. There are many factors that have prevented these students from obtaining education, and it is the duty of the HEP Associate Director to help the students overcome these obstacles. The incumbent must adequately understand the cultures and backgrounds from which the students come. The problems they face may range from lack of childcare to transportation issues to language difficulties. The nature of the program requires the incumbent to be flexible and an adept problem solver. Dedication, patience, and tolerance are all essential qualities of the HEP Associate Director.

WORK RESPONSIBILITIES

(To Be Used For Performance Measures)

- Provides orientation, training, and staff development for HEP Staff
- Assists in the recruitment of HEP students
- Evaluates all applications to be recommend for admission
- Organizes and updates the HEP Staff and students' classes and activities (sessions, cultural activities, graduation, trainings, etc.)
- Establishes and maintains relationships with collaborative agencies that can provide support to students
- Provides English and Spanish orientation for students
- Encourages and counsels students in groups or individually, depending on need
- Coordinates with GED Examiner for testing dates and reporting results
- Submits monthly and annual reports to the Director of HEP/CAMP
- Performs other duties as assigned

SPECIALIZED KNOWLEDGE AND EXPERIENCE REQUIRED

This position requires a master's degree in adult education, counseling, or related field and one to three years of supervisory and program management experience. The HEP Associate Director must be bilingual in Spanish and English and culturally sensitive to the needs of migrant and seasonal farm workers.

Current Occupant: Olga Contreras-Martinez

Current Supervisor: Javier Gonzalez



ABRAHAM BALDWIN AGRICULTURAL COLLEGE

Office of the President

ABAC 1, 2802 Moore Highway, Tifton, GA 31793-2601

Office 229-391-5050 • Fax 229-391-5051

www.abac.edu

November 20, 2015

Dr. Lisa Ramirez
United States Department of Education
Office of Migrant Education
Washington, DC 20202

Dear Dr. Ramirez:

This letter of support endorses Abraham Baldwin Agricultural College's (ABAC) application for the High School Equivalency Program (HEP). The continuation of the current HEP is critical in providing an alternative educational opportunity to migrant and seasonal farm worker students who have not completed a high school education. Continuously funded since 2001, ABAC's HEP has received national recognition as a model program and has presented best practices at state and national meetings. The project has historically exceeded the national GED goals and is currently performing better than the state average for the GED 2014 success. Additionally, the project has hosted staff from other projects in numerous states seeking to improve their services. The program is actually scheduled to host staff from Puerto Rico (Universidad del Este), Miami Dade College, Northern New Mexico University, and the Community Council of Idaho in January 2016.

ABAC has been committed to serving the migrant and Hispanic student population since 1992 when we began hosting high school migrant students for a two week leadership academy in collaboration with the Georgia Migrant Education Program, an activity that continues to this day. More recently, our institution has secured a continuation grant for CAMP and other private financial resources that benefit HEP graduates.

Please be advised that Abraham Baldwin Agricultural College will continue to be 100% involved and supportive of HEP. I sincerely hope that you will allow our institution to maintain its status as a leader in providing educational opportunities for migrant students through your continued funding of our HEP grant.

Sincerely,

(b)(6)

David C. Bridges (b)(6)
President

C: Javier Gonzalez

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

October 28, 2015

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

Dear Dr. Ramirez:

The Georgia Department of Education's Title I, Part C Migrant Education Program (MEP) has continued to enjoy a very successful working relationship with the High School Equivalency Program (HEP) at Abraham Baldwin Agricultural College (ABAC) in Tifton, Georgia.

We, in the Georgia MEP, see the ABAC HEP as a seamless and natural partner in providing migrant student educational and support services here in Georgia. The majority of the students enrolling in the HEP were referrals from the MEP or MEP eligible parents. Through our partnership we have not only been able to make these important referrals, but we have worked in tandem to ensure the provision of HEP services where they are most needed in Georgia. It is critical that we not lose what has been gained through our combined efforts. For this reason, I am writing to convey my sincerest support for ABAC's HEP grant renewal.

Offering meaningful and successful options for some of our most at-risk students is one of the greatest assets of the ABAC HEP. Mr. Javier Gonzalez and his staff are talented and knowledgeable professionals with whom we work well and share a passion for ensuring the success of our students and parents. They, unquestionably, will continue to run a HEP that is of the highest caliber, exhibiting all of the traits of a model program of partnership and success that merits grant renewal for the next five year cycle.

Sincerely,

(b)(6)

John Wight
State Director
Migrant Education Program
Georgia Department of Education



Javier Gonzolez, Director
High School Equivalency Program
Abraham Baldwin College
ABAC 22
2802 Moore Highway
Tifton, GA 31791-2601

Dear Mr. Gonzolez:

Southern Regional Technical College supports your efforts and looks forward to working cooperatively with you to assure the success of the High School Equivalency Program. This program will enhance our partnership in education. We are excited about the possibility of identified students completing the GED® credential and pursuing a technical certificate, diploma or a degree at Southern Regional Technical College.

Southern Regional Technical College agrees:

- The Pearson Vue Test Administrator will give the GED Test to approved and recommended students on pre-announced dates. The cost is \$160.00 per test and \$40.00 for each sub-test.
- If HEP desires special testing times and dates, HEP will pay the cost of the Test Administrator and individual tests.
- Classroom space, if available, may be used when ABAC is not in session.

Thank you.

Sincerely,

(b)(6)

Craig K. Wentworth, Ed.D.
President

February 11, 2016

Javier Gonzolez, Director
High School Equivalency Program
Abraham Baldwin College
ABAC 22
Tifton, GA 31791-2601

Dear Mr. Gonzolez:

Wiregrass Georgia Technical College support your efforts and looks forward to working cooperatively with you to assure the success of the High School Equivalency Program. This program will enhance our partnership in education. We are excited about the possibility of identified students completing the GED and pursuing a technical certificate, diploma or a degree at Wiregrass.

Wiregrass Georgia Technical College agrees:

- To allow HEP personnel to grad the TABE 7, 8, 9, and 10 on equipment located at Wiregrass Georgia Technical College's Valdosta Campus, share enrollment form to collect needed information for the federal Year End Report for Adult Literacy.
- The GED Chief Examiner will give the GED Test to approved and recommended students on pre-announced dates. The cost is \$95.00 per test and \$19.00 for each sub-test.
- If HEP desires special testing times and dates, HEP will pay the cost of the GED examiner and individual tests.

(b)(6)

Tina K Anderson, Ed.D.
President

Ben-Hill Irwin Campus
667 Perry House Road
Fitzgerald, Georgia 31750
229.468.2000

Coffee County Campus
706 West Baker Highway
Douglas, Georgia 31533
912.389.4303

Cook County Workforce
Development Center
1676 North Elm Street
Sparks, Georgia 31647
229.549.7368

Valdosta Campus
4089 Val Tech Road
Valdosta, Georgia 31602
229.333.2100

www.wiregrass.edu



November 17, 2015

Dr. Lisa Ramirez, Director
Office of Migrant Education
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Dr. Ramirez:

The Goodwill of the Coastal Empire, Incorporated has a mission to assist people with disabilities and other barriers to employment to live independently and become employed. Our service area includes 33 counties in the Coastal Empire, providing a variety of services for the benefit of our clients including the Buena Vida Initiative, which was created to expand employment services, youth development services and financial education to the growing Hispanic/Latino population in Georgia.

Since 2012, the High School Equivalency Program (HEP) from Abraham Baldwin Agricultural College (ABAC) has supported the initiative by providing Spanish GED® instruction to the underserved population in our Lyons, Jesup, and Waycross centers. The classes enrolled 82 students and produced 53 GEDs® (65% success rate) and refer most of their students to our services. As the only option in that state that provides GED® instruction in Spanish, it is imperative that HEP continue to be funded in Georgia as an outlet to pursue education for participants in our workforce development programs.

In support of the grant application, our agency commits to continuing the successful collaboration with HEP to include:

- use of classrooms with computer and internet access at our centers
- use of space for orientation and admissions testing
- promote HEP throughout our service area



Goodwill of the Coastal Empire
7220 Sallie Mood Drive
Savannah, Georgia 31406

HEP's dedicated staff has been one of our most successful partners in Adult Education because they recruit, retain and graduate their students and we stand ready to support their efforts.

Please contact me with any questions you may have or need for additional information.

(b)(6)

Tammie Blaha, Chief People Officer



Southwest District Extension

UGA Tifton Campus Conference Center

2360 Rainwater Road • Tifton, GA 31793-5766

ascarrow@uga.edu • 229-386-3812 Phone • 229-386-7139 Fax

February 25, 2016

To Whom It May Concern:

I am sincerely honored to provide this letter of support for the High School Equivalency Program (HEP) at Abraham Baldwin Agricultural College (ABAC). Since 2008, I have served on the HEP Advisory Board, and during this time I have witnessed the excellent service and education that HEP provides migrant and seasonal farmworkers and their children. The HEP administration, faculty and staff demonstrate genuine concern and commitment as they deliver quality education to students seeking to achieve the General Education Development (GED) Diploma.

The HEP program at ABAC teaches much more than basic skills in reading, math, language and science. Students who graduate from HEP understand the importance of setting future goals for academic accomplishment. It is literally inspiring to speak with these HEP students as they demonstrate a passion for education and determination to prepare themselves for successful careers. Due to the quality instruction and guidance they receive, HEP students acquire both knowledge and experience that prepares them for better jobs and a better future. Faculty and staff consistently provide students with excellent placement services to continue their education at universities, colleges, vocational institutions, military services and other post-secondary institutions.

In the past, I have supported the HEP program by providing financial education workshops for the students and train-the-trainer financial workshops for the HEP faculty and staff. I know that this is just one of the many additional ways that the HEP program intentionally equips students with life skills beyond the GED diploma. The HEP advisory board is diverse and consists of key partners and stakeholders who fully support the program with additional resources just as the University of Georgia Cooperative Extension does.

I wholeheartedly support the HEP administration, faculty, and staff. I applaud their commitment to provide a quality education and promote success among their students. They have proven themselves to be a model program offering a much needed and

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PR/Award # S141A160009

Page e54

appreciated service in our community and region. Furthermore, they maintain high standards of accountability, transparency and academic rigor. They "go the extra mile" to reach students who would otherwise be left behind academically.

The University of Georgia Cooperative Extension, Southwest District, considers the High School Equivalency Program at Abraham Baldwin Agricultural College to be a much needed service in our region. We look forward to a continued partnership in the years ahead as we work together to increase access to education in the rural south.

Thank you for this opportunity to express my support of the High School Equivalency Program. I wholeheartedly believe they are a worthy funding recipient. If I can be of further assistance, please do not hesitate to call me.

Sincerely,

(b)(6)

Andrea L. Scarrow
University of Georgia Cooperative Extension
Southwest District, Program Development Coordinator
Family and Consumer Sciences

extension.uga.edu

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Page e55



GEORGIA DEPARTMENT OF LABOR

148 ANDREW YOUNG INTERNATIONAL BLVD., NE SUITE 450 SUSSEX PLACE ♦ ATLANTA, GEORGIA 30303-1751
404-354-8673 Fax 912-389-4953

MARK BUTLER
COMMISSIONER

December 7, 2015

Javier Gonzalez, Director of HEP and CAMP Program
Abraham Baldwin Agricultural College
ABAC 22
2802 Moore Hwy
Tifton, GA. 31794

Dear Mr. Gonzalez,

We are delighted to submit this letter of support and confirmation of partnership for the HEP grant.

As an organization that provides multiple services, such as employment services, job skills identification and development, career planning, vocational rehabilitation services, Veteran assistance services, and unemployment insurance services to farm workers and needy individuals, we strongly support your endeavor to seek funds that will offer additional educational resources for these populations. We encourage these populations to complete their high school diploma education, and further their economic and job placement possibilities by entering college. We explain to our clients the benefits of having a higher education. Studies conducted prove that a person with a higher education has better chances of landing the job they want, with better pay, better health benefits, access to better pension plans, and a more stable economic outlook.

I am confident that our continued partnership and collaborative efforts of outreach, resource sharing and active referrals will prove to make the operations of this program a success.

Again, thank you for seeing the need for this service and for allowing the Georgia Department of Labor to be of assistance toward this goal. If there are any other means by which we may be of help, please do not hesitate to contact me.

Best Wishes,

(b)(6)

Jorge Gomez
State Monitor Advocate
Employment Services Division

DOL
DEPARTMENT OF LABOR



ABRAHAM BALDWIN AGRICULTURAL COLLEGE

School of Science and Mathematics

ABAC 15, 2802 Moore Highway, Tifton, GA 31793-2601
Telephone (229) 391-5100 · Fax (229) 391-5101
www.abac.edu

Mr. Javier Gonzalez
Multicultural Programas Director
Abraham Baldwin Agricultural College
Tifton, Ga. 31793

Mr. Gonzalez,

Please accept this letter of support for your High School Equivalency Program (HEP) grant at ABAC. As you are aware, ABAC is the recipient of a National Science Foundation (NSF) grant for the support of students majoring in Science, Technology, Engineering, and Mathematics (STEM) fields. Nationwide there is a shortage of minority students entering these fields, HEP would be an ideal partner for this grant.

As part of our commitment to HEP, the School of Science and Mathematics will provide informational presentations to HEP students on the careers available to those interested in STEM careers. Our faculty will serve as mentors for HEP students and provide them with opportunities to engage in undergraduate research projects. We will provide details to students each semester to ensure all students are regularly reminded of these opportunities.

Furthermore, we will provide opportunities for HEP staff to participate in faculty/staff professional development opportunities throughout our school. These may include additional workshops and activities that focus on the delivery of instructional services in the critical STEM areas.

I look forward to our collaboration,

Sincerely,

(b)(6)

Dr. Johnny Evans, Ph.D

Dean, School of Science and Math

Martha C. Estrada

(b)(6)

21 de enero de 2016

A quien corresponda:

Por medio de la presente quiero agradecer a todo el personal que trabaja en HEP por el apoyo tan grande al tomarnos en cuenta en lo que se refiere a la educación. También, al equipo de personas que trabajan arduamente para conseguir los fondos que costean estas clases para obtener el tan anhelado GED, ya que no es tan fácil.

Mi nombre es Martha Estrada, tengo 44 años y soy de origen mexicano. Cuando escuche del programa de HEP me interesó, sinceramente por el estudio, y más porque es gratis. Si yo tuviera que pagar las clases del GED, no podría. A mí, en lo personal, me está ayudando mucho.

Yo solo estudié primaria en México y al empezar a estudiar para la admisión, con los exámenes que tenemos que hacer para saber si calificamos empecé a conocer un mundo diferente. Es algo tan hermoso que no sé cómo explicar. Desde que estoy estudiando, me siento más segura de mi misma, entiendo mucho más cosas y palabras, ahora sé cuándo se habla del medio ambiente y cómo nos afecta si no cuidamos el planeta. Me estoy desenvolviendo con más facilidad, cuando entre a las clases no sabía nada de usar la computadora, le tenía miedo, no quería ni tocarla. Hoy, gracias a las maestras por su paciencia, amor y dedicación en lo que hacen, ya pasé tres exámenes y claro que los hice en la computadora. De no saber nada, ahora hasta tengo mi correo electrónico, ya sé usar la computadora. Me estoy enamorando cada vez más de las matemáticas, de lo importante de estudiar, aun cuando hay muchos obstáculos.

Cuando platico con los compañeros, todos tenemos excusas: que si el trabajo, los hijos, el cansancio, la casa, etc. Hay muchas excusas y yo les digo que ninguna es válida porque tenemos que echarle ganas y aprovechar esta gran oportunidad para alcanzar nuestra meta, que es obtener el GED. Aún no he pasado, me faltan un examen, pero lo que he aprendido nadie me lo puede quitar, eso ya es mío.

Hace unos meses estaba yo con mis hijos en el dentista, la sala estaba llena y como me gusta platicar entablé una conversación con una señora. Ella me miraba mucho mientras platicábamos y me preguntó en que trabajaba, yo le respondí que en el hospital y ella me dijo ha de ser enfermera o doctora, yo le dije que no, que soy "housekeeper" que hago la limpieza y trabajo en el campo por temporadas; ella me dijo, wow! es que habla muy bien. Le comenté que estaba estudiando y del programa de HEP, ella se interesó mucho y me dijo que ella también quería estudiar, le dí los números de teléfono y la dirección en Tifton.

Yo sentí una sensación muy agradable al ver el impacto, la diferencia que hacen los estudios. Yo sé que programas como este son muy necesarios. Es una bendición contar con la ayuda que nos brinda porque hay tantas personas con ganas de superarse y salir adelante. ¿Quién no quiere un futuro mejor, un buen trabajo, un salario mejor? Todos queremos superarnos, pero la llave para una vida mejor es el estudio y nunca es tarde para estudiar, para aprender, aun cuando nos digan ya estás vieja (o) para ir a la escuela.

Cuando me dicen NO, les contesto y les digo, mira como lo hago. Yo aquí no me doy por vencida, es difícil y frustrante algunas veces, pero ese es el reto, esa es la meta. Siempre con el apoyo del personal, de las conferencias motivacionales, vamos todos unidos en la misma dirección: obtener el GED.

¡Muchas gracias por todo!

(b)(6)

Martha C. Estrada
Estudiante de HEP
Clase de Jesup, GA



Telamon Corporation

Valdosta Career Center
221 S. Ashley Street
(229) 333-7550
(229) 333-7555 Fax
www.telamon.org

Barbara Mosley
State Director

December 1, 2015

Javier Gonzalez, Director of HEP and CAMP
Abraham Baldwin Agricultural College
ABAC 22
2802 Moore Hwy
Tifton, GA 31794-2601

Dear Mr. Gonzalez:

I am delighted to submit this letter of support and confirmation of partnership for the HEP grant.

As an organization that provides multiple services to farmworkers and other needy individuals, we strongly support your endeavor to seek funds that will offer additional resources for this population. I am confident that our continued partnership and collaborative efforts of outreach, resource sharing and active referral will prove to make the operations of this program a success.

Again, thank you for seeing the need for this service and for allowing Telamon Corporation to be of assistance toward this goal. If there is any other means by which we may be of help, please do not hesitate to contact me.

Best wishes,

(b)(6)

Carmen A. Wilkinson
Workforce Development Specialist III
National Farmworker Jobs Program
cwilkinson@telamon.org
229.947.8692 mobile

An Equal Opportunity Employer
Auxiliary Aids and Services are available upon request to individuals with disabilities.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 58-6002070

DATE:11/16/2015

ORGANIZATION:

FILING REF.: The preceding agreement was dated 07/13/2012

Abraham Baldwin Agricultural College
ABAC 2, 2802 Moore Highway
Tifton, GA 31793-2601

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2016	06/30/2020	40.70	On-Campus	All Programs
PRED.	07/01/2016	06/30/2020	30.00	Off-Campus	All Programs
PROV.	07/01/2020	06/30/2022			Use same rates and conditions as those cited for fiscal year ending June 30, 2020.

*BASE

Direct salaries and wages including all fringe benefits.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

1. Personnel

TITLE	EFFORT	DUTIES	RATIONALE	BASIS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Principal Investigator					None	None	None	None	None
Project Director	25%	Responsible for overall project supervision	Necessary for the administration of project and ensure compliance with institution and OME	Institution salary scale	\$21,700	\$22,351	\$23,022	\$23,712	\$23,712
Associate Director	100%	Responsible for coordinating Student recruitment and instruction	Necessary to facilitate the achievement of project goals	Institution salary scale	\$50,500	\$52,015	\$53,575	\$55,183	\$55,183
Recruiter	100%	Responsible for outreach and recruitment of students	Necessary for promotion of project	Institution salary scale	\$34,215	\$35,241	\$36,299	\$37,388	\$37,388
Office Manager	50%	Responsible for maintaining project documentation	Necessary for gathering data for OME	Institution salary scale	\$18,266	\$18,814	\$19,378	\$19,960	\$19,960
Instructors (2 full time)	100%	Responsible for delivering required instructional support	Necessary to ensure student success	Institution salary scale	\$65,400	\$67,362	\$69,383	\$71,464	\$71,464
Instructional Support (Tutors/ Assistants)	PT	Responsible for academic support and ensure student safety on campus	Necessary to ensure student compliance with campus policies and to support instruction	Institution salary scale	\$22,000	\$22,000	\$22,000	\$22,000	\$22,000
Personnel Totals					\$212,081	\$217,783	\$223,657	\$229,707	\$229,707
		TOTAL PERSONNEL (Yrs. 1-5)	\$ 1,112,935.00						

2. Fringe

TITLE	PERCENTAGE	RATIONALE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Principal Investigator							
None from this source		All benefits are as governed by University System, State and Federal Govt.					
Project Director							
FICA	5.70%		\$ 1,237	\$ 1,237	\$ 1,312	\$ 1,352	\$ 1,352
FICA/Medicare	1.30%		\$ 282	\$ 291	\$ 299	\$ 308	\$ 308
TRS/Insurance	35.80%		\$ 7,769	\$ 8,002	\$ 8,242	\$ 8,489	\$ 8,489
Associate Director							
FICA	4.50%		\$ 2,273	\$ 2,341	\$ 2,411	\$ 2,483	\$ 2,483
FICA/Medicare	1.10%		\$ 556	\$ 572	\$ 589	\$ 607	\$ 607
TRS/Insurance	56.70%		\$ 28,634	\$ 29,493	\$ 30,377	\$ 31,289	\$ 31,289
Recruiter							
FICA	5.90%		\$ 2,019	\$ 2,019	\$ 2,142	\$ 2,206	\$ 2,206
FICA/Medicare	1.40%		\$ 479	\$ 493	\$ 508	\$ 523	\$ 523
TRS/Insurance	30.40%		\$ 10,401	\$ 10,713	\$ 11,035	\$ 11,366	\$ 11,366
Office Manager							
FICA	5.50%		\$ 1,005	\$ 1,035	\$ 1,066	\$ 1,098	\$ 1,098
FICA/Medicare	1.30%		\$ 237	\$ 245	\$ 252	\$ 259	\$ 259
TRS/Insurance	48.80%		\$ 8,914	\$ 9,181	\$ 9,457	\$ 9,740	\$ 9,740
Instructors							
FICA	3.50%		\$ 2,289	\$ 2,358	\$ 2,428	\$ 2,501	\$ 2,501
FICA/Medicare	1.30%		\$ 850	\$ 876	\$ 902	\$ 929	\$ 929
TRS/Insurance	49.00%		\$ 32,046	\$ 33,007	\$ 33,998	\$ 35,018	\$ 35,017
PT Instruction							
FICA	0.00%		\$ -	\$ -	\$ -	\$ -	\$ -
FICA/Medicaid	1.45%		\$ 318	\$ 319	\$ 319	\$ 319	\$ 318
TRS/Insurance	0.00%		\$ -	\$ -	\$ -	\$ -	\$ -
			\$ 99,307	\$ 102,180	\$ 105,337	\$ 108,487	\$ 108,486
TOTAL FRINGE(Yrs. 1-5)		\$ 523,798					
TOTAL PERSONNEL(Salary + Fringe)		\$ 1,636,732.85	\$ 311,388	\$ 319,964	\$ 328,994	\$ 338,194	\$ 338,193

3. Travel

TITLE	PURPOSE	RATIONALE	ORIGIN/ DESTINATION	BASIS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Principal Investigator									
	Nat. Migrant Ed. Conference	Receive training on migrant education issues	Tifton, GA-TBD	Previous Participation	\$1,000	\$0	\$1,000	\$0	\$1,000
Project Director									
	HEP/CAMP Directors Meeting	Receive Technical Assistance from OME	Tifton, GA-Wash. DC	Previous Participation	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Nat. HEP/CAMP Confererence	Receive Technical Assistance from OME	Tifton, GA-TBD	Previous Participation	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Associate Director									
	Nat. HEP/CAMP Confererence	Receive Technical Assistance from OME	Tifton, GA-TBD	Previous Participation	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
	COABE	Receive training on Adult Ed./GED issues	Tifton, GA-TBD	Previous Participation	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
	HEP/CAMP Directors Meeting	Receive Technical Assistance from OME	Tifton, GA-Wash, DC	Previous Participation	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Recruiter									
	Nat. Recruiter's Conference	Receive technical training on recruitment issues	Tifton, GA-TBD	Previous Participation	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
	State Migrant Ed. Conference	Promote HEP Project	Tifton, GA-TBD	Previous Participation	\$500	\$500	\$500	\$500	\$500
	National HEP/CAMP Conf.	Promote HEP Project	Tifton, GA-TBD	Previous Participation	\$1,500	\$0	\$1,500	\$0	\$1,500
Office Manager									

Page e65
Award # 41A16009

3. Travel

	Nat. HEP/ CAMP Conferernce	Receive Technical Training from OME	Tifton, GA- TBD	Previous Participation	\$1,000	\$1,000	\$1,000	\$0	\$1,000
Other Travel Expenses	To support Outreach/ recruitment and off campus site monitorings. Necessary to meet project goals		Tifton, GA- TBA	Set by state and rental agency	\$ 12,000	\$ 13,000	\$ 12,000	\$ 12,000	\$ 13,000
Travel Totals					\$ 24,000	\$ 22,500	\$ 24,000	\$ 20,500	\$ 25,000
TOTAL TRAVEL(Yrs. 1-5)		\$ 116,000.00							

4.Equip,5.Supp.6.Cont. 8.Other

	Rationale	Basis	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
EQUIPMENT							
				\$0	\$0	\$0	\$0
TOTAL EQUIPMENT(Yrs. 1-5)	\$ -		\$0	\$0	\$0	\$0	\$0
SUPPLIES							
Consumable Office Supplies	Direct benefit to program and necessary for achievement of program goals	Set by Vendor	\$4,000	\$4,000	\$3,000	\$3,000	\$3,000
TOTAL SUPPLIES(Yrs. 1-5)	\$ 17,000.00						
CONTRACTUAL							
	External evaluator necessary to ensure compliance	Previous Cost	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Ms. Michelle Kelly, Associate director for Boise State HEP will be external evaluator. The project will work with the evaluator over a 2 day period to gauge progress towards meeting objectives. The services contract will comply with procurement procedures under 34 CFR 74.40-74.48 and 80.36.							
TOTAL CONTRAct.(Yrs. 1-5)	\$ 12,500.00						
CONSTRUCTION			\$0	\$0	\$0	\$0	\$0
OTHER							
Cultural/ Leadership Events (Incl. transportation and fees)	To expose participants to new experiences not previously accessible to them	Previous events	\$8,000	\$8,000	\$7,000	\$5,000	\$5,000
Graduation Events(2)	To recognize achievements of students as well as parent and volunteer support	Previous events	\$2,000	\$2,000	\$2,000	\$1,000	\$1,000
Dues/ Memberships	Yearly dues for HEP/CAMP association and state Adult Ed. organizations	Dues set by Organization	\$1,500	\$1,500	\$1,500	\$1,200	\$1,200
Subscriptions /books	To maintain updated periodical, newspapers, and books for student use	Based on current costs	\$500	\$500	\$500	\$500	\$500
Communication	Cell/Landline phones to facilitate student access	Set by carrier	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000

4.Equip,5.Supp.6.Cont. 8.Other

Staff Development	To provide opportunities for exposure to strategies and resources to improve project services	Set by sponsor	\$3,000	\$3,000	\$2,000	\$1,500	\$1,000
Postage	To facilitate communication with partner agencies and students to meet project goals	USPS Rates	\$3,000	\$3,000	\$3,000	\$2,000	\$1,000
Advisory Board/ Partnership Meetings	Host partners on campus to update/ promote program (includes meals/ refreshments)	Set by campus catering	\$400	\$400	\$400	\$400	\$400
Copy Machine Expense	Monthly Maintenance contract	Inst. Contract	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Advertisement	To facilitate project promotion (business cards, brochures, print and audio media and other promotional items)	Prices set forth for printing and promotional	\$3,000	\$3,000	\$3,000	\$2,000	\$1,000
	Totals		\$26,400	\$26,400	\$24,400	\$18,600	\$16,100
TOTAL OTHER EXP.(Yrs. 1-5)	\$		111,900.00				

9. Direct 10. IDC

			YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
TOTAL DIRECT COSTS(Cat. 1-8)			\$ 368,288	\$ 375,364	\$ 382,894	\$ 382,794	\$ 384,793
TOTAL IDC(8% of DC)			\$ 29,463	\$ 30,028	\$ 30,631	\$ 30,624	\$ 30,783
TOTAL DC and IDC			\$ 397,751	\$ 405,392	\$ 413,525	\$ 413,418	\$ 415,576

11. Training&TOTALS

ITEM	BENEFICIAI	PURPOSE	RATIONALE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Academic Instruction Books, Backpacks, etc	All students	Provide instructional materials and supplies to students	To facilitate student and project success	\$10,000	\$6,000	\$3,000	\$4,000	\$2,000
Housing	Residential students	Provide dorm rooms for 20 residential participants @ \$400.00 each	To accommodate students who would not be able to participate otherwise	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
Meal Plan	Residential Students	To providemeals for 20 residential students @ \$200 each	To ensure student participation and success	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
	Commuter Student	To provide refreshments and meals for commuter students	To facilitate participation in the evenings	\$2,000	\$2,000	\$2,000	\$1,000	\$1,000
Dorm Supplies	Residential Students	To provide supplies for residential participants	To ensure that students have adequate supplies for dorm living	\$500	\$500	\$500	\$500	\$500
Orientation program including teamwork and leadership activities	All students	To provide a one day orientation to campus and project services to students and their families	To ensure all students are aware of institution and project resources	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Health Services	Residential Students	To provide support with health services and medication	To facilitate student participation and success.	\$500	\$500	\$500	\$500	\$500
GED Exams(90) including re-tests	All students	To provide for the exam and administration fees of the GED exam @\$160.00	Toease the financial burden of the exam fee for participants and their families.	\$18,000	\$17,000	\$14,400	\$14,400	\$14,400
Student transportation	All students	To facilitate student participation to those who lack transportation to classes and GED sites	To ensure students get to classes and testing sites by providing mileage reimbursement	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000

PR/Award # S141A16009 Page e70

11. Training&TOTALS

Student Stipends	All students	To provide financial incentive (\$300 X 90 students)	To support students attendance and persistence.	\$27,000	\$27,000	\$27,000	\$27,000	\$27,000
TRAINING TOTAL				\$72,000	\$67,000	\$61,400	\$61,400	\$59,400
	TRAINING TOTAL (Yrs. 1-5)		\$321,200					
TOTAL PROJECT COST		\$2,366,862		\$469,751	\$472,392	\$474,925	\$474,818	\$474,976

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Javier		Gonzalez	

Address:

Street1:	2802 Moore Highway
Street2:	ABAC 22
City:	Tifton
County:	Tift
State:	GA: Georgia
Zip Code:	31793-5679
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
229-391-4880	229-391-4881

Email Address:

jgonzalez@abac.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

--

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

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

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

Name of Institution/Organization

ABRAHAM BALDWIN AGRICULTURAL 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	212,081.00	217,783.00	223,657.00	229,707.00	229,707.00	1,112,935.00
2. Fringe Benefits	99,307.00	102,181.00	105,337.00	108,487.00	108,486.00	523,798.00
3. Travel	24,000.00	22,500.00	24,000.00	20,500.00	25,000.00	116,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	4,000.00	4,000.00	3,000.00	3,000.00	3,000.00	17,000.00
6. Contractual	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	12,500.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	26,400.00	26,400.00	24,400.00	18,600.00	16,100.00	111,900.00
9. Total Direct Costs (lines 1-8)	368,288.00	375,364.00	382,894.00	382,794.00	384,793.00	1,894,133.00
10. Indirect Costs*	29,463.00	30,028.00	30,631.00	30,624.00	30,783.00	151,529.00
11. Training Stipends	72,000.00	67,000.00	61,400.00	61,400.00	59,400.00	321,200.00
12. Total Costs (lines 9-11)	469,751.00	472,392.00	474,925.00	474,818.00	474,976.00	2,366,862.00

***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: 06/30/2020 (mm/dd/yyyy)

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

The Indirect Cost Rate is 40.70%.

(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 # S141A160009

Name of Institution/Organization ABRAHAM BALDWIN AGRICULTURAL 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	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524