

**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 # S141A160012**

**Grants.gov Tracking#: GRANT12112004**

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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

**Application for Federal Assistance SF-424**

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

* 3. Date Received: <input type="text" value="03/04/2016"/>	4. Applicant Identifier: <input type="text"/>
----------------------------------------------------------------	--------------------------------------------------

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Hartnell Community College District"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="77-0086025"/>	* c. Organizational DUNS: <input type="text" value="0870166060000"/>

**d. Address:**

* Street1: <input type="text" value="411 Central Avenue"/>
Street2: <input type="text"/>
* City: <input type="text" value="Salinas"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="CA: California"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="93901-1697"/>

**e. Organizational Unit:**

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

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

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

Title: <input type="text"/>
-----------------------------

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

* Telephone Number: <input type="text" value="831-770-7070"/>	Fax Number: <input type="text"/>
---------------------------------------------------------------	----------------------------------

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

**Application for Federal Assistance SF-424**

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

S: Hispanic-serving Institution

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:**

Hartnell College High School Equivalency Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="475,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="475,000.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>DAVID TECHAIRA</p>	<p>TITLE</p> <p>Grants Accounting Manager</p>
<p>APPLICANT ORGANIZATION</p> <p>Hartnell Community College District</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

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

**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name: Hartnell Community College District

\* Street 1: 411 Central Avenue Street 2: \_\_\_\_\_

\* City: Salinas State: CA: California Zip: 93901

Congressional District, if known: CA-017

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

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

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
-----------------------------------------------------	-----------------------------------------------

**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: DAVID TECHAIRA

\* Name: Prefix \_\_\_\_\_ \* First Name David Middle Name \_\_\_\_\_  
\* Last Name Techaira Suffix \_\_\_\_\_

Title: \_\_\_\_\_ Telephone No.: \_\_\_\_\_ Date: 03/04/2016

**Federal Use Only:** Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S141A160012

## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

HEP GEPA Req 2016.pdf

Add Attachment

Delete Attachment

View Attachment

## HARTNELL COLLEGE

### High School Equivalency Project (HEP)

#### **Response to Requirements Under the U.S. Department of Education's General Education Provisions Act (GEPA) Section 427**

**Overview.** Hartnell College's project has been developed in response to the Department's Request for Proposals under its High School Equivalency Program (CFDA Number: 84.141A). The project will address a significant unmet need by helping the region's large population of migrant youth and families in the agricultural heart of Monterey County, CA, complete high school and successfully move into in postsecondary education or employment.

**Primary barrier identified.** The most significant barrier to participation that the program's intended participants and other beneficiaries face is limited English proficiency based on their **national origin**.

**Overcoming the barrier.** To ensure equitable access to, and participation in, this federally-funded project, Hartnell's HEP will take the following steps for Latino participants with limited English proficiency:

1. Outreach and recruitment materials in will be in Spanish. Recruitment be led by bilingual and bi-literate staff.
2. Applications, forms, and instructions, counselors and advisors will be bilingual.
3. Core GED courses and basic skills courses will be delivered in varied formats: English, Spanish, or bilingual (Spanish/English)
4. Materials, textbooks, and A-V materials will be bilingual or Spanish.
5. Resources to provide simultaneous translation will be provided, as needed. Equipment includes a transmitter and headset system. A translator will use the "whisper system" to speak into a microphone translating the presenter's speech into Spanish. Students wearing the headsets can listen to the text of the English-speaking presenter at workshops, seminars, and classes.
6. Practicum/internship/other experiences will be in a bilingual setting. English language learners will work with bilingual staff. In this setting, the English language learners will naturally learn and practice English with English-speaking teachers.
7. English language learners will be able to demonstrate competencies of skills and knowledge by writing the exam in Spanish, developing a professional portfolio using photos and writing captions in English and Spanish, and to conduct lessons for children in Spanish and English.
8. Low income students are provided stipends and support to ensure access through transportation, materials, and any required fees.

**Other barriers.** To ensure equitable access to, and participation in, this federally-funded project, Hartnell's HEP will also take the following steps for women, people with disabilities, and people regardless of age:

9. Outreach, recruitment, enrollment, support, and instruction are conducted without regard to gender, age, or disability. Hartnell's facilities conform to the Americans with Disabilities Act. Hartnell strictly conforms to all state and federal laws in regard to these issues.

Altogether, these steps will increase access to program participation by English language learners while simultaneously improving their written and oral English language skills.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b>		
<input style="width: 100%;" type="text" value="Hartnell Community College District"/>		
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>		
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="David"/>	Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Techaira"/>	Suffix: <input style="width: 100px;" type="text"/>	
* Title: <input style="width: 250px;" type="text" value="Grants Accounting Manager"/>		
<b>* SIGNATURE:</b> <input style="width: 300px;" type="text" value="DAVID TECHAIRA"/>		<b>* DATE:</b> <input style="width: 150px;" type="text" value="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:

## HIGH SCHOOL EQUIVALENCY PROGRAM (HEP) ABSTRACT

**Name of Applicant:** Hartnell College, Hartnell Community College District

**City and State of Applicant:** Salinas, CA

**Project objectives:** 1) Outreach to 2,000 migrant youth and families; 2) Recruit, enroll and prepare 125 eligible migrant youth annually – 625 in total; 3) Achieve 70% HSE success rate (meets **GPRA 1**); 4) Ensure 80% of HEP/HSE completers enroll in higher education, training, or secure employment (meets **GPRA 2**); 5) Provide college or employment placement support services for 100% of HEP/HSE completers; and 6) Implement formative and summative evaluation and provide evidence of promise through a randomized controlled trial.

**Project activities:** outreach; recruitment; orientation; diagnostic assessment; standard and accelerated academic instruction; multiple instructional delivery formats; geographically balanced instructional locations; flexible scheduling; student support services; personal guidance; academic coaching; transportation; health education; enrollment support; career and job placement support, professional development on instructional best practices and cultural competence.

**Applicable priorities:** 1) The proposal is eligible for points under the **Competitive Preference Priority**, prior experience of service delivery. 2) The project will support HEP's **Invitational Priority** by linking with science, technology, engineering, and math (STEM) programs.

**Proposed project outcomes:** a 70% HSE completion rate, with 80% of those enrolling in higher ed. or securing employment; increased STEM enrollments by Latinos, women, and others.

**Number of participants to be served annually** (commuter only): 125

**Number and location of proposed sites:** Hartnell College Alisal Campus; Salinas Education Center (Salinas); Soledad High School, Soledad (south county); and Castroville (north county).

**Project targets for meeting each of the GPRA measures each year.** GPRA 1: 88 completers per year, five years = 440 students. GPRA 2: 70 placements per year, five years = 350 students.

## Project Narrative File(s)

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

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

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## NARRATIVE

### **I. NEED FOR AND SIGNIFICANCE OF PROJECT (15 points).**

**i. The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.** Hartnell College's *High School Equivalency Program* (HEP) will continue to address a significant unmet need by helping the region's large population of migrant youth and families in the agricultural heart of Monterey County, CA, complete high school and successfully transition into postsecondary education and/or employment.

**Hartnell College**, an accredited California Community College and Hispanic Serving Institution, is the only public institution of higher education exclusively serving the 1,000 square mile Salinas Valley. It enrolls over 14,000 students (Spring, 2016) offering quality academic, vocational, and job training programs. Hartnell is the only affordable postsecondary option for a growing population of educationally underserved, underrepresented and low income students in the region. The College's nontraditional student body is 73 percent Latino/a, 50 percent female, and 56 percent first generation.<sup>i</sup> Nearly 41 percent of the students are non-native English speakers and 90% percent of students receive financial aid (Hartnell Financial Aid data, 2015).

**The Hartnell Community College District** serves a population that is majority Latino/a (75%), followed by white (15%) (U.S. Census 2010; ACS, 2013).<sup>ii</sup> The unemployment rate varies seasonally from 10-18 percent, higher than California's rate of 5.8 percent (January, 2016). The **poverty rate** for the Salinas Valley is over 20 percent and low-income families make-up nearly 50 percent of the population. More than 45 percent of residents have less than a high school education; 13 percent have completed college.<sup>iii</sup>

**The Salinas Valley** is the fourth most productive agricultural region in the nation with a value of \$4.5 billion (2014).<sup>iv</sup> Known as the "*salad bowl of the world*," it leads the nation in the production of leaf and head lettuce, celery, broccoli, spinach, cauliflower, packaged vegetables,

and other fruit and vegetable crops (California Department of Food and Agriculture, 2015).<sup>v</sup>

**Migrant and seasonal farmworkers** provide the backbone for California's nation-leading \$54 billion agriculture industry.<sup>vi</sup> The estimated number of farmworkers in the state ranges from 400,000 to 1.1 million depending on the time of the year (National Agricultural Workers Survey (NAWS), 2005).<sup>vii</sup> Counting migrant and seasonal farmworkers in California is difficult due to the migratory nature of farm work; geography; and the large number of farms.

Monterey County has an estimated 68,000 migrant and seasonal farmworkers comprising the workforce driving the \$4.5 billion agricultural industry. With an estimated 54,000 family members, Monterey County's migrant and seasonal farmworker population is the third highest in California and the nation (Strochlic, et al, 2003).<sup>viii</sup>

**Farmworker demographics.** About 92 percent of farmworkers in California are Latino (California Department of Food and Agriculture, 2012);<sup>ix</sup> 78 percent lack a high school diploma or equivalent. The average level of educational attainment for migrant and seasonal farmworkers is 8<sup>th</sup> grade, with 57 percent having no more than a 9<sup>th</sup> grade education.<sup>x</sup> In terms of income, the median personal income of California farmworkers in 2011 was \$14,000.<sup>xi</sup> Roughly 30 percent of farmworker families are below the poverty line with 73 percent defined as low income.<sup>xii</sup>

**HEP-eligible and potentially-eligible participants.** Using the NAWS age distribution tables, there are just over 21,000 migrant and seasonal farmworkers age 14-24 in Monterey County and 47,000 25 and older.<sup>xiii</sup> Based on generally accepted educational attainment rates, 78 percent of these, or 53,100, have less than a high school diploma and potentially HEP-eligible. In addition, the Region 16 Migrant Education Program at the Monterey County Office of Education estimates that there are currently 3,500 out-of-school migrant youth (OSY) age 16-24.<sup>xiv</sup>

Finally, although there is no reliable estimate of the graduation rate for migrant students, the working estimate is roughly 45-50 percent according to the U.S. Department of Education

(Archived Report, Retrieved 2016).<sup>xv</sup> This validates estimates from the local Migrant Education program of dropout rates in the 50 percent range.<sup>xvi</sup> This means that about *half* the students in the far right column in Table 1 below are at risk of leaving school prior to graduation. This adds another 4,320 to the total *prospective* population of out-of-school youth over the next five years.

<b>Table 1: Monterey County Migrant Student Totals in Selected Districts</b> <sup>xvii xviii</sup> (High school, union, and unified districts only. Elementary-only districts not included)				
<b>Regional School District(s)</b>	<b>Total Enrollment</b>	<b>% Economic Disadvantaged</b>	<b>% Migrant Students</b>	<b># Migrant Students</b>
Salinas Union High School	13,950	61%	34%	4,738
North County Unified	4,403	82%	24%	1,045
South County Joint Union High	1,962	80%	47%	921
Gonzales, Greenfield, King City, Soledad (combined)	13,168	87%	15%	1,935
<b>Totals</b>	<b>33,483</b>	<b>75%</b>	<b>26%</b>	<b>8,639</b>

**The total current and prospective local HEP-eligible population is shown in Table 2:**

Out-of-School, Migrant Youth	Farmworkers <HS Diploma		Potential Migrant Student Dropouts	Total Potential HEP-Eligible, Salinas Valley
	Age 14-24	Age 25+		
<b>3,500</b>	<b>16,440</b>	<b>36,660</b>	<b>4,320</b>	<b>60,920</b>

Hartnell’s HEP has enjoyed great success in graduating students, however program capacity is 125 students per year, and, over the last nine years, the total number of graduates is nearing 1,000. The magnitude of the problem, and the ongoing need for HEP services in the Salinas Valley, CA, remains very significant.

**ii. The extent to which the proposed project will focus on serving and addressing the needs of disadvantaged individuals.** Hartnell College has identified a large potential pool of eligible HEP participants who face serious obstacles to educational and career success. Based on the needs assessment data and research, Hartnell College has identified the need and risk factors of the migrant youth and young adult population (Monterey County Office of Education, 2016; Hartnell HEP data, 2011-16; California Department of Education, California Migrant Education Program Comprehensive Needs Assessment, 2007, *update pending*):<sup>xix</sup>

- *Mobility* – economic necessity of migrant families leads to school disruption;
- *Falling behind academically* – work demands force students to fall behind or drop out;
- *Language barrier* – 75% of HEP students are monolingual Spanish-speakers. Typically, HEP programs with more than 21% English-language learners see reduced success rates;
- *Poverty* – inadequate housing, nutrition, and health care can impede school success;
- *Self-confidence/self-esteem* – often called “the biggest challenge;”
- *Parental support* – lack of understanding and support may discourage a student’s persistence.

The educational gaps/barriers and responses addressed by the HEP project include:

<b>Table 3: Migrant Youth – Gaps and Barriers to High School/HSE Completion</b>	
<b>Identified Needs/Barriers</b>	<b>How the Hartnell HEP Meets Needs/Overcomes Barriers</b>
Lack of encouragement	Outreach; parents program activities, college pathway preparation
Unfamiliar with benefits of college	Outreach; HEP academic and personal/social guidance counselor; links to Hartnell occupational pathways and training programs; links to partners
Language difficulties	English as a Second Language program; improved links to basic skills courses; bilingual staff and instructors
Gaps in education	Basic skills courses; Academic Learning Center; study skill development; individual educational plans; counseling access
Lack of job/career skills	Regional Occupation Program (ROP) courses; career pathways; vocational and occupational certificates and degrees linked to high growth jobs, especially STEM programs
Lack of information about opportunities	Outreach and recruitment plan; links to community partners, including K-12 schools and Office of Migrant Education
Parents understanding of education benefits	Bilingual brochures, materials, programs; parents program activities; bilingual staff with similar life experiences
Always moving/migrant lifestyle	Links to other regional HEP programs; links to partner adult education programs; access to residential program
Inadequate financial resources	Assistance with financial aid; stipends; scholarships; access to internships; job search skills; One Stop Career Center
Limited computer access/literacy	Computer laboratories; courses in computer literacy; self-paced, accessible training
Access to tutoring	Multiculturally competent, bilingual instructional aids; basic skills courses; Academic Learning Center
Low understanding of specific needs	All staff have experience with migrant and seasonal farmworker families, youth, and out-school-youth; ongoing staff training

Hartnell’s HEP staff and partners know who the program’s eligible participants are; where they are; gaps in services, skills and life experiences; and the obstacles they face. The Hartnell HEP has established and expanded the infrastructure and regional connections required to reach out to and recruit migrant farmworkers, OSY, and families for these important services.

**iii. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.** Hartnell College’s needs assessment has determined that essential infrastructure and access to needed services remain insufficient to serve a very large population of migrant and seasonal farmworkers and families spread across a 1,000 square mile region. Although the population of migrant students and youth is very large, and the need great, services to help migrant youth access education and training are severely limited. Hartnell inventoried regional agencies and services that support migrant workers and families. Most of the programs below also serve non-migrant disadvantaged residents:

**Table 4: Current High School Equivalency/Adult Education Programming, Salinas Valley**

Organization/ Program	English HSE	Spanish HSE	ABE/ Literacy	ESL	Civics	Family Literacy	Workplace Prep	CTE
Gonzales	X	X		X		X		
Hartnell College	X	X	X	X			X	X
MCOE				X	X	X	X	X
No. Monterey	X	X		X	X			
Salinas Adult	X	X	X	X			X	X
Soledad	X	X	X	X	X			
So. Monterey	X			X		X		

**Key:** MCOE – Monterey County Office of Ed; HSE – High School Equivalency; ABE – Adult Basic Education; ESL – English as a Second Language; CTE – Career Technical Education.

Altogether, the programs listed above have a **combined capacity to serve about 2,000 eligible people per year**. As documented, the region is home to over 60,000 migrant and seasonal farmworkers, youth, and families who may be eligible for HEP support. Hartnell College is one of only two entities able to provide critical services across the entire region (the Salinas Valley)

(HSE is exclusively through HEP). The Salinas Adult School also provides six of the eight services but they are limited to serving the city of Salinas. Other service providers (school districts) are mostly smaller in scale and scope, and are scattered in small farming towns across the region. The only other region-wide entity, MCOE's Migrant Education Program does not have adequate resources to support the migrant youth population (in and out of school). In this region, an adequate support structure for migrant students does not exist. Hartnell's HEP is the only HEP in the region; and HEP is the best possible program to serve these at risk students.

It has been well documented in the literature that as many as three in five college-bound Latino youth start their postsecondary education at a community college (Hussar and Bailey, 2011; Fry, 2004).<sup>xx</sup> <sup>xxi</sup> Hartnell is the natural postsecondary access point for Latinos due to proximity, cost, and range of programs. Each of the challenges and/or structural deficiencies discussed above will be addressed by continuing to organize, leverage, network, and redeploy resources to support as many eligible students as possible. Hartnell's HEP provides a natural pathway for these students and it will continue to target the most highly motivated prospective students to ensure that available resources are used to maximum advantage for those served.

**iv. The importance or magnitude of the results or outcomes likely to be attained by the proposed project.** Hartnell's High School Equivalency Program is contributing to the knowledge and understanding of effective methods to improve the educational achievement of migrant and seasonal farmworkers and their families. Hartnell's HEP is accomplishing this through its innovative hybrid system for delivering HEP instruction, based on student skill levels – a standard program and an accelerated program using modules. The system, based on the four innovative methods below, has enabled Hartnell's HEP to more efficiently allocate resources and better serve students based on their needs. These strategies are validated by the literature and best practices (Myers, 2003; Matas, 2012) as well as by Hartnell's experience (outcomes, data):<sup>xxii</sup> <sup>xxiii</sup>

- Implementing structured assessment, orientation and team-building. Students assess for placement, complete first-year orientation, and participate in cohort/team building activities. Assessment enables placement of students in the course structure that best supports success.
- Organizing student cohorts. Clustering students in cohorts has improved retention and graduation as well as reduced the amount of time-to-completion.
- Forming an alumni club, ALAS at Hartnell College. Program completers who become Hartnell students serve as role models, providing mentoring support to current HEP students as well as working with program staff in delivering workshops.
- Developing modules. Modules address one subject at a time at a faster pace than the regular program. Assessment identifies highly prepared students who enroll in the modules and progress at a pace that matches their skill level (eliminating months of wait time till the next class). Modules support achievement of three goals: meeting the needs of higher achieving students; more efficiently using resources; and more effectively serving students.

The model developed here has been shared with other HEP programs and is adaptable to other regions. Please see Prior Experience of Service Delivery competitive preference priority (page 25) for additional detail on the outcomes and success of the Hartnell HEP hybrid system.

## **2. QUALITY OF PROJECT DESIGN (20 points).**

**i. The goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.** To meet the needs of migrant youth and adults in achieving High School Equivalency (HSE) and post-program education or employment, the Hartnell College HEP will implement the following measurable objectives and achieve the stated outcomes:

**Objective 1:** To conduct comprehensive HEP college/career pathway preparation (outreach), in coordination with educational partners, to maintain a database of at least 1,000 HEP-eligible migrant youth and their families.

**Objective 1 Outcome:** As many as 2,000 migrant youth and their families will have received information about programs and services available to support educational goals, career planning, and/or other life issues/opportunities for migrant youth.

**Objective 2:** To institute recruitment, application, and placement activities that result in the enrollment of 125 eligible migrant youth during each program year, for a total program enrollment of 625 during the five year grant-funded period of the HEP project.

**Objective 2 Outcome:** 625 eligible migrant youth will be enrolled in HSE preparation courses and fully informed about postsecondary and occupational training options.

**Objective 3:** To deliver HSE instruction, academic counseling and student services, to 100% of HEP students to ensure that at least 70% of students will successfully complete the program by attaining their High School Equivalency(**meets GPRA performance measure #1**).

**Objective 3 Outcome:** Seventy percent (70%), 88 per year/440 in total, HEP students will successfully complete the program by attaining their High School Equivalency.

**Objective 4:** To provide academic counseling and student support services for 100% of participating students resulting in at least 80% of HEP graduates/HSE recipients (352 students; 80% of 440) entering into higher education, entering a postsecondary occupational degree or certificate program or securing a career position (**meets GPRA performance measure #2**).

**Objective 4 Outcome:** At least 80% of HEP graduates/HSE recipients, or 352 participating students, will enter higher education, enroll in an occupational program, or secure employment.

**Objective 5:** To provide college enrollment or job placement for 100% of participating students to ensure that 80% enter a postsecondary program or are placed in upgraded employment.

**Objective 5 Outcome:** At least 70%, 88 per year/440 in total, of program participants will pass the HSE and otherwise successfully complete the program; and at least 80% of HEP graduates/HSE recipients, or 352 participating students, will enter into higher education, select and enroll

in an occupational degree or certificate program, or secure a career position.

**Objective 6:** To implement formative and summative evaluation for 100% of participants.

**Objective 6 Outcome:** Quantifiable outcome data will be collected on 100% of participating students. Qualified data will be collected from students, faculty, staff and partners that will support ongoing program adjustments and identify factors that can improve implementation.

**ii. The design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.** The Hartnell College HEP is based on the extensive needs assessment data and service gap analysis as well as on discussions with other HEP's around the nation. The HEP project will continue to use its experience and evaluation data to improve performance and achievement of GPRA1 and 2 measures by:

- Strictly limiting enrollment to the limits set in the stated project objectives (125 per year);
- Increasing emphasis on basic skills acquisition, particularly language skills;
- Partnering with and leveraging resources allowing Hartnell to focus on delivering basic skills courses, linking postsecondary pathways (STEM), and managing the program.

**Project components.** To meet the needs of migrant students, project components include:

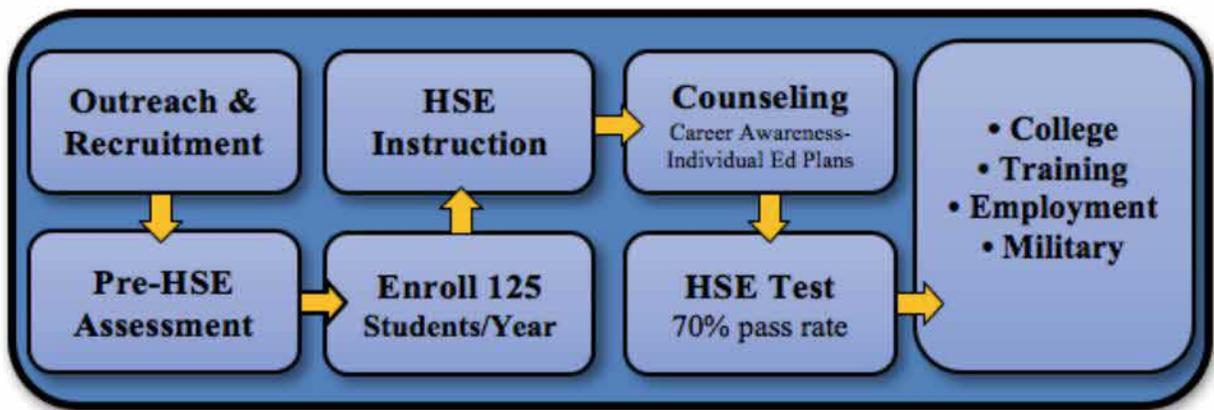
1. **Outreach (College/career pathway preparation)** to communities, schools, regional employers, and farm worker community. Outreach targets will include migrant education programs (MCOE); employers; school districts; community-based organizations; migrant camps; parents of Hartnell students in student support programs such as EOPS, TRIO, STEM programs, community events. Methods will include hard copy and electronic bilingual information; one-on-one meetings; presentations by staff; and students referred to the HEP.
2. **Recruitment** – committed students will be enrolled in the program, including out-of-school youth 16-20 years old; out-of-school young adults 18-24; and motivated adults. The project will seek a mixture of students, including students “of promise” and those at-risk.

3. **Orientation** – bilingual and bicultural Spanish-English orientation services;
4. **Counseling (Pro-active Academic/personal guidance)** – assistance with development of college education plan; survival skills;
5. **Diagnostic screening and assessment testing** – identification of educational needs, learning disabilities and/or other challenges to successfully completing the program. Evaluation/screening will use instruments such as the Steck-Vaughn GED Practice Tests.
6. **Academic instruction** – Instruction will center on the two domains of knowledge required to pass the HSE: a. math; and b. language (including reading comprehension and basic writing). HSE instruction will be delivered by college faculty and instructors qualified by education and experience to deliver instruction per state requirements. Instruction also includes units on science (life, physical), social studies (history, civics), and social sciences (economics, geography). Students are referred to ESL and other basic skills courses based on assessment.
7. **Instructional delivery formats** – the HSE Classes are taught in two formats (the hybrid approach): Session A – 10 week accelerated intensive (using modules); and Session B – 18 week standard program (correlating with Hartnell’s semester). The semester-length program is offered year-round with the 10 week fast-track sessions scheduled concurrently and flexibly during the year. Instruction is in English and in Spanish depending on student needs.
8. **Instructional locations** – include: Hartnell College main campus, Salinas; Hartnell College East Campus, Salinas; Salinas Education Center; Hartnell College King City Education Center (south county site); Soledad High School, Soledad (south county site); and Castroville (north county site), as well as other sites, as necessary to ensure full access.
9. **Flexible scheduling** – classes are offered days, evenings, and weekends. Optimum days, times, and locations are identified for each student cohort during the registration process.
10. **Postsecondary access** – HEP links to training in high demand jobs paying good wages;

particularly Hartnell’s extensive STEM programs and pathways.

11. **Academic coaching and Tutoring** – instructional aids, including HEP graduates, teach students effective study habits and reinforce content knowledge.
12. **Health education** – through community-based health services partner Clínica De Salud;
13. **Job placement assistance** – to support the needs and career goals of HEP graduates;
14. **Other support services** – Financial Aid and counseling; Academic Learning Center; career and educational planning; transportation (bus passes); housing referral; child care; others.

Based on the above, the project model is depicted in **Figure 1** below:



The project design detailed in this section has resulted in: serving over 1,000 eligible students over nine years; a graduation rate of 90% and placement rate of 80%; and a growing database of more than 2,000 eligible, prospective students from which the program recruits new classes and fills vacancies. See Prior Experience competitive priority for additional details.

**Activities.** The activities to achieve the objectives and outcomes are on Table 5 a-f below:

<b>Table 5a: Activities to achieve Objective 1: Outreach</b>
1.1 Update employers and communities targeted for outreach; consult community partners;
1.2 Create calendar and state goals and objectives for HEP Advisory Committee;
1.3 Convene regular HEP advisory committee meetings; review project progress.
1.4 Finalize outreach activities using hard copy materials, web resources, and personnel;
1.5 Develop materials; set outreach schedule; link to College outreach; assign personnel;

1.6 Implement outreach via partners; contact 2,000 potential students, and siblings and families;

**Table 5b: Activities to achieve Objective 2: Recruitment**

- 2.1 Update/finalize enrollment and application process and materials;
- 2.2 Re-establish enrollment criteria based on need and willingness to commit to program;
- 2.3 Disseminate enrollment and application materials; provide assistance as needed;
- 2.4 Accept applicants; deliver pre-HEP assessment; enroll 125 students for 2016-17.

**Table 5c: Activities to achieve Objective 3: Instruction and Academic Support**

- 3.1 Conduct assessment testing and determine placements for all incoming program participants;
- 3.2 Train and assign instructional aids; link program to migrant services at partner sites;
- 3.3 Assign HEP counselor; update early alert process to detect problems; case management;
- 3.4 Develop individual educational plans for all students entering an IHE;
- 3.7 Refer students to basic skills and language courses, as needed;
- 3.8 Deliver HSE course instruction, per needs and plans; monitor progress;
- 3.9 Finalize student preparation for HSE test; enroll students and test.
- 3.10 Deliver professional development on instructional best practices and cultural competence.

**Table 5d: Activities to achieve Objective 4: Student Services**

- 4.1 Conduct student services needs assessment for all incoming HEP students;
- 4.2 Refer to services, on/off campus, per needs assessment (financial aid, child care, transportation, housing, health screenings/services, other personal issues, as needed);
- 4.3 Develop and deliver comprehensive student orientation program; ongoing follow-ups;
- 4.4 Provide stipends for books, supplies, tuition, fees, and living allowance as needed;
- 4.5 Provide access to health screenings and referrals for health services;
- 4.6 Provide ongoing access to counseling services; link to all on campus student services;
- 4.7 Develop activities for parents and siblings; do service referrals for families, as needed;
- 4.8 Develop and deliver survival skills training (studying, time and money management, etc.);
- 4.9 Develop and deliver enrichment activities via field trips and career development activities that expose students to future educational opportunities and/or career fields, including STEM.

**Table 5e: Activities to achieve Objective 5: College Enrollment and/or Job Placement**

- 5.1 Link HEP to the on-campus job placement resource center and One Stop Career Center;
- 5.2 Provide enrollment support for students in ROP, degree or certificate programs;
- 5.3 Forward enrollment or job placement information to HEP and College counselors.

**Table 5f: Activities to achieve Objective 6: Evaluation, Tracking and Sustainability Plan**

- 6.1 Finalize new evaluation and tracking plan, methodology, and procedures;
- 6.2 Appoint outside evaluator; designate project evaluation team from staff;
- 6.3 Collect and review formative data as project is implemented; adjust as needed;
- 6.4 Comply with or exceed all federal HEP reporting and tracking requirements;
- 6.5 Collect summative data; issue annual or other reports, as required.

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

To successfully implement this project, Hartnell College has partnered with all key organizations in Monterey County that work with migrant workers, youth, and families. This ensures leveraging of critical resources, as well as targeting those youth and adults most deserving and most in need of support from HEP.

Partnering organizations include (see letters of commitment from selected partners):

- Monterey County Office of Education, Migrant Education Program, Region XVI – the local organization most involved in tracking and serving out-of-school migrant youth;
- Salinas Union High School District Office of Migrant and Bilingual Education – experienced in migrant education, delivering services to more than 1,000 migrant workers.
- Agriculture and Land-Based Training Association (ALBA) – provides training to small farmers and helps migrant workers transition into stable agricultural occupations;
- Major agricultural and processing employers, including Tanimura & Antle; Dole; D’Arrigo Brothers; and the Shippers/Growers Association of Central California;
- Clínica de Salud del Valle de Salinas – a non-profit medical facility which provides care to low-income families, including many migrant families, throughout the Salinas Valley;

- Other local agencies – Salinas Union High School District and Adult Education; King City Joint Union High School; Soledad Unified; Watsonville Unified; and Pajaro Unified.
- The HEP coordinates activities with similar/related efforts (noted above), and with other appropriate community, State, and Federal resources such as the One Stop Career Centers.

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

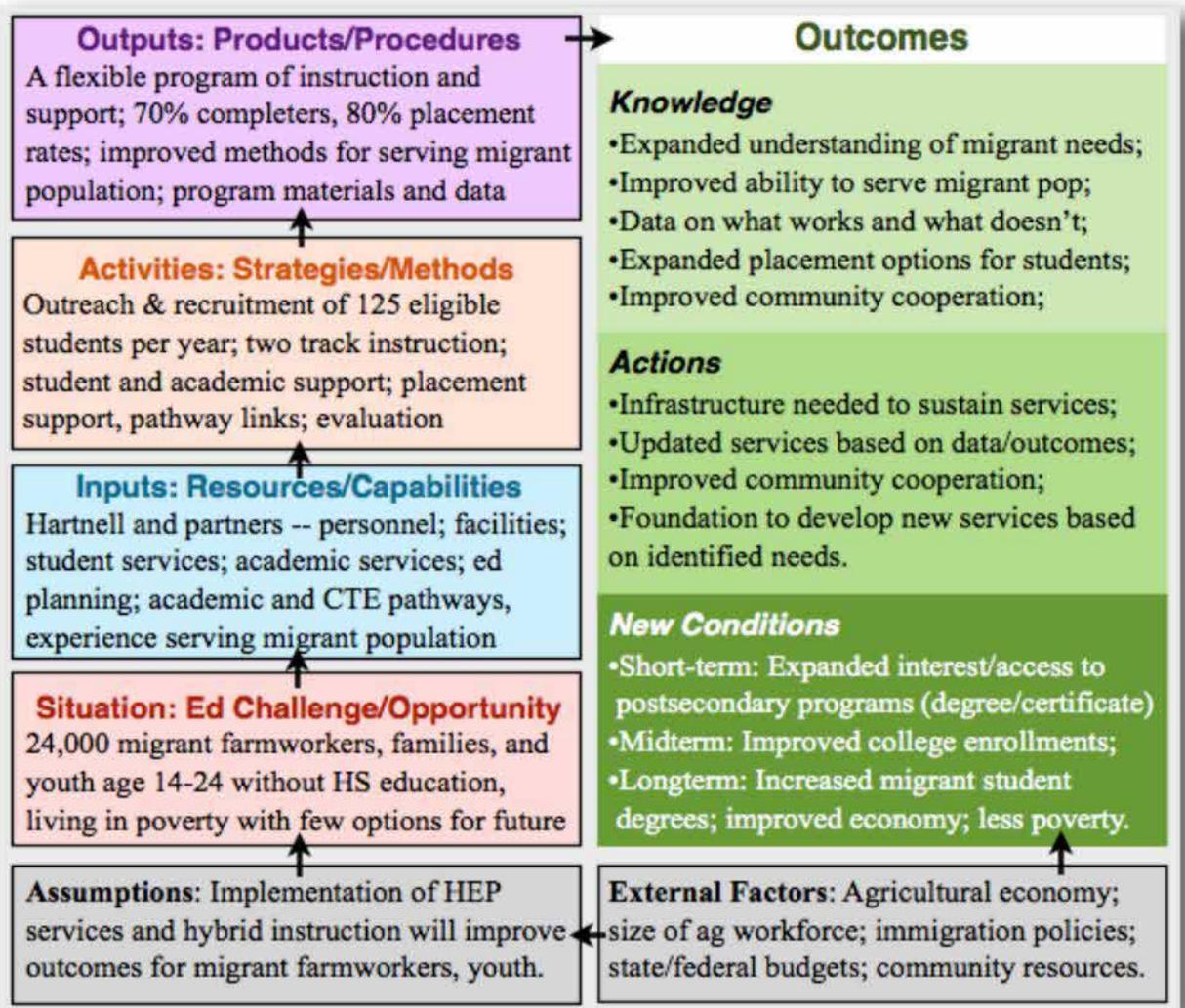
The Hartnell HEP benefits from its location at, and support from, a well-established community college. This enables the program to leverage significant infrastructure, allowing federal resources to be focused on direct student programming and support. Key factors supporting efficiency and productivity include:

- Minimal staffing – the program operates with a total of 6.92 full-time equivalent staff (FTE), this includes management, instructors, administrative support, and outside experts. Over the last three years, total FTE project staff has been *reduced* by .5 FTE.
- Service delivery – most services are delivered on campus in close proximity to large populations of prospective students. This enables access and allows students to be comfortable on a college campus. This supports outcomes, especially post-HEP placement.
- Leveraged resources – Hartnell resources and infrastructure that support the HEP include assessment, counseling, financial aid, facilities, data collection, career center, and others.
- Cost per student – Hartnell has been very efficient with federal resources, achieving a cost-per-HSE-attainer of \$4,679 in 2013-14 vs. a national average of \$6,406 per-HSE-attainer.

**v. The proposed project is supported by strong theory** (as defined in 34 CFR 77.1(c)). The needs assessment included the development of a logic model (below). The logic model for this HEP is a visual representation of the assumptions and theory of action that underlie the program structure. The logic model process – involving key HEP partners, stakeholders, and the outside evaluator – will help all participants better understand the HEP’s mechanics and structure, and

chart a course toward improved program implementation and outcomes for all migrant students.

**Figure 2: Hartnell College HEP Logic Model**



**3. QUALITY OF PROJECT SERVICES (15 points).**

i. **The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practices among the recipients of those services.** All Hartnell HEP staff, both instructional and administrative, receive regular and ongoing training and support. First, new staff are provided with basic training pertaining to their specific role within the program. Training topics include working with disadvantaged populations; cultural sensitivity;

instructional delivery; HEP instructional content areas; assessment and evaluation; and support service delivery, among others. All training is student-focused to support long-term success.

Ongoing staff development and support includes bi-weekly staff meetings. These are designed to foster communication, collaboration, exchange of ideas/lessons learned, feedback, and presentation of new information. A HEP Staff Retreat is held once a year (usually summer) where grant objectives are reviewed; results assessed; successes and challenges discussed; and action plans created. The retreat also provides for presentations focusing on topics related to supporting student success and fostering a productive work environment. Previous topics have included: Communication Styles; Personality Traits (True Colors); and Generational Differences. In addition, HEP staff participate in several professional development conferences that address program structure, pedagogy, student support services, instructional services, and technical skills. Examples include: the National HEP/CAMP Conference; Coalition On Adult Basic Education Conference; HiSET Conference; Annual HEP Directors Conference; Skill Path Seminars, as well as institutional trainings by Hartnell's Professional Development Center.

**ii. The extent to which the services to be provided by the proposed project are focused on those with greatest needs.** Hartnell College and its community partners have identified the size, needs, and risk factors of the migrant student population through data collection, surveying local/target high schools, community linkages, and intensive discussions with the County Migrant Education Office. The data, links and partnerships (and experience) help guide outreach and recruitment to areas where students with the greatest needs live, i.e. high poverty, high dropout rate, low educational attainment, low performing schools (per Need section). Also, the HEP selection criteria assure that those with the highest need have priority: first generation college; low income; students with disabilities; deficient core high school courses; and those who are motivated. The subsequent intake, assessment, and counseling processes support: a) placing

students in the program track (standard or accelerated) that best matches their ability; and b) referring students to other services needed to support success (social services). This system has resulted in the HEP meeting program enrollment goals as well as GPRA1 and 2 targets.

**iii. The likelihood that the services to be provided by the proposed project will lead to improvements in the skills necessary to gain employment.** HEP classroom instruction is based on best practices and proven methods for delivering instruction to equip students to pass their high school equivalency test. Specifically, instruction centers on the two domains of knowledge required to achieve HSE: math and language (including reading comprehension and basic writing). HSE instruction is delivered by college faculty and instructors qualified by education and experience to deliver instruction per state requirements. Instruction includes units on science (life, physical), social studies (history, civics), and social sciences (economics, geography).

Complementing classroom instruction, academic support services are based on the successful model used in the Hartnell's Academic Learning Center (ALC). The ALC is an innovative, targeted intervention center with academic linkages and partnerships that has increased student participation in language and math labs. Students using the center's services showed measurable academic improvement (Hartnell data, 2009-15). The program also helps students attain the personal development skills needed for employment (self-confidence, public speaking, time management, interpersonal and cross cultural communication). **Once HSE is achieved**, the HEP connects with Hartnell's certificate and degree pathways leading to high demand, career track jobs paying good wages. Hartnell understands how to empower migrant students to achieve school and career success. The proof that Hartnell's HEP is effective in providing services that lead to improved skills lies in the program's 90 percent HSE pass rate (higher than GPRA 1 target) and 80 percent placement rate (HEP Evaluation Data 2015).

#### **4. QUALITY OF PROJECT PERSONNEL (10 points).**

**i. The qualifications, including relevant training and experience, of the project director. Mr.**

Eric Becerra will continue to serve as the full-time project director of the HEP. He is an experienced, bilingual/bi-literate, postsecondary educator. He holds a Master's Degree in Counseling with over 10 years working in K-12 and higher education serving multicultural and at-risk students. His other skill areas include: budget management; program planning and implementation; personnel management; counseling and advisement and program evaluation. Mr. Becerra is experienced in networking with federal, state and local agencies; implementing academic curriculum; has extensive knowledge of target area and regional migrant population; and possesses multicultural sensitivity. The continued success rates in the HEP program since he became project director in 2014 are validation of his skills and abilities. See attached resume.

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

Sandra Mondragón serves as the HEP Counselor. Ms. Mondragón holds a Master of Science in Educational Counseling and is completing a Master of Arts in Educational Leadership. She is bilingual/bi-literate with 14 years of K-14 educational experience serving as a school and program counselor for middle/high school students and families; a migrant resource counselor; and high school counselor. She has extensive experience working with underrepresented, migrant, and at-risk students. In the HEP program, Ms. Mondragón provides academic and personal counseling; administers career interest inventories; works with students in completing educational planning; assists students with post-HEP placements through college searches, applications, and completion of FAFSA; and assists with program evaluation. She works collaboratively with school and college administrators, teachers and faculty, parents and the community in advancing student success.

**5. QUALITY OF THE MANAGEMENT PLAN (15 points).**

**i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.** The HEP project is organizationally placed in the Hartnell College Division of Student Affairs led by Dr. Romero Jalomo, Vice President for Student Affairs. Dr. Mark Sanchez, Dean of Students Affairs-Student Success will serve as principal investigator. He and the project director will continue to oversee the program budget; hire personnel; be responsible for evaluation and tracking; and implement all reporting requirements as stipulated by the U.S. Department of Education.

Day-to-day implementation of HEP activities will be performed by the **project director**, Mr. Eric Becerra. Since 2014, he has overseen implementation of all project activities, including: outreach; recruitment; instructional and non-instructional activities; orientation; assessment; counseling; academic and student support services, including basic skills delivery. He will continue to be responsible for linking the program to other on-campus services, including financial aid, counseling, transfer and career centers, the Academic Learning Center, as well as STEM and other faculty. He will be supported by and supervise staff, including an outreach/recruitment specialist, counselor, instructors, instructional aids, and clerical staff. Mr. Becerra will report to Dr. Mark Sanchez and provide support in the gathering and assessment of formative evaluation data that will guide the implementation of the project. Under Mr. Becerra's leadership, HEP achieved 90 percent completion and 80 percent placement rates in 2014-15.

The project is guided by an **advisory committee** comprised of 24 on- and off-campus, school and community partners. In addition, the dean, project director, counselor, director of institutional research, and representatives of the advisory committee form a **project evaluation team** that will continue to meet regularly to review formative project data, identify possible

obstacles to implementation, and recommend adjustments needed to achieve objectives.

**2016-17 Timeline.** The timetable below will generally repeat during each project year.

<b>Table 4: Project Timeline 2016-17 (based on a July 1, 2016 start date)</b>		
<b>Activity/Milestone</b>	<b>Start Mo/Yr</b>	<b>End Mo/Yr</b>
Maintain project staffing; implement ongoing training	JUL 16	JUN 17
Maintain advisory board; fill vacancies, as needed	JUL 16	JUN 17
Maintain staff of four bilingual instructional aids	JUL 16	ONGOING
Update and disseminate bilingual project materials	JUL 16	ONGOING
Conduct outreach/compile and maintain data base	JUL 16	ONGOING
Select 125 eligible participants for the 2016-17 year	JUL 16	JUN 17
Assess and enroll 125 students (up to 3 cohorts)	JUL 16	JUN 17
Deliver basic skills and/or ESL instruction, as needed	JUL 16	ONGONG
Initiate counseling and other student support services	JUL 16	ONGOING
Deliver HSE instruction in 2-3 cohorts during 16-17	JUL 16	JUN 17
Implement enrichment activities, career exploration	JUL 16	ONGOING
Link to other HEP's and residential program	COMPLETED	COMPLETED
Track students; collect formative data; begin study	JUL 16	ONGOING
Evaluation team monitors, adjusts project, as needed	JUL 16	ONGOING
Student cohorts take HSE test, achieve 70% pass rate	AUG 16	SEP 17
Students referred or placed in training/education/job	SEP 16	ONGOING
Submit year-end report; begin year two	JUN 17	JUL 17

The Hartnell College Business Office Grants Manager will administer funds received from the U.S. Department of Education to operate this project. Funds will be placed in a separate account and managed according to established financial accounting procedures and standards as required by the California Community Colleges and the Department of Education.

**ii. The adequacy of the procedures for ensuring feedback and continuous improvement in the operation of the proposed project** includes the following measures to ensure student

success based on the Continuous Improvement Management model (U.S. Department of Education, 1999), as well as ongoing operational procedures implemented by HEP leadership:

- HEP staff meet bi-weekly to update activities, exchange information and lessons learned;
- The HEP evaluation team regularly meets to review qualitative and quantitative data and make recommendations for program adjustments and reallocation of resources, as needed;

- Program staff solicit feedback from students, faculty, partners, parents, and employers to provide formative feedback on services, unmet needs, and ways to improve the program.

Hartnell College is accredited by the Accrediting Commission for Community and Junior Colleges. As such, academic, vocational and other training programs, faculty and procedures, meet certain standards of integrity and quality, ensuring continuous improvement. The HEP Advisory Committee, designed to monitor and support implementation of the project, includes representatives from all stakeholders in the program and will provide continuous feedback. This supports high quality products and improvement. Finally, the evaluation processes will generate data and ongoing review and assessment supporting quality programs.

**iii. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

The project director will be a full-time position. The project’s supervising administrator (dean) will commit at least 5% of his time to the project. The outreach specialist works 30 hours per week; the counselor 20 hours per week (institutionally funded); and clerical support will be 30 hours per week. Three HSE facilitators and three instructional aides work 20 hours per week for 36 weeks. Outside training consultants are used as needed. Other program support will be donated in-kind by Student Services, Academic Learning Center, and Hartnell College. This staffing pattern and time commitment are more intensive than those used in other student support projects due to the special needs of the target population.

The Hartnell HEP will continue to comply with EDGAR section 206.20 (d) and provides the following assurances: (1) Pertaining to identifying and serving eligible participants; and (2) Developing/implementing plans for acquiring matching resources from project partners.

**6. ADEQUACY OF RESOURCES (10 points)**

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

**from the applicant organization or the lead applicant organization.** The HEP hosted by Hartnell College will continue to operate at strategically sited locations to provide maximum accessibility to migrant youth and exposure to a college environment: Hartnell College’s main and Alisal campuses and King City Education Center, (south county); the Salinas Education Center (Salinas); Castroville (north Monterey County); and Soledad High School (south county). These locations will provide the program with required infrastructure, classrooms, laboratories, computer labs, and student support facilities. Also, Hartnell College will make all campus services and facilities available to support students, including: library; Academic Learning Center; counseling; financial aid; occupational training facilities; Career Center; Transfer Center; and other student services. The HEP will also be supported by facilities operated by its partners, including: Clínica De Salud’s medical clinics; County Office of Education facilities; ALBA’s farm and training center; Salinas Adult School facilities; and the One-Stop Career Center (career assessment, job readiness and search activities).

**ii. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.** Hartnell College’s partners include all major organizations involved and concerned with migrant families and youth in Monterey County. Please see page 19 for a list and description of all the project’s partners. The enclosed letters of support detail the commitment of selected partners to the proposed HEP project.

**iii. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.** The budget development process has taken into account: the barriers faced by migrant farm workers and their children when completing high school; and the resources available to support the targeted students and achieve project objectives. *Only funds not otherwise available* to support project activities are requested through this proposal. For nearly 10 years, Hartnell has committed to supporting HEP students through

HSE completion, graduation, transfer, and/or successful training program completion. Hartnell College has extensive experience managing and institutionalizing programs for disadvantaged populations. This project's budget reflects successful experience.

**iv. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.** Reasonableness of cost is a concern to Hartnell College. The College will leverage in-kind support to further the goals of the HEP. As a result, grant costs per student, per year will be approximately \$3,800; nearly 30 percent less than other/comparable HEP projects (\$5,417 for large HEPs in FY2014).<sup>xxiv</sup> Given the challenges to be addressed, the federal doctrine of "reasonableness of cost" has clearly been respected.

**v. The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.** A large majority of local residents are low income, underrepresented, and/or disadvantaged. Many of these are migrant and seasonal farmworkers, youth, and families. Hartnell's existence centers on serving HEP-eligible students and the College is committed to serving these populations. The HEP program complements ongoing efforts at Hartnell to support college-readiness and enrollment in degree and certificate programs. This includes Hartnell's STEM outreach efforts; the Title V College to University Success Program (STEM-focused); TRIO program; Student Success Initiative (basic skills); and others. Critical elements of the HEP have been managed to become an integrated part of the regular student support system at Hartnell, including outreach, basic skills, and links to pathways, particularly STEM. The HEP conforms to EDGAR section 206.20 (d) (2), including commitments of leveraged personnel, materials, facilities and other resources in support of the project by Hartnell and its partners (see letters of commitment).

## **7. QUALITY OF THE PROJECT EVALUATION (15 points).**

**i. The extent to which the methods of evaluation are thorough, feasible, and appropriate to**

**the goals, objectives, and outcomes of the proposed project.** Hartnell College places a high value on evaluation and tracking and will budget and commit significant grant and College resources to ensure student and project success. Hartnell College will retain an outside evaluator at the outset of the grant-funded period to work with the HEP Evaluation Team and Hartnell's Institutional Research Office. Together, they will use formative and summative processes to collect qualitative and quantitative data in an evaluation process designed to include: 1) a review of program structure; 2) collection of baseline student assessment data; 3) review of materials, curricula, objectives, and other project plans; 4) collection and assessment of the data and basis on which design decisions were made; 5) design of data collection and evaluation methodology within six months of the start date of the project; 6) interview educators, partner representatives, and students on program expectations; 7) collect student enrollment, assessment, and outcome data (standard and accelerated programs); 8) conduct a randomized controlled trial to measure the effectiveness of selected HEP interventions, controlling for selection bias; and 9) review all data and analysis to recommend changes or adjustments to program implementation. The methods proposed in this evaluation plan have been used by the U.S. Department of Education to train HEP project directors nationwide in developing evaluation plans (2013).<sup>xxv</sup>

The evaluator will consult on the establishment of baselines and benchmarks; the designation of variables against which to measure participant success; and the randomized controlled trial. The evaluator will prepare annual (formative) and summative reports. The evaluation team will review activities during project implementation, keep the project on task, and recommend changes/adjustments as the project proceeds. Project staff will prepare a final report documenting the achievement of objectives based on the evaluator's findings. The scope of the proposed evaluation plan is consistent with the context of the grant.

**ii. The methods of evaluation will provide performance feedback and permit periodic**

**assessment of progress toward achieving intended outcomes.** Significant amounts of quantitative and qualitative performance feedback data will be generated by this evaluation plan:

② Quantitative performance feedback data will include assessment results; enrollment data; course persistence and performance; retention data; and completion/graduation/transfer data.

② Qualitative performance feedback data will be provided by all participants, students, faculty, project staff, partners, and parents who will have ongoing opportunities to provide feedback to the program which will support regular review and assessment of progress. These methods will include one-on-one meetings, group meetings, valid survey instruments, self-evaluation forms.

As mentioned, all formative project data will be regularly reviewed and assessed by the project's evaluation team (with support from the evaluator) who will be able to monitor the project's progress and make adjustments when indicated by performance feedback.

**iii. The methods of evaluation of the Hartnell HEP will, if well-implemented, produce evidence of promise as defined in 34 CFR 77.1(c).** The HEP evaluation methods will include conducting a *randomized controlled trial* that meets the What Works Clearinghouse Evidence Standards. This trial will produce empirical evidence to support the theoretical linkage between at least one critical component (e.g. accelerated instruction method) and at least one relevant outcome (e.g. postsecondary enrollment) as presented in the logic model. This study will identify any statistically significant or substantively important favorable associations between the targeted critical component(s) and relevant outcome(s) per the HEP logic model (page 15).

#### **COMPETITIVE PREFERENCE PRIORITY**

**Prior Experience of Service Delivery** – As contained in documents previously provided to the Department, the Hartnell HEP has operated for nine years, graduating nearly 1,000 students. During 2014-15, the HEP achieved a graduation rate of 90% and placement rate of 80% at a cost of \$4,679 per-HSE-attainer, 27 percent less than the national average of \$6,406 per-HSE-attainer.

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# Eric D. Becerra

(b)(6)

## SUMMARY OF QUALIFICATIONS

- 10 + years' experience in education and advisement with K-12 level students and adults of diverse cultural and socioeconomic backgrounds
- 4 years' experience working in an IHE setting, including 2 years managerial experience
- Experience with fiscal planning and management
- Fluent in English and Spanish (Bi-literate)
- Ability to work independently and collaboratively with stakeholders
- Familiar with software such as Microsoft Word, Power Point and Excel for Macintosh and personal computers
- Familiar with google docs and google forms
- Excellent communication and problem solving skills
- Ability to integrate theories of student development (psychosocial, cognitive, typology theories)
- Familiar with NCLB and Common Core Standards
- Familiar with SSSP and SEP initiatives

## EDUCATION

- B.A. Degree in Sociology  
University of California Santa Cruz--- June 2003
- M.S. Degree in Counseling-Specialization in School Counseling with a Pupil Personnel Services Credential  
San Diego State University---May 2010

## CREDENTIALS

- Pupil & Personnel Services Credential---May 2010
- Emergency 30 Day Substitute Credential---2005

## ADDITIONAL TRAINING/PROFESSIONAL DEVELOPMNET

- Non-defensive Communication---2007
- Dynamic Assessment--- 2009
- AB1802/ELL Conference: Center for Excellence in School Counseling and Leadership (CESCaL)---February 2009

- Solution Focused Brief Counseling---August 2009
- Narrative Therapy---January 2010
- CA HEP/CAMP Conference---2011, 2012
- PASS/Out of School Youth (OSY) Conference---2010-2013
- Suicide Prevention and Intervention---February 2013
- Educators for Fair Consideration (E4FC) AB540 Conference January---2012,2013
- Professional Learning Communities Conference---June 2013
- Positive Behavior Intervention and Support (PBIS) Training---August 2013
- HEP CAMP National Conference---October 2013
- HSI Conference ---February 2015
- How to Excel as a Manager---April 2015
- Dreamer Counselor Conference---September 2015

### **PROFESSIONAL EXPERIENCE**

#### **Hartnell College High School Equivalency Program (HEP) Director – Salinas CA (01/14-Present)**

- Planned, developed and implemented program goals and services in accordance with grant requirements
- Evaluated existing services and student needs by attending campus and offsite meetings
- Coordinated with appropriate units within the college in the development of programs and services to meet the goals of the HEP Project
- Planned, negotiated, coordinated and supervised the functions of HEP
- Prepared and Submitted reports as requested by Office of Migrant Education and Hartnell College
- Trained and evaluated the performance of assigned staff; interviewed and selected employees and recommended termination and disciplinary actions
- Chaired and served on hiring committees for Hartnell College positions
- Prepared annual program budgets and administered and authorized all expenditures
- Ensured program compliance with State and Federal regulations and budget allocations
- Developed and maintained communications with College departments, community groups, agencies, school districts, and non-profit organizations supporting the goals of HEP
- Developed and implemented procedures related to the administration of HEP
- Planned and coordinated evaluation procedures to measure program effectiveness
- Monitored participant data and statistics
- Served on committees to prepare institutional grant applications
- Planned and coordinated staff in-service activities for professional and personal development
- Attended and participated in conferences, workshops and seminars to remain current in my field

- Participated in various District and community committees as required

**Mount Toro High School Guidance Counselor – Salinas CA (8/13-12/13)**

- Provided individual and group counseling for issues including classroom behavior, attendance, academic performance, peer mediation, and personal/social issues
- Completed graduation credits evaluations
- Scheduled students in appropriate classes to meet graduation requirements
- Facilitated financial-aid workshops
- Assisted students with college enrollment applications (CCCApply, CSUMentor, MyUCApplication), FAFSA, Ca. Dream Application and other financial aid resources
- Applied interpersonal and communication skills to promote academic achievement, post-secondary education and career exploration
- Designed and implemented intentional guidance curriculum
- Managed fluid caseload of students
- Conducted needs assessments to develop and implement guidance lessons and intentional guidance interventions
- Collaborated with counselors, teachers, administrators, families and other major stakeholders to promote student success
- Organized and facilitated SST's (Student Support Team)
- Offered counseling support including consultation, individual and group counseling, at-risk intervention and guidance lessons

**Hartnell College High School Equivalency Program (HEP) Counselor – Salinas CA (10/11-12/13)**

- Provided academic and personal/social counseling
- Administered career interest inventories and helped students interpret results
- Assisted students in creating short term and long term educational/career goals
- Assisted students in identifying and enrolling in appropriate vocational training programs
- Assisted students with college enrollment applications, FAFSA, Ca. Dream Application and other financial aid resources
- Proctored placement exams
- Created educational plans for community college students perusing a certificate of achievement, associates degree or CSU/UC transfer
- Developed and implemented academic and personal/social workshops
- Collaborated with counselors, professors, administrators, support services and other major stakeholders to promote student success
- Monitored and tracked GED graduate progress towards educational/career goals
- Managed and monitored post graduation student placement process

**Migrant Resource Counselor/Intervention Specialist, Salinas High School – Salinas CA (8/10-6/13)**

- Provided individual and group counseling for issues including classroom behavior, attendance, academic performance, peer mediation, and personal/social issues
- Completed graduation credits evaluations
- Provide A-G requirement workshops and advisement
- Facilitated financial-aid workshops
- Assisted students with college enrollment applications (CCCApply, CSUMentor, MyUCApplication), FAFSA, Ca. Dream Application and other financial aid resources
- Applied interpersonal and communication skills to promote academic achievement, post-secondary education and career exploration
- Administered career interest inventories and helped students interpret results
- Organized and facilitated Migrant Parent Academy monthly meetings
- Designed and implemented intentional guidance curriculum
- Managed fluid caseload of students
- Managed and monitored after school credit recovery program (PASS)
- Conducted needs assessments to develop and implement guidance lessons and intentional guidance interventions
- Collaborated with counselors, teachers, administrators, families and other major stakeholders to promote student success
- Created SST (Student Study Team) referral forms and process
- Developed “Systematic Intervention” student monitoring forms and process
- Organized and facilitated SST’s (Student Support Team)
- Offered counseling support including consultation, individual and group counseling, at-risk intervention and guidance lessons
- Completed monthly and year-end results reports

**Director, Calmecac Migrant Summer School Program  
Castroville, CA (6/99-8/13)**

- Served as an instructional assistant, instructor, and eventually director of a summer school program of approximately 80-100 students between the ages of 11-15
- Conducted interviews and hired personnel
- Planned, organized and facilitated professional development for staff
- Conducted staff evaluations
- Managed and monitored program budget
- Taught history, math, writing and applied science
- Planned and organized events and field trips with the purpose of expanding students’ reality by looking beyond their community for opportunities and experiences

- Provided advisement in goal setting, time management, conflict resolution, study habits and career exploration
- Worked with parents to encourage them to think about issues that affect their students academic and personal/social success
- Developed curriculum, managed staff, coordinated field trips, and was responsible for public relations and community outreach
- Coordinated the development of program evaluation tools
- Gathered and analyzed data
- Created results report
- Presented process data, perception data, and results data to major stakeholders

**Fieldwork, Mountain Empire High School – Mountain Empire CA (8/08-5/10)**

- Provided individual and group counseling for issues including classroom behavior, attendance, academic performance, peer mediation, and personal/social issues
- Designed and implemented intentional guidance curriculum
- Managed consistent caseload of students
- Conducted needs assessments to develop and implement guidance lessons and intentional guidance interventions
- Conducted program evaluation and results PowerPoint presentations at school, community and school board level
- Engaged in consultation with teachers and parents
- Collaborated with counselors, teachers, administrators, families and other major stakeholders
- Created new course registration forms and process
- Created “4 year academic plan” form
- Created course guide containing updated course descriptions, A-G and high school graduation requirements, testing requirements, 11<sup>th</sup> grade college readiness checklist, and other vital college awareness and readiness information
- Offered counseling support including consultation, individual and group counseling, and guidance lessons at 3 alternative education sites

**Fieldwork, Rosa Parks Elementary – San Diego CA (8/09-5/10)**

- Provided individual and group counseling for issues including classroom behavior, attendance, academic performance, peer mediation, and personal/social issues
- Designed and implemented intentional guidance curriculum
- Created counseling mission, beliefs, and philosophy statement
- Managed consistent caseload of students
- Conducted needs assessments to develop and implement guidance lessons and intentional guidance interventions
- Conducted program evaluation and results PowerPoint presentation
- Engaged in consultation with teachers and parents

- Collaborated with other school counselors through the City Heights Collaborative

**Fieldwork, Otay Ranch High School – Chula Vista CA (8/08-5/09)**

- Provided individual and group counseling for issues including classroom behavior, attendance, academic performance, peer mediation, and personal/social issues
- Conducted needs assessment to develop and implement group counseling sessions
- Assisted with course registration process
- Assisted with individual 4 year academic planning
- Engaged in consultation with teachers and parents
- Managed consistent caseload of students

**College Facilitator, UCSC GEAR-UP - Castroville, CA (12/05-7/08)**

- Managed and monitored local budget
- Supervised 10 academic coaches who provided academic support and mentorship
- Completed grade and credit evaluations and regulated attendance
- Applied interpersonal and communication skills to motivate students to increase grades and interest them in college and career planning
- Worked closely with students, faculty, administration and parents to help students reach their desired level of success
- Assisted students with college enrollment applications (CCCApply, CSUMentor, UC apps), FAFSA, and other financial aid resources
- Served on UCSC's Admissions Committee evaluating student applications, scoring personal statements and making recommendations for special admissions
- Administered career interest inventories and helped students interpret results
- Used multi-media and various presentations to meet learning modalities
- Planned and coordinated two summer academies focused on increasing academic skills, college and career awareness, and goal setting
- Organized student visits, field trips, awards banquets, and outreach presentations
- Built good working relationships with teachers, school administrators, university resources, parents, and students in both middle and high school
- Taught two leadership courses to increase student motivation to succeed, self-esteem, promote diversity, and encourage academic/personal goal setting
- Developed and implemented guidance lessons
- Co-chaired leadership team to develop intentional guidance lessons and interventions to address the achievement gap
- Collected and presented process data, perception data, and results data to major stakeholders

**Adult School ESL Instructor, NMCUSD CBET - Castroville, CA (10/06-7/08)**

- Provided direct instruction for English Language Learners
- Developed interactive workshops/activities to promote language development
- Developed and implement English language acquisition curriculum
- Monitored student progress and provided recommendations for appropriate placement

# Sandra Mondragón

(b)(6)

## **SUMMARY OF QUALIFICATIONS**

- Approximately 13 years in the field of education
- Ability to work well and build relationships with diverse student and parent populations
- Caring and compassionate nature to help others
- Bilingual/Bi-literate English and Spanish
- Knowledge and understanding of counseling techniques and theories
- Ability to compile information, gather data and prepare records
- Passionate advocate for students
- Experience working with a special population of students with diverse needs (ie. Migrant Students, at-risk, low-income, English Learners, etc.)
- Able to work as a team member or independently
- Ability to work well under pressure
- Familiar with software such as Microsoft Word, Power Point and Excel for Macintosh and personal computers
- Familiar with google docs and google forms
- Excellent communication and problem solving skills
- Ability to integrate theories of student development (psychosocial, cognitive, typology theories)
- Familiar with NCLB and Common Core Standards

## **EDUCATION**

Master of Arts in Educational Leadership with a Preliminary Administrative Services Credential Tier I, (in progress)

- San Jose State University

Master of Science in Educational Counseling with a PPS School Counseling Credential, 09/2005

- University of La Verne

Bachelor of Arts Degree in Sociology, 06/2002

- U.C. Santa Barbara

## **ADDITIONAL TRAINING/PROFESSIONAL DEVELOPMENT**

- American School Counselor Association Conference - July 2014, 2015

- California Association for School Counselors Conference - October 2014, 2015
- Suicide Prevention and Intervention - February 2013
- Professional Learning Communities Conference - June 2012, 2014
- Positive Behavior Intervention and Support (PBIS) Training - September 2014
- HEP CAMP National Conference - October 2015
- Dreamer Counselor Conference---September 2015

### **PROFESSIONAL EXPERIENCE**

#### **High School Equivalency Program (HEP) Counselor, Hartnell Community College, Salinas, Ca. (07/15 – present)**

- Provided academic and personal/social counseling
- Administered career interest inventories and helped students interpret results
- Assisted students in creating short term and long term educational/career goals
- Assisted students in identifying and enrolling in appropriate vocational training programs
- Assisted students with college enrollment applications, FAFSA, Ca. Dream Application and other financial aid resources
- Proctored placement exams
- Created educational plans for community college students pursuing a Certificate of Achievement, an Associate's Degree, or transfer to a CSU/UC
- Developed and implemented academic and personal/social workshops
- Collaborated with counselors, professors, administrators, support services and other major stakeholders to promote student success
- Monitored and tracked High School Equivalency graduate progress towards educational/career goals
- Managed and monitored post-graduation student placement process

#### **School Counselor, Salinas Union High School District, Salinas, Ca. (06/12 – present)**

- Department Chaired and Co-Chaired Counseling Department
- Co-coordinated and implemented middle school transition "Where Everybody Belongs" Program (W.E.B.)
- Provided individual and group counseling for issues including classroom behavior, attendance, academic performance, peer mediation, and personal/social issues
- Completed promotion evaluations
- Scheduled students in appropriate classes to meet individual learning needs
- Applied interpersonal and communication skills to promote academic achievement, post-secondary education and career exploration
- Managed caseload of students
- Conducted needs assessments to develop and implement guidance lessons and intentional guidance interventions

- Collaborated with counselors, teachers, administrators, families and other major stakeholders to promote student success
- Organized and facilitated SST's (Student Support Team)
- Developed and managed Section 504 Plans
- Offered counseling support including consultation, individual and group counseling, at-risk intervention and guidance lessons
- Coordinated and facilitated parent workshops
- Actively participated in School Site Council and other school committees

**Migrant Resource Counselor, Salinas Union High School District, Salinas, Ca. (03/07 - 06/12)**

- Provided individual and group counseling for issues including classroom behavior, attendance, academic performance, peer mediation, and personal/social issues
- Completed graduation credits evaluations
- Provided A-G requirement workshops and advisement
- Facilitated financial-aid workshops
- Assisted students with college enrollment applications (CCCApply, CSUMentor, MyUCApplication), FAFSA, Ca. Dream Application, and other financial aid resources
- Applied interpersonal and communication skills to promote academic achievement, post-secondary education and career exploration
- Administered career interest inventories and helped students interpret results
- Organized and facilitated Migrant Parent Academy monthly meetings
- Designed and implemented intentional guidance curriculum
- Managed fluid caseload of students
- Managed and monitored after school credit recovery program (PASS)
- Conducted needs assessments to develop and implement guidance lessons and intentional guidance interventions
- Collaborated with counselors, teachers, administrators, families and other major stakeholders to promote student success
- Created SST (Student Study Team) referral forms and process
- Organized and facilitated SST's (Student Support Team)
- Offered counseling support including consultation, individual and group counseling, at-risk intervention and guidance lessons
- Completed monthly and year-end results reports

**Substitute Teacher, Alisal Union High School District, Salinas, Ca. (01/07-03/07)**

- Assumed all duties of a teacher
- Knowledgeable of theories and practices of education and child development
- Effectively implemented classroom management strategies
- Ability to work with lesson plans established by primary teacher
- Worked collaboratively with team teachers in same grade level

**School Counselor, Carpinteria Unified School District, Carpinteria, Ca. (09/06-01/07)**

- Middle School and High School Counselor
- Designed appropriate schedules for students
- Organized and presented at evening parent meetings
- Helped promote and educate parents and students about A-G requirements

**School-Based Counselor, Family Service Agency, Santa Barbara, Ca. (09/02-06/06)**

- Conducted individual and group counseling sessions
- Facilitated various parent meetings (ie. PTC's, SST's)
- Managed caseload of students with various needs
- Conducted home visits and family communication sessions
- Worked collaboratively with school staff to provide parent education and individual, family, and group counseling
- Provided critical incident response services

**PROFESSIONAL ASSOCIATIONS**

- American School Counselor Association (ASCA)
- California Association of School Counselors (CASC)

**JuliaMena**

(b)(6)

**Objective**

To provide/support the High School Equivalency Program (HEP) with outreach and retention, to organize/direct activities for all students and other HEP pertinent duties as assigned.

**Education**

Associate of General Studies Hartnell College

Seventeen years of Experience with Hartnell College Administrative and Student Policies and Procedures.

**Professional Summary**

**High School Equivalency Program (HEP) -- 9/20/2001-Present**

- Provide and communicate to communities, schools, regional employers, and farm worker community HEP information
- Partner with Migrant Education Program (MCOE) Employers; school districts; community based organizations (Clinica de Salud); and community events
- Provide hard copy and bilingual HEP information
- One-on-one meetings with HEP students for motivation, resume services, hardships, etc.
- Present presentations and contacts with of student referred to HEP
- Liaison between HEP and community partnerships, communicate the program and benefits for preparing students to receive their High School Certificate
- Direct, plan and execute HEP activity events pertaining to HEP Grant (Recognition Ceremony, Field Trips, Workshops, and other various educational workshops)
- Provide HEP Director and Staff with outreach and recruitment ideas/techniques
- Plan, organize, and chaperone HEP field trips, workshops and expose students to various colleges and universities
- Recruit, train delegate, and motivate the performance of students and staff on special organize events
- Mobilize committees to facilitate the planning of teams within work to ensure support for successful events
- Work with students and HEP faculty to maintain/implement retention of students to continue their education
- Compose and distribute fliers to generate student attention to events
- Knowledgeable in submitting required reports and documentation
- Assist in creating a safe environment for students, maintaining a quiet, secure and positive atmosphere
- Interact with a population of diverse socioeconomic and cultural backgrounds, especially students at risk
- Support students, parents, and staff with conflict of interest problems to Director/Supervisor
- Systematically call applicants for referrals and placement
- Plan, organize and chaperon students to on-campus job and career fairs
- Present and speak at community educational sites
- Host HEP Placement Fair for HEP Students
- Recruit from Salinas Adult School Classes, middle and high schools within the serving area
- Coordinate remote testing and classes within the serving area

**Professional Administration Experience and Achievements**

- Represent HEP at HEP Advisory Committee Meetings
- Assist with planning and organizing HEP registration, orientation, kick-off procedures
- Assist with hiring personnel for HEP Department
- Meet with instructors of classes of local continuing educational institutes- Continuous contact with local libraries for eligible students ready to pretest with HEP



# Monterey County Office of Education

Dr. Nancy Kotowski  
County Superintendent of Schools

February 1, 2016

Lisa Ramírez, Ed.D  
Director, Office of Migrant Education  
United States Department of Education  
Office of Migrant Education  
Washington, D.C. 20202-6200

Dear Dr. Ramirez:

**RE: Letter of commitment for Hartnell College's High School Equivalency Program Application**

On behalf of the Monterey County Office of Education's Migrant Education Program, please accept this letter as a pledge of our strong commitment to and continued support of our partnership with the High School Equivalency Program (HEP) at Hartnell College. Hartnell's HEP has been essential in helping hundreds of migrant and seasonal farmworkers and members of their immediate family obtain a high school equivalency, gain employment, and/or be placed in an institution of higher education or other postsecondary education or training.

Monterey County Office of Education's Migrant Education Program is well aware of the challenges faced by this region's large and growing population of migrant and seasonal farmworkers and families. Our region, located in California's Central Coast, has identified the largest number of migrant students in the country. As part of our continued commitment to and in partnership with Hartnell's HEP, we pledge the following resources and/or to participate in the following activities as appropriate to our organizational mission:

- o HEP Advisory Council
- o Collaborative Staff Meetings
- o Identification and referral to HEP services
- o Migrant HEP Student monitoring and support

We anticipate that the strong strategic partnerships formed between the Hartnell HEP and Monterey County Office of Education's Migrant Education Program will ensure the achievement of the HEP's program goals/objectives and will continue to provide desperately needed educational support for regional residents. Most importantly, we believe the Hartnell HEP will continue to provide students with strong foundations on which to build viable and productive careers in the regional workforce.

We look forward to partnering with Hartnell's HEP in the coming years. Please let us know what else we can do to support the success of this proposal and achievement of HEP's mission.

Sincerely,

(b)(6)

Ernesto Vela, Ed.D.  
Director



# Salinas Union High School District

## Special Projects Office

1900 Independence Blvd., Room 809 Salinas, CA 93906  
831.796-7867 (Office) 831.796-7889 (Fax)

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Thursday, February 11, 2016

Lisa Ramírez, Ed.D  
Director, Office of Migrant Education  
United States Department of Education  
Office of Migrant Education  
Washington, D.C. 20202-6200

### **RE: Letter of commitment for Hartnell College's High School Equivalency Program (HEP) Application**

Dear Dr. Ramirez:

The Salinas Union High School District, Migrant Education Program (MEP) submits to you this letter expressing continued support of our partnership with the High School Equivalency Program (HEP) at Hartnell College in Salinas, California. The continuation of this program is vital to our work and efforts in the Salinas area, which has one of the highest concentrations of migrant farm worker families in the nation. Hartnell's HEP has helped hundreds of migrant and seasonal farm workers and their family members obtain a high school equivalency, gain employment, and/or be placed in an institution of higher education or other postsecondary education or training.

A situation we commonly confront is when a migrant youth served by our out-of-school youth (OSY) program has been working toward his/her high school equivalency goal, and MEP eligibility ends prior to reaching that goal. Youth in this situation who are over 18 years of age can be referred to HEP for support in completing the efforts that began through resources provided by our MEP. Instead of "dropping out" they continue and finish their education through HEP, and as a result, the efforts and resources expended by our MEP is not in vain.

In addition, our program's Migrant Resource Counselors and OSY staff highly value the information provided by Hartnell's HEP director and staff at regional secondary student guidance meetings and at regularly scheduled meetings hosted by HEP Hartnell.

We are fully confident that continued funding of the Hartnell HEP will ensure the ongoing provision of critically needed educational support for area residents in need of this support, providing them with strong foundations upon which to build viable and productive careers in the local workforce.

Sincerely,

Christopher Cambern, Director

(b)(6)

Migrant Education/Special Projects Office  
Salinas Union High School District



SALINAS UNION HIGH SCHOOL DISTRICT

**MISSION TRAILS REGIONAL OCCUPATIONAL PROGRAM**  
867 East Laurel Drive, Salinas, CA 93905 (831) 753-4209 Fax: (831) 422-5115

February 16, 2016

Lisa Ramirez, Ed.D  
Director, Office of Migrant Education  
United States Department of Education  
Office of Migrant Education  
Washington, D.C. 20202-6200

Dear Dr. Ramirez:

**RE: Letter of commitment for Hartnell College's High School Equivalency Program Application**

On behalf of Salinas Adult School & Mission Trails Regional Occupation Program, please accept this letter as a pledge of our strong commitment to and continued support of our partnership with the High School Equivalency Program (HEP) at Hartnell College. Hartnell's HEP has been essential in helping hundreds of migrant and seasonal farmworkers and members of their immediate family obtain a high school equivalency, gain employment, and/or be placed in an institution of higher education or other postsecondary education or training.

Salinas Adult School & Mission Trails Regional Occupation Program is well aware of the challenges faced by this region's large and growing population of migrant and seasonal farmworkers and families. As part of our continued commitment to and in partnership with Hartnell's HEP, we pledge the following resources and/or to participate in the following activities as appropriate to our organizational mission:

- High School Equivalency books
- Fees: HSE Testing, re-testing and errors
- Professional Development/Instructor Collaboration
- Instruction
- Curriculum, including computer preparation
- Program Evaluation
- Academic Advising & Counseling
- Information and assistance with registration for Hartnell classes
- Information and assistance with accessing Hartnell student support services
- An appropriate location, which will serve as the primary location, for official HSE testing of HEP students

We anticipate that the strong strategic partnerships formed between the Hartnell HEP and [name of organization/institution] will ensure the achievement of the HEP's program goals/objectives and will continue to provide desperately needed educational support for regional residents. Most importantly, we believe the Hartnell HEP will continue to provide students with strong foundations on which to build viable and productive careers in the regional workforce.

We look forward to partnering with Hartnell's HEP in the coming years. Please let us know what else we can do to support the success of this proposal and achievement of HEP's mission.

(b)(6)

Sharon Albert, Director  
Salinas Adult School/Mission Trails ROP  
**Sharon Albert, Director**

[Sharon.albert@salinasuhdsd.org](mailto:Sharon.albert@salinasuhdsd.org)

[www.missiontrailsrop.org](http://www.missiontrailsrop.org)

PR/Award # S141A160012

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**Nancy Renteria, Assistant  
Director**  
[nancy.renteria@salinasuhdsd.org](mailto:nancy.renteria@salinasuhdsd.org)



February 9, 2016

Lisa Ramirez, Ed.D  
Director, Office of Migrant Education  
United States Department of Education  
Office of Migrant Education  
Washington, D.C. 20202-6200

Dear Dr. Ramirez:

**RE: Letter of commitment for Hartnell College’s High School Equivalency Program Application**

On behalf of College Assistance Migrant Program (CAMP) at California State University, Monterey Bay, please accept this letter as a pledge of our strong commitment to and continued support of our partnership with the High School Equivalency Program (HEP) at Hartnell College. Hartnell’s HEP has been essential in helping hundreds of migrant and seasonal farmworkers and members of their immediate family obtain a high school equivalency, gain employment, and/or be placed in an institution of higher education or other postsecondary education or training.

CAMP is well aware of the challenges faced by this region’s large and growing population of migrant and seasonal farmworkers and families. As part of our continued commitment to and in partnership with Hartnell’s HEP, we pledge the following resources and/or to participate in the following activities as appropriate to our organizational mission:

- Provide on campus and off campus events that expose HEP participants to college experience such as, CAMP College panels and campus tours;
- Develop activities that are mutually beneficial to participants in both programs.

We anticipate that the strong strategic partnerships formed between the Hartnell HEP and CAMP will ensure the achievement of the HEP’s program goals/objectives and will continue to provide desperately needed educational support for regional residents. Most importantly, we believe the Hartnell HEP will continue to provide students with strong foundations on which to build viable and productive careers in the regional workforce.

We look forward to partnering with Hartnell’s HEP in the coming years. Please let us know what else we can do to support the success of this proposal and achievement of HEP’s mission.

(b)(6)

Sarait Martinez  
CAMP Coordinator



ORGANIZATION: Hartnell Community College District Office of  
Administrative Services

AGREEMENT DATE: 06/13/2011

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**SECTION II: SPECIAL REMARKS**

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TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES

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

DEFINITION OF EQUIPMENT

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

The following fringe benefits are treated as direct costs:

FICA, WORKERS COMPENSATION, MEDICARE, MEDICAL/DENTAL/VISION/LIFE INSURANCE, UNEMPLOYMENT, LONG-TERM DISABILITY, AND RETIREMENT.

ORGANIZATION: Hartnell Community College District Office of Administrative Services

AGREEMENT DATE: 06/13/2011

**SECTION III: GENERAL**

**A. LIMITATIONS:**

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

**B. ACCOUNTING CHANGES:**

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

**C. FIXED RATES:**

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

**D. USE BY OTHER FEDERAL AGENCIES:**

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

**E. OTHER:**

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

BY THE INSTITUTION:

Hartnell Community College District Office of Administrative Services

(b)(6)

(SIGNATURE)

*Phoebe K. Helm*

(NAME)

*Superintendent/President*

(TITLE)

*6/16/11*

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(b)(6)

(SIGNATURE)

Wallace Chan

(NAME)

Director, Western Field Office

(TITLE)

6/13/2011

(DATE) 1615

HHS REPRESENTATIVE: May Wong

Telephone: (415) 437-7820

## **BIBLIOGRAPHY AND ENDNOTES**

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## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

**HARTNELL HEP BUDGET NARRATIVE**

<b>HARTNELL COLLEGE</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
<b>1. PERSONNEL</b>						
<p><b>Project Director</b> – E. Becerra; 1.0 FTE in Years 1-5 of the grant; 100% of salary and fringe benefits requested. Responsible for the overall supervision and management of the Project’s implementation, liaison, communication and evaluation functions, meeting all reporting requirements, budget management, and providing key leadership in supporting the success of the project. Salary figures in Years 2-3 reflect required step increases, with a 2% COLA in Years 4-5.</p>	84,138	87,764	89,579	91,370	93,198	<b>446,049</b>
<p><b>Outreach Specialist</b>-J.Mena; 0.75 FTE (30 hours per week) in Years 1-5 of the grant; 100% of salary and fringe benefits requested. Will lead and manage outreach to recruit eligible students into the HEP. This bilingual educator will coordinate outreach activities, work with project partners, and work on development of bilingual outreach materials. The outreach specialist may be the first contact a prospective student has with the project and thus is critical to recruiting and enrolling project participants. Years 2-5 include a 2% COLA.</p>	36,700	37,434	38,183	38,947	39,726	<b>190,990</b>
<p><b>Counselor</b>-Adjunct faculty will provide academic and student support by serving as a bilingual counselor and mentor to HEP students. Will develop individual education plans for all HEP students and will work with faculty on developing interventions for identified challenges which may pose obstacles to student success. The HEP counselor will provide critical support in retaining HEP students in the program, and facilitating the transition to post-secondary education, improved</p>						

employment of military service. Basis: \$51.05 per hour x 20 hours per week x 40 weeks = \$40,840/year; \$204,200 Total Years 1-5 covered by leveraged funds.	-	-	-	-	-	-
<b>Secretary</b> -M.Guerrero; 0.75 FTE (30 hours per week) in Years 1-5 of the grant; 100% of salary and fringe benefits requested. Will provide the project with administrative support in the implementation of all project activities. Under direction of the project director, duties will include correspondence, supporting partner coordination and communications, data entry, and record keeping. She will provide a constant program contact point and information resource for inquiries from students and others. Salary figures in Years 2-3 reflect required step increases, with a 2% COLA in Years 4-5.	30,092	31,609	33,171	33,834	34,511	<b>163,217</b>
<b>Instructional Aides</b> -Will support classroom instruction during class time, under the direction of the instructor. They will work one-on-one with HEP students and in small groups to support instructional delivery, HSE academic skills development and success. Instructional Aides will be bilingual and will be critical in supporting student acquisition of general academic skills and, ultimately, passage of the HSE test. Basis: \$12 per hour x 20 hours per week x 36 weeks x 3 positions.	25,920	25,920	25,920	25,920	25,920	<b>129,600</b>
<b>Instructors</b> – Two bilingual instructors to deliver HSE course material (all five subjects) in English and Spanish. HSE instruction will be delivered by instructors qualified by education and experience to deliver instruction per requirements of the California Community Colleges. Basis: \$30 per hour x 14 hours per week x 36 weeks x 2 positions.	30,240	30,240	30,240	30,240	30,240	<b>151,200</b>

<b>HSE Facilitators</b> –Will facilitate classroom instruction during class time. They will work one-on-one and in small groups with students (in and out of the classroom including home visits) to provide instructional delivery, HSE academic skills development, facilitate targeted interventions and support student success. HSE Facilitators will be bilingual and will be critical in supporting student acquisition of general academic skills and, ultimately, passage of the HSE test. Basis: \$16 per hour x 20 hours per week x 40 weeks x 3 positions	38,400	38,400	38,400	38,400	38,400	<b>192,000</b>
<b>Total Salaries:</b>	<b>245,490</b>	<b>251,367</b>	<b>255,493</b>	<b>258,711</b>	<b>261,995</b>	<b>1,273,056</b>
<b>2. FRINGE BENEFITS</b>						
Fringe benefits rates for Hartnell College employees vary based on full-time/part-time status and salary range. For the staff identified for the HEP project, those rates are as follows:						
Project Director at 51%	42,911	44,760	45,686	46,599	47,531	<b>227,487</b>
Outreach Specialist at 60%	22,020	22,461	22,910	23,369	23,835	<b>114,595</b>
Counselor at 14.265% (Non Federal Share, \$29,130 Total)	-	-	-	-	-	-
Secretary at 80%	24,074	25,287	26,537	27,068	27,609	<b>130,575</b>
Instructional Aides at 9.735%	2,523	2,523	2,523	2,523	2,523	<b>12,615</b>
HSE Facilitators at 9.735%	3,738	3,738	3,738	3,738	3,738	<b>18,690</b>
Instructors at 9.735%	2,944	2,944	2,944	2,944	2,944	<b>14,720</b>
These benefits include disability, health, dental and vision insurance, life insurance, retirement, Worker’s Compensation and unemployment insurance.						
<b>Total Fringe Benefits</b>	<b>98,210</b>	<b>101,713</b>	<b>104,338</b>	<b>106,241</b>	<b>108,180</b>	<b>518,682</b>

3. TRAVEL						
<p>We are requesting a total of \$30,804 in travel. These costs will be used as follows:</p>						
<p><b>Annual Directors Conference:</b> To send the HEP Project Director, figured at \$2,057 per year. Costs are based on the following estimates per person: airfare, \$700; hotel (four nights at \$175 each), \$700; mileage (\$.54/mile x 97 miles), \$53; parking (\$30/day x 4 days), \$120; ground transport (\$50/day x 4 days), \$200; meals and incidentals (\$71/day x 4 days), \$284.</p>	2,057	2,057	2,057	2,057	2,057	<b>10,285</b>
<p><b>National HEP/Camp Association Conference:</b> To send two individuals in Years 1-3 (\$3,041/year), and one individual in Years 4-5 (\$2,057/year). Costs are based on the following estimates per person: airfare, \$1,400 (2 persons Years 1-3), \$700 (1 person Years 4-5); hotel (four nights at \$175 each), \$700; mileage (\$.54/mile x 97 miles), \$53; parking (\$30/day x 4 days), \$120; ground transport (\$50/day x 4 days), \$200; meals and incidentals (\$71/day x 4 days), 2 persons Years 1-3 (\$568), 1 person Years 4-5 (\$284).</p>	3,041	3,041	3,041	2,057	2,057	<b>13,237</b>
<p><b>Commission On Adult Basic Education (COABE) Conference:</b> Send two individuals in Years 1-2 (\$3,641/year). Costs are based on the following estimates per person: registration (\$300 x 2 persons), \$600; airfare (\$700 x 2 persons), \$700; hotel (\$175/night x 4 nights), \$700; mileage (\$.54/mile x 97 miles), \$53; parking (\$30/day x 4 days), \$120; ground transport (\$50/day x 4 days), \$200; meals and incidentals (\$71/day</p>	3,641	3,641	-	-	-	<b>7,282</b>

x 4 days x 2 persons), \$568).						
<b>Total Travel</b>	<b>8,739</b>	<b>8,739</b>	<b>5,098</b>	<b>4,114</b>	<b>4,114</b>	<b>30,804</b>
<b>5. SUPPLIES</b>						
We are requesting funds to provide the instructional and non-instructional materials that will support program operations and implementation. This includes materials needed for classroom instruction, student supplies, targeted interventions, office support, and communications.						
Instructional and Office supplies, consumables, etc.	5,000	3,000	2,500	2,000	2,000	<b>14,500</b>
Student Textbooks: Replenish Textbook lending library (\$30 each x 5 subjects x 61 books + 9.125% tax), \$9,985 in Year 1	9,985	4,212	2,952	-	-	<b>17,149</b>
Student Workbooks: Purchase of student workbooks (\$25 each x 125 students + 9.125% tax), \$3,414 per year.	3,414	3,414	3,414	3,414	3,414	<b>17,070</b>
<b>Total Supplies</b>	<b>18,399</b>	<b>10,626</b>	<b>8,866</b>	<b>5,414</b>	<b>5,414</b>	<b>48,719</b>
<b>6. CONTRACTUAL</b>						
We are requesting funds to provide the project with essential infrastructure support, including external evaluation and assessment of project data, professional development and staff training (guest speakers and/or workshop and conference fees), upkeep and service fees for Student Database (MCT Technology) and HSE course delivery.						
External Evaluator: \$80 per hour x 50 hours (\$4,000 per year)	4,000	4,000	4,000	4,000	4,000	<b>20,000</b>

MCT Technology: \$198 per month x 12 months (\$2,376 per year)	2,376	2,376	2,376	2,376	2,376	<b>11,880</b>
Professional Development: Staff Training	3,107	2,000	1,100	1,100	-	<b>7,307</b>
<b>Total Contractual</b>	<b>9,483</b>	<b>8,376</b>	<b>7,476</b>	<b>7,476</b>	<b>6,376</b>	<b>39,187</b>
<b>8. OTHER</b>						
HEP Association Membership annual fees, and printing HEP brochures, announcements and other mailers. Van rental to provide transportation assistance that will ensure program access for students in remote locations. Student field trips to educational institutions and workplace/employment sites.						
(a) Memberships: HEP Association Fee (\$1,200/year), BrainPOP-online instructional tool (\$2,295/year)	3,495	3,495	3,495	3,495	3,495	<b>17,475</b>
(b) Printing Services (Vendor): Recruitment/retention/placement materials	2,500	2,000	1,550	865	745	<b>7,660</b>
(c) Printing Services (In house): Fees for printing and copying on campus for program materials, \$2,500/year	2,500	2,500	2,500	2,500	2,500	<b>12,500</b>
(d) Meals: Meals for events extending beyond 4 hours (\$5.60 per student x 125 students)	700	700	700	700	700	<b>3,500</b>
(e) Student Field Trips: 2 Trips (1 per semester) in Years 1-4 (\$2,002 each Trip). Field Trips in Year 5 will be covered by leveraged funds.	4,003	4,003	4,003	4,003	-	<b>16,012</b>
<b>Total Other</b>	<b>13,198</b>	<b>12,698</b>	<b>12,248</b>	<b>11,563</b>	<b>7,440</b>	<b>57,147</b>

<b>9. TOTAL DIRECT COSTS (Lines 1 – 8)</b>	<b>\$393,519</b>	<b>\$393,519</b>	<b>\$393,519</b>	<b>\$393,519</b>	<b>\$393,519</b>	<b>\$1,967,595</b>
<b>10. TOTAL INDIRECT COSTS (8%)</b>	<b>31,481</b>	<b>31,481</b>	<b>31,481</b>	<b>31,481</b>	<b>31,481</b>	<b>157,405</b>
<b>11. TRAINING STIPENDS</b>  Scholarship in the amount of \$200 for each student to eliminate barriers towards HSE completion (i.e. childcare, transportation, basic health service/referral). Additional \$200 to be used for HSE testing and registration fees... Basis: \$400 x 125 students (per year)						
	<b>50,000</b>	<b>50,000</b>	<b>50,000</b>	<b>50,000</b>	<b>50,000</b>	<b>250,000</b>
<b>12. TOTAL COSTS</b>	<b>\$475,000</b>	<b>\$475,000</b>	<b>\$475,000</b>	<b>\$475,000</b>	<b>\$475,000</b>	<b>\$2,375,000</b>

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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Eric	<input type="text"/>	Becerra	<input type="text"/>

Address:

Street1:	1752 E. Alisal Street
Street2:	<input type="text"/>
City:	Salinas
County:	<input type="text"/>
State:	CA: California
Zip Code:	93905-3049
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
831-770-7070	<input type="text"/>

Email Address:

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #, if available:

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

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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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

Hartnell Community College District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	245,490.00	251,367.00	255,493.00	258,711.00	261,995.00	1,273,056.00
2. Fringe Benefits	98,210.00	101,713.00	104,338.00	106,241.00	108,180.00	518,682.00
3. Travel	8,739.00	8,739.00	5,098.00	4,114.00	4,114.00	30,804.00
4. Equipment						
5. Supplies	18,399.00	10,626.00	8,866.00	5,414.00	5,414.00	48,719.00
6. Contractual	9,483.00	8,376.00	7,476.00	7,476.00	6,376.00	39,187.00
7. Construction						
8. Other	13,198.00	12,698.00	12,248.00	11,563.00	7,440.00	57,147.00
9. Total Direct Costs (lines 1-8)	393,519.00	393,519.00	393,519.00	393,519.00	393,519.00	1,967,595.00
10. Indirect Costs*	31,481.00	31,481.00	31,481.00	31,481.00	31,481.00	157,405.00
11. Training Stipends	50,000.00	50,000.00	50,000.00	50,000.00	50,000.00	250,000.00
12. Total Costs (lines 9-11)	475,000.00	475,000.00	475,000.00	475,000.00	475,000.00	2,375,000.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2020 (mm/dd/yyyy)

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

The Indirect Cost Rate is 28.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.  
PR/Award # S141A160012

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

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

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

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