

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 # S141A160013

Grants.gov Tracking#: GRANT12112027

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="03/04/2016"/>	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"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Kansas State University"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="480771751"/>	* c. Organizational DUNS: <input type="text" value="929773554"/>

d. Address:

* Street1:	<input type="text" value="2 Fairchild Hall"/>
Street2:	<input type="text" value="1601 Vattier Street"/>
* City:	<input type="text" value="Manhattan"/>
County/Parish:	<input type="text" value="Riley"/>
* State:	<input type="text" value="KS: Kansas"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="66506-1103"/>

e. Organizational Unit:

Department Name: <input type="text" value="PreAward Services"/>	Division Name: <input type="text" value="Research & Sponsored Programs"/>
--	--

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Paul"/>
Middle Name: <input type="text" value="R."/>	
* Last Name: <input type="text" value="Lowe"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Assoc Vice President/Research"/>

Organizational Affiliation: <input type="text" value="Kansas State University"/>

* Telephone Number: <input type="text" value="785-532-6804"/>	Fax Number: <input type="text" value="785-532-5944"/>
---	---

* Email: <input type="text" value="plowe@ksu.edu"/>

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.141

CFDA Title:

Migrant Education_High School Equivalency Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-010716-002

* Title:

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

13. Competition Identification Number:

84-141A2016-1

Title:

High School Equivalency Program (HEP) CFDA Number 84.141A

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

Add Attachment

Delete Attachment

View Attachment

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

Project ASSERT (Acclaimed Student Success Educationally from Responsive Teaching)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,361,794.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,361,794.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

Additional Project Congressional Districts

NE-ALL

CO-003

CO-004

CO-005

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>Paul R. Lowe</p>	<p>TITLE</p> <p>Assoc Vice President/Research</p>
<p>APPLICANT ORGANIZATION</p> <p>Kansas State University</p>	<p>DATE SUBMITTED</p> <p>03/04/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Kansas State University * Street 1: 2 Fairchild Hall * Street 2: 1601 Vattier Street * City: Manhattan * State: KS: Kansas * Zip: 66506-1103 Congressional District, if known: KS-001		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Migrant Education_High School Equivalency Program CFDA Number, if applicable: 84.141	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: N/A * Street 2: * City: N/A * State: * 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: Paul R. Lowe * Name: Prefix: Mr. * First Name: Paul Middle Name: R. * Last Name: Lowe Suffix: Title: Assoc Vice President/Research Telephone No.: 785-532-6804 Date: 03/04/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S141A160013

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA_2_0302161013160171.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provision Act (GEPA) 427 Statement

Kansas State University Community College (KSU) through Project **ASSERT** will ensure all persons regardless of gender, race, national origin, color, disability, or age will have equal access to all HEP program activities described in the grant application narrative. KSU will abide by its official non-discrimination policy and procedures approved by the governing board of trustees throughout the duration of the program.

A large number of Hispanic students are to be served by this project. As such, the KSU HEP program understands that the program's recruitment plan needs to include specific strategies for equal participation by all groups, which includes encouraging access and participation by this group.

Moreover, our experience demonstrates that due to a large Spanish population, forms of communication need to be conducted in English and Spanish to reach the targeted community. Accordingly, all informational, correspondence, program flyers, brochures and PSA's will be disseminated bilingually in English and Spanish. This will facilitate the dissemination of program information equitably throughout the satellite communities. In addition, KSU will encourage recruiting and hiring staff that represent the target population being served.

The Project Investigator, as the overall administrator and programmatic leader, will have full responsibility to ensure that the KSU non-discrimination and civil right policies are adhered to and that equitable access is offered to all persons interested in this program.

Disability Statement

KSU recognizes the need to serve individuals with disabilities. All facilities and transportation services to be utilized for the provisions of program activities comply with all ADA laws and are fully accessible for students, parents, faculty, community residents and project staff with special needs. All assessment and survey instruments will be modified to address the needs of special needs populations to offer equal access to all program activities and services.

KSU has trained staff to work specifically with special needs populations who require additional assistances. When required, KSU will utilize professionals to work with project beneficiaries and personnel to ensure that all individuals have equal access to all program activities and information. In addition, staff and faculty working with special needs population will be trained in the use and implementation of assistive technology, augmentative communication devices, speech-generating devices, and assessment software.

Civil Rights Statement

Kansas State University complies with federal and state rules and regulations and does not discriminate on the basis of gender, race, sexual orientation, national origin, color, disability or age. This holds true for all the programs administered by KSU and for all students and parents interested in participating in educational programs and/or extracurricular activities.

ASSERT will incorporate all these same standards. Furthermore, due to the agricultural workforce, a large mono-lingual Spanish-speaking population is settled in each satellite HEP area. Accordingly, KSU will recruit and encourage participation from this targeted population, specifically minorities, in general, minority women, and individuals with special needs.

In conclusion, KSU has policies and procedures in place that promote equal opportunity practices and has incorporated these policies in the **ASSERT** activities, including staff and faculty recruitment and student enrollment processes.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION Kansas State University		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Mr.	* First Name: Paul	Middle Name: R.
* Last Name: Lowe	Suffix:	
* Title: Assoc Vice President/Research		
* SIGNATURE: Paul R. Lowe	* DATE: 03/04/2016	

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

ABSTRACT: Name of Applicant: Kansas State University **City/State:** Manhattan, Kansas

Project Objectives/Activities: KSU, in alliance with the State Departments of MEP in Kansas, Colorado and Nebraska, state parent advisory councils, agribusinesses and other state/local agencies is seeking re-funding for HEP that plans to serve 500 commuter migrant students (100 each year) who otherwise could not overcome the obstacles to obtaining a HSE diploma. The **goal** of ASSERT (Acclaimed Student Success Educationally from Responsive Teaching) is to provide high quality instruction/ support services to eligible MSFW youth/ adults to prepare them to acquire a HSE diploma and enter subsequent postsecondary education, career upgrades or placement in the military. **Objectives** are: Objective 1: Increase the number of MSFW youth/ adults who complete a high school diploma or its equivalent. Objective 2: Increase student access to support services such as tutoring, mentors, counseling, health screening and assistance in identifying financial aid to further MSFW's academic and vocational careers. Objective 3: Increase the numbers of OSY, MSFWs who enter post-secondary education, the military or career advancements. Objective 4: Comprehensively complete program quality assessments. **Outcomes** include: a) Refined/ expanded HEP services based on the identified needs of migrant students; b) Tailored HEP, with technology/ culturally sensitive satellite services for students to access/achieve expected outcomes; c) Program goals/ objectives/ outcomes/ services to be achieved; d) Increased numbers of MSFWs achieving HSE, entering post-secondary programming and the military; e) *75% will receive a HSE diploma (GPRA 1); 80% will enter postsecondary education, career positions, or the military (GPRA 2).* **Key attributes:** effective individualized instruction guided by the ISEP; financial assistance, tutoring, mentors, and support services (counseling, medical/ dental, transportation, collaboration among agencies and cultural activities).



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1. Need And Significance: *(i) The magnitude of the need for services and activities.*

Kansas State University (KSU), in alliance with the State Departments of Migrant Education in Kansas, Colorado, and Nebraska; agribusiness partners (Cargill, JBS, National Beef, Tyson, Seaboard Farms, Seasonal Farmworker’s Coalition, and local dairy farms); three-state parent advisory councils; and numerous other agencies, is seeking another funding cycle through the U.S. Office of MEP High School Equivalency Program (HEP). **ASSERT (Acclaimed Student Success Educationally from Responsive Teaching)** will provide academic, financial and follow-up supports essential to assist MSFWs to successfully complete a HSE diploma and pursue educational and career advancements. Given this declaration, Kansas, Colorado and Nebraska will scaffold the highly successful 15-year bi-state HEP operation by implementing a research-based, best practices program of services to serve 500 most- in-need MSFWs.

Using recent data from the White House Initiative on Educational Excellence for Hispanic Americans (2015), the National Center for Education Statistics (2015), U.S. Census Bureau (2015), *Equipped for the Future: 21st Century Skills for New Economy* (2010), migrant data from each state’s DOE (2015), and experiences and knowledge gained from the bi-state HEP *Project DESTINY 2* program now in its fifth year, we recognize how significant the need for this expanded three-state HEP project continues to be. For example, the Bureau of Labor Statistics (2015) indicates that with a cumulative average of the participating states, 61% of MSFW workers live below the poverty level earning an average income of less than \$11,000 and where they have attained a median educational level of 6 years. The Department of Health and Human Services (2015) reports that the poverty level is set at \$20,090 for a family of 3. Many migrant families

(60.4%) live on one wage far below the recognized Federal poverty level (DOL, 2015).

The three-state migrant lifestyle is depicted as having generational poverty, lack of stability, poor health care, high mobility, and where MSFW families lack skills to speak, read, or understand effectively the English language. These obstacles create a cultural climate associated with substance abuse, teen pregnancy, domestic violence, and poor achievement/ literacy rates in rural and isolated settings. As an average found with the 3 states (2014), more than 64.4% of the migrant students do not meet state K-12 academic standards (State’s Assessment Results). The migrants’ daily life creates burdensome challenges for the child beginning from conception and is further compounded throughout a lifespan significantly shorter than the U.S. average (Homeland Security, August 2015). **Table 1** encapsulates the needs across the 5 satellite areas.

Table 1: Programmatic ASSERT Need Indicators

Percentage Need Indicator (FY 2014) For The 3 States	KS.	CO.	NB.
All Families Below Federal Poverty Level	14	12	12
Hispanic Families Below Poverty Level	29	23	24
Individuals Over 25 Earning An AA Degree	9	9	12
Migrant English Language Learners	76	58.7	60.4
Migrant Single Female Household below Poverty Level	39.2	31.7	37.7
Migrant Student Attrition from 9-12 grade	24	23	25
Migrant Students Not Meeting State Standards	68.3	63	61.9
Migrant Teens (15 to 19) Not Attending School	4	5	3
Migrant Teens Not Attending School/ Jobless	6	6	5
Teen Births State Ranking	33	18	22

Total All Student Graduation Rate	85.8	77.3	89.7
Total All White Student Graduation Rate	88.4	83.2	92.8
Total Hispanic Graduation Rate	78.8	66.7	82.8

ASSERT presents opportunities to former and current MSFW and out-of-school youth (OSY)—especially Hispanic students where extensive work is warranted to address their needs. The Consortium for Solutions for Out-Of-School Youth (SOSY, 2015) determined the number of three-state OSY migrant youth without secondary diplomas and not being served to be 4,127. Each state’s migrant enrollment data show that the exodus from school in significant numbers begins in the 9th grade and continues to grow through the 12th grade (SOSY, 2015). Migrant enrollment in the 12th grade is less than half of the number enrolled in the 6th grade across the states. While the earlier *Project DESTINY 2* made great progress by assisting 520 migrant youth to complete their HSE diploma, the need across the expanded three- state area is still prevalent.

ASSERT’s foundational design is formed from the needs identified in **Table 1**, as well as the lessons learned over the previous funding cycles. Program services will continue as satellite site programming expands to meet the needs of the target population. We must continue to develop the ability to adapt to meet the complex and changing needs of the heartland migrant population, as social and political forces shape their lives beyond their control. *(ii) Project serves eligible migrants/families:* Through outreach, educational and support services to MSFW students over the last 15 years, HEP staff can testify to their struggles, as well as their potential for success when provided support. **ASSERT** has a holistic plan to annually serve 100 commuter MSFW students of greatest need at instructional satellite sites in Garden City, KS., Lexington and Kearney, NB., and

in Denver and Pueblo, CO., addressing their academic, personal, and financial challenges each year. Based on thorough assessments of student needs and goals, staff will create a tailored **I**ndividualized **S**chool **E**quivalency **P**lan (ISEP) for each commuter student to address academic and career needs. Staff will work closely with students and their families to build educational supports, to align services with needs, and build foundations for HSE diploma success. **ASSERT** is the only project serving the three-state HEP consortium grounded in 15 years of previous HEP operation in Kansas/ Colorado and where previous efforts have resulted in recognition from Washington for exceeding *GPRA 1 and 2* outcomes on numerous occasions. It continues to be one of few migrant resources for each state. In past years, HEP has developed a program design, service delivery, and partnering affiliations where the now expanded proposal (to include a new state, Nebraska) will include 3 states and over 320,000 square miles designed to reduce service gaps for MSFWs that remain unmet. *Project DESTINY* spent the last 15 years developing a network of solid partnerships and has forged strong relationships with large business corporate partners (i.e., Tyson, National Beef, and Seaboard Farms); and, state/local service providers (i.e. Catholic Charities, Community Health specialists and Lions/Kiwanis clubs). *(iii) Project will address infrastructure weaknesses.* Our HEP has developed a powerful network with each State MEP, SOSY Consortium members, Agri-business employers, school districts, and community Adult Education Programs to ensure that migrant youth and adults are recruited and screened for eligibility. Program and state data, as well as candidate surveys, indicate that the needs of the MSFW families (**Table 1**) have not substantially changed since the last funding cycle; yet, **ASSERT's** understanding and our ability to respond has deepened—via the use of technology, online

courses, satellite services and adapting to new HSE testing requirements. **ASSERT** has modified the original design of its program components to address the real life barriers. Over 97% of eligible candidates in the past have had to earn an income to support the family unit while attending HEP. **ASSERT** is to offer HSE instruction at 5 satellite HEP serving sites across 3 states that permit MSFWs to stay where they work and earn an income while attending HSE classes. **Table 2** displays how the project will address the needs.

Table 2: ASSERT Services To Address Identified Needs and Gaps		
	Gaps And Weaknesses	Addressing Services
Academic	<ul style="list-style-type: none"> • 4,127 identified out-of school youth in targeted areas without secondary diploma • Few educators prepared to work with OSY and MSFW youth • Lack of MSFW students in STEM courses • Limited academic support and guidance • Low graduation rate; high dropout rate especially for Hispanic populations • Low high school graduation rate • Low literacy achievement and English language proficiency levels • Low math and reading test scores. • Sporadic/ disjointed education 	<ul style="list-style-type: none"> • Customized academic plan (ISEP) • Closely monitored Individualized School Equivalency Plan (ISEP); Rosetta Stone option in computer labs and on iPADS; mentors • Enrollment & course completion assistance • Extensive and constant outreach and recruitment planning; implementation; established partnership with MEPs, SEAs, School districts and Community Adult Education programs in targeted HSE service satellite areas • Highly qualified bilingual staff with constant, targeted professional development • Ongoing academic advising and counseling • Partnership with high schools to identify at-risk students; well organized program with clear goals, standards and timelines • Progress reports each term • STEM career exploration workshops • Tutoring in math, writing and study skills
Financia I	<ul style="list-style-type: none"> • High poverty rates • Lack of resources for school, personal & health expenses • Limited financial aid 	<ul style="list-style-type: none"> • Academic participation stipends and books • Assistance from staff with federal financial aid and scholarship applications • Financial literacy class and counseling

	<ul style="list-style-type: none"> understanding • Low annual farmworker wages • Pressure to work to support family needs 	<ul style="list-style-type: none"> • Free/reduced cost medical and dental exams • Monetary stipends • Tuition-free migrant focused HSE courses
Personal	<ul style="list-style-type: none"> • High numbers of births to unmarried teens; high incidences of violence and substance abuse; poor housing • Significant numbers of MSFWs in rural isolated areas • Shortage of academic models/ role models • Lack of access to multicultural events and activities • Lack of appropriate high school course counseling • Limited knowledge of career preparation and planning • Limited knowledge of social 	<ul style="list-style-type: none"> • Career exploration and planning • Exposure to social and multicultural events • ISEP directed support services to overcome obstacles (e.g. child-care during program activities, transportations, cultural activities and visits to post-secondary campuses and vocational training sites; partnerships that provide counseling, health, vision and dental screening • Leadership class and community service • Learning Community-cohort experience • Parent meetings/ communication regularly • Provide mentors (other HEP students) • Referrals for housing, legal, and health issues • Local satellite programming

(iv) *Magnitude of the Outcomes.* Project outcomes include: 1) Expanded HEP operations and service delivery systems for three-state MSFW students; 2) tailored service plans for participants based on need/desired individualized outcomes; 3) HSE diplomas for 75% of all served; 4) Completion of project goal/related objectives/ activities; 5) 80% of completers will enter post-secondary education, the military, or will upgrade employment; 6) Year-round services to 100 commuter students annually who attend one of 5 HEP satellite sites; 7) Effective instruction guided by the ISEP; 8) Financial assistance to students; 8) Tutoring/ mentors/ support services (counseling, medical/ dental, transportation, collaboration among agencies and cultural activities; 9) Demonstrated academic/career goal proficiencies with greater family/community involvement. **ASSERT** will address Invitational Priorities 1 (STEM) & 2 (Community based program involvement) by a) providing students with increased access to rigorous/engaging

coursework in STEM through weekly instructional HSE preparation study in the areas of science, engineering and mathematics using technology-based, online curriculum tied to the new CCS/CCS Standards and paired with direct instruction taught by staff; b) increasing the opportunities for GED instructors to complete professional development (PD) in STEM subjects—thus having staff prepare participants to transition into postsecondary education by assisting them to complete college/career entrance examinations. Mentoring, counseling and tutoring services will be designed to motivate participants to pursue postsecondary education/careers in STEM-related fields.

2. Quality of Project Design. (i) *Goals, Objectives and Outcomes.*

ASSERT's goal, objectives, and outcomes are to respond to the needs stated in *Section 1*. The **goal** is to *provide high quality instruction/ support services to eligible MSFW youth/ adults to prepare them to acquire a HSE diploma and enter subsequent postsecondary education, career upgrades or placement in the military.* **Objectives** are: **Objective 1:** Increase the number of MSFW youth/adults who complete a high school diploma or its equivalent. **Objective 2:** Increase student access to support services such as tutoring, mentors, counseling, health screening and assistance in identifying financial aid to further MSFW's academic and vocational careers. **Objective 3:** Increase the numbers of OSY, MSFWs who enter post-secondary education, the military or career advancements. **Objective 4:** Comprehensively complete Program Quality Assessments. **Table 3** provides a holistic profile of the goals, related activities and the expected outcomes that will address the identified needs and speak to the coordination and linkages with others.

Table 3: Overview Of ASSERT’s Objectives and Expected Outcomes

2.i Goals, objectives and outcomes are clearly specified and measurable	2.ii Design appropriate to successfully address identified needs	2.iii Coordination with resources; Linkages with other agencies
<p>Obj. 1: Increase the number of MSFW youth/ adults who complete high school diploma or equivalent. Outcomes:</p> <p>a) 500 participates will be served for the duration of the project.</p> <p>b) 100% of participants will have an ISEP.</p> <p>c) Annually, at least 85% of the students surveyed will indicate satisfaction with instruction to prepare for the HSE exam.</p> <p>d) Annually, at least 85% of participants surveyed will indicate satisfaction with onsite staff that provided instruction.</p> <p>e) Annually, 80% of the participants will complete instruction required to take the HSE examination.</p> <p>f) Annually, 75% of students will receive their HSE (GPRA 1 Indicator (69% required)).</p> <p>g) Annually, increasing numbers of participants will complete the program instruction and receive a HSE.</p>	<ul style="list-style-type: none"> • 4,127 OSY youth are identified in the 3 states. • More than half of the migrant students do not meet state standards. • Only 20% of migrant students over 25 years of age have earned college credit. • The average migrant graduation rate for 2014 for the three states is 76.1%. • ASSERT is the only HEP project serving the three-states in western Kansas, south and eastern Colorado, (the tip of southwest Wyoming) and Nebraska. 	<ul style="list-style-type: none"> • Collaboration with agribusiness partners (i.e. Tyson, National Beef, Cargill and Seaboard Farms) will assist with outreach and recruitment efforts. • Formal networking via interagency networks of local health, social and legal agencies will support ID & R of potential participants. • KSU will provide project oversight, support staff, resources, facilities, technology, utilities, and insure classroom space. Teachers, tutors, cultural activities and campus visits. • Partnering MEPs in Kansas, Colorado, and Nebraska will provide ID & R, professional development, facilities and technology. • Three-state SEA Migrant Directors will support ID & R training activities and provide appropriate screening resources.

2.i Goals, objectives and outcomes are clearly specified and measurable	2.ii Design appropriate to successfully address identified needs	2.iii Coordination with resources; Linkages with other agencies
<p>Obj. 2: Increase student access to support</p>	<ul style="list-style-type: none"> • An average of 27% of families in 	<ul style="list-style-type: none"> • Formal networking through an

<p>services such as tutoring, mentors, counseling, health screening and assistance in identifying financial aid to further MSFW’s academic and vocational careers. Outcomes:</p> <p>a) 100% of participants will have an ISEP directing their education and vocational training and identifying support services needed.</p> <p>b) Annually, at least 85% of enrolled participants will access the support services identified in their ISEP.</p> <p>c) Annually, 90% of the students will be matched to a mentor with shared interests.</p> <p>d) Annually, 60% of enrolled students will receive or have access to health, dental and vision screening addressing needs.</p> <p>e) 90% of the HEP students will receive placement follow-up services.</p> <p>f) 100% of key project staff will receive 20-hours of professional development in areas such as eligibility, networking and best instructional, research-based instructional practices.</p>	<p>the three states with children under 18 live below poverty level.</p> <ul style="list-style-type: none"> • At least, 4,1277 OSY youth are identified in the three states. • Average income for migrant and seasonal farmworkers (DOL, 2015) was less than \$11,000. • The average migrant student dropout for the three states is 18.3%. • MSFWs have no entitlements to health benefits or compensation. • Past experience providing HEP services shows migrants are denied access to educational and community resources due to poverty, language, mobility, lack of knowledge about resources, domestic violence, substance abuse and crime. • Past experiences show migrants lack exposure with technology. • Poor academic high school records exist because of mobility. 	<p>interagency and KSU’s network of local health, social and legal agencies will strive to develop a continuum of services for migrant youth and their families such as medical, dental and legal consultation and social services, e.g. County Health Departments, Hospitals, Social and Rehabilitative Services).</p> <ul style="list-style-type: none"> • Partner MEPs in each state will provide program dissemination, past student information and survey information. • Scaffold Support from network formed by HEP program (<i>Operation Advance, Project DESTINY and Project DESTINY 2</i> for Kansas and Colorado) originally funded in 2001. • Staff will provide mentoring and mentors, financial aid assistance, extra-curricular and cultural activities.
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2.i Goals, objectives and outcomes are clearly specified and measurable	2.ii Design appropriate to successfully address identified needs	2.iii Coordination with resources; Linkages with other agencies
<p>Obj. 3: Increase the numbers of OSY MSFW youth/ adults who enter post-secondary education, military or career enhancements.</p>	<ul style="list-style-type: none"> • 60.4% of migrant workers live below poverty level. • Average income for migrant 	<ul style="list-style-type: none"> • Agri-business partners will consider graduates for employment leadership

<p>Outcomes:</p> <p>a) Annually, 100 enrollees will obtain HEP information regarding HEP satellite services and explore post-secondary vocational career options and the military.</p> <p>b) Annually, at least 80% of HEP participants will receive information and support needed to apply for post-secondary enrollment and needed financial assistance.</p> <p>c) 80% of all participants who receive a HSE diploma will enter post secondary education, career positions or advancement or the military GPRA 2 Indicator (80% required).</p> <p>d) Annually, at least 90% of participants served will indicate satisfaction with the program regarding information and obtaining of post-secondary, careers or military options.</p>	<p>worker (DOL, 2015) was less than \$11,000.</p> <ul style="list-style-type: none"> • Estimated 4,127 out-of-school youth have been identified. • The average percent for migrant students in the three states over 25 years of age not having a high school diploma is 76.1%. • More than half of the migrant students do not meet the state standards. • No other existing HEP project serves the regions to be served. • The average percentage of migrant persons over 25 in the three states who have earned some college credit is 24%. 	<p>positions.</p> <ul style="list-style-type: none"> • Networking partners will provide exploration, information, and interviews for graduates wishing to pursue a career in their company. • Staff will provide counselors, tutors, training on and applying for federal aid and college entrance materials. • Staff will provide exposure to, information on, and visits to technical and vocational campus programs. • KSU will offer stipends designated for HEP students. • Satellite HEP sites will provide on-line access via project-supported equipment and staff to assist students with post-secondary educational enrollment in core HSE courses. • Continued support from existing networks formed by the previous HEP program.
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2.i Goals, objectives and outcomes are clearly specified and measurable	2.ii Design appropriate to successfully address identified needs	2.iii Coordination with resources; Linkages with other agencies
<p>Obj. 4: Complete program quality assessments. Outcomes:</p> <p>a) Staff will conduct local evaluation</p>	<ul style="list-style-type: none"> • Feedback is provided systematically—daily, weekly, monthly and yearly on program 	<ul style="list-style-type: none"> • Staff involved in coordinated activities to conduct feedback for program improvement

<p>measures to ascertain areas of success, areas of GPRA program improvement and devise further strategies for support for participants</p> <p>b) Project staff will conduct local evaluation measures to ascertain areas of success, areas of GPRA program improvement</p> <p>c) 100% of participants will complete Entrance Surveys detailing their expectations of the program</p> <p>d) 90% of participants will complete Exit Surveys detailing their overall program experience</p> <p>e) 90% of participant respondents will express satisfaction with the overall program experience.</p> <p>f) 100% of staff will complete Satisfaction Surveys at the end of each project year detailing their overall satisfaction with the program</p>	<p>components for the refinement of the project</p> <ul style="list-style-type: none"> • Local informal and formal evaluations conducted to contribute to program refinement • Qualitative data collected by participants and staff to determine satisfaction with implementation of the project as designed • Exit surveys completed to provide information for yearly changes that may be warranted in the delivery of services to participants • Feedback gathered from partnering agencies through surveys and attendance through the Advisory Board for program improvement • Annual Performance Reports (APR) generated • Local Evaluation Report generated for local participants • Summative Report generated after Year 5 	<ul style="list-style-type: none"> • Participants involved with coordinated activities for project improvement • Parents involved with coordinated activities for project improvement • Community and agri-business partners involved for project improvement • Federal review of APRs and Summative PF reports for project improvement efforts
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The partners and their commitments to **ASSERT** presented in **Table 3** help provide the foundation for the program. Furthermore, **Appendix A** contains *Letters of Support*. Through coordinating efforts, our project addresses the requirements of the reauthorized Higher Education Act regarding coordination with other local, state, and Federal programs in order to maximize the resources available for MSFW students.

(iv) Efficient use of staff, time and monies. **ASSERT** is designed to effectively use time, staff, funds, and other resources while improving student learning, retention and completion. To ensure the effective use of all resources, the following measures are: **1) Technology Integration (TI)** – Staff will create an online community network for students that assists in streamlining processes and drives further engagement. The TI platform reflects a unique structure and will help students connect and engage, improve information sharing, minimize paper usage, track co-curricular involvement, and allow staff to generate reports on all data collected. Early alert and intervention services will increase student achievement and keep students on track so that they remain successful and, therefore, less likely to dropout of the program; **2) Education/career planning services** will expand our capacity to provide career pathways guidance as these services will be incorporated into the ISEP. With neither educational nor career plans, students are adrift and advising is inconsequential—the rationale for sound upfront ISEP planning and implementation: **3) Online services**, via a robust website, will strengthen staff’s and HSE instructor’s capacity to improve student success by enabling participants to access critical information and services independently. Students will be able to access assistance they need when they need it, rather than depending on rigid staff schedules; and, **4) Restructuring** – Restructuring will occur as the HEP office brings together a suite of support services staffed by cross-trained professionals. The office will consolidate services currently scattered in different locations. Moving to continuous, wraparound support system, the HEP office will work with students from the outset, engaging them in HSE programming, career pathways and pairing them with the existing KSU CAMP program once they have completed their HSE. *iv) Strong Theory.* To prepare for program

planning and the project’s evaluation (**Section 7**), the use of a **logic model**, grounded in a variety of education research strategies, will be utilized. First, using Stephen Covey’s research framework on the *Theory of Change* (2008), program planners focused attention to 'plan with the end in mind', rather than just consider inputs (e.g. budgets, employees) or just the tasks that must be done. Our logic model is designed to evaluate program effectiveness and portrays the graphical depiction of the logical relationships between the resources, activities, outputs and outcomes. Secondly, as stated by Rossi, Lipsey and Freeman (2004), the evaluation should concern itself with measuring how the process indicators (inputs/outputs) have had an effect on the outcome indicators. Thirdly, **ASSERT**, utilizing Scott Wager’s (2013) framework, *20 benefits of collaboration as a researcher you cannot afford to ignore*, the project is designed to employ a cohort model supplemented by intensive support from staff, faculty and peers. Finally, a set of underlying frameworks provides a solid foundation for the activities directed toward achieving our project’s goal (partnerships, staff professional development, and building upon previous experiences and learnings).

(**Table 4 – ASSERT’s Logic Model**) and the project’s goal and objectives will be used as a guiding tool for the delivery of instruction and the formative and summative evaluations (**See Section 7, Project Evaluation**). **ASSERT’s** theory of action outlines a well-specified conceptual framework that recognizes key components of the processes, products, strategies or practices that are hypothesized to be critical to achieving expected outcomes and describes the relationships among the key components and outcomes.

Table 4: Logic Model Overview			
Resources	Activities	Outputs	Outcomes
• Longstanding	• Annually recruit 130	• Annually enroll	• 75 HEP

<p>educational, community, and agribusiness partnerships</p> <ul style="list-style-type: none"> • Staff with 15 years of HEP best practices student services knowledge and HEP curriculum delivery knowledge • Strong fiscal and human capital support from participating agencies/LEAs • Established classroom environments for student success 	<p>eligible HEP participants</p> <ul style="list-style-type: none"> • Provide student services that have been shown to promote success for HEP student outcomes • Provide PD on curriculum and delivery for HSE instructors • Annually, randomly select 30 HEP ABE students and 30 non-HEP eligible ABE students from similar backgrounds for quasi-experimental study and analysis • Pretest 100 HEP students and 30 non-HEP students 	<p>100 participants for HEP programing and related services</p> <ul style="list-style-type: none"> • 100 participants will receive an ISEP annually • 100 participants will annually receive targeted and proven instruction for HSE success that follows his/her ISEP • Establish baseline performance data of HSE academic entry level for 100 HEP students/30 non-HEP students 	<p>graduates/completers per year</p> <ul style="list-style-type: none"> • Annually, 80% of graduates will enter post secondary education, upgrade employment, or join the military • Increased HSE graduation rates among the target population in the geographical areas to be served • Statistical comparative analysis of experimental design implementation with findings on HSE test scores
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3. Project Service. (i) Quality, intensity, duration of professional development.

Professional development (PD) is incorporated into each program element to enhance project practices/procedures. PD is planned and implemented through the design of an individualized Staff Development Plan (SDP). Each staff member will have an SDP outlining areas targeted for personal, professional growth. PD is built around staff needs, evaluation results, SDP objectives, and legislative changes to ensure migrant youth are provided the best possible services.

Table 5 illustrates the integrated PD systems to build capacity of staff to serve MSFW youth/ adults.

Table 5: Staff Professional Development Systems

Personnel Professional Development Opportunities	
Personnel Involved	Activity
<ul style="list-style-type: none"> • Primary Investigator • Project Director • Regional Coordinators • HSE Prep Teachers/ Instructional Support Staff • Partners 	<ul style="list-style-type: none"> • An annual PD event whereby staff/ partners share successes, barriers to success, and how obstacles were overcome; plan for project improvements based on formative evaluation data, and identify ways to maximize resources allocated to the project.
<ul style="list-style-type: none"> • Primary Investigator • Project Director/ Coordinators • HSE Prep Teachers/ Support Staff 	<ul style="list-style-type: none"> • Bi-monthly needs-based assessment conducted to determine priorities for PD.
<ul style="list-style-type: none"> • Primary Investigator • Project Director/ Coordinators • HSE Prep Teachers/ Support Staff 	<ul style="list-style-type: none"> • Bi-weekly meetings between the project director/ coordinators and project staff.
<ul style="list-style-type: none"> • PI/ PD/ RC/ GED Teachers • Students/ Parents • Participating Partners 	<ul style="list-style-type: none"> • Monthly newsletter, website, and Facebook page to inform stakeholders/ others of successes and up-coming events.
<ul style="list-style-type: none"> • PI/PD/ Participating Partners 	<ul style="list-style-type: none"> • Cross-training done by staff/ partners on eligibility guidelines and services.
<ul style="list-style-type: none"> • PD 	<ul style="list-style-type: none"> • Handbook (e.g. ID & R, job descriptions, services, forms, project goals, stakeholder roles, migrant toll-free numbers).

(ii) Focused on greatest needs. Participants are those eligible for migrant services. The outreach/ recruitment plan (RP) for candidates was developed from input of State MEP Directors, collaborating partners, and the External Evaluator (EE) to find and serve those with the greatest need. Participants will be those who: 1) are most likely to pass the HSE exam within HEP expected completion timelines; 2) without ISEP support services would be unable to complete successfully the HSE; and, 3) are identified as priority for service (PFS) by each collaborating state (SEA data). In addition, **ASSERT** has identified attributes within the project’s management plan (*Section 5*) to ensure participants are selected according to the student selection matrix. *(iii) Services lead to employment skills improvement.* **Table 6** depicts those activities to improve skill development.

Table 6: Activities Promoting Increased Employability

Project Activity	Skill Development	Employment Advantage
Career exploration/ exposure	Developed skills regarding career exploration exposure	Career exploration/ exposure options established/ known
Community service activities	Community involvement skill development	Skills development for community involvement
HSE Prep Courses	Increased knowledge	Credentials
ISEP	Goal setting; self challenge	Career goals
ISEP review/ advising sessions, tutoring	Advancement in completing ILP goals and advancing skills	Goal completion; HSE diploma secured
Personal counseling	Self awareness of skills	Confidence, self employment attributes
Support services	Participant accesses/ completes added supports to develop skills	Skills developed and access understanding acquired
Weekly mentor meetings	Collaboration skills developed	Acquired employment skills and HSE diploma

4. Quality of Project Personnel. (i) Relevant training/ experience of Project Director.

Personnel guidelines found in GEPA Section 427 will be used (*See GEPA Report*).

The qualifications, relevant training and experiences expected of a Project Director are found in Dr. Bob Fanning (**Table 7**). Dr. Fanning is highly competent to serve as the Project Director. Based on his extensive 39-year career serving migrant students in seven states and having served as the PD for the last 15-years operating one of the most highly successful HEP programs in Kansas/Colorado and nationally, Dr. Fanning will be oversee the overall operation of the project and will provide timely guidance in management operations to ensure that the goal and supporting objectives are met. Dr. Fanning holds a doctorate in Educational Leadership with advanced training in MEP, program evaluations, school reform, ESL, and educational research (*See Résumé*,

Appendix B). (ii) *Qualifications, training, experience of key personnel.* Key personnel are the PI, PD and RSCs.

Table 7: Key Staff Qualifications and Responsibilities

Position	Training/ Experiences
(PI) Primary Investigator (.025 FTE unreported inkind)	<ul style="list-style-type: none"> • Dr. Socorro Herrera is a Professor of Elementary Education at KSU and Executive Director of the Center for Intercultural and Multilingual Advocacy (CIMA) • Research emphasizing teacher preparation for the maximization of content and language objectives in classroom instruction • Nationally recognized author, presenter, and consultant in English language acquisition/ educational programming for diverse learners.
(PD) Project Director (.70 FTE)	<ul style="list-style-type: none"> • Dr. Fanning has directed KSU’s HEP program for 15 years • Over 30 years experience in the administration of Federal/state programs, school-age MEP programming/fiscal management and implementation of intervention services for students at risk of academic failure. • Managed numerous federal and state grants and has served as an evaluator for 27 Title III grants and 9 Migrant Education Even Starts
(RSC) Regional Site Coordinator (1.0 FTE x 2)	<ul style="list-style-type: none"> • Itzel Rodriquez holds a Masters in Education and serves as the Regional site coordinator in SW Kansas and Colorado, where she has served in this role for 15 years • Dr. Panganienia Burns will serve as the RSC for NE Kansas and Nebraska. Dr. Burns presently serves as a program specialist for <i>Project KANCO (CAMP)</i> and <i>Project DESTINY 2 (HEP)</i> at KSU and has done so for the last 2 years. Furthermore, she operated Upward Bound, TRIO and other Federal projects serving diverse populations.

5. Quality of Management Plan: (i) Adequacy of the Plan.

ASSERT’s management plan communicates clearly the focus of its human and fiscal resources on the delivery of services to those eligible candidates having the greatest needs. The management plan has a top-down and bottom-up structure allowing *students to participate in developing an ISEP* with necessary instructional/support services to successfully complete their HSE diploma and enter postsecondary education, the military or assume career position advancements. *The Management Plan’s foundation is grounded in the statutory assurances found in Table 8.* The assurance elements are found

in the planning, implementation, and evaluation components of this proposal. The plan directs, to the extent feasible, the coordination of **ASSERT** with other local, state, and Federal programs to maximize resources for students. The plan is integrated into each of the project’s objectives. Its effectiveness is reflected in the project’s ability to achieve the objectives/ outcomes on time and within budget. Its power is displayed by clear delineation of responsibilities, specific milestones, and precise timelines. **Table 9** illustrates the integration of the management plan within each of the project objectives.

Table 8: Assurances Executed In The Management Plan

Staff Knowledge Assurance Regarding Migrant Population	Statute Reference Section 418A(d)
<ul style="list-style-type: none"> • Staff experienced in educating diverse and underrepresented populations • Staff committed to recognizing the unique characteristics and needs of MSFWs • Staff committed to the promotion of interagency and interstate coordination • Staff PD and a strong evaluation plan assure that participant needs are met. 	
Identification & Recruitment Assurance Plan to Most-In-Need of Services	Statute Reference Section 206.20(d)(1)
<ul style="list-style-type: none"> • MEP eligible students 16 and over not enrolled in school and w/o a diploma are ASSERT eligible • Recruiting keys are interagency collaboration between the state MEPS, local and state recruiters, adult education centers, agri-businesses and social agencies • Recruitment of candidates involves intensive efforts on a year-round basis • Recruitment is the 1st step in building a continuum of services • Recruiter is the 1st point of contact between the students, their families and the project • Recruiter will distribute project information in the native language to the candidate and his/ her family. 	
Staff Knowledge Assurances Regarding Migrant Populations	Statute Reference Section 418A(d)
<ul style="list-style-type: none"> • ASSERT Advisory Board (AB) convened to determine needs of the target population • AB comprised of representatives of each SEA, KSU, LEA migrant directors, state recruiters, agri-businesses partners, and community members • AB considered the human/fiscal resources required to operate a successful program • 5 satellite sites will provide full access to cultural events to broaden the learning environment for participating students. 	

The management plan, as seen in **Table 9**, is designed to specifically identify the objectives of the project and to demonstrate how outcomes will be completed on time, within the budget, along with clearly identified responsibilities, timelines, and milestones.

Table 9: ASSERT’s Objectives And Activities

Project Activities	Timeline: Month	Pers. Resp.	Milestones
Objective 1: Increase number of MSFWs who complete their secondary education.			
Hire project staff	1	PD	Qualified staff
Develop an outreach and recruitment plan	1-2	PD/R	Outreach Plan
Develop HEP information to increase awareness	1-2	S	Distribution
Develop communication packets to partners	1-3	S	Dissemination
Collaborate with LEAs to identify candidates	2-12	PD/I/R	Candidates
Meet with agribusiness partners to explain project	3-12	PD/R	Direct Mtgs.
Contract with qualified tutors/ HEP instructors	2-3	PD/I	Contracts
Complete student selection matrix on candidates	1-2	PD/S	Student Info.
Assess HEP candidates	2-12	PD/S	Assessments
Hold orientation for students and his/her family	6, 1	S	Signed forms
Develop and review ISEPs for each participant	2, 7, 12	PD/I/S	ISEP Review
Implement all project components	1-12	S	Services
Provide services to a minimum of 500 students	1-12	S	Services
Evaluate the effectiveness of project activities	1-12	E	Obj. Timeline

Objective. 2: Increase student access to postsecondary education support services.			
Create KSU systems to pay student fees/ stipends	1	PD/O	Intern. System
Create and implement criteria for stipend awarding	1	PD	Documentation
Schedule for health, dental and vision screening	2-12	I/R	Concern Area

Provide students with books/ supplies/ iPad usage	1-12	I/R/O	Bks. Supplies
Ascertain support services needed through ISEPs	1-12	PD/I/R	ISEP Reviews
Identify support services external to Federal funds	1-12	PD/I/R	Support
Identify network partners for additional services	1-12	PD/S	New Partners
Develop mentor screening and training program	1-2	R	Mentors
Match mentors to students based on interests/ needs	1-12	R	Feedback
Schedule of support services identified on ISEP	1-12	I/R	Documentation
Assist students applying for financial aid for postsecondary education or technical programs	6-12	S	Financial Aid

Objective 3: Increase the number of OSY migrant youth who enter post-secondary education, the military or career positions outside the migrant stream.

Provide career exploration, information and exposure to post-secondary career opportunities	1-12	I	Staff training
Offer support in completing applications, applying for financial aid, interviews, etc.	6-12	S	Staff training
Match students to mentors based on shared interests	1-12	R	Books/Supplies
Pinpoint support services needed through ISEPs	1-12	PD/I/R	Feedback
Survey participants assessments of project value	6-12	PD	Survey Result.
Locate network partners for additional services	1-12	PD/S	New Partners
Develop mentor screening and training program	1-2	R	Mentors
Match mentors to students based on interests	1-12	R	Feedback
Support services schedule identified on ILP	1-12	I/R	Documentation
Assist students applying for financial aid for post-secondary education or technical programs	6-12	S	Financial Aid

Objective 4: Comprehensively complete Program Quality Assessments.

Identify and collected program required data	1	PI/PD	Data list
Develop processes and forms for data collection	1-3	PD/ EE	Assessment

Develop timeline for data to be collected	1-3	PD/ EE	Data Timeline
Gather data/ analyze to present to key stakeholders	7-12	PD/EE	Feedback
Analyze participants assessments of project value and conduct research/ analysis/ findings	11-12	PD/ EE	Surveys/Data Analysis
Complete local evaluation of services	12	PD/EE	Evaluation
Complete Mid-Year Performance Report	7	PD/PD	Report
Complete Annual Performance Report	12	PD/PD	APR
Complete Final Performance Report—Year 5	12	PD/PD	FPR

*PD: Project Director, O: Administrative Assistant, I: Instructional Coordinator, S: Project Staff, R: Recruiter/Mentor, E: Evaluator. ** Timeline: Month “1” equals 1st month the project receives funding (July 1, 2016); Month “12” equals last month, 1st year (June 30, 2017).

(ii) *Feedback/ Improvement Procedures:* Ensuring continuous feedback and improvement that includes ongoing communication between staff, formative/ summative evaluation activities, and outside agency collaborations with outside agencies, **ASSERT** has identified, in **Table 10**, examples to ensure continuous feedback and improvement efforts will occur.

Table 10: Communication Processes And Resulting Project Improvements

Project Process	Results From Continuous Feedback Looping
Bi-weekly staff meetings	Review implementation plan, process data and allocation of human and fiscal resources
Coordination between staff, mentors, partner service providers	Increased breadth and depth quality of support resulting in increased student performance
Integrated systematic evaluation collecting qualitative and quantitative data; data analysis; research findings	Implementation and process data for program improvement and summative evaluation reports
PD and RSCs alternate monthly visits to meet with instruction staff, support services staff and participants	Participant’s individual needs are met through planned and reviewed direct services; participants take an active part in goal setting for short and long-term planning
Structured communication processes between project staff and satellite sites;	ID & R plan maintains effectiveness over satellite services. Instruction/ support services

between partners, staff and participants	accountability is maintained through ISEP reviews
--	---

(iii) Time

Table 11: Time Allocation By Position By Objective

commitments.

ASSERT's time

commitments are

appropriate and

adequate to

implement project

Percent Of Time Devoted To Each Objective					
Staff Position	FTE	Obj. 1	Obj. 2	Obj. 3	Obj. 4
PI: (b)(6)					
PD	.7	40%	10%	30%	20%
RSCs	1.0	40%	20%	25%	15%
Recrtr./Mentor	1.0	70%	20%	10%	

objectives/ activities. **Table 11** depicts the time commitments of staff.

6. Adequacy Of Resources. (i) Adequacy of facilities/ equipment, supplies/ resources.

KSU is the fiscal agent and demonstrates outstanding support for the project. KSU is an excellent site for **ASSERT** because of its central location to all involved states. KSU, with its collaborating 3-state satellite sites, will provide office space/ equipment (i.e. fax/copy machines, internet-connected technology). Supplies needed to achieve **ASSERT** objectives are a part of the program budget. Fiscal resources are distributed evenly across the project objectives. *(ii) Relevance and Partner Commitment.* **ASSERT's** partners are seen as an important resource that cannot be underestimated. **Table 4** and *Letters of Support* outline specific contributions. Each partner has made serious commitments of: 1) materials, 2) human resources/ facilities, and 3) a promise of future collaboration as unforeseen obstacles arise for HEP students. *(iii) Adequacy of Budget.* The budget is adequate to support its objectives and activities. The total amount of indirect and direct funds requested is \$2,361,794 over 5 years with the budget narrative detailing expected

expenditures to adequately support the project's objectives. *(iv) Reasonable Costs.* **ASSERT** will serve 500 students at a per-participant direct cost of \$4,507. This figure represents a lower cost than the national average of \$5,500. This is a reasonable amount, especially considering the intensity and duration of services provided and the related cost of for non-migrants completing their HSE diploma (Education Cost Helper, 2015). *(v) Purpose, Activities, Benefits After Federal Funding.* The extent to which **ASSERT** will achieve and sustain capacity building that will produce results, products, and benefits is of great concern to the key stakeholders in the communities involved. Project attributes are geared to impact migrant workers and provide them with opportunities that will transform, upgrade, and sustain their skills far past the life of this project, and provide them with employability skills and career satisfaction unimaginable without the personal accomplishments expected from this project. The educational agencies and agribusinesses who have committed support for **ASSERT** have longstanding relationships with the KSU HEP program and recognize the need for these types of services and the quality of outcomes from the services. These highly invested stakeholders have committed to provide financial backing and other resources, such as classroom space and instructional support, for non-HEP eligible students in the areas served, and are committed to serving our students should HEP funding cease, while also seeking new funding sources.

7. Project Evaluation. (i) Appropriateness of the evaluation.

ASSERT's evaluation design is process-oriented and built for accountability. The External Evaluator, Dr. John Farrell, who has worked in Migrant Education for over 30 years, serving as a District Migrant Director, State Migrant Education Program Evaluator, and National Migrant Consortium Board Member, was a member of the planning team

and has woven the evaluation into each component of the project design. Benchmarks are intrinsic in the evaluation plan to measure progress toward accomplishments of objectives. **Table 13** aligns the evaluation process with objectives and expected outcomes.

Table 17: Alignment of Evaluation With Project Objectives/ Expected Outcomes

Obj.	Evaluation Methods	Data Analysis Procedure
1	Compare HSE course content and skill building with content of examinations. Documentation of ISEP goal setting and achievement with timeline of student progress; participant surveys.	Analysis of assessment results, attendance, student progress, and graduation data. Descriptive statistics on surveys.
1	Documentation of recruitment activities including workshop materials and sign-in sheets, contact logs and printed materials.	Review effectiveness of ID & R Plan by reviewing geographical representation vs. ratio of candidates recruited to students accepted.
1	Review student assessment results.	Compare initial assessment results with HSE completion results.
2	Compare ISEP activities with teacher surveys.	Analysis of benefit of training.
2	Compare student access of health screenings to ISEP identified obstacles/ objectives; gender of health provider, strategy attempted and type of action recommended.	Analysis of factors identified to influence student access to health screening. Interviews with students choosing to and not choosing to access screenings.
2	Examine student files showing support services accessed, time duration and service delivery method.	Analysis of student's accessing support services as related to ISEP, student progress and graduation rates.
2	Interview mentors and participants regarding mentor relationships.	Descriptive analysis of mentor's interests and benefits cited with.
3	Compare graduation rates and time of completion with Steck-Vaughn results and Student Selection Matrix results.	Analysis of assessment results and selection factors on graduation rates and timelines.
3	Compare student survey results and exit interviews with performance data.	Comparative analysis of data sources to guide program improvement.

(ii) Performance Feedback/ Periodic Assessment of Outcomes. The Advisory Board will determine the fidelity of the program's implementation to its operational plan. The EE will provide feedback as it is being implemented. The AB will meet 2 times annually to assess status of accomplishments related to the objectives, activities, and outcomes by assessing: 1) management effectiveness (i.e. planning, organizing, staffing, supervising, and resource allocation); 2) alignment of support services with student needs/obstacles identified in the ISEPs; 3) curriculum/instruction effectiveness, and timelines to successful exam completion; 4) whether timelines are met and if not, what revisions are required, and 5) alignment of PD activities with ISEP goals, student needs, and performance deficits. *(iii) Evidence of Promise.* A quasi-experimental research design (with equivalent baseline measures) will be employed. Two groups from similar educational backgrounds, HEP participants (gp1) and non-HEP participants (gp2), of 30 diploma seeking participants each will be randomly selected from the 5 ABE sites partnering with **ASSERT**. Both groups will take a practice HSE exam and it is expected that there will be no statistically significant difference between the groups for this baseline measure. Both groups' mean scores for the HSE practice exam will be compared using an Analysis of Variance (ANOVA) statistical test and once it has been determined that both groups scored equivalently on the measured outcome, HEP intervention will begin for gp1 while the regular instruction at the Adult Basic Education Center will commence for gp2. After HSE exam completion, the scores of gp1 and gp2 will be again compared using an ANOVA and it is expected that gp1 will have a statistically greater mean HSE score than gp2. A written research-based findings report will be generated on an annual basis.

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SOCORRO HERRERA

College of Education, Kansas State University
 Department of Curriculum & Instruction
 219 Bluemont Hall, 1100 Mid-Campus Drive
 Manhattan, KS, 66506-5301

Phone: (785) 532-2125
 Fax: (785) 532-2797
 E-mail: sococo@ksu.edu

EDUCATION

DOCTOR OF EDUCATION – DECEMBER, 1995 Texas Tech University, Lubbock, TX Educational Psychology Emphasis: Cross-Cultural Dynamics & Bilingual/ESL Education]	MASTER OF EDUCATION – 1990 Eastern New Mexico University, Portales, NM Multicultural Guidance and Counseling
BACHELOR OF SCIENCE – 1984 Eastern New Mexico University, Portales, NM Elementary Education Certification in Bilingual Education	Additional Skills: Fluent in oral and written Spanish, TOEFL, Level 5, all Appraisal Areas; Fluent in oral and written English

DISSERTATION

Herrera, Socorro Guadalupe (1996). Junior high school teachers and the meaning perspectives they hold regarding their Mexican American students: An ethnographic case study. *Dissertation Abstracts International*, 56, (12), 4643. [CD-ROM]. Abstract From: ProQuest File: Dissertations Abstracts Item: AAC 9610795.

TEACHING

Courses Taught at Kansas State University, Manhattan: Summary by year

Course No.	Course Taught	Date	Applicable Departments
EDCI 720	ESL/Dual Language Methods	1996 – present	Curriculum & Instruction
EDCI 731	ESL/Dual Language Linguistics	1997 – present	Curriculum & Instruction
EDCI 742	ESL/Dual Language Assessment	1996 – present	Curriculum & Instruction
EDCI 745/746	Practicum/ESL/Elementary or Secondary	1997 – present	Curriculum & Instruction
EDCI 890	Master's Project	2005 – present	Curriculum & Instruction
EDCI 999	Doctoral Research	1999 – present	Curriculum & Instruction

KSU STUDY ABROAD FACULTY ADVISOR

Faculty supervisor for Study Abroad undergraduate student groups to Paraguay, Mexico, Guatemala, China, & Ecuador. Courses offered included: EDCI 740 Culture & Language in Classroom Practice, EDCI 742 ESL Assessment, and EDCI 745/746 Practicum/ESL.

Inservice Teacher Training – International Programs

College of Education faculty supervisor for the Ecuador Go Teacher program, a partnership between Ecuador and K-State that brings inservice teachers to campus to improve their English language. In addition to the English Language Proficiency (ELP) courses, teachers also take: EDCI 720 ESL Methods, EDCI 731 ESL Linguistics, EDCI 740 Culture & Language in Classroom Practice; and EDCI 742 ESL Assessment.

RESEARCH AND SCHOLARSHIP

BOOKS:

- Herrera, S. (2016). *Biography-driven culturally responsive teaching* (2nd ed.). New York: Teachers College Press.
- Herrera, S., & Murry, K. (2016). *Mastering ESL/EFL methods: Differentiated instruction for the culturally and linguistically diverse (CLD) students* (3rd ed.). Boston: Allyn & Bacon.
- Herrera, S., Pérez, D., & Escamilla, K. (2015). *Teaching reading to English language learners: Differentiated literacies* (2nd ed). Boston: Allyn & Bacon
- Herrera, S. G., Cabral, R. M., & Murry, K. M. (2013). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students* (2nd ed.). Boston: Allyn & Bacon.
- Herrera, S. G., Pérez, D. R., Kavimandan, S. K., & Wessels, S. (2013). *Accelerating literacy for diverse learners: Strategies for the common core classrooms, K-8*. New York: Teachers College Press.
- Herrera, S. G., Kavimandan, S. K., & Holmes, M. A. (2011). *Crossing the vocabulary bridge: Differentiated strategies for diverse secondary classrooms*. New York: Teachers College Press.

BOOK CHAPTERS:

- Herrera, S. G., & Holmes, M. A. (2015). The 3 R's: Rhetoric, recruitment, and retention. In E. T. Hamann, S. Wortham, & E. G. Murillo, Jr. (Eds.), *Revisiting education in the new Latino diaspora: One of twelve and rising*. Charlotte, NC: Information Age.
- Mellom, P., & Herrera, S. (2014). Power relations, north and south: Service in the context of imperial history. In P. M. Green, & M. Johnson (Eds.), *Crossing boundaries: Tension and transformation in international service-learning*. Sterling, VA: Stylus Publishing, LLC.

- Holmes, M., Fanning, C., Morales, A., Espinoza, P., & Herrera, S. (2012). Contextualizing the path to academic success: Culturally and linguistically diverse students gaining voice and agency in higher education. In Y. Kanno, & L. Harklau (Eds.), *Linguistic minority students go to college: Preparation, access, and persistence* (pp. 201-219). New York: Routledge.
- Herrera, S. (2011). Technology solutions for culturally and linguistically diverse (CLD) students. In J. Lever-Duffy, & J. B. McDonald (Eds.), *Teaching and learning with technology* (4th ed., pp. 101-104). Boston: Allyn & Bacon.
- Herrera, S., & Murry, K. (2010). School-university collaborations for culturally and linguistically diverse students. In C. J. Casteel, & K. G. Ballantyne (Eds.), *Professional development in action: Improving teaching for English learners* (pp. 69-71). Washington, DC: National Clearinghouse for English Language Acquisition. Available at http://www.ncela.gwu.edu/files/uploads/3/PD_in_Action.pdf
- Penner-Williams, J., Perez, D., Worthen, D.G., Herrera, S., & Murry, K. (2010). A CLASSIC approach to collaboration: Documenting a multi-state university and multi-school district partnership. In J. J. Slater, & R. Ravid (Eds.), *Collaboration in Education* (pp. 161-167). New York: Routledge.

REFEREED PUBLICATIONS:

- McCutcheon, S., Sponberg, E., Mena, J., Murry, K., & Herrera, S. (*In press*). Case study of ARS as etic framework for assessment of action research plans. *Prairie Journal of Educational Research*.
- Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2014). Effect of transnational standards on U.S. teacher education. *FIRE: Forum for International Research in Education*, 1(3). Available at <http://preserve.lehigh.edu/fire/vol1/iss3/5>
- MacDonald, G. L., Miller, S. S., Murry, K., Herrera, S., & Spears, J. D. (2013, September.). Efficacy of ACA strategies in biography-driven science teaching: An investigation. *Cultural Studies in Science Education*, 8(4), doi: 10.1007/s11422-013-9517-4
- Herrera, S. (2012). Globalization: Current constraints and promising perspectives. *Journal of Curriculum & Instruction*, 6(1), 1-10. doi: 10.3776/joci.2012.v6n1p1-10
- Herrera, S. G., Holmes, M. A., & Kavimandan, S. K. (2012). Bringing theory to life: Strategies that make culturally responsive pedagogy a reality in diverse secondary classrooms. *International Journal of Multicultural Education*, 14(3), 1-19. Available at: <http://ijme-journal.org/index.php/ijme/issue/view/24>

PROPOSAL WRITING AND CURRENT GRANT FUNDING

- Project KORE:** A NPD proposal for personnel preparation, professional development in early intervention, educational, and transition services in Kansas co-authored with Robert Fanning. Funded by the U.S. Dept. of Education, Washington, DC, (9/11-8/16) for \$1,999,749.
- Project DESTINY 2:** A 5-year HEP proposal targeting migrant farm workers in Western Kansas and Eastern Colorado co-authored with Robert Fanning. Funded by the U.S. Dept. of Education, Washington, DC, (7/11-7/16) for \$2,346,235.
- Project KANCO.** A 5-year CAMP proposal targeting migrant farm workers seeking a college degree in Western Kansas (Garden City area) and Eastern Colorado (Pueblo area) co-authored with Robert Fanning funded by the U.S. Dept. of Education, Washington, DC, (7/09-7/14) for \$1,832,820.

PRESENTATIONS/SYMPOSIA

- Herrera, S. & Kavimandan, S. (2016 January 4). (*Re*)*Defining Access: Biography-driven Literacy Strategies for Global Classrooms* presentation at the 14th annual Hawaii International Conference on Education in Honolulu, HI.
- Herrera, S. & Valenzuela, J. (2015 March 11). *Beyond transforming education: Infusing technology into biography-driven instruction* presentation at the 13th annual Congreso Puertorriqueño de Investigación en la Educación at the Universidad de Puerto Rico Recinto de Río Piedras.
- Herrera, S. (2015, September 19). *Be the Key: Unlock the potential of diversity for academic success and societal renewal* presentation at the 20th annual National Community College Hispanic Council "Leading with Confidence in the 21st Century. Fort Worth, TX.
- Herrera, S. (2015, May 8). *Be the lifeboat! Anchoring your practices in culturally responsive pedagogy.* Keynote presentation for 36th annual Sunshine State TESOL conference "Charting New Waters: ESOL for the Next Generation. St. Petersburg, FL.
- Herrera, S. (2015, May 8). *Exploring assessment accommodations for classroom teachers of culturally and linguistically diverse students (K-12)* presentation at the 36th annual Sunshine State TESOL conference "Charting New Waters: ESOL for the Next Generation. St. Petersburg, FL.
- Herrera, S. (2015, January 15). *Discovering Identities in a Multicultural World* keynote presentation for the 4th Annual Oregon Alliance for Multilingual Multicultural Education (AMME) Institute held at Lewis & Clark College, Portland, Oregon.

ROBERT FANNING, PH.D.

(b)(6)

Areas of Expertise: 1) English As A Second Language; 2); Special Education programming 3) Curriculum and Instruction; 4) Migrant Education Programming/ Services/ Program Evaluation; 5) Federal/ State Programs Coordination; 6) Literacy/Reading Instruction; 7) Federal program management/ Evaluation; 8) Research design and data analysis; 9) School reform planning and implementation; 10) Education for high risk students; and, 11) Transforming schools failing to meet Federal expectations and outcomes.

EDUCATION

Education: 1) Post Doctoral Study: Kansas State University—Manhattan, Kansas; University of Kansas—Lawrence, Kansas; Fort Hays State University—Hays, Kansas; University of Colorado—Denver, Colorado; University of California—Los Angeles, California. **Doctorate:** Ph.D., Regular and Special Education Administration, Kansas State University, Spring, 1984. **Master's Degree:** Special Education, concentration in areas of Emotional Disturbance, Learning Disabilities (Reading) and Second Language Learners, Spring, 1976. **Undergraduate:** Bachelor of Science, Elementary and Middle School Education, concentration in areas in reading instruction, special education, Spring, 1974.

Experience:

- Project KANCO, CAMP Project. Project Assistant. 2010 to present
- External Evaluator for Title III grants—Projects KORE (KSU), Proficient (Morningside College, Iowa), Merit CSU (Pueblo) and Rise (University of Arkansas)
- Grants and Proposal Team Leader, College of Education, KSU. 2015 to present
- Project DESTINY 2 HEP Program. Project Director 2011 to present
- Implementation Coach with Kansas Learning Network, August, 2009 to 2015
- Implementation Coach with Cross and Joftus, Alexandria, Virginia, August, 2009 to 2013
- The MASTER TEACHER, Inc. Consultant, October, 2009 to present
- SIOP trainer—Kansas, Colorado, Arkansas, South Carolina, Missouri, Pennsylvania, New Mexico, Hawaii, North Carolina, Georgia, Iowa, 2001 to present
- Consultant, Educational Solutions For Diverse Populations, Delaware, June 2001 to July 2008
- Associate Director, CIMA Center—Kansas State University, Fall, 2007 to present
- Project Director, Operation Advance—Kansas HEP Grant, 2001-2006
- Executive Director of Integrated Services (Federal And State Programs, Seven District Consortium, Emporia, Kansas July 1997-2001
- Assistant Superintendent, District Director of Instructional Services and Special Education, Jefferson County School District, Golden, Colorado November 1990-1997
- Director of Special Education, Seaman School District, Topeka, Kansas August 1980-1990
- Regular/ Special Education Teacher, Seaman District, Topeka, Kansas August 1974-1980
- Federal Program Evaluator, 21 OELA grants to present
- Federal Program Evaluator, Safe and Drug Free Schools 2007
- Federal Program Evaluator, Hawaii and Kansas MEES Programs, 2000 through 2009
- Professional Grant Writer, 1996 to present
- Reading First Program Evaluation Leader, KSDE, 2003 through 2009
- Team Leader for Grant Readers, US Office of Education, Spring, 1998
- Presentation to the Kansas Effective Schools Conference: School Reform Spring 2007
- Presentation at the National Migrant Conference on Early Childhood Education, March 2007

University Teaching:

- University Teaching experiences include serving as an adjunct professor for the University of Colorado, Washburn University, Kansas University and Kansas State University, Summer, 1985 through 1995

EDUCATIONAL ENDORSEMENTS

Administration:

Building Administrator
Director, Special Education
District School Administrator
Supervisor Learning Disabilities
Supervisor, Behavior Disorders
Supervisor, Mental Retardation

Teaching:

Behavior Disorders, Grades K-9
Elementary Education, Grades PreK-9
Reading K-12
English As A Second Language, Grades K-12
English, Grades 7-12
General Science, Grades K-9
Learning Disabilities, Grades K-12
Mental Retardation, Grades K-12

CONSULTING/ PRESENTATION EXPERIENCES—LAST 10 YEARS

Presentation to Kansas State University college professors regarding Successful Grant Writing. Spring, 2014.
Presented at the Kansas Migrant Education Conference in Wichita, Kansas. Summer, 2013.
Presented at the National Migrant Education Conference in Washington, D.C. Spring 2012.
Presentation to the Improving America's School Act Conference in Chicago/ Tampa (Fall 1999 and 2004).
Served as the USDOE's Team Leader for Federal Title VII grant reading session. Spring, 1998 and 2000.
Presentation to the Kansas Effective Schools Conference. Fall, 2013, 2008, Spring 2001, Spring 2005.
Presented at the National Migrant Conference. Fall, 1997, Spring 2007, Spring 2008, Summer 2012

GRANT AWARDS—LAST 5 YEARS

Project Holomua CAMP Program. Grant award to serve first generation Hawaii MEP students desiring to complete college. **Award: 2.45 Million from October 2014 through September 2020.**

Project KANCO CAMP Program. Grant award to serve first generation MEP students desiring to complete college. **Award: 2.45 Million from October 2014 through September 2020.**

Project DESTINY 2 HEP Program. Grant award to serve MEP students desiring to complete high school diploma or receive GED. **Award: 2.4 Million from October 2011 through September 2016.**

Project O'hana MEES. Grant award to serve Migrant Even Start Children and families on the Big Island of Hawaii. **Award: \$600,000 from October 2010 through September 2014.**

Project KANCO—CAMP. Grant award to serve Migrant high school graduates to attend first year of college. **Award: \$2.1 Million from October 2009 through September 2014.**

Project DESTINY HEP Program. Grant award to serve MEP students desiring to complete high school diploma or receive GED. **Award: 2.4 Million from October 2006 through September 2011.**

Project ADVOCATE; Project ASSIST; Project MERIT; Project TEACH; Project ISLAS; and, Project PEER. All of these five-year grants are variation of professional development programs that will lead to teacher endorsement in education, teacher English As A Second Language endorsement or the recruiting of individuals to enter the field of education. **Grants total more than 7.5 million dollars over a five-year period of time.** Current Evaluator: October 2007 through 2012.

UNIVERSITY TEACHING EXPERIENCES

Trainer, CO-TOP Training Program for Educational Assistants/Para-educators. University of Colorado - Denver. Spring, summer and fall, 1995.

Adjunct Associate Professor, Washburn University. Taught numerous graduate level classes for the Department of Education from summer, 1985 through fall, 1989. Topeka, Kansas. Classes included the following areas: Psychology of the Exceptional Child in the Regular Classroom; Characteristics of Children and Youth with Learning Disabilities; Supervising secondary LD and ED practicum students; Educational Psychology; Emotional/ Social Problems of Children and Youth; Nature and Needs of the Mentally Disabled.

Adjunct Associate Professor, Kansas State University, Manhattan, Kansas. Characteristics of Learning Disabilities. Fall, 1984.

AWARDS

Friends of Persons with Disabilities - Jefferson County Community Center Board. September 23, 1992.

United States Office of Education: Federal Program: Outstanding Achievement in Education (Migrant Education Award). Spring 1992.

United States Office of Education: Exemplary Program Award for Migrant Children and Youth, Seaman School District. Fall 1990.

Itzel D. Rodriguez

EDUCATION: FRIENDS UNIVERSITY, Wichita, Kansas

Master's Degree of Science in Management, May 2002

Bachelor Degree of Human Resources Management, May 1996

GARDEN CITY COMMUNITY COLLEGE, Garden City, Kansas

Associate Degree in Science, May 1994

UNIVERSIDAD SANTA MARIA LA ANTIGUA, Panamá City, Panamá

Three complete years of college. Major in Accounting.

EXPERIENCE: 15 years operating a HEP program.

Project Destiny and Project Destiny 2—a High School Equivalency Program, HEP, Regional Site Coordinator at Garden City Community College, 801 Campus Drive, Garden City, since August 2004 to Present.

Title III Grant Transition Coordinator and Activity Director and Project Synergy Grant Coordinator at Garden City Community College, 801 Campus Drive, Garden City, since Jan. 2001 to July 2004.

La Semana Editor - Spanish, weekly publication by The Garden City Telegram, 310 N. 7th., Garden City, since April, 1992 to December, 2000.

Duties: Translating from English into Spanish, both oral and written. Working with budget reports and advertising. Handle all administrative duties for the Spanish publication and all aspects of the newspaper including reporting, editing and designing. Write stories based on Hispanic issues, culture and traditions that are also published in The Telegram.

COMMUNITY HONORS: 2002 and 1999 Woman of the Year by League of United Latin American Citizens, LULAC; 1996 Hispanic of the Year by the Garden City Association of Hispanic Professionals and 1998 Public Service Award by LULAC.

Job Descriptions For Key Personnel For Project ASSERT

Position Description: Project Director

Time with Project: 70% FTE

Duties/Responsibilities: The PD will perform the following duties: 1) Administer and manage the program; 2) Advise participants on academic, career, and personal issues and make referrals to appropriate services as necessary; 3) Assess program effectiveness; 4) Coordinate/ participate in the selection of participants; 5) Prepare and execute the program budget; 6) Publicize/ promote the program among the targeted population, the IHE's community, and general public; 7) Recruit, hire, and train program staff; 8) Supervise/ evaluate staff performance; 9) Perform other duties as assigned by the Principal Investigator.

Required Qualifications: 1) Communicate effectively with people from diverse backgrounds; 2) Commitment to the target population and the principles of equal educational opportunity; 3) Demonstrated ability to work effectively with students, faculty, and staff in a post-secondary educational setting; 4) Excellent organizational, record keeping, and computer skills; 5) Excellent written/ oral communication skills; 6) Experience working with budgets; 7) Master's degree, student affairs administration, social work, counseling, or related area; 8) Work experience with migrant and seasonal farmworkers or a population with similar characteristics.

Preferred Qualifications: 1) Counseling/advising experience; 2) Knowledge of Regent University programs; 3) MS in education/ student affairs administration/social work/ counseling. The PD will report directly to Dr. Herrera. The PD will be dedicated to overseeing the daily operation, management and implementation of the project, as this person is primarily responsible to lead project efforts to full success status.

Position Description: Regional Site Coordinators

Time with Project: 1.0 FTE time for each satellite site (Except for the .50 FTE at Kansas State University). **Duties/Responsibilities:** The RSCs will report to the PD and to the respective agency to which they are hired through subcontracting and perform the following duties: 1) Assist with the recruitment, hiring, and training of program staff; 2) Assist with the selection of participants; 3) Oversee the academic tutoring and peer mentoring components; 4) Perform other duties as assigned by the PD and local supervisor; 5) Plan, develop, and implement academic assistance and career exploration workshops; 6) Provide ongoing support services to participants, i.e. advising, financial aid, career/ personal counseling.

Required Qualifications: 1) Ability to communicate effectively with people from diverse backgrounds; 2) Commitment to the target population and the principles of equal educational opportunity; 3) Counseling/advising experience; 4) Demonstrated ability to work effectively with students, faculty, and staff in a post-secondary educational setting; 5) Excellent organizational, record keeping, and computer skills; 6) Excellent written and oral communication skills; 7) Master's degree or its equivalent in education, student affairs administration, counseling, social work, or related area; and, 8) Work experience with migrant and seasonal farmworkers or a population with similar characteristics, preferably previous experience in either HEP or CAMP programming.

Preferred Qualifications: 1) Knowledge of IHE organizations, programs, & administrative structure; 2) MS in education, student affairs administration, counseling, or social work.

Position Description: External Evaluator

Dr. John Farrell

Time with Project: 15 days

Duties/Responsibilities: The EE will report to the PD and perform the following duties: 1)

Conduct formative and summative program evaluations; 2) Make formal presentations of evaluation results to the PI/ PD and other key stakeholders; and, 3) Provide technical assistance for the Annual Performance Report required by the federal government.

Required Qualifications: 1) Ability to communicate effectively with people from diverse backgrounds; 2) Commitment to the target population and the principles of equal educational opportunity; 3) Demonstrated ability to work effectively with students, faculty, and staff in a post-secondary educational setting; 4) Excellent organizational, record keeping, and computer skills; 5) Excellent written and oral communication skills; 6) Experience conducting grant evaluations; 7) Experience in quantitative and qualitative data collection and analysis techniques; 8) Previous experience working with migrant/ seasonal farmworkers; and, 9) PhD degree in educational policy analysis, educational research, or related area.

Preferred Qualifications: 1) Knowledge of KSU, its programs, and administrative structure; 2) Education background in policy analysis, educational research, and Federal program evaluations.

Position Description: GED Instructors

Time with Project: Contracted time for each satellite site and will vary according to the needs of each site. Duties/Responsibilities: The GED instructors will report to the RSCs and perform the following duties: 1) Assist with providing sound instructional GED assessment and programming for project participants; 2) Assist with the selection of participants; 3) Oversee the academic tutoring and peer mentoring components; 4) Perform other duties as assigned by the RSCs; 5) Plan, develop, and implement academic assistance and career exploration workshops; 6) Provide ongoing support services to participants, i.e. advising, financial aid, career/ personal counseling.

Required Qualifications: 1) Ability to communicate effectively with people from diverse backgrounds and carryout sound principles in assessing and instruction students preparing for the completion of the practice GED and the official GED test; 2) Commitment to the target population and the principles of equal educational opportunity; 3) Counseling/advising experience; 4) Demonstrated ability to work effectively with students, faculty, and staff in a post-secondary educational setting; 5) Excellent organizational, record keeping, and computer skills; 6) Excellent written and oral communication skills; 7) Preferential Bachelor's degree or its equivalent in education, student affairs administration, counseling, social work, or related area; and, 8) Work experience with migrant and seasonal farmworkers or a population with similar characteristics, preferably previous experience in either HEP or CAMP programming.

Preferred Qualifications: 1) Knowledge of IHE organizations, programs, & administrative structure; 2) MS in education, student affairs administration, counseling, or social work.

Position Description: Tutors/GTA Mentors

Time with Project: 8-10 hours per week

Duties/Responsibilities: The mentor will report to the RSC. **Required Qualifications:** 1) A minimum of 10 hours college credit in the subject areas; 2) A minimum of a 3.0 grade point average on a 4.0 scale; 3) Ability to communicate effectively with people; 4) Actively working toward academic degree; 5) Commitment to the target population and the principles of equal educational opportunity; 6) Excellent written and oral communication skills; and, 7) Work experience with migrant and seasonal farmworkers or a population with similar characteristics.

Position Description: Administrative Assistance, TBA

Time with Project: .50%

Duties/Responsibilities: The AA (secretary) will report to the PD and perform the following duties: 1) Complete office correspondence promptly and accurately; 2) Maintain an adequate

inventory of office supplies; 3) Make appointments/ schedule meetings for staff; 4) Make travel arrangements for program staff and process travel vouchers; 5) Operate office equipment and assist project staff in operation of the equipment; 6) Pay bills promptly and accurately; and, 7) Perform other duties as assigned by the PD; 8) Serve as main receptionist for the project.

Required Qualifications: 1) Ability to communicate effectively with people from diverse backgrounds; 2) At least one year of secretarial training and experience; 3) Commitment to the target population and the principles of equal educational opportunity; 4) Excellent organizational, record keeping, and computer skills; 5) Excellent written and oral communication skills; 6) High School diploma; and, 6) Work experience with migrant and seasonal farmworkers or a population with similar characteristics

Preferred Qualifications: 1) Bachelor's degree; 2) Demonstrated ability to work effectively with students, faculty, and staff in a post-secondary educational setting; and, 3) Knowledge of Kansas State University, its programs, and administrative structure.

February 26, 2016

U.S. Department of Education
Application Control Center
Attention: CFDA No. 84.149A
Regional Office Building 3, Room 3671
400 Maryland Avenue, SW.
Washington, DC 20202-4725

Reference: High School Equivalency Program (HEP) [CFDA 84.149A]

Kansas State University is pleased to present a proposal for a Migrant Education High School Equivalency Program in response to the U.S. Department of Education's Request for Proposals under CFDA 84.149A.

KSU, in alliance with the State Departments of MEP in Kansas, Colorado and Nebraska, state parent advisory councils, agribusinesses and other state/local agencies is seeking re-funding for HEP that plans to serve 500 migrant students (100 each year) who otherwise could not overcome the obstacles to obtaining a HSE diploma.

Enclosed you will find all required components needed to submit this proposal, including the narrative and all essential technical and business attachments.

We believe that the proposal responds to the need for meaningful projects that develop, demonstrate, evaluate, and disseminate innovative approaches for providing organizational support for migrant HEP students in order for them to acquire their HSE diploma and then to have them transition to postsecondary education programs, improve their employability skills or enter the military. We are eager to commit our extensive human material resources to this project and to work collaboratively with the U.S. Department of Education, technical assistance providers, local and state agencies, and community resources.

We feel confident that our approach to the operation of **ASSERT (Acclaimed Student Success Educationally from Responsive Teaching)** will result in long-term outcomes for HEP students across three states, building upon a highly successful 15-year HEP programming (*Operation ADVANCE, Project DESTINY and Project DESTINY 2*).

If you have any questions about this proposal, please contact me at 1-888-375-5669. The CIMA Center looks forward to the possibility of continuing services through this expanded, innovative HEP project to students. Thank you for this opportunity. I am,

Very truly yours,

Robert Fanning, Ph.D.
Project Director, CIMA Center



Early Childhood, Special Education and Title Services

Kansas State Department of Education
Landon State Office Building
900 SW Jackson Street, Suite 620
Topeka, Kansas 66612-1212

(785) 291-3097
(800) 203-9462
(785) 291-3791 - fax

www.ksde.org

February 26, 2016

Kansas State University
% Dr. Robert Fanning
College of Education
Bluemont Hall, Rm. 238
1100 MidCampus Drive
Manhattan, Kansas 66502

Dear Dr. Fanning,

This letter is in support of the grant application, **Project ASSERT** (CFDA 84.149A), being submitted by Kansas State University in Manhattan, Kansas, to continue and expand upon the HEP program efforts within our state with the collaboration efforts found in Colorado and Nebraska.

Project ASSERT builds upon the continued efforts of your previous 15 years of service at KSU, and is further enhanced by coordinating your efforts with a new state, Nebraska. This project is designed to increase the number of migrant students entering and completing the GED and/or high school completion program. Furthermore, it will provide those most in need with a great deal of support and resources to assist them in successfully completing their high school diploma and to provide them with the necessary follow-up for their continuance in school—especially with KSU's CAMP program. In addition, the project allows students to remain, should they desire, in their own community to complete high school graduation requirements, thus providing an effective means to later enter college, pursue further post-secondary education programming, or enter the military.

In addition, this arrangement supports our state's MEP mission to partner and support the education of migrant students throughout the whole state and to address the needs of our out-of-school (OSY) youth. The activities are designed to provide a structure for your staff to support the identification and recruitment of eligible migrant students, and to also assist them in finding appropriate resources to further their education and employability skills. This innovative project will ensure continuity for students in their learning and provide them with the theoretical and practical experiences for their likely success in furthering their education. As one member of the collaborative team, I am pleased to be a part of this project and look forward to supporting your team in this endeavor. I fully endorse this project! I am,

Sincerely,

Doug Boline, Assistant Director
Early Childhood, Special Education, and Title Services
State Director of Migrant Education
Kansas State Department of Education



NEBRASKA

DEPARTMENT OF EDUCATION

www.education.ne.gov
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
TEL 402.471.2295
FAX 402.471.0117

February 29, 2016

Kansas State University
% Dr. Robert Fanning
College of Education
Bluemont Hall, Rm. 238
1100 MidCampus Drive
Manhattan, Kansas 66502

Dear Dr. Bob,

This correspondence is in support of the grant application, **Project ASSERT** (CFDA 84.149A), being submitted by Kansas State University in Manhattan, Kansas, to expand upon the existing High School Equivalency Program (HEP) efforts. We are most excited to be a new part of a highly successful 15-year HEP program with the collaboration efforts found in Colorado and Kansas.

As noted in the proposal, **ASSERT (Acclaimed Student Success Educationally from Responsive Teaching)** is to provide high quality instruction/support services to eligible Migrant Seasonal Farm Worker (MSFW) youth/adults to prepare them to acquire a HSE diploma and enter subsequent postsecondary education or career upgrades. In addition, it will provide those most-in-need with a great deal of support and resources to assist them in successfully completing their high school diploma and to provide them with the necessary follow-up for their continuance in school—especially with KSU's CAMP program. One of the great aspects of this project is that it will allow MSFWs to remain in their own community to complete high school graduation requirements, thus providing an effective means to later enter college or pursue further post-secondary education programming.

Finally, this arrangement supports our state's Migrant Education Program mission to partner and support the education of migrant students throughout the whole state and to address the needs of our out-of-school youth (OSY). The activities are designed to provide a structure for our staff to support the identification and recruitment of eligible migrant students and to also assist them in finding appropriate resources to further their education and employability skills. Whereby, this innovative project will ensure continuity for students in their learning and provide them with the theoretical and practical experiences for their likely success in furthering their education.

As one member of the collaborate team, I am most pleased to be a part of this project and look forward to cooperating with each of them with this endeavor. I fully endorse this project!

Cordially,

(b)(6)

A rectangular box with a black border, used to redact the signature of Sue Henry. The text "(b)(6)" is written in the top-left corner of the box.

Sue Henry
MEP Director, Nebraska Department of Education



Kansas Association of Migrant Directors
KAMD
1310 Winchester Rd.
PO Box 49
Eudora, KS 66025

February 26, 2016

Dr. Robert Fanning and Dr. Herrera
College of Education
Kansas State University
Bluemont Hall, Room 238
1100 MidCampus Drive
Manhattan, Kansas 66506

Dear Drs. Fanning and Herrera,

This letter serves to endorse your HEP grant proposal, Project ASSERT, being submitted by Kansas State University in Manhattan, Kansas.

As the State President of the Association of Migrant Directors, I am most pleased to present this letter on behalf of our organization. As presented in the proposal, the project is specifically designed to increase the number of migrant students completing the requirements for high school graduation and pursuing other career advancements and skill training. Additionally, it will provide those "most-in-need" with a great deal of support and resources to assist them and will provide them with the necessary follow-up for their continuance in school.

This multi-state effort is built upon 15 years of previous HEP work found in two states—Colorado and Kansas. It is exciting to see the continued success of this project and with the hopes of continued funding, our state will be able to further its effort in assisting out-of-school migrant youth complete their high school equivalency/ GED.

Furthermore, this project supports our state's MEP mission to collaborate and support the education of migrant students throughout the whole state. The activities are designed to provide a structure in the ID& R of eligible HEP migrant students and to assist them in finding financial and counseling resources to further their education. Whereby, this inventive project will ensure the continuity for students in their learning and provide them with the theoretical and practical experiences for their likely success in furthering their education.

I am most honored to serve on your Advisory Board, and look forward to our continued work together. Again, I fully support this HEP proposal!

Cordially,

(b)(6)

Dr. John Farrell, President
Kansas Association of Migrant Directors

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1480771751A1
 ORGANIZATION:
 Kansas State University
 102 Anderson Hall
 Manhattan, KS 66506-0108

DATE:09/10/2012
 FILING REF.: The preceding
 agreement was dated
 08/12/2008

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2012	06/30/2016	50.00	On Campus	Organized Research
PRED.	07/01/2012	06/30/2016	50.00	On Campus	Instruction
PRED.	07/01/2012	06/30/2016	36.00	On Campus	Branch Station
PRED.	07/01/2012	06/30/2016	43.00	On Campus	AGR
PRED.	07/01/2012	06/30/2016	35.00	On Campus	OSA
PRED.	07/01/2012	06/30/2016	26.00	Off Campus	All Programs
PROV.	07/01/2016	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2016.

*BASE

ORGANIZATION: Kansas State University

AGREEMENT DATE: 9/10/2012

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

ORGANIZATION: Kansas State University

AGREEMENT DATE: 9/10/2012

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES

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

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

Equipment Definition -

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

FRINGE BENEFITS:

FICA
TIAA/CREF
Retirement
Disability Insurance
Worker's Compensation
Life Insurance
Unemployment Insurance
Health Insurance
Dental Insurance
Severance Allowance

ORGANIZATION: Kansas State University

AGREEMENT DATE: 9/10/2012

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

Kansas State University

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

Fran Willbrant
(NAME)

Assistant Vice President
(TITLE)

10-8-12
(DATE)

Arif Karim
(NAME)

Director, Central States Field Office
(TITLE)

9/10/2012
(DATE) 7033

HHS REPRESENTATIVE: Denise Shirlee

Telephone: (314) 767-3261

COMPONENTS OF THE PUBLISHED FACILITIES & ADMINISTRATIVE COST RATE

INSTITUTION: Kansas State University

FY COVERED BY RATE: FY 2013 - FY 2016

RATE TYPE:	ORGANIZED		BRANCH		OTHER SPONSORED:	
	RESEARCH	INSTRUCTION	STATION	AGRICULTURE	ACTIVITIES	OFF CAMPUS
	On-Camp FY 2013 - 2016	Off-Camp FY 2013 - 2016				
RATE COMPONENTS:						
Building Depreciation	4.2	2.5	1.0	2.0	1.0	
Equipment Depreciation	3.0	0.9	3.0	1.7	0.5	
Interest	1.1	0.4	0.0	0.2	0.0	
Operations & Maintenance	14.7	9.3	5.0	12.1	6.5	
Library	1.0	10.9	1.0	1.0	1.0	
Administrative Component	26.0	26.0	26.0	26.0	26.0	26.0
F&A Rate	50.0	50.0	36.0	43.0	35.0	26.0

CONCURRENCE:

Kansas State University
(Institution)

(b)(6)

(Signature)

Fran Willbrant

(Name)

Assistant Vice President

(Title)

10-8-12

(Date)

Appendix D: Specific Strategies For Addressing Evaluation Questions Of DESTINY 2

Evaluation Question	Critical Attributes	Measurement Criteria
Q.1: Is project meeting approved purposes and objectives—both project and GPRA expected outcomes?	Document: Completed By: Used By Or Sent To: Timeline: How Data Is Used:	Annual Performance Report [APR] PD, EE Federal Project Officer; Advisory Board Continuous, summative, annually and at the end of project period To monitor effectiveness of project in meeting approved objectives
Q.2: Are HEP students successfully completing their GED requirements at higher rates than comparable participants from other projects?	Document: Completed By: Used By Or Sent To: Timeline: How Data Is Used:	APR, Final Summative Report, MIS Document PD, RSCs, EE Federal Project Officer, Advisory Board, Staff Federal Project Officer; Advisory Board Continuous, summative, annually and at end of project period To assess project effectiveness in meeting performance indicators
Q.3: Are HEP graduates continuing to attend post-secondary institutions, upgrading employment or entering the military at a higher rate than comparable non-participants?	Document: Completed By: Used By Or Sent To: Timeline: How Data Is Used:	APR, Final Summative Report PD, RSCs, EE Federal Project Officer, Advisory Board, Project Staff Continuous, summative, annually and final year of project To monitor effectiveness of project in meeting performance indicators
Q.4: Are HEP students receiving individualized academic services?	Document: Completed By: Used By Or Sent To: Timeline: How Data Is Used:	Student Individualized Achievement Plan PD, RSCs, EE Project Staff, EE Continuous, summative To monitor student progress and instructional effectiveness
Q.5: Are program resources used in accordance with objectives?	Document: Completed By: Used By Or Sent To: Timeline: How Data Is Used:	Budget expenditure report, inkind information and personnel assignment by objective PD, RSCs, EE Federal Project Officer Continuous, summative, annually and at end of project period To assure appropriate resource use and make modifications, as needed, in program design
Q.6: Is the recruitment process and the selection process followed as enumerated?	Document: Completed By: Used By Or Sent To:	Brochures, lists of enrollees, eligibility verification PD, RSCs, RRS, Financial Aid Specialist Collaborative Agencies

	Timeline: How Data Is Used:	Throughout each month, Annually To assure that recruitment is progressing appropriately and make necessary modifications
Q.7: Do students have full access to related support services, resources and activities?	Document: Completed By: Used By Or Sent To: Timeline: How Data Is Used:	Program activity calendar; report on student activities; documentation of support services use in individual student files PD, RSCs, Other project staff PD, RSCs, EE, Other project staff Ongoing, monthly report To assure that students have full university access
Q.8: Are community resources being used to assist in educational and career awareness activities for HEP students?	Document: Completed By: Used By Or Sent To: Timeline: How Data Is Used:	Community agency reports, Advisory Board Minutes PD, RSCs, Multi-agency representatives, AB minutes Collaborative Agencies Continuous, summative To assure that community agencies assist CAMP students in educational and career opportunities

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Project ASSERT (Acclaimed Student Success Educationally from Responsive Teaching)

July 1, 2016 - June 30, 2021

Funding Categories Year 1					Grant Funds
1. Personnel/ Fringe Benefit Costs:					Year 1
a. A 0.70 FTE Project Director, Dr. Robert Fanning, will be secured to oversee the overall management of the program at the regional sites and the distance-learning program offered throughout Kansas, Nebraska and eastern Colorado. The budget is set for 12 months each year of the project. The PD will work with the site coordinators to ensure the completion of project goals, objectives and activities. An increase of 2% of the salary has been calculated for each remaining year of the project.					\$82,958
b. A 1.0 FTE Regional Site Coordinator will be secured to oversee the daily operation of HEP activities in Nebraska and the eastern region of Kansas—specifically those services found in the Kansas City Metro area. The RSC will work closely with the PD and other project staff to identify, recruit and retain migrant students for the program. The RSC will also instruct participants. Year 1's budget is set for 12 months. An increase of 2% of the salary has been calculated for each remaining year of the project.					\$45,600
c. A 0.25 FTE Computer Technician/ Web Master will be secured. The budget is set for 12 months for each year of the project. The computer technician/ webmaster will be instrumental in selecting appropriate hardware and software for project activities, and will develop and manage a database for collection and management of data throughout the life of the project. He/she will provide professional development for project staff, as needed. An increase of 2% of the salary plus moving to a year-round contract has been calculated for each remaining year of the project.					\$11,250
d. A .50 FTE Administrative Assistant (Secretary) will be secured for 12 months in Year 1 to assist the Project Director and Regional Site Coordinators in the development and management of the program and in the maintenance of records and data. The administrative assistant will carry out responsibilities of the general office. An increase of 2% of the salary has been calculated for each remaining year of the project.					\$15,000
2. Fringe Benefit Costs:					
The fringe benefits have been calculated at KSU's current rate of 32% for all professional staff, with a rate of 43.5% for the administrative assistant/ secretary position. This percentage rate for all salaries continues for all secured positions throughout the life of the project.					\$51,264
Year 1	Year 2	Year 3	Year 4	Year 5	
\$206,072	\$210,200	\$214,407	\$218,698	\$223,084	
Total Personnel Costs Benefits and Fringe Benefits For Years 1 Through 5:					\$1,072,461
3. Travel Costs:					
a. Project staff shall attend national Conferences/Workshops. Two staff members will attend the National Migrant Conference Years 1 - 2 and one in Year 5. The costs is calculated as follows \$800 estimated airfare costs, plus lodging for 4 nights at \$110 each, \$400 for registration, and 5 days of per diem at \$69 each day.					\$3,970
b. Project staff will also attend HEP/CAMP conference meetings yearly. Two staff members shall attend years 1 - 4 and one in year 5. The costs are calculated as follows: \$750 estimated airfare plus lodging for 3 nights at a rate of \$110 per day. The per diem rate is calculated at a rate of \$69 per day for 4 days.					\$2,712
c. The Project Director, Site Coordinators and other project staff will need to travel between regional sites for project meetings. Each Regional Site Coordinator will be required to travel within each region for carry out identification and recruitment activities and to provide direct service support, as needed. Travel will be reimbursed at the Federal Approved rate (\$0.54 per mile or as it is adjusted). However, a reduction in overall travel costs will occur later in the project once the program has been established and other types of communication systems are established.					\$20,000
NOTE: All travel will be reimbursed at the federal rates that are in effect at the time of travel.					
Year 1	Year 2	Year 3	Year 4	Year 5	
\$26,682	\$26,682	\$26,682	\$21,682	\$16,341	
Total Travel Costs For Years 1 Through 5:					\$118,069
4. Equipment:					
No costs are calculated for equipment purchases in any of the years of operation.					\$0
Yr 1: \$0	Year 2: \$0	Year 3: \$0	Year 4: \$0	Year 5: \$0	
Total Equipment Costs For Years 1 Through 5:					\$0
5. Supplies:					
a. Curriculum materials, office and technical supplies shall be secured to implement the program objectives at all sites.					\$4,000
b. Supplies for Career Planning Ctrs For Screening/Testing Students in Colorado and Nebraska					\$1,000

c. Curriculum/Assessment Materials in Colorado and Nebraska					\$1,000
d. Office and data management computers shall be secured for the Project Director, the Regional Site Coordinator and the Administrative Assistant at \$1500 each in year 1.					\$4,500
e. Supplies for professional development and for the regularly scheduled Advisory Board Meetings will be purchased. The supply purchases shall decrease after Year 4 and Year 5.					\$500
Year 1	Year 2	Year 3	Year 4	Year 5	
\$11,000	\$6,500	\$6,500	\$6,500	\$6,500	
Total Supply Costs For Years 1 Through 5:					\$37,000
6. Contractual:					
a. GARDEN CITY COMMUNITY COLLEGE - KANSAS					
1) .60 FTE Regional Site Coordinator \$5000 x 12 months					\$36,000
2) 1.0 HEP Instructor/ Recruiter/ Assessment Coordinator \$2800 x 12 months					\$33,600
3) Fringe Benefits are calculated at 15% for all employees					\$10,440
4) Cellphone service for Site Coordinator Kansas/ Coloardo)					\$500
5) Administrative Expense for copies, long distance tele, etc.					\$6,443
\$86,983	\$88,712	\$90,474	\$92,268	\$94,095	
Sub Total GCCC Costs For Years 1 Through 5:					\$452,532
a. Colorado subcontract to ABE Satellite Sites for three HSC Instructors of 50 participants					\$37,800
b. Nebraska subcontract for two HSC Instructors of 25 participants statewide					\$20,000
c. External Evaluator subcontract					\$8,000
\$65,800	\$65,800	\$65,800	\$65,800	\$65,800	
Sub Total Other Contractual Costs For Years 1 Through 5:					\$329,000
Year 1	Year 2	Year 3	Year 4	Year 5	
\$152,783	\$154,512	\$156,274	\$158,068	\$159,895	
Total Contractual Costs For Years 1 Through 5:					\$781,532
7. Construction:					
No costs are calculated for construction in any of the years of operation.					\$0
Yr 1: \$0	Year 2: \$0	Year 3: \$0	Year 4: \$0	Year 5: \$0	
Total Construction Costs For Years 1 Through 5:					\$0
8. Other:					
a. Interagency Coordination/Advisory Board					\$250
b. Personal, Academic & Career Counseling					\$750
c. Cultural Events, Academic Programs					\$250
d. Staff Development & Training/Training & Technical Assistance					\$1,000
e. HEP Annual Organizational Dues					\$1,200
f. Communications, Telephone, Mailing Expenses, Copying, and Other Administrative Expenses					\$1,000
Year 1	Year 2	Year 3	Year 4	Year 5	
\$4,450	\$4,450	\$4,450	\$4,450	\$4,450	
Total Other Costs For Years 1 Through 5					\$22,250
9. Total Direct Costs					
\$400,987	\$402,344	\$408,313	\$409,398	\$410,270	
Subtotal Of Direct Charges For Years 1 Through 5:					\$2,031,312
10. Indirect Costs:					
Limited to 8% MTDC. Total Direct costs less each subcontract amount over \$25,000					
\$26,096	\$20,867	\$20,803	\$20,186	\$20,030	
Subtotal Of Indirect Charges For Years 1 Through 5:					\$107,982
11. Training Stipends:					
a. Stipend fees (\$400 x 100 students annually) (\$20,000 subcontracted to Colorado , \$10,000 subcontracted to Nebraska)					\$40,000
b. Testing Materials for Student Prep (\$45 x 100 students)					\$4,500
\$44,500	\$44,500	\$44,500	\$44,500	\$44,500	
Total Of Stipend Costs For Years 1 Through 5:					\$222,500
12. Total Costs					
Year 1	Year 2	Year 3	Year 4	Year 5	
\$471,583	\$467,711	\$473,616	\$474,084	\$474,800	
Total Federal Grant Costs For Years 1 Through 5:					\$2,361,794

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

1. Project Director:

Prefix: Dr.	First Name: Socorro	Middle Name: G	Last Name: Herrera	Suffix:
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Address:

Street1:	006 Bluemont Hall KSU
Street2:	1601 Vattier Street
City:	Manhattan
County:	Riley
State:	KS: Kansas
Zip Code:	66506-5301
Country:	USA: UNITED STATES

Phone Number (give area code) 785/532-3833	Fax Number (give area code)
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Email Address:
sococo@ksu.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

Kansas State University

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	154,808.00	157,909.00	161,070.00	164,294.00	167,588.00	805,669.00
2. Fringe Benefits	51,264.00	52,291.00	53,337.00	54,404.00	55,496.00	266,792.00
3. Travel	26,682.00	26,682.00	26,682.00	21,682.00	16,341.00	118,069.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	11,000.00	6,500.00	6,500.00	6,500.00	6,500.00	37,000.00
6. Contractual	152,783.00	154,512.00	156,274.00	158,068.00	159,895.00	781,532.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	4,450.00	4,450.00	4,450.00	4,450.00	4,450.00	22,250.00
9. Total Direct Costs (lines 1-8)	400,987.00	402,344.00	408,313.00	409,398.00	410,270.00	2,031,312.00
10. Indirect Costs*	26,096.00	20,867.00	20,803.00	20,186.00	20,030.00	107,982.00
11. Training Stipends	44,500.00	44,500.00	44,500.00	44,500.00	44,500.00	222,500.00
12. Total Costs (lines 9-11)	471,583.00	467,711.00	473,616.00	474,084.00	474,800.00	2,361,794.00

***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: 07/01/2012 To: 06/30/2016 (mm/dd/yyyy)

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

The Indirect Cost Rate is 50.00%.

(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 # S141A160013

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
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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