

**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 # S141A160015**

**Grants.gov Tracking#: GRANT12112629**

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Assurances Non-Construction Programs (SF 424B)</b>	e6
<b>3. Disclosure Of Lobbying Activities (SF-LLL)</b>	e8
<b>4. ED GEPA427 Form</b>	e9
<i>Attachment - 1 (1235-GEPA GMC statement)</i>	e10
<b>5. Grants.gov Lobbying Form</b>	e11
<b>6. ED Abstract Narrative Form</b>	e12
<i>Attachment - 1 (1234-GMC HEP Abstract)</i>	e13
<b>7. Project Narrative Form</b>	e14
<i>Attachment - 1 (1238-GMC HEP Program Narrative)</i>	e15
<b>8. Other Narrative Form</b>	e42
<i>Attachment - 1 (1237-Resumes+Jobs+Letters+Indirect Rate)</i>	e43
<b>9. Budget Narrative Form</b>	e64
<i>Attachment - 1 (1236-GMC Budget Narrative)</i>	e65
<b>10. Form ED_SF424_Supplement_1_3-V1.3.pdf</b>	e71
<b>11. Form ED_524_Budget_1_3-V1.3.pdf</b>	e72

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

**Application for Federal Assistance SF-424**

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

* 3. Date Received: <input type="text" value="03/05/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Geneseo Migrant Center, Inc."/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="16-1409164"/>	* c. Organizational DUNS: <input type="text" value="1360581790000"/>

**d. Address:**

* Street1:	<input type="text" value="3 Mt. Morris-Leicester Rd"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Leicester"/>
County/Parish:	<input type="text" value="Livingston"/>
* State:	<input type="text" value="NY: New York"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="14481-9713"/>

**e. Organizational Unit:**

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

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Michael"/>
Middle Name: <input type="text" value="A."/>	
* Last Name: <input type="text" value="Reho"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Geneseo Migrant Center - Director"/>	

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

* Telephone Number: <input type="text" value="(585) 658-7960"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="mreho@gvboces.org"/>
---

**Application for Federal Assistance SF-424**

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

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.141

CFDA Title:

Migrant Education\_High School Equivalency Program

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

ED-GRANTS-010716-002

\* Title:

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

**13. Competition Identification Number:**

84-141A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Geneseo Migrant Center (GMC) High School Equivalency Program (HEP)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="474,575.00"/>
* 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="474,575.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>  <input type="text" value="Michael Reho"/>	<b>TITLE</b>  <input type="text" value="Geneseo Migrant Center - Director"/>
<b>APPLICANT ORGANIZATION</b>  <input type="text" value="Geneseo Migrant Center, Inc."/>	<b>DATE SUBMITTED</b>  <input type="text" value="03/05/2016"/>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

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

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

\* Name: Geneseo Migrant Center, Inc.

\* Street 1: 3 Mt. Morris-Leicester Rd. Street 2: \_\_\_\_\_

\* City: Leicester State: NY: New York Zip: 14481-9713

Congressional District, if known: \_\_\_\_\_

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

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

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

**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 N/A Street 2 \_\_\_\_\_

\* City N/A 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: Michael Reho

\* Name: Prefix \_\_\_\_\_ \* First Name Michael Middle Name A.  
\* Last Name Reho Suffix \_\_\_\_\_

Title: Geneseo Migrant Center - Director Telephone No.: (585) 658-7960 Date: 03/05/2016

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

PR/Award # S141A160015

## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

GEPA\_GMC\_statement.pdf

Add Attachment

Delete Attachment

View Attachment

## **General Education Provision Act (GEPA) Statement**

### **United States Department of Education's General Education Provisions Act, Section 427**

As demonstrated throughout the proposal, the Geneseo Migrant Center HEP program is committed to providing quality education for the participating students. The GMC HEP program will deliver services to all eligible participants of gender, race, national origin, color, age, physical, mental or sensory disability.

The Program outreach and education will address both males and females equally. Enrollment will be criteria based, not gender biased. Program staff will encourage all students regardless of gender to explore all academic and career fields based upon skills, interest, and career potential, especially careers in STEM (science, technology, engineering and math), in which both females and Hispanics are underrepresented.

The GMC HEP program will not exclude any participant on the basis of race, national origin or color. However, due to the demographic makeup of the target population within New York State, racial groups may not be equally represented. There is a higher percentage of migrant farm workers who are Hispanic in some locations. The recruitment, assessment and educational materials utilized by the staff will be available in English and Spanish whenever possible. The flexible schedule afforded the plan participants will allow opportunity for religious observation and traditional cultural celebrations.

The location of the GMC HEP instruction will include public buildings such as education centers, which fall under the guidelines of the Americans with Disabilities Act, requiring unrestricted access. Other sites may include a workplace, a home or a community location which is fully accessible to the participants. None of the practices of the program will single out or prevent participation of an individual with a disability; necessary accommodations will be made. Furthermore, as part of the program, if additional services beyond the capacity of the HEP instructor are required, referrals to local health centers or community services will be made. As part of the program, an individual learning plan will be created for each participant providing an additional opportunity to specifically address any gaps or special needs in the educational plan.

To be eligible for the GMC HEP individuals must be at least 16 years of age. As long as other eligibility criteria are met, there are no practices in the program that limit participation based on age. Instructional materials selected will be educationally appropriate and generally tailored for an adult audience.

The GMC HEP will review the General Education Provisions Act annually with the assistance of the external evaluator. This will ensure that the materials, project processes and procedures eliminate any real or perceived barriers.

## 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

Geneseo Migrant Center, Inc.

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

Prefix: Mr. \* First Name: Michael Middle Name: A.

\* Last Name: Reho Suffix:

\* Title: Geneseo Migrant Center - Director

\* SIGNATURE: Michael Reho

\* DATE: 03/05/2016

## 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

The Geneseo Migrant Center (GMC), located in Leicester, NY, proposes a comprehensive High School Equivalency Program (HEP) that will meet the needs of migrant Out of School Youth (OSY) throughout New York State. The GMC HEP program will provide intensive instructional and support services to eligible migrant and seasonal farmworkers preparing for and obtaining a High school equivalency Degree. The GMC HEP program will deliver high quality culturally appropriate instructional to 90 participants annually for a grand total of 450 participants over the five-year project period.

The program has three objectives: **1)** 90 HEP eligible participants will be served each grant year; totaling 450 during the five-year grant cycle; **2)** 72 HEP participants (80%) will complete the high school equivalency (HSE) each grant year (GPRA measure 1) for a total of 360 over the five-year grant cycle; and **3)** 64 HSE recipients (90%) will enter postsecondary education or training programs, upgraded employment or the military each year of the grant (GPRA measure 2).

The GMC HEP Program will use a commuter model by providing regional service centers at each of the 9 collaborating MEP sites around the state, located at: State University of New York (SUNY) campuses at Brockport, Cortland, Fredonia, New Paltz, and Potsdam, as well as the Board of Cooperative Educational Services (BOCES) in the Genesee Valley (GVEP), Oswego, Eastern Suffolk and Herkimer. Each site will provide educational and supportive services to ten eligible students, including tutoring, small group instruction, testing, college and career readiness training, and follow-up. The program will support the regional centers with coordination, professional development, educational resources and identification & recruitment of eligible participants.

## Project Narrative File(s)

---

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

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

---

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

**GENESEO MIGRANT CENTER**  
**HIGH SCHOOL EQUIVALENCY PROGRAM**

---

**TABLE OF CONTENTS**

---

**PROGRAM NARRATIVE**

**SECTION**

1.	Need for and Significance of Project.....	Page 1
2.	Quality of Project Design.....	Page 4
3.	Quality of Project Services.....	Page 12
4.	Quality of Project Personnel.....	Page 14
5.	Quality of the Management Plan.....	Page 16
6.	Adequacy of Resources.....	Page 20
7.	Quality of the Project Evaluation.....	Page 22
8.	References Cited.....	Page 25

***1. NEED FOR PROJECT (i) Magnitude of the need:*** New York State is an annual endpoint of the migrant stream for thousands of workers and their families from the South and Southwest, many of whom are increasingly choosing to settle in the state year-round (Hamilton, 2011). The U.S. Department of Agriculture reports that 60,944 individuals worked as farmworkers in New York in 2012 (USDA, 2012 Census of Agriculture). The NYS Department of Migrant Education (NYS MEP) reports that there are 2,233 migrant Out-of-School Youth (OSY) living and working in the most rural, isolated parts of the state; 90% of whom are identified as Limited English Proficient (LEP) (NYS MEP, 2014).

The conditions associated with the migratory lifestyle impose multiple obstacles to educational achievement such as social and cultural isolation, economic hardships, poor health, irregular school attendance and interrupted school years (Strange et al., 1993). Mobility also has a direct negative impact on academic achievement and non-academic outcomes such as increases in community involvement and accessing of local resources (Rumberger, 2011; Reynolds, et al., 2009). These factors result in significantly lower graduation rates for migrant students (only 49% vs. 77% for NYS students overall; New York Department of Education, 2014). Data indicate that NYS migrant students have not only a higher dropout rate (38.9%) than non-migrant NYS students, but a higher dropout rate than migrant students nationally (NYS MEP, 2014).

***(ii) The extent to which GMC HEP will focus on serving the needs of disadvantaged individuals.*** The Geneseo Migrant Center (GMC) HEP program is designed with a tangible outcome — a High School Equivalency (HSE) Diploma— and an array of options for graduating students, including better job opportunities, college, specialized training, or the military.

Activities will be implemented to meet eligible migrant and seasonal farm worker students' needs as follows: **(1) Outreach and Recruitment** Lack of access to and awareness of migrant educational programs/opportunities and its benefits are barriers to participation. A 2007 survey of Hudson Valley NYS farmworkers revealed that 46% were unaware of available services, and in the cases when they were aware of the services, 52% reported that they face barriers to accessing them, citing transportation and language as two major reasons (Gray, 2011). Working closely with NYS Migrant Tutorial Support Services (METS), high school counselors, the NYS Identification & Recruitment (ID&R) Program, and migrant parent groups, HEP staff will promote the program with communications in Spanish and English to targeted migrant and farm working communities, increasing the opportunity to identify and contact all eligible students. **(2) Lack of academic preparation** Migrant youth face high mobility, English language deficiencies and family responsibilities that result in interrupted education, credit deficiency, truancy, and a lack of understanding of the value of a high school education. Overwhelmed by its academic requirements, many migrant students become frustrated with the educational system (Apicella, 2003). GMC HEP will address this by providing engaging small-group instruction enhanced by individual tutoring and assessment-based feedback so students develop skills to achieve academically. **(3) Lack of educational/career planning skills and the wish to learn English** Few migrant youth have family members who completed high school, thus they need role models and guidance to understand the advantages of getting an education, and to access available options (Pryor et al., 2006).

The GMC HEP nine regional centers will provide access to youth throughout the state. GMC will also partner with community agencies to provide students with the support and guidance they may need to prepare for college and/or careers. Bilingual instructors will provide

English language instruction that is differentiated to meet the needs of all students regardless of their current skill level. **(4) Lack of adequate finances** Migrant families rely on all members to help meet basic needs, thus students often feel pressure to drop out of school in order to contribute financially, which strongly influences student attrition rates (Apicella, 2003).

Traditional HSE diploma programs rarely offer instruction in Spanish, require transportation to and from class and testing sites and lack flexible class times. GMC HEP reduces the financial burden on families by providing participant textbooks, transportation and/or convenient meeting times and locations, educational supplies, and a modest stipend. **(5) Health and personal issues**

Farm work is the second most dangerous occupation in the U.S. Agricultural workers are generally in poorer health and have a lower life expectancy than other populations, and few have health insurance or access to mental health (Hansen, 2003). The GMC HEP will provide referrals to local health clinics that provide low- or no-cost healthcare to migrant farmworkers and their families, as well as to mental health and other community services through community health clinics and county health departments throughout NYS.

***(iii) Identification of gaps or weaknesses in services, infrastructure, or opportunities.*** Access to education is a significant barrier for migrant families, most of whom live in isolated, rural areas making it very difficult to commute to HSE programs. The closest HEPs are located in Somerset, KY and East Lansing, Michigan. New York State currently has no program designed to offer intensive HSE support to migrant and seasonal farm workers and out-of-school youth with interrupted formal schooling. This deficiency is identified as a serious concern by the NYS Director of Migrant Education, the NYS Migrant Parent Advisory Council (PAC), the NYS Migrant Youth Project Director, and the nine METS (NYS METS 2014). GMC's leadership and successful track record of serving migrant youth and families is highlighted in the letters of

support of the nine METS, NYS Department of Education and two Migrant Statewide Programs, whose partnerships with GMC span several decades. The letters point to GMC's exceptional and innovative programming and resources - career development workshops, scholarship fund development, intensive staff training, youth leadership retreats - as evidence of its credibility and capacity for continued success.

**(iv) Importance of the outcomes likely to be attained by GMC HEP:** The GMC HEP project will establish a successful intervention and support model that meets the NYS MEP-mandated outcomes and measures in serving migrant OSY. Our collaborative model leverages existing partnerships throughout NYS to create an effective unified approach for recruiting, educating, graduating, and assisting migrant youth in enrolling in postsecondary education, the military, or employment in non-seasonal jobs. Teachers, recruiters, and direct support staff will have an increased awareness of the needs of migrant OSY, as well learn effective methods for addressing and meeting their needs through ongoing professional development. By providing academic and social support to 90 students each year, **throughout every region of the state**, we will have a lasting and meaningful impact on generations to come.

## **2. QUALITY OF PROJECT DESIGN**

**(i) Clearly specified and measurable. goals, objectives, and outcomes.** The GMC HEP Program proposes the following three grant objectives, which coincide with GPRA reporting measures 1 and 2:

**Table 1. Objectives, Activities Outcomes and Timeline for Year 1**

Objective 1. 90 HEP eligible participants will be served each grant year; totaling 450 during the five-year grant cycle.			
ACTIVITIES	MEASURABLE OUTCOMES	PERSON RESPONSIBLE	TIMELINE
1. Outreach and recruit within the target communities, churches, schools, migrant housing, farms, social services	The types of presentations and number of participants will be documented and increased each year.	Project Director, through Identification and Recruitment Services (ID&R)	Month 1-12
2. Coordinate recruitment with WIOA Program, Migrant Head Start, Migrant Health Clinics and others.	Written working partnerships and number of referrals will be on file.	Project Director through ID&R	Month 1-12
3. Expand working relationship with organizations providing services to target population	Written inter-agency referral process and documentation of referrals to HEP Program.	Project Director and HEP Recruiter	Month 1-6
4. Complete an individual intake and enrollment packet for each applicant.	90 intake folders with supporting documentation will be on file.	Project Director through ID&R	Month 1-12

Objective 2. 72 HEP participants (80%) will complete the high school equivalency (HSE) each grant year (GPRA measure 1) for a total of 360 over the five-year grant cycle.			
ACTIVITIES	MEASURABLE OUTCOMES	PERSON RESPONSIBLE	TIMELINE
1. Determine an academic, vocational, job training and job readiness plan.	90 ILP's will be on file.	HEP Instructors	Month 2-12
2.. Provide academic instructor in math, science, language arts.	HEP student progress will be documented in the ILP.	HEP Instructor	Month 1-12
3. Provide workplace and English as a Second Language (ESL) instruction to participants when appropriate.	100% of participants will have competency attainments on file.	HEP Instructors	Month 1-12
4. Develop an individualized Academic & Career Counseling Plan.	All participants will have on file an Academic & Career Counseling Plan.	HEP Instructors	Month 2-12
5. Conduct pre-test to determine Academic & Career Counseling needs and outcomes.	Academic & Career Pre-Competencies on file.	HEP Instructors	Month 2-12

6. Monitor and adjust academic & career counseling plans and training as needed.	Adjustments to plan on file.	HEP Instructors/ Program Coordinator	Month 2-12
7. Broker support services as needed through other agencies.	Support service plans on file and documentation of services.	HEP Instructors/ Coordinators	Month 1-12
8. Re-evaluate and update Individual Learning Plan (ILP) continually.	90 ILP's will be on file.	HEP Instructors/ Coordinators	Month 1-12

**Objective 3.** 64 HSE recipients (90%) will enter postsecondary education or training programs, upgraded employment or the military each year of the grant (GPRA measure 2); a total of 320 over the five-year grant cycle.

<b>ACTIVITIES</b>	<b>MEASURABLE OUTCOMES</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMELINE.</b>
1. Develop student-tracking database.	100% of students will be maintained on the database.	Data Specialist	Month 1
2. Inform and train students on the availability of follow-up services.	100% of students will participate in training.	HEP Instructors	Month 2-12
3. Conduct post-test to determine Academic & Career Counseling outcomes.	90 CASAS post-employment competencies on file.	HEP Instructors	Month 3-12
4. Provide yearly follow-up to assess academic, vocational and/or employment status.	100% of students will receive services.	Program Coordinator	Ongoing

*(ii.) Appropriateness of project design to address the needs of the target population.* The target population for the NYS Migrant HEP Network is out of school youth aged 16 and beyond who have not completed high school or the HSE Diploma, and who have done a minimum of 75 days of agricultural work during the past 24 months. The GMC has been working with migrant families for over 48 years and is well acquainted with the target population and their needs. Young migrant and seasonal agricultural workers have extremely limited opportunities for gainful employment. Many are not fluent in English and many are not literate in Spanish, either. A recent comprehensive needs assessment of the NYS Migrant Education Program Consortium found that the compounding of several risk factors (credit deficiencies, English language

deficiencies, low retention rates, failed state test, below modal grade level, and low academic grades) result in migrant students becoming disengaged, disheartened, and dropping out (NYS MEP, 2014).

The GMC HEP Program will provide educational opportunities for migrant OSY by adjusting service delivery to accommodate student needs in a variety of settings (e.g., in-camp, in-home, workplace, community sites, etc.) on a flexible schedule (days, evenings, and weekends) utilizing research-based curriculum and/or creative strategies/techniques to accommodate student learning needs and styles such as, but not limited to: native literacy instruction, English language acquisition, content-specific education, career education, life skills, financial literacy, pre-HSE, and HSE activities. STEM and project-based learning will be used to re-engage youth in the educational process, motivating them to become problem solvers, innovators, inventors, self-reliant, logical thinkers, and technologically literate (Morrison, 2006). Studies show that integrating math and science has a positive impact on student attitudes and interest in school (Bragow, Gragow & Smith, 1995), their motivation to learn (Gutherie, Wigfield & VonSecker, 2000), and achievement (Hurley, 2001).

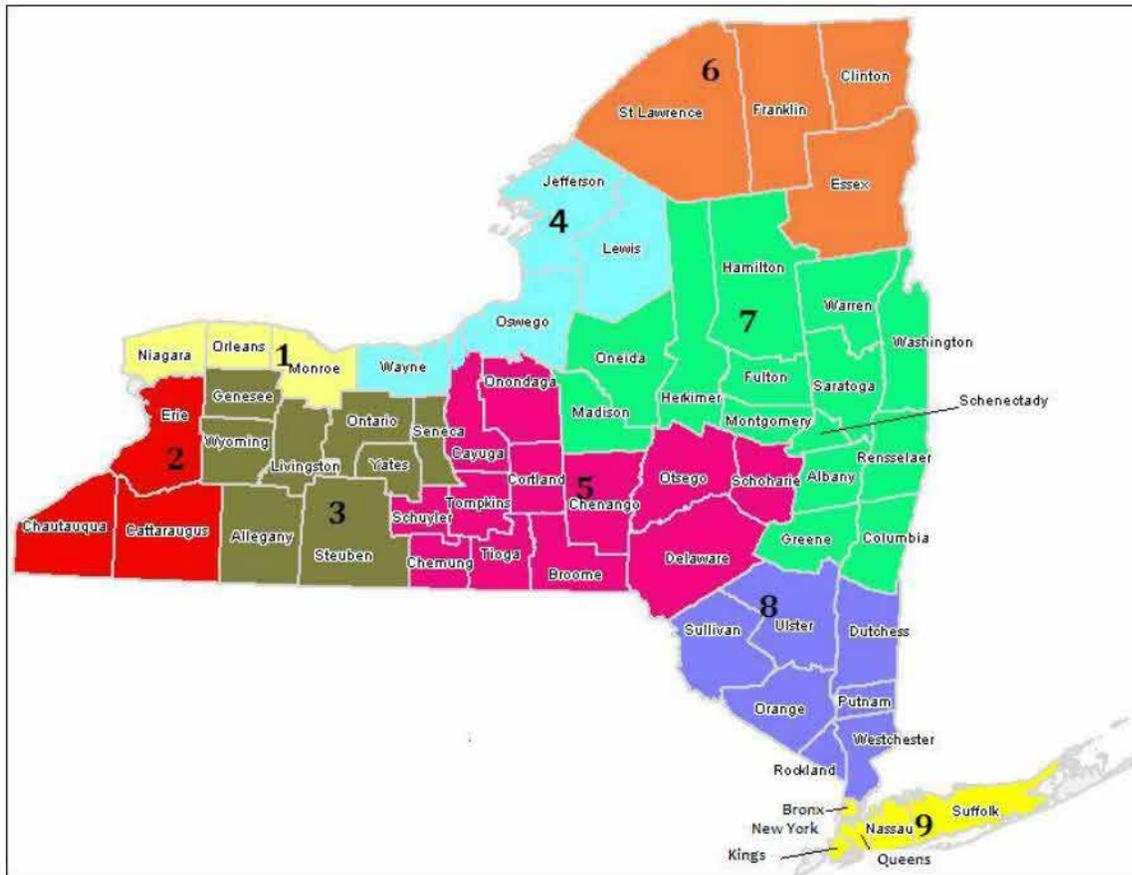
*(iii) Linkages with other agencies/organizations that service the target population.* The GMC HEP program will be an integral part of the NYS Migrant Statewide Support Services. The services provided by these statewide programs enable NYS to maximize the federal allocation through coordination of services to the nine regional METS. Currently existing support services are: *Parent Involvement and Early Childhood Services, The Migrant Identification & Recruitment (ID&R) Program, Migrant Youth and Out of School Youth Services and The Professional Development and Inclusion Center.*

The ID& R and the Professional Development and Inclusion Center are both partners on this grant, providing identification and recruitment of eligible students and professional development of HEP Instructors, respectively. Out of School Youth Services cannot meet the extensive needs of students eligible for the HEP program because of limited tutoring resources. GMC's comprehensive service offerings include training initiatives, access to supplemental curriculum resources, and cultural awareness and identity development that will meet these needs. GMC currently offers the Portable Assisted Study Sequence (PASS) Program, a learner-centered approach that consists of self-contained, semi-independent study courses that allow students to earn secondary-level academic credits and continue coursework as they move from district to district or even state to state. These programs will serve as a strong foundation from which GMC can build and grow its HEP program with the support of a consortium of partners and stakeholders who are deeply invested in the future of OSY.

**Table 2. GMC HEP Regional Service Centers and Support Programs**

#	Migrant Education Tutorial & Support Services	Location
1	Brockport METS	SUNY Brockport
2	Fredonia METS	SUNY Fredonia
3	Genesee Valley METS	Genesee Valley BOCES
4	Oswego METS	Oswego BOCES
5	Cortland METS	SUNY Cortland
6	North Country METS	SUNY Potsdam
7	Mohawk Regional METS	Herkimer BOCES
8	Mid-Hudson METS	SUNY New Paltz
9	Long Island/Metro METS	Eastern Suffolk BOCES
<b>Statewide Support Programs</b>		
	ID&R	Loudonville
	MRC	SUNY Oneonta
	PD&IRC	SUNY Brockport

**Figure 1. GMC HEP Regional Service Centers**



**(iv) Increase efficiency in the use of time, staff, money to improve results and increase productivity.** GMC's HEP program is aligned with key federal and state programs, which will provide additional support services to migrant students, thus deepening the impact of our work. Our program works in tandem with MEP programs under Title I, Part C to implement sustained solutions for migrant youth. Additionally, GMC HEP will utilize BOCES' additional partnership resources such as Employment Preparation Education (EPE), Workforce Innovation and Opportunity (WIOA) Act, and the Office of Temporary and Disability Assistance (OTDA).

**(v) GMC HEP is supported by strong theory.** The GMC HEP program has been designed with a strong theory foundation through the use of logic model design (see Table 3 below) and simultaneous evaluation design to ensure program evaluation capacity. The logic model shows how the GMC HEP program context and the needs of our students help to dictate the necessary program inputs and outputs to achieve our desired outcomes. The outcomes have been broken down into short-term (3 months), mid-term (1 year), and long-term (5 years) to allow for benchmark targeted goals that can be reviewed through our evaluation process. This logic model will serve as a living document that will continue to be reviewed as our program evaluation evolves. As our students' needs shift, our program will adapt to meet their needs. We will use our collected data to assess these shifts, and modify the logic model to keep our work aligned with all of our stakeholder's needs.

**Table 3. Geneseo Migrant Center (GMC) HEP Logic Model**

<u><b>Program Context</b></u>	<u><b>Program Inputs</b></u>	<u><b>Program Outputs</b></u>	<u><b>Short-term Outcomes</b></u> <b>3 Months</b>	<u><b>Mid-term Outcomes</b></u> <b>1 Year</b>	<u><b>Long-term Outcomes</b></u> <b>5 Years</b>
<ul style="list-style-type: none"> <li>• Target population is migrant workers 16 and beyond with no HS diploma or equivalent in <i>all regions of the state</i>.</li> <li>• 48 years of service to this community.</li> <li>• Aim to aid participants in obtaining a HSE diploma.</li> <li>• Strive to establish a successful intervention and supportive model in rural areas that support educational and social needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Project Director</li> <li>• HEP Recruiter</li> <li>• Program Coordinator</li> <li>• HEP Instructors</li> <li>• Data Specialists</li> <li>• Other Staff</li> <li>• Participants</li> <li>• Parents/Families</li> <li>• Community</li> <li>• Partnering Organizations</li> <li>• Collaboration &amp; Networking</li> <li>• Transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Recruit target communities &amp; migrant programs.</li> <li>• Expand relationships with organizations serving target population.</li> <li>• Determine and provide the appropriate level of academic, vocational, and/or counseling support for each participant.</li> <li>• Monitor student and program progress and shift services as needed.</li> <li>• Provide Career Counseling services and annual follow-ups.</li> </ul>	<ul style="list-style-type: none"> <li>• Find and enroll 90 eligible participants.</li> <li>• Coordinate recruitment and develop referrals processes with WIOA Program, Migrant Head Start, Migrant Health Clinic, and others.</li> <li>• Develop ILPs for all students.</li> <li>• All students will be assigned instructors for math, science, and language arts.</li> <li>• Participant pre-test for Academic &amp; Career Counseling needs.</li> <li>• 100% of students will be maintained on the database.</li> <li>• 100% of students will participate in training.</li> </ul>	<ul style="list-style-type: none"> <li>• 90 participants will be served.</li> <li>• 90 intake folders and supporting documents will be on file.</li> <li>• 72 participants (80%) will complete the high school equivalency.</li> <li>• 90 updated ILPs and Academic &amp; Career Counseling Plans will be on file.</li> <li>• 100% of students will have competency attainments on file.</li> <li>• 64 HSE recipients (90%) will enter postsecondary education or training programs, upgraded employment, or the military.</li> <li>• 90 CASAS post-employment competencies will be on file.</li> </ul>	<ul style="list-style-type: none"> <li>• 450 participants will be served.</li> <li>• 450 intake folders and supporting documents will be on file.</li> <li>• 360 participants (80%) will complete the high school equivalency.</li> <li>• 360 updated ILPs and Academic &amp; Career Counseling Plans will be on file.</li> <li>• 320 HSE recipients (90%) will enter postsecondary education or training programs, upgraded employment or the military.</li> <li>• 100% of students will receive annual follow-up services.</li> </ul>

**3. QUALITY OF PROJECT SERVICES:**

***(i) Training and professional development will improve practices for GMC HEP recipients.*** We will coordinate professional development services with the NYS Migrant Education Professional Development and Inclusion Center, Regional Adult Education Network (RAEN), the NYS Boards of Cooperative Educational Services (BOCES), State University of New York (SUNY), and depending on 2016 awards - New England HEP/EDCO Collaborative.

The NYS Migrant Education Professional Development and Inclusion Center will provide several training sessions that integrate the principles of identity development and self-advocacy, with content to encourage the holistic development of migrant youth. These sessions will include a focus on meeting the mental and emotional needs of the student as well as math and literacy instruction. RAEN is an NYS program that provides educational training in accountability, network building, digital literacy and distance learning, Learning to Achieve, literacy zones, and assessments to improve the practitioner's skills in order to meet or exceed the statewide benchmarks on the core indicators. BOCES partnerships will provide access to professional turnkey development training in STEM, Career Development and Occupational Studies (CDOS) opportunities, and technology integration to the Program coordinator, who will incorporate these elements into his training and ongoing coaching of regional HEP educators. New England HEP/EDCO Collaborative is a potential partner organization which will participate in and provide distance/virtual professional development in content, ESL, pedagogy and STEM.

This intensive and sustained professional development training provided to GMC staff and instructors will increase our capacity to understand and effectively respond to the needs of migrant youth.

***(ii) GMC HEP services are focused on those with greatest need.*** Our recruitment efforts will focus on migrant and seasonal farmworkers and families with the greatest need, to include those with limited English proficiency, lack of education, financial need, mobility, and those working long hours. Identification will involve initial questions about the students' background and experience working as a migrant, followed by administration of the High School Equivalency Predictor Assessment which will pinpoint the student's reading, math and language comprehension skill levels. Those who meet targets on this assessment test will be referred into the GMC HEP program while those who do not meet the targets will be referred to other related programs to improve skills in reading, math and writing. Eligibility is determined and finalized by a committee of program staff who will assemble and review eligibility requirements such as pre-assessment results, academic information, employment history, family size, and financial status, high school transcripts if available, and similar qualifying documentation. Once accepted, an intake process will occur involving interviews with the student and family members to gain a deeper understanding of the applicant's commitment, motivation, interests and career and academic goals. This effective multi-step and multifaceted process ensures that we select students who display the greatest need, as well as show the greatest level of commitment to completing the program.

***(iii) GMC HEP services will lead to improvements in the skills necessary to gain employment.*** Students will receive academic and career instruction and counseling in order to help them master specific competencies needed to pass HSE assessments as well as develop transferrable skills such as critical thinking skills, computer competency skills, and other academic skills. Students will also identify career interests, aptitudes and competencies.

Obtaining a HSE diploma will create increased opportunities for better jobs and receiving a living wage for the migrant youth.

#### **4. QUALITY OF PROJECT PERSONNEL**

**(i) Project Director Qualifications** The Project Director, *Michael Reho*, has 28 years of experience in education, including 15 years as a public school administrator/principal. He holds a Masters Degree and Certificate of Advanced Study, and is a certified NYS School District Administrator. Prior to his current appointment in 2013 as Director of the Geneseo Migrant Center, he ran the East Bloomfield Migrant Education Outreach Program for six years and administered a nine county Adult Education program with an extensive Community Outreach Program for the East Bloomfield Central School District.

As Director of the Geneseo Migrant Center, Mr. Reho has managed \$1,000,000 budget that funds services to migrant farmworker students and families in regional eight county areas in Western-Central New York. He has collaborated with local educational, county and non-for-profit agencies to provide necessary and needed services for migrant children and families, and worked directly with New York State Director of Migrant Education & Consortium of Migrant Program Directors to provide strategic planning for educational services of migrant youth and families at the state level, serving on the 2014 Needs Assessment Committee, 2015 Service Delivery and Evaluation Plan committee, along with Migrant Center Directors around the state. The current proposal will leverage the resources and collaborative network of the NYS Migrant Education Program, in which Mr. Reho has been a past president and active participant.

**(ii) Key Project Personnel Qualifications.** Specific key responsibilities and duties for each position are outlined below in **Section 5. Quality of the Management Plan**. Staff positions will include: Project Director (.1 FTE), Program Coordinator (1.0 FTE), Data Specialist (0.1 FTE),

and Business Office Assistant (.1 FTE). In addition, each of the nine regional centers of GMC HEP will hire a part-time HEP instructor.

The Program Coordinator is Mr. William Cotton. He is currently the GMC's Program Coordinator and ESL Tutor for Adult English Language Program, and a tutor for in-school and out-of-school youth. Over the course of 20 years, he has coordinated several of GMC's programs for migrant youth including EVEN START (2000-2012), Getting Ahead in the New Millennium (GAIN) (2003-2015), and Adolescent Outreach Program (2011-2015). He holds a Bachelor's degree in Earth Science, and has certifications in New York State Adult Education and administering the Best Plus Test for English learners. As program coordinator, Mr. Cotton will provide yearly follow-up with students and track and assess their status in attaining academic, vocational and/or employment opportunities. He also will monitor and provide professional development for the nine regional HEP educators.

The Business Office Assistant is Ms. Lynn Parnell. Ms. Parnell has 18 years of experience facilitating and managing a variety of GMC's grant-funded programs, as well as extensive experience with federal, state and local grant guidelines, requirements and regulations. The Data Specialist is Ms. Lisa Rivera. Ms. Rivera was a Migrant Outreach Worker from 2007-2013, when she became the Program Facilitator for the Genesee Valley Migrant Educational Tutorial and Support Services (METS) program. In this role Ms. Rivera is responsible for scheduling meetings, representing the METS on various NYS Migrant Education Consortium groups, and the collection of data for completion of state program reports.

All regional instructors will be certified teachers or certified paraprofessionals operating under a certified teacher, many of which are certified in adult education. HEP instructors will have teaching experience; an understanding of at-risk and migrant youth profiles; and a high

desire to teach and motivate students. The majority of the current staff is bilingual (*Spanish*), and bilingual speakers will be given preference in the identification of any new staff members.

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

*(i) Adequacy of management plan:* As a statewide multi-agency project, the GMC HEP Program will depend upon careful management and supervision. The Geneseo Migrant Center has a 48-year history of successful coordination of regional, state, and federal interagency projects. The Geneseo Migrant Center provides a variety of services to migrant farmworkers residing in the immediate geographic area as well as coordinating programs on a regional, statewide, and national level to benefit migrant farmworkers and their families. The Geneseo Migrant Center, Inc. is a registered nonprofit 501(c)(3). GMC also operates as a division of the Genesee Valley Educational Partnership (GVEP). As such, GVEP provides GMC the use of its office facilities and resources, including its business office for financial accounting.

The Project Director, Michael Reho, is the Director of the Geneseo Migrant Center located in Leicester, NY. The Project Coordinator, Data Specialist and Business Office Assistant are also located in the GMC, under the direct supervision of the Director. The GMC HEP Program will have regional service centers at each of the collaborating MEP sites: State University of New York (SUNY) campuses at Brockport, Cortland, Fredonia, New Paltz, and Potsdam, as well as the Board of Cooperative Educational Services (BOCES) in the Genesee Valley (GVEP), Oswego, Eastern Suffolk and Herkimer. During site visits, the Coordinator will review data and lesson plans, and provide staff development and coaching. The Coordinator will also communicate with the HEP Educators in each region by email, telephone, fax, and mail. HEP Educators will email lesson plans and activity updates to the Coordinator weekly.

The Project Director, Data specialist and Business office Assistant (0.1 FTE each) will free the Coordinator from many administrative duties, allowing the Coordinator to spend more time on the instructional aspects of the program. Responsibilities of each position include:

Project Director (.1 FTE) – Michael Reho, see résumé in the appendices – Work with Coordinator on hiring of staff and staff training, communicate with appropriate agencies and programs, supervise implementation of objectives, review project data monthly, approve all financial expenditures, supervise Coordinator, Data Specialist and Business Office Assistant, make project presentations, supervise completion of all reports. Director Reho has directed state and federal projects including the U.S. Department of Education Even Start program, and oversees a budget of over 1M.

Program Coordinator (1.0 FTE) – William Cotton, see résumé in the appendices – Work with Project Director in staff hiring and training, work with consultants to conduct ongoing staff development and recruitment of participants, oversee lesson planning, review staff plans, provide ongoing supervision, review project data monthly, assist with networking with collaborating agencies, assist with completion of all reports. Funds are included to enable to Coordinator to travel regularly to the regional HEP service centers throughout the state, as well as the annual HEP conference and professional development conferences throughout the year.

Data Specialist (.1 FTE) – Lisa Rivera, Develop project database, input project data, prepare reports as needed, type project correspondence and reports.

Business Office Assistant (.1 FTE) – Lynn Parnell, type project correspondence and reports.

Assists in the business office with inputting financial data, processing payments and vouchers.

Evaluator – contractual – Dr. Sara Silverstone - see résumé in the appendices - Facilitate the evaluation component of the grant by: conducting focus groups, interviews and surveys of staff

and students, meeting regularly with the Project Director and Coordinator, preparing necessary assessment instruments, reviewing project data, analyzing data and giving feedback for ongoing project improvement, supporting project leaders in meeting all reporting requirements.

**Table 4. First Year Project Timeline**

<b>Time</b>	<b>Activities</b>	<b>Milestones</b>
July 1 – October 31, 2016	Award letter received and contracting completed. Director hires Coordinator Coordinator visits regional sites, hires/trains staff ID&R hires recruiters Recruiters recruit/screen/enroll students	Contract in place Staff hired Staff trained Students recruited Students enrolled
November 1 – January 31, 2017	Students receive HEP instruction Quarterly meeting of regional HEP Instructors Evaluator prepares surveys for approval by Coordinator/Director, reviews project data	Students continue program Staff continue training
February 1 – April 30, 2017	Students receive HEP Instruction Coordinator monitors instruction/provides training Quarterly meeting of HEP instructors Evaluator surveys students and staff reviews data	Students continue program Staff continue training Students and staff surveyed
May 1 – June 30, 2017	Students receive HEP Instruction Coordinator monitors instruction/provides training Quarterly meeting of HEP instructors Evaluator provides report to Coordinator/Director Director/Coordinator prepare first year reports	End of first year report

GMC will complete the project on budget and on time. Financial decisions will be in compliance with GMC Inc. and GVEP procedures. The GVEP business office will review expenditures, encumbrances and balances weekly, prior to review and approval by the Project Director/GMC Director. All program fiscal reports will be prepared by the project staff and reviewed by the GVEP business office and will be subject to the final approval of the GMC Director.

***(ii) Ensuring feedback and continuous improvement in operation of GMC HEP.*** Data such as recruitment, enrollment, academic assessment, referrals, graduation, college, military and employment outcomes will be collected from each regional center and entered regularly on a data base by the Data Specialist and monitored monthly. Trends noted will be used to shape the

project.

Feedback from all stakeholders including participants, staff, and collaborating agencies, will be sought through surveys, site visits, quarterly meetings and focus groups, which will be facilitated by bilingual facilitators as appropriate. In addition, the external evaluator will meet monthly with the Project Director and Program Coordinator to review data and monitor progress towards project objective. The evaluation includes both a formative and summative component.

***(iii) Adequacy of time commitments of PD/PI and key personnel.*** GMC's experience with state and federal grants including four US Department of Education grants has been used in calculating the time needed. The Director, Data specialist and Office Assistant will each devote .10 FTE to the project in order to handle most of the administrative tasks and assist with creating/maintaining the necessary program collaborations. The full-time Project Coordinator will be freed from many administrative duties to enable him to focus on the instructional components. Each of the nine regional centers will hire a part-time instructor to serve 10 HEP students in each region.

All staff from GMC HEP will participate in the professional development described above, in section 3. In addition, the Program Coordinator, Bill Cotton will use his extensive science background and training to support the integration of Science, Technology, Engineering and Mathematics (STEM) into the HSE curriculum. This training will be provided as an in-kind contribution from several BOCES in NYS, including Genesee Valley BOCES, which is a close partner of GMC, and Greater Southern Tier BOCES, which has a regional STEM training center for teachers in grades K-12. Mr. Cotton will, in turn, provide training in STEM and in integrated counseling to the HEP Instructors in each of the 9 regional MEPs. This training will

be provided in form of workshops during quarterly MEP meetings, and in webinars and skype sessions throughout the year. Additional professional development training will be through Regional Adult Educational Network (RAEN), BOCES, New England HEP/EDCO Collaborative, and the Migrant Education Statewide Network.

## **6. ADEQUACY OF RESOURCES**

*(i) Adequacy of applicant organization support.* GMC's facilities provides ample office space, furniture, file storage, and meeting rooms for the project and our staff will provide the curriculum, resources materials, and facilitate training. The equipment needed for implementation (computers/printers, copy machines, furniture, etc.) is available at no cost to the project. GMC will also provide administrative and fiscal support and oversight to ensure grant is administered and compliant with USDOE requirements, as well as professional development opportunities and training for HEP staff. The nine METS will provide on-campus offices, clerical and administrative support, and spaces to support HEP instruction and tutoring. Staff will have access to vehicles to transport students, telephone, and Internet, technology support, and printing.

The four SUNY college partners and five BOCES partners will provide adequate space and supplies for tutoring, small group instruction and staff professional development; and access to campus resources, such as primary and supplemental resources and pedagogical support. The experience of learning in a college setting will motivate and inspire migrant youth to attend college, and expose them to resources and connections that will further their academic progress.

*(ii) Relevance and commitment of partners.* The nine regional centers are located within existing Migrant Education Tutorial and Support services Programs (METS) at SUNY campuses and BOCES around the state which have been working collaboratively to meet the needs of Migrant farmworker youth for over 40 years. METS Directors meet annually and

communicate regularly. All of the METS Directors are committed to the success of this project, as there is currently no HEP program in the state or the region. As the attached letters attest, the partners are committed to supporting this project by hiring, training and supervising local HEP Instructors, oversight of progress of students and paperwork, provision of academic and career counseling, and transportation for students to testing sites.

**(iii) Extent to which the budget is adequate.** The budget is adequate to support the project's services and activities, and reasonable in relationship to the anticipated results and benefits. The proposed budget reflects actual costs and is based on GMC's many years of experience serving the migrant population. It is also cost-effective in that it leverages existing resources and partnerships in NYS. The budget compares favorably to other HEP projects, and resources are aimed at services that will directly impact students' academic and social development, including outreach and recruitment, instructional assistances, stipends to enable active participation, professional development training, and facilitating collaborative efforts throughout the state.

**(iv) Extent to which costs are reasonable in relation to number of persons to be served, and to anticipated results and benefits.** GMC has budgeted approximately \$475,000 annually to serve 90 migrant youth, at a cost of \$5,278 per participant. The costs are reasonable in relation to the comprehensive design of the project, the engagement of multiple partner efforts, the intensity and depth of project services, the number of persons served, and the anticipated results and long-term benefits. The Project Director will monitor the budget to ensure appropriate fund allocation for maximum student benefit.

**(v) Incorporation of project at the end of Federal funding.** The GMC HEP project design leverages significant support from institutional and community partners throughout the state. This transformative project will create pathways for continued collaboration at local, regional,

and state levels in creating long-term and sustained solutions for migrant youth and families. We are fully committed to this project, improving the outcomes of migrant youth, and will continue to provide resources for migrant youth beyond the five-year term of this project through federal, state and local funding streams. The nine METS throughout NYS have long been funded by the NYS Department of Education, however they have been lacking adequate resources to enable students to pass the HSE Diploma assessment. Career and educational counseling, which is a part of this grant, already occurs as a part of the services offered by the METS. With the intensive and sustained professional development and support afforded by this project, each METS will have one or more migrant educator qualified and well-trained to guide students through the HEP. After the conclusion of this grant, New York State Migrant Education Centers will be well-positioned to extend their current tutoring services to include some level of HEP tutoring.

## **7. QUALITY OF PROJECT EVALUATION**

***(i) The methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of GMC HEP.*** Continuing to build on the strong theory discussed in the program design and logic model, this program will use a theory-rich evaluation approach from the beginning to aid in shaping the program. Specifically, the evaluation will utilize a hybrid of three approaches from Alkin's (2012) *use branch of the evaluation theory tree*. The goal of the approaches on this branch is to provide valuable feedback to organizations that they can *use* to consistently improve their program, and to also complete evaluations *with* those who are being studied. The first type of evaluation approach is the *collaborative evaluation approach* (O'Sullivan & D'Agostino, 2002) which treats Geneseo Migrant Center (GMC) staff and leaders as partners in data collection activities, rather than as subjects of research. Secondly, we will also adhere to tenets of Patton's (1997) *utilization-focused evaluation* to address how

people in real-world programs experience the evaluation process and are able to put findings into practice in ways that meet their knowledge and use needs. Lastly, we will use tenets of Fettermen's (1994) *empowerment evaluation* which strive to build evaluation capacity within the organization, so program leaders and other participants begin to see their organization through an evaluation lens. This improves the reflective practice of using data to consistently improve organizational performance.

The evaluation will be conducted by the Brockport Research Institute, a NYS Certified woman-owned business enterprise led by Sara Silverstone, Ph.D. BRI uses a network of multidisciplinary researchers who possess expertise in behavioral psychology, qualitative and quantitative research methods and statistics. BRI has provided external evaluation services to school districts and not-for-profit organizations in New York State since 2010. These services include the development of surveys, observation protocols and interviews, as well as qualitative and quantitative analysis of data. BRI had facilitated focus groups for parents, students, teachers and administrators as well as planning and team-building sessions. This facilitation leads to collaboration and creative problem solving among all stakeholders to help the program achieve a positive outcome.

Specific data collection techniques will be utilized for each program objective to ensure that the appropriate data is collected to allow for analysis. The data collection techniques will be a combination of quantitative and qualitative measures that will be used to provide timely and holistic feedback of the program progress.

The first program objective is to enroll 90 HEP eligible participants each year of the program. To ensure that this goal is reached, the evaluator will conduct a monthly review with the leadership team of the number of recruitment presentations offered, established partnerships,

referrals, and student enrollment. The evaluator will also review the presentation material used by HEP recruiters, and conduct a partnership survey with organizations who will be partnering with the GMC for the academic year to gather feedback regarding their satisfaction working with the GMC.

The second objective is to have 72 HEP participants obtain an HSE diploma each year. The evaluator and the leadership team will collect data regarding student progress, Competency Attainment Ratings, Academic & Career Counseling Plans, completed IEPS, the frequency of plan reviews, and the number of diplomas awarded. This data will be obtained from the GMC's database system. Data will also be collected regarding student and HEP instructor perception through: (1) student perception surveys, (2) student interviews, and (3) HEP instructor focus groups. The analysis of this data at monthly meetings will allow for regular program shifts to HEP instruction that will raise graduation rates.

The final program objective is for 64 HSE diploma recipients to enter post-secondary education, training programs, upgraded employment, or the military each year. Data will be compiled regarding training attendance, service enrollment, employment, and the frequency of database maintenance. Graduates will also engage in a counseling post-test, perception surveys, and interviews. Monthly analysis of this data will allow for program shifts that can increase student success in post-HSE endeavors.

***(ii)The methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.*** Each of three program objectives will be evaluated on an on-going basis using data-driven data collection techniques. The analysis of this data by BRI and the program leadership will allow the GMC HEP program to make midcourse corrections in order to reach established goals and outcomes.

*(iii) The methods of evaluation will produce evidence of promise.* This evaluation will be able to produce evidence of promise by utilizing a mixed methods approach that looks for correlational relationships between components of the program and the desired program outcomes. Monthly meetings of the evaluator and the leadership team will allow for data analysis that will result in identified relationships which will aid in making suggested shifts to the program design and delivery.

## REFERENCES CITED

Apicella, R., & Garner, J. (2003). *Perceptions of why migrant students dropout of school and what can be done to encourage them to graduate*. Oneonta, NY: New York State Migrant Youth Programs.

Alkin, M. C. (Ed.). (2012). *Evaluation roots: A wider perspective of theorists' views and influences*. Sage Publications.

Bragow, D., Gragow, K.A., & Smith, E. (1995). Back to the future: Toward curriculum integration. *Middle School Journal*, 27, 39–46.

Fetterman, D. M. (1994). Steps of empowerment evaluation: from California to Cape Town. *Evaluation and program planning*, 17(3), 305-313.

Gutherie, J. T., Wigfield, A., & VonSecker, C. (2000). Effects of integrated instruction on motivation and strategy use in reading. *Journal of Educational Psychology*, 92, 331–341, doi: 10.1037/0022-0663.92.2.331.

Gray, M. & Kreyche, E. (2011). *The Hudson Valley Farmworker Report: Understanding the Needs and Aspirations of a Voiceless*. Bard College.  
retrieved here: <http://events.adelphi.edu/news/farmworkers/farmworker.report.pdf>

Hamilton, Emily Rebecca. (2010). *Farmworker Housing in New York State: Obstacles and Options 2010*. Diss. Cornell University.

Hansen, Eric, and Martin Donohoe. "Health issues of migrant and seasonal farmworkers." *Journal of Health care for the Poor and Underserved* 14.2 (2003): 153-164.

Hurley, M. (2001). Reviewing integrated science and mathematics: The search for evidence and definitions from new perspectives. *School Science and Mathematics*, 101, 259–268, doi: 10.1111/j.1949-8594.2001.tb18028.x.

Morrison, J. (2006). *TIES STEM education monograph series, Attributes of STEM education*. Baltimore, MD: TIES

New York State Migrant Education. (2014). *Comprehensive Needs Assessment Report*.

New York Department of Education. (2014). *Overall Graduation Rate (2013-2014) for Accountability*. Retrieved from: <http://data.nysed.gov/reportcard>

O'Sullivan, R. G., & D'Agostino, A. F. (2002). Promoting evaluation through collaboration with community-based programs for young children and their families. *Evaluation*, 8(3), 1-16.

Patton, M. Q. (1997). *Utilization-focused evaluation* (3rd ed.). Thousand Oaks, CA: SAGE Publications.

Pryor, J. Hurtado, S. (2006). The American Freshman: National Norms for 2005. Paper presented at the annual meeting for the Association of American College and Universities, Washington DC.

Reynolds, A., Chen, C. & Herbers, J. (2009). School Mobility and Educational Success: A Research Synthesis and Evidence on Prevention. Paper presented at the *Workshop on the Impact of Mobility and Change on the Lives of Young Children, Schools, and Neighborhoods, Board on Children, Youth, and Families, Washington, DC: National Research Council*

Rumberger, R. (2011). Student mobility and academic achievement. *Appleseed Today*. St. Louis, MO: National Campaign for Public School Improvement.

United States Department of Agriculture, Census of Agriculture 2012. Summary and State Data Volume 1 Geographic Area Series. Retrieved from: [http://www.agcensus.usda.gov/Publications/2012/Full\\_Report/Volume\\_1,\\_Chapter\\_2\\_US\\_State\\_Level/usv1.pdf](http://www.agcensus.usda.gov/Publications/2012/Full_Report/Volume_1,_Chapter_2_US_State_Level/usv1.pdf)

## Other Attachment File(s)

---

\* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

---

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

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

# Michael A. Reho

(b)(6)

A highly talented Administrator with twenty-seven years of result filled experience in strategic planning, community education, budget preparation, personnel and collaborative community linkage.

## Education

State University College @ Brockport: **1995** C.A.S. - Educational Administration

Nazareth College of Rochester: **1987** M.S. - Education

St. Lawrence University: **1985** B.A.- History

## Experience (partial)

Genesee Valley Educational Partnership | Leicester, NY:

**Director Genesee Migrant Center 09/2013 – Present**

- Worked directly with NYS Director of Migrant Education & Consortium of Migrant Program Directors to provide strategic planning for educational services of migrant youth and families.
- Researched and wrote funding grants for Migrant, Medical/Dental, Arts and National Programs.
- Directed and managed \$1,000,000 budget that funded services to migrant farmworker students and families in regional eight county areas in Western-Central New York.
- Collaborated with local educational, county and non-for-profit agencies to provide necessary and needed services for migrant children and families.

East Bloomfield Central School District | Bloomfield, NY

**Director Migrant & Adult Education 07/2007 – 09/2013**

- Worked directly with New York State Director of Migrant Education & Consortium of Migrant Program Directors to provide strategic planning for educational services of migrant youth and families at the state level.
- Researched and wrote funding grants for the East Bloomfield Migrant and Adult Programs.
- Directed and managed \$840,000 budget that funded migrant services to students in regional seven county areas in Western-Central New York.
- Collaborated with local educational, county and non-for-profit agencies to provide necessary and needed services for migrant children and families.

## Skills

- Leadership, vision and the qualities to inspire, motivate and support colleagues and staff.
- Sound planning and organizational skills with capacity to delegate effectively and positively with due attention to detail.
- Demonstrated achiever with exceptional knowledge and experience in strategic planning and grant writing.
- Strong interpersonal and communicative skills that enable the establishment and maintenance of positive collaborative relationships at county and state levels.
- Ability to display fairness, sympathy and impartiality.
- Skilled at learning new concepts quickly, working well under pressure, and communicating ideas clearly and effectively.
- Extensive training in group-dynamics/collaborative team building within organizations at the local, regional and state level.
- Development, extension and maintenance of program serving children, youth and adults.

# **WILLIAM A. COTTON**

(b)(6)

## **PROFESSIONAL HISTORY at Geneseo Migrant Center, Leicester, NY 14481**

Tutor	In-school and Out of School Youth	2015 – Present
Specialist	Adolescent Outreach Program	2011-2015
Program Coordinator	Mobile Migrant EVEN START	2000-2012
Coordinator Summer Program	Getting Ahead in the New Millennium (GAIN)	2003-2015
Program Coordinator and ESL Tutor	Adult English Language Learning Program	1996 – Present

## **PROFESSIONAL AWARD**

Champion of Education	Genesee Valley Educational Partnership	2008
-----------------------	--	------

## **PROFESSIONAL EXPERIENCE**

Geologist	Groundwater Associates, Rochester, NY	1994-1996
Senior Project Manager	Environmental Investigations, Durham, NC	1991-1994
Project Manager/Geologist	ATEC Associates, Raleigh, NC	1986-1991
Construction Materials Technician	Empire Soils Investigations, Rochester, NY	1982-1986

## **EDUCATIONAL/PROFESSIONAL DEVELOPMENT**

Grant Writing	Genesee Community College	2003
Bachelor of Science, Earth Science	State University of New York at Brockport	1982

## **CERTIFICATIONS**

Best + Test Administrator	2001
New York State Adult Education	2001
Identification & Reporting of Child Abuse and Maltreatment	2001
SAVE Training, New York State Education Department	2001
OSHA Health and Safety Training for Hazardous Waste Site Supervisors	1989
Groundwater Quality Management, UNC Chapel Hill, NC	1988
Forty Hour Hazardous Waste Field Investigation Health & Safety Training	1987

## Curriculum Vitae

(b)(6)

### EDUCATION

Ph.D. University of California, Davis, 1990.

Major: Microbiology

B.A. (cum laude), State University of New York, Cortland, 1983.

Major: Philosophy

### EMPLOYMENT HISTORY

2013-Present. President & CEO, Brockport Research Institute. Brockport, NY.

2011-2015. Director, Finger Lakes Regional Hub, Empire State STEM Learning Network.

2013. Adjunct Faculty in Biology, Genesee Community College, Batavia, NY.

2007-2011. Director, Rochester (NY) Area Colleges' Center for Excellence in Math and Science.

2001-2007. Adjunct Professor of Health Science, SUNY College at Brockport.

1996-2001. Assistant Professor of Biological Sciences, SUNY College at Brockport.

1990-1995. Assistant Professor of Biology, California State University, Bakersfield.

### RECENT EVALUATION PROJECTS – PARTIAL LIST

*Community Foundation for Greater Buffalo*. W.K. Kellogg Communities of Giving Grant for Communities of Giving Legacy Initiative to encourage philanthropy in communities of color. 2015-2016.

*Tompkins-Seneca-Tioga BOCES*, NYS Department of Education Program Development Grant to Prepare Students with Disabilities to Exit School with Work Readiness Skills (CDOS). 2015-2018.

*University of Rochester Medical Center*, NYS Department of Education Student Technology Entry Program (STEP). 2015-2020.

*Rochester City School District (and six others)* NYS Department of Education Math Science Partnership projects with RIT, U of R and Cornell University. 2009-2016.

*SUNY College at Brockport*, National Science Foundation, NOYCE Internships & Scholarships to Promote Technological and Pedagogical Content Knowledge of Teacher Candidates in Science Education. 2013-2015.

*Ithaca City School District*, NYS Department of Education Enhancing Education through Technology project. 2010-2011.

*Ithaca City School District*, NYS Department of Education English as a Second Language. 2010

### RELEVANT PUBLICATIONS AND PRESENTATIONS

Silverstone, S.E. (October, 2015). *Girls in STEM – What Does the Research Show?*. Opening Address, New York State Region III American Association of University Women Annual Meeting, Ithaca, NY.

Silverstone, S.E. (November, 2010) *STEM Professional Development K-College: What Have we Learned?* Science Teachers Association of New York State 115 Annual Conference. Rochester, NY.

Silverstone, S.E., C. Putnam and C. Brown. (November, 2010) *The STEM Mentor Program: A partnership of Big Brother Big Sisters of Greater Rochester and RAC-CEMS*. New York State Science Education Leadership Association Annual Meeting. Rochester, NY.

Silverstone, S.E. and C.L. Cooper. 1998. *Point/Counterpoint: Integration vs. Segregation of Two Cultures in Introductory Microbiology*. Focus on Microbiology Education, 4(2),4-5.

Silverstone, S.E. (August, 2010) *Evaluation of STEM Professional Development: What Have we Learned?* New York State STEM Summer Institute. Geneseo, NY.

### COURSES TAUGHT

Ecology. (*Biology 111*, Genesee Community College). Fall, 2013.

Environmental Health. (*Health Science 303*, SUNY Brockport). Fall, Spring 2005-2007.

Issues In Health. (*Health Science 306*, SUNY Brockport). Spring 2001-2002, Fall 2002-2004.

Environmental Microbiology Laboratory. (*Biology 472/572*, SUNY Brockport). Fall, 1997, 2000.

Genetics Laboratory. (*Biology 302*, SUNY Brockport). Fall, 1999.

Contemporary Issues in Life Science. (*Biology 333*, SUNY Brockport). Fall, 1999-2000.

Microbial Ecology. (*Biology 471/571*, SUNY Brockport) Spring, 1997, 1999.

## Key Personnel Job Descriptions

**Project Director:** The Project Director will have responsibility for overall administration and daily operation of all aspects of the Geneseo Migrant Center (GMC) High School Equivalency Program (HEP). Position requires a NYS Teaching credential and Certificate of Advanced Study in Educational Administration and a minimum of five years of leadership experience in migrant education.

Responsible for the implementation and coordination of program activities for staff and students, and maintains accountability for all financial aspects of the program. These responsibilities include but are not limited to:

- Preparing and submitting the grant application and budget;
- Coordinating hiring and staffing of the program across the nine sites;
- Supervising the Program Coordinator, Identification and Recruitment Services, HEP Instructors, and supporting staff;
- Overseeing the activities at each of the nine regional sites across New York State to assure goals and objectives are in compliance with desired outcomes.
- Verifying that regional staff are performing the necessary activities to identify and work with enrolled students;
- Assisting the outreach and recruitment process;
- Arranging and participating in statewide, regional and local training sessions on HEP related topics. Disseminating acquired information to HEP educators, MEP state and regional leadership, staff and others;
- Ensuring appropriate training for all levels of program staff and monitoring staff development, in conjunction with the Program Coordinator;
- Working collaboratively with the program evaluator to ensure timely, accurate and complete collections and analysis of data;
- Attending annual meetings in Washington, DC;
- Submitting the necessary interim and final reports as required by the US Dept. of Education.

**Program Coordinator:** The Program Coordinator will oversee the day-to-day aspects of the program and will provide specific direction to the HEP Instructors and Recruiters. Minimum qualifications include a Bachelor's degree, three year's experience in a leadership position in migrant education, and three years of teaching experience. Preference is given to candidates with background in STEM (Science, Technology, Engineering and Mathematics).

The Coordinator has direct responsibility for instructional aspects of the program. Functional responsibilities include:

- Overseeing and participating in the screening process for student selection;
- Developing and implementing all student assessments and curriculum;
- Monitoring and adjusting academic and career counseling plans;
- Evaluating and updating Individual Learning Plans;
- Performing instructional observations and providing feedback;
- Identifying needs for additional services and brokering these support services with outside agencies;
- Attending all pertinent meetings at METS locations, Albany, NY and Washington, DC;
- Providing system wide professional development in STEM learning.

**Recruiters:** The program recruiters will reach out within the target community to indentify eligible program participants. Position requires a minimum of a High School Diploma. Previous work with migrant, immigrants and/or English language learner populations is desirable.

Duties will include:

- To contact and keep a log of potential employers of migrant laborers (growers - farmers, nurserymen, contractors, personnel managers of food processing plants, etc.) in order to provide leads regarding locations of migrant children.
- To make presentations to local organizations, for example, churches, schools, migrant housing areas, and farms.
- To coordinate and expand relationships with existing social programs such as WIOA Program, Migrant Head Start, Migrant Health clinics and other service providers to the migrant community.
- To perform ongoing interviews with head of households or other responsible person, to pre-determine eligibility for the program.
- To attend all required local and state Identification & Recruitment Training.
- To work in conjunction with local Project Director(s) of the Migrant Education Tutorial and Support Services Programs (METS) assigned, to establish procedures of communication concerning identification and recruitment information.
- To adhere to ethical procedures regarding the handling of students' confidential information.
- Review relevant research as it pertains to the migrant lifestyle, agricultural employment trends and information related in order to enhance service delivery.
- To complete and submit all required reporting paperwork and documentation in a timely and legible manner.

**HEP Instructors:** The HEP program educators will be the hands on, direct contact person for the program participants. They will be responsible for administering culturally relevant instruction and will need to be able to communicate in both Spanish and English. All regional instructors will be certified teachers or certified paraprofessionals operating under a certified teacher, many of which are certified in adult education. NYS Teaching or Paraprofessional certification plus minimum of one year teaching experience required. Bilingual speakers preferred; an understanding of at-risk and migrant youth profiles; and a high desire to teach and motivate students is desirable.

The instructors' activities will include:

- Participating in the screening and application process for each individual;
- Administering predictor assessments, interest surveys, and any other pre-enrollment evaluative tools;
- Establishing Individual Learning Plans with enrolled students;
- Providing instruction and other supports to facilitate acquisition of course content and relevant skills;
- Monitoring student progress and encouraging progress;
- Adjusting ILPs to meet individual needs based on student goals and program objectives;
- Attending annual HEP meeting in Albany, NY which will also include training;
- Completing all required reports and correspondences;
- Participating in pertinent local, regional, and state wide professional development.



**THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234**  
Office of P-12 Education

---

Office of Accountability  
Title I School & Community Services  
Room 365 EBA  
Albany, New York 12234  
Tel. (518) 473-0295 / Fax: (518) 486-1762

February 26, 2016

Lisa Ramirez, Ed.D.  
Director  
Office of Migrant Education  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

Dear Dr. Ramirez:

As the Coordinator of the Migrant Education Program (MEP), I am writing in support of the Geneseo Migrant Center (GMC) and its application for the 2016 High School Equivalency Program (HEP) project grant.

Since its inception in the 1960s, the GMC has been a leader in coordinating different efforts across New York State in support of migrant farmworkers, children and their parents. These innovative programs and services focus on research, training, and product development; the arts; health services; children's academic achievement; secondary education; adult education and parent assistance; and initiatives that support the development of self-advocacy, identity, as well as college- and career-readiness in the target population. They are often implemented in collaboration with State and federal Departments of Education, Labor, Health and Human Services, Agriculture and Markets, Social Services, other local entities and community-based organizations.

These programs and services include adult basic education, English as a Second Language (ESL), and Test Assessing Secondary Completion (TASC) instruction; migrant medical and dental programs; *Creative Artists Migrant Program Services* (CAMPS); the Esperanza program; career explorations programs such as the *Getting Ahead in the New Millennium* (GAIN) and *Women, Options, and Work* (WOW), and the *Portable Assisted Study Sequence* (PASS) courses.

Based on their experience and successes, particularly in joint effort with different agencies and entities, I believe that the GMC is poised to successfully implement the HEP project across the State, in partnership with the regional Migrant Education Tutorial and Support Services (METS) centers and in consultation with the New York State Education Department (NYSED) Migrant Education Program (MEP). Through this effort, the GMC will be able to help migrant and seasonal farmworkers and members of their families to earn a high school diploma, gain employment, and/or to pursue higher education or training.

The GMC has been at the forefront of preparing migrant farmworkers and children to be college- and career-ready. I look forward to the granting of the HEP project, which will further cement the collaborative efforts between NYSED and the GMC in ensuring that the needs of migrant farmworkers, children, and parents are met.

If you have further questions concerning this letter of support, please do not hesitate to reach me at [kin.chee@nysed.gov](mailto:kin.chee@nysed.gov) or 518-474-0295.

Thank you.

Yours sincerely,

(b)(6)

A rectangular box with a black border, containing the text "(b)(6)" in the top-left corner. The rest of the box is empty, indicating a redacted signature.

Kin T. Chee  
Coordinator

A small, hand-drawn arrow pointing downwards from the bottom right corner of the redacted box to the name "Kin T. Chee".

Cc. Maxine Meadows-Shuford, Title I Director

March 2, 2016

Lisa Ramirez, Ed.D, Director  
Office of Migrant Education  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

Dear Dr. Ramirez,

As the Director of the NYS-MEP Professional Development & Inclusion Center (PDIRC), I am pleased to offer my support for the 2016 grant application for the High School Equivalency Program (HEP) of the Geneseo Migrant Center. The Geneseo Center has taken a lead role in coordinating efforts throughout the state. Outstanding, innovative and meaningful programs that encourage the success of migrant youth are critical in the State of New York. We are fortunate to have an experienced and responsive organization in place.

One example of a powerful collaboration between PDIRC and Geneseo is Out-On-A-Limb, a leadership and identity development experience for adolescents developed in response to students sharing experiences of discrimination and exhibiting discriminatory behavior towards others. Over six years, this experience evolved from a half day program, to a statewide, three day camp. Students explored trust, communication and collaboration through adventure activities, and community, identity and partnership through interactive workshops grounded in student stories. From initial idea to our collaboration and growth, this example highlights a program that is responsive to the needs of migrant youth, and committed to developing meaningful programs that transform lives.

The proposed HEP program model is responsive to the unique needs of migrant students and will increase access across the state. PDIRC is proud to be a collaborator and will provide the research informed professional development needed to support holistic programming.

The Geneseo Migrant Center has been on the forefront of the effort to provide pathways to academic success for migrant students in New York State. I hope the HEP grant will allow us all to continue our important work.

Sincerely,

(b)(6)

Betty García Mathewson  
Director

March 3, 2016

Lisa Ramirez, Ed.D, Director  
Office of Migrant Education  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

Dear Dr. Ramirez,

As the Director of *the New York State Migrant ID/R-MIS2000-MSIX program*, I am pleased to offer my support for the 2016 grant application for the High School Equivalency Program (HEP) of the Geneseo Migrant Center. The Geneseo Center has taken a lead role in coordinating efforts throughout the state. Outstanding, innovative and meaningful programs that encourage the success of migrant youth are critical in the State of New York. We are fortunate to have an experienced and responsive organization in place that has served migrant children for almost 50 years in Western New York.

One example of their outstanding work is outstanding data and coordination of ID/R efforts in many counties in Western New York. Their organizational capacity and state wide leadership is well documented and has helped migrant children get the services they need.

I look forward to continued cooperative efforts to serve the migrant youth in the State of New York. In support of the HEP program we will partner our programs 20 plus well trained and highly focused recruiters to identify this population efficiently within well-established structures. Our program will follow processes developed to protect students personally identifiable information (PII).

The Geneseo Migrant Center has been on the forefront of the effort to provide pathways to academic success for migrant students in New York State. I hope the HEP grant will allow us all to continue our important work.

Sincerely,

*Will Messier*

*Will Messier*

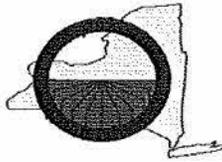
*Director IDR-MIS2000-MSIX*



**Family Education Outreach Programs**

969 Roanoke Avenue  
Riverhead, NY 11901  
Phone (631) 208-1936  
Fax (631) 369-4126

E-mail [jschnurm@esboces.org](mailto:jschnurm@esboces.org)



---

February 19, 2016

Lisa Ramirez, Ed.D, Director  
Office of Migrant Education  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

Dear Dr. Ramirez,

As the Director of the Long Island – Metro – METS at Eastern Suffolk BOCES, I am pleased to offer my support for the 2016 grant application for the High School Equivalency Program (HEP) of the *Geneseo Migrant Center*. They have taken a lead role in coordinating efforts in high school credit recovery throughout the state. They are responsible for developing and managing quality innovative programs that encourage the success of migrant youth are timely and relevant in the State of New York. We are fortunate to have a knowledgeable and approachable organization in place to serve as the project leader.

They have provided centralized opportunities for Migrant Youth to explore career opportunities through GV BOCES, as well as taking the lead on scholarship fund development for youth who cannot access state funding to further their education.

I look forward to continued cooperative efforts to serve the migrant youth in the State of New York. In support of the HEP program we will seek to recruit and qualify eligible candidates to participate in this vital initiative and partner them with exceptional local resources to support their success.

The Geneseo Migrant Center has been on the forefront of the effort to provide pathways to academic success for migrant students in New York State. I hope the HEP grant will allow us all to continue our important work.

(b)(6)

 Julia Schnurman  
Director, Long Island – Metro Migrant Education Program  
Eastern Suffolk BOCES



Migrant Education

**PAUL A. GUGEL**

Director Migrant Education Tutorial Support & Services

P: 315.963.4265 | C: 315.591.4921

[pgugel@CITiboces.org](mailto:pgugel@CITiboces.org)

February 16, 2016

Lisa Ramirez, Ed.D, Director  
Office of Migrant Education  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

Dear Dr. Ramirez,

As Director of the Oswego Migrant Education Tutorial and Support Services (METS) program I am pleased to offer my support for the 2016 grant application for the High School Equivalency Program (HEP) of the Geneseo Migrant Center (GMC). The GMC has a long and successful history of playing a lead role in coordinating efforts to assist migrant students and families throughout New York as well as on a national basis through projects such as the National PASS Center and Mattera Scholarship fund. Outstanding, innovative and meaningful programs that encourage the success of migrant youth are critical in the State of New York. We are fortunate to have an experienced and responsive organization in place to lead these efforts.

The students and families that we serve through the Oswego METS have benefited from a variety of programs and services made possible through the leadership and initiative of the GMC and their staff. In particular their annual 4-day "Career Quest" residential career development retreat and 3-day "Out on a Limb" leadership and positive youth identity retreat have been very beneficial for our students. Both of these programs, which take place during the summer term, have been instrumental in helping us work with migrant youth to set goals and move forward with their educational and career pursuits.

I look forward to continued cooperative efforts with GMC to help address the needs of migrant youth in the State of New York. If funded, the GMC's HEP program will help out-of-school youth overcome barriers (i.e. lack of transportation, long work hours, limited English proficiency, classes not available, etc.) to participating in activities to prepare to take the TASC exam. By providing bilingual outreach, in-home instruction, home study, distance learning and other services designed to help migrant students overcome obstacles to earning a High School Equivalency diploma, the HEP program will enable migrant students to study for and pass the TASC exam and move forward with their educational and career goals. The Oswego METS is committed to the goals of the HEP program and will be an active partner in the project making program services available to migrant youth in our region. The METS will hire, train, supervise and support a HEP instructor for our region and provide support to the project through referrals, in-kind office space, clerical and administrative support, joint planning with GMC's Director and HEP Coordinator and other cooperative efforts.

The Geneseo Migrant Center has been on the forefront of the effort to provide pathways to academic success for migrant students in New York State. I hope the HEP grant will allow us all to continue working collaboratively on this important work.

(b)(6)

Paul Gugel  
Director of Migrant Education

1

*Fredonia Migrant Education Tutorial and Support Services Program*  
W133 Thompson Hall  
SUNY Fredonia  
Fredonia, NY 14063

February 19, 2016

Lisa Ramirez, Ed. D, Director  
Office of Migrant Education  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

Dear Dr. Ramirez,

As the Director of Fredonia Migrant Education Tutorial and Support Services Program, I am pleased to offer my support for the 2016 grant application for the High School Equivalency Program (HEP) of the Geneseo Migrant Center. The Geneseo Center has taken a lead role in coordinating efforts throughout the state. Outstanding, innovative and meaningful programs that encourage the success of migrant youth are critical in the State of New York. We are fortunate to have an experienced and responsive organization in place.

Examples of their outstanding work is their many years of being the lead agency for the Migrant Even Start Program, their Out of School Youth resource development and their summer programming for our middle and high school students career development workshops.

We look forward to continued cooperative efforts to serve the migrant youth in the State of New York. In support of the HEP program we will hire an instructor to work directly with the eligible students, recruit and enroll our drop out students and participate in trainings and meetings to help our students achieve their educational goals. The structure of their proposal would allow the migrant out of school youth to participate in educational services while still allowing them to work, which is vital to their livelihood.

The Geneseo Migrant Center has been on the forefront of the effort to provide pathways to academic success for migrant students in New York State. I hope the HEP grant will allow us all to continue our important work.

Sincerely,

*Lucia Johnson*

Lucia Johnson, Program Director



The Research  
Foundation for

The State University of New York

*SUNY Potsdam*  
*North Country* February 17, 2016

*Migrant Education*

*Program* Lisa Ramirez, Ed.D, Director  
*Van Housen Hall* Office of Migrant Education  
*Extension* U.S. Department of Education  
*2<sup>nd</sup> Floor* 400 Maryland Ave., S.W.  
*Potsdam, NY* Washington, DC 20202  
*13676*

*Telephone*  
*(315) 267-*

Dear Dr. Ramirez,

As the Director of the North Country Migrant Education Program, I am pleased to offer my support for the 2016 grant application for the High School Equivalency Program (HEP) of the Geneseo Migrant Center. The Geneseo Center has taken a lead role in coordinating efforts throughout the state. Outstanding, innovative and meaningful programs that encourage the success of migrant youth are critical in the State of New York. We are fortunate to have an experienced and responsive organization in place.

One example of their outstanding work is the Career Quest program they offer our migrant youth. This program allows these students an opportunity to participate in career exploration over several days. This may indeed be one of the few opportunities they get to contemplate their future in a very real way. For many of students, this is also one of the only chances they get to leave the North Country. This is a program that our METS has taken great advantage of in the past. It is extremely well organized and administered.

I look forward to continued cooperative efforts to serve the migrant youth in the State of New York. In support of the HEP program we will provide the necessary resources for the program to be successful and help as many of our youth as possible. NCMEP is willing to hire and train a local HEP Instructor as well as appoint a liaison to the Geneseo Project Coordinator. The North Country METS would provide additional resources as necessary.

The Geneseo Migrant Center has been on the forefront of the effort to provide pathways to academic success for migrant students in New York State. I hope the HEP grant will allow us all to continue our important work.

Sincerely,

*Laura Burnett*

Laura Burnett  
Director

Mary Kline  
*Director of Adult, Early Childhood & Outreach Education*

315.867.2079  
Fax: 315.867.2087  
[mkline@herkimer-boces.org](mailto:mkline@herkimer-boces.org)

February 19, 2016

Lisa Ramirez, Ed.D, Director  
Office of Migrant Education  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

Dear Dr. Ramirez,

As the Director of the Mohawk Regional Migrant Education and Support Services (METS), I am pleased to offer my support for the 2016 grant application for the High School Equivalency Program (HEP) of the Geneseo Migrant Center. The Geneseo Center has taken a lead role in coordinating efforts throughout the state. Outstanding, innovative and meaningful programs that encourage the success of migrant youth are critical in the State of New York. We are fortunate to have an experienced and responsive organization in place.

One example of their outstanding collaborative programs that we were fortunate enough to participate in was the Even Start Family Literacy Program for Migrant students. We were partners in both the Federal funded initiative and the New York State Education Department funded effort. Both of these programs required that the Geneseo Migrant Center provide sound fiscal and project management.

One area that the project excelled was in the staff development provided to staff throughout the state. This took the form of both typical staff trainings in person. One could always count on high quality, research based training that engaged and involved the staff. They also, even though it was a state wide program offered individual support to our outreach staff working on the project via various methods including onsite visits and meetings.

The New York State Even Start model was highly successful as evidenced by the fact that when only four programs were left in the state because of the demise of that funding, the Even Start program operated by the Geneseo Migrant Program for Migrant families was one of them.

**Central Valley ■ Dolgeville ■ Frankfort-Schuyler ■ Herkimer ■ Little Falls  
Mount Markham ■ Owen D. Young ■ Poland ■ Richfield Springs ■ West Canada Valley**

*Learning for Life*

I look forward to continued cooperative efforts to serve the migrant youth in the State of New York. In support of the HEP program we will be able to provide additional support locally because the Migrant Program Director is also the Director of the Adult Literacy Programs at the Herkimer BOCES. We will be able to include the HEP staff in our Adult Trainings, utilize our connections with other resources such as access to HSE test centers throughout our 14 county region to enhance the opportunities for Migrant students.

In addition, we would be able to provide additional resources such as books, shadowing of experienced adult educators and knowledge of upcoming trends and research in the adult education field. We are well versed in the requirements needed both academically and logistically to help students be successful adult learners and HSE graduates.

The Geneseo Migrant Center has been on the forefront of the effort to provide pathways to academic success for migrant students in New York State. I hope the HEP grant will allow us all to continue our important work.

Sincerely,

(b)(6)

Mary K. Kline, Director

Adult, Early Childhood and Migrant Education

Herkimer-Fulton-Hamilton -Otsego BOCES



**CORTLAND MIGRANT EDUCATION  
TUTORIAL AND SUPPORT SERVICES PROGRAM**

B-105 Van Hoesen Hall · State University of New York College at Cortland  
Cortland, New York 13045  
Telephone: (607) 753-4706 · Fax (607) 753-4822

February 24, 2016

Lisa Ramirez, Ed.D, Director  
Office of Migrant Education  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

Dear Dr. Ramirez,

As the Director of the Cortland Migrant Education Tutorial and Support Services Program, I am pleased to offer my support for the 2016 grant application for the High School Equivalency Program (HEP) of the Geneseo Migrant Center. The Geneseo Center has taken a lead role in coordinating efforts throughout the state. Outstanding, innovative and meaningful programs that encourage the success of migrant youth are critical in the State of New York. We are fortunate to have an experienced and responsive organization in place.

One example of their outstanding work is their acquisition and direction of the Even Start Grant three different times for the migrant program in NY State. Through this grant, children ages 0-8 received a greater foundation in the English Language and Emergent Literacy than our local program could have offered on our own. Families also received multiple books and the use of an extensive bilingual library. Cortland Migrant Education staff received extensive and concentrated professional development for working with Early Childhood and Primary students, which has proved helpful long after the grants ended.

It is our hope that we will be able to continue to offer our Migrant Students educational opportunities that will allow them to be successful and productive members of society. The HEP program would offer just such an opportunity. In support of the HEP program Cortland METS would be able to provide training for staff who would be working with students to participate in this program, more staffing related to the HEP program (including staff working with students who are participating, supervision of staff, oversight of progress of students and paperwork) and transportation for students to testing sites.

The Geneseo Migrant Center's history of providing excellent programming is a tribute to what we can do with such an amazing opportunity this lends our state.

Sincerely,

*Claire Soules*

Program Director

**Cortland Migrant Education Tutorial and Support Services Program**

SUNY Cortland B-105 Van Hoesen Hall

Cortland, NY 13045

phone: 607-753-4706

fax:607-753-4822



**The Research  
Foundation for**

The State University of New York

*The College at Brockport*

February 12, 2016

Lisa Ramirez, Ed.D, Director  
Office of Migrant Education  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

Dear Dr. Ramirez,

As the Authorized Representative, in unification with Brockport Migrant Education Program Director, I am pleased to offer the support of The Research Foundation for SUNY, The College at Brockport, for the 2016 grant application for the High School Equivalency Program (HEP) of the Geneseo Migrant Center. Outstanding, innovative and meaningful programs that encourage the success of migrant youth are critical in the State of New York. The Geneseo Migrant Center has taken a lead role in coordinating these efforts throughout the state. We are fortunate to have an experienced and responsive organization in place to coordinate these efforts and expand our range of programing.

There are many examples of the outstanding work conducted and coordinated by the Geneseo Migrant Center, including the Evenstart grant that was funded for twelve years and benefited hundreds of migrant preschool families across the state. Many of the children who participated in the Evenstart grant that was secured by the Geneseo Migrant Center were among the most successful students in their schools. Last year, one of the former Evenstart students in our area was the valedictorian of her high school graduating class and won a Gates Millennium Scholarship. Another former Evenstart student was selected to attend the National Hispanic Institute's Lorenzo de Zavala Youth Legislative Session as a sophomore. Geneseo Migrant Center has a reputation for excellent implementation of grant programs and if they receive the HEP grant I am confident that the children of migrant farmworkers across New York State will raise their education level and achieve success.

I look forward to continued cooperative efforts to serve the migrant youth in the State of New York. The support of the HEP program will allow us to expand our outreach capacity to reach an increased number of high school drop outs, offering opportunities and assistance to fulfill an educational dream and build a better future.

The Geneseo Migrant Center has been in the forefront of the effort to provide pathways to academic success for migrant students in New York State. The HEP grant will allow us all to continue our important work.

Sincerely,

(b)(6)

Laura Merkl

Contract and Grant Administrator



The Research Foundation of State University of New York

**MID – HUDSON MIGRANT EDUCATION TUTORIAL AND SUPPORT SERVICES**

NEW PALTZ State University of New York

P.O. Box 250, New Paltz, NY 12561-0250  
Phone: (845) 257-2950 Fax: (845) 257-2953  
Email: whittinm@newpaltz.edu

Maryellen Whittington-Couse, Director  
357 van den Berg Hall Annex  
SUNY New Paltz

February 19, 2016

Lisa Ramirez, Ed.D, Director  
Office of Migrant Education  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, DC 20202

Dear Dr. Ramirez,

As the Director of Mid-Hudson METS I am pleased to offer my support for the 2016 grant application for the High School Equivalency Program (HEP) being submitted by the Geneseo Migrant Center. The Geneseo Center has always taken a lead in developing and coordinating cutting edge programming for our statewide migrant youth. They are well positioned to identify statewide student needs and create opportunities to address them.

Our migrant eligible students in the Mid-Hudson have been fortunate to have access to the youth leadership opportunities provided by the Geneseo Migrant Center. These include but are not limited to the summer Career Exploration for high school students and Out on A Limb, a middle school enrichment activity, that focuses on youth empowerment and positive social identity development. Our local students have benefitted greatly from their participation in these activities.

The Geneseo Migrant Center has been a national leader for decades. Outstanding, innovative and meaningful programs that encourage the success of migrant youth are critical in the State of New York. We are lucky to be the local and regional beneficiaries of their good work.

Our program looks forward to continued cooperative efforts to serve the migrant youth in the State of New York. We know that there are students in our region that would benefit from the opportunities the HEP Program would provide.

I hope the HEP grant will allow us all to continue our important work.

Sincerely,

(b)(6)

Maryellen Whittington-Couse  
Mid-Hudson METS Director



GRANTS FINANCE  
Room 510W, Education Building  
Tel. (518) 474-4815  
Fax (518) 486-4899  
E-mail: GRANTSWEB@NYSED.GOV

July 2015

249000000000  
Genesee Valley BOCES  
80 Munson St  
Le Roy, NY 14482-8933

Dear Chief Administrative Officer:

The State Education Department has calculated indirect cost rates for the 2015-2016 program year in accordance with the regulations found in United States Education Department General Administrative Regulations (EDGAR) 34 CFR parts 75.560-75.564 and 76.560-76.569 and United States Department of Education guidance.

Federal regulations require the use of restricted indirect cost rates for grant programs that prohibit supplanting. The rates for your agency are as follows:

RESTRICTED RATE: 2.9%                      UNRESTRICTED RATE: 8.5%

Consistent with Department policy, the restricted rates will be used for all categorical grant programs allowing indirect costs. Program specific requirements may further limit indirect cost recovery. The unrestricted rate is used for school food service programs and certain direct funded Federal programs.

These rates are established for a **one**-year period for 2015-2016. Using the data submitted by your agency on its SA-111 Annual Financial Report for the School Year Ending June 30, 2014, the new rates were calculated according to the methodology approved by the US Department of Education - Indirect Cost Group.

Costs considered to be indirect for purposes of calculating your restricted rate are limited to the following SA-111 account codes:

- 1310.000 Central Support
- 1480.000 Planning
- 1490.000 Other Activities
- 9500.920 Transfer to Other Funds
- 9500.950 Transfer Charges from Operation and Maintenance of Plant
- 9500.960 Transfer Charges from Other Service Program

The maximum dollar amount of indirect costs allowable under a grant can be determined by multiplying the restricted indirect cost rate by the modified total indirect cost base (MTDC) of the grant. MTDC is computed as total direct costs less equipment, alterations and renovations, the portion of each subcontract exceeding \$25,000 and any flow through funds.

**(OVER)**

Types of costs that are not treated as indirect in calculating your rate may be allowable direct charges in grant programs, subject to the approval of New York State Education Department program managers. To be approvable, such costs must be:

- Allowable per program specific regulation and policy.
- Reasonable and necessary.
- Allocable. Grantees must maintain documentation or methodologies that demonstrate that the costs were incurred for grant purposes.
- Supplementary. Costs are considered to supplement and not supplant local effort, if such costs would not be incurred in the absence of the grant funds.

If you have any questions concerning indirect cost rates, please contact Grants Finance via the above email or call (518) 474-4815. Your agency is encouraged to visit the Grants Finance website at <http://www.oms.nysed.gov/cafe/> for the most updated information and guidance regarding indirect costs and other fiscally related information.

Sincerely,

(b)(6)

Manager, Grants Finance

## Budget Narrative File(s)

---

\* **Mandatory Budget Narrative Filename:**

---

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

The Geneseo Migrant Center (GMC) High School Equivalency Program (HEP) budget was designed to support the goals of the program, make the most effective use of grant funds, and utilize existing resources within the State of New York to maximize the positive outcomes for the 90 students per year that are participating.

### 1) Personnel

The Project Director will be responsible for providing management, oversight and supervision of staff in implementing all aspects of the program. He will spend 10% of his time, 12 months per year, and will oversee all fiscal and reporting aspects of the program. The Project Coordinator will be dedicated full time, all year, to the program. He will provide the day-to-day direction and supervision to instructional staff and programmatic services of the HEP project. He will have responsibility for collecting data and ensuring consistency with proposal funding guidelines. He will be assisted by a Data Analyst and a Business Office Assistant, who will each spend 10% of their time annually supporting the program.

A cost of living adjustment of 1% has been budgeted for years 2-5 of the grant.

<b>Personnel – Salaries and Wages</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
Project Director (0.1 FTE)	\$9,744	\$9,841	\$9,940	\$10,039	\$10,140	\$49,704
Project Coordinator (Full time)	\$51,591	\$52,107	\$52,628	\$53,154	\$53,686	\$263,166
Data Analyst (0.1 FTE)	\$4,144	\$4,185	\$4,227	\$4,270	\$4,312	\$21,139
Business Office Assistant (0.1 FTE)	\$4,531	\$4,576	\$4,622	\$4,668	\$4,715	\$23,113
<b>Total Personnel – Salaries and Wages</b>	<b>\$70,010</b>	<b>\$70,710</b>	<b>\$71,417</b>	<b>\$72,131</b>	<b>\$72,853</b>	<b>\$357,121</b>

**2) Fringe Benefits**

Fringe Benefits for the four staff members are consistent with current rates within the state of New York. They include FICA at 7.65% and Retirement fund contribution of 13.75% for the professional staff: Project Director and Program Coordinator, and 16.8% for the support staff: Data Analyst and Business Office Assistant. The health insurance component varies from 49.2% of salary to 16.8%, with the higher percentage for part-time employees with a lower salary. Also included at rates of 2% or less are Worker's Compensation Insurance, Unemployment Insurance, and Disability Insurance.

<b>Fringe Benefits</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
Project Director	\$4,564	\$4,610	\$4,656	\$4,702	\$4,749	\$23,281
Project Coordinator	\$22,066	\$22,287	\$22,510	\$22,735	\$22,962	\$112,559
Data Analyst	\$3,206	\$3,238	\$3,270	\$3,303	\$3,336	\$16,354
Business Office Assistant	\$3,438	\$3,472	\$3,507	\$3,542	\$3,578	\$17,537
<b>Total Fringe Benefits</b>	<b>\$33,274</b>	<b>\$33,607</b>	<b>\$33,943</b>	<b>\$34,282</b>	<b>\$34,625</b>	<b>\$169,731</b>

**3) Travel**

The largest portion of the travel costs is allocated to the Project Coordinator to allow him to visit each of the nine program sites around the State of New York three times per year. The Project Coordinator will meet with staff of each of the nine regional METS at their quarterly meetings in Albany. Also included are travel costs for the Director and Coordinator to attend the two-day OME Annual Meeting. This includes airfare, transfers, lodging, meals and incidentals.

<b>Travel</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
Director and Coordinator to attend two-day Office of Migrant Education's Annual Meeting for HEP Directors in Washington, DC.						
Airfare	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000

Lodging	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
Food	\$200	\$200	\$200	\$200	\$200	\$1,000
Transfers	\$150	\$150	\$150	\$150	\$150	\$750
Subtotal	\$2,350	\$2,350	\$2,350	\$2,350	\$2,350	\$11,750

Travel	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Coordinator travel to attend quarterly Migrant Consortium meeting in Albany, NY.						
Car (\$50/day*8 days)	\$400	\$400	\$400	\$400	\$400	\$2,000
Fuel (\$50/day*8 days)	\$400	\$400	\$400	\$400	\$400	\$2,000
Lodging (125/day*8 days)	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
Food (\$50/day*8 days)	\$400	\$400	\$400	\$400	\$400	\$2,000
Subtotal	\$2,200	\$2,200	\$2,200	\$2,200	\$2,200	\$11,000

Travel	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Monitoring travel – Travel by Coordinator to visit each of the eight remote sites 3 times each year for at total of 24 days of travel.						
Car (\$50/day*24 days)	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$6,000
Fuel (\$50/day*24 days)	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$6,000
Lodging (\$125/day*24 days)	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
Food (\$50/day*24 days)	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$6,000
Subtotal	\$6,600	\$6,600	\$6,600	\$6,600	\$6,600	\$33,000

Travel	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Total Travel	\$11,150	\$11,150	\$11,150	\$11,150	\$11,150	\$55,750

**4) Equipment** – There are no Equipment Costs associated with this proposal.

**5) Supplies**

Supply cost will average \$155 per student in the first year and will decrease in years 2-5. The purchase of reusable educational items such as textbooks, computer hardware and software for student use is included. Also included in the requested funds are general office supplies and reprographic materials such as printer ink cartridges, copy paper, pens, and pencils for use by students and program staff.

Supplies	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Total Supplies	\$16,100	\$15,100	\$13,800	\$12,500	\$11,100	\$68,600

**6) Contractual**

**Professional Development** will be coordinated and/or provided by the Professional Development and Inclusion Center and will include 3 virtual/on-line sessions and one in-person session for all of the HEP Instructors annually. Topics to include: Identity development, self-advocacy, math, literacy, trauma response, and motivational interviewing. The in-person session conducted concurrent with one of the quarterly Migrant Consortium sessions to minimize travel costs by allowing HEP instructors to travel with other attendees from their region. Additional professional development will be provided at no cost by BOCES and other partners.

**Identification and recruitment** of eligible students will be provided by the ID&R program. To cover the entire state of NY there will be 4 positions functioning throughout the year with average of 600 hours/year at a rate of \$12/hour, with a 1% COLA in years 2-5. Recruiters will each be responsible for 2-3 regions. They will identify eligible participants, assist them in enrollment, and provide ongoing retention activities.

**Individualized Instruction** at each of the nine regional sites will include tutoring, testing, and counseling leading to the high school equivalency diploma and post-graduate counseling and follow-up for ten students per year at cost of \$2,800 per student.

**External Evaluation** will be provided by Brockport Research Institute under the direction of Dr. Sara Silverstone. The evaluation will include monthly meetings with the Project Director and Coordinator, review of all data and records, and surveys and interviews of students and staff. The evaluators will work closely with the project leadership team to ensure that all goals and milestones are met in a timely manner, and will assist with all reporting requirements.

<b>Contractual</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>TOTAL</b>
Professional Development	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 30,000
Identification & Recruitment (ID & R)	\$ 28,800	\$ 29,088	\$ 29,379	\$ 29,673	\$ 29,969	\$ 146,909
HEP Instruction at 9 regional sites	\$252,000	\$252,000	\$252,000	\$252,000	\$252,000	\$ 1,260,000
External Evaluation	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 100,000
<b>Total Contractual Labor</b>	<b>\$306,800</b>	<b>\$307,088</b>	<b>\$307,379</b>	<b>\$307,673</b>	<b>\$307,969</b>	<b>\$ 1,536,909</b>

7) **Construction** – Not applicable.

**8) Other**

Rental cost for an off-site facility to hold one annual training session for HEP Instructors. This will be held in conjunction with one of the quarterly Migrant Consortium meetings to minimize or eliminate travel costs for HEP Instructors.

Other	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Rental cost for outside meeting facility	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000

**9) Total Direct Cost**

Total Direct Cost	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
	\$439,334	\$439,655	\$439,689	\$439,736	\$439,697	\$2,198,111

**10) Indirect Costs**

Total Indirect Costs	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
2.9%	\$12,741	\$12,750	\$12,751	\$12,752	\$12,751	\$63,745

**11) Training Stipends**

An average stipend of \$250 per student per year will be available, payable to program participants, to help compensate for lost wages and enable students to successfully complete the program.

Training Stipends	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Student stipends (90 per year)	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	\$112,500

**12) Total Costs**

Total Costs	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
	\$474,575	\$474,905	\$474,940	\$474,989	\$474,948	\$2,374,356

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

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

**1. Project Director:**

Prefix: Mr.	First Name: Michael	Middle Name: A.	Last Name: Reho	Suffix:
----------------	------------------------	--------------------	--------------------	---------

Address:

Street1:	3 Mt. Morris-Leicester Rd
Street2:	
City:	Leicester
County:	
State:	NY: New York
Zip Code:	14481
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(585) 658-7960	

Email Address:  
mreho@gvboces.org

**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
--	----------------	-------------------	-----------------

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

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

Name of Institution/Organization

Geneseo Migrant Center, Inc.

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	70,010.00	70,710.00	71,417.00	72,131.00	72,853.00	357,121.00
2. Fringe Benefits	33,274.00	33,607.00	33,943.00	34,282.00	34,625.00	169,731.00
3. Travel	11,150.00	11,150.00	11,150.00	11,150.00	11,150.00	55,750.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	16,100.00	15,100.00	13,800.00	12,500.00	11,100.00	68,600.00
6. Contractual	306,800.00	307,088.00	307,379.00	307,673.00	307,969.00	1,536,909.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	10,000.00
9. Total Direct Costs (lines 1-8)	439,334.00	439,655.00	439,689.00	439,736.00	439,697.00	2,198,111.00
10. Indirect Costs*	12,741.00	12,750.00	12,751.00	12,752.00	12,751.00	63,745.00
11. Training Stipends	22,500.00	22,500.00	22,500.00	22,500.00	22,500.00	112,500.00
12. Total Costs (lines 9-11)	474,575.00	474,905.00	474,940.00	474,988.00	474,948.00	2,374,356.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 2.90%.

(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 # S141A160015

Name of Institution/Organization Geneseo Migrant Center, Inc.	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 B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

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

ED 524