

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 # S141A160019

Grants.gov Tracking#: GRANT12113397

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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

Application for Federal Assistance SF-424

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

* 3. Date Received: <input type="text" value="03/07/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Western Michigan University"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="386007327"/>	* c. Organizational DUNS: <input type="text" value="6223644790000"/>

d. Address:

* Street1: <input type="text" value="1903 W. Michigan Ave."/>
Street2: <input type="text"/>
* City: <input type="text" value="Kalamazoo"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="MI: Michigan"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="49008-5200"/>

e. Organizational Unit:

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

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

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

Title: <input type="text" value="Research Program Officer"/>
--

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

* Telephone Number: <input type="text" value="269-387-8376"/>	Fax Number: <input type="text" value="269-387-8264"/>
---	---

* Email: <input type="text" value="michelle.wright@wmich.edu"/>

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.141

CFDA Title:

Migrant Education_High School Equivalency Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-010716-002

* Title:

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

13. Competition Identification Number:

84-141A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Western Michigan University-High School Equivalency Program 2016

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="470,132.00"/>
* 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="470,132.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Daniel Litynski</p>	<p>TITLE</p> <p>Vice President for Research</p>
<p>APPLICANT ORGANIZATION</p> <p>Western Michigan University</p>	<p>DATE SUBMITTED</p> <p>03/07/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: NA * Street 1: NA Street 2: _____ * City: NA State: _____ Zip: _____ Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: NA	7. * Federal Program Name/Description: Migrant_Education_High_School_Equivalency_Program CFDA Number, if applicable: 84.141	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix: _____ * First Name: NA Middle Name: _____ * Last Name: NA Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix: _____ * First Name: NA Middle Name: _____ * Last Name: NA Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Daniel Litynski * Name: Prefix: _____ * First Name: Daniel Middle Name: _____ * Last Name: Litynski Suffix: PhD Title: Vice President for Research Telephone No.: 269-387-8298 Date: 03/07/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S141A160019

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

WMU-HEP GEPA Statement.pdf	Add Attachment	Delete Attachment	View Attachment
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To ensure 50 eligible migrant seasonal farmworker participants equitable access to successfully complete a GED, regardless of gender, race, national origin, color, disability or age, we will follow established WMU non-discrimination policies to all program components, and actively recruit diverse participants and staff including:

1. Provide all program materials (applications, brochures, handouts, course materials, etc.) electronically, bilingual and in alternate formats (Braille, large print, audiotape, etc.) as needed.
2. Ensure that all program activities are held in accessible buildings and rooms.
3. Provide video or transcripts of all workshops on-line and in alternate formats.
4. Provide HEP information and applications to the WMU-HEP staff overseeing other Multicultural Affairs and TRIO supported programming
5. Work with Disabled Student Resources and Services as a resource in providing services to HEP participants as these are needed.
6. Actively recruit WMU-HEP staff with backgrounds similar to those of program participants.

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 Western Michigan University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Daniel"/> Middle Name: <input type="text" value="M."/>
* Last Name: <input type="text" value="Litynski"/>	Suffix: <input type="text" value="Ph.D"/>
* Title: <input type="text" value="Vice President for Research"/>	
* SIGNATURE: <input type="text" value="Daniel Litynski"/>	* DATE: <input type="text" value="03/07/2016"/>

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: Western Michigan University-High School Equivalency Program

Western Michigan University (WMU) in Kalamazoo, MI, proposes to offer a High School Equivalency Program (HEP) for migrant and seasonal farmworkers (MSFW). Larson's 2013 Michigan Migrant and Seasonal Farmworker Enumeration Profile reported a total of 94,167 MSFWs living or working in MI. 58.4% of employed MSFWs are in counties targeted by WMU-HEP, and within a close radius of WMU. **Project goals** are: 1) provide outreach services and recruitment for eligible MSFWs, 2) provide comprehensive educational services, 3) provide comprehensive supportive services, 4) provide stipends for program participants, and 5) provide exposure to cultural events, and 6) provide other essential services. The **program objectives** include: 1) identify and recruit 50 eligible MSFWs who lack a high school diploma or equivalent, 2) provide instruction and tutoring for 100% of participants to successfully complete all four GED modules, 3) provide personal, vocational, academic counseling and placement services for 100% of participants enrolled in WMU-HEP, 4) 100% of participants will receive a stipend to offset costs associated with their participation, 5) 100% of WMU-HEP participants will have an opportunity to participate in cultural events/activities, and 6) 100% of WMU-HEP participants will be offered other essential services. WMU-HEP will offer GED instruction at 4 commuter sites in the following Southwest MI counties: Berrien, Kalamazoo, Van Buren, and Ottawa counties. Two sites will be located at an educational location, one will be at a local church, and another site will be housed at a community base organization. **Program outcomes** are: 1) at least 69% of the WMU-HEP participants will successfully complete the program by obtaining their GED, and 2) 80% of the WMU-HEP GED recipients will enter postsecondary education or training programs, upgrade their employment or enter the military.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

**Western Michigan University-High School Equivalency Program
(WMU-HEP)
2016**

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Part 4: Project Narrative

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5. Quality of Management Plan	16-21
6. Adequacy of Resources.....	21-23
7. Quality of Project Evaluation.....	23-25

PART 4. PROJECT NARRATIVE

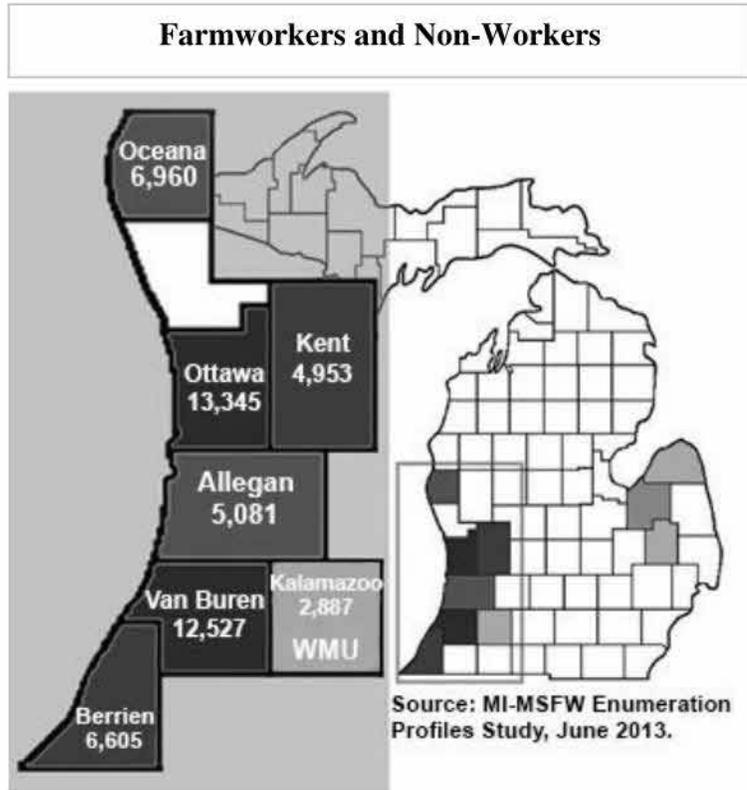
Migrant and seasonal farmworkers (MSFW) are essential to the agricultural industry in the United States and in Michigan, yet they continue to be one of the most impoverished and underserved populations in this country (Kandel, 2008). The constant mobility of MSFWs and the need to work are contributing factors to high dropout rates (National Center for Farmworker Health, 2011) and low education attainment and ultimately lower wages. Poverty has impacted the educational, economic, social and political advancement of MSFWs and their families.

Western Michigan University (WMU), located in **Kalamazoo, MI**, proposes to offer a High School Equivalency Program (HEP) for MSFW participants each year for five years beginning in the fall of 2016. The eight targeted counties for WMU-HEP instruction and services include: Allegan, Berrien, Kalamazoo, Kent, Muskegon, Oceana, Ottawa, and Van Buren. Our unique, comprehensive service plan will provide participants educational, supportive, cultural and placement services to successfully obtain their GED and continue into postsecondary education or training programs, upgrade their employment or enter the military. Instruction and services will be provided at four commuter sites.

1. Need for Project in Southwest MI

Nationally MSFWs and their families face many challenges; physical and hazardous work conditions, isolation from the vary communities they live in, socioeconomic disadvantages, language barriers, and low graduation rate from both high school and college (Lundy-Ponce, 2010). As a result of these challenges MSFW youth often attend high-need schools, experience large gaps in instructional and missed time, and not able to perform at grade level. These challenges often threaten their chances to excel academically and ultimately in life.

Historically, Southwest Michigan (MI) has been central to agricultural production for many years. Southwest MI has also been one of the major destinations for MSFWs from Texas and Florida (Bureau of Labor Statistics, 2014). Thirty-eight percent of Michigan agricultural crops are depended on labor intensive hand-harvesting or processing. The majority of the state’s MSFWs are mostly



located in the southwestern part of Michigan which is often referred to as the fruit belt of the State (Michigan Civil Rights Commission, 2010).

In Larson’s (2013) Michigan MSFW Enumeration Profiles Study, identified Southwest MI as the center of the MSFW stream. According to the 2013 profile, there was a **grand total** of **94,167** farmworkers and non-workers (workers and other family members) and a total of **49,135 (employed) MSFWs**. **Fifty-two percent** of those employed at agricultural venues are within the WMU-HEP targeted counties. Counties, with the highest number of **employed MSFWs** in order of ranking were: Ottawa (6,951), Van Buren (6,524), Oceana (3,625), Berrien (3,440), Kent (2,685), Allegan (2,646), Kalamazoo (1,503) and Muskegon (1,402). All counties are within a 29-141 mile radius of WMU.

Seventy-five percent of **MSFWS** live **below the poverty level**, **82%** are **Hispanic** and **34%** of their annual personal income comes from agricultural employment (Profile of Migrant

Health, 2014). **One third** of students from a MSFW family **dropout from high school** before graduation (four times more than the national drop-out rate) and among all farmworkers, the average **highest grade completed** is the **eighth** grade (Human Rights Watch, 2010).

Several fact clear demonstrate the need for a WMU-HEP: 1) there are thousands of MSFW families traveling and living in the southwest MI, 2) this region is at the heart of the agricultural belt, and 3) the gap in high school completion for this targeted population. MSFW families have limited access to information and resources to support, direct and guide their educational and economic advancement. This makes the need even more critical in establishing a HEP program through Western Michigan University.

(i) Magnitude of the need

As mentioned previously, the majority of MSFW identify as Hispanic. The growth in both Hispanic and MSFW population, high dropout rates and low graduation rates, gaps in educational attainment and barriers to obtaining GED demonstrate the magnitude of the need for a HEP program in Southwest MI.

Increase in Hispanic and MSFW Population: The exact number of MSFWs and their children is unknown. What we do know that is that: 82% of MSFWs identify as Hispanic. **Nationally** between 2000 and 2010, the Hispanic population grew by 43%, which was four times the growth in the total population at 10%. In 2014 alone, the number of Hispanics (17.4%) living in the United States increased by over 1.1 million, accounting for almost half of the growth in the U.S. population. According to the 2010 U.S. Census data, MI was the only state in the country that had a decrease in the state's total population. **MI's** total population decreased from 9.94 million in 2000 to 9.88 million in 2010 accounting for a -0.6% decrease, while the Hispanic population grew by 34.7%. In **Kalamazoo**, the county's 2010 total population increased by 4.9%

and the Hispanic population had the largest increase of 57.80%. In comparison to other groups White's had a 1.42% increase, African American 17.44%, American Indian 7.62% and Asian 19.46% (Census Data, 2000, 2010, & 2014).

According to Larson's 2013 MI-MSFW Enumeration Profiles Study, the study also reported a population increase of 3.8% from the 2006 study, and a 4.4% increase of MSFWs in **Southwest MI**. Additional 2014 data also shows all WMU-HEP targeted counties showed some increase. Allegan had the lowest increase of 24 % and Kalamazoo the highest increase of 78%. Berrien, Kent and Ottawa counties show a negative percentage change but still show a substantial number of MSFWs in 2013. Table 1 illustrates target counties, Hispanic and MSFW populations, and changes.

Table 1: Counties, Hispanics, MSFWS						
Targeted MI County	% Hispanics 2000	% Hispanics 2014	% Change in Hispanics	#MSFW 2006	#MSFW 2013	% Change in MSFWs
Allegan	5.7%	7.1%	24%	3618	5081	40.4%
Berrien	3%	5.1%	69%	6664	6605	-0.8%
Kalamazoo	2.6%	4.7%	78%	2002	2887	44.2%
Kent	7%	10.1%	44%	6496	4953	-23.7%
Muskegon	3.5%	5.3%	50%	2083	2692	29.2%
Oceana	11.6%	14.4%	24%	11942	13345	11.7%
Ottawa	7%	9.4%	34%	9657	6960	-27.9%
Van Buren	7.3%	11.1%	50%	7720	12527	62.2%

Sources: 2000 & 2014 Census Data and MI-MSFW Enumeration Study Profile 2006 & 2013

Dropout Rates: *National* high school dropout rates from the National Center for Education Statistics (2013) show the national high school dropout rate at **6.8%**. **Hispanics** however had the highest dropout rate of **11.07%** in comparison to other groups. The percentages increase for **Hispanic males 12.6 %**, and for **Hispanic females** the percentage is **10.8%**, still higher than the national averages. The "status dropout rate" represents the percentage of 16- through 24-year-olds who are not enrolled in school and have not earned a high school credential

(either a diploma or an equivalency credential such as a General Educational Development [GED] certificate).

Low Graduation Rates: *Michigan* data shows similar findings in that Hispanics are not completing high school at the same rate as compared to other groups. In 2011-2012, the State's overall graduation rate was 76%. Whites had a graduation rate of 82% and **Hispanics** graduation rate was **64%**.

Local data also followed the same patterns. When looking at counties by zip codes, four of the eight counties WMU-HEP proposes to serve have the highest percentage of Hispanics. Table 2 illustrates data by county, cities with the highest percentage of Hispanics, percentage and number of total population that have less than a 9th grade education, the percentage and number of total population who have between a 9-12 grade education and **no diploma**.

Table 2: Local Data No Diploma						
MI County	Top 10 Cities w/Ranking	% of Hispanic	Less than 9 th Grade		9 th -12 th Grade No diploma	
			Total % Pop.	Total # Pop.	Total % Pop.	Total # Pop.
Allegan	Pullman (1)	23.92%	16.72%	292	20.62%	360
	Fennville (3)	18.88%	8.73%	515	13.49%	796
Oceana	Walkerville (5)	18.16%	4.65%	66	18.13%	158
	Hart (7)	17.41%	13.71%	569	11.66%	484
Ottawa	Holland (10)	15.73%	7.20%	3,797	9.74%	5,136
Van Buren	Covert (2)	18.23%	12.74%	196	22.17%	341
	Hartford (4)	18.58%	12.76%	534	18.21%	762

Source: <http://zipatlas.com/us/mi/city-comparison/percentage-hispanic-population.htm>

Need to Decrease Educational Gap of Migrant Farmworkers: The continuous mobile lifestyle and often-limited English proficiency of migrant families produces obstacles that contribute to the already existing educational gap of this population. Low numbers of high school completion and college preparation impede the successful educational and economic advancement of MSFWs and their families.

Barriers to Obtaining GED: MSFW students and families have no or limited experience and exposure to the necessary steps of furthering their education. In order to be successful in this often-difficult process, students and their families need access to information on the available educational opportunities and the intentional support in assisting them through the process. There are also additional barriers that impede the participation of MSFWs in obtaining their GED. Tucho (2000) examined the barriers in students obtaining their GED. What the study found that: transportation, schedule conflicts, child care, financial, cost of materials, tutors, study skills, job related problems, and student/instructor relationship all impact where a student's obtain their GED or not.

(ii) Extent of services to address the needs of disadvantaged individuals

Transportation: To address this need WMU-HEP will go to the communities where MSFWs resides. Instruction will be delivered in person and also utilize technology through distant learning. The Van Buren Intermediate School District (VBISD) Adult Education Program currently operates an innovative distance learning English as a Second Language sites in four counties: Van Buren County (5), Berrien County (1), Kalamazoo County (1), and Calhoun County (1). VBISD in collaborating with WMU-HEP, will provide educational opportunities to MSFWs participants who are interested in working towards obtaining their GED, at no cost to the program. This program has the capacity to reach out, via distance learning, to students in rural areas by providing multi-site connections for virtual instruction, with the possibility of future expansion of program sites.

Schedule conflicts: Currently the majority of GED preparation courses are offered during the traditional 8 a.m.-5 p.m. time schedule. In an effort to address this need, classes will be offer in the evening starting as early as 5 p.m. and go until 9 p.m. depending on the needs in a

particular site and its' participants. This schedule will also serve to address any employment schedule conflicts for participants.

Child care and tutoring: This need can be one of the major deterrents for many of our MSFW participants especially for women participants. In order to address this need WMU-HEP will provide structured and educational activities at each one of our sites. Students from WMU's federally funded TRiO Future Educator Success Program, will develop and provide activities that will enhance the participants' child educational development. TRiO will also assist in identify students in their program who will serve as tutors and assist the instructors at the sites.

Financial: WMU-HEP will address the financial need by providing all the necessary study materials for MSFWs preparing for the GED and costs associated with testing in each subject area WMU-HEP will also be provided a stipend to of set some of the costs associated with their participation.

Study Skills: Each WMU-HEP participant will take the Test of Adult Basic Education (TABE) and the ACT KeyTrain Assessment to help identify their basic educational and employment skill level. The TABE will be administered during the recruitment phase of the project and WMU-HEP participants will take the ACT KeyTrain as part of their career and placement services.

Student/Instructor relationship: Relationships can be critical to any student success. To address this need, all staff within the WMU-HEP will be required to have some experience or training in working with particular population. This will also be part of the evaluation piece to insure that WMU-HEP is providing a positive environment for participants to succeed.

(iii) Gaps or weaknesses in services that will be addressed by the proposed project

Table 3 outlines the gaps that will be addressed by WMU-HEP. Although services may be available for other students in the proposed counties, the services available do not focus on the individual needs of MSFW students.

TABLE 3: General Gaps Addressed by WMU-HEP	
SERVICE	GAP in SERVICE
Recruitment Services	
Recruit eligible MSFWs Specialized recruitment strategies Sensitivity to migrant student lifestyle	Currently there are no organization in Southwest MI that specifically recruit MSFWs to prepare for GED
Educational Services	
WMU-HEP will utilize qualified bilingual staff to assist in helping participants identify and develop an individualized success plan and instruction to help them reach their educational, career or vocational plan	Currently there is a gap in the targeted counties that specifically provides educational services to MSFWs who are not currently enrolled in school
Supportive Services	
WMU-HEP will provide personal, vocational and academic counseling	There is a gap in a program that provides comprehensive supportive services for MSFWs who are trying to obtain their GED
WMU-HEP will provide stipends to offset the costs associated with program participation	There is a gap in targeted counties that provided MSFWs a stipend to offset the cost associated in studying for their GED
Cultural Events	
WMU-HEP participants will have the opportunity to in social and cultural events	Currently there are no other organization that specifically expose MSFWs to educational and cultural activities
Placement Services	
The staff of the WMU-HEP program will partner with college recruiters, career services programs, and vocational agencies to make services available to WMU-HEP participants.	There are no identified services in the area that targets MSFWs currently out of school and offer the services proposed by the WMU HEP program

2. Quality of Project Design

WMU-HEP will design and implement an instructional delivery model that will assist Southwest MI MSFWs to pass the four examinations modules required to obtain a GED certificate. The HEP program will successfully recruit 50 MSFW students annually, and provide instruction at community sites for convenience to the students.

(i) Goals, objectives, and outcomes to be achieved by the proposed project

Table 4: WMU-HEP Goals, Objectives, and Outcomes	
Goal 1: Provide recruitment services for eligible MSFWs	Objective: Identify and recruit 50 eligible MSFWs who lack a high school diploma or equivalent
	Outcome: Successfully enroll eligible MSFW participants annually
Goal 2: Provide comprehensive educational services	Objective: Provide instruction and tutoring for 100% of participants to successful complete all GED modules (4)
	Outcome: 69% of program participants will successfully obtain GED
Goal 3: Provide comprehensive supportive services	Objective: Provide personal, vocational, academic counseling and placement services for 100% of participants enrolled in WMU-HEP
	Outcome: 80% of WMU-HEP participants will enter postsecondary education, or training program, upgrade their employment or enter the military.
Goal 4: Provide stipends for program participants	Objective: Provide 100% of participants a stipend to offset costs associated with program
	Outcome: Participants will successfully participate in program
Goal 5: To provide exposure to cultural events	Objective: 100% of WMU-HEP participants will have an opportunity to participant cultural events/activities
	Outcome: WMU-HEP will gain exposer to activities usually not available to MSFWs
Goal 6: Provide other essential services	Objective: 100% of participant will be offered transportation support and child care services
	Outcome: Support to ensure success of eligible participants

(ii.) How proposed project will address the needs of the target population

WMU-HEP will work with various offices and agencies in an effort to successfully address the needs of the target population.

(iii.) Coordination with community, State, and Federal agencies to maximize resources

WMU-HEP will coordinate program services to enhance and ensure cost effectiveness and efficiency of services in order to meet the needs of students who participate in the WMU-HEP as illustrated in Table 5. WMU-HEP will strengthen internal and establish external relationships/partnerships appropriate for the proposed program. External relationships encompass firm agreements to identify, recruit, inform, and instruct WMU-HEP participants.

TABLE 5: Coordinated Commitments	
Office	Commitment
Telamon (Workforce Investment Act (WIA) Section 167 Grantee)	Provided supportive and financial assistance in education development and career exploration
Van Buren Intermediate School District	Assist in identifying eligible students, serve as distant learning site for instruction
Macatawa Resource Center	Assist in identifying eligible students and serve as a possible GED instructional site
Kalamazoo Valley Community College	Resource for programs and training and certificates to continue education after GED completion
WMU-Extend University Programs-Centers in Benton Harbor, Grand Rapids, and Muskegon	Provide classroom space, computer lab space, office space for staff and activities
Aun Hay Esperanza Church (Benton Harbor)	Assist in identifying eligible students and serve as a possible GED instructional site
Hispanic American Council, Inc.	Assist in identifying eligible students and serve as GED instructional site
MBG Marketing-Blueberry Growers	Assist in identifying eligible students and assist in area of upgraded employment
TRiO Future Educator Success Program (Federally funded program)	Develop and provide educational activities for the children of the WMU-HEP participants.

(iv.) Increase in efficiency to improve result and increase productivity

Table 6 illustrates formal linkages WMU-HEP will have with the following organization:

With other local, State and Federal programs to maximize the resources available for MSFWs.

TABLE 6: Linkages with Other Agencies	
Organization	Commitment
Hispanic American Council	Utilization of services such as employment referrals, housing, emergency assistance for those participating in the program
Inter-CARE (migrant health services)	Provides health care services in cities within targeted counties (Benton Harbor, Holland, Pullman, Sparta)
Interagency Migrant Services Committee	Interagency group (State and Federal) for coordination of services to migrant and seasonal farmworkers in employment, education, health care, public benefits, legal services, and other assistance.
Kalamazoo Public Schools Migrant/Bilingual Program	Serves as liaison between school district and community agencies to assist in serving students needing ESL services
Farmworker Legal Services	Legal aid office with attorneys and other staff who

	provides free legal assistance and referrals to MSFWs
Southwest MI MSFW Resource Council	Resource of MSFW services for Southwest region
WMUK-Alma Latina	has served Spanish-speaking listeners in southwest Michigan with music and community information will use for publicity and distribute program information
Michigan Migrant Education Office	Serve as resource for services in MI provides educational and support services to migrant children and youth through both regular school year and summer programs

(v.) Project support by theory

WMU-HEP logic model below summarizes key program elements, activities and outcomes.

Inputs	Activities	Outcomes		
		Short	Medium	Long
<ul style="list-style-type: none"> • HEP Funding • Students (n=50/year) • WMU-HEP Staff • WMU-DMA • WMU-EUP Centers • KVCC-Student Success Center • VBISD • VBISDTechnology Center • Telamon • Macatawa Resource Center • Aun Hay Esperanza Church • Hispanic American Council • Farmworker Legal Services • MBG Marketing-Michigan Growers • Michigan Migrant Education Office 	<ul style="list-style-type: none"> • Recruitment • TABE & KeyTrain Assessment • Academic Instruction • Tutoring • Personal and career counseling • Educational and cultural events • Child care • Other support service • Distant learning instruction • Placement services • In-service for staff • Training for upgrade employment 	<ul style="list-style-type: none"> • Students will make successful progression toward completion of each MI-GED subject modules (4) 	<ul style="list-style-type: none"> • Obtain GED • Enter post-secondary education • Enter training or certificate program • Upgrade employment • Enter the military 	<ul style="list-style-type: none"> • Change in social, ed., and economic status

3. Quality of Project Services

(i) Training or professional development

Profession development and training opportunities will be implemented to ensure that WMU-HEP staff is knowledgeable about resources and effective practices that will assist WMU-HEP participants in reaching their educational and career goals. WMU offers a variety of personal and professional development workshops through the office of human resources. Trainings include: organizational effectiveness, problem solving, customer service, process improvement and innovation and effective communication.

Other staff training will include attendance to: State of Michigan Interagency Migrant Service Committee (IMSC) Annual Conferences, the National HEP/CAMP Association Annual Conference, the National HEP/CAMP Mid-Stream Training Conference and the National Association of State Director of Migrant Education Annual Conference.

In addition a manual will be develop for all personnel which will include information on recruitment and eligibility, area support services, samples of all required forms, WMU-HEP job descriptions, program goals and objectives and university resources. All efforts will be made to ensure that staff has the professional development and training to be successful in providing the best services and guidance to WMU-HEP participants.

(ii) Services to be provided by the proposed project are focused on those with greatest needs

To ensure that the services are focused on those with greatest needs, the HEP staff will initiate program activities with a broad information dissemination effort through all available connections with migrant education program service providers, community organizations, churches and school districts within the target area. The target population resides in the counties with 65% of the total migrant farm worker population in the state. They will first seek students

identified by these resources who will best benefit from the program, who started school but left during the year, are motivated to continue their education, are unemployed or have difficulty maintaining employment and could become dependent on community resources if not otherwise engaged. Information taken for each student individualize assessment will be used as the criteria to identify students with the greatest need and used to monitor if goals set by students are being met. This will be monitored by WMU-HEP staff.

(iii) Services to be provided to improve skills necessary to gain employment

MSFW students whose education has been interrupted during the school year are at most risk of not meeting state performance standards. MSFW students often do not meet those standards because of their mobile life style and usually have the greatest need. As stated in the needs section, farm labor use is concentrated in the southwestern part of MI. There are two distinct migration patterns that lead to Southwest MI, one is from Texas and the other is Florida. There are also a number of MSFWs who have remained in MI and are still employed in agricultural labor year round. MSFW potential participants will be selected on the bases of the ability to obtain their GED with extensive supportive services while demonstrating the greatest need. A pool of applicants will be reviewed and selection criteria will be used in determining which participant will be most successful in the program based on their ability level as determined by the TABE assessment.

WMU-HEP will also provide students with opportunities to improve the skills necessary to gain and maintain employment. To ensure that this is accomplished, as part of the Individual Success Plan, students will complete ACT KeyTrain and Test of Adult Basic Education (TABE) Assessment to guide their educational and career goals. Once completed, WMU-HEP staff will work closely with our partners in directing the next steps for participants. WMU-HEP will also

work closely with Telamon Corporation, a private nonprofit organization whose purpose includes improving the lives of MSFW. They provide employment and training services at no cost to MSFW families as well as some financial assistance for the families.

4 Quality of Project Personnel

All positions will be recruited specifically to perform WMU-HEP project functions. A preferred qualification for all positions will be individuals who have similar backgrounds to population to being served and whose education and experience are appropriate to the functions and responsibilities of each position. All staff will also be expected to be bilingual/bicultural (English-Spanish). Candidates will also be selected on the basis of their qualifications, commitment to the goals of the WMU-HEP project and ability and expertise in meeting the unique characteristics and needs of the MSFW population.

(i) The qualifications of the project director or principal investigator

PRINCIPAL INVESTIGATOR: Diana Hernández, M.A., Director of the Division of Multicultural Affairs at Western Michigan University, will serve as the PI for the project. Ms. Hernández has extensive professional experience in student services programming. She is heavily involved with campus service and community outreach, and has received many awards for her community service. She also has experience in working with the MSFWs and is bilingual/bicultural (English/Spanish).

ASSOCIATED DIRECTOR: The educational and experience qualifications of the project associate director will ensure that this position has the administrative background necessary to manage and implement a program of this magnitude, effectively evaluate and make adjustments to the project and remain sensitive to the needs of MSFW families. A bachelor's degree in a human services-related field will be required and a master's desired. A minimum of

three to five years of relevant experience is required in areas such as administering educational programs for MSFW students and/or community involvement programs. Must have understanding of and experience in working with students from a MSFW background.

Considerable knowledge in program planning and development is necessary along with at least two years' experience in budget management. Proposal writing experience is desired. The project director must be committed to accomplishing the goals and objectives of the project. A background similar to the target population is preferred. Bilingual/Bicultural (English/Spanish) and valid driver's licenses is required.

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

OUTREACH/RECRUITMENT COORDINATOR: Will have relevant recruitment experiences, experience in working with MSFW community and agencies and the ability to organize advisory boards. Bachelor's degree in marketing, public relations, training and development, student affairs, counseling, psychology, or a related field or one year of experience in a relevant field. Strong oral presentation skills, ability to travel during concentrated recruitment periods (ongoing) and to work some nights and weekends. Bilingual/Bicultural (English/Spanish) and valid driver's licenses is required.

ADMINISTRATIVE ASSISTANT: will have sufficient education and experience to ensure that he/she is able to effectively maintain files, records, and database information needed to manage, monitor, and evaluate the WMU-HEP program. In addition, this position will maintain communication with the project staff and with the target populations and provide support to the WMU-HEP staff. An associate's degree in office management or related is desired along with a minimum of two years of office management experience, superior computer skills, and knowledge required. Excellent typing skills and word-processing skills, ability to be detail

oriented, and management of timelines, excellent budgeting and bookkeeping skills are also required Bilingual/Bicultural (English/Spanish) is required.

PART-TIME INSTRUCTORS (4): Instructional staff will have a bachelor's degree in education, or a related field, and will be required to have at least two years teaching experience and or be on track to state certification. They must be fully bilingual/bicultural (English, Spanish) and be sensitive to the needs of MSFWs. The instructors will meet weekly with associate director to monitor program and WMU-HEP participants' progress.

TUTORS (3): Will report to directly to site instructor. They will be responsible for providing individual, group, and on-line tutorial sessions, and for offering academic guidance and support. Must be fully bilingual/bicultural (English, Spanish) and be sensitive to the needs of migrants. Tutors will meet weekly with site instructor to review program and participants progress.

PART-TIME CHILD CARE ACTIVITIES COORDINATOR (4): Will report to directly to associate director. Coordinator will be responsible for providing organized activities for children of program participant. Will organize and participate in recreational activities, homework, snack preparation record children's progress and behavior. Must be fully bilingual/bicultural (English, Spanish) and be sensitive to the needs of MSFWs. Child care coordinators will meet weekly with associate director to review program and participants progress.

5. Quality of the Management Plan

Profession development and training opportunities will be implemented to ensure that WMU-HEP staff are knowledgeable about resources and effective practices that will assist WMU-HEP participants in obtaining their GED and career goals. WMU offers a variety of

personal and professional development workshops through the office of human resources.

Trainings include: organizational effectiveness, problem solving, customer service, process improvement and innovation and effective communication.

Other staff training will include attendance to: State of Michigan Interagency Migrant Service Committee (IMSC) Annual Conferences, the National HEP/CAMP Association Annual Conference, the National HEP/CAMP Mid-Stream Training Conference and the National Association of State Director of Migrant Education Annual Conference.

In addition a manual will be develop for all personnel which will include information on recruitment and eligibility, area support services, samples of all required forms, WMU-HEP job descriptions, program goals and objectives and university resources. All efforts will be made to ensure that staff has the professional development and training to be successful in providing the best services and guidance to WMU-HEP participants.

(i) Adequacy of management plan

WMU-HEP's management plan has been carefully considered to achieve, on time and within budget, six goals: **Goal 1:** provide outreach and recruitment services to the MSFW population and enroll 50 MSFW students into WMU-HEP. **Goal 2:** provide comprehensive educational services through intensive individualized instruction for students to successful obtain their GED, **Goal 3:** provide comprehensive supportive services by providing personal, career, vocational and life skills guidance, **Goal 4:** provide stipends for program participants to offset the cost associated with program participation , **Goal 5:** provide participants exposure to educational and cultural events to engage participants in activities designed to foster a positive self-concept and enhance social skills, and **Goal 6:** provide other essential services to support and ensure success of eligible participants.

Administration and Organizational Structure of the Project: The functional relationship of the project staff within the University structure is illustrated in the figure below. WMU-HEP’s primary program office will be located in the Division of Multicultural Affairs (DMA), which is administratively housed in the Office of Diversity and Inclusion. The WMU-HEP associate director will report to the Director of the Division of Multicultural Affairs who will also serve as the PI for the project. The outreach/recruitment coordinator, administrative assistant, instructors and child care activities coordinator will report to the WMU-HEP associate director. Tutors will report to the instructors. The following organizational chart explains the order.

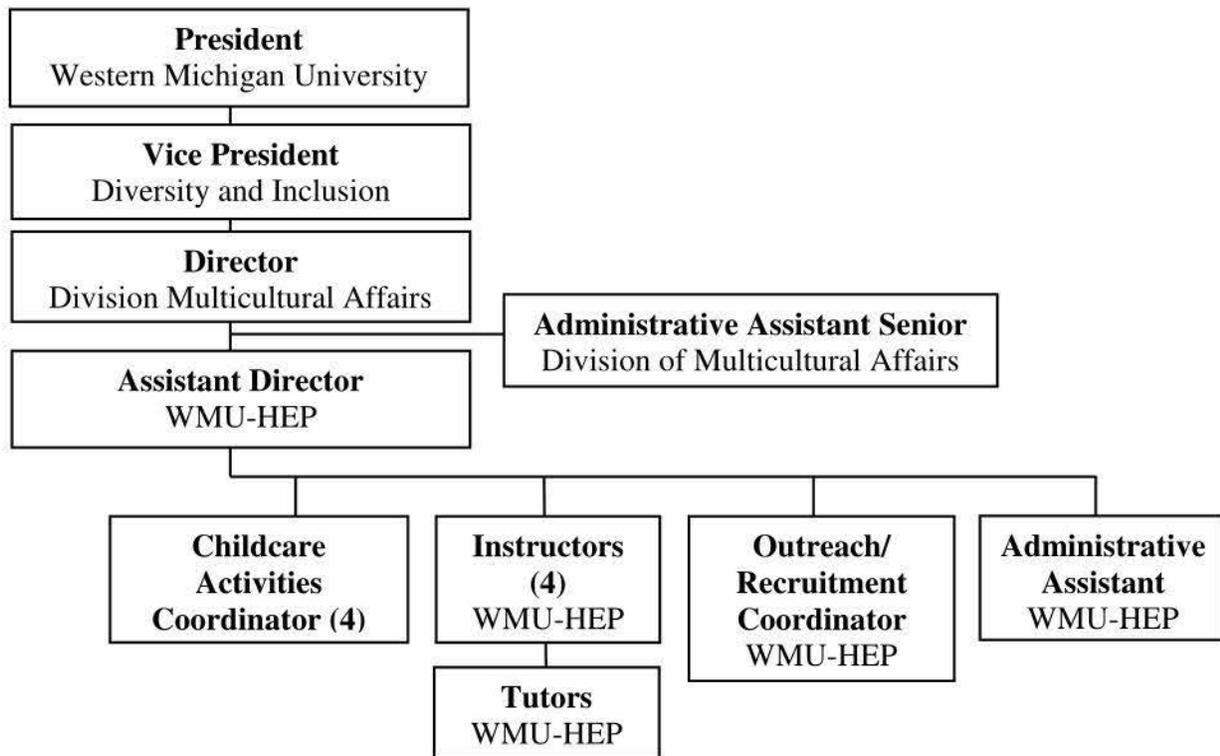


Table 7 illustrates the WMU-HEP management plan of staff and their positions responsibilities.

All staff hired that work with the program will demonstrate a knowledge and sensitivity to the unique characteristics and needs of the MSFW population. Verification of this knowledge will be confirmed through the hiring process.

Table 7: WMU-HEP Staff Responsibilities Key Personnel		
Position/ Time Commitment	Goal	Position Responsibility
Project Associate Director (100 % FTE)	1,2,3,4,5,6	Provide the overall leadership to the WMU-HEP program; recruit, hire and supervise all program staff, tutors, and monitor budget; monitor all goals and objectives; monitor and adhere to all federal guidelines; secure partnership both internal and external to the university; oversee preparation and submission of all necessary U.S. Department of Education reports; develop retention strategies, assesses programs, evaluates methods of providing services, researches best practices and makes recommendations for program changes and improvements.
Outreach/ Recruitment Coordinator (100 % FTE)	1,4	Assist in the development of marketing strategies to recruit program participants; coordinate all presentations material, disseminates information on program; provides general information regarding GED, testing, site location and information regarding programs services; responsible for collecting all verification documents, inquiry to enrollment; assist in reviewing applications and make recommendations for selection; and assist in collects of data for required reports.
Administrative Assistant (.5 FTE)	1,2,3,4,5,6	The administrative assistant will provide administrative support to the WMU-HEP projects professional staff under the direction of the projects associate director; responsible for maintaining the project office, serving as receptionist, handling phone communications and responding to routine information requests, typing project correspondence and reports, and maintaining project files; effectively maintain files, records, and database information needed to manage, monitor, and evaluate the WMU-HEP project; maintain communication with the project staff and with the target population.
Instructors (Part-time, 16 hrs. weekly)	2,3,4,5	Manage GED instruction; provide academic guidance and assistance to WMU-HEP students; maintain individual participant records; collect and maintain data for required reports; supervise WMU-HEP tutors; and makes recommendations for program changes and improvements; advise students.
Tutors (Part-time, 16 hrs.	2,3,5	Responsible for providing academic tutorial services to project participants in selected subject areas; participate in appropriate

weekly)		follow-up, documentation, and evaluation activities; will also serve as mentors and meet with students as directed by instructor.
Child Care Activities Coordinators (Part-time, 16 hrs. weekly)	5,6	Develop and implement a comprehensive educational and recreational activities for children; keep records on individual children, including daily observations and information about activities for reporting purposes.

Table 8 illustrates WMU-HEP milestones to ensure accomplishment of goals.

TABLE 8: WMU-HEP Timetable													
ACTIVITIES	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Administrative													
Setup WMU-HEP program offices	✓	✓											
Identify/select/train HEP staff	✓	✓	✓										
Develop/design material (Eng. & Span.)	✓	✓	✓										
Develop media campaign re: WMU-HEP	✓	✓	✓										
Establish relationship with partners	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Develop recruitment plan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recruitment outreach begin/ongoing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Programmatic-Summer													
Staff development/in-service and planning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Review application to WMU-HEP	✓	✓	✓										✓
Selection of WMU-HEP students			✓										
Academic tutor orientation/training	✓	✓	✓										
Conduct TABE assessment	✓	✓	✓										
For all 3 sessions													
Sessions begin				✓			✓			✓			
Educational services				✓	✓	✓	✓	✓	✓	✓	✓		
Referrals and services as needed				✓	✓	✓	✓	✓	✓	✓	✓		
Mid-session progress reports					✓								
Personal/professional/career development					✓	✓	✓	✓	✓	✓	✓		
Cultural activities					✓	✓	✓	✓	✓	✓	✓		
Stipends						✓			✓				✓
Student performance review and assessment				✓	✓	✓	✓	✓	✓	✓	✓		
Registration for session-ongoing					✓	✓	✓	✓	✓	✓	✓		
Evaluation - student feedback evaluation-end of each session						✓			✓				✓
Repeat process for new incoming students							✓		✓				✓
WMU-HEP student feedback evaluation										✓			
WMU-HEP recognition dinner										✓			
Staff development assessment						✓					✓		
Mid-year review and evaluation								✓					
Conduct external evaluation								✓					

(ii) Ensuring feedback and continuous improvement in the operation of the project

WMU-HEP will utilize a *Continuous Quality Improvement* in its program management plan and in its method of evaluation. On-going evaluation will be built in the evaluation plan to determine if the goals and objectives of WMU-HEP are being met as scheduled and as described. WMU-HEP staff will use a guide of **Plan, Act, Check** and **Reflect** to gain feedback for continuous improvement.

Evaluation of the program will be both formative and summative. Data will be collected to determine if program objectives are being met. If a problem has been identified immediate action will be taken to address the problem. All components of the program as well as the WMU-HEP staff will be part of this process in order to insure continuous improvement.

(iii) Commitments of the project director, principal investigator and other key personnel

TABLE 9: Illustrates the time commitment of WMU-HEP personnel.

Table 9: Time Commitment of HEP Personnel		
Position	# of Months	% of Time
Principal Investigator	12 months	15% (institutionally provided)
Project Associate Director	12 months	100 % (FTE)
Outreach/Recruitment Coordinator	12 months	100 % (FTE)
Administrative Assistant	12 months	75 % (FTE)
Instructors	9 months	20 % (16 hours per week)
Tutors (3)	9 months	20 % (16 hours per week)
Child Care Activities Coordinator	9 months	20 % (16 hours per week)
Evaluator	9 months	Contract

6. Adequacy of Resources***(i) The adequacy of resources/support, including facilities, equipment, and supplies***

Western Michigan University is committed in providing WMU-HEP with the necessary support to ensure the projects' success. The offices for the HEP program and its staff will be located within DMA on main campus. DMA facilities include 27 individual offices, a conference

room, a resource library, and a multipurpose room. Office are adjacent to a public parking ramp and, in compliance with the Americans with Disabilities Act (ADA) and section 504 of the 1973 Rehabilitation Act, the main entrances to the DMA's building are accessible for visitors and participants with mobility impairments.

The EUP regional centers provide high quality academic programs and services to meet the needs of area residents for personal and professional development. All of WMU's normal facilities will be available to HEP program participants, including state-of-the-art science and fine arts performance facilities, University Computing Services, and an extensive library system.

(ii) Relevance and demonstrated commitment of each partner in the proposed project

WMU-HEP has received other commitments to support the proposed project from various surrounding communities. Some of these partners include: the Hispanic American Council, Van Buren Intermediate School District, Kalamazoo Valley Community College, Telamon Corporation, Aun Hay Esperanza Church, and WMU-EUP centers Berrien and Muskegon counties. Commitments include: direct services, referrals, assistance in identifying potential WMU-HEP students and serving as a site for classes.

At the end of the Federal funding WMU will work toward the incorporation of supportive services for those students who have completed their GED and are pursuing a postsecondary education and facilitate the same at other IHEs in the surrounding areas of the program sites.

(iii) The extent to which the budget is adequate to support the proposed project.

In the development of the WMU-HEP budget an examination of the potential barriers students may face in successfully completing their GED were taken into account. Some of the resources included in the budget were: student direct services and activities, student stipends, staff professional development, bilingual/ bicultural staff, outreach, evaluation and program

enhancement materials. These were just some of the items to adequately support the proposed project. A detail outline is located in the budget narrative.

(iv) Costs reasonable in relation to the number of persons to be served

WMU-HEP proposes to serve 50 students each year with a total of 250 and the end of the five-year project. At the end of each year it is proposed that at a minimum, 69% (34 students) will successfully obtain their GED. In addition, of those who successfully obtain their GED, at least 80% (27 students) will enter postsecondary education or training programs, upgrade their employment or enter the military. At the end of the five-year project at least 69% (172 students) will successfully complete the WMU-HEP program. Base on the proposed outcomes, the costs per student are reasonable in relationship to the number of students to be served.

(v) Incorporation of project at the end of Federal funding

Western Michigan University is committed to the diversity in the student populations and communities that it serves. The university staff and staff in DMA have the commitment and experience in working with students from diverse backgrounds. A program such as WMU-HEP enhances WMU and surrounding communities. WMU's commitment to ***“diversity and inclusion is woven into the fabric of our institution-from on-campus classrooms to our outreach locations throughout the state.”*** (WMU President Letter of Commitment, 2016). The university will institutionalize the successful elements of WMU-HEP through DMA and surrounding communities.

7. Quality of Project Evaluation

(i,ii,iii) Ensuring Quality Feedback through Effective and Appropriate Evaluation

WMU-HEP is committed to a continuous improvement process built around a *Plan, Act, Check, Reflect* cycle. Such a process will allow for both formative and summative program

evaluations ensuring that student needs and program goals are met in the most effective and efficient manner. To provide a complete evaluation for internal and external accountability, the program utilizes both qualitative and quantitative data, so that an on-going formative and summative evaluation processes occur.

Data to be Collected: In adherence to Federal requirements and GPRA and to monitor attainment of program goals and objectives WMU-HEP will maintain complete program records in an electronic database and as appropriate in student files. Such information includes 1) students' eligibility documentation, 2) demographic information, 3) number of students served, 4) pre-assessment results, 5) academic and support services provided, 6) student attendance and academic performance by session, subject and completion of GED modules, 7) number of students successfully completing their GED, 9) students who successfully complete their GED and continue in postsecondary education or training programs, upgrade their employment or enter the military, 10) budget expenditures, 11) staff and stakeholder evaluation, and 12) overall program performance. Student interviews\focus groups on their WMU-HEP experience will occur each session, allowing for participants' voices.

Methods for Collecting Data: Every position has responsibility for some aspect of data collection and reporting. Student files contain documents verifying eligibility, demographic information, assessment and test scores, services received and placement information. Monthly financial reports are available from the accounts payable office so that administrators are able to track expenditures and monitor the budget. External evaluations systematically collect data from all areas of the university (data bases, university administrators, student support offices etc.), all WMU-HEP staff and administrators, WMU-HEP participants, classroom observations, file review, budget accounts and ledgers. External evaluations will occur in the second and fourth year of the grant cycle, providing an opportunity for aspects of the program to be fully

implemented but also enough time to make necessary changes to improve the program so that it can better meet students' needs.

Data Analysis: Project data is recorded in an Excel spreadsheet or in an Access database making the analysis of data efficient. All staff will have access to program data. Weekly and monthly meetings are scheduled to assess overall progress in meeting program objectives and an external board meets once a semester to review data as well. The WMI-HEP Associate Director, administrative assistant, DMA financial specialist, WMU Grants and Contracts Office will review the budget monthly and annually to ensure funds are expended appropriately and that draw downs are done in a timely manner. WMU-HEP participant input collected in informal and formal contexts is reviewed by the administrators and regularly discussed at staff meetings. Program changes will be made based on the analysis of program data.

Reporting: Annual reports are the responsibility of the WMU-HEP Associate Director. Annual performance reports detailing the program's effectiveness in meeting its stated objectives are reviewed by WMU Office of Grants and Contracts and submitted to the U.S. Office of Migrant Education. Within 30 days of an external evaluation visit, a report will be submitted to the WMU-HEP office and shared with WMU and other stakeholders.

Both formative and summative program evaluations will be carried out and will be used to monitor progress toward the stated goals and objectives including meeting Federal GPRA benchmarks. WMU-HEP is committed to using program information to adjust program activities and to share effective strategies with other HEP and GED programs. Annual performance reports will be prepared and submitted as required. A final performance report will be submitted 90 after completion of the grant period as required.

Evaluator: Javier Gonzalez has agreed to serve as evaluator for the project. Some of his qualifications include: Director, Multicultural Educational Programs, former president HEP/CAMP National Association President, and peer evaluator for HEP/CAMP and TRiO projects, Federal grants reader and mentor to three HEP projects (Vita include in appendices).

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Resumes and Vitas

Diana E. Hernández

Office: Western Michigan University
 Division of Multicultural Affairs
 (269) 387-4429 | (b)(6) (Cell)
 diana.hernandez@wmich.edu

EDUCATION

Current Doctoral Student of Philosophy in Educational Leadership, Higher Education Administration, Western Michigan University, Kalamazoo, Michigan

Master of Arts, Family Life Education-Family and Consumer Sciences, December 2005
 Western Michigan University, Kalamazoo, Michigan

PROFESSIONAL EXPERIENCE

Director, Multicultural Affairs, Western Michigan University, Kalamazoo, MI, 2008-Present
 Provide leadership for all departments on a wide variety of diversity programs and services for underrepresented students in an effort to advance the University's mission of recruitment, persistence and graduation of diverse populations.

RELEVANT GRANT AWARDS

2016	The Learning Network of Greater Kalamazoo: Co-Author Latino Community Engagement. Award: \$24,000
2014	Perrigo Company Charitable Foundation: Award. Award: \$7500
2012	U.S. Department of Education-Office of Migrant Education-College Assistance Migrant Program. Award: \$2,075,735 (5 years)
2009	Michigan Campus Compact- Western Michigan University Center for Community Service Learning Program, Principal Investigator. Award: \$30,000 (one year)
2008	Kalamazoo Community Foundation-Community Impact System Grant Capacity Building for the Hispanic American Council. Award: \$25,000 annual (2 years total of \$50,000)
2008	Arcus Foundation- Michigan Racial & Economic Justice Initiative Grant- Capacity Building for the Hispanic American Council. Award: \$55,000 annually (3 years total of \$165,000)
2007	Greater Kalamazoo United Way-Community Investment Grant-Co-Author proposal to improve the financial planning, recording-keeping, and reporting systems for the Hispanic American Council. Award: \$15,300 one time

- 2007 U.S. Department of Education- Co-Author Upward Bound Program supports projects that are designed to generate, in eligible students, the skills and motivation necessary for success in education beyond secondary school. Award: \$249,191 annually (4 years total of \$996,764)
- 2006 State of Michigan- Select Student Support Services Program (4S) for developing academically and economically disadvantaged student retention programs for 4-year, public and independent, educational institutions in this state. Michigan Department of Labor and Economic Growth, Award: \$136,000 annually (5 years, total of \$680,000)

RELEVANT CONFERENCE PRESENTATION

- Hernández, D., Olivarez Rooker, C., Perez Gonzalez, E., & Rodriguez, A. (2016). The power in you: Opening the path for other women. *Día de la Mujer Conference*.
- Lindquist, A., Nagel, S., Hernández, D., Hsu, J., & Fancher, D. (2015). Together we are better: Diversity, inclusion, and student affairs collaborative partnerships. *NASPA Multicultural Institute*.
- Hernández, D., Contreras, S., & Hernandez-Patino, O., & Echavarria, T. (2012). Latinas in leadership: Higher education and the challenges of representation. *MI-ACE Network Conference*.
- Carr, E., Hernández, D., Mercedes, L., Aguilar-Nivala, A., Young, A., Jones, J., King, A., Andree, D., & Millar, M. (2011). University service learners increasing college access to community youth through local tutoring programs. *Michigan's Governor's Education Summit*.

RELEVANT UNIVERSITY SERVICE

- 2013-2014 WMU-Kellogg Racial Healing Advisory Board
- 2012-Present Literacy Studies Council Member
- 2011-Present Co-Director, Everyone Counts Learning Community-Office of Faculty Development

RELEVANT COMMUNITY SERVICE

- 2015 Michigan Women's Hall of Fame-Selection Committee-Contemporary Division
- 2013-Present Host Parent College Assistance Migrant Program (CAMP)
- 2012-Present Congressional Hispanic Caucus Institute, Inc. Washington, D.C.-
- 2010-2012 Si Se Puede Family Program El Sol Elementary School, Kalamazoo, MI

RELEVANT PROFESSIONAL ORGANIZATIONS

- 2012 Advocates for Latino Student Advancement in Michigan Education (ALSAME)
- 2011-Present Hispanic Women in Network (WIN)
- 2011-Present American Association of Hispanics in Higher Education (AAHHE)
- 2010 American College Personnel Association (ACPA)
- 2008-2011 National Council on Family Relations

Javier Gonzalez

(b)(6)

OBJECTIVE

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

EXPERIENCE

**Multicultural Educational Programs, Abraham Baldwin Agricultural College, Tifton, Georgia
Director, 2003 – Present**

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

**Marion County Board of Education, Buena Vista, Georgia
Adolescent Outreach/Resource Specialist, 2001-2003**

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

**Chattahoochee-Flint RESA, Ellaville, Georgia
Adolescent Outreach Specialist, 1993-2001**

- Responsible for coordinating with school systems and social agencies in over 40 counties to meet the educational and social needs of migrant families
- Responsible for coordinating migrant students records transfer with other states

- Assisted with the Identification and Recruitment of eligible migrant families into the program
- Provide staff development in the areas of diversity and teaching strategies for schools with migrant students
- Coordinated a two week Summer Leadership Institute for migrant students at Abraham Baldwin Agricultural College
- Provide dropout prevention support to migrant students and their families
- Coordinate Parent Involvement component of the migrant education program for the region

EDUCATION

Doctorate in Education-Higher Ed Leadership Valdosta State University, Valdosta, GA	2011-Present
Masters in Educational Leadership Columbus State University, Columbus, GA	1997-1998
Education Certification, Spanish Education K-12 Georgia Southwestern State University, Americus, GA	1994-1997
English as a Second Language (ESL) Certification State University of West Georgia, Carrollton, GA	1995-1996
Bachelor of Arts, Spanish Georgia Southern University, Statesboro, GA	1989-1993
GED Certificate Heart of Georgia Technical College, Dublin, GA	1989

PROFESSIONAL EXPERIENCE-RELEVANT TO HEP/CAMP

- Madison Area Technical College HEP (2010-2014)
- Former HEP/CAMP National Association President (2009 -2011)
- Peer Evaluator for HEP/CAMP/ Trio projects
- Milwaukee Area Technical College HEP and CAMP (2009-2012) University of Texas Pan-American HEP and CAMP (2014)
- Summerset Community College HEP (2011-2014)
- SUNY Oneonta CAMP (2010, 2012)
- Texas State Technical College CAMP (2014)
- Valdosta State University Trio grants (2014)
 - Miami Dade College HEP (2011-2014)
 - Federal Grants Reader (2005, 2009, 2012)
 - Mentor to 3 HEP projects
 - Georgia Migrant Education Needs Assessment Taskforce
 - East Coast Migrant Headstart Program Board of Directors Member
 - National and State Speaker on Migrant/Hispanic Student Issues

Job Descriptions & Duties of Key Personnel**Associate Director- (100% FTE)**

Qualifications: Bachelor degree in a human services-related field will be required, master degree desired. A minimum of three to five years of relevant experience is required in areas such as administering educational programs for migrant students and/or community involvement programs is required. Understanding of and experience in working with students from migrant backgrounds. Considerable knowledge in program planning and development is necessary along with at least two years of experience in budget management. Proposal writing experience is desired. The project director must be committed to accomplishing the goals and objectives of the project. A background similar to the target population is preferred. Bilingual/Bicultural (English/Spanish) and a valid driver licenses required.

Position Description: The associate director will report to the Director of Multicultural Affairs and will assume overall responsibility for the overall operation and management of the WMU-HEP project. The position will supervise staff, maintain relations with community agencies, ensure fiscal integrity, and serve as the primary contact with project sponsors. The project director will ensure that all projects operations are conducted in a manner consistent with university policies and federal regulations.

The educational and experience qualifications of the associate director will ensure that this position has the administrative background necessary to manage and implement a program of this magnitude, effectively evaluate and make adjustments to the project and remain sensitive to the needs of the target population being served.

Outreach/Recruitment Coordinator- (100% FTE)

Qualifications: Bachelor's degree in marketing, public relations, training/development, student affairs, counseling, psychology, or a related field or one year of experience in a relevant field.

Strong oral presentation skills. Ability to travel during concentrated recruitment periods (approximately 12 weeks per year) and to work some nights and weekends required.

Bilingual/Bicultural (English/Spanish) and a valid driver licenses required.

Position Description: Develops and implements marketing strategies and programs to recruit migrant students. Develops informational presentations and advises students and parents and provides them with information about academic programs and the University in general.

Oversees the admissions process from inquiry to enrollment. Implements admissions policies and procedures. Assists in review of applications and program admission decisions under direction of project director.

Administrative Assistant- (50% FTE)

Qualifications: An associate's degree in office management or related is desired along with a minimum of two years of office management experience. Superior computer skills and knowledge required. Excellent typing skills and word-processing skills, ability to be detail oriented, and management of timelines required. Excellent budgeting and bookkeeping skills are required. Knowledge of university departments, policies, and procedures is helpful. Background similar to target populations is preferred. Bilingual/Bicultural (English/Spanish) required.

Position Description: The administrative assistant will provide administrative support to the WMU-HEP projects professional staff under the direction of the project director. The position is responsible for maintaining the WMU-HEP project office, serving as receptionist, handling

phone communications and responding to routine information requests, typing project correspondence and reports, and maintaining project files.

The administrative assistant will have sufficient education and experience to ensure that he/she is able to effectively maintain files, records, and database information needed to manage, monitor, and evaluate the WMU-HEP Project. In addition the successful candidate will maintain communication with the project staff and with the target populations and provide support to the WMU-HEP Project staff.

Instructors (4 part-time, 16hrs per week)

Qualifications: Instructional staff will have a bachelor's degree in education, or a related field, and will be required to have at least two years teaching experience and or be on track to state certification. They must be fully bilingual/bicultural (English, Spanish) and be sensitive to the needs of MSFWs.

Position Description: Instructors will manage GED instruction; provide academic guidance and assistance to WMU-HEP students; maintain individual participant records; collect and maintain data for required reports; supervise WMU-HEP tutors; and makes recommendations for program changes and improvements; advise students.

Tutors (3 part-time, 16hrs per week)

Qualifications: Must be fully bilingual/bicultural (English, Spanish) and be sensitive to the needs of migrants.

Position Description: Responsible for providing academic tutorial services to project participants in selected subject areas; participate in appropriate follow-up, documentation, and evaluation activities; will also serve as mentors and meet with students as directed by instructor

Child Care Activities Coordinators (4 part-time, 16hrs per week)

Qualifications: Must be fully bilingual/bicultural (English, Spanish) and be sensitive to the needs of MSFWs.

Position Description: Develop and implement a comprehensive educational and recreational activities for children of program participants; keep records on individual children, including daily observations and information about activities for reporting purposes.

Letters of Support

WESTERN MICHIGAN UNIVERSITY



Office of the President

February 29, 2016

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

Re: Application for the High School Equivalence Grant
 Western Michigan University

Dear Dr. Ramirez:

As president of Western Michigan University, it is my pleasure to endorse the application of our Division of Multicultural Affairs for the High School Equivalency (HEP) grant, funded by the U.S. Department of Education. As the home of a successful College Assistance Migrant Program for the past four years, WMU has collaborated with others in the educational community to provide quality academics and services to the migrant and seasonal farmworker populations in this region. We are prepared to do even more.

WMU is situated in the southwest quadrant of the state, in the very heart of eight of Michigan's top ten counties where agriculture, animal production and related industries have attracted migrant families for decades. Some farmworkers move southward as winter sets in but many others stay on in Kalamazoo and nearby communities because of off-season employment, health and social services, and the robust educational programs available to their children.

A pledge to diversity and inclusion is woven into the fabric of our institution—from on-campus classrooms to our outreach locations throughout the state. With a growing excitement of qualifying for a HEP grant, much work has been done already to identify additional regional venues where GED programs could be delivered that are local to the targeted student populations. Also, WMU has in place experienced staff that help non-native students conquer the often-overwhelming expectations of English proficiency, computer literacy and verifiable student records. We are globally engaged. WMU has earned national acclaim for the John Seita Program, a successful support initiative for former foster care youth, an ESL center for non-native learners, and a world-class College of Education which champions innovative approaches that improve studying, listening, writing and reading.

Without a doubt, the HEP grant could provide a life-changing difference for a growing population (of all ages and literacy levels) who live in southwest Michigan, individuals who may be without the experiences or resources to dream beyond the life they presently know. The HEP opportunity for quality educational programs which lead to the GED will ultimately play a major role in improving the preparedness and employability of the migrant population of our region. Similarly, their integration into the experiences of WMU educators and students adds immeasurably to the intellectual and cultural richness that is key to the mission of our institution. We ask you to give serious consideration to our application and we stand ready to answer any questions you have about our proposal.

(b)(6)

John M. Dunn,
 President

1903 W. Michigan Ave., Kalamazoo, MI 49008-5202

PHONE: (269) 387-2351 FAX: (269) 387-2355

WEBSITE: wmich.edu/president

CAMPUS SITE: 3065 Seibert Administration Building

WESTERN MICHIGAN UNIVERSITY



Office of The Associate Provost
Extended University Programs

26 February 2016

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

Dear Dr. Ramirez:

I am writing this letter of support and commitment of Western Michigan University's (WMU), application to establish a High School Equivalency Program (HEP) for eligible migrant and seasonal farmworkers (MSFWs).

Extended University Programs (EUP) at WMU is responsible for extending the WMU presence beyond our main campus in Kalamazoo through innovation, access, and outreach. We support the delivery of academic programs at eight regional locations throughout the state, foster innovation and access through online programming, and enhance outreach efforts in communities throughout the region. We are very excited about the collaboration with the Division of Multicultural Affairs on this grant proposal.

WMU's Extended University Programs will commit to providing classroom space, computer lab space, and possible office space for HEP staff in our regional located in Benton Harbor, Grand Rapids, and possibly Muskegon.

Our office is in full support of and are committed to the HEP Project. Please contact me if I can provide any additional information.

Sincerely,

(b)(6)

Dr. Edwin A. Martini
Associate Dean, Extended University Programs
Professor of History
Western Michigan University
edwin.martini@wmich.edu

Ellsworth Hall, Kalamazoo, MI 49008-5230
PHONE: (269) 387-4207
FAX: (269) 387-4204



March 1, 2016

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

Dear Dr. Ramirez,

It is my pleasure as an advocate for our Hispanic community to write this letter of support and commitment for Western Michigan University (WMU), in regards to the application to establish a High School Equivalency Program (HEP) for eligible migrant and seasonal farmworkers (MSFWs).

We at the Hispanic American Council (HAC), see an estimated 2,014 community members annually. 60% of whom are very skilled in a variety of professions and are migrant or seasonal farmworkers, but are unable to implement use of those skills due to the lack of certifications here in this country, thus preventing them from pursuing further education and resulting in the stagnation of our communities future.

The Hispanic American Council (HAC) is committing to assist by identifying migrant families and also serve as a site for G.E.D. classes, so they may benefit from participating in this program.

In conclusion, I fully support the efforts that Western Michigan University (WMU) is making, in their pursuit for the funding of HEP for our migrant and seasonal farmworkers (MSFW). This is a great opportunity for our Hispanic community to advance in this country and as a result the progress and advancement of our future generations. With the growth of Literate and productive Hispanic Community members, I can see a great future for the community and country at large by assisting the migrant and seasonal farmworkers, in becoming better productive residents.

Mil gracias,

(b)(6)

Adrian Vazquez
Interim Executive Director
Hispanic American Council

930 Lake St. Kalamazoo, MI 49001 | t: 269.385.1023 | f: 269.385.2803 | www.hispanicamericancouncil.org



February 17, 2016

Texas Township Campus
6767 West O Avenue
PO Box 4070
Kalamazoo, MI 49003-4070
269.488.4400
www.kvcc.edu

Arcadia Commons Campus
202 North Rose Street
PO Box 4070
Kalamazoo, MI 49003-4070
269.373.7800

The Groves Campus
7107 Elm Valley Drive
PO Box 4070
Kalamazoo, MI 49003-4070
269.353.1253

Kalamazoo Valley Museum
230 North Rose Street
PO Box 4070
Kalamazoo, MI 49003-4070
269.373.7990

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

Dear Dr. Ramirez:

I am writing this letter of support and commitment of Western Michigan University's (WMU), application to establish a High School Equivalency Program (HEP) for eligible migrant and seasonal farmworkers (MSFWs).

Kalamazoo Valley Community College (KVCC) is committed to enriching the lives of our students and communities through quality educational programs and services.

Kalamazoo Valley Community College is committing to:

- Assisting participants showing an interest in a program of study at KVCC after completion of HEP.
- The Transfer Resources and Multicultural Services department providing referrals to departments within the Student Success Center; Admission, Registration and Records; Financial Aid; Host Visitations; Academic and other supportive services to ensure student success.

KVCC is in full support of and committed to the HEP Project. Please contact me if I can provide any additional information.

(b)(6)

Michael R. Collins
Executive Vice President for Instructional and Student Support Services





VAN BUREN INTERMEDIATE SCHOOL DISTRICT
VBISD.org

Jeffrey C. Mills
 Superintendent

February 29, 2016

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

Dear Dr. Ramirez:

I am writing this letter of support for Western Michigan University's application to establish a High School Equivalency Program (HEP) for eligible migrant and seasonal farmworkers.

For many years the Van Buren Intermediate School District has collaborated with Western Michigan University to work with the educational community, particularly the migrant student population in this region. We feel that a program such as HEP will greatly benefit a large number of students in our school districts, ultimately planning a major role in the quality of life they will be able to lead as a result of the secondary and post-secondary educational opportunities presented to them.

As a member of the educational community I am striving to enhance opportunities that will help our migrant student population acquire the tools they will need to be successful adults.

The Van Buren Intermediate School District is committed to support the HEP project should you fund Western Michigan University and we look forward to continued collaboration to provide educational opportunities for our migrant students.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jeffrey C. Mills'.

Jeffrey C. Mills
 Superintendent

490 South Paw Paw Street, Lawrence MI 49064 • Phone: 269.674.8091
 Special Services Fax: 269.539.5009 • VBTC Fax: 269.674.8954 • VBISD Conference Center Fax: 269.674.8030
 Michigan Relay Center 1.800.649.3777 (Voice and TDD)

It is the policy of the Van Buren Intermediate School District that no discriminatory practices based on race, color, religion, national origin, sex, age, height, weight, marital status, disability, genetic information or any other status covered by federal, state, or local law be allowed during any program, activity, service, or in employment. Inquiries regarding the non-discrimination policies should be directed to Barbara Matthews, Director of Finance & Operations or Dave Manson, Director of Special Education, 490 S. Paw Paw Street, Lawrence, MI 49064, 269-674-8091.

**Telamon Corporation**

416 North Cedar Street
Lansing, MI 48912
Phone: (517)323-7002
Fax: (517)323-9840
Email: dkuchnicki@telamon.org

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

Dear Dr. Ramirez,

As State Director of Telamon Corporation, I am writing this letter in support of Western Michigan University's (WMU) grant application to establish a High School Equivalency Program (HEP) for eligible migrant and seasonal farmworkers (MSFWs). This initiative can lay the foundation for future educational and professional opportunities for a segment of the population that is largely unrecognized and underserved.

Telamon Corporation provides programs under the Workforce Innovation and Opportunity Act (WIOA), now known as the National Farmworker Jobs Program (NFJP). This program assists migrant and seasonal farmworkers with emergency needs (i.e. food, shelter, and transportation), community referrals, job training, and employment services. Today the NFJP program in Michigan serves farmworkers in six locations that include Traverse City, Hart, Sparta, Holland, Paw Paw and Lansing.

Telamon will assist in the recruitment process for HEP candidates and provide support services to eligible participants such as housing assistance monies and food and gas vouchers. Upon successful completion of the HEP program, Telamon may provide additional services such as job placement assistance; on-the-job training and work experience activities and financial assistance for educational expenses including tuition reimbursement and need related payments.

By providing these services in collaboration with WMU, we will establish a stable and secure environment for HEP participants. This holistic approach is very important since the majority of farmworker families stop attending school after the eighth grade. The HEP program will serve as a catalyst out of poverty for many students and provide an opportunity to compete for jobs in the global economy.

Telamon looks forward to collaborating with a university that has the faculty and resources to achieve excellent results. For these reasons, I am pleased to support this HEP grant application and hope that the U.S. Department of Education-Office of Migrant Education, will be able to fund it. Thank you for your consideration.

Sincerely,

(b)(6)

Don Kuchnicki, State Director
Telamon Corporation



PO Box 322
Grand Junction, MI 49056-0322
Phone: 269-434-6791
Fax: 269-434-6997
www.blueberries.com

March 1, 2016

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

Dear Dr. Ramirez:

I am writing this letter in support of Western Michigan University's application to establish a High School Equivalency Program (HEP) for eligible migrant and seasonal farmworkers.

MBG Marketing – The Blueberry People is a producer-owned blueberry marketing cooperative that markets both fresh and value-added processed cultivated blueberries on behalf of a significant number of Michigan growers.

MBG Marketing will:

- Assist in the identification of potential applicants for the High School Equivalency Program
- Collaborate on discussing training and educational needs of farmworkers to obtain upgraded employment in agricultural operations within the blueberry industry

Our office is in full support of the HEP Project. Please contact me if I can provide any additional information.

Sincerely,

(b)(6)

Lorrie Ford Merker
V.P. - Grower Relations and Cooperative Affairs
MBG Marketing

Macatawa Resource Center

March 4, 2016

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

Dear Dr. Ramirez:

I am pleased to provide this letter of commitment in support of Western Michigan University's Division of Multicultural Affairs application for a High School Equivalency Program (HEP) grant, funded by the U.S. Department of Education, Office of Migrant Education.

The Macatawa Resource Center, located in Holland MI. Ottawa County is a center which houses 14 non-profits. We provide an array of human services. Examples of services provided at our facility; legal services for immigrants, community gardening, mulit-cultural education, a food pantry. We also have two churches. Our goal is to collaborate and meet the different needs of our clients. Another of our goals is to empower non-profits and other organizations providing services to our community. We have many more services and our center can also serve as a resource for students.

Macatawa Resource Center is committing to:

- Serving as a potential site for instruction for WMU-HEP participants
- Use of common areas for activities
- Serve as a community resource for other services
- Distribute program information to potential participants

Western Michigan University is in full support of and committed to the WMU-HEP Project. Please contact me if I can provide any additional information.

(b)(6)

(b)(6)

Leroy Hernandez
Executive Director
Macatawa Resource Center
665 136th. # 70
Holland, MI49424
616.312.7953
501-C3 # 38-3543193

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1386007327A1

DATE:04/02/2013

ORGANIZATION:

Western Michigan University
 1903 W. Michigan Avenue
 3080 Admin. Bldg, MST 5203
 Kalamazoo, MI 49008-

FILING REF.: The preceding
 agreement was dated
 02/04/2013

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2009	06/30/2013	49.00	On Campus	Orgn. Research & Inst.
PRED.	07/01/2013	06/30/2015	50.00	On Campus	Orgn. Research & Inst
PRED.	07/01/2015	06/30/2017	51.00	On Campus	Orgn. Research & Inst.
PRED.	07/01/2013	06/30/2017	24.00	On Campus	Other Sponsored Act.
PRED.	07/01/2013	06/30/2017	24.00	Off Campus	All Programs
PROV.	07/01/2017	Until Amended		"Use same rates and conditions as cited for FYE 06/30/17."	

*BASE

ORGANIZATION: Western Michigan University

AGREEMENT DATE: 4/2/2013

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

ORGANIZATION: Western Michigan University

AGREEMENT DATE: 4/2/2013

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES

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

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

Equipment Definition -

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

FRINGE BENEFITS:

FICA
Retirement
Disability Insurance
Worker's Compensation
Life Insurance
Health Insurance
Tuition Remission
Dental Insurance
Unemployment Insurance
Employee Assistance Program
Wellness Program

Applicability of Rates: Western Michigan University School of Medicine
(EIN:45-4135256).

This Rate Agreement is being issued to add the Other Sponsored Activities F&A rate of 24.0% and to add Disability Insurance to the list of fringe benefits.

ORGANIZATION: Western Michigan University

AGREEMENT DATE: 4/2/2013

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

Western Michigan University

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

Jan Van Der Kley

(NAME)

Treasurer

(TITLE)

4-11-13

(DATE)

Arif Karim

(NAME)

Director, Division of Cost Allocation

(TITLE)

4/2/2013

(DATE) 5062

HHS REPRESENTATIVE: Theodore Foster

Telephone: (214) 767-3261

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Part 5: WMU-HEP Budget Narrative

The project budget was developed within the federal regulations to effectively support the project, and will make adequate use of resources to successfully obtain the goals and objectives of WMU-HEP. The budget presented is extremely efficient in providing students quality experiences that will aid them in their goals of successfully completing their GED.

The detailed budget and budget narrative for all five-project years (2016-2021) will be presented simultaneously to avoid repetition. The narrative portions **follow** the budget sections.

1. PERSONNEL	2016-17 Budget	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-21 Budget	Total
Associate Director, (Grade F) 1.0 FTE	48,000	48,960	49,939	50,938	51,957	249,794
Coordinator HEP Outreach and Recruitment, (Grade D) 1.0 FTE	36,000	36,720	37,454	38,203	38,968	187,345
Administrative Assistant I, (Grade C) .5 FTE	16,120	16,442	16,771	17,107	17,449	83,889
4 Part-time instructors, (4 instructors x \$25.00/hr. x 16 hrs. x 36 wks.)	57,600	57,600	57,600	57,600	57,600	288,000
4 Part-time Child Care Activities Coordinators, (4 coordinators x \$13.00/hr. x 16 hrs. x 36 wks.)	29,952	29,952	29,952	29,952	29,952	149,760
3 Part-time Tutors, (3 tutors x \$13.00/hr. x 16 hrs. x 36 wks.)	22,464	22,464	22,464	22,464	22,464	112,320
Subtotal 1	210,136	212,138	214,181	216,264	218,389	1,071,109
2. FRINGE						
Associate Director 1.0 FTE (.499, .508, .517, .526, .535)	23,952	24,872	25,819	26,793	27,797	129,232
Coordinator HEP Outreach and Recruitment, 1.0 FTE (.499, .508, .517, .526, .535)	17,964	18,654	19,364	20,095	20,848	96,924

Administrative Assistant I, .5 FTE (.499, .508, .517, .526, .535)	8,044	8,353	8,671	8,998	9,335	43,401
4 Part-time instructors FICA only @ 7.65%	4,406	4,406	4,406	4,406	4,406	22,032
4 Part-time Child Care Activities Coordinators FICA only @ 7.65%	2,291	2,291	2,291	2,291	2,291	11,457
3 Part-time Tutors FICA only @ 7.65%	1,718	1,718	1,718	1,718	1,718	8,592
Subtotal 2	58,376	60,294	62,269	64,303	66,396	311,639
TOTAL SALARIES, WAGES AND FRINGE BENEFITS	268,512	272,433	276,450	280,567	284,785	1,382,747

Personnel and Fringe: The budget request is reasonable to support two full time positions at 100%, one at 50%, year round, and (4) part-time instructors, 4 part-time child care activities coordinators and 3 part-time tutors for nine months out of the year. The salaries requested are commensurate with the institutional salary schedules.

3. TRAVEL	2016-17 Budget	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-21 Budget	Total
DOMESTIC/INTERNATIONAL						
Domestic Air - Department of Ed. Training						
Airfare for 1 staff	700	700	700	700	700	3,500
Hotel (\$180/night x 3 nights x 1 staff)	540	540	540	540	540	2,700
WMU Per Diem (\$51/day x 3 days x 1 staff)	153	153	153	153	153	765
Conference Registration	110	110	110	110	110	550
Ground Transportation	75	75	75	75	75	375
Domestic Air-HEP/CAMP Conference						0
Airfare (\$550/flight x 3 staff)	1650	1650	1650	1650	1650	8,250
Hotel (\$120/night x 4 nights x 3 staff)	1440	1440	1440	1440	1440	7,200

WMU Per Diem (\$64/day x 5 days x 3 staff)	960	960	960	960	960	4,800
Conference Registration (\$250 conference fee x 3 staff plus \$85 pre- conference fee x 3 staff)	1005	1005	1005	1005	1005	5,025
Ground Transportation	300	300	300	300	300	1,500
Ground - Recruitment						
Car Rental (\$45/rental x 5 days/wk x 12 mo.)	10800	10800	10800	10800	10800	54,000
Subtotal 3	17,733	17,733	17,733	17,733	17,733	88,665

Travel: Costs have been calculated upon domestic coach airfare, conference level rates for accommodations and city per diem rates. Travel includes out-of-state travel for staff training and professional development as well as ground travel for recruitment of WMU-HEP participants.

4. EQUIPMENT (\$5K+ PER UNIT)	2016-17 Budget	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-21 Budget	Total
Polycom Video conference equipment (\$5000 ea. x 3 centers)	15,000	15,000	15,000	15,000	15,000	75,000
Subtotal 4	15,000	15,000	15,000	15,000	15,000	75,000

Equipment: Polycom video conference equipment required at 3 out of the 4 site centers to have teleconference capabilities.

5. SUPPLIES	2016-17 Budget	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-21 Budget	Total
General Office Supplies (\$200/mo. x 12mo.)	2,400	2,400	2,400	2,400	2,400	12,000
Desktop Computers (\$1,300/computer x 2 computers)	2,600	0	0	0	0	2,600
Laptop (\$950/laptop x 4 laptops for 1st yr)	3,800	0	0	0	0	3,800
Tablet	1,200	0	0	0	0	1,200
Printing/duplicating	1,500	1,500	1,500	1,500	1,500	7,500

Calculators (\$100/calculator x 50 calculators)	5,000	0	0	0	0	5,000
Childcare classroom materials and supplies (\$500/session x 3 sessions x 4 centers)	6,000	6,000	6,000	6,000	6,000	30,000
Instructional Supplies (\$100/session x 3 sessions x 4 centers)	1,200	1,200	1,200	1,200	1,200	6,000
Mobile computer lab						
Projector (\$700 ea. x 3 centers)	2,100					
Laptops (\$700 x 10/per site x 3 centers)	21,000					
Subtotal 5	46,800	11,100	11,100	11,100	11,100	91,200

Supplies: Budget request for supplies include basic items to operate an office effectively and efficiently. Duplicating and printing costs will cover handouts and program promotional materials. First year figures reflect desktops, laptops, projectors and a tablet for the initial establishment of the WMU-HEP office and mobile computer centers.

6. Contractual	2016-17 Budget	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-21 Budget	Total
Independent Evaluation	0	5,000	0	5,000	0	10,000
Subtotal 6	0	5,000	0	5,000	0	10,000

Contractual: Budget request is an evaluator to assess and evaluate the program goals, program objectives, if student's needs are being met and feedback from all stakeholders. Evaluations will be completed during year two and four.

8. Other	2016-17 Budget	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-21 Budget	Total
Career Exploration Visits						
Van Rental (\$51/van x 2 vans x 2 trips x 4 centers)	816	816	816	816	816	4,080

Meals (\$23/person x 50 people x 2 trips x 4 centers)	9,200	9,200	9,200	9,200	9,200	46,000
Cultural/Social Activities (\$50 x 100)	5,000	5,000	5,000	5,000	5,000	25,000
Postage	500	500	500	500	500	2,500
Telephone (\$150/mo. x 12 mo.)	1,800	1,800	1,800	1,800	1,800	9,000
Cell phone for recruiter (\$100/mo. x 12mo.)	1,200	1,200	1,200	1,200	1,200	6,000
Internet Support Assistance (\$124.90 x 12 mo. x 3 centers)	4,496	4,496	4,496	4,496	4,496	22,482
Facility Rentals (\$500/mo. x 9 mo. x 2 centers)	9,000	9,000	9,000	9,000	9,000	45,000
End of Session Ceremony (\$750/event x 3 sessions x 4 centers)	9,000	9,000	9,000	9,000	9,000	45,000
Subtotal 8	41,012	41,012	41,012	41,012	41,012	205,062

Other: Requested funds include postage, telephone, cell phone for recruiter, and internet support for 3 centers. As well as career exploration visits, cultural/social activities and end of session program celebrations for participants. Space rental for two centers is also included.

	2016-17 Budget	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-21 Budget	Total
TOTAL DIRECT COSTS	389,058	362,278	361,296	370,412	369,630	1,852,674
F&A (8%)	31,125	28,982	28,904	29,633	29,570	148,214
TOTAL DIRECT AND INDIRECT COSTS	420,182	391,260	390,199	400,045	399,201	2,000,888

Total Direct Cost: The total direct cost for the five-year program is outlined above.

Total Indirect Cost: The total indirect cost is based on the 8% rate (this is less than the negotiated 49% rate at WMU, as required by the US Department of Education for the HEP program). Participant training stipends and costs are exempt from indirect costs.

9. TRAINING STIPENDS	2016-17 Budget	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-21 Budget	Total
Stipends (50 students x \$500)	25,000	25,000	25,000	25,000	25,000	125,000
GED Test Fee (\$150/test (4 modules) x 50 students)	7,500	7,500	7,500	7,500	7,500	37,500
GED Test Retake Fee (\$20/module x 100 modules)	2,000	2,000	2,000	2,000	2,000	10,000
TABE Assessment (\$18.50/assessment x 200 assessments)	3,700	3,700	3,700	3,700	3,700	18,500
ACT-KeyTrain Assessment (\$75/assessment x 50 assessments)	3,750	3,750	3,750	3,750	3,750	18,750
Assessment and Manuals scoring materials	500	500	500	500	500	2,500
Student Support						0
Gas Cards (\$150 x 50 students)	7500	7500	7500	7500	7500	37,500
Subtotal 9	49,950	49,950	49,950	49,950	49,950	249,750

Training and Stipends: Students will be provided with a \$500 stipend once successfully completing all GED modules successfully and gas cards will be provided to support in student transportation cost. Assessment materials and testing fees are also included.

	2016-17 Budget	2017-18 Budget	2018-19 Budget	2019-20 Budget	2020-21 Budget	Total
TOTAL AMOUNT OF THIS REQUEST	470,132	441,210	440,149	449,995	449,151	2,250,638

Yearly Project Costs: The total project costs for each year are listed above.

Total Project Costs: The total project cost for five years equal: **\$2,250,638**

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Diana		Hernandez	

Address:

Street1:	1903 W. Michigan Ave.
Street2:	
City:	Kalamazoo
County:	
State:	MI: Michigan
Zip Code:	49008-5233
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
269-387-4429	

Email Address:

diana.hernandez@wmich.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

--

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

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

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

Name of Institution/Organization

Western Michigan University

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	210,136.00	212,138.00	214,181.00	216,264.00	218,389.00	1,071,108.00
2. Fringe Benefits	58,376.00	60,294.00	62,269.00	64,303.00	66,396.00	311,638.00
3. Travel	17,733.00	17,733.00	17,733.00	17,733.00	17,733.00	88,665.00
4. Equipment	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00	75,000.00
5. Supplies	46,800.00	11,100.00	11,100.00	11,100.00	11,100.00	91,200.00
6. Contractual	0.00	5,000.00	0.00	5,000.00	0.00	10,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	41,012.00	41,012.00	41,012.00	41,012.00	41,012.00	205,060.00
9. Total Direct Costs (lines 1-8)	389,057.00	362,277.00	361,295.00	370,412.00	369,630.00	1,852,671.00
10. Indirect Costs*	31,125.00	28,982.00	28,904.00	29,633.00	29,570.00	148,214.00
11. Training Stipends	49,950.00	49,950.00	49,950.00	49,950.00	49,950.00	249,750.00
12. Total Costs (lines 9-11)	470,132.00	441,209.00	440,149.00	449,995.00	449,150.00	2,250,635.00

***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: 06/30/2017 (mm/dd/yyyy)

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

The Indirect Cost Rate is 51.00%.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.

PR/Award # S141A160019

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524