

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 # S141A160020

Grants.gov Tracking#: GRANT12113464

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 type="checkbox"/> New <input checked="" type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="03/07/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="S141A060003"/>
--	---

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="Fort Scott Community College"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="48-0723448"/>	* c. Organizational DUNS: <input type="text" value="0679563340000"/>

d. Address:

* Street1: <input type="text" value="2108 South Horton"/>
Street2: <input type="text"/>
* City: <input type="text" value="Fort Scott"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="KS: Kansas"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="66701-3141"/>

e. Organizational Unit:

Department Name: <input type="text" value="Student Services"/>	Division Name: <input type="text" value="HEP"/>
---	--

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="Kimberly"/>
Middle Name: <input type="text" value="M."/>	
* Last Name: <input type="text" value="Severance"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Tri-State HEP Director"/>
--

Organizational Affiliation: <input type="text" value="Fort Scott Community College"/>
--

* Telephone Number: <input type="text" value="620-223-2700, ext. 7600"/>	Fax Number: <input type="text" value="620-223-4927"/>
--	---

* Email: <input type="text" value="kims@fortscott.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:**

Tri-State HEP

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="466,453.00"/>
* 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="466,453.00"/>

*** 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>Kimberly Severance</p>	<p>TITLE</p> <p>Director of Business Operations</p>
<p>APPLICANT ORGANIZATION</p> <p>Fort Scott Community College</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: Fort Scott Community College * Street 1: 2108 South Horton Street 2: _____ * City: Fort Scott State: KS: Kansas Zip: 66701-3141 Congressional District, if known: KS-02		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education, OME	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: Kimberly Severance * Name: Prefix _____ * First Name Mindy Middle Name _____ * Last Name Russell Suffix _____ Title: Director of Business Operations Telephone No.: 620.223.2700 Date: 03/07/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S141A160020

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA_427.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA, Section 427 (General Education Provisions Act)

FSCC practices nondiscriminatory hiring and admissions policies. The following strategies ensure equitable access to, and participation in all components of the Tri-State HEP project for students, instructors, staff, administrators and others with special needs. The Dean for Student Services and the Dean of Instruction at FSCC will oversee GEPA provisions and expand the strategies as needed.

Potential Barriers	Strategies to Ensure Equitable Access and Participation
Gender	<ul style="list-style-type: none"> • Many FSCC students are single-parents, predominantly female. Pilot projects will be made available when single parents can utilize the services • Special efforts will be made to encourage participation in programs that are non-traditional for the students' gender. Example: men in nursing; women in science
Race	<ul style="list-style-type: none"> • Pilot projects, Tri-State HEP hiring policies, and evaluation strategies will encourage full participation by underrepresented populations.
National Origin	<ul style="list-style-type: none"> • Individuals with limited English proficiency and/or diverse cultural heritages may have difficulty understanding Tri-State HEP project purposes and objectives. In addition to the use of multi-lingual materials as needed, FSCC will encourage hiring and selection processes that ensure diversity.
Color	<ul style="list-style-type: none"> • Hiring and selection process will be designed to encourage persons of color to apply for employment and participate fully in all programs at FSCC including Tri-State HEP activities • All college materials distributed internally and externally demonstrate diversity.
Disability	<ul style="list-style-type: none"> • Persons with disabilities are not a homogenous group. Individual needs will differ and the extent of accommodations are widely diverse. All pilot activities will be placed in fully accessible locations. Specific accommodations will be provided for faculty and staff with disabilities. For example, persons with limited vision may require special computer screens and persons utilizing wheelchairs for mobility may require relocation of office space or construction of ramps for mobility
Age	<ul style="list-style-type: none"> • Non-traditional students are an integral part of FSCC's population. They often have been out of an academic setting for a while and require refresher or remedial classes to be successful. They may require specific advising and retention strategies that accommodate their work and family responsibilities. These students will receive assistance in preparing schedules and participating in advising opportunities to ensure success and retention.

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

Fort Scott Community College

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

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

Fort Scott Community College (**FSCC**), Fort Scott, Kansas, in partnership with the State Departments of Education of Kansas, Arkansas, and Oklahoma; agribusiness partners; two state Parent Advisory Councils and with the support of **Tri-State HEP (TSH)** and numerous other state and local agencies, is seeking funding through the High School Equivalency Migrant Program (HEP) funded by Office of Migrant Education (OME).

Using the most recent data and primary sources, there is compelling evidence that a **strong need** for **TSH** and the services it provides remains. There are still many more un-served eligible migrant youth and adults to be served in the tri-state area; who without **TSH** are invisible to high school completion programs.

TSH will implement the program through a commuter satellite site approach at eight locations where there is a high density of migrants across the tri-states area. The sites chosen are sites chosen are: Dodge City and Liberal, KS; Guymon, OK; and Russellville and Clarksville, AR. Three of the locations have two sites.

The **goal** of **TSH** is: to provide high quality instruction and support services to 90 eligible migrant youth and adults annually to prepare them to complete the requirements for the High School Equivalency Degree, to enter postsecondary education, or up-graded careers, or placement in the military. **Three objectives** and the resulting outcomes are designed to accomplish this goal. The **objectives** include **TSH** will: 1) increase the number of migrant students who successfully complete the HSE; 2) increase the number of students accessing support services each year; 3) increase the number of graduates who enter post-secondary education, up-graded careers, or the military. The OME GPRA targets are included in the objectives. Activities are designed to achieve objectives.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Tri-State HEP High School Equivalency Program



Application for Federal Education Assistance

July 1, 2016
to
June 30, 2021



2108 S. Horton Street
Fort Scott, KS 66701
www.fortscott.edu

TRI-STATE HIGH SCHOOL EQUIVALENCY PROGRAM

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Part III: Project Abstract

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Application Narrative

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Part V: Budget Narrative

Part VI: Other Attachments Form

Part VII: Assurances and Certifications

1. NEED FOR AND SIGNIFICANCE OF PROJECT

(i) **Magnitude of the need** - Fort Scott Community College (FSCC), in partnership with the State Departments of Migrant Education in Kansas, Arkansas, and Oklahoma; agribusinesses (Seaboard Farms (KS & OK), Tyson Foods (AR), National Beef (KS), Petit Jean Poultry (AR), and Hitch Pork (OK); two state parent advisory councils; and numerous other state and local agencies is seeking funding of the Tri-State High School Equivalency Program (**TSH**) through the U.S. Department of Education, Office of Migrant Education.

Using the most recent data from the U.S. Census Bureau (2010), the White House Initiative on Educational Excellence for Hispanic Americans (2015), data from each state Department of Education (2015), the U.S. Department of Education: Dropout Rates in the U.S. (2014), and experience and knowledge gained from the successful **TSH** project now in its fifteenth year, the **needs** of migrant workers and their families are **severe, persistent**, and without **TSH** would not be answered. **TSH** is the only program that provides an avenue for High School Equivalence (HSE) taught in Spanish in our coverage area. Many of the eligible students for the HEP program are **functionally denied access** to HSE programs because of language barriers.

The Bureau of Labor Statistics (2014) reports that the median hourly wage for an agricultural laborer is \$9.37, with an annual wage below federal poverty level. U.S. Census (2010) reports the poverty level for 2015 is set at \$12,331 for one person and \$24,036 for a family of four. U.S. Department of Labor (2005) reports that 75% of agricultural workers come from Mexico, with a mean age of 33, married, with two children. If the migrant worker were able to find temporary or seasonal employment for half the days of the year, the salary would be \$9,417. Many migrant families live on one wage far below the established federal poverty level in the United States.

State databases show that over 13,441 migrant students were identified in the three partner states. **TSH** has worked with **Solutions for Out-Of-School Youth (SOSY) Consortium** to determine the number of OSY without secondary degrees in the tri-state area; data shows there are more than 3,090 OSY without an HSE. Of that number approximately 40% of the students identified in first grade leave H.S. without a diploma or equivalency. State migrant enrollment data shows that the exodus from school in significant numbers begins in the ninth grade and continues to grow in the remaining high school years. While **TSH** has made great progress over the last funding cycle by assisting 212 migrant youth/adults complete their HSE, **the data shows that need across the tri-state area is still pervasive.**

The data provided in **Exhibit 1** summarizes the needs indicated across the tri-state area. The candidates are born into families without entitlements to: minimum wage, overtime pay, health benefits, unemployment or worker’s compensation benefits, and in many cases without the right to have a driver’s license, vote, or have a permanent home. The high mobility of the migrant lifestyle has so frequently interrupted school years that educational gaps developed and continued until dropping out was the only functional option. Close to 40 percent of the migrant students in the tri-state area score below proficient in Language Arts and Math.

Exhibit 1 - Indicators of Need for the Tri-State HEP Project

Need Indicator	KS	AR	OK	US
Children below Federal poverty level	29%	26%	22%	22%
Families below poverty level, with children under 18	16%	25%	21%	20%
Single female adult households below poverty level	15%	41%	38%	36%
Percent of Migrant families earning less than \$ 10,000	40%	55%	59%	52%
Hispanic Families below poverty level	24%	29%	29%	22%
Hispanics where English is not spoken at home	66%	65%	76%	76%
Migrant students not meeting State standards	63%	76%	NA	NA
State Rank for teen births (10-17)	33	49	32	12

Migrant students in the tri-state area require additional services to overcome the formidable barriers to finishing secondary programs such as a lack of English proficiency, inconsistent K-12 schooling, low and inconsistent academic performance, first generation high school graduate, no educated family role models, and multi-generational poverty. Services offered by **TSH** can ameliorate many of these barriers. HEP programs are often the only source of assistance that understand the barriers unique to migrant life. The **TSH** program design is based on the need indicators identified in **Exhibit 1**. The most appropriate service delivery model for **TSH** is a system of satellite sites across the tri-state area covering 205,416 square miles.

(ii) Extent to which TSH will focus on and serve eligible candidates - TSH is designed to address the identified need indicators (**Exhibit 1**). Each element of **TSH** design is based on strong theory proven to be effective in assisting migrant students to address and overcome the barriers to completing a HSE. The priority for **TSH** will be those eligible students most in need of financial, academic, and other types of support without which the student would not be able to obtain a HSE. The strategies utilized to identify this type of student include an extensive identification and recruitment (ID&R) plan that includes: 1) increasing awareness of **TSH** and its benefits through newspapers and radio, television advertisements, and flyers placed in agribusiness, Hispanic markets, churches, food banks, and local agencies that serve migrants throughout the tri-state area and 2) contact with state MEPs, school districts, and other local and state agencies.

Due to the large, rural geographic area **TSH** serves, the most effective service delivery approach is a system of satellite sites throughout the three states. The sites chosen are: Dodge City and Liberal, Kansas; Guymon, Oklahoma; and Russellville and Clarksville, Arkansas. This

type of service delivery model allows participants to stay where they live, continue to earn an income, and commute to classes to complete a secondary degree.

(iii) How TSH will address weaknesses in services, infrastructure, or opportunities - The planning group, including the evaluator, surveyed the area to identify the weaknesses and gaps in services across the tri-state area that exist for the eligible youth or adult that has left school without a diploma or equivalent. The gaps in service and infrastructure are many, while the services are few, especially for those individuals who are not proficient in English.

The HEP program is officially authorized to provide an array of services; however, these are not adequate to provide the needed full continuum of services needed by the migrant youth or adult. Additional services must be obtained that are outside the scope of **TSH**. Network partners have been established to provide services that can complete the continuum when necessary. **TSH** has an extensive network of partners across the three states. These partnerships are tested and true pathways of coordination and collaboration between **TSH**, agri-businesses, tri-state SEAs, school districts, and state and local organizations and agencies, maximizing scarce resources available for migrant students.

(iv) Magnitude of results or outcomes likely to be attained - **TSH** is founded firmly on theory supported by research effective in bringing about social change. **TSH** itself has demonstrated the effectiveness of its design and the magnitude of its outcomes in the last funding cycle. Seventy-one percent of students served completed HSE exam, which is **higher than the OME national target**.

2. QUALITY OF PROJECT DESIGN

(i) Goals, objectives, and outcomes – The project design is grounded in **theory** and guiding **assumptions** from which the **goals** of **TSH** evolve. **TSH's** goals, objectives, and outcomes were

designed in response to the identified needs (**Exhibit 1**). The project’s primary **goal** is to provide high quality instruction and support services to 90 eligible migrant youth and adults to prepare them to complete the requirements for HSE to enter postsecondary education, upgraded career or placement in the military.

The planning committee, including the evaluator, then examined the obstacles/barriers that prohibited the target population from completing an HSE. Information was gathered from research as well as from sources within the tri-state area. Three objectives, based on the needs in **Exhibit 1**, were developed as preconditions for the achievement of the **TSH** goal. The service components form a causal bridge between the identified needs, objectives, and activities. The effective activities are designed to meet the objectives and produce the intended outcomes. Each step of the design has a causal relationship to the next step. **Exhibit 2** moves the design forward as it shows that the achievement of the objectives through planned activities is a precondition for the outcomes.

Exhibit 2 – Tri-State HEP Objectives and Outcomes

Goal: To provide high quality instruction and support services annually to 90 (450 total) eligible migrant youth and adults to prepare them to complete the requirements for HSE to enter postsecondary education, upgraded career or placement in the military.
Project Objectives and Outcomes
<i>Obj. 1: TSH will increase the number of migrant students who successfully complete HSE.</i>
<i>Outcomes:</i>
Each year, at least 90 students will be identified, enrolled and served through TSH .
100% of TSH students will be chosen by student application, Selection Matrix, and project assessments for acceptance.
100% of students will have completed Individual learning plan (ILPs).
Each year, at least 85% of the students surveyed will indicate satisfaction with the project services to overcome obstacles to earning an HSE.
Each year, 75% of those students taking the exam will earn an HSE.
<i>Obj. 2: TSH will increase the number of students accessing support services each year.</i>
<i>Outcomes:</i>
85% of students will access support services identified in their ILP.
90% of the students will be matched to a mentor with shared interest.
50% of students will receive health, dental, and vision screening to identify health needs.
50% of the treatments identified in the screening will be addressed.

95% of students will receive follow-up services.
100% of project staff will receive 20 hours of in-service identified in their staff development plan (SDP).
<i>Obj. 3: - TSH will increase the number of HEP graduates who enter post-secondary education, up-graded careers, or the military.</i>
<i>Outcomes:</i>
100% of students will receive information on and exploration of post-secondary careers.
80% of students will receive assistance completing financial aid application for post-secondary enrollment.
80% of graduates will enter post-secondary education, up-graded career positions, or military.
90% of students will indicate satisfaction with the assistance received from TSH in exploring post-secondary options.

(ii) Project design will address the identified needs - The identified needs of the target population provide the foundation of **TSH** project design. The project design is composed of components that contain activities, services, and processes that specifically address the identified needs (**Exhibit 1**) of the target population. The aligned needs, components, activities, outcomes, and the causal relationships assist **TSH** participants in developing the necessary skills, knowledge, and behaviors to achieve the objectives and outcomes of each component.

TSH has designed its program components (**Exhibit 3**) to address the unmet needs and obstacles that prohibit this population from completing secondary degrees and training.

Exhibit 3: TSH Components Designed to Meet Identified Needs

Identified Need	Outreach and Recruitment Plan (ID&R)
3,090 identified OSY migrant youth in the tri-state area without secondary diplomas.	The ID&R plan is a foundational component to achieving our goal. It is implemented by the project recruiters, supported by MEP recruiters and strengthened by the project partners and agri-business employers. Recruitment priorities are eligible candidates who are most in need of the academic and financial support. Printed materials in the potential candidates' native language explaining the program, its benefits, and requirements will be provided to the potential candidate and his or her family. Social media will also be used to recruit priority students.
Identified Need	Screening and Acceptance
40% of migrant students below proficiency in Language Arts and Math	Each candidate will complete a full assessment to provide a realistic picture of the individual's skills, career aptitude, depth of commitment, and ability to focus on the program at this point in his or her life. Candidates will be rated on the Student Selection Matrix. Assessment is the basis for development of the student's Individual Learning Plan (ILP).

Identified Need	Individualized Learning Plans (ILPs)
Learning to plan achievement by setting goals High mobility and interrupted schooling Inconsistent academic and language skill level	TSH students will jointly develop an ILP with project staff and a family member, if appropriate, to identify academic, career, and social objectives and outcomes during their course of study. The ILP directs the student's course of study with timelines and resources that are needed to successfully complete the program. The ILP identifies support services that are required to overcome the obstacles to completing their HSE. The ILP allows the project to identify network partners that may assist in providing support services that are outside the scope of the project. The ILP will be reviewed and modified quarterly by student and staff or as needed.
Identified Need	Financial Aid
51% of migrant families live below the poverty line	TSH provides all of the costs for the class, books, and major supplies. Students may earn stipends to cover incidental program costs, transportation, and childcare. Each student can earn a stipend of up to \$200 if project criteria are met.
Identified Need	High Quality Curriculum and Academic Program
Low graduation rate; Hispanic dropout rate highest of any ethnic group	The core academic components include basic skills review, HSE prep classes, and tutoring. The project entry level is 8th grade on the TABE. If the candidate scores below the entry level standard, students are referred to Adult Basic Education programs to build skills necessary to enter TSH . HSE classes are scheduled to accommodate student's work.
Low English proficiency	Over 90% of the TSH students in the past four years have taken instruction and HSE in Spanish because they were not proficient in English. This limits success in higher education, job up-grades, and military access. TSH provides Rosetta Stone access or students are referred for ESL instruction. This strategy extends the learning day.
Tutoring and skill building instruction	Academic tutoring is a necessity to most TSH students and is offered at times that accommodate students' work and class schedules. Deficit areas are identified in the initial assessment, as well as during daily class time.
Limited exposure to technology	Basic computer instruction and computer labs (Internet and e-mail services) will be available daily. This increases the instructional day and allows the student to seek out supplemental areas of study. This strategy was the result of collaboration with the (SOSY) Consortium.
Identified Need	Supportive Services
Limited role models to support educational goals	TSH has found the mentoring strategy very powerful for HEP students. TSH has hired .25 FTE mentors to be located at each site/region. This person many times has the first and most sustaining relationship with the HEP students. The goal is that the mentors will meet with the participant on a weekly basis to build and sustain a post-secondary relationship.
Life adjustment issues	Each student will have the opportunity to receive academic, personal and career counseling to assist the students in adjusting to school, work, and social situations, as well as developing reasonable life and career goals. Students with more severe needs may be referred to partner agencies.

Identified Need	Supportive Services
Health, dental, and vision services	Health services will be provided through collaboration with network partners. Each student will have the opportunity to receive a health, vision, and dental screening identifying any treatment needs that may serve as obstacles to the successful completion of HEP program. Recommended treatments will be pursued with partner resources.
Cultural activities	TSH will provide students with opportunities to participate in activities that enhance group, community, and cultural unity such as musicals, theater productions, local festivals, museums, and traveling exhibits.
Postsecondary educational transition	TSH staff will assist students in transitioning to post-secondary educational, vocational, technical, or military programs. Staff will assist with application completion, financial aid pursuit, and job interviewing process. Students are given the opportunity to build job search skills including identifying resources for vacancies, completing applications, and interviewing. Trips to post-secondary sites can be arranged.
Follow-up services	After students complete the program, staff will provide placement follow-up services to offer continued support in the student's transition.

(iii) Linkages with community, state, and federal agencies - Services and resources are extremely scarce in rural settings in the Midwest. **Exhibit 4** has clearly delineated an agreed upon role for each collaborating partner that addresses the identified needs (**Exhibit 1**) of migrant workers and their families in the tri-state area. **TSH** partners were chosen specifically to extend the project's continuum of services. Each of the partners listed in **Exhibit 4** meets the criteria of cooperation as required by Section 418A(d).

Exhibit 4 - Coordination Activities with Other Resources

Obj. 1: TSH will increase the number of migrant students who successfully complete HSE.
<ul style="list-style-type: none"> - FSCC will provide project oversight, support staff, resources, and facilities, technology, office space, IT services, and cultural activities. - MEPs in partner's states will provide ID&R, training, and summer educational activities. - State Migrant Directors will support ID&R activities and provide resources. - Formal networking through an inter-agency coordination of local health, social, and legal agencies will support ID&R TSH candidates. - Collaboration with agribusinesses will assist with ID&R efforts. - Collaboration with Tri-State CAMP at FSCC sharing network/partner relationships.
Obj. 2: TSH will increase the number of students accessing support services each year.
<ul style="list-style-type: none"> - FSCC and satellite sites will provide assistance securing financial aid and extra-curricular/cultural activities/local arts programs. - Partner MEPs in KS, AR, and OK will provide program dissemination, past student information, and survey information.

- FSCC and network partners in the health field will strive to develop a continuum of health, dental, and vision services.

Obj. 3: TSH will increase the number of HEP graduates who enter post-secondary education, up-graded careers, or the military.

- **FSCC/TSH** staff will assist in acquiring continued financial aid, course selection, tutoring.
- **TSH** staff and cooperative colleges/universities will assist in exploration of post-secondary educational and vocational programs to support student interests.

(iv) Extent the project will increase efficiency - Prior to the existence of **TSH**, established in 2001, there were no resources for high school age migrants in AR, OK or in KS. Based on data from the three states, approximately 40 percent of migrant students leave high school without a diploma or equivalent. Since **TSH** began to provide instruction in Spanish and there have been graduates of the program, other migrant youth and adults see **TSH** as a realistic pathway to secondary graduation. Many of our students see education as a way to escape the migrant stream.

Given **TSH** is a tri-state program; it increases the efficacy in the use of staff, time, and money because one administrative unit, of 3 FTE, provides the administrative functions for HEP services in all three states. Scarce resources have been leveraged through cooperation between **TSC**, the sites, and community network partners to create an effective, efficient, and successful program for migrant students. A Recruiter/Mentor (.25 FTE) is located in each region and is the only position added at the site level.

(v) Extent the project is supported by strong theory as defined by 34 CF 77.1(c) - Theory is an integral part of **TSH** from the planning stage through the implementation to the evaluation stage. Theory guides the assumptions made, the interventions chosen and, ultimately the path to achieving the goal of the project. The central theory that guides **TSH** and provides a rationale (34 CFR 77.1(c)) for the project design is the **Theory of Change (TOC)**.

The TOC has its roots from the evaluation community as methodologists consider how to apply theory to program evaluation. Carol Weiss was the one to popularize the term (Weiss, 1995). The Center for Theory of Change has been formed to promote quality standards and best practices. The TOC is often used for non-profit projects and government sector projects designed to promote social change.

The TOC is a form of critical theory that requires the inclusion of many perspectives and participants, resulting in clear rationales for why change has occurred or is predicted to change. In the simplest form, the TOC defines first the long-term goal and then maps backwards to identify the necessary preconditions using “if-then” causal relationships.

The TOC advocates the development of a set of assumptions that guide the creation of the interventions, as well as explains the project to stakeholders (Flynn, 2012). The assumptions that guide the development of **TSH** are: 1) Migrant students can meet the same level of rigorous standards as their non-migrant peers; 2) Migrant students can overcome the barriers that functionally deny their access to HSE if support services directed at identified needs are provided; 3) The priority target population are those migrants that are most in need of financial and academic support; 4) Migrant students can complete a secondary education with a HSE and continue in Institution of Higher Education (IHE); 5) Data-driven decision-making improves instructional effectiveness. TOC often utilizes the logic model to graphically illustrate the project design and the relationships between the preconditions.

Exhibit 5 will display the logic model that “fills-in the middle” (Weiss, 1972) between the students’ needs and the project’s long-term goals. Logic models show the progression of inputs, activities, outputs, and outcomes.

Exhibit 5 - Logic Model for the Project Design of Tri-State HEP

<u>Input</u>	<u>Process</u>	<u>Output</u>	<u>Outcomes</u>	<u>Results</u>	<u>Impact</u>	<u>Measured Indicators</u>
<p>Resources Yearly Program Resources of \$ 475,000</p> <p>Financial support</p> <p>Quality staff</p> <p>Support services directed at unique needs</p> <p>Barriers Highly mobile</p> <p>Generational poverty</p> <p>No educated role models</p> <p>Low academic skills</p> <p>Must work to support family</p>	<p>ID&R Plan</p> <p>Screening assessment</p> <p>Student selection matrix</p> <p>ILPs</p> <p>Group Instruction</p> <p>Individual tutoring</p> <p>HSE testing</p> <p>Network partners to extend services</p> <p>Mentoring</p> <p>Counseling</p> <p>Family inclusion</p> <p>Evaluation feedback</p>	<p>Eligible students most in need of academic and financial support enroll</p> <p>Students learn goal setting and success</p> <p>Students gain knowledge/skills</p> <p>Students access needed support services</p> <p>Students achieve the same rigorous standards as non-migrant peers</p> <p>Students are exposed to other cultures</p>	<p>Increased # of migrant youth and adults enroll in HSE receiving instruction in Spanish</p> <p>Increased # of HEP students succeeding in IHE classes</p> <p>Increased English proficiency level</p> <p>Developed behaviors and skills that assist students in IHE or up-graded employment</p> <p>Planned experiences to participate in other cultures</p>	<p>Increased # of migrant students earning HSE</p> <p>Increased # of TSH students entering IHE, up-graded careers and /or military</p> <p>Increased # of migrant students learn to complete applications for financial aid, and IHE enrollment</p> <p>Increased # of migrant students gained skills to: complete job applications, interviews, and communicate in oral and written forms appropriately</p>	<p>Educated Role models</p> <p>School Districts and Community widen expectations for migrant</p> <p>High School, OSY, and Migrant Workers see that it is:</p> <p>1) Possible for migrants to escape the migrant stream</p> <p>2) Possible to upgrade employment</p> <p>3) Possible to earn an IHE degree</p>	<p>1) Increase # of TSH students earning HSE</p> <p>2) 75% of TSH students will earn HSE</p> <p>3) 80% of TSH graduates enter IHE, up-graded employment, or join the military</p> <p>3) Increase English proficiency to increase post-secondary options</p> <p>4) TSH staff and network partners will receive training on unique needs of migrant students</p>

3. QUALITY OF PROJECT SERVICE

TSH and collaborating partners have safeguards in place to ensure equal educational opportunities regardless of gender, race, color, religion, national origin, marital status, age, or disabling condition and have written statements documenting this position. The full description of GEPA Assurances is contained in Form 427(Part7(4)). **TSH** compiles fully with these assurances. **Exhibit 6** displays some of the steps **TSH** has taken to ensure equity.

Exhibit 6 – GEPA (General Education Provisions Act) Assurances

Activator	Measure
TSH Director is responsible to ensure that all potential candidates have equal access	GEPA Declaration: TSH assures equity of access for all students, teachers, administration, and others with special needs, regardless of gender, race, national origin, color, age, or disability. All facilities housing HEP sites oversee accessibility to buildings, rooms, and furniture. Monies are budgeted annually to allow for items, if needed, to assist students with special needs, including special class materials, tutors, Braille books, sign language, computer accessibility, and interpreters.
FSCC H.R. ensures compliance with all national and state equity measures	Title VI of the Civil Rights Act (1964); Title IX of the Education Amendments (1972); Section 504 of the Rehabilitation Act (1973); Age Discrimination Act (1975); IDEA; Americans with Disabilities Act (1990).
TSH Director has implemented project systems to ensure equity	TSH measures include: ID&R Outreach and Recruitment Plan; Student Selection Matrix System; professional development activities; and project evaluation activities.
TSH & FSCC also jointly provide	Project materials printed in English and Spanish; ESL classes; and project staff who speak the student’s language of origin.

(i) Quality, intensity, and duration of professional development - Professional development is integrated into each component to improve project practices and procedures. It is an on-going process, not an event, in which stakeholders participate. **TSH** approaches staff development in the same manner that student ILPs are developed. Each staff member has a Staff Development Plan (SDP), outlining areas targeted for professional and personal growth. **TSH** has integrated systems (**Exhibit 7**) that will assist FSCC and sites to build capacity for serving students.

Exhibit 7 - Professional Development Systems for Staff

<ul style="list-style-type: none"> • Monthly needs-based professional development
<ul style="list-style-type: none"> • Annual professional development event in which staff and partners share successes, barriers to success, and how obstacles were overcome; plan for project improvements based on formative evaluation data and identify ways to maximize resources allocated to the project
<ul style="list-style-type: none"> • Cross-training done by staff and partners on eligibility guidelines and services to be provided between staff of the TSH
<ul style="list-style-type: none"> • Weekly group meetings between the project director and project staff
<ul style="list-style-type: none"> • Develop a handbook for all personnel that will include, among other topics, recruitment and eligibility, job descriptions, area support services, samples of required forms, program goals and objectives, roles of partnering agencies, migrant toll free numbers, etc.
<ul style="list-style-type: none"> • Presence on different types of social media to report TSH news & relevant articles
<ul style="list-style-type: none"> • Quarterly meetings with the evaluator reviewing formative data for program improvement
<ul style="list-style-type: none"> • Annual trainings for network partners and community agencies

(ii) Extent to which services are focused on those with greatest needs - There are several strategies that ensure that **TSH** students with the greatest financial and academic needs are a priority. The ID&R plan includes strategies for identifying priority candidates, which integrates the input of the state directors, collaborating partners, and community agencies. This process includes strategies such as interviews, multiple data sources, financial information, and the Student Selection Matrix.

(iii) Likelihood that services will lead to improvement in employment skills - **Exhibit 8** lists activities implemented to improve skill development and increase the likelihood of employment.

Exhibit 8 - Project Activities to Promote Increased Employability

Project Activity	Skill Development	Employment Advantage
ILP	Goal setting, self-challenge	Career goals
HSE Prep Courses	Increased knowledge	Credentials for postsecondary options
ILP review and advising sessions, tutoring	Improve study skills, remediation of academic skills	Increased self-esteem, responsibility for achievement
Career exploration and exposure	Knowledge of careers options	Job seeking and interview skills, interest aptitude testing
Personal counseling	Coping strategies for new life experiences, interpersonal skills	Strategies for solving problems, decision-making skills
Support services	Knowledge of resources	Social and personal maturity
Weekly mentor mtgs.	Role model relationships	Self-esteem, interpersonal skills

Student org. community service activities	Interpersonal skills, service to community, leadership skills	Workplace social skills and cultural growth
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4. QUALITY OF PROJECT PERSONNEL

TSH will hire **all** personnel using FSCC Equal Opportunity Office guidelines and encourage applicants who are members of traditionally underrepresented groups. Recruitment efforts will focus on hiring staff with backgrounds and experiences complementary to TSH participants.

(i) Qualifications, relevant training, and experience of the project director – Kim Severance, Director, 1.0 FTE, has a Master’s degree in Education, three years’ experience working with the College Assistance Migrant Program as the Academic Coordinator and as Director of TSH; and 20 years teaching experience with low socio-economic population. Her educational experience working with at-risk populations enables her to work more effectively with the migrant population. Ms. Severance comes from a migrant background as her family traveled from Missouri to California for seasonal/migrant farm work. She understands and has empathy for the obstacles the HEP students face. Her duties are outlined in **Exhibit 9**.

(ii) Qualifications, relevant training and experience of key project personnel – In order to attract members of minority groups for all staff positions, TSH adheres to all Equal Opportunities practices. **Hiring criteria include: experience working with migrant and minority populations, bi-lingual individuals with a cultural background similar to migrant populations, and sensitivity/understanding of the unique characteristics and needs of migrant workers.** **Exhibit 9** provides a detailed overview of educational qualifications of **all** project personnel and areas of responsibility. Resumes and job descriptions for key staff positions are found in the Appendix.

Exhibit 9 - Project Staff Qualifications, and Responsibilities

Position	Qualifications	Responsibilities
Director	B.S. required; M.S. preferred; Spanish preferred	Reports to Dean of Finance; hires, supervises, evaluates staff; fiscal management; daily operation; monthly visits with sites; interfaces with site administration and network partners; Advisory Board.
Instructional/ Support Services Coordinator	B.S., Spanish, Experience with non-traditional populations	Reports to Director; regular visits with sites; coordinates academic & support services; interfaces with site staff; chairs ILP meetings; academic advising; collaborates with network partners; coordinates cultural activities.
Recruiter/ Mentor	B.S. preferred; A.A. required; Spanish required	Reports to Director; located at the sites; recruit/ mentors TSH students; collaborates with state and local MEP, agribusiness, and network partners.
Admin. Assistant	A.A. preferred, H.S. Diploma req.	Reports to Director; provide clerical support to project staff; maintain project records and student database.

5. QUALITY OF MANAGEMENT PLAN

(i) Adequacy of the Management Plan - **TSH**'s management plan focuses its human and fiscal resources on the delivery of direct services to eligible migrant youth and adults with the greatest need. The management plan has a top-down/bottom-up structure that supports communication and feedback between project staff, site personnel, network partners, and project participants, leveraging scarce resources and providing a clear path to success.

TSH will be placed within FSCC's management and programmatic organizational structure to facilitate timely decision-making and to maximize internal resources for students. The Director will ensure compliance with federal/state regulations as well as provide the leadership necessary to achieve the project's goals, objectives, and outcomes. The Director will also be responsible for the collaboration with the three state SEAs and MEP directors, local high schools, and network partners. She will chair Advisory Board meetings.

Exhibit 10 presents an overview of the project's management plan and its ability to achieve its benchmark activities designed to achieve project outcomes on time and within budget. Exhibit 10 also includes project activities designed to achieve each of the project's objectives with a

clear delineation of staff responsibilities and reasonable timelines. Based on Year 1 implementation and performance data, modifications will be put in place for Years 2-5 of TSH.

Exhibit 10 – Tri-State HEP Project Objectives and Activities

Project Activities	Timeline (Month)	Person Responsible
Obj. 1: TSH will increase the number of migrant students who successfully complete HSE		
Enroll a minimum of 90 eligible students annually in TSH	1-12	D
Update the outreach and recruitment plan	1,6,8	D/RM
Update HEP information to increase awareness	1-2	D/RM
Collaborate with MEPs & LEAs to identify eligible candidates	3-5	D/RM/ISC
Meet with agribusiness partners to explain project	3-12	D/RM/ISC
Contract services of qualified tutors	1-12	D/ISC
Assess candidates to determine academic and language skills	6,8,12,	ISC/RM
Complete Student Selection Matrix on candidates	6,8,12	D/ISC/RM
Develop ILPs for each student to identify support services needed	1,6, 8	D/ISC/SI
Maintain copies of student records, database, and files	1-12	A
Evaluate the effectiveness of project activities and services	1-12	E
Obj. 2: TSH will increase the number of students accessing support services each year		
Create FSCC systems to pay student fees/books/stipends/testing.	1	D
Establish TSH criteria to earn stipends	1	D
Identify support services needed through ILP process	1-12	D/ISC/RM
Implement all project components to provide services	1-12	D/ISC
Establish partners to extend services beyond the scope of TSH	1-12	D/ISC
Provide TSH students with a full continuum of support services	1-12	D/ISC/RM
Schedule of support services identified on ILP	1-12	ISC
Schedule health, dental, and vision screening	2, 6,10	ISC
Match mentors to students based on interests	1	ISC/RM
Evaluate the effectiveness of project activities	1-12	E
Obj. 3: TSH will increase the number of HEP graduates who enter post-secondary education, up-graded careers, or the military		
Assist students applying for financial aid for post-secondary educational or technical programs	1-12	ISC/RM
Provide career exploration, information, and exposure to post-secondary career opportunities	1-12	ISC/RM
Provide support in completing job applications, interviewing, appropriate work behaviors, dress, and etc.	11-12	ISC
TSH will provide graduates with follow-up services	1	ISC
Students will indicate satisfaction with the assistance of TSH in exploring and securing post-secondary programs, upgraded careers, or joining the military	12	D/S
<i>D= Director, A=Administrative Assistant, ISC= Instructional Support Service Coordinator, RM=Recruiter/Mentor, SI= Site Instructors, S=Student. E=Evaluator</i>		

TSH will use the Fidelity of Implementation Index to measure progress of each project activity, which is too massive for this document. The level of implementation will be rated on a 5-point scale (1=“not yet implemented”, 2=“planning stage”, 3=“initial implementation”, 4=“partial implementation”, and 5=“completed”). The evaluator will discuss the index results with **TSH** staff in quarterly evaluator meetings.

(ii) Procedures for ensuring feedback and improvement - **TSH** procedures ensure feedback, improvement, and communication between **TSH** staff and the evaluator sharing formative and summative data regarding performance and implementation. The **TSH** staff collaborates with network partners to extend the service continuum and ensure continuous project improvement.

The Director will utilize staff meetings, phone calls, e-mails, social media, and an ongoing program evaluation to ensure continuous feedback and improvement (**Exhibit 11**). Weekly meetings will be held to discuss: a) project activities and barriers to successful implementation and performance, b) plan project modifications, and c) allocation of resources. Other examples of procedures for ensuring continuous feedback and improvement include the following: 1) Project Director and ISC will discuss instructional support services weekly; 2) Interstate collaboration with other successful HEP projects that have demonstrated success; 3) Technology-based and ongoing face-to-face access with **TSH** staff by partners, site administration, instructors, and students; and 4) Student performance tracking system that includes assessment data, ILP progress, support services access/use, and academic outcome data.

Exhibit 11 – Procedures for Ensuring Continuous Improvement

Procedure	Result from Continuous Feedback Looping
Weekly project staff meetings	Review fidelity implementation index
Coordination between project staff, sites, partners, school district, &MEPs	Increased effectiveness of ID&R with eligible candidates; accountability for instruction/supports
Director/ISC makes site visits to communicate with site staff/students	Review ILP and increase communication regarding student needs

Coordination between project staff, site faculty, tutors, instructors, and mentors	Increased quality of academic support and student performance
Integrated systematic evaluation	Responsive formative data for project improvement
Annual evaluation report	Data analysis, conclusions & recommendations

(iii) Time commitments are adequate to meet objectives – Design and time commitments of **TSH** are appropriate and adequate in carrying out project objectives and activities. **Exhibit 12** illustrates the time commitments of key personnel to each objective.

Exhibit 12 – Staff Loading Chart Indicating Time Commitments of Personnel

Staff Position *(4 (.25 FTE) placed at each region)	FTE	Percent of Time Devoted to Each Objective			
		1	2	3	4
Project Director	1.0	25%	30%	25%	20%
Instructor Support Coordinator	1.0	20%	30%	30%	20%
Administrative Assistant	1.0	40%	40%	10%	10%
Recruiter/Mentors	1.0	10%	40%	40%	10%

Assurances – FSCC as the fiscal agent site college and each state MEP agree with the full implementation of the following assurances as well as other relevant state and federal laws and regulations. Please refer to **Exhibit 13**.

Exhibit 13 - Assurances implemented in the Tri-State Management Plan

Assurance Title Assurance of Staff Knowledge of Migrant Population	Statute Reference Section 418A (d)
Key staff associated with the TSH project is experienced in the education of diverse, under-represented populations. The staff has a strong commitment to the unique characteristics and needs of migrant and seasonal farmworkers and will strive to promote interagency and interstate coordination. Provisions for staff in-service, travel to conferences and workshops, technical assistance, interagency coordination, and a strong evaluation plan will insure that participant needs are met.	
Assurance Title Assurance of an Identification and Recruitment Plan to Those Most in Need of Tri-State HEP	Statute Reference Sect. 206.20(d)(1)
The Migrant Education Programs in Kansas, Arkansas, and Oklahoma consider all youth, aged 16 and over who are migrant program eligible and not enrolled in school and do not have a secondary degree, eligible for the TSH . The keystone of recruitment is interagency collaboration between the state MEPs, local and state recruiters, adult education centers, agri-businesses, and social agencies. Other sources of recruitment for potential HEP candidates include labor camps, minority-based community centers, word-of-mouth referrals, and housing units. Recruitment of students for the TSH project involves intensive efforts on a year round basis. Recruitment is the	

first step in building a continuum of services. The recruiter will be the first point of contact between the students, their families, and the project. They will be informed of TSH's goals and objectives, requirements, and opportunities. The recruiter will distribute project information in the native language of the candidate and his or her family.

Assurance Title Assurance of a Plan for Identifying and Using the Resources of the FSCC, Community, and Other Local, State, and Federal Programs	Statute Reference Section 206.20(d)(2)
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In the planning phase for the initial TSH, an advisory board comprised of representatives of each state SEA, FSCC administration, LEA migrant directors, state recruiters, and agri-businesses considered the human and fiscal resources required to operate a successful program. Later on in the planning stage, members of the community representing key support services were included. Upon funding in 2001, the Advisory Board was selected from the original planning group. In the past fifteen years, the relationships and the resources have grown and deepened. **Exhibit 12** displays the contribution of the project's partners. FSCC continues to lend its full complement of academic and community contacts to support the program. In addition, the HEP site communities provide full access to cultural events and opportunities to broaden the learning environment of TSH students.

The management plan will be reviewed annually based on evaluations and staff/stakeholder recommendations. Each October, the management plan will be modified as necessary to increase the effectiveness of the implementation and the accomplishment of its objectives on time and within budget.

6. ADEQUACY OF RESOURCES

(i) Adequacy of facilities, equipment, supplies, and other resources - FSCC

is the fiscal agent for TSH and has shown strong support for the project. FSCC is an excellent site for TSH because of its central location and

Exhibit 14 - Adequacy of the Budget to Support Activities

Budget Item	Percentage of Budget Allocated		
	Obj. 1	Obj. 2	Obj. 3
Personnel	45%	45%	10%
Benefits	45%	45%	10%
Travel	40%	35%	25%
Supplies	45%	40%	15%
Stipends	90%	10%	--

intuitional characteristics. Project staff will be provided office space and equipment such as fax and copy machines, and internet-connected technology will be available for project use. Supplies

needed to achieve the objectives of **TSH** are built into the program budget. **Exhibit 14** displays how the fiscal resources are distributed across the project objectives.

(ii) Relevance and demonstrated commitment of each partner - The support of **TSH** collaborating partners is an important resource that cannot be underestimated and the Letters of support in the Appendix outline specific contributions. Each partner has made a serious commitment to the success of the project in the form of: 1) materials, 2) human resources, and 3) a promise of future collaboration as unforeseen obstacles arise for HEP students completing a college/university education.

(iii) Costs are reasonable in relation to objectives, design, and potential significance - The budget proposed for **TSH** is adequate to support its objectives and activities (see Budget Narrative). **Exhibit 14** illustrates the adequacy of the budget documenting the approximate percentage used to accomplish each objective.

(iv) Reasonable project costs for number served - **TSH** will serve 90 students annually at a per-participant cost of \$4,930. This is a reasonable amount, especially considering the intensity and duration of services provided.

(v) Continuation of project after federal funding – The selection of network partners was based on their contributions which could extend our continuum of services. If federal funding ended, our network partners would continue contributions. Migrant students and their needs are now visible to adult education programs. A primary task of the Advisory Board is to establish and secure continued external funds through networking of services and proven cost-effective success of migrant students.

7. QUALITY OF THE PROJECT EVALUATION

i) Appropriateness of the Evaluation - The evaluation design for **TSH** is based on theory, process oriented, practical, and built to ensure accountability. It is aligned across the project objectives to produce high quality, cost-effective results. Evaluation is viewed as being an essential component, not an add-on, with the External Evaluator being one of the key members of the **TSH** team. Inherent in the evaluation plan is the periodic assessment of progress toward achieving measurable objectives, benchmarks, and outcomes through the collection of implementation and performance data. At the end of the annual reporting period, the degree to which **TSH** has achieved its goal and objectives through the activities and outcomes is analyzed providing summative statements regarding the impact of **TSH** on the participants, stakeholders, and environment in which **TSH** operates.

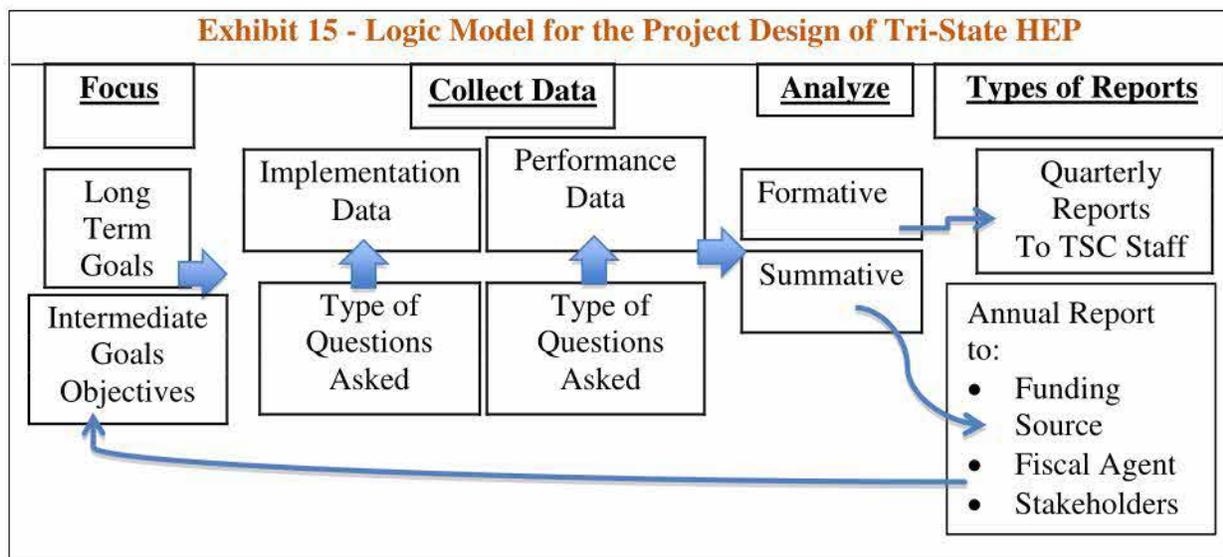


Exhibit 15 displays the causal steps of the evaluation. The indicators at the end of the logic model (**Exhibit 5**) that describe the project design of **TSH** are directly related to the focus points that begin the evaluation. Data collection on the goal and each of the objectives will include **implementation** data describing the degree to which **TSH** is fully implemented and

performance data describing the degree to which students, **TSH**, and site staff achieved the outcome benchmarks. Each type of data includes evaluation questions intended to gather qualitative as well as quantitative data providing a full perspective of the progress toward or achievement of the benchmarks (outcomes) from stakeholders. The data is analyzed quarterly to provide a **formative** view of the degree to which **TSH** is on target to achieve the goal and objectives. This data, when shared with the stakeholders, is for the purpose of program improvement and fine-tuning a successful project. At the end of each project year, a summative assessment describing the achievements and the challenges of the reporting period is analyzed. The product of the summative data is a picture of the degree to which **TSH** has accomplished the outcomes, objectives, and goal for that reporting period. It will be the basis for reports to the funding sources, fiscal agent, and stakeholders. Decisions regarding major changes in the project (changes in components, staff, service delivery, or continuation of the project) is based on this type of data.

(ii) How the evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes - Performance data is an important aspect of the evaluation. Examples include student scores and increases in the percentages of migrants who complete secondary degrees and enter into postsecondary educational programs. Examples of evaluation questions that may be asked to provide performance feedback are displayed in **Exhibit 16**.

Exhibit 16- Questions Answered by Performance Data
Of the students enrolled, what percentage of them obtained a HSE?
How many students accessed tutoring and what was the average number of hours used?
During interviews with students, what did students cite as the most helpful service?
Of the students requiring Spanish instruction and testing, how many enrolled in ESL classes?

Another evaluation tool that provides quarterly feedback on the progress toward achieving outcomes is the **Fidelity of Implementation Index**. This instrument contains milestones, deliverables, and timelines to ensure that project activities are on target. The evaluator will use this instrument as a tool for stakeholders to visualize where **TSH** is in terms of progress toward achieving the objectives and outcomes. It also serves as a diagram to detect program weakness and plan for improvements. The formative feedback serves as an opportunity to fine tune even a strong project. Observations, interviews, surveys, reviews of records, and other documentation will provide data on progress made toward reaching the project's objectives and changes needed to ensure success.

(iii) Extent to which the methods of evaluations will produce evidence of promise - There are many studies both quantitative and qualitative documenting the positive effects of tutoring in programs assisting Hispanic students (Elorriaga, 2007; Hansen, 2015; Gibson and Bejinez, 2002) but, to a much lesser degree, migrant students. Even with extensive research review, there were no sources examining the relationship of tutoring and high school completion programs for migrant students. The quantitative research studies cited here vary in type of student, age, and method of treatment. However, both are correlational studies examining the relationship of tutoring on academic achievement, retention rate, and adjustment.

Allen and Feyl Chavkin (2010) present quantitative evidence that there is a positive correlation of volunteer tutors without higher education degrees on the academic performance of low socio-economic middle school students. Sixty-one percent were Hispanic. All of these students were failing a core subject this year or had failed one within the last year. Results show that a minimum of 14 hours of tutoring was required for the student to raise the grade or pass the core class. The more tutoring hours, the more likely the student was to improve performance.

Behnke and Gonzalez (2008) examined the factors that influenced academic success and dropping out of school. In grades 6 through 12, 501 students answered a 61-item questionnaire with open-ended and multiple-choice questions. The service identified most closely with academic success was tutoring. The factor most often given for dropping was the difficulty of schoolwork and inadequate English skills. This study shows that campus climate and transitional experiences, which mentors can impact, affects all forms of student adjustment. **TSH** offers tutoring, however, tutoring is mainly used as a test preparation strategy. Tutoring is an instructor initiated service rather than student accessed. **TSH** staff has the hypothesis that there is a positive correlation between the amount of tutoring (component) received and successful completion of the HSE examination (outcome).

The method of evaluation chosen to test this hypothesis is a correlation study, which will measure the relationship between the intervention (tutoring beginning upon enrollment based on screening assessment for the treatment group) and the outcome (successfully earning HSE within a one year period). The intervention will be an addition of at least one hour of scheduled tutoring per week while the comparison group will receive the project standard of using tutoring as a method of test preparation. Students in the intervention may request additional tutoring throughout his or her course of study. Hence, the intervention will be increased number of hours of tutoring for the treatment group.

This study will commence upon funding and will only include new students who enroll in **TSH** in 2016. The study will randomly assign the students to each of the two groups based on the order of enrollment. A coin will be flipped to see if the first person enrolled will be placed in the treatment or comparison group. If the first person to enroll is to be placed in the treatment group (receiving 34 additional one-hour tutoring sessions per academic year beginning at

enrollment); then the second enrolled will be assigned to the comparison group (receiving tutoring as a test preparation). Each student in the two groups will be given a student adjustment scale upon enrollment and year-end. A scale such as *The Student Adaptation to College Questionnaire* will be used to measure the degree of adjustment between the two groups over the first year of study.

Each group will have an N (number) of approximately ten persons so each of the subjects will have a full year to receive the intervention. The students may be across all regions in tri-state area. The strategies for tutoring will be face-to-face group or individual meetings. The topics covered by the tutoring sessions will be guided by student as well as instructor suggestion.

The method of analysis will be a scattergram and the Pearson Factor. Analysis of the yearlong data will prove the hypothesis with a positive correlation, show that there is a negative relationship between the two variables, or show that there is no relationship. The standard will be substantively important which refers to the magnitude of the difference. This method substantively allows for smaller sample size and fits within our budget to cover the additional tutor time.

Dr. C. J. Heaton will be contracted as the External Evaluator. Dr. Heaton has worked as an evaluation specialist, senior research associate, and 1308 Consortium Coordinator. She has experience evaluating projects funded through OME and other DOE-funded programs such as Title I and Title III of NCLB. She has served as the primary evaluator for projects including HEP, CAMP, MEES, and MEP Consortium Incentive Grants over the last twenty five years. Dr. Heaton's resume is included in the Appendix.

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Kimberly Severance

(b)(6)

EDUCATION:

2005	Master of Education Curriculum and Instruction	Antioch University, New England Keene, NH
1985	Bachelor of Science, Education Elementary and Early Childhood Education	Missouri Southern State University Joplin, MO

WORK EXPERIENCE:

2015 – present	Tri-State HEP Director	Fort Scott Community College Fort Scott, Kansas
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Responsibilities: Provide fiscal supervision and monitor expenditures in compliance with project budget. Provide overall day-to-management of the administrative, instructional, and support services designed to accomplish the objectives in the grant application. Ensure that all project participants are eligible to receive HEP services. Maintain student files and all other documentation required to show student performance and access to support services. Represent the project in communications with the Department of Education, State MEP Directors, FSCC, and network partners.

2013 – 20115	Tri-State CAMP Instructional Coordinator	Fort Scott Community College Fort Scott, Kansas
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Responsibilities: Provide direction, supervision, and technical assistance to instructors in the eight satellite sites in the tri-state area of Kansas, Arkansas, and Oklahoma through monthly visits. Monitor implementation of instructional programming for CAMP students to ensure high quality programming. Monitor the reviews of the Student Individual Learning Plans (ILP), student progress toward achieving jointly developed student goals and objectives in the ILP, and student progress in college courses. Coordinate and schedule college campus visits for transferring students. Communicate with college instructors of CAMP students. Monitor mentor/student matches and review documentation of visits. Attend staff meetings at the satellite sites and at Fort Scott Administrative Center.

2012- 2013	Math and Spanish Instructor	Northeast Vernon County H.S., Walker, MO
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Responsibilities: To develop, implement, and report results of daily curriculum and assessment for junior high mathematics and secondary Spanish classes.

2012-2014

Adjunct Instructor

Crowder College
Nevada, MO

Responsibilities: To develop, implement, and report results of curriculum and assessment for College Success – a developmental course designed to increase success in college by assisting students acquire and master the skills necessary to reach personal and academic goals.

1994-2012

Elementary Instructor

Hinsdale Elementary School
Hinsdale, NH

Responsibilities: Responsible for all aspects of the fourth grade curriculum, students' academic, health, and behavioral considerations, and the supervision of classroom assistants and methods' students from area colleges.

Recent Workshops

Related to HEP:

New Directors' Training - HEP/CAMP

OME Mentor/Mentee Initiative - HEP/CAMP

HEP 2015 APR – HEP/CAMP

Hit the Ground Running, Helping your Program Officer Help You - HEP/CAMP

The GED® Program: The First Year and a Look Forward - COABE

Grit and Adult Learner Persistence - COABE

Supporting Adult Learner Motivation - COABE

Promoting GED® Success: Improving Higher-Order Thinking Skills – COABE

Keys to Persistence and Motivation – COABE

Virtual Explorations: Preparing migrant students for STEM – NASDME

Stuck in Neutral? Where Are We with Immigration Policy – NASDME

DACAplus and DAPA – NASDME

Math Skills for the 2014 GED® - HEP/CAMP

Grantsmanship: Grant Writing

Academic Literacy Development Program - HEP/CAMP

Helping Learners Meet the Demands of College Writing - HEP/CAMP

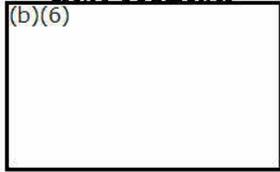
HEP Database Collaboration - HEP/CAMP

Emotional Intelligence for Student Success – HEP/CAMP

Integrating Social Media and Technology into your Program – HEP/CAMP

Breaking the Ice: Activities to Enhance Your HEP/CAMP Meetings and Courses

C.J. Heaton



Educational Background

1992	Ph.D. Policy Development and Labor Law	University of Oregon
1987	Teaching and Administrative Certification	Kansas State University
1979-1983	Special Education and Early Childhood	University of Kansas
1976	M.S. Clinical Psychology	Pittsburg State University
1974	B.S. Psychology	Pittsburg State University

Professional Experience

1983 – present	Evaluator	State and LEA Level Federal and State Grants
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Responsibilities

Conducting evaluations of state programs in special education, migrant education, and staff development. Writing and evaluating federal and state grants in the areas of migrant education, special education, and staff development. Please refer to page 3 for recently funded grants.

2008 – present	Special Projects Coordinator	Fort Scott Community College Fort Scott, Kansas
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Responsibilities:

Assisting migrant education at a State level with special projects implemented at the State and LEA level to comply with the federal regulatory guidelines. Working with intra- and inter-state coordination on project development.

2006 – 2008	Project Coordinator	ConQIR Consortium Albany, New York
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Responsibilities:

Coordinating a twenty-six state consortium whose purpose is to review current state ID&R practices and materials and develop new processes,

methods, and materials that are consistent with federal ID&R regulatory guidelines.

2004- 2006 Special Projects Coordinator Fort Scott Community College
Fort Scott, Kansas

Responsibilities:

Assisting migrant education at a State level with special projects implemented at the State and LEA level to comply with the federal regulatory guidelines. Working with intra- and inter-state coordination on project development.

1998 – 2004 Western Regional Director CAIR Consortium
Girard, Kansas

Responsibilities:

Assisting consortium members in improving identification and recruitment practices, providing technical assistance to states in the areas of identification and recruitment, taking the lead in assisting the State of Hawaii in beginning their migrant education program, grant writing, and other duties as assigned.

Other Relevant Experience

1998 – present Evaluation of Federal and State Grants Awarded in the areas of Migrant Education, Special Education, and Staff Development

1988 Development and Implementation of State-wide Preschool Migrant Program, State of Kansas, Migrant Education Program

1980 Research in Social Development of Children Through Play, State of Kansas, Migrant Education Program

1980 – 1983 Development of Curriculum for Demonstration Preschool Project, University of Kansas, Department of Special Education

JOB TITLE: High School Equivalency Program Director

DIVISION/DEPARTMENT: Student Services/HEP

RESPONSIBLE TO: Dean of Finance

MONTHS PER YEAR: 12

HOURS PER WEEK: Exempt

CREDENTIALS / EDUCATION:

Master's degree in education, counseling, or related field preferred, Bachelor's degree required.

PAST WORK EXPERIENCE OR SKILLS:

Work experience that includes: a minimum of three years of classroom experience or related learning situation; work experience with migrant or other minority, under-represented populations; a minimum of two years administrative experience with student-oriented, direct service educational programs and related support services; documented management experience with a teamwork and motivational focus.

Workplace skills that include: strong organizational skills; clear and concise oral and written communication, ability to complete reports and fiscal accountability in an accurate and timely manner. Personal skills that include: the ability to serve as a role model with interpersonal skills that provide leadership for entire staff and all participants; excellent teambuilding skills; and a personal background that includes facing challenges and barriers similar to the **Tri-State HEP** population.

MAJOR RESPONSIBILITIES AND DUTIES:

- 1) Provide the daily oversight and management of the functioning of the project as well as facilitate good relations among the project, college community, and communities at large.
- 2) Monitor the project progress toward achievement of project outcomes with bi-monthly site visits including giving the final approval of eligible accepted **Tri-State HEP** students.
- 3) Supervise fiscal accountability, purchasing, and payment of student stipends and report to FSCC administration.
- 4) Hiring, supervising, and evaluation of **Tri-State HEP** staff, both on and off campus.
- 5) Schedule, chair, and document regular staff meetings and maintain good communication among **Tri-State HEP** staff, site-level contracted instructors, and the site administration, and Fort Scott Community College.
- 6) Fill in for **Tri-State HEP** staff in cases of emergency, temporary absence, or transition.
- 7) Ensure each participant is properly assessed and has a jointly developed Individual Learning Plan (ILP) with a copy in the director's office and the original on site.
- 8) Ensure that all project participants' needs are met as directed by the Individual Learning Plans (ILP) by monitoring random ILP reviews.
- 9) Fill in with **Tri-State HEP** staff duties as needed, including initiating cultural and educational enrichment experiences for participants and providing information on other sources of help throughout the campus and community.
- 10) Serve as liaison with the Department of Education to write proposals, interpret federal regulations, and prepare both narrative and fiscal reports

PHYSICAL REQUIREMENTS OF THE POSITION:

1. Requires the ability to examine, review, and adhere to the federal guidelines of the U.S. Dept. of Ed and OME effectively communicate with others the goals and objectives of the **Tri-State HEP** grant award.
2. Requires the ability to work without supervision and the ability to work as a team.
3. Requires a valid driver's license; ability to share driving responsibilities.
4. Overnight travel 3-6 days each month.
5. Ability to lift 20-30 pounds.

JOB TITLE: Instructional/Support Services Coordinator

DIVISION/DEPARTMENT: Tri-State HEP

RESPONSIBLE TO: HEP Director

MONTHS PER YEAR: 12

HOURS PER WEEK: Exempt

CREDENTIALS / EDUCATION:

Bachelor of Science Degree required.

PAST WORK EXPERIENCE OR SKILLS:

Proficient in Spanish and English; ability to communicate and work effectively with faculty, staff, students, and community members; ability to work in a team teaching model; experience with migrant or other minority, under-represented populations; computer knowledge; ability to maintain a high degree of confidentiality; organization, flexibility, positive attitude.

JOB PURPOSE: Assist **Tri-State HEP** instructional staff to maintain a high level of excellence; assist students to achieve a high level of excellence; assist satellite instructors in all aspects of the program by coordinating the following: assessment, identification of academic needs, supervision of instruction, course completion, preparation for HEP examination; and implementation of career/vocational exploration projects.

DUTIES AND RESPONSIBILITIES:

- 1) Monitor the quality of the site instructional staff and each site instructional program.
- 2) Assist satellite instructors in developing their skills to address the unique needs of migrant students and the obstacles that stand as barriers to earning a secondary diploma or equivalent.
- 3) Monitor and assist instructors and students in developing Individual Learning Plan (ILP) to address individual student academic and support service needs.
- 4) Monitor and assist instructors with the implementation of technology/computer programs.
- 5) Develop and maintain ongoing relationships with Tri-State HEP students.
- 6) Schedule and monitor vocational and career exploration activities such as skills in resume building, application completion, interviewing, and appropriate post-secondary workplace behavior.
- 7) Schedule visits to post-secondary academic and vocational institutions and coordinate cultural experiences
- 8) Coordinate the selection & matching of project mentors to students, monitor mentor activities
- 9) Maintain strong teamwork among site instructor and students through visits and frequent communication via video conference, phone calls, e-mail, and/or text messages
- 10) Other duties as assigned by the **Tri-State HEP** Director.

PHYSICAL REQUIREMENTS OF THE POSITION:

1. Requires the ability to examine, review, and adhere to the federal guidelines of the U.S. Dept. of Ed and OME and effectively communicate with others the goals and objectives of the **Tri-State HEP** grant award.
2. Requires the ability to work without supervision and the ability to work as a team.
3. Requires a valid driver's license; ability to share driving responsibilities
4. Overnight travel 3 – 6 days each month and the ability to lift 20-30 pounds

JOB TITLE: HEP Recruiter/Mentor

DIVISION/DEPARTMENT: Student Services/HEP

RESPONSIBLE TO: HEP Director

MONTHS PER YEAR: 12

HOURS PER MONTH: 40

CREDENTIALS/QUALIFICATIONS:

Minimum of High School Diploma, Bachelor's Degree preferred. Proficient in Spanish and English. Strong oral and written communication; ability to communicate effectively with a wide variety of people with appropriate language. Strong computer skills. Flexible, positive attitude.

JOB PURPOSE: Assist the FSCC HEP project in all aspects of recruitment and mentoring of HEP participants necessary for successful implementation of the program.

DUTIES AND RESPONSIBILITIES:

1. Implementation of the Outreach and Identification Plan with current knowledge of state and federal ID&R guidelines.
2. Strong knowledge and accuracy on eligibility determination for HEP Program.
3. Coordinate recruiting efforts with State and local MEP staff, LEA counselors, and agribusiness
4. Assist site staff with accepted student enrollments, completion of required forms, and development of student files.
5. Develop and maintain ongoing relationships between **Tri-State HEP** and prospective HEP candidates.
6. Document mentoring results.
7. Other duties as assigned by the HEP project director.

PHYSICAL REQUIREMENT OF THE POSITION:

1. Requires the ability to examine, review, and adhere to the federal guidelines of the U.S. Dept. of Ed and OME effectively communicate with others the goals and objectives of the Tri-State HEP grant award.
2. Requires the ability to work without supervision and the ability to work as a team.
3. Requires a valid driver's license; Ability to drive throughout regional area.
4. Requires the ability to lift 20-30 pounds.

JOB TITLE: Administrative Assistant

DIVISION/DEPARTMENT: Tri-State HEP

RESPONSIBLE TO: HEP Project Director

MONTHS PER YEAR: 12

HOURS PER WEEK: 40

CREDENTIALS: Associate degree preferred; high school diploma required.

PAST WORK EXPERIENCE OR SKILLS: Proficiency in oral and written communication in the English language is essential; in Spanish is preferred; Proficient and knowledgeable in Microsoft Office, Word, Excel, data entry, filing, and record keeping. Ability to maintain a high degree of confidentiality, flexibility, and a positive attitude.

JOB PURPOSE: HEP Office Manager will provide support and assistance to HEP project staff and students to establish and maintain a standard of excellence. Responsibilities include assisting with projects as assigned, entering program data; preparing reports; and providing clerical support to HEP staff.

MAJOR DUTIES AND RESPONSIBILITIES:

1. Complete required and assigned paperwork in a timely and accurate fashion.
2. Answer phones and take messages; operate office machines (fax, copy machines, etc.)
3. Maintain administrative copy of student files ensuring that file content is a replica of original on-site student file.
4. Maintain the project database through input of all current student information.
5. Maintain budget records on expenditures and requisitions; complete purchase requisitions under the direction of the director.
6. Order office supplies and arrange for printing services under direction of director/coordinator.
7. Coordinate and schedule HEP meetings, take minutes and distribute after meeting.
8. Assist site staff with accepted student enrollments, completion of required forms, and development of student files.
9. Other duties as assigned by the HEP Director

PHYSICAL REQUIREMENTS OF THE POSITION:

1. Requires the ability to effectively communicate with others regarding goals and objectives of the **Tri-State HEP** grant award.
2. Requires the ability to examine, review and adhere to federal guidelines of the U.S. Department of Education and the Office of Migrant Education.
3. Requires the ability to work without supervision.
4. Requires the ability to lift 20 - 30 pounds.



Fort Scott Community College
2108 South Horton
Fort Scott, KS 66701

December 8, 2015

Office of Migrant Education
Department of Education
Washington, D. C.

To Whom This May Concern,

I am writing this letter in support of the Fort Scott Community College Tri-State High School Equivalency Program (HEP) grant proposal. Migrant students must overcome academic, cultural and language barriers, social isolation, health-related problems and other factors that often hinder academic achievement. The Tri-State HEP project being proposed by Fort Scott Community College is just such a program that will offer to these individuals an instructional, motivational and supportive program that will ensure that they can obtain the equivalent of a secondary school diploma.

Of the migrant and seasonal farmworkers who live and work in Kansas, many have not completed their high school education. The proposed Tri-State HEP project will provide eligible individuals with the assistance necessary to prepare them to pass the GED exam and to gain employment, or to be placed in an institution of higher education, gain career training, or to join the military.

Fort Scott Community College will support the Tri-State HEP project by providing in-kind services for office space, IT support, overhead, and other facilities commonly needed for a successful office environment.

By opening the door to educational opportunities and providing the potential for academic and professional growth, Tri-State HEP has a significant impact on students. We are helping students change their lives and the lives of their family members.

I highly endorse this program and I greatly appreciate the commitment of our Fort Scott Community College Tri-State HEP project staff. Thank you for your interest in this valuable project.

(b)(6)

Alysia E. Johnston
President
Fort Scott Community College
Fort Scott, Kansas



Early Childhood, Special Education and Title Services

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

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

www.ksde.org

December 9, 2015

Ms. Alysia Johnston, President
Fort Scott Community College
2108 South Horton
Fort Scott, KS 66701

Dear Ms. Johnston,

I am writing this letter in support of the Fort Scott Community College Tri-State High School Equivalency Program (HEP) grant proposal. Migrant students must overcome academic, cultural and language barriers, social isolation, health-related problems and other factors that often hinder academic achievement. The Tri-State HEP project being proposed by Fort Scott Community College is just such a program that will offer to these individuals an instructional, motivational and supportive program that will ensure that they can obtain the equivalent of a secondary school diploma.

Of the migrant and seasonal farmworkers who live and work in Kansas, many have not completed their high school education. The proposed Tri-State HEP project will provide eligible individuals with the assistance necessary to prepare them to pass the GED exam and to gain employment, or to be placed in an institution of higher education, or to join the military.

The Kansas Migrant Education Program will support the HEP project by providing assistance with the identification and recruitment of migrant students. I highly endorse this program and I greatly appreciate the commitment of Fort Scott Community College. Thank you for your interest in this valuable project.

Respectfully,

(b)(6)

Doug Boline

State Director, Migrant Education Program



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

December 14, 2015

State Board
of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Ms. Alysia Johnston, President
Fort Scott Community College
2108 S. Horton
Fort Scott, KS 66701

Dear Ms. Johnston:

I am writing this letter in support of the grant proposal for Fort Scott Community College Tri-State High School Equivalency Program (HEP). Fort Scott has had an excellent HEP Program in the past and our migrant program is fortunate to have had this resource available for our students and their families.

Many migrant and seasonal farmworkers who live and work in Arkansas have not completed their high school education. The Tri-State HEP project provides the assistance needed for these workers to be able to graduate by passing the GED exam. The program also helps these workers gain employment, attend an institution of higher education or join the military.

The Arkansas Migrant Education Program supports and endorses this HEP project and will continue to provide assistance with the identification and recruitment of migrant students that might benefit from this program. I appreciate the commitment of Fort Scott Community College and hope that this valuable resource will continue to be available to our migrant families.

(b)(6)

Stanley T. Young, Director
Arkansas Migrant Education Program

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov

An Equal Opportunity
Employer

GUYMON PUBLIC SCHOOLS

BOARD OF EDUCATION

KEVIN BREUER, President

MIKE RAY, Vice-President

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MITZI DAIN, Member

ELVIA HERNANDEZ, Member

P.O. BOX 1307
Guymon, Oklahoma 73942
Phone: (580) 338-4340 Fax (580) 338-3812



ADMINISTRATION

DOUGLAS MELTON,
Superintendent

MICHELLE BRYSON,
Asst. Superintendent

DIXIE PURDY,
Director of Curriculum
and Testing

Mrs. Alysia Johnston, President Fort Scott Community College
2108 S. Horton St.
Fort Scott, KS 66701

Dear Mrs. Johnston,

Guymon Learning Center, Guymon, Oklahoma, is pleased to support Fort Scott Community College (FSCC) in application for the Tri-State High School Equivalency (HEP) grant program. We are committed to providing assistance with educational opportunities to assist migrant and seasonal farmworkers in preparing for post-secondary education, advancing employment opportunities, or entering the military.

A growing number of migrant and seasonal farmworkers live and work in Guymon, in the state, and in the region we serve. Many of these workers have not completed their high school education. The proposed Tri-State HEP project will provide each individual with the assistance necessary to prepare them to pass the GED exam. The Guymon Learning center will support the HEP project by providing assistance with the identification and recruitment of migrant students, classroom space and utilities, and Wi-Fi access. I highly endorse this program, and I greatly appreciate the commitment of Fort Scott Community College. Thank you for your interest in this valuable project.

The Tri-State HEP project will have a significant impact on the young people and adults who participate in the program by opening educational opportunities and by providing the potential for professional growth. We look forward to joining with FSCC in the Tri-State HEP project.

(b)(6)

Jana Bledsoe, Director
Guymon Learning Center
Box 1307
Guymon, Ok 73942



Dodge City Community College

AND AREA TECHNICAL CENTER

2501 North 14th Avenue • Dodge City, KS 67801-2399 • (620) 225-1321 • 1-800-FOR-DCCC • www.dc3.edu

December 8, 2015

Alysia Johnston
FSCC President
Fort Scott Community College
2108 South Horton
Fort Scott, KS 66701

Dear Ms. Johnston:

I am writing this letter in support of the Fort Scott Community College Tri-State High School Equivalency Program (HEP) grant proposal. Dodge City Community College Adult Learning Center is committed to providing assistance with educational opportunities for migrant and seasonal farmworkers in preparing for post-secondary education, advancing employment opportunities, or entering the military.

The number of migrant and seasonal farmworkers that live and work in the Dodge City-Ford County area is extensive. Most of these individuals have not had the opportunity to complete their high school education. Migrant students must overcome academic, cultural and language barriers, social isolation, health-related problems and other factors that deter academic achievement. The proposed Tri-State HEP project will provide eligible individuals with the assistance necessary to prepare them to pass the GED exam.

The Tri-State HEP project will have a profound impact on those who participate in the program by providing educational opportunities and by providing students an opportunity for professional growth. I highly endorse this program and appreciate the commitment of Fort Scott Community College. Thank you for your attention regarding this worth-while and much needed project.

Respectfully,

(b)(6)

Brandie Ferguson, Director
Dodge City Community College
Adult Learning Center
700 Avenue G
Dodge City, KS 67801



Seward County Community College ♦ Area Technical School

Alysia Johnston
FSCC President
Fort Scott Community College
2108 South Horton
Fort Scott, KS 66701

Dear Dr. Johnston,

Colvin Adult Learning Center, Seward County Community College, Liberal, Kansas, is pleased to support Fort Scott Community College (FSCC) in application for the Tri-State High School Equivalency (HEP) grant program. We are committed to providing assistance with educational opportunities to assist migrant and seasonal farmworkers in preparing for post-secondary education, advancing employment opportunities, and/or entering the military.

As growing number of migrant and seasonal farmworkers live and work in Liberal, in the state, and in the region we serve. Many of these workers have not completed their high school education. The proposed Tri-State HEP project will provide each individual with the assistance necessary to prepare them to pass the GED exam. To support the students and the project, we are committed to actively participate in the Tri-State HEP program by providing the following: bi-lingual GED instructors, classroom space, assistance with recruitment, guest speakers and cultural events, technology, and access to GED testing facilities.

The Tri-State HEP project will have significant impact on those who participate in the program by opening educational opportunities and by providing the potential for professional growth.

We look forward to continuing our partnership with FSCC in the Tri-State HEP project.

(b)(6)

Travis Combs, Director
Seward County Community College/ Area Technical School
Colvin Adult Learning Center
930 N. Kansas Ave.
Liberal, KS 67901



ARKANSAS TECH
UNIVERSITY
OZARK CAMPUS

1700 Helberg Lane
Ozark, Arkansas 72949

Office: 479-667-2117
Fax: 479-667-1422
www.atu.edu/ozark

December 22, 2015

Alysia Johnston
FSCC President
Fort Scott Community College
2108 South Horton
Fort Scott, KS 66701

Dear President Johnston:

Arkansas Tech University-Ozark Campus Adult Education is honored to be able to show its support for Fort Scott Community College (FSCC) in application for the Tri-State High School Equivalency (HEP) grant program.

Migrant and seasonal farmworkers can be a difficult population to reach, and it takes a group of dedicated partnerships to successfully serve this population. Our Adult Education program is committed to working with HEP in assisting migrant and seasonal farmworkers in obtaining their GED® credential, preparing for post-secondary education, and/or obtaining or advancing employment opportunities.

Arkansas continues to receive an influx of migrant and seasonal farmworkers that live and work in our state. Our service region, in particular, grows every day. We are committed to continuing our services, but we cannot do it alone. Without the assistance of the Tri-State HEP program, our region would leave many adults underserved and even ignored. The Tri-State HEP program is a valuable asset to our community.

Sincerely,

(b)(6)

Regina Olson, Director
Arkansas Tech University-Ozark Campus Adult Education
Franklin, Johnson and Logan Counties

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

TRI-STATE HEP BUDGET NARRATIVE
Five Year Budget Projection

Personnel Costs	Year 1	Year 2	Year 3	Year 4	Year 5
1.0 FTE Director will hire, supervise, and evaluate staff; set up and monitor eight satellite sights; chair Advisory Committee; provide fiscal management and daily operation of the program; coordinate Outreach and Recruitment Plan; coordinate with State and local MEP ID&R staff; and interface with partners. (Obj. 1, 2, 3)	\$47,500	\$48,450	\$49,419	\$50,407	\$51,416
1.0 FTE Instructional/Support Services Coordinator will coordinate academic and support services; collect student data; coordinate health services, cultural events, and stipends; interface with off-site faculty; hold ILP meetings; provide academic advising; collaborate with network partners; and mentor all students individually. (Obj. 1, 2, 3)	\$36,000	\$36,720	\$37,454	\$38,203	\$38,968
1.0 FTE Administrative Assistant will provide clerical support to project staff; enter and monitor payments; maintain project records and compile student data. (Obj. 1, 2, 3)	\$27,000	\$27,540	\$28,091	\$28,653	\$29,226
Total Personnel Costs	\$110,500	\$112,710	\$114,964	\$117,263	\$119,610

Fringe Benefit Costs					
Social Security -7.65% of total salaries.	\$8,453	\$8,622	\$8,795	\$8,971	\$9,150
Workers Compensation -1.30% of total salaries	\$1,437	\$1,465	\$1,495	\$1,524	\$1,555
Unemployment Compensation -1.005% of total salaries.	\$1,111	\$1,133	\$1,155	\$1,178	\$1,202
Hospitalization Premium: three family plans at \$13,219.44 with a 6% annual increase.	\$39,658	\$42,038	\$44,560	\$47,234	\$50,068
Total Fringe Benefit Costs	\$50,659	\$53,258	\$56,005	\$58,907	\$61,975

TRI-STATE HEP BUDGET NARRATIVE
Five Year Budget Projection

Travel Costs					
Staff Travel - The Director will attend the HEP Annual Directors' Meeting and the New Directors' Meetings in Washington, D.C. for project training. Estimated travel expenses from KS to Washington, D.C. include hotel (\$200 plus tax = \$228 per night), meals (\$71 per day) , airfare (estimated \$450), parking (\$8 per day) , and shuttle/tax expense at (\$50 round trip) estimated at \$3,000. (Obj. 2.g.)	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Staff Travel - To receive training about changes, updates, and strategies in HSE instruction/testing and other HEP updates, 2 project staff members will attend the HEP/CAMP National Conference . Travel expenses will include hotel (\$179 plus tax = \$204 per night for 4 nights = \$816), meals (\$61 per day for 5 days=\$305) , airfare (estimated \$450), registration (\$250) parking (\$8 per day for 5 days=\$40) , and shuttle/tax expense at (\$50 round trip) estimated at \$1,911 per person, the total cost for two is \$3,822. (Obj. 2.g.)	\$3,822	\$3,822	\$3,822	\$3,822	\$3,822
Staff Travel - One project staff will attend a Migrant Education Conference such as NASDME . Estimated travel expenses from KS to unknown destination include hotel (\$200 plus tax = \$228 per night for 3 nights = \$684), meals (\$71 per day for 4 days=\$284) , airfare (estimated \$450), registration (\$250), parking (\$8 per day for 4 days=\$32) , and shuttle/tax expense at (\$50 round trip) estimated at \$1,750. (Obj. 2.g.)	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750

TRI-STATE HEP BUDGET NARRATIVE
Five Year Budget Projection

<p>Instructor Travel - To receive training on the new changes in HSE instruction/testing and other HEP updates, one instructor will attend the HEP/CAMP National Conference. Travel expenses will include hotel (\$179 plus tax = \$204 per night for 4 nights = \$816), meals (\$61 per day for 5 days=\$305) , airfare (estimated \$450), registration (\$250) parking (\$8 per day for 5 days=\$40) , and shuttle/tax expense at (\$50 round trip) estimated at \$1,911. (Obj. 2.g.)</p>	\$1,911	\$1,911	\$1,911	\$1,911	\$1,911
<p>Instructor Travel - Three site instructors (not attending a national conference) will attend a regional adult education conference such as KAEA in Kansas or AACAE & ALC in Arkansas. Estimated travel expenses include hotel (\$110/room plus tax = \$375 per night for 3 nights = \$1,125), meals (\$153 per day for 4 days=\$612), transportation (estimated \$450), registration (\$480), estimated total cost for three is \$2,667.00. (Obj. 2.g.)</p>	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667
<p>Staff Travel - The director and/or one coordinator/mentor/recruiter will visit with satellite sites to meet with recruits. participants, instructors, tutors, recruiters, and/or directors every 6-8 weeks. Travel includes 10,000 miles annually in the Tri-State area of Kansas, Oklahoma, and Arkansas (\$5,700.00). Travel includes 5 days each 6 weeks with 3 nights spent in a hotel. Meals (\$2,650) and hotel expense (\$4,500) for two people. (Obj. 1, 2, 3)</p>	\$12,850	\$12,850	\$12,850	\$12,850	\$12,850
Total Travel Costs	\$26,000	\$26,000	\$26,000	\$26,000	\$26,000

TRI-STATE HEP BUDGET NARRATIVE
Five Year Budget Projection

Equipment - None					
None					
Total Equipment Costs	\$0	\$0	\$0	\$0	\$0

Supplies Costs					
Computers: In year one, computers for office staff at an estimated cost of \$5200 and laptop computers for regional recruiters at \$4000. All staff computers are in need of upgraded replacement. In years one through five, (25) twenty-five laptops/computers (total) at TSH sites will be upgraded at an estimated cost of \$1000 each for use by participants and instructors. (Obj. 1, 2, 3)	\$13,200	\$10,000	\$7,000	\$4,000	\$0
Instructional Supplies: estimated at \$600 per site (8 sites) will include the following costs: instructor text books and manuals, placement tests, pens, pencils, paper, and tutorials. (Obj. 1, 2, 3)	\$4,800	\$4,800	\$4,800	\$4,800	\$4,800
Total Supplies	\$18,000	\$14,800	\$11,800	\$8,800	\$4,800

Contractual Costs (Pursuant to 34 CFR Parts 74.40 - 74.48 and Part 80.36)					
Technical Assistance will include website maintenance from Alternative Highways (\$1,200) and website hosting fees to Host Gator (\$150) for the purpose of participant communication. Annual support/customization of student database (\$350) is used to compile and store participant data required for annual reporting to OME. (Obj. 1, 2, 3)	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700

TRI-STATE HEP BUDGET NARRATIVE
Five Year Budget Projection

<p>Project evaluation will include the following evaluator days: set up and training, consultation and evaluation at 16 days; 9 days report writing at \$400 per day for a total of \$10,000. Clerical assistance in report preparation, 30 days at \$165 per day for a total of \$4,950. Postage is \$50.(Obj. 1, 2, 3)</p>	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
<p>Evaluator Travel and expenses include one trip annually to visit Tri-State HEP in Fort Scott, Kansas. Travel expenses include meals, hotel, airfare, parking, car and rental, expenses estimated at \$1,275. (Obj. 1, 2, 3)</p>	\$1,275	\$1,275	\$1,275	\$1,275	\$1,275
<p>Eight Satellite Sites at \$12,000 per site per year. Sites are located in Kansas; Arkansas; and in Oklahoma. Each site will receive up to \$1,000 per month to cover the cost of the HSE instructor and the facility. (Obj. 1, 2, 3)</p>	\$96,000	\$96,000	\$96,000	\$96,000	\$96,000
<p>Four Part Time Recruiter/ Mentor support specialists, it is necessary to hire support in each geographical area. Recruiter/ Mentors will be located in the Northeast Arkansas, Southwest Kansas, West-Central Kansas, and Oklahoma regions. The four recruiter/ mentors will work 40 hours/month for a total of \$28,800. (34 CFR Ch. II Part 206.10(b)(i), Obj. 1,2,3)</p>	\$28,800	\$28,800	\$28,800	\$28,800	\$28,800

TRI-STATE HEP BUDGET NARRATIVE
Five Year Budget Projection

Individual Tutoring , in addition to regular HSE classes, is necessary for students to prepare for and pass the HSE exam. Tutoring will be provided by a TSH instructor or their appointee to approximately 50 students (7-10 hours each student). Tutors are paid a rate of \$10 per hour. Instructors also provide HSE preparation to help students understand the testing process at a rate of \$25.00/student to 90 students (\$2,250). (Obj. 1a, 1e, 1f, 1g)					
	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250
Total Contractual Costs	\$149,025	\$149,025	\$149,025	\$149,025	\$149,025

Construction					
None	\$0	\$0	\$0	\$0	\$0
Total Construction Costs	\$0	\$0	\$0	\$0	\$0

TRI-STATE HEP BUDGET NARRATIVE
Five Year Budget Projection

Other Costs					
Consumable Supplies: postage per year (\$500), phone (\$1,000), cell phone use (\$3,360), miscellaneous office supplies (\$1,200), brochures, posters, printing (\$1,000), and copier/supplies (\$2,640). (Obj. 1, 2, 3)	\$9,700	\$9,700	\$9,700	\$9,700	\$9,700
Student Activity Expense - Cultural activities and/or college campus visits will provide 90 students per year the opportunity to participate in activities such as attending the theatre or a play, a concert, or visiting an historic site or college campus. Estimated cost is \$60 per student, including the cost of a meal and transportation. (Obj. 3a, 3b)	\$5,400	\$5,400	\$5,400	\$5,400	\$5,400
National HEP/CAMP Association Dues (Obj. 2)	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
Rosetta Stone (Spanish to English) will be provided at estimated cost of \$1,000 for 20 transferrable seats to help students improve English language skills and assist in their potential for success in post-secondary education and/or employment opportunities. (Obj. 2a, 2b, 3b)	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Total Other Costs	\$17,300	\$17,300	\$17,300	\$17,300	\$17,300
Total Direct Costs	\$371,484	\$373,093	\$375,094	\$377,295	\$378,710
Indirect Costs					
8% Indirect cost (excluding training stipends).	\$29,719	\$29,847	\$30,008	\$30,184	\$30,297
Total Indirect Costs	\$29,719	\$29,847	\$30,008	\$30,184	\$30,297

TRI-STATE HEP BUDGET NARRATIVE
Five Year Budget Projection

Training Stipend Costs					
<p>Student Supplies include the cost of HSE textbooks, calculators, dictionaries for 50 new students at a cost of \$250 per student (\$12,500). In addition it is anticipated 80 students will take HSE Ready Tests and the Official HSE test at \$225 each (\$18,000). It is anticipated 40 students will persist from preceding year. (Obj. 1, 2, 3)</p>	\$30,500	\$30,500	\$30,500	\$30,500	\$30,500
<p>Student Stipends to cover expenses not provided for by the project are awarded based on students meeting the following criteria: 1) meet HEP eligibility criteria and enrolled in the program 2) show academic progress, and 3) meet the 80% attendance requirements. Student stipends are used to cover the student expenses at a cost of up to \$200 for each of the 90 students. (Obj. 1, 2, 3)</p>	\$13,500	\$13,500	\$13,500	\$13,500	\$13,500
<p>Transportation Stipends are awarded to deter the high cost of transportation to and from classes. Stipends will be made available to help students attend classes regularly. It is estimated that each of the 90 students could receive up to \$100 for transportation costs. Public transportation is not available due to the rural nature of the TSH area. (Obj. 1, 2, 3)</p>	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500

TRI-STATE HEP BUDGET NARRATIVE
Five Year Budget Projection

Child Care Stipends will assist parents attending HSE classes. Tri-State HEP will reimburse students who require assistance at a rate of \$5.00 per hour. Students must provide proof of child care (for children under the age of 13) for reimbursement. The project has allocated funds for a total 2,000 hours of child care that can be used to assist students who would not otherwise attend HSE classes - up to 20 students. (Obj. 1, 2, 3)	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Health Vouchers will include collaboration with network partners. Students will be offered health, vision, and dental services at an average cost of \$150. We estimate that 45 (50%) students in years one through five may take advantage of the health services. The total cost of health services is estimated \$6,750 annually. (Obj. 2b, 2d, 2e)	\$6,750	\$6,750	\$6,750	\$6,750	\$6,750
Total Training Stipends	\$65,250	\$65,250	\$65,250	\$65,250	\$65,250

Total Budget					
Total	\$466,453	\$468,190	\$470,352	\$472,729	\$474,257

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Kimberly	M.	Severance	

Address:

Street1:	2108 South Horton
Street2:	
City:	Fort Scott
County:	
State:	KS: Kansas
Zip Code:	66701-3141
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
620-223-2700	620-223-4927

Email Address:

kims@fortscott.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

Fort Scott Community College

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	110,500.00	112,710.00	114,964.00	117,263.00	119,610.00	575,047.00
2. Fringe Benefits	50,659.00	53,258.00	56,005.00	58,907.00	61,975.00	280,804.00
3. Travel	26,000.00	26,000.00	26,000.00	26,000.00	26,000.00	130,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	18,000.00	14,800.00	11,800.00	8,800.00	4,800.00	58,200.00
6. Contractual	149,025.00	149,025.00	149,025.00	149,025.00	149,025.00	745,125.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	17,300.00	17,300.00	17,300.00	17,300.00	17,300.00	86,500.00
9. Total Direct Costs (lines 1-8)	371,484.00	373,093.00	375,094.00	377,295.00	378,710.00	1,875,676.00
10. Indirect Costs*	29,719.00	29,847.00	30,008.00	30,184.00	30,297.00	150,055.00
11. Training Stipends	65,250.00	65,250.00	65,250.00	65,250.00	65,250.00	326,250.00
12. Total Costs (lines 9-11)	466,453.00	468,190.00	470,352.00	472,729.00	474,257.00	2,351,981.00

***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: 07/01/2014 To: 06/30/2019 (mm/dd/yyyy)

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

The Indirect Cost Rate is 8.00%.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S141A160020

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

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