

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 # S141A160021

Grants.gov Tracking#: GRANT12113640

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="03/07/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Trustees of Indiana University"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="35-6001673"/>	* c. Organizational DUNS: <input type="text" value="6030079020000"/>

d. Address:

* Street1: <input type="text" value="980 Indiana Avenue, Room LV 2232"/>
Street2: <input type="text" value="Office of Research Administration"/>
* City: <input type="text" value="Indianapolis"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="IN: Indiana"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="46202-2915"/>

e. Organizational Unit:

Department Name: <input type="text" value="ICIC"/>	Division Name: <input type="text" value="School of Liberal Arts"/>
--	--

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Jim"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Becker"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Executive Director, Grant Administration"/>
--

Organizational Affiliation: <input type="text" value="Office of Research Administration"/>
--

* Telephone Number: <input type="text" value="317-278-3473"/>	Fax Number: <input type="text" value="317-274-5932"/>
---	---

* Email: <input type="text" value="spon2@iupui.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

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

High School Equivalency Program at International Center for Intercultural Communication (ICIC) at Indiana University-Purdue University Indianapolis (IUPUI)

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="461,709.00"/>
* 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="461,709.00"/>

*** 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>John Talbott</p>	<p>TITLE</p> <p>Asst VP for Research Administration</p>
<p>APPLICANT ORGANIZATION</p> <p>Trustees of Indiana University</p>	<p>DATE SUBMITTED</p> <p>03/07/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

* Name: Trustees of Indiana University
* Street 1: 980 Indiana Avenue, Room LV 2232 Street 2: Office of Research Administration
* City: Indianapolis State: IN: Indiana Zip: 46202-2915
Congressional District, if known: IN-007

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

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

8. Federal Action Number, if known: []	9. Award Amount, if known: \$ []
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix [] * First Name 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: John Talbott
* Name: Prefix Mr. * First Name John Middle Name []
* Last Name Talbott Suffix []
Title: Asst VP for Research Administration Telephone No.: 317-278-3473 Date: 03/07/2016

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

PR/Award # S141A160021

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_Statement.pdf	Add Attachment	Delete Attachment	View Attachment
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General Education Provisions Act Statement

IUPUI HEP will serve adults with limited English proficiency. To accommodate recruitment of adult migrant farmworkers, all promotional materials will be written in both English and Spanish. Recruiters contracted to enroll participants will be bilingual in Spanish and English, and will be equipped with both English and Spanish materials to explain the purpose, parameters and enrollment procedures for the program.

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 Trustees of Indiana University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: John Middle Name:
* Last Name: Talbott	Suffix:
* Title: Asst VP for Research Administration	
* SIGNATURE: John Talbott	* DATE: 03/07/2016

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

The **International Center for Intercultural Communication** (ICIC) at Indiana University-Purdue University Indianapolis (IUPUI) in **Indianapolis, Indiana** formally request funding from the Office of Migrant Education (OME) to create a High School Equivalency Program (HEP).

Objectives of IUPUI HEP are to: 1) provide innovative GED instruction that builds on strong theories of English for Specific Purposes (ESP), Adult Learning Theory (ALT) and Intercultural Communication using a gamified learning design; 2) provide job/training preparation for participants to experience gains in employment or enrollment in education/training programs; 3) provide English language improvement through ESP integrated projects as part of GED preparations; and 4) provide technology training as an integrated component of the program to build technology literacy. **Activities** include project-based learning that integrates GED, English, and technology practice along with classroom interactions, Friday workshops and one-on-one advising with progress tracking.

Priorities of IUPUI HEP are to incorporate the previously stated theoretical framework to create a model, use it, and disseminate findings for best practices for adult migrant worker education.

Proposed **outcomes** of IUPUI HEP for students include attaining high school equivalency through the GED; gains in employment and/or enrollment in further education or training; demonstrated gains in English language proficiency; and demonstrated gains in technical literacy. Outcomes for ICIC include published research on best practices for adult migrant education.

OME funding would create IUPUI HEP to serve **70 adult migrant farmworkers, 35 in a residential program** in **Indianapolis, Indiana** and **35 split between commuter programs** in **Vincennes, Indiana** and **South Bend, Indiana**. **GPRA measures** will be met at 70% for GED attainment and 80% for gains in employment and/or enrollments in education/training programs.

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](#)

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1. Need for and Significance of Project

The Indiana Department of Education (2015) reports a 39% increase in the number of migrant children and youth between the 2012 and 2013 school years, now totaling 1,777. Indiana's educational programming for migrant adults is limited. The department's report (2015) showed 39% of the parents surveyed said that planning for college and a career were top priorities for their households. Another 35% percent of the staff working with migrant youth said that GED and professional development (PD) programs were needed. The Indiana Department of Education's Migrant Education Program (MEP) regional centers have identified that the state does not have sufficient training, resources, and supports to meet the unique needs of out-of-school youth and migrant adults, including GED. Lack of sufficiency is found within instruction, navigating healthcare job preparedness counseling, access to English language coursework, or other technological or workforce/higher education training services. Thus, a magnitude of need exists to provide the children and families of disadvantaged migrant farmworkers with improved educational outcomes, English proficiency, and employment skills they need to advance economically and socially in the United States.

Office of Migrant Education (OME) funding of Indiana University-Purdue University Indianapolis (IUPUI) High School Equivalency Program (HEP) will fill many of the gaps in services, infrastructure, and opportunities that exist with Indiana. For example, there are no HEP sites in Illinois, Indiana or Ohio. As major agricultural states that employ large numbers of migrant workers, there is a great need for HEP sites. IUPUI is located in the center of these three states and is known for its strong community outreach. Therefore, the International Center for Intercultural Communication (ICIC) at IUPUI seeks funding to develop and sustain a high quality HEP. IUPUI proposes to build an infrastructure for a quality HEP as a regional site by

coordinating with the state's six MEP regional offices to recruit and deliver both residential and satellite courses in partnerships with support agencies. Further, IUPUI's ICIC, which has an 18-year history of providing English, workforce training, and health care communication to immigrant populations in Indiana, will be able to provide the expertise and structure needed to support a project of this size. The design, services, management, personnel, and evaluation components that ensure the success of this project are described in turn.

2. Quality of Project Design

A. Theoretical Framework

IUPUI HEP creates a contextualized curriculum around three strong theories English for Specific Purposes (ESP), Adult Learning Theory and Literacy Practices (ALT), and Intercultural Communication. These theories have been proven to predict success for disadvantaged adult nonnative English speaking populations.

First, IUPUI HEP positions ESP theory at the center of the curriculum design, following guiding principles from Connor and Upton (2013). IUPUI HEP will include an extensive analysis of learner needs, which will be conducted throughout the HEP; direct use of materials, tools, equipment and resources that the learner will need to use after program completion; improvement of English language skills along with content knowledge related to GED and job/training skills; and valid assessment using tailored assessments directly linked to the goals and outcomes.

Second, the program instruction will be guided by adult learning theory and intercultural communication. Adopting from Knowles, Holton and Swanson (2005), IUPUI HEP follows the five assumptions underlying the adult model of learning:

- The learner is self-directing;

- The learner enters an educational situation with a great deal of experience;
- Adults are ready to learn when they perceive a need-to-know or do something in order to perform more effectively in some aspect of their lives;
- Adults are motivated to learn after they experience a need in their life situation; and
- Adults are motivated to learn because of internal factors, such as self-esteem, recognition, better quality of life, greater self-confidence, and the ability to self-actualize.

In addition, IUPUI HEP instructional design takes the component of intercultural communication competency as the point of departure for curricular and co-curricular activities. Byram's well-developed model (1997) suggests that intercultural communicative competence requires awareness, knowledge, skills, and interaction in linguistic settings to become interculturally communicative as an individual. Byram's intercultural communicative competence model informs ICIC language programs, which develop language and cultural competence through instruction and interaction.

IUPUI HEP will employ a project-based, gamified instructional model guided by the three theories of language instruction to provide practical and personalized projects that participants can complete with greater personal investment and control over the final product. Students will take concepts from the GED and create presentations, reports and other products to individualize the material, making it relevant to their own lived experiences. They will complete these specially designed projects in a gamified structure, where they will complete each project to unlock the next one, following a pathway for each of the emphasized objective areas, advancing in proficiency levels, until they meet program objectives thus earning a badge.

Following this pattern, participants will be able to self-monitor their progress towards objective completion in the path areas of math, science, language arts, social studies, technology, English language and job/training.

Research shows that gamified learning programs increase student motivation levels, provide greater autonomy to the learner, which is consistent with ALT and Intercultural Communication, and draws on student life experiences through projects. The significance of this approach is to produce motivated individuals who feel greater ownership of their learning and feel validated in learning while building upon their life experiences. This will provide a structured instructional model to students to measure success in attaining GED scores of 145 or higher and experiencing gains in employment and additional training, education and/or military service.

B. Logic Model

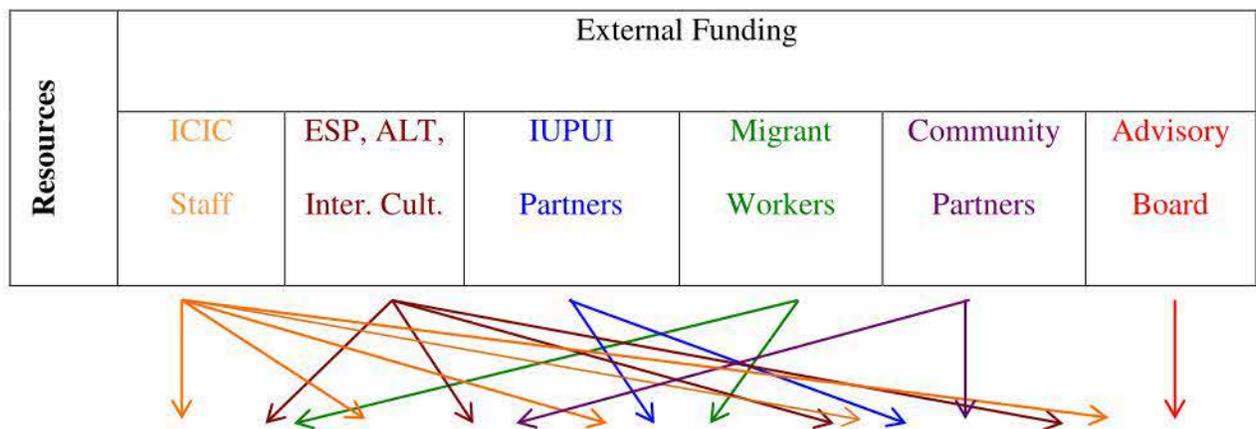
In addition to ICIC's expertise in these theoretical frameworks, it has invaluable resources to facilitate IUPUI HEP's design as illustrated in Chart 1. As part of Indiana University, ICIC has confirmed the cooperation of the IUPUI Office of Community Engagement (OCE), IUPUI School of Liberal Arts Career Services (LACS), IUPUI ROTC and ICIC. OCE will introduce the participants to a menu of short-term certificate programs for brief certificate training into a chosen field. A list of available certificate programs is included in the appendix. In addition, LACS will provide support to ICIC in basic job skills such as interviewing and resume building. IUPUI ROTC will be used to facilitate military recruiter visits. Further, IUPUI HEP will use ICIC's current administrative personnel, director, associate director and administrative assistant.

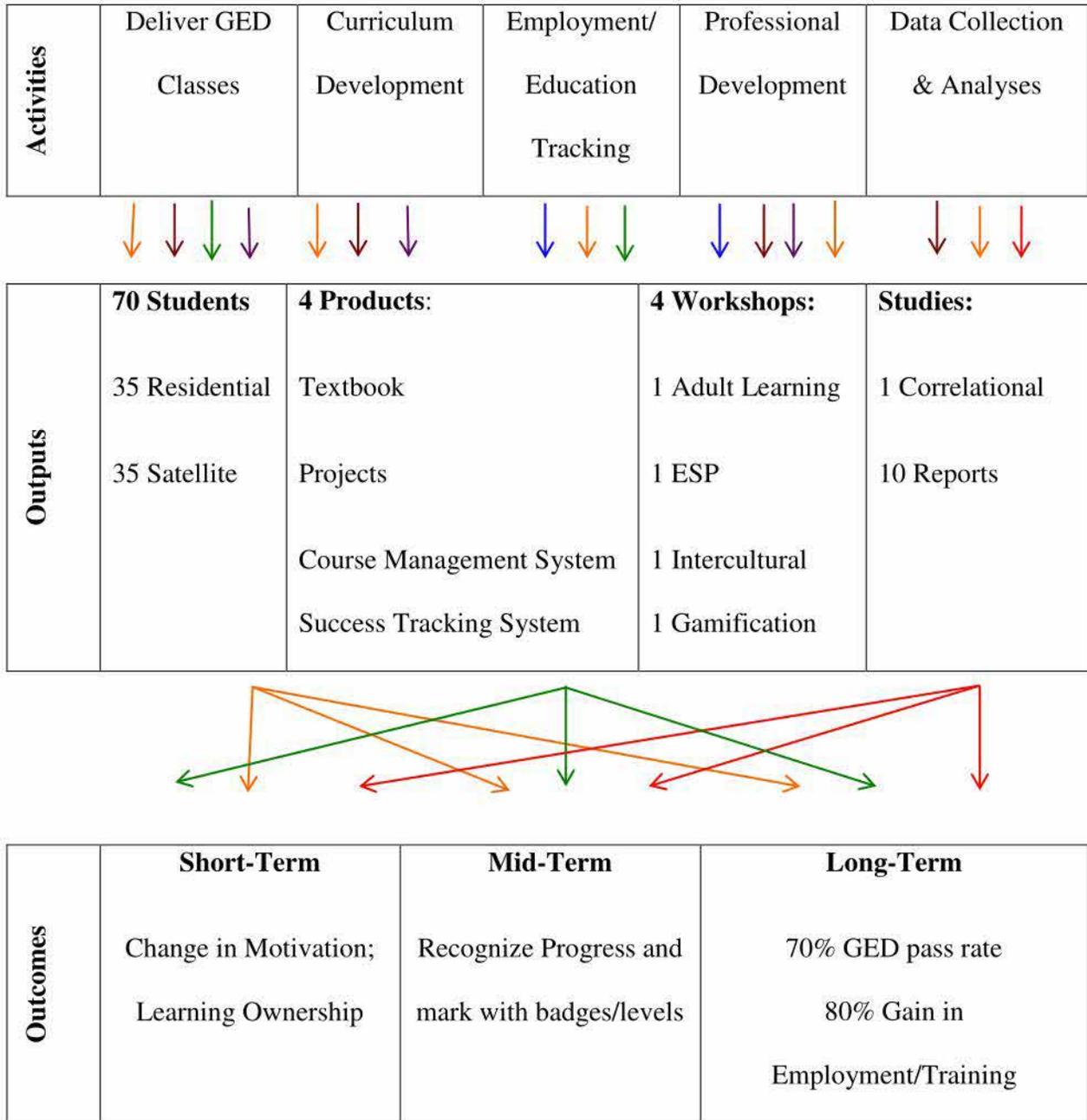
ICIC’s solid existing linkage with community partners include collaboration with MEP, the Indiana Migrant and Seasonal Farmworkers Coalition (IMSFWC), coalition of migrant service providers; Proteus, a Department of Labor funded organization that provides services in job training and healthcare; and Texas Migrant Council (TMC), which provides Headstart programs. Support letters from these partners are included in the appendix.

Partners from the Indiana University School of Education at IUPUI and OCE will serve on the advisory board along with representatives from IMSFWC and MEP to provide oversight and direction to IUPUI HEP administration. Further, they will review reports and data collected.

MEP will be vital to the delivery of GED programs leading to 70 participants as IUPUI HEP uses its infrastructure for recruitment and satellite sites. This HEP will use MEP’s six regional recruiters to efficiently identify, promote, assess and enroll HEP participants. Existing MEP sites will be used as satellite sites in the HEP program. Other community partners will influence curriculum development and employment/education training with both their insights and their visits to sites to deliver workshops.

Chart 1: Abbreviated Logic Model





C. Goals, Objectives and Measurable Outcomes

This project is guided by four goals, four objectives and 14 measurable outcomes. Primary goals are providing instruction and support so participants meet a 70% rate in successfully passing the computer-based GED with a score of 145 or higher. For participants that have passed the GED with a score of 145 or higher to achieve improved employment, to

enroll in higher education or training or to join the military, a rate of 80% is expected.

Secondary goals are demonstrated progress from pretest to posttests on the CaMLA English proficiency test and Northstar Digital Literacy assessments. Please see chart 2 for details on goals, objectives and measurable outcomes.

Chart 2: Goals, Objectives, and Measurable Outcomes

Goal 1: Attainment of GED	
Goal 1: 70% GED Completion 70% of participants will pass the CBT GED test with a score of 145 or higher.	Objective 2: Participants will demonstrate increased GED scores on midterm tests and pass the official test with a 145 or higher while providing data to IUPUI HEP to inform GED instruction.
Measurable Outcomes:	
<ol style="list-style-type: none"> 1. Analyze the areas of need according to GED scores to address the most needed areas in the classroom. 2. Analyze the rate of progress among participants to determine effectiveness of overall program and apply best practices. 3. Analyze and determine the number of participants that pass the GED with a score of 145 or higher following the completion of each program 4. Participants will earn badges to both recognize their achievement and to represent positive progress markers towards obtaining a 145 score on the GED. A final badge will recognize having achieved the program objective of passing the GED with a 145 or higher. 	
Goal 2: Gain Employment, Placement in an Institution of Higher Education or other Postsecondary Education or Training Program.	
Goal 2: 80% Employment Gain/Higher	Objective 2: Institutionalize the

<p>Ed/Training Enrollment</p> <p>80% of participants passing the GED with a 145 or higher will see a gain in employment or enroll in higher education, training, or military service.</p>	<p>necessary conditions for counseling each participant in the program and tracking their progress post classes.</p>
<p>Measurable Outcomes:</p> <ol style="list-style-type: none"> 1. <u>IUPUI HEP staff tracks</u> every participant of the program with a tracking log, progress notes, and maintaining a participant file. 2. IUPUI HEP staff will <u>record student success plans</u> and log participant progress towards employment gain, higher education, and training and/or military service. 3. IUPUI HEP staff will <u>compile a final success plan report for every student in the program</u> to be evaluated by the principle investigator, executive committee, and the advisory board. 4. <u>Participants will earn badges</u> to represent smaller achievements towards completion of success plan. Each badge will mark achievement along the path toward final outcome. 	
<p>Goal 3: Improvement in Technology Literacy</p>	
<p>Goal 3: Technology Literacy Improvement</p> <p>Students will demonstrate an improvement in basic computational skills using Northstar Digital Literacy Assessments as both pre-tests and post-tests.</p>	<p>Objective 3: Increase knowledge and skills associated with computer basics, internet browsing and use of Microsoft Office for all levels of participants.</p>
<p>Measurable Outcomes:</p> <ol style="list-style-type: none"> 1. Provide pre-tests to participants to <u>measure initial baseline technical literacy scores</u>. 2. Provide midterm and final technical skills assessments with <u>tracked improvements and achievements</u> using reported scores from individual assessment areas. 	

<p>3. Award badges that represent increased skills and optimal skill achievement to students to mark and track success rates.</p>	
<p>Goal 4: Improvement in English Language Literacy and Skills</p>	
<p>Goal 4: English Language Improvement</p> <p>Increase students’ language literacy and skills through use of an English for Specific Purposes (ESP) approach to teaching GED.</p>	<p>Objective 4: Evaluate English Language improvement by administering pre and post CaMLA tests to both determine English levels for placement in IUPUI’s Program for Intensive English (PIE), and record progress over the duration of the program.</p>
<p>Measurable Outcomes:</p> <p>1. <u>Increase in CaMLA</u> scores will be recorded from pre and post program tests to compare raw scores, which will be included in a progress report.</p> <p>2. <u>CaMLA scores will be compared with current placement levels</u> in the Program for Intensive English (PIE) at IUPUI in order to provide correlation of English ability with current entrance requirements of higher education institutions like IUPUI.</p> <p>3. <u>Badges</u> will be earned to represent improvements in English levels during the program.</p>	

In an attempt to minimize travel and increase communication and delivery of materials, HEP will use a computer/app-based content management system that will allow the central office at IUPUI to post materials and other curricular components directly to each educational group. Teachers will receive electronic copies of materials, and students will receive access to learning tools and information. As a result, HEP administration will best be able to communicate with satellite sites, teachers and students. Rezzly, a well-designed and proven course management

system, will be used to provide mobile access and organizational structure to the program. This tool will enable program administration to ensure that all sites have the same materials as well as allowing all members of IUPUI HEP to see student progress from the central office in Indianapolis.

3. Quality of Project Services

ICIC will apply its rigorous standards to ensure all participants and team members have high quality training and professional development. The instruction in IUPUI HEP will be provided by trained teachers who are certified to teach at the secondary or adult levels in Indiana and who are bilingual in English and Spanish. Teachers will be experienced in the implementation of ESP, ALT and Intercultural Communication. The curriculum will be developed by two experienced ESL professionals, Dr. Ulla Connor, Ph.D., the Principal Investigator and Project Director, with over 30 years of experience in developing and administering ESL programs, and Dr. Daniel Rueckert, Ph.D.

ICIC will provide professional development for the teachers in HEP during a two-day retreat to be conducted each spring, as well as ongoing professional development. Teachers will be instructed in the use of the Rezzly course management system for both teacher use and to train students. Retreats will focus on migrant issues and include instruction by various collaborating agencies, such as MEP, Proteus, TMC, IMSFWC, IUPUI Office of Community Engagement (OCE) and IUPUI Liberal Arts Career Services (LACS). Topics may include but are not limited to information about support services, accessing health services, and educational barriers facing the migrant community.

Funding from OME will supply IUPUI HEP with the means to provide two distinct programs. First, the intensive residential program will provide classes for 7.5 hours a day over a

12-week period. The 450 hours of instructional time will provide an optimal opportunity for participants to be immersed in studies with very limited distractions. Additionally, students will have access to the IUPUI's state-of-the-art campus facilities and resources. Second, satellite offerings will take place three hours a day for three days a week over fifteen weeks. They will be provided at two satellite locations in the Indiana regions with the largest numbers of migrant farmworkers. Participants will attend classes in the evenings after work. This satellite program includes 135 hours of instructional time, supplemented with a course management system to assign projects out-of-class. These projects will be completed via smartphones and computers. All materials used by residential participants will be available to satellite students online. A 100 or higher score on the practice GED will constitute the academic admission criteria for both the residential and satellite programs. Participants with scores of 100 will need to improve their score by 45 points during the program to pass the GED. The admission requirement will ensure that classes are comprised of students with comparable intermediate GED readiness.

IUPUI HEP's design will address some of the financial needs of the participants by providing a stipend of \$5 a day or per class. This stipend is intended to support students and their families financially for their efforts to come to class and for the residential students to compensate their absence from the farms. This is intended to further motivate participants to continue with the classes for the program duration.

OME funding will make possible IUPUI HEP's high quality job/training skills development, too. Classes will integrate the use of technology and English for practical skill development. IUPUI HEP services will offer workforce training as an integrated and additional component of its program design. Participants will enhance workplace skills by receiving training on basic computer literacy, internet use and Microsoft Office products. Taught in

technology-focused workshops, knowledge and skill gained from training in these areas will be used to complete projects related to GED attainment. Additionally, participants will use a course management system that will challenge them to gain an understanding of the technology, which in turn will facilitate learning. HEP will also focus on developing English language skills as an integral portion of the students' learning. Tasks will be completed in English with assistance from qualified English language professionals. This assistance will utilize an ESP approach and offer feedback on participants' work. Another integral component of the HEP project design focuses on the development of a success plan, which includes achievable goals within the first year after completing the classroom training. Students will be tasked with creating a personal success plan for life after GED preparation. Participants will meet with a job/training advisor to formalize plans and will receive bi-weekly phone calls after the program in order to both track progress towards goals and offer advice.

In order to maintain the highest quality instruction and advice on job skills and career development, IUPUI HEP will benefit from the services of three of IUPUI's professional development service centers: Office of Community Engagement, the IU School of Liberal Arts at IUPUI-Career Services, and ROTC.

4. Quality of Project Personnel

Key personnel include the principal investigator/project director, the educational coordinator, the job/training advisor, teachers and recruiters. The Principal Investigator and project director will be Ulla Connor, Ph.D., Chancellor's Professor of English at IUPUI and the Director of ICIC. She will allocate 25% of her time for the proposed project. Dr. Connor's role is divided into two categories: 1) activities involving the management of HEP's work, and 2) activities involved in the supervision of the project funds.

Under the management of HEP's work, Dr. Connor will implement the project as outlined in the proposal. First, she will oversee human research compliance, personnel, and coordination with other campuses of Indiana University. Second, working in consultation with the education coordinator, both will develop and review the project curriculum. Third, Dr. Connor will coordinate data collection and subsequent analysis for research on best practices in migrant worker instructional delivery. Fourth, she will ensure that regular management meetings are held with university and community stakeholders as well as organize and train the advisory board to provide oversight of the project. Fifth, Dr. Connor will monitor the progress of all project activities, preparing project progress reports for OME following the outline in the terms of award (annual, complete and final reports). Finally, she will take part in disseminating findings of the study and preparing manuscripts for publication in peer-reviewed scientific journals.

Under the activities involved in the supervising of project funds, Dr. Connor will maintain an accurate record of project-related expenditures. Since this is a shared responsibility with other areas at IUPUI, she will comply with both IUPUI policies and procedures related to project management and personnel practices, and all applicable sponsor rules, regulations and/or terms and conditions of the award.

The Educational Coordinator position will be filled by Daniel Rueckert, Ph.D., who holds a doctorate in Curriculum, Instruction and Media Technology (see CV and bio in the Appendix). Currently the Associate Director of ICIC, he is bilingual in Spanish and English and has basic proficiency in Portuguese. He has been a tenured associate professor and director of an M.A. in Teaching English to Speakers of Other Languages (TESOL) program, has presented at many high profile conferences on language learning and technology, and is a published scholar.

Certified as a secondary education teacher with endorsements in Spanish and English as a Second Language, he has lived and worked in South America and has 15 years of experience in the education field in which he has taught in secondary schools, in community programs, and in higher education. He has served as an administrator in community, higher education and for-profit institutions and developed curriculum for community and ESP programs.

The job/training advisor position will be filled by a graduate student at IUPUI. Responsibilities include tracking participant progress throughout the year in order to determine progress towards participant success plans in achieving gains in employment, education, training and/or military service; advising students as needed towards job and training progress; presenting and facilitating job/education readiness workshops with participants; and assisting both the principal investigator/project director and the educational coordinator with their responsibilities. A successful candidate for this position will be bilingual in Spanish and English and possess the relevant skills and work experience.

All teachers will be contracted and will hold or will have recently held secondary or adult teaching certificates; have demonstrated expertise in a particular subject area (math/science or language arts/social studies) in order to be an HEP teacher in that particular area. Preference will be given to those with secondary and adult teaching experience, as well as for bilingualism in Spanish and English. These individuals will be assigned as either the science/math teacher or the language arts/social studies teacher at their respective sites.

All recruiters are currently employed by the Indiana Department of Education to work in its MEP program. Using such recruiters builds upon their experiences and well-established connections to farms and farm worker communities in the state. Recruiters will identify,

promote, assess and enroll participants for HEP; maintain relationships with farmers; and attend meetings and professional development sessions.

5. Quality of Management Plan

ICIC, with its strong record of project management, has developed the following management plan to ensure top quality instruction, administration and oversight, as shown in Chart 3. Dr. Connor will form an advisory board to bring additional expertise to the project, to meet quarterly with the first meeting taking place in February of 2017. The advisory board will be comprised of representatives from MEP, the IU School of Education at IUPUI, COE, and a member of IMSFWC. The board will provide feedback and advice for improvement for IUPUI HEP. November 2017 meetings will review annual reports and give feedback. February 2018 meetings will review actions taken for improvements. Reviews of assessments collected during the programs will be analyzed and prepared into a report for feedback and improvement by Dr. Connor. This report will be presented at the executive planning meeting with Dr. Connor, Dr. Rueckert and the job/training advisor in November in order to plan changes for implementation during the coming year. The executive board of Dr. Connor, Dr. Rueckert and the job/training advisor will meet weekly throughout the year.

Chart 3: Program Management Plan Time and Timeline

Year 1	J	F	M	A	M	J	J	A	S	O	N	D
Advisory Board Meetings												
Executive Planning Meeting												
Curriculum Development												
Hire Teachers												

Professional Development																				
Satellite Program in Vincennes, IN																				
Residential Program @ IUPUI																				
Satellite Program in South Bend, IN																				
Review Assessments and Prepare Annual Report																				
Employment/Training Tracking (Ongoing with report due Oct. 1)																				
Curriculum/Program Redesign																				

Years 2-5	J	F	M	A	M	J	J	A	S	O	N	D
Advisory Board Meetings												
Executive Planning Meeting												
Hire Teachers												
Professional Development												
Satellite Program in Vincennes, IN												
Residential Program @ IUPUI												
Satellite Program in South Bend, IN												
Review Assessments and Prepare Annual Report												
Employment/Training Tracking (Ongoing with report due Oct. 1)												
Curriculum/Program Redesign												

The proposed IUPUI HEP will begin January 1, 2017. In anticipation of the initiation of the grant, a job/training advisor will be hired no later than December 1, 2016 with a start date set to the beginning of grant funding, January 1, 2017. Educational Coordinator, Dr. Rueckert, in collaboration with Dr. Connor, will design the curriculum and prepare the course management system to be ready for use April 1, 2017. A search for teachers will begin January 1, 2017 with interviews being conducted by Dr. Rueckert during the month of February 2017 with teacher contracts being signed by March 1, 2017. A professional development retreat will take place on March 24 and 25, 2017 on the IUPUI campus. Dr. Rueckert, Dr. Connor and the job/training advisor together will provide training for contracted teachers and recruiters on the implementation of the curriculum, reporting procedures and all other details of program management. The first HEP group will begin classes at the Vincennes, Indiana site in April of 2017 and will run for 15 weeks, into July of 2017 in order to coincide with the asparagus growing season. The residential program will begin in May of 2017 and run for 12 weeks into August of 2017 to utilize the IUPUI campus during the summer break. The third group, the South Bend, Indiana group, will run for 15 weeks from June until September of 2017 in order to coincide with the berry growing season. Participants in the program will be tracked by the job/training advisor for one year after the completion of GED training to measure achievements in either employment gain, pursuing education and/or training, and/or enlisting for military service.

The job/training advisor will contact participants every two weeks during the year following their program and will submit a final report to Dr. Connor and Dr. Rueckert each October for its inclusion in the annual report to be presented each November. The first report

will be delivered in October of 2018. The Annual Report for November 2018 will be the first full report to cover both GED completion rates and job/training success rates.

This schedule of protocols will repeat annually with programs being coordinated with both the asparagus and berry seasons, as well as with the IUPUI summer break. During its third year, IUPUI HEP will be reviewed by an external reviewer, Robert Griffin, Ph.D., a trained accreditation reviewer for The Commission on English Language Program Accreditation (CEA). The purpose of this review is to ensure that the program is meeting program standards, which include but are not limited to meeting clearly stated objectives and showing evidence of learning from students. This will take place in November of the third year to allow for both feedback and improvements in implementation during the fourth year.

To ensure that IUPUI HEP meets the budgetary requirements as stipulated in the budget narrative, the IUPUI Office of Research Administration establishes a separate grant account from which all project expenses are paid and into which all payments from the funding agency are placed. The IU School of Liberal Arts at IUPUI grants consultant, whose expertise is in booking transactions and monitoring grant accounts following agency guidelines and university policy, will monitor the grant account status monthly and ensure that only allowable expenses are recorded as they are incurred. The Indiana University Office of Research Administration provides another level of review and monitoring. Its staff members are ultimately responsible for all financial reports required by the funding agency.

Ulla Connor, as principal investigator and project director, will make a 25% time commitment to IUPUI HEP. As stated previously, she will be responsible for overall grant management; final annual reports; human subject review and yearly renewal; coordinating data

collection for accumulative grading and migrant population education; and ensuring regular management meetings are held with university, district and community stakeholders. She will form the advisory board and train them to be both a feedback and oversight body.

Daniel Rueckert, as educational coordinator, will make a 75% time commitment to IUPUI HEP. As stated previously, he will be responsible for curriculum design, as well as both the implementation and maintenance of the course management system. He will hire and supervise teachers and staff including the job/training advisor. He will prepare and conduct the professional development for teachers and recruiters as well as administer assessments and needs analysis. All instruction in both the satellite and residential programs will be under his supervision and coordination.

The Job/Training Advisor will work 20 hours per week for 46 weeks and coordinate the post-program tracking of students in order to monitor and lend assistance to their efforts in achieving gains in employment or beginning training/education programs. He/she will prepare success reports periodically during the year and prepare the final success report for October 1st of each year. This individual will assist the Educational Coordinator and the Principal Investigator/Project Director in both administration of the programs and the compiling of reports. This person will also provide job and education training to participants at all sites throughout the program.

ICIC currently has a full-time administrative assistant who will be responsible for responding to program inquiries; preparing documents and materials; editing documents; and facilitating budget transactions along with many other duties of administration as part of his regular duties.

6. Adequacy of Resources

Since IUPUI is a campus for both Indiana University and Purdue University, IUPUI HEP will have access to support and resources from both universities to facilitate the program. ICIC at IUPUI is an English language and intercultural communication research and service center that is focused on research-based approaches towards English language instruction. It has an 18-year history as a provider of workplace English instruction, English for healthcare focused on language learner abilities to communicate effectively in healthcare settings, and intercultural communication. IUPUI is committed to the success of IUPUI HEP, as demonstrated in support letters in the appendix. The IU School of Liberal Arts at IUPUI will supply office space to HEP. Other university partners include OCE, LACS, and ROTC.

The HEP residential program will be located in the IUPUI Campus Center, a state-of-the-art facility with fully equipped classrooms and eating areas. Students will be housed at Candlewood Suites or Park Place Apartments, which are adjacent to campus and provide safe and comfortable living environments.

MEP supplies satellite sites in South Bend, Indiana and Vincennes, Indiana. They are equipped with classrooms which have access to computers to facilitate the technical aspects of the classes. MEP recruiters will promote IUPUI HEP using their existing infrastructure. This will allow the proposed program to have a well-designed recruiting system in place from the onset of the program. Other committed community partners include IMSFWC, Proteus and TMC. See support letters in the appendix.

Costs of program administration have been carefully considered. The principal investigator/project director is an experienced developer and administrator of community

targeted programs. The Educational Coordinator holds a Ph.D., is bilingual, and has experience creating and running community programs targeted to Latino learners of English. The expertise of both in integrating ESP, ALT and Intercultural Communication into a program adopting a gamified design is instrumental to the success of a highly innovative program.

OME funds will enable IUPUI HEP to serve 70 adult migrant farmworkers each year over the five year period. The allocated budget will provide a fully paid residential program for 35 participants to experience life on the campus of a major university and catch a vision of future possibilities through completing their GEDs and pursuing additional training and employment gains. Satellite site participants will receive highly trained and tailored GED instruction in a convenient location where they can pursue their goals without leaving family and work. All funds used in this project will be used judiciously to provide the best quality experience, with support systems in place to advise and track participants, and a tailored curriculum to meet GED needs while developing marketable skills for these 70 participants.

To facilitate incorporation of this project after funding has ceased, all developed curriculum and materials used for this project will be available to organizations serving migrant populations. As linkages are formed with members of IMSFWC, pieces of the program that pertain to the needs of each organization will be made available to them. Additionally, findings from research will be disseminated through publications and conference presentations in an effort to share best practices. ICIC will continue to benefit from its participation in HEP by using lessons learned and materials created to serve the Indiana community of language learners that have many of the same needs for specialized English training and health literacy.

7. Quality of the Project Evaluation

Participants in IUPUI HEP will be evaluated using the official GED exam, practice GED exams, the CaMLA EPT, and Northstar Digital Literacy Assessments. Additionally, they will be assessed formatively by completing projects with set benchmarks that reflect set objectives. HEP will also create a success plan to be reviewed by a Job/Training Advisor. Success plan progress will be tracked via phone checkups every two weeks after the program.

GED practice tests will be used as a pre-test to determine if potential participants meet the minimum GED requirements to enter the IUPUI HEP program. Participants will take practice tests as pretests and as midterm exams. They will then take the official GED test at the conclusion of the program to measure progress towards a score of 145 or higher.

The CaMLA EPT is an English language proficiency test provided by University of Michigan and Cambridge. It serves two purposes in the program. First, it provides an English language score upon entry to the program, which will serve as a baseline to measure participants' English progress. The same test will be administered at the end of the program to measure progress. The second purpose is the comparison of scores with level placements at IUPUI's Program for Intensive English (PIE). This will give an evaluation of the participants' English level progress for admission to an English speaking university such as IUPUI. Results will show if participants will need additional English training to enter an English speaking university. This will inform the IUPUI HEP objective to prepare participants to enter an institute of higher learning.

Northstar Digital Literacy assessments will be used throughout the instructional program to assess participants' skills in basic computing, internet use, Word, Excel and PowerPoint.

Final scores will provide insight into participant technology skills and will serve to measure technology skill outcome achievement.

Reports of assessment results from GED, CaMLA and Northstar, along with achievement numbers of participants achieving gains in employment, education, training and/or military, will be prepared and analyzed at the executive planning meeting and presented to the advisory board each November to receive feedback and oversight. The executive planning meeting will base planned changes on the data collected. The advisory board will review the report and provide feedback for improvement to IUPUI HEP for future changes. Further, the third-year external review will verify project effectiveness in meeting goals, objectives and outcomes.

IUPUI HEP will employ a gamified structure which will provide accumulative assessment of outcome completion and provide performance feedback for each of the main focus areas of the project. Students will accumulate points toward outcome completion in the areas of math, language arts reading, language arts writing, science, social studies, English proficiency, technology skills and job/training. Progress in each area will be marked by point accumulation and outcome achievement will be marked by the earning of a representative badge. The course management system, Rezzly, will provide visual representation of these with a progress bar to mark progress and digital badges to mark achievement. All outcomes should be completed during the program except for job/training. That outcome will continue to be measured during the year following the program.

Evidence of promise will be shown through interventions with IUPUI HEP's gamified course design. The success of IUPUI HEP, with its gamified course design, incorporating strong theory in English for Specific Purposes, Adult Learning Theory and Intercultural

Communication will be shown via quantitative data to produce high GED completion rates. Further, measures of motivation, ownership and personal validation of HEP participants and will be compared with our partner, MEP's equivalent results from their 18-22-age population. We hypothesize that correlation studies of our HEP approach will not only show high GED completion rates but will show significantly higher scores on the affective aspect of motivation, ownership and personal validation. These aspects are expected to result in long-term success in career development. Qualitative results will be available to other high school equivalency programs.

References

- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon, UK: Multilingual Matters
- Knowles, M.S., Swanson, R.A., & Holton, E. F. III (2005). *The adult learner: The definitive classic in adult education and human resource development (6th ed.)*. California: Elsevier Science and Technology Books.
- Upton, T., & Connor, U. (Eds.) (2013). *Language for specific purposes section, The encyclopedia of applied linguistics*. New York: John Wiley and Sons

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BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME: Ulla Connor

POSITION TITLE:

Chancellor's Professor of English; Barbara E. and Karl R. Zimmer Chair in Intercultural Communication;

Director, International Center for Intercultural Communication

EDUCATION/TRAINING (*Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.*)

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
University of Helsinki, Finland	B.A.	12/70	English Philology
University of Florida, Gainesville	M.A.	08/71	English Literature
University of Wisconsin, Madison	M.A.	01/73	Comparative Literature
University of Helsinki, Finland	M.A., Magna cum laude	12/74	English Philology
University of Wisconsin, Madison	Ph.D.	12/78	English Linguistics

A. Personal Statement

I have a strong background in language and culture education. I have taught English as a Second/Foreign Language (ESL/EFL) and teacher education courses in more than ten countries, and for the last 30 years in Indiana. I have authored many books and articles in the field of Teaching English to Speakers of Other Languages (TESOL) and applied linguistics. Adopting an interdisciplinary approach that includes theories of linguistics, rhetoric, and intercultural communication combined with research methods from discourse analysis, anthropology, and linguistic corpus analysis, I have defined and established a field in second language acquisition called intercultural rhetoric with several published articles and books on the subject. In the early 1990s, I developed the first K-12 ESL endorsement program at IUPUI, making the IUPUI as the first university in the state to offer such certificate to ESL teachers. In 1998, I became the founding director of the International Center for Intercultural Communication (ICIC), the mission of which was to provide language and communication training for immigrant workforce in Indiana. Since then, my center, a part of the IU School of Liberal Arts has offered several intensive summer institute programs for teachers and certified dozens of teachers for language teaching in the workforce. My current research includes health literacy, health care communication, and the use of psychosociolinguistically informed communication strategies in various healthcare settings to advance patients' adherence to medication and healthy life. I am the lead author and cofounder of the CoMac Descriptor™, a questionnaire and tailored communication strategies tool that allows for health messages to be tailored to individual health perceptions and health behavior profiles. Under this umbrella, I published many journal articles

and I have been awarded two grants: Lilly Foundation Grant; and Clinical and Translational Sciences Institute (CTSI) Community Health Engagement Project (CHEP) Grant.

I will serve as the principal investigator and project director in the proposed study. My main role will be to coordinate overall grant management, including annual, final annual reports, human subject review and yearly renewals, data collection for research on accumulative grading and migrant population education and ensure regular management meetings with university, district, and community stakeholders. With many years of scholarly experience in language and culture and with my knowledge in qualitative and quantitative research methods, I have the expertise, leadership and motivation necessary to successfully carry out the proposed work. I have effectively coordinated numerous interdisciplinary projects, collaborated with other scholars and community stakeholders.

B. Positions and Honors

Positions and Employment

1980-1983 Assistant Professor, Department of Linguistics, Georgetown University
1983-1984 Visiting Assistant Professor, Audiology and Speech, Purdue University
1988-1990 Assistant Dean, Graduate School, Purdue University
1989-1990 Visiting Associate Professor, Department of English, Purdue University
1994, 2000 H.W. Donner Guest Professor, English Department, Åbo Akademi University, Finland
1995 Visiting Researcher, Department of English, University of Jyväskylä, Finland
1996 Visiting Professor, Graduate TESOL Program, Temple University Japan
1998 Guest Professor, Department of English, Lund University, Sweden
1984-1987 Assistant Professor of English, Indiana University-Purdue University Indianapolis (IUPUI)
1987-1993 Associate Professor of English, IUPUI
1997-1998 Director, English as a Second Language Program, IUPUI
1985- Adjunct Professor of Women's Studies Program, IUPUI
1993- Professor of English, IUPUI
1997- Director, Indiana (presently *International*) Center for Intercultural Communication, IUPUI
1998- Adjunct Professor of Philanthropic Studies, IUPUI
2003- Barbara E. and Karl R. Zimmer Chair in Intercultural Communication, IUPUI
2011- Chancellor's Professor of English, IUPUI

Honors

2000 Elected "Foreign" Member, The Finnish Society of Sciences and Letters (Societas Scientiarum Fennica), 2000
2004 Intercultural Rhetoric and Discourse Analysis Conference founding organizer
2005 Outstanding Alumna Award, Department of Linguistics, University of Florida
2006 Indiana Commission on Hispanic/Latino Affairs Research Committee appointment
2006 The Republic of Iceland's Ministries of Education and Social Affairs advisor on language education in immigration
2007 Outstanding Distinguished Resident Faculty Award for 2006-2007, IU School of Liberal Arts

C. Contribution to Science

Fields Of Specialization And Research

Sociolinguistics and Intercultural Rhetoric applied to second language teaching, business communication, intercultural communication, and medical discourse

Books and Monographs

*Connor, U., & Kaplan, R. B. (Eds.). (1987). *Writing across languages: Analysis of L2 text*. Reading, MA: Addison-Wesley.

*Connor, U., & Johns, A. M. (Eds.). (1990). *Coherence in writing: Research and pedagogical perspectives*. Washington, D.C.: TESOL.

Connor, U., Helle, T., Mauranen, A., Ringbom, H., Tirkkonen-Condit, S., & Yli-Antola, M. (1995). *Tehokkaita EU-Projektiehdotuksia: Ohjeita kirjoittajille [Successful grant proposals. A guide for researchers in the European Union]*. (Also translated into Swedish, 1996). Helsinki, Finland: TEKES. [Finland's Science Foundation]

*Connor, U. (1996). *Contrastive rhetoric: Cross-cultural aspects of second language writing*. New York: Cambridge University Press. (Reprinted in China by the Shanghai Foreign Language Education Press.)

*Belcher, D., & Connor, U. (Eds.). (2001). *Reflections on multiliterate lives*. Clevedon, England: Multilingual Matters.

Connor, U., & Seig, M. (2001). *Language and the global workplace: A handbook for Indiana businesses*. Indianapolis, IN: ICIC.

*Connor, U., & Upton, T. A. (Eds.). (2004). *Applied corpus linguistics: A multidimensional perspective*. Amsterdam: Rodopi Publishers.

*Connor, U., & Upton, T. A. (Eds.). (2004). *Discourse in the professions: Perspectives from corpus linguistics*. Amsterdam: John Benjamins.

*Connor, U., Nagelhout, E., & Rozycki, W. (Eds.). (2008). *Contrastive rhetoric: Reaching to intercultural rhetoric*. Amsterdam: John Benjamins.

*Connor, U. (2011). *Intercultural rhetoric in second language writing*. Ann Arbor, MI: University of Michigan Press.

Upton, T., & Connor, U. (Eds.) (2013). *Language for Specific Purposes Section, The Encyclopedia of Applied Linguistics*. New York: John Wiley and Sons.

Selected Journal Articles

*Connor, U. (1980). Second language program. *The Greater Washington Area Reading Journal*, 6(1), 6-15.

*Taylor, N., & Connor, U. (1982). Silent or oral reading: The rational use of both processes. *The Reading Teacher*, 35(4), 440-443.

*Connor, U. (1983). Trends in language teaching methods. *Tempus*, 18(2), 16-18.

*Connor, U. (1983). Predictors of second language reading performance. *Journal of Multilingual and Multicultural Development*, 4(4), 271-288.

*Connor, U. (1984). Recall of text: Differences between first and second language readers. *TESOL Quarterly*, 18(2), 239-256.

*Connor, U. (1990). Discourse analysis and writing/reading instruction. *Annual Review of Applied Linguistics*, 11, 164-180.

*Connor, U., Davis, K. W., & De Rycker, T. (1995). Correctness and clarity in applying for overseas jobs: A cross-cultural analysis of U.S. and Flemish applications. *Text*, 15(4), 457-476.

*Connor, U., Davis, K. W., De Rycker, T., Phillips, E. M., & Verckens, J. P. (1997). An international course in international business writing: Belgium, Finland, the United States. *Business Communication Quarterly*, 60(4), 63-74.

*Connor, U. (2002). New directions in contrastive rhetoric. *TESOL Quarterly*, 36(4), 493-510.

*Connor, U., & Mbaye, A. (2002). Discourse approaches to writing assessment. *Annual Review of Applied Linguistics*, 22, 263-278.

- *Connor, U., Rozycki, W., & McIntosh, K. (2006). Culture in an English-language training program. *Asian Journal of English Language Teaching*, 16, 89-112.
- * Bartlett Ellis, R. J., Connor, U., & Marshall, J. (2014). "Development of patient-centric linguistically tailored psychoeducational messages to support nutrition and medication self-management in type 2 diabetes: a feasibility study." *Patient preference and adherence*, 8, 1399-1408.
- *Connor, U., Neill, R. M., Mzumara, H., Sandy, R. (2015). Development of the CoMac Adherence Descriptor™: A linguistically based survey for segmenting patients on their worldviews. *Patient Preference and Adherence*, 9: 509–515. PubMed PMID: 25848230. PubMed Central PMCID: PMC4381900

Selected Book Chapters

- *Connor, U., & Lauer, J. (1986). Understanding persuasive essay writing: Linguistic/rhetorical approach. In L. E. Evensen (Ed.), *Nordic research in text linguistics and discourse analysis* (pp. 245-266). Trondheim, Norway: Tapier.
- *Connor, U. (1987). Argumentative patterns in student writing: A cross-cultural study. In U. Connor & R. B. Kaplan (Eds.), *Writing across languages: Analysis of L2 text* (pp. 57-72). Reading, MA: Addison-Wesley.
- *Connor, U., & Lauer, J. (1988). Cross-cultural variation in argument. In A. C. Purves (Ed.), *Writing across languages and cultures* (pp. 138-159). San Francisco: Sage.
- *Connor, U. (1989). A contrastive study of persuasive business correspondence: American and Japanese. In S. J. Bruno (Ed.), *1988 Proceedings, 53rd National and 15th International Convention of the Association for Business Communication* (pp. 57-72). Houston, TX: School of Business and Public Administration.
- *Cambridge, B., & Connor, U. (1989). Linking secondary school and college writing instruction: CAI staff development that works. In C. L. Selfe, D. Rodrigues, & W. Oates (Eds.), *Computers in English and the language arts* (pp. 69-82). Urbana, IL: NCTE.

Selected Other Publications

- *Connor, U., & Siebert, J. (1975). *ESL, English as a second language program: Curriculum guidelines*. Madison, WI: Madison Public Schools, 1975. (59 pp.).
- *Connor, U. (1978, Spring). Assessment and mis-assessment of ESL children's reading skills. *Newsletter of the Wisconsin Bilingual/TESOL Affiliate*.
- *Connor, U. (1978). A study of reading skills among ESL learners. *Wisconsin Research and Development Center for Individualized Schooling, Technical Report*, No. 471. (258 pp.) (ERIC Document Reproduction Service, No. ED 162 281).

Selected Presentations And Publications For Community Service

- *Connor, U., & Seig, M. T. (1999, October). *Components of a successful language training program in the workplace*. Symposium conducted at Hiring Employees with Limited English Skills Conference, World Trade Association of Northeast Indiana, Fort Wayne, IN.
- *Connor, U. (1999, December). *International issues in the Indiana workforce*. Symposium conducted at the Global Business Information Network Conference, organized by the Kelley School of Business, Eli Lilly & Co., Indianapolis, IN.
- *Connor, U. (2001, March). *New immigrants in Indiana. Building a civil society*. Symposium conducted at the 12th Annual Joseph T. Taylor Symposium, Indianapolis, IN.

D. Research Support

Grant Proposals in Progress

*2014, Clinical and Translational Sciences Institute, IU, "Patient-Centric Communication to Improve Adherence and Healthy Behaviors"

*2015, Centers for Diabetes Translation Research (P30). NIH Proposal. Dr. Mary De Groot, IU School of Medicine, Dr. Chandan Saha, IU School of Medicine, & Dr. Ulla Connor as CO-PIs of the study.

*2015, Survivorship Care Plan-Personal Health Record Intervention Trial (SUPER-IT). Part of the Signature Center for Cancer Population Analytics and Patient-Centered Informatics. NIH proposal in final review submitted by Dr. David Haggstrom, IU School of Medicine, and Dr. Ulla Connor as CO-PI. Four year study period.

*2015, Oral Health Measures for Mexican-American: Linguistic and Statistical Methods. NIH proposal submitted by Dr. Gerardo Maupone, IU School of Dentistry, with Dr. Ulla Connor, and Dr. Marta Anton as CO-PIs. The project period is from October 1st, 2015 to September 30th, 2019. The previous two submissions were rejected. The grant will be submitted for a third time, which would affect the "start date" and "end date."

Grants Received (total of \$1,475,751)

Selected Received Grants

1985-1987, Exxon Education Foundation Grant, "Development of an Analytic System for the Improvement of Writing Assessment," with J. Lauer (\$21,000)

1985-1987, Lilly Endowment Linkage Grant, "Computer Assisted Writing Instruction," with B. Cambridge (\$25,000)

1988-1989, U.S. Department of Education, "Purdue Minority Summer Research Program," with R. L. Ringel, V. W. Rodwell, and D. E. Lewis (\$88,000)

1989-1990, Caterpillar Foundation, "Enlarging Minority Opportunities," with D. E. Lewis (\$5,000)

1995, TEKES (Finnish Government Center for Scientific Development), "Linguistic Analysis of European Commission Research Applications," with H. Ringbom (190,000 Finnish marks = \$50,000)

1998, IUPUI Research Incentive Fund, "Development of Linguistic Textbanks" (\$159,000)

2002, IUPUI International Development Fund Grant, "Development of an EFL Program for Kabul University, Afghanistan" (\$12,000)

2003, Indiana University Center on Philanthropy Grant, "Persuasion in Fundraising Letters: An Interdisciplinary Study," with E. Nagelhout (\$44,260)

2003, Central Indiana Community Foundation, The Indianapolis Foundation Grant, "Workshops for ESL Volunteer Tutors," with C. Fischer (\$4,140)

2007-2009, Eli Lilly Foundation, "Project for Health Literacy and Patient Adherence," (\$480,000)

2008, IUPUI Dean of the Faculty and Dean of the IU School of Liberal Arts Grant for Intercultural Health Communication Research (\$40,000)

2010, IUPUI Signature Center Initiative Grant (\$300,000)

2015, Binational/Crosscultural Health Enhancement Center (BiCCHCEC), IU, "Targeted Language Instruction for Limited English Proficiency Latino Families of Infants with Special Needs" (\$3,085)

2015, Indiana CTSI Community Health Engagement Program, "Targeted Language Instruction for Limited English Proficiency Latino Families of Infants with Special Needs" (\$14,910)

2015, English Language and Intercultural Program for IU Dental School. (\$10,560)

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME: Daniel L. Rueckert

POSITION TITLE:

Clinical Assistant Professor

Associate Director, International Center for Intercultural Communication

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	Completion Date MM/YYYY	FIELD OF STUDY
Salt Lake Community College	—	1997	General Studies
University of Utah, Salt Lake City, Utah	B.A.	2002	Spanish, minor English as a Second Language Teaching, certification in Secondary Education Teaching
Indiana State University, Terre Haute, Indiana	Ph.D.	2008	Curriculum, Instruction & Media Technology, concentration in Language Education

NOTE: The Biographical Sketch may not exceed four pages.

A. Personal Statement

Daniel Rueckert Ph.D. is the associate professor of International Center for Intercultural Communication (ICIC) at IUPUI. He is a clinical assistant professor. His expertise are found in curriculum development, pedagogical technology use, language assessment and methodology. He currently administers educational programs at ICIC, which involves curriculum development, budget oversight and training of instructors. Dr. Rueckert has experience as a graduate MA in TESOL program director while serving as a tenured associate professor at Oklahoma City University. He also created the Community English School at Oklahoma City University where he developed the school's curriculum and supervised and trained all teachers. Additionally, he has been the director of a language center, worked as a certified secondary education instructor, teaching English and Spanish, has taught workplace English at various locations and

lived for two years in Uruguay, where he learned Spanish before completing a degree in Spanish from the University of Utah. He received his doctorate in Curriculum, Instruction and Media Technology from Indiana State University.

B. Positions and Employment

1997-2000	Assistant Director, East Millcreek Recreation Center, Salt Lake City, Utah.
2000-2001	Teen Center Director, Boy's and Girl's Club, Salt Lake City, Utah.
2000-2001	Intern, Information Systems Technologies Department, Arthur Andersen, Chicago, Illinois
2001	Secondary Education Teacher, New Tyme School, Midvale Utah.
2002	High School Instructor, Upward Bound at University of Utah, Salt Lake City, Utah.
2002-2003	Adjunct English as a Second Language Instructor, Salt Lake Community College, Salt Lake City, Utah.
2001-2003	Director, Excell Language Learning School, Salt Lake City, Utah.
2003-2004	High School Spanish Instructor, Vista Private School, Vista Adolescent Treatment Center, Magna, Utah
2003-2004	Adjunct English as a Second Language Instructor, Eagle Gate College, Murray, Utah
2005-2006	English as a Second Language Instructor, INTERLINK Language Centers, Terre Haute, Indiana.
2006-2008	Graduate Assistant, Department of Curriculum, Instruction & Media Technology, Indiana State University, Terre Haute, Indiana.
2005-2010	Owner/Developer, www.saywhatesl.com
2007-2015	Test Rater, Educational Testing Service
2011-2015	Founder and Director of The Community English School at Oklahoma City University, Oklahoma City, Oklahoma.
2008-2015	Assistant/Associate Professor of TESOL, TESOL Program, Oklahoma City University, Oklahoma City, Oklahoma
2014-2015	MA in TESOL Program Director, TESOL Program, Oklahoma City University, Oklahoma City, Oklahoma
2015-Present	Clinical Assistant Professor and Associate Director of International Center for Intercultural Communication at IUPUI, Indianapolis, Indiana

C. Contribution to Science

Peer Reviewed Publications

*Rueckert, D. (2013) Fostering Confidence and Risk Taking in MA TESOL Students Via Community English Teaching, *TESOL Journal*, 4.3 514-533

*McMurray, D. Nowlin, B. Riley, M. Rueckert, D. (2007) Liberating Educational Experience for Language-Minority Families. *Journal for Liberal Arts and Sciences*, 12(1) 35-40

Refereed Papers in Proceedings

*Rueckert, D. Kim, D. Yang, M. 2007. Using a Wiki as a Communication Tool for Promoting Limited Proficiency (LEP) Student's Learning Practices. Proceeding of the Society for Information Technology & Teacher Education International Conference. San Antonio, Texas, 26-30 March. (6 pages)

Presentations

*Rueckert, D., Sauer, J. 2015 "Facilitating Gamified Language Learning with New Technologies." TESOL International Convention and English Language Expo, Toronto, Ontario, 26 March

*Kim, D., Rueckert, D. 2014 "TESOL Students' Mobile Learning Experience," Association for Educational Communications and Technology (AECT) International Convention, Jacksonville, FL 4-8 November

*Rueckert, D. Kim, D. Yang, M. 2007. "*Using a Wiki as a Communication Tool for Promoting Limited English Proficiency (LEP) Student's Learning Practices.*" Society for Information Technology & Teacher Education International Conference, San Antonio, TX, 26-30 March

Curricula Designed

2010 Tong Yeong High School Soccer Team English Program

2009 OCU Community English School

2002 Excell Language Learning's Work Place Spanish Program

2002 Excell Language Learning's Intensive English Language Summer Program

D. Research Support

2015, Indiana CTSI Community Health Engagement Program, "Targeted Language Instruction for Limited English Proficiency Latino Families of Infants with Special Needs" (\$14,910)

IUPUI HEP Job Descriptions

The Principal Investigator/Project Director is responsible for overall grant management; annual, complete and final annual reports; human subject review and yearly renewals; coordinating data collection for research; and ensuring meetings are held with the executive board, advisory board, and university and community partners. Qualifications include being a tenure track faculty at IUPUI and demonstrated excellence in program administration

The Educational Coordinator is responsible for curriculum and course management system design and maintenance; hiring and supervision of teachers and staff; coordinating professional development; administration of assessments and needs analysis; coordinating and scheduling of satellite sites; and supervising job/training readiness programs. Qualifications include bilingualism, curriculum design expertise, gamification skills and administrative experience.

The Job/Training Advisor is responsible for job/training readiness programs; meeting participants to create success plans; providing success plan advising and tracking student success during the year following completion of HEP. Qualifications include bilingualism, excellent intercultural skills, and being a graduate student at IUPUI.

Tutors will provide support to teachers during classes; meet for one-on-one tutoring with participants; and assist students in preparing success plans. Qualifications include bilingualism, current enrollment in higher education, and excellent intercultural skills.

Teachers will provide instruction for their assigned topics (science and math, or language arts and social studies) mixed with technology and English skill enhancement. Qualifications include possession of a secondary or adult teaching license, bilingualism and content specific experience.

Recruiters will promote, inform, assess and enroll students into the IUPUI HEP program. They will build and maintain connections with farmers in the region. Qualifications include bilingualism and being a current MEP recruiter.



IUPUI

OFFICE OF THE DEAN

SCHOOL OF LIBERAL ARTS

Indiana University
Indianapolis

February 29, 2016

United States Department of Education
Office of Migrant Education Programs
400 Maryland Avenue, SW
Washington, DC 20202-6135

Dear Selection Committee:

I am delighted to write a letter of support for the International Center for Intercultural Communication (ICIC) that is a part of the Indiana University School of Liberal Arts at Indiana University Purdue-University, Indianapolis. ICIC has a long and accomplished history of engaging language instruction and cultural understanding that has resulted in a center with a well-deserved international reputation. Based on the goals of the High School Equivalency Program, it seems to me that ICIC is exceptionally well prepared to fulfill the goals of the program both for the migrant farmworkers and the host institution. Professor Connor, Director of ICIC, is outstanding in her field. She combines theoretical rigor of a fist-rate scholar and linguist with the skills of a seasoned and adept practitioner and administrator. Under her guidance, the center and its staff have successfully run program after program that enhances the language skills and cultural competencies of participants, relying upon cutting edge pedagogy.

IUPUI has, as well, strong programs in Teaching English to Speakers of Other Languages (TESOL) and Applied Linguistics Network including programs such as English for Academic Purposes (EAP) and Program of Intensive English (PIE). These resources combine to enhance the school's ability to teach and promote English language learning at IUPUI and in the local community. In many ways, not only the English language learning support ICIC and the other programs at IUPUI can provide for the program, IUPUI makes an impact in the community daily with its many community outreach programs. Programs hosted by the IUPUI Office of International Affairs and other community outreach programs hosted by our campus provide countless events for that reach across our campus and communities. IUPUI staff, students and faculty give their time, their skill and their passion to many organizations to make these programs highly effective and accessible.

There is a substantial and rapidly growing migrant population in Indiana that are in need of educational services and assistance to break the cycle of poverty. The proposed program offers high-quality and comprehensive educational and cultural program for adult migrant farmworkers in order to reduce the educational disruption and other problems that result from repeated moves.

I am certain that ICIC will provide an extraordinary experience for the High School Equivalency Program for the migrant farmworkers, and they will coordinate their delivery in a manner that enrich our campus and a city. We have the resources, capacity, and experience to host this program, and so I fully endorse ICIC's proposal wholeheartedly and without reservation.

Sincerely,

(b)(6)

Thomas J. Davis
Dean



IUPUI

**PROFESSIONAL
DEVELOPMENT AND
CORPORATE EDUCATION**

OFFICE OF COMMUNITY ENGAGEMENT

Indiana University-Purdue University
Indianapolis

February 29, 2016

Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6135

Attn: Office of Migrant Education

I am **writing to express strong support for the High School Equivalency Program (HEP) proposal being submitted to the Office of Migrant Education by the International Center for Intercultural Communication (ICIC) at IUPUI.**

As Vice Chancellor for Community Engagement at IUPUI, I welcome the opportunity to support and partner with the ICIC in this educational initiative. This proposed program of education, career planning, training, and wrap-around services for migrant/seasonal workers and their families who come to Indiana seeking employment will result in increased opportunities to complete basic education and advance to training and education programs that lead to greater prosperity.

In addition to the critical work of completing high school equivalencies or achieving a GED, IUPUI also is able to provide training and general education to those in the HEP program. IUPUI offers several general education, training, and vocational programs, as well as SAT preparation and career planning. All of the IUPUI training programs can be provided on the IUPUI campus or presented at satellite or partner sites. Attached is a list of relevant classes and certificate programs. Many of the proposed classes and programs can be adapted to meet specific needs of the learners. IUPUI also can develop new classes if new or specific needs are identified. We look forward to working closely with the IUPUI HEP team to ensure that appropriate learning and education programs are available for those eligible under this program.

I look forward to working closely with Dr. Connor and the ICIC-HEP team, and serving on the IUPUI-HEP Advisory Committee, to ensure that this initiative meets the critical needs of these workers as they seek greater educational and professional success.

Best regards,

Teresa A. Bennett

(b)(6)

Teresa A. Bennett, Assistant Vice Chancellor, Office of Community Engagement
Executive Director, Professional Development and Corporate Education



February 26, 2016

Lisa Ramirez
United States Department of Education
Office of Migrant Education Programs

Dear Ms. Ramirez,

This letter serves to extend the support of the Indiana Department of Education and the Migrant Education Program (MEP) to the International Center for Intercultural Communication (ICIC) at IUPUI and their High School Equivalency Program (HEP) proposal. IUPUI has a strong track record of meeting the needs of our diverse community. We believe this initiative will further the State of Indiana's goals to develop a comprehensive plan to support the educational and career needs of Indiana's migrant community.

In Indiana, one of our goals is to create an environment where the unique needs of migrant students, both young and old, are met in a manner that is accessible and highly effective. The addition of the HEP program will be a valuable asset to our state and the Midwest. Indiana's Migrant Education Program (MEP) has been carrying out its mission of imagining the possibilities and making them happen, but this has been limited to the eligible students at ages 3-21. The HEP proposal through IUPUI has the ability to greatly impact the larger migrant community in Indiana, which might include many relatives of current MEP students.

The Indiana Department of Education pledges our utmost support and collaboration to this program. If funded, this program will meet a critical need and allow our state to better serve the students and families. The MEP Migrant Regional Centers and the Indiana Department of Education are excited about this partnership and look forward to strong positive results.

Respectfully,

(b)(6)

Nathan Williamson
Migrant Education Program (MEP) State Director
Indiana Department of Education
115 West Washington Street
Indianapolis, IN 46204



CHAIR
LOUIS DANIEL LISKAI

VICE-CHAIR
DR. HILDA MEDRANO

SECRETARY
JANE GARLING

TREASURER
EDWARD CORTEZ

SGT. AT ARMS
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GOLDEN CRESCENT HS

**CHIEF EXECUTIVE
OFFICER**
CESAR SOTELO

March 1, 2016

Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6135
(202) 260-1164
(202) 205-0089 FAX

Dear Office of Migrant Education:

It is our pleasure to write a letter in support of the proposal "High School Equivalency Program" (HEP) being submitted to the Office of Migrant Education by International Center for Intercultural Communication (ICIC) at Indiana University-Purdue University Indianapolis (IUPUI).

ICIC has dedicated the past 18 years to helping migrant workers improve education, job productivity as well as preparing workers for adopting into the foreign culture. Knowing that ICIC is a leader in Indiana in providing customized workforce training for the unique needs and circumstances of this important group of society, we are very pleased to initiate a relationship with ICIC under HEP. This grant is valuable to the continuing efforts of ICIC. We have a vested interest in serving the migrant population that ICIC will also be serving. We will support ICIC HEP by making available our services to their eligible participants.

Texas Migrant Council, Inc. (TMC) has been providing Head Start services to eligible migrant and seasonal farmworker families in Indiana since 1971. TMC fully supports the efforts of ICIC as they seek external funding to support a program designed to educate migrant workers professionally and academically. Any programs that can help migrants make better decisions about school and its consequences will benefit our clients and the community at large.

Sincerely,

(b)(6)

Craig Taskey
Regional Administrator
TMC
900 S. Purdum St.
Kokomo, IN 46901



March 1, 2006

Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6135
(202) 260-1164
(202) 205-0089 FAX

Dear Office of Migrant Education:

It is our pleasure to write a letter in support of the proposal "High School Equivalency Program" (HEP) being submitted to the Office of Migrant Education by International Center for Intercultural Communication (ICIC) at Indiana University- Purdue University Indianapolis (IUPUI).

ICIC has dedicated the past 18 years to help migrant workers improve education, job productivity as well as prepare workers for adopting into the foreign culture. Knowing that ICIC is a leader in Indiana providing customized workforce training for the unique needs and circumstances of this important group of society, we are very pleased to initiate a relationship with ICIC under HEP. This grant is valuable to the continuing efforts of ICIC. We have invested interest in serving the migrant population that ICIC will also be serving. We will support ICIC HEP by making available our services to their participants. It is clearly a priority for us that the migrant community will be well served.

PROTEUS INC., is funded by the National Farmworker Jobs Program, NFJP Grant under the US Department of Labor and provides services and financial assistance that can remove the barriers to help farmworkers qualify for better jobs and enjoy a higher standard of living. Proteus assists nearly 10,000 farmworkers, both migrant and seasonal looking for new employment opportunities, education & training, worker safety training and medical assistance every year in Iowa, Nebraska and Indiana.

In conclusion, we fully support the efforts of the ICIC as they seek external funding to support a program designed to educate migrant workers professionally and academically. Any programs that can help migrants make better decisions about school and its consequences will benefit our community at large.

Sincerely,

(b)(6)

Randall W. Collins, MSM
Indiana Regional Director for Proteus Inc.
National Farmworker Job Program Grantee, NFJP for the US. Dept. of Labor



709 S. Reed Rd., Kokomo, IN 46901
PR/Award # S14TA160021



MIGRANT FARMWORKER LAW CENTER

Indiana Legal Services, Inc.

Market Square Center

151 North Delaware Street, 18th Floor

Indianapolis, Indiana 46204

Phone: (317) 631-9410

Phone: (317) 536-1389 (Clients/Clientes)

Fax: (317) 631-9775

Indiana toll free: 1 (800) 869-3505 (Clients/Clientes)

March 1, 2006

Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6135
(202) 260-1164
(202) 205-0089 FAX

Dear Office of Migrant Education:

It is my pleasure to write a letter in support of the proposal "High School Equivalency Program" (HEP) being submitted to the Office of Migrant Education by International Center for Intercultural Communication (ICIC) at Indiana University- Purdue University Indianapolis (IUPUI).

ICIC has dedicated the past 18 years to help migrant workers improve education, job productivity as well as prepare workers for adopting into the foreign culture. Knowing that ICIC is a leader in Indiana providing customized workforce training for the unique needs and circumstances of this important group, we are very pleased to initiate a relationship with ICIC under HEP. This grant is valuable to the continuing efforts of ICIC. Indiana Legal Services (ILS) has a vested interest in serving the migrant population that ICIC will also be serving. We will support ICIC HEP by making available our advice to them and their participants.

ILS conducts a statewide outreach program to provide free legal assistance to low income persons, including migrant and seasonal farmworkers. Each year ILS visits migrant camps across Indiana to conduct outreach and make legal education presentations. We distribute information and resources to 2500 + migrant farmworkers and their families with the goal of improving working conditions and economic stability of migrant farmworkers. As an active member in the Indiana migrant farmworker community, ILS would be happy to advise IUPUI HEP about working with migrant farmworkers and organizations that serve the same community.

In conclusion, We fully support the efforts of the ICIC as they seek external funding to support a program designed to educate migrant workers professionally and academically.



Legal Services Corporation
America's Partner for Equal Justice



Sincerely,

(b)(6)

Kristin Hoffman ✓

Director of Migrant Farmworker Law Center, Indiana Legal Services, Inc.

(b)(6)

Jon Jaramore

Executive Director, Indiana Legal Services, Inc.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1356001673A1

DATE:06/15/2015

ORGANIZATION:
Indiana University
Bryan Hall 212
Bloomington, IN 47405-1201

FILING REF.: The preceding
agreement was dated
06/20/2011

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2011	06/30/2012	55.00	On Campus	Organized Research
PRED.	07/01/2012	06/30/2015	56.00	On Campus	Organized Research
PRED.	07/01/2011	06/30/2015	47.50	On Campus	Instruction
PRED.	07/01/2011	06/30/2015	32.00	On Campus	Other Sponsored Activities
PRED.	07/01/2011	06/30/2015	26.00	Off Campus	All Programs
PRED.	07/01/2015	06/30/2017	56.00	On Campus	Organized Research
PRED.	07/01/2017	06/30/2019	57.50	On Campus	Organized Research
PRED.	07/01/2015	06/30/2019	47.50	On Campus	Instruction
PRED.	07/01/2015	06/30/2019	32.00	On Campus	Other Sponsored Activities
PRED.	07/01/2015	06/30/2019	26.00	Off Campus	All Programs

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2019	06/30/2021			Use same rates and conditions as those cited for fiscal year ending June 30, 2019.

*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES

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

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

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

FRINGE BENEFITS:

FICA	Retirement
Life Insurance	Tuition Remission
TIAA/CREF	Worker's Compensation
Health Insurance	Unemployment Insurance
Long Term Disability	Fringe Benefit Administration
Employee Fee Courtesy (Faculty & Staff Fee Discount)	

The next proposal based on actual costs for the fiscal year ending 06/30/2018 is due in our office by 12/31/2018.

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

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

BY THE INSTITUTION:

Indiana University

(b)(6)

(SIGNATURE)

Mary Frances McGint

(NAME)

SVP & CFO

(TITLE)

6/24/15

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim -S

Digitally signed by Arif M. Karim -S
DN: c=US, o=US Government, ou=HHS, email=Arif.M.Karim@HHS.gov,
cn=Arif M. Karim -S, serial=10001, c=US, o=US Government,
ou=HHS, email=Arif.M.Karim -S@HHS.gov

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

6/15/2015

(DATE) 2044

HHS REPRESENTATIVE: **Ernest Kinnear**

Telephone: **(214) 767-3261**

COMPONENTS OF PUBLISHED FACILITIES AND ADMINISTRATIVE RATES

INSTITUTION: **Indiana University - 5044**

PERIOD COVERED BY RATE **JULY 1, 2015 through JUNE 30, 2019**

APPLICABLE TO: **ORGANIZED RESEARCH**

RATE COMPONENT:	FY 16-17	FY 18-19	<u>OFF CAMPUS</u>
	<u>ON CAMPUS</u>	<u>ON CAMPUS</u>	
Building Depreciation	5.1	5.4	
Equipment Depreciation	3.7	3.9	
Interest	2.0	2.1	
Operation & Maintenance	17.5	18.3	
Library	1.7	1.8	
Administration	26.0	26.0	26.0
TOTAL	56.0	57.5	26.0

* Reflects provisions of Appendix III to Part 200 of Uniform Guidance—Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs), C.8. dated December 26, 2013.

CONCURRENCE:

Indiana University - 5044

(b)(6)

(Signature) *[Handwritten Signature]*

(Name) Mary Frances McCart

(Title) SVP, CFO & Treasurer

(Date) 6 23 15

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**Budget Narrative for IUPUI Grant
Total Requested Funds by Category
Project Year 1: January 1, 2017 through December 31, 2017**

Category	Total Request
1. Personnel	\$107,160
Ulla Connor as Principal Investigator and HEP Project Director, Academic, 12 month at 25% FTE (CY). Responsible for overall grant management, annual, complete, and final annual reports, human subject review and yearly renewals, coordinating data collection for research on accumulative grading and migrant population education and ensuring regular management meetings are held with university, district, and community stakeholders.	\$37,500
Daniel Rueckert as Educational Coordinator, Academic, 12 month at 75% FTE (CY). Responsible for GED success and Instruction. Responsible for the curriculum design and course management system implementation in Year One. Curriculum maintenance and course management system maintenance will be undertaken every year. Responsibilities will also include hiring and supervision of teachers and staff, including professional development for teachers, and administration of assessments and needs analysis. Additional responsibilities include coordination and scheduling of both satellite sites and supervising the Job/Training readiness programs.	\$52,500
TBN, 3 Tutors, IUPUI, Hourly, 1 @ 20 hrs./week at \$12/hr. for 12 weeks, and 2 @ 9hrs./week at \$12/hr. for 15 weeks. Under the direction of the Educational Coordinator and in collaboration with the teachers, will be responsible for providing one-on-one tutoring to students during classes and labs provided in their assigned programs. Tutors meet with each student to develop a success plan for post program gains in employment, education, training or military.	\$6,120
TBN, Graduate Student Job/Training Advisor, IUPUI, Hourly, 20 hrs./week @ \$12/hr. for 46 weeks. Under the direction of the Educational Coordinator and in collaboration with IUPUI Liberal Arts Career Development Coordinator will be responsible for Job/Training Readiness programs. Responsible for meeting with each participant to create post program success plans, providing success plan advising and follow up after the program, and tracking student success during and post program.	\$11,040
2. Fringe Benefits	\$37,081
Ulla Connor as Principal Investigator and HEP Project Director, Academic at 12 month (CY) at 25% FTE, benefits are budgeted at IU's rate effective July 1, 2017, 39.88% .	\$14,955
Daniel Rueckert as Educational Coordinator, Academic, 12 month (CY) at 75% FTE, benefits are budgeted at IU's rate effective July 1, 2017, 39.88%.	\$20,937
TBN, 3 Tutors, IUPUI, Hourly, 1 @ 20 hrs./week at \$12/hr. for 12 weeks, and 2 @ 9hrs./week at \$12/hr. for 15 weeks. At IU's rate effective July 1, 2017, 6.93% FTE (CY)	\$424
TBN, Graduate Student Job/Training Advisor, IUPUI, Hourly, 46 weeks at IU's rate effective July 1, 2017, 6.93% FTE (CY).	\$765
3. Travel	\$7,742

Car Travel: Estimated 50 days of travel/ year @ \$30/day of car rental + \$35 for gas each trip = 50 x \$65 for each year of the grant to travel to satellite sites in South Bend, Indiana and Vincennes, Indiana.	\$3,250
Out-of-State: Out of State travel to annual National Migrant Education Conference for Education Coordinator @ \$1,736/person: Flight = 600/ticket + Hotel=700 + 4 days per diem = \$256+ Car = \$180 =\$1,736.	\$1,736
Annual professional development meeting in Indianapolis: One night lodging, per diem and mileage for 4 South Bend Teachers = \$129+ \$54+ 172= \$355 x 4 teachers = \$1,420; lodging, per diem and mileage for 4 Vincennes Teachers = \$129+ \$54+ 151= \$334 x 4 teachers = \$1,336.	\$2,756
4. Equipment—None	
5. Supplies	\$27,545
GED Testing Fees: 1 time per student per year @\$90/test for 70 students.	\$6,300
Books: \$50 per student x 70 students/year.	\$3,500
Notebooks, Pens and other supplies: \$25 per student x 70 students per year.	\$1,750
Jag Tags for Residential Students (Student ID's): \$5 per student x 35/yr.	\$175
Rezzly Course Management System: \$120 per year.	\$120
Promotional Materials for Recruitment: \$500 for each year.	\$500
Classroom rental for residential classes: \$25/room, 2 rooms/day, 60 days/year.	\$3,000
Satellite Site Classroom Rentals: \$1,000 per site, 2 sites.	\$2,000
Expendable Computer Equipment: The purchase of the following items for administrative and teaching work, with a focus on portability: Three 13 in Retina Display MAC Book Pro Laptops with 3.1 ghz dual-core processor and 16 gb memory: \$2200 each for PI/HEP Project Director, Educational Coordinator and Job/Training Advisor; Six iPad Air 2 64gb: \$600 each for 6 teachers (residential and satellite) to facilitate use of course management systems in the classrooms and when meeting with students.	\$10,200
6. Contractual	\$116,567
Contracts with Migrant Regional Centers #1 – 6 for regional recruiters. Recruiters at each Migrant Regional Center have successfully recruited participants for existing migrant education programs over the last two to three years. Their knowledge of their region's migrant population, its needs, and services available are critical to the success of this program. Each region has budgeted for 1/6 of their recruiter's time, to result in one full-time equivalent (FTE) recruiter for the HEP program. Responsible for all recruiting of participants from Indiana and surrounding states, distribution of promotional materials, and participant evaluation to meet entrance criteria. <u>Region 1:</u> Salary = \$8,125; fringe = \$4,167; mileage = \$1,700; total = \$13,992. <u>Region 2:</u> Salary = \$7,619; fringe = \$530; mileage = \$500; total = \$8,649. <u>Region 3:</u> Salary = \$8,450; fringe = \$4,740; mileage = \$400; total = \$13,590. <u>Region 4:</u> Salary = \$9,135; fringe = \$1,336; mileage = \$400; total = \$10,871. <u>Region 5:</u> Salary = \$8,289; fringe = \$1,997; mileage = \$540; total = \$10,826. <u>Region 6:</u> Salary and fringe = \$13,239; mileage = \$400; total = \$13,639.	\$71,567
Two Residential Teachers, IUPUI, 37.5 hours/week @ \$31.25/hour for 12	\$28,125

weeks. Responsible for providing instruction for their assigned topics (Science and Math, or Language Arts and Social Science) mixed with technology and English skill enhancement in the Intensive Residential Program	
Four Satellite Teachers , IUPUI, 9 hours/week @ \$31.25/hour for 15 weeks. Responsible for providing instruction for their assigned topics (Science and Math, or Language Arts and Social Science) mixed with technology and English skill enhancement in the Satellite Programs	\$16,875
7. Construction—None	\$0
8. Other—None	\$0
9. Total Direct Costs (Categories 1 – 8)	\$296,095
10. Indirect Costs	\$23,688
8% allowed for indirect costs	\$23,688
11. Training Stipends: Residential Housing and Food and Stipends	\$141,925
Housing at Candlewood Suites: \$75/room/night, houses 3 students x 12 rooms x 84 nights/year.	\$75,600
Meal Plan of \$1250 (\$14.88/day) per student x 35 students.	\$43,750
35 GED Student Daily Stipends for Residential Participants: Students in the residential program will receive a \$5 stipend for each day they are on campus. This is used to offset the cost of not working and to motivate workers to participate in the program. 35 students will receive \$5/day for 84 days each year.	\$14,700
35 GED Student Daily Stipends for Satellite Participants: Students attending the satellite programs will receive a \$5 stipend for each class that they attend. This is used to offset the cost of transportation and to motivate workers to participate in these programs. 35 students will receive \$5/class for 45 classes each year.	\$7,875
12. Total Costs	\$461,709

**Budget Narrative for IUPUI Grant
Total Requested Funds by Category
Project Year 2: January 1, 2018 through December 31, 2018**

Category	Total Request
1. Personnel	\$109,860
Ulla Connor as Principal Investigator and HEP Project Director, Academic, 12 month at 25% FTE (CY). Responsible for overall grant management, annual, complete, and final annual reports, human subject review and yearly renewals, coordinating data collection for research on accumulative grading and migrant population education and ensuring regular management meetings are held with university, district, and community stakeholders.	\$38,625
Daniel Rueckert as Educational Coordinator, Academic, 12 month at 75% FTE (CY). Responsible for GED success and Instruction. Responsible for curriculum maintenance and course management system maintenance, hiring and supervision of teachers and staff, including professional development for teachers, and administration of assessments and needs analysis. Additional responsibilities include coordination and scheduling of both satellite sites and supervising the Job/Training readiness programs.	\$54,075
TBN, 3 Tutors, IUPUI, Hourly, 1 @ 20 hrs./week at \$12/hr. for 12 weeks, and 2 @ 9hrs./week at \$12/hr. for 15 weeks. Under the direction of the Educational Coordinator and in collaboration with the teachers, will be responsible for providing one-on-one tutoring to students during classes and labs provided in their assigned programs. Tutors meet with each student to develop a success plan for post program gains in employment, education, training or military.	\$6,120
TBN, Graduate Student Job/Training Advisor, IUPUI, Hourly, 20 hrs./week @ \$12/hr. for 46 weeks. Under the direction of the Educational Coordinator and in collaboration with IUPUI Liberal Arts Career Development Coordinator will be responsible for Job/Training Readiness programs. Responsible for meeting with each participant to create post program success plans, providing success plan advising and follow up after the program, and tracking student success during and post program.	\$11,040
2. Fringe Benefits	\$38,159
Ulla Connor as Principal Investigator and HEP Project Director, Academic at 12 month (CY) at 25% FTE, benefits are budgeted at IU's rate effective July 1, 2017, 39.88% .	\$15,404
Daniel Rueckert as Educational Coordinator, Academic, 12 month (CY) at 75% FTE, benefits are budgeted at IU's rate effective July 1, 2017, 39.88%.	\$21,256
TBN, 3 Tutors, IUPUI, Hourly, 1 @ 20 hrs./week at \$12/hr. for 12 weeks, and 2 @ 9hrs./week at \$12/hr. for 15 weeks. At IU's rate effective July 1, 2017, 6.93% FTE (CY)	\$424
TBN, Graduate Student Job/Training Advisor, IUPUI, Hourly, 46 weeks at IU's rate effective July 1, 2017, 6.93% FTE (CY).	\$765
3. Travel	\$7,742
Car Travel: Estimated 50 days of travel/ year @ \$30/day of car rental + \$35 for gas each trip = 50 x \$65 for each year of the grant to travel to satellite sites	\$3,250

in South Bend, Indiana and Vincennes, Indiana.	
Out-of-State: Out of State travel to annual National Migrant Education Conference for Education Coordinator @ \$1,736/person: Flight = 600/ticket + Hotel=700 + 4 days per diem = \$256+ Car = \$180 = \$1,736.	\$1,736
Annual professional development meeting in Indianapolis: One night lodging, per diem and mileage for 4 South Bend Teachers = \$129+ \$54+ 172= \$355 x 4 teachers = \$1,420; lodging, per diem and mileage for 4 Vincennes Teachers = \$129+ \$54+ 151= \$334 x 4 teachers = \$1,336.	\$2,756
4. Equipment—None	
5. Supplies	\$19,145
GED Testing Fees: 1 time per student per year @\$90/test for 70 students.	\$6,300
Books: \$50 per student x 70 students/year.	\$3,500
Notebooks, Pens and other supplies: \$25 per student x 70 students per year.	\$1,750
Jag Tags for Residential Students (Student ID's): \$5 per student x 35/yr.	\$175
Rezzly Course Management System: \$120 per year.	\$120
Promotional Materials for Recruitment: \$500 for each year.	\$500
Classroom rental for residential classes: \$25/room, 2 rooms/day, 60 days/year.	\$3,000
Satellite Site Classroom Rentals: \$1,000 per site, 2 sites.	\$2,000
Expendable Computer Equipment: Three iPad Air 2 64gb: \$600 each for PI/HEP Project Director, Educational Coordinator and Job/Training Advisor to use when traveling and meeting with students outside the office.	\$1,800
6. Contractual	\$117,810
Contracts with Migrant Regional Centers #1 – 6 for regional recruiters. Recruiters at each Migrant Regional Center have successfully recruited participants for existing migrant education programs over the last two to three years. Their knowledge of their region's migrant population, its needs, and services available are critical to the success of this program. Each region has budgeted for 1/6 of their recruiter's time, to result in one full-time equivalent (FTE) recruiter for the HEP program. Responsible for all recruiting of participants from Indiana and surrounding states, distribution of promotional materials, and participant evaluation to meet entrance criteria. <u>Region 1:</u> Salary = \$8,288; fringe = \$4,250; mileage = \$1,700; total = \$14,238. <u>Region 2:</u> Salary = \$7,771; fringe = \$541; mileage = \$510; total = \$8,822. <u>Region 3:</u> Salary = \$8,600; fringe = \$4,928; mileage = \$400; total = \$13,928. <u>Region 4:</u> Salary = \$9,135; fringe = \$1,336; mileage = \$425; total = \$10,896. <u>Region 5:</u> Salary = \$8,456; fringe = \$2,034; mileage = \$540; total = \$11,030. <u>Region 6:</u> Salary and fringe = \$13,471; mileage = \$425; total = \$13,896.	\$72,810
Two Residential Teachers, IUPUI, 37.5 hours/week @ \$31.25/hour for 12 weeks. Responsible for providing instruction for their assigned topics (Science and Math, or Language Arts and Social Science) mixed with technology and English skill enhancement in the Intensive Residential Program	\$28,125
Four Satellite Teachers, IUPUI, 9 hours/week @ \$31.25/hour for 15 weeks. Responsible for providing instruction for their assigned topics (Science and Math, or Language Arts and Social Science) mixed with technology and	\$16,875

English skill enhancement in the Satellite Programs	
7. Construction—None	\$0
8. Other—None	\$0
9. Total Direct Costs (Categories 1 – 8)	\$292,716
10. Indirect Costs	\$23,417
8% allowed for indirect costs	\$23,417
11. Training Stipends: Residential Housing and Food and Stipends	\$141,925
Housing at Candlewood Suites: \$75/room/night, houses 3 students x 12 rooms x 84 nights/year.	\$75,600
Meal Plan of \$1250 (\$14.88/day) per student x 35 students.	\$43,750
35 GED Student Daily Stipends for Residential Participants: Students in the residential program will receive a \$5 stipend for each day they are on campus. This is used to offset the cost of not working and to motivate workers to participate in the program. 35 students will receive \$5/day for 84 days each year.	\$14,700
35 GED Student Daily Stipends for Satellite Participants: Students attending the satellite programs will receive a \$5 stipend for each class that they attend. This is used to offset the cost of transportation and to motivate workers to participate in these programs. 35 students will receive \$5/class for 45 classes each year.	\$7,875
12. Total Costs	\$458,058

**Budget Narrative for IUPUI Grant
Total Requested Funds by Category
Project Year 3: January 1, 2019 through December 31, 2019**

Category	Total Request
1. Personnel	\$112,641
Ulla Connor as Principal Investigator and HEP Project Director, Academic, 12 month at 25% FTE (CY). Responsible for overall grant management, annual, complete, and final annual reports, human subject review and yearly renewals, coordinating data collection for research on accumulative grading and migrant population education and ensuring regular management meetings are held with university, district, and community stakeholders.	\$39,784
Daniel Rueckert as Educational Coordinator, Academic, 12 month at 75% FTE (CY). Responsible for GED success and Instruction. Responsible for curriculum maintenance and course management system maintenance in Years Two - Five, hiring and supervision of teachers and staff, including professional development for teachers, and administration of assessments and needs analysis. Additional responsibilities include coordination and scheduling of both satellite sites and supervising the Job/Training readiness programs.	\$55,697
TBN, 3 Tutors, IUPUI, Hourly, 1 @ 20 hrs./week at \$12/hr. for 12 weeks, and 2 @ 9hrs./week at \$12/hr. for 15 weeks. Under the direction of the Educational Coordinator and in collaboration with the teachers, will be responsible for providing one-on-one tutoring to students during classes and labs provided in their assigned programs. Tutors meet with each student to develop a success plan for post program gains in employment, education, training or military.	\$6,120
TBN, Graduate Student Job/Training Advisor, IUPUI, Hourly, 20 hrs./week @ \$12/hr. for 46 weeks. Under the direction of the Educational Coordinator and in collaboration with IUPUI Liberal Arts Career Development Coordinator will be responsible for Job/Training Readiness programs. Responsible for meeting with each participant to create post program success plans, providing success plan advising and follow up after the program, and tracking student success during and post program.	\$11,040
2. Fringe Benefits	\$39,268
Ulla Connor as Principal Investigator and HEP Project Director, Academic at 12 month (CY) at 25% FTE, benefits are budgeted at IU's rate effective July 1, 2017, 39.88% .	\$15,866
Daniel Rueckert as Educational Coordinator, Academic, 12 month (CY) at 75% FTE, benefits are budgeted at IU's rate effective July 1, 2017, 39.88%.	\$22,212
TBN, 3 Tutors, IUPUI, Hourly, 1 @ 20 hrs./week at \$12/hr. for 12 weeks, and 2 @ 9hrs./week at \$12/hr. for 15 weeks. At IU's rate effective July 1, 2017, 6.93% FTE (CY)	\$424
TBN, Graduate Student Job/Training Advisor, IUPUI, Hourly, 46 weeks at IU's rate effective July 1, 2017, 6.93% FTE (CY).	\$765
3. Travel	\$7,742
Car Travel: Estimated 50 days of travel/ year @ \$30/day of car rental + \$35 for gas each trip = 50 x \$65 for each year of the grant to travel to satellite sites	\$3,250

in South Bend, Indiana and Vincennes, Indiana.	
Out-of-State: Out of State travel to annual National Migrant Education Conference for Education Coordinator @ \$1,736/person: Flight = 600/ticket + Hotel=700 + 4 days per diem = \$256+ Car = \$180 = \$1,736.	\$1,736
Annual professional development meeting in Indianapolis: One night lodging, per diem and mileage for 4 South Bend Teachers = \$129+ \$54+ 172= \$355 x 4 teachers = \$1,420; lodging, per diem and mileage for 4 Vincennes Teachers = \$129+ \$54+ 151= \$334 x 4 teachers = \$1,336.	\$2,756
4. Equipment—None	
5. Supplies	\$17,345
GED Testing Fees: 1 time per student per year @\$90/test for 70 students.	\$6,300
Books: \$50 per student x 70 students/year.	\$3,500
Notebooks, Pens and other supplies: \$25 per student x 70 students per year.	\$1,750
Jag Tags for Residential Students (Student ID's): \$5 per student x 35/yr.	\$175
Rezzly Course Management System: \$120 per year.	\$120
Promotional Materials for Recruitment: \$500 for each year.	\$500
Classroom rental for residential classes: \$25/room, 2 rooms/day, 60 days/year.	\$3,000
Satellite Site Classroom Rentals: \$1,000 per site, 2 sites.	\$2,000
6. Contractual	\$121,007
Contracts with Migrant Regional Centers #1 – 6 for regional recruiters. Recruiters at each Migrant Regional Center have successfully recruited participants for existing migrant education programs over the last two to three years. Their knowledge of their region's migrant population, its needs, and services available are critical to the success of this program. Each region has budgeted for 1/6 of their recruiter's time, to result in one full-time equivalent (FTE) recruiter for the HEP program. Responsible for all recruiting of participants from Indiana and surrounding states, distribution of promotional materials, and participant evaluation to meet entrance criteria. <u>Region 1:</u> Salary = \$8,453; fringe = \$4,334; mileage = \$1,700; total = \$14,489. <u>Region 2:</u> Salary = 7,927; fringe = \$551; mileage = \$520; total = \$8,998 <u>Region 3:</u> Salary = \$8,750; fringe = \$5,143; mileage = \$400; total = \$14,293. <u>Region 4:</u> Salary = \$9,135; fringe = \$1,336; mileage = \$450; total = \$10,921. <u>Region 5:</u> Salary = \$8,623; fringe = \$2,071; mileage = \$540; total = \$11,233. <u>Region 6:</u> Salary and fringe = \$13,746; mileage = \$450; total = \$14,196.	\$74,130
Two Residential Teachers , IUPUI, 37.5 hours/week @ \$31.25/hour for 12 weeks. Responsible for providing instruction for their assigned topics (Science and Math, or Language Arts and Social Science) mixed with technology and English skill enhancement in the Intensive Residential Program	\$28,125
Four Satellite Teachers , IUPUI, 9 hours/week @ \$31.25/hour for 15 weeks. Responsible for providing instruction for their assigned topics (Science and Math, or Language Arts and Social Science) mixed with technology and English skill enhancement in the Satellite Programs	\$16,875
External Reviewer, Robert Griffin, Ph.D., \$1000 reviewer fee + \$600 flight ticket + \$169 hotel stay + \$108 per diem to be conducted in Year 3 to evaluate	\$1,877

program quality meeting stated goals, objectives and outcomes.	
7. Construction—None	\$0
8. Other—None	\$0
9. Total Direct Costs (Categories 1 – 8)	\$298,003
10. Indirect Costs	\$23,840
8% allowed for indirect costs	\$23,840
11. Training Stipends: Residential Housing and Food and Stipends	\$141,925
Housing at Candlewood Suites: \$75/room/night, houses 3 students x 12 rooms x 84 nights/year.	\$75,600
Meal Plan of \$1250 (\$14.88/day) per student x 35 students.	\$43,750
35 GED Student Daily Stipends for Residential Participants: Students in the residential program will receive a \$5 stipend for each day they are on campus. This is used to offset the cost of not working and to motivate workers to participate in the program. 35 students will receive \$5/day for 84 days each year.	\$14,700
35 GED Student Daily Stipends for Satellite Participants: Students attending the satellite programs will receive a \$5 stipend for each class that they attend. This is used to offset the cost of transportation and to motivate workers to participate in these programs. 35 students will receive \$5/class for 45 classes each year.	\$7,875
12. Total Costs	\$463,768

**Budget Narrative for IUPUI Grant
Total Requested Funds by Category
Project Year 4: January 1, 2020 through December 31, 2020**

Category	Total Request
1. Personnel	\$115,505
Ulla Connor as Principal Investigator and HEP Project Director, Academic, 12 month at 25% FTE (CY). Responsible for overall grant management, annual, complete, and final annual reports, human subject review and yearly renewals, coordinating data collection for research on accumulative grading and migrant population education and ensuring regular management meetings are held with university, district, and community stakeholders.	\$40,997
Daniel Rueckert as Educational Coordinator, Academic, 12 month at 75% FTE (CY). Responsible for GED success and Instruction. Responsible for curriculum maintenance and course management system maintenance in Years Two - Five, hiring and supervision of teachers and staff, including professional development for teachers, and administration of assessments and needs analysis. Additional responsibilities include coordination and scheduling of both satellite sites and supervising the Job/Training readiness programs.	\$57,368
TBN, 3 Tutors, IUPUI, Hourly, 1 @ 20 hrs./week at \$12/hr. for 12 weeks, and 2 @ 9hrs./week at \$12/hr. for 15 weeks. Under the direction of the Educational Coordinator and in collaboration with the teachers, will be responsible for providing one-on-one tutoring to students during classes and labs provided in their assigned programs. Tutors meet with each student to develop a success plan for post program gains in employment, education, training or military.	\$6,120
TBN, Graduate Student Job/Training Advisor, IUPUI, Hourly, 20 hrs./week @ \$12/hr. for 46 weeks. Under the direction of the Educational Coordinator and in collaboration with IUPUI Liberal Arts Career Development Coordinator will be responsible for Job/Training Readiness programs. Responsible for meeting with each participant to create post program success plans, providing success plan advising and follow up after the program, and tracking student success during and post program.	\$11,040
2. Fringe Benefits	\$40,410
Ulla Connor as Principal Investigator and HEP Project Director, Academic at 12 month (CY) at 25% FTE, benefits are budgeted at IU's rate effective July 1, 2017, 39.88% .	\$16,342
Daniel Rueckert as Educational Coordinator, Academic, 12 month (CY) at 75% FTE, benefits are budgeted at IU's rate effective July 1, 2017, 39.88%.	\$22,878
TBN, 3 Tutors, IUPUI, Hourly, 1 @ 20 hrs./week at \$12/hr. for 12 weeks, and 2 @ 9hrs./week at \$12/hr. for 15 weeks. At IU's rate effective July 1, 2017, 6.93% FTE (CY)	\$424
TBN, Graduate Student Job/Training Advisor, IUPUI, Hourly, 46 weeks at IU's rate effective July 1, 2017, 6.93% FTE (CY).	\$765
3. Travel	\$7,742
Car Travel: Estimated 50 days of travel/ year @ \$30/day of car rental + \$35 for gas each trip = 50 x \$65 for each year of the grant to travel to satellite sites	\$3,250

in South Bend, Indiana and Vincennes, Indiana.	
Out-of-State: Out of State travel to annual National Migrant Education Conference for Education Coordinator @ \$1,736/person: Flight = 600/ticket + Hotel=700 + 4 days per diem = \$256+ Car = \$180 = \$1,736.	\$1,736
Annual professional development meeting in Indianapolis: One night lodging, per diem and mileage for 4 South Bend Teachers = \$129+ \$54+ 172= \$355 x 4 teachers = \$1,420; lodging, per diem and mileage for 4 Vincennes Teachers = \$129+ \$54+ 151= \$334 x 4 teachers = \$1,336.	\$2,756
4. Equipment—None	
5. Supplies	\$17,345
GED Testing Fees: 1 time per student per year @\$90/test for 70 students.	\$6,300
Books: \$50 per student x 70 students/year.	\$3,500
Notebooks, Pens and other supplies: \$25 per student x 70 students per year.	\$1,750
Jag Tags for Residential Students (Student ID's): \$5 per student x 35/yr.	\$175
Rezzly Course Management System: \$120 per year.	\$120
Promotional Materials for Recruitment: \$500 for each year.	\$500
Classroom rental for residential classes: \$25/room, 2 rooms/day, 60 days/year.	\$3,000
Satellite Site Classroom Rentals: \$1,000 per site, 2 sites.	\$2,000
6. Contractual	\$120,443
Subcontracts with Migrant Regional Centers #1 – 6 for regional recruiters. Recruiters at each Migrant Regional Center have successfully recruited participants for existing migrant education programs over the last two to three years. Their knowledge of their region's migrant population, its needs, and services available are critical to the success of this program. Each region has budgeted for 1/6 of their recruiter's time, to result in one full-time equivalent (FTE) recruiter for the HEP program. Responsible for all recruiting of participants from Indiana and surrounding states, distribution of promotional materials, and participant evaluation to meet entrance criteria. <u>Region 1:</u> Salary = \$8,623; fringe = \$4,422; mileage = \$1,700; total = \$14,745. <u>Region 2:</u> Salary = \$8,085; fringe = \$562; mileage = \$530; total = \$9,177. <u>Region 3:</u> Salary = \$8,900; fringe = \$5,370; mileage = \$400; total = \$14,670. <u>Region 4:</u> Salary = \$9,135; fringe = \$1,336; mileage = \$475; total = \$10,946. <u>Region 5:</u> Salary = \$8,789; fringe = \$2,109; mileage = \$540; total = \$11,438. <u>Region 6:</u> Salary and fringe = \$13,992; mileage = \$475; total = \$14,467.	\$75,443
Two Residential Teachers, IUPUI, 37.5 hours/week @ \$31.25/hour for 12 weeks. Responsible for providing instruction for their assigned topics (Science and Math, or Language Arts and Social Science) mixed with technology and English skill enhancement in the Intensive Residential Program	\$28,125
Four Satellite Teachers, IUPUI, 9 hours/week @ \$31.25/hour for 15 weeks. Responsible for providing instruction for their assigned topics (Science and Math, or Language Arts and Social Science) mixed with technology and English skill enhancement in the Satellite Programs	\$16,875
7. Construction—None	\$0
8. Other—None	\$0

9. Total Direct Costs (Categories 1 – 8)	\$301,446
10. Indirect Costs	\$24,116
8% allowed for indirect costs	\$24,116
11. Training Stipends: Residential Housing and Food and Stipends	\$141,925
Housing at Candlewood Suites: \$75/room/night, houses 3 students x 12 rooms x 84 nights/year.	\$75,600
Meal Plan of \$1250 (\$14.88/day) per student x 35 students.	\$43,750
35 GED Student Daily Stipends for Residential Participants: Students in the residential program will receive a \$5 stipend for each day they are on campus. This is used to offset the cost of not working and to motivate workers to participate in the program. 35 students will receive \$5/day for 84 days each year.	\$14,700
35 GED Student Daily Stipends for Satellite Participants: Students attending the satellite programs will receive a \$5 stipend for each class that they attend. This is used to offset the cost of transportation and to motivate workers to participate in these programs. 35 students will receive \$5/class for 45 classes each year.	\$7,875
12. Total Costs	\$467,486

**Budget Narrative for IUPUI Grant
Total Requested Funds by Category
Project Year 5: January 1, 2021 through December 31, 2021**

Category	Total Request
1. Personnel	\$118,456
Ulla Connor as Principal Investigator and HEP Project Director, Academic, 12 month at 25% FTE (CY). Responsible for overall grant management, annual, complete, and final annual reports, human subject review and yearly renewals, coordinating data collection for research on accumulative grading and migrant population education and ensuring regular management meetings are held with university, district, and community stakeholders.	\$42,207
Daniel Rueckert as Educational Coordinator, Academic, 12 month at 75% FTE (CY). Responsible for GED success and Instruction. Responsible for curriculum maintenance and course management system maintenance in Years Two - Five, hiring and supervision of teachers and staff, including professional development for teachers, and administration of assessments and needs analysis. Additional responsibilities include coordination and scheduling of both satellite sites and supervising the Job/Training readiness programs.	\$59,089
TBN, 3 Tutors, IUPUI, Hourly, 1 @ 20 hrs./week at \$12/hr. for 12 weeks, and 2 @ 9hrs./week at \$12/hr. for 15 weeks. Under the direction of the Educational Coordinator and in collaboration with the teachers, will be responsible for providing one-on-one tutoring to students during classes and labs provided in their assigned programs. Tutors meet with each student to develop a success plan for post program gains in employment, education, training or military.	\$6,120
TBN, Graduate Student Job/Training Advisor, IUPUI, Hourly, 20 hrs./week @ \$12/hr. for 46 weeks. Under the direction of the Educational Coordinator and in collaboration with IUPUI Liberal Arts Career Development Coordinator will be responsible for Job/Training Readiness programs. Responsible for meeting with each participant to create post program success plans, providing success plan advising and follow up after the program, and tracking student success during and post program.	\$11,040
2. Fringe Benefits	\$41,587
Ulla Connor as Principal Investigator and HEP Project Director, Academic at 12 month (CY) at 25% FTE, benefits are budgeted at IU's rate effective July 1, 2017, 39.88% .	\$16,832
Daniel Rueckert as Educational Coordinator, Academic, 12 month (CY) at 75% FTE, benefits are budgeted at IU's rate effective July 1, 2017, 39.88%.	\$23,565
TBN, 3 Tutors, IUPUI, Hourly, 1 @ 20 hrs./week at \$12/hr. for 12 weeks, and 2 @ 9hrs./week at \$12/hr. for 15 weeks. At IU's rate effective July 1, 2017, 6.93% FTE (CY)	\$425
TBN, Graduate Student Job/Training Advisor, IUPUI, Hourly, 46 weeks at IU's rate effective July 1, 2017, 6.93% FTE (CY).	\$765
3. Travel	\$7,742
Car Travel: Estimated 50 days of travel/ year @ \$30/day of car rental + \$35 for gas each trip = 50 x \$65 for each year of the grant to travel to satellite sites	\$3,250

in South Bend, Indiana and Vincennes, Indiana.	
Out-of-State: Out of State travel to annual National Migrant Education Conference for Education Coordinator @ \$1,736/person: Flight = 600/ticket + Hotel=700 + 4 days per diem = \$256+ Car = \$180 = \$1,736.	\$1,736
Annual professional development meeting in Indianapolis: One night lodging, per diem and mileage for 4 South Bend Teachers = \$129+ \$54+ 172= \$355 x 4 teachers = \$1,420; lodging, per diem and mileage for 4 Vincennes Teachers = \$129+ \$54+ 151= \$334 x 4 teachers = \$1,336.	\$2,756
4. Equipment—None	
5. Supplies	\$17,345
GED Testing Fees: 1 time per student per year @\$90/test for 70 students.	\$6,300
Books: \$50 per student x 70 students/year.	\$3,500
Notebooks, Pens and other supplies: \$25 per student x 70 students per year.	\$1,750
Jag Tags for Residential Students (Student ID's): \$5 per student x 35/yr.	\$175
Rezzly Course Management System: \$120 per year.	\$120
Promotional Materials for Recruitment: \$500 for each year.	\$500
Classroom rental for residential classes: \$25/room, 2 rooms/day, 60 days/year.	\$3,000
Satellite Site Classroom Rentals: \$1,000 per site, 2 sites.	\$2,000
6. Contractual	\$121,784
Subcontracts with Migrant Regional Centers #1 – 6 for regional recruiters. Recruiters at each Migrant Regional Center have successfully recruited participants for existing migrant education programs over the last two to three years. Their knowledge of their region's migrant population, its needs, and services available are critical to the success of this program. Each region has budgeted for 1/6 of their recruiter's time, to result in one full-time equivalent (FTE) recruiter for the HEP program. Responsible for all recruiting of participants from Indiana and surrounding states, distribution of promotional materials, and participant evaluation to meet entrance criteria. <u>Region 1:</u> Salary = \$8,795; fringe = \$4,510; mileage = \$1,700; total = \$15,005. <u>Region 2:</u> Salary = \$8,247; fringe = \$574; mileage = \$540; total = \$9,361. <u>Region 3:</u> Salary = \$9,050; fringe = \$5,610; mileage = \$400; total \$15,060. <u>Region 4:</u> Salary = \$9,135; fringe = \$1,336; mileage = \$500; total = \$10,971. <u>Region 5:</u> Salary = \$8,956; fringe = \$2,146; mileage = \$540; total = \$11,642. <u>Region 6:</u> Salary and fringe = \$14,245; mileage = \$500; total= \$14,745.	\$76,784
Two Residential Teachers, IUPUI, 37.5 hours/week @ \$31.25/hour for 12 weeks. Responsible for providing instruction for their assigned topics (Science and Math, or Language Arts and Social Science) mixed with technology and English skill enhancement in the Intensive Residential Program	\$28,125
Four Satellite Teachers, IUPUI, 9 hours/week @ \$31.25/hour for 15 weeks. Responsible for providing instruction for their assigned topics (Science and Math, or Language Arts and Social Science) mixed with technology and English skill enhancement in the Satellite Programs	\$16,875
7. Construction—None	\$0
8. Other—None	\$0

9. Total Direct Costs (Categories 1 – 8)	\$306,914
10. Indirect Costs	\$24,553
8% allowed for indirect costs	\$24,553
11. Training Stipends: Residential Housing and Food and Stipends	\$141,925
Housing at Candlewood Suites: \$75/room/night, houses 3 students x 12 rooms x 84 nights/year.	\$75,600
Meal Plan of \$1250 (\$14.88/day) per student x 35 students.	\$43,750
35 GED Student Daily Stipends for Residential Participants: Students in the residential program will receive a \$5 stipend for each day they are on campus. This is used to offset the cost of not working and to motivate workers to participate in the program. 35 students will receive \$5/day for 84 days each year.	\$14,700
35 GED Student Daily Stipends for Satellite Participants: Students attending the satellite programs will receive a \$5 stipend for each class that they attend. This is used to offset the cost of transportation and to motivate workers to participate in these programs. 35 students will receive \$5/class for 45 classes each year.	\$7,875
12. Total Costs	\$473,392

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

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

1. Project Director:

Prefix: Dr.	First Name: Ulla	Middle Name:	Last Name: Connor	Suffix: Ph.D
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Address:

Street1:	425 University Boulevard, Room CA 133A
Street2:	
City:	Indianapolis
County:	
State:	IN: Indiana
Zip Code:	46202-5148
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
317-274-2555	317-274-2525

Email Address:
uconnor@iupui.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

Trustees of Indiana University

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	107,160.00	109,860.00	112,641.00	115,505.00	118,456.00	563,622.00
2. Fringe Benefits	37,082.00	38,159.00	39,268.00	40,410.00	41,587.00	196,506.00
3. Travel	7,742.00	7,742.00	7,742.00	7,742.00	7,742.00	38,710.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	27,545.00	19,145.00	17,345.00	17,345.00	17,345.00	98,725.00
6. Contractual	116,567.00	117,810.00	121,007.00	120,443.00	121,784.00	597,611.00
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)	296,096.00	292,716.00	298,003.00	301,445.00	306,914.00	1,495,174.00
10. Indirect Costs*	23,688.00	23,417.00	23,840.00	24,116.00	24,553.00	119,614.00
11. Training Stipends	141,925.00	141,925.00	141,925.00	141,925.00	141,925.00	709,625.00
12. Total Costs (lines 9-11)	461,709.00	458,058.00	463,768.00	467,486.00	473,392.00	2,324,413.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2019 (mm/dd/yyyy)

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

The Indirect Cost Rate is 47.50%.

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

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

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

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

PR/Award # S141A160021

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524