

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 # S141A160022

Grants.gov Tracking#: GRANT12113698

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

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

* a. Legal Name: <input type="text" value="University of North Georgia"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="58-6002060"/>	* c. Organizational DUNS: <input type="text" value="0691742410000"/>

d. Address:

* Street1: <input type="text" value="82 College Circle"/>
Street2: <input type="text"/>
* City: <input type="text" value="Dahlonega"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="GA: Georgia"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="30597-0001"/>

e. Organizational Unit:

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

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

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

Title: <input type="text" value="Director of Grants and Contracts"/>
--

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

* Telephone Number: <input type="text" value="706-867-3280"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="kelley.roberts@ung.edu"/>
--

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.141

CFDA Title:

Migrant Education_High School Equivalency Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-010716-002

* Title:

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

13. Competition Identification Number:

84-141A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

University of North Georgia - High School Equivalency Program

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="1,498,134.00"/>
* 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="1,498,134.00"/>

*** 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>Kelley Roberts</p>	<p>TITLE</p> <p>Director of Grants & Contracts Administration</p>
<p>APPLICANT ORGANIZATION</p> <p>University of North Georgia</p>	<p>DATE SUBMITTED</p> <p>03/07/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: University of North Georgia * Street 1: 82 College Circle Street 2: _____ * City: Dahlonega State: GA: Georgia Zip: 30597-0001 Congressional District, if known: GA-009		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Migrant Education_High School Equivalency Program CFDA Number, if applicable: 84.141	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name N/A Middle Name _____ * Last Name N/A Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name N/A Middle Name _____ * Last Name N/A Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Kelley Roberts * Name: Prefix _____ * First Name Kelley Middle Name _____ * Last Name Roberts Suffix _____ Title: Dir. Grants & Contracts Admin Telephone No.: 706-867-3280 Date: 03/07/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S141A160022

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.

UNGHEPGEPA.pdf	Add Attachment	Delete Attachment	View Attachment
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COMPLIANCE WITH GEPA REQUIREMENTS

Section 427 of the General Education Provisions Act (GEPA) requires each applicant to include in its application a description of proposed steps to ensure equitable access to, and participation in, its Federally assisted program. The University of North Georgia (UNG) recognizes that the statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability or age. UNG will ensure that all programs developed and implemented provide equitable access to students, faculty, staff and other program beneficiaries with special needs. Specifically, UNG will:

- 1) Ensure that all programs, services and facilities are accessible to and usable by persons with disabilities in order for students to obtain maximum benefit from the educational experience and effectively transition to the college environment. The Student Disability Services (SDS) Office at UNG provides reasonable accommodations and services for students with disabilities, and serves as an accessibility resource for the university community. These services include adaptive technology, American Sign Language interpreters; extended time testing; individualized advising; note taking; scribes; Braille; and readers.
- 2) Provide sign language interpreters at appropriate events when persons with hearing disabilities are present;
- 3) Ensure that certain technology applications, particularly those utilizing web pages and the Internet such as UNG online systems, are developed in ways that ensure access for individuals with disabilities and other special needs;

- 4) Ensure that selected classrooms and instructional laboratories are equipped with transmitters and headsets for hearing impaired students, and that these systems can be used during multimedia presentations;
- 5) Ensure that faculty, counselors, and key staff members including HEP staff receive training on identifying students who may be affected by these barriers;
- 6) Implement alternative intake/enrollment assessment techniques that address the needs of students with learning disabilities and other special needs;
- 7) Advertise HEP project staff positions in local and statewide publications and professional publications and websites where appropriate. Position descriptions will be circulated to those local populations analogous to the project's target populations. UNG will conduct all HEP project employment in accordance with the institution's Affirmative Action and Equal Opportunity guidelines.
- 8) Support efforts by the external evaluator to: **a)** assist UNG in identifying steps needed to ensure that it provides equitable access, and **b)** review barriers that can impede equitable access or participation, including gender, race, national origin, color, disability or age, to determine whether these or any other barriers prevent students, faculty, and staff from participating in program activities; and
- 9) Review the HEP project's assessment data monthly for patterns that might alert staff to the existence of such barriers.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

*** APPLICANT'S ORGANIZATION**

University of North Georgia

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

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

PROJECT ABSTRACT

Name/Location of Applicant – University of North Georgia (UNG), Dahlonega, GA

Project Objectives and Activities – The project will achieve annual objectives and activities:

- 1) 1,000 potential participants will be informed about the UNG HEP opportunity through outreach to community organizations and migrant communities in agricultural areas of north Georgia. From this pool, 100 who potentially qualify for HEP will be identified and recruited.
- 2) 50 eligible participants will be enrolled in UNG HEP. Students with the highest need will receive priority.
- 3) 100% of HEP participants will receive an array of academic and other support services to attain a High School Equivalency diploma, including instruction in GED subject areas with ESL content when necessary, individualized tutoring, and financial support.
- 4) 100% of HEP participants will be informed and exposed to their post-diploma placement options and receive services to assist in either entering a postsecondary education or training programs, upgraded employment, or the military after diploma attainment.

Applicable Priorities – I.P.2 - Faith-based/community engagement.

Number of Participants Served Annually – 50 commuter participants.

Number and Location of Sites – One (1) site at the UNG Gainesville Campus, Oakwood, GA

Project Targets for GPRA Measures –

- GRPA Measure 1: 75% of UNG HEP participants will receive a High School Equivalency diploma.
- GRPA Measure 2: 85% of High School Equivalency diploma recipients will enter postsecondary education or training programs, upgraded employment, or the military.

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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Project Abstract

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Part 5 – Budget Narrative Attachment Form

Part 6 – Other Attachments Form

Individual Resumes for Project Director and Key Personnel

Job Descriptions of Duties and Required Minimum Qualifications for Hiring

Bibliography

Letter of Support

Copy of Current Indirect Cost Agreement

Part 7 – Assurances and Certifications

Part 8 – Intergovernmental Review (Executive Order 12372)

PROJECT NARRATIVE

1. Need for and Significance of Project

1.i. The magnitude of the need for the services or activities to be carried out - The critical need for a High School Equivalency Program (HEP) in north Georgia stems from many factors:

A fast-growing Migrant and Seasonal Farmworker (MSFW) population with a high number of potential HEP participants – Georgia experienced a 380% increase in migrant population growth between 1990 and 2012, the second fastest growth rate among the 50 states (Hooker, Fix & McHugh, 2014) with 20.6% of foreign-born workers in Georgia employed in agriculture (Migration Policy Institute, 2014). Georgia ranks 8th highest among the 50 states in the number of MSFWs with 117,119 MSFWs and family members residing in Georgia at any given time (Larson, 2008). These workers provide the economic backbone for Georgia’s largest industry – agriculture – which accounts for \$56 billion of the state’s annual economic output (Flatt, 2014). Of all farmworkers in Georgia, 50.9% are classified as migrant and 49.2% are seasonal (Larson, 2008). The Georgia Department of Education (GaDOE) Migrant Education Program (MEP) reported that 9,000 migrant students are enrolled in K-12 in Georgia, and about one-third of these students reside in north Georgia (GaDOE, 2013). Georgia also has a high number of out-of-school migrant youth. There are nearly 2,500 out-of-school migrant youth in Georgia, the 3rd highest number in the United States (U.S. Department of Education, 2014).

Low levels of high school diploma or equivalency attainment – MSFWs and their family members experience low levels of attainment of a high school diploma or high school equivalency (HSE) in Georgia. The high school graduation rate for migrant students in Georgia is 57%, compared to the overall state rate of 73%, and migrant students experience higher dropout rates in grades 9-12 compared to the state average (GaDOE, 2014). High

school diploma attainment levels are even lower for students with limited English proficiency, where the graduation rate is 44% (GaDOE, 2014). For Georgia youth ages 21-26 of Hispanic heritage, who are beyond the age limits of the traditional K-12 educational system, the number of those without a high school diploma or HSE is staggering. Fifty-seven percent of Georgia youth age 21-26 with Central American ancestry and 38% with Mexican ancestry are without a high school diploma or its equivalent, compared to 13% of all Georgia youth in the same age group and 11% nationwide (Hooker, Fix & McHugh, 2014).

High poverty levels – Although MSFWs are an indispensable segment of Georgia agriculture, they are among the most economically depressed workers. The incomes of about 23% of Georgia MSFW families are below poverty level (Georgia Office of Rural Health, 2008). Average annual income is about \$13,000 for a single worker and \$18,000 for a family (National Center for Farmworker Health, 2012). Hooker, Fix & McHugh (2014) report that “groups that are more likely to be low-income are also most likely to lack a high school diploma or equivalent.” The lack of a high school diploma or its equivalency leaves these workers with no opportunities to further their education or the ability to qualify for job advancement.

The region is underserved by HEP – Despite compelling needs, only one satellite HEP site exists in north Georgia. This limits the access to HEP services for those in the area who need them most. The University of North Georgia’s (UNG) Gainesville Campus is strategically positioned to meet these needs because the campus is located in Gainesville, which serves as the agricultural, economic, and population center for MSFWs in north Georgia. UNG’s Gainesville Campus also hosts educational programs focused on groups with similar characteristics and many of the same needs as those who will be served by UNG’s HEP project.

The U.S. Department of Education (ED) awarded UNG a College Assistant Migratory Program (CAMP) in 2015. UNG CAMP assists MSFWs and their immediate family members in north Georgia enrolled in their first year of college at UNG. As with the proposed UNG HEP project, UNG CAMP is located on UNG’s Gainesville Campus. UNG CAMP and UNG HEP staff will work together to coordinate activities, where appropriate, that result in high-quality services benefiting participants in both programs.



Figure 1 – Proposed HEP Site at the University of North Georgia’s Gainesville Campus

Steps-to-College (S2C) is a summer enrichment for-credit program hosted by UNG for 70 to 90 bilingual area high school students who are also English learners. Since its inception in 1999, completion rates per summer sessions have averaged 96%. The program was developed (1) in response to requests from area school systems to help language learner students maintain their English language skills over the summer, (2) provide opportunities for English language learner students to earn credit toward graduation, and (3) introduce these students to postsecondary educational environments and options. The Goizueta Foundation currently funds the program, with area school systems providing transportation. Participating north Georgia school systems include the Gainesville City school system and Hall, Forsyth, and Banks counties.

The Summer Scholars Institute (SSI) is an intensive four-week summer program for rising 8th, 9th, and 10th grade first generation, low SES, “at promise” students. The curriculum focuses on (1) STEM project discovery and research activities and (2)

language arts and social studies projects to develop critical thinking and communication skills. The program encourages high school completion and entry into post-secondary education. Students, selected by their local middle schools, are taught academic success skills that transition to the curriculum they will encounter in their next year in school. The Summer Scholars Institute is offered each summer on UNG's Gainesville Campus and is supported by the Jackson EMC Foundation and contributions to the University of North Georgia Foundation, specifically for Summer Scholars. Students and their families commit to attending and completing SSI for three years. Forty students are enrolled in each grade-level cohort. Successful students are eligible for SSI-endowed scholarships to UNG. Both SSI, S2C, and CAMP are led by UNG HEP project's principal investigator.

1.ii. Focusing on serving the needs of disadvantaged individuals - The following specific needs have been identified for north Georgia MSFWs and will be met by the UNG HEP project:

Participant-specific and flexible instructional programs – Georgia migrant students' performance on middle and high school assessments are at levels below that of non-migrant students. In the 2013 Statewide Comprehensive Needs Assessment, the GaDOE MEP reports a continued achievement gap between migrant students and non-migrant students in all subject areas. Four years of Georgia High School Graduation Test (GHS GT) data indicate that the percentage of migrant students who failed both the English Language Arts and Math GHS GT has been steadily increasing, and migrant students are failing this test at higher numbers than non-migrant students (GaDOE, 2013). Many of these students lack the parental guidance for good study practices. A GaDOE MEP survey of parents of migrant students in Georgia found that only 24% of parents had either attended or completed high school, and 41% of parents indicated that they have never attended school. UNG HEP instructors will have experience working with

this unique population, understanding their educational needs, and developing instructional courses to ensure the success of HEP participants. Also, with MSFWs and many of their family members working daytime agricultural jobs, instructional programs for attaining a HSE diploma must be made available when these individuals can attend. UNG HEP will offer both day and evening instructional sessions to accommodate work and other obligations of HEP participants.

Language barriers to educational success – The majority of migrant students and potential HEP participants are in need of English language instruction. Approximately 53% of Georgia migrant students are classified as English language learners (ELLs) (GaDOE, 2013). Georgia’s ELLs are among the state’s lowest-achieving groups in End-of-Course-Tests (EOCTs), and only 44% of Georgia’s ELLs graduate high school (Migration Policy Institute, 2014). A survey of out-of-school youth in Georgia found “an overwhelming need for English language instruction” for these youth (GaDOE, 2013). UNG is strategically positioned to address the needs of ELLs because UNG’s English as a Second Language (ESL) Program is one of the oldest and largest ESL programs for matriculated students among the University System of Georgia’s 31 colleges and universities. For over 16 years, UNG’s Gainesville Campus has provided a comprehensive ESL program for students who need additional academic English instruction to succeed in their studies. UNG HEP will utilize the ESL program resources to ensure participants requiring English language instruction receive the academic support and instruction needed to achieve success.

Lack of pathways to postsecondary education and training programs or access to employment placement services – With 94% of migrant students in Georgia potential first generation college students, most potential HEP participants lack the guidance to help them pursue a postsecondary educational or training program (GaDOE, 2013; Contreras & Stritikus,

2008). UNG HEP will meet this need by providing exposure to postsecondary programs in cooperation with area college recruiters, assistance with the application and enrollment process, and guidance in applying for and securing financial aid. In addition, those UNG HEP graduates wishing to pursue a postsecondary education at UNG will be given priority consideration for admission into UNG's CAMP program. Also lacking for many MSFWs and their families is access to services to find upgraded employment. UNG HEP will address this need by providing HEP participants career counseling services and access to employment placement services and military recruitment agencies.

1.iii. Specific gaps or weaknesses in services, infrastructure, or opportunities - The following gaps in existing services have been identified and will be addressed by the UNG HEP project:

Inflexible curriculum design – Public Adult Basic Education (ABE) services are available in Georgia through local technical colleges in the Technical College System of Georgia (TCSG). However, the curriculum design for these ABE programs can often be too inflexible and too lengthy, especially for ELLs. The programs often require ELLs to progress through the highest levels of ESL courses before they can complete ABE courses (Hooker, Fix & McHugh, 2014). UNG HEP will address this issue by providing ESL content-based instruction and support in conjunction with HSE diploma instruction to ensure that HEP participants are able to complete the program in a timely manner. In addition, UNG HEP participants will be assessed for their individual educational needs upon entry into the program, and individual learning plans (ILPs) will be developed for each participant. UNG HEP instructors will also provide one-on-one tutoring for those participants who require extra instruction.

Disconnect between ABE programs and post-HSE diploma plans – While many ABE programs are housed at institutions that also offer for-credit postsecondary education or

vocational training, an administrative disconnect exists between these programs and other services and programs provided by the institutions. This administrative separation creates confusion and misinformation about requirements for entry into postsecondary educational and training programs, and the ABE program may lack relevance for participants' post HSE diploma plans (Hooker, Fix & McHugh, 2014). UNG HEP will eliminate this confusion and lack of relevance by assessing participants' post-diploma goals upon entry into the program and again after attaining an HSE diploma to create individual Placement Action Plans. These action plans will allow UNG HEP staff to tailor each participant's experience in the HEP program to his or her personal goals, and connect them with the services, inside and outside of UNG, necessary to enter a postsecondary program, attain upgraded employment, or enter military service.

Financial barriers hindering success – While ABE programs offered through TCSG provide free courses, students must still pay for the GED test at a cost of \$160 for all four subject areas (TCSG, 2015). In addition, these programs do not offer financial assistance for transportation to and from instructional sessions, child care, and other expenses. With the overwhelming majority MSFWs and their family members coming from low-income backgrounds, these financial costs become barriers to program completion. UNG HEP will remove these barriers by providing financial assistance to HEP participants. HEP participants will be provided with free instructional materials and financial assistance for transportation to and from instructional sessions, and UNG HEP will pay GED testing fees. In addition, UNG HEP participants will be provided with weekly stipends and other need-based stipends (e.g., child care, health care) while in the program to offset any additional financial burdens.

1.iv. The importance or magnitude of project results or outcomes - The GaDOE MEP reports that “migrant students are perhaps the most educationally disenfranchised group of students in

our educational systems” (2013). The high school graduation rate for migrant students is only 57%, and Hispanic youth in Georgia ages 21-26 are three to four times less likely to have a high school diploma or its equivalency compared to all Georgia youth in the same age group (GaDOE, 2013; Hooker, Fix & McHugh, 2014). This lack of educational attainment prevents MSFWs and their immediate families from breaking the vicious cycle of economic hardship. Annual income of MSFWs and their families is about \$13,000 for a single worker and \$18,000 for a family with 23% of households living in poverty (National Center for Farmworker Health, 2012). UNG HEP will respond to these challenges by developing a high-quality program that allows MSFW students to attain a HSE diploma and enhance the ability of these students to continue their education or attain upgraded employment. UNG HEP is important because its outcomes address educational and economic needs of migrant farmworkers and their families. UNG HEP will provide robust support services designed to help migrant students surmount barriers and realize that a HSE diploma is an attainable goal that will lead to more educational, training, and career opportunities.

2. Quality of Project Design

2.i. Clearly specified and measurable goals, objectives, and outcomes

TABLE 1 – Goals, Objectives, and Outcomes for UNG HEP	
GOAL 1: Recruit and enroll 50 MSFWs and immediate family members annually into HEP program	
Objective 1 – Inform and identify potential HEP participants	Outcomes – 1,000 potential participants will be informed about UNG HEP; 100 interested MSFWs and immediate family members who potentially qualify will be identified according to eligibility and recruited from this pool.
Objective 2 – Enroll eligible HEP participants	Outcome – 50 eligible HEP participants will be enrolled in the UNG HEP program annually.
GOAL 2: Provide academic, financial, and other support necessary to ensure the attainment of HSE diploma for HEP participants	

Objective 1 – Assess the learning needs of HEP participants and customize participants’ learning experience	Outcomes – 100% of HEP participants will be assessed in regards to their learning needs; 100% of HEP participants will have an individual learning plan developed for their time in the program.
Objective 2 – Provide academic and other support services to HEP participants	Outcome – 100% of HEP participants will receive an array of academic and other support services including instruction in HSE subject areas, individualized tutoring, ESL instruction when necessary, and financial support
Objective 3 – Facilitate testing for an HSE diploma to HEP participants	Outcome – 100% of HEP participants will take the GED test at the end of the instructional program.
Objective 4 – Prepare participants to receive a passing score on the GED	Outcome – 75% of HEP program participants will receive a HSE diploma
GOAL 3: Ensure HSE diploma recipients placement in postsecondary education or training programs, ungraded employment, or the military	
Objective 1 – Assess the future placement options of HEP participants	Outcomes – 100% of HEP participants will be informed and exposed to their post-HSE diploma placement options; 100% of HEP participants will receive a placement action plan.
Objective 2 – Provide participants support services for placement after attainment of HSE diploma	Outcome – 100% of HSE diploma recipients will receive services to assist in either enrolling in postsecondary education or training programs, attaining upgraded employment, or entering the military.
Objective 3 – Prepare participants for placement after attainment of HSE diploma	Outcome – 85% of HSE diploma recipients will either enter a postsecondary education or training program, attain upgraded employment, or enter military service

2.ii. Project design appropriate to, and will successfully address, the needs of the target

population or other identified needs - Potential HEP participants require customized services to help them recognize that a HSE diploma and the ability to further their education or upgrade their employment is an attainable goal. To meet these needs, UNG HEP will provide an array of services, including recruitment of participants and robust academic and support services. All of these activities will successfully address the unique needs of MSFWs and their immediate family members to ensure HSE diploma attainment and placement in postsecondary programs, upgraded employment, or military service.

The project will begin by providing outreach and recruitment services to persons **a)** who are 16 years of age and over and not enrolled in school; **b)** who themselves, or whose immediate family, have spent a minimum of 75 days during the past 24 months in migrant and seasonal farmwork or who are eligible to participate, or have participated within the preceding 2 years, in programs under part C of title I of the Elementary and Secondary Education Act of 1965 or section 167 of the Workforce Investment Act of 1998; and **c)** who lack a high school diploma or its equivalent. UNG HEP staff will work with the Georgia Department of Education's Migrant Education Program's (MEP) regional offices and local educational agencies to identify migrant students who may have previously been served by the MEP program or have recently dropped out of local high schools and identify eligible out-of-school youth not currently served by the MEP program. UNG HEP will be promoted at community events that attract the migrant farmworker community and through community organizations that serve migrant populations including the Adult Education departments at the Latin American Association Georgia and the Consulado General de Mexico en Atlanta, and Catholic Charities Atlanta to disseminate information to a wider audience. The Project Director and Recruitment/ Assessment/Placement Specialist will make presentations at these events and through these organizations to explain HEP services, distribute information, and provide contact information for follow-up. Social, print, and broadcast media also will be utilized to distribute UNG HEP information.

UNG HEP staff will identify 100 eligible participants and enroll 50 eligible participants into the UNG HEP program each year. Upon entry into the program, participants will attend an orientation session to meet program staff, be introduced to the program components, and tour the UNG HEP facilities and the greater UNG Gainesville campus. During this orientation session, participants will be assessed for their educational and learning needs, including their English

language learning needs. UNG HEP staff will use Steck-Vaughn pre- and post-tests to assess areas of readiness and challenges, and English language skills will be assessed using the UNG ESL program testing instruments for placement. The UNG HEP Recruiting/ Assessment/ Placement Specialist and instructors will use these assessments to develop Individual Learning Plans (ILPs) for each participant in order to tailor the participants' instructional sessions to ensure successful completion and HSE diploma attainment. The instructional sessions will be held during a sixteen-week period, with four-hour sessions daily, Monday-Thursday of each week. There will be two cohorts of 25 students each allowing for smaller class sizes, which has been shown as an important measure for effective learning environments for non-native English speakers (Brooks, 2010). The first cohort will be enrolled, oriented, and begin instructional sessions in the first calendar quarter, and the second cohort will be enrolled, oriented, and begin instructional sessions in the third calendar quarter. In order to accommodate job and other obligations of participants, day and evening instructional sessions will be available, and instructors will be available for one-on-one tutoring sessions if necessary. For those participants with English language learning needs, instructors will provide ESL content-based instruction and UNG's ESL program will provide additional support services. Unlike many ABE programs, which require students to first complete ESL instruction before take courses in General Education Diploma (GED) subject areas, UNG HEP will provide ESL content-based instruction in conjunction with GED subject area instruction. At the end of the of the sixteen-week instructional period, UNG HEP participants will take the test for the GED, which is the recognized HSE diploma credential in the state of Georgia. A graduation ceremony will be held for each cohort.

Efforts to place HEP participants in postsecondary education or training programs, attain upgraded employment, or enter military service will begin upon participants' entry into the UNG HEP program. The Recruiting/Assessment/Placement Specialist will interview each participant to gauge what his or her goals are once he or she has attained an HSE diploma, and continuously provide placement counseling while participants are receiving instructional services. These goals will be factored into participants' ILPs, and UNG HEP staff will develop Placement Action Plans (PAPs) for individual participants. UNG HEP staff will establish connections with college, employment, and military recruiters. Participants will be provided with workshops on postsecondary academic, employment, and military opportunities and on skills for successful placement; staff will facilitate college and industry tours; and staff will provide assistance in completing employment, postsecondary, military, and financial aid applications. Each participant will be reassessed after he or she has attained an HSE diploma, and their PAPs adjusted accordingly to ensure each participant achieves his or her placement goals.

2.iii. Establishing linkages with other appropriate agencies and organizations

UNG will coordinate HEP activities with strong partners listed in Tables 2 and 3.

TABLE 2 – UNG Partners	
Program	Services
UNG CAMP	Will coordinate services with UNG HEP when appropriate. UNG HEP graduates considering furthering their education at UNG will be given priority consideration for enrollment in the CAMP program
UNG Career Services	Will provide employment seeking workshops to UNG HEP participants and will assist UNG HEP staff with placement
UNG Financial Aid	Will provide workshops on financial aid opportunities related to postsecondary educational and training programs and the application process for those opportunities
UNG ESL Program	ESL faculty will train peer tutors to assist HEP participants with ESL needs.

UNG will coordinate with partners listed in Table 3 in support of Invitational Priority (IP) 2.

TABLE 3 – State, Community and Faith-Based Partners	
Program	Services
Catholic Charities Atlanta	As a faith-based organization serving north and central Georgia, Catholic Charities Atlanta will provide support services for migrant workers and their families by allowing UNG HEP to contact and recruit potential participants at their facilities and meetings.
Latin American Association Georgia; Consulado General de Mexico en Atlanta	Organizations that will provide assistance with outreach to the north Georgia migrant population regarding the availability of HEP services and will assist with recruitment of potential HEP participants
Georgia Department of Education (GaDOE) Migrant Education Program (MEP)	Assist in identifying and recruiting out-of-school migrant youth not served by the agency and migrant youth previously served by the agency now aged out of the K-12 system; provide State policy support and coordination including opportunities to expand the project
Local Educational Agencies	Identify/recruit participants; obtain student dropout lists
Local Community Health Clinics	Provide low-cost basic healthcare services for HEP participants
Technical College System of GA	Provide connections to recruiters, statistics, and publications; facilitate tours of TCSG institutions
University System of GA	Provide connections to recruiters, statistics, and publications; facilitate tours of USG institutions

2.iv. The extent to which the proposed project will increase efficiency to improve results and increase productivity - UNG HEP is designed to increase efficiency in the use of time, staff, funds, and other resources while providing instruction and placement and support services. The following measures will be utilized to increase productivity:

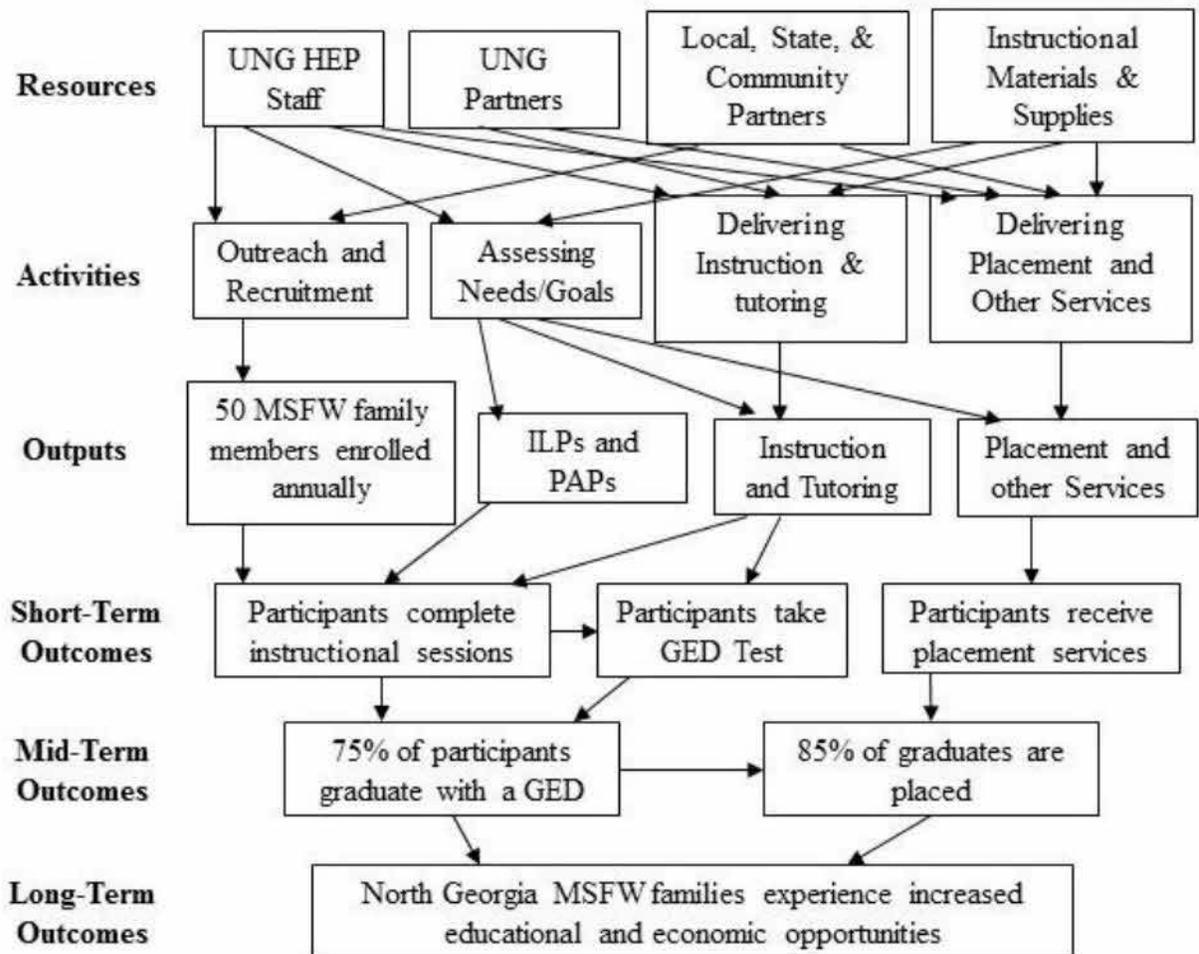
Centralized HEP Facilities - In order to achieve organizational efficiencies and staff productivity, the UNG HEP facilities bring together services to best serve HEP participants. Staff offices, instructional classrooms, and meeting spaces for workshops will all be housed in one centralized location on UNG’s Gainesville Campus. This centralized location will be near computer labs, UNG’s ESL program, and UNG’s CAMP program. Services from UNG partners,

such as UNG’s career services and financial aid offices, will be brought to HEP participants to keep them on the path to success.

HEP Web Portal – A UNG HEP website will be created with a portal for HEP participants to access online services. Participants will have access to instructional materials, information about program schedules, and activities and information regarding community organizations that can provide additional services. This portal will strengthen UNG HEP’s capacity to improve participant success by enabling participants to access services independently.

2.v. The extent to which the proposed project is supported by strong theory

Figure 2 – UNG HEP Logic Model



The UNG HEP project is supported by strong theory by incorporating a logic model for the project design. A logic model defines the major components of the program (resources, activities, outputs, and short- mid- and long-term outcomes) and demonstrates the relationships of those components (Lawton, Brandon, Cicchinelli, and Kekahio, 2014). The logic model, as seen in **Figure 2**, was created using The Education Logic Model Application developed by the Institute of Education Sciences’ Pacific Regional Education Laboratory (REL Pacific).

3. Quality of Project Services

3.i. The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practices among the recipients of those services - The Project Director (PD), the Recruitment/Assessment/Placement Specialist (RAPS), and two Instructors (INST) will participate in annual professional development opportunities listed in Table 4 offering cutting-edge strategies for recruitment, instruction and participant support services as well as evaluation and reporting. Staff will use this new knowledge and skills to inform and make improvement to HEP services. UNG will extend site visit invitations to and collaboration with other HEP projects. HEP personnel will attend UNG training on leadership, team-building, communication skills and other seminars to strengthen the program. UNG HEP staff will share professional development experiences at an annual summer retreat. Ongoing staff development will be included in weekly staff meetings and other UNG student support program monthly meetings.

TABLE 4 – Professional Development Plan					
Professional Development Training	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Annual HEP Project Directors Meeting	PD	PD	PD	PD	PD
National HEP/CAMP Association Conference	RAPS	RAPS	RAPS	RAPS	RAPS
National Migrant Education Conference	INST	INST	INST	INST	INST

3.ii. The extent to which the services to be provided by the proposed project are focused on those with greatest needs - UNG will focus outreach and recruitment efforts on communities and organizations serving a high percentage of MSFW families and identify eligible participants with the greatest need. UNG HEP staff will annually identify 100 eligible HEP participants and enroll 50 eligible participants annually based on a rank order of those with the greatest need. That order will be determined by factors such as having 1) been previously served by GaDOE's MEP; 2) been identified by a LEA as recently dropping out of a local high school; 3) been identified as an out-of-school youth by the MEP, but not previously served; 4) exhibited a high interest in participation in the HEP program; 5) continuously failed to meet academic requirements; 6) been chronically unemployed or underemployed.

3.iii. The likelihood that the services to be provided by the proposed project will lead to improvements in the skills necessary to gain employment - UNG HEP is designed to ensure that participants attain a HSE diploma and are placed in a postsecondary educational or training program, attain upgraded employment, or enter military service. Participant success will be ensured by meeting participant needs through 1) comprehensive orientation; 2) assessment to develop ILPs and PAPs; 3) intensive GED subject area and ESL content-based instruction; 4) access to college, employment, and military recruiters; 5) assistance with employment, college, military, and financial aid applications; 6) skill-building workshops; 7) financial assistance; 8) access to additional services in the community; and 9) continuous tracking and reassessment of participant progress.

4. Quality of Project Personnel

4.i. The qualifications, including relevant training and experience, of the project director or principal investigator.

TABLE 5 – Project Director Description (1.00 FTE/calendar year)	
Characteristic	Description
Reports to:	Principal Investigator
Education and Training:	Master’s degree is required in adult education; educational administration; educational research; instructional systems; student personnel services; guidance and counseling; or a related field. A minimum 3 years experience in a HEP, CAMP, TRiO, GEAR UP or other student success program is required. Bilingual in Spanish is required. Preferred training includes project management; working with underserved populations; student assessment and counseling; program assessment; and regulations compliance.
Experience:	Three years experience in designing, implementing, managing and assessing HEP, CAMP, TRiO, GEAR UP or other student success programs supporting and advancing disadvantaged and academically underprepared students is required. Experience in curriculum development, instruction, and coaching underserved students/ability to work as part of and lead a team is required.

TABLE 6 – Principal Investigator Description (0.25 FTE/calendar year)	
Characteristic	Description
Reports to:	Dean of University College
Education and Training:	Doctorate is preferred and master’s required in adult education; educational administration; educational research; instructional systems; student personnel services; guidance and counseling; or a related field. Training or educational courses related to serving underserved and disadvantaged students are required. Preferred training and experience includes project management; working with underserved populations; student assessment and counseling; program assessment; and regulations compliance.
Experience:	Three years of experience in designing, implementing, managing and assessing HEP, CAMP, TRiO, GEAR UP or other student success programs supporting and advancing disadvantaged and academically underprepared students is required. Experience in curriculum development, ESL instruction, and coaching underserved students/ability to work as part of and lead a team is required.

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

TABLE 7 – Recruitment/Assessment/Placement Specialist (1.00 FTE/calendar year)	
Characteristic	Description
Reports to:	Project Director
Education and Training:	A Master’s degree is preferred and a bachelor’s degree in education, guidance and counseling or a related field is required. Training or educational courses related to serving underserved and disadvantaged students is required.
Experience:	A minimum of 3 years counseling experience, or teaching experience in English, reading, math, or success strategies is required. Experience

	working with academically underprepared students and bilingual skills in Spanish are required. Ability to develop, implement, and facilitate placement strategies; engage participants and partners; assess participants' learning needs and postsecondary and/or job goals; develop learning plans and placement plans; engage postsecondary, job placement, and military recruiters; and monitor data. Strong interpersonal and organization skills required.
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TABLE 8 – HEP Instructor (2 @ 0.50 FTE/calendar year)

Characteristic	Description
Reports to:	Project Director
Education and Training:	A Master's degree is preferred and a bachelor's degree in education or a related field is required. Training or educational courses related to serving underserved and disadvantaged students is required.
Experience:	A minimum of 3 years teaching experience in adult education courses and ESL instruction is required. Experience working with academically underprepared, non-native speaking, and adult education students; bilingual skills in Spanish are required. Ability to assess participants' learning needs; and develop learning plans. Strong interpersonal and organization skills required.

TABLE 9 – External Evaluator Description (Independent Contractor)

Characteristic	Description
Reports to:	Principal Investigator
Education:	Master's degree required and doctorate preferred
Experience:	At least 5 years of evaluation experience with HEP, CAMP, TRiO, GEAR UP or other student success programs required. Must possess qualitative and quantitative expertise and experience; be able to play the role of facilitator as well as having quantitative and qualitative methodological expertise; be a strong leader, team player and possess good analytical skills; and have an excellent understanding of HEP.

5. Quality of the Management Plan

5.i. The adequacy of the management plan to achieve the objectives of the proposed project on

time and within budget - UNG HEP will be organizationally located at the UNG Gainesville

Campus. The organization structure is as follows: the Project Director, Recruitment/

Assessment/Placement Specialist, and two Instructors. The Project Director will coordinate and

consult with the Executive Advisory Board and report to the project investigator, who is Director

of ESL Programs, who reports to the Dean of University College, who, in turn, reports to the

Senior Vice President for Academic Affairs, who reports to the President. An Executive Advisory Board will review project progress and provide guidance. UNG HEP will be supported by Academic Affairs, Business, Grants & Contracts, Human Resources, Research & Engagement, Student Affairs and University Affairs units. To ensure diverse perspectives, UNG HEP will a) establish an **Executive Advisory Board** to provide migrant service providers and community members’ perspectives, will be comprised of 7 members representing support services, Catholic Charities and other migrant-serving organizations, and will meet quarterly; b) establish a **UNG HEP Operations and Service Group** to ensure that HEP services are delivered effectively; members include HEP, Academic and University Affairs staff; and c) empower HEP participants through interviews and online evaluations each year.

TABLE 10 – Key Management Components

Component	Description
Principal Investigator (0.25 FTE/ calendar year)	The Principal Investigator (PI) will report to the Dean of University College and be responsible for award administration, and project management. The PI will 1) Provide program leadership and vision; 2) Implement the project; 3) Oversee recruitment and hiring of staff; 4) Monitor the project budget; 5) Monitor compliance with project goals and objectives; 6) Report on operations; 7) Design and implement staff development; 8) Secure and arrange for physical facilities; 9) Secure collaboration with college entities supporting the project; 10) Chair the Executive Advisory Board, and 11) Support evaluation of program outcomes.
Project Director (1.00 FTE/ calendar year)	The Project Director will report to the Principal Investigator, and manage the day-to-day program operations including: 1) Assisting in program implementation; 2) Implementing an office management system; 3) Interacting and providing information to ED; 4) Contributing to monitoring/compliance; 5) Providing budget support; 6) Developing and implementing participant recruitment and selection plans; 7) Evaluating outcomes including data collection; 8) Daily supervision of staff; 9) Establishing links with migrant serving agencies, schools, and community organizations; 10) Verifying participants’ eligibility; 11) Holding regular meetings and office hours to interact productively with students and others; and 12) Integrally participating in project educational activities and overseeing operations.
Recruitment/ Assessment/ Placement	The Recruitment/Assessment/Placement Specialist will report to the Project Director and 1) Assist in recruitment and selection of participants; 2) Provide individualized counseling for personal and placement matters; 4) Develop

Specialist (1.00 FTE/ calendar year)	Individual Learning Plans (ILPs) and Placement Action Plans (PAPs); 5) Monitor student progress; 6) Plan project revisions and interventions to ensure participant success; and 7) Collaborate with college, employment, and military recruiters, and project partners in providing appropriate services.
Instructors (2 @ 1.00 FTE/calendar year)	The Instructors will report to the Project Director and: 1) Assist with assessment of participants and development of ILPs; 2) Tailor instructional sessions to meet the learning needs of participants; 3) Instruct in GED subject area courses with ESL content when necessary; 4) Provide one-on-one tutoring for participants; 5) Assist with project revisions and interventions to ensure participant success

TABLE 11 – Annual Timeline for the UNG HEP Project				
Benchmarks	Calendar Quarter			
	1	2	3	4
1.0 Provide outreach and recruitment services				
1.a Coordinate services with institutional/organizational partners	▶	▶	▶	▶
1.b Outreach to community orgs, churches, camps and farms	▶	▶	▶	▶
1.c Provide HEP presentations to community organizations	▶		▶	
1.d Enroll HEP cohort 1	▶			
1.e Enroll HEP cohort 2			▶	
2.0 Provide instruction and placement services				
2.a Conduct HEP orientation for participants	▶		▶	
2.b Assess participants' learning needs and develop ILPs	▶		▶	
2.c Assess participants' placement goals and develop PAPs	▶		▶	
2.d Conduct instructional sessions for cohort 1	▶	▶		
2.e Conduct instructional sessions for cohort 2			▶	▶
2.f Provide tutoring sessions	▶	▶	▶	▶
2.g Administer GED test to participants		▶		▶
2.g Provide placement counseling and personal guidance	▶	▶	▶	▶
2.h Conduct skill-building and informational placement workshops	▶	▶	▶	▶
2.i Reassess and revise PAPs		▶		▶
2.j Conduct college and industry tours		▶		▶
2.k Assist with college, employment, and military applications		▶		▶
3.0 Provide financial aid assistance				
3.a Offer weekly stipends and transportation assistance	▶	▶	▶	▶
3.b Assist with preparation of financial aid applications		▶		▶
4.0 Provide other services as needed				
4.a Provide staff in-service training	▶			
4.b Connect participants with community service organizations	▶	▶	▶	▶
4.c Coordinate trips to cultural events	▶	▶	▶	▶
4.d Conduct graduation ceremony for participants		▶		▶
5.0 Evaluate all project activities				
5.a Participate in all project planning	▶	▶		
5.b Monitor all project activities	▶	▶	▶	▶

5.c Establish Executive Advisory Board that meets quarterly	▶	▶	▶	▶
6.0 Report project progress				
6.a Submit monthly financial reports	▶	▶	▶	▶
6.b Submit quarterly reports and annual technical progress report	▶	▶	▶	▶
6.c Disseminate results via media				▶

5.ii. The adequacy of the procedures for ensuring feedback and continuous improvement - The Project Director will ensure that feedback and continuous improvement occurs to strengthen the performance by using the procedures listed in Table 12

TABLE 12 – Procedures to Ensure Feedback and Continuous Improvement in Operations	
No.	Procedures
1.	Empower and encourage staff and students to receive, give and utilize timely, ongoing, constructive reciprocal feedback to improve operations of the program
2.	Review potential operational changes to improve project performance w/Advisory
3.	Implement operational changes and improvement plans
4.	Hold weekly HEP staff meetings and one-on-one meetings to discuss project progress, obstacles and solutions
5.	Hold an annual summer retreat each June to review project results based on data, participant feedback, staff observations, and external feedback
6.	Analyze data including outreach, recruitment and activity feedback; quarterly staff performance reports; attendance records; participant ILPs and PAPs; evaluations from participants; and independent evaluation reports to the Principal Investigator

5.iii. The extent to which the time commitments of key project personnel are appropriate and adequate - The Project Director, the R/A/P Specialist will dedicate 1.00 FTE/calendar year, the two Instructors 0.50 FTE/calendar year, and the Principal Investigator 0.15 FTE/calendar year. This commitment is appropriate and comparable to other HEP programs.

6. Adequacy of Resources

6.i The adequacy of support, including facilities, equipment, supplies, and other resources - UNG is committed to providing resources to assure UNG HEP’s success as listed in Table 13.

TABLE 13 – Support from UNG for HEP	
Resources	Description
Facilities	UNG HEP will be located in a central location on UNG’s Gainesville Campus in a large suite with ample office space, meeting rooms and computer stations for participant use.

Financial Support	UNG will provide ESL faculty to train peer tutors to assist HEP participants; career services support; financial aid advising support; and IT support. This equates to over \$15,000 in annual support.
Equipment/Technology	UNG will provide 1) HEP staff with computers, a copy machine, projectors and modern offices; 2) Wireless network access in all buildings and many outside areas; 3) D2L, a CMS used by academic programs to provide a virtual space for discussions, assignments, and group collaborations; and the campus also has student computer labs with over 1,200 workstations. Computing facilities will be available to participants at all times through Virtual Lab. Participants can access applications and network resources remotely via the UNG HEP web portal.
Infra-structure Support	UNG will ensure that the Principal Investigator is on an administrative level reporting directly to the Dean of University College, so that the PI will have sufficient authority and support to successfully manage HEP.

6.ii The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project - Project partners have pledged strong commitment to UNG HEP’s success as shown in Table 14.

TABLE 14 – Partners’ Commitment to Implementation/Success of Project	
Partner	Commitment to Project
Catholic Charities Atlanta; Latin American Association Georgia; Consulado General de Mexico en Atlanta	Provide outreach to migrant community by disseminating information about HEP opportunities; provide space for recruitment events
GaDOE Migrant Education Program	Assist in identification and recruitment of HEP students; provide
Local Educational Agencies (LEAs)	Assist in identification and recruitment by providing information on local high school migrant students who have recently dropped out of school
Technical College and University Systems of Georgia	Facilitate connections with recruiters and help organize tours of technical college system and university system member institutions for HEP participants

6.iii The extent to which the costs are reasonable

TABLE 15 – Justification for Reasonableness of UNG HEP Project Costs	
No.	Description
1.	Budget provides resources that will ensure participant success
2.	Resources include support services, financial aid, bilingual staff & professional develop.
3.	All expenses are set in accordance with federal, state and local University policies
4.	Salaries, fringe benefits & travel are aligned with UNG salary schedules & standard rates
5.	Supply costs are based on best State of Georgia contract pricing & educational discounts

6.iv The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits - UNG will serve 50 HEP participants annually during the 5-year project at an average annual cost of \$299,626. The average annual cost of \$5,993 per student is reasonable, considering the intensive services necessary to recruit, retain, graduate, and ensure placement for the target population. Seventy-five per cent of participants will attain a HSE diploma and 85% of diploma graduates will be placed in a postsecondary program, attain upgraded employment, or enter military service.

6.v The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding - UNG is deeply committed to serving the educational needs of MSFWs and their families. UNG's Strategic Plan provides that "UNG will expand collaborations with local, regional, national, and global partners to increase community engagement and facilitate educational opportunity and economic, civic, and workforce development in northeast Georgia" (UNG, 2014). UNG will integrate lessons learned from the HEP program into institutional goals and programs, and, as appropriate, leverage potential resources to serve the MSFW population including engaging private foundations, such as the Goizueta Foundation and the Jackson EMC Foundation, who have supported and continue to support UNG programs similar to HEP.

7. Quality of the Project Evaluation

7.i. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project - A comprehensive evaluation plan will assess the impact of HEP strategies. This will be achieved by using measurable objectives, identifying baseline indicators, establishing measurement criteria, defining data elements, specifying data collection procedures, forecasting analytical processes, and developing

timeframes with monthly reviews and feedback mechanisms. Influenced by the work of Stufflebeam, Madaus and Kellaghan (2000), the evaluation will foster a culture of continuous assessment, improvement and communication to ensure alignment of HEP activities with the ongoing evaluation of objectives. Reinforced through an external evaluator experienced with HEP, Steve N. Duncan, HEP Project Director at Wake Technical Community College, the evaluation will collect and assess formative and summative evidence of accomplishment using quantitative and qualitative data.

7.ii. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes - The evaluation is designed to assist UNG in its continuous improvement efforts and to be accountable to ED and other partners. Based on the activities, outputs, outcomes, and impacts described in the UNG HEP application, accomplishments will be highlighted and problems resolved with adjustments and improvements documented in the evaluation cycle. The Project Director will provide periodic feedback, annual reports, findings, and recommendations to ED, the Executive Advisory Board, other partners and key stakeholders.

TABLE 16 – Performance Feedback and Periodic Assessment			
GOAL 1: Recruit and enroll 50 MSFWs and immediate family members annually into HEP program			
Objectives	Data Collected	Method Analysis	Benchmark
1. Inform 1,000; identify 100 potential participants	Attendance logs for events	Compare attendance list to recruitment plan	Inform 1,000 by September; Identify 100 by November
2. Select and enroll 50 eligible participants	Applications; enrollment records	Analyze records to verify eligibility	25 enrolled by Dec.; 25 enrolled by July
GOAL 2: Provide academic, financial, and other support necessary to ensure the attainment of HSE diploma for HEP participants			
1. 100% assessed in their learning needs	Assessment reports; ILPs;	Compare ILPs to assessment reports	25 ILPs developed by Feb.; 25 ILPs developed by Aug.
2. 100% participate in instructional sessions	Attendance and activity records	Analyze participation records	100% attendance in 1st and 2nd sessions

3. 100% of participants take GED Test	GED testing results	Analyze testing results	25 GED tests taken by May; 25 tests take by Nov.
4. 75% of participants attain GED	GED test results; instruction records	Analyze records and test results	75% by November
GOAL 3: Ensure HSE diploma recipients placement in postsecondary education or training programs, ungraded employment, or the military			
1. 100% assessed in their placement goals	Assessment reports; PAPs	Compare PAPs to assessment reports	25 PAPs developed by Feb.; 25 PAPs developed by Aug.
2. 100% participate in placement services	Activity records	Analyze participation records	100% attendance in 1st and 2nd sessions
3. 85% placement of HSE diploma graduates	PAPs; registration records; placement reports	Verify placements	85% placed by December

7.iii. The extent to which the methods of evaluation will, if well-implemented, produce

evidence of promise - The UNG HEP project evaluation, to produce evidence of promise, will test the effects of certain placement services, namely informational workshops on post-diploma options and workshops on securing financial aid for postsecondary education, on participants' placement goals. Upon entry into the program, participants will be interviewed by UNG HEP staff about their placement goals in the process of creating PAPs. When participants' PAPs are reevaluated for post-GED diploma attainment, participants will be interviewed again to determine if the placement workshops provided by the UNG HEP project had an effect on the participants' placement goals and their ultimate placement, whether it be a postsecondary program, upgraded employment, or military service. This evaluation method will build upon the work of Oreopoulos and Dunn (2012), which studied the effects of providing low-income high school students information about college access and financial aid on those students' likelihood of pursuing a postsecondary education. Their study found that those students exposed to such information reported higher expectations, lower concerns about costs, and a greater likelihood to pursue a postsecondary education (Oreopoulos and Dunn, 2012).

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INDIVIDUAL RESUMES FOR PROJECT DIRECTOR AND KEY PERSONNEL

Since this application requests funding support to establish a new HEP project, no individual resumes are available for the:

- **Project Director** (1 @ 1.00 FTE/calendar year);
- **Recruitment/Assessment/Placement Specialist** (1 @ 1.00 FTE/calendar year); and
- **Instructors** (2 @ 0.50 FTE/calendar year each)

A national search will be conducted by the applicant to identify highly qualified personnel for these positions. Provided in the following section are Job Descriptions of Duties and Required Minimum Qualifications for the Project Director and Key Personnel.

Provided on the following pages are the individual resumes for Harriett Allison, Ph.D., who will serve as **Principal Investigator**, and Steve N. Duncan, Ed.D., who will serve as the **External Evaluator**.

RESUME FOR PRINCIPAL INVESTIGATOR

HARRIETT A. ALLISON, Ph.D.

Associate Professor of English
Director of English as a Second Language (ESL)
University of North Georgia

Education

Ph.D., Language and Literacy Education, Teaching Additional Languages, University of Georgia
M.S., Applied Linguistics/Teaching English as a Second Language, Georgia State University
B.A., Humanities, Emory University, Atlanta, Georgia

Professional Experience

2013-Present: Associate Professor, Director of ESL & Summer Programs-Gainesville, English Department, College of Arts and Letters, University of North Georgia.

2014-2015: Interim AVP & Dean, University College, University of North Georgia

2012-2013: Associate Professor, ESL Coordinator, Humanities and Fine Arts, Gainesville State College.

2009-2012: Temporary Assistant Professor, Department of Language and Literacy, University of Georgia.

2008: Adjunct Instructor, Department of Language and Literacy Education, University of Georgia; Assistant Director, Steps-to-College Summer Science Enrichment Program. Collaborative effort among the University of Georgia's Office of International Public and Outreach and Center for Latino Achievement and Success in Education (CLASE), Georgia Gwinnett College, and Meadowcreek High School.

2005-2007: Teaching Assistant, Department of Language and Literacy Education, University of Georgia.

2006-2007: Graduate Teaching Assistant, Academic Enhancement Department, University of Georgia. Taught Learning to Learn courses Fall and Spring semesters

2001-2005: Assistant Professor, ESL and English; ESL Coordinator, Gainesville State College. Developed and coordinated ESL program and curriculum; supervised adjunct ESL instructors; coordinated ESL grants; coordinated and staffed Continuing Education ESL courses; advised ESL students; recruited language minority high school students. Taught ESL Writing and ESL Reading; taught ESL Vocabulary online. Designed and coordinated annual summer program, Steps-to-College, for secondary school ESOL students; taught Social Studies and Science Graduation Tests Preparation classes.

1998-2001: Instructor, ESL and English; ESL Coordinator, Gainesville State College. Developed and coordinated ESL program and curriculum; supervised adjunct ESL instructors; developed online courses for ESL; coordinated ESL grants; coordinated and staffed Continuing Education ESL courses; advised ESL students; recruited language minority high school students. Designed and coordinated annual summer program, Steps-to-College, for secondary school ESOL students.

Grants

2015: Principal Investigator, College Assistance Migrant Program (CAMP) grant – University of North Georgia-Gainesville campus. US Department of Education – Migrant Education. (\$2,123,775)

2015: Principal Investigator, Summer Scholars Institute Grant. Funded by Jackson EMC. (\$15,000)

2005-2006: Contributor. Continuation of Goizueta Scholarship and Leadership Program; Addition of Steps-to-College ESL Program. Funded by the Goizueta Foundation. (\$617,000)

2002-2003: Board of Regents of the University System of Georgia, Hispanic Initiative Pilot Project. Team Leader: Steps-2-College; Hispanic Recruitment. (\$71,000)

2001-2002: Principal Grant Initiator. Program Co-Designer with Sauret, B. Goizueta Scholarship and Leadership Program and Office of Hispanic Affairs. Funded by the Goizueta Foundation. (\$634,000)

2001-2002: Board of Regents of The University System of Georgia. Hispanic Initiative Pilot Project. Team Leader: Steps-2-College; Office of Hispanic Affairs (\$61,000)

2000-2001: Board of Regents of The University System of Georgia. Hispanic Initiative Pilot Project. Team Leader: Step-2-College; Direct School Linkages; Web Development. Budget Development: ESOL Endorsement Course Project. (\$105,000)

Publications

Allison, H. A., & Harklau, L. (2010). Teaching academic literacies in secondary school. In G. Li & P.A. Edwards (Eds.) *Best Practices in ELL Instruction* (129-150). New York: Guilford.

Allison, H. A. (2008). High school academic literacy instruction and the transition to college writing. In M. Roberge, M. Siegal, & L. Harklau (Eds.). *Generation 1.5 in College Composition: Teaching Academic Writing to U.S.-Educated Learners of ESL* (75-90). New York: Routledge.

Allison, H. A. (2006). Immigration + New Literacy Studies + Digital Technologies = ESL for a New South. In M. Spaventa (ed.), *Perspectives on Community College ESL: Pedagogy, Programs, Curricula, and Assessments* (47-60). Alexandria VA: TESOL.

Saindon, J. & Allison, H.A. (2007). Secondary reading instruction for all students: Current conditions/future needs. *TESOL in Action*, 21(1), 14-17.

Harris-Bosselmann, T. & Allison, H.A. (2007). A macro strategy for enhancing second language acquisition. *TESOL in Action*, 21(1), 14-17.

Allison, H.A. (2005). ESOL Endorsement courses through UGA: An anytime/anywhere online option in Georgia. *TESOL in Action* 20(1).

Allison, H.A. (1998) Tips for Teachers. *PREP Newsletter*, Fall 1998, 1-2.

Allison, H.A. (1993). Tales of a first-timer. *TESOL Matters*, 3(4), 14.

Affiliations

Teachers of English to Speakers of Other (International TESOL)

American Association for Applied Linguistics (AAAL)

Professional Service

2011: Reviewer, *International Journal of Multicultural Education*

2009-2011: Reviewer, *American Educational Research Journal*

2005-2008: Editor, *TESOL in Action*. *TESOL in Action* is the primary publication of Georgia TESOL (GATESOL).

2005-2008: Reviewer, *Journal of Language and Literacy Education*

Program Coordination and Fund-raising

2012-Present: Co-Director, Steps-to-College Program, Gainesville State College/University of North Georgia

1999-2005: Steps-to-College Program, Gainesville College, Gainesville, GA.

Designed program; raised and coordinated over \$110,000 in donations from private donors, area school districts, and state and federal agencies; and coordinated a four week credit-bearing summer ESOL program for area high school students held at Gainesville College (1999-2005; current enrollment—150+). The program has been instituted at three additional USG institutions.

2000: Eminent Scholar Fund. Private Donor. Assisted President Nesbitt, Gainesville College. (\$100,000)

RESUME FOR EXTERNAL EVALUATOR

STEVE N. DUNCAN, Ed.D.

Director, Corporate Workforce Development and HEP
Wake Technical Community College
snduncan@waketech.edu

Academic Preparation

Ed.D., Higher Education Leadership, East Carolina University, Greenville, North Carolina, 2006
M.A., Multi-Disciplinary Studies, North Carolina State University, Raleigh, N. Carolina, 1997
B.A., Communications, North Carolina State University, Raleigh, North Carolina, 1985

Summary of Professional Experience

Director, Corporate Workforce Development and HEP
Wake Technical Community College, Raleigh, NC, 2006 to present

Director, HEP and Special Populations
Wake Technical Community College, Raleigh, NC, 2001-2006

Director, Special Populations
Wake Technical Community College, Raleigh, NC, 1997-2001

Coordinator
Wake Technical Community College, Raleigh, NC, 1987-1997

Instructor, Basic Skills
Wake Technical Community College, Raleigh, NC, 1986-1987

Orientation Counselor for Summer Orientation Sessions
North Carolina State University, Department of Student Affairs Summers of 1983 & 1984.

Presentations and Publications

Duncan, S. N. (2009, May) Government Performance and Results Act of 1993 (GPRA), National HEP/CAMP Conference, San Diego, California

Business Leader Magazine, (2007, August, Vol. 18, No. 14) Expert Column, Strategy: To Plan or Not to Plan, by Dr. Steve Duncan, Director of Corporate Workforce Development, Wake Technical Community College

New & Observer, (October 19, 2004) Bonds for Wake Tech, by Steve Duncan, Editorial Section

Duncan, S. N. (2007, October) Best Practices in Retention, Student Accountability and Completion, The National HEP/CAMP Association Annual Conference, San Antonio, Texas

Duncan, S. N. (2005, July) Lessons Learned from a Successful First Year of a Five-Year Grant, HEP/CAMP Eastern Regional Meeting, Atlanta, Georgia

Duncan, S. N. (2002) The Largest Grant in the History of the Community College System: Mistakes Made and Lessons Learned, North Carolina Community College Adult Educators Association, Winston-Salem, North Carolina

Duncan, S. N. (1996) Statistical Process Control (SPC) Methods for Evaluating Attendance Patterns in Basic Skills Programs, North Carolina Community College System Basic Skills Conference, Wilmington, North Carolina

Additional Certifications

Appalachian State University, certification as a Resource Specialist in Adult Education

Wake Technical Community College, certification as DACUM Facilitator (DACUM, Developing a Curriculum, is an industry-led process for occupational analysis)

United States Department of Education, certification at post-award meeting for New Grantee Directors

Grants and Funding

Department of Education, HEP (High School Equivalency Program) Grant Author and Director. This funding supports migrant and seasonal farm workers in obtaining a high school equivalency certificate, \$2.3 Million, 2011-2016

Department of Education, HEP (High School Equivalency Program) Grant Author and Director. This funding supports migrant and seasonal farm workers in obtaining a high school equivalency certificate, \$1.9 Million, 2006-2010

Department of Education, HEP (High School Equivalency Program) Grant Director. This funding supports migrant and seasonal farm workers in obtaining a high school equivalency certificate, \$1.8 Million, 2001-2006

Professional Activities and Associations

North Carolina Community College Adult Educators Association

North Carolina State University Alumni Association

Chamber of Commerce (Through Wake Technical Community College)

- Raleigh
- Cary
- Holly Springs
- Apex
- Wake Forest
- Knightdale
- Garner

JOB DESCRIPTION – PROJECT DIRECTOR

PROJECT DIRECTOR: 1.00 FTE/Calendar Year

Duties:

The Project Director will manage the day-to-day program operations including:

- 1) Assisting in program implementation;
- 2) Implementing an office management system;
- 3) Interacting and providing information to ED;
- 4) Contributing to monitoring/compliance;
- 5) Providing budget support;
- 6) Developing and implementing student recruitment and selection plans;
- 7) Evaluating outcomes including data collection;
- 8) Daily supervision of staff;
- 9) Establishing links with migrant serving agencies, parents, schools, and community organizations;
- 10) Verifying participants' eligibility;
- 11) Holding regular meetings and office hours to interact productively with students and others; and
- 12) Integrally participating in project educational activities and overseeing operations. is responsible for the supervision and administration of the CAMP program, including all assigned personnel and participants, all related records and report and performs other duties and responsibilities as assigned.

Organizational Relationships:

Reports to the Principal Investigator, who serves as UNG Director of the English as a Second Language (ESL) Program, who also serves as Principal Investigator of UNG CAMP, and indirectly to senior administrators

Requirements:

- 1) **Education** – Master's degree is required in adult education; educational administration; educational research; instructional systems; student personnel services; guidance and counseling; or a related field.
- 2) **Experience** – A minimum of three (3) years of experience in designing, implementing, managing and assessing HEP, CAMP, TRiO, GEAR UP or other student success programs that support and advance disadvantaged and academically underprepared students is required. Experience in curriculum development, instruction, and coaching underserved students/ability to work as part of and lead a team are required. A minimum of three (3) years of experience in project management also is required. Also required are good knowledge of principles of supervision and management, record keeping, accountability; research design and methods; knowledge of state education code and

district rules, regulations, and policies relating to project operation and administration, as well as state and federal rules, regulations, and policies; ability to plan and implement programs; develop and manage budgets; write clear and concise complex documents; compile reports; work cooperatively with other employees and the public; establish positive and effective relationships; communicate effectively in writing and speech; comprehend and interpret financial statements; analyze situations and make appropriate decisions; and supervise the work of others. A minimum of three (3) years of experience working with migrant education clients and their families is preferred. Preferred training and experience includes working with underserved populations; student assessment and counseling; program assessment; and regulations compliance.

- 3) **Other Requirements:** Bilingual in English and Spanish spoken by likely HEP participants required. Position necessitates working some evening and weekend hours. The successful candidate must meet travel requirements associated with participant recruitment. Additionally, candidates must demonstrate ability, interest, or experience in promoting cultural competency and/or diversity. Travel: This position will require travel, primarily within the State of Georgia, for recruitment purposes, including occasional overnight travel. Selected candidate must have access to a personal vehicle, have a valid driver's license, and show proof of insurance.

Interview:

Based upon the information presented on the application materials, a limited number of candidates with qualifications most pertinent to the position will be invited to participate in the selection process, which may include a written test and oral interview. Applicants selected for an interview may be required to take additional tests or assessments and will be notified of such prior to the date of the interview. During the oral session, those selected for interviews will, in addition to the above, also be evaluated on the following factors: Oral communication skills, presentation, problem-solving skills, successful performance demonstration, and writing skills/demonstration. A predetermined set of questions will be asked of all applicants interviewed. Applicants are requested to provide thorough yet concise information on their related experience to ensure correct evaluation of their qualifications. Evaluation criteria will be applied consistently to all applicants.

JOB DESCRIPTION – RECRUITMENT/ASSESSMENT/PLACEMENT SPECIALIST

RECRUITMENT/ASSESSMENT/PLACEMENT SPECIALIST: 1.00 FTE/Calendar Year

Duties:

- 1) Assist in recruitment and selection of students;
- 2) Develop and conduct presentations for potential HEP participants and provide them with relevant information about the HEP project and objectives and inform them about the unique characteristics of and challenges typically facing HEP participants;
- 3) Provide individualized counseling for personal and placement matters;
- 4) Assess participants learning needs and placement goals;
- 5) Develop Individual Learning Plans (ILPs) and Placement Action Plans (PAPs);
- 6) Monitor participant progress;
- 7) Plan project revisions and interventions to ensure participant success;
- 8) Collaborate with instructors, administrators and project partners in providing appropriate services;
- 9) Coordinating placement and counseling services for all participants;
- 10) Developing/maintaining relationships with migrant student providers, school districts, and community organizations;
- 11) Working with placement-related UNG support services in various areas including career services and financial aid, and working with outside-UNG placement-related organizations;
- 12) Monitoring individual participant success;
- 13) Developing/maintaining HEP participant progress toward diploma attainment and placement data and tracking system;
- 14) Providing participant advocacy;
- 15) Developing and coordinating educational/placement/cultural activities;
- 16) Coordinating with other HEP personnel; and
- 17) Performing other duties related to the HEP program.

Organizational Relationships:

Reports to the Project Director

Requirements:

- 1) **Education** – A Master’s degree is preferred and a bachelor’s degree in education, guidance and counseling or a related field is required. Training or educational courses related to serving underserved and disadvantaged students are required.
- 2) **Experience** – A minimum of 3 years counseling experience, or teaching experience in English, reading, math, or success strategies is required. Ability to develop, implement and facilitate placement workshops and engage outside placement organizations; develop learning plans and placement plans; and monitor data. Strong interpersonal and organization skills required.

- 3) **Other Requirements** – Bilingual in English and Spanish spoken by likely HEP participants required. Position necessitates working some evening and weekend hours. The successful candidate must meet travel requirements associated with student recruitment. Additionally, candidates must demonstrate ability, interest, or experience in promoting cultural competency and/or diversity. Travel: This position will require travel, primarily within the State of Georgia, for recruitment purposes, including occasional overnight travel. Selected candidate must have access to a personal vehicle, have a valid driver's license, and show proof of insurance.

Interview:

Based upon the information presented on the application materials, a limited number of candidates with qualifications most pertinent to the position will be invited to participate in the selection process, which may include a written test and oral interview. Applicants selected for an interview may be required to take additional tests or assessments and will be notified of such prior to the date of the interview. During the oral session, those selected for interviews will, in addition to the above, also be evaluated on the following factors: Oral communication skills, presentation, problem-solving skills, successful performance demonstration, and writing skills/demonstration. A predetermined set of questions will be asked of all applicants interviewed. Applicants are requested to provide thorough yet concise information on their related experience to ensure correct evaluation of their qualifications. Evaluation criteria will be applied consistently to all applicants.

JOB DESCRIPTION – INSTRUCTORS

INSTRUCTORS: Two (2) at 0.50 FTE/Calendar Year each

Duties:

- 1) Assisting with assessment of participant learning needs and development of Individual Learning Plans (ILPs)
- 2) Tailoring instructional sessions to meet participant's learning needs;
- 3) Providing instruction in GED subject area courses with ESL content when necessary;
- 4) Providing one-on-one tutoring for participants;
- 5) Assisting with monitoring participant success;
- 6) Contributing to project revisions and interventions to ensure participant success;
- 7) Coordinating with other HEP personnel; and
- 8) Performing other duties related to the HEP program.

Organizational Relationships:

Reports to the Project Director

Requirements:

- 1) **Education** – A Master's degree is preferred and a bachelor's degree in education or a related field is required. Training or educational courses related to serving underserved and disadvantaged students is required.
- 2) **Experience** – A minimum of 3 years teaching experience in adult education courses and experience in English as a Second Language instruction is required. Experience working with academically underprepared, non-native speaking, and adult education students required. Ability to assess participants' learning needs and develop learning plans. Strong interpersonal and organization skills required.
- 3) **Other Requirements** – Bilingual in English and Spanish spoken by likely HEP participants required. Position necessitates working evening hours. Additionally, candidates must demonstrate ability, interest, or experience in promoting cultural competency and/or diversity. Travel: This position requires annual travel to education conferences.

Interview:

Based upon the information presented on the application materials, a limited number of candidates with qualifications most pertinent to the position will be invited to participate in the selection process, which may include a written test and oral interview. Applicants selected for an interview may be required to take additional tests or assessments and will be notified of such prior to the date of the interview. During the oral session, those selected for interviews will, in addition to the above, also be evaluated on the following factors: Oral communication skills, presentation, problem-solving skills, successful performance demonstration, and writing

skills/demonstration. A predetermined set of questions will be asked of all applicants interviewed. Applicants are requested to provide thorough yet concise information on their related experience to ensure correct evaluation of their qualifications. Evaluation criteria will be applied consistently to all applicants.

JOB DESCRIPTION – PRINCIPAL INVESTIGATOR

PRINCIPAL INVESTIGATOR: One (1) at 0.15 FTE/Calendar Year each

Duties:

- 1) Be responsible for award administration, project implementation and management;
- 2) Provide leadership and vision;
- 3) Oversee recruitment and hiring of staff and design and implement staff development;
- 4) Monitor project budget and compliance with project goals and objectives;
- 5) Report on operations;
- 6) Secure and arrange for physical facilities and collaboration with college support entities;
- 7) Chair the Executive Advisory Board; and
- 8) Support evaluation of program outcomes and serve as liaison with External Evaluator.

Organizational Relationships: Reports to the Dean of University College

Requirements:

- 1) **Education** – Doctorate is preferred and master’s required in adult education; educational administration; educational research; instructional systems; student personnel services; guidance and counseling; or related field. Training or educational courses related to serving underserved or disadvantaged students are required
- 2) **Experience** – Three years of experience in designing, implementing, managing and assessing HEP, CAMP, TRiO, GEAR UP or other student success programs supporting and advancing disadvantaged and academically underprepared students is required. Bilingual skills in Spanish are preferred. Ability to develop, implement, and facilitate learning strategies workshops and study groups; engage students; develop learning plans; and monitor data. Strong interpersonal and organization skills required.
- 3) **Other Requirements** – Position necessitates working some evening and weekend hours. The successful candidate must meet travel requirements associated with student recruitment. Additionally, candidates must demonstrate ability, interest, or experience in promoting cultural competency and/or diversity.

Interview:

Based upon the information presented on the application materials, a limited number of candidates with qualifications most pertinent to the position will be invited to participate in the selection process, which may include an oral interview. During the oral session, those selected for interviews will, in addition to the above, also be evaluated on the following factors: Oral communication skills, presentation, problem-solving skills, and successful performance demonstration. A predetermined set of questions will be asked of all applicants interviewed. Applicants are requested to provide thorough yet concise information on their related experience to ensure correct evaluation of their qualifications. Evaluation criteria will be applied consistently to all applicants.

JOB DESCRIPTION – EXTERNAL EVALUATOR

EXTERNAL EVALUATOR: Independent Contractor

Duties:

- 1) Use measurable objectives, identify baseline indicators, establish measurement criteria, define data elements, specify data collection procedures, forecast analytical processes, and develop timeframes with monthly reviews and feedback mechanisms;
- 2) Foster a culture of continuous assessment, improvement and communication to ensure alignment of HEP activities with the ongoing evaluation of objectives;
- 3) Collect and assess formative and summative evidence of accomplishment using quantitative and qualitative data;
- 4) Base quarterly assessment of project implementation and annual analysis of implementation strategies, and
- 5) Provide periodic feedback, annual reports, findings, and recommendations to the Principal Investigator for use by HEP staff, ED, the Executive Advisory Board, other partners and key stakeholders.

Organizational Relationships:

Reports to the Principal Investigator, who serves as UNG Director of the English as a Second Language (ESL) Program

Requirements:

- 1) **Education** – Master’s degree is required and a doctorate is preferred
- 2) **Experience** – At least 5 years of evaluation experience with HEP, CAMP, TRiO, GEAR UP or other student success programs required. Must possess qualitative and quantitative expertise and experience; be able to play the role of facilitator as well as having quantitative and qualitative methodological expertise; be a strong leader, team player and possess good analytical skills; and have an excellent understanding of HEP.

Interview:

Based upon the information presented on the application materials, a limited number of candidates with qualifications most pertinent to the position may be invited to participate in the selection process, which may include an oral interview. During the oral session, those selected for interviews will, in addition to the above, also be evaluated on the following factors: Oral communication skills, presentation, problem-solving skills, successful performance demonstration, and writing skills/demonstration. A predetermined set of questions will be asked of all applicants interviewed. Applicants are requested to provide thorough yet concise information on their related experience to ensure correct evaluation of their qualifications. Evaluation criteria will be applied consistently to all applicants.

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March 3, 2016

Ms. Tara Ramsey, Group Leader
U.S. Department of Education
Office of Migrant Education
400 Maryland Avenue, S.W., LBJ-3E313
Washington, DC 20202-6135

Dear Ms. Ramsey:

On behalf of the University of North Georgia (UNG), I am pleased to pledge our institution's strong support for the proposal that is being submitted to your office to establish a High School Equivalency Program (HEP). This program will benefit migrant and seasonal farmworkers and their families in north Georgia by providing services that will assist 50 eligible participants annually in attaining a High School Equivalency diploma and entering a postsecondary program, obtaining upgraded employment, or entering military service.

Migrant students in Georgia experience low levels of success in high school, with a graduation rate of only 57%, and migrant youth are three to four times less likely to have a high school diploma or its equivalency compared to all Georgia youth. The lack of educational attainment prevents this population from improving their economic conditions and increasing prosperity for themselves and their families. UNG's Gainesville Campus is strategically positioned to meet the needs of this population by hosting HEP. The campus is located in the agricultural and economic center for migrant and seasonal farmworkers, and it hosts a number of programs that serve similar populations, including a strong ESL program, a summer enrichment program for area bilingual high school students, and the recently awarded CAMP program.

UNG is committed to providing the institutional support and resources needed to assure that those served by HEP receive high-quality instruction and support services. We believe that the HEP is an important program to support the migrant and seasonal farmworker population in the communities that UNG serves. You are cordially invited to visit our institution and examine the capabilities and strong commitment that we will provide to ensure UNG HEP's success.

(b)(6)

Eric Skipper, Ph.D.
Interim Vice President for University Affairs

ORIGINAL

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1586002060A1

DATE:01/30/2015

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
09/03/2013

University of North Georgia (formerly
North Georgia College & State University)
82 College Circle
Dahlonega, GA 30597-

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>
FINAL	07/01/2012	06/30/2014	41.10	On-Campus	All Programs
FINAL	07/01/2012	06/30/2014	14.00	Off-Campus	All Programs
PRED.	07/01/2014	06/30/2018	46.80	On-Campus	All Programs
PRED.	07/01/2014	06/30/2018	21.10	Off-Campus	All Programs
PROV.	07/01/2018	06/30/2020			Use same rates and conditions as those cited for fiscal year ending June 30, 2018.

*BASE

Direct salaries and wages including all fringe benefits.

ORGANIZATION: University of North Georgia (formerly North Georgia College & State University)

AGREEMENT DATE: 1/30/2015

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.

Fringe Benefits include: FICA, Unemployment, Worker's Compensation, Retirement, Health Insurance, and Life Insurance.

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

NOTE: Effective 07/01/12, this institution formerly known as North Georgia College & State University has consolidated all operations with Gainesville State College to form the University of North Georgia. The newly consolidated institution is operating under the EIN formerly owned by North Georgia College & State University.

ORGANIZATION: University of North Georgia (formerly North Georgia College & State University)

AGREEMENT DATE: 1/30/2015

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

E. OTHER:

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

BY THE INSTITUTION:

University of North Georgia (formerly North Georgia College & State University)

(b)(6)

(SIGNATURE)

Frank J. McConnell

(NAME)

Senior Vice President for Business & Finance

(TITLE)

3/24/15

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

1/30/2015

(DATE) 0218

HHS REPRESENTATIVE: Steven Zuraf

Telephone: (301) 492-4855

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

University of North Georgia – UNG HEP Project

Budget Narrative

Line No.	Budget Line Item	Year 1	Year 2	Year 3	Year 4	Year 5	Total All Years
1	Personnel						
	A modest bi-annual salary increase of 2% is included for all personnel						
	a) Principal Investigator – 15% FTE/calendar year	\$12,150	\$12,393	\$12,393	\$12,641	\$12,641	\$62,218
	@ \$81,002 for Year 1 @ \$82,622 for Year 2 @ \$82,622 for Year 3 @ \$84,274 for Year 4 @ \$84,274 for Year 5						
	b) Project Director – 100% FTE/calendar year	\$49,000	\$49,980	\$49,980	\$50,980	\$50,980	\$250,920
	@ \$49,000 for Year 1 @ \$49,980 for Year 2 @ \$49,980 for Year 3 @ \$50,980 for Year 4 @ \$50,980 for Year 5						
	c) Recruitment/Assessment/Placement Specialist – 100% FTE/calendar year	\$36,000	\$36,720	\$36,720	\$37,454	\$37,454	\$184,348
	@ \$36,000 for Year 1 @ \$36,720 for Year 2 @ \$36,720 for Year 3 @ \$37,454 for Year 4 @ \$37,454 for Year 5						
	d) Instructor – 50% FTE/calendar year	\$18,000	\$18,360	\$18,360	\$18,727	\$18,727	\$92,174
	@ \$36,000 for Year 1 @ \$36,720 for Year 2 @ \$36,720 for Year 3 @ \$37,454 for Year 4						

	@ \$37,454 for Year 5						
	e) Instructor – 50% FTE/calendar year	\$18,000	\$18,360	\$18,360	\$18,727	\$18,727	\$92,174
	@ \$36,000 for Year 1 @ \$36,720 for Year 2 @ \$36,720 for Year 3 @ \$37,454 for Year 4 @ \$37,454 for Year 5						
2	Fringe Benefits	\$40,922	\$41,742	\$41,742	\$42,575	\$42,575	\$209,556
	Fringe benefit rates are calculated based on annual salary and vary by position. Rates are noted by position a) Principal Investigator – 34% b) Project Director – 34% c) Recruitment/Assessment/Placement Specialist – 34% d) Instructor – 21.92% e) Instructor – 21.92%						
3	Travel						
	Travel is detailed by trip and includes a slight bi-annual increase in anticipation of possible rate increases for conference and board meeting travel						
	a) National Migrant Education Conference-2 people	\$2,000	\$2,400	\$2,400	\$2,800	\$2,800	\$12,400
	Year 1-Airfare-\$400, Lodging/Meals-\$600/person Year 2-Airfare-\$500, Lodging/Meals-\$700/person Year 3-Airfare-\$500, Lodging/Meals-\$700/person Year 4-Airfare-\$600, Lodging/Meals-\$800/person Year 5-Airfare-\$600, Lodging/Meals-\$800/person						
	b) Annual HEP Project Director's Meeting-1 person	\$1,000	\$1,200	\$1,200	\$1,400	\$1,400	\$6,200
	Year 1 – Airfare-\$400, Lodging/Meals-\$600						

	Year 2 – Airfare-\$500, Lodging/Meals-\$700 Year 3 – Airfare-\$500, Lodging/Meals-\$700 Year 4 – Airfare-\$600, Lodging/Meals-\$800 Year 5 – Airfare-\$600, Lodging/Meals-\$800						
	c) National HEP/CAMP Association Conference - 1 person	\$1,000	\$1,200	\$1,200	\$1,400	\$1,400	\$6,200
	Year 1 – Airfare-\$400, Lodging/Meals-\$600 Year 2 – Airfare-\$500, Lodging/Meals-\$700 Year 3 – Airfare-\$500, Lodging/Meals-\$700 Year 4 – Airfare-\$600, Lodging/Meals-\$800 Year 5 – Airfare-\$600, Lodging/Meals-\$800						
	d) Local Advisory Board Meetings	\$500	\$550	\$550	\$600	\$600	\$2,800
	These funds will be used to cover mileage expenses for Advisory Board Members traveling to the campus for meetings.						
	e) Recruitment Travel	\$6,555	\$6,555	\$6,555	\$6,555	\$6,555	\$32,775
	Year 1 – 38 trips @ 300 miles each * \$0.575/mile Year 2 – 38 trips @ 300 miles each * \$0.575/mile Year 3 – 38 trips @ 300 miles each * \$0.575/mile Year 4 – 38 trips @ 300 miles each * \$0.575/mile Year 5 – 38 trips @ 300 miles each * \$0.575/mile						
4	Equipment – No equipment will be purchased						
5	Supplies						
	a) Expendable supplies	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$12,500
	b) Steck-Vaughn 2014 GED Test Prep All Areas Print Bundle - 25 reusable textbooks to be purchased in Year 1, and 5 replacement textbooks purchased in Years 2-5 (price includes shipping and handling) \$167 x 25 (Year 1); \$167 x 5 (Years 2-5)	\$4,175	\$835	\$835	\$835	\$835	\$7,515

	c) Steck-Vaughn Pre GED Test Preparation Textbooks - 10 per subject area per year (40/year) (price includes shipping and handling) \$23 x 40	\$920	\$920	\$920	\$920	\$920	\$4,600
	d) Assessment Materials – Steck-Vaughn 2014 Pre GED Tests, 16 subject area form 10-packs (5 each) per year (price includes shipping and handling); \$46 x 16 x 5 (Years 1-5)	\$3,680	\$3,680	\$3,680	\$3,680	\$3,680	\$18,400
	e) Printing Materials for brochures, posters, and other materials to promote HEP to the community	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
6	Contractual						
	Contractual expenditures include two items. HEP employee training will be contracted with the first year being very comprehensive and every year thereafter only refresher training. An external evaluator will be contracted for every year of the project.						
	a) HEP employee training	\$2,000	\$2,000	\$2,000	\$1,000	\$1,000	\$8,000
	b) External Evaluator	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$20,000
7	Construction – Not applicable						
8	Other						
	a) Annual HEP/CAMP Association Membership	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$6,000
9	Total Direct Costs	\$205,602	\$206,595	\$206,595	\$209,994	\$209,994	\$1,038,780
10	Indirect Costs	\$16,448	\$16,528	\$16,528	\$16,800	\$16,800	\$83,104
	Indirect Costs are calculated as 8% of the total direct costs.						
	Year 1 – \$205,602 x 0.08						
	Year 2 – \$206,595 x 0.08						
	Year 3 – \$206,595 x 0.08						

	Year 4 – \$209,994 x 0.08 Year 5 – \$209,994 x 0.08						
11	Training Stipends						
	a) Participant Stipends - \$35/week x 16 weeks x 50 participants (Years 1-5)	\$28,000	\$28,000	\$28,000	\$28,000	\$28,000	\$140,000
	b) Transportation Stipends - \$30/week x 16 weeks x 50 participants (Years 1-5)	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000	\$120,000
	c) Child Care	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
	Child Care stipends will be provided based on greatest need as determined by the Project Director						
	d) Health Care	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
	Health Care stipends will be provided based on greatest need as determined by the Project Director						
	e) Steck-Vaughn Test Preparation for the 2014 GED - Complete Preparation Textbook (price includes shipping and handling) \$31 x 50 participants (Years 1-5)	\$1,550	\$1,550	\$1,550	\$1,550	\$1,550	\$7,750
	f) Steck-Vaughn GED Ready Practice Test Vouchers (\$4 per subject area per participant) \$4 x 4 subject areas x 50 students (Years 1-5)	\$800	\$800	\$800	\$800	\$800	\$4,000
	g) Steck-Vaughan Test Preparation 2014 GED Test All Content Areas Online Software License (\$58/participant) - \$58 x 50 students (Years 1-5)	\$2,900	\$2,900	\$2,900	\$2,900	\$2,900	\$14,500
	h) GED Test Fees (\$160 per participant) \$160 x 50 students (Years 1-5)	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$40,000
12	Total Costs	\$297,300	\$298,373	\$298,373	\$302,044	\$302,044	\$1,498,134

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: Harriett	Middle Name:	Last Name: Allison	Suffix:
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Address:

Street1:	P.O. Box 1358
Street2:	
City:	Gainesville
County:	
State:	GA: Georgia
Zip Code:	30503
Country:	USA: UNITED STATES

Phone Number (give area code) 678-717-3419	Fax Number (give area code)
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Email Address:
harriett.allison@ung.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

University of North Georgia

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	133,150.00	135,813.00	135,813.00	138,529.00	138,529.00	681,834.00
2. Fringe Benefits	40,922.00	41,742.00	41,742.00	42,575.00	42,575.00	209,556.00
3. Travel	11,055.00	11,905.00	11,905.00	12,755.00	12,755.00	60,375.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	13,275.00	9,935.00	9,935.00	9,935.00	9,935.00	53,015.00
6. Contractual	6,000.00	6,000.00	6,000.00	5,000.00	5,000.00	28,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	6,000.00
9. Total Direct Costs (lines 1-8)	205,602.00	206,595.00	206,595.00	209,994.00	209,994.00	1,038,780.00
10. Indirect Costs*	16,448.00	16,528.00	16,528.00	16,800.00	16,800.00	83,104.00
11. Training Stipends	75,250.00	75,250.00	75,250.00	75,250.00	75,250.00	376,250.00
12. Total Costs (lines 9-11)	297,300.00	298,373.00	298,373.00	302,044.00	302,044.00	1,498,134.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2018 (mm/dd/yyyy)

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

The Indirect Cost Rate is 46.80%.

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

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

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

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

PR/Award # S141A160022

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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