

**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 # S141A160024**

**Grants.gov Tracking#: GRANT12113866**

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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

### Application for Federal Assistance SF-424

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

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

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="22-2921039"/>	* c. Organizational DUNS: <input type="text" value="1896462480000"/>
--	---

**d. Address:**

* Street1:	<input type="text" value="36 Middlesex Turnpike"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Bedford"/>
County/Parish:	<input type="text" value="Middlesex County"/>
* State:	<input type="text" value="MA: Massachusetts"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="01730-1404"/>

**e. Organizational Unit:**

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

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Emily"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Hoffman"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="MEP State Program Director"/>	

Organizational Affiliation:

* Telephone Number: <input type="text" value="339-222-5607"/>	Fax Number: <input type="text" value="781-290-4923"/>
---	---

\* Email:

**Application for Federal Assistance SF-424**

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

N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

State Education Collaborative

**\* 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.):**

SF-424 Areas affected by Project.pdf

Add Attachment

Delete Attachment

View Attachment

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

New England HEP

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="1,999,196.00"/>
* 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="1,999,196.00"/>

**\* 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

**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:

Areas affected by Project:

States of Massachusetts, Maine, New Hampshire and Vermont

CONGRESSIONAL DISTRICTS OF PROJECT:

States of Massachusetts, Maine, New Hampshire and Vermont

MA – ALL

ME – ALL

NH – ALL

VT – ALL

## 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>Colleen Dolan</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>EDCO Collaborative</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

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

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

\* Name: EDCO Collaborative

\* Street 1: 36 Middlesex Turnpike Street 2: \_\_\_\_\_

\* City: Bedford State: MA: Massachusetts Zip: 01730

Congressional District, if known: MA-006

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

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

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

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name n/a Middle Name \_\_\_\_\_

\* Last Name n/a Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ 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: Colleen Dolan

\* Name: Prefix Ms. \* First Name Colleen Middle Name \_\_\_\_\_  
\* Last Name Dolan Suffix \_\_\_\_\_

Title: Executive Director Telephone No.: 339-222-5601 Date: 03/07/2016

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

PR/Award # S141A160024

**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.**

## 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.

<b>* APPLICANT'S ORGANIZATION</b> EDCO Collaborative	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Ms.	* First Name: Colleen Middle Name:
* Last Name: Dolan	Suffix:
* Title: Executive Director	
<b>* SIGNATURE:</b> Colleen Dolan	<b>* DATE:</b> 03/07/2016

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

## NEW ENGLAND HEP PROJECT ABSTRACT

EDCO Collaborative, located in Bedford, MA, in partnership with the University of Vermont Extension and World Education, Inc., Migrant Education parent advisory councils, Massachusetts (MA), Maine (ME), New Hampshire (NH) and Vermont (VT) Migrant Education and National Farmworkers Job Programs, META Associates and other state and local agencies seeks project funding to establish the **New England High School Equivalency Program (NE HEP)**. Our five-year project will assist 335 migrant students to obtain the equivalent of a secondary school diploma that meets guidelines high school equivalency (HSE) established in MA, ME, NH and VT; and gain employment or placement in institutions of higher education (IHE) or other postsecondary education or training programs. As the only HEP proposing to serve this area, the NE HEP project delivery method is designed to accommodate the day-to-day realities of Migrant and Seasonal Farmworkers (MSFW) through the use of blended on-line learning platforms and one-on-one guidance. Their needs drive project goals, objectives, anticipated outcomes, and services. **Project goals are:** 1) 70% of HEP participants will earn a HSE (GPRA1) and (2) 80% of HEP participants completing their HSE will pursue postsecondary education, upgraded employment, or the military (GPRA 2). **Project objectives are:** (1) Recruit and assess MSFW to participate in the HEP program; (2) NE HEP students will receive blended educational and individual support services to aid in the completion of their secondary education diploma; (3) NE HEP students will be provided with needed resources and support services to further their academic and career achievement; and (4) NE HEP graduates will enter college, the military, or careers outside the migrant stream as a result of the exposure to pathways towards upgraded employment and postsecondary education. This project offers year-round services and collaborative events across the four states uniquely designed to serve our MSFW participants.

## Project Narrative File(s)

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

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

# **New England High School Equivalency Program**

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**Part VII: Assurances and Certifications**

**Part VIII: Intergovernmental Review (Executive Order 12372)**

**NEED FOR AND SIGNIFICANCE OF PROJECT** (i) **Magnitude of the need for the project-** As the only HEP planning to serve migrant and seasonal farmworkers (MSFW) in the northeast, this project fills the gap of educational opportunities for MSFW in the region. While our individual MSFW populations are small and qualifying work varies, partnered together we will create high quality blended learning opportunities that would otherwise be out of reach. The proposed regional partnership of MA, ME, NH and VT was designed to combine distance education with effective interstate partnerships to leverage community based assets.

The 2012 US Ag Census estimates there are 2.5 million farmworkers nationwide, including families with children, single men, and older men and women. On a whole New England (NE) MSFW are no different from those across the nation, about 45% are Latino (USDA, 2012; Kandel, 2008), primarily young men from Mexico between 21 to 44. Half of these individuals have less than a ninth grade education and many speak little or no English (NCFH, 2012). 61% of all MSFW live below the poverty level, earning less than \$10,000 and having about six years of schooling (USDOL, 2012). Postsecondary education and training are critical components to helping MSFW transition from low-skilled, low-paying work into better paying, higher skilled employment.

Though migrant labor is fundamental to the U.S. economy, these workers are often invisible and highly mobile. NE HEP is designed to address the unique needs of MSFW residing in the area and reduce barriers to high school completion. The following chart taken from US Census data provides indicators of need:

Indicator of Need	VT	NH	MA	ME
Children below Federal poverty level	28%	7%	14%	17%
Speak a language other than English (5yrs old and over)	5%	8%	22%	7%
Graduation Rate (Hispanic public school population) in 4 yrs	87%	73%	67%	80%
Graduation Rate (ELL public school population) in 4 yrs	79%	73%	64%	62%
Graduation Rate (low income public school population) in 4 yrs	78%	72%	74%	79%
Persons 18-24 who have less than high school education	17%	22%	18%	12%
Persons over 25 who have less than high school education	14%	13%	15%	9%
Teens (16-19) not attending school	16%	16%	15%	14%

In MA, qualifying work includes tobacco, seasonal crops, fisheries, produce processing, nurseries, and dairies. VT is largely agricultural with 21% of its territory primarily used in dairy production. VT has a higher dependence on dairy than other state (USDA, 2012). MSFW in NH sustain the dairy, processing and nursery industries, and many migrant youth have left school to work in the fishing industry. ME MSFW harvest seasonal crops such as blueberries, and work in fish hatcheries, processing plants and dairy.

In all four states, education is routinely interrupted as people follow the work. This interruption impacts statewide grade 3-8 assessments. While approximately 55% of students in NE HEP states score at or above proficient in mathematics and 60% in reading/language arts, the numbers are strikingly different for migrant youth: only 30% score at or above proficient in mathematics and 35% in reading/language arts. (MA/ME/NH/VT Consolidated State Performance Reports 2014-2015).

(ii) Extent the project will serve eligible migrants and their families– Each NE HEP partner has extensive experience in identifying, determining program eligibility and addressing barriers that prevent migrant students from accessing educational opportunities and post-secondary success. Through their Migrant Education Program (MEPs), NE HEP states have had success in working with high school aged students and out of school youth (OSY). Three of the four have

participated in the OSY-focused MEP Consortium Incentive Grant and all four deliver ELL and life skills effectively. The ME MEP worked closely with the ME HEP program from 2012-2015, collaborating on identification and services. All are able to apply lessons learned from MEP in the design and implementation of HEP. The table below details OSY student needs and interests (OSY CIG Profile (MA, NH, VT) and ME MEP data base).

Migrant OSY Specific Data	MA	ME	NH	VT
Total OSY Identified in FY15	144	98	21	187
OSY 18 or older (not eligible for traditional high school)	88%	83%	95%	86%
Stated interested in pre-HSE or HSE	54%	60%	27%	51%
Stated interested in career/tech/computer training	78%	80%	65%	72%
Left school for lack of funds and need to work	99%	95%	100%	100%
Lacks independent transportation	87%	70%	95%	82%

The chart below highlights how program components will serve eligible students and their families. Adjustments will be made based upon the use of data for program improvement as identified by the project evaluator, HEP Staff, Leadership Team and other advisors.

Identified Needs	Program Components
900 estimated eligible individuals without secondary diplomas- 335 will be targeted	<ul style="list-style-type: none"> <li>• Extensive outreach and recruitment</li> <li>• Partnerships for quality service delivery</li> <li>• NE HEP Pre-Screening Enrollment Tool</li> </ul>
Migrant populations lacking transportation and working long non-traditional hours	<ul style="list-style-type: none"> <li>• Online education via 4G LTE mobile tablets</li> <li>• One-on-one instruction and networking</li> </ul>
Low literacy achievement, and low English language proficiency	<ul style="list-style-type: none"> <li>• Individually targeted student services</li> <li>• ELL resources employing best practice in instruction</li> </ul>
Few opportunities to access high quality educational resources in their primary language.	<ul style="list-style-type: none"> <li>• High quality, culturally competent, bilingual staff and curriculum</li> <li>• Individualized instructional and support services, with advising to help set and pursue educational and career goals in Spanish and English</li> </ul>

Low graduation rate; high dropout rate especially in Hispanic populations	<ul style="list-style-type: none"> <li>• Recruiting and retaining culturally competent staff and provision of professional development</li> </ul>
Other barriers include teenage pregnancy, high incidences of violence, substance abuse, poor housing, gaps in learning, lack of positive life mentors and little knowledge of community resources	<ul style="list-style-type: none"> <li>• Personalized Learning Plan (PLP) and support services</li> <li>• Counseling, transportation, and cultural activities.</li> <li>• Visits to post-secondary campuses and vocational training sites</li> </ul>
Few educators prepared to work with migrant population	<ul style="list-style-type: none"> <li>• Recruit and retain high quality, bilingual staff</li> <li>• Provide targeted professional development as all MEP partners have successfully done</li> </ul>

(iii) How project will address weaknesses in services, infrastructure, or opportunities– While NE states work hard to provide quality universal education for their residents, there is a significant inequity in access to education for farmworkers: those most outside of the educational structure are rurally isolated, limited English proficient, migrant farmworkers. Rural areas with low linguistic diversity have limited bilingual service providers and unmet language needs are detrimental to the utilization of existing services (Torres, 2004). Due to isolated farm locations, low English levels, poor access to transportation and other factors, Latino dairy workers have limited contact with their communities and service organizations (Chappelle & Baker, 2010). NE HEP offers a unique opportunity to address these challenges and gaps in service. There is currently no other HEP project serving these four states. Existing educational services are underutilized due to lack of awareness, independent transportation to, bilingual service providers, and free time during regular office hours. Combined, these factors render access to educational services for MSFW nearly impossible without the support of an intermediary. NE HEP will close this gap to education access through online blended learning opportunities via Internet-ready tablets with web access. Furthermore, the combination of bilingual HEP staff, quality bilingual

curriculum, and access to tutors virtually, eliminates the many barriers that make accessing secondary education out of reach for this target population.

Over the course of the five-year project, we expect to develop a network of solid partnerships across sectors, including agribusiness/employers, state and local educational organizations, and Institutes of Higher Education (IHE). Such networking is demonstrated in the attached letters of support from each state's representative of National Farmworkers Jobs Program (NFJP) and adult education providers. With a deeper understanding of available community resources and a bridge to better link them together, a more coordinated service delivery approach will be implemented increasing the number of eligible project participants who receive their HSE and further their career and education.

(iv) Importance/Magnitude of the results/outcomes likely to be obtained– Experienced MEP recruiters and MEP Parent Advisory Councils report the greatest interest in pursuing a secondary degree, English proficiency and upward employment, comes from those too old for traditional MEP programming. According to the recent international assessment of adults' skills (OECD, 2013) “stronger basic skills tend to be rewarded by better chances of employment and higher wages. The wage reward for basic skills is higher in the U.S. than almost any other surveyed country – so the incentives to strengthen basic skills are strong”. NE HEP will provide the educational services needed by eligible students and support services for MSFW across the states. This collaboration will serve as a model for other regions seeking to leverage existing resources. In tight financial times, interstate collaborations are even more critical to deliver quality education to migrant populations. NE MSFW traverse all four states for agricultural employment and NE HEP is poised to meet educational needs with experience in state MEPs and existing collaboration with local community agencies.

**QUALITY OF PROJECT DESIGN** (i) Clearly specified and measurable goals, objectives, and outcomes- The goals, objectives, and anticipated outcomes appropriately respond to the academic and educational needs of MSFWs pursuing their HSE. The goals are to support HEP students to a) obtain a HSE diploma and b) gain employment or pursue post-secondary education or training to increase employable skills. Objectives and outcomes aligned with these goals are detailed below:

<b>Objective 1:</b> Upon completion of the five-year project period ending in 2020-21, 335 students (35 students Year 1; 75 students/year in Years 2-5) will be recruited and assessed for eligibility and academic readiness to complete their secondary education via the HiSET/GED exam, and participate in the project.	
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• 100% of HEP staff will identify qualified candidates.</li> <li>• 75 HEP students will be enrolled in years 2-5, 35 in year 1.</li> <li>• Coordinators can confidently identify appropriate HEP candidates as shown through retention of HEP students.</li> <li>• 90% of all potential HEP students will take a pre-enrollment screener to determine academic ability for independent study.</li> <li>• HEP recruitment personnel will know eligibility requirements of HEP students.</li> <li>• An Identification and Recruitment (ID+R) Plan, including collaborative initiatives with New England MEPs and NFJPs, community-based adult education centers, and outreach to other CBOs will be developed and revised annually.</li> <li>• Marketing and promotional materials will be developed and distributed.</li> <li>• HEP Recruitment staff and partnering agencies will participate annually in two in-service trainings focused on eligibility, ID+R and networking.</li> </ul>
<b>Objective 2:</b> Each year, 70% of the students participating in NE HEP will obtain their secondary education diploma via the HiSET/GED exams. (GPRA 1)	
	<ul style="list-style-type: none"> <li>• 100% of HEP students have online access to all curriculum and tutoring support.</li> <li>• 100% of HEP students have a PLP for individual educational and vocational training with identified needed support services</li> </ul>

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• 100% of HEP students will be assigned a HEP Coordinator.</li> <li>• HEP Coordinators can confidently address and resolve students' academic and supplemental needs through direct or referred services.</li> <li>• HEP Coordinators can offer technological orientation and basic support to students.</li> <li>• 70% of HEP students will exit the program having received a HSE degree (GPRA 1)</li> <li>• 85% of HEP students will indicate satisfaction with the academic supports as documented on an annual student survey.</li> <li>• HEP Coordinators will participate in three annual trainings focused on mentorship, technology and curriculum support and best instructional, research-based practice.</li> </ul>
<p><b>Objective 3:</b> Each year, 85% of NE HEP students will report on surveys that they were provided with needed resources and support services as identified on their PLPs, including internet and computer access, housing assistance, transportation, counseling, health screenings, and childcare.</p>	
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• 100% of HEP students will have a PLP that is reviewed bi-weekly to identify and provide needed resources and interventions to support learning.</li> <li>• 85% of HEP students will report satisfaction with academic and supplemental supports, and exploration of career and postsecondary education options.</li> <li>• 100% of HEP students will have a larger pool of resources to support their goals.</li> <li>• 100% of participants will access health support services as needed.</li> <li>• Barriers to academic success are removed.</li> <li>• HEP students are computer literate.</li> </ul>
<p><b>Objective 4:</b> Each year, 80% of New England HEP graduates will enter college, the military, or careers outside the migrant stream as a result of HEP. (GPRA 2)</p>	
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• 100% of HEP students will receive services and instruction to support enrollment into higher education, certificate programs, military or upgraded employment after HSE completion.</li> <li>• 100% of participants who opt to take the HSE in Spanish will receive English Language instruction and supports.</li> <li>• 100% of participants will participate in a minimum of three 6-hour "short courses" focused on career advancement, financial management and aid, and further educational opportunities.</li> <li>• 80% of participants will receive certificates for completion of short courses.</li> <li>• 80% of HEP HSE diploma recipients will enter postsecondary education or training programs, upgraded employment, or the military (GPRA 2)</li> <li>• 85% of students served will indicate satisfaction with the assistance the program provided, documented through annual student surveys.</li> </ul>

(ii) How the project design is appropriate to and successfully address the identified needs- As reported in the OSY Student Profile aggregate reports for 2014-2015, 88% of eligible NE MEP participants are 18 or older making it difficult for them to enroll in traditional high school programs. Sixty-five percent expressed interest in obtaining their HSE or high school diploma. Ninety-eight percent said the primary reason they didn't finish formal education was a lack of funds and need to work.

NE HEP accommodates the daily realities of this population. Barriers such as intense and variable work schedules, lack of access to online educational opportunities and transportation, and absence of staff fluent in students' native languages, will all be addressed in the project design. All instruction will be available through a self-paced, blended learning platform that will allow students to study via on-line curriculum with paper-based support materials. Each student will be given a tablet with Internet connectivity and data plan throughout the time the student is active in the HEP program. The tablet will be preloaded with the following curricular materials: *Core Competencies Curriculum (C3)*, a HiSET/GED preparatory curriculum developed through the Project DESTINY HEP project that is both in Spanish and English and connects with bilingual tutor supports, *NE HEP Short Course Platform* that will include three self-paced online bilingual courses to support students to prepare for further education, training and employment, *Google*, *Khan Academy*, and *Duolingo for English Learners* for those students opting to take the HSE in Spanish. All of the selected platforms are built as Learning Management Systems (LMS) that will allow the coordinator and tutors to track, monitor and respond to the individual student's progress. Students will also receive individual study materials tailored to meet their learning needs. Many platforms are also available as mobile phone apps. Students will be provided with additional support programs as individual needs arise.

All HEP students will be assigned to the Coordinator who recruited them. The coordinator will be the principal point of contact with the student and serve as a mentor and coach. The coordinator will provide the student with an in-person program orientation. The orientation will include establishing the student's email account and link to the LMS, going through the first module of the short course and demonstrating how to take the placement exam with C3. The student will then be given two weeks to take the full battery of placement tests prior to another in-person visit by their coordinator. Once the student has taken the placement test, the HEP Coordinator and Director will draft the initial PLP based on the results; the plan will then be reviewed, edited and finalized by the coordinator and student, who will both monitor the PLP on a bi-weekly basis.

Direct tutor supports will be available to student in two forms. The first is tutors and technological support integrated into C3. Tutors will be available to respond to student questions via email, will monitor module test results and provide additional educational resources linked with the curriculum. Secondly, academic tutors will provide more in-depth instruction on content that a student is unable to master via the C3 curriculum and resources. HEP Coordinators will facilitate online tutoring sessions for one or multiple student needs identified through the PLP and student feedback.

The HEP Director will coordinate activities in collaboration with local colleges and universities to provide on-campus visits. HEP students will experience what it could be like to attend a postsecondary institution and will be exposed to other aspects outside of the migrant life.

(iii)(iv) Links and coordination with community, State, and Federal resources to increase efficiency, improve results, and increase productivity- The NE HEP will coordinate ID&R efforts with state MEP and the NFJP to reach potential HEP candidates enrolled in MEP and

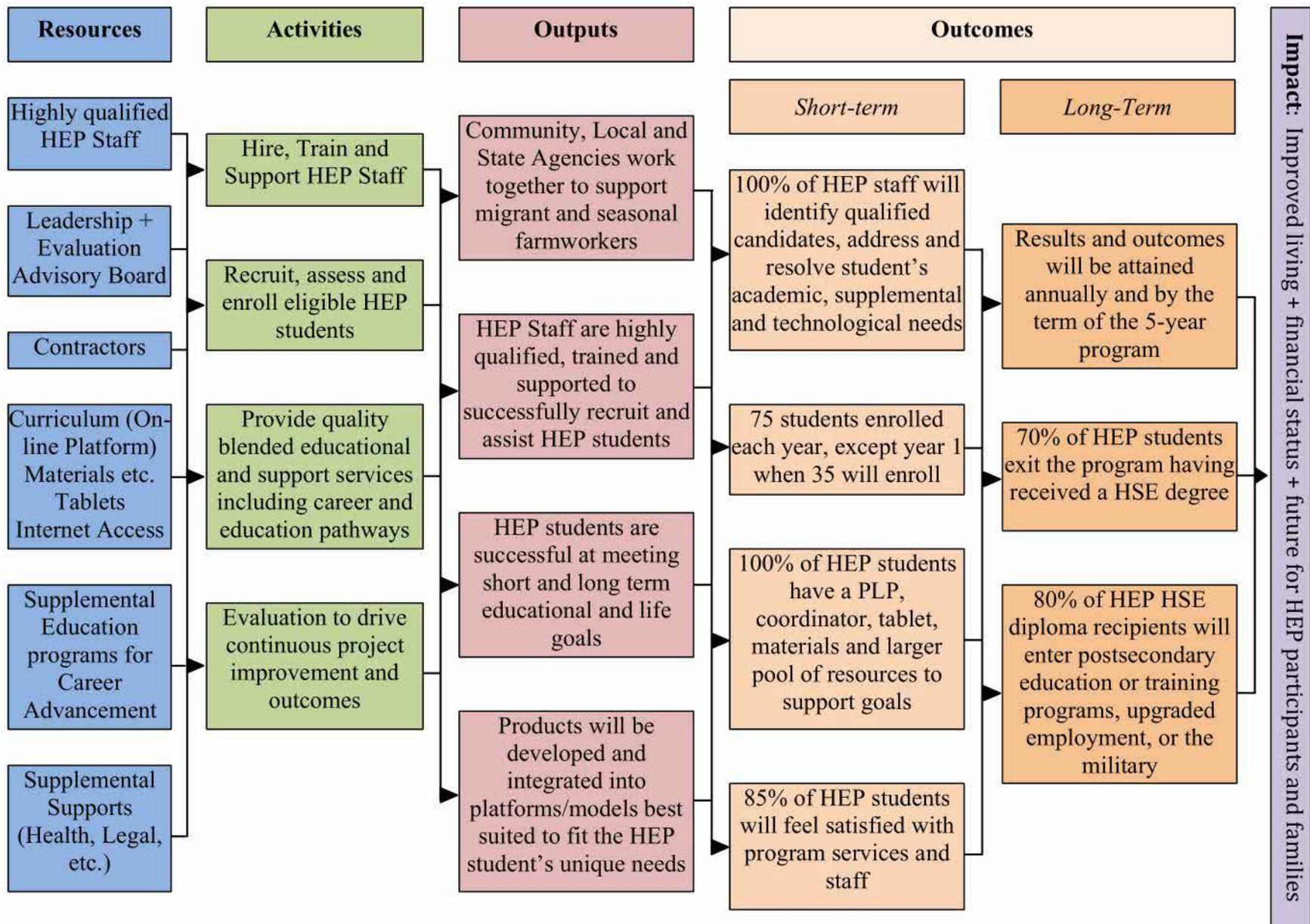
NFJP services. This dual referral and recruitment approach benefits all and improves the programs' abilities to efficiently meet the needs of their clients and programmatic goals. The HEP Director and Leadership Team will call on existing relationships with Adult Basic Education /High School Equivalency programs and establish new partners to increase recruitment, leverage existing resources and ensure HEP student success. Additionally, we will strengthen alternative educational options by sharing professional development opportunities and materials with educational agencies that serve our target audience, including other HEP and CAMP programs. EDCO and UVM offer a large spectrum of relevant professional development that will be offered to HEP staff and collaborators free of charge. HEP recruitment staff will establish and strengthen relationships with employers, local and state government agencies and community-based non-profits serving the same population to assist in outreach, recruitment and referrals to support services, increasing benefits to MSFW and their families in the region.

HEP staff will leverage relationships with community organizations to provide health, legal, financial guidance, extra-curricular activities, and cultural activities to HEP participants. The HEP Director and Leadership Team will build on existing relationships and networks such as Extension offices, high school guidance, State Departments of Education, Community Action agencies, etc. established throughout the four states to leverage resources and develop sustainable sources of support.

The strong integration of technology will allow for streamlined processes and effective engagement and support for students. Using on-line platforms allows students to engage in learning and enhances the important life skill of technology, improves information and data management, and makes staff time more efficient while providing staff with early notice when

interventions and support are needed, leading to increases in student progress, achievement and retention.

v. Extent to which the proposed project is supported by strong theory- Our logic model, supported by strong theory, is designed to evaluate program effectiveness and depicts the relationships between the resources, activities, outputs and outcomes.



**QUALITY OF PROJECT SERVICES** All students will have equal access and treatment; the table below addresses General Education Provisions Act (GEPA) requirements. All project personnel will support this effort through using recruitment and instructional materials in Spanish and pairing staff and HEP students based on culture and language. Staff will be trained to identify and address students with disabilities.

Action	Measure
New England HEP Director is responsible to ensure that all potential candidates have equal access to the program.	GEPA Declaration: NE HEP assures equity of access for all students, teachers, administrators and others with special needs regardless of gender, race, national origin, color, age, or disability. All facilities housing HEP sites oversee accessibility to buildings, rooms and furniture. Monies are budgeted annually to allow for items, if needed, to assist students with special needs.
EDCO Collaborative HR Director ensures compliance with all national and state equity measures.	Title VI of the Civil Rights Act (1964); Title IX of the Education Amendments (1972); Section 504 of the Rehabilitation Act (1973); Age Discrimination Act (1975); DEA; Americans with Disabilities Act (1990)
NE HEP Director implements project systems to ensure equity.	Measures include: ID+R Outreach and Recruitment Plan; Student Selection and Intake System and Priority for Service Matrix; Professional development activities; and Evaluation.
NE HEP provides equitable services	Materials printed in English and Spanish; ELL classes; culturally competent staff who speak students' languages.

(i) Sufficient quality, intensity, and duration of professional development- For this project, there will be both scheduled, mandatory professional development (PD) trainings for all recruitment and support staff and ongoing needs-based professional development. Recruitment staff will participate in HEP ID+R /eligibility focused day-long workshops twice per year. Professional development sessions will also provide time for recruiters to review the activities outlined on the ID+R plan and provide feedback on those activities.

HEP Coordinators will annually receive three additional PD sessions that will strengthen their abilities to determine the most appropriate candidate. They will also receive training on being an effective coach/mentor and addressing students' academic and supplemental needs.

(ii) Services are focused on those with greatest needs-The HEP Director, in collaboration with the Leadership Team of State MEP Directors and Coordinators, will develop a rubric for identifying the level of priority for service (PFS) for each HEP student. The rubric will address pre-program educational assessments, formal observations and student intake interviews. Those who are most likely to obtain their HSE within the HEP timelines, and those who would be unable to achieve a secondary degree without HEP resources will be prioritized. PFS status will be reviewed at least once per year and may be revised based on changes in a student's situation. In addition, guidelines will be developed for dually enrolled students in MEP/HEP and NFJP/HEP to ensure services are provided equitably.

(iii) Likelihood that services will lead to improvement in employment skills- Receiving a HSE diploma is one piece to having a successful career. Services aimed at preparing HEP students for careers is a critical part of the program and will be embedded into student Personal Learning Plans (PLP) and monitored by HEP Coordinators and the students.

HEP students opting to take the HSE in Spanish will be required to study English using *Duolingo* for a minimum of 34 hours. Research shows using *Duolingo* for an average of 34 hours is equivalent to a semester long college level language course.

HEP students will take three self-paced online bilingual courses supporting preparation for further education, training and employment via the *Short Course Platform*, including an overview and the relevance of the material, tips on how to navigate and successfully complete the course, and to review, apply and summarize the material. Each student will receive a skills proficiency evaluation and certificate of completion. The courses will use a LMS that allows HEP staff to track and provide feedback on student progress. In addition to certificates, digital badges will be created that can follow a student wherever they go. One course will focus

on finances, including personal, business, and college financial aid budgeting and management. Others will be developed from student interest and feedback. The HEP Director will work closely with World Education, Inc. (WEI) and career development organizations, such as the University Extension programs and Labor Education to enhance career preparation.

WEI will be contracted to develop the short courses, platform and assist in adding further course information to the platform. WEI provides customized technical assistance and coaching aimed at improving practice in adult education guided by research blending multiple methods and venues. Based on practice and strong theory, their areas of expertise include aligning curriculum and assessment with the College and Career Readiness Standards for Adult Education; high school equivalency programs; technology tools for instruction, data analysis and continuous improvement planning, effective support to promote college and career readiness; and the use of assessment and placement instruments appropriate for adult learners. WEI brings a range of tools it has developed for this work, including the Integrating Career Awareness Guide; the Aspirations Toolkit, the Life Skills, College, and Career Readiness Guide, The Adult College Engagement Guide for mentoring adult learners; standardized assessment training; the New England Learner Persistence Project, and the Words2Learn Mobile app for learning vocabulary

**QUALITY OF PROJECT PERSONNEL-** NE HEP personnel will be hired at the time of the grant approval: EDCO and NE HEP will seek to attract minority candidates and persons with strong experience working with the migrant population, adhering to Equal Opportunities practices and personnel guidelines found in GEPA Section 427. Positions will be advertised online, through partner organizations, and through community organizations. All staff hired for this project must bring a high level of competency and relevant experience and must understand the unique challenges that face migrant and seasonal farmworkers.

A full-time HEP Director will serve as project director and will be in charge of the overall project operation and supervision of coordinators and tutors. Three HEP coordinators will be responsible for regional enrollment, support and student case management. Two full-time coordinators will be responsible for supporting HEP activities in MA, ME and NH. One coordinator will be hired at .75 FTE by UVM to support HEP activities in VT. Highly qualified bilingual tutors will be hired to provide academic support as needed to all active HEP students.

A Steering Team will support the HEP Director. Members of this team include Erin Shea (VT MEP), Emily Hoffman (MA MEP), Rachel Valladares (NH MEP) and David Fisk (ME MEP). Collectively, these individuals have over 30 years of experience in migrant education with specific strengths in identification and recruitment, budget management, program design and evaluation, state and local community agency networks and out of school youth supports. The HEP Leadership Team will be comprised of the Steering Team and HEP Director.

The External Evaluator, Dr. Guillermo Durón of META Associates, will report directly to the HEP Director. His duties will include technical assistance, provision of data for formative and summative evaluations, reporting to Office of Migrant Education, and annual program

evaluations. Dr. Duron has 20+ years of experience working in migrant education at the state and national level and has evaluated over 100 migrant projects, including HEP and CAMP.

(i) *Qualifications, relevant training and experience of the project director-* The NE HEP Director will have a Masters degree in education, counseling or a related field, a minimum of four years of instructional experience, be proficient in oral and written communication in English and Spanish; have primarily worked with migrant populations or other minority, under-represented populations with similar characteristics and needs, have a minimum of three years administrative experience with programs and support services; and documented management experience, preferably remote supervision, with a teamwork and motivational focus.

(ii) *Qualifications, relevant training and experience of key project personnel-* The NE HEP Coordinators will serve as the primary direct contact with potential and active HEP students. Coordinators will have a minimum of a Bachelor's degree and experience in student counseling, teaching or case management; will be proficient in oral and written communication in English and Spanish; and will have experience working with migrant or underrepresented populations with similar characteristics and needs with a priority given to candidates with prior experience working with adults and out of school youth.

Academic tutors will support HEP students via video conferencing and email exchange. Tutors will be bilingual in Spanish and English, will hold a Bachelor's degree, and have a minimum of two years teaching in HSE programs.

**QUALITY OF MANAGEMENT PLAN** (i) The adequacy of the management plan to achieve the objectives - The NE HEP management plan directs the project’s focus and coordination of resources, both human and financial, and ensures the incorporation of the student voice. A key element of NE HEP project management is the statutory assurances. These assurances are outlined in the first table below. The management plan is integrated into each of the project’s objectives. Its effectiveness will be reflected in the project’s ability to achieve the objectives and outcomes on time and within budget. A Fidelity of Implementation Index (FII), developed during the first month of the project, will manage all project activities, outcomes and deliverables and will clearly define staff responsibilities. The FII will document all planned activities, person/s responsible, timeframe, progress and level of implementation for each objective. The HEP Director and evaluator will review the FII on a quarterly basis to ensure progress. The management plan, FII, budget, evaluations and staff/stakeholder recommendations will be reviewed by the Advisory Board on an annual basis and be modified as needed.

<b>Assurance Implemented in the New England HEP Management Plan</b>	
Assurance of Staff Knowledge of Migrant Population (Statute Reference Section 418A (d))	<ul style="list-style-type: none"> <li>*Key staff, Steering Team and Advisory Board experienced in the education of under-represented, culturally and linguistically diverse populations with 40+ years of experience.</li> <li>*Provisions made for staff in-service trainings, technical assistance, student transportation, interagency coordination and a strong evaluation plan.</li> </ul>
Assurance of an Identification and Recruitment Plan to Those Most in Need of New England HEP (Statute Reference Sect. 206.20(d)(1))	<ul style="list-style-type: none"> <li>*Interagency collaboration and dual enrollment between HEP, the ME, NH, VT and MA MEPs and NFJPs, adult education centers, high schools, agricultural employers, and community based social service agencies.</li> <li>*Leveraging additional sources for recruitment such as labor camps, community centers, word-of-mouth referrals, housing units, and targeted high schools and school districts.</li> <li>*Intensive year round recruitment efforts by HEP staff.</li> </ul>

Assurance of a Plan for Identifying and Using the Resources of EDCO, UVM, Contractors, Community Agencies, and Other Local, State, and Federal Programs (Statute Reference Section 206.20(d)(2))	*An Advisory Board comprised of representatives of the project partners and ME, MA, NH and VT MEPs *Expand the Advisory Board to include members who represent key support services in the communities where HEP students reside and agri-businesses/employers (health, career/vocational, other educators, HEP graduates etc.).
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(ii) The adequacy of the procedures for ensuring feedback and continuous improvement in the operation of the project- Procedures in place to ensure continuous feedback and improvement include ongoing communication between project staff; formative and summative evaluation activities; integrated data collection, analysis, and review; using a project management rubric that elicits evidence; and collaboration with outside agencies. Mechanisms will include bi-weekly conversations between the HEP Coordinators and individual students. Additionally, monthly meetings of the HEP Director and Coordinators will provide direct and timely informal feedback from students to the HEP Director. Student and Coordinator communication will be a standing agenda item at the quarterly meetings of the Steering Team. This will ensure that individual and aggregated feedback can be addressed and integrated to improve program operations. The HEP Director and the Evaluator will meet quarterly to review the FII and initial data analysis, including formal feedback/inputs from HEP students and outside partners through an annual feedback survey. However, HEP students are welcomed and encouraged to provide feedback at any time. This will be presented at the biannual meetings of the HEP Advisory Board, who will provide guidance and resources.

(iii) The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project – Project design and time commitments are appropriate and adequate to achieving project objectives and activities. The table below illustrates the time commitments of key staff and their primary tasks

associated with each objective. HEP Tutors are not included in this table, as 100% of their efforts will support Objective 2.

Position + % time	Objective 1	Objective 2	Objective 3	Objective 4
HEP Director 1= 25% 2=15% 3=25% 4=35%	Dev ID+R Plan, Interagency Networks, Intake Screener, Supervise staff	Oversee PLP management, curricula, outcomes, HEP staff	Interagency Networks, Chair Leadership Teams, oversee PLP, support staff	Oversee curricula, relationships w/ IHE, employers + career centers
HEP Coordinator 1= 40% 2=20% 3=25% 4=15%	Recruit/enroll students, use Intake Assess.	Orient HEP students and support via PLP and regular communication	Work w/ student to address challenges via PLP and provide service + referrals	Support student via PLP, course orientation and ongoing communication

ADEQUACY OF RESOURCES (i) Adequacy of facilities, equipment, supplies, and other resources-

EDCO Collaborative and UVM are state of the art facilities for programs, employees, and workshops. EDCO will be the fiscal agent for NE HEP and has over thirty years of experience acting as fiscal agent for federal and state grants and a local education agency. EDCO and UVM will provide the HEP Director and Coordinators office space and equipment. Supplies needed to achieve the objectives are built into the budget. EDCO will provide office space and shared equipment at no cost to the grant, save hardware and mobile phones, while UVM has a nominal budget line of \$5400 a year to cover costs for the VT HEP Coordinator. Seventy percent of the budget is for direct services, supports, supplies and materials for students; the remainder will be used for evaluation and project administration.

(ii) Relevance and demonstrated commitment of each partner - The support of collaborating partners is an important resource that cannot be underestimated. The following table shows how each partner will support the objectives of the grant, supported by individual letters of support in the appendix.

Objective #1	UVM	Direct Recruitment, Training, Networking	Yrs. 1-5
	MA, ME, NH, VT MEPs and NFJPs	Referrals, Training, Networking, Share COE	Yrs. 1-5
	META Associates	Evaluate Outcomes and Drive Improvement	Yrs. 1-5
Objective #2	UVM	Direct Student Support	Yrs. 1-5
	MA, ME, NH, VT MEPs and NFJPs	Direct student support for dually enrolled MEP/HEP and NFJP/HEP students	Yrs. 1-5
	World Education, Inc.	Networks for free support services and educational resources	Yrs. 1-5
	Vermont Adult Education	ABE network for free support services and educational resources, testing sites for subjects	Yrs. 1-5
	Foundation Leadership (C3)	HiSET/GED curriculum and additional resources, tutorial support	Yrs. 1-5
	META Associates	Evaluate Outcomes and Drive Improvement	Yrs. 1-5
Objective #3	UVM	Direct student support	Yrs. 1-5
	MA, ME, NH, VT MEPs and NFJPs	Direct student support for dually enrolled MEP/HEP and NFJP/HEP students	Yrs. 1-5
	META Associates	Evaluate Outcomes and Drive Improvement	Yrs. 1-5
Objective #4	UVM	Direct student support	Yrs. 1-5
	World Education, Inc.	Develop and manage career short courses and platform, provide additional resources	Yrs. 1-5
	MA, ME, NH, VT MEPs and NFJPs	Direct student support for dually enrolled MEP/HEP and NFJP/HEP students	Yrs. 1-5
	University Extension and Labor Education Programs	Collaborate on career and college readiness courses, showcase educational and career options	Yrs. 1-5
	META Associates	Evaluate Outcomes and Drive Improvement	Yrs. 1-5

EDCO has been the sole sub-grantee for the Massachusetts MEP for over 25 years. Highlights of MMEP include strong student ID&R and support networks, robust programming for parents, fiscal stability and a record of student success as demonstrated through data collection.

UVM Extension's MEP has served the agricultural community for over a decade with a reputation of integrity, quality improvement strategies, and research-based educational services. The program has grown and currently oversees the program statewide, including ID&R of all migrant children and youth, and supplemental educational services and coordination

throughout the state. The service model provides direct academic support services through a 100% outreach approach. This model encourages farm employer buy-in and collaboration while fostering educational growth and development for a challenging MEP student population.

iii. The extent to which the costs are reasonable in relation to the objectives-

The proposed budget of \$1,999,196 over the five years is adequate to support all project objectives and activities. The table to the right demonstrates the budget distribution between the four objectives.

Objective 1 ID+R 23%	Objective 2 HSE Prep 28%
Objective 3 Support Services 22%	Objective 4 Career/College Prep 27%

iv. The extent to which the costs are reasonable in relation to the number of persons to be served-

The project will serve 335 students over five years, serving 35 students in year 1 and 75 students in years 2-5. The per-student expenditure is \$5,958, a reasonable cost considering the breadth of services and the cost of living in New England. Seventy percent of the budget goes to direct services, supports, materials and activities for students, while the other thirty percent will be used for evaluation and administration.

v. The potential for the incorporation of the project into the ongoing program of the organizations at the end of Federal funding- The partners using a range of resources and programming to support MSFW. This demonstrates a strong potential for continues support of HEP partners. A primary task of the Leadership Team and Advisory Board will be to secure funds for and create further opportunities for HEP students.

**QUALITY OF PROJECT EVALUATION** (i) Methods of evaluation are thorough, feasible, and appropriate- The evaluation of NE HEP meets the Federal reporting requirements of NCLB, Title I, and Section §75.118 and §75.590 of the Uniform Guidance (2 CFR § 200) as it provides Federal reporting information and other data to be used for local program improvement and to determine program effectiveness. Dr. Durón has worked closely with the NE HEP proposal planning team to design the objectives and evaluation plan. His experience in developing and evaluating projects include HEP/CAMP; Title I-Parts A/B/C and Title III/V/VII of ESEA; Hispanic Serving Institutions; and 21<sup>st</sup> CCLCs; and has the experience to carry out high quality evaluation and ensure timely delivery of reports.

Each evaluation strategy is aligned with the HEP GPRA and project objectives. NE HEP will consistently collect and analyze student achievement, educational attainment and outcome data to provide evidence that the project is meeting HEP’s mission. The following table provides detail on the evaluation methods and data analysis for each of the project objectives.

<b>Alignment of the Evaluation with the New England HEP Project Objectives</b>		
<b>Obj</b>	<b>Evaluation Method</b>	<b>Data Analysis</b>
<b>1</b>	Annual documentation of student participation in the project; records review; percentage of students taking pre-enrollment screeners; staff surveys; staff training logs, sign-in sheets, agendas	DS, TA, SMG
<b>2</b>	Annual documentation of students receiving their HSE; records review; student and staff surveys; staff training logs, sign-in sheets, agendas	DS, TA, SMG, IS, QECG
<b>3</b>	Annual HEP student and staff surveys; records review	DS, TA, SMG
<b>4</b>	Annual documentation of HEP graduates entering postsecondary education or training programs, upgraded employment, or the military; records review; staff and student surveys	DS, TA, SMG
<p><b>TA</b>=Trend Analysis; <b>DS</b>=Descriptive Statistics; <b>IS</b>=Inferential Statistics;  <b>QECG</b>=Quasi-Experimental Comparison Group; <b>SMG</b>=Statistical Means/Gains</p>		

## New England HEP Evaluation Logic Model

New England HEP Evaluation Logic Model										
Resources		→	Activities		→	Outcomes		→	Impact	
<b>Eval. Qs</b>	Were resources obtained for project to be fully implemented?	→	Were activities implemented as designed?	→	What progress was made toward project objectives and outcomes?	→	What is the impact on students and their immediate family?			
<b>Data/Info.</b>	Availability, quantity appropriateness, and timeliness of resources	→	Level of implementation and timeliness of activities	→	Completion levels, timeliness, quality, number+percentage achieving outcomes	→	Academic achievement, diploma, increased life-long learning skills			
<b>Data</b>	Interviews and focus groups, document checklist, and surveys	→	FII, focus groups/ interviews, student profiles	→	Interviews, focus groups, surveys, profiles derived from HEP database	→	Results from student, partner, staff surveys, HEP profiles			
<b>Analysis</b>	Qual: Observations, statements, descriptions Quant: Raw data, survey responses	→	Qual: Periodic review of FII, trend analysis Quant: Descriptive statistics	→	Qual: Narrative descriptions Quant: Descriptive and inferential statistics	→	Qual: Narrative descriptions Quant: Quasi-Experimental Control Group			

The above table is the logic model that will guide evaluation and program improvement.

(ii) Methods of evaluation provide performance feedback and permit periodic assessment of progress- Qualitative and quantitative implementation and results/outcome data will be collected and reviewed by the Evaluation Planning Team (EPT) to ensure that they are objective, cultural competent and produce strategies for program improvement without placing undue burden on staff, is shown below.

Qualitative Measures	<ul style="list-style-type: none"> <li>▪ Structured interviews with New England HEP staff</li> <li>▪ Demographics of participating students</li> <li>▪ Descriptions of the project’s research-based services</li> <li>▪ Annual surveys to HEP staff, students, and partners</li> <li>▪ Records reviews student success stories and lessons learned</li> <li>▪ Level of project implementation as measured by the FII</li> </ul>
Quantitative Measures	<ul style="list-style-type: none"> <li>▪ Analysis of student HiSET/GED passing rates</li> <li>▪ Analysis of HEP graduate entry</li> <li>▪ Analysis of New England HEP staff, partner, and student survey responses</li> <li>▪ Analysis of PD evaluations and pre/post ratings of knowledge</li> </ul>

Formative evaluation methods include observations, surveys, focus groups, and records reviews. Summative evaluation data will include HSE passing rates; HEP graduation outcomes and survey results. Interim and Annual Performance Reports and a Final Performance Report will meet the requirements of 34 CFR 75.590. An EPT will meet twice a year to discuss the evaluation design, project outcomes, and improvements. The evaluator will provide monthly progress reports to the Leadership Team including data and outcomes as evidenced by the evaluation and the FII. The Leadership Team will review all recommendations for change and refine services as necessary to achieve the project goal and objectives.

(iii) How the evaluation will produce evidence of promise as defined in 34 CFR 77.1(c) - The New England HEP evaluation will determine whether the project produces outcomes superior to other interventions or no interventions at all, by implementing the quasi-experimental comparison group (QECG) design to investigate project impact on HiSET/ GED passing rates. The QECG design, with baseline equivalence established, will provide evidence of effectiveness that meets the What Works Clearinghouse (WWC) Evidence Standards with reservations. HEP students that participate in at least one full year of programming will be the Treatment Group. The Control Group will consist of students who are matched to the HEP students by age, ethnicity, gender, OSY status, and other criteria to be determined. The matching criteria of students in the treatment and control groups will be compared to determine effect size to ensure that there is baseline equivalence between the intervention and comparison groups.

## Other Attachment File(s)

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New England High School Equivalency Program  
Appendices  
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  - e. Ms. Erin Shea, Vermont MEP State Program Director
  - f. Ms. Rachel Valladares, New Hampshire MEP Program Coordinator
17. Map: United States HEP Program distribution as of 2016



The University of Vermont

March 4, 2016

EDCO Collaborative  
36 Middlesex Turnpike  
Bedford, MA 01730  
Phone : 617-738-5600  
Fax : 781-290-4923

Re: Subaward Proposal Title: "New England High School Equivalency Program"

UVM PI: Erin Shea  
Period of Performance: 7/1/2016 – 6/30/2021

To Whom it May Concern,

This letter indicates the University of Vermont's willingness to collaborate on the above-referenced project. The UVM PI in this project is Erin Shea, in the UVM Extension.

The appropriate programmatic and administrative personnel at the University of Vermont are prepared to enter into the necessary inter-institutional agreements should funding become available. The enclosed budget was prepared according to standard institutional policies and procedures and the proposed activity has undergone review by the relevant academic and administrative offices. The required facilities and trained personnel are available for the conduct of the research, and upon receipt of a subcontract with terms and conditions appropriate to a non-profit institution of higher education, we are prepared to carry out the work as proposed.

EIN: 03-0179440  
DUNS: 06-681-1191  
SAM registration: Yes  
FCOI Policy: Yes

Any questions of an administrative nature should be directed to Joshua Tyack, Research Administrator, at [jtyack@uvm.edu](mailto:jtyack@uvm.edu) or by phone at (802) 656-5558.

Sincerely,

(b)(6)

Sudha Ramaswami  
Director, Sponsored Project Administration

**SPONSORED PROJECT ADMINISTRATION**  
217 Waterman Building,  
85 South Prospect Street, Burlington, VT 05405-0160  
(802)656-3360 • fax: (802)656-8604  
[spa@uvm.edu](mailto:spa@uvm.edu) • [www.uvm.edu/spa/](http://www.uvm.edu/spa/)

Equal Opportunity/Affirmative Action Employer

## Documentation of Collaborators to the New England HEP Project

Name of Collaborating Agency and Contact Information of Agency Representative	Description of Collaborator's Contribution to the Project	Signature
<p style="text-align: center;"><b>State of New Hampshire Department of Education Migrant Education Program</b></p> <p>Barbara Patch New Hampshire Migrant Education Program State Director 101 Pleasant Street Concord, New Hampshire 03301 603.271.2273 barbara.patch@doe.nh.gov</p>	<p>New Hampshire MEP will help identify HEP candidates through the sharing of COEs of potentially eligible migrant youth and working collaboratively to serve dually enrolled HEP/MEP students. HEP candidates in New Hampshire will complete their high school equivalency (HiSet) and pursue a career path after certification is achieved.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <span>(b)(6)</span> </div> <p style="text-align: center;">Barbara Patch State Director</p>
<p style="text-align: center;"><b>Vermont Agency of Education Migrant Education Program</b></p> <p>Mary Mulloy Migrant Education State Director Vermont Agency of Education 219 North Main Street, Suite 402, Barre, Vermont 05641 802.479.1226 mary.mulloy@vermont.gov</p>	<p>Vermont MEP will help identify HEP candidates through the sharing of COEs of potentially eligible migrant youth and working collaboratively to serve dually enrolled HEP/MEP students. HEP candidates in Vermont will complete their high school equivalency (GED) and pursue a career path after certification is achieved.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <span>(b)(6)</span> </div> <p style="text-align: center;">Mary Mulloy State Director</p>
<p style="text-align: center;"><b>Maine Department of Education Migrant Education Program</b></p> <p>David Fisk Migrant Education State Director Maine Department of Education 23 State House Station Augusta, Maine 04333 207.557.1787 David.Fisk@maine.gov</p>	<p>Maine MEP will help identify HEP candidates through the sharing of COEs of potentially eligible migrant youth and working collaboratively to serve dually enrolled HEP/MEP students. HEP candidates in Maine will complete their high school equivalency (HiSET) and pursue a career path after certification is achieved.</p>	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <span>(b)(6)</span> </div> <p style="text-align: center;">David Fisk State Director</p>

Name of Collaborating Agency and Contact Information of Agency Representative	Description of Collaborator's Contribution to the Project	Signature
<p align="center"><b>EDCO Collaborative Massachusetts Migrant Education Program</b></p> <p>Emily Hoffman State Program Director EDCO Collaborative 36 Middlesex Turnpike Bedford, Massachusetts 01730 339.222.5607 ehoffman@edcollab.org</p>	<p>Massachusetts MEP will help identify HEP candidates through the sharing of COEs of potentially eligible migrant youth and working collaboratively to serve dually enrolled HEP/MEP students. HEP candidates in Massachusetts will complete their high school equivalency (HiSET) and pursue a career path after certification is achieved.</p>	<p align="center">(b)(6)</p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div> <p align="center">Emily Hoffman State Program Director</p>
<p align="center"><b>Graduation and Outcomes for Success for OSY (GOSOSY) Consortium</b></p> <p>Tracie Kalic GOSOSY Director 2108 South Horton Street Fort Scott, Kansas 66701 620.768.2908 x.21 tkalic@embarqmail.com</p>	<p>The GOSOSY Consortium has worked with the NH/VT/MA MEP staff through their active participation in State Steering and Technical Support Teams and has trained all of the State Directors and managers via a Train the Trainers model. Training materials developed through the Consortium will be used in the training of HEP staff and the Consortium Director looks forward to the working relationships between the HEP and MEP programs in New England as a potential model for other states in the consortium.</p>	<p align="center">(b)(6)</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <p align="center">Tracie Kalic GOSOSY Director</p>



# WORLD EDUCATION

February 18, 2016

Colleen Dolan, Executive Director  
EDCO Collaborative  
36 Middlesex Turnpike  
Bedford, MA 01730

Dear Ms. Dolan,

On behalf of World Education, Inc., I submit this letter of support for the application to the High School Equivalency Program (HEP) for EDCO Collaborative (EDCO). We at World Education look forward to collaborating with EDCO on this project to help HEP candidates in Massachusetts, New Hampshire, Vermont, Maine and Connecticut complete their high school equivalency, and then pursue their higher education and career plans.

Since 1951, World Education has been advancing the economic and social development of marginalized people through education in the U.S. and worldwide. We build the capacity of local organizations. Our mission and goals are well aligned with this initiative and EDCO.

For this project, World Education will bring to bear its wealth of expertise in providing high quality professional development and technical assistance to the HEP Director and Coordinators in providing high quality blended learning opportunities to students in the program. Our approach to improving practice in adult education is guided by research and blends multiple methods and venues. We look forward to working in concert with EDCO to select from the range of tools and methodologies that WEI has developed for this work to best serve eligible HEP candidates.

World Education is pleased to partner on this project and to contribute its expertise and connections to the HEP providers in New England. We hope this application is reviewed favorably.

(b)(6)

Silja Kallenbach  
Vice President

[www.worlded.org](http://www.worlded.org)

WORLD EDUCATION • 44 FARNSWORTH STREET, BOSTON, MA 02210-1211 • VOICE: 617.482.9485 • FAX: 617.482.0617

# META Associates

518 Old Santa Fe Trail  
Suite 1-208  
Santa Fe, NM 87505

▲ (303) 550-3333  
e-mail: [duro1@aol.com](mailto:duro1@aol.com)  
[www.metaassociates.com](http://www.metaassociates.com)

March 1, 2016

Colleen Dolan, Executive Director  
EDCO Collaborative  
36 Middlesex Turnpike'Bedford, MA 01730

Dear Colleen:

This letter is written in support of EDCO and its partner's proposed *New England High School Equivalency Program* (HEP) project. META is experienced as a HEP and College Assistance Migrant Program (CAMP) evaluator over the past 15 years in six different states. We are pleased to offer our resources and support to the project, work with EDCO in Massachusetts and the other partner states to observe and evaluate the project, provide technical assistance on implementation and outcome evaluation, and coordinate with HEP sites to use data for improvement.

After having been involved with the planning, design, development, and evaluation of the *New England HEP Program* since its inception, I am looking forward to extending the full resources of META to achieve the project goals and objectives. You have put together an outstanding team of educators and administrators to ensure the success of the project, have used comprehensive needs assessment data to ensure that the project is aligned with migrant student needs, and have considered every aspect of how to maximize the resources in the project states. I applaud your creative approach to HEP services, interstate collaboration, and approach to providing a HEP in an underserved part of the country.

If I can be of any assistance as you move forward, please let me know. Best of luck to you and your partners with this innovative HEP project.

Sincerely,

(b)(6)

Susan Durón, Ph.D., Director  
META Associates

SBD/fs



A PFC Affiliated Corporation  
1628 Main Street #2  
Springfield, MA 01103

Colleen Dolan  
Executive Director  
36 Middlesex Turnpike  
Bedford, MA 01730

Dear Ms. Dolan:

New England Farm Workers' Council (NEWFC) is a WIA 167 grantee for Massachusetts, Connecticut, Rhode Island and New Hampshire since 1975 and would welcome the opportunity to refer and/or dual enroll our participants with EDCO Collaborative. Should EDCO Collaborative receive the New England HEP grant it would serve as a welcome opportunity to collaborate and help assist our agricultural community here in MA and NH.

The EDCO Collaborative, in partnership with the University of Vermont Agricultural Extension and with the support of the MA, ME, NH and VT Migrant Education Programs and World Education, Inc. and other state and local agencies seek funding for a five-year project that will serve 335 migrant and seasonal farmworkers and their immediate family members to help them obtain the equivalent of a secondary school diploma that meets the guidelines for high school equivalency (HSE) established in institution of higher education (IHE) or other postsecondary education, military service or training programs.

To increase the number of migrant and seasonal farmworkers who complete their secondary education, increase access to support services to overcome obstacles to achievement and to increase the number of migrant youth who enter post-secondary education, the military or career positions outside the migrant stream is in alignment with the NEWFC mission. This grant would fill the gaps and create collaborations within New England that would benefit so many by creating a larger scope of opportunity to help create self-sufficiency to the agricultural workers and their families.

NEWFC knows the value of dual enrolling and collaborating for greater outcomes and we are writing this Letter of Support acknowledging our interest to provide referral and dual enrollment.

(b)(6)

Linda Ellis  
Program Director

---

[www.partnersforcommunity.org](http://www.partnersforcommunity.org)

Colleen Dolan  
Executive Director  
EDCO Collaborative  
36 Middlesex Turnpike  
Bedford, MA 01730



To Colleen Dolan,

The National Farmworker Jobs Program (NFJP) is operated in Maine through the Eastern Maine Development Corporation (EMDC) in Ellsworth and Presque Isle, ME. The EMDC is a part of the Maine Farmworker Resource Network, a group of organizations including the Maine Migrant Education Program, Maine Migrant Health Program, WIC, and other service providers. This sort of collaboration is key to effectively serving agricultural workers and their families while in Maine. EMDC welcomes the continued collaboration should EDCO Collaborative be granted funding for the New England High School Equivalency Program.

EDCO Collaborative, in partnership with the University of Vermont Extension and World Education, Inc. with support from the Maine, Massachusetts, New Hampshire and Vermont Migrant Education Programs, META Associates and other state and local agencies are seeking funding for a five-year project that will serve 320 migrant and seasonal farmworkers to obtain the equivalency of a secondary school diploma that meets the guidelines for high school equivalency (HSE). The New England High School Equivalency Program (HEP) will also support students in plans to enter postsecondary education or training programs, advanced employment or military service.

The goals of the New England HEP align with many agencies in Maine that serve similar populations.

This grant plans to:

- Create and strengthen service agency collaborations within New England
- Open more educational opportunities for agricultural workers and their families
- Generate self-sufficiency to identified workers and their families

EMDC and the Maine NFJP works regularly with organizations that serve the migrant populations in Maine and knows the value of dual enrollment and collaboration for greater outcomes and we are writing this Letter of Support acknowledging our interest to provide referrals and dual enrollment with EDCO Collaborative and the University of Vermont through the New England HEP.

Sincerely,

(b)(6)

Chris Huh  
NFJP Program Manager, EMDC Economic & Workforce Development Center  
Ellsworth, ME 04605

248 State Street, Suite 15A Ellsworth, Maine 04605  
207.610.1521

PathStone Corporation  
86 N. Main Street  
St. Albans, VT 05478  
ph 877.764.4109  
fax 802.527.4409



www.pathstone.org  
3/3/2016

To Colleen Dolan,

PathStone, which manages and directs the National Farmworker Jobs Program in Vermont, would welcome the opportunity to refer and/or dual enroll our participants with EDCO Collaborative and UVM through the New England HEP. Should EDCO Collaborative be granted funding for the New England High School Equivalency Program, it would serve as a perfect way to collaborate and help assist our migrant and seasonal farmworkers here in Vermont.

EDCO Collaborative, in partnership with the University of Vermont Extension and World Education, Inc. with support from the Maine, Massachusetts, New Hampshire and Vermont Migrant Education Programs, META Associates and other state and local agencies are seeking funding for a five-year project that will serve 335 migrant and seasonal farmworkers and their immediate family members to obtain the equivalency of a secondary school diploma that meets the guidelines for high school equivalency (HSE). The New England High School Equivalency Program (HEP) will also support students in plans to enter postsecondary education or training programs, advanced employment or military service.

Increasing the number of migrant youth and adults who complete their secondary education and increase access to support services that help overcome obstacles to achievement and to increase the number of migrant and seasonal farmworkers obtain positions outside of the migrant stream is within our collective missions. This grant seeks to fill gaps and create and strengthen collaborations within New England that would benefit so many by creating a larger scope of opportunity to create self-sufficiency to the agricultural workers and their families.

PathStone knows the value of dual enrollment and collaboration for greater outcomes and we are writing this Letter of Support acknowledging our interest to provide referrals and dual enrollment with EDCO Collaborative and the University of Vermont through the New England HEP.

(b)(6)		
(b)(6)	James Cooper Training & Employment Manager	(b)(6)



March 2, 2016

To Colleen Dolan,

Vermont Adult Learning (VAL) is thrilled that Vermont Migrant Education is applying for grant funding for the New England High School Equivalency Program(HEP). We have worked with Vermont Migrant Education on other projects and know that they provide the expertise and supports that are essential to student success. Should EDCO Collaborative be granted funds for the HEP, we would welcome the opportunity to both refer/dual enroll our participants and provide state approved testing for the General Educational Development test.

EDCO Collaborative, in partnership with the University of Vermont Extension and World Education, Inc. with support from the Maine, Massachusetts, New Hampshire and Vermont Migrant Education Programs, META Associates and other state and local agencies, is seeking funding for a five-year project that will help 335 migrant and seasonal farm workers obtain the equivalent of a secondary school diploma. The New England High School Equivalency Program will also support students in plans to enter postsecondary education or training programs, advanced employment or military service.

This grant will help us fill gaps and create and strengthen collaborations within New England that would benefit many agricultural workers and their families by increasing:

- the number of migrant youth and adults who complete their secondary education,
- the number of migrant and seasonal farm workers who obtain positions outside of the migrant stream, and
- the amount of access to support services that help overcome obstacles to achievement.

Encouraging self-sufficiency in these ways is integral to our collective missions.

VAL knows the value of collaboration for greater outcomes and we are writing this letter to confirm our support of the efforts of the EDCO Collaborative and the University of Vermont to develop the New England HEP.

Sincerely,

(b)(6)

Joe Przyperhart

Director of Operations

525 Clinton Street  
Bow, NH 03304  
Voice: 603-228-2830  
Fax: 603-228-2464



61 Elm Street  
Montpelier, VT 05602  
Voice: 802-229-0002  
Fax: 802-223-2336

March 4, 2016

Colleen Dolan  
EDCO Collaborative  
36 Middlesex Turnpike  
Bedford, MA 01730

To Colleen Dolan,

Bi-State Primary Care Association is a nonpartisan, nonprofit 501(c)(3) charitable organization that promotes access to effective and affordable primary care and preventive services for all, with special emphasis on underserved populations in New Hampshire and Vermont. For the last six years we have been working in partnership with UVM Extension's Migrant Education Program and the Open Door Clinic, supported by funding from the Federal Office of Rural Health Policy. Our project, *Bridges to Health/Puentes a la Salud* has grown a statewide model of farmworker outreach and care coordination and works with health care and community supportive service partners to reduce barriers to health care. UVM Extension's Migrant Education Program has been an exceptional partner in their ability to execute the project, and have an incredible knowledge and rapport with the farmer and farmworker community.

Bi-State Primary Care Association would welcome the opportunity to refer our rural health partner agencies, such as Vermont's eleven Federally Qualified Health Centers, to this EDCO Collaborative. Migrant farmworkers in Vermont are spread throughout our fourteen counties. They face extreme transportation barriers that prevent them from leaving the farm, including lack of car, license, extreme weather conditions, and fear of law enforcement. Should EDCO Collaborative be granted funding for the New England High School Equivalency Program, it would serve as a welcome opportunity to assist our agricultural community here in Vermont and help solve many of these insurmountable barriers.

Increasing the number of migrant youth and adults who complete their secondary education and increasing access to community support services, such as health services, are an integral component of improving ones circumstances. Health disparities and chronic illness are often tied to lack of education. Migrant farmworkers in Vermont are at a particular disadvantage in their ability to access services. New education opportunities, such as increased online education solutions, would be an extreme benefit and opportunity to the rural New England landscape.

Sincerely,

(b)(6)

Melissa Miles, MPH  
Bridges to Health Project Manager

NEW BEDFORD PUBLIC SCHOOLS



Gail Keith  
Chief of Teaching and Learning

Sean Woodard-McNiff  
Principal

Jabián Gutiérrez  
Chief of Operations

**New Bedford High School**  
***Bernadette Coelho***  
***Headmaster***

March 6, 2016

Ms. Colleen Dolan, Executive Director of EDCO Collaborative  
36 Middlesex Turnpike  
Bedford, MA, 01730

Dear Ms. Dolan:

I am writing this letter in support of the Migrant Education Program's application and proposal for the High School Equivalency Program (HEP) grant funding. As the Registration and Pathways Success Administrator at New Bedford High School, I have had the opportunity to work directly with the Migrant Education Program staff and have witnessed tremendous student and community success through the program, which has had an enormous, positive impact upon the community of New Bedford, Massachusetts.

Through this grant opportunity, students ages 16 through 22 years old who have dropped out of school or not enroll in the New Bedford Public Schools system would qualify for this grant opportunity, receiving academic and support services through the Migrant Education Program. This grant opportunity would provide much needed access to a counselor, technology that has self-paced HiSET preparation and career/postsecondary education preparation, as well as personalized learning plan- with additional supports such as tutoring and health supports. It will also connect that student with a program in the community that will allow them to study through Adult Education. There can also be dual enrollment between the MEP and HEP programs- it is a great compliment of services that the student can receive. Some parents of migrant children may also qualify for the program. This programming would strengthen the services to student ages 16 through 22 years old who are in need of strength based wraparound services, with the increased potential of helping their families as well.

New Bedford High School Student Support Staff support this valuable program. It is without hesitation and with great pride that I support the Migrant Education Program for funding.

Sincerely

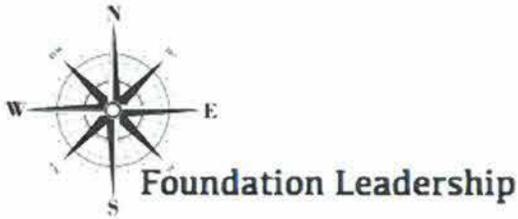
(b)(6)

Tará K. Montembault  
NBHS Registration and Pathways Success Administrator



TRADITION OF EXCELLENCE

230 Hathaway Boulevard, New Bedford, MA 02740 Office: 508-997-4511 Fax: 508-984-0762



Jose Hermocillo, CEO  
P.O. Box 9483  
Pueblo, CO 81003

March 3, 2016

Colleen Dolan, Executive Director  
EDCO Collaborative  
36 Middlesex Turnpike  
Bedford, MA 01730

Dear Ms. Dolan,

On behalf of Foundation Leadership LLC., I submit this letter of support for the application to the High School Equivalency Program (HEP) for EDCO Collaborative (EDCO). We at Foundation Leadership look forward to collaborating with EDCO on this project to help HEP candidates in Massachusetts, New Hampshire, Vermont, and Maine complete their high school equivalency, and then pursue their higher education and career plans.

Foundation Leadership LLC was established in 2006 with the mission to provide cutting edge professional develop and user friendly instructional GED/HiSET/TASC systems at an affordable price. Foundation Leadership delivers quality online assessment, instructional modules, online tutoring and data collection ideal for non-traditional learners nationwide.

We look forward to working with EDCO to provide HEP students with our Core Competencies Curriculum (C3), technical and tutoring support and supplemental educational resources. Foundation Leadership LLC is pleased to partner on this project and to contribute its expertise with HiSET and GED Curriculum for HEP programs.

Yours truly,

(b)(6)

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

**Position Title:** New England High School Equivalency Project Director  
**Work Schedule:** Full-time, Year-long, 40 hours/week, occasional weekend and overnight work  
**Work Location:** EDCO Collaborative Central Office (Bedford, Massachusetts)  
**Salary:** \$65,000  
**Reports to:** EDCO Collaborative Executive Director

**QUALIFICATIONS:**

- Master's Degree in education, counseling, or related field required;
- Proficiency in oral and written communication in English essential; bilingual Spanish preferred;
- Minimum of three years of classroom experience or related learning situation;
- Experience with migrant or other minority, under-represented populations;
- Minimum of two years administrative experience with student-oriented, direct service educational programs and related support services;
- Documented management experience with a teamwork and motivational focus;
- Proficient in Microsoft Office and File Maker Pro or similar database software;
- Ability to complete reports and fiscal accountability in an accurate and timely manner;
- Personal skills that include: excellent leadership, teambuilding and collaborative abilities, and sensitivity and efficacy to the nature of the population served;
- Requires a valid Massachusetts driver's license and a reliable vehicle.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Accomplish the goals and objectives set forth by NE State HEP's application, Federal guidelines of the Office of Migrant Education and the U.S. Department of Education;
- Provide the daily oversight and management of the functioning of the project as well as facilitate good relations among the project partners, collaborators and communities served;
- Participate as a member in the HEP partners leadership team and be the contact for the project external evaluator;
- Serve as liaison to the Office of Migrant Education and leadership team
- Assist with proposal writing, interpret federal regulations and prepare narrative and fiscal reports;
- Monitor project outcome achievements via quarterly mtgs. with external evaluator and site visits;
- Hiring, supervising and evaluation of EDCO-HEP salaried and hourly staff;
- Schedule, chair and document regular staff meetings and professional development trainings
- Ensure each participant is properly assessed and has a developed Personal Learning Plan (PLP) with a copy in the director's office, state HEP Coordinator and student;
- Other duties as assigned.

**PHYSICAL DEMANDS:**

The physical demands of the job described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee frequently is required to stand, walk, reach with hands and arms, and stoop, kneel, crouch or crawl. The employee must occasionally lift and/or move up to 25 lbs.

**EQUAL OPPORTUNITY EMPLOYER:**

The EDCO Collaborative is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, veteran status, political affiliation, or physical disability, as defined and required by state and federal laws.

**Position Title:** New England High School Equivalency State Coordinator (*3 positions available*)  
**Work Schedule:** 1.0 - .75 FTE, Year-long, occasional weekend and overnight work  
**Work Location:** Bedford, MA; Barre, VT; Augusta, ME  
**Salary:** Location/FTE Dependent \$31,000 - \$50,000  
**Reports to:** HEP Director or UVM Extension Migrant Program Director

**QUALIFICATIONS:**

- Bachelor's Degree in education, counseling, or related field required;
- Proficiency in oral and written communication in English and Spanish;
- Minimum of three years of educational outreach experience or; equivalent
- Experience with migrant or other minority, under-represented populations;
- Proficient in Microsoft Office and File Maker Pro or similar database software;
- Clear and concise written and oral communication;
- Ability to complete grant data collection and reporting requirements in an accurate and timely manner;
- Personal skills that include: ability to work independently and as part of a team, collaborative networking abilities, and sensitivity and efficacy to the nature of the population served;
- Requires a valid driver's license and a reliable vehicle.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Support programming towards meeting the goals and objectives set forth by New England HEP's application, Federal guidelines of the Office of Migrant Education and the U.S. Department of Education;
- Provide the daily oversight and management of the local state project as well as facilitate good relations among the project partners, collaborators and communities served;
- Participate in HEP staff meetings and maintain good communication with the HEP Project Director;
- Ensure each student is properly assessed and has a developed Personal Learning Plan (PLP)
- Monitor progress towards achievement of student outcomes, identify barriers to success, proactively address
- Other duties as assigned.

**PHYSICAL DEMANDS:**

The physical demands of the job described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to site and talk or hear. The employee frequently is required to stand, walk, reach with hands and arms, and stoop, kneel, crouch or crawl. The employee must occasionally lift and/or move up to 25 lbs.

**EQUAL OPPORTUNITY EMPLOYER:**

The EDCO Collaborative and the University of Vermont are committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, veteran status, political affiliation, or physical disability, as defined and required by state and federal laws.

**Position Title:** New England High School Equivalency Academic Tutor  
**Work Schedule:** .25 FTE, Year-long, weekday, weekend and night work  
**Work Location:** Distance/Computer based  
**Salary:** \$24 per hour  
**Reports to:** HEP Director

**QUALIFICATIONS:**

- Bachelor's Degree in education, counseling, or related field required;
- Proficiency in oral and written communication in English and Spanish;
- Minimum of two years working with adult learners or at-risk youth;
- Flexibility to address tasks as needed;
- Knowledge of computer environment with experience in distance learning software;
- Knowledge of internet, Google and other technology resources such as Skype and mobile phone applications
- Ability to teach Mathematics, Social Studies, Science and/or English Language Arts at the high school and/or Adult Education level.
- Experience with migrant or other minority, under-represented populations;
- Personal skills that include: ability to work independently and as part of a team, collaborative networking abilities, and sensitivity and efficacy to the nature of the population served;
- Requires a computer with high-speed Internet capabilities.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Educate students from differing educational abilities on the HSE subject areas such as Writing/Reading, Mathematics, Science and Social Studies with the goal of every student achieving a HiSET or GED diploma
- Maintain communication about students' needs with HEP Coordinator and student
- Attend student case work meetings (as needed) and internal and external trainings as required
- Demonstrate a positive work attitude that contributes to successful student outcomes.
- Other duties as assigned.

**PHYSICAL DEMANDS:**

The physical demands of the job described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to see and talk or hear. The employee frequently is required to stand, walk, reach with hands and arms, and stoop, kneel, crouch or crawl. The employee must occasionally lift and/or move up to 25 lbs.

**EQUAL OPPORTUNITY EMPLOYER:**

The EDCO Collaborative and the University of Vermont are committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, veteran status, political affiliation, or physical disability, as defined and required by state and federal laws.

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**Dr. Guillermo Durón**  
**META Associates – gd@meta1.us**  
**Santa Fe, NM 87505**

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**AREAS OF EXPERTISE**

Program Evaluation	Project Management
Research Design and Analysis	Professional Development
Bilingual/Multicultural Education	Database Management

**PROFESSIONAL PREPARATION**

Eastern Illinois University, Latin American Studies, B.A. (1970).  
Chicago State University, School Administration/Urban Education, M.Ed. (1975).  
Loyola University, Research Methodology, Ph.D. (1982).  
University of Indiana/Purdue University, Computer Science, Postdoctoral (1983).  
University of Colorado at Denver, Principal's Licensing Program, Postdoctoral (2001).

**APPOINTMENTS**

2003 - Present	Evaluation Consultant, META Associates, Littleton, CO and Santa Fe, NM
2001 - 2003	Director, Elementary Licensed Personnel, Department of Human Resources, and Manager, ELA Personnel, Denver Public Schools (DPS), Denver, CO
1995 - 1999	Technical Assistance Coordinator, Dept. of English Lang. Acquisition, DPS
1995 - 1995	Coordinator, National Origin Equity, Desegregation Assistance Center, Metro State College, Denver, CO
1988 - 1994	Senior Research Associate, RMC Research Corporation, Denver, CO
1986 - 1988	Senior Consultant, Colorado Department of Education, Denver, CO
1984 - 1996	Adjunct Professor of Management Info. Systems, Regis College, Denver, CO
1983 - 1984	Consultant, Indiana Department of Education, Indianapolis, IN
1976 - 1982	Professor, Educational Research, Governors State Univ, Park Forest South, IL

**SELECTED EVALUATION PROJECTS**

- Currently serve as the lead program evaluator for the following projects: New Mexico Highlands University-Hispanic Serving Institutions STEM and Articulation Program; Adams State University-Office of Migrant Education CAMP Program; and Lower Kuskokwim School District Native American Program, pre-school program, and professional development grant (Bethel, Alaska).
- Served as an evaluator for a joint effort between New Mexico Highlands University and Luna Community College (Bridging Careers for Success), a STEM project funded by the U.S. Department of Education/Hispanic-Serving Institutions.
- Served as the lead evaluator for the Texas State University CAMP and the Maine Department of Education HEP
- As a contractor with the U.S. Department of Education, Title I Parts A and C, coordinated data management activities with the Title I Program Accelerated Instruction and Reports Management units of State Education Agencies (SEA) and customized database software for state and local Title I evaluation reporting.
- As a contractor for the U.S. Department of Education, developed a state-level Title I data evaluation aggregation system for SEAs in Mississippi, Kansas, and Arkansas. Designed, developed, pilot tested, incorporated pilot site enhancements, and supported users of the system. Developed a user's guide to accompany the software and provided on-line technical assistance to school personnel.

## New England High School Equivalency Program Advisory Board and Steering Team Members

### *Mr. David Fisk*

David Fisk is the Maine State Director of the Migrant Education Program. Mr. Fisk has worked in a variety of roles within the Maine MEP, including a recruiter, advocate, and field services leader. David received his Bachelor's degree in Political Science from the University of Maine and is currently working towards a Master's Degree in Public Policy and Management at the University of Southern Maine. Mr. Fisk will be a member of the Steering Team and Advisory Board.

### *Ms. Emily Hoffman*

Emily Hoffman is the State Program Director of the Massachusetts Migrant Education Program and has served as a Regional Director and instructor in the program. Ms. Hoffman holds a Bachelor's degree in Science Education from Hampshire College and a Master's degree in Museum Education from Bank Street College of Education and holds K-8 certification from the state of New York. Emily has worked at multiple museums, including the New England Aquarium, Brooklyn Children's Museum and Franklin Institute in Philadelphia and Exhibit A Design Studio. She served as a Peace Corps volunteer in the Dominican Republic from 2003-2007 in Environmental Education and obtained funding for a national youth volunteer initiative through the United Nations. Ms. Hoffman will be a member of the Steering Team and Advisory Board.

### *Ms. Silja Kallenbach*

Silja Kallenbach is the Vice President of the US Division of World Education, Inc, located in Boston. She currently oversees World Education's portfolio of work and leads program development in the United States. Ms. Kallenbach has over 30 years of experience in adult education as an administrator, professional development provider, program developer, researcher and teacher. From 1994 to 2011, Silja served as the director of the New England Literacy Resource Center at World Education and is extremely connected with the adult education providers in New England. Ms. Kallenbach will be a member of the Advisory Council.

### *Ms. Barbara Patch*

Barbara Patch is currently the New Hampshire State Director of the Migrant Education Program. Ms. Patch has been with the NH Department of Education for 33 years working with the MEP. She is actively involved in all aspects of the NH MEP from recruiting to instruction. Barbara is very

compassionate about working with migrant and seasonal farmworkers as she grew up on a NH dairy farm with migrant workers and married a NH farmer who hires migrant and seasonal workers for their dairy farm and apple orchard. She received her Bachelor's degree from the University of New Hampshire and a Master's degree in Education from Wheaton Graduate School. She holds dual teacher certifications in English and English for Speakers of Other Languages. Ms. Patch will be a member of the Advisory Board.

*Ms. Erin Shea*

Erin Shea is the State Program Director of the Vermont Migrant Education Program and Program Director of Bridges to Health- Puentes a la Salud at the University of Vermont. Ms. Shea holds a Bachelor's degree in Environmental Studies with a minor in Latin American Studies and a Master's degree in Educational Leadership and Policy from the University of Vermont. Erin has worked with migrant and agricultural workers in multiple roles including statewide Identification and Recruitment Coordinator, workshop leader for employers who hire Latino farmworkers, program director, consultant and has been a member of many national technical support teams including ConQIR, OSY, SOSY, and SOSOSY. She has traveled extensively throughout Central America and Mexico and is fluent in Spanish. Ms. Shea will be a member of the Steering Team and Advisory Board.

*Ms. Rachel Valladares*

Rachel Valladares has handled all aspects of the New Hampshire Migrant Education Program for the past 8 years, including recruiting, teaching and data management. She holds a teacher certification in Spanish and has a Bachelor's Degree in Hispanic and Russian Studies from Wheaton College, MA. After college she promoted sustainable agriculture as a Peace Corps volunteer in Honduras and is fluent in Spanish. She is currently pursuing a Master's degree in Spanish Translation and Interpretation via distance learning at the University of Texas, Rio Grande Valley. Ms. Valladares will be a member of the Steering Team.

# United States HEP

High School Equivalency  
Programs

## WASHINGTON

- HEP 2011  
Central Washington University  
Ellensburg, WA
- HEP 2014  
Heritage University  
Toppenish, WA
- HEP 2015  
Columbia Basin College  
Pasco, WA
- HEP 2014  
Washington State University  
Pullman, WA

## IDAHO

- HEP 2012  
Community  
Council of Idaho  
Caldwell, ID
- HEP 2014  
Boiler State  
University  
Boise, ID

## Oregon

- HEP 2015  
Portland Community College  
Portland, OR
- HEP 2014  
Clatskoma Community College  
Salmon, OR

## CALIFORNIA

- HEP 2014  
Mendocino Lake Community College  
Ukiah, CA
- HEP 2013  
Sonoma County Junior College  
Santa Rosa, CA
- HEP 2014  
Central Valley Opportunity Center, Inc.  
Winters, CA
- HEP 2011  
Hartnell Community College District  
Salinas, CA
- HEP 2014  
SER- Jobs for progress, Inc.  
San Joaquin Valley SER-HEP  
Fresno, CA
- HEP 2014  
Proteus, Inc.  
Visalia, CA
- HEP 2015  
West Hills Community College  
District  
Coalinga, CA
- HEP 2015  
California State University  
Bakersfield  
Baker Field CTR
- HEP 2015  
California State University Long  
Beach  
Long Beach, CA
- HEP 2015  
California State University Fullerton,  
Fullerton, CA
- HEP 2015  
San Diego SER/JOBTS for progress, Inc.  
San Diego, CA

## COLORADO

- HEP 2014  
The Regents of the University of  
Colorado  
Boulder, CO

## Kansas

- HEP 2011  
Kansas State University  
Manhattan, Kansas
- HEP 2011  
Tri-State HEP  
Fort Scott, KS

## Wisconsin

- HEP 2011  
Madison Area Technical College  
Madison, WI

## Michigan

- HEP 2012  
Michigan State University  
East Lansing, MI

## KENTUCKY

- HEP 2011  
Spartan Community College  
Somerset, KY

## North Carolina

- HEP 2011  
Wake Technical  
Community College  
Raleigh, NC

## GEORGIA

- HEP 2011  
Abraham Baldwin  
Agricultural College  
Athens, GA

## FLORIDA

- HEP 2014  
University of South Florida Special  
Education College of Education  
Tampa, FL
- HEP 2015  
Miami Dade College  
Homestead Campus  
Homestead, FL

## Puerto Rico

- HEP 2018  
Universidad del Este  
Arecibo, Puerto Rico

## TEXAS

- HEP 2018  
Texas State Technical  
College Hopkins  
Hopkins, Texas
- HEP 2014  
University of Texas  
Rio Grande Valley  
Edinburg, Texas
- HEP 2014  
University of Texas at El Paso  
El Paso, Texas
- HEP 2011  
El Paso Community College  
El Paso, Texas

## NEW MEXICO

- HEP 2014  
HELP- New Mexico  
Las Cruces, NM
- HEP 2012  
Regents of the University of New  
Mexico  
Albuquerque, NM
- HEP 2014  
Regents of the University of New  
Mexico - Taos campus  
Rancho de Taos, NM
- HEP 2015  
Northern New Mexico College  
Española, NM
- HEP 2015  
Three Rivers Education Foundation  
Farmington, NM

## Mississippi

- HEP 2015  
Mississippi Valley State University  
Itta Bena, MS

## Louisiana

- HEP 2015  
University of Louisiana at Monroe  
Monroe, LA

- HEP 2015  
Louisiana Delta Community College  
Monroe, LA

## Missouri

- HEP 2012  
Crowder College  
Newport, MO

## MICHIGAN STATE UNIVERSITY

Migrant Student Services

Designed by Jose Luis Mendez  
MSU CAMP Student

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

New England HEP

Budget Narrative

July 1, 2016 – June 30, 2021

Funding Categories					Grant Funds
Personnel/Fringe (1 +2)					Year 1
<p>1 FTE HEP Director will be hired to oversee the overall management of the program including the hiring and supervision of HEP staff; chair Leadership Team and Advisory Board; fiscal management; daily operation management; outreach and recruitment; primary contact with network partners; develops and monitors coursework and technology; coordinates meetings and events. The annual salary for this position is set at 65,000/year with the Director working 11 months in year 1 to accommodate for the hiring of the position and a 2% cost of living increase has been calculated for each of the remaining years of the project EDCO Fringe for Salaried position is set at 22% (5% Payroll Taxes, 17% for benefits including health and dental insurance)</p>					<p>Salary: 59,583 Fringe: 13,108</p>
<p>Two 1 FTE HEP Coordinators will be hired to recruit and provide direct support to HEP student by implementing the outreach and recruitment plan, coordinating with local MEP/NFJP staff and community agencies, conducting student intake and enrollment documentation, providing initial program orientation, initiating access to blended online curricula, developing and monitoring the Specialized Learning Plan (SLP) and providing support and motivation for HEP students. Each Coordinator will have a cumulative caseload of 100-130 students over the course of the project. The annual salary for this position is set at 45,000-50,000/year with the Coordinators working 11 months in year 1 to accommodate for the hiring of the positions and a 2% cost of living increase has been calculated for each of the remaining years of the project. EDCO Fringe for Salaried position is set at 22% (5% Payroll Taxes, 17% for benefits including health and dental insurance)</p>					<p>Salary: 87,084 Fringe: 19,158</p>
<p>HEP Academic Tutors will be hired to provide academic support to students through a blended learning environment. Tutors will be hired at \$24/hour and will work 200 hours the first year and 400 hours each subsequent year of the grant. It is estimated that each student will require 5-6 hours of assistance over the year. Tutors will be used for short sessions to assist a student on a particular concept based on a student's assessment scores and verbal request for supplemental assistance. Tutors will work one-on-one or in small groups and will be hired based on expertise in Mathematics, Science, Social Studies and English Language Arts. EDCO Fringe for Hourly position is set at 12% (5% Payroll Taxes, 7% for benefits including health and dental insurance for eligible staff)</p>					<p>Salary: 4,800 Fringe: 576</p>
Yr 1: 151,467	Yr 2: 172,800	Yr 3: 176,064	Yr 4: 179,393	Yr 5: 182,789	862,513
Yr 1: 32,842	Yr 2: 37,056	Yr 3: 37,774	Yr 4: 38,506	Yr 5: 39,254	185,432
<p><b>Total Personnel and Fringe Costs For Years 1 through 5</b></p>					<p><b>1,047,945</b></p>

<b>Travel (3)</b>					<b>Year 1</b>
Mileage: The Director and Coordinators will need to travel throughout the states in the project to carry out identification and recruitment activities, agency coordination and to provide direct support to students, as needed. Travel will be reimbursed at the EDCO approved rate (\$.45/mile) for a total of 10,000 miles per year. This is based on the annual mileage of the average Migrant Education Program recruiter in each of the NE HEP states (approx. 3,000/year)					4,500
The HEP Director will attend the 2 day OME HEP Directors meeting held in Washington DC annually. Airfare from Boston-Washington DC plus lodging for the trip is estimated at \$600. Per Diem and additional expenditures is estimated at \$150. Per Diem is based on the GSA calculation.					750
Yr 1:	5,250	Yr 2:	5,250	Yr 3:	5,250
Yr 4:	5,250	Yr 5:	5,250		
<b>Total Travel For Years 1 through 5</b>					<b>26,250</b>
<b>Equipment (4)</b>					
There will be no costs to this budget line in any of the years of the project					0
<b>Total Equipment for Years 1 through 5</b>					<b>0</b>
<b>Supplies (5)</b>					<b>Year 1</b>
Curriculum materials, HSE preparation/instructional/testing supplies and office supplies will be purchased for staff and student use. The calculated amount for supply purchases was based on a per pupil expenditure of \$19.40, estimated based on the cost of basic office supplies for study. There is \$250 increase in Year 1 to assist in establishing HEP staff work supplies.					1,500
Staff computers and software (3) will be purchased for the HEP Director and Coordinators in Year 1. There will be no costs on this line in Years 2-5					4,200
Tablets will be purchased for each student to use during the duration of the project. Tablets are estimated at \$47 each for 335 students					1,750
Yr 1:	7,450	Yr 2:	4,750	Yr 3:	4,750
Yr 4:	4,750	Yr 5:	4,750		
<b>Total Supplies for Years 1 through 5</b>					<b>26,450</b>
<b>Contractual (6)</b>					<b>Years 1-5</b>
All contractual agreements were made following Federal procurement standards in accordance with 2 CFR § 200.318 et seq. or in 34 CFR § 75.135(b) (section 75.135(b) of EDGAR.					
University of Vermont Extension will be responsible to implement the outreach and recruitment plan for Vermont, coordinate with the local Migrant Education (MEP) and National Farmworker Jobs Program (NFJP) staff and community agencies, maintaining student intake and enrollment documentation, the initial program orientation, establishing access to blended online curricula and the development and monitoring of the students Personal Education Plan (PLP) with each VT HEP student. The local HEP Coordinator will provide support and motivation for each of the students on caseload. This contract includes expenditures for the salary and fringe of the Vermont based HEP Coordinator, including cost of living increases per program year and his/her office space, computer, supplies and mileage for project travel.					Yr 1: 74,191 Yr 2: 70,678 Yr 3: 71,883 Yr 4: 73,186 Yr 5: 74,384
META Associates will be contracted as the External Evaluator of the HEP grant and will be responsible for collecting and analyzing student achievement,					Yrs 1-5 12,000/year

educational attainment and other outcome data that provides evidence that the project is meeting the HEP GPRAs and project outcomes and impact. META Associates will prepare all interim and annual performance reports and the final performance report in consultation with HEP staff. The contract with META Associates is for the full five years of the program and will be for \$12,000 per year for a total of \$60,000	
Foundation Leadership, LLC. will be contracted to provide an annual license of use of the Core Competencies Curriculum (C3), technical and tutoring support and supplemental educational resources to the students of NE HEP. C3 is a proven bilingual HiSET/GED preparatory on-line curriculum that has been used with great success with Project DESTINY, a HEP program at Kansas State University, serving students in Colorado and Kansas. The contract will be for the full five years of the program and will be for \$7,000 per year for a total of \$35,000.	Yrs 1-5 7,000/year
World Education, Inc. (WEI) will be contracted to provide project management, survey creation and mobile development, as well as training and initial tech support for a short intake assessment tool for recruitment of potential HEP students. Total cost in Year 1 for this project will be \$16,000. WEI will also be contracted to provide project management, course development and maintenance on the career/postsecondary education prep short courses. This will include the development of three courses, registration, hosting, tech support and maintenance of the course site. The cost for this project will be greater in years 1 and 2 due to the development of the site and courses and then will be a minimal maintenance cost in years 3 through 5. Year 1 will be 41,600, Year 2 15,000 and then 5,000 per year for years 3-5 for a total of \$71, 600	Yr 1: 57,600 Yr 2: 15,000 Yr 3: 5,000 Yr 4: 5,000 Yr 5: 5,000
Yr 1: 150,791   Yr 2: 104,678   Yr 3: 95,883   Yr 4: 97,186   Yr 5: 98,384	
<b>Total Contractual Costs for Years 1 through 5</b>	<b>546,922</b>
<b>Construction (7)</b>	
There will be no costs to this budget line in any of the years of the project	0
<b>Total Construction for Years 1 through 5</b>	<b>0</b>
<b>Other (8)</b>	<b>Year 1</b>
Communication costs in the form of mobile phones and plans for HEP Director and Coordinators. Each salaried staff member will be provided with a mobile phone for contact with students and collaborative partners. These positions will be highly mobile and not stationary in their offices and this will be a vital tool for efficient work practices. The budget is estimated on the cost of a mobile phone and plans of a Massachusetts Migrant Education Program recruiter at \$360/year and is at the government contract rate.	1,080
NE HEP will conduct cultural events and college campus visits for project participants each year. \$2000 has been budgeted per year to cover the costs of transportation and food for students and has been estimated on the similar costs associated with college visits in the Massachusetts Migrant Education Program.	2,000
Printing of recruitment materials has been budgeted at \$1000 for Year 1 and \$500 for Years 2-5. Professionally printed materials are based on similar estimates for recruitment materials in the Massachusetts Migrant Education Program	1,000

Internet connectivity is vital for each student to be able to study for the HiSET/GED examination and access other supplemental and short courses. Students will receive a shared high-speed data plan via the student tablet. The estimated cost for a high-speed, high gigabyte plan will cost \$30/month or \$360/year per student and will be provided to the student throughout his/her tenure in the program. The costs in Years 2-5 incorporate the number of new students recruited with the students that will continue studying from the prior year. Yr 2: 37,800 and Yrs 3-5: 36,000	12,600
The NE HEP Advisory Board will meet two times a year and the Leadership Team will meet four times a year. Costs associated with the meetings include meeting book preparation and space usage as well as mileage reimbursement for members traveling from out-of-state.	2,200
Yr 1: 18,880   Yr 2: 43,580   Yr 3: 41,780   Yr 4: 41,780   Yr 5: 41,780	
<b>Total Other Expenditures for Years 1 through 5</b>	<b>187,800</b>
<b>Total Direct Costs (9)</b>	
Yr 1: 366,680   Yr 2: 368,114   Yr 3: 361,501   Yr 4: 366,865   Yr 5: 372,207	
<b>Subtotal of Direct Costs for Years 1 through 5</b>	<b>1,835,367</b>
<b>Indirect Costs @ 8% (10)</b>	
Yr 1: 29,334   Yr 2: 29,449   Yr 3: 28,920   Yr 4: 29,349   Yr 5: 29,777	
<b>Subtotal of Indirect Costs for Years 1 through 5</b>	<b>146,829</b>
<b>Training Stipends (11)</b>	
HEP students will receive HiSET or GED Prep Textbooks and additional resources and workbooks throughout their tenure of the grant. The cost is estimated at \$50/student based on current costs of planned textbook purchases via ETS (HiSET) and GED Publisher (GED). Cost per year will be based on new student enrollment (35 in Year 1 and 75 in Years 2-5) not to exceed \$17,000 over the five-year period of the grant.	1,400
Yr 1: 1,400   Yr 2: 4,400   Yr 3: 4,200   Yr 4: 4,200   Yr 5: 2,800	
<b>Subtotal of Training Stipends for Years 1 through 5</b>	<b>17,000</b>
Yr 1: 397,414   Yr 2: 401,963   Yr 3: 394,621   Yr 4: 400,415   Yr 5: 404,783	
<b>Total Federal Grant Costs for Years 1 through 5</b>	<b>1,999,196</b>

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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Emily		Hoffman	

Address:

Street1:	36 Middlesex Turnpike
Street2:	
City:	Bedford
County:	
State:	MA: Massachusetts
Zip Code:	01730
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
339-222-5607	781-290-4923

Email Address:

ehoffman@edcollab.org

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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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

EDCO Collaborative

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	151,467.00	172,800.00	176,064.00	179,393.00	182,789.00	862,513.00
2. Fringe Benefits	32,842.00	37,056.00	37,774.00	38,506.00	39,254.00	185,432.00
3. Travel	5,250.00	5,250.00	5,250.00	5,250.00	5,250.00	26,250.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	7,450.00	4,750.00	4,750.00	4,750.00	4,750.00	26,450.00
6. Contractual	150,791.00	104,678.00	95,883.00	97,186.00	98,384.00	546,922.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	18,880.00	43,580.00	41,780.00	41,780.00	41,780.00	187,800.00
9. Total Direct Costs (lines 1-8)	366,680.00	368,114.00	361,501.00	366,865.00	372,207.00	1,835,367.00
10. Indirect Costs*	29,334.00	29,449.00	28,920.00	29,349.00	29,777.00	146,829.00
11. Training Stipends	1,400.00	4,400.00	4,200.00	4,200.00	2,800.00	17,000.00
12. Total Costs (lines 9-11)	397,414.00	401,963.00	394,621.00	400,414.00	404,784.00	1,999,196.00

**\*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:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(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 # S141A160024

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

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

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

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