

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 # S141A160026

Grants.gov Tracking#: GRANT12114169

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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

Application for Federal Assistance SF-424

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

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

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="University Enterprises, Inc. on behalf of CSU Sacramento"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="941337638"/>	* c. Organizational DUNS: <input type="text" value="029031796"/>

d. Address:

* Street1: <input type="text" value="6000 J Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Sacramento"/>
County/Parish: <input type="text" value="Sacramento"/>
* State: <input type="text" value="CA: California"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="95819-6111"/>

e. Organizational Unit:

Department Name: <input type="text" value="College Assistance Migrant Prg"/>	Division Name: <input type="text" value="Student Affairs"/>
--	---

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Viridiana"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Diaz"/>	
Suffix: <input type="text"/>	

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

Organizational Affiliation: <input type="text" value="California State University, Sacramento"/>
--

* Telephone Number: <input type="text" value="916-278-5855"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="viridiaz@csus.edu"/>

Application for Federal Assistance SF-424

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

CSU Sacramento Auxiliary Org

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

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:

High School Equivalency Program (HEP) CFDA Number 84.141A

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

Areas_Affected_by_Project1002970991.pdf

Add Attachment

Delete Attachment

View Attachment

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

California State University, Sacramento High School Equivalency Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,375,000.00"/>
* 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="2,375,000.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Areas Affected by Project:

San Joaquin County

Yolo County

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>David Earwicker</p>	<p>TITLE</p> <p>Associate Vice President</p>
<p>APPLICANT ORGANIZATION</p> <p>University Enterprises, Inc. on behalf of CSU Sacramento</p>	<p>DATE SUBMITTED</p> <p>03/07/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: N/A * Street 1: N/A Street 2: _____ * City: N/A State: _____ Zip: _____ Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Migrant Education_High School Equivalency Program CFDA Number, if applicable: 84.141	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix: _____ * First Name: N/A Middle Name: _____ * Last Name: N/A Suffix: _____ * Street 1: N/A Street 2: _____ * City: N/A 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: David Earwicker * Name: Prefix: Mr * First Name: David Middle Name: _____ * Last Name: Earwicker Suffix: _____ Title: Associate Vice President Telephone No.: 916-278-3669 Date: 03/07/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S141A160026

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.

GEPAStatement1002970996.pdf

Add Attachment

Delete Attachment

View Attachment

GENERAL EDUCATION PROVISIONS ACT (GEPA) STATEMENT

CSUS HEP ensures student participants and their parents have equitable access to, and full participation within, the program consistent with the General Education Provision Act (GEPA) Section 427. Never at any point in the selection process will race, color, national origin, gender or disability play a part. The key barriers out-of-school youth from seasonal and farmworker backgrounds face on their path to success in obtaining their high school equivalency diploma involve: 1) mobility, 2) the need to work, 3) high rates of poverty, 4) limited job opportunities, 5) limited access to health care, 6) low high school graduation rates, 7) limited access to social capital, 8) English as a second language, 9) deficiencies in core subjects, 10) social isolation in schools, and 11) lack of self-esteem.

To mitigate these barriers to full participation, CSUS HEP provides assistance to students to ensure successful completion of the program. Full-time staff recruit in high schools, conferences, and faith-based activities and events as a means to identify and recruit potential students. CSUS HEP provides individualized English or Spanish instruction and tutorial support for all subject areas; career advising, planning, placement and financial guidance; health services referral; and personal enhancement, educational exposure and cultural enrichment. In addition to the efforts by CSUS HEP, offices and programs that focus on the recruitment of educationally underrepresented students will assist CSUS HEP. Such agencies include: California Department of Education, Office of Migrant Education Region 2 and Region 23 and College Assistance Migrant Program (CAMP) who will assist in efforts to recruit eligible migrant and seasonal farmworker out-of-school youth. Further support is provided by the California Rural Legal Assistance Foundation, CSUS College of Education and Continuing Education, the Mexican Consulate in Sacramento, Army ROTC, Los Rios Community College District among others.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

University Enterprises, Inc. on behalf of CSU Sacramento

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr * First Name: David Middle Name:

* Last Name: Earwicker Suffix:

* Title: Associate Vice President

* SIGNATURE: David Earwicker

* DATE: 03/07/2016

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

ABSTRACT

Institution: California State University, Sacramento (CSUS)

Address: 6000 J Street, Sacramento, CA 95819

Project Title: High School Equivalency Program (HEP)

Principal Investigator: Dr. Viridiana Diaz **Evaluator:** Dr. Jana Noel

HEP PROJECT: California State University, Sacramento (CSUS) seeks funds from the U.S. Department of Education to implement the High School Equivalency Program (HEP). CSUS is uniquely qualified to help migrant and seasonal farmworkers (or children of farmworkers) who are 16 years of age or older and not currently enrolled in school to obtain the equivalent of a high school diploma and, subsequently, to gain employment, begin post-secondary education, or training. The applicant is fully aware of the rules and regulations regarding HEP.

OBJECTIVES AND ACTIVITIES: CSUS HEP proposes to serve **70 students annually**. The program will offer four part-time five month high school equivalency preparation tracks (offered in two locations) and a full-time one-month track. With its partners, HEP will recruit and screen applicants based on federal rules and regulations. CSUS HEP will be offered at our three primary service centers located in Woodland, Stockton and CSUS. Annual cost does not exceed \$475, 000 for any single budget year.

APPLICABLE PRIORITIES: Science, Technology, Engineering, and Mathematics Education (STEM); Faith Based and Community Organizations.

GOALS & OUTCOMES: The goals and outcomes of the CSUS HEP proposal are: 1) serve **70** migrant and seasonal out of school youth who have neither a high school diploma nor high school equivalency and are eligible for HEP as described under Title IV, Section 418A of the Higher Education Act; 2) **75%** of all participants will receive a general educational development (HSE) diploma significantly exceeding the nation (**GPRA 1**) target of 69%; and 3) **80%** of all HEP HSED recipients will enter postsecondary education or training programs, upgraded employment or the military, which meets national (**GPRA 2**) performance measure of 80%.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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U.S. Department of Education
Office of Elementary and Secondary Education
Office of Migrant Education
Washington, D.C. 20202-6200

Application for Grant Funding

Project Period 2016-2021



HEP

High School Equivalency Program
California State University, Sacramento

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California State University, Sacramento High School Equivalency Program

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1. Need for and Significance of Project.

California State University, Sacramento (CSUS or Sacramento State) is a comprehensive baccalaureate institution enrolling a multi-cultural student body of more than 29,000 students. Located at the heart of California's capital city, CSUS is the seventh largest university in the 23 campus California State University system. Its mission is to *transform lives by preparing students for leadership, service and success* by supporting students with degree attainment and career advancement. The campus is one of the top three destinations in the state for students transferring from one of California's community colleges, welcoming over 4,000 new transfer students annually. Recognized for our increasingly diverse population, CSUS is a student-centered campus that seeks to expand educational opportunities and improve academic attainment for *all* students. It is designated as a Hispanic Serving Institution and an Asian American Native American Pacific Islander Serving Institution. CSUS is uniquely qualified to help migrant and seasonal farmworkers who are sixteen years of age or older and not currently enrolled in school to obtain the equivalent of a high school diploma, gain employment, begin post-secondary education/job training or enlist in the military. CSUS HEP is pleased to submit this new proposal after a five-year hiatus, building off the strengths of our successful and longstanding CSUS CAMP program and adding a new coaching-social support intervention.

i. The need for the services provided by the project.

California has the largest number of migrant and seasonal farmworkers in the nation totaling more than twice that of the second largest state, Texas.¹ California also has the largest number of identified migrant and seasonal farmworker students, numbering 139,595 in 2014, approximately one-third of the total U.S. migrant and farmworker student population.² CSUS HEP serves five northern and central California counties within Migrant Education Region 2 –Areas 1 and 2, and Region 23, spanning a 500+ square mile area (Table 1). This region is at the heart of California's

annual \$44 billion dollar agricultural industry, representing nearly half of the state’s farmland, two-thirds of its cropland, and almost 75% of irrigated land. A number of U.S. crops are grown exclusively in the Sacramento Valley including tomatoes, grapes, pears, and almonds. Despite heavy mechanization, farming remains labor intensive and seasonal, resulting in a large migrant and residential farmworker population. The CSUS HEP service area has nearly 130,000 farmworkers, representing 10% of all those in the U.S. and 36% of those in California.³

CSUS HEP is the only HEP program primarily targeting farmworker out-of-school youth. CSUS HEP is located at the center of California; the nearest HEP programs are located in Salinas (181 miles), Mendocino (196 miles), Winton (105 miles) and Fresno (171 miles). CSUS HEP is also the only program in this area offering HEP preparation in Spanish.

Table 1. Total Migrant Student Population (Seasonal not Included)

Region	# of Migrant Students	# of Out of School Youth
Nation	650,007	37,538
California	139,595	11,543
Region 2 (Area 1 and 2: Colusa, Solano and Yolo counties)	14,844	578
Region 23 (San Joaquin County)	10,350	183
<i>U.S. Dept. of Agriculture, Economic Research Service; U.S. Dept. of Agriculture, National Agricultural Statistics Service, 2015; U.S. Dept. of Education, 2013</i>		

CSUS HEP serves the needs of a significant number of farmworker students who otherwise would be unable to enroll in such programs. Out-of-school farmworker youth are the most disadvantaged social group in the United States, averaging an eighth grade education. Ninety eight percent of migrant farmworkers in California are Hispanic with an average life expectancy of 49 years compared to 78.8 years for the population overall.⁴ Migrants change residence and schools two to three times a year, truncating their educational progress. Over the last ten years, California’s school enrollment for Hispanic K-12 students has grown 12% compared to a -1.4% decline for the student population overall.⁵ Yet, high school graduation rates have not increased

at the same rate. Compared to other ethnic groups, Hispanics tend to live in poverty, have poor health care, and minimal education success (Table 2). CSUS HEP addresses all three.

Table 2. Well Being of Hispanics v. All Other Groups in California

	Hispanics	All Other
Graduation Rate	76.4%	80.8%
Income (Mean)	\$47,180	\$60,883
Unemployment Rate	11%	9%
Life Expectancy	49 years	73 years
<i>California Dept. of Education, 2015; California Senate Office of Research, 2014; The California Endowment, 2012</i>		

The consequence of students not completing high school is costly, both for the individual and for society.⁶ The estimated cost of school dropouts is over \$800 per taxpayer per year.⁷ Over the next ten years, 80% of the fastest-growing occupations in the U.S. will require at least an associate degree and 50% will require a bachelor’s degree or higher.⁸ However, due to rapidly changing demographics, the overall educational attainment of the U.S. is expected to decline in coming years.⁹ The fastest growing segments of the population, specifically low-income and minority youth (migrant students included), have been the least likely to earn high school diplomas, associate and bachelor degrees, and the gaps in degree attainment for these groups have increased.¹⁰ Nearly half of all school children (44%), and the future college-going population, come from low-income families.¹¹ Today, more than 15.5 million children live in poverty, two-thirds coming from minority backgrounds.¹² In order to increase high school completion and post-secondary attainment rates there must be a major effort to promote persistence and career placement for low-income students, including migrant farmworkers.

ii. The project addresses the needs of migrant & seasonal farmworkers and their families.

Migrant and seasonal farmworker youth face barriers that span beyond demographics, culture, schooling and large socio-economic political issues (Table 3). These include poverty, mobility, social isolation in schools, and lack of self-esteem. Migrant students enrolled in K-12

grade levels have the highest school dropout rates ranging from 45-90%, which is why CSUS HEP focuses on serving out-of-school youth.¹³ The nature of migrant agricultural work is their primary impediment to success. While some families move seasonally to follow the crops, others work in one location, returning to Mexico during the winter when they have neither employment or income.¹⁴ Those living in federally subsidized migrant camps may be forced to move when the camps close at the end of the agricultural season in November.¹⁵ As a consequence of these conditions, over one third of migrant students are one or more grades behind their age-appropriate grade-level and over 40% achieve below the 25th percentile in reading and math standardized assessments in K-12.¹⁶ Low achievement rates may be consequent of students learning English as a second language (40%) and sometimes insufficient school support.¹⁷ Earning a livable wage and family obligations also translates into repeated absences; students need to work to help support the family or care for younger siblings.

Despite political and economic factors, academic performance of migrant youth is influenced by the amount of social capital they possess.¹⁸ Due to high mobility rates, migrant youth rarely receive sustained adult support from school personnel that most students need to succeed academically, socially, psychologically, and emotionally.¹³ At home, farmworker students often receive little encouragement from their parents who often lack an understanding about the benefits of a college degree.¹⁹ Research shows that school structures and personnel can either facilitate or impede students' abilities to handle the difficult transitions between their home and school worlds.¹⁵ Whether their goal is to attain a high school diploma or pursue higher education, the military, or other career paths, youth *must* persist in school from year to year—all these milestones require “social capital.” Social capital refers to students' access to the social relationships that allow them to obtain the resources needed to be successful in life.²⁰

Table 3. Conditions of Migrant and Seasonal Farmworker Youth

Social	Cultural	Academic
Mobility	The Need to Work	High school graduation rates
Isolation and limited access to social capital	Family obligation	English as a Second Language
Limited job opportunities and access to health care	Family supersedes individual obligations	Deficiencies in core subjects

iii. Gaps in service have been identified and addressed by the proposed project.

In order to help migrant youth achieve a HSE diploma and pursue new life paths surrounded by strong social relationships to ensure their success, CSUS HEP proposes the following:

Table 4. Gaps in Services Addressed by CSUS HEP

Gaps in Services	Strategies to Address Gaps
Mobility	Five month high school equivalency preparation for part-time students and one month for full-time students.
The Need to Work	Evening courses offered to part-time students to accommodate work schedules.
High rates of poverty	Courses, materials, testing fees offered to all students; gas/meals stipend offered to students based on need.
Limited job opportunities	<u>Career Development</u> course to build skills in resume building and interviewing techniques. Exposure to STEM career opportunities. <u>Placement Workshop</u> to help students transition to upgraded employment, enroll in postsecondary training/education or the military. <u>Financial Assistance Workshops</u> to assist students with understanding ways to finance post-secondary training/education.
Limited access to health care	Referrals to community providers through <u>Health Care Workshop</u> , mobile clinics and health fairs sponsored by medical community experts to address health prevention and care.
Low high school graduation rates	Flexible five month high school equivalency preparation for part-time students and one month for full-time students.
Limited access to social capital	Access to and regular interaction with coaches using the Check and Connect Theory Model.
English as a Second Language	Instruction offered in Spanish and English.
Deficiencies in core subjects	Instruction based on placement levels, while providing supplemental tutoring and academic monitoring using the Check and Connect Model.
Isolation	Support from coaches; coordination of a wide range of activities including workshops on educational resources, leadership development, self-advocacy and empowerment.

iv. The project will attain proposed results or outcomes.

An education is widely considered the keystone to achieving economic success and social mobility in American society.²¹ Farmworker students who complete the HSE diploma will be

eligible for increased job security including access to postsecondary education, job training, higher paying jobs or the military. The long-term benefits of education reach beyond economic benefits and affect quality of life.²² People with more education tend to live longer, have healthier lifestyles, and report lifetime earnings higher than those without formal education.²³ Most importantly, consistent employment has the potential to break the cycle of poverty and dependency on social services for this generation of students and their children.

2. Quality of Project Design.

i. The goals, objectives, and outcomes are clearly specified and measurable.

Through five objectives, CSUS HEP will meet the following three goals: 1) serve **70** migrant and seasonal out-of-school youth who have neither a high school diploma nor high school equivalency and are eligible for HEP as described under Title IV, Section 418A of the Higher Education Act; 2) **75%** of all participants will receive a general educational development (HSE) diploma (GPRA 1) significantly exceeding the national target of 69%; and 3) **80%** of all HEP HSED recipients will enter postsecondary education or training programs, upgraded employment, or the military meeting the national (GPRA 2) performance measure of 80%.

Table 5. CSUS HEP Objectives, Activities and Outcomes

<p>Objective 1. Identification and Recruitment. CSUS HEP will disseminate HEP services to identify, inform, and recruit eligible participants</p> <p>1a. Activities: Coordinate with CSUS CAMP to maximize existing recruitment efforts to identify and refer eligible students stopping out of high school to CSUS HEP; Coordinate with Migrant Education Region 2 and 23 to participate in related events; once pre-screened, conduct skill assessment in either Spanish or English to determine readiness; Verify eligibility through Migrant Education, W.I.A. 167 or 75 days farm work.</p> <p>1b. Outputs/Outcomes: HEP will contact over 60 rural high schools, participate in 10 Migrant Education Region 2 and 23 events, and participate in 5 faith-based and community organizations each year to recruit 70 participants.</p>
<p>Objective 2. Instruction and Coaching Support. CSUS HEP will offer a commuter program in two formats: a five-month high school equivalency preparation program (offered 4 times a year) for part-time students housed in the district offices of Region 2 and 23 and a one-month program for full-time students at the CSUS campus.</p> <p>2a. Activities: Individualized English and Spanish instruction in all four subjects areas (Social Studies, Language Arts, Science and Math); administer academic assessments; offer</p>

tutoring/coaching to supplement core subject deficiencies; administer high school equivalency testing as students demonstrate readiness; added instruction to students who do not pass all HSE tests.

2b. Outputs/Outcome: 100% of students will receive instruction and tutorial support when needed. **75% of all participants will receive a HSE diploma.**

Objective 3. Career Advising, Planning, Placement and Financial Guidance: CSUS HEP will provide career planning, placement support services and assistance with financial aid to 100% of its students to: 1) gain admission to the vocational, academic or job training program they desire or enlist in the military; and 2) identify resources to finance their career choice.

3a. Activities: Administer career interest inventory to assess and match student's interests and abilities to a career path; utilize the collaboration network established by CSUS HEP in partnership with the CSUS's College of Continuing Education to maximize placement opportunities and informational sessions; offer Career Placement and Financial Aid workshops; individual one-on-one career advising, and assistance with admission/job application processes.

3b. Outputs/Outcomes: 100% of students will receive career advising, planning and placement guidance. **80% of all HSED recipients will enter postsecondary education or training programs, upgraded employment, or the military.**

Objective 4. Health Services (social, physical and emotional): All 70 students are provided appropriate health care.

4a. Activities: Refer students with vision or hearing problems, health concerns and/or in need of psychological or emotional support to public health clinics and community service providers; partner with mobile clinics to provide health days at each site; offer workshops facilitated by Health and Counseling Services on health prevention and services.

4b. Outputs/Outcomes: 100% of students in need of services will be referred to a community provider.

Objective 5. Personal Enhancement, Cultural Enrichment and Building a Family Like Network: CSUS HEP practices the concept of cultural integrity: when students are able to affirm their own cultural identities, their chances for succeeding increase.¹¹ Activities are scheduled to enrich the student's' academic experience and professional growth.

5a. Activities: Offer all students an array of events at a variety of times to ensure student participation (e.g., leadership conferences, motivational lectures, career-orientated field trips to Google, Intel for exposure to STEM related careers, campus tours, workshops on leadership development, time-management skills). Activities will be offered on-site and through fieldtrips.

5b. Outputs/Outcomes: 100% of students will participate in at least two activities each year.

ii. The project design is appropriate and will address the needs of the target population.

Over two decades CSUS HEP has considered the student's total environment including their unique background, conditions and experiences to help each student accomplish his or her academic and career goals. CSUS HEP achieves its goals through bilingual service delivery and through comprehensive recruitment aimed at rural high schools, through Migrant Education events and the community and faith-based organizations frequently used by regional farmworker

families. Other services such as health care service referrals, financial aid assistance, personal enhancement, career and STEM exposure workshops; career placement and information sessions are facilitated and later personalized for each HEP student to help them identify opportunities that build on their strengths.

CSUS HEP will offer a commuter program in two formats: a five-month HSE preparation program for part time students, offered two times a year in two locations (January-May, and July-November) and a one-month program for full-time students in the summer (June-July) for a total of five sessions a year. The part-time programs will be offered at Region 2 and 23 offices; the summer program will be at the CSUS campus. Approximately 30 students will be served through the full-time program and 40 students through the part-time program. The part-time program is open-entry, open-exit. Students complete their course of instruction according to their skill level and take HSE exams when they demonstrate readiness to test. Gas and meals stipends are available to students in need participating in both programs. The full-time program will run from 8:00 am – 4:00 pm, five days a week. The part-time program will be offered two evenings a week for a total of six hours. The part-time format will also offer access to students who are married, have children, have full-time jobs or who have financial obligations. Since the Migrant Education District Offices are close to home, those students can attend classes while meeting their family commitments. CSUS HEP has also implemented a family-centered approach. As role models with similar backgrounds, staff exemplify what can be achieved through hard work; they will support project participants throughout HSE completion and career placement.

iii. The project has established linkages with other appropriate agencies and organizations.

CSUS HEP collaborates with many entities to maximize resources and offer high quality services to its students. CSUS HEP and its Principal Investigator have a collaboration network that includes campus, local, state and federal partners as well as community/faith based

organizations from the region. These partnerships refer students to HEP and assists HEP with referrals and placement. Key letters of support are included in Appendix D1–D8 and an extensive list of partners is in Appendix E. Below is a condensed list of partners that have provided written support for the five CSUS HEP objectives.

Table 6. Written Support from Community, Local, State and Federal Resources

Partnership	Support
California Dept. Of Education, Office of Migrant Education	Student referrals, training and access to outreach activities/events.
California County Office of Education, Region 2 and 23	Student referrals, provide space for part-time programs, access to outreach activities/events.
Los Rios Community College District	Provide workshops to gain admission to Associates of Art (AA) and Associates of Science (AS) degrees, as well as certificate and transfer education opportunities.
Mexican Consulate in Sacramento	Provide government issued ID for testing, offer training and cultural events at no cost to HEP students, and coordinate outreach activities/events.
California Rural Legal Assistance Foundation	Access to health, psychological and/or emotional support referrals, facilitate well-being workshops and offer direct legal assistance to HEP students as needed.
Opening Doors	Provide workshops to gain greater control over personal finances, and other social and economic opportunities to become self-sufficient and realize a better future (e.g., banking, establishing credit, buying a house).
California State University, Sacramento, Office of the President; COE – College of Education; and CCE – College of Continuing Education	Campus classrooms, computers labs, admissions counselors, academic advisors etc., to assist with recruitment & placement. COE faculty expertise on bilingual & multicultural education to help recruit instructors and train instructors and staff. CCE Assistance with career placement including certificate-based programs in business, child development, education, environment, English Language Institute, Health and Emergency Services.
Army ROTC	Recruitment workshops for HEP students desiring to enter the military, assistance with admissions process and opportunities to participate in fieldtrips to training schools.

iv. The project will efficiently use resources to improve results and increase productivity.

CSUS HEP has established practices to maximize resources and stay on budget. CSUS HEP reuses textbooks, calculators and other supplies year to year. CSUS HEP also seeks donations from the campus for copy machines computers, and printers. CSUS HEP has studied crop cycles to determine the most suitable times to conduct classes. Consequently, HEP instructors are part-

time and classes are scheduled in the evening when farmworkers are least likely to work. Although inflation will increase annual costs 5-15% over five years, CSUS HEP will continue to build productive partnerships with local, state, federal and community agencies to maximize resources.

v. *The project is supported by strong theory.*

The Check and Connect program featured on the U.S. Department of Education’s What Works Clearinghouse (WWC) informs the CSUS HEP objectives and activities.²⁴ Drawing on research by Sinclair, Christenson and Evelo (1998),⁶ this study meets WWC’s highest design standards- without reservations. The WWC review reports student outcomes in three domains: staying in school, progressing in school, and completing school. The findings show statistically significant positive effects on students who attend high school, have learning, behavioral, or emotional disabilities, and/or are at risk of dropout.

Table 7. Rating of effectiveness and extent of evidence for Check and Connect outcomes

Domain	Rating of Effectiveness/Criteria Met
Staying in school	Positive and statistically significant
Progressing in school	Positive and statistically significant.
Completing school	Neither statistically significant nor large enough to be substantially important.

Research on effective intervention programs for migrant farmworkers does not exist. Yet this longitudinal study gives evidence that comprehensive interventions, via ongoing monitoring and school engagement strategies across the duration of a program, can be effective in helping students remain in school and on track to graduate. Results of this experimental study indicated that students in the treatment group were significantly more likely to be engaged and stay in school than those in the control group. The overall performance points to the need for early and sustained support to attain persistence and completion.

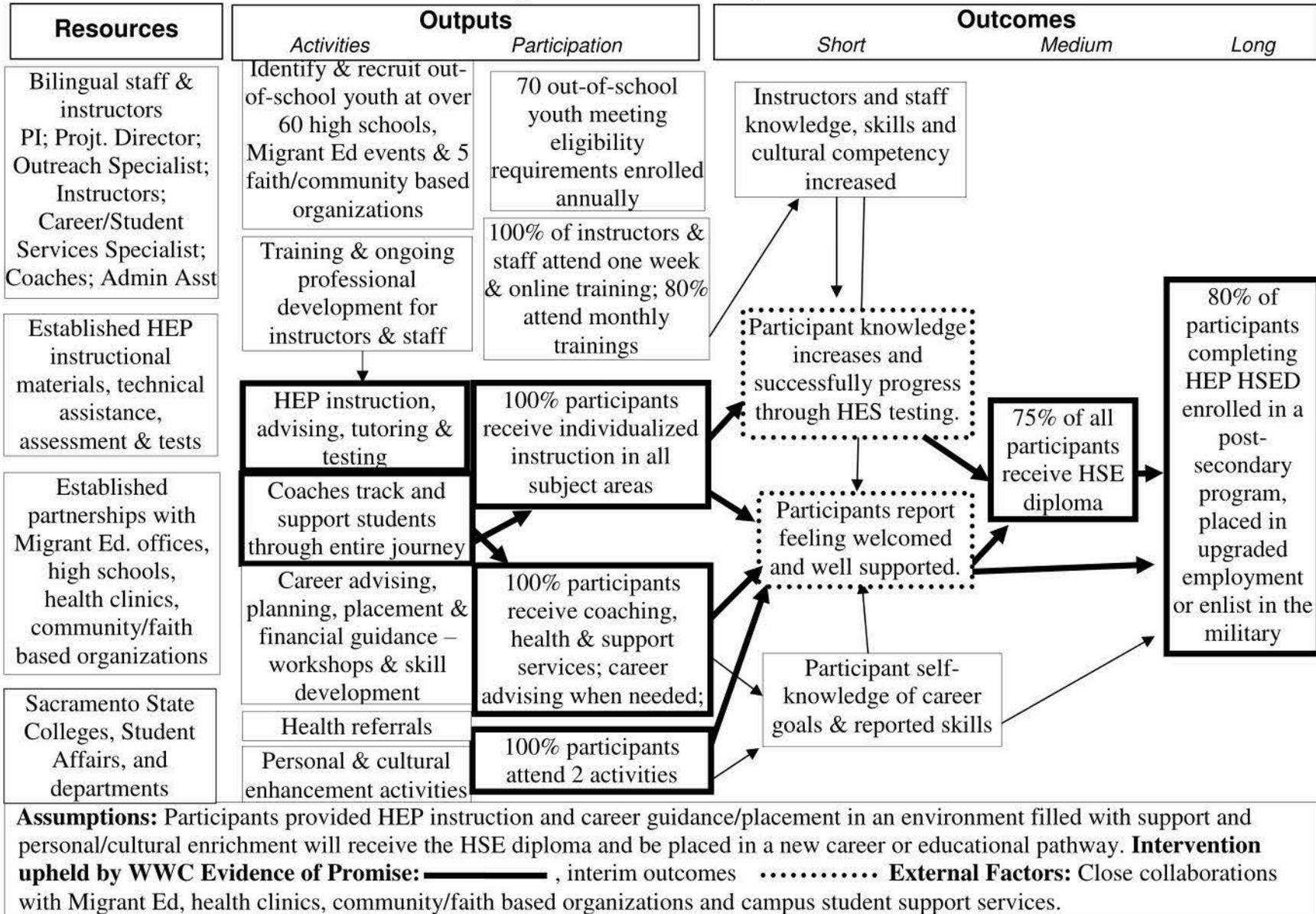
Applied to CSUS HEP, coaches will be used to help program participants persist in CSUS HEP courses, stay on track to successfully complete their HSE diploma and transition to upgraded employment, postsecondary training/education or the military after completion (Figure 1-logic model). Key to the Check and Connect Model is a monitor. In the case of CSUS HEP, a coach will work with the same students persistently following them through the journey of passing each exam and career placement. The coach's primary focus is twofold: 1) to ensure students' educational progress through tutoring; and 2) to build a social, supportive relationship with each student. During these interactions, the coach will keep education a salient issue to prevent the occurrence of absenteeism, failing grades in assignments and other signs of program withdrawal. Coaching is best conceptualized as building social capital or what Coleman (1987) recognized as the value of adult-child interaction in supporting academic and personal matters and/or extending support to the family. The presence of a consistent and caring relationship with a coach is significant for promoting positive outcomes for youth who live in high-risk environment (migrant students included).²⁵ The full integration of the Check and Connect theory into the CSUS HEP objectives and outcomes is described in Sections 5 and 7.

3. Quality of Project Services.

i. Professional development services are of sufficient quality, intensity, and duration.

CSUS HEP has gained a wealth of experience to operate a high quality program. The CSUS HEP uses high impact practices supported by research that shows how tutoring, teaching and support services can affect student achievement, high school equivalency and career placement. In partnership with faculty in the College of Education's Multicultural Educational Program and the College of Continuing Education, a one-week training in the summer and winter is provided to HEP instructors and coaches on effective pedagogical instruction strategies, HSE preparation,

Figure 1: CSUS HEP Logic Model



integration of relevant curriculum, counseling/advising techniques, incorporating the use of technology, college readiness, financial aid and vocational/STEM/career placement opportunities. The training will also focus on core components of the Check and Connect Model to help students remain in school and on track to graduate (Section 2). The CSUS HEP budget includes funding for a staff member to attend the HEP/CAMP National Conference and California HEP Consortium Professional Development Conference. The HEP director will attend the U.S. Department of Education, Office of Migrant Education Annual Director's meeting.

ii. Services are focused on those with greatest needs

CSUS HEP considers students' background, conditions and experiences as migrant farmworkers to help each student accomplish HSE and their individual career goals. This includes: 1) bilingual services; 2) comprehensive recruitment aimed at schools and community organizations where farmworkers visit; 3) health care referrals; 4) coaching to support students on all steps of the HES diploma/career placement journey; 5) exposure to STEM and enrichment opportunities; 6) close collaboration with faith based/community organizations, county, state and federal agencies; 7) a family-centered approach; and 8) role models to exemplify what students can achieve. CSUS HEP will enroll 70 out-of-school youth annually who meet the eligibility requirements of Section 167 of the WIA, the Migrant Education Program or the HEP eligibility regulations. Once these criteria are met, students are ranked for admission based on the student's Family Questionnaire (Appendix F3), a point-based system that considers academic profile, work history, family size and financial status. Enrolling only students who meet these strict eligibility requirements ensures the program serves youth with the greatest need.

iii. Proposed services lead to improvements in the skills necessary to gain employment.

To ensure successful placement after completion of the HSED, all participants 1) complete career interest and aptitude inventories, explore career opportunities, and set personal goals, participate in STEM-related fieldtrips (e.g., Intel, Vision Service Plan (VSP), Google), and experience job-shadowing or work experience. 2) CSUS HEP workshops focus on job seeking skills such as building a resume/personal portfolio, mock interviewing and job search techniques (job placement track), and college financial aid, study and organizational skills and ways to access resources (post-secondary and vocational track). In addition, 3) HEP coaches who are past HEP and/or CAMP graduates are motivational guides to build students' self-esteem and competence to advance professionally. Lastly, 4) CSUS HEP partners with the CSUS Career Center to prepare students for annual job fairs, career expos and other job recruitment activities.

4. Quality of Project Personnel.

i. The principal investigator and project director are well qualified.

CSUS HEP employs qualified and experienced professionals who are all bilingual, represent the target populations, and can relate to the students being served. The Principal Investigator (PI), Dr. Viridiana Diaz has fifteen years of experience in higher education, leading educational equity programs for historically underrepresented college students. She is a Latina of migrant background and the first in her family to attend college. She is a former CAMP alumna (Class of 1993) and has worked for CAMP in various capacities as Outreach Counselor, Career Counselor, Program Coordinator and Director for the last eight years. As an emigrant from Mexico, she understands the challenges nontraditional students face and how persisting through the American educational system leads to admirable feats of success. Dr. Diaz serves as a role model for students, to the community, and in 2016 was named in Sacramento Bee's *Vide En El Valle*

Newspaper, People Who Have Left a Mark in the Sacramento Area. She holds a Bachelor of Arts in Communication Studies, two Master of Arts degrees in Spanish and Public History, a Doctorate in Educational Leadership and Policy, is a graduate of the UC Berkley Executive Academy, Harvard Institute for Educational Management, Stanford Executive Leadership Management Institute, and is a 2013 Carlos J. Vallejo fellow for the American Educational Research Association (AERA). Her dissertation titled, “A Study of Latino Migrant and Seasonal Farmworker College Students: The Emergence of a Culturally Adaptive Navigation Model for Success” introduced a new theoretical framework for migrant student persistence beyond the first year of college. As the current President-Elect of the HEP/CAMP Association, Dr. Diaz works closely with the U.S. Department of Education, Office of Migrant Education on HEP/CAMP evaluation issues and mentors others with programmatic challenges (Appendix B1 for Resume).

The Project Director will have: a Master’s Degree or equivalent experience; demonstrated managerial and budgetary experience; high proficiency written and oral communication; demonstrated experience working with public schools or other agencies which serve migrant populations; excellent interpersonal skills; ability to establish, communicate and maintain cooperative relations with diverse ethnic and language communities; demonstrated skills in managing programs; demonstrated ability in assessment and evaluation; and knowledge of laws and regulation governing federal grants (Appendix C for Director’s Job Description).

ii. Key project personnel are well qualified.

CSUS HEP hires professionals who are highly educated, committed and are affiliated with the target population. Key personnel are bilingual; have extensive experience working with migrant youth as CAMP and/or HEP alumni or through their own migrant farmworker backgrounds, and serve as role models for migrant students (Appendix C for Job

Descriptions). The CSUS HEP Outreach Specialist and Career/Student Services Specialist have a Bachelor’s Degree in education or related field, are affiliated with the local rural area and target population, and have experience in implementing educational/employment assessment, job placement, case management, and academic and career advising. CSUS HEP instructors are selected based on their higher education degrees, teaching credentials, and experience working with English Language Learners. In addition CSUS HEP instructors must communicate effectively both verbally and written in English and Spanish, complete advanced intake and assessment procedures and have strong computer skills using word processing and data entry.

5. Quality of the Management Plan.

i. The project is well managed to achieve objectives on time and within budget.

The CSUS HEP Management Plan aims to efficiently focus human and fiscal resources on the effective delivery of services to HEP participants who have the greatest needs.

Table 8. Goals, Objectives, Milestones and Timelines

1. Identification & Recruitment	Director & Outreach Specialist
<p>Goal: Recruitment and enrollment of 70 eligible out-of-school youth each grant year. Objective: Inform and recruit potential and eligible youth by reaching out to 60 high schools, coordinating with Migrant Education Region 2 and 23 to participate in 10 conferences, events and educational fairs, and participate at 5 faith-based/community activities each year. Tasks: Contact appropriate agencies to schedule and present at high school, conferences and faith-based and community events, develop marketing plan, materials, and appropriate forms including applications, release forms, etc., evaluate effectiveness of the project. Timeline and Milestones: July-June (ongoing); Approximately 40 enrolled in part-time program and 30 enrolled in full-time program.</p>	
2. Instruction and Coaching Support	Director, Instructors and Coaches
<p>Goal: 75% of all participants will receive a general educational development (HSE) diploma Objective: 100% of students will receive individualized instruction in all subjects (Language Arts, Social Science, Science and Math); be administered periodic academic assessments, benefit from individualized coaching/tutoring to supplement core subject deficiencies, administer testing, and additional instruction for those who do not pass all exams. Tasks: Develop curriculum, provide instruction, individualized attention and tutoring/coaching, establish baseline information of student abilities and measure instructional effectiveness. Timeline and Milestones: Part-time program (January – May), (July – November). Full-time program (June-July). June = 15, December = 15, July = 40</p>	

3. Career Advising, Planning, Placement and Financial Guidance	Director and Career Services Specialist
<p>Goal: 80% of all HEP HSED recipients will enter postsecondary education or training programs, upgraded employment, or the military.</p> <p>Objective: CSUS HEP will provide career interest inventories, offer career placement opportunities and financial aid workshops, offer individualized career advising, and assistance with admission and financial aid to 100% of participants.</p> <p>Tasks: Individual career advising, conduct professional development plans, workshops on transitional skills for success in postsecondary education, vocation/job placement, assistance with college and financial aid applications, or applications to enter the military,</p> <p>Timeline and Milestones: July-June (ongoing), July = 15, January = 15, August = 40</p>	
4. Health Services (Social physical and emotional)	Director & Career Services Specialist
<p>Goal: Assist students with vision, hearing problems, health concerns and/or those in need of psychological and/or emotional support.</p> <p>Objective: Refer 100% of students in need of health services to a community provider.</p> <p>Tasks: Contact appropriate health agencies to identify internal and external resources, develop referral process, schedule health related activities and refer students as needed.</p> <p>Timeline and Milestones: July/June (ongoing); June = all students will participate.</p>	
5. Personal, Enhancement, Cultural Enrichment and Building a Family like Network	Director and Career Services Specialist
<p>Goal: Help students affirm their own cultural identity, enrich academic and professional growth, and build networks that will support their advancement in a family-like environment.</p> <p>Objective: 100% of CSUS HEP students will participate in at least two activities or events during their enrollment in the program (e.g., leadership conferences, motivation lectures, STEM career-oriented fieldtrips to Google, Intel, campus tour, etc.).</p> <p>Tasks: Contact appropriate agencies to identify internal and external partners for activities and fieldtrips, develop a network of interagency partners, arrange logistics, and notify participants.</p> <p>Timeline and Milestones: July-June; Dec = 30 students will participate; May = 100%</p>	

ii. Project procedures ensure feedback and continuous improvement.

Feedback and continuous improvement are built into every stage of the CSUS HEP Management Plan. Staff meetings occur weekly between the Director and staff to assess progress on project goals, objectives and other pertinent measures. This includes tracking student graduation projections, discussing potential problems, and providing staff training. Table 9 ensures all program procedures will be informed by feedback and continuous improvement.

Table 9. Procedures for Feedback and Continuous Improvement

1. Identification & Recruitment
<p>Director & Outreach Specialist meet weekly and biweekly with recruitment site partners to review goals and progress towards GPRA 1 considering the number of interest forms, admissions applications, eligibility and enrolled participants.</p>

<p>2. Instruction and Coaching Support</p> <p>Director meets weekly with instructors and conducts one classroom observation per instructor each month to review goals and progress towards GPRA 1 considering daily attendance at each site, academic progress, number of students scheduled for testing, number of graduates and percent of students that failed any exam section. Instructors and coaches meet weekly to share student progress and identify students in need of individual tutoring. For the full-time program, instructors and staff meet weekly to review each student’s progress and testing schedule, identify supportive services needed, and adjust educational plans. Instructors in the part-time program meet monthly to review curriculum, pedagogical practices and make recommendations to Director on needed areas for professional development.</p>
<p>3. Career Advising, Planning, Placement and Financial Guidance</p> <p>Director and Career/Student Services Specialist meets weekly to review goals and progress towards GPRA 2 considering number of placements and services rendered to ensure students are being advised, provided employment placement, academic admissions or enlistments.</p>
<p>4. Health Services (social, physical and emotional)</p> <p>Director and Career/Student Services Specialist meet weekly to review goals, measure progress and plan to ensure students are being referred and served by community agencies and to persistently expand existent network of community health partners and resources.</p>
<p>5. Personal Enhancement, Cultural Enrichment and a Building a Family-Like Network</p> <p>During weekly staff meetings, Director, Outreach Specialist, Career/Student Services Specialist and Administrative Assistant plan and schedules activities/events. The Career/Student Activities Specialist meets with Administrative Assistant bi-weekly to ensure logistical scheduling and planning is systematic.</p>

Lastly, each quarter the Director distributes satisfaction surveys (Appendix F) to students for ongoing feedback on the quality of classroom instruction, coaching, career advising, placement support and skill development. Pre/post evaluations are conducted at each workshop or activity to measure learning. The HEP Director utilizes a HEP Advisory Committee comprised of a former HEP graduate, a local educator, a business person, and a community member to provide input and evaluate current services. The Advisory Committee represents a cross section of the communities HEP serves and generates diverse perspectives on issues related to the needs of farmworker youth. Advisory members are encouraged to visit the sites and interact with students so they may understand the program services more fully.

iii. The time commitments of key project personnel are appropriate and adequate.

The time commitment of the HEP director, principal investigator, and key project personnel are appropriate and adequate to meet the objects of the project (Appendix C for job descriptions).

Table 10. Time Commitment and Responsibilities of Key Project and Support Staff

Principal Investigator (1) – 5% - Responsible for ensuring the project is executed as outlined in the proposal and grant agreement using sound management techniques; financial plan is carried out and changes made following EDGAR policies and procedures; reports are submitted accurately and in a timely manner; records of project related expenses are maintained and accurate; project activities, project management, personnel practices comply with EDGAR.
Director (1) – 100% - Responsible for daily operations including recruitment, enrollment, instruction, testing, and placement; develops weekly reports; implements program assessment/evaluation; conducts weekly staff meetings; collaborates with community organizations, assess/monitor/evaluates site activities; supervises/evaluates staff and instructors; develops weekly management reports, division-based reports and annual reports.
Administrative Assistant (1) – 100% - Assists the Director in coordinating with UEI (CSUS’s auxiliary/fiscal organization), appointment scheduling, performs budgeting, office management, maintains confidential records and other related duties.
Outreach Specialist (1) – 100% - Coordinates outreach projects and activities, conducts identification and recruitment of incoming students, and assists incoming students with applications for eligibility and acceptance.
Career/Student Services Specialist (1) – 100% - Provides academic advisement, personal and group counseling; conducts ongoing monitoring and review of student progress; supervises coaches; develops annual schedule of workshops and program activities; conducts skill building workshops; provides college application assistance; provides students with transitional skills for success in postsecondary education; provides students with fieldtrip to STEM businesses, industries and military recruiters.
Instructors – 3 – 40%-90% - Develop curriculum; provide participants with group and individualized attention and instruction; assess learning and readiness to test participants; develop learning plans; provide professional development to coaches.
Coaches (5) – 40%-90% -Under the supervision of the Instructors and Career/Student Services Specialist provides tutoring, ongoing follow-up on progress and motivational support.

6. Adequacy of Resources.

i. Project resources including facilities, equipment, supplies, and other are adequate.

CSUS has a longstanding and steadfast commitment to supporting the success of the HEP program by providing students full access to all campus resources including classrooms, laboratories, library, and computer labs. CSUS will provide office space for full-time staff and technical support for office computers, software updates, internet access, telephones and printers. CSUS HEP is housed under the division of Student Affairs and works collaboratively with over 48 student service programs and campus departments that address students’ needs including: psychological counseling; academic advising; instructional guidance;

developmental instruction, tutoring; student engagement in organizations, leadership and cultural activities; and internships/job opportunities with businesses and government agencies. CSUS leverages other federal, state, local and on-campus resources to support HEP students. These include the College Assistance Migrant Program (CAMP), Migrant Education Advising Program (MEAP), Mesa Engineering Program (MEP), Educational Opportunity Program (EOP), Science Educational Equity (SEE), Dreamer Resource Center, Guardian Scholars, and the Martin Luther King Jr. Scholars Program, among others. Other campus departments provide services to HEP students related to placement, college admission, financial aid, and life skills. Through this support CSUS HEP students have the opportunity to experience college life.

ii. The commitment of each partner to the project's success is relevant and demonstrated.

CSUS HEP has established community partners that are committed to educating HEP students including Migrant Education Regions 2 and 23, community colleges, community organizations, employment/training programs, and faith-based organizations to support recruitment, placement and employment. Each partner plays an integral part in students' success, allowing CSUS HEP to expand its services and build its capacity to better serve out-of-school youth (Appendix E for a complete List of Partners). Letters of Commitment are included in Appendix D1-D8 (also listed in Table. 6).

iii. Costs are reasonable in relation to project objectives, design, and significance.

CSUS HEP proposes to serve 70 students with an annual budget of **\$475,000**. This cost adequately supports the project design, including resources for students' academic and social development, instructional assistance, coaching, tutoring and placement. All proposed costs are established and approved by University Enterprises, Inc. (UEI) Human Resources and UEI

Sponsored Projects Administration to ensure alignment with regional costs. UEI will function as the fiscal agent and provide full accounting services, purchasing support, payroll, and human resources. UEI personnel are trained in federal fiscal guidelines and regularly meet with the CSUS HEP Director to reconcile project records.

iv. Costs are reasonable in relation to the number of person served and project results.

Because farmworker out-of-school youth are traditionally the hardest population to serve, CSUS HEP proposes an annual budget of \$475,000 to serve 70 out-of-school youth. This translates to \$6,785 per student, which is cost effective given the scope, intensity and range of support services proposed. These costs are realistic and comparable to similar HEP programs locally and nationally. The per student cost also falls within the U.S. Department of Education's Office of Migrant Education's efficiency targets of \$9,509 for average HSE diploma attained.²⁶ CSUS HEP cost is below the OME national targets for programs serving commuter students.

v. The potential for continued support from CSUS at the end of Federal funding.

CSUS recognizes the benefits of HEP to the campus and community and the University fully supports HEP in meeting its goals and objectives. To build potential for continued support, CSUS HEP is closely aligned with other campus support programs (see list in section 6i above). These alignments, as well a number of community partnerships, illustrate how the University incorporates HEP components into the institution's mission, vision and strategic plan. CSUS HEP goals align with CSUS's mission to transform lives by preparing students for leadership, service and success and directly supports three of our six Strategic Plan priorities: 1) enhance student learning and success; 2) engage the community by building ensuring partnerships that strengthen and enrich the region; and 3) engage students in a comprehensive university experience. Due to limited state and University resources HEP services cannot be fully assumed

by the University. However, the PI and Director are committed to seeking external funding from local, state and private entities to maintain HEP beyond federal funding.

7. Quality of the Project Evaluation

- i. The evaluation methods are thorough, feasible, and appropriate & ii. Evaluation methods permit periodic assessment of progress toward outcomes.*

CSUS HEP will be evaluated for both formative feedback and summative evaluation of outcomes (Table 11 and 12). Based on the logic model (Figure 1), formative evaluation will be conducted by examining activities and participation (outputs) for each of the five project and one professional development objectives. Through the analysis of survey results, observations, interviews, and records gathered throughout the program, the evaluator will give periodic updates to the PI and Director for feedback and continuous improvement. The summative evaluation will focus on short, medium and long-term outcomes with final reports provided to the PI and Director at the conclusion of each session and annually. Building on the successes of the Check and Connect program--meeting WWC's design standards without reservations, the formative and summative evaluation will include an analysis of the role of coaches in the progression and successes of CSUS HEP students.

Dr. Noel is a Professor of Education at CSUS with 25 years of experience in higher education and evaluation. Dr. Noel has evaluated state-wide and regional projects, all of which are multi-sectored and focus on improving educational opportunities for diverse populations. She co-evaluated the Title VII Migrant Education Preschool Program in Fillmore, CA (1989-1991) and was on the evaluation team for a NSF-funded Systemic Teacher Education Program (1998-2000), a statewide collaboration of Montana's universities, tribal colleges, and K-12 schools, to prepare Native Americans in STEM fields. Dr. Noel served as external evaluator from 2005-

2009 for PDS TENET: Professional Development School Teacher Education Network of Excellence through Technology, for Arizona State University, West. With funding from the U.S. Dept. of Education, PDS TENET was a statewide program designed to develop effective teacher education programs in seven predominantly Mexican American and Native American communities. Dr. Noel served as evaluation team lead in 2013-2014 for Sacramento Pathways to Success: A Partnership for College to Career, designed to create opportunities for students moving from high school to college and careers. (Appendix B2 for resume)

iii. The extent the evaluation methods will produce evidence of promise.

Beginning the CSUS HEP anew with new recruitment strategies and a coaching-social support intervention, we have not designed an evaluation process that meets WWC' evidence of promise. Donald Campbell, a renowned father of evaluation wrote, "a program is best served by saving a rigorously designed evaluation until *after* the program has been well-established, with early indicators of success through formative evaluation²⁶." As Campbell writes, "Evaluate no program until it is proud." We will meet with a social research center at CSUS during the third year of the program once we have strong formative evidence that the Check and Connect Model works successfully with migrant youth in achieving proposed outcomes. A rigorous design will be part of our next application, if successful.

Table 11. Formative Evaluation for Feedback and Continuous Improvement

Objective 1: Recruitment and enrollment of 70 eligible participants annually - recruit at 60 high schools; 10 Migrant Education conferences, events, and educational fairs; 5 faith-based and community activities annually			
Types of Data Collected	Methods, Instruments	Data Analysis	Report Availability
<ul style="list-style-type: none"> Recruitment records: locations, dates, # out of school youth attending, # completed interest forms; # eligible; # enrolled 	<ul style="list-style-type: none"> Template/matrix for records Database of recruiting activities 	<ul style="list-style-type: none"> Record review 	<ul style="list-style-type: none"> Monthly updates End of session & annual rpt.
Objective 2: Instruction and Coaching Support - 100% of students will receive instruction and coaching support			
Types of Data Collected	Methods, Instruments	Data Analysis	Report Availability
<ul style="list-style-type: none"> Attendance Records, Student progress on materials, tests. Individual Development Plans Student satisfaction Perceived effectiveness of teaching/coaching practices 	<ul style="list-style-type: none"> Template and database Baseline assessments Instructor assessments to assess readiness for HSE tests Student satisfaction surveys Interviews with instructors, coaches, students Observations- instruction, coaching 	<ul style="list-style-type: none"> Record review & survey results Develop graphs of attendance; number of students in each subject area; progression; individual and full cohort assessment scores Coding and analysis of interview transcripts and analysis of observation notes 	<ul style="list-style-type: none"> Monthly updates End of session & annual rpt.
Objective 3: Career Advising, Planning, Placement, and Financial Guidance - 100% of students will receive these services			
Types of Data Collected	Methods, Instruments	Data Analysis	Report Availability
<ul style="list-style-type: none"> Activity Records; Attendance Records; Placement Records Student knowledge of goals, interests IPD (Individual Plans) 	<ul style="list-style-type: none"> Template and database for activity and attendance Published career interest inventory “True Colors” Progression on IPD placement 	<ul style="list-style-type: none"> Record review 	<ul style="list-style-type: none"> Monthly updates End of session & annual rpt.
Objective 4: Health Services - 100% of students in need of health services will be referred to a community provider			
Types of Data Collected	Methods, Instruments	Data Analysis	Report Availability
<ul style="list-style-type: none"> Referral records – providers and students 	<ul style="list-style-type: none"> Template/Matrix, database of referrals 	<ul style="list-style-type: none"> Record review – referrals 	<ul style="list-style-type: none"> Monthly updates End of session & annual rpt.

Objective 5: Personal Enhancement, Cultural Enrichment, and Building a Family Like Network - 100% of students will participate in at least two activities per year			
Types of Data Collected	Methods, Instruments	Data Analysis	Report Availability
<ul style="list-style-type: none"> • Activity Records; Attendance Records • Student satisfaction surveys 	<ul style="list-style-type: none"> • Template/matrix for records • Activities/attendance database • Evaluator interviews with coaches and students 	<ul style="list-style-type: none"> • Records review • Coding and analysis of interview transcripts 	<ul style="list-style-type: none"> • Monthly updates • End of session & annual rpt.
Professional Development Objective: Instructors and Coaches Receive Professional Development - 100% of instructors and coaches will participate in one week training program and online OTAN training; 80% will participate in monthly trainings			
Types of Data Collected	Methods, Instruments	Data Analysis	Report Availability
<ul style="list-style-type: none"> • Activity Records; Attendance Records • Teaching & coaching practices 	<ul style="list-style-type: none"> • Template/matrix for records • Activities/attendance database • Classroom observations of instructional practices 	<ul style="list-style-type: none"> • Record review • Triangulate observation data, interview transcripts (above), survey results (above, below) 	<ul style="list-style-type: none"> • Tracked quarterly • End of session & annual rpt.

Table 12. Summative Evaluation of Outcomes

Outcome 1: 75% of all participants receive HSE diploma			
Types of Data Collected	Methods, Instruments	Data Analysis	Report Availability
<ul style="list-style-type: none"> • Progress through HSE testing • HSE diplomas awarded • Student sense of support and satisfaction with program 	<ul style="list-style-type: none"> • Records of participants' test results • Records of diplomas awarded • Post-satisfaction surveys 	<ul style="list-style-type: none"> • Records review • Analysis of survey results • Triangulated analysis with interviews and observations 	<ul style="list-style-type: none"> • Test results after each test • Diploma results at the end of each session • End of session & annual rpt.
Outcome 2: 80% of participants receiving HEP diploma enrolled in a postsecondary program, employment training, have gained upgraded employment, or enlisted in the military			
Types of Data Collected	Methods, Instruments	Data Analysis	Report Availability
<ul style="list-style-type: none"> • Placement records – • Student knowledge of interests, goals • Skills – job seeking • Student sense of support and satisfaction with program 	<ul style="list-style-type: none"> • Placement records • True Colors career interest inventory workshop questionnaires • Post program satisfaction survey 	<ul style="list-style-type: none"> • Records review • Analysis of survey results • Triangulated analysis with interviews and observations 	<ul style="list-style-type: none"> • Annual and final report submitted at the conclusion of each year of the program

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

APPENDIX A—ENDNOTES

- ¹California Migrant Education Program (CMEP). (2007). *Comprehensive needs assessment: Initial Report Finding*. Retrieved from California Department of Education Website: <http://www.cde.ca.gov/sp/me/mt/documents/cnareport.doc>
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- ¹⁷Cranston-Gingras, A., & Paul, J. (2008). Ethics and students with disabilities from migrant farmworker families. *Rural Special Education Quarterly, 27*(2), 24-29.
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- ²⁷Campbell, D. T. (1983). *Threats to validity added when applied social research is packaged as "program evaluation" in the service of administrative decision making*. Presented at the conference on Family Support programs: The State of the Art, sponsored by the Bush Center in Child Development and Social Policy, Yale University, New Haven, CT.

APPENDIX B1—SUMMARY OF KEY PERSONNEL RÉSUMÉS

PI, Viridiana Diaz	
EDUCATION	
Ed.D. 2012	CSU, Sacramento—Educational Leadership and Policy Best Dissertation of the Year Award: <i>A Study of Latino Migrant and Seasonal Farmworker College Students: The Emergence of a Culturally Adaptive Navigation Model for Success</i>
M.A. 2009	CSU, Sacramento—History, concentration in Public History
M.A. 2005	CSU, Sacramento—Spanish, concentration in Latin American Literature
B.A. 2003	CSU, Sacramento—Communication Studies/Journalism, Spanish minor Bilingual: Written and verbal fluency in Spanish and English
PROFESSIONAL EMPLOYMENT: CSUS	
2006—Present	Director and Class Lecturer, College Assistance Migrant Program (CAMP)
2013—Present	Co-Director, Dedicated to Educating, Graduating, and Retaining Educational Equity Students (DEGREES) Project
2014—Present	Assistant to the President, Serna Center
2005—2006	CAMP Follow-Up Counselor/Career Coordinator
2003—2005	CAMP Outreach Coordinator/Counselor
2002—2003	CAMP Outreach Assistant/Support Group Facilitator
EXECUTIVE TRAINING	
2016	UC Berkley Executive Academy
2013	Harvard Institute for Higher Education (HIHE)
2012	Carlos J. Vallejo Research Fellowship for Latinos/as in Education at the American Educational Research Association (AERA)
2010	Hispanas Organized for Political Equality (HOPE) Leadership Institute
2009	Stanford University, Executive Leadership Management Institute (ELMI)
2007	Academic Leadership Development Program (ALDP) Various American Management Association (AMA) Certifications
CERTIFICATIONS	
2008	Performance Evaluation Management Process II
2007	Leadership in Action “Building Bridges to Institutional Effectiveness”; Bringing the Best in You and your Employees; The Performance Management Process I, II & III
2006	Grant 101: Professional Grant Writing Proposal Certification; Manager’s Toolkit Series I & II; Situational Leadership II; Managing Workplace Ethics
AFFILIATIONS	
HEP/CAMP National Association Board of Directors, <i>Treasurer, President-Elect</i>	
California Department of Education, Office of Migrant Education CAMP Statewide Director’s Consortium, <i>Member</i>	
U.S Department of Education, Office of Migrant Education HEP/CAMP National Mentoring Program, <i>Mentor</i>	
CSU, Sacramento Latino Alumni Association, <i>Member</i> Sacramento State Alumni Association, <i>Member</i> College Assistance Migrant Program (CAMP), <i>Alumni</i> Hispanas Organized for Political Equality (HOPE), <i>Alumni</i>	

APPENDIX B2—SUMMARY OF KEY PERSONNEL RESUMES

Program Evaluator, Jana Noel	
EDUCATION	
Ph.D. 1991	University of California, Los Angeles—Philosophy of Education
M.S.E 1985	Drake University, Des Moines Iowa—Special Education
B.S. 1983	Drake University, Des Moines Iowa—Elementary Education
PROFESSIONAL EMPLOYMENT	
2015-Present	Director of Educational and Community Research Partnerships
2013-2015	Special Assistant to the President for Analytics and Institutional Effectiveness
2012-2013	American Council of Education (ACE) Fellow
2010-2012	Provost Fellow for Community and Civic Engagement
2000-Present	Professor, California State University, Sacramento
1991-2000	Associate Professor, Montana State University
EVALUATION	
2013-2014	EVALUATION TEAM LEAD, Sacramento Pathways to Success: A Partnership for School to Career
2010-2011	CHAIR, Sacramento Mayor’s Office Cities of Service Initiative Research and Evaluation Team
2010-2011	CHAIR, United Way Sacramento Regional Education Collaborative Research Committee
2005-2009	EXTERNAL EVALUATOR, PDS TENET: Professional Development School Teacher Education Network of Excellence Through Technology (Arizona State University, West)
1998-2000	EVALUATION TEAM MEMBER, Systemic Teacher Education Program, Montana
1989-1991	EVALUATOR, Title VII Migrant Education Preschool Program, Fillmore, CA
AWARDS AND RECOGNITIONS	
2013	CRITICS CHOICE AWARD – Outstanding Book Award for “Recent Scholarship Deemed to be Outstanding in its Field,” given by American Educational Studies Association, <i>Moving Teacher Education into Urban Schools and Communities: Prioritizing Community Strengths</i> (2013, Routledge, Jana Noel, Ed.)
2008	QUALITY EDUCATION PARTNERSHIP AWARD FOR DISTINGUISHED SERVICE TO CHILDREN AND THE PREPARATION OF TEACHERS, to Urban Teacher Education Center, given by California Council on Teacher Education
2008	OUTSTANDING COMMUNITY SERVICE AWARD, given by California State University, Sacramento College of Education
PUBLICATIONS	
Noel, J. (Ed.). (2014). <i>Classic edition sources: Multicultural education</i> (4 th ed.). New York: McGraw-Hill/CREATE.	
Noel, J. (Ed.) (2013). <i>Moving teacher education into urban schools and communities: Prioritizing community strengths</i> . New York: Routledge. [Recipient of a 2013 Critics Choice Award from American Educational Studies Association]	

APPENDIX C—SUMMARY OF JOB DESCRIPTIONS

All positions require candidates to be bilingual and demonstrate knowledge of, or sensitivity to, the unique characteristics and needs of the migrant and seasonal farm working population.

Director Project Coordinator (1) 100%

The Director will have a doctoral degree with a minimum of ten years relevant experience in the development and implementation of grant funded programs. Under the general direction of the Principal Investigator, this position is responsible for planning, implementing and directing the CSUS HEP Program including: budgetary oversight; hire, train, supervise and evaluate all employees; develop, explain and interpret University policies and procedures to staff and students; plan and implement the outreach, retention and tutorial components; provide advice, assistance and explanation of the overall goals and objectives of the HEP Program to recruitment specialist, career/student services specialists, administrative assistant and coaches. Will serve as a liaison with the U.S. Department of Education, State Migrant Education Office and administration in the CSUS; ensure the overall goals and objectives of HEP are met; act as a liaison between the University, HEP, and service area institutions; explain and advise participating high schools, community agencies, migrant students and parents of HEP goals and objectives; develop and facilitate workshops and educational enhancement activities for students, parents, teachers, counselors, and community-based persons; work directly with the Principal Investigator to develop campus-wide understanding of the outreach and retention needs of migrant students; direct proposal writing, annual evaluation, statistical reports including data collection and analysis; plan, implement and monitor complete diagnostic evaluation and tracking for each component of the program, including coordination with evaluation consultant; and attend and present at outreach and retention meetings, campus meetings, migrant education meetings and HEP meetings. As a part of Student Affairs, the HEP Director helps to coordinate and foster the success of students served by Student Affairs. As a coordinator, the Director will travel throughout California to perform recruitment; conduct informational presentations to migrant students, parents and staff; ensure sufficient students apply to program; interview prospective students at school sites; prepare HEP applicant admission files for review by the Principal Investigator; plan and implement workshops, campus fieldtrips and follow-up services related to Admission and Financial Aid; prepare weekly reports for the outreach component; establish and maintain positive working relationships with campus supportive services offices, academic departments, community agencies, secondary school personnel and migrant education personnel; participate in planning HEP orientation; provide information to students; and supervise and evaluate student assistant. Other responsibilities include, overseeing enrollment, instruction, testing, and placement; develop weekly reports; conducts weekly staff meetings; collaborate with community organizations, assess/monitor/evaluate site activities; supervise/evaluate staff and instructors; develop weekly management reports; division-based reports and annual reports.

Outreach Specialist (1) 100%

The Outreach Specialist will have at least a Bachelor's Degree in education or related field, experience in implementing educational/employment assessment, job placement, case management, and academic and career advising. Will inform and recruit potential eligible out of school youth by reaching out to 60 high schools, coordinating with Migrant Education Region 2 and 23 to participate in 10 conferences, events and educational fairs, and participate at 5 faith-based and community activities each grant year. The outreach specialist will contact appropriate

agencies to schedule and present at high schools, conferences and faith-based and community events, develop a marketing plan, materials, and appropriate forms including applications, release forms, etc., and evaluate effectiveness of the project. Will attend staff meetings on a weekly basis with Director, Administrative Assistant, and Career Specialist to assess progress on meeting project goals and objectives and other data. Will meet weekly and biweekly with recruitment site partners to review goals and progress towards GPRA 1 measurement considering the number of interest forms, admissions applications, eligibility and enrolled participants. Coordinates outreach projects and activities, conducts identification and recruitment of incoming students, and assists incoming students with applications for eligibility and acceptance.

Career/Student Services Specialist (1) 100%

The Career/Student Services Specialist will provide career interest inventories, offer career placement opportunities and financial aid workshops and offer individual one-on-one career advising and assistance with admission and financial aid to 100% of participants. Will provide individual career advising, conduct professional development plans, workshops on transitional skills for success in postsecondary education, vocation/job placement, assistance with college and financial aid applications, or applications to enter the military, and evaluate effectiveness of the project. Provides academic advisement, personal and group guidance and counseling, conducts ongoing monitoring and review of student progress and supervises coaches. Develops annual schedule of program activities. Provide college application assistance, provide students with transitional skills for success in postsecondary education, and provide students with fieldtrip to STEM businesses, industries and military recruiters, career counseling and résumé building. Contact appropriate health agencies to identify internal and external resources, develop a network of interagency partners, develop referral process, schedule health related activities/events, and refer students as needed. Contacts appropriate agencies to identify internal and external partners for activities and fieldtrips, develop a network of interagency partners, schedule activities (e.g., make rooms reservations, place food orders, etc.), advertise and outreach to participants

Administrative Assistant (1)100%

The Administrative Assistant will have a high school diploma with a minimum of two years' experience related to accounting and student records. Assists the Director in coordinating with UEI, appointment scheduling, performs budgeting, office management, maintains confidential records and other related duties. This position will: assist in monitoring and maintaining budget and related records; process and review all department timesheets and work with payroll to resolve discrepancies; establish and maintain office files and record keeping systems; monitors and maintain accurate inventories of office supplies and equipment; maintain calendar of program activities; schedule facility reservations; prepare travel requests and vouchers for special events and activities; and coordinate travel arrangements for Director and staff. Meets with Director, Outreach Specialist, and Career/Student Services Specialist weekly to plan and schedule activities/events. Meets with Career/Student Activities Specialist bi-weekly to ensure logistical scheduling and planning is systematic. Excellent command of the English and Spanish language including grammar, spelling, and punctuation. Demonstrates skills in modern office methods, procedures, and practices including effective typing, word processing, and telephone skills. Demonstrates experience effectively communicating and working with all levels of employees and/or customers while maintaining a professional demeanor and exercising tact and good judgment. Must pass a background check, which may include fingerprinting. Must continue to meet the established standards. Continuous contact with staff, students, campus community, the public, and other agencies.

Curriculum Instructors (3) 40%-90%

Curriculum Instructors will have a Bachelor's degree and a Multiple Subjects or Single Subject Credential with Teaching English to Speakers of a Second Language (TESOL) as a concentration (a Master's in Art in Education with a concentration in Multi-Cultural Education is highly desirable). A minimum of three years of teaching experience (in the classroom) is highly desirable. In addition, it is desirable that instructors have an awareness and experience using culturally linguistic responsive theory and pedagogy. Curriculum Instructors must be self-motivated, organized and able to effectively communicate with students, families and staff. Instructors are expected to be professional at all times. Instructors will be responsible for preparing and delivering high school equivalency instruction, assessing student performance and readiness to test, develop an Individual Education Development Plan for each student and provide professional development to coaches. Instruction will be bilingual when necessary. Will work collaboratively with program staff and coaches. Two instructors will be placed in satellite locations (Stockton, CA and Woodland, CA) and one at the Sac State campus. Instructors working at the Stockton or Woodland locations will work three days out of the week for a total of five months. The instructor working at the Sac State campus will be the instructor for the full-time commuter track. This instructor will work eight hours per day for one month.

Coaches (5) 40%-90%

Coaches will be upper division CAMP students or graduate students in the fields of counseling, psychology and social work, and/or community members (mostly CAMP alums). While familiarity with the high school equivalency curriculum and community resources is desirable, the essential qualifications of a coach include persistence; a belief that all students have abilities; willingness to work cooperatively with families and HEP staff; and advocacy skills, particularly communication skills, including the ability to negotiate, compromise and confront conflict constructively. Under the direct supervision of the Career/Student Specialist, Coaches will work closely with students and follow them through the journey of passing each exam over an extended period of time. Coaches will assess the student's level of engagement with CSUS HEP, keeping special attention to the following risk indicators: a) tardiness, g) absenteeism, c) low-grades on assignments, d) test failure, and e) engagement in HEP activities. Coaches provide basic intervention for all students on their caseload, as well as intrusive interventions for students as needed. Basic interventions involve regular structured discussions between the coach and student—at least weekly in the part-time commuter program and daily in the full-time commuter program—about their progress in school and about how to resolve conflicts and cope with challenges. Intrusive interventions are tailored to the specific circumstances of students and the available resources through HEP and include problem solving (including mediation and social skills development), academic support (through homework assistance, schedule changes, and tutoring), and Student Support Services, Leadership, Education of Cultural Enrichment Activities.

APPENDIX D1—LETTERS OF SUPPORT



California State University, Sacramento
Office of the President
6000 J Street • Sacramento Hall 206 • MS 6022 • Sacramento, CA 95819
T (916) 278-7737 • F (916) 278-6959 • www.csus.edu

February 10, 2016

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

Dear Dr. Ramirez:

I write this letter in support of the grant application submitted by California State University, Sacramento (CSUS) for the High School Equivalency Program (HEP). A High School Equivalency Program at Sacramento State will offer farmworker families in norther California access to educational and vocational opportunities. The project's regional area consists of nearly 25,194 migrant students from which approximately 800 are out of school youth and could benefit from obtaining a secondary school diploma to improve their opportunities for professional and personal advancement.

For over two decades, CSUS HEP transformed the communities within its large geographical region. Its mission is to assist migrant and seasonal farmworkers to obtain the equivalent of a secondary school diploma and prepare them to gain employment, entry into a postsecondary educational institution or the military mitigates many of the obstacles faced by this population, (e.g. economic challenges, lack of educational opportunities, and limited skills in English speaking abilities). Of the 3,000 students previously served, 2,000 earned high school equivalency diplomas and 60 percent of graduates were placed in postsecondary education programs, career positions, or the military.

Sacramento State commits to provide academic, administrative, and monetary support to the HEP program and its students (e.g., sufficient space for the program staff, facilities to hold trainings and activities, technical and information systems of support, dissemination of information and access to campus admissions counselors, academic advisors, and other campus resources to assist with recruitment, placement and employment). The program's goals align with Sacramento State's mission to educate dynamic and diverse students who will become California's leaders. The partnership established between HEP and Sacramento State is an opportunity not only to strengthen the region, but also the state as a whole.

I offer my full support and the full support of Sacramento State's administration.

Sincerely,

(b)(6)

Robert S. Nelsen, Ph.D.
President

APPENDIX D2—LETTERS OF SUPPORT



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

February 16, 2016

Dr. Lisa Ramirez
Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-6135

Dear Dr. Ramirez:

I write this letter in support of the grant application submitted by California State University, Sacramento (CSUS) for the High School Equivalency Program (HEP). A High School Equivalency Program at Sacramento State will offer farmworker families in northern California access to educational and vocational opportunities.

For over two decades, CSUS HEP transformed the communities within its large geographical region. Its mission to assist migrant and seasonal farmworkers to obtain the equivalent of a secondary school diploma and prepare them to gain employment, entry into a postsecondary educational institution or the military mitigates many of the obstacles faced by this population, (e.g. economic challenges, lack of educational opportunities, and limited skills in English speaking abilities). The CSUS HEP will identify, recruit, and enroll 70 students annually for a total of 350 students during the five-year funding cycle.

The Sacramento State HEP program will serve Migrant Education Regions 2 and 23 which combined consist of a total number of 25,194 migrant students of which almost 800 are out of school youth and could benefit from obtaining a secondary school diploma to better their opportunities for professional and personal advancement. The funding of the California State University, Sacramento High School Equivalency Program will move the region and state forward in meeting the diverse needs of the seasonal and farmworking population.

Sincerely,
(b)(6)

Dr. Veronica Aguila
Division Director, Title III/Migrant State Director

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

APPENDIX D3—LETTERS OF SUPPORT



San Joaquin County Office of Education
James A. Mousalimas, County Superintendent of Schools

February 10, 2016

Lisa Ramirez, Ed. D.
Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-6135

Dear Dr. Ramirez:

The Migrant Education, Region 23 San Joaquin County Office of Education fully supports the California State University, Sacramento (CSUS) High School Equivalency Program (HEP) request for funding to the U.S. Department of Education, Office of Migrant Education.

For over two decades, CSUS HEP has transformed the communities within its large geographical region. Its mission to assist migrant and seasonal farmworkers to obtain the equivalent of a secondary school diploma and prepare them to gain employment, entry into a postsecondary educational institution or the military mitigates the barriers that this population faces (e.g. lack of educational access, economic challenges and English language proficiency).

If awarded, the funding garnered will support 70 migrant and seasonal farmworkers in the state, but will directly benefit the migrant out of school youth from Region 23. Region 23 consists of 2,517 migrant students of which approximately 316 are out of school youth. Those students that are unable to complete a high school diploma have the potential to be served by the CSUS HEP.

In advance, I thank you for your consideration of this proposal. I look forward to partnering with Sacramento State HEP and improving the lives of our migrant and seasonal farmworker youth in Region 23. Thank you for giving this proposal your utmost consideration.

Sincerely,

(b)(6)

Manuel Nuñez
Director, Migrant Education Region 23

Post Office Box 213030 • Stockton, CA 95213-9030 • (209) 468-4800 • www.sjcoe.org

APPENDIX D4—LETTERS OF SUPPORT



Tim Taylor
Superintendent
ttaylor@bcoe.org



MIGRANT EDUCATION
REGION 2

Kim Guzzetti
Interim
Assistant Superintendent
(530) 532-5749

1870 Bird Street
Oroville, CA 95965
FAX: (530) 532-3096

Hector Gonzalez
Area Associate Director
1870 Bird Street
Oroville, CA 95965
(530) 532-5739
FAX: (530) 532-3096

Elaine Pearson
Area Associate Director
5510 Skylane Blvd., Ste 101C
Santa Rosa, CA 95403
(707) 526-1272
FAX: (707) 526-9724

Steven Brown
Area Associate Director
1210 Commerce Ave, Suite 3
Woodland, CA 95776
(530) 666-1977
FAX: (530) 666-7372

Board of Education
Amy Christensen
Harold M. Ferguson
Ryan Johnson
Jeanette MacKay
Bernda J. McLaughlin
Roger Stiel
Adele Weist

An Equal Opportunity
Employer

February 18, 2016

Lisa Ramirez, Ed.D.
Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-6135

Dear Dr. Ramirez:

The Migrant Education Region 2, Butte County Office of Education writes this letter in support of California State University, Sacramento's (CSUS) High School Equivalency Program (HEP) as they move forward to submit a proposal for funding to the U.S. Department of Education, Office of Migrant Education.

For over two decades, CSUS HEP has transformed the communities within its large geographical region. Its mission to assist migrant and seasonal farmworkers to obtain the equivalent of a secondary school diploma and prepare them to gain employment, entry into a postsecondary educational institution or the military mitigates the barriers that this population faces (e.g. lack of educational access, economic challenges and English language proficiency).

If awarded, the funding garnered will support 70 migrant and seasonal farmworkers in the state, but will directly benefit the migrant out of school youth from Region 2. Region 2 consists of 14,844 migrant students. Of this population, 578 are out of school youth. Those students that are unable to complete a high school diploma have the potential to be served by the CSUS HEP.

In advance, I thank you for your consideration of this proposal. I look forward to partnering with Sacramento State HEP and improving the lives of our migrant and seasonal farmworker youth in Region 2.

Sincerely,

(b)(6)

Kim Guzzetti, Director/ Interim Assistant Superintendent
Migrant Education – Region 2

"WHERE CHILDREN COME FIRST"

APPENDIX D5—LETTERS OF SUPPORT

DORIS O. MATSUI
9th District, California
COMMITTEE ON ENERGY
AND COMMERCE

Congress of the United States
House of Representatives
Washington, DC 20515-0506

WASHINGTON OFFICE
2311 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-0506
(202) 225-7183

DISTRICT OFFICE
ROBERT T. MATSUI U.S. COURTHOUSE
501 J STREET, SUITE 12-000
SACRAMENTO, CA 95814
(916) 496-6900
<http://matsui.house.gov>

February 26, 2016

Lisa Ramirez, Ed.D.
Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-6135

RE: Support of California State University, Sacramento's grant application for the High School Equivalency Program

Dear Dr. Ramirez:

I am writing to express my support for California State University, Sacramento's (CSUS) grant application for the High School Equivalency Program. I have long been a supporter of this program and I hope to see its continued success.

For the past twenty years, the High School Equivalency Program at CSUS has provided our local migrant and seasonal farmworkers with help obtaining an equivalent of a secondary school diploma. This program is crucial to our farmworker community who often face many obstacles when trying to pursue their education such as economic challenges, lack of educational opportunities, and language barriers.

Specifically, this grant will help CSUS to identify, recruit, and enroll 70 students each year for a total of 350 students during the five-year funding cycle of the grant. Of the 3,000 students previously served by the High School Equivalency Program at the University, 2,000 have earned high school equivalency diplomas. On top of that, 60 percent of previous graduates were placed in a career position, post-secondary education program, or in the military.

Sustained funding for this program at CSUS is critical for its continued success. I strongly support the CSUS High School Equivalency Program in their request for funding from the Office of Migrant Education within the Department of Education.

Sincerely,

(b)(6)

DORIS O. MATSUI
Member of Congress

PRINTED ON RECYCLED PAPER

APPENDIX D6—LETTERS OF SUPPORT

CONSULATE GENERAL
OF MEXICO
SACRAMENTO



Sacramento, California, February 22nd, 2016

LISA RAMIREZ, ED.D.
OFFICE OF MIGRANT EDUCATION
U.S. DEPARTMENT OF EDUCATION
400 Maryland Avenue, SW
Washington, D.C. 20202-6135

Dear Dr. Ramirez:

I write this letter in support of the grant application submitted by California State University, Sacramento (CSUS) for the High School Equivalency Program (HEP), which will offer Mexican farmworker families in northern California access to educational and vocational opportunities. Its mission is to assist migrant and seasonal farmworker youths to obtain the equivalent of a secondary school diploma that will help them prepare for employment opportunities and entry into a postsecondary educational institution.

The Consulate General works together with local organizations and authorities coordinating a wide range of public activities and services: consular health window, educational programs, legal assistance and documentation. Therefore, we strongly support any endeavor to advance education for migrant and seasonal farmworkers out of school youth in the Sacramento Area. We encourage this population to complete their high school diploma and further their professional and educational possibilities by entering college or pursuing other postsecondary opportunities. I'm confident that our partnership with CSUS to promote and strengthen the educational process for young agricultural workers will prove to be a success.

Thank you for considering this proposal.

(b)(6)

(b)(6)

(b)(6)

ALEJANDRA GARCIA WILLIAMS
CONSUL GENERAL OF MEXICO

APPENDIX D7—LETTERS OF SUPPORT



California State University, Sacramento
Army ROTC
6000 J Street • Yosemite 157 • Sacramento, CA 95819-6094
T (916) 278-2635 • F (916) 278-2545 • www.csus.edu/armyrotc

February 25, 2016

Lisa Ramirez, Ed.D.
Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-6135

Dear Dr. Ramirez:

I write this letter in support of the grant application submitted by California State University, Sacramento (CSUS) for the High School Equivalency Program (HEP). A High School Equivalency Program at Sacramento State will offer farmworker families in norther California access to educational and vocational opportunities. Its mission to assist migrant and seasonal farmworkers to obtain the equivalent of a secondary school diploma and prepare them to gain employment, entry into a postsecondary educational institution or the military mitigates many of the obstacles faced by this population, (e.g. economic challenges, lack of educational opportunities, and limited skills in English speaking abilities).

The Sacramento State Army Reserve Officers Training Corps (ROTC) is among the premiere Army ROTC leadership development programs in the nation. It provides critical leadership skills that enable excellence and success. Although HEP students may not come directly to our program a partnership can be mutually beneficial. ROTC can connect HEP personnel with our network of recruiters to provide HEP students desiring to enter the military assistance with the admission process and opportunities to participate in fieldtrips to training schools and hear directly from cadets about their experience. The military can provide HEP students with the great opportunity to become leaders, mentors, strategists and motivators. The Sacramento State Army Reserve Training Corps (ROTC) strongly supports the endeavor to seek funding that will further offer opportunities for advancement to migrant and seasonal farmworker out of school youth. We believe in the importance of completing a high school diploma education and furthering economic and job placement possibilities by entering the military and serving the country.

Thank you for giving you utmost consideration to this proposal.

(b)(6)

MAJ Anthony Apichino
Enrollment Officer

THE CALIFORNIA STATE UNIVERSITY: Batesfield • Channel Islands • Chico • Dominguez Hills • East Bay • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles • Maritime Academy • Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

APPENDIX D8—LETTERS OF SUPPORT

California
Rural Legal
Assistance
Foundation

MAIN OFFICE
2210 "K" Street, Suite 201
Sacramento, California 95816
(916) 446-7904
Fax: 446-3057

Amagda Pérez, Esq.
Executive Director

Mark S. Schacht
Deputy Director

Kirsten Hill, Esq.
Associate Director

BOARD OF DIRECTORS

Rosa Armendariz
Oakland

Silvia Garcia, Esq.
(1968-2012)

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Moraga

Estela Lopez, Esq.
San Francisco

Manuel Magaña
Palmdale

Richard Pearl, Esq.
Berkeley

Rosario Vasquez
Los Angeles

Virginia Villegas, Esq.
San Francisco

REGIONAL
PROJECT OFFICES

Fresno
-Sustainable Rural Communities Project

Modesto/Ceres
-Rural Health Advocacy

Oakland
-Employment & Labor Law Project
-Labor & Civil Rights Litigation Project

Vista
-Border & Immigrant Rights Project

Sacramento
-Agricultural Workers' Health Project
-Education Equity & Youth Justice Project
-California Rural Citizenship Campaign
-Immigrant Organizing Project
-Labor & Civil Rights Litigation Project
-Labor & Employment Project
-Poisoned & Worker Safety Project
-Protecting Immigrant Children's Rights

February 19, 2016

Lisa Ramirez, Ed.D.
Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-6135

Dear Dr. Ramirez:

I write this letter in strong support of the grant application submitted by California State University, Sacramento (CSUS) for the High School Equivalency Program (HEP). A High School Equivalency Program at Sacramento State will offer farmworker families in northern California access to educational and vocational opportunities. Its mission to assist migrant and seasonal farmworkers to obtain the equivalent of a secondary school diploma and prepare them to gain employment, entry into a postsecondary educational institution or the military mitigates many of the obstacles faced by this population, (e.g. economic challenges, lack of educational opportunities, and limited skills in English speaking abilities).

As an organization that provides informational and legal services in the areas of immigration, citizenship, education, labor, housing, environmental justice and workers safety to farmworkers and other rural poor individuals, we strongly support the endeavor to seek funding that will offer educational and support services that increases the capacity of migrant and seasonal farmworker and their children to obtain quality education. We are excited about the opportunities CSUS can provide to assist our client community to complete their high school diploma education and further their economic and job placement possibilities by entering college or pursuing other postsecondary opportunities. Our organizational objective is to assist rural communities to improve their economic, social, and political conditions in the United States. Obtaining a higher education will lead to better employment, pay, health benefits and a more stable economic outlook for their families.

We look forward to partnering with CSUS to outreach, share resources and provide and accept referrals so that we can collaboratively provide greatly needed resources and services to farmworkers, migrants, and their families.

Thank you for your consideration of this application. If I can be of any assistance, please do not hesitate in contacting me via email at aperez@crlaf.org or telephone (916) 446-7904 ext. 101.

Sincerely,

(b)(6)

Amagda Pérez, Esq.
Executive Director

APPENDIX E—LIST OF PARTNERS

Institutional Support	State Support
Admissions and Records	California County Office of Education, Region 2
Bilingual Multicultural Education Department	California County Office of Education, Region 23
Career Center	California Department Office of
College of Education	Education, Office of Migrant Education
College of Continuing Education	California State University, Sacramento
Dreamer Resource Center	CSU Sacramento Mini-Corps
Financial Aid and Scholarships Office	California Rural Legal Assistance
Martin Luther King Jr. Scholars Program	Educational Opportunity Program (EOP)
Multi-Cultural Center	The Guardian Scholars Program
Parents and Families Program	Legal Services of Northern California
PRIDE Center	Mesa Engineering Program (MEP)
Science Educational Equity (SEE)	Migrant Education Advising Program (MEAP)
Serna Center	San Joaquin County
University Reading and Writing Center	Office of Education
Woman's Resource Center	UC, Davis School of Law Clinics
Federal Support	Community Support
Army ROTC	El Concilio
College Assistance Migrant Program	La Familia Counseling Center
Congresswoman, Doris Matsui	Mexican Consulate in Sacramento
Services for Students with Disabilities (SSWD)	Opening Doors
U.S. Senator, Barbara Boxer	

APPENDIX F1—STUDENT HEALTH SERVICES SATISFACTION SURVEY

Indicate the extent to which you agree or disagree with each of the statements below:

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The HEP staff established a positive environment for me to talk about any social, physical, and/or emotional support that I needed?				
2. I felt that HEP staff actively listened to my needs?				
3. My referred primary care provider was helpful in providing adequate instruction and referral to out-patient services (e.g. locating pharmacies, how to take medication, understanding of cultural differences)?				
4. My referred health care provider demonstrated effort to include me in decisions about my treatment?				
5. My referred health care provider talked with me using words I could understand?				
6. I would recommend the health service referral to a family member or friend?				

APPENDIX F2—STUDENT CAREER PLACEMENT SATISFACTION SURVEY

Indicate the extent to which you agree or disagree with each of the statements below:

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. HEP staff established a positive environment for me to talk about my interests and career goals.				
2. HEP staff acknowledged my aspirations and offered other career alternatives.				
3. As careers were presented to me, HEP acknowledged my culture and family responsibilities.				
4. In addition to career alternatives, HEP assisted me in building skills in job searching, resume writing and interviewing techniques.				
5. As a result of my experience with HEP staff, I feel more confident about taking control of my own career and future.				

APPENDIX F3—FAMILY QUESTIONNAIRE

Please do not leave any questions blank. Use black or blue ink.

Please explain how your family is supporting you to obtain a high school equivalency diploma.

Please share any experiences you have had living away from home.

What is the length of time you've lived away from home?

Explain possible family issues that may arise while you attend school or live away from home.

Briefly discuss your need for the support services offered by HEP.

How would you evaluate your level of motivation to obtain a high school equivalency diploma?

COLLEGES AND UNIVERSITIES RATE AGREEMENT

BIN:
ORGANIZATION:
Calif State Univ, Sacramento
and University Enterprises, Inc.
6000 "J" Street
Sacramento, CA 95819-6111

DATE:07/11/2014
FILING REF.: The preceding
agreement was dated
02/06/2012

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%) / LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2014	06/30/2015	38.00 On-Campus	All Programs
PRED.	07/01/2015	06/30/2017	41.00 On-Campus	All Programs
PRED.	07/01/2017	06/30/2019	42.00 On-Campus	All Programs
PRED.	07/01/2014	06/30/2019	22.00 Off-Campus	All Programs
PROV.	07/01/2019	06/30/2020	42.00 On-Campus	All Programs
PROV.	07/01/2019	06/30/2020	22.00 Off-Campus	All Programs

*BASE

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

ORGANIZATION: Calif State Univ, Sacramento and University Enterprises, Inc.

AGREEMENT DATE: 7/11/2014

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES

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

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

DEFINITION OF EQUIPMENT

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

The following fringe benefits are treated as direct costs:

FICA, SUI, WORKERS COMPENSATION, MEDICAL/DENTAL/LIFE INSURANCE, LONG TERM DISABILITY INSURANCE, AND RETIREMENT.

NEXT PROPOSAL DUE DATE

A proposal based on actual costs for fiscal year ending 06/30/18, will be due no later than 12/31/18.

ORGANIZATION: Calif State Univ, Sacramento and University Enterprises, Inc.

AGREEMENT DATE: 7/11/2014

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

Calif State Univ, Sacramento and University Enterprises, Inc.

(b)(6)

(SIGNATURE)

DAVID EARWICKER

(NAME)

ASSISTANT VICE PRESIDENT, RESEARCH

(TITLE)

11/2/14

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

7/11/2014

(DATE) 0175

HHS REPRESENTATIVE: Jeanette Lu

Telephone: (415) 437-7820

Budget Narrative File(s)

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BUDGET
California State University, Sacramento High School Equivalency Program
July 1, 2016 – June 30, 2021

1. PERSONNEL	YR 1	YR 2	YR 3
Principal Investigator \$391 X 12 months	\$ 4,692	\$ 4,833	\$ 4,97
Program Director \$5,045 X 12 Months	\$ 60,540	\$ 62,356	\$ 64,22
Administrative Assistant \$2,633 X 12 months	\$ 31,596	\$ 32,544	\$ 33,52
Outreach Specialist \$3,444 X 12 months	\$ 41,328	\$ 42,568	\$ 43,84
Career/Student Services Specialist \$3,444 X 12 months	\$ 41,328	\$ 42,568	\$ 43,84
Instructor 1: Satellite 1 (Stockton, CA) 1 class X \$25 X 5 hrs/day X 2 days/wk X 20 wks	\$ 5,000	\$ 5,000	\$ 5,00
Instructor 2: Satellite 2 (Woodland, CA) 1 class X \$25 X 5hrs/day X 2 days/wk X 20 wks	\$ 5,000	\$ 5,000	\$ 5,00
Instructor 3: Residential Program 1 class X \$25 X 8 hrs/day X 5 days/wk X 5 wks	\$ 5,000	\$ 5,000	\$ 5,00
Coaches/Tutors 5 Coaches X 15hrs/wk X 40/wks X \$10/hr 4 Coaches X 15hrs/wk X 40/wks X \$10/hr	\$ 30,000	\$ 30,000	\$ 30,00
Program Evaluator 8 hrs X 13 days X \$39	\$ 4,056	\$ 4,056	\$ 4,05
**TOTAL SALARIES AND WAGES	\$228,540	\$233,925	\$239,47

2. FRINGE BENEFITS

*56.4% Staff	\$ 101,229	\$ 107,963	\$ 115,010
12% Instructors, Coaches, and Program Evaluator	\$ 5,887	\$ 5,887	\$ 5,887

TOTAL FRINGE BENEFITS	\$107,116	\$ 113,850	\$ 120,897
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3. TRAVEL

Travel for the purpose of recruiting program participants and making presentations to the HEP network throughout the California target area.

Hotel \$175 + Pier Diem \$55 = \$230 X 2 days X 2 trips	\$ 920	\$ 920	\$ 920
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Mileage for recruitment, admissions, financial aid, follow-up and parent home visitations. (Local and long distance travel statewide).

5,000 miles X \$.54/mile	\$ 2,700	\$ 2,700	\$ 2,700
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HEP/CAMP National Conference

Per Diem (\$55 X 4 days X 3 - Yrs 1 and 2); (\$55 x 4 days x 2 - Yrs 3-5)	\$ 660	\$ 660	\$ 440
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Airfare (\$600 X 3 - Yrs 1 and 2); (\$600 x 2 - Yrs 3-5)	\$ 1,800	\$ 1,800	\$ 1,200
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Registration Fee (\$200 X 3 - Yrs 1 and 2); (\$200 x 2 - Yrs 3-5)	\$ 600	\$ 600	\$ 400
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Hotel (\$200 X 4 days X 3 - Yrs 1 and 2); (\$200 x 4 days x 2 - Yrs 3-5)	\$ 2,400	\$ 2,400	\$ 1,600
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	\$ 5,460	\$ 5,460	\$ 3,640
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OME Annual National Director's Conference

Per Diem (\$55 X 5 days X 1)	275	275	275
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Airfare (\$800 X 1)	800	800	800
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Registration	0	0	0
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Hotel \$200 X 4 days	800	800	800
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	1,875	1,875	1,875
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TOTAL TRAVEL	\$10,955	\$10,955	\$ 9,130
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4. EQUIPMENT

	\$ -	\$ -	\$ -
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5. SUPPLIES

Office Supplies - \$600 X 12 months

7,200

7,200

7,200

Mailing - \$131 X 12

1,572

1,572

1,572

TOTAL SUPPLIES**\$8,772****\$8,772****\$8,772****6. CONTRACTUAL**

\$ -

\$ -

\$ -

7. CONSTRUCTION

\$ -

\$ -

\$ -

8. OTHER

National HEP/CAMP Association Dues

\$ 1,200

\$ 1,200

\$ 1,200

Duplication/Telecommunications \$700 x 5

\$ 3,500

\$ 3,500

\$ 3,500

Student Support Services, Leadership, Education
of Cultural Enrichment Activities

\$ 15,000

\$ 13,000

\$ 13,000

Books and Materials

70 students X \$60 (yrs 1-3); 70 x \$50 (yr 4); 70 x \$40 (yr 5)

\$ 4,200

\$ 4,200

\$ 4,200

Online High School Equivalency Prep Fees

Reuseable Seat Fee

\$ 1,000

\$ 1,000

\$ 1,000

Official Practice Test Fees

70 students X \$50

\$ 3,500

\$ 3,500

\$ 3,500

High School Equivalency Testing Fees

70 students X \$140

\$ 9,800

\$ 9,800

\$ 9,800

Student Commemoration Banquet

\$15 per buffet dinner X 300 people (Yr 1); \$15 x 280 (Yrs 2-4); \$15 x 210 (Yr 5)

\$ 4,500

\$ 4,200

\$ 4,200

TOTAL OTHER**\$ 42,700****\$ 40,400****\$ 40,400**

9. TOTAL DIRECT COSTS	\$ 398,083	\$ 407,902	\$ 418,67
10. INDIRECT COSTS			
8% MTDC	\$31,847	\$32,632	\$33,49
11. STIPENDS			
Student Stipends			
Full-Time Commuter	\$ 28,035	\$ 22,138	\$ 13,33
Part-Time Commuter	\$ 17,035	\$ 12,328	\$ 9,49
TOTAL STIPENDS	\$ 45,070	\$ 34,466	\$ 22,83
TOTAL DIRECT COSTS, INDIRECT COSTS AND STIPENDS	\$ 475,000	\$ 475,000	\$ 475,00
12. TOTAL BUDGET	\$ 475,000	\$ 475,000	\$ 475,00

**3% cost of living included in Yrs 1-5

**2% escalator included in Yrs 1-5

California State University, Sacramento
High School Equivalency Program
Budget Narrative 2016—2021

1. PERSONNEL

- **Principle Investigator (PI)**—Responsible for ensuring the following: project is executed as outlined in the proposal and grant agreement using sound management techniques; financial plan is carried out and changes made following EDGAR policies and procedures, reports are submitted accurately and in a timely manner; records of project related expenses are maintained and are accurate; project activities, and project management and personnel practices comply with EDGAR guidelines.
 - **Year 1—5% @ \$4,692**
 - **Year 2—5% @ \$4,833**
 - **Year 3—5% @ \$4,978**
 - **Year 4—5% @ \$5,127**
 - **Year 5—5% @ \$5,281**

- **Project Director**—Provides administrative leadership, administers budget, supervises staff, serves as a liaison and establishes cooperative functions with CSUS constituencies and appropriates agencies and/or organizations outside of campus. Develop and process all required correspondence and reports to the PI related to the HEP Program.
 - **Year 1—100% FTE @ \$60,540**
 - **Year 2—100% FTE @ \$62,356**
 - **Year 3—100% FTE @ \$64,227**
 - **Year 4—100% FTE @ \$66,154**
 - **Year 5—100% FTE @ \$68,138**

- **Administrative Assistant**—Assists the director in coordinating with UEI, schedules, performs budgeting, office management, maintains confidential records and performs other related duties. Will assist in developing program outreach and recruitment flyers in both English and Spanish and coordinate instructors' schedules for students.
 - **Year 1—100% FTE @ \$31,596**
 - **Year 2—100% FTE @ \$32,544**
 - **Year 3—100% FTE @ \$33,520**
 - **Year 4—100% FTE @ \$34,526**
 - **Year 5—100% FTE @ \$35,562**

- **Outreach Specialist**—Coordinates outreach projects and activities, conducts identification and recruitment of incoming students, assists students with admission, financial aid and other HEP related services, including: maintenance of a database of all community based resources; and coordination of cultural, family and community activities.
 - **Year 1—100% FTE @ \$41,328**

- **Year 2**—100% FTE @ \$42,568
 - **Year 3**—100% FTE @ \$43,845
 - **Year 4**—100% FTE @ \$45,160
 - **Year 5**—100% FTE @ \$46,515
- **Career/Student Services Specialist**—Provides assistance with career searching and planning. Assesses student’s career development and facilitates career advancement. Actively seek and secure placement into On-The-Job-Training, Works Experience, and other Classroom Training partnerships. Monitor individual training sites for training progress and contract compliance.
 - **Year 1**—100% FTE @ \$41,328
 - **Year 2**—100% FTE @ \$42,568
 - **Year 3**—100% FTE @ \$43,845
 - **Year 4**—100% FTE @ \$45,160
 - **Year 5**—100% FTE @ \$46,515
- **Curriculum Instructors (3)**—Responsible for preparing and delivering high school equivalency instruction, assessing student performance and readiness to test and develop an Individual Education Development Plan for each student. Instruction will be bilingual when needed. Will work collaboratively with program staff and coaches. Two instructors will be placed in satellite locations (Stockton, CA and Woodland, CA—part-time commuter track) and one at the Sacramento State campus (full-time commuter track).
 - **Part-Time Commuter Track Instructor 1 (Stockton, CA)**
 - **Year 1, 2, 3, 4, 5**—1 class X \$25/hr X 5 hrs/day X 2 days/wk X 20 wks
 - **Part-Time Commuter Track Instructor 2 (Woodland, CA)**
 - **Year 1, 2, 3, 4, 5**—1 class X \$25/hr X 5 hrs/day X 2 days/wk X 20 wks
 - **Full-Time Commuter Track Instructor (CSUS)**
 - **Year 1, 2, 3, 4, 5**—1 class X \$25/hr X 8 hrs/day X 5 days/wk X 5 wks
- **Coaches (5)**—Assess the student’s level of engagement with CSUS HEP, keeping special attention to risk indicators: a) tardiness, g) absenteeism, c) low-grades on assignments, d) test failure, and e) engagement in HEP activities. Coaches provide basic intervention for all students on their caseload, as well as intensive interventions for students as needed. Basic interventions involve regular structured discussions between the monitor and student at least weekly in the part-time commuter program and daily in the full-time commuter program—about their progress in school and about how to resolve conflicts and cope with challenges. Intensive interventions are tailored to the specific circumstances of students and the available resources through HEP. Intensive intervention focuses on problem solving (including mediation and social skills development), academic support (through homework assistance, schedule changes, and tutoring), and Student Support Services, Leadership, Education of Cultural Enrichment Activities.
 - **Year 1, 2, 3**—5 Coaches X 15 hrs/wk X \$10/hr x 40/wks

- **Year 4, 5**—4 Coaches X 15 hrs/wk X \$10/hr X 40/wks

- **Program Evaluator/Consultant**—Implement Evaluation Design (data collection and descriptive/analytical analyses - See Evaluation Plan.) Clarify and interpret ongoing program outcome measures (statistical and cultural). Conduct surveys, interviews, observations and evaluation meetings. Report and document formative findings for program modification. Research and compare findings of non-project comparison groups. Record and report final summative findings (Final Evaluation Report). Hourly rate is calculated based on evaluator's faculty salary according to the college and approved by UEI HR. To review the qualifications of the evaluator see Appendix F.

- **Year 1, 2, 3, 4, and 5**—8 hrs X 13 days X \$39/hr

NOTE: Job descriptions and salary ranges are established and approved by UEI Human Resources based on position effort and candidate experience. A 3% cost of living increase per year has been calculated to each full-time position.

2. FRINGE BENEFIT

- Full-time 12 month employees @ 56.4% include retirement, Medicare, SUI, WCI and health insurance. (2% escalator included in each year beginning with Year 1)
- Half time employees (40 – 90%) @ 12% include retirement, Medicare, SUI and WCI.

3. TRAVEL

- **Recruitment**—Outreach Specialist travels for the purpose of recruiting program participants and making presentations to the HEP network throughout the California target area. Mileage will consist of recruitment, site visits, attend meetings, and other required activities related to the success of the project. An estimated 5,000 miles will be travelled locally and long distance statewide @ \$.54/mile each year.
- **HEP/CAMP National Conference**—Provides state, national and federal updates and technical training and best practices to better serve the migrant population.
- **OME Annual National Director's Conference**—U.S. Dept of Education required training in Washington, DC.

NOTE: All travel costs are determined based on state approved per diems, mileage and hotel costs.

4. EQUIPMENT

5. SUPPLIES

- **Office Supplies**—Paper, toner, files, address labels, pens, highlighters, etc. Supplies are requested to meet the operational needs of the program. Consumable supplies, instructional materials and supplies for recruitment are needed to meet the objectives of the program.
- **Mailing**—U.S. ground postage service.

6. CONTRACTUAL

7. CONSTRUCTION

8. OTHER

- **National HEP/CAMP Association Dues**—\$1,200
- **Duplication/Telecommunications**—\$700 X 5 phone lines, include maintenance.
- **Student Support Services, Leadership, Education of Cultural Enrichment Activities**—Leadership, cultural and recreational enrichment activities allow HEP students opportunities not experienced before either for lack of opportunity or for financial reasons. Professional, recreational and cultural activities promote the social and personal development of HEP students. HEP collaborates with University organizations to reduce overall cost of activities. Approximately two events per month will be developed (10 events total) for student participation. Total amounts are determined based on cost estimates of food, transportation and admission tickets. All vary based on activity and number of participants.
 - **Year 1**—\$15,000
 - **Year 2, 3**—\$13,000
 - **Year 4**—\$11,000
 - **Year 5**—\$7,000
- **Books and Materials**—Basic supplies, including but not limited to text books, paper, pencils, pens, folders, notepads, calculators, scissors, markers, reading material requested by instructors, and other related supplies needed for the success of the program and its students will be purchased.
 - **Year 1, 2, 3**—\$4,200
 - **Year 4**—\$3,500
 - **Year 5**—\$2,800
- **Online High School Equivalency Prep Fees**—Because of their low-income background, it is outside of the means of students to provide their own high school equivalency test preparation materials. The online version of the high school equivalency preparation will provide a close resemblance to the actual exam.
 - **Year 1, 2, 3, 4, 5**—\$1,000
- **Official Practice Test Fees**—Because of their low-income background, it is outside of the means of students to provide their own high school equivalency test preparation materials. The paper version of the GED preparation will provide an opportunity to practice completing the exam for those that are not as comfortable with the online version.
 - **Year 1, 2, 3, 4, 5**—\$3,500
- **High School Equivalency Testing Fees**—Because of their low-income background, it is outside of the means of students to cover the cost of the official

<p>high school equivalency testing fees.</p> <ul style="list-style-type: none"> - Year 1, 2, 3, 4, 5—\$9,800 <ul style="list-style-type: none"> • Student Commemoration Banquet—Student and their families will participate in a commemorative banquet to celebrate the completion and attainment of a high school equivalency and acknowledge the families continuous support. <ul style="list-style-type: none"> - Year 1—\$15 per buffet dinner X 300 people = \$4,500 - Year 2, 3, 4—\$15 per buffet dinner X 280 people = \$4,200 - Year 5—\$15 per buffet dinner X 210 people = \$3,150
<p>9. TOTAL DIRECT COSTS</p> <ul style="list-style-type: none"> • Year 1—\$398,083 • Year 2—\$407,902 • Year 3—\$418,675 • Year 4—\$422,340 • Year 5—\$430,186
<p>10. INDIRECT COSTS</p> <ul style="list-style-type: none"> • 8% MTDC <ul style="list-style-type: none"> - Year 1—\$31,847 - Year 2—\$32,632 - Year 3—\$33,494 - Year 4—\$33,787 - Year 5—\$34,415
<p>11. STIPENDS</p> <ul style="list-style-type: none"> • Student Stipends—Stipends will be issued to HEP students based on need. Two types of stipends are available to students depending on the program track they are enrolled in: 1) full-time commuter and 2) part-time commuter. Students enrolled in the full-time commuter track will receive an allocation of funds for two meals and gas for transportation. Part-time commuter track students will receive an allocation of funds for one meal and gas for transportation. <ul style="list-style-type: none"> - Year 1—\$45,070 <ul style="list-style-type: none"> ○ FT Commuter: \$28,035—40 students X \$175.22/wk for 2 meals (per day) and gas X 4 wks ○ PT Commuter: \$17,035—30 students X \$28.39/wk for 1 meal (per day) and gas X 20 wks - Year 2—\$34,466 <ul style="list-style-type: none"> ○ FT Commuter: \$22,138—40 students X \$138.36/wk for 2 meals (per day) and gas X 4 wks ○ PT Commuter: \$12,328—30 students X \$20.54/wk for 1 meal (per day) and gas X 20 wks - Year 3—\$22,831 <ul style="list-style-type: none"> ○ FT Commuter: \$13,333—40 students X \$83.33/wk for 2 meals (per day) and gas X 4 wks ○ PT Commuter: \$9,498—30 students X \$15.83/wk for 1 meal (per day) and gas X 20 wks - Year 4—\$18,873

- FT Commuter: \$11,682—40 students X \$73.01/wk for 2 meals (per day) and gas X 4 wks
- PT Commuter: \$7,191—30 students X \$11.98/wk for 1 meal (per day) and gas X 20 wks
- **Year 5**—\$10,399
 - FT Commuter: \$6,151—40 students X \$38.42/wk for 2 meals (per day) and gas X 4 wks
 - PT Commuter: \$4,248—30 students X \$7.08/wk for 1 meal (per day) and gas X 20 wks

12. TOTAL COSTS

- **Year 1** - \$475,000
 - **Year 2** - \$475,000
 - **Year 3** - \$475,000
 - **Year 4** - \$475,000
 - **Year 5** - \$475,000
- GRAND TOTAL COST (60 months) = \$2,375,000**

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

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

1. Project Director:

Prefix: Dr.	First Name: Viridiana	Middle Name:	Last Name: Diaz	Suffix:
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Address:

Street1:	6000 J Street
Street2:	
City:	Sacramento
County:	Sacramento
State:	CA: California
Zip Code:	95819-6108
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
916-278-5855	

Email Address:
viridiaz@csus.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

University Enterprises, Inc. on behalf of CSU Sacramento

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	228,540.00	233,925.00	239,471.00	239,183.00	245,067.00	1,186,186.00
2. Fringe Benefits	107,116.00	113,850.00	120,897.00	127,550.00	135,262.00	604,675.00
3. Travel	10,955.00	10,955.00	9,135.00	9,135.00	9,135.00	49,315.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	8,772.00	8,772.00	8,772.00	8,772.00	8,772.00	43,860.00
6. Contractual						
7. Construction						
8. Other	42,700.00	40,400.00	40,400.00	37,700.00	31,950.00	193,150.00
9. Total Direct Costs (lines 1-8)	398,083.00	407,902.00	418,675.00	422,340.00	430,186.00	2,077,186.00
10. Indirect Costs*	31,847.00	32,632.00	33,494.00	33,787.00	34,415.00	166,175.00
11. Training Stipends	45,070.00	34,466.00	22,831.00	18,873.00	10,399.00	131,639.00
12. Total Costs (lines 9-11)	475,000.00	475,000.00	475,000.00	475,000.00	475,000.00	2,375,000.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2020 (mm/dd/yyyy)

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

The Indirect Cost Rate is 41.00%.

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

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

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

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

PR/Award # S141A160026

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524