

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 # S141A160028

Grants.gov Tracking#: GRANT12114503

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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

Application for Federal Assistance SF-424

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

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="S141A110027"/>
--	---

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="Madison Area Technical College"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="39-1086718"/>	* c. Organizational DUNS: <input type="text" value="0738492000000"/>

d. Address:

* Street1: <input type="text" value="1701 Wright St"/>
Street2: <input type="text"/>
* City: <input type="text" value="Madison"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="WI: Wisconsin"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="53704-2599"/>

e. Organizational Unit:

Department Name: <input type="text" value="High School Equivalency"/>	Division Name: <input type="text" value="School of Academic Advancement"/>
---	--

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Kevin"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Foley"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="HEP Project Director"/>	

Organizational Affiliation: <input type="text" value="Madison Area Technical College"/>

* Telephone Number: <input type="text" value="(608) 258-2356"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="KFoley@madisoncollege.edu"/>

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.141

CFDA Title:

Migrant Education_High School Equivalency Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-010716-002

* Title:

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

13. Competition Identification Number:

84-141A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Madison College Rural 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.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,842,672.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,842,672.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Madison Area Technical College
Rural High School Equivalency Program

Additional Wisconsin Congressional Districts Served:

WI- 003

WI- 005

WI- 006

WI- 007

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>Denise McKay</p>	<p>TITLE</p> <p>Grant Development Specialist</p>
<p>APPLICANT ORGANIZATION</p> <p>Madison Area Technical College</p>	<p>DATE SUBMITTED</p> <p>03/07/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: N/A * Street 1: N/A Street 2: N/A * City: N/A State: WI: Wisconsin Zip: <input type="text"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Migrant Education_High School Equivalency Program CFDA Number, if applicable: 84.141	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix: <input type="text"/> * First Name: N/A Middle Name: <input type="text"/> * Last Name: N/A Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix: <input type="text"/> * First Name: N/A Middle Name: <input type="text"/> * Last Name: N/A Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
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: Denise McKay * Name: Prefix: Ms. * First Name: Denise Middle Name: <input type="text"/> * Last Name: McKay Suffix: <input type="text"/> Title: Grant Development Specialist Telephone No.: (608) 246-6345 Date: 03/07/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S141A160028

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.

HEP_GEPA_Statement.pdf

Add Attachment

Delete Attachment

View Attachment

Madison Area Technical College
Rural High School Equivalency Program

GEPA Statement

Madison College is undertaking renewal of HEP with the specific intent of helping disadvantaged, rural migrant farm workers obtain a high school credential and either enter postsecondary education, improve their employment situation, or enter military service. The program's staffing patterns, recruitment strategies, and delivery of instruction are designed to alleviate the considerable racial/cultural, linguistic, gender, location and socioeconomic barriers that would otherwise preclude participation by the target population.

Currently, the program staff is all bilingual in Spanish, and most are bicultural Hispanic-Americans who are able to interact comfortably with the largely Spanish-speaking target population. Moreover, the program employs a mix of male and female staff; this allows the program to overcome the gender inequalities prevalent in Hispanic cultures that may prevent female participants in particular from enrolling.

Madison College is committed to ensuring that all students succeed at the same rate, regardless of race, ethnicity, gender, socioeconomic level, or disability status. The Disability Resource Services unit of the college works with more than 1,000 students each year and the program will reach out to DRS as appropriate during delivery of services.

Recruitment strategies address GEPA requirements by making use of the following: on-site recruitment presentations at migrant camps; bilingual multimedia presentations; fliers in English and Spanish (and other languages as needed); advertisements in culturally relevant publications; employer referrals; and radio announcements on local Spanish-language radio.

These strategies ensure that cultural and linguistic barriers are reduced to the point that potential participants have the tools that they need to access the program.

Location of instructional sites in the rural counties where migrant farm workers live and work reduces the considerable physical and socioeconomic distance that would limit participation in the program. Not only are the farms where migrants work located far from urban-based educational centers; migrant workers often cannot afford transportation reliable enough to go long distances even if they have the time. RHEP mitigates this situation by “bringing the classroom to the students” at Madison College regional campuses and a variety of community sites in the counties served.

In August 2015, Madison College hired its first Vice President of Equity, Inclusion and Community Engagement. In this role, Ms. Lucia Nunez will oversee the creation of a district-wide Equity and Inclusion strategic plan. The plan will include employment strategies focusing on diversifying our college faculty and staff; cultural awareness workshops; and seminars that will focus on strengthening our environment of equity and inclusion. Also, key benchmarks will be developed with measurable outcomes coupled with an assessment mechanism to measure our progress toward sustaining an environment of equity and inclusion. It is anticipated that this plan will be completed by the end of May 2016.

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 Madison Area Technical College	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms	* First Name: Denise Middle Name:
* Last Name: McKay	Suffix:
* Title: Grant Development Specialist	
* SIGNATURE: Denise McKay	* 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:

Madison Area Technical College
Rural High School Equivalency Program

Project Abstract

Madison Area Technical College (Madison College) will provide instruction and related educational and support services to migrant farm workers in South Central Wisconsin via the High School Equivalency Program (HEP). The project will address three goals each with measurable objectives and outcomes. **Goal 1: GED/HSED** - Madison College HEP will provide 70 project students per year with GED/HSED preparation. Of those students, 69% will attain a high school credential. **Goal 2: Supportive Services** - All participants will receive academic and career advising and will be assisted in accessing personal and academic supports based on their individual needs. **Goal 3: Placement** - All project graduates will receive placement assistance to successfully transition to postsecondary education, vocational training, employment, or military service. **Goal 4: STEM Education**- All participants will receive exposure to a range of in-demand STEM careers and will receive instruction focused on STEM skill enhancement.

Rural communities within the counties of Columbia, Dane, Dodge, Green Lake, Iowa, Jefferson, Portage, Sauk and Waushara will be targeted for recruitment and service delivery. The bulk of program instruction occurs in Madison and Fort Atkinson so that services are closest to where the majority of migrants live in our district. Transportation stipends provide financial support that improves educational access. Under the Government Performance and Results Act (GPRA), the following performance measures have been developed: 1) 70 students will be served per year with GED/HSED preparation; 2) 69% of those students will attain a high school credential; and 3) 80% of GED completers will enter postsecondary education, maintain or improve employment or enroll in military service.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

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Madison Area Technical College

Migrant Education High School Equivalency Program

A. Need for and Significance of Project.....	1
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1. NEED FOR AND SIGNIFICANCE OF PROJECT

(i) Magnitude of need for services/activities. Agriculture remains a core sector of the Wisconsin economy. According to a 2011 University of Wisconsin – Extension report, agriculture contributes 354,000 jobs to the Wisconsin economy, or 10% of total employment. Approximately 15% of those jobs are in direct agricultural and forestry production. The counties of south central Wisconsin, where Madison College campuses are located, lead the state in agricultural production. According to the University of Wisconsin Cooperative Extension, Dane County ranks first in Wisconsin and 32nd nationally in net cash farm income, is third in dairy production in the state (23rd nationally), and provides 16,767 jobs to the region. Agriculture contributes \$1.2 billion to Dane County income (UW-Extension Economic Impact Report, 2011).

Migrant farm workers are an important source of labor for the dairy and crop producing farms, nurseries and other agricultural enterprises of the Madison College district. Migrant agricultural laborers served by Madison College HEP work and reside in the Wisconsin counties of Adams, Columbia, Dane, Dodge, Green Lake, Iowa, Jefferson, Portage, Sauk and Waushara. In 2015, the Wisconsin Department of Workforce Development Bureau of Migrant Labor Services (DWD-BMLS) reported that these counties contained **51.6%** of the state's total migrant labor population of 3,824 individuals (Wisconsin DWD-BMLS: 2015). Additionally, the immediate family members of migrant and seasonal farm workers are eligible for HEP services under CFR 206.5, and thus extend the pool of potential HEP participants.

The migrant population in Wisconsin demonstrates clear need for the services provided by the Madison College HEP program. According to the Department of Workforce Development Job Center, the average hourly wage for agricultural workers in Wisconsin in 2014 was \$11.42, with entry-level workers earning just \$8.11 per hour. These rates fall far short of a family-

supporting wage. Over the past five years, 81.4% of Madison College HEP program participants have been economically disadvantaged by federal poverty guidelines. Linked to this low economic status is the low educational attainment of the majority of migrants in the U.S., which severely limits opportunities for better paying jobs. On average, the highest grade of school completed in their native country for Madison College's HEP students is 9.8. Achieving a high school credential, at minimum, is key to improved employment opportunities, access to post-secondary education, and higher wage earning potential.

(ii) Addressing needs of disadvantaged individuals. The Madison College HEP program is designed to focus squarely on the needs of eligible migrant and seasonal farmworkers and their families. In addition to barriers this population faces accessing education and training due to **low economic status** and **low educational attainment**, the Madison College HEP program addresses a range of additional participant needs:

Access – Because migrant workers work long hours, often in rural locations, class locations need to be in reasonable proximity. Madison College HEP will provide instruction and services in multiple sites, year-round, to reduce this barrier. Additionally, transportation stipends mitigate the cost of attendance for low-income workers traveling a distance to attend class.

Outreach – Migrant farmworkers are often not aware that high school completion options exist and they are eligible for HEP services. The project's robust outreach in collaboration with migrant-serving community partners is essential in getting this information out to the farmworker community.

Bilingual Instruction and Testing – Especially for those with the most limited English, the availability of instruction, services and GED testing in Spanish and English meets a range of instructional needs and increases rates of program retention and credential attainment.

Support Services – Low-income migrant workers often bring a range of personal needs and challenges to the classroom, such as lack of childcare, the need for glasses, lack of knowledge about community services, and educational gaps requiring individualized attention. Needs assessment and proactive provision of personal and academic support is provided to address these barriers to participation and credential completion.

(iii) Specific gaps or weaknesses in services to be addressed. In light of the identified needs of eligible disadvantaged students, Madison College HEP addresses key gaps in services:

- Low educational attainment of migrant workers, including limited first language literacy, impacts how many are ready for HSE instruction. The project provides careful assessment, appropriate placement, and referral to alternative educational programs when needed.
- While 81% of Madison College HEP students are economically disadvantaged, data from the National Agricultural Workers Survey (NAWS) suggests that among workers nationally who have eligible immigration or citizenship status and are below the poverty line, only 20 percent utilize services such as Food Stamps and Medicaid (NAWS, 2010). Madison College HEP provides individualized needs assessment and assistance accessing needed services.
- The bulk of program instruction occurs in Madison and Fort Atkinson so that services are closest to where the majority of migrants in our district live. Transportation stipends provide financial support that improves educational access.
- A focus on retention and transition support services provides the resources that undereducated migrants who are unfamiliar with the postsecondary environment need in order to not only complete a GED but continue on to higher education.
- The project addresses a lack of awareness by migrant workers about in-demand STEM careers and a range of viable pathways to enter them.

(iv) **Importance/magnitude of results.** The project will produce several important results:

- At least 49 educationally disadvantaged students per year will attain an HSE credential.
- At least 40 HSE completers per year will achieve improved employment, transition to postsecondary education, or enter the military.
- Demonstrated success of academic bridge programs, combined with a successful HEP program, offers a new model to improve postsecondary transition and credential completion among the eligible population.
- The project builds community partnerships that have the potential to significantly enhance educational access and success for eligible populations in our district and beyond. **Over half of all Wisconsin’s migrant workers live in counties served by our program.**

2. QUALITY OF PROJECT DESIGN:

(i) **Goals, objectives and outcomes are clearly specified and measurable.** The Goals, Objectives, Outcomes and Activities of the project are described in the *Table 1 – Project Design*. Goals 1-3 relate to required HEP activities and best practice strategies. Goal 4 is a new goal for Madison College HEP and addresses the Secretary’s **invitational priority for STEM Education**. All Project Outcomes are specific and measureable and will be evaluated.

Table 1 – PROJECT DESIGN		
Goal 1 GED/HSED: <i>Madison College HEP will provide 70 project students per year with GED/HSED preparation. Of those students, 69% will attain a high school credential.</i>		
Project Objectives	Project Outcomes	Project Activities
1A RECRUITMENT	70 students enrolled per year	1A.1 Recruit on-site, at migrant camps and via referrals from migrant-serving agencies
		1A.2 Distribute flyers in English & Spanish
		1A.3 Place ads in English & Spanish with culturally relevant publications and radio outlets
1B ORIENTATION	100% oriented	1B.1 Students meet with program staff to confirm eligibility and receive information on high school completion options
		1B.2 Provide information on GED requirements, program services, expected time commitments

1C ASSESSMENT	100% given Steck-Vaughn Official Practice Test	1C.1 Proctor Steck-Vaughn test, administer multi-measure assessments (motivation, barriers to attendance, etc.) to determine placement
	100% have a PEP	1C.2 Develop Personal Education Plans (PEP) through one-on-one assessment of goals and needs
1D INSTRUCTION	69% of students gain a GED-HSED	1D.1 Provide state-approved GED instruction, in English and Spanish, through structured courses, distance learning and self-study resources
		1D.2 Administer GED practice tests in-class to gauge readiness for examination
		1D.3 Administer GED exams at on-site Testing Center
		1D.4 Modify curriculum to address new Wisconsin HSE Civics Test requirement.
Goal 2 Supportive Services: <i>All participants will receive academic and career advising and will be assisted in accessing personal and academic supports based on their individual needs.</i>		
Project Objectives	Project Outcomes	Project Activities
2A SUPPORT SERVICES – PERSONAL AND ACADEMIC SUPPORT	100% receive academic and career advising	2A.1 Provide ongoing academic and career-focused advising through one-on-one consultation with students
	100% receive information on available resources and assistance accessing services	2A.2 Based on needs, provide referrals to childcare, transportation, health care and legal resources at the college and in the community
		2A.3 Retention Support: Identify struggling or inconsistently attending students and provide tutoring and retention support
		2A.4 Strengthen and expand coordination of services between migrant-serving partners through regular meetings and communication
2B CULTURAL AND ACADEMIC ENRICHMENT	100% participate in cultural-academic enrichment activities and events	2B.1 Provide opportunities for students to participate in cultural or academic events offered by the College and Local Agencies
		2B.2 Connect students with student life opportunities by partnering with Orgullo Latino, the Latino student association at Madison College.
Goal 3 Placement: <i>All project graduates will receive placement assistance to successfully transition to postsecondary education, vocational training, employment, or military service.</i>		
Project Objectives	Project Outcomes	Project Activities
3A PLACEMENT PREPARATION	100% of graduates receive post-HSE placement assistance	3A.1 Proactively provide “next steps” consultation as participants near HSE completion; update PEP as needed and connect student with placement resources
3B TRANSITION SUPPORT	80% of GED completers enter postsecondary education, main-	3B.1 Provide advising on specific strategies for entering postsecondary education, employment retention and improvement strategies, and military service options.

	tain or improve employment or enroll in military service	3B.2 Connect students transitioning to college training programs with college Transition Advisors and refer to academic “Bridge” options where aligned with career goals
Goal 4 STEM Education: <i>All participants will receive exposure to a range of in-demand STEM careers and will receive instruction focused on STEM skill enhancement.</i>		
Project Objectives	Project Outcomes	Project Activities
4A CURRICULUM DEVELOPMENT	<ul style="list-style-type: none"> ▪ HSE instruction is contextualized, strengthens STEM skills ▪ HEP STEM curriculum documented 	4A.1 College Bridge Program instructors and HEP instructors assess current HSE curriculum and identify opportunities for STEM contextualization
		4A.2 HEP Instructors develop, pilot and integrate new STEM curriculum into instruction
		4A.3 Curriculum is documented and made available to other HEP projects at project end
4B STEM CAREER AWARENESS AND PREPARATION	<ul style="list-style-type: none"> ▪ All students participate in STEM activities ▪ Career pathways from HSE to postsecondary STEM training strengthened 	4B.1 Students participate in career exploration, community tours, other enrichment activities designed to expand STEM skills/career awareness
		4B.2 Where appropriate, connect students to Madison College bridge programs that help HSE students enter a career pathway and complete postsecondary credentials through follow along retention and academic support
4C STAFF DEVELOPMENT	<ul style="list-style-type: none"> ▪ Staff enhance skills to operate program ▪ Instructors receive effective PD 	4C.1 Staff assess project progress, problem solve issues, receive PD at half-day quarterly meetings
		4C.2 Lead HEP instructor provides ongoing instructor support and curriculum coordination to ensure successful integration of STEM curriculum

The project goals and outcomes described above are specific and are measurable through the GPRA measures, using college data systems, as well via processes utilized in our Management and Evaluation Plans. This Project Design builds on the structure and elements that have proven effective over the last fifteen years of Madison College’s HEP project.

(ii) Design of project is appropriate to needs of target population.

The project is designed to address the key needs of the regional migrant workforce. Supportive services such as child care, legal services, and bilingual services all address barriers to participation. The project supports GED attainment, which addresses the greatest need for this population: low socioeconomic status. The GED opens the door to further education and

training as well as job advancement. The Project Design provides careful alignment of Project Goals and Objectives to ensure that this greatest need is addressed as effectively as possible:

Recruitment: Madison College HEP will implement a plan to recruit and identify those most in need of services and serve 70 migrant students annually who meet the eligibility criteria of the project. Participants will be at least 18 years old and from the rural migrant worker communities in the central and south central Wisconsin.

Orientation: The project will provide all enrolled project students with an orientation that includes bilingual information about GED/HSED requirements, student expectations, project goals, project activities, and student support. Orientation will also include HEP eligibility requirements, methods of assessment, class information, and information about the STEM related enrichment activities.

Assessment: All Madison College HEP participants' skills will be assessed in reading and mathematics using the Steck Vaughn official practice test. Additional assessments assess factors such as motivation and barriers. Madison College HEP instructors provide continuous and ongoing assessments of students' readiness to take the GED exams using a variety of means.

Instruction: Madison College HEP will serve 70 students annually to develop the competencies and skills needed to pass the GED tests. The project will offer instruction in English and Spanish, assessment of students' readiness for the exams, and assistance with paying for GED/HSED exams. GED/HSED testing is provided by the College at the same sites as the classes are held. All classrooms have computer labs to help students get ready for computer-based testing. Instructional delivery methods will include small group instruction, individualized instruction plans, and computer and software-assisted instruction.

Curriculum Development: To the extent possible, GED curriculum will be modified to support

STEM skill building and career awareness through contextualization and other means. The HEP Instructional Coordinator will review key learning objectives from postsecondary bridges in Bioscience, Industrial Maintenance and Advanced Manufacturing and identify those that align with and reinforce GED Math and/or Science content instruction. He or she will then develop and integrate contextualized math and/or science curriculum into HEP programming.

Modifications to integrate Civics instruction into the HEP curriculum will also be made in order to prepare students to pass a Civics Test now required of all Wisconsin high school and HSE completers in order to be awarded their HSE credential (WI Act 55, 2015).

Retention: Madison College HEP staff is dedicated to ensuring that students are retained in the program until completion. HEP staff will check in with students bi-weekly to make sure they are progressing toward their goals and are on track to complete their HSE. They will provide academic support and give referrals to any community services that may help students retention. Madison College instructors will keep class attendance reports and share with staff for prompt follow-up of any absent students. Finally, student progress reports will be completed after each semester in the program to assess students' progression toward completion and to discuss any barriers and obstacles the student has to achieve their goals.

Career Exploration and Planning: All Madison College HEP participants will receive career exploration and career planning services. This will be done using a variety of tools and resources at the college, including our Career Center, career fairs, and employer visits.

Tutoring/Mentoring: Madison College HEP will provide classroom tutors/mentors in all of its structured class offerings. These tutors will be students who are studying at Madison College, all whom have graduated from Madison College HEP in the past. This will give students good role models and encouragement to finish their GED and transition to postsecondary education.

Cultural and Academic Enrichment, and exposure to STEM careers: HEP students will receive targeted career exposure to a range of STEM occupations. HEP Students will go on tours of the college’s main campus for exposure to these careers, will participate in STEM-themed community outings, and Madison College HEP will invite STEM-related guest speakers and demonstrations into the classroom.

Transition/Placement Advising: Participants who earn a HSE will be provided with postsecondary transition information and referral to transition specialists at the college. Staff will assist students with financial aid assistance, including FAFSA and applying for scholarships. GED/HSED completers will also receive information and support in seeking job placement/enhancement, military entrance, or vocational training.

(iii) Establishing linkages with appropriate organizations serving the target population.

Madison College HEP has established strong relationships with community partners that will continue to be critical in the recruitment, support, training and post-HSE placement of project students. Table 2 – *Linkages with Project Partners* identifies several of these key partners and their contributions to meeting the needs of HEP-eligible individuals and ensuring effective coordination of program services.

TABLE 2 – LINKAGES WITH PROJECT PARTNERS					
AGENCY/INSTITUTION	COORDINATION		SERVICES		
	Data	Training	Support	Recruitment	Placement
Wis. Tech. College System Colleges		X	X	X	X*
WI Title I Migrant Education Pgrm.	X	X	X	X	
WI-Bureau of Program Management-Special Populations	X		X	X	
WI Workforce Development Board	X	X	X	X	X
UMOS	X	X	X	X	X
Centro Hispano	X	X	X	X	X
Latino Academy of Workforce Dvpt.	X		X	X	X

Jefferson County Literacy Council			X	X	
Local Farm Owners and Employers	X		X	X	X
* Placement: Successful participants receiving a GED and interested in postsecondary education will be referred to the technical college district closest to their residence.					

All agencies referenced in Table 2 are active partners in the roles indicated and provide critical support to the HEP program and its students. The HEP Director and Outreach Specialist have regular communication with program partners to inform them of program services, refer students requiring additional assistance, leverage resources, reduce duplication of efforts and receive feedback on community needs and areas for program improvement.

(iv) Increasing efficiency to improve results and increase productivity. The Madison College HEP project has established a number of program processes and procedures that contribute to operation of an efficient program that produces strong results. Key among these are:

- **Robust assessment** produces appropriate placement in the HEP program, measures student progress and identifies when students are ready to take the GED test.
- **Use of technology** to supplement face-to-face instruction. A range of software products (in Spanish and English) provide 24/7 access to learning materials, as well as the opportunity to personalize instruction based on individual needs.
- A project **HEP Manual** has been indispensable in onboarding new employees and ensuring program operational and compliance processes are followed. The manual includes procedures for determining eligibility, performing intake activities, maintaining student records, and defines HEP staff duties.

(v) Project is supported by strong theory. Table 3 illustrates Madison College HEP’s **Logic Model** and presents evidence of a program guided by a strong Theory of Change. The logic model identifies project resources and activities that are designed to accomplish GPRA outcomes and additional results, within the context of the barriers and needs of our migrant population.

TABLE 3 - HEP PROJECT LOGIC MODEL

Program: MADISON COLLEGE MIGRANT HIGH SCHOOL EDUCATION PROJECT

Situation Statement: Madison College is a large, comprehensive 2-year college serving 12 counties in south central Wisconsin. Madison College has operated the only HEP program in the state for the past 15 years and has been very successful helping eligible participants achieve a GED and transition to employment or postsecondary. However, significant barriers to high school completion and beyond remain for migrant and farmworker populations in our district, including low income and education levels, limited access to and understanding of postsecondary education opportunities, and limited access to improved employment opportunities outside of agriculture. As a result, a flexible, comprehensive educational model is needed to serve this population.

INPUTS	OUTPUTS		OUTCOMES -- IMPACT	
	<i>Activities</i>	<i>Participation</i>	<i>Short-Medium</i>	<i>Long</i>
<ul style="list-style-type: none"> • Highly experienced and effective program staff • Engaged migrant-serving community partners • Bilingual instruction delivered by subject-certified teachers • Year-round programming at multiple accessible locations • Computer labs and instructional software • Well established opportunities for student placement and transition to postsecondary 	<ul style="list-style-type: none"> • Outreach and recruitment • Intake and orientation • Assessment • BilingualGED Instruction • STEM-focused instruction and activities • Individualized personal and academic support • Referrals to community partners • GED testing in Spanish and English • Career exploration and planning • Academic planning • Postsecondary transition support, including established academic bridges • Career transition support • Financial assistance 	<ul style="list-style-type: none"> • Eligible participants recruited and enrolled in HEP program • Stipends defray cost to attend program • Instruction prepares participants to pass GED tests and additional requirements • Participants develop actionable career and academic plans • Program support services and community referrals mediate barriers to retention and success 	<ul style="list-style-type: none"> • 70 participants served • 100% of program participants receive intake, orientation, assessment, GED instruction, career planning and STEM opportunities • 69% of program participants achieve a HSE diploma credential • 80% of HSED recipients transition to postsecondary education or training, upgraded employment, or the military • 10% increase in share of postsecondary transitioners pursuing STEM training 	<ul style="list-style-type: none"> • Increased employability of migrant and farm worker population and rate of placement into family-supporting jobs • Increased rate of postsecondary participation and credential completion • Expanded capacity of college and community partners for ongoing collaboration to meet migrant worker needs

3. QUALITY OF PROJECT SERVICES

(i) *Training and professional development will lead to improvements in practices.* Instructors and staff in the HEP program will participate in staff development activities provided by the College, external training events, and several in-service opportunities designed by the HEP project. College-supported training includes structured onboarding training, State Teaching Certification courses, technology training, curriculum development seminars, diversity training and biannual all-college Convocations on a range of topics. HEP instructors will also participate in departmental in-service training opportunities that include seminars to enhance course instruction, teaching methods, and student-centered pedagogy. External training for HEP staff will include:

- GED webinars offered through www.ged.com
- Annual WTCS GED/HSED conference, which gathers educators around the state to discuss strategies, best practices, and challenges in helping students earn their HSE
- Attending the annual HEPCAMP conference will connect faculty and staff from other HEP programs to help address the needs of the MSFW population.
- HEP Director will attend the yearly director's meeting in Washington DC to meet with other HEP directors and discuss strategic directions and best practices for programs.
- Commission on Adult Basic Education (COABE) member web-based resources

Importantly, all HEP staff will meet quarterly to discuss best practices and what is going well in the classroom and for their students. These half-day meetings will provide an opportunity to identify training needs and then provide needed training in a timely fashion. It will also be a key tool to develop, then train HEP faculty in the use of the contextualized STEM curriculum. HEP faculty will also have the ability to connect with other GED/basic skills instructors at Madison

College under the School of Academic Advancement to share best practices.

(i) ***Services are focused on those with greatest needs.*** The project is designed to address the key needs of the regional migrant workforce, representing 51.6% of all migrant workers in Wisconsin. Supportive services such as child care, legal services, and bilingual services all address barriers to participation. Most importantly, the project supports GED attainment, which addresses the greatest need for this population: limited education and low economic status.

Specific features which target those with greatest need include:

- Recruitment, eligibility determination and orientation processes ensure participants know about program, are eligible to participate, and understand the expectations
- Offering the program at multiple locations, year around, and offering transportation assistance reduces barriers and improves educational access
- Multi-faceted assessment produces individualized education plans and career placement
- Bilingual instruction, learning materials and testing in both English and Spanish affords multiple opportunities for successful learning and credential attainment
- Retention services provide personal and academic support to overcome barriers

(ii) ***Services will lead to skill improvements to gain employment.*** Madison College has extensive experience serving the adult learner population in Adult Basic Education (ABE), English Language Learning (ELL) and GED/HSED preparation, including programs taught in English and Spanish. As a part of the Wisconsin Technical College System (WTCS), Madison College HEP utilizes rigorous curriculum that has been developed, tested, and used throughout the state for delivery of adult instruction. With this new project, curriculum emphasizing STEM career exploration and math and science skill building will be developed and integrated into the curriculum as well. This activity will broaden student consideration of career options offering

higher wages and develop the foundational skills that will allow more students to pursue postsecondary STEM training and have a successful post-HSE transition to college.

4. QUALITY OF PROJECT PERSONNEL

Madison College HEP will use proven techniques to successfully hire candidates that represent the bi-cultural/bilingual communities of the participants. These include promoting job openings through colleagues overseeing migrant programs across the state, posting opportunities in local Spanish publications (*La Comunidad*) and radio (*La Movida*) and valuing work and life experience as a mechanism for demonstrating qualifications of the position. The college's Vice President of Equity, Inclusion & Community Engagement, is responsible to ensure the college is living its commitment to inclusion through recruitment, hiring and program design. The current HEP project has been successful in hiring qualified applicants who are bilingual, bicultural, and sensitive to the goals and needs of the migrant population.

(i) **Project director:** Kevin Foley has served as Project Director for HEP since September 2015 after working at Madison College for eight years and serving in a variety of roles in the School of Academic Advancement. He also previously served as Interim HEP Director. Mr. Foley serves as the Principal Investigator and key personnel for this project. Mr. Foley is bilingual in English/Spanish and most recently served as a Transition Advisor, providing comprehensive academic support services to students who are transitioning from ELL and GED to degree-credit programs. He also has extensive experience in project management, grant management and coordination of instructional programs. The School of Academic Advancement is the area of the College that houses ABE, GED and ELL instruction in addition to being the institutional base for HEP, and also oversees bridge programming. In this role, Mr. Foley coordinates educational programming at all of the project's sites. He also oversees delivery of all

project-related services and maintains contact with all relevant external partners and provides direction for, and works closely with, the recruiter, instructors and support staff for the project. Mr. Foley ensures the project is being implemented as designed and is effective in meeting project goals, including GPRA outcomes. He is responsible for project budget management and all programmatic reporting. Mr. Foley has a Masters of Science in Cultural Foundations of Education and a Bachelor's Degree in Spanish and Communication Studies.

(ii) **Key Project Personnel. Project Coordinator:** Alex Fernandez has been serving as the Madison College-HEP Project Coordinator since 2012. Mr. Fernandez, under the supervision of the Project Director, provides assistance with: student retention; recruitment; registration; project orientation; coordination of delivery of support services; project revisions; documentation and reporting; project-funded activities; and leadership in data collection and management. Mr.

Fernandez is bilingual and bicultural. **Full-time Bilingual Bi-cultural Outreach**

Specialist: Enoch Melgarejo Hernandez, under the supervision of the Director, coordinates all outreach and recruitment activities and develop and implement a recruitment plan to reach the migrant and seasonal farm worker population. Mr. Hernandez is bilingual and bi-cultural and holds a bachelor's degree in Computer Science. He has been the HEP Recruiter since 2014, and was a college retention Specialist prior to that. **Part-time Clerical Support Worker:** The

Clerical Support Worker will be under the supervision of the Project Director and will provide assistance with: reporting; correspondence; records and documentation; organizing staff meetings; and will serve as a focal point for project communications, reports, files, and the registration process. The requirements of this position are: clerical skills; elementary

bookkeeping; bilingual English and Spanish; and an ability to effectively communicate both

verbally and in writing. **WTCS Certified ABE Part-time Instructors:** These positions will be

supervised by the School of Academic Advancement Associate Dean and will work very closely with the HEP Director. Responsibilities include: instruction; academic assessment; counseling; advising; project record keeping; client reporting; developing, reviewing, and maintaining PEPs. Part-time Instructors will assist with orientation, registration, and cultural enrichment activities. These persons must possess an Education Degree, be bilingual, have teaching experience with adult learners and have sensitivity and commitment to cultural issues of learners in the target population. **HEP Instructional Coordinator:** This position is a lead PT Instructor who is responsible for liaising with Madison College Bridge program faculty to produce contextualized math and/or science curriculum for the HEP program. This position will also be an instructor in the HEP program and will be under the supervision of the Associate Dean of the School of Academic Advancement. Once developed, the HEP Instructional Coordinator will be responsible for sharing the contextualized curriculum with program faculty, overseeing its integration into classroom instruction, providing in-service support for effective implementation and documenting the curriculum for evaluation and dissemination purposes. This position has the same requirements as the WTCS Certified ABE Part-time Instructors. **Student Help:** Student Help will provide assistance with recruitment, tutoring, mentoring, bilingual assistance, and academic and cultural enhancement activities. The student help pool will draw from past HEP graduates who attend Madison College.

5. QUALITY OF MANAGEMENT PLAN

(i) Adequacy to achieve objectives on-time and within budget. As required in EDGAR section 206.20, Madison College assures that it will: (1) develop and implement a plan for identifying, informing, and recruiting eligible participants who are most in need of the academic and supporting services and financial assistance provided by the project; and (2), develop and

implement a plan for identifying and using the resources of the college and the community to supplement and enhance the services provided by the project. Table 4 – *Management Plan* describes key Milestones, Timeframes and Responsibilities by project objective.

TABLE 4 – MANAGEMENT PLAN			
Goal 1 GED/HSED: <i>Madison College HEP will provide 70 project students per year with GED/HSED preparation. Of those students, 69% will attain a high school credential.</i>			
Project Objective	Milestone	Timeframe	Responsibility
1A RECRUITMENT	-Recruitment Plan developed/updated -Recruitment tools developed/refined -Communication to external partners -Recruitment plan implemented -Effectiveness assessed	- Quarterly -Biannually - Ongoing - Ongoing - Annually	Outreach Specialist (OS) & HEP Director (PD); community partners refer
1B ORIENTATION	-Orientation Plan developed/updated -Students oriented; orientation documented -Orientation assessed by students	- Quarterly - Ongoing -Biannually	Project Coordinator (PC) & OS develop & deliver; PD monitors results
1C ASSESSMENT	-GEDpractice/intake test administered -Personal Educational Plans developed -Ongoing learning assessments -GED results assessed/recorded	- Ongoing - Ongoing - Ongoing - Ongoing	OS, PC & Instructors; PD monitors results
1D INSTRUCTION	- 4 GED content areas taught - GED tests administered - Participants evaluate instruction	- Ongoing - Ongoing -Biannually	Instructors
Goal 2 Supportive Services: <i>All participants will receive academic and career advising and will be assisted in accessing personal and academic supports based on their individual needs.</i>			
Project Objective	Milestone	Timeframe	Responsibility
2A SUPPORT SERVICES – PERSONAL AND ACADEMIC SUPPORT	-Student needs identified and information on services provided -Participants surveyed for service effectiveness	- bi-weekly student mtgs. -Biannually	OS and PC assess needs, refer; CT documents service usage
2.2 CULTURAL AND ACADEMIC ENRICHMENT	-Activity Plan developed/updated -Opportunities communicated to students -Participation in activities documented -Participants surveyed for interests and satisfaction with activities	- Quarterly - Ongoing - Ongoing - Annually	PC develops, coordinates plan; CT helps coordinate Instructors assist planning
Goal 3 Placement: <i>All project graduates will receive placement assistance to successfully transition to postsecondary education, vocational training, employment, or military service.</i>			
Project Objective	Milestone	Timeframe	Responsibility

3A PLACEMENT PREPARATION AND 3B TRANSITION SUPPORT	- Postsecondary transition informational resources updated - Placement plan documented - Students assisted in accessing employment services, military -Students connected to College Retention Advisors, as appropriate	-annually -ongoing -ongoing -ongoing	-PC, OS and CT, with partners PD directs, monitors, reports
Goal 4 STEM Education: <i>All participants will receive exposure to a range of in-demand STEM careers and will receive instruction focused on STEM skill enhancement.</i>			
Project Objective	Milestone	Timeframe	Responsibility
4A CURRICULUM DEVELOPMENT	-Curriculum needs identified -Curriculum developed, piloted -Curriculum modified, implemented -Curriculum refined, documented	-2 nd quarter -Year 1 -Year 2 -Years 3-5	Instructional Coordinator with PT HEP instructors
4B STEM CAREER AWARENESS AND PREPARATION	-STEM career awareness strategies identified, piloted -STEM strategies refined, deployed -HSE to STEM Bridge Program pathways, referral processes clarified	- Year 1 - Years 2-5 - Year 1	-OS, PC, PD, Instructors -PD leverages College resources
4C STAFF DEVELOPMENT	-Quarterly all-staff meetings occur -PD needs identified, strategies -staff participate in PD opportunities	-Quarterly -Ongoing -Ongoing	-CT arranges, PD and PC co-lead

(ii) *Adequacy of procedures ensuring feedback and continuous operational improvement.* A variety of formative evaluation measures, described in detail in the Evaluation Plan (Table 5), will be used to gather student performance and satisfaction data. Among these measures are recruitment reports, attendance records, student surveys, GED Practice Tests, Personal Education Plans (PEP) and advising logs to support the continuous improvement of the project. This rich matrix of timely data will allow project staff to gain timely insight into the operation of the program so as to make appropriate adjustments. Quarterly meetings of all HEP staff will provide an opportunity to identify successful program strategies, problem solve on challenges, reinforce program procedures and offer staff professional development. Quarterly monitoring of overall project budget, expenditures and performance by the College Grants Office and Grant Accounting will provide appropriate technical support to the PD. In addition, the Project Evaluator will give feedback annually to guide program refinements.

(iii) Time commitments of PD, PI and Key Personnel are appropriate and adequate to meet objectives. Time commitments for key project individuals are as follows:

Position	Project FTE	Position	Project FTE/hours
Project Director	.25	Clerical Technician	.5 FTE
Project Coordinator	1.0	PT Certified GED Instructors	1,300 hours/yr
Outreach Specialist	1.0	PT Instructional Coordinator	500 hours/yr

Based on experience with three previous successful HEP projects, these time commitments are sufficient to meet the needs of the eligible population and accomplish project goals. As an experienced HEP project with staff that will remain with the project if funded, we expect to have little interruption in services and will have established, effective program procedures to draw upon. In addition, our strong partnerships with migrant-serving agencies and employers means that we have well-established methods for getting information about program services out to those who need them, and willing partners to make referrals and support participants.

6. ADEQUACY OF RESOURCES

Madison College HEP brings together representatives from the WTCS, WI Title I Migrant Education Program, UMOS, WI Bureau of Program Management-Special Populations, Workforce Development Board, and other K-12 systems, plus other related governmental agencies, partners, and community based organizations for the sole purpose of improving the educational achievement of migrant workers residing in Central and South Central Wisconsin.

(i) Adequacy of facilities, equipment, supplies, other resources: Madison College will extend appropriate services through district dollars and appropriate grant funds such as Adult Education Family Literacy Act and Perkins Vocational Education Act funds. The College will contribute space, computers and operating software, email, telephone services, office and instructional equipment, and facilities. Supplies, textbooks, teacher mentoring, and assistance with curriculum are other examples of in-kind contributions by Madison College. Financial management, backup

technology support, professional student counseling, career and employment services, and other similar support services will be made available as in-kind contributions from Madison College. Students will have access to bilingual advisors to assist in postsecondary transition. Assistance with grant management, allowable costs, and budget analysis is provided through centralized grants management and grant accounting areas.

(ii) Partner Commitment: Partner commitments are included from the following organizations:

Department of Public Instruction (DPI) Title I Migrant Education Program Office will continue to provide: data management assistance; collaborative assistance in the recruitment and referral process; information and reports on migrant patterns in Wisconsin. United Migrant Opportunity Services (UMOS) administers the National Farmworker Jobs Program (NFJP) and staff will enroll eligible participants into HEP and assist with job development and funding for postsecondary education through the WIA-167 program. Wisconsin Department of Workforce Development (DWD), Bureau of Program Management & Special Populations will assist in the areas of: recruitment; referral; publicity; data regarding the size and location of the migrant worker population in Wisconsin; and the locations of migrant camps/employers. McKay Nursery is a large employer who has committed to provide recruitment assistance.

(iii) Budget Adequacy: The proposed budget was developed to meet the goals and objectives of the project with staff support as the primary cost center and greatest expense. Madison College has previous experience with three HEP grants and numerous other federal grants. This experience allows the college to affirm the adequacy of the current budget.

(iv) Reasonable Costs: Madison College HEP will serve 350 participants in a five-year period at an estimated direct cost of \$5,265 per participant annually. Given the multiple rural sites and the geographic distance that will be covered, the economic need of the participants and the cost per

GED in the state of Wisconsin, the estimated direct cost is reasonable considering the benefits that will result. The cost per student might be slightly elevated than other programs due to the generous salary schedule and benefit package offered by Madison College. While this contributes to the higher per student cost, it also correlates to our ability to attract and retain highly skilled stable staff committed to the success of the students and the project.

(v) Sustainability: The goals and objectives for Madison College HEP are consistent with those of Madison College's School of Academic Advancement (SAA). As the primary provider of Adult Basic Education and English Language Learning for the College, SAA will continue to deliver high quality education for adult learners seeking a GED/HSED or transition to postsecondary education. SAA also provides bridge programs to integrate basic skills development with occupational education to help HEP graduates transition successfully into program courses. Madison College will provide education support services to GED/HSED graduates who continue to study at the College. Without grant funding, GED/HSED programs would not be as accessible to migrant workers due to lack of support services and transportation; however, HES options will continue to be available at one of the College.

7. QUALITY OF PROJECT EVALUATION

(i) *Methods are thorough, feasible, and appropriate to goals, objectives and outcomes.*

Madison College will conduct a comprehensive evaluation of all aspects of the project using both formative and summative methods of assessment. Table 5: *Evaluation Plan* summarizes the primary methods to be used, data to be collected, timeline for evaluation activities and expected outcomes to be achieved in Madison College's HEP program. It is expected that additional tools, methods and sources of data may supplement this plan as the project progresses in order to capture the essential impact of program activities. The Evaluation Plan is closely integrated with

the Management Plan and Project Design.

Javier Gonzalez, the HEP/CAMP Project Director from Abraham Baldwin Agricultural College, has agreed to serve as the project's external evaluator, within the bounds of college procurement policies. The evaluator will conduct on-site visits yearly. He will monitor how the project is meeting the GPRA 1 & 2 program outcomes and will review the documentation used to support serving HEP-eligible students. he will also monitor the outcomes in the Evaluation Plan and will assist the project in developing and implementing a study design and appropriate evaluation tools to produce evidence of promise. He will provide a written evaluation report yearly to the project summarizing his findings and suggestions for improvement. Mr. Gonzalez has over 15 years of experience working with the Georgia State Migrant Education Title I Program, and over ten years of experience administering a HEP/CAMP program. He has served as an evaluator for HEP/CAMP programs in New York, Florida, and Wisconsin. Mr. Gonzalez holds a Master's Degree in Educational Leadership.

The methods described in the Evaluation Plan below are appropriate to this project; they are methods with which the College has extensive experience and which have proven effective with this population in the previous HEP projects. The methods have been developed and refined and the systems to implement them are in place. For example, the databases which facilitate collection and analysis of this data have been developed and are in operation.

(ii) Methods will provide performance feedback and permit periodic assessment of progress towards outcomes. As indicated in the Table 5 – *Evaluation Plan*, the project will utilize both formative and summative measures for evaluating project effectiveness on a weekly, monthly, quarterly and yearly basis. Annual external evaluation provides another source of performance feedback. The Project Director will monitor evaluation activities to ensure they are occurring and

will review formative results quarterly with HEP staff to reinforce project goals and methods or alter course where needed. The project will utilize annual evaluation results to adjust project design, management practices or plans for core activities in the next project year.

(iii) Evaluation will produce evidence of promise. Madison College’s HEP project seeks to contribute to the research base on the impact that deliberate integration of STEM education strategies has on the career choices, HSE completion rates and successful postsecondary transition of GED students to STEM training and education. The evaluation design uses students enrolled in the College’s regular Spanish GED program, as the comparison group. The HEP program students will be the treatment group and will receive a range of STEM-focused instruction and services (described in the Project Design) that the control group will not. In year one, the project will work with the external evaluator and the College’s Institutional research department to control for selection bias, establish baseline data and develop a pre/post survey to assess HEP/Spanish GED participants relative to their awareness of, interest in and feelings of adequacy pursuing STEM subjects and careers. In year two, the project will begin administering the survey to both groups. In years 3-5 the project will continue to administer the survey, as well as begin to compare math and science subtest scores of the control and treatment groups to indicate if there is evidence that integration of contextualized math and science curriculum into standard HEP instruction has improved learning as evidenced by improved GED scores. In addition, baseline data will be collected from both groups relative to transition to postsecondary STEM programs, then comparison data will be generated and analyzed in years 3-5 of the project. Table 5 – *Evaluation Plan* provides data on expected outcomes for the treatment group.

Table 5: Evaluation Plan			
<i>Note: Formative Measures denoted “F”; Summative Measures denoted “S”</i>			
Goal 1: Goal 1 GED/HSED: <i>Madison College HEP will provide 70 project students per year with GED/HSED preparation. Of those students, 69% will attain a high school credential.</i>			
Evaluation Method	Data to be Collected	When	Expected Outcomes
Review of core participation data	Enrollment data, Student assessment data, PEP, attendance reports	Quarterly by program, Annually by Evaluator	<ul style="list-style-type: none"> ▪ 70 students served ▪ All students are eligible ▪ All students receive orientation, assessment, PEP
Student Feedback Survey (with quantitative and qualitative design)	Level of student satisfaction with services, identification of personal challenges, feedback on instruction, suggestions for program improvement	Twice per year	<ul style="list-style-type: none"> ▪ 85% of students will rate key program elements as “good” or “excellent” ▪ Program will identify areas for improvement
Observation of Instruction	Qualitative feedback on areas for improvement	Annually, by Evaluator	<ul style="list-style-type: none"> ▪ Program will have actionable suggestions for improving instruction
Analysis of GED test results	GED test scores and pass rates	Annually	<ul style="list-style-type: none"> ▪ 69% of students pass GED ▪ areas needing instructional improvements identified
Goal 2 Supportive Services: <i>All participants will receive academic and career advising and will be assisted in accessing personal and academic supports based on their individual needs.</i>			
Review of support services usage data	Student case files, referral reports, attendance records for cultural enrichment activities, tutoring hours log	Twice yearly	<ul style="list-style-type: none"> ▪ All students receive services info. ▪ Top student support needs identified ▪ Gaps in services identified
Student Feedback Survey (same as above)	Student responses to questions on support needs, usage and satisfaction	Twice yearly	<ul style="list-style-type: none"> ▪
Goal 3 Placement: <i>All project graduates will receive placement assistance to successfully transition to postsecondary education, vocational training, employment, or military service.</i>			
Review of core participation data	College enrollment data, student PEPs, project database reports	Twice yearly	<ul style="list-style-type: none"> ▪ 100% of graduates receive post-HSE placement assistance ▪ 80% of HSE completers transition to postsecondary

Goal 4 STEM Education: *All participants will receive exposure to a range of in-demand STEM careers and will receive instruction focused on STEM skill enhancement.*

Evaluation Method	Data to be Collected	When	Expected Outcomes
Pre/Post Survey (to be developed) with quantitative scales and open-ended responses	Student awareness of and interest in STEM careers; student feelings of self-efficacy in STEM subjects	Pre-survey within three months of entry; post-survey after one year of participation and/or prior to transition	<ul style="list-style-type: none"> ▪ 10% increase in share of postsecondary transitioners pursuing STEM training ▪ $\geq .25$ SD favorable association of STEM contextualization and improved GED Science and Math subtest scores ▪ $\geq .25$ SD favorable association of STEM program emphasis and student awareness of, interest in and/or self-efficacy to be successful in STEM subjects and/or careers
Quantitative and Qualitative assessments of contextualization impacts	Instructor and student feedback; GED math and science subscores	Annually	
Analysis of postsecondary placement results for HSE completers	College enrollment data disaggregated by Programs of Study into which participants enroll	Annually	

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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SUMMARY OF QUALIFICATIONS

- Demonstrated experience in project management, grant management, and coordination of instructional programs in a higher education setting.
- 8+ years of experience working on state and federal grants in Adult Basic Education, ESL, and high school completion.
- Managed \$560,000 yearly budget for the HEP grant.
- Implemented very successful bridge programs at Madison College including Manufacturing, Construction, and Industrial Maintenance.
- Oversaw the enrollment and orientation processes for the GED/HSED and English as a Second Language students in the School of Academic Advancement.
- Extensive knowledge of Madison College course offerings, HR procedures, purchasing/buying, deadlines, and the college’s strategic vision.
- Global Career Development Facilitator (GCDF) certification
- Advising students in a number of different programs offered by the School of Academic Advancement including: ESL, GED/HSED, Nursing Assistant, Manufacturing, Basic Skills, Liberal Arts, and other Madison College programs.
- Bilingual in English/Spanish

EDUCATION

University of Wisconsin-Milwaukee Milwaukee, Wisconsin

2011 – 2014

Masters of Science in Cultural Foundations of Education

4.0 Grade Point Average

University of Iowa

Iowa City, Iowa

2002-2006

Bachelor’s Degree in Spanish and Communication Studies

3.57 Grade Point Average

STUDY-ABROAD EXPERIENCE

La Universidad de Sevilla

Sevilla, España

January 2006 – June 2006

CIEE Spanish Language and Culture Program

Academia Centroamericana de Español

Costa Rica

June 2011 – July 2011

Spanish Program for Social Workers

PROFESSIONAL EXPERIENCE

Administrative Manager (Interim) | Madison College

September 2012 - Present

- Coordinate and manage daily activities of HEP instructional and support staff assigned to project.
- Experience implementing successful ABE/ESL/GED programs.
- Manage \$560,000 yearly budget
- Monitor, evaluate, and provide feedback on the work of HEP Staff
- Collaborate with School of Academic Advancement Dean, Associate Dean, Faculty and staff to provide leadership and recommendations on program implementation and improvement.
- Maintain and improve partnerships with local community based organizations

Instructor | Latino Academy of Workforce Development

September 2014 - Present

- Teacher in community based organization that helps the educational status of Latinos.
- Experience teaching English and Computer Basics to adult Latino students
- Strengthened partnership between College and Latino Academy.

Senior Advisor | Madison College

September 2012 - Present

- Recruitment, assessment, retention and case management of adult basic education students and English as a Second Language students transitioning into credit level courses.
- Coordination of grant program geared toward students interested in

high demand occupations in Manufacturing and construction.

- Completed mandatory career advising with hundreds of students completing their General Education Development (GED) Diploma.
- Presenting, speaking, and giving workshops on getting into college and college preparedness at local events.

Educational Support Coordinator | Madison College

August 2010 – August 2012

- Work at all new student orientations and facilitate the assessment, orientation, advising, registration and follow-up of ABE/ELL students.
- Coordinate retention activities to include the follow-up and recommendation of support services to students.
- Coordinate enrollment processes to include data entry and maintenance of student files.
- Compile/maintain statistical enrollment data for all of School of Academic Advancement programs.

Administrative Specialist | Madison College

April 2007 – August 2010

- Clerical and administrative support to College Preparedness and Academic Advancement Center district-wide.
- Helped manage schedules for 125 part-time faculty, and was the first point of contact to students coming into our office.
- Assisted with all payroll and human resources issues with all of our staff, as well as helped with the preparation of meetings.

Clerical Technician | Madison College HEP Program

January 2007 – April 2007

- Worked with migrant and seasonal agricultural workers in order to help them achieve their high school equivalency through Madison College.
- In charge of writing a final grant report for the five year federal grant.
- Advised students on a number of issues including English as a Second Language, advice with best GED study practices, and gave proper referrals when necessary.

OTHER EXPERIENCE

President - Madison Iowa Club, Inc.

2014- Present

- Case manage a number of students in the Madison Area considering the University of Iowa as an option

- Advocate for the University of Iowa programs and services
- Organize local Alumni events such as networking events, football game watches, Picnics, and other social events.

Big Brother – Big Brothers Big Sisters of Dane County

- Mentor to a 12 year old boy who comes from a disadvantaged household.
- Activities are positive in nature, including physical activities, educational activities, and social activities to build skills and be a positive influence.
- Featured on local radio show as the BBBS featured match.

Dependable Strengths Training – University of Wisconsin-Madison

Global Career Development Facilitator Certification

(b)(6)

Alex Fernandez

Work Experience

- Madison College HEP Project Coordinator (Administrative Coordinator) July 2013 - Present**
Coordinate outreach and recruitment activities, develop and implement annual recruitment plan, deliver recruitment presentations to potential project participants, employers, and other related agencies, assign recruitment duties as needed to other HEP staff, develops marketing materials such as brochures, radio ads, social media, etc., orient prospective students and community based organizations to the services provided by HEP, staff High School completion orientations, administer assessment tests, career assessment instruments and other required testing paperwork, provide case management for assigned students such as tutoring, mentoring, coaching, assisting with referrals, etc., assist with student retention as directed, assist with student placement and follow up into post-secondary education, employment, or the military, assist with classroom translations and tutoring as assigned, assist with cultural and enrichment activities organized for HEP participants, collect, assemble and organize recruitment data for inclusion in annual performance reports, maintain and organize student and computer files.
- Madison College Retention Specialist Aug 2012 - July 2013**
Coordinate retention of students in program until students achieve GED, maintain attendance and student databases, schedule testing for students, assist with recruiting as directed, assist with intake of new students, provide case management for assigned students such as tutoring, mentoring, coaching, assisting with referrals, etc.; assist in filing APR report, collaborate with clerical worker to issue stipends, assist with student placement and follow up in to post-secondary education, employment, or the military, send correspondence to students.
- Blackhawk Community Credit Union Branch Manager Nov 2010 - May 2012**
Achieved 120% of established loan goal for 2011, trained employees on sales techniques, consumer lending, customer service, established partnership with wealth management department, reduced fee refunds by 15%, achieved highest office member satisfaction score in entire company, managed operational office budget to consistently cut costs, informed Hispanic members on how to build credit and manage accounts, organize and host fundraising and business networking events, principal resource for interpreting and translating documents.
- Summit Credit Union Financial Specialist July 2010 - Oct 2010**
Completed intensive lending and new associate training, meet with members to uncover needs, present solutions and make referrals to other lines of business, scored 100% on teller training test, part of team of associates specializing in serving the Hispanic community.
- Associated Bank Teller/Personal Banker Nov 2005 - July 2010**
Consistently exceeded sales, referral and production goals, established partnerships with MLOs, extensive experience with 2nd mortgages, originated loan volume in excess of \$700k per month, served as liaison to Hispanic community to develop business and educate public on managing credit, visit businesses to establish new relationships and open new accounts,
- Durrani Law Firm Paralegal May 2003 - Oct 2005**
Managed client immigration cases after initial consultation until completion helped launch new office in Florida and trained new associates, volunteered in Latino community to inform public about immigration news and reform, assisted with billing and accounts receivable, published advertisements in local newspapers, attend immigration seminars to receive latest immigration news.

Education

- Appleton West High School Class of 1998**
UW-Madison Major: B. A. Spanish Literature and Hispanic Studies
Languages Currently Enrolled
Spanish, English, German

Enoch Melgarejo Hernandez

(b)(6)

OBJECTIVE

My objective is to obtain a position in a professional office environment where my skills are valued and can benefit the organization. Aptitude in administration & Computer Science technology. Bilingual, Bicultural and Tactful with people from all socioeconomic levels and cultural backgrounds. Excellent Skills working along with others.

EDUCATION

University of Veracruz

Veracruz, Mexico

August 2010

Lic. En Sistemas Computacionales Administrativos / U.S. equivalent degree of Bachelor of Science in Computer Information systems

Universidad del Golfo

Veracruz, Mexico

August 2006

Computer Science Technical degree

WORK EXPERIENCE

Instructional Specialist/Recruiter, High School Equivalency Program (HEP) at Madison Area Technical College, Madison, WI August 2014 – Present

- Maintain strong community relations with state agencies, CBOs and private entities in order to serve the community at hand
- Develop and update monthly recruitment plans in order to satisfactory meet programs' grant objectives
- Sole responsibility in annual local and regional recruitment of 100 students to satisfy each grant year's enrollment quotas
- Create marketing campaign strategies through the use of broadcasting services, use of social media: Facebook and Madison College Website, and work closely with Madison College marketing department
- Work collaboratively with local and regional networks, CBO's, and community partners
- Organize and staff recruitment fairs and events
- Lead the recruitment team to maintain the program's goals to support agricultural workers in Madison College's area.
- Train recruiters in order to become efficient and to provide adequate information about Madison College programs.
- Proctor admission assessments in order to admit potential students into the program
- Facilitate vocational and academic counseling once students' have completed the grants first objective (GED attainment) to ensure HEP's second grant objective of transitional placement
- Case Management of the 50% of the enrolled student for each semester providing case by case counseling and referrals to community agencies as needed

Retention Specialist, High School Equivalency Program (HEP) at Madison Area Technical College, Madison, WI June 2013 – July 2014

- Create and enforce admission, application, and retention processes or policies for enrolled and continuing students
- Assist in general recruitment of new students in all locations and develop regional class sites as needed
- Develop and assist full time instructor with both Blackboard "for instructors" and "HEP class" sites to prepare for the new 2014 Computer Based Testing transition to provide supplemental on-line curriculum
- Proctor and evaluate the assessment exam and present program's orientation sessions to potential new students
- Track and monitor student's attendance and progress to communicate with staff: instructors, coordinator, and recruiters on any concerns or student developments to match monthly progress meetings and goals and ensure grant objectives
- Determine and assigns bimonthly student stipends
- Provide tutoring and sign up students to test at each regional testing site
- Maintain Master **STUDENT** and **TESTING DETAIL** database by data entry along with efficient communications with instructors and students to ensure specific graduation and transition goals set by grant outcomes for each grant year
- Organize academic and cultural events for current and potential new students working along with community partners

Clerical Technician, High School Equivalency Program (HEP) at Madison Area Technical College, Madison, WI August 2012 – June 2013

- Enroll, client report, and complete closeouts for all continuing and new HEP students 'per semester
- Review, complete, and inter office mail students' testing paperwork to Testing Center
- Create and maintain the 2014 GED testing voucher database for: official practice test, Official test, and re-test vouchers
- Mail office duties: creating, sending, and receiving programs correspondence
- Assist with drafting and mailing student correspondence regarding absences, testing schedules and academic probation
- Assembles HEP course offering each semester and updates staff contact information

- Review students' attendance with the Retention Specialist in order to issue stipends for each period and maintains stipend database and payments
- Respond to telephone requests and inquiries and basic office reception to all walk-in students/ staff
- responsible of all program purchases via credit card and purchase orders and track all the program expenses into the budget data base
- Maintain and monitor of materials' inventory, inventory system and the list of materials loaned to students
- Create and maintain master student profile database and all student files and filing system
- Schedule of Staff meetings as needed and records and preparation of minutes for all staff meetings present
- Assign of work to Student Interns/ Student Help in office
- Scheduling of student's appointments with the advisers

Student Support Facilitator /Tutor, High School Equivalency Program (HEP) at Madison Area Technical College, Madison, WI January 2012 – June 2012

- Tutor and mentor current HEP students through their coursework in class and outside of class
- Draft tutoring reports and communicate progress with instructors and coordinator.
- Proctor official practice Tests and all other assessments
- Schedule Students' appointments for the official GED 2014 Test and Retest

I.T. Software Programmer, IMEDIC S.A de C.V., Veracruz, México January 2010-February 2011

- Confirming project requirements by reviewing program objective, input data, and output requirements with analyst, and supervisor.
- Arranging of project requirements in programming sequence by analyzing requirements; preparing a work flow chart and diagram using knowledge of computer capabilities, subject matter, programming language, and logic.
- Encoding project requirements by converting work flow information into computer language.
- Programs the computer by entering coded information.
- Testing program operation by conducting tests; modifying program sequence and/or codes.
- Preparing reference for users or other employees by writing operating instructions.
- Maintains historical records by documenting program development and revisions.
- Maintains client confidence and protects operations by keeping information confidential.
- Ensure the operation of equipment by following manufacturer's instructions; troubleshooting malfunctions; calling for repairs; evaluating new equipment and techniques.

VOLUNTEER/COMMUNITY SERVICE

Volunteer at Midvale Elementary School,, Madison WI March 2008-May 2008

- Assisting Instructors with basic interpretation to communicate with Hispanic students
- Assisting the Art class in building projects for the Art Exposition "Horses"

Member of the Executive Committee, Alcance Project Inc., Madison WI December 2012 – Present

- Outreached to main partners in different cities around the south central Wisconsin area in order to assist Latino youth reach their academic and career goals.
- Responsible of the project's social Media and developer of the official website
- Presenter at different workshops in schools and community events on issues about Latino students, and how to build a successful academic and professional career.

LANGUAGES

Fluency in reading, writing, and speaking Spanish

REFERENCES

Upon Request

Madison Area Technical College-Rural High School Equivalency Program

Position Descriptions for Director and Key Personnel

Project Director: The HEP Project Director will have a minimum of a Bachelor's degree in Education, Social Work, or closely related field from an accredited College or University. A minimum of three years of formal training or work experience related to Adult Basic Education or English Language Learning and experience in designing, managing, and implementing such programs is required. A minimum of three years of supervisory experience or progressively responsible administrative experience is preferred. The Project Director must have demonstrated successful experience with low-income, minority, and disadvantaged students, including migrant workers. The responsibilities of this position will include overall program oversight and leadership, personnel management, fiscal management and final responsibility for federal grant reporting. This position oversees instructional support and services to students and monitors activities in the following areas: student recruitment, registration and orientation, instructional services, testing tracking of attendance (where required by project activities), follow-up, retention and transition into programs or employment. This position coordinates and participates in the hiring and supervision of support staff, tutors, student help and volunteers.

Project Coordinator: The HEP Project Coordinator will have a minimum of an associate's degree, two-year technical certificate or two years of post-secondary education from an accredited institution in Social Work or a closely related field. The position provides day to day program coordination and support to rural migrant and seasonal farm working populations to complete their high school equivalency and assist these students with their next steps into post-secondary education, job placement or the military. Duties include the day to day

coordination of services such as project planning, retention and instructional support, working with migrant partners, the collection of student data to monitor progress toward GED completion, recruitment, assessment, registration, orientation, and preparing reports.

Outreach Specialist: The full-time Outreach Specialist will have minimum qualifications of one year of postsecondary education or training and one year of responsible work experience directly related to the skills required for successfully performing the duties. The successful candidate will also be bilingual in English and Spanish. Also required will be the ability to travel to District sites as needed, demonstrated skill in communications and human relations with populations from diverse racial, cultural and socioeconomic backgrounds, and a strong history of successful work with community groups. The responsibilities of this position will include: coordinating all outreach and recruitment activities; developing a recruitment plan to reach the migrant and seasonal farm worker population; delivering recruitment presentations to potential project participants, employers, and other related agencies; conducting public relations activities including developing brochures and multimedia materials; complete HEP admission applications; and providing assistance in cultural and enrichment activities organized for HEP participants.

Part-time Clerical Technician HEP Program: The part-time Clerical Technician will be under the supervision of the Director and will provide assistance with reporting, correspondence, records and documentation; organizing staff meetings; and will serve as a focal point for project communications, reports files and the registration process. The requirements of this position are: clerical skills; elementary bookkeeping bilingual; and an ability to effectively communicate both verbally and in writing.

Part-time WTCS Certified ABE Instructors: Instructors will have minimum qualifications of

a bachelor's degree in elementary education or special needs education plus 6 credits recognized toward an applicable ABE instructional area (e.g. math) in addition to one year of teaching experience and one year of non-teaching work experience. The successful candidate will also be bilingual in English and Spanish. The preferred candidate will have teaching experience in a school system with a sizable minority student population and one year of teaching experience in an adult education setting. Responsibilities of this position will include: delivering instruction in English and Spanish to students preparing to take GED/HSED tests; development and implementation of an instructional plan to provide structured classes and other learning opportunities to HEP participants; assessing prospective participants to determine academic readiness for admission to the program and development of PEPs with HEP students.

HEP Instructional Coordinator: This is a part-time HEP instructor who will have the same minimum qualifications as the **Part-time WTCS Certified ABE Instructors**. This position will have both instructional and instructional coordination responsibilities. Instructional responsibilities of this position will include the same responsibilities as the **Part-time WTCS Certified Instructors**. Additionally, instructional coordination responsibilities will include: coordinating and orienting part-time instructors about GED/HSED requirements and HEP processes and regulations; ensuring instructors maintain teaching certification; working with Bridge Program faculty in the School of Academic Advancement to review existing STEM curriculum, develop and integrate contextualized curriculum into GED instruction, monitor and provide support to other PT faculty as they teach the curriculum, and document the curriculum modifications.

February 15, 2016

Mr. Kevin Foley
Administrative Manager
School of Academic Advancement
Madison Area Technical College
1701 Wright Street
Madison, WI 53704

Dear Mr. Foley:

The Wisconsin Department of Public Instruction's Migrant Education Program (MEP) is pleased to submit a letter of support on behalf of the Madison Area Technical College (MATC) proposal for the Migrant Education High School Equivalency Program (HEP) grant application.

The HEP administered by your agency has provided migrant students in the Madison area and surrounding rural communities with a viable opportunity to meet their educational goals. The location of the program in this area of the state is vitally important. Currently, there are no other HEP opportunities anywhere in the state and the state's MEP strongly advocates for the availability of HEP services to reach out to migrant students.

It is with much enthusiasm and appreciation that the Wisconsin MEP offers this letter of support for your proposal. The availability of a migrant education funded HEP program in Madison, with outreach to rural communities where migrant and seasonal farmworker families come to work, is essential, so migrant youth and adults who have not received a high school diploma can complete their high school education. The MATC HEP program has provided access to many migrant youth and adults working in Wisconsin.

It has been gratifying to observe the successful high school equivalency completions by a significant number of students over the last few years of your program. Your services to nearly 1100 students over the past 10 years of your grant, with over 400 successful GED/HSED completions, and almost 300 post-secondary education placements is an accomplishment that would not have been possible without the HEP program in place. Through its access to other MATC programming, the HEP program has the capacity to offer the unique wrap-around services needed by the migrant and seasonal farm worker populations to achieve high school completion and enter college.

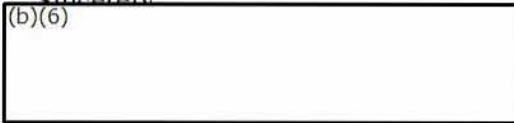
As of 2014, the new GED requirements have proven to be substantially more difficult, but your faculty's work in developing curriculum to help students get through the new GED shows that there is a continued commitment to excellence and meeting your program's goals. Also, your new focus on helping migrant students access careers in STEM after their GED/HSED completion is a laudable and necessary goal in an area in which migrant and other students of color are underrepresented.

Please be assured that the Wisconsin Title I-C Migrant Education Program will continue to work in collaboration with the Madison Area Technical College HEP staff to support your efforts to recruit and address the educational needs of migrant students. We will ensure that time is available to invest in this most important educational endeavor and will provide relevant information to facilitate your recruitment of and outreach to the migrant youth residing in Wisconsin communities.

Your leadership to pursue the development of the HEP proposal is appreciated. We remain hopeful that the excellent foundation put in place enables migrant students to achieve their educational goals through the federally funded HEP's educational approach, as planned by your proposal, will continue to be available for deserving migrant youth.

Sincerely,

(b)(6)

A rectangular box with a black border, used to redact the signature of Shari Bernstein. The text "(b)(6)" is written in the top-left corner of the box.

Shari Bernstein
Assistant Director, Title I and School Support
State Director, Title I-C, Migrant Education Program

February 29, 2016

As the Wisconsin Department of Workforce Development (DWD) in the Division of Employment & Training (DET) it includes the oversight of the Migrant Labor Law Enforcement (MLE), the Bureau of Job Service is pleased to support the Madison Area Technical College's High School Equivalency Program (HEP) grant application. Madison College has been a reliable partner in DWD's mission to build and strengthen the Wisconsin workforce. This grant is extremely valuable in our efforts to provide referrals to needed educational services for over 4000 Migrant Workers and their family members who return to Wisconsin each year under a labor contract. Madison College and the HEP program have a proven record in providing effective high school completion services as well as serving English Language Learners. Stemming from these established and successful services, Madison College is well positioned to build on these accomplishments and to continue to provide educational services to Migrant and Seasonal Farmworkers and their families in a thoughtful way that considers the individual needs of the student and promotes self-sufficiency.

The Bureau of Job Service (BJS) and Migrant Law Enforcement Program will commit to provide data regarding employer and Migrant Worker totals by county, as well as the expected dates these workers arrive and depart from the state to help the program with recruitment. We can also commit to marketing the HEP Program during our outreach activities. We are proud to support the HEP Program and we strongly encourage you carefully review Madison College's grant application and give it all due consideration.

Madison College HEP Program has accomplished the following in the past few years:

- ✚ Developed necessary Spanish GED Curriculum in all four GED subjects,
- ✚ Hired only bi-lingual certified GED Instructors,
- ✚ Reached out to rural agricultural workers by offering classes in Madison, Fort Atkinson, Watertown, Waterloo, Beaver Dam, Randolph, Wautoma, Reedsburg and Sauk City,
- ✚ Provided services to over 500 eligible Migrant or Seasonal Farmworker Student or their family members,
- ✚ Assisted in placing over 200 graduates into a post-secondary educational program at Madison Area Technical College or up-graded employment situations, sometimes with help of Job Service and the WIA-167.

The Bureau of Job Service and the Migrant Law Enforcement of DWD fully supports the Madison Area Technical College and their HEP Program Grant Application. We pledge to support, assist and cooperate with Madison Area Technical College and their HEP Program. We are proud of the work and commitment that the Madison Area Technical College and their HEP Program provides to Migrant Seasonal Farmworkers in Wisconsin. Please let me know if you need any further information. Thank you.

(b)(6)

Juan José López, Section Chief
Bureau of Job Service
DWD/DET
608.266.0002
608.261.8506 Fax
Email: JuanJose.Lopez@dwd.wisconsin.gov

February 15, 2016

Kevin Foley
Director - High School Equivalency Program
Madison Area Technical College
2125 Commercial Ave
Madison, WI 53704

To Whom It May Concern,

I am writing on behalf of McKay Nursery in support of Madison College's grant submission for its High School Equivalency Program (HEP) and the services Madison College provides to migrant and seasonal farm workers and their families. Madison Area Technical College has proven experience in providing successful High School Completion opportunities in our community and for our workers. The benefit of an educated workforce and our workers ability to complete their GED certificate has helped contribute to our talented and committed staff.

I recognize the value of a program like HEP at Madison Area Technical College, which provide needed educational services in Wisconsin's rural areas with access to high school equivalency degrees and post secondary education. Very few services are available to help members of this population and efforts to expand or continue services would be commendable.

McKay nursery supports the application for this grant opportunity and we look forward to the continued opportunity to work with HEP.

Sincerely,

(b)(6)

Timothy Saniter
McKay Nursery
Greenhouse Superintendent

UMOS
Building Better Futures

Juan Jose Lopez
Chairman

Mailing Address: P.O. Box 04129 • Milwaukee, WI 53204
Corporate Offices: 2701 S. Chase Avenue • Milwaukee, WI 53207 • (414) 389-6000 • Fax: (414) 489-0216

Lupe Martinez
President &
Chief Executive Officer



February 8, 2016

Madison Area Technical College
1701 Wright Street
Madison, WI 53704

To Whom It May Concern:

UMOS is pleased to learn that Madison Area Technical College (Madison College) is reapplying for the US Department of Education's High School Equivalency Program (HEP) to serve migrant and seasonal farmworkers. Education is critical to success, and the HEP offers an opportunity for farmworkers not only to obtain a GED but serves as the catalyst to continue education and training beyond the high school level.

The collaboration between the HEP and UMO's National Farmworker Jobs Program (NFJP) is demonstrated through the enrollment of NFJP eligible participants into HEP and other Madison College programs. The geographic area served, south central Wisconsin, is common to both HEP and the NFJP which offers the opportunity for education, job training, and employment placement services. This collaboration and cooperation speak to a well-coordinated effort that seeks to improve the education and lives of farmworkers. We value Madison College's history of providing quality Adult Basic Education services and English as a Second Language programming that benefit farmworkers. We also commend the college for recognizing that local access is particularly important for farmworkers and for making HEP's high school completion services available to farmworkers in rural communities.

UMOS is committed to support Madison College's HEP recruitment efforts by providing migrant and seasonal farmworker data as well as referring potential students to the program. UMO's staff members will disseminate literature and other information regarding the HEP during the course of their outreach to farmworkers. In addition, our NFJP personnel will provide support with job development, placement, and other services that will reinforce farmworkers' success as they pursue their educational and employment goals. We look forward to working with the Madison College and its HEP team for another five years.

Sincerely,

(b)(6)

Lupe Martinez
President and CEO

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 39-1086718

DATE:06/23/2014

ORGANIZATION:

FILING REF.: The preceding agreement was dated 01/28/2011

Madison Area Technical College
211 N. Carroll Street
Madison, WI 53703-2285

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	06/30/2018	35.00 On Campus	All Programs
PRED.	07/01/2014	06/30/2018	17.00 Off Campus	All Programs
PROV.	07/01/2018	06/30/2020	35.00 On Campus	All Programs
PROV.	07/01/2018	06/30/2020	17.00 Off Campus	All Programs

***BASE**

Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations), that portion of each subaward in excess of \$25,000 and flow-through funds.

ORGANIZATION: Madison Area Technical College

AGREEMENT DATE: 6/23/2014

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.

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

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

FRINGE BENEFITS:
FICA
Retirement/Pension
Disability Insurance
Health Insurance
Life Insurance
Dental Insurance

Your next proposal based on actual costs for the fiscal year ending 06/30/17 is due in our office by 12/31/17.

ORGANIZATION: Madison Area Technical College

AGREEMENT DATE: 6/23/2014

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:

Madison Area Technical College

(INST) (b)(6)

(SIGNATURE)

Mark Thomas
Vice President of Administrative Services

(NAME)

(TITLE)

(DATE)

7/3/14

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

6/23/2014

(DATE) 7457

HHS REPRESENTATIVE:

Joel McKenzie

Telephone:

(214) 767-3261

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Year One

Personnel: As described in “Quality of Project Personnel,” the Project director will be responsible for all of the day-to-day management and accountability for this grant. The Project Director will dedicate 25% of his time to the project. The HEP Project Director is classified as an administrative level C44 position on the college’s classification scale for administrators. Administrators receive a 48 week employment contract, renewed annually. The salary allocation for year one for the HEP director is \$19,036. The full-time Project Coordinator will dedicate 100% to this project, which will be 40 hours per week at 52 weeks. The Project Coordinator will provide day to day program coordination and support to transition students into post-secondary education and job placement, registration, assessment and collection of student data to monitor progress toward GED completion. The salary allocation for this position represents a level B23 on Madison College’s classification and compensation system for the Paraprofessional and school-related personnel (PSRP) employee category. The salary allocation for year one is \$53,931. The full-time Outreach Specialist will dedicate 100% to this project, which will be 40 hours per week at 52 weeks. The position will recruit and provide supportive and retention services. The salary allocation for this position represents a level B23 on Madison College’s classification and compensation system for PSRP. The salary allocation for year one is \$48,838. One part-time clerical technician will dedicate 100% to this project, which will be 20 hours per week at 52 weeks. The position will provide assistance with reporting, correspondence, records and documentation and facilitate the registration process. The salary allocation for this position represents a level B21 on Madison College’s classification and compensation system for PSRP. The salary allocation for year one is \$19,989.

The Part-time faculty position to deliver instruction will be compensated at an estimated hourly rate (based on educational preparation and the amount of prior instructional service to Madison College) for 1300 hours in year one. Salary allocation for year one is \$68,198. Student workers will provide bilingual assistance in classrooms. The budget provides for a total of 500 hours in year one. The salary allocation for year one is \$4,625. Funds are also provided to pay instructors for curriculum development. The budget provides for a total of 100 hours in year one. The salary allocation for year one is \$3,941. Funds are also provided to pay part time instructional staff for 45 hours for meeting time. The salary allocation for year one is \$1,505. A part-time Instructional Coordinator will work with Madison College bridge program faculty to produce contextualized curriculum for the HEP program. The budget provides for a total of 500 hours in year one. The salary allocation for year one is \$10,390. Total year one-\$230,453.

Fringe benefits: For the HEP Director, Project Coordinator and Outreach Specialist, fringe benefits include fixed costs of health and dental benefits based on individual elections plus variable costs for FICA, Wisconsin retirement, life and disability insurance. In year one the fringe rate for the HEP Director is projected at 23.97% for a total of \$4,562. In year one the fringe rate for the project coordinator is projected at 27.09% for a total of \$14,610. In year one the fringe rate for the outreach specialist is projected at 28.77% for a total of \$14,050. For the part time clerical, part time instructors and casual staff, fringe benefits include FICA-7.65% and employer paid contribution to the Wisconsin Retirement System-6.75%. In year one the fringe rate for the part time clerical technician is projected at 14.40% for a total of \$2,878. In year one the fringe rate for the part time instructors is projected at 14.40% for a total of \$9,821. In year one the fringe rate for the curriculum development staff is 14.40% for a total of \$568. In year one the fringe rate for the part time instructional staff for meeting time is 14.40% for a total of \$217.

In year one the fringe rate for instructional coordinator is 14.40% for a total of \$1,496. Total year one-\$48,202.

Travel: Mileage for local travel within the Madison College District is included at a total of \$3,240 for year one in order to allow for travel between campus sites for project staff. Costs are calculated using the 2016 IRS mileage rate of \$.54 per mile for 6,000 miles. Year one travel costs also include \$1,488 for travel by the HEP director to attend the National HEP CAMP Directors meeting. Cost of \$1,488 include airfare (\$550), hotel (\$696), and a per diem allowance (\$242). Year one travel costs also include \$1,244 for travel by the HEP director to attend the HEPCAMP new Directors National meeting. Cost of \$1,245 include airfare (\$550), hotel (\$521), and a per diem allowance (\$173). Year one travel costs also include \$4,266 for travel by the HEP director and two HEP staff to attend the National HEPCAMP Association Conference. Per person costs of \$1,422 include airfare (\$500), hotel (\$448), registration (\$250), and a per diem allowance (\$224). Total year one-\$10,238.

Equipment: None.

Supplies: Year one supply costs include \$5,000 for consumable educational materials such as books and assessment instruments. Office supplies costs include \$3,000 for materials such as paper, toner, pens and pencils. The project will purchase specialized software (packages and/or licenses) as need to deliver GED/HSED preparation. Cost for year one is \$3,500. Additional supply costs for duplication-\$1,000 and advertising/promotional materials-\$2,000. Total year one-\$14,500.

Contractual: Year one contractual costs include \$5,000 for a consultant fee to hire an experienced external evaluator for the project.

Other: Year one includes costs for postage (\$500), as well as other expenses essential to the success and participation of student participants. This includes testing fees required to take the GED/HSED content area examinations (70 x \$135 = \$9,450) and cultural and STEM academic enrichment activities to round out the classroom experience (\$2,000). The project will also fund eye exams and will provide limited funds toward eyeglass frames and lenses for those students that need glasses in order to prepare for and pass the GED/HSED exams (\$1,000). Finally, the project will fund leased facilities to deliver instruction (\$500) and the cost for HEP Association membership (\$1,245). Total year one-\$14,695.

Total direct costs: Year one total direct costs equal \$323,088.

Total indirect costs: Year one indirect costs equal \$25,847. Since the HEP program is designated as a training grant, we are charging a maximum of eight percent of a modified total direct cost base. The modified total direct cost base reflects our total direct costs of \$323,088 times eight percent.

Training Stipends: Student project participants will received a modest bi-weekly stipend while actively participating in the program. The sum will assist students with transportation expenses while actively participating in the program. This addresses a fundamental basic economic need that facilitates student participation. On average, students actively attending classes will received a \$40 bi-weekly stipend amount. Total year one-\$15,000.

Total costs: Year one total costs equal \$363,935. This includes total direct costs at \$323,088, indirect costs at \$25,847 and training stipends at \$15,000.

Year Two

Personnel: As described in “Quality of Project Personnel,” the Project Director will be responsible for all of the day-to-day management and accountability for this grant. The Project

Director will dedicate 25% of their time to the project during the second year of the project. The HEP Project Director is classified as an administrative level C44 position on the college's classification scale for administrators. Administrators receive a 48 week employment contract, renewed annually. The salary allocation for year two for the HEP director is \$19,340. The full-time Project Coordinator will dedicate 100% to this project, which will be 40 hours per week at 52 weeks. The Project Coordinator will provide day to day program coordination and support to transition students into post-secondary education and job placement, registration, assessment and collection of student data to monitor progress toward GED completion. The salary allocation for this position represents a level B23 on Madison College's classification and compensation system for PSRP. The salary allocation for year two is \$54,794. The full-time Outreach Specialist will dedicate 100% to this project, which will be 40 hours per week at 52 weeks. The position will recruit and provide supportive and retention services. The salary allocation for this position represents a level B23 on Madison College's classification and compensation system for PSRP. The salary allocation for year two is \$49,619. One part-time Clerical Technician will dedicate 100% to this project, which will be 20 hours per week at 52 weeks. The position will provide assistance with reporting, correspondence, records and documentation and facilitate the registration process. The salary allocation for this position represents a level B21 on Madison College's classification and compensation system for PSRP. The salary allocation for year two is \$20,311.

The part-time faculty position to deliver instruction will be compensated at an estimated hourly rate (based on educational preparation and the amount of prior instructional service to Madison College) for 1300 hours in year two. Salary allocation for year two is \$69,290. Student workers will provide bilingual assistance in classrooms. The budget provides for a total of 500

hours in year two. The salary allocation for year two is \$4,700. Funds are also provided to pay instructors for curriculum development. The budget provides for a total of 80 hours in year two. The salary allocation for year two is \$3,203. Funds are also provided to pay part time instructional staff for 45 hours for meeting time. The salary allocation for year two is \$1,530. A part-time Instructional Coordinator will work with Madison College bridge program faculty to produce contextualized curriculum for the HEP program. The budget provides for a total of 500 hours in year two. The salary allocation for year two is \$10,556. Total year two-\$233,343.

Fringe benefits: For the HEP Director, Project Coordinator and Outreach Specialist, fringe benefits include fixed costs of health and dental benefits based on individual elections plus variable costs for FICA, Wisconsin retirement, life and disability insurance. In year two the fringe rate for the HEP Director is projected at 24.53% for a total of \$4,745. In year two the fringe rate for the project coordinator is projected at 27.80% for a total of \$15,232. In year two the fringe rate for the outreach specialist is projected at 29.54% for a total of \$14,657. For the part time clerical, part time instructors and casual staff, fringe benefits include FICA-7.65% and employer paid contribution to the Wisconsin Retirement System-6.75%. In year two the fringe rate for the part time clerical technician is projected at 14.40% for a total of \$2,925. In year two the fringe rate for the part time instructors is projected at 14.40% for a total of \$9,978. In year two the fringe rate for the curriculum development staff is 14.40% for a total of \$461. In year two the fringe rate for the part time instructional staff for meeting time is 14.40% for a total of \$220. In year two the fringe rate for the instructional coordinator is 14.40% for a total of \$1,520. Total year two-\$49,738.

Travel: Mileage for local travel within the Madison College District is included at a total of \$3,240 for year two in order to allow for travel between campus sites for project staff.

Costs are calculated using the 2016 IRS mileage rate of \$.54 per mile for 6,000 miles. Year two travel costs also include \$1,488 for travel by the HEP director to attend the National HEP CAMP Directors meeting. Cost of \$1,488 include airfare (\$550), hotel (\$696), and a per diem allowance (\$242). Year two travel costs also include \$4,266 for travel by the HEP director and two HEP staff to attend the National HEPCAMP Association Conference. Per person costs of \$1,422 include airfare (\$500), hotel (\$448), registration (\$250), and a per diem allowance (\$224). Total year two-\$8,994.

Equipment: None.

Supplies: Year two supply costs include \$5,000 for consumable educational materials such as books and assessment instruments. Office supplies costs include \$3,000 for materials such as paper, toner, pens and pencils. The project will purchase specialized software (packages and/or licenses) as need to deliver GED/HSED preparation. Cost for year two is \$3,500. Additional supply costs for duplication-\$1,000 and advertising/promotional materials-\$2,000. Total year two-\$14,500.

Contractual: Year two contractual costs include \$5,000 for a consultant fee to hire an experienced external evaluator for the project.

Other: Year two includes costs for postage (\$500), as well as other expenses essential to the success and participation of student participants. This includes testing fees required to take the GED/HSED content area examinations ($70 \times \$135 = \$9,450$) and cultural and STEM academic enrichment activities to round out the classroom experience (\$2,000). The project will also fund eye exams and will provide limited funds toward eyeglass frames and lenses for those students that need glasses in order to prepare for and pass the GED/HSED exams (\$1,000).

Finally, the project will fund leased facilities to deliver instruction (\$500) and the cost for HEP Association membership (\$1,245). Total year two-\$14,695.

Total direct costs: Year two total direct costs equal \$326,270.

Total indirect costs: Year two indirect costs equal \$26,102. Since the HEP program is designated as a training grant, we are charging a maximum of eight percent of a modified total direct cost base. The modified total direct cost base reflects our total direct costs of \$326,270 times eight percent.

Training Stipends: Student project participants will received a modest bi-weekly stipend while actively participating in the program. The sum will assist students with transportation expenses while actively participating in the program. This addresses a fundamental basic economic need that facilitates student participation. On average, students actively attending classes will received a \$40 bi-weekly stipend amount. Total year two-\$15,000.

Total costs: Year two total costs equal \$367,372. This includes total direct costs at \$326,270, indirect costs at \$26,102 and training stipends at \$15,000.

Year Three

Personnel: As described in “Quality of Project Personnel,” the Project Director will be responsible for all of the day-to-day management and accountability for this grant. The Project Director will dedicate 25% of their time for the third year of the project. The HEP Project Director is classified as an administrative level C44 position on the college’s classification scale for administrators. Administrators receive a 48 week employment contract, renewed annually. The salary allocation for year three for the HEP director is \$19,650. The full-time project coordinator will dedicate 100% to this project, which will be 40 hours per week at 52 weeks. The Project Coordinator will provide day to day program coordination and support to transition

students into post-secondary education and job placement, registration, assessment and collection of student data to monitor progress toward GED completion. The salary allocation for this position represents a level B23 on Madison College's classification and compensation system for PSRP. The salary allocation for year three is \$55,671. The full-time Outreach Specialist will dedicate 100% to this project, which will be 40 hours per week at 52 weeks. The position will recruit and provide supportive and retention services. The salary allocation for this position represents a level B23 on Madison College's classification and compensation system for PSRP. The salary allocation for year three is \$50,413. One part-time Clerical Technician will dedicate 100% to this project, which will be 20 hours per week at 52 weeks. The position will provide assistance with reporting, correspondence, records and documentation and facilitate the registration process. The salary allocation for this position represents a level B21 on Madison College's classification and compensation system for PSRP. The salary allocation for year three is \$20,634.

The Part-time faculty position to deliver instruction will be compensated at an estimated hourly rate (based on educational preparation and the amount of prior instructional service to Madison College) for 1300 hours in year three. Salary allocation for year three is \$70,398. Student workers will provide bilingual assistance in classrooms. The budget provides for a total of 500 hours in year three. The salary allocation for year three is \$4,775. Funds are also provided to pay instructors for curriculum development. The budget provides for a total of 60 hours in year three. The salary allocation for year three is \$2,441. Funds are also provided to pay part time instructional staff for 45 hours for meeting time. The salary allocation for year three is \$1,554. A part-time Instructional Coordinator will work with bridge program faculty to

produce contextualized curriculum for the HEP program. The budget provides for a total of 500 hours in year three. The salary allocation for year three is \$10,725. Total year three-\$236,261.

Fringe benefits: For the HEP director, Project Coordinator and Outreach Specialist, fringe benefits include fixed costs of health and dental benefits based on individual elections plus variable costs for FICA, Wisconsin retirement, life and disability insurance. In year three the fringe rate for the HEP Director is projected at 25.12% for a total of \$4,936. In year three the fringe rate for the project coordinator is projected at 28.53% for a total of \$15,884. In year three the fringe rate for the outreach specialist is projected at 30.34% for a total of \$15,294. For the part time clerical, part time instructors and casual staff, fringe benefits include FICA-7.65% and employer paid contribution to the Wisconsin Retirement System-6.75%. In year three the fringe rate for the part time clerical technician is projected at 14.40% for a total of \$2,971. In year three the fringe rate for the part time instructors is projected at 14.40% for a total of \$10,137. In year three the fringe rate for the curriculum development staff is 14.40% for a total of \$352. In year three the fringe rate for the part time instructional staff for meeting time is 14.40% for a total of \$224. In year three the fringe rate for the instructional coordinator is 14.40% for a total of \$1,544. Total year three-\$51,342.

Travel: Mileage for local travel within the Madison College District is included at a total of \$3,240 for year three in order to allow for travel between campus sites for project staff. Costs are calculated using the 2016 IRS mileage rate of \$.54 per mile for 6,000 miles. Year three travel costs also include \$1,488 for travel by the HEP director to attend the National HEP CAMP Directors meeting. Cost of \$1,488 include airfare (\$550), hotel (\$696), and a per diem allowance (\$242). Year three travel costs also include \$4,266 for travel by the HEP director and two HEP staff to attend the National HEPCAMP Association Conference. Per person costs of \$1,422

include airfare (\$500), hotel (\$448), registration (\$250), and a per diem allowance (\$224). Total year three-\$8,994.

Equipment: None.

Supplies: Year three supply costs include \$3,000 for consumable educational materials such as books and assessment instruments. Office supplies costs include \$1,000 for materials such as paper, toner, pens and pencils. The project will purchase specialized software (packages and/or licenses) as need to deliver GED/HSED preparation. Cost for year three is \$3,500. Additional supply costs for duplication-\$1,000 and advertising/promotional materials-\$2,000. Total year three-\$10,500.

Contractual: Year three contractual costs include \$5,000 for a consultant fee to hire an experienced external evaluator for the project.

Other: Year three includes costs for postage (\$500), as well as other expenses essential to the success and participation of student participants. This includes testing fees required to take the GED/HSED content area examinations ($70 \times \$135 = \$9,450$) and cultural and STEM academic enrichment activities to round out the classroom experience (\$2,000). The project will also fund eye exams and will provide limited funds toward eyeglass frames and lenses for those students that need glasses in order to prepare for and pass the GED/HSED exams (\$1,000). Finally, the project will fund leased facilities to deliver instruction (\$500) and the cost for HEP Association membership (\$1,245). Total year three-\$14,695.

Total direct costs: Year three total direct costs equal \$326,792.

Total indirect costs: Year three indirect costs equal \$26,143. Since the HEP program is designated as a training grant, we are charging a maximum of eight percent of a modified total

direct cost base. The modified total direct cost base reflects our total direct costs of \$326,792 times eight percent.

Total costs: Year three total costs equal \$367,935. This includes total direct costs at \$326,792, indirect costs at \$26,143 and training stipends at \$15,000.

Year Four

Personnel: As described in “Quality of Project Personnel,” the Project Director will be responsible for all of the day-to-day management and accountability for this grant. The Project Director will dedicate 25% of their time to the project during the fourth year. The HEP Project Director is classified as an administrative level C44 position on the college’s classification scale for administrators. Administrators receive a 48 week employment contract, renewed annually. The salary allocation for year four for the HEP Director is \$19,964. The full-time Project Coordinator will dedicate 100% to this project, which will be 40 hours per week at 52 weeks. The Project Coordinator will provide day to day program coordination and support to transition students into post-secondary education and job placement, registration, assessment and collection of student data to monitor progress toward GED completion. The salary allocation for this position represents a level B23 on Madison College’s classification and compensation system for PSRP. The salary allocation for year four is \$56,561. The full-time Outreach Specialist will dedicate 100% to this project, which will be 40 hours per week at 52 weeks. The position will recruit and provide supportive and retention services. The salary allocation for this position represents a level B23 on Madison College’s classification and compensation system for PSRP. The salary allocation for year four is \$51,220. One part-time Clerical Technician will dedicate 100% to this project, which will be 20 hours per week at 52 weeks. The position will provide assistance with reporting, correspondence, records and documentation and facilitate the

registration process. The salary allocation for this position represents a level B21 on Madison College's classification and compensation system for PSRP. The salary allocation for year four is \$20,966.

The part-time faculty position to deliver instruction will be compensated at an estimated hourly rate (based on educational preparation and the amount of prior instructional service to Madison College) for 1300 hours in year four. Salary allocation for year four is \$71,524.

Student workers will provide bilingual assistance in classrooms. The budget provides for a total of 500 hours in year four. The salary allocation for year four is \$4,850. Funds are also provided to pay instructors for curriculum development. The budget provides for a total of 40 hours in year four. The salary allocation for year four is \$1,653. Funds are also provided to pay part time instructional staff for 45 hours for meeting time. The salary allocation for year four is \$1,579. A part-time Instructional Coordinator will work with Madison College bridge program faculty to produce contextualized curriculum for the HEP program. The budget provides for a total of 500 hours in year four. The salary allocation for year four is \$10,897. Total year four-\$239,214.

Fringe benefits: For the HEP Director, Project Coordinator and Outreach Specialist, fringe benefits include fixed costs of health and dental benefits based on individual elections plus variable costs for FICA, Wisconsin retirement, life and disability insurance. In year four the fringe rate for the HEP Director is projected at 25.73% for a total of \$5,136. In year four the fringe rate for the project coordinator is projected at 29.29% for a total of \$16,568. In year four the fringe rate for the outreach specialist is projected at 31.16% for a total of \$15,962. For the part time clerical, part time instructors and casual staff, fringe benefits include FICA-7.65% and employer paid contribution to the Wisconsin Retirement System-6.75%. In year four the fringe rate for the part time clerical technician is projected at 14.40% for a total of \$3,019. In year four

the fringe rate for the part time instructors is projected at 14.40% for a total of \$10,299. In year four the fringe rate for the curriculum development staff is 14.40% for a total of \$238. In year four the fringe rate for the part time instructional staff for meeting time is 14.40% for a total of \$227. In year four the fringe rate for the instructional coordinator is 14.40% for a total of \$1,569. Total year four-\$53,018.

Travel: Mileage for local travel within the Madison College District is included at a total of \$3,240 for year four in order to allow for travel between campus sites for project staff. Costs are calculated using the 2016 IRS mileage rate of \$.54 per mile for 6,000 miles. Year four travel costs also include \$1,488 for travel by the HEP director to attend the National HEP CAMP Directors meeting. Cost of \$1,488 include airfare (\$550), hotel (\$696), and a per diem allowance (\$242). Year four travel costs also include \$4,266 for travel by the HEP director and two HEP staff to attend the National HEPCAMP Association Conference. Per person costs of \$1,422 include airfare (\$500), hotel (\$448), registration (\$250), and a per diem allowance (\$224). Total year four-\$8,994.

Equipment: None.

Supplies: Year four supply costs include \$1,000 for consumable educational materials such as books and assessment instruments. Office supplies costs include \$1,000 for materials such as paper, toner, pens and pencils. The project will purchase specialized software (packages and/or licenses) as need to deliver GED/HSED preparation. Cost for year four is \$3,500. Additional supply costs for duplication-\$1,000 and advertising/promotional materials-\$500. Total year four-\$7,000.

Contractual: Year four contractual costs include \$5,000 for a consultant fee to hire an experienced external evaluator for the project.

Other: Year four includes costs for postage (\$500), as well as other expenses essential to the success and participation of student participants. This includes testing fees required to take the GED/HSED content area examinations (70 x \$135 = \$9,450) and cultural and STEM academic enrichment activities to round out the classroom experience (\$2,000). The project will also fund eye exams and will provide limited funds toward eyeglass frames and lenses for those students that need glasses in order to prepare for and pass the GED/HSED exams (\$1,000). Finally, the project will fund leased facilities to deliver instruction (\$500) and the cost for HEP Association membership (\$1,245). Total year four-\$14,695.

Total direct costs: Year four total direct costs equal \$327,921.

Total indirect costs: Year four indirect costs equal \$26,234. Since the HEP program is designated as a training grant, we are charging a maximum of eight percent of a modified total direct cost base. The modified total direct cost base reflects our total direct costs of \$335,992 times eight percent.

Total costs: Year four total costs equal \$369,155. This includes total direct costs at \$327,921, indirect costs at \$26,234 and training stipends at \$15,000.

Year Five

Personnel: As described in “Quality of Project Personnel,” the project director will be responsible for all of the day-to-day management and accountability for this grant. The Project Director will dedicate 25% of their time to the project in the fifth year. The HEP Project Director is classified as an administrative level C44 position on the college’s classification scale for administrators. Administrators receive a 48 week employment contract, renewed annually. The salary allocation for year five for the HEP director is \$20,284. The full-time Project Coordinator will dedicate 100% to this project, which will be 40 hours per week at 52 weeks. The position

will provide day to day program coordination and support including assisting in developing a project plan to provide the necessary support to transition students into post-secondary education and job placement, registration, assessment and collection of student data to monitor progress toward GED completion. The salary allocation for this position represents a level B23 on Madison College's classification and compensation system for PSRP. The salary allocation for year five is \$57,466. The full-time Outreach Specialist will dedicate 100% to this project, which will be 40 hours per week at 52 weeks. The position will recruit and provide supportive and retention services. The salary allocation for this position represents a level B23 on Madison College's classification and compensation system for PSRP. The salary allocation for year five is \$52,039. One part-time Clerical Technician will dedicate 100% to this project, which will be 20 hours per week at 52 weeks. The position will provide assistance with reporting, correspondence, records and documentation and facilitate the registration process. The salary allocation for this position represents a level B21 on Madison College's classification and compensation system for PSRP. The salary allocation for year five is \$21,299.

The part-time faculty position to deliver instruction will be compensated at an estimated hourly rate (based on educational preparation and the amount of prior instructional service to Madison College) for 1300 hours in year five. Salary allocation for year five is \$72,669.

Student workers will provide bilingual assistance in classrooms. The budget provides for a total of 500 hours in year five. The salary allocation for year five is \$4,930. Funds are also provided to pay instructors for curriculum development. The budget provides for a total of 20 hours in year five. The salary allocation for year five is \$840. Funds are also provided to pay part time instructional staff for 45 hours for meeting time. The salary allocation for year five is \$1,604. Funds are also provided for an Instructional Coordinator who is responsible for working with

bridge program faculty to produce contextualized curriculum for the HEP program. The budget provides for a total of 500 hours in year five. The salary allocation for year five is \$11,071.

Total year five-\$242,202.

Fringe benefits: For the HEP Director, Project Coordinator and Outreach Specialist, fringe benefits include fixed costs of health and dental benefits based on individual elections plus variable costs for FICA, Wisconsin retirement, life and disability insurance. In year five the fringe rate for the HEP Director is projected at 26.36% for a total of \$5,346. In year five the fringe rate for the project coordinator is projected at 30.08% for a total of \$17,285. In year five the fringe rate for the outreach specialist is projected at 32.02% for a total of \$16,663. For the part time clerical, part time instructors and casual staff, fringe benefits include FICA-7.65% and employer paid contribution to the Wisconsin Retirement System-6.75%. In year five the fringe rate for the part time clerical technician is projected at 14.40% for a total of \$3,067. In year five the fringe rate for the part time instructors is projected at 14.40% for a total of \$10,464. In year five the fringe rate for the curriculum development staff is 14.40% for a total of \$121. In year five the fringe rate for the part time instructional staff for meeting time is 14.40% for a total of \$231. In year five the fringe rate for the instructional coordinator is 14.40% for a total of \$1,594. Total year five-\$54,771.

Travel: Mileage for local travel within the Madison College District is included at a total of \$3,240 for year five in order to allow for travel between campus sites for project staff. Costs are calculated using the 2016 IRS mileage rate of \$.54 per mile for 6,000 miles. Year five travel costs also include \$1,488 for travel by the HEP director to attend the National HEP CAMP Directors meeting. Cost of \$1,488 include airfare (\$550), hotel (\$696), and a per diem allowance (\$242). Year five travel costs also include \$4,266 for travel by the HEP director and two HEP

staff to attend the National HEPCAMP Association Conference. Per person costs of \$1,422 include airfare (\$500), hotel (\$448), registration (\$250), and a per diem allowance (\$224). Total year five-\$8,994.

Equipment: None.

Supplies: Year five supply costs include \$1,000 for consumable educational materials such as books and assessment instruments. Office supplies costs include \$1,000 for materials such as paper, toner, pens and pencils. The project will purchase specialized software (packages and/or licenses) as need to deliver GED/HSED preparation. Cost for year five is \$3,500. Additional supply costs for duplication-\$1,000 and advertising/promotional materials-\$500. Total year five-\$7,000.

Contractual: *Contractual:* Year five contractual costs include \$5,000 for a consultant fee to hire an experienced external evaluator for the project.

Other: Year five includes costs for postage (\$500), as well as other expenses essential to the success and participation of student participants. This includes testing fees required to take the GED/HSED content area examinations (70 x \$135 = \$9,450) and cultural and STEM academic enrichment activities to round out the classroom experience (\$2,000). The project will also fund eye exams and will provide limited funds toward eyeglass frames and lenses for those students that need glasses in order to prepare for and pass the GED/HSED exams (\$1,000). Finally, the project will fund leased facilities to deliver instruction (\$500) and the cost for HEP Association membership (\$1,245). Total year five-\$14,695.

Total direct costs: Year five total direct costs equal \$332,662.

Total indirect costs: Year five indirect costs equal \$26,613. Since the HEP program is designated as a training grant, we are charging a maximum of eight percent of a modified total

direct cost base. The modified total direct cost base reflects our total direct costs of \$332,662 times eight percent.

Total costs: Year five total costs equal \$374,275. This includes total direct costs at \$332,662, indirect costs at \$26,613 and training stipends of \$15,000.

All Years

Personnel: For the HEP Director the salary allocation for all five years of the project is \$98,274. For the project coordinator position, the salary allocation for all five years is \$278,423. For the senior outreach specialist position, the salary allocation for all five years is \$252,129. For the part time clerical technician position, the salary allocation for all five years is \$103,199. For the part time instruction position, the salary allocation for all five years is \$352,079. For the student workers, the salary allocation for all five year is \$23,880. For the curriculum development position, the salary allocation for all five years is \$12,078. For the part time instructor meeting time, the salary allocation for all five year is \$7,772. For the instructional coordinator, the total for all five years is \$53,639. Total all five years-\$1,181,473.

Fringe benefits: Projected fringe benefits for the HEP director for all five years of the project total \$24,725. Projected fringe benefits for the project coordinator charged to the grant for all five years total \$79,579. Projected fringe benefits for the outreach specialist charged to the grant for all five years total \$76,626. Projected fringe benefits for the part time clerical technician charged to the grant for all five years total \$14,860. Projected fringe benefits for the part time instruction charged to the grant for all five years total \$50,699. Projected fringe benefits for curriculum development charged to the grant for all five years total \$1,740. Projected fringe benefits for part time meeting pay charged to the grant for all five years total

\$1,119. Projected fringe benefits for instructional coordinator charged to the grant for all five years total \$7,723. Total all five years-\$257,071

Travel: Mileage for local travel within the Madison College District is included at a total of \$16,200 for all years in order to allow for travel between campus sites for project staff. Costs are calculated using the 2016 IRS mileage rate of \$.54 per mile for 30,000 miles. Travel costs for all five years include \$7,440 for travel by the HEP director to attend the National HEP CAMP Directors meeting. Cost of \$7,440 include airfare (\$2,750), hotel (\$3,480), and a per diem allowance (\$1,210). Travel costs for all five years also include \$21,330 for travel by the HEP director and two HEP staff to attend the National HEPCAMP Association Conference. Per person costs of \$7,110 include airfare (\$2,500), hotel (\$2,000), registration (\$1,250), and a per diem allowance (\$1,120). Travel costs also include \$1,245 for travel by the HEP director to attend the HEPCAMP new Directors National meeting. Cost of \$1,244 include airfare (\$550), hotel (\$521), and a per diem allowance (\$173). Total all five years-\$46,214.

Equipment: None.

Supplies: Supply costs for all five years include \$15,000 for consumable educational materials such as books and assessment instruments. Office supplies costs for all five years include \$9,000 for materials such as paper, toner, pens and pencils. Specialized software (packages and/or licenses) as needed to deliver GED/HSED preparation cost for all five years is \$17,500. Additional supply costs for duplication-\$5,000 and advertising/promotional materials-\$7,000. Total all five years-\$53,500

Contractual: Contractual costs for all five years of the project total \$25,000 in consultant fees to hire an experienced external evaluator for the project.

Other: Costs for postage for all five years is \$2,500, as well as other expenses to the success and participation of student participants such as testing fees-\$47,250, cultural and STEM academic enrichment activities-\$10,000, participant health care-\$5,000, leased facilities to deliver instruction-\$2,500 and the cost for HEP Association membership-\$6,225. Total all five years-\$73,475.

Total direct costs: Total direct costs for all five years of the project equal \$1,636,733.

Total indirect costs: Indirect costs for all five years equal \$130,939. Since the HEP program is designated as a training grant, we are charging a maximum of eight percent of a modified total direct cost base. The modified total direct cost base reflects our total direct costs of \$1,636,733 times eight percent.

Total costs: Total costs for all five years of the project equal \$1,842,672. This includes total direct costs at \$1,636,733, indirect costs at \$130,939, and training stipends at \$75,000.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
	07/01/16-6/30/17	07/01/17-6/30/18	07/01/18-6/30/19	07/01/19-6/30/20	07/01/20-06/30/21	
Personnel						
.25 FTE Project Director, Administration Level C44	19,036	19,340	19,650	19,964	20,284	\$98,274
1.00 FTE Project Coordinator Range B23	53,931	54,794	55,671	56,561	57,466	\$278,423
1.00 FTE Outreach Specialist Range B23	48,838	49,619	50,413	51,220	52,039	\$252,129
0.5 FTE Clerical Technician, Range B21	19,989	20,311	20,634	20,966	21,299	\$103,199
ABE PT instructors -1300 Hrs/ YR 1-5 @54.16	68,198	69,290	70,398	71,524	72,669	\$352,079
Student Help - 500 hrs/yr	4,625	4,700	4,775	4,850	4,930	\$23,880
Curriculum development for instructors YR1-100 hours; YR2-80 hours; YR3-60 hours; YR4-40 hours; YR5-20 hours	3,941	3,203	2,441	1,653	840	\$12,078
Staff development for PT instructors (45 hrs/year)	1,505	1,530	1,554	1,579	1,604	\$7,772
Instructional Coordinator - 500 hours/year	10,390	10,556	10,725	10,897	11,071	\$53,639
<i>Total Personnel</i>	\$230,453	\$233,343	\$236,261	\$239,214	\$242,202	\$1,181,473
Fringe						
Fringe benefits for full-time employees include health insurance, dental insurance, WI retirement, FICA, disability insurance and life insurance. Benefits for part- time employees include FICA and WI retirement. Students do not receive benefits. All fringe amounts are estimates.						
.25 FTE Project Director, Administration Level C44	4,562	4,745	4,936	5,136	5,346	\$24,725
1.00 FTE Project Coordinator Range B23	14,610	15,232	15,884	16,568	17,285	\$79,579
1.00 FTE Outreach Specialist Range B23	14,050	14,657	15,294	15,962	16,663	\$76,626
0.5 FTE Clerical Technician, Range B21	2,878	2,925	2,971	3,019	3,067	\$14,860
ABE PT instructors -1300 Hrs/ YR 1-5 @54.16	9,821	9,978	10,137	10,299	10,464	\$50,699
Student Help - 500 hrs/yr	\$0	\$0	\$0	\$0	\$0	\$0
Curriculum development for instructors YR1-100 hours; YR2-80 hours; YR3-60 hours; YR4-40 hours; YR5-20 hours	568	461	352	238	121	\$1,740
Staff development for PT instructors (45 hrs/year)	217	220	224	227	231	\$1,119
Casual Staff - 500 hours/year	1,496	1,520	1,544	1,569	1,594	\$7,723
<i>Total Fringe</i>	\$48,202	\$49,738	\$51,342	\$53,018	\$54,771	\$257,071
Travel						
Conference travel and Local travel \$.51/mile	\$10,238	\$8,994	\$8,994	\$8,994	\$8,994	\$46,214

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
	07/01/16-6/30/17	07/01/17-6/30/18	07/01/18-6/30/19	07/01/19-6/30/20	07/01/20-06/30/21	
<i>Total Travel</i>	\$10,238	\$8,994	\$8,994	\$8,994	\$8,994	\$46,214
Supplies						
Office Supplies	\$3,000	\$3,000	\$1,000	\$1,000	\$1,000	\$9,000
Consumable/educational supplies	\$5,000	\$5,000	\$3,000	\$1,000	\$1,000	\$15,000
Specialized software	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$17,500
Duplicating/printing/graphics	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
Promotional materials	\$2,000	\$2,000	\$2,000	\$500	\$500	\$7,000
<i>Total Supplies</i>	\$14,500	\$14,500	\$10,500	\$7,000	\$7,000	\$53,500
Contractual						
Evaluator	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
<i>Total Contractual</i>	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Other						
Testing fees: \$135/student x 70 students	\$9,450	\$9,450	\$9,450	\$9,450	\$9,450	\$47,250
Cultural/academic enrichment	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
Participant healthcare	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
Leased facilities	\$500	\$500	\$500	\$500	\$500	\$2,500
Postage	\$500	\$500	\$500	\$500	\$500	\$2,500
HEP Association membership	\$1,245	\$1,245	\$1,245	\$1,245	\$1,245	\$6,225
<i>Total Other</i>	\$14,695	\$14,695	\$14,695	\$14,695	\$14,695	\$73,475
Total Direct Costs	\$323,088	\$326,270	\$326,792	\$327,921	\$332,662	\$1,636,733
Indirect Costs						
8%	\$25,847	\$26,102	\$26,143	\$26,234	\$26,613	\$130,939
Total	\$348,935	\$352,372	\$352,935	\$354,155	\$359,275	\$2,237,255
Student Stipends - 70 students @ \$80/ student average YR 1-5	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$75,000
Grand Total	\$363,935	\$367,372	\$367,935	\$369,155	\$374,275	\$1,842,672

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

1. Project Director:

Prefix: Mr.	First Name: Kevin	Middle Name:	Last Name: Foley	Suffix:
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Address:

Street1:	2125 Commercial Avenue
Street2:	
City:	Madison
County:	
State:	WI: Wisconsin
Zip Code:	53704
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(608)-258-2356	

Email Address:
KFoley@madisoncollege.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

Madison Area Technical College

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	230,453.00	233,343.00	236,261.00	239,214.00	242,202.00	1,181,473.00
2. Fringe Benefits	48,202.00	49,738.00	51,342.00	53,018.00	54,771.00	257,071.00
3. Travel	10,238.00	8,994.00	8,994.00	8,994.00	8,994.00	46,214.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	14,500.00	14,500.00	10,500.00	7,000.00	7,000.00	53,500.00
6. Contractual	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	14,695.00	14,695.00	14,695.00	14,695.00	14,695.00	73,475.00
9. Total Direct Costs (lines 1-8)	323,088.00	326,270.00	326,792.00	327,921.00	332,662.00	1,636,733.00
10. Indirect Costs*	25,847.00	26,102.00	26,143.00	26,234.00	26,613.00	130,939.00
11. Training Stipends	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00	75,000.00
12. Total Costs (lines 9-11)	363,935.00	367,372.00	367,935.00	369,155.00	374,275.00	1,842,672.00

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

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

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

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

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

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

The Indirect Cost Rate is 35.00%.

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

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

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

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

PR/Award # S141A160028

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524