

Purple College
601 Main Street
Anytown, State Q 12345

Purple College (PC), a two-year, public community college located in Anytown, State Q, is requesting **\$332,275** from the Department of Education to begin a High School Equivalency Project to serve **75 participants** (375 over the course of the grant). Purple College has established four goals with seven supporting objectives for its HEP project.

GOAL 1: The percentage of PC HEP participants who complete the program and receive their GED will be high, and will equal or exceed the percentage achieved each year.

Objective 1: PC HEP will identify, recruit and select 75 participants who qualify for HEP services.

Objective 2: 70% of PC HEP participants will complete the program and receive their GED.

GOAL 2: The percentage of PC HEP participants with a GED who enroll in postsecondary education programs will either equal or exceed the percentage achieved the previous year.

Objective 3: 50% of PC HEP participants who have completed their GED will enroll in a program of postsecondary education.

GOAL 3: The percentage of PC HEP participants who receive a GED will be placed in career positions or who enter the military service will equal or exceed the percentage achieved each year.

Objective 4: 50% of PC HEP participants who have completed their GED will be placed in a career position or will enter the military service.

GOAL 4: PC HEP will implement an effective management plan for the program so as to ensure the proper and cost effective administration of the project.

Objective 5: PC HEP will ensure that 100% of staff will receive in-service training, cultural sensitivity preparation, and technical assistance each year.

Objective 6: PC HEP will ensure 100% of participants will be afforded the efficient and effective coordination with other existing programs that benefit the participants and their families.

Objective 7: PC HEP will meet 100% of the administrative requirements. Participants' records will be maintained and checked. Performance reports will be completed on time each year. Fiscal records will be reviewed as part of the college's single unit audit.

To ensure attainment of the established goals and objectives, PC has developed a comprehensive plan to: identify, recruit, and select eligible participants; to fully and adequately assess participant needs; to provide high quality, accessible educational services; and to ensure participants enter postsecondary education, a career, and or military service. Educational service will include: classroom, small group, and individual instruction; tutoring; learning style assessments; study and test taking skill workshops; and college entry exam preparation. An individual Personal Success Plan will be created for each participant that will outline educational, personal, and professional short and long term goals, and will establish a plan for achieving those goals.

Four sessions (fall, winter, spring, and summer) both residential and commuter, on campus and at satellite centers. Each session will provide adequate hours of instruction (either day or evening) and will be staffed with sufficient staff to allow for individualized instruction. A special 4-week, residential summer session will be available for those students who want to be ready to attend college in the fall.

Personal, vocation, and academic counseling services will assist participants in making competent and knowledgeable decisions. Admissions, entry, and financial aid services have been designed that will lead, not only to placement, but to success in postsecondary education, as well. Purple college CAMP is committed to recruiting and serving HEP graduates. Health services will be provided via PC and state migrant nursing staffs, as well as through contracted care services with the community health clinics. Participants will be afforded an opportunity to engage in cultural events, academic programs, and other educational or cultural learning activities, such as attending plays and concerts, and visiting colleges and museums. Purple College realizes

that even though all HEP services and activities are without cost to participants, there are indirect costs that participants will incur; therefore, the project will provide participants with weekly stipends and mileage reimbursements to help offset those costs.

An inclusive professional plan allows for equitable hiring of the most competent and well-trained individuals, and for on-going staff development to ensure staff are aware of, sensitive to the culture, and special needs of the migrant farm workers.

Purple College HEP has secured numerous commitments from both the college and the community to ensure a large support system. Eighteen individuals who consider themselves stakeholders in this project have volunteered to serve on the HEP Advisory Council that will meet at least four times per year to assist the project staff with programmatic implementation and formative assessment. Currently, there are no other programs in the target area that provide these services for migrant farm worker who do not have a high school diploma or its equivalent.

Introduction

MAP OF AREA

Purple College (PC), in Anytown, is located in the southwest corner of State Q, in the foothills. Purple College has been in existence since 1963. Fort Purple, a military base, was built in 1941 and after its deactivation, the General Services

Administration (GSA) gave 500 acres and a few buildings to the state to begin a community college. Today, Purple College is the only community college in the 9-county service area.

The supporting counties are rural and among the poorest in the nation. One in five school children live below the poverty level, and as one might expect, this area has low educational attainment with a high number of at-risk students. One in four students who begin the ninth grade do not persist to graduation, yet in the past few years, this area has seen an economic upswing due in large part to the growing agriculture industry.

The PC HEP target area (Apple, Billows, Capitol and Danberry counties) is a unique blend of scenery, rural culture, and history. Because farming and agricultural industries continue to provide the economic base for this part of the state, this four-county area has witnessed enormous growth in the population of migrant agricultural workers, primarily Hispanic, in the past ten years. In Apple and Capitol counties, agricultural industry is the single most important sector of the economy (source) and the **Hispanic population has increased 1,677% since 1990!**

Agricultural businesses in the state include: poultry and dairy farming; poultry and hog processing; apple and peach orchards; landscape nurseries; blueberry farms; sod farms; as well as production of cucumbers, onions, corn, beans, wheat, and some cotton. Much of the work is seasonal and many of the laborers work with the crops while they are in season and go indoors to the poultry processing plants before and after the growing season. In every one of the poultry plants, the turnover rate is greater than 100% annually (State Migrant Education Program).

Migrant families, primarily from State X and State Y have moved to this once homogeneous area, drawn by the demand for agriculture workers. These agricultural communities now have a new and distinct Latino flavor. For example, the community of Q has a Latino population of greater than 50%. Other communities in the area, such as King, Lenox, Naples, Oppossum, and Pentle, range from 20 to 35% in Latino population.

This phenomena has had a tremendous impact on this traditionally Anglo, English-speaking region of the state.

This group of people is among the most at risk for not completing high school-- especially those with poor command of the English language. According to a recent report by Dr. John Doe, University of State Q, 53% of Latinos in the southwest state have been here less than 2 years, and **65% of them do not have a high school diploma or GED.**

This application seeks funds to implement a High School Equivalency Program (HEP) that will assist eligible migrant and seasonal farm workers in the southwest part of the state to obtain a General Education Diploma (GED). Support services such as: academic preparation and assistance; test taking strategies; academic and career counseling; occupational education: college entrance and financial aid assistance; and referrals to other assisting including health services, will be provided. Upon graduation with a GED, the project will assist these individuals with the application process and placement in an institution of higher education or other postsecondary institution, apprenticeship training, vocational training, the military services, or in employment that is challenging and aligned with specific career goals.

A. NEED FOR THE PROJECT

(i) The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.

The need for HEP services for the target area is outlined by the following statistics.

- 88% of identified Latino migrant farm workers do not have a high school diploma or equivalency
- 71% have low literacy and English language proficiency
- Few opportunities for migrant youth to access high quality educational resources
- Estimated graduation rates and dropout rates at 50% among migrant youth

- Few educators prepared to work with out of school youth
- Poverty rates as high as 93% among migrants

State Q is a state that is considered to be part of the Migrant Central Stream with the majority of its migratory families moving to State Q from State X and State Y.

Increasing numbers are also arriving from State P, State Z and Central America. Over 90% of these Latino migrant students and their parents do not speak English. **The number of Hispanic families in the southwest state has increased 899% in the past 5 years!!** In 1995, there were approximately 112 migrant families in State Q and in 1999 that number increased to 1,095. The increase in the number of migrant school children is 81% in some school districts (2000 State Q database of migrant student records 2000). More than 75% of State Q, Title 1-C Migrant Education Program Students are Hispanic.

PERCENT INCREASE OF HISPANIC POPULATION FROM 1995-2000 IN SOUTHWEST STATE COUNTIES	
<i>County</i>	<i>Increase of Hispanic Population</i>
Capitol	1,127%
Danberry	466%
Apple	1,678%
Billows	325%
Target Area	874%
State Average	91%
National Average	58%
<i>Source: U.S. Census 2000, Congressional office</i>	

Between 1990 and 1999, the southwest part of the state showed the **greatest amount of increase in Hispanic population** in the state. Its growth rate of 874% **is nearly ten times the rate of change in the rest of the state.** The primary factor influencing this rate of change has been due to immigration (U.S. Census 2000). Although migrant families in these counties value education and are supportive of their children’s education, their lack of ability to speak English and their frequent moves from location to

location across the country, looking for work, has negatively affected their children's success in school. Many of them get discouraged and drop out of school.

Nearly one in five of our nation's Latinos between the ages of 16 and 24 dropped out of school without a high school diploma or an alternative certificate such as a GED (U.S. Census 2000). That rate continues to be higher than any other ethnic group in the country. Consistent with national statistics, the dropout rate among Latinos in State Q is greater than 50%. One in four of the target area migrant adults (over age 25) have less than a 9th grade education - **88% of them do not have a high school diploma.**

TARGET AREA EDUCATIONAL ATTAINMENT			
County	w/o a HS diploma	w/o BA degree	with graduate
Capitol	32.6%	91.6%	2.7%
Danberry	28.8%	86.7%	4.7%
Apple	38.3%	91.8%	2.5%
Billows	27.2%	85.9%	3.8%
Total Target Area	31.8%	89.0%	3.4%
Southwest State Hispanic	88%	98%	2%
My State	14.5%	83.8%	6.1%
U.S.	17.9%	75.6%	7.2%
<i>Sources: 1990 and 2000 U.S. Census; Kids Count, 2000; Digest of Educational Statistics 1998; 1999-2002 Report of the Public Schools of State Q</i>			

Consistently, it is estimated that the high school dropout rate in the target area is even greater than the state statistics, but it is difficult to measure how much greater it truly is, due to the fact that many high school aged students never enroll in school after moving to the state. **The educational level of adults is primarily 6th grade or below (43%).**

The percentage of Hispanics in the target area who have not completed high school is more than twice that of total target area. This area has a high rate of non-completion and the Latinos are especially at high risk. Estimates range as high as 50-60% dropout rate for Latino students in one southwest part of the state (target area school counselors). The

State Q Migrant Education Program (Q MEP) has identified approximately 5,000 migrant students in grades K-8. Of all the migrant children identified, **71%** are of **limited English proficiency (LEP)** (2000 State database of migrant student records 2000).

Furthermore, only about 24% of the parents of these children have high school diploma or a GED! They report that 77% of their parents never or seldom attend school functions and more than half of these children serve as an interpreter for their parents (Wirth, 2001). When asked who helps them with homework, only about 10% report their parents do. Understanding that parental involvement and support is the keystone of academic success for children, these migrant children are sorely disadvantaged.

Twenty one percent (21%) of these children do not even plan to graduate from high school. Of those who do plan to graduate, about half (50%) of them report they know what they want to do when they graduate. Sixty percent of them report that no one at their high school has ever talked to them about college or scholarships (Wirth, 2001).

The number of risk factors all children in the four county area face places them among the top **15% of most at-risk in the state** (Kids Count, 2000). Although all children in these communities face these risks, **children from migrant families are most negatively affected.** Approximately **93%** of our migrant children qualify for free and reduced lunches and **71%** are LEP.

In response to six basic areas of human needs, adult Latinos reported having either a slight or definite problem in obtaining adequate dental care (62%), medical care (51%; 62% are not covered by any health insurance), money (52%), clothing and shoes (35%), heat/electricity/plumbing (24%-8% have no indoor plumbing), and food (19%).

The poverty rate among this target population is high. One-fourth of State Q Hispanics live below the poverty level and nearly eighty percent of the southwest State Q Latino families have a household income less than \$25,000. These lower income

families are less educated, tend to not have health insurance, know less English, and have more difficulty meeting basic needs (housing, health, food, clothing), and feel less comfortable in a variety of organizational settings in everyday day life than those families having higher incomes. Financially, 64% of target area Latino adults are unaware of how to apply for loans and 57% do not have a checking account (Wirth, 2001).

Seventy-three percent of the adult Latino population in target area report needing assistance with communication in English. Most of them feel they cannot speak English well (62%), read English well (66%), or write English well (71%). They report problems in communicating with agencies (40%), immigration services (35%), law enforcement (36%), health and medical areas (34%), utility companies (33%), and with schools (20%) (Wirth, 2001).

The number of LEP migrant students has more than doubled in the southwest State Q during the past five years. This has created quite a change for the school districts in the area. Without exception, the rural school districts of southwest part of State Q are not adequately prepared to provide quality education for LEP migrant students. All of the school districts report they are in dire need of several additional bilingual and ESL teachers. In an area where the teacher shortage is already reaching a critical stage, ESL and bilingual teachers are rare.

Unlike communities in State X, State Y, and State Z, where Latinos have lived for some time, the rural communities in the southwest State Q do not have a history of diversity. The native residents are not aware of the differences in cultural and traditions, nor are there longtime residents who are bilingual. These facts make State Q migrant students more at risk than in communities where speaking multiple languages and where cultural diversity is common. Purple College High School Equivalency Program (PC HEP) will serve to bridge that gap and to encourage cultural sensitivity and

understanding. Through PC HEP, there will be potential for the phenomena of multiculturalism to be perceived as an asset rather than a liability.

Over the past few years, State Q Migrant Education Program (Q MEP) has identified more than 700 of non-high school graduate migrants and more than half of them are young people between the ages of 16 and 22 in the PC service area. Many of the youth have chosen to work in the processing plants and/or in the fields rather than to complete their high school education. PC HEP will offer them options, which they otherwise will not receive.

While there is no exact way of knowing how many migrant and seasonal farm workers come into southwest State Q every year, it is estimated that more than 75% of them are Latinos. This underserved group of southwest State Q population is in greatest need of educational and social support.

(ii) The extent to which the proposed project will focus on serving or otherwise address the needs of disadvantaged individuals (i.e. eligible migrant and seasonal farm workers and their families).

(iii) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Questions (ii) and (iii) will be answered simultaneously in the following table to eliminate the need for repetition.

There is a strong need to provide eligible migrant workers and their families with access to educational opportunities, quality educational services that are sensitive to the migrant lifestyle, and support and resources to help them succeed in school and in postsecondary educational. The U.S. Department of Labor reports that 70% of migrant and seasonal farm workers live below the poverty level, earning an average income of less than \$7,500 (USDOL, 1998).

PC HEP provides a clear road to success through direct services and partnerships that address the individual needs of migrant families to help them overcome the barriers

imposed by poverty, mobility, lack of English language proficiency, and lack of resources. The following table recaps the needs of identified HEP students, the services and focus the project will provide to address the needs, as well as the gaps in services, infrastructures, and opportunities currently existing.

Services to be provided	Needs of the target area	PC HEP project focus	Current gaps or weaknesses
COMPREHENSIVE TABLE OF SERVICES, NEEDS, PROJECT FOCUS, AND GAPS			
<i>Recruitment services</i>	<ul style="list-style-type: none"> • 88% of adult migrants do not have a high school diploma or GED • 76% of Latino students report parents have less than a high school diploma or a GED • 21% of Latino students do not plan to graduate from high school • 53% of migrant workers have migrated within 2 years • 58 % moved directly from another country 	<p>Specialized recruiting is needed to locate dropout and non-enrolled migrants with cooperation from employers, housing organizations, and other related contacts. Recruitment needs to be sensitive to the migrant lifestyle and culture for project success. PC HEP staff will be identified and trained to locate and enroll eligible migrants into the HEP program throughout the four county target area.</p>	<p>Currently no organization specifically targets the migrant dropouts for GED services, or provides the type of supportive services that will be offered through HEP.</p>
<i>Educational services</i>	<ul style="list-style-type: none"> • 88% of adults do not have a high school diploma or GED • The average adult Latino in the target area has a 6th grade education • 76% of Latino students report parents have less than a high school diploma or a GED • Only about 10 % of Latino parents help their children with homework • 21% of Latino students do not plan to graduate from high school • Lack of a high school graduation diploma or GED certificate keeps migrants from finding sufficient paying jobs keeping them from the poverty level 	<p>A major reason for the high dropout rates of migrant students, other Latinos and agricultural workers is the shortage of qualified or sensitive teachers, counselors and other educators in the schools. Most schools with high numbers of migrant students lack counselors and administrators who can empathize with the migrant students or relate to the migrant community. Many have to rely on paraprofessionals and community liaisons to communicate with students and their parents. The PC HEP proposal will address the gaps by utilizing the services of qualified and certified staff that can relate to the Latino migrant families in the southwest state area. Students will receive</p>	<p>No organization is providing educational opportunities specifically targeting the needs of out of school migrants in southwest State Q.</p>

		educational training to prepare the student to secure better paying careers.	
<i>Personal, vocational, and academic counseling services.</i>	<ul style="list-style-type: none"> • Less than 40% of Latino students know what they want to do after high school • 60% of Latino students have not been informed of college and/or financial aid options • 62% of Latinos report they cannot speak English well; and 71% cannot write English well. 	PC HEP project will provide personal, vocational, and academic services to meet these pressing needs among migrant dropouts. Career services will provide career market training and skills for obtaining a career. Ensuring cultural sensitivity, the project will also refer and help enroll HEP graduates into vocational programs.	What limited services that are available are not culturally sensitive to the issues with which migrants face. There are no services that provide personal, vocational, and academic counseling services to out of school migrants in the target area of southwest State Q.
<i>Placement services designed to place students in a university, college, or junior college program, or in military services or career positions.</i>	<ul style="list-style-type: none"> • Less than 40% of Latino students know what they want to do after high school • 60% of Latino students have not been informed of college and/or financial aid 	PC HEP will cooperate with area college recruiters, military recruitment agencies, and career services programs to make these services available to HEP students. PC CAMP is committed to first recruiting from HEP graduates.	College placement services in southwest State Q are not adequately identifying and placing eligible migrant students in their colleges. There are no identified services for target area out of school migrants like those HEP would provide.
<i>Health services</i>	<ul style="list-style-type: none"> • 62% have no health insurance • 51% need assistance with medical care • 62% need assistance with dental care • 35% need assistance with clothing and shoes • 24% need assistance with utilities or food 	PC HEP will partner with the nursing staffs of the state migrant program and identify community clinics or other sources of free or inexpensive primary care for HEP participants. PC HEP will arrange for health programs and instruction for participants.	Only the state migrant programs provide limited health services including instruction and referrals for migrant students. There are no health services targeting dropout migrant students.
<i>Financial Aid assistance</i>	<ul style="list-style-type: none"> • 60% of Latino students have not been informed of college and/or financial aid. • 93% of children qualify for free and reduced lunches 	PC HEP in conjunction with Purple CAMP, AEL, Student Support Services, and the PC Financial Aid office, will provide financial aid workshops, training and guidance in obtaining appropriate financial aid.	Currently there is no organization nor organized method to meet the financial aid instructional needs of out of school migrants. PC HEP will institute organized protocol among the various college entities to meet this need.

<i>Stipends</i>	<ul style="list-style-type: none"> • 93% of children qualify for free and reduced lunches • 75% of target area is low income • 51% need assistance with medical care; 62% need assistance with dental care; 35% need assistance with clothing and shoes; 24% need assistance with utilities or food 	HEP will provide stipends and mileage reimbursements to offset the costs associated with program participation.	There are no programs in the target area that provides stipends for out of school migrants who are studying for the GED.
<i>Cultural Events</i>	<ul style="list-style-type: none"> • Due to severe poverty, cultural experiences are out of reach for most migrant families • 53% of migrants came directly from another country • Rural isolation of target area severely limits cultural opportunities 	To ensure HEP students attain their educational goals, PC HEP will engage them in cultural events, academic programs, and other educational or cultural learning activities generally not available to these students. Active participation in such activities will help the students become familiar with a college or university cultural setting. It will motivate students to complete their GED and will foster enrollment into post-secondary programs. Transportation assistance and access fees for selected events will be provided.	Cultural enrichment has been identified as a means to open students to greater possibilities, and there are no programs in the target area that provide enrichment opportunities for migrant dropouts.

The PC HEP program will recruit, provide individualized services while following a structured GED Curriculum, and provide academic, social, and career assistance for out of school migrants in southwest State Q. The program will assist participants in developing academic goals and in providing the support services that are needed in order for them to attain their educational plans and goals. PC HEP program will address regional needs by continuing to assist participants with post secondary education or training programs, in career positions or in the military.

B. PROJECT DESIGN

(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

Purple college has established four goals with seven corresponding specific objectives for its HEP project to achieve the purposes of the program: To help migrant and seasonal farm workers complete high school and succeed in postsecondary education. To this end, the project goals and objectives are designed to address the identified needs of the HEP participants in the target area.

GOAL. The following project goals fulfill the specific performance indicators, as set forth by HEP regulations and GPRA (Government Procedures and Results Act of 1994).

(1) The percentage of HEP participants who complete the program and receive a GED will continue to remain high, if not increase.

PROJECT GOAL: The percentage of PC HEP participants who complete the program and receive their GED will be high, and will equal or exceed the percentage achieved each year.

(2) The percentage of HEP participants with a GED who enroll in postsecondary education programs will either equal or exceed the percentage achieved the previous year.

PROJECT GOAL: The percentage of PC HEP participants with a GED will who enrolls in postsecondary education programs will either equal or exceed the percentage achieved the previous year.

(3) An increasing percentage of HEP participants who receive a GED will be placed in career positions or enter the military service.

PROJECT GOAL: The percentage of PC HEP participants who receive a GED will be placed in career positions or who enter the military service will equal or exceed the percentage achieved each year.

To ensure effective management and administration, the following goal has been developed.

PROJECT GOAL: PC HEP will implement an effective management plan for the program so as to ensure the proper and cost effective administration of the project.

The project objectives have been developed to support the project goals. They include process objectives, which are necessary for the operation and management of the project and are performance based, and outcome objective that will show participant academic and career progress. The objectives are specific and measurable. They are ambitious, given the needs of the eligible participants, but they are also attainable, given the time and budget amount provided in this grant proposal.

OBJECTIVES. The project objectives are direct derivatives of the criteria established by the Secretary in evaluating a HEP project (8418A(e)).

(1) The extent to which the project's anticipated number of students were served in the project with a comprehensive array of academic and support services, and were given access to college or university activities and facilities, as provided in the approved grant applications.

Objective 1: PC HEP will identify, recruit and select 75 participants who qualify for HEP services.

(2) The extent to which project participants who success fully completed their specific courses of study, and the number of participants who passed an examination and obtained a general education certificate (GED) that meets the guide lines for high school equivalency established by the state in which the project is located.

Objective 2: 70% of PC HEP participants will complete the program and receive their GED.

(3) A HEP project demonstrates that a high percentage of project participants who received a GED certificates received placement services and enter colleges, universities, junior colleges, other training or vocational programs, career positions, or military service.

Objective 3: 50% of PC HEP participants who have completed their GED will enroll in a program of postsecondary education.

Objective 4: 50% of PC HEP participants who have completed their GED will be placed in a career position or will enter the military service.

(4) The extent to which the applicant has implemented an effective management plan for the program so as to ensure the proper and cost effective administration of the project as a whole including a) staff in-service training and technical assistance.

Objective 5: PC HEP will ensure that 100% of staff will receive in-service training, cultural sensitivity preparation, and technical assistance each year.

b) Coordination with other existing programs that benefit the participating students and their families.

Objective 6: PC HEP will ensure 100% of participants will be afforded the efficient and effective coordination with other existing programs that benefit the participants and their families.

c) The extent to which the applicant has met the administrative requirements including record keeping, reporting, and financial accountability.

Objective 7: PC HEP will ensure 100% of the administrative requirements. Participants' records will be maintained and checked. Performance reports will be completed on time each year. Fiscal records will be reviewed as part of the college's single unit audit.

The following comprehensive chart answers questions (i), (ii), (iii), and (iv) simultaneously to avoid confusion and repetition. Each goal is followed by the corresponding objectives and outcomes, which are aligned with the project design appropriateness and linkages with other agencies for each of the objectives.

(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.	(ii) Appropriateness of the Project Design to successfully address identified needs.	(iii) Coordination with appropriate community, state, and federal resources; and (iv) Linkages with other appropriate agencies and organizations providing services to the target population.
PROJECT GOAL: The percentage of PC HEP participants who complete the program and receive their GED will be high, and will equal or exceed the percentage achieved each year.		
Objective 1: PC HEP will identify, recruit, and select 75 participants who qualify for HEP services.	<ul style="list-style-type: none"> ➤ There are no HEP or other programs for out-of-school migrants in State Q, State L or State K ➤ Target area adult Latinos 	✓ PC-project oversight, fiscal management, support staff, resources, facilities, technology, utilities, classroom, space, teachers, tutors, paraprofessionals,

<p>Outcomes:</p> <ul style="list-style-type: none"> • 375 HEP participants will be served through the project • 100% of participants will be assessed and placed in an appropriate level of GED study • 100% of participants will develop a Personal Success Plan (PSP) • 100% of participants will receive the academic support services necessary to complete their GED • Each year, at least 90% will indicate that the project helped them toward their educational goals 	<p>average a 6th grade education</p> <ul style="list-style-type: none"> ➤ More than 700 out-of-school migrants have been identified in southwest State Q by (State Q Migrant Education Program) Q MEP ➤ 88% of migrant workers in the target area do not have a high school diploma or a GED ➤ 76% of Latino students do not have either parent with a high school diploma or GED ➤ 21% of Latino students do not plan to graduate from high school 	<p>cultural activities</p> <ul style="list-style-type: none"> ✓ Q MEP-transportation, training, facilities, technology, identification and recruitment ✓ Adult Education and literacy ✓ Even Start-resources and referrals ✓ Head start - resources and referrals ✓ Area Schools - resources and referrals ✓ Area churches - resources, presentations and referrals
<p>Objective 2: 70% of PC HEP participants will complete the program and receive their GED.</p>	<ul style="list-style-type: none"> ➤ The target area has a high school dropout rate of 34% ➤ 53% of migrants migrated within the last 2 years ➤ 16.7% of the population and 22% of the children live below the poverty level ➤ Area (non-HEP) GED programs have an average program and GED completion rate of 10% 	
<p>Outcomes:</p> <ul style="list-style-type: none"> • Each year, 70% of HEP participants will complete the program • Each year, 70% of HEP completers will pass the GED • Each year, at least 90% of program graduates will indicate the project help them complete their GED 		

PROJECT GOAL: The percentage of PC HEP participants with a GED who enroll in postsecondary education programs will either equal or exceed the percentage achieved the previous year.		
Objective 3: 50% of PC HEP participants who have completed their GED will enroll in a program of postsecondary education	<ul style="list-style-type: none"> ➤ 98% of the migrant population does not have a college degree ➤ Less than 40% of Latino students know what they want to do after high school ➤ 60% of Latino students have not been informed of college and/or financial aid opportunities ➤ The college going rate for the area is low—less than 50% of high school graduates enroll in postsecondary education ➤ 88% of migrant workers in the target area do not have a high school diploma or GED ➤ 76% of Latino students do not have either parent with a high school diploma or a GED ➤ 21% of Latino students do not plan to graduate from high school 	<ul style="list-style-type: none"> ✓ PC-CAMP, TRIO, counselors, tutors, financial aid assistance, college application assistance ✓ ACT Center-Career assessments and exploration ✓ AEL-Resource information, GED instruction, referrals ✓ Area Schools-referrals ✓ Area churches-referrals, presentations ✓ Private Industry Council—referrals, job placement, industry contacts.
PROJECT GOAL: The percentage of PC HEP participants who receive a GED will be placed in career positions or enter the military service will equal or exceed the percentage achieved each year.		
Objective 4: 50% of PC HEP graduates will be placed in a career position or will enter military service.	<ul style="list-style-type: none"> ➤ Less than 40% of Latino students know what they want to do after high school ➤ The poverty rate for the target area is high (16.7%) and much higher form migrants (70) ➤ Lack of high school diploma or GED certificate keeps migrants from getting high paying jobs. 	<ul style="list-style-type: none"> ✓ PC—counselors, tutors, CAMP, TRIO, career planning and placement, community events Business training and development center ✓ MS MEP-References, migrant database, parent meetings ✓ Area industries ✓ Job Service Center (Private Industry Council) ✓ Workforce Investments Board ✓ Chambers of Commerce ✓ Area Newspapers-dissemination, articles, field trips, speakers.
<p>Outcomes:</p> <ul style="list-style-type: none"> • Each year, 50% of graduates will enter a career position or the military • Each year, 100% of HEP participants will gather career information, research careers, and visit work sites • Each year at least 90% of participants will indicate that the project helped them prepare for entering careers or the military • Each year, the number of PC HEP graduates in a career position or n the military will increase 		
Objective 5: PC HEP will ensure that 100% of staff will receive in-service training, cultural sensitivity preparation and technical assistance.	<ul style="list-style-type: none"> ➤ The target area does not have sufficient bilingual staff at schools or community agencies that can empathize with the migrant students or relate to the migrant community. 	<ul style="list-style-type: none"> ✓ PC—bilingual staff, CAMP, TRIO, counselors, tutors, in service training ✓ Q MEP-bilingual staff, resources ✓ National HEP-CAMP

<p>Outcomes:</p> <ul style="list-style-type: none"> • Each HEP staff member will develop a personal Professional Development Plan (PDP) • Staff will be able to relate to migrant students and the migrant community. • Staff will be well prepared to ensure cultural sensitivity in dealing with participants and families • Staff will be well trained in curriculum and program implementation. • A HEP retreat/in-service training will be held each year prior to beginning of project year. 		<p>Association-cultural sensitivity</p> <ul style="list-style-type: none"> ✓ PC-multicultural sensitivity training
<p>Objective 6: PC HEP will ensure 100% of participants will be afforded the efficient and effective coordination with other existing programs that benefit the participants and their families.</p>	<ul style="list-style-type: none"> ➤ 62% have no health insurance ➤ 51% need assistance with medical care ➤ 62% need assistance with dental care ➤ 35% need assistance with clothing and shoes ➤ 24% need assistance with utilities or food 	<ul style="list-style-type: none"> ✓ PC-counselors, instructors, referrals ✓ Q MEP—family liaison, established resources, parent meetings ✓ Economic Security-resources, assistance ✓ County health clinics-vaccinations, instruction ✓ Department of Family Services—assistance
<p>Outcomes:</p> <ul style="list-style-type: none"> • Existing programs and agencies will coordinate services with PC HEP • HEP participants will receive all available assistance 		
<p>Objective 7: PC HEP will meet 100% of the administrative requirements. Participants' records will be maintained and checked. Performance reports will be completed on time each year. Fiscal records will be reviewed as part of the college's single unit audit.</p>	<p>Careful design of the HEP project to carry out the stated purposed includes a comprehensive record keeping and reporting system that among other things will document participants' academic need, services provided to participants and the performance and progress of participants.</p> <p>PC HEP will run an efficient,</p>	<ul style="list-style-type: none"> ✓ PC-administration, business office, human resources, student services ✓ Q MEP - outside evaluations ✓ Office of Migrant Education guidance and instruction, performance reports

<p>Outcomes:</p> <ul style="list-style-type: none"> • All administrative requirements will be met. • Participants records will be complete and in order. • Performance reports will be sent to the Department according to Department rules. • Fiscal records will be reviewed annually. 	<p>well-managed project that will enable the staff to continue to address the needs of migrant farm workers who have not completed a high school diploma or its equivalent.</p>	
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(ii) Appropriateness of the Project Design to successfully address identified needs.

The PC HEP project is designed to address the identified needs of the target population. The objectives are an outcome of the purposes of the HEP project and the needs of the target area. The objectives address existing documented needs. Planned services are designed to address the problems of high drop out rates among migrant workers, especially the Hispanic population, lack of bilingual counselors, lack of basic skills, lack of educational modeling, lack of financial resources, problems associated with motivating migrant workers to continue their education, and lack of financial aid and college admissions information.

PC HEP will provide integrated services to migrant workers and/or their family members who wish to complete high school, undertake the GED completion, enter postsecondary education, start a career, or enter the military. PC HEP will organize year-round information dissemination and services. The project will serve eligible participants without the regard to race, color, national origin, gender, or disability (The Department of Education’s General Education Provisions Act of 1994—GEPA). Additionally, Spanish-speaking families will be served with regard to American culture and protocol and all promotional information will be delivered in both English and Spanish to accommodate those with Limited English Proficiency (LEP).

PC HEP full time staff will be comprised of a Project Director, two Educational Advisors, and a Project Secretary. The part time staff will include instructors, tutors, and residential advisors.

INFORM. The Project Director will provide community organizations and agencies with the eligibility requirements, objectives, session dates/times, and services of the project. Referral lists will be electronically generated, as a means of identifying potentially eligible participants, and will be used for mailings, recruiting, and information dissemination. The Project Director and/or the Educational Advisors will contact 100% of the appropriate community agencies and organizations each year to describe project objectives, services, and session dates/times. Contact agencies include the Southwest State Q Migrant Center, Division of Family Services, Economic Security Corporation, Private Industry Council, Head Start Centers, family YMCAs, career centers, chambers of commerce, agriculture industries, banks, hospitals, churches (especially those with bilingual services), schools, and local television, radio, and print media outlets. Project staff will present PC HEP purpose, services, and eligibility requirements to parent groups, migrant groups, and churches, in both English and Spanish. Project staff will also present PC HEP purpose, services and groups, and churches, both English and Spanish. Project staff will also present PC HEP purpose, services and eligibility requirements to migrant centers, local service clubs, county health officials, ministerial alliances, and others that are likely to have contact with eligible applicants.

IDENTIFY. Potential participants will be identified first through the vast referral network in place. Once referred, the contact information will be placed in the PC HEP information system. The high schools and postsecondary institution will provide weekly

referrals so the Project Director and the Educational Advisors may immediately contact referrals as soon as the drop out has occurred. The high schools, Adult Education and Family Literacy, and the Migrant Center will provide weekly referrals so the Project Staff may immediately contact referrals as soon as the drop has occurred. Other agencies will provide monthly referrals with most referring at least twice per month. All eligible referrals will immediately begin receiving monthly PC HEP mailings and receiving follow up phone calls from the project staff.

The extensive publicity and public relations campaigns will generate numbers of self-referrals, applicants at area agencies, and walk-in office visits at the Purple campus. Each referral will receive a packet of information containing a brochure, application self-needs assessment, information release, and a return address, stamped envelope. Each mailing will be followed up by a phone call or a personal visit by HEP staff.

Applications will also be available at numerous other sites including Adult Education and Family Literacy centers the Southwest State Q Migrant Center, Head Start Centers, Even Start Centers, Early Start Centers, Private Industry Council, Economic Security Corporation, ACT Center, Educare, United Way, YMCA, Workforce Investment Board churches public libraries, the employment office, childcare providers, homeless shelters, etc. where they will be collected weekly by PC HEP staff.

RECRUIT. PC HEP has designed a Comprehensive Recruiting Strategy to address the needs of the out of school migrant farm workers. The following chart lists recruiting strategies, staff responsible, and a time line for accomplishing.

Specific Recruitment Strategies		
Strategy	Person(s) responsible	Timeline
Meet with the PC Public Relations Director to develop comprehensive plan	Project Director (PD)	Onset of grant
Announcement of grant award	PD	Onset of grant
Announce class times and sites	PD	Onset of grant
Public Service Announcements	PD and PC PR Director	Monthly
Informational tables at local events	Project staff (HS)	Ongoing
Printed material distributed to local businesses, agencies, churches, and other high traffic areas	HS	August 2002 and ongoing thereafter
Radio announcements	PD	Ongoing
Update web page	PD and Educational Advisors (EA)	Ongoing
Presentations at cooperation agencies	PD, EA, and AEL Instructors	Ongoing
Newsletters to area agencies, businesses and schools	PD, PC PR Director	Monthly
Appearances on local television stations	PD, EA	Once a year
Distribution of printed announcements	Instructional staff	Ongoing
Develop distribution list of agencies, organizations, and schools	PD, EA	Updated monthly
Develop list of potential clients	PD, EA	Updated twice per month
Mail additional brochures, fliers, and reminder cards to both lists	Project Secretary (PS)	Monthly
Distribute bilingual materials to appropriate agencies, organizations, schools, and churches	HS	Monthly
Bilingual presentations to agencies, organizations and churches	HS	Twice per year
Contact high school counselors for drop out list	PD, EA	Monthly
HEP Advisory Board meeting	PD	Quarterly
Site Open House	HS and AEL Instructors	One week prior to beginning of Session

SELECT. Participants will be selected based on 1) Federal Regulation criteria as set forth by the HEP Program statute (Title IV, §418A of the Higher Education Act, Subpart 5, §418A (b)); 2) degree of need; and 3) motivation and ability to pursue and complete a GED and enter postsecondary education, training, military service, and /or a career position.

Each applicant will complete a simple, one-page, confidential, application, used to determine eligibility, document contact information and educational attainment, and provide a self needs assessment. Applicants who do not have a Certificate of Eligibility (COE) will be referred to the State Q Migrant Title 1-C Education Program to evaluate eligibility and establish a QAD (Qualifying Arrival Date) or its equivalent. The

application will include: date, social security number, address, age, gender, ethnicity, marital status, veteran status, birthday, citizenship status, educational status, parent's educational attainment, taxable income, disability status, employment, family size, and public assistance status. Educational information will include: highest grade completed, high school attended, reason for leaving, current enrollment, intention for GED completion and postsecondary plans and goals.

The applicant will be asked to certify the information by signing and dating the form and signing an additional brief statement, consistent with the Buckley Amendment on confidentiality, allowing HEP to access their academic records. HEP staff will sign the form as a witness, confirm applicant eligibility, and immediately conduct an intake interview, completing the intake form, to further evaluate the participants and his/her needs. HEP project staff will create a participant folder (including the one-page application and the intake form). Participant records, consistent with college protocol and procedures, will be confidential and secure. The plan to identify and select participants without regard to gender, race, national origin, color, disability, age, and/or religion is well developed, comprehensive, and of high quality.

Once the application is completed, PC HEP Project Director and the Educational Advisors will review and assess the applicant's eligibility criteria, academic needs, social barriers, the potential to complete the GED, interest in postsecondary education, training, or the military, and the ability to benefit from PC HEP services. If there are more eligible applicants that can be served, applications will be ranked and selected according to a standardized scoring sheet, in order to determine which applicants are most in need. The top ranked applicants will be interviewed by PC HEP Project Director and the Educational Advisors to determine interest, motivation and the capacity to pursue academic programs are examined along with other factors affecting the degree of need.

Applicants, who are not selected, will be placed on a waiting list until the next available opening or referred to another PC HEP site.

ASSESS PARTICIPANTS. Each participant will be closely assessed and evaluated through the intake process. This will include the participant’s self assessment of basic skills levels, study skills, career knowledge and interests, time managements, stress management, personal issues, social issues, knowledge of financial aid and college opportunities, and other appropriate areas. Based on the participant’s responses, the Project Director or an Educational Advisor will be able to ascertain the needs of the participant in the development of the Personal Success Plan (PSP).

The participants’ academic history information will facilitate the initial assessment of level of basic skills and academic progress. Dialogue between Educational Advisors and participants will help to assess barriers to postsecondary education and the depth of need for academic and/or personal counseling, financial aid options, financial aid or college application assistance, tutoring, mentoring, career counseling, job training opportunities, and information about additional opportunities in higher education.

AVAILABLE ASSESSMENTS FOR PC HEP PARTICIPANTS	
Personal counseling	<ul style="list-style-type: none"> • HEP Project Director, Educational Advisor, and Purple College counselor with counselor certification • Stress Indicator • Myers-Briggs Type Indicator (self-report questionnaire that identifies personal growth areas)
College Selection and Admissions	<ul style="list-style-type: none"> • Compass test (college placement) • ACT/SAT pre/practice-test • Peterson.com and Collegequest.com (free, on-line searches) • Peterson’s Guide to 2 and 4-year Colleges and Universities
AEL Classes and Assessments	<ul style="list-style-type: none"> • TABE (Test for Adult Basic Education) • Official Practice (GED Test (Paper and pencil) • CASAS (Comprehensive Adult Student Assessment System)

Financial Aid	<ul style="list-style-type: none"> • Free Application for Federal Student Aid (FAFSA) pencil and paper or on-line • AWARE (Department of Education financial aid estimator) • Fastwed.com (free, on-line scholarship search)
Career Counseling	<ul style="list-style-type: none"> • Forte (pencil and paper workplace communication assessment) • Career Assessment Inventory Profile • CAPS. COPS. COPES (measurement of abilities and interest correlated to the Dictionary of Occupational Titles (DOT)) • Holland Self-Directed Search • Bridges (career planning software)
Job Training	<ul style="list-style-type: none"> • ACT job training assessment • Firo B • Stats.bls.gov (free, on-line occupational outlook handbook) • Resume Express (computerized resume tutorial)
Academic Assistance	<ul style="list-style-type: none"> • LASSI (Learning and Study Styles Inventory) • MILS (Max Inventory of Learning Styles)

The plan to holistically assess and address the needs of each participant will be accomplished through a series of non-academic and academic needs assessments done prior to the beginning of each session. The PSP will be developed after the needs assessments are completed and will address knowledge of postsecondary opportunities, career goals, military knowledge, college readiness levels, college entrance requirements/costs, and goals. The PSP will require the participant to identify every area in which there may be potential or actual problems, and develop strategies to address each of these.

Participants will be academically assessed using the TABE 9&10, Level D and /or M and students who are LEP will be assessed with the TABE 9&10 D or the CASAS. Participants will also be assessed with the Official GED Practice Test to assist the Educational Advisors in preparing the Personal Success Plan for each participant. Educational Advisors, Instructors, and participants will have a variety of assessments available depending on appropriateness and needs.

PLAN FOR SERVICES. Eight-week, day time, campus and off campus sessions will be offered 5 times per year; Three, evening, 16-week classes will be offered at the off campus sites; and a 4-week, intensive residential session (on the Purple campus will be offered each winter. The 8-week sessions will be held in Apple, Billows, Capitol, and Danberry (Purple College). They will offer 30 hours of instruction per week in time frames appropriate for the region. The evening sessions will offer 16 hours per week of instruction. There will be adequate day and evening hours (a minimum of 15 hours of each) to accommodate the various work schedules of participants. The following chart lines out the four sessions and sites with number of participants, duration, and hours of instruction.

CLASS SCHEDULE PLAN				
<i>Session</i>	<i>Location</i>	<i># of participants</i>	<i>Duration</i>	<i>Hours of Instruction</i>
Session 1 (Fall)	Billows (Purple College)	10	8 weeks	8:00 am – 3:00 pm M-Th; 6:00 pm – 10:00 pm M-Th
	Apple (Housing Authority)	10	16 weeks	6:00 pm – 10:00 pm M-Th
	Capitol (Purple College That Center)	8	16 weeks	6:00 pm – 10:00 pm M-Th
Session 2 (Winter)	Billows (Purple College)	10	8 weeks	8:00 am – 3:00 pm M-Th; 6:00 pm – 10:00 pm M-Th
	Danberry (Migrant Center)	10	8 weeks	6:00 pm – 10:00 pm M-Th
Session 3 (Spring)	Billows (Purple College)	10	8 weeks	8:00 am – 3:00 pm M-Th; 6:00 pm – 10:00 pm M-Th
	Apple (One Stop Center)	8	16 weeks	6:00 pm – 10:00 pm M-Th
Session 4 (Summer)	Billows (Purple College)	9	4 weeks	8:00 am – 5:00 pm M-Th;
<i>Total Participants 75</i>				

Curriculum will include general education development where the academic instruction will include study in all areas required to pass the GED, including mathematics, science, reading, writing, and social studies. Because acquisition of competencies in the core subject areas allows for delivery of the curriculum in a variety of platforms (including individualized, small groups, computer assisted, etc.) student may choose to attend several of the instructional content sessions offered during each week. Others may choose to focus on several subject areas within a setting similar to a

traditional learning lab. This flexibility will allow students to adjust their program schedules around changing work schedules and other commitments and still maintain continuity in the program.

Classes will be conducted in English with additional assistance provided in the classroom for LEP learners. For those participants whose English skills are very low, access will be provided to Spanish versions of study material. Additionally, reasonable accommodations, necessary for program participation and success, will be made for any participants with disabilities. Participants who are interested in pursuing postsecondary education will have an opportunity to prepare for the ACT.

- (iii) Coordination with appropriate community, state, and federal resources;***
- (iv) Linkages with other appropriate agencies and organizations providing services to the target population.***

The PC HEP project has well-established pathways of coordination and collaboration at Purple College as evidenced by the following table of commitments.

Purple College Commitments.	
• Office of the President	The college president expresses full support to ensure the success of the project including the listed institutional commitments including the motor pool; janitorial and security services; email, voice mail, and fax mail accounts; staff development opportunities every other Friday; and full access to food services.
• Dean of Student Services	The support and involvement of the Financial Aid Office, the Admission Office, the Records Office, Title III, as well as space and resources. As direct supervisor of this project, she commits 5% of her time to ensuring the successful implementation of services and activities.
• Dean of Business and Support Services	The business office and accounting systems to serve as the fiscal agent for the grant. The business office will have the HEP accounts audited as part of the yearly college audit. GED full tuition scholarships from participants who score a 2900 (90%) or better.
• Purple College Foundation	HEP scholarships for participants who choose to attend Purple College after GED completion.
• Associate of Dean of Business Development	Space, the ACT Center, the ropes course and ropes course trainers, and use of business training and development staff for workshops and staff development.
• Associate Dean of Information Technology	Computer technology support; assistance in wiring, networking, upgrading, and maintaining all HEP computer systems; email accounts and internet access for staff and participants; telephone systems; staff for in service and participant workshops in the areas of basic computer and Internet use.
• Adult Education and Family Literacy/Even Start Program Manager	Space; Assistance with GED preparation, instruction, curriculum, assessments, and GED testing; ESL instruction; referrals; information dissemination, and use of office equipment

• Financial Aid Director	Assistance for participants with FAFSA forms, work-study paperwork and loan information; will ensure FAFSA forms are readily available; staff for financial aid workshops.
• CAMP Director	Providing HEP GED graduates will receive priority admission into the CAMP program. The HEP CAMP Association offers scholarships to HEP graduates who enter into the CAMP program. HEP and CAMP are closely related to Office of Migrant Education grants; resources are naturally shared. CAMP Director will assist with hiring HEP staff and provide guidance in grant implementation.
• TRIO Director	Providing staff, space, resources, equipment, and assistance from all TRIO staff, including workshops and materials, assessments and interpreting results, coordination of tutoring activities, cultural trips, and campus visits.
• Grants Officer	Assistance with matters of compliance to federal, state, and institutional regulations; gather regional, state, and national data; act as a clearing house for HEP grant reports, modification, and correspondence; keep the Project Director abreast of new additional funding opportunities; and assist with grant preparation
• Student Support Services Director	Ensuring SSS staff will provide assistance with workshops and training, provide computer lab space, and use of audio/visual equipment when not in use
• Upward Bound Director	Providing UB staff to assist with workshops, referrals, and information distribution in target area schools
• Director of Off Campus Programs	Providing space at off campus sites; assistance with recruiting, workshops, and participant; computer access, office and classroom space, clerical functions, job shadowing, career counseling; staff for workshop and information dissemination.
• Job Placement Coordinator	Providing HEP participants with current labor market information, PESCO career testing, resume assistance, workshop facilitation, and lessons in interviewing techniques; assistance in securing work study and other on campus positions, as well as post graduation placement
• Print Shop Director	Assistance with advertising materials, including posters, brochures, flyers, and postcards; paper for copy machines, as well as resume quality paper for participants
• Public Information Director	Preparation of all community press releases, and bids; will highlight HEP in the weekly email newsletters as appropriate
• Admissions Coordinator	Providing college information to participants; give campus tours; present workshops on preparing for higher education
• Institutional Research Director	Assistance with demographic profiles and tracking of participants; collection of target are demographics and data for project evaluation
• Human Resources Director	Maintaining all HEP employee personnel files, insurance, and benefit information; assist in pre-screening applicants for positions and will ensure that all GEPA laws are adhered to; staff development activities twice per month
• ACT Center Coordinator	Assisting with referrals, present workshops on the use of various computer programs; share space; assistance with ACT preparation and/or entry
• Title III Activity Director	Providing tutors, assessment, and placement assistance; materials for college preparation an developmental coursework assistance
• Maintenance and Repair Director	Providing janitorial services, maintenance and repairs for college building, furniture, and equipment; access to college motor pool

PC HEP will be located and managed with CAMP in the Student Services office on the second floor of Battle Hall. HEP participants who choose to attend Purple College will be eligible for both Purple College Foundation and GED scholarships and will be accepted directly into Purple’s CAMP program. The CAMP advisor and tutor/mentors are available to assist those previous HEP participants through advising/counseling and

general academic assistance. The CAMP staff coordinates area college and university trips as well as in-service activities. The HEP staff will work closely with the CAMP Director and Coordinator in recruiting, training, and supervising tutor/mentors. Purple HEP/CAMP projects will make efficient and cost effective use of common equipment, such as a copy machine and color printer, and cooperatively buy supplies in bulk, including copier paper, toner, and ink.

The HEP Director will report to the Dean of Students. Through that close affiliation, the director will be privy to policy considerations that directly affect participants. The Director will also work closely with other college programs such as the Student Support Services, Upward Bound, Adult Educational and Family Literacy, and Even Start.

CAMP currently works very closely with the Upward Bound Bridge participants, English Language Institute students and with Student Support Services (SSS) in providing academic assistance for participants and will work very closely with HEP staff and participants. Adult Education and Family Literacy (AEL) provides academic assistance for persons who do not have a high school diploma or who graduated more than two years previous and do not have the skills to enter postsecondary work. AEL also offers some ESL/LEP classes for persons who do not have a spoken or written command of the English language. The PC HEP project will work very closely with the AEL project that has agreed to provide space for HEP staff to meet participants at all seven PC AEL sites. In addition, AEL will act as one, if not the largest referral source, to the HEP project. HEP staff will also refer participants to AEL for ESL/LEP instruction and intensive academic remediation. AEL and HEP staff will coordinate to provide interactive workshops and efficiently use resources.

The Even Start Project serves low-income parents of preschool children who are in need of AEL service and classes. Even Start works in conjunction with AEL to provide classes for the preschoolers, and classes for parents and children, as well as meals for the families while at the center. Even Start has offered HEP staff space at all sites to meet with participants and provide workshops. Even Start will act as a large referral agency, and will also work with the children of HEP participants. Efficient coordination of resources and staff will offer entire families the opportunity to receive services—benefiting all age groups at one time at one location.

The Purple College HEP staff will network extensively with other HEP/CAMP project staff at annual state conferences; this is an important resource. The National Migrant Conference, and other training opportunities at the national and regional levels, affords the Purple College CAMP staff, and the proposed HEP staff, a perfect opportunity to share information/strategies, enhance cultural sensitivity, and to develop professional relationships with colleagues.

PC HEP will routinely coordinate with community, state, and federal agencies to leverage resources. The following table lists examples of the commitments PC HEP has been able to secure.

Other Coordinating Community, State, and Federal Resources and Appropriate agencies and Organizations								
Entity	<i>Commitments *(see key below)</i>							
	1	2	3	4	5	6	7	
Purple College Foundation				X				X
State Q Migrant Education Center	X	X	X	X	X	X	X	X
Head Start Center	X	X		X				X
Private Industry Council	X	X		X	X			X
Economic Security Corporation	X	X		X	X	X	X	X
Educare	X	X		X				
United Way	X	X	X	X		X	X	
YMCA	X	X						
Workforce Investment Board	X	X		X	X			X
Islip Schools	X	X		X				
Billows Schools	X	X		X				X
Rollings Schools	X	X		X				
King Schools	X	X		X				
Temple Schools	X	X		X				

Lenox Schools	X	X		X			
Naples Schools	X	X		X			
Jackson Schools	X	X		X			
Ministerial Alliance	X	X		X		X	X
Southwest State Catholic Dais	X	X		X		X	X
Vida Abundante, State Q	X	X	X	X		X	
Hispania Immanuel, State Q	X	X		X		X	
La Iglesia State Q	X	X	X	X		X	
Catholic Church, State M	X	X		X		X	X
County Health Departments of Billows, Apple, Capitol and Danberry Counties	X	X		X			
Employment Offices of Billows, Apple, Capitol and Danberry Counties	X	X		X	X		
Career Center of Billows County	X	X		X	X		X
Neighborhood One Stop Center, Apple County	X	X		X	X		X
Family Services Billows County	X	X		X	X		X
Family Services Capitol County	X	X		X	X		X
Family Services Danberry County	X	X		X	X		X
Islip Chamber of Commerce	X	X		X	X		
Lenox Chamber of Commerce	X	X		X	X		
Pentle Chamber of Commerce	X	X		X	X		
Jackson Chamber of Commerce	X	X		X			X
Area Newspapers	X	X			X		
Spanish radio station	X	X			X		
*1 = Identification and Recruitment; 2 = Information Dissemination; 3 = Transportation; 4 = Resources; 5 = Job Placement Assistance; 6 = Basic needs assistance; 7 = Advisory Council Member							

The PC HEP Advisory Council will meet four times per year and will be open to community partners, migrant and farm worker advocacy groups, educators, and parents. The purpose of the meeting will be to present program success, raise issues of concern, respond to students’ presentation, and identify collaborative partnerships to provide services beyond the scope of HEP.

Community. Communities in State Q are the lifelines for HEP participants because they provide the resources needed for learning success in local schools, transitions to postsecondary education and meaningful employment, and social/emotional/cultural well being. The following will be accessed to assist HEP participants in maximizing the available resources: county health departments, county library systems, area schools, area churches, United Way, Educare, chambers of commerce, and local Workforce Investment boards.

State. The following departments or services will be accessed to support the PC HEP Project: Department of Labor, Department of Education, Purple College - and through it other community college systems, state university systems, and adult education programs-statewide migrant councils, state migrant education programs, Emergency Immigration Education Program, Immigration and Naturalization Services.

Federal. Examples of federal agencies that PC HEP will collaborate with include the U.S. Department of Education (Office of Migrant Education, Title I, Title IV, Title VII, and other programs funded under the ESEA; Office of Higher Education Programs, TRIO Programs); Migrant and Seasonal Farm Worker's programs, The National HEP-CAMP Association, the Housing Assistance Council, National Association of Community Health Centers, LULAC and National Council of La Raza for public information and positive images of Hispanics in the media; Rural Community Assistance Program; and the U.S. Department of Agriculture.

C. QUALITY OF THE MANAGEMENT PLAN

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The PC HEP management plan clearly communicates the intent of the project to focus the human and fiscal resources on the delivery of services to those eligible out-of-school migrant farm workers who have the greatest needs. The management plan has a structure that supports the participants through reconnecting them with agencies that will provide the services they need to successfully complete a high school equivalency certificate, enter postsecondary education, and/or be placed in career or military positions.

The following chart illustrates the adequacy of the management plan to achieve the objectives on time, and within budget, as well as providing clearly defined responsibilities, timelines, and milestones. Based on the project evaluation and recommendations from project staff, partners, and collaborators, modifications will be made for subsequent years of the project.

Comprehensive Management Plan				
Objective 1: PC HEP will identify, recruit, and select 75 participants who qualify for HEP services.				
<i>Activity/Task</i>	<i>Timeline</i>	<i>Budget/Resources</i>	<i>Person(s) Responsible</i>	<i>Milestones</i>
Develop marketing plan with PR Director	Onset of grant	PC PR Director Marketing resources	PD (Project Director)	Marketing plan developed
Develop program brochures/fliers	Onset of grant; update as necessary	PC Print Shop Manager Computer, Printing	PD	Brochure and fliers developed
Develop program manual that describes all aspects of project staff and campus partners	First month; update as necessary	PC Human Resources Director, Computer, printing	PD	Program manual developed
Contact appropriate agencies and organizations to inform them about PC HEP	Onset of grant and each year thereafter	Mileage, telephone, mailings	PD	Organizations and agencies are informed about HEP
Develop a network referral system and establish a contact person at each appropriate agency, organization, school, and church	Onset of grant	Mileage, telephone, mailings, referrals forms	PD	Network referrals system in place
Develop initial referral directory	Onset of grant; updated monthly	Computer, database	PS (Project Secretary)	Referral directory in place
Make PC HEP presentations to appropriate personnel at schools, agencies, other community organizations, media, and public events, explaining services	Twice per year; and as necessary	Mileage, brochures	PD EA (educational advisor)	20 HEP presentations made each year
Provide project information to community newspapers, radio stations, and newsletters	Onset of grant; two weeks prior to beginning of each session	PC PR Director News releases, mailing, telephone	PD	Newspapers, radio, and newsletters contain information about PC HEP
Develop all appropriate forms including applications, release forms, etc.	Onset of grant; updated as necessary	PC Print Shop Director Computer, printing	PD	Appropriate forms are developed
Recruit potential participants	Ongoing	Recruiting materials, mileage	EA	Applicants are secured
Collect and review applications for eligibility and acceptance	As received	Application rating sheets	PD	Eligible applicants are accepted to project
Develop a schedule of activities	Onset of grant; Update yearly	Activity list	PD EA	Yearly schedule of activities

Establish baseline information	Beginning of first session and each session thereafter	Computer, participant assessments	PD EA PS	Baseline established
Convene the PC HEP Advisory Council	During first session, and quarterly thereafter	Telephone, Mailing	PD	Advisory Council convened
Objective 2: 70% of PC HEP participants will complete the program and receive their GED				
Activity/Task	Timeline	Budget/Resources	Person(s) Responsible	Milestones
Coordinate with AEL to ensure curriculum is aligned with state standards	Prior to the beginning of the first session	AEL Program Manager Curriculum	EA	Curriculum aligned with state standards
Assess participants and use assessment results to develop PSPs	Within 10 days of acceptance into the project	Assessments, PSP forms	PD EA	PSPs developed for all participants
Establish baseline information of student skills and abilities	Within 10 days of acceptance into project	Assessment results, Computer database	PD EA PS	Baseline established
Provide academic and career advising to all participants	Ongoing	Assessment results, Career/Aptitude assessments	PD EA PS	All participants receive academic and career advising
Provide participants with individualized attention and intensive instruction	Ongoing	PC Academic support staff, Curriculum	PD EA IN (Instructors) TU (Tutors)	All participants receive instruction and if necessary, tutoring, to prepare for GED
Provide participants with exposure to cultural events	Once per session	Transportation, tickets	PD EA	All participants are exposed to cultural events
Provide participants with stipend to help cover cost of participation	Weekly during session	Stipends	PD PS	All participants receive stipends
Provide residential participants with room and board	During residential sessions	Room and board expenses	PD PS	Residential participants receive room and board
Implement GED graduation ceremony	Twice per year	Caps and Gowns, decorations, refreshments	PD EA PS	Completers will have an opportunity for a graduation ceremony with family and friends in attendance
Provide individual and group tutoring for participants who are in need of, or request additional assistance	Ongoing	Tutoring materials	TU	Participants will receive the individualized and supplemental instruction necessary for successful completion of the GED.
Evaluate effectiveness, appropriateness, and usefulness of the project for helping participants obtain a GED	At the conclusion of each session and at the end of each grant year	Baseline data, Data base, participant surveys, participant GED scores	PD EA PS	Program is evaluated for effectiveness

Objective 3: 50% of PC HEP participants who have completed their GED will enroll in a program of postsecondary educations.

Activity/Task	Timeline	Budget/Resources	Person(s) responsible	Milestones
Provide SAT/ACT preparation assistance	At the end of each session	SAT/ACT prep materials	EA, IN, TU	Participants have an opportunity to study for the ACT
Provide college application assistance	At the end of each session	PC Admissions Director College application, postage	EA, IN, TU	Participants apply for college
Provide financial aid assistance	At the end of each session	PC financial Aid Director, FAFSA, Computer	EA IN TU	Participants apply for financial aid
Provide participants with transitional skills for success in postsecondary education	During each session	Academic Support Personnel, College success materials	EA IN TU	Participants are equipped for college success
Host HEP/CAMP reception	Mid-session	CAMP staff and participants, Refreshments	PD	Participants meet CAMP staff and participants
Provide college visits	During each session	Transportation, meals	PD	Participants have an opportunity to visit postsecondary institutions
Evaluate effectiveness, appropriateness, and usefulness of the project for helping participants enter postsecondary education	At the conclusion of each session and at the end of each grant year	Baseline data, Database, participant surveys, participant GED scores	PD EA PS	Program is evaluated for effectiveness

Objective 4: 50% of PC HEP participants who have completed their GED will be placed in a career position or will enter the military service

Activity/Task	Timeline	Budget/Resources	Person(s) responsible	Milestones
Establish baseline data on participant knowledge and skills related to employment/military readiness	During each session	Computer, database	PD PS	Baseline is established
Using career/aptitude assessments, develop career goals for participants	During each session	Assessments	PD EA	Career goals are established for all participants
Provide career counseling and resume building for participants	During the second half of the session	Career Planning and Placement Director, Career assessment results Computer, printer	EA IN	Participants receive individual career counseling and develop a resume
Provide life skills training on financial management, credit information, punctuality, etiquette, appropriate dress and language, protocol, positive attitude, and behavior	During each session	Student Support Services Staff, Life skills materials	PD EA IN TU	Participants receive life skills training for success in a career
Provide students with field trips and job shadowing at area businesses, industries, and military recruiters	During the second half of the session	Transportation, meals	PD EA	Participants receive exposure to career professionals
Evaluate effectiveness, appropriateness, and usefulness of the project for helping participants enter a career or the military	At the conclusion of each session and at the end of each grant year	Baseline data, Data base, participant surveys, participant GED scores	PD EA PS	Program is evaluated for effectiveness

Objective 5: PC HEP will ensure that 100% of staff will receive in-service training and technical assistance

Activity/Task	Timeline	Budget/Resources	Person(s) responsible	Milestones
Develop a PDP (Professional Development Plan) for each HEP staff member	At the start of each project year	PDP forms	Dean of Students, PD	PDPs are developed for each HEP staff person
HEP-CAMP New Director's Training	Onset of grant	Travel budget	Office of migrant education, PD	Director trained
Annual HEP-CAMP Director's Meeting	Yearly	Travel budget	Office of Migrant Education, PD	Meetings attended, training provided
National Migrant Education Conference	Yearly	Travel budget	Office of Migrant Education, PD	Meetings attended, training provided
Purple College Professional Development	16 times throughout the academic year	HR Director, PC Professional Development Schedule, materials	PC HR Director PD	Professional development and in-service training completed
Purple HEP-CAMP Staff Development	Onset of grant, monthly thereafter	Materials Resources	HEP-CAMP PDs	Shared resources and efforts, increased production

Objective 6: PC HEP will ensure 100% of participants will be afforded the efficient and effective coordination with other existing programs that benefit the participants and their families.

Activity/Task	Timeline	Budget/Resources	Person(s) responsible	Milestones
Develop memorandum of agreement with Q MEP for health services	Onset of grant	Agreement, mileage	PD	Completed agreement
Develop agreement with a community health clinic	Onset of grant	Agreement, mileage	PD	Completed agreement, services provided
Coordinate Purple's Career Services with HEP participants	Beginning of each class cycle	PC Career Center Director, Career planning resources, resume paper	PD EA	Services provided
Coordinate military services with HEP Participants	Beginning of each class cycle	Military recruiting materials, Mileage	PD EA	Services provided
Develop agreements with local businesses to hire HEP students	Onset of grant	Mileage	PD EA	Agreements procured
Develop memorandum of agreement with Purple CAMP to accept HEP graduates	Onset of grant	PC CAMP Director, Mileage, agreement	PD EA	Completed agreement

Objective 7: PC HEP will meet 100% of the administrative requirements. Participants' records will be maintained and checked. Performance reports will be completed on time each year. Fiscal records will be reviewed as part of the college's single unit audit.

Activity/Task	Timeline	Budget/Resources	Person(s) responsible	Milestones
Implement and maintain an adequate record keeping system for all project activities	Onset of grant	Computer, record keeping software	PD	Record keeping system in place
Ensure review and audit of fiscal records and submit annual financial report	Monthly and at the end of each grant year	Budgets, financial reports, audit	PD PS	Fiscal records are reviewed and audited
Ensure participant records are maintained and periodically checked	Monthly	Participant record checklist	PD PS	Participants records are current and complete

Complete performance reports for the Department of Education	Mid-year and year end performance report	Project records, database	PD PS	ED reports are completed and submitted on time
Ensure staff recruitment and hiring practices are consistent with college policies	As needed	PC Human Resources Director	PD	Staff recruitment and hiring adheres to guidelines
Participant identification and selection practices provide equal access and opportunity to the underserved migrant population	Ongoing	Identification and selection practices, Participant selection criteria	PD	Applicants are ensured equal access and opportunity
Ensure that effective communication is maintained	Ongoing	Staff evaluations	PD	Effective communication is maintained
Implement and monitor evaluation plan	Ongoing	Evaluation plan and reports	PD	Evaluation plan is effective and up to date
Ensure all expenditures are justified and consistent with project budget; maintain a purchase order system	Ongoing	Budget Spreadsheet, purchase order forms	PD PS	Budget is well maintained

(ii) The adequacy of the procedures for ensuring feedback and continuous improvement in the operation of the project.

Procedures are in place for ensuring continuous feedback and improvement, including formative and summative evaluation activities. Specific means for ensuring continuous feedback and improvement include the following:

- A management by objectives model;
- Weekly staff meetings;
- Partnerships with organization;
- Relationships with other programs with similar missions;
- A systematic evaluation process;
- An annual evaluation report; and
- Participants retained, completing, and entering postsecondary, a career, and/or the military

A management by objectives model (MBO) will be used to incorporate high quality and comprehensive methods of evaluation. MBO provides for evaluation of each objective and each activity for the total project. The evaluations criteria have been written for each that accurately assess the actual accomplishment of objectives against objective and quantifiable standards. The record keeping system of the project will provide for the collection of data for the evaluation measures. A comprehensive

computerized database will facilitate rapid and accurate compilation of project statistics monthly, quarterly, and annually to track progress in achieving objectives clearly. Data accumulated through this process will provide information for further strengthening of performance, or, if the established performance standard is not achieved, a basis for examining the reasons for this shortfall, and the programmatic changes that must be made to services provided to participants to meet the original objective.

Weekly face-to-face or technology based staff meetings will incorporate discussion focusing on: 1) project implantation activities and barriers to successful implementation; 2) project successes and outcomes; and 3) the allocation of resources to support the project. Appropriate staff assignments and steps will be taken to make necessary modification based on the discussions.

The close coordination between the Project Director and staff with the community agencies and organizations, especially those providing education and support services directly to HEP participants, will allow for continuous feedback, reactions, and assessment of project services and activities. This feedback will yield valuable information that will be used to modify and improve delivery methods. Relationships with other programs that have demonstrated their success in meeting the educational needs of migrant families and out of school farm workers and/or youth will likewise provide valuable assistance and feedback to the project staff.

The systematic evaluation process will involve all staff in the reporting and feedback loop and features an Evaluation Planning Team with key staff and the external evaluator examining the project implementation and outcome data on an annual basis. An experienced external evaluator will write an annual evaluation report that will be reviewed by the project director and staff, along with the Dean of Students. These

reports will contain a data summary, conclusions, commendations, and recommendations that will be discussed and analyzed at subsequent staff meetings.

The PC HEP's evaluation plan is designed to accommodate unexpected outcomes and to gather qualitative data. The project staff will listen to participants, parents, school counselors, partners, the Advisory Council and others to gather this qualitative data. The staff will document these insights, comments, and interactions. This unanticipated information will provide a healthy basis from which to assess the success of the project components and the overall project.

(iii) The adequacy of the mechanisms for ensuring high-quality products and services from the proposed project.

The PC HEP Project will engage a number of mechanisms to help us meet our objectives to ensure that our services produce results including high quality products and services. The mechanisms include: a) the coordination activities described in *Section (c) (ii)* above; b) the evaluation activities described in *Section (g) (ii)* and *(g) (iii)*; 3) weekly staff meetings; 4) the PC HEP Advisory Council discussed in *Section (c) (v)*; 5) a project objectives/activities/outcomes chart that is used by the project coordinator and external evaluator to monitor and document project implementation progress and the accomplishment of project deliverables, products, and services; and 6) an annual evaluation report summarizing progress toward meeting project objectives and a summary of project outcomes.

Examples of the high quality products and services to be provided through the PC HEP Project include the following:

- High quality training packages including presenter's guides, handouts, and overheads for professional development;

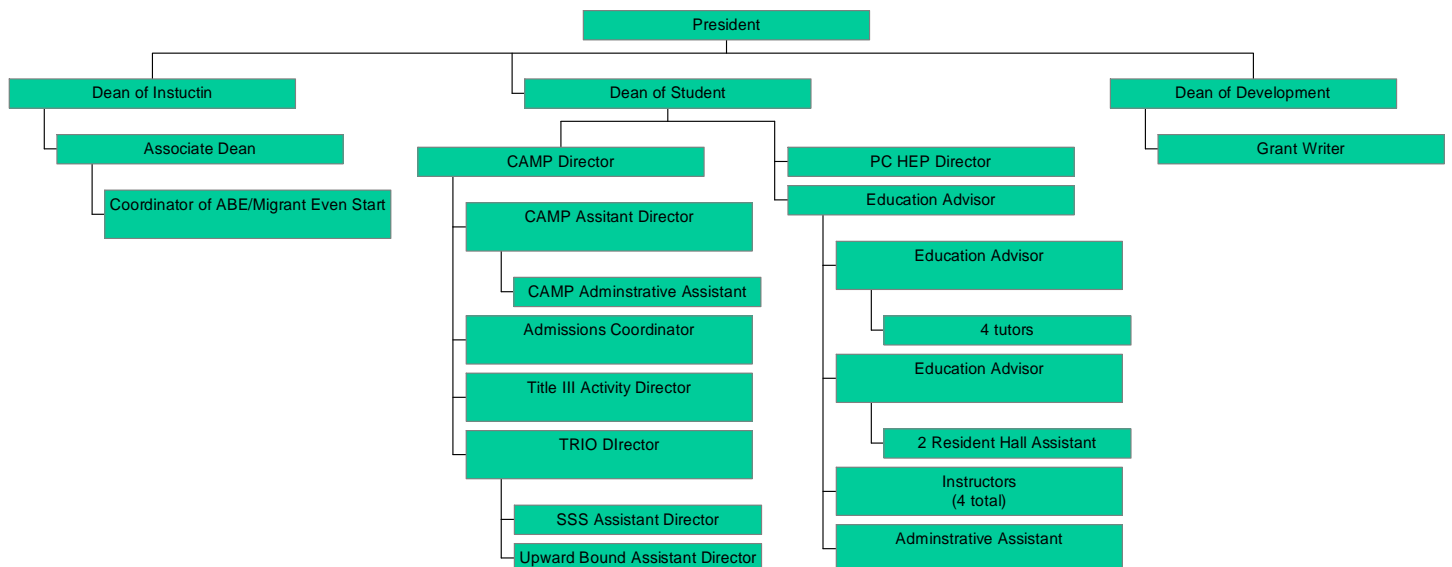
- PC HEP policies and procedures manual describing the project; defining eligibility and recruiting information; providing information on the project purpose, staff responsibilities, and job descriptions; providing resources for parent/community involvement; describing program services such as academic and health, life skills, and career opportunities; listing connections and contact information for HEP staff and partners; and providing accountability, program management, assessment, and evaluation tools.
- PC HEP tri-fold brochure describing the project and providing contact information;
- PC HEP poster to be used for outreach and recruitment;
- PC HEP camera-ready public service announcements;
- PC HEP annual evaluation reports that include conclusions, commendations, recommendations;
- PC HEP web page linked with the homepage of Purple College, the State Q Migrant Education Program and other state and federal migrant agencies; and
- PC HEP PowerPoint computer projector presentations suitable for regional and national conference dissemination.

(iv) The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

It has been determined by the project planning team composed of a broad-based constituency of migrant educator and administrators, staff from community-based organizations, and parents that the design of the PC HEP Project and the time commitments of the project staff are both appropriate and adequate to carry out the project objectives and activities. The following table provides the specific time commitments of all project staff.

Time commitment of Project Director and Other Staff	
Full-Time Personnel	
Project Director	100% 12 months
Educational Advisors (2)	100% 12 months
Project Secretary	100% 12 months
Part-Time Personnel	
Instructors (4)	8 sessions x 30 hrs/session
Tutors (4)	8 sessions x 15 hrs/session
Residential Hall Assistants (2)	12 weeks

The following chart outlines how PC HEP fits into the organizational structure of the college.



(v) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

To ensure that diverse perspectives are brought to bear in the operation of the PC HEP Project, an array of mechanisms has been put into place for participants and their families, teachers, the business community, and collaborating partners working with the

project. PC HEP will take a four-fold approach to gather the broad base of perspectives:

1) HEP Advisory Council; 2) Participants Advisory Group; 3) Parent/Family Support Group; and Teacher/Educators Feedback.

PC HEP will form an Advisory council comprised of business, organization, and community representatives that will meet quarterly to discuss the project outcomes, identify resources, and suggest ways to improve the project. This board will be responsible for reviewing and recommending that all services offered by PC HEP. This broad based team will lend it important perspective to help ensure success.

PC HEP will form a participant advisory group that will meet at the college to act as program advisors and as a support group for each other. Another support is ongoing contact with parents and family members of participating students. The Educational Advisors, who will offer direct contact with all families, will facilitate this. The Educational Advisors will meet individually or in groups with the family members to discuss and clarify the HEP program goals, objectives, and activities, and to answer any questions or concerns that family members might have.

Teachers and educators working with the PC HEP Project will be surveyed each semester and during the summer program to obtain their suggestions on how to improve the project. In addition, they will participant in focus groups that concentrate on a specific topic related to increasing student success. Those businesses connected with the HEP project will be contacted for suggestions about ways to improve the program to better prepare students for the world of work.

D. QUALITY OF PROJECT SERVICES

(i) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

High quality services provided through the PC HEP Project will be ensured by putting systems in place for communicating, monitoring, and off-site planning and sharing of effective strategies for providing services to out-of-school migrant farm workers/youth and their families. In order to ensure equal access for eligible project participants who traditionally have been under-represented, PC HEP is prepared to remove all barriers that may prevent participation.

PC and other agencies participating in the HEP project have in place safeguards to ensure equal educational opportunities and affirmative action regardless of gender, race, color, religion, origin, marital status, age, or disabling condition and have written statements stating this position. PC has a Human Resources Director who is responsible for addressing inquires regarding compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, §504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act of 1990, other Federal or state anti-discrimination laws, and laws or regulations concerning other issues of equity and discrimination.

As the lead agency for the PC HEP Project, PC will ensure equal access for eligible project participants who traditionally have been underrepresented by providing print materials in English and the language(s) spoken by all potential participants and their families, and offering or referring potential participants to Adult Education and Family Literacy ESL classes as needed to remove language barriers. In addition, translation and

interpretation services will be offered, and transportation provided to ensure equal access by all participants.

To ensure equity in participation, PC has solicited partnerships with several state agencies and businesses to focus on removing barriers to participation (see chart on pages 31-32). These agencies have agreed to assist the PC HEP Project with transportation, resources, identification and recruitment, and referrals. Equal access for project participants who traditionally have been underrepresented has been a high priority in project planning. PC HEP is committed to gathering feedback on how to improve the system to ensure equity through discussions about equal access with participants, parents and educators at conferences and professional development sessions. In addition, PC HEP staff will receive in depth information on equal access during professional development activities scheduled for the first two months of the project each year.

(ii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practices among the recipients of those services.

Professional development, as designed by the PC HEP project will lead to improvements in practices and procedures among project staff and collaborating partners. The PC HEP project is based on best practices and research that shows how good mentoring, teaching, and support services can affect student achievement and the completion of a high school diploma or equivalent. Experience shows that students have the greatest chance for success if they are in environments that support high standards with appropriate resources, and high quality, appropriate professional development.

Professional development will be implemented to help build the capacity to ensure professionals that serve out-of-school farm worker/youth are knowledgeable about

resources and effective practices to help their students reach their educational and career goals as documented in their PSP (Personal Success Plan). These systems include:

- Attendance at state and national conferences related to HEP;
- Adult and family Literacy Education;
- ESL/bilingual education;
- Migrant education, and technical assistance meetings;
- Participation in the PC twice per month staff development activities;
- Participation in weekly HEP staff meetings; and
- Attendance at an annual professional development institute where staff and partners get to share successes, discuss how barriers to implementation were overcome, brainstorm ideas for improving the project, and identify ways to make the most of the project resources.

In addition, HEP staff will participate in technical assistance meetings with the CAMP staff at least twice during each of the program years. Cross training by HEP staff and partners on eligibility, guidelines, and services to be provided will be offered. Finally, a manual for all personnel about migrant education, HEP and the PC HEP Project will be developed for project staff. Contents of the manual will include information on recruitment and eligibility, area support services, samples of required forms; and HEP job descriptions, program goals and objectives, roles of partnering agencies, and migrant hotline services.

Each staff member will complete a Professional Development Plan (PDP) to identify learning needs, purposes, and goals for professional development, as well as the human and material resources needed to accomplish their goals. Based on the professional development needs identified by PC HEP staff and partners, monthly training sessions will occur to help staff improve their understanding and knowledge about how to meet the unique academic, personal, and social needs of migrant students.

(iii) The likelihood that the services to be provided by the proposed project will lead to improvements in the skills necessary to gain employment.

PC HEP Project participants will have completed either a GED or a high school diploma, enrolled in postsecondary education, or be placed in a career track position, or the military. To make sure planning to reach these goals is adequate, all project participants will complete career interest and aptitude inventories, explore career opportunities, set personal goals with the assistance of PC HEP project personnel, take field trips, and experience job-shadowing or work experience.

Students completing the PC HEP project will develop the life skills and job maturity skills necessary to gain and maintain employment and become lifelong learners. Weekly contact with their Educational Advisor and other HEP staff will provide the support necessary to improve student self-esteem, competence to meet the requirements of the job, and appropriate social skills in school and work. Further, HEP staff and collaborating partners will provide new information to students on college funding and assistance, study an organizational skills, workplace social skills and strategies, and ways to access resources and solve problems.

Student learning and performance will be assessed using performance standards and portfolios, skills/knowledge testing, demonstrations, exhibitions, and other workplace competency-based assessments such as those identified by our community/business partners.

(iv) The extent to which the services to be provided by the proposed project are focused on those with greatest needs.

Those most at risk of failing to meet the state's content and performance standards and/or those whose education has been interrupted during the school year reflect the

statute for priority for receipt of migrant education program services under §1304(d) of the Improving America's Schools Act of 1994 (IASA). All students in the target population have great needs. However, PC HEP will rank students as having greater need if: 1) they were previously identified through Q MEP; 2) indicate a high interest in participating in the project; 3) have a history of failing to meet academic standards; and 4) have a history of unemployment or difficulty in obtaining employment or exhibit other at-risk behaviors.

Upon project award, HEP staff will spend considerable time in locating and retrieving out-of-school farm workers and youth who exhibit the greatest need based on the above-mentioned criteria. Recruiting efforts will use the results of the migrant program industrial surveys. In addition, PC HEP program bookmarks and posters will be distributed for display by local businesses and industry. Finally, Even Start, Head Start, and Adult Education and Family Literacy project staff in the target area will be briefed on eligibility information and program services information for HEP to enable them to be better prepared to refer students as appropriate.

E. QUALITY OF PROJECT PERSONNEL

(i) The qualifications, including relevant training and experience of the project director.

PROJECT DIRECTOR

Minimum Qualifications

- Master's degree in education, counseling, higher education, or related field
- 3 years experience developing and administering educational programs for migrant and/or disadvantaged persons required; teaching experience preferred
- Demonstrated ability in managing substantial budgets
- Demonstrated ability to communicate effectively in both written and oral forms

- Demonstrated fluency of the Spanish language required
- Demonstrated sensitivity to the needs of migrant and economically and educationally disadvantaged persons
- Demonstrated ability to teach workshops for project and agency staff and participants
- Training or experience in assessment required
- Freedom from racial and ethnic biases
- Prefer background similar to that of the target population

Job Description: The Project Director will be 100% HEP and full-time and will be responsible for meeting the objectives of the HEP project. S/he will be responsible for all aspects of the project and will report directly to the Dean of Students who will ensure the project is properly integrated with other support services of the college, including CAMP, Student Support Services project, Division of Student Services, Financial Aid, and Academic Assessment. The Project Director will be responsible for developing policies and procedures that ensure compliance with all project guidelines, supervising all project personnel, maintaining appropriate records, and approving all expenditures of grant funds. S/he will implement the activities that support the objectives of the project. The Project Director will also maintain close working relationships with residents, schools, and community organizations. The Project Director will be responsible for developing and implementing all project activities.

Job Responsibilities:

1. Implement all facets of the HEP project under the direction of the Dean of Student Services;
2. Direct all activities to identify and document eligible participant's needs and eligibility for HEP project services and oversee these selection process;

3. Establish and maintain close working relationships with PC employees, area residents, schools, and community organizations;
4. Maintain cooperative relationships with all area social service agencies and community groups;
5. Disseminate project information to residents, schools, and community groups;
6. Prepare and submit all necessary U.S. Department of Education reports;
7. Design and direct project activities throughout the project year;
8. Establish and maintain liaison with the PC financial aid, admissions, and advising/counseling offices;
9. Develop and conduct orientation (in-service) for staff, HEP participants, and their families;
10. Represent the program at all appropriate meetings on and off campus;
11. Establish policies and procedures for participant needs assessment;
12. Establish, evaluate, and revise information and reporting systems;
13. Recruit, hire, train, supervise, and evaluate project staff;
14. Develop and manage budget-authorize expenditures of federal funds;
15. Assist in providing workshops and training sessions for participants, residents, school staff, and community organizations staff;
16. Develop methods to document participant success and attainment of project objectives;
17. Supervise the needs assessment of participants;
18. Conduct orientation and training sessions on policies and procedures;
19. Coordinate process of identifying and selecting eligible participants; and
20. Consult with other college counselors, financial aid directors, and area agencies on behalf of participants.

(ii) The qualifications, including relevant training and experience of key project personnel

Full-Time Staff

EDUCATIONAL ADVISOR: Minimum Qualifications

- Bachelor's degree in education, guidance counseling, or a related field is required
- Conversational command of the Spanish language required
- Strong interpersonal, communication, and organizational skills required
- Demonstrated ability to communicate effectively in both written and oral forms
- Demonstrated sensitivity to the needs of economically and educationally disadvantaged persons
- Demonstrated ability to teach workshops for project and agency staff and participants

- Genuine concern for migrant, low-income, and academically disadvantaged participants required
- Freedom from racial and ethnic biases

- Prefer background similar to that of the target population

Job Description: Each Educational Advisor will be responsible for project activities which take place at the college, off campus class sites, community agencies, churches, businesses and community organizations, including recruitment, instruction, workshops, individual and group advising, career development activities, information on postsecondary opportunities, field trips, assisting participants in completing postsecondary admissions applications and financial aid forms, and tutoring for college entrance exams.

Job Responsibilities:

1. Manage project activities at office location and community outreach sites
2. Conduct HEP orientation workshops for agency staff and prospective participants
3. Assess participants' potential for postsecondary educational training, tutorial needs, and career-related needs
4. Maintain individual participant records
5. Assist participants with exploring career fields, choosing career goals, selecting college majors, and scheduling courses
6. Assist participants in choosing a postsecondary institution to attend
7. Provide technical assistance to participants in completing financial aid and college applications
8. Conduct workshops for participants on topics related to success in postsecondary education
9. Identify and recruit eligible secondary school dropouts, college stop outs, and post high school graduates
10. Develop and disseminate HEP publicity information on a regular basis
11. Supervise the project Tutors or the project Residential Hall Advisers

SECRETARY: Minimum Qualifications

- High school diploma required and Associate of Arts or Associate of Science in office administration or related field preferred
- One year of office experience or technical training required
- Conversational command of the Spanish language required
- Demonstrated competency in filing and bookkeeping procedures
- Effective oral communication skills
- Demonstrated ability to relate to economically and educationally disadvantaged persons
- Knowledge and skills in basic computer applications, including word processing, databases, and spreadsheets

- Strong English language skills, including vocabulary, spelling, usage, and meaning
- Proficient at typing and word processing (minimum rate of 50 words per minute)
- Demonstrated ability to enter data and generate reports from computer databases
- Preferably from a background similar to the target population

Job Description: The secretary will be responsible for the clerical, secretarial, and data entry duties for the entire project staff. The 12-month position is full time.

Job Responsibilities:

1. Serve as receptionist in the HEP project staff
2. Answer incoming telephone calls and take messages;
3. Supervise work-study students;
4. Handle routine correspondence and mailings;
5. Type all reports and other documents necessary for the project;
6. Assist in maintaining updated information in both current and inactive project participant files;
7. Assist in collecting HEP data;
8. Photocopy all workshop and project staff materials;
9. Provide project information to those who inquire by phone, mail, or in person;
10. Assist in the implementation of participant computerized database and tracking systems;
11. Input all participant data into computerized database, tracking system, and electronic participant files;
12. Maintain fiscal records and reports;
13. Keep minutes and other documentation required for project administration;
14. Prepare and distribute manuals developed for project implementation;
15. Purchase and maintain adequate office supplies;

16. Assist the Project Director in carrying out the activities necessary to reach project objectives.

Part-Time Staff

Instructors. Instructional staff will have bachelor's degree or higher in education or a related field. They will be required to have at least two years teaching experience and will be on track to gain state certification. They will need to have a conversational command of the Spanish language and be sensitive to the needs of the migrant, disadvantaged target population.

Tutors. The tutors will have completed at least 30 credit hours of higher education with a minimum 3.0 GPA. They will be required complete 16 hours of tutor training and demonstrate a mastery of the content. Preference will be given to applicants who have a conversational command of the Spanish language and sensitivity to the needs of the migrant, disadvantaged target population.

Residential Hall Advisors. The Residence Advisors (RSs) will be full time during the residential sessions. Their major responsibilities will be to ensure the safety of the residential participants and to promote and facilitate a positive academic environment. Each will be assigned to a dormitory unit and will act as a mentor and, if necessary, tutor, to his/her assigned participants. S/he will be responsible for the conduct of assigned participants during residential hours.

(iii) The qualifications, including relevant training and experience of project consultants or subcontractors.

PC HEP will procure the services of an outside evaluator. Necessary qualifications will include:

- Master's degree (or higher) in education or a related field
- Minimum of 10 years experience with Migrant Education Programs

- Extensive experience with U.S. Department of Education grants, including implementation, management, monitoring, regulations, and reporting
- Experience in analyzing and evaluating Federal Programs
- Demonstrated ability to write an evaluation report with data summary, conclusions, commendations, and recommendation for program improvement

SUMMARY. Persons who accept the responsibility of working with HEP participants must be able to strike a delicate balance. They must understand and empathize with participants as persons whose environment - one not of their own choosing - has hindered or entirely prevented them from developing the characteristics and traits of students who pursue and succeed in higher education. This requires the ability to visualize and empathize with, without judgment, the life histories, and lifestyles of participants and their families. At the same time, HEP staff must be able to advise, encourage, and counsel participants without making them feel inferior or alienated - feelings that can be detrimental to the total teaching/learning process.

The ideal HEP staff member will be committed to inclusiveness, to creating opportunity, and to teaching. S/he must be willing to adapt his/her behavior to effect positive changes in out of school migrant workers. S/he must seek to provide relevant educational experiences for such students and must constantly look for new, innovative ways to improve the confidence, abilities, and skills participants. The ultimate goal of every HEP staff member must be to equip and empower participants to succeed in both the academic arena and in life.

The Purple College plan for employing HEP personnel is sound, high quality, and will result in the very best possible staff. The professional HEP staff will have the qualifications, experience, and training to ensure that the project objectives will be met, and guarantee a premium HEP project.

F. ADEQUACY OF RESOURCES

(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization

Purple College is committed to the success of this HEP Project. They will provide the project with space, furniture, equipment, supplies, as well as access to facilities, staff, and faculty time for the project.

FACILITIES. The main PC HEP office will be located in Battle Hall, in Student Services, along with all other student services, including admissions, advising, registration, assessment, and student assistance. Battle Hall also houses the office of the president, the business offices, the cafeteria, the library, student services, the student assistance center, the CAMP project, and TRIO projects. Because it is the main entrance to the campus, the PC HEP offices will be well situated for easy access and high visibility for participants. Adequate office space will be provided for the PC HEP project, including a private office for confidential meetings with participants, student computer space, secretarial space, and rooms for workshops and classes. In addition, exterior ramps, handicap accessible exterior doors, and interior elevators make the building accessible to individuals with disabilities.

The Purple-based classroom for HEP will be located near the HEP offices. The college will also provide appropriate space to PC HEP for large events such as banquets, receptions, and workshops. The college will also provide PC HEP with adequate laboratory facilities (biology, chemistry, physics, computer, and journalism), library resources, Student Center, Library, and recreational facilities. The college cafeteria, also located in Battle Hall, will serve PC HEP meals and snacks.

The Billows County-based session will meet in the Housing Authority classroom, next to the ABE classroom. This location is well placed in an area of high concentration of migrant workers. The classroom is spacious, well lit, and easily accessible. The Housing Authority has committed to sharing a copy machine, telephones, fax machine, computers, and other necessary resources.

The Naples County class will be in the Purple College Blue Center. The newly remodeled facility has several classrooms, computer labs, laboratories, and offices. A full staff of student services personnel is located there as well, to assist the instructor and the participants.

The Lenox County class will be located at the State Q Migrant Education Center. ESL classes, as well as other Migrant Education activities are located there. The classroom is large and open to a computer lab and an extensive library. All resources (including copy machine, telephones, fax machines, and computers) at the center have been committed to ensuring the success of the HEP classes located there.

The Pentle County class will be held at the One Stop Center, which houses six agencies including Private Industry Council, Workforce Investment Board, Head Start, Economic Security, Division of Family Services and Adult Education and Family Literacy Center. Three large offices, located near the entrance and reception are that are approximately 600 sq. ft. each are well equipped. One room will serve as an office for the Educational Advisor. There are several common rooms in the Neighborhood Center that EOC will have full use of including conference room, playroom for children, and workroom with fax and copier.

A new YMCA is located on the Purple Campus. The YMCA, complete with swimming pool, racquetball courts, exercise and weight rooms, as well as a gymnasium is

available to all dorm students. PC HEP participants will have Y memberships as part of their participation in the project.

A computerized English classroom and newly renovated “Smart” classrooms will be accessible for PC HEP. Other rooms that are available for use by PC HEP are located in the Second to None Community Center, which contains the theater, Smith Museum, music rooms, and classrooms.

FURNITURE AND DEQUIPMENT. Purple College has committed to supplying all needed office furniture necessary for project staff and for HEP participant activities. Purple College uses Compaq Proliant servers 4500 and 5000 to operate and manage its computer network and information system. This administrative computer system has nearly 1,500 terminals and 100 printers located in computer labs and offices across Purples’ main campus and are available to the PC HEP project and its participants. The system uses the Novel Intranet ware multi-user operating system and provides electronic mail and database functions to its users. Fiber optic lines provide Internet access campus wide.

PC HEP offices will be fully furnished in-kind by the college with desks, file cabinets, chairs, tables, telephone equipment, and bookshelves. Space for classrooms, workshops, tutoring study, and computer use for participants will be equipped with in-kind desks, chairs, tables, bookcases, and chalkboards.

The PC HEP project, under the auspices of the Division of Student Services, will have the advantage of accessing existing equipments and supplies currently housed in the newly renovated Student Support Services computer lab-another example of cooperation with Purple’s Title IV Projects. The most recent definition of “equipment” provided by the Office of Budget and Management (OMB Circular A-21) refers to any article of non-expendable, tangible personal property having a useful life of more than one year and an

acquisition cost which equals or exceeds the lesser of the capitalization level established by the organization for financial statement purposes, or \$5,000. Specifically, Purple College has committed its support to HEP by furnishing providing access to the following equipment that meet this definition:

- Multimedia presentation equipment (\$9,500)
- Video taping and editing equipment (\$5,500)
- Scanning equipment (\$5,000)
- Copy machines (\$7,000)
- Print shop equipment (\$25,000)
- DOS based computers (PCs)(50@ \$2,000=\$100,000)

PC HEP will not be purchasing any equipment with project funds.

SUPPLIES. In addition to the aforementioned equipment, Purple College has committed to supplying or providing access to many of the necessary supplies for HEP. Within the computer lab are housed tutoring materials, developmental software, career exploration guides, SAT/ACT prep materials, TV/VCR equipment, and hard copy study aids. Purple College is committed to furnishing the following supplies.

- Networked Computers (15 @ \$2,000)
- Microscopes (30 @ \$1,500=\$45,000)
- Laser printers (2)
- Fax machines (2)
- Telephones (6)
- Individual telephone and fax numbers for all full time staff (6)
- TV/VCR equipment (3)
- Overhead projectors (each classroom)
- ½ of copy supplies (paper, toner, etc)
- 3 hole punches
- 2 hole punches
- Recreational Equipment

Additional supplies will need to be purchased, especially computers and related equipment. The Project Director, Education Advisers, and Secretary will need updated computers to allow for complete participant data management, tracking, assessments,

word processing, desktop publishing, and budgeting. Specifically, needed new supply purchases will include:

- Data collection computer for the Secretary to be used for mailing lists, participant data bases, budgets, and desktop publishing
- Laptop computers for the Educational Advisors to use on-site with participants at the target schools in assessments, data collection, and basic skills software. Four are requested in the budget over the next five years
- Computer for the Project Director to carry out assigned activities as outlined in the Plan of Operation
- Printers (two over the next five years)
- ACT/SAT preparation, grammar, reading, writing

The following consumable supplies also need to be purchased and are requested in the budget: Assessment tools, ½ of copy supplies (toner, etc); Brochure paper; Stationary (letterhead and envelopes); Printer ink; Printer cartridges; Staplers and staples; Self-inking stamps; Tape and tape dispensers; Binders; File folders; Bracket fasteners; Labels; Post-it notes; Scissors; Calculators; Pens and pencils; Legal pads; Floppy disks; Paper clips; Name tags; File trays; and other consumable supplies as needed.

(ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

PC's strong history of collaboration among community based agencies, educational agencies, and service agencies in the communities involved in this project is considerable. Purple College coordinates with several agencies to provide academic and financial support for disadvantaged individuals. These programs may assist with a variety of needs including tuition, books, transportation, childcare, and emergencies such as home utility and gasoline money. Purple College has a strong, long standing relationship with the target schools and community agencies. When approached about

committing resources to the PC HEP project, all contacts responded enthusiastically and were eager to work toward the successful implementation of the project. Assurances have been generous and easily obtained.

PC HEP is assured of adequate space at the institution, as well as the off campus sites, and at area churches, community agencies, and businesses. These same entities will make equipment generously available to PC HEP, including copy machines, fax machines, telephones, TV/VCRs, and computer equipment. Several community organizations have committed to donating their services as volunteers, for support services, and in counseling and consultation services. Many also have committed to donating their individual talents and volunteering to host various workshops. Many target area professionals have volunteered their time to serve as role models to participants and to provide shadowing experiences and/or mentoring during their professional day. Various music and theater groups will donate tickets to PC HEP participants, and area colleges and universities have agreed to work closely with the HEP staff to offer special tours and orientations to participants.

Apple County: The Housing Authority will donate by the One Stop Neighborhood Center and office space in Mantle. The Neighborhood Center is centrally located in the rural town of Passgap. The six coordinating agencies at the Neighborhood Center (Private Industry Council, Workforce Investment Board, Head Start, Economic Security, Division of Family Services and Adult Education and Family Literacy Center) have generously committed to assist HEP staff with referrals, volunteers for workshops, meeting areas, workshop space, and even space for children while meeting with adults in the class room. Three large offices, near the main entrance and reception areas, have been reserved for the HEP project. The Housing Authority also has a large classroom

reserved for the HEP project. Partners at both of the Apple County sites have committed use of office equipment including the fax machine and copier.

Capitol County: Purple College's extension campus, the Blue Center, is located in Blue; at the heart of Capitol County just off the town square and just blocks from the Blue schools, library, jail, and community center. Once again, Purple College has obligated rent-free office and classroom space in support of the HEP proposal. One large workshop area/classroom (1,120 sq. ft.) is directly connected to the office with several additional meeting spaces and classrooms found within close proximity. HEP staff will have absolute use of all space and equipment including phones, fax machine, copier, TV/VCR, and Internet-connected computers.

Danberry County: The State Q Migrant Education Program has generously committed sufficient classroom and office space for the HEP project. Like the other partners, Q MEP has use of all supplies, resources, and equipment including phones; fax machine, copier, TV/VCR, and Internet-connected computers.

Several community organizations have committed their services as volunteers, for support services, and in counseling and consultation services. Many have also promised to donate their individual talents and volunteer to host various workshops. Assorted businesses will assist HEP participants with financial assistance, such as scholarships. Many target area professionals have volunteered their time to serve as role models to participants and provide shadowing experiences during their professional days. Various music and theater groups donate tickets to the PC Title IV participants, and area colleges and universities offer special campus tours and orientations to PC HEP participants interested in attending those schools.

A listing of commitments of support is found in the chart in δ B (Project Design) and in the **APPENDIX**.

*(iii) The extent to which the budget is adequate to support the proposed project; and
(iv) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits*

The budget for the PC HEP project was carefully prepared to adequately support the instructional and support activities of the project as presented in this proposal. The budget request is realistic and cost effective, and is based on actual costs. Funding is requested only for items that are not available through college and community support. This budget is based on past years of experience with Title IV projects, including CAMP, and is designed to carry out the project activities effectively, but by no means extravagantly. PC has always operated its federal budgets on a cost effective basis, and will continue to do so with this project. In light of budget limitation of the Department of Education, PC has requested a realistic award. Combined with support from the college, this budget would enable the project to effectively serve 75 participants at a cost of \$4,430 per participant. This is a reasonable amount, especially when compared to the average cost to educate students in State Q public schools (\$6,796 per pupil, *Q DESE Report of School Data, 2001*). The overall benefit to migrant farm workers/youth will be to raise their earning potential, once they achieve their GED and increase their marketable skills. For this target area, that raise in earnings includes an increase in the tax base.

For the first time, support to out of school migrant farm workers in rural southwest State Q will take the form of an integrated system of services to help them complete high school and succeed in postsecondary education and career choices. The PC HEP project will marshal community resources that exist and expand them into a comprehensive

system that is coordinated through PC. HEP staff will be supported through project sponsored and self-directed professional development activities designed to expand their skills to promote student learning and achievement. They will be connected by the project both electronically and through face-to-face sharing and networking with other educators, content area resource, counselors, and career specialists.

(v) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.

In previous sections in this proposal the commitments of the partners has been discussed at length. Each of the partners and cooperating agencies and organizations are committed to ensuring that the project becomes a reality and each of the partners recognizes how this opportunity will have a significant impact on improving educational opportunities for the target area. Through cooperation, collaboration, and resource sharing involved with PC HEP project, new pathways between existing community resources and a new range of services and ways of doing business for a previous under served population.

The potential for the continued support of the PC HEP project should grant funds expire, is substantial. Because this program will be closely aligned with the other Title IV programs (CAMP, Student Support Services, Upward Bound); with the Adult Education and Family Literacy Project; and with PC's curriculum and coursework, the potential for continuation is strong. Personnel from PC will have the system in place for service referral and delivery. In addition, once the population is identified and entered in the national migrant program count, the Migrant Education Program in State Q will be responsible for outreach and services to the identified potential participants.

In kind, contributions to this proposal amount to more than 50% of the required costs and PC HEP staff will be committed to seeking outside sources of funding through adult

education, literacy funds, and foundations to help ensure that services continue to meet the needs of the out of school migrant farm workers/youth in the target area.

By signing on the PC HEP project, each partner has committed to bring to bear the full response of its respective agency to support the objectives and activities of the project. By this commitment, the potential for the continuation of the project is high- especially given the anticipated success that will result from the project. Upon termination of grant funds, the infrastructure will be in place for continued support along with the patterns of communications, collaboration, and working together toward the common goals of helping student to complete high school or its equivalent and succeed in postsecondary education and their chosen career path.

G. PROJET EVALUATION

(i) The extent to which the methods of evaluation are appropriate to the context within which the project operates

PC recognizes that the Department of Education needs objective and quantifiable data to verify the degree to which funded projects are successful in meeting program goals and objectives. PC HEP is committed to verifying achievement of project objectives and the impact on participants. This verification is important not only to comply with the federal requirements, but also to increase the impact of the project participants. Therefore, the HEP evaluation plan will strongly support the collection of adequate, appropriate data for verification purposes. Each HEP Staff member will have a computer that will be used to track individual participants and enter data to document participant progress. Participant data will be entered daily, compiled weekly, and reviewed at each weekly staff meeting. The Project Director will take particular care to document, quantify, and verify reported achievements and monitor the project activities carefully.

GEPA. PC HEP will be in complete compliance with section 427 of the Department of Education's General Education Provisions Act of 1994 (GEPA) that states that the project will provide equitable access to, and participation in, the HEP project for all students, teachers, and other project beneficiaries. PC HEP will not allow gender, race, national origin, color, disability, and/or age to impede students, participants, teachers, or others to take full benefit of project activities and services.

Some of the specific items to be used to provide for formative evaluation will include:

- Participant eligibility criteria
- Participant ethnicity, gender, educational status
- Results of needs assessments
- Instructional services (subjects, attendance records, pre-and post-test scores)
- Number of tutors, number of participants assigned to each, number of hours spent training tutors.
- Number of parents/family members who attend HEP sponsored events, parent assessment of each event
- Types of workshops and other services provided (type, time, number of times, provider)
- Number of participants receiving early intervention strategies, levels at the start of and following each intervention, number of contact hours of participation
- Services provided to each participant, type of service, amount of time for each service, number of times each service is provided
- Log of presentations and media releases about HEP
- Log of referrals made to HEP, by whom, how many, when, and why
- Names of postsecondary institutions applied to, accepted to, and enrolled in
- Participants entering the job force, including what, when, and where
- Participants entering the military, which branch and when

A Comprehensive Management Plan is included in $\delta(c)(ii)$. The Comprehensive Evaluation Plan specifies clearly for each objective the evaluation criteria, data source and personnel responsible, and the frequency of data collection. This evaluation method will lead to accurate, appropriate, objective, and quantifiable outcomes for each.

(ii) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies

PC HEP will take a comprehensive approach to evaluating project services, activities, and progress toward achievement of objectives. A number of the PC HEP activities will

be provided in either traditional settings or in workshop, group, or individual settings. To be successful, the project must determine effective and ineffective components and procedures as quickly as possible so they can be modified to enhance the achievement of the objectives. Therefore, continuous monitoring will require a variety of assessment instruments, including formal instructional assessment, structured and non-structured interviews, satisfaction scales, career inventories, measures of academic and study skills, study strategies, and the time management strategies.

Evaluating the effectiveness of progress in meeting the PC HEP objectives using the data collected and evaluated on a continuous basis throughout the year will provide the basis for the summative evaluation. Because formative evaluation methodologies will allow PC HEP to accurately and in a timely manner make additions, eliminations, and modifications in the project's objectives, activities, and procedures; accurate, current, and valid information will be readily available to evaluate the success of PC HEP in achieving its objectives at the end of each year.

Some specific data gathered to evaluate PC HEP at the end of each project year include:

- Number of participants served each year
- Eligibility status/numbers of participants each year
- Acceptance date, exit date, and reasons
- Dates of needs assessments plus name and interpretation of each instrument used
- Dates of PSP development plus changes and modifications
- Number of participants taking and passing the GED
- Number of college-ready participants
- Number of college-ready participants applying for and receiving financial aid

- Number of college-ready participants applying for, accepted to, and enrolled in postsecondary education
- Participants retained in the project
- Number of participants who enter the workforce
- Times and number of participants attending PC HEP co-curricular functions
- Number of participants who enter the workforce
- Number of participants who demonstrate computer literacy

The data appropriate for the summative evaluation will be collected on a weekly, monthly, and quarterly basis and entered into the project database. Whenever reports show evidence of problems with objectives or activities, appropriate alternatives will be explored and changes made accordingly. The PC HEP project's Department of Education program officer will approve changes to objectives.

(iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes

The PC HEP project will use the same model of evaluation methodologies for its formative evaluation that will use for its summative evaluation. The formative evaluation will require methodologies that attempt to determine how well the objectives are being met. The methodologies will provide feedback, yielding information that will be used to modify and improve existing services and activities. It will use evaluations to help decide on the needed changes and modification in services to facilitate participant learning and personal growth. The evaluation methodologies utilized by PC HEP will provide a basis to determine modifications and help each PC HEP staff member determine if he or she has been successful.

Data for the formative evaluation will be gathered on a daily basis, compiled on a weekly basis, and added to the database. Reports will be generated monthly, quarterly,

and annually. The results of the reports will be discussed at weekly staff meetings.

Appropriate staff assignments and steps will be taken to make necessary modifications because of these reports. The following example will help to illustrate and clarify the specific steps in the evaluation process.

Step 1: Define the Process or Performance Objective: Objective 2 is a performance objective that at least 70% of the participants will complete the program and receive their GED. This defines the objective (participants completing and passing) and the quantifiable measure that will be used to determine success in meeting this objective (70%).

Step 2: Establish the Baseline: Each year the number of participants completing the program and passing the GED will be documented. This will form the baseline against which performance can be measured.

Step 3: Procedures: Needs assessment data will be recorded and a PSP developed for each participant. The PSP will identify present academic performance levels; specific services needed; a plan for providing tutoring, cultural exposure, and advising or counseling services (including financial aid and PSE exploration and application assistance); projected date for services to begin, anticipated duration and completion of services; and formative and evaluative criteria against which progress will be evaluated.

Step 4: Evaluation: A comparison will be made between the baseline number of participants who begin the program, with the number who completed and passed the GED. Assessment of individual services provided, as specified in the Comprehensive Management Plan, will help identify the effectiveness of services and activities, and will provide a documented basis for continuing, strengthening, or modifying services as needed to contribute to participant success and successful achievement of project objectives.

Application of this four-step evaluation process will ensure that all appropriate data needed for comprehensive and effective evaluation are gathered, recorded, reviewed, analyzed, and reported, both within the institution and with the Department. Direct comparison of baseline data (participants beginning) against outcomes data (participants completing and passing the GED) will be made with specific, quantifiable data to determine whether the performance standard (70%) is achieved. Data accumulated through this process will provide information for further strengthening of performance or, if the established performance standard is not achieved, a basis for examining the reasons for this shortfall, and the programmatic changes that must be made to services provided to participants to meet the original objective.

In summary, the PC HEP project is proposing a comprehensive, well thought out approach for evaluation of the project, its objectives, and the success of its participants. The methodologies are appropriate, they yield formative, as well as summative evaluation, and provide for modification of project activities, services, procedures, and objectives based on valid information. Finally, evaluation is a continuous process carried on throughout the project's entire funding cycle. Using feedback provided by evaluation results, the staff adds, modifies, or deletes as appropriate all components. By analyzing the objectives that have been achieved and the participants who have achieved them, these evaluation methodologies will paint a true picture of what participants can be expected to achieve. This analysis, then, can lead to appropriate revisions of the objectives.