

California



HIGH SCHOOL EQUIVALENCY PROGRAMS

2022

The National HEP/CAMP Association

hepcampassociation.org

TABLE OF CONTENT

HEP/CAMP NATIONAL ASSOCIATION INFORMATION

CALIFORNIA HEP DIRECTORY

CALIFORNIA PROGRAM PROFILES

Cambridge Academies

Central Valley Opportunity Center, Inc

California State University Bakersfield

California State University Sacramento

Hartnell Community College

Mendocino-Lake Community College

SER Jobs for Progress, Inc. Dan Diego County (Imperial Valley)

SER Jobs for Progress, Inc. San Joaquin Valley

SER Jobs for Progress, Inc. Santa Barbara

Santa Rosa Junior College (Sonoma County Junior College)

West Hills Community College

HIGHLIGHTED STUDENT PROFILES

HEP/CAMP PROGRAMS (NATIONAL) AND BUDGET FACT SHEET



THE NATIONAL HEP/CAMP ASSOCIATION

The National HEP/CAMP Association is a nonprofit membership organization comprised of approximately 101 High School Equivalency Programs (HEP) and College Assistance Migrant Programs (CAMP) situated in IHEs (Institutes of Higher Education) throughout the United States and Puerto Rico. The National HEP/CAMP Association's priorities are to increase the educational opportunities to the family members of migrant and seasonal agricultural workers. The Association's membership provides dropout recovery and placement in postsecondary education or employment to over 7,000 participants each year through the HEP programs. CAMP provides economic and financial support and other non-financial support services to first year college freshmen, most of whom are the first in their families to seek a college degree. The Association provides scholarships and sponsors summer internships for college students from farmworker families. The Association also provides professional development for its members, ensuring the effectiveness of HEPs and CAMPs.



According to 2016-2017 CAMP data presented by the U.S. Office of Migrant Education (OME)*:

In FY 2016 - 2017, CAMP:

- **88.2% of all CAMP** participants successfully completed their first year at an IHE (24 credits earned and in good academic standing).
- **96.6% of all students that successfully completed CAMP** (24 credits earned and in good academic standing) were enrolled in an IHE the following year. This remarkable success surpasses OME's goal of 85.5% by 11.1%.

According to 2016-2017 HEP data presented by the U.S. Office of Migrant Education (OME) **:

In FY 2016 – 2017 HEP:

- **67.5% of HEP students** who completed their course of study earned a high school equivalency diploma (HSED) or its equivalent.
- **85.6% of HEP students** that earned their GED or its equivalent enrolled in an IHE, improved their job status or enrolled in the military; exceeding OME's goal of 80% by 5.6%.

*US Department of Education CAMP 2018 Report to Congress: <https://www2.ed.gov/programs/camp/performance.html>

** US Department of Education HEP 2018 Report to Congress: <https://www2.ed.gov/programs/hep/performance.html>

**For more information on the National HEP/CAMP Association
please visit our website www.hepcampassociation.org or contact:**

Miriam Bocchetti, National HEP/CAMP Association President
bocchetti@cwu.edu

Irene Bueno, Washington Representative
ibueno@nvgllc.com

California High School Equivalency Programs

2022-2023 Directory



California State University, Bakersfield

9001 Stockdale Highway
Bakersfield, CA 93311
Associate Director: Omar Correa
ocorrea@csub.edu



California State University, Sacramento

6000 J Street
River Front Ctr 1
Sacramento, CA 95819
(209) 357-0062, ext. 135
Director: Andres Enriquez
www.csus.edu



Cambridge Academies, Inc.

4300 Sisk Rd., Suite D
Modesto, CA 95356
(209) 531-8167
Director: Geni Boyer
<http://www.cambridgeacademies.org/>



Central Valley Opportunity Center, Inc.

6838 Bridget Court
Winton, CA 95388
(209) 357-0062, ext. 135
Director: Jorge De Nava
<http://www.cvoc.org/news/hep-newsletter-is-now-online>



Hartnell Community College

411 Central Ave
Salinas, CA 93901
(831) 770-7070
Director: Laura Zavala
www.hartnell.edu/hep



Mendocino College

1000 Hensley Creek Rd.
Ukiah, CA 95482
(707) 468-3000, ext. 6662
Director: Jackeline Gonzalez de Orozco
jorozco@mendocino.edu



San Diego County SER Jobs for Progress, Inc.

155 W. Main St. Suite 2
El Centro, CA 92243
(760) 592-4314,
Coordinator: Martha Anaya
www.ser-california.org



San Joaquin Valley SER Jobs for Progress, Inc.

255 N. Fulton St., Suite 106
Fresno, CA 93701
(559) 452-0881
Coordinator: Adriana Chavez
www.ser-california.org



Santa Barbara County SER Jobs for Progress, Inc.

301 S. Miller St., Suite 216
Santa Maria, CA 93454
(805) 310-5770
Coordinator: Veronica Dominguez
www.ser-california.org



Santa Rosa Junior College

1501 Mendocino Ave.
Santa Rosa, CA 95401
(707) 527-4978
Director: Catherine Prince
<http://hep.santarosa.edu>



WEST HILLS
COMMUNITY COLLEGE DISTRICT
HIGH SCHOOL EQUIVALENCY PROGRAM

West Hills Community College District

275 Phelps Ave
Coalinga, CA 93210
(559) 934-2430 Director: Cecilio Mora
westhillscollege.com

CALIFORNIA

**HIGH SCHOOL EQUIVALENCY
PROGRAM PROFILES**

2022

CAMBRIDGE ACADEMIES ENTERPRISE MIGRANT HEP



Enterprise Migrant HEP
Dr. Geni Boyer, Director
gboyer@Cambridgeacademies.org
O. 209.408.8193
C. 209.531.8167



PROGRAM OVERVIEW

Cambridge Academies' **Enterprise Migrant Project** serves farm-working families at **multiple rural sites** in two of California's Central Valley Counties: **San Joaquin and Stanislaus**. These counties have very limited transportation linking these outlying rural areas with larger cities so a great percentage of farm workers live in isolated pockets throughout both counties. The COVID-19 pandemic personally impacted heavily our students and staff and at the same time gave us an opportunity to pivot our program toward a hybrid online and site-based approach which helped families not only receive high school education services but also served as a way for students to learn how to use modern technology tools resulting in expanded employment opportunities.

The Zoom environment became the virtual classroom that students quickly embraced. It was a learning curve for all involved and students were helped with funding for Internet connectivity and with the procurement of Chrome Books. Staff delivered study packets to their homes when students could not attend the on-site overview classes and coached them one-on-one until they learned to download and upload their work. Their computer skills went from 0 to 100 very fast!

Results: Our **students:** 1. LOVED the online environment, especially being able to participate in their Zoom scheduled classes and also reviewing the material by signing on to observe classes held at different times; 2. Developed technology skills which will help them in their next steps; 3. Liked learning at home while watching their kids; and 4. Got so confident that most signed up for ESL online classes as soon as they passed their last GED exam.

Our **program** exceeded our GPR targets.

PROGRAM COLLABORATIONS

Partnerships and collaborations are vital to the Enterprise Migrant Project. We are grateful for the support given by regional Internet providers by offering discounted rates and for local businesses that have so graciously allowed some of our students to use their internet access to participate in classes when internet service at their homes was not available. We are also thankful for employers such as Amazon, that support our graduates by giving them training and an opportunity to join their company as well as grateful for agricultural employers who value our students' efforts and upgrade their employment status.

2021-2022 DATA

STUDENTS SERVED	54
GPR 1	84%
GPR 2	81%

2021-2022 DATA

STUDENTS SERVED 54

GPR 1 STATISTICS

MALE STUDENTS 17

FEMALE STUDENTS 37

GRADUATION RATE 84%

GPR 2 DATA

UPGRADED EMPLOYMENT, COLLEGE ESL CLASSES, CERTIFICATIONS OR CAREER TRACK 81%





CENTRAL VALLEY OPPORTUNITY CENTER

High School Equivalency Program



STUDENTS FUNDED TO SERVE: 120

ANNUAL AWARD: \$438,322

DEMOGRAPHICS: 2018-2019

MALE: 31 % **FEMALE:** 69%

UNDER 21: 15% **OVER 21:** 85%

ENGLISH: 12% **SPANISH:** 88%

MORNING INSTRUCTION: 80%

EVENING INSTRUCTION: 20%

Student Highlight



CVOC-HEP Graduate of 2019
Maricela Hernandez

The Government Performance Act (GPRA) enacted by Congress to Provide for the establishment of strategic planning and performance measurement in the federal government.

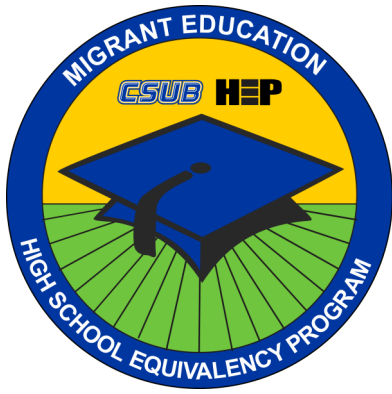
PROGRAM OVERVIEW

Central Valley Opportunity Center-HEP is one of 48 federal High School Equivalency Programs funded through competitive grants from the U.S. Department of Education, Office of Migrant Education. The goal of HEP is to assist migrant or seasonal agricultural workers (and their family members) to obtain a high school equivalency certificate and eventually, gain improved employment, begin post secondary studies or enlist in the military. **CENTRAL VALLEY OPPORTUNITY CENTER** provides services in the areas of Stanislaus, Merced and Madera counties in the state of California.

CVOC-HEP PROGRAM HIGHLIGHTS

- ◆ Currently funded from 2019 through 2024.
- ◆ Funding continues to provide educational services to seasonal farmworkers and their family members in the Central Valley of California since 2009.
- ◆ Offered services to 120 students in 2019.
- ◆ Local sites serve the communities of Modesto, Turlock, Ceres, Atwater, Livingston, Merced, Madera, Chowchilla, Los Banos and other smaller rural towns around the larger cities in Central California.
- ◆ Services for parents and out-of-school youth provided in collaboration with Migrant Education Program in Region 3.
- ◆ Transition to college services facilitated by partnership with Madera, Merced and Modesto Community Colleges.
- ◆ County Housing Authority Agencies assisted with Harvest Classes.

6838 Bridget Ct. Winton, CA 95388 209-357-0062



California State University, Bakersfield High School Equivalency Program

Lou Montano, Director
(661) 654-6525
lmontano@csub.edu
www.csub.edu/HEP

Omar Correa, Assoc. Director
(661) 654-2797
ocorrea@csub.edu



KERN COUNTY LOCATIONS	
ARVIN, CA	
BAKERSFIELD, CA	
DELANO, CA	
SHAFTER, CA	
WASCO, CA	

DEMOGRAPHICS	
Female	70%
Male	30%

GPRA ¹ 1—HSE NATIONAL ATTAINMENT TARGET 69%	
Performance Year	Bakersfield-HEP Success Rate
2020-2021	73%
2019-2020	36%

GPRA 2—POST HSE NATIONAL PLACEMENT TARGET 80%	
Performance Year	Bakersfield-HEP Success Rate
2020-2021	90%
2019-2020	44%

¹The Government Performance Act (GPRA) enacted by Congress to provide for the establishment of strategic planning and performance measurement in the Federal Government.

PROGRAM OVERVIEW

Operating since 2010, the High School Equivalency Program (HEP) at **California State University, Bakersfield (CSUB)** is one of fifty HEP Programs federally funded through a competitive grant process by the U.S. Department of Education, Office of Migrant Education.

HEP is an educational equity program designed to assist seasonal agricultural workers and members of their immediate family to complete their high school equivalency and, subsequently, obtain improved employment, begin post-secondary studies or enroll in a vocational training program.

Bakersfield-HEP is one of 11 HEP Programs in the State of California and the only project providing these specialized services in the Southern San Joaquin Valley. **Bakersfield-HEP** is on its third funding cycle through 2025. In addition, **Bakersfield-HEP** has exceeded or met the national performance targets for most fiscal years.

BAKERSFIELD- HEP STUDENT HIGHLIGHTS

- HEP Graduates have earned four-year degrees from CSU Bakersfield.
- HEP Graduates are currently enrolled at Taft and Bakersfield College.
- HEP Graduates are currently enrolled in NO-FEE trainings such as: Barber School, Welding, Auto/Diesel Mechanic, and Bookkeeping.
- HEP Graduates are currently working in salaried, full-time, non-agricultural jobs with medical benefits, and increased pay.

KERN COUNTY COLLABORATION

- Bakersfield-HEP has established an ongoing collaboration and partnership with State HEP Projects, Five County Regional Migrant Education Programs, K-12 School District Schools, Local Community Colleges, Adult Schools, America’s Job Center, WESTEC, Employment Staffing Agencies, and Kern County Collaborative Partnerships.



High School Equivalency Program (HEP)

Locations

Yuba City

Woodland

Lodi

Courtland

Stockton

GPRA1 — HSE National Attainment Target 69%

2020 - 2021	84%
2019 - 2020	100%
2018 - 2019	106%
2017 - 2018	91%

GPRA2 — Post HSE National Attainment Target 80%

2020 - 2021	86%
2019 - 2020	86%
2018 - 2019	95%
2017 - 2018	92%

Demographics

Female	72%
Male	28%
Spanish	98.60%
English	1.40%

Program Overview

The Sacramento State High School Equivalency Program (HEP) is one of the fifty federal funded programs nationwide designed to assist migrant or seasonal agricultural workers 18 years of age or older currently not enrolled in school obtain the equivalent of a high school diploma. HEP also helps students prepare to move on to higher levels of education or training and into more stable and better paid form of employment.

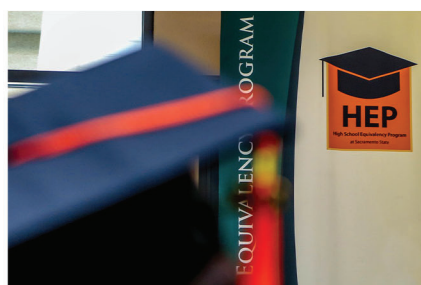
Program Highlights

- Provide access to high school equivalency (HSE) completion to out of school migrant and seasonal farmworker youth and their family.
- Assist high school equivalency (HSE) completes move on to higher levels of educations, training and/or into more stable and better paid employment.
- Promote a family-like environment that allow students to affirm their own cultural identity, enrich academic and professional growth, and build networks that will support their advancement.



Partners

- College Assistance Migrant Program (CAMP)
- Dreamer Resource Center (DRC)
- Woodland Community College
- Migrant Education, Region 2
- Yuba Community College
- Bates Elementary School
- Parent Institute for Quality Education
- El Concilio, Stockton, CA
- California Human Development, Lodi, CA
- Consulado Mexicano, Sacramento, CA



Contact Information

Andres Enriquez, M. Ed.

HEP Director

T (916) 206-3464

E andres.enriquez@csus.edu

¹The Government Performance Act (G PRA) enacted by Congress to provide for the establishment of strategic planning and performance measurement in the Federal Government.



Hartnell Community College, HEP

Hartnell's High School Equivalency Program is made possible by a US Department of Education grant to Hartnell College in Salinas, California. Hartnell College received one five-year grant (2006-2011), were renewed for a second grant (2011-2016) and are currently operating under their 3rd grant award. Hartnell HEP has been granted a fourth five-year grant for the years 2021-2026.

Hartnell's High School **services and activities** support the achievement of our program's objectives and measurable outcomes. Services include

- Extensive outreach and recruitment in the Salinas Valley
- Screening for eligibility criteria, and assessment of reading comprehension and mathematical skills
- Multiple Instructional modalities and locations
- Academic counseling and planning for placement
- Student services to eliminate barriers to success such as: materials/supplies, transportation passes, health education and screenings

PERFORMANCE DATA

STUDENTS SERVED

2020-2021

125

Graduates (GPRA 1)

2020-2021

54

Placement (GPRA 2)

2020-2021

45



Hartnell HEP has **established partnerships** that support the success of our students. Current partnerships include:

- Local area Adult Schools (Salinas, Gonzales, Soledad, Greenfield)
- Monterey County Office of Education-Migrant Education Region 16, and alternative education programs
- Office of Employment and Training (CET)
- CSU Monterey Bay,
- Hartnell College Student Programs and Services including: Mi CASA Dreamers' Center, Student Success Department and
- Topete Scholarship Foundation
- Loaves, Fishes and Computers

Laura Zavala
 HEP Director
 Lzavala@hartnell.edu
 831-770-7070





Jackeline Gonzalez de Orozco
 Program Manager
 (707) 468-3000 x 6662
 jorozco@mendocino.edu

Mendocino-Lake Community College High School Equivalency Program



No. of students funded to serve

75 students

GPRA 1: NATIONAL HSE ATTAINMENT TARGET 69%

Performance Year	MC HEP Success Rate
2021-2022	69%
2020-2021	41%
2018-2019	77%
2017-2018	71%
2016-2017	74%

GPRA 2: POST HSE NATIONAL PLACEMENT TARGET 80%

Performance Year	MC HEP Success Rate
2021-2022	96%
2020-2021	96%
2018-2019	92%
2017-2018	80%
2016-2017	84%

PROGRAM OVERVIEW

The Mendocino College HEP Program is made possible by a *US Department of Education - Migrant Education Office*. Mendocino College HEP serves Mendocino and Lake Counties which are in rural areas in Northern California.

The High School Equivalency Program (HEP) helps migratory and seasonal farmworkers (and their immediate family members) to obtain the equivalent of a high school diploma and, subsequently, to gain improved employment, begin postsecondary education or training.

Mendocino College HEP was refunded in 2020 and this program is in year two of this new cycle.

Mendocino College HEP SERVICES

Project activities employed to achieve the measurable objectives includes outreach and recruitment, orientation, counseling, diagnostic screening and assessment, academic instruction, books and curricular materials, geographically balanced instructional locations, student services (financial aid, etc.), academic workshops, tutoring program, testing fees, childcare, transportation, field trips, health and vision care, enrollment, career and job placement support.

MC HEP PARTNERS

We partner with local adult schools and high schools, as well as with Santa Rosa Migrant Education Office - Region 2 as well as HEP programs, Mendocino-Lake Adult & Career Education, Mendocino College ESL Department, Ukiah Adult School, California Human Development, Santa Rosa Catholic Charities-Immigration Department, Vecinos en Accion (UVA), North Coast Opportunities, Inc., Agricultural Associations, Family Resource Centers, Mendocino Community Health Clinic, Inc., Healthy Mendocino, KZYX Community Radio, local businesses and Mendocino College student services and programs.



Martha Anaya
 HEP Project Coordinator
 (760) 592-4314
 manaya@sercalifornia.org

SER-Jobs for Progress, Inc., San Diego High School Equivalency Program



No. of Students Funded to Serve	Annual Award
130 Students	442,176

PERFORMANCE DATA FOR 2017-2021 SER-HEP

GPRA 1: GRADUATION	
2020-2021	77%
2019-2020	80%
2018-2019	88%
2017-2018	84%

GPRA 2: PLACEMENT	
2020-2021	81%
2019-2020	81%
2018-2019	91%
2017-2018	94%

Data taken from Annual Performance Reports submitted to the U. S. Department of Education



PROGRAM OVERVIEW

SER- HEP is one of 45 federal High School Equivalency Programs funded through competitive grants from the U.S. Department of Education, Office of Migrant Education. The goal of HEP is to assist migrant or seasonal agricultural workers (and their immediate family members) to obtain a high school equivalency certificate and subsequently, gain improved employment, begin post-secondary studies or enlist in the military.

PROGRAM HIGHLIGHTS

- SER-HEP provides these services in Imperial County
- Our program has been continuously funded to provide educational services to farmworkers throughout the State of California since 2015.
- SER-HEP provides services up to 130 students each year.
- Providing encouragement to pursue post-secondary education with campus visits and cultural events annually.

SER-HEP COLLABORATIONS

- Region VI Migrant Education
- K-12 School District Schools
- Community Colleges: Imperial Valley College
- Adult Schools: 7 Imperial County Adult Schools
- Imperial County Adult Education Consortium
- Imperial County Workforce and Development Office
- Imperial Valley Housing Authority
- Imperial County Social Services



SER-Jobs for Progress, Inc., San Joaquin Valley High School Equivalency Program

Adriana Chavez
 HEP Coordinator
 (559) 452-0881
 achavez@sercalifornia.org



No. of Students Funded to Serve	Annual Award
145 Students	\$441,358

GPRA ¹ 1—HSE NATIONAL ATTAINMENT TARGET 69%	
Performance Year	SER-Fresno HEP Success Rate
2019-2020	70%
2018-2019	82%
2017-2018	82%
2016-2017	83%
2015-2016	87%

GPRA 2—POST HSE NATIONAL PLACEMENT TARGET 80%	
Performance Year	SER-Fresno HEP Success Rate
2019-2020	98%
2018-2019	90%
2017-2018	92%
2016-2017	72%
2015-2016	73%

PROGRAM OVERVIEW

SER- HEP is one of 45 federal High School Equivalency Programs funded through competitive grants from the U.S. Department of Education, Office of Migrant Education. The goal of HEP is to assist migrant or seasonal agricultural workers (and their immediate family members) to obtain a high school equivalency certificate and subsequently, gain improved employment, begin post-secondary studies or enlist in the military.

PROGRAM HIGHLIGHTS

- SER-HEP provides these services in Fresno and Madera Counties
- Our program has been continuously funded to provide educational services to farmworkers throughout the State of California since 1999.
- SER-HEP provides services up to 145 students each year.
- Providing encouragement to pursue post-secondary education with campus visits and cultural events yearly.

SER-HEP COLLABORATIONS

- Region IV Migrant Education
- K-12 School District Schools
- Community Colleges: Reedley College & Fresno City College
- Adult Schools: Madera & Porterville Adult School
- Fresno and Madera Workforce Connection
- Fresno Housing Authority

¹The Government Performance Act (GPRA) enacted by Congress to provide for the establishment of strategic planning and performance measurement in the Federal Government.



SER-Jobs for Progress, Inc., Santa Barbara High School Equivalency Program

Veronica Dominguez

HEP Director

(805) 310-5770

veronicadominguez@sercalifornia.org



No. of Students Funded to Serve	Annual Award
100 Students	\$419,028

PERFORMANCE DATA FOR 2016-2021 SER-HEP

GPRA 1: GRADUATION	
2020-2021	70%
2019-2020	85%
2018-2019	77%
2017-2018	63%
2016-2017	34%

GPRA 2: PLACEMENT	
2020-2021	92%
2019-2020	94%
2018-2019	100%
2017-2018	100%
2016-2017	100%

Data taken from Annual Performance Reports submitted to the U. S. Department of Education

PROGRAM OVERVIEW

SER- HEP is one of 45 federal High School Equivalency Programs funded through competitive grants from the U.S. Department of Education, Office of Migrant Education. The goal of HEP is to assist migrant or seasonal agricultural workers (and their immediate family members) to obtain a high school equivalency certificate and subsequently, gain improved employment, begin post-secondary studies or enlist in the military.

PROGRAM HIGHLIGHTS

- SER-HEP provides these services in Santa Maria, Lompoc, and Guadalupe
- Our program collaborates with professionals to offer various workshops monthly : professional development, mental health, emotional wellness, building job confidence.
- SER-HEP provides quarterly Cultural events
- Provides quarterly College tours for students post-secondary

SER-HEP COLLABORATIONS

- Migrant Program Region XVIII & XXII
- K-12 School District Schools
- Community Colleges: Cuesta College and Allan Hancock College
- Santa Barbara Housing Authorities
- Social Services





Santa Rosa Junior College

Catherine Prince
HEP Director
cprince@santarosa.edu

Beatriz Camargo
HEP Coordinator
bcamargo@santarosa.edu

Enedina Vera
HEP Recruiter
evera@santarosa.edu

(707) 527-4978

PERFORMANCE DATA 2020-2021	
Female	79%
Male	21%
Under 21 yrs.	21%
Over 21 yrs.	79%
GPRA 1	71.43%
GPRA 2	95%

STUDENTS SERVED IN 2020-21
111

LOCATIONS
Santa Rosa
Healdsburg
Cloverdale
Sonoma
Napa

Program Overview

The mission of Santa Rosa Junior College (SRJC) HEP is to assist agricultural workers/seasonal (and immediate family members) in the Sonoma and Napa counties to obtain a High School Equivalency Certificate and subsequently, gain improved employment, begin post-secondary studies or enlist in military services.

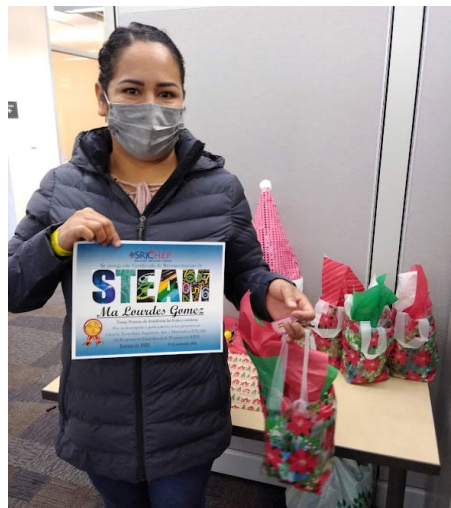
Over 300 students have graduated from this program since inception in 2012, 80% have matriculated into vocational and credit bearing pathways. SRJCHEP has become an integral part of the community, building on partnerships and creating opportunities for farm working families to improve their quality of life through education.

Program Highlights

- 2nd Grant cycle, funded through 2022
- Weekly morning, evening, and online classes
- Academic support, transportation, tutoring, curricular materials
- Referral to social service agencies in the community
- STEM Literacy and Career focus
- STEAM Family Night (STEAM + Art)
- Career Exploration Workshops
- 100% online/virtual instructional programming during pandemic**

Partners

- Migrant Education Program
- Via Esperanza, Community Action Partnership
- La Luz Center & El Verano Family Resource Center
- Napa Valley Adult Education
- Corazon Healdsburg Resource Center
- Literacyworks



1501 Mendocino Ave. Santa Rosa, California 95401
<http://hep.santarosa.edu>



HEP

WEST HILLS COMMUNITY COLLEGE DISTRICT HIGH SCHOOL EQUIVALENCY PROGRAM

West Hills Community College District

High School Equivalency Program

Cecilio Mora

HEP Director

ceciliomora@whccd.edu

(559) 934-2430



PERFORMANCE DATA 2020-2021

STUDENTS SERVED

85

GPRA1

71%

GPRA2

96%

HEP CLASSES LOCATIONS

Coalinga

Huron

Lemoore

Firebaugh

Mendota

Online

West Hills Community College District (WHCCD) has a rich history of serving the educational needs of the west side of the San Joaquin Valley for 88 years. The district serves nearly 10,000 students annually and covers 3,464 square miles with colleges in Lemoore and Coalinga and an education center in Firebaugh. The WHCCD High School Equivalency Program (HEP) is a five-year grant operating from 2021 – 2025. The program is funded to serve 85 commuter students from migrant or seasonal farm worker background annually with a budget of \$465,000.

WHCCD HEP is committed to assisting the completion of High School Equivalency (HSE) through academic and support services that address students' educational, career, personal, health, and financial needs. HEP provides placement services in universities, colleges, vocational institutions, military services, and other post-secondary activities or career advancement.

Additionally, WHCCD offers financial assistance, career readiness workshops, and cultural and educational leadership activities. The goal of the program is to empower students with the necessary academic/life skills to complete their HSE and exceed Obj. 1 and 2 National Targets: GPRA1 and GPRA2 performance requirements.

WHCCD HEP has established partnerships that support the success of our students including:

- Fresno, and Kings County Migrant Education Programs
- WHCCD California Adult Education Consortium Members
- Aria Community Health Care Centers
- United Health Centers
- West Hills College Coalinga and Lemoore student services programs: CalWORKs, SSS, National Farmworker Job Program, EOPS, and DSPS
- California State University, Fresno
- WHCCD Skills Valley

275 Phelps Ave, Coalinga, CA 93210

CALIFORNIA

**HIGH SCHOOL EQUIVALENCY
HIGHLIGHTED STUDENTS**

2022

Cambridge Academies Success Story: María Correa

María Correa is a 42-year-old fast-food and seasonal farm worker who graduated from our program in early 2022. She is the mother of three children who 17 years ago immigrated to the United States from Michoacan, Mexico. During her childhood she remembers that her father did not want her to go to school, but now as a mother, she is committed to demonstrating and expressing to her children that education is the way to carve a path for a better salary, career, and self-fulfillment.



Maria is a fighter and a strong female role model. While she was completing her high school equivalency, she had to constantly miss class to take care of her son who has Gastric Cancer. When she was absent, she was either spending nights at the hospital's emergency

room or at scheduled surgeries for her son. Against all these odds, Maria was able to graduate in four months with top scores on all tests.

Now that she has her high school equivalency, she hopes that her son's health continues improving so she can focus on participating in ESL classes and eventually attend community college.



SER Jobs for Progress, Inc. Santa Barbara: Alma Copado



I am from Mexicali, Mexico and in 2016 moved to Guadalupe, California. I started working picking strawberries and several months after my arrival I enrolled in an ESL class at Allan Hancock Community College, they referred me to a HEP program in Santa Maria. I enrolled with HEP and obtained my GED within several months. I applied for a tutor position with HEP and they hired me and several months later I was hired as a HEP instructor. A year after working with HEP I applied with Social Services and obtained an administrator position. I am grateful for what HEP has done in my life. The HEP program has provided me with an opportunity for a better life. I appreciate the hard work they do to help seasonal and migrant farmworkers.

CSU Bakersfield: Biviana Ruiz Lopez



Biviana Ruiz Lopez is originally from Mexicali, Baja California Mexico. She is the youngest of five siblings and comes from parents who are seasonal farmworkers. When she was 18 years old, she moved to the United States in 2014 along with her parents and her sister. The most difficult moment for her was leaving her family and friends in Mexico, combined with adjusting to a new way of life and a new language. She was able to continue her studies at Ridgeview High School for only four months while enrolled in the Migrant Education Program, but she was unable to graduate since she was short on several credits. However, in the summer of 2014, when she finished classes at Ridgeview High, she qualified for the summer residential program hosted by the Bakersfield - High School Equivalency Program, where she dedicated six weeks studying to obtain her GED. Thanks to her efforts, Biviana was able to graduate from HEP in the summer of 2015 and that same fall of 2015 she was enrolled at Taft College taking non-credit basic English classes. Her daily commute to college consisted of taking public transportation for close to two hours. As a first-generation college student began EMLS classes at Bakersfield College in the spring of 2016 while also working as a waitress, cook,

and in various agricultural-related activities. Since Spanish is spoken at home, Biviana found it difficult to learn English.

"It was a really challenging process for me to go through; there were times when I didn't understand the instructors and I was too terrified to make a mistake. Being a full-time student and working full-time was incredibly challenging. There were countless nights of study and sleeplessness, sometimes I cried because I did not understand what I was doing. For me, all that was a sign to give up."

Biviana persisted since she was aware that her parents, siblings, and nieces were rooting for her. With a lot of hard work and dedication, Biviana was able to transfer to a four-year institution, California State University, Bakersfield in the summer of 2018 after graduating from Bakersfield College with an Associate Degree for Transfer (AA-T). Her only motivation was to make her parents proud. By the fall of 2018, she enrolled in school and went on to pursue her BA in Spanish with a minor in Child, Adolescent, and Family Studies. Similarly, this stage of her life was not easy for her since in 2019 her mother was diagnosed with a brain tumor. This caused Biviana to consider dropping out of school so many times, but her mother encouraged her to persevere. During her last semester at CSU, Bakersfield she obtained employment as a Behavior Technician, where she provided therapy to children with autism. Despite everything she has been through, Biviana was able to graduate with her bachelor's degree in the summer of 2021. Now, Biviana has given herself the opportunity to join the Bakersfield HEP/CAMP Team as an Academic Mentor where she is helping others gain interest in completing their GED and inspire people to gain better employment or pursue higher education.

CSU Sacramento Success Story: Vivian Mejia-Cardenas

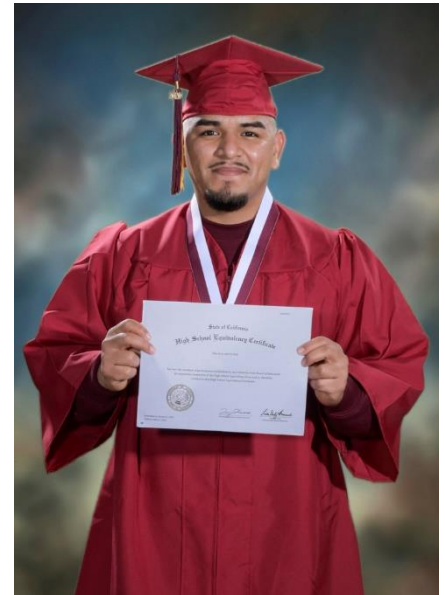


Since 1988, my mom has been working in the fields of Stockton, CA and continued to migrate from Mexico to the US on a yearly basis. I remember when I was 4 years old, I didn't understand the sacrifices my mom was making by leaving us for about six to eight months, she would migrate to the US and return to Mexico. In 2018, my father joined my mother in coming to California to work in agriculture. They have experienced seasons that defeat them with long working hours.

Even though farm working was challenging, they wanted to give my family a better life and more opportunities. They both work packing cherries, apples, pears, and other fruits. They find pride in being farm workers and know that it is a job that many are not able to do but as they aged it is becoming more difficult. In 2019, I joined my parents in Stockton, CA and later, with the help and encouragement of my parents, found a program to help me get my high school equivalency. After a few weeks of searching for a program, we found the Sacramento State, High School Equivalency Program. Because of my parents' farm working background, we all qualified for the program and signed up. By June, my mother, father and I all graduated, and it was one of my proudest memories. However, later that year my mother was diagnosed with stage IV lymphoma, bringing her priorities to her health instead of her education. My dad had to work more to provide for our family and my mom could focus on getting better. My parents' encouragement of getting an education was like planting a seed that would grow immensely within me. I've been doing my best in school because I enjoy it and I felt like I owe it to them to work hard as they do in the fields. Financially, my family is struggling, and community college is the best option for me. Last fall, I enrolled at San Joaquin Delta College with the goal of transferring to a four-year university. Going to community college gives me the opportunity to save money especially now that my mom is not working. Both semesters, I enrolled in the maximum units allowed for a premedical major. In the beginning, I wasn't convinced about pursuing a degree in the medical field, mainly because it is expensive and time consuming. However, I was reminded of my hard-working parents and my mom's health issues; that inspire me to continue in the health field. It won't be a smooth journey, but with determination, effort, and support from this scholarship, it can be possible. I know I belong on the graduation stage of the four-year university of my dreams. On that day, I hope to look out into the crowd to see my parents cheer me on as they call my name, Vivian Mejia-Cardenas

Hartnell Community College: Erick Gonzalez Soto

My name is Erick Gonzalez. I was born in Irapuato, Mexico and I am 27 years old. I am the second of 7 brothers. I grew up in Mexico but I've been in the United States for four years. I got here when I was 23 years old and at first I only got to work since my dad owed a lot of money for the residency paperwork was paid to come here. When I arrived, I never thought I would come to work in the fields but there was no other option. The work in the fields is very heavy, I was not used to working this way. My dad spent his whole life going back and forth to Mexico and the United States as did Most the people of my town. I remember that my father used to say "Work the season and when it's over you open their unemployment and go to Mexico in December "I remember that I answered "no dad, we are here and here we stay" he wanted to impose the same customs of him and my grandfather but I have never thought the same, my dad was annoyed at me that day but I told him that I wanted to change my life, he had the mentality that there was no opportunities however the opportunities were there they just didn't know of them or take advantage of them. From that day on, my parents doubted me a lot, they believed that I was thinking about bad things like gangs.



The second year here my dad got really sick of his foot because of working in the fields. He had to return to Mexico to operate on his foot so I stayed with my younger brother to work alone by ourselves. I cooked for us and drove to work. During that year, everything also changed. Staying alone with my brother I was forced to look for opportunities for him and for me it was like that I enrolled him in school. I couldn't go because I stayed at home to prepare food. When everything looked better, I gave myself the opportunity to bring my family and look for new option for me, although I did not have much support from my parents because they believed that by knowing more of Salinas could involve me in bad habits. I looked for a better job but I couldn't because I did not know English and I did not have a degree. I worked in construction for 4 months but it was terrible. I was paid very little and it is a tiring job, even so I always gave my best; then work in a salad packaging place for a year but what they paid me was barely enough to pay the bills. I started to think and started looking, it was there that I found Hartnell College. My dad told me that I was wasting my time because everything was in English and I didn't know anything, but it didn't stop me. I asked for information to revalidate my studies and they told me that I could, and I started with my GED, I wanted more job opportunities. I had to achieve that goal. And I did it! I got my High School Equivalency in a month and was taking English classes at the same time while working. Nothing prevented me from achieving what I wanted. When I got my diploma, I filled out my resume and in less than 2 weeks I already had new job offers. That was incredible, my parents did not believe me. They said it was impossible how I had done it. I realized that if I continued in Hartnell I could get more opportunities and I'm still here fighting for my goals.

My goal is to be an engineer and thus be able to make my personal company to be able to give jobs to more people in my community. I feel good at Hartnell. It is an excellent school. I have recommended to my co-workers to attend, I tell them "We are in the Country of opportunities, you have to take advantage of them." Hartnell has made me a different person with goals with ambitions in life, I want to leave my mark on the world and help people who went through the same thing as me.

Mendocino Community College: Erika Esmeralda Gomez Puentes

Out of the vineyards and into UC Santa Cruz

Erika Esmeralda Gómez Puentes, came alone to the United States in February 2015 from Leon, Guanajuato, straight to Lake County, CA with a dream to continue her education and have a better life for her and her family. She decided to enroll in the Mendocino College HEP program. In June of 2015, she received her High School Equivalency Certificate (HSE) while she was a CAMP student. She worked as a tutor at the Mendocino College HEP and CAMP programs. “HEP helped me get my HSE Certificate in my native language, as well as to continue taking classes at the college. My love for mathematics has allowed me to help other students fulfill their dreams as well as mine. I never would have imagined working in a school teaching in my native language” she said. Esmeralda received an Associate Degree from Mendocino College and a Bachelor of Arts in Psychology from UC Santa Cruz. She is currently doing her Master’s in Psychology at Pepperdine University.



SER Jobs for Progress, Inc. Imperial: Sandra Oseguera



My name is Sandra Oseguera, I am originally from Mexicali, Mexico. I am married and have four children. I migrated to the United States quite a few years ago. At the time, I was only interested in working to give my children everything they lacked in Mexico, it was like that until my children grew and we purchased our house. I decided to think about myself, I no longer wanted to work in the fields because it was very hard work. I wanted to complete my high school diploma, but for me it was an impossible challenge to achieve but I wanted to try. I started to attend HEP classes with SER in El Centro, CA. in early 2016. I passed four of the five subjects although with low scores, I struggled a lot with Reading. For a long time, I was discouraged and did not want to return to class. My wish to improve myself was bigger and I decided to try again but now with more desire

than ever. I tried very hard I put everything on my part and I finally I passed my Reading exam. Although, I had to do another exam to increase my scores. On February 21, 2020, something incredible happened, I passed the exam with 16 points. At that moment I felt very proud of myself. Now I know you can do it when you put all your effort. At this moment, I continue studying now it is the English language. I thank my teachers and all the people who supported me and believe in me.

Lorenzo Rivera, Santa Rosa Junior College, Congressional District 2, 5



Lorenzo Rivera joined Santa Rosa Junior College (SRJC) HEP in 2013. He was then an English as a Second Language (ESL) student and had recently moved to Sonoma County from Watsonville, CA where he worked picking grapes. Having been raised in a family of 13 siblings which struggled economically, Lorenzo immigrated to the United States at a young age and soon learned to be independent and to care for other family members. This caring spirit is what makes Lorenzo such a unique and humble individual. While in HEP High School Equivalency (HSE) prep classes, he always encouraged and helped other classmates.

After HEP completion, Lorenzo became fully focused on his studies and his goal of becoming a math teacher. He completed the ESL pathway at SRJC, enrolled in general transfer level courses and was a student in the Math, Engineering, Science Achievement (MESA) program, all while raising four children, supporting his wife and

working full time!

He became a member of SRJC HEP Advisory Board and made various presentations where he talked about his experience as a farm worker, a parent and a HEP student. He was an advocated for more institutional support for HEP students and the program. He also became a HEP tutor and used his reinforced knowledge in language arts and math to help new HEP students prepare for and pass their GED/HiSET exams.

Lorenzo transferred to Sonoma State University (SSU) in 2018 and graduated in 2021 with a Bachelor's in Math. He then enrolled in the Hutchins School of Liberal Studies at SSU and completed his teaching credential in 2022. Lorenzo is now beginning his career as a credentialed math instructor with his first teaching job at a local high school!

"In short, the support I got from every institution, the staff, the community, and from my family along with a lot of work, perseverance, and determination were key within my path to become a math teacher.



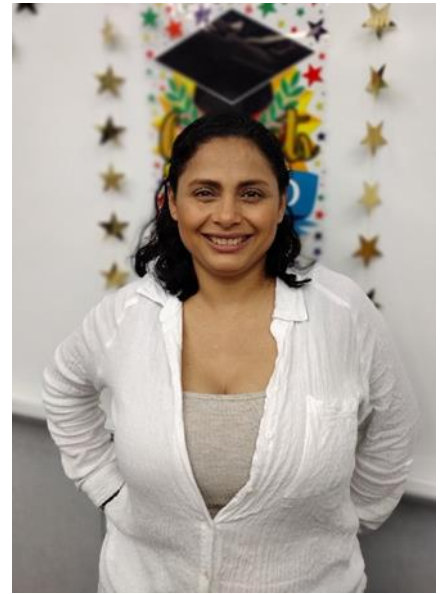
The HEP program supported me with the opportunity of being a tutor in front of a classroom. SRJC staff and teachers, as well as counselors played key roles in my advancement and in my transfer process to a four-year university. Last but not least, my family was the biggest support because they never gave up on me. We overcame a lot of challenges during these 8 years. There were times when I wanted to throw everything through the window and be able to have a peaceful day in my life, but my wife and children would tell me, "*ya falta poco*" (you are almost there), and, "*usted puede papa*" (you can do it dad). All these phrases of support were the power I needed to keep going everytime I wanted to quit my education.

I always thought that going to a university was impossible, but having the experience of being a graduate from SSU gave me the tools to help students like me. As a teacher, I want to encourage students to continue their education through universities, because higher education is, in my opinion, the most secured way to success in their future."

West Hills Community College District: Dalia Peña

Dalia Peña came to this country in 1999 looking for the American dream. She always wanted to study and finish her High School Equivalency (HSE) Diploma. In 2018, Delia enrolled in the HEP program at West Hills College Coalinga.

In 2019, Delia was able to pass the Reading, Writing, Science, and Social Studies HiSET official exams. Due to work and the pandemic, she experienced difficulties finding the time to study and passing the official math exam. Although she encountered many obstacles, she did not give up, passed the math HiSET official exam, and obtained her High School Equivalency Diploma in June 2022. "It was not easy to pass the math exam, it took me five attempts, and the truth is that I am not ashamed to say it because it was very difficult to attend class because I am a mother, wife, and work full time. Now, I can say that I succeeded."



Delia is extremely proud of herself and grateful for the HEP program staff for helping her during her educational journey and for the encouragement to complete her HSE Diploma. Delia wants to thank her family for the unconditional support and love they demonstrated during her educational journey.

Delia has been a role model for her family and motivated her husband, Efrain Ayala, to join the HEP program. Mr. Ayala also obtained the HSE Diploma and will participate in the graduation ceremony together. "As parents, it is a great satisfaction that we completed the HSE Diploma, and we are proud to be an example for our daughters."

Delia has demonstrated outstanding motivation and persistence and proved that any educational goal can be accomplished. She plans to continue her college education by enrolling in English as Second Language classes and transition to college classes.



Children of agricultural workers face tremendous obstacles in completing high school and pursuing higher education. These students move frequently and these frequent disruptions contribute to a high rate of drop-outs and a low rate of college attendance. For nearly 50 years, the **High School Equivalency Program (HEP)** and the **College Assistance Migrant Program (CAMP)** have enabled children of agricultural workers to pursue higher levels of education and secure jobs that allow them to become successful and contributing members of American society.

HEP helps students obtain a High School Equivalency Diploma/Credential (HSED) and, subsequently, begin postsecondary education, enter military service, or obtain employment. HEP grantees provide intensive instruction and support to students who have not completed high school.

CAMP assists students in successfully completing their first academic year of college and continuing at a postsecondary education institution. CAMP grantees provide academic support, stipends, and other support services necessary to ensure that students succeed in college.

The HEP/CAMP programs are authorized under section 418(A) of the *Higher Education Act* and administered by the United States Department of Education's Office of Migrant Education (OME). Currently, there are over 100 HEP/CAMP projects throughout the country. The U.S. Department of Education awards *competitive* five-year grants to Institutions of Higher Education (IHEs) or private non-profit organizations that work in cooperation with IHEs. Congress recognized the importance of HEP/CAMP programs when it increased the program's authorization level to \$75 million in the *Higher Education Opportunity Act of 2008 (HEOA)*.

- **HEP/CAMP PROGRAMS ARE PROVEN EFFECTIVE AND ACCOUNTABLE:** The High School Equivalency (HSE) passage rates for HEP students are substantially higher than those of other HSE preparation programs, and retention rates for first year students served by the CAMP program are significantly higher than those of most IHEs. During the 2016-2017 project year, **67.5%** of HEP students who completed their course of study earned a HSE or its equivalent. In 2016-2017, **88.2%** of all CAMP participants successfully completed their first year at an IHE (24 credits and in good academic standing) and **96.6%** continued on to their second year in college.
- **HEP/CAMP PROGRAMS ARE UNIQUE AND NOT DUPLICATIVE:** HEP/CAMP programs are the *only* federal programs that help the children of agricultural workers – a unique population of students that face tremendous obstacles – obtain their HSED and pursue higher education.
- **DEMAND FOR HEP/CAMP PROGRAMS:** In grant competitions, the U.S. Department of Education received many more HEP/CAMP grant applications from across the country than available funding. For example, during a recent competition, CAMP received 33 applications and 18 projects were funded and 16 were not. HEP received 29 applications and 16 were funded and 13 were not funded.
- **GOOD FOR THE ECONOMY AND RURAL COMMUNITIES:** HEP/CAMP projects help students get better jobs and therefore contribute more to the tax base in their community. The HEP/CAMP grant awards to IHEs and non-profit organizations bring jobs and spur economic activity in the local communities where grants are awarded, especially in rural areas where many of these programs are located.

The National HEP/CAMP Association is a nonprofit membership organization comprised of High School Equivalency Programs (HEP) and College Assistance Migrant Programs (CAMP) located throughout the United States. For more information, please see our website <http://www.hepcampassociation.org/>



APPROPRIATIONS HISTORY

Federal Funding History (in millions)	FY 2021	FY 2022	FY 2022 & 2023 President's Budget Proposal	FY 2023 House Labor HHS Subcommittee
HEP/CAMP	\$46.6	\$48.1	\$66.1	Pending

“The CAMP program has allowed the calluses in my hands to heal and my mind to grow.”

*Concepción has blossomed from a shy college freshman into an outgoing engineer. After interning at the Texas Department of Transportation for two summers, Concepción received job offers from nine different corporations in the United States, Canada, and Mexico, all eager to bring her on board after her graduation. **Concepción Mendoza, Civil Engineering Technology, New Mexico State University CAMP***

For more information, please contact **Irene Bueno**, Washington Representative (202) 540-1070
ibueno@nvgllc.com

College Assistance Migrant Programs	High School Equivalency Program
ARIZONA	ARIZONA
Arizona State University	Portable Practice Education Prep
Yuma/La Paz Counties Community College	CALIFORNIA
CALIFORNIA	California State University, Bakersfield
California State University, Bakersfield	California State, Sacramento – University Enterprises Inc
California State University, Fresno Foundation	Cambridge Academies Inc
California State University, Monterey Bay	Central Valley Opportunity Center, Inc
California State University, San Marcos Corporation	Hartnell Community College District
California State, Sacramento - University Enterprises, Inc.	Mendocino-Lake Community College
Mendocino Lake Community College	SER Jobs for Progress Inc. San Joaquin Valley
*Rancho Santiago Community College District/Santiago Canyon College	San Diego County SER/JOBS For Progress, Inc.
West Hills Community College	Sonoma County Junior College District
California State University, Santa Barbara	West Hills Community College
Reedley College	COLORADO
COLORADO	University of Colorado
Adams State University	FLORIDA
Metropolitan State University of Denver	Miami Dade College
FLORIDA	University of South Florida
Miami Dade College	GEORGIA
University of South Florida	Board of Regents of the University System of Georgia (Abraham Baldwin Agricultural College)
GEORGIA	University of North Georgia
University of North Georgia	IDAHO
Board of Regents of the University System of Georgia (Abraham Baldwin Agricultural College)	Boise State University
Valdosta State University	Community Council of Idaho, Inc.
IDAHO	Idaho State University
Boise State University	KANSAS
Idaho State University	Tri-State Fort Scott Community College, Tri-State
Lewis-Clark State College	Kansas State University
University of Idaho	KENTUCKY
KANSAS	Kentucky Community and Technical College System
Fort Scott Community College, Tri-State	LOUISIANA
Kansas State University	Louisiana Delta Community College
University of Kansas Center for Research Inc	University of Louisiana at Monroe
MARYLAND	MICHIGAN
Salisbury University	Michigan State University
MICHIGAN	MISSOURI
Michigan State University	Junior College District of Newton McDonald Counties (Crowder College)
MISSOURI	NEW MEXICO
Drury University	Northern New Mexico College
Junior College District of Newton McDonald Counties (Crowder College)	The Regents of the University of New Mexico
NEW MEXICO	Three Rivers Education Foundation – Las Cruces
New Mexico State University	The University of New Mexico
Northern New Mexico College	NORTH CAROLINA
University of New Mexico	Wake Technical Community College
NEW YORK	OKLAHOMA
Research Foundation for the State University of New York	Oro Development
OREGON	OREGON
Chemeketa Community College	Chemeketa Community College
Oregon State University	Klamath Community College
Portland Community College	Oregon State University
PENNSYLVANIA	Portland Community College
Millersville University of Pennsylvania	Better Together Central Oregon
PUERTO RICO	PUERTO RICO
Universidad Interamericana De Puerto Rico	Universidad Interamericana De Puerto Rico
TEXAS	TEXAS
El Paso Community College	El Paso Community College
St. Edward's University, Inc.	Texas State Technical College Harlingen
Texas State Technical College Harlingen	South Texas College
University of Houston	University of Texas - Rio Grande Valley, Edinburg
University of Texas, El Paso	University of Texas El Paso

University of Texas - Rio Grande Valley, Brownsville	WASHINGTON
University of Texas - Rio Grande Valley, Edinburg	Central Washington University
West Texas A&M University	Columbia Basin College
WASHINGTON	Heritage University
Heritage University	Big Bend Community College
Central Washington University	Yakima Valley Opportunities Industrialization Center
Columbia Basin College	Washington State University
Eastern Washington University	WISCONSIN
Skagit Valley College	Madison Area Technical College
University of Washington	
Washington State University	
Wenatchee Valley College	
Yakima Valley College	