

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

CAMP-84.149A-1

CFDA # 84.149A

PR/Award # S149A150002

Grants.gov Tracking#: GRANT11830156

OMB No. , Expiration Date:

Closing Date: Feb 12, 2015

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
<i>Attachment - 1 (1236-CAMP section 427)</i>	e10
5. Grants.gov Lobbying Form	e11
6. ED Abstract Narrative Form	e12
<i>Attachment - 1 (1235-Project Abstract)</i>	e13
7. Project Narrative Form	e14
<i>Attachment - 1 (1238-CAMP Project Narrative)</i>	e15
8. Other Narrative Form	e41
<i>Attachment - 1 (1237-other attachments)</i>	e42
9. Budget Narrative Form	e62
<i>Attachment - 1 (1234-CAMP budget 2015-2020)</i>	e63
10. Form ED_524_Budget_1_2-V1.2.pdf	e68
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e70

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

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

02/09/2015

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

ABRAHAM BALDWIN AGRICULTURAL COLLEGE

* b. Employer/Taxpayer Identification Number (EIN/TIN):

586002070

* c. Organizational DUNS:

7819709420000

d. Address:

* Street1:

2802 Moore Highway

Street2:

* City:

Tifton

County/Parish:

* State:

GA: Georgia

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

31793-5679

e. Organizational Unit:

Department Name:

Academic Affairs

Division Name:

Multicultural Programs

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

Prefix:

* First Name:

Javier

Middle Name:

* Last Name:

Gonzalez

Suffix:

Title:

Director

Organizational Affiliation:

* Telephone Number:

229-391-4880

Fax Number:

229-391-4881

* Email:

jgonzalez@abac.edu

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.149

CFDA Title:

Migrant Education_College Assistance Migrant Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-122914-001

* Title:

Office of Elementary and Secondary Education (OESE); College Assistance Migrant Program (CAMP)
CFDA N umber 84.149A

13. Competition Identification Number:

84-149A2015-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

The project will provide academic assistance and support to students from migrant farm worker backgrounds be admitted to ABAC on a full time basis and be successful during their first year of college.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="424,464.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="424,464.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Javier Gonzalez	Vice President for Academic Affairs
APPLICANT ORGANIZATION	DATE SUBMITTED
ABRAHAM BALDWIN AGRICULTURAL COLLEGE	02/06/2015

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Abraham Baldwin Agricultural College

* Street 1: 2802 Moore Highway Street 2:

* City: Tifton State: GA: Georgia Zip: 31793

Congressional District, if known: GA-08

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

6. * Federal Department/Agency: U. S. Department of Education	7. * Federal Program Name/Description: Migrant Education_College Assistance Migrant Program CFDA Number, if applicable: 84.149
---	---

8. Federal Action Number, if known:	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: Street 2: * City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a).

Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: Street 2: * City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Javier Gonzalez

* Name: Prefix: Dr. * First Name: David Middle Name: * Last Name: Bridges Suffix: Title: President Telephone No.: 229-391-5050 Date: 02/06/2015

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994. (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

CAMP section 427.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA)

427 Requirements

Abraham Baldwin Agricultural College officially prohibits discrimination against any individual because of race, gender, national origin, color, disability, or age.

The eligibility to participate in the College Assistance Migrant Program is clearly defined in Part 206.3 of the Program Regulations and ABAC will fully comply with these requirements. In fulfillment of the Department of Education's General Education Provisions Act (GEPA) Section 427 that requires that each applicant describe the steps the applicant proposes to ensure access to, and participation in, its federally assisted program for students, staff, and other program beneficiaries with special needs, ABAC has identified the following potential barrier and the steps to overcome it:

The project anticipates that the majority of the target audience's (migrant and seasonal farm workers) will be of Hispanic descent and thus be at a disadvantage in accessing resources. Furthermore, it is anticipated that most of the families and some of the students will be Limited English Proficient (LEP) and thus will require project information in their native language (Spanish) in order to understand and support their children's higher education options. To alleviate this barrier, the project has and will produce promotional brochures in a bilingual format (Spanish and English) as well as utilize the skills of bilingual staff, former migrant workers themselves, in speaking about the project at high schools, parent meetings, and community events. Furthermore, program staff will host and participate in campus orientations and other recruitment events in which these families may be present to provide information and support in the Spanish language.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

ABRAHAM BALDWIN AGRICULTURAL COLLEGE

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Gail Middle Name:

* Last Name: Dillard Suffix:

* Title: Vice President for Academic Affairs

* SIGNATURE: Javier Gonzalez

* DATE: 02/06/2015

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abraham Baldwin Agricultural College- Tifton, Georgia

Abraham Baldwin Agricultural College (ABAC) proposes to support migrant and seasonal farmworker students to enroll and successfully complete their first academic year of college as well as offer resources for their retention in higher education through the College Assistance Migrant Program (CAMP) at the institution's Tifton, Georgia main campus. The project will access its established network of partnerships including ABAC's School of Science and Mathematics (**invitational priority 1**) and Catholic Church (**invitational priority 2**) in support of the following objectives and activities:

- 1.) **Outreach and Recruitment** – 32 (27 residential and 5 commuter) students will be identified and selected annually through bilingual presentations at schools and community events and close collaboration with Migrant Education and WIA 167 projects in the state.
- 2.) **Services and Support** – The project will develop students' academic, social, and personal skills intrusive advising and counseling, proactive tutoring services, monthly skills workshops, semester cultural outings, and community service opportunities which will yield a minimum of 86% of participants completing the year in good standing (**GPRA1**).
- 3.) **Retention** – The project will support student persistence through monthly academic monitoring, FAFSA and scholarship completion assistance, and financial literacy workshops to produce a minimum of 85% of first year completers will continue to be enrolled at ABAC or another institution of higher education (**GPRA2**).
- 4.) **Follow Up** – Program staff will provide on-going support to former students and monitor their academic progress on an annual basis utilizing institutional resources and through the National Student Clearing house database.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Table of Contents

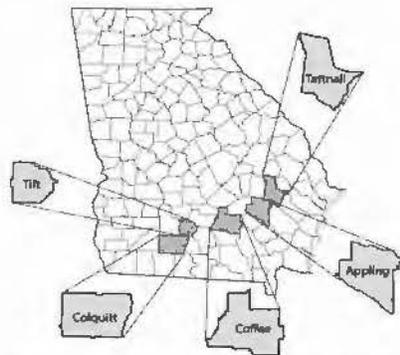
Part IV: Project Narrative Attachment Form

Application Narrative:

(1). Need for and Significance of Project.....	page 1
(2). Quality of Project Design	page 7
(3). Quality of Project Services	page 11
(4). Quality of Project Personnel	page 14
(5).Quality of Management Plan	page 16
(6). Adequacy of Resources	page 21
(7). Quality of the Project Evaluation.....	page 23

1. NEED AND SIGNIFICANCE OF PROJECT

(i) Abraham Baldwin Agricultural College (ABAC), a State College of the University System of Georgia, proposes to provide post-secondary access and support to 32 students annually from migrant and seasonal farmworker (MSFW) backgrounds through the College



Assistance Migrant Program (CAMP). The project will inform, identify, and select eligible students from throughout the state with focused efforts on the 5 rural counties (**Appling, Coffee, Colquitt, Tattall, and Tift**) that are home to over **30%** of the migrant students in the state. These counties are further

characterized by lower median income and educational attainment and higher unemployment and poverty rates than the state average (Table 1). **Presently, there are no CAMPs in Georgia.**

Table 1: Target Area Descriptors

County	Educational Attainment (Bachelor's Degree)	Unemployment Rates	Median Household Income	% of Persons Living Below Poverty Level	Migrant Student Population
Appling	6.0 %	10.0 %	\$35,164	21.0 %	350
Colquitt	4.0 %	10.0 %	\$30,669	29.0 %	425
Coffee	7.0 %	13.0 %	\$32,351	28.0 %	1,230
Tattall	7.0 %	10.0 %	\$31,531	35.0 %	481
Tift	10.0 %	10.0 %	\$33,669	26.0 %	368
Target Area	6.8 %	10.6 %	\$32,676	27.8 %	2,854
Georgia	18.0 %	9.0 %	\$45,886	19.0 %	9,016

2014 Georgia County Guide, The University of Georgia Cooperative Extension Service

According to the last Georgia Migrant and Seasonal Farmworker Enumeration Profiles Study (2008) there are over **117,000** MSFWs and their families (majority Latino) working in broilers and greenhouses, preparing the harvest, and cultivating fruits and vegetables throughout the year around the state, often for minimum wage, no health insurance, or adequate housing. Furthermore, Georgia Migrant Education data indicate that there were **9,016 migrant** students

(94% Latino) in the state during the academic year 2012-2013 (figure reflects only those students whose families moved within the last 3 years and does not consider seasonal agriculture workers). Of this total, **930** were enrolled in Georgia’s **public high schools** with **206** of these enrolled in the **12th grade** and potentially eligible for CAMP services. The need for CAMP is further supported by Georgia Department of Education data indicating migrant students are experiencing a significant graduation rate decline (Table 2) and have a dropout rate of **over 50%**. At the postsecondary level, University System of Georgia data indicate that Latinos (majority of MSFWs in the state) make up less than 4% of college graduates.

Table 2: Migrant Students High School Graduation Rates and Gap

Year	Migrant Student Graduation Rate	Graduation Rate for all students	GAP
2008-2009	50.0 %	67.5 %	17.5 %
2009-2010	65.5 %	80.8 %	15.3 %
2010-2011	49.2 %	78.9 %	29.7 %

2013 Georgia Migrant Education Program Statewide Needs Assessment

(ii) Migrant students are perhaps the most educationally disenfranchised group of students in our education system. They are characterized by high poverty rates, poor academic achievement (only 9% achieve all 4 ACT college readiness benchmarks), low postsecondary enrollment, high dropout rates, are highly mobile, and have diverse linguistic backgrounds, which pose challenges to schools which are minimally prepared to address them. Because of these barriers and lack of support, even those who enroll in college struggle to fulfill their educational potential. ABAC’s CAMP will positively affect this trend by focusing on the Academic, Developmental, and Financial needs of the target population to support college enrollment, retention, progression, and graduation (Table 3).

Table 3: Identified Needs and Services Provided

NEED	DETAIL	CAMP SERVICES
Academic	<ul style="list-style-type: none"> Low standardized test results 	<ul style="list-style-type: none"> Transcript review and standardized test

	<ul style="list-style-type: none"> • Lack of college preparation courses • Low academic expectations 	<ul style="list-style-type: none"> • guidance/support • College schedule advising and one-on-one tutoring support • Monthly academic monitoring meetings and skills workshops
Developmental	<ul style="list-style-type: none"> • Lack of knowledge regarding college enrollment process • Lack of positive role models • Lack of career planning 	<ul style="list-style-type: none"> • One-on-one assistance with completing all ABAC enrollment and financial aid forms • Provide tutors/staff from MSFW backgrounds • Provide career inventory assessment during orientation
Financial	<ul style="list-style-type: none"> • Lack of knowledge about college costs • Limited knowledge of federal/state financial aid and scholarship process • Cultural pressure to contribute financially to family 	<ul style="list-style-type: none"> • Assistance with researching and competing financial aid and scholarship applications • Provide financial literacy informational workshop for students and parents • Provide scholarship to cover tuition, books, and stipend to reduce family contribution

(iii) Because the majority of migrant parents do not have a college degree (GA MEP Needs Assessment), most CAMP participants will be first generation college students who lack associations to higher education preparation and enrollment experiences within their sphere of influences. ABAC CAMP will impact these barrier by addressing the following **identified gaps and weaknesses** in services, infrastructure, and opportunities with targeted activities:

(1.) Readiness for college-level academics – As highlighted in Table 2, there is an almost **30% GAP** in graduation rates between migrant students and all other students in the state. In addition, Latino students graduate with a college prep diploma at lower percentages than their white and black peers (8% compared to 49% and 36%, respectively). These facts, along with the prevailing practice of placing migrant students in technical tracks in high school due to language or credit issues as a result of their mobility, puts them at significant disadvantages to develop the academic base needed to succeed at the next level (Table 4 below illustrates the gap in CRCT

achievement between migrant and non-Migrant students in Georgia). Spotlighting the gap, a recent study by the Council for Opportunity in Education (COE) found that **only 9%** of first generation high school graduates met all ACT College Readiness Benchmarks of English, Math, Reading, and Science.

Table 4: % of students not meeting Criterion Reference Competency Standards (CRCT)

Subject	Migrant	Non-Migrant	GAP
English/ Language Arts	15.1 %	7.9 %	7.2 %
Math	20.0 %	15.2 %	4.8 %
Reading	9.1 %	3.7 %	5.4 %
Science	42.1 %	23.1 %	19.0 %
Social Studies	36.4 %	21.6 %	14.8 %

To address these deficiencies, CAMP will use ABAC’s placement testing system designed to assess the entry level ability of all first-time entering freshmen to successfully complete academic course requirements in English, Reading, and Mathematics. Failure to make minimum scores on the placement exams requires the student to successfully complete Learning Support courses before enrolling in freshman English and Math sequences. Historically, about 50% of first generation students require remediation in one or more of these subjects. This basic lack of academic preparation and scholastic skill underscores the need for the services to be offered by the CAMP: (a). Providing special, supplemental academic assistance for students with deficiencies to ensure needed Learning Support coursework is completed prior to entering collegiate level courses. (b). Exposing students to college survival skills workshops (study habits, note-taking, test-taking, library research, basic reading and writing skills) to enable successful performance in regular college courses, and, especially, (c). Monitoring of academic performance to ensure that students stay on track to completion and graduation.

(2). Lack of exposure to higher education options – Due to a lack of firsthand knowledge regarding the college going process, Migrant students are more likely to go straight into the

workforce after high school than others who come from more educationally-minded families. Because of their lack of confidence in navigating the process, MSFW students may be overwhelmed by the paperwork requirements and give up without intrusive guidance and support.

To address this gap, CAMP staff will provide intrusive personal counseling, individual support, and access to resources necessary for these students to become familiar with and take advantage of the educational opportunities available to them. For example, experienced bilingual staff will guide students and their families through the college matriculation process, including financial aid applications and other enrollment forms; conduct Spanish orientations on campus; provide high school transcript reviews to ensure graduation progression; host bilingual campus visits; and provide monthly individualized counseling sessions.

(3). Lack of academic and career planning skills- Due to their mobility, limited English language skills, or perceived lack of interest, migrant students are often excluded from educational and career counseling during high school. As a result, low expectations are attributed to them, resulting in lower level class placements and a lack of priority for counselor time. These students are thus not afforded the opportunity to participate in college preparedness programs designed to promote graduation and college enrollment. In addition, most rural school systems and guidance departments (which make up ABAC's main service delivery area) do not have the financial means to provide and seek out specific resources for migrant students including much needed rigorous and challenging academic courses for them.

To address this gap, CAMP will provide students with guidance in career planning through the administration of a Career Inventory assessment at orientation, assistance in setting academic goals through an academic assessment and Individualized Academic Plan (IAP), providing Science , Technology, Engineering, and Math (STEM) career options through

ABAC's Math and Science faculty workshops (*invitational priority 1*), offering monthly skills workshops, providing transfer information, and sponsoring trips to other colleges/universities.

(4). Lack of financial resources- Many migrant families have incomes that are at or below the poverty level as defined in federal regulations (\$35,775 for a family of four) and are, therefore, qualified as disadvantaged. A major factor associated with attrition of low income students is the lack of sufficient financial resources to access and remain in college. These students also feel pressure to contribute to family finances and may take on employment that distracts them from their academics. To address financial challenges, CAMP will conduct two financial aid workshops for students and families, access internal and external financial resources, and provide referrals, follow-up, and advocacy within the college's financial aid, academic, and support programs. Accordingly, for those students not receiving adequate federal or state assistance, CAMP will provide scholarships to bridge the gap between financial aid received and required institutional fees and expenses for full time enrollment.

(iv) The impact of the proposed project will be exemplified in a more educated migrant and seasonal farmworker population who will contribute to their advancement in Georgia and the nation. The proposed CAMP project will support students' progression to graduation by providing academic, personal and financial support during the first, and most critical year of higher education, that typically predicts graduation outcomes; By providing personalized, bilingual support activities to students and parents, CAMP will assist students in earning their bachelor's degree; thereby, breaking the cycle of poverty, becoming community leaders, and positive role models for other students with limited or no educational options. The following table (5) illustrates the anticipated outcomes:

Table 5: Magnitude of Results or Outcomes

<ul style="list-style-type: none">• Higher rates of exiting remedial education courses (80%) than college average of 50%
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- Higher completion rates (24 hours earned) (86%) than college average of 63 % (**GPRA 1**)
- Higher retention rates (85%) than the college average of 56% (**GPRA2**) from yr. 1 to yr. 2
- Higher 6 year graduation rates than the state college average of 20% .
- Lower student debt than state average of \$24,500
- Increase financial literacy of CAMP students and their families

2. QUALITY OF PROJECT DESIGN

ABAC CAMP is designed to meet the access, academic, financial, and adjustment challenges associated with its participants by providing the support and the resources to overcome these obstacles. ABAC’s CAMP will concentrate on the following measurable goals and objectives in support of its migrant farmworker participants and will continue to access resources from its network of local, state and national partners to deliver the most effective and efficient services. (i) Table 6 below delineates the *measurable goals, objectives, and achievable outcomes of the project* and (ii) *the need the each objective will address through its activities*:

Table 6: Project Goals, Objectives, and Outcomes

Goal 1: Outreach and Recruitment: Inform and identify candidates who would most benefit from CAMP services. NEED addressed: knowledge about and access to higher education option (Developmental).				
Objectives/Need	Activities	Outcome/Evaluation	Responsibility	Timeline
1.1 Provide CAMP information to at least 300 potential students and parents	A. CAMP presentations to migrant community at schools, churches, and farms	300 students/parents will receive CAMP information followed by a personalized contact	Associate Director Recruiter	September through July
	B. Establish direct contact with migrant/farmworker high school seniors	10 presentations to schools with high migrant student enrollment	Associate Director Recruiter	October through April
1.2 Identify 32 eligible students to be enrolled at ABAC annually	A. Provide direct assistance with matriculation: enrollment, financial aid, stipends, and housing applications	32 CAMP students accepted for enrollment at ABAC	Recruiter Associate Director	February through May

Goal 2: Interagency Coordination: Create, maintain and promote a network of partners to maximize the resources available to CAMP students and their families. NEED addressed: support system for migrant students and families (Developmental)				
Objectives/Need	Activities	Outcome/Evaluation	Responsibility	Timeline
2.1 Identify external agencies that serve the migrant and seasonal farmworker community	A. Participate in community events which attract the target population	4 partner agencies will provide external support of CAMP initiatives	Director Recruiter	September through July
	B. Assess eligibility of all potential program participants referred by partner agencies	90% of participants will be referrals from partner agencies	Associate Director Recruiter	October through April
	C. Identify financial resources which can reduce need for student loans/parental contribution to first year college costs	100% of CAMP students will receive enough financial aid to offset mandatory tuition, fees, room and board expenses	Director Associate Director	September through July
	D. Identify supportive resources (health, social, legal) for students/ families	100% of students/ families with needs will be referred to appropriate agencies	Associate Director Recruiter	September through July
2.2 Develop partnerships to support/ enhance CAMP initiatives	A. Establish a CAMP advisory board composed of community, state, and national partners	Host 2 advisory board meetings on campus each year	Director	November and March (one per semester)
Goal 3: Quality First Year Program: Provide services and support to produce an 86% completion rate (GPRA1) and a minimum of 85% of completers continuing their enrollment in higher education (GPRA 2). NEED addressed: financial and academic support required to navigate and succeed in higher education (Academic/ Financial).				
Objectives/Need	Activities	Outcome/Evaluation	Responsibility	Timeline
3.1 Ensure all CAMP students are screened for appropriate academic placement and personal/social adjustment	A. Provide individual assessment for academic needs to develop individualized Academic Plan	32 students assessed utilizing standardized and institutional proficiency exams	ABAC Advisor Associate Director	ABAC/CAMP orientations in June and July
	B. Provide personal/social guidance/ counseling to assist with adjustment to independent living	32 students will receive counseling services provided by CAMP and office of student development	Associate Director Student Development	ABAC/CAMP orientations Beginning of each semester

3.2 Provide support for student unmet financial need to offset family contribution	A. Assist with completion of all financial aid and scholarship forms and analyze awards for each student	32 students will receive CAMP scholarship for unmet financial need and a stipend for personal expenses	Associate Director Financial Aid staff	At the start of each semester Monthly
3.3 Provide academic / social resources and support to promote student persistence, retention, and graduation	A. Conduct monthly academic monitoring through instructor contact, referrals to tutoring center, and providing mentoring support	86 % of participants (GPRA 1) will be successful in completing the academic year with a minimum of 24 earned credit hours	Associate Director CAMP Mentors	Monthly September through May
	B. Identify external sources of support and financial assistance for students after CAMP eligibility is expired	85% of completers (GPRA 2) will continue to be enrolled at ABAC or other institution for their 2 nd year	Director Associate Director	September through May
	C. Provide opportunities for participation in ABAC, CAMP, and community cultural/ extracurricular activities	32 students will receive information on cultural activities for the semester with 80% of them being participating	Associate Director ABAC Arts Connection	ABAC/ CAMP orientation at the beginning of each semester
	D. Monitor the academic progress of former CAMP participants through graduation	100% of former participants will receive support to address academic needs and have access to CAMP resources/ activities.	Director Associate Director Recruiter	The end of CAMP eligibility through graduation

(iii) The proposed project will coordinate service delivery with institutional and community partners to maximize the resources available to migrant and seasonal farmworker students. A representative sample of partners and their commitments are outlined in Table 7.

Table 7: Coordination of Services with Community, State, and Federal Resources

Program	Commitment to Project
<ul style="list-style-type: none"> Upward Bound (Federal Dept. of Ed.) 	<ul style="list-style-type: none"> Provide access to eligible students at target high schools Cost-share travel expenses on cultural/educational trips Share meeting facilities and speakers
<ul style="list-style-type: none"> African American 	<ul style="list-style-type: none"> Provide minority role models

Male Initiative (State Initiative)	<ul style="list-style-type: none"> • Provide volunteers for project activities • Cost-share travel expenses on educational/cultural trips
<ul style="list-style-type: none"> • High School Equivalency Program (Federal Dept. of Ed.) 	<ul style="list-style-type: none"> • Provide access to eligible students • Share educational resources and speakers • Provide positive Latino(a) role models
<ul style="list-style-type: none"> • Migrant Education Program (State Dept. of Ed.) 	<ul style="list-style-type: none"> • Provide referrals to project • Provide access to student Certificate of Eligibility (COE) to document migrant status
<ul style="list-style-type: none"> • Cultura Latina Club (Student Organization) 	<ul style="list-style-type: none"> • Provide positive peer Latino(a) role models • Provide volunteers for project activities
<ul style="list-style-type: none"> • Hispanic Scholarship Programs Office (Private Foundation) 	<ul style="list-style-type: none"> • Provide scholarship assistance for eligible students • Provide staff for educational workshops • Provide mentors for CAMP students
<ul style="list-style-type: none"> • Telamon Corporation (State WIA 167) 	<ul style="list-style-type: none"> • Provide access to eligible students • Provide financial/ job placement resources for students
<ul style="list-style-type: none"> • Catholic Church (Community) 	<ul style="list-style-type: none"> • Provide support in promoting CAMP to eligible families • Provide volunteer opportunities for CAMP participants
<ul style="list-style-type: none"> • ABAC Admissions, Housing, and Financial Aid Offices 	<ul style="list-style-type: none"> • Provide dedicated point of contact to process applications for CAMP students and coordinate services with CAMP staff

(iv) The project design will be strengthened by housed CAMP within the Office of Multicultural Educational Programs which include HEP, MEP, TRiO and other minority student support programs at ABAC. In addition to the benefits outlined in Table 7 above, the project will further increase efficiency and productivity in **time, staff, and money** to better support students through leveraging interdepartmental and institution resources (Table 8).

Table 8: Collaborations to Increase Efficiency and Productivity

<p>TIME: By avoiding duplication, the project will utilize the existing database (BANNER) used by ABAC to track student applications, enrollment, course grades, financial aid awards, fee payments, and class schedules. In addition, CAMP staff will coordinate orientation activities with the office of admissions and financial aid and utilize the Migrant Education state database (MSIX) to secure documentation of migrant eligibility for students.</p>
<p>STAFF: The project will share a Director and Administrative Assistant with other established grant programs in the department at 25% and 50% respectively. CAMP will also have access to department student workers, tutors, and academic counselors resulting in less program sponsored staff expenses. In addition, the Principal Investigator will oversee the grant at no cost to CAMP.</p>
<p>MONEY: The project will realize monetary savings through sharing of resources (and staff) with existing programs such as office supplies and equipment, cost sharing expenses for workshop speakers, cultural activities, and transportation expenses (in recruiting), leveraging institutional scholarships, and accessing ABAC staff development offerings (at no cost) .</p>

3. QUALITY OF PROJECT SERVICES

(i) To ensure that CAMP students receive the highest quality services, CAMP staff will participate in relevant training and professional development opportunities throughout the grant cycle. **Institutional** sponsored trainings designed to prepare CAMP staff to provide the most effective services to students include trainings on; admissions policies, BANNER (student database), advising protocols, financial aid, FERPA (privacy), use of technology, and tutoring/academic assistance resources. In addition, all staff will receive extensive annual professional development relative to their understanding of MSFW’s unique needs and of best practices in their area of responsibility to the project (Table 9).

Table 9: **External** Professional Development Trainings

Training/ Staff to attend	Topics Covered	Duration/ Intensity
National Migrant Ed. Conf. Director/ Associate Director	Collaborations with Migrant Programs, Department of Ed. updates, legal resources for migrant families, recruitment strategies	3 days
National HEP/CAMP Conf. Director / Associate Director	Legislation (funding) updates, best practices from other projects, mentoring opportunities	2 days
Annual Director’s Meeting Director	Dept. of Ed. updates, annual report details, monitoring information, administrative responsibilities, student eligibility guidance	2 days
State Migrant Ed. Conf. Associate Director/ Recruiter	State program updates, collaboration opportunities, recruitment strategies, referrals	1.5 days
Annual 1 st Year College Experience Conf. Associate Director	Best practices in supporting student success, resources to support project, access to current research , networking opportunities	3 days

The Project Director will incorporate development goals as a part the annual staff evaluation process and will track progress quarterly. This development piece will be a key component of the comprehensive service delivery plan. Personnel from the institution and external partners will contribute to professional development of staff as appropriate.

(ii) CAMP staff will coordinate with staff from state Migrant Education, Upward Bound, HEP and high school counselors to identify potential program participants for targeted recruiting

activities. These activities will include the presentation and dissemination of program information in a bilingual format (Spanish/English) at parent meetings, school programs, community events, and individually with students and their families. To ensure identification of **the neediest students**, the intake process will incorporate a Needs Assessment ranking system which will consider migrant/seasonal farm work history, community service, standardized test results, academic potential, financial need, biographical essay, and recommendation letters from teachers and counselors. This weighted system will award points (up to 5) for each of the previously mentioned criteria (sample *included in Appendix*). Those students receiving the highest scores will be interviewed by CAMP staff for participation.

A selection committee composed of the Project Director, Associate Director, and Recruiter will rank applications and select the 32 neediest students for participating in CAMP. To further ensure that CAMP resources are used for those with the most need, program staff will coordinate with ABAC's admissions office, assessment center, and financial aid office to confirm eligibility for CAMP services and verify academic and financial need. CAMP funds will be provided only to participants having unmet tuition, books, housing, meals, and other mandatory expenses after their financial aid has been exhausted.

(iii) The service delivery plan is operationalized by the Association of American Colleges and Universities' High Impact Practices (HIP) (Kuh, 2008), which provide evidence-based practices to promote student development, success, and persistence. These practices are in-line with Tinto's (2012) Framework for Institutional Action: The Conditions for Student Success that focuses upon the following four conditions: expectations, support, assessment and feedback, and involvement. With these conditions in mind, services will be centered on providing a comprehensive college experience for MSFW students. HIPs will be woven into the **rigorous**

institutional curriculum, co-curricular, and social aspects of the project to support student achievement and success (maintain a 2.0 GPA, earning 24 credit hours, and returning for their 2nd year). The following is a representative sample of the proposed services:

Table 10: Program Services

<p>Residential Learning Community: To develop the sense of belonging, students will be enrolled in a common course (cohorting) and will participate in a residential curriculum focused on college skills and non-cognitive development. As a Residential Learning Community, students will reside together in a preferred Residence Hall with additional support from resident assistants.</p>
<p>Academic Support Services: To ensure student retention, progression, and graduation, intrusive advising, supplemental instruction, embedded tutors, peer mentors, and developmental course support (i.e., learning support courses), academic monitoring, and skills workshops will be woven throughout the curricular pathways for students and incorporated into their Individual Academic Plan (IAP).</p>
<p>Service Learning Opportunities: To provide for community awareness and involvement, a community-based project related to desired course outcomes and infused with reflective practices (service-learning) will be embedded within the Learning Community goals.</p>
<p>Expanded Learning Opportunities: To promote global learning, students will be provided additional guidance and assistance for participation in experiential educational opportunities such as: undergraduate research, internships, co-op, field experiences, and study abroad.</p>
<p>Support Services: To monitor adjustment to college, students will be provided personal and career counseling, learning disability services, and peer mentors. Participation in a day long, CAMP specific, orientation to include a ropes course challenge designed to develop leadership and teambuilding skills will be required of all students.</p>
<p>Health Services: To promote healthy lifestyles, the project will provide funds for student health screenings, preventive services, off campus medical referrals, and first aid workshops for participants through the ABAC Health Center.</p>
<p>Exposure to Cultural Activities: To expose students to activities and events not typically accessible to MSFWs, the project will provide opportunities for participation in local and regional cultural and artistic events such as ballet, museums, and theater once per semester.</p>
<p>Financial Assistance: To offset any family financial hardships, the project will provide for a monthly stipend as well as a scholarship for students having unmet tuition, books, housing, meals, and other mandatory expenses after their financial aid has been exhausted.</p>
<p>Follow-Up Services: To ensure student progression towards graduation, the project will provide for continued support in completing enrollment, scholarship, financial aid, and housing forms for former students. In addition, former students will continue to be tracked and monitored academically and invited to participate in CAMP workshops and activities.</p>

The proposed CAMP anticipates that project students will meet or exceed the established **rigorous academic** and financial aid standards as outlined in ABAC’s Academic Regulation.

These standards include maintaining satisfactory progress (minimum 2.0 GPA) and earning at

least 12 credit hours per semester to be in good academic standing and remain eligible for financial aid. CAMP student progression and compliance with all ABAC academic policies will be compared to a comparable non-CAMP student cohort to document program effectiveness.

4. QUALITY OF PROJECT PERSONNEL

ABAC is committed to the academic success of underrepresented students and, as such will place CAMP strategically within the Multicultural Educational Programs Office. The Department Director, Mr. Javier Gonzalez has over 12 years of experience administering Private Foundation, State, and Federal grants (including a CAMP project).

(i) Table 11: Qualifications, Trainings, and Experience of Project Director

- Former migrant high school dropout, has presented nationally on the challenges of Migrant and minority students in the educational arena.
- Former president of the National HEP/CAMP Association, he has worked closely with the Dept. of Education and Congress in evaluating HEP/CAMP projects and currently serves as a mentor to existing projects.
- Has served as a non- Federal Negotiator for the Reauthorization of the Higher Education Act.
- Serves on the Ga. State Migrant Education Needs Assessment Taskforce
- Has a Master's degree in Education Administration and is engaged in dissertation research for a doctoral degree in Higher Education Leadership (*vitae in Appendix*).

In the event Mr. Gonzalez leaves the project, the following are the **minimal qualifications for the position**: A Master's Degree in Education or a related field plus at least five years of experience working with programs that target migrant and seasonal farmworkers, low income, or underserved populations. The work **experience and training** must be in at least three of the following areas: supervision, administration, curriculum design, program development and planning, post-secondary admission process, grant implementation, counseling, and evaluation.

(ii) Associate Director (Key Personnel) – Ms. Alma Young holds a B.S degree in Fashion Design and is currently engaged in coursework towards a Masters in Higher Education Administration (*resume in Appendix*). Ms. Young is a former migrant high school dropout, a

HEP and CAMP alumna, and is currently the Coordinator/Academic Advisor for ABAC's Latino scholarships program. Her professional experience with the MSFW population includes; being an Outreach Specialist with the Georgia Migrant Education program, being the Retention Counselor for the Goizueta Latino scholarship recipients at ABAC, providing workshops on cultural diversity and the Latino culture, and coordinating the Latino scholarship program on campus. In these positions, she has developed a vast network of high school counselors, community leaders, and campus partners that will facilitate delivery of CAMP services. Her relevant training and experience includes participating in Migrant education eligibility and database (MSIX) training, having access to all ABAC student (BANNER) and advising databases, and being a member of the University System of Georgia Latino College Completion Advisory Committee. In addition to the Associate Director, a **CAMP Recruiter** will also be hired through the project. Minimum qualification for each position are detailed below.

Table 12: Qualifications, Training, and Experience of Key Personnel

Position	Responsibilities	Education	Experience/Training
Associate Director	Provide academic counseling and guidance to students throughout the matriculation process Provide academic monitoring and referrals to tutoring /additional support	Master's degree in counseling, education, or related field OR Bachelor's degree with relevant Master's degree in progress	English/Spanish bilingual Minimum three years of experience in higher education advising, supervising, and career counseling target population
Recruiter	Provide outreach services to potential students and parents Develop and coordinate recruitment plans with internal/external partners	Associate Degree, Bachelor's (preferred) in education, social work, counseling, or related field	English/Spanish bilingual, CAMP alumnus preferred Minimum 2 years' experience working with target population

ABAC welcomes employment applications from groups traditionally underrepresented in higher education. Those with sensitivity and understanding of the unique characteristics and

needs of the target population will be actively sought through posting of position vacancies on the ABAC website, HEP/CAMP/ TRiO national and state list serves, in local Spanish media, and through partner agency and former CAMP/HEP/TRiO graduate networks.

5. QUALITY OF MANAGEMENT PLAN

The proposed management plan is designed to ensure an effective and efficient program by incorporating many essential control functions. Situated within the Office of Multicultural Educational Programs under the Academic Affairs unit of the institution, the Director will report directly to the Vice President for Academic Affairs, who oversees all undergraduate education admissions and advising resources. The reporting line provides significant leverage for CAMP students to have access to a wide range of institutional resources and initiatives to support their success. In complying with Section 206.20 (d) of the regulations and Section 418A (d) of the statute, the plan also provides for the following **assurances and provisions**, respectively:

Table 13: Management Plan Assurances and Provisions

Assurance / Provision	How it is Addressed
Plan for identifying and recruiting most needy students	<ul style="list-style-type: none"> • Provide for bilingual outreach materials, school workshops, and visits with families • Rank student need assessment application, academic assessment results, and financial aid awards in matrix
Plan for identifying and using IHE and community resources	<ul style="list-style-type: none"> • Create an Advisory Board consisting of institutional and community partners to provide additional resources • Outreach to established campus student support programs to leverage experience in meeting needs of MSFWs
Coordination with local, state, and federal resources	<ul style="list-style-type: none"> • Agreements with HEP/TRiO/ Migrant Ed/ Dept. of Labor to provide access to potential students and social service referrals for MSFW families • Agreements with WIA 167 and local clergy to support recruitment, outreach, and employment efforts
Hire staff that is knowledgeable and sensitive to MSFW needs	<ul style="list-style-type: none"> • Advertise staff positions on National HEP/CAMP and TRiO listserv and state Migrant Education website • Require bilingual skills (Spanish/English) and experience working with target population
Staff In-Service	<ul style="list-style-type: none"> • Provide professional development relevant to understand and being sensible to MSFW family needs

	<ul style="list-style-type: none"> • Require participation in institutional diversity trainings and admissions, financial aid, and advising procedures • Require participation in project eligibility criteria and budgetary procedures
Training and Technical Assistance	<ul style="list-style-type: none"> • Require Associate Director attendance at First Year Experience conf. on specific pedagogical practices to support student success • Require Director and Associate Director to participate in annual OME director's meetings • Require recruiter attendance at state Migrant Ed. Conference and regional trainings • Require recruiter attendance in partner agency trainings on eligibility for their specific services
Staff Travel	<p>Project budget will include staff travel funds for :</p> <ul style="list-style-type: none"> • Outreach and Recruitment activities • Coordination of resources with community partners • Participation in training and technical asst. workshops
Student Travel	<p>Project budget will include student travel funds for:</p> <ul style="list-style-type: none"> • Getting to and from campus at end of each semester • Attending cultural/career events off campus
Interagency Coordination	<ul style="list-style-type: none"> • Create an Advisory Board consisting of institutional and community partners to provide additional resources • Agreements with HEP/TRiO/ Migrant Ed/ Dept. of Labor to provide access to potential students and social service referrals for MSFW families • Agreements with WIA 167 and local clergy to support recruitment, outreach, and employment efforts
Recruitment Plan	<ul style="list-style-type: none"> • Leverage educational and community partnerships to identify and inform eligible students of CAMP • Provide all promotional materials and advertisements in English and Spanish • Focus on top 5 counties with highest migrant student enrollment within the local agricultural region • Hire bilingual (English/Spanish) recruiter to promote parental involvement in the college enrollment process
Evaluation Plan	<p>To comply with EDGAR 75.590, the plan will provide for:</p> <ul style="list-style-type: none"> • Monthly staff meetings to assess progress towards meeting established goals and objectives • Monthly meetings with fiscal affairs staff to review expenditures and consolidate budget • Collection of quantitative (student GPA, hours earned, tutor hours, workshops attended, etc..) and qualitative data (feedback surveys, community input, student end of year interviews, etc..) for formative and summative reviews • Use of external evaluator

(i) The following Table provides an outline of the management plan to achieve the proposed objectives with clearly defined *responsibilities, timelines, and milestones* for accomplishing tasks within **budget**. The plan will be evaluated monthly.

Table 14: ABAC CAMP Management Plan

Objective 1: Outreach and Recruitment -provide outreach and recruiting services for the purpose of identifying 32 candidates who would most benefit from CAMP				
Activity	Milestones	Responsibility	Timeline	Budget
A. Outreach and recruit within the migrant community including schools, churches, and farms to select 32 CAMP participants	A. 50% of students identified by December B. 50% identified and by March	<ul style="list-style-type: none"> Associate Director Recruiter 	September to March	Funds available for recruiter travel and project advertising
B. Assess student application and Need Assessment rankings	A. Accept 32 students into ABAC CAMP by March	<ul style="list-style-type: none"> Director Associate Director Recruiter 	February to March	Funds available for admissions application
Objective 2: Interagency Coordination- Create, maintain and promote a network of resources to maximize CAMP student resources and produce 90% acceptance of referrals				
Activity	Milestones	Responsibility	TimeLine	Budget
A. Participate in community events aimed at the migrant farm worker population	A. Identify 4 agencies to support CAMP B. Accept 90% of referrals from partner agencies	<ul style="list-style-type: none"> Recruiter 	September to July	Funds available for recruiter travel and exhibitor fees
B. Establish an Advisory Board of institutional and community partners to enhance CAMP resources	A. Conduct 1st meeting in November B. Conduct 2 nd meeting in March	<ul style="list-style-type: none"> Director 	November and March	Funds available for staff travel and meeting refreshments
Objective 3: Quality First Year Program: Provide services that develop the academic and personal skills of CAMP participants to produce a minimum of 86% completion (GPRA1) and a minimum of 85% retention rate (GPRA 2).				
Activity	Milestones	Responsibility	Timeline	Budget
A. Conduct student assessment to determine specific student needs and	A. Assess 50% of students by June B. Assess 50% of students by August	<ul style="list-style-type: none"> ABAC Academic Advisor CAMP 	During ABAC/ CAMP orientation	Funds available for any assessment fees

ensure appropriate academic placement		Associate Director	in March and August	
B. Secure housing for CAMP cohort	A. 100% of students have housing accommodations by March	<ul style="list-style-type: none"> Associate Director 	February to March	Funds available to cover student deposit
C. Provide academic support to promote persistence and produce an 86% completion rate (GPRA 1)	<p>A. 100% of students to attend monthly academic/ personal counseling sessions</p> <p>B. 90% of students to attend monthly skills workshops</p> <p>C. 86% of students will complete first year in good academic standing</p>	<ul style="list-style-type: none"> Associate Director Director 	<p>Monthly from October to April</p> <p>Midterm and End of year</p>	Funds available for staff salaries, tutors compensation, and speaker honorarium
D. Provide financial support to reduce family contribution	<p>A. 100% of students will receive CAMP scholarship to cover tuition, books, room and board, or other institutional fees</p> <p>B. 100% of students will receive a monthly stipend</p>	<ul style="list-style-type: none"> Director Associate Director 	Assess all financial need by July	Funds available to provide scholarship and stipends for students
E. Provide resources and assistance for continued enrollment resulting in an 85% retention rate (GPRA 2)	<p>A. 100% of students will complete the FAFSA by March</p> <p>B. 100% of students will be registered for classes by May</p>	<ul style="list-style-type: none"> Associate Director Recruiter 	February to March	Funds available for postage, transcript requests, and campus visits

(ii) The plan will also include monthly sessions with the business and sponsored programs office to review and reconcile expenditures. In fulfilling its fiduciary duties, ABAC requires all expenditure requests to include two levels of approval (VPAA and grants accountant) beyond the project Director before being processed.

The program will ensure that **feedback** from staff, students and stakeholders drive the implementation of a continuous program improvement plan. To obtain program feedback, the Director will use **formative** and **summative** assessment methods to collect and analyze program

data needed to implement a continuous Quality Review Process. Through structured formative and summative evaluation methods, staff will ensure that program objectives are met on time, on target, and on budget. Monthly staff meetings, quarterly Advisory Board meetings, and annual evaluations will provide opportunities for program **staff and stakeholder feedback**. **Student input** will be solicited through activity evaluations, monthly counseling sessions, focus groups, and end of year interviews.

*(iii)*The proposed **key personnel** for CAMP will include a **Project Director** funded at 25% from program funds and an **Associate Director and Recruiter** funded at 100% from program funds (job descriptions in appendix) . Support staff (**non-key**) will include an **administrative assistant funded at 50%** from program funds, and **part time tutor/mentors**.

The **Project Director**, currently Director for Multicultural Educational Programs, will be responsible for the general administration of the program to include: hiring, training, supervising, and evaluating staff; coordinating and communicating all CAMP related issues within ABAC; coordinating with partner agencies for delivery of program services; monitoring program budget expenditures and personnel affairs; communicating with parents; submitting all project reports to the Authorized Representative (AR) and Office of Migrant Education (OME); and monitoring progress in meeting objectives. The **Associate Director** will be responsible for coordinating with partner agencies for delivery of program services; coordinating parent/student orientation and program workshops; providing academic monitoring and personal counseling to students; coordinating all recruitment activities; supervising and evaluating program mentors, tutors, and recruiter; coordinating instruction and tutoring services; maintaining student academic records; developing student follow up and tracking system; and gathering data for annual reports. **The Recruiter** will be responsible for performing outreach activities, developing

recruitment network, updating social media outlets, coordinating student matriculation, conducting bilingual parent orientations, and providing follow up services.

Support staff will include; (1) an **Administrative Assistant funded at 50%** from program funds to provide clerical support, maintain program files, and facilitate CAMP budgetary oversight. (2) Part time program **mentors and tutors** will be hired as needed to provide academic tutoring and mentoring support to students as needed. The Vice President for Academic Affairs will serve as the **CAMP Authorized Representative/PI** at **no cost** to the project. This position will be responsible for approving and submitting project reports, coordinating and communicating all issues relating to HEP between ABAC and the Office of Migrant Education (OME), supervising the project director, and overseeing budget management.

(iv) The Management Plan incorporates the mechanisms necessary to ensure high quality products and services to support MSFW student success. Mechanisms include student assessments for optimal academic placement and support, monthly assessment meetings, quarterly advisory board meetings, monthly academic reviews, one-on-one counseling, monthly fiscal reviews, and student evaluations. The continued focus on targeted recruitment, academic monitoring and support, institutional oversight, partner network, and student and stakeholder feedback will provide a diversity of perspectives that will ensure accountability, efficiency, and maximize project services for all participants.

6. ADEQUACY OF RESOURCES

(I) ABAC will provide more than adequate facilities, equipment, supplies, and other resources to effectively administer the grant. The staff offices for the CAMP program will be co-located with the Office of Multicultural Educational Programs in Conger Hall, which is in the academic heart of campus and allows for direct access to academic, tutoring, and faculty

resources. Staff will have direct access to top administration and use of department equipment and assets including: four fully furnished offices with computers, institutional internet, access to student database, VOIP phone system, a student/tutor workroom, department conference room, student computer lab, department copier and printer. In addition, the institution will provide instructional and assessment supplies and a charge card to facilitate books/ material purchases.

(ii) Other resources will include the following **institutional commitments**: (1) Admissions will provide support and training to CAMP staff to ensure proper matriculation of students, (2) PI will provide project oversight, guidance, and support (3) Housing will assist with securing workshop areas for the CAMP learning Community and on campus housing for all residential students, (4) the Business Office will coordinate with CAMP and the Financial Aid Office to delay CAMP student billing until the end each semester, and (5) the Academic Affairs office will include a CAMP representative on its Out-of-State Waiver committee and will provide non-resident students a waiver provided they meet the established criteria. Additionally, ABAC's Latino Scholarships Office and TRiO programs will provide referrals, workshops, and financial support to eligible students. **External partner commitments** include: MEP (provide access to eligible families and student documentation), church representatives (**Invitational Priority 2**) (meeting space and referrals), Department of Labor (speakers, role models, volunteer opportunities), and Telamon (staff development, job placement) see partner list in appendix.

(iii) Considering the high poverty level and cultural reluctance of the migrant population to incur debt, the proposed budget of **\$424,464** will be sufficient to cover project personnel, travel, equipment, supplies, contractual commitments, college administrative costs, student scholarships, and other expenses while minimizing family contributions. It is further reasonable considering the lack of resources for the target population, the intensive academic and social

services to be provided students and families, and the quality of personnel provided in terms of experience, training, and dedication to serving MSFWs. The majority of the expenses will be budgeted to personnel and direct student services (tuition, housing, meal fees), which are aligned with University System of Georgia compensation scales and Board of Regents of the state.

(iv) The proposed budget will support 32 students at a cost of \$13,264, an amount in line with the national average for residential CAMP programs (\$12,630) and reasonable in light of the scholarship intent to cover the student's full financial gap and reduce family dependency. The budget is a reasonable investment in the future earning potential for each successful student.

(v) ABAC anticipates that the project's success in attracting, retaining, and graduating an underrepresented population (primarily Latino) to campus will be institutionalized by the recruitment and advising departments. Furthermore, TRiO and the college's Hispanic Scholarships Office will incorporate CAMP activities into their respective efforts for all Latino students after federal funding expires. In short, ABAC is committed to duplicating the recruitment, advising, and counseling benefits of CAMP and will actively seek external funding during the grant cycle to continue the financial services after the grant ends.

7. QUALITY OF PROJECT EVALUATION

(i) Evaluation will be an ongoing, data driven process designed to guide program planning, decision making, and resource allocation. Each of the objectives and all activities and services employed to accomplish project goals will be evaluated monthly, quarterly, mid-year, and at the end of the year (**formative evaluation**). This plan allows for ongoing **feedback from stakeholders** as and provides the opportunity to conduct ongoing assessments of program components; specifically, which activities are most effective, what progress is being made towards meeting project goals, identifying weaknesses and making modifications to plan for

improvement of activities and services, and to emphasize or deemphasize particular project components. In addition, the plan also provides for all project objectives, activities, and services to be evaluated annually through an external evaluation (**summative evaluation**). The evaluation plan will examine in specific and measurable ways the success of the project towards achieving its process and outcome objectives (Table 15).

(ii) Table 15: Objective Evaluation Outline

	1. Enroll 32 students in CAMP	2. Establish a network of supportive resources	3. A. Attain an 86% completion	3.B. Attain an 85% retention rate
1. Data collected	School transcripts, graduation exam, placement test, SAT, and ACT score results	Event agendas, email and phone logs, student referrals, partnership form, advisory board minutes	Monthly academic reports counseling sessions, activities attended	FAFSA completion, class schedule, diplomas
2. When data is collected	Throughout the recruitment process, finalized by March of each academic year	Weekly, quarterly, and end of academic year	Monthly, at midterm and end of course, after counseling sessions	March (FAFSA), at end of each academic semester
3. What methods used	School/College contacts, academic assessment, student questionnaires	Electronic communication, personal contacts	Student and counselor interviews, database query	Student and counselor interviews, database query
4. Instruments developed and when	Questionnaires and information request forms will be developed in October	Questionnaires, surveys, tracking spreadsheets, will be developed prior to start of fall semester	Questionnaires, tracking spreadsheets, will be developed prior to start of fall semester	Questionnaires and tracking spreadsheets, will be developed prior to start of fall semester
5. How will data be analyzed	By screening committee to determine student eligibility and need	In staff and advisory board meetings to assess benefit to project and students	By staff to identify academic interventions	By staff to verify continued enrollment
6. When will reports and outcomes be available	Monthly progress reports will be generated. Final report due by March to include in annual report	Monthly progress reports will be generated. Final report due by July to include in annual report	Monthly progress reports will be generated. Final report due by July to include in annual report	Monthly progress reports will be generated. Final report due by July to include in annual report

7. How data will be used	Identify common academic needs, assure academic placement; develop baseline data	Identify financial and social support resources for project participants and families	Identify and address student needs in support of academic success	Identify needs and provide follow up services
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(iii) The external evaluation will determine the effectiveness of the project in meeting the purposes of the program (EDGAR 75.590(b)). The evaluator will review and conduct the following ongoing measures of effectiveness (Table 16) to assess progress toward meeting goals.

Table 16: Measures of Effectiveness

<ol style="list-style-type: none"> 1. A review of student files to check for compliance with eligibility, determination of need, services provided, and individual student outcomes 2. Interviews with program staff, students, and college key partners 3. A review of student grades in remedial courses to gauge the 80% exit goal 4. A review of student transcript to gauge progress towards meeting the 24 credit hrs. earned goal 5. A review of student retention data to gauge progress towards meeting the 85% goal 6. A review of student 6 yr. graduation data to gauge progress towards exceeding the 20% goal 7. A review of student financial aid data to gauge progress towards minimizing debt 8. A review of financial literacy workshop participant surveys to identify knowledge gains
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The results of these interviews and document reviews will be used to produce a report on the effectiveness of the project, including identifying project strengths and weaknesses and offering corrective strategies to improve program services and compliance. The report will supplement the annual reporting to the Office of Migrant Education (OME) and will be disseminated to the College, the CAMP Advisory Board, and CAMP staff. Improvement suggestions will be implemented during the summer session. The external evaluator will be Dr. Scott Willison, who is the current Director of Boise State’s (BSU) Center for Multicultural and Educational Opportunities, who oversees TRiO, HEP, and CAMP grants. He is a former President of the National HEP/CAMP Association, a tenured professor of research at BSU, an experienced evaluator of federal grant programs, an internationally published presenter and researcher on CAMP and the achievements of minority and at-risk youths, and is an active member of the National HEP/CAMP Association (*Vitae in Appendix*).

Other Attachment File(s)

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(b)(6)

Objective To contribute to an organization that will maximize my administrative and bilingual/bicultural skills.

Experience

Director – Multicultural Educational Programs
2003 – Present Abraham Baldwin Agricultural College, Tifton, Ga

- Responsible for administering day to day operation of U.S. Department of Education and private grants
- Responsible for researching and writing continuation proposals for each grant prior to termination of funding cycle
- Responsible for all grant budgets (over \$2 million annual), expenditures, and inventory
- Responsible for hiring, training and personnel affairs for a staff of 20
- Developed strategies to increase Hispanic/ African American student enrollment and retention
- Developed grant and received funding for a Hispanic Retention Program in support of CAMP students
- Established Hispanic Heritage activities on campus
- Responsible for gathering program data and submitting periodic reports in compliance with federal regulations
- Developed projects into nationally recognized model programs
- Coordinate with other agencies that serve the target population to maximize effectiveness

Adolescent Outreach/Resource Specialist
2001-2003 Marion County Board of Education Buena Vista, Ga

- Responsible for coordinating with school systems and other social service agencies to meet the educational and social needs of migrant families
- Assisted in the Identification and Recruitment of eligible families into the program
- Working with other states in transferring educational records for migrant children
- Provide teaching strategies and cultural diversity staff development for school systems within the service area
- Assisted in developing budget and curriculum for the operation of seven summer school sites throughout the service delivery area

Adolescent Outreach Specialist
1993- 2001 Chattahoochee-Flint RESA Ellaville, Ga.

- Responsible for coordinating with school systems and social agencies in over 40 counties to meet the educational and social needs of migrant families
- Responsible for coordinating migrant students records transfer with other states
- Assisted with the Identification and Recruitment of eligible migrant families into the program
- Provide staff development in the areas of diversity and teaching strategies for schools with migrant students

- Coordinated a two week Summer Leadership Institute for migrant students at Abraham Baldwin Agricultural College
- Provide dropout prevention support to migrant students and their families
- Coordinate Parent Involvement component of the migrant education program for the region

English as a Second Language Instructor

1991-1993 Telamon Corporation Lyons, Ga

- Develop the curriculum, order instructional materials, and maintain records on all students.
- Provided instructional services to 20 adult participants
- Developed and worked within an established budget.
- Provided training courses for new Instructors

Education

2010 – Present	Valdosta State University Ed.D Higher Ed Leadership	Valdosta , Ga
1997-1998	Columbus State University M. Ed. Leadership	Columbus, Ga.
1994-1997	Georgia Southwestern State University Education Certification, Spanish Education k-12	Americus, Ga.
1995-1996	State University Of West Georgia English as a Second Language (ESL) Certification	Carrollton, Ga.
1989-1993	Georgia Southern University B.A. Spanish	Statesboro, Ga.
1989	Heart of Georgia Technical College GED Certificate	Dublin, Ga.

Professional Experience

Former HEP/CAMP National Association President (2009 -2011)
Federal Grants Reader (2005, 2009, 2012)
Member Georgia Migrant Education Needs Assessment Taskforce
Peer Evaluator for HEP/CAMP/ Trio projects
East Coast Migrant Headstart Program Board of Directors Member
National and State Speaker on Migrant/Hispanic Student Issues

Alma Young

(b)(6)

Professional Experience

Hispanic/Latino Program Academic Advisor - Tifton, GA

August 2013 - Present

- Provide individualized academic, career, and personal counseling
- Coordinate student educational activities schedule
- Coordinate all student recruiting, personal and academic counseling, and tutoring programs
- Prepare all program documentation, including application, promotional material, and academic progress reports
- Monitor and document student academic progress using Banner and DegreeWorks information systems
- Develop and implement student follow up and tracking system to monitor and documents student progress
- Communicate with college faculty, staff, and networking partners strategies for supporting the academic and social growth of Hispanic/Latino students
- Coordinate community service opportunities for students
- Coordinate with HEP/CAMP director to develop annual report to Goizueta Foundation
- Responsible for developing strategies to meet the stated program goals
- Represent the program as well as ABAC at community and outside organization functions including career days, special events and conferences
- Responsible of a yearly scholarship budget of \$175,000
- Coordinate programs such as Hispanic Heritage Day to raise cultural and diversity awareness
- Advise the Cultura Latina Club and Interested Ladies of Lambda Theta Alpha Latin Sorority

Goizueta Scholarships Retention Counselor - Tifton, GA

August 2012 - July 2013

- Provided individualized academic, career, and personal counseling
- Coordinated student educational activities schedule
- Coordinated all student recruiting, personal and academic counseling, and tutoring programs
- Prepared all program documentation, including application, promotional material, and academic progress reports
- Monitored and document student academic progress using Banner information system
- Developed and implement student follow up and tracking system to monitor and documents student progress
- Communicated with college faculty, staff, and networking partners strategies for supporting the academic and social growth of Hispanic/Latino students
- Coordinated community service opportunities for students
- Coordinated with HEP/CAMP director to develop annual report to Goizueta Foundation
- Developed strategies to meet the stated program goals
- Represented the program as well as ABAC at community and outside organization functions including career days, special events and conferences
- Budgeted scholarship budget
- Coordinated programs such as Hispanic Heritage Day to raise cultural and diversity awareness
- Served as advisor for the Cultura Latina Club and Interested Ladies of Lambda Theta Alpha Latin Sorority

ABAC Migrant Education Consortium Specialist - Tifton, GA

October 2011 - August 2012

- Worked directly with migrant consortium school systems to identify and facilitate services needed for eligible migrant children
- Facilitated supplemental tutoring and/or support services for qualified migrant students
- Maintained student service documentation and reports
- Assisted migrant consortium school districts and regional staff, with migrant parent participation in local, regional and state Migrant Parent Advisory Councils
- Provided identification and recruitment services of eligible migrant children and youth
- Developed community partnerships with other persons and/or agencies that serve migrant families

PR/Award # S149A150002

- Made home visits as needed to the homes of eligible migrant families
- Assisted Local Educational Agencies (LEA) with Title I Cross Functional Monitoring, specifically on Title I Part C - Migrant Education
- Assisted with the establishment and planning of MAGIC (Managing Academic Goals Impact Careers) Middle School Summer Program.

ABAC Webmaster - Tifton GA.

July 2009 - October 2011

- Designed, coded and tested the ABAC website using scripting languages such as HTML, CSS, ColdFusion and Flash
- Worked with administrative offices, faculty, and staff to ensure professional presentation and availability of information on the web
- Provided web design consultation to faculty and staff
- Developed page layout, animations and graphics for ABAC website
- Created graphics for printed materials and website use
- Designed and developed online forms using ColdFusion
- Manipulated and re-touched photographs for website use
- Maintained and updated the websites regularly
- Assigned shared drive access permissions for faculty and staff
- Served as initial point of contact for web visitors through Ask the Golden Stallion email account

Education

Masters of Higher Education Administration
Georgia Southern University (GSU), Statesboro GA.

Expected May, 2017

Bachelor of Science in Fashion Merchandising and Apparel Design
Georgia Southern University, Statesboro GA.

May, 2008

Associate of Sciences in Family and Consumer Science
Abraham Baldwin Agricultural College (ABAC), Tifton GA.

December, 2005

Computer Skills

Operating systems: Windows XP and Vista, Mac OS X

Programs: Microsoft Office Suite 2003 and 2007 (Word, Excel, Access, PowerPoint), Microsoft SharePoint, and Adobe Creative Cloud (Dreamweaver, Flash with ActionScript 3.0, Illustrator, InDesign, Photoshop)

Languages

Fluent in English and Spanish

Professional Development

- Member of the University System of Georgia (USG) Hispanic/Latino College Completion Advisory Committee
- Presented Diversity Training for TRiO Conference
- Presented Cultural Awareness Workshop for ABAC Tutors
- Grant Writing Training
- Migrant Education Program
 - Identification & Recruitment Training (ID&R)
 - Migrant Student Information Exchange (MSIX) Training
 - Supplemental Services/Priority For Services Workshops
- GANG Awareness and Mentorship Workshop

Gail P. Dillard
Abraham Baldwin Agricultural College
ABAC 9 2802 Moore Highway
Tifton, GA 31793
(b)(6)
gdillard@abac.edu

EDUCATION

The Florida State University, Tallahassee, FL
Graduate courses in Art History
Ph.D., English
Major: American Literature Since 1875
Minor: The Humanities

The University of North Carolina at Charlotte, Charlotte, NC
M.A., English

Georgia College, Milledgeville, GA
B.A., English

TRAINING

University System of GA Basic Mediation Training, Darton College, February 2005
Academic Administrators Workshop, University of GA, March 2004

PROFESSIONAL EXPERIENCE

1988-Present	Abraham Baldwin Agricultural College
07/14-Present	Interim Vice President for Academic Affairs
01/11-07/14	Director of ABAC on the Square and Early Admission Programs
01/06-01/11	Vice President for Student Affairs
09/04-01/06	Interim Vice President for Student & Enrollment Services
10/02-09/04	Director of Evening & Off-Campus Programs
2003-Present	Professor of English
1998-2003	Assoc. Professor of English
1993-1998	Asst. Professor of English
1990-1993	Instructor of English
1988-1990	Part-time Instructor of English
1984-1988	The Florida State University
	Graduate Teaching Assistant

CONFERENCE PRESENTATIONS

"Adult College Entry (ACE)," Southern Assoc. of Collegiate Registrars & Admissions Officers, Feb. 2005
"Adult College Entry (ACE)," GA Assoc. of Collegiate Registrars & Admissions Officers, Oct. 2004
"Destination: Teaching and the COPE (Career Opportunities for Para-Professional Educators) Program"
(with Dr. Mary Ellen Dallman & Dr. Florence Moffett), National Assoc. for Alternative
Certification, March 2004
"Regents' Testing and Writing Program Development: An Antithetical Agenda?" (with Dr. Oscar Patton &
Dr. Marc Steinberg), Student Success in First-Year Composition Conference, GA Southern U,
Feb. 2001
"Just A Tramp: Feminine Virtue and the Necessity of Keeping [A] House in Marilynne Robinson's Novel
Housekeeping," American Literature Assoc. Conference, May 2000

- "Not Drowning But Swimming: Using the Buddy System in the Portfolio Current" (with Dr. Bobbie Robinson), Student Success in First-Year Composition Conference, GA Southern U, Feb. 2000
- "Re-Discovered Voices: Southern Literary Canon Formation and the WEB" (with Dr. Amy Berke), South Atlantic Modern Language Assoc. Conference, Nov. 1998
- "Landscaping the Old South: Picturesque Design in John Pendleton Kennedy's *SwallowBarn*," SAMLA Conference, Nov. 1997

PUBLICATIONS

- "Internet Resources for the Study of Southern Literature" (with Dr. Amy Berke), in *Companion to Southern Literature*, LSU Press, 2002

CURRENT PROFESSIONAL ORGANIZATIONS & COMMUNITY SERVICE

South Atlantic Modern Language Association
Kiwanis Club of Moultrie
United Way of Colquitt County Board
Family Connections of Colquitt County Board
YMCA Mentor

Professional Vita

Scott R. Willison, Ph.D.
swillis@boisestate.edu

Boise State University
1910 University Drive (E405) Boise, ID 83725

PROFESSIONAL INTERESTS

School & Program Improvement
Curriculum and Instruction
Migrant Education

EDUCATION

Ph.D. Curriculum and Instruction, Indiana University,
Instructional Systems Technology - Cognate, 1989

RELATED WORK EXPERIENCES

Professor, Boise State University, Boise, ID 2004- Present.

Faculty member in the College of Education: Dept. of Curriculum, Instruction and Foundational Studies.

May 2000 – present: Director, Center for Multicultural and Education Opportunities. Current responsibilities include the coordination of ten federally funded projects, a project funded by the Mexican Consulate and other locally funded projects designed to assist non traditional students including migrant and other minority students attain academic success in public schools, universities and in alternative diploma programs. The Center employs over 50 employees and has an annual combined grant funding exceeding \$3,500,000. Additionally, I serve in the following capacity

- College Assistant Migrant Program, Director
- High School Equivalency Program, Director
- BSU TRiO Programs, Director
- BSU Summer Academy, CoDirector

Other university responsibilities have included but not limited to:

- Co-Director for College of Education's Teacher Education Reform Efforts.
- Regional Coordinator for the Center for School Improvement's Creating High Performance Schools an Education Reform Initiative involving 32 Idaho school districts.

1983-1998: Various employment with high school youth including High School Administrator and High School Teacher

PRESENTATIONS Relevant to HEP/CAMP:

International:

Willison, S. & Jang, Bong Seok **The College Assistance Migrant Program: The Good, Bad and Ugly of a Federal Program Helping Migrant and Seasonal Farm Workers.** American Education Research Association annual conference. New York, March, 2008

Willison, S., Parrett, W. & Barr, R. **Defining Achievement for the Nation's Impoverished Youth: Proven Educational Programs and Practices for Effectively Teaching the Children of Poverty.** The Eleventh International Literacy and Education Research Network Conference on Learning. Havana, Cuba, July, 2000

National

Willison, S. (Panel Chair) **HEP/CAMP: Surviving a Sequestration.** (Requested by USDE\OME following sequestration cuts to OME travel) The National HEP/CAMP Conference. Albuquerque, NM. Oct, 2013

Willison, S. **Collaboration for success. The impact of HEP/CAMP on MEP GPRA measures.** The National Migrant Education Directors Meeting, U.S. Dept. of Education/ Office of Migrant Education. S. Padre, TX. November 2012.

Willison, S. **The role of formative program evaluation in establishing benchmarks for meeting federal guidelines.** The National HEP/CAMP Conference. S. Padre, TX. November, 2012.

Willison, S., Gamez, O. **How Program Evaluation has Changed for HEP/CAMP.** USDE New Directors Training, Phoenix, AZ. Aug., 2012.

Willison, S.. **Developing Academic Services for Academic Success.** National Association of State Directors of Migrant Education (NASDME). Portland, OR. April, 2012

Willison, S. **Developing Academic Services for Academic Success.** National Association of State Directors of Migrant Education (NASDME). New Orleans, April, 2011.

Willison, S. **Designing Program Evaluations to Maximize Their Benefit: Going Beyond Federal Govt. Reporting Guidelines.** USDE New Directors Training, Miami, FL. Aug., 2010.

PUBLICATIONS, Relevant to HEP/CAMP

Juried (selected)

Willison, S. & Gibson, E. (2011), Graduate School Learning Curves: McNair Scholars' Transitions to Graduate School. *Equity & Excellence in Education*. 44, (2) 153-168.

Willison, S. & Jang, B. (2009). Are Federal Dollars Bearing Fruit? An Analysis of the College Assistance Migrant Program. *Journal of Hispanic Higher Education*, 8, (3) 247-262.

Willison, S. & Parrett, W. (2006) Connecting schools and their communities: The necessity of effective collaboration. Invited chapter in Lee, J.; & M. Williams, (Eds.) *School Improvement: International Perspectives*. Nova Science Publishing; New York. pp.131-142.

HEP/CAMP program evaluations

Migrant Program Reviewer for the following institutions:

Western Michigan University 2014, 2010
Michigan State University, 2013, 2010
University of CA, Bakersfield, 2012
Abraham Baldwin Agriculture College, 2011
University Texas Pan AM, 2011
University of Texas El Paso, 2011
Washington State University, 2010
West Texas A&M University, 2010

OTHER relevant HEP/CAMP experiences:

Member, National HEP\CAMP Association Board of Directors. 2009- Present

Chairman of HEP/CAMP Association National Conference. Tampa, FL (2014).

Chairman of HEP/CAMP Association National Conference. Albuquerque, NM (2013).

President, National HEP\CAMP Association, 2011 – 2013. Responsible for leadership of and for representing over 80 institutions. Requires working with U.S. Dept. of Education, and legislative bodies, as well as national Migrant agencies and others.

Migrant Program Reviewer for the following institutions:

Central Washington University, 2014
Michigan State University, 2013, 2010
Abraham Baldwin Agriculture College, 2010
Western Michigan University 2010, 2014
University Texas Pan AM, 2011
University of CA, Bakersfield, 2012
University of Texas El Paso, 2011
Washington State University, 2010



BUDGETARY RESPONSIBILITIES

The Director is responsible for all budgetary issues related to the grant programs assigned.

SPECIALIZED KNOWLEDGE AND EXPERIENCE REQUIRED

This position requires an advanced degree and three to five years of experience in the field. Additional requirements include; grant writing experience, spreadsheet experience, and a minimum of 5 years working with low income, first generation, or migrant populations are all required. Bilingual in English/Spanish desired.



POSITION DESCRIPTION

Position Title: College Assistance Migrant Program (CAMP) Associate Director FLSA Status: Exempt
Reports to (Title): Multicultural Educational Programs Director
Department: Multicultural Programs
Date Prepared: January 2015

BASIC FUNCTION

This position exists in order to implement and coordinate the academic and supportive services of CAMP. Other functions of this position are to provide training and support for program staff, provide group and individual counseling to students, facilitate cultural and educational workshops for students, seek out partnerships with other educational service providers, and develop and maintain positive relationships with stakeholders.

WORK RESPONSIBILITIES

(To Be Used For Performance Measures)

- Coordinate all recruitment, tutoring, and counseling services for students
- Coordinate all academic and cultural aspect of the program
- Evaluate all applications to be recommend for admission
- Coordinate academic schedules and foster matriculation for students
- Provide orientation and training to CAMP staff
- Assist the Director to develop short and long term program planning
- Maintain adequate records and files of students' progress
- Update student follow-up and tracking system
- Ensure that all CAMP objectives are accomplished in a timely manner
- Submit monthly and annual report data to the Director
- Participates in community events to represent and promote CAMP
- Performs other duties as assigned



BUDGETARY RESPONSIBILITIES

This position has no responsibility regarding budgetary issues, but does review requests for scholarships, supplies, stipends, meal plans, and housing expenses.

SPECIALIZED KNOWLEDGE AND EXPERIENCE REQUIRED

This position requires a minimum of a Bachelor's degree (Master's preferred) in Education or a related field as well as at least five years' experience working with programs that target migrant and seasonal farmworkers, low income, or first generation populations in a higher education setting. The work experience and training must be in at least three of the following areas; supervision, administration, curriculum design, program development and planning, post-secondary admission's process, grant implementation, counseling, teaching, or program evaluation.

The CAMP Associate Director must also be culturally sensitive to the unique needs of first generation, migrant and seasonal farm worker students. Bilingual skills (English/ Spanish) desired but not required.



ABRAHAM BALDWIN AGRICULTURAL COLLEGE

Office of the President

ABAC 1, 2802 Moore Highway, Tifton, GA 31793-2601

Office 229-391-5050 • Fax 229-391-5051

www.abac.edu

January 20, 2015

Dr. Lisa Ramirez
United States Department of Education
Office of Migrant Education
Washington, DC 20202

Dear Dr. Ramirez:

This letter of support endorses Abraham Baldwin Agricultural College's (ABAC) application for the College Assistance Migrant Program (CAMP) grant. The services offered through CAMP are critical in providing a quality first year program to migrant and seasonal farm worker students in support of their academic success. ABAC's previous CAMP (1999-2014), consistently exceeded the institution's retention rate and assisted over 300 program participants to graduate from ABAC or other institutions of higher education.

ABAC has been committed to serving the migrant and Hispanic student population since 1992, when the College began hosting high school migrant students for a two-week leadership academy in collaboration with the Georgia Migrant Education Program, an activity which continues to this day. More recently, our institution has secured a High School Equivalency Program (HEP) grant, been awarded a Migrant Education Program (MEP) consortium grant from the Georgia Department of Education, received funding for two Upward Bound TRiO programs, and received other private financial resources that will support CAMP initiatives.

Please be advised that Abraham Baldwin Agricultural College will continue to be 100% involved and supportive of CAMP. Resources in support of the program will continue to include office space in the Office of Multicultural Educational Programs; assistance in the offices of Financial Aid, Housing, and Admissions in support of student matriculation; and out-of-state waiver consideration for eligible students. I sincerely hope that you will allow our institution to maintain its status as a leader in providing educational opportunities for migrant students through funding of this CAMP initiative.

Sincerely,

(b)(6)

David C. Bridges
President



Dr. John D. Barge, State School Superintendent

October 31, 2014

Dr. Lisa R. Ramirez, Director
Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW LBJ-3E
Washington, DC 20202-6135

Dear Dr. Ramirez:

The Georgia Department of Education's Title I, Part C – Migrant Education Program (MEP) continues to enjoy a long and successful working relationship with the College Assistance Migrant Program (CAMP) on the campus of Abraham Baldwin Agricultural College (ABAC) in Tifton, Georgia. Over the course of the five year period during which ABAC has operated its current CAMP, 95% of program students have come from Georgia's MEP. These former Georgia MEP participants have achieved success during their first year of college level study due largely to the support of our CAMP colleagues and resources.

The ABAC CAMP is a natural and seamless extension of migrant student academic and support services provided by the Georgia MEP. The CAMP, along with the High School Equivalency Program (HEP) at ABAC, partners with the Georgia MEP towards the common goal of meeting the academic needs of this population. It is important that this relationship continue for the benefit of migrant children and youth in Georgia. Offering meaningful and successful post-secondary support options close to home for our migrant high school graduates is one of the greatest assets of the ABAC CAMP. For this reason, I am writing to convey my sincerest support for ABAC's CAMP grant renewal.

Mr. Javier Gonzalez and the staff at ABAC are experienced and knowledgeable professionals who recognize the unique challenges migrant students face and they have a strong track record of designing support structures to ensure college success. Mr. Gonzalez and his staff will, unquestionably, continue to run a CAMP that is of the highest caliber, exhibiting all of the traits of a quality program that merits grant renewal for the next five year cycle.

Sincerely,

(b)(6)

John Wight
State Director
Georgia Migrant Education Program

"Making Education Work for All Georgians"



GEORGIA DEPARTMENT OF LABOR

148 ANDREW YOUNG INTERNATIONAL BLVD., NE SUITE 450 SUSSEX PLACE ♦ ATLANTA, GEORGIA 30303-1751
-104-354-8673 Fax 912-389-4953

MARK BUTLER
COMMISSIONER

January 21, 2015

Javier Gonzalez, Director of HEP and CAMP Program
Abraham Baldwin Agricultural College
ABAC 22
2802 Moore Hwy
Tifton, GA. 31794

Dear Mr. Gonzalez,

We are delighted to submit this letter of support and confirmation of partnership for the CAMP grant.

As an organization that provides multiple services, such as employment services, job skills identification and development, career planning, vocational rehabilitation services, Veteran assistance services, and unemployment insurance services to farm workers and needy individuals, we strongly support your endeavor to seek funds that will offer additional educational resources for these populations. We encourage these populations to complete their high school diploma education, and further their economic and job placement possibilities by entering college. We explain to our clients the benefits of having a higher education. Studies conducted prove that a person with a higher education has better chances of landing the job they want, with better pay, better health benefits, access to better pension plans, and a more stable economic outlook.

I am confident that our continued partnership and collaborative efforts of outreach, resource sharing and active referrals will prove to make the operations of this program a success.

Again, thank you for seeing the need for this service and for allowing the Georgia Department of Labor to be of assistance toward this goal. If there are any other means by which we may be of help, please do not hesitate to contact me.

Best Wishes,

Jorge Gomez
State Monitor Advocate
Employment Services Division





ABRAHAM BALDWIN AGRICULTURAL COLLEGE

Office of Academic Affairs

ABAC 9, 2802 Moore Highway, Tifton, GA 31793
Phone (229) 391-4782 Fax (229) 391-4781
www.abac.edu

January 20, 2015

Dr. Lisa Ramirez, Director
Office of Migrant Education
U. S. Department of Education
Washington, DC 20202

Dr. Ramirez,

Abraham Baldwin Agricultural College's Office of Academic Affairs fully supports the success of the College Assistance Migrant Program (CAMP) on our campus. As part of the Academic Affairs Division, CAMP will be housed within the Multicultural Educational Programs Office in Conger Hall. The location of the project within similarly focused initiatives inside an academic building in the heart of campus will provide access to supportive resources and legitimize CAMP students as a priority for the institution.

As tangible support for the program, the Academic Affairs Division fully commits the services, resources, and personnel of the Offices of Enrollment Services (recruitment, admissions, and registrar functions), Financial Aid, Learning Support, Student Life and Housing (student activities and residential life), Student Development (including personal and career counseling and disability services), and the Multicultural Programs Office to the continued excellent work and success of CAMP students on campus.

Please feel free to contact me with any concerns regarding this communication.

Sincerely,

(b)(6)

Gail Dillard
Interim Vice President for Academic Affairs



ABRAHAM BALDWIN AGRICULTURAL COLLEGE

School of Science and Mathematics

ABAC 15, 2802 Moore Highway, Tifton, GA 31793-2601

Telephone (229) 391-5100 · Fax (229) 391-5101

www.abac.edu

January 14, 2015

Mr. Javier Gonzalez
Multicultural Programs Director
Abraham Baldwin Agricultural College
Tifton, Ga. 31793

Mr. Gonzalez,

Please accept this letter of support for your College Assistance Migrant Program (CAMP) grant at ABAC. As you are aware, ABAC is the recipient of a National Science Foundation (NSF) grant for the support of students majoring in Science, Technology, Engineering, and Mathematics (STEM) fields. As there is a shortage of minority students entering these fields, CAMP is an ideal partner for this grant.

As part of our commitment to CAMP, the School of Science and Mathematics will provide informational presentations to CAMP students on the careers available in these STEM fields. In addition, we will also share information on the financial resources available to students interested in those careers. We will provide this information each semester to ensure all students are regularly reminded of these opportunities. In addition, CAMP students will have access to undergraduate research opportunities and be recruited to participate in faculty-led projects.

Furthermore, we will provide opportunities for CAMP staff to participate in faculty/staff development events provided through our school. These may include additional workshops and activities that focus on the delivery of instructional services in the critical STEM areas.

I look forward to our collaboration.

Sincerely,

(b)(6)

Johnny Evans, Ph.D.

Dean, School of Science and Math



ABRAHAM BALDWIN AGRICULTURAL COLLEGE

Music Department

ABAC 54, 2802 Moore Highway, Tifton, GA 31793-2601
Telephone (229) 391-4945 · Fax (229) 391-4946
www.abac.edu

January 13, 2015

Javier Gonzalez
ABAC 22
2802 Moore Hwy
Tifton, GA 31793

Mr. Gonzalez:

I understand that you are re-applying for the CAMP grant. I wish to add my support to this effort because I have personally witnessed a situation where the lack of this fine program would have made a huge difference in the life of a promising young man. This student was a hope scholar and a talented musician. When I recruited him, the CAMP program was a big selling point. While Gustavo Tobar and the rest of the staff was most helpful and went above and beyond their duty, I am convinced that the lack of the guidance and direction that this important program usually provided was instrumental in this young man losing his way and eventually withdrawing from ABAC.

I feel very strongly that CAMP is a valuable program that ABAC needs to reinstate. If there is any way that I can be of assistance, do not hesitate to call.

Sincerely,

(b)(6)

Johnny Folsom, Director
ABAC Concert Band

ABRAHAM BALDWIN AGRICULTURAL COLLEGE

CAMP Student Selection Criteria

1. A committee of three people (recruiter, coordinator, director) reviews applications.
2. The committee reviews applications only when all requested documents are submitted by the student.
3. The committee considers a student's personal autobiography checking for (proper grammar usage, paragraphing, spelling, and punctuation).
4. The committee reviews the Confidential Recommendation comments.

CAMP SELECTION CRITERIA

PTS	SAT/GED	GPA	FINANCIAL NEED	ESSAY	RECOMMENDATIONS
1	200-400/450-500	1-1.5	\$0-\$500	POOR	WEAK
2	401-600/501-550	1.5-2.0	\$500-\$1000	FAIR	AVERAGE
3	501-700/551-600	2.0-2.5	\$1000-\$1500	GOOD	STRONG
4	701-900/601-650	2.5-3.0	\$1500-\$2000	EXCELLENT	
5	901 UP	3.0 UP	\$2000 UP		

CAMP STUDENT SELECTION CRITERIA

STUDENT NAME _____

MAJOR _____

SAT/GED	GPA	FINANCIAL NEED	ESSAY	RECOMMENDATIONS

Total score: _____

ORIGINAL

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 58-6002070

DATE:07/13/2012

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
09/23/2009Abraham Baldwin Agricultural College
ABAL 2, 2802 Moore Highway
Tifton, GA 31793-2601

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

SECTION I: INDIRECT COST RATES

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2012	06/30/2016	40.70	On-Campus	All Programs
PRED.	07/01/2012	06/30/2016	30.00	Off-Campus	All Programs
PROV.	07/01/2016	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2016.

*BASE

Direct salaries and wages including all fringe benefits.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

SECTION C. Budget Narrative

I. PERSONNEL Title	Effort	Duties	Rationale	Basis	Year 1	Year 2	Year 3	Year 4	Year 5
Director	25%	Responsible for overall project supervision to include, personnel, and fiscal oversight	Necessary for the administration of project and ensure compliance with institution and OME	Compensate according to institution Salary Scale	\$21,250	\$21,888	\$22,544	\$23,220	\$23,917
Associate Director	100%	Responsible for providing advising/ counseling support and coordinate student services	Necessary to facilitate the achievement of project goals	Compensate according to institution Salary Scale	\$40,000	\$41,200	\$42,436	\$43,709	\$45,020
Recruiter	100%	Responsible for outreach and recruitment of students	Necessary for the promotion of project.	Compensate according to institution Salary Scale	\$30,000	\$30,900	\$31,827	\$32,782	\$33,765
Administrative Assistant	50%	Responsible for maintaining project documentation/ database	Necessary for gathering data for OME, and college reports	Compensate according to institution Salary Scale	\$15,225	\$15,682	\$16,152	\$16,637	\$17,136
Mentors Tutors/ Assistants (up to 6 mentors and 4 tutors)	Part Time	Responsible for academic support and guidance to students	Necessary to ensure address academic needs and provide experience guidance to support adjustment	Compensate according to institution Salary Scale	\$13,000	\$13,000	\$13,000	\$13,000	\$13,000
Salary Totals		\$630,290			\$119,475	\$122,669	\$125,959	\$129,348	\$132,839

2. FRINGE BENEFITS	PERCENTAGE	RATIONALE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	
Director		As governed by university system, state legislature and federal government						
FICA	6.2		\$1,318	\$1,357	\$1,398	\$1,440	\$1,483	
FICA Medical	1.45		\$580	\$597	\$615	\$634	\$653	
Retirement/Medical	26.18		\$5,563	\$5,730	\$5,902	\$6,079	\$6,261	
Associate Director								
FICA	6.2		\$2,480	\$2,554	\$2,631	\$2,710	\$2,791	
FICA Medical	1.45		\$580	\$597	\$615	\$634	\$653	
Retirement/Medical	17.87		\$7,148	\$7,362	\$7,583	\$7,811	\$8,045	
Recruiter								
FICA	6.2		\$1,860	\$1,916	\$1,973	\$2,032	\$2,093	
FICA Medical	1.45		\$435	\$448	\$461	\$475	\$490	
Retirement/Medical	22.18		\$6,654	\$6,854	\$7,059	\$7,271	\$7,489	
Administrative Assistant								
FICA	6.2		\$944	\$972	\$1,001	\$1,031	\$1,062	
FICA Medical	1.45		\$221	\$227	\$234	\$241	\$248	
Retirement/Medical	42.57		\$6,481	\$6,676	\$6,876	\$7,082	\$7,295	
Part Time support								
FICA	6.2		\$806	\$806	\$806	\$806	\$806	
FICA Medical	1.45		\$189	\$189	\$189	\$189	\$189	
Total Fringe Benefits		\$186,883	\$35,258	\$36,286	\$37,345	\$38,435	\$39,559	
TOTAL PERSONNEL		\$817,174		\$154,733	\$158,955	\$163,304	\$167,784	\$172,397

3. Staff Travel	Purpose	Rationale	Origin/Destination	Basis	Year 1	Year 2	Year 3	Year 4	Year 5
Principal Investigator	National Migrant Ed. Confer	Receive Training on migrant education issues	Tifton, GA /TBD	Previous Participation	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Director	National Migrant Ed Confer	Receive Training on migrant education issues	Tifton, GA /TBD	Previous Participation	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	HEP/CAMP Director's Meeting	Receive technical assistance from OME	Tifton, GA Washington, DC	Previous Participation	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	National HEP/CAMP Conference	Receive technical assistance from OME	Tifton/TBD	Previous Participation	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000

Associate Director	First Yr. College Conference	Receive Training on retention, first year issues	Tifton, GA -TBD	Previous Participation	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
	HEP/CAMP Director's Meeting	Receive technical assistance from OME	Tifton, GA Washington, DC	Previous Participation	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Recruiter	National Recruiter's Conference	Receive technical Training on recruitment issues	Tifton, GA TBD	Previous participation	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Ga. Migrant Education Conference	Promote HEP Project	Tifton, GA-TBD	Previous Participation	\$800	\$800	\$800	\$800	\$800
Administrative Assistant	HEP/CAMP Conference	To receive technical training from OME	Tifton, GA- TBA	Previous participation	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
OTHER TRAVEL EXPENSES Director, Associate Director, Recruiter	Outreach/ recruitment of students	Necessary to meet project goals	Tifton, GA TBA	State rate reimbursement	\$12,000	\$12,000	\$12,000	\$12,000	\$10,000
TOTAL TRANSPORTATION		\$107,000			\$21,800	\$21,800	\$21,800	\$21,800	\$19,800

4. EQUIPMENT					\$0	\$0	\$0	\$0	\$0
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5. SUPPLIES		RATIONALE	BASIS						
Postage	To facilitate student and program staff contact	US postal rates		\$4,000	\$4,000	\$3,000	\$3,000	\$3,000	\$3,000
Consumable Supplies	Direct benefit to the program and necessary for acheivement of program goals	set by vendor		\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
TOTAL SUPPLIES		\$32,000		\$7,000	\$7,000	\$6,000	\$6,000	\$6,000	\$6,000

6. CONTRACTUAL-	To review project success and ensure compliance	set by vendbr		\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
The proposed evaluator is the director for the Boise State University's Center for Multicultural and Educational Opportunities which include HEP and CAMP projects. The project will work with the evaluator over a 2 day period to assess project success. The services contract will comply with all institutonal procurement procedures as well as federal standards under 34 CFR 75.135 (b) of EDGAR.									
TOTAL CONTRACTUAL		\$15,000		\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000

7. CONSTRUCTION					\$0	\$0	\$0	\$0	\$0
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8. OTHER	RATIONALE	BASIS						
Cultural/Leadership Events	To expose participants to new experiences not perviously accessible to them. includes transpoortation	Previous events	\$5,000	\$5,000	\$5,000	\$5,000	\$4,000	
Parent & Student Banquet	To recognize the achievements of Students as well as, Parent and Volunteer Support.	Catering costs	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	
Dues/Memberships	Yearly dues for the National HEP/CAMP association	Dues set by organization	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	
Subscriptions/Books	To maintain updated periodicals, newspapers, and books for student use	Based on current cost	\$500	\$500	\$500	\$500	\$0	
Communication	Cell/land lines to facilitate student access	set by carrier	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	
Staff Development	To provide opporitinuies for exposure to startergies and resources to improve project services	set by provider	\$4,000	\$4,000	\$3,000	\$3,000	\$3,000	
Copy Machine Expenses	Monthly maintenace contract	Under inst. contract	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	
Technology (laptops/ tablets and software)	To facilitate student database management and access	set by vendor	\$3,000	\$1,500	\$1,000	\$0	\$0	
Advertisement	To facilitate project promotion (business card, brochures, print and audio media, and other promotional items)	prices set forth vendor	\$6,000	\$5,000	\$4,000	\$3,000	\$2,000	
TOTAL OTHER EXPENSES	\$108,000		\$26,400	\$23,900	\$21,400	\$19,400	\$16,900	

9. TOTAL DIRECT COST	\$1,079,173	\$212,933	\$214,655	\$215,504	\$217,983	\$218,098
10. INDIRECT COST (.08%)	\$86,334	\$17,035	\$17,172	\$17,240	\$17,439	\$17,448

11. STIPENDS	Purpose/ Importance To Project	Basis					
To support 32 students access and success in college	To facilitate enrollment, academic adjustment, and financial assistance to support completion and retention efforts of 32 students						
Student Transportation 32 students	Bus tickets or mileage roundtrip	current cost	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Application Fee (\$20 x 32)	To begin student matriculation	Institution set	\$640	\$640	\$640	\$640	\$640
Enrichment Orientation (\$60 x 32) (college and project)	To expose students to campus resources and develop team building skills through ropes course challenge	provider set	\$1,920	\$1,920	\$1,920	\$1,920	\$1,920
Housing (\$2000/sem x 2 x 27)	To provide room and board to students	Institution set	\$108,000	\$108,000	\$108,000	\$108,000	\$108,000
Tuition (\$1924/sem x 2 x 32)	To facilitate student matriculation	Institution set	\$123,136	\$123,136	\$123,136	\$123,136	\$123,136
Residential Meal Plan(\$1350/sem x 2x 27)	Meal plan required by Institution	Institution set	\$72,900	\$72,900	\$72,900	\$72,900	\$72,900
Commuter Meal Plan (\$400/sem x 2 x 5)	Meal plan required by Institution	Institution set	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
Academic Supplies 32 students (textbooks, software, backpacks, calculators, other class needs)	To assist with academic preparation	provider set	\$30,000	\$28,000	\$28,000	\$25,000	\$25,000
Health Services Fees 32 students	To provide for students well being	current costs	\$1,000	\$1,000	\$500	\$500	\$400
Monthly Stipends \$100 x 7 x 27 (residential)	To provide support for student adherence to contract	student need	\$25,900	\$25,900	\$25,900	\$25,900	\$25,900
\$200 x 7 x 5 (commuters)							
Subtotal			\$370,496	\$368,496	\$367,996	\$364,996	\$364,896
Average Financial Assistance	(\$5,500 x 32)		\$176,000	\$176,000	\$176,000	\$176,000	\$176,000
TOTAL	\$956,880		\$194,496	\$192,496	\$191,996	\$188,996	\$188,896

12. TOTAL PROGRAM COST	\$2,122,387	\$424,464	\$424,323	\$424,740	\$424,418	\$424,442
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

ABRAHAM BALDWIN AGRICULTURAL COLLEGE

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	119,475.00	122,669.00	125,959.00	129,348.00	132,839.00	630,290.00
2. Fringe Benefits	35,258.00	36,286.00	37,345.00	38,435.00	39,559.00	186,883.00
3. Travel	21,800.00	21,800.00	21,800.00	21,800.00	19,800.00	107,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	7,000.00	7,000.00	6,000.00	6,000.00	6,000.00	32,000.00
6. Contractual	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	15,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	26,400.00	23,900.00	21,400.00	19,400.00	16,900.00	108,000.00
9. Total Direct Costs (lines 1-8)	212,933.00	214,655.00	215,504.00	217,983.00	218,098.00	1,079,173.00
10. Indirect Costs*	17,035.00	17,172.00	17,240.00	17,439.00	17,448.00	86,334.00
11. Training Stipends	194,496.00	192,496.00	191,996.00	188,996.00	188,896.00	956,880.00
12. Total Costs (lines 9-11)	424,464.00	424,323.00	424,740.00	424,418.00	424,442.00	2,122,387.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Javier		Gonzalez	

Address:

Street1:	2802 Moore Highway
Street2:	ABAC 22
City:	Tifton
County:	Tift
State:	GA: Georgia
Zip Code:	31793-5679
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
229-391-4880	229-391-4881

Email Address:

jgonzalez@abac.edu

2. Novice Applicant:

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

- Yes No Not applicable to this program

3. Human Subjects Research:

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

- Yes No

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

Yes Provide Exemption(s) #:

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No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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