

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



**APPLICATION FOR GRANTS
UNDER THE**

CAMP-84.149A-1

CFDA # 84.149A

PR/Award # S149A150007

Grants.gov Tracking#: GRANT11831694

OMB No. , Expiration Date:

Closing Date: Feb 12, 2015

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

Application for Federal Assistance SF-424

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

* 3. Date Received: <input type="text" value="02/10/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="University of Kansas Center for Research, Inc."/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="480680117"/>	* c. Organizational DUNS: <input type="text" value="076248616"/>

d. Address:

* Street1: <input type="text" value="2385 Irving Hill Road"/>
Street2: <input type="text"/>
* City: <input type="text" value="Lawrence"/>
County/Parish: <input type="text" value="Douglas"/>
* State: <input type="text" value="KS: Kansas"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="66045-7568"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

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

Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Kristi"/>
Middle Name: <input type="text" value="M."/>	
* Last Name: <input type="text" value="Billinger"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Director, Research Administration"/>	

Organizational Affiliation: <input type="text" value="University of Kansas Center for Research, Inc."/>
--

* Telephone Number: <input type="text" value="785-864-3441"/>	Fax Number: <input type="text" value="785-864-5025"/>
---	---

* Email: <input type="text" value="kucrpropmgmt@ku.edu"/>

Application for Federal Assistance SF-424

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Univ. Affil. NonProfit Corp.

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

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:**

Heartland College Assistance Migrant Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="405,777.00"/>
* 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="405,777.00"/>

*** 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:

Additional Project/Performance Locations:

Donnelly College KS-002
608 N. 18th St.
Kansas City, KS 66102-4210

MCC South Omaha Campus NE-002
2909 Edward Babe Gomez Avenue
Omaha, NE 68107

MCC Fort Omaha Campus NE-002
30th Street & Fort Street
Omaha, NE 68111

MCC Applied Technology Center NE-002
10407 State Street
Omaha, NE 68122

Western Iowa Tech Community College IA-004
4647 Stone Avenue
Sioux City, Iowa 51102-5199

WITCC IA-004
200 Victory Dr
Cherokee, IA 51012

WITCC IA-004
11 N 35th St
Denison, IA 51442

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Kristi M. Billinger</p>	<p>TITLE</p> <p>Director, Research Administration</p>
<p>APPLICANT ORGANIZATION</p> <p>University of Kansas Center for Research, Inc.</p>	<p>DATE SUBMITTED</p> <p>02/10/2015</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Migrant Education_College Assistance Migrant Program"/> CFDA Number, if applicable: <input type="text" value="84.149"/>
--	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

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

Prefix: * First Name: Middle Name:

* Last Name: 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:

* Name: Prefix: * First Name: Middle Name: * Last Name: Suffix:

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S149A150007

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.

HeartlandCAMP__GEPA1011785156.pdf

Add Attachment

Delete Attachment

View Attachment

UNIVERSITY OF KANSAS HEARTLAND CAMP GRANT

EQUAL ACCESS FOR ALL ELIGIBLE PARTICIPANTS (SECTION 427 OF GEPA)

The University of Kansas Heartland CAMP believes and, fully subscribes to the principles of equity and access for all. In fulfilling program management responsibility, the program ensures equal access and treatment of **CAMP Scholars** throughout identification, recruitment, and the selection procedures as well as in providing program services. The following steps, listed in the table below, will be used to ensure compliance with the Department of Education's General Education Provision Act (Section 427 of GEPA) which recognizes six types of barriers that can impede equitable access or participation in a program: gender, race, national origin, color, disability, and age.

Table I: Steps to Ensure Equitable Access	
Step I	Procedures for recruitment, identification and selection of participants are designed to select individuals who are from migrant background. Similar procedures are in place for the hiring of program staff members who have overcome barriers similar to those of the target population.
Step II	Training and professional development for personnel will be provided at least quarterly to promote sensitivity to the barriers mentioned and to foster a supportive climate that encourages the success of all participants.
Step III	Appropriate materials, technology and services will be available to CAMP Scholars with disabilities.
Step IV	The University and the partner institutions and local agencies will be contacted for assistance in extending services to deaf or hearing impaired and blind or visually impaired participants.
Step V	The CAMP office, classrooms, and residence halls are accessible to persons with mobility impairments or physical disabilities.

There are a number of parents in the migrant population for whom English is not their first language; therefore, program application forms and the dissemination of program materials (i.e., college planning information, financial/financial literacy information, career exploration activities, academic programs, study skills resources, etc.) will be distributed in Spanish and other languages, as requested. Information for Family Workshops will also be given in Spanish and other languages, as requested. The program will employ tutors for **Heartland CAMP** Scholars who are English Language Learners (ELL). The University of Kansas, whose student body is enriched by participation of students from over 120 nations, as well as the partner institutions of higher education, will serve as the source for tutors. **Heartland CAMP** will make every effort to hire at least one staff member who is fluent in both English and Spanish.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

University of Kansas Center for Research, Inc.

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mrs. * First Name: Kristi Middle Name: M.

* Last Name: Billinger Suffix:

* Title: Director, Research Administration

* SIGNATURE: Kristi M. Billinger

* DATE: 02/10/2015

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:

ABSTRACT

Heartland College Assistance Migrant Program (HC)

University of Kansas, Lawrence Kansas

A critical need for the services of the College Assistance Migrant Program exists in Iowa, Kansas, and Nebraska. The University of Kansas, in partnership with Migrant Programs in **Iowa, Kansas, and Nebraska**, submits this **Tri-State** application for federal funds to serve **175** commuter and residential students at four sites: University of Kansas and Donnelly College in Kansas; Metropolitan Community College in Nebraska, and Western Iowa Technical and Community College in Iowa. Migrant students qualify as low-income students in the **Tri-State**.

Evidence of Low-Academic Performance in Iowa, Kansas, and Nebraska		
	Migrant Students	Non-Migrants
Proficiency on state reading tests	37.96	83
	Low-Income (150%)	General student body
ACT average composite score	13.85	21.8
High school dropout rate	14	4
College enrollment	25	63.4%

70% of the **Tri-State** migrant students are eligible to receive ESL services, and **85%** are Hispanics. **HC will provide intensive advising, tutoring, peer mentoring, group seminars, social and cultural activities, and links to support programs and organizations. HC will also provide tuition and living stipends, financial aid and literacy workshops and advising, and coordinated service delivery with financial aid offices.** HC will meet each of the **GPRA** measures by enrolling **35** eligible students as CAMP Scholars in college each year, with **86%** successfully completing their first year, **85%** continuing their education beyond their first year, and **100%** of participants receiving opportunities for family involvement and integration into college life, as outlined in the grant proposal.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

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PART I - NEED FOR AND SIGNIFICANCE OF PROJECT

(i) Magnitude of the need for the services to be provided by the proposed project.

Iowa, Kansas, and Nebraska have seen a remarkable increase in the number of students eligible for migrant education services over the last 10 years. These migrant students - most of whom are Hispanic, low-income, English Language Learners (ELLs), and first-generation to college - struggle to meet academic standards, graduate from high school, enter and complete college, and break the cycle of poverty that so often accompanies migrant farm-work. No CAMP programs exist to serve the post-secondary education needs of migrant students in northeast Kansas, Iowa, nor Nebraska.

Growing Migrant Population: 2014 data from the tri-state Migrant Education Programs (MEPs) show that **15,276 migrant students** attended public schools during the 2012-13 school year in the target area. An average of **70%** of these students are eligible to receive ESL services, **88%** participate in the Free and Reduced School Lunch Program, and **85%** are Hispanic. The school-age English language learning population (of which many are migrant) has increased by **73%** from 2006 to 2013. In addition, **one in three** out-of-school youth are migrant eligible in the tri-state area (*Iowa, Kansas, and Nebraska Departments of Education, 2010-2014; Education Commission of the States, 2014; National Center for Education Statistics, 2014*).

Low High School Academic Performance: Data indicate migrant students are not meeting state standards in reading and math. **87%** of migrant students are also low-income. Data show that low-income students in the tri-state area are under-prepared for college level academic work, have significantly lower ACT scores, high school graduation rates, and college-going rates. **See Tables 1 & 2** for low-income and migrant student data.

Table 1: Tri-State Academics: Low-Income Students (150% of poverty level)			
Criteria	Low-income	Other Students	U.S.
Average ACT Scores	13.85	21.8	21.1
Dropout Rate	14%	4%	4.4%
College-Going Rate	25%	63.4%	63.3%

Source: The Chronicle of Higher Education Almanac, 2014; National Center for Educational Statistics, 2014; The Condition of Latinos in Education 2014; TRIO Fact Book, 2014

Table 2: Tri-State Assessment Performance, Migrant Students		
Category	Migrant	Non-Migrant
Met State Standards in Math Proficiency, 2014	37.96%	83%
Met State Standards in Reading Proficiency, 2014	43%	64.3%

Source: Iowa, Nebraska, and Kansas MEP Evaluation Reports, 2013-2014.

Low College Academic Performance: Consistent with the above high school level data, migrant college students are less likely to be academically prepared for college-level coursework and more likely to need remedial courses in English and Math. Data also show that as first-generation and low-income (FGLI) students, migrant college students have significantly lower college-level grades and persistence rates when they are not provided intensive supports and services. See **Table 3** for academic performance disparities between FGLI and non-FGLI.

Table 3: Partner College Performance: Low-Income, First-Generation vs. Non FGLI		
Category	FGLI	Non-FGLI
Average GPA	2.37	3.07
Earned a “D”, “F” or “withdrew” in remedial math	42.5%	24.5%
Earned a “D”, “F” or “withdrew” in remedial English	21.5%	12.3%
Retention Rate	47.3%	70%
Graduation Rate	35%	63%

Source: University of Kansas; Donnelly College; Metropolitan CC; Western Iowa TCC 2014.

Low School Engagement and Low Family Participation: 2014 MEP surveys from the tri-state area report low school engagement and family participation for migrant students. Blumenfeld and Paris (2003) conclude that these factors lead to poor academic performance. As first-generation students, migrants are also more likely to consider proximity to home as a prime

factor in deciding where to attend college (Saenz et al, 2007); however no CAMP programs exist for Nebraska, Iowa, or northeast Kansas migrant students.

(ii) The proposed project will address the needs of disadvantaged individuals.

To meet the post-secondary educational needs of migrant students in Iowa, Kansas, and Nebraska, the University of Kansas proposes the **Heartland College Assistance Migrant Program [HC]** to serve **35** students a year through a collaboration between four Institutions of Higher Education (IHEs) in the tri-state area. Heartland CAMP will 1) improve higher education access and success for migrant students, 2) increase the likelihood of their families' involvement, and 3) facilitate school engagement by providing college options close to home and family.

The four partner institutions are: the **University of Kansas (KU)**, the State's flagship university and lead applicant; **Donnelly College (DC)**, a faith-based private Hispanic-serving Institution (HSI) in northeast Kansas; Nebraska's **Metropolitan Community College (MCC)**, a three-campus institution in Omaha; and **Western Iowa Technical Community College (WITCC)**, a three-campus institution located in northwest Iowa. All four partner IHEs support the imperative of college access and retention for underrepresented populations, and are bolstered by TRIO Student Support Services programs that will provide a critical educational support system for CAMP Scholars beyond the life and scope of CAMP funding.

Heartland CAMP is designed to address specific barriers faced by migrant students and their families in the target area. The tri-state region is a top producer of wheat, sorghum, corn, pork and beef, and heavily depends on migrant and seasonal farmworkers (Tri-State Departments of Agriculture, 2014). Meatpacking, a chief agricultural business in the tri-state region, is the nation's most dangerous occupation with the highest rate of injury (Bureau of Labor Statistics, 2014). High turnover in meatpacking creates a steady demand for migrant workers in the

Heartland, and demands the tri-state are to continually assess the needs of migrant students to provide appropriate services. The four partner IHEs are located in close proximity to large migrant populations that work in meatpacking across the tri-state region. **Table 4** shows migrant student needs as identified by 2006/2014 Tri-State Migrant Education Program (MEP) surveys.

Table 4: Pronounced Needs of Migrant Families: Tri-State MEP Findings	
Understanding of Higher Education Systems	<p>Lack of knowledge about the benefits of college, college options, and sources of financial aid lead families to underestimate the value and feasibility of college. Moreover, knowledge of careers and opportunities outside of farming and meatpacking are limited.</p> <ul style="list-style-type: none"> • 88% of migrant families have never attended college. • 11% of beef-packing workers have graduated from high school.
Financial Support for College	<p>The cost of college attendance is a significant barrier for migrant families.</p> <ul style="list-style-type: none"> • The average household earnings per hour is \$7.25 in the tri-states. • Tuition has risen more than 25% in the last three years.
College Readiness and Academic Preparation	<p>Mobility disrupts educational services for migrant students and many fail to complete rigorous coursework in high school.</p> <ul style="list-style-type: none"> • Less than 43% of students meet state standards in math and/or reading. • 53% graduation rate for migrant students in the tri-states. • 79% graduation rate for general student population in the tri-states.
Technology Knowledge and Usage	<p>The scarcity of technology in homes creates a digital divide within the migrant community. Technology-related skills and access are essential for today's students and workforce.</p> <ul style="list-style-type: none"> • 78% of migrant families <i>do not</i> have a home computer and/or internet access.

(iii) How the project will address weaknesses in services, infrastructure or opportunities.

With no CAMP projects in the target regions, IHEs are under-equipped to meet migrant students' post-secondary educational needs - identified through the tri-state MEP surveys summarized in Table 4. **Table 5** reiterates these gaps/weaknesses, and how each will be addressed by Heartland CAMP.

Table 5: Extent To Which Weaknesses In Services Are Identified & Addressed	
Gap	Heartland CAMP Will:
Higher Ed System Knowledge	<ul style="list-style-type: none"> • Admissions and financial aid technical assistance • Student/family orientation to college life and programming • Ongoing support, "hands on" experience through individual advising, weekly seminars. • Career mentors, job/career fairs

	<ul style="list-style-type: none"> • Bilingual parent newsletters 	<ul style="list-style-type: none"> • Family/student campus visits
Financial Resources & Literacy	<ul style="list-style-type: none"> • Tuition and living stipends • Financial aid/literacy advising 	<ul style="list-style-type: none"> • Coordinated service delivery with financial aid offices.
Academic Support Access	<ul style="list-style-type: none"> • Tutoring and academic monitoring • Comprehensive support to reach academic and career goals 	<ul style="list-style-type: none"> • Links to on-campus resources • Identify strengths/needs/resources • Create Academic Success Plans
Supportive Service Access	<ul style="list-style-type: none"> • Provide a “home away from home” • Peer mentoring, weekly advising, group seminars 	<ul style="list-style-type: none"> • Social and cultural activities • Links to supportive programs and student organizations
Technology Knowledge and Usage	<ul style="list-style-type: none"> • Provide a laptop loaner for each freshman Scholar 	<ul style="list-style-type: none"> • Free access to computer labs, printing, software instruction, online academic resources, and technical assistance.

(iv) The magnitude of the outcomes likely to be attained by the proposed project.

Heartland CAMP will provide college access and retention supports for **175** migrant students across Iowa, Nebraska, and Kansas. **See Table 6** for specific Scholar outcomes.

Table 6: Magnitude of The Results Likely To Be Attained By The Project	
Magnitude	Scholar Outcomes
Higher Ed System Knowledge	CAMP Scholars will learn how to effectively navigate the higher education system – including financial aid, admissions, career/major planning, and campus involvement – leading to academic success. Families will have a better understanding of college life and how to support their students.
Financial Aid/Literacy	CAMP Scholars will have the financial supports needed to successfully complete the first year of college and persist to degree completion.
Academic Support Access	CAMP Scholars will identify strengths, needs, and resources; create an Academic Success Plan; and receive comprehensive supports to reach their academic and career goals.
Supportive Service Access	CAMP Scholars will develop extensive knowledge of and experience with the array of available campus and community supportive programs.
Technology Knowledge/Usage	CAMP Scholars will access technology resources and develop up-to-date computer skills.

PART II – QUALITY OF PROJECT DESIGN

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

Heartland CAMP will assist 175 Kansas, Nebraska, and Iowa migrant students (35 yearly) to successfully complete the first year of college and ultimately a post-secondary

education that leads to meaningful employment and improved quality of life. Using a 4-institution partnership design, Heartland CAMP will serve migrant students in 3 states, at sites that are optimally located near high-density migrant communities, and have expertise serving low-income, first-generation, non-traditional students. Heartland CAMP incorporates all three invitational priorities through 1) collaboration with a faith-based IHE (Donnelly College), 2) a focus on Scholar access to STEM fields, and 3) using a **Logic Model** to guide goals, objectives, and outcomes. See **Table 7** for Logic Model.

Table 7: Heartland CAMP Logic Model		
Inputs ↓	People <ul style="list-style-type: none"> • HC Staff • IHE student support service staff • HC Scholar parents • HC Scholars 	Local, State, and Professional Organizations <ul style="list-style-type: none"> • State MEP • MPACs • LEAs • HHLA • TRIO • GEAR UP
Research-Based Strategies/Activities ↓	Services for Students <ul style="list-style-type: none"> • Recruitment activities • HC/IHE campus visits • HC/IHE application support & advising • HC orientation • Financial support & advising • Freshman seminar • Academic services & monitoring • Follow-up advising & tracking 	Services for Professionals <ul style="list-style-type: none"> • Professional Development (PD) for HC Staff • Partner trainings
Outputs ↓	Student Outputs <ul style="list-style-type: none"> • # schools receiving HC recruitment info • # HC campus visits • # students visiting HC sites • # students receiving IHE application support • # students attending orientation • # students in advising, monitoring, tutoring, freshman seminar • # students completing Needs Assessment & Academic Success Plan 	<ul style="list-style-type: none"> • # post HC Scholars receiving transition advising • # post HC Scholars receiving FAFSA support • # post HC Scholars referred for support services • # students as peer mentors • # staff receiving PD • # partners attending trainings
Student Outcomes and Impacts	Short-Term Outcomes (Freshman Yr) <ul style="list-style-type: none"> • # HC Scholars enrolled • # HC Scholars retained • # HC Scholars with 2.0+ GPA • # HC Scholars completed 24 credits 	Long-Term Outcomes <ul style="list-style-type: none"> • # students with 2.0+ GPA • # students who graduate (by degree)

 Objectives	<p>Objective 1</p> <ul style="list-style-type: none"> Each academic year, HC will recruit and enroll 35 eligible students most in need of services as CAMP Scholars. <p>Objective 2</p> <ul style="list-style-type: none"> 86% of HC Scholars will successfully complete their first year of post-secondary education. <p>Objective 3</p> <ul style="list-style-type: none"> 85% of HC Scholars who successfully complete year 1 to continue their post-secondary education. <p>Objective 4</p> <ul style="list-style-type: none"> Heartland CAMP will provide PD to increase awareness of unique migrant needs and evidence-based practices to improve access and retention services beyond the scope of CAMP services.
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(ii) The design is appropriate to address target population needs.

The Project Design’s activities and outputs (**Table 8**) include: 1) intensive recruitment of eligible Scholars with demonstrated need and potential, 2) a comprehensive package of supports that lead to student success, 3) transition/follow-up services to support the retention and educational success of Scholars throughout their undergraduate studies, and 4) professional development and outreach that ensures best practices during and beyond the grant period.

Table 8: Objectives and Supporting Activities Meet Identified Needs	
Objective 1 (GPRA): Each academic year, Heartland CAMP will recruit and enroll 35 eligible students most in need of services as CAMP Scholars.	
Needs Addressed:	
<ul style="list-style-type: none"> Understanding of Higher Education Systems Financial Support for College 	<ul style="list-style-type: none"> College Readiness and Academic Success Access to College Support Systems and Opportunities
Activities	Outputs
<p><i>Activity 1.1:</i> Partner with IHEs, MEPS, agribusinesses, and relevant community organizations to identify and recruit eligible students</p>	<ul style="list-style-type: none"> Present CAMP/IHE information to migrant students at 20 high schools Sponsor one migrant campus visit event on each partner campus Bilingual presentations to MEPS, Migrant Parent Advisory Council (MPAC) regional migrant parent nights Send outreach mailing to all MEPS and agricultural employers Conduct weekly outreach via social media Provide follow-up contacts to prospective students
<p><i>Activity 1.2:</i> Administer a CAMP application process that ensures the</p>	<p>Application process will include the following steps:</p> <ul style="list-style-type: none"> Conduct pre-screening interview to determine eligibility and fit between student goals, needs, and potential to succeed within

selection of Scholars who demonstrate eligibility, need, and potential for success	<p>CAMP and IHE</p> <ul style="list-style-type: none"> Review application materials, including academic transcripts and assessments, demonstration of financial need, letters of recommendation, and essays to rank and identify 35 Scholars Place applicants not selected on ranked waitlist. Provide referrals to other supportive educational and financial aid programs
Activity 1.3: Provide individualized admissions and financial aid application support to potential students and their families	<ul style="list-style-type: none"> Provide a bilingual hotline to assist CAMP Scholars and their families with admissions and financial aid application processes Collaborate with MEPs, IHEs, and target schools to provide hands-on application support for admissions and financial aid processes, and bilingual parent information sessions Assist students in navigating testing and assessments for appropriate course placement
Activity 1.4: Deliver a CAMP Orientation for every accepted CAMP Scholar and his/her family	<ul style="list-style-type: none"> Provide an overview of CAMP programming, benefits, and Scholar expectations. Tour campus offices and supports Administer a CAMP student Needs and Strengths Assessment Provide academic advising for initial course selection Conduct parent-to-parent and student-to-student sessions about what to expect in college
Objective 2 (GPRA): 86% of Heartland CAMP Scholars will successfully complete their first year of post-secondary education.	
Needs Addressed:	
<ul style="list-style-type: none"> Understanding of Higher Ed. Systems Financial Support for College College Readiness and Academic Success Access to College Support Systems and Opportunities Technology Knowledge and Usage 	
Activities	Outputs
Activity 2.1: Deliver financial support	<ul style="list-style-type: none"> Provide a tuition scholarship and living/educational supplies stipend for each student each semester of YR 1 Provide each Scholar a loaner laptop, which can be kept beyond YR 1 with a 2.50+ GPA Provide one-on-one assistance in completing FAFSA and other financial aid/scholarship applications
Activity 2.2: Provide biweekly advising and support	<p>Initial advising session will include:</p> <ul style="list-style-type: none"> Review of Needs and Strengths Assessment findings Development of an Academic Success Plan (ASP) <p>All advising sessions will include:</p> <ul style="list-style-type: none"> Academic and career advising Monitoring of academic progress through tutoring summaries, mid-semester progress reports and semester grade reports Referrals to outside resources for academics, personal wellness, employment, campus involvement, STEM opportunities <p>Final advising sessions will include:</p> <ul style="list-style-type: none"> Development of a Transition Plan for Year 2
Activity 2.3: Deliver a freshman course	<ul style="list-style-type: none"> Topics to include: 1st generation college student experience, academic success, career exploration, STEM careers and

designed for CAMP student success	coursework, financial literacy, campus/community involvement, campus diversity and personal wellness
<i>Activity 2.4:</i> Provide academic services and monitoring	<ul style="list-style-type: none"> • Connect each Scholar with STEM course and English tutoring, supplementary instruction, and other forms of academic support • Monitor academic progress via student records, mid-semester progress forms, early warning systems, and biweekly advising
<i>Activity 2.5:</i> Provide opportunities for campus engagement	<ul style="list-style-type: none"> • Develop and deliver CAMP community events, including community service, cultural events, leadership development • Engage Scholars' families via orientations, newsletters, and end-of-year celebrations • Join with other student organizations and programming to integrate CAMP Scholars into each campus community

Objective 3 (GPRA): 85% of CAMP Scholars who successfully complete year 1 continue their post-secondary education.

Needs Addressed:

- Understanding of Higher Education Systems
- Financial Support for College
- College Readiness and Academic Success
- Access to College Support Systems and Opportunities

Activities

Outputs

Activity 3.1: Conduct **follow-up advising sessions** with each CAMP Scholar

Advising sessions will include:

- Review of progress toward Year 2 Transition Goals
- Referrals to additional student success programming
- Assist with continued education options and processes, i.e.: transferring to a 4-year institution, graduate school and/or professional school, internships, and employment connections.

Activity 3.2: Provide **follow-up programming** for CAMP Scholars beyond YR 1

- Link to outside resources for academic success, career exploration, STEM coursework and research opportunities, financial aid/literacy, campus diversity, and personal wellness.
- Coordinate opportunities for upper-class CAMP Scholars to serve as mentors to first-year CAMP Scholars
- Provide a CAMP family graduation reception

Activity 3.3: **Track and monitor** academic success of Scholars throughout undergraduate years

- Track each Scholar's academic progress, including semester grades, transfers, enrollment, and scholarships, throughout their undergraduate years
- Maintain at least 2 contacts per semester with each upper-class CAMP Scholar

Objective 4: Heartland CAMP will provide professional development to increase awareness of unique migrant needs and evidence-based practices to improve access and retention services beyond the scope of CAMP services.

Needs Addressed:

- Access to College Support Systems and Opportunities

Activity 4.1: Monthly, provide **internal professional development** for HC

- Collaborate with partners and stakeholders to provide monthly professional development on relevant topics for migrant student access and academic success
- Topics to include best practices on financial aid, academic

Staff	<p>supports, multicultural advising, English Language Learner strategies, and student engagement</p> <ul style="list-style-type: none"> • Collaborate with state MEPs to remain current on migrant communities and Identification and Recruitment (ID&R) strategies
<i>Activity 4.2:</i> HC staff attend external professional development	<ul style="list-style-type: none"> • Attend annual conferences hosted by HEP/CAMP Association and National Association of State Directors of Migrant Education • Attend local and regional professional development opportunities relevant to target population
<i>Activity 4.3:</i> Improve best practices among partners: IHE colleagues, MEPs, and school districts	<p>Provide information to partners that ensures Scholars are receiving needed supports beyond the scope of CAMP programming through:</p> <ul style="list-style-type: none"> • Presentations or trainings on relevant topics to migrant students and college access/success • Newsletters, mailings, and social media • Eliciting feedback from stakeholders and partners via advisory board meetings, surveys, and ongoing collaborations

(iii) The project is coordinated with community, State, and Federal resources.

Heartland CAMP will cultivate relationships with IHE programs, state Migrant Education Programs (MEPs), Migrant Parent Advisory Councils (MPACs), school districts (LEAs), agribusinesses, federal/state programs, and community organizations to 1) convene an Advisory Board that represents various stakeholders, 2) improve awareness of the unique potential and needs of migrant students, as well as best practices for this population, and 3) ensure Scholar access to existing community, government, and IHE resources. **See Tables 9 & 10.**

Table 9: Coordinated Student Resources within Partner IHE Sites	
Recruitment Support	Offices of Admissions, Multicultural Recruitment Teams, Student Ambassadors, Offices of Multicultural Affairs
Financial Aid / Financial Literacy	Offices of Financial Aid, Student Money Management Services, Scholarships for 1 st Generation, Low-income Students
Academic Support Services	Offices of Academic Advising, TRIO Student Support Services, Tutoring Centers, Supplemental Instruction
STEM Access / Supports	Tutoring Centers, Office for Diversity in Science Training, Pathways to STEM Program, Pathway Navigators Program
Supports for Underrepresented Students/ English Language Learners	TRIO Student Support Services, Multicultural Programs, International and Immigrant Organizations, ELL Centers, Supplemental Instruction, Tutoring Centers
Wellness Services	Student Health Centers, Counseling Centers, Campus Ministry
Campus and Community Involvement	Student Involvement Centers, Service Learning & Leadership Organizations, Hispanic American Leadership Organization

Table 10: Coordinated Efforts with Other Key Resources	
Advisory Board	State MEPs, CAMP Scholars, Parent, College Access Programs, External Evaluator
Identification & Recruitment Support and Training	State MEPs, High School Equivalency Programs, Harvest of Hope Leadership Academy, Target LEAs, Agribusiness Partners, Faith-based Organizations, Diversity Coalitions
Staff Professional Development / Training	State MEPs, Harvest of Hope Leadership Academy, College Access Programs, Centers for Teaching English Language Learners, Diversity Coalitions, Center for Educational Opportunity Programs, Multicultural Resource Centers, IHE Student Support Offices

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

The Heartland CAMP program design contains numerous components to ensure the efficient use of resources, maximize productivity, and ensure student achievement. See Table 11.

Table 11: Efficient Resource Utilization, Maximum Productivity, Student Achievement	
Student Outcomes Come First	<ul style="list-style-type: none"> • HC’s multi-state/campus design ensures “close-to-home” post-secondary opportunities for migrant students from a 212,000 square mile area. • HC ensures that policies and practices improve student outcomes through extensive record-keeping, regular staff meetings, formative evaluation processes, and Advisory Board input.
Clear Goals & Objectives	<ul style="list-style-type: none"> • HC’s measurable student outcomes provide a common goal for all partners and stakeholders and provide benchmarks to measure results. • Specific objectives and comprehensive supporting activities provide a clear map for HC policies and practices, reducing ineffective programming.
Evidence-Based Practices	<ul style="list-style-type: none"> • HC will improve Scholar outcomes, maximize productivity, and inform evidence-based practices through: multi-campus collaboration, key personnel expertise, evaluation team guidance, ongoing professional development, and resources such as the What Works Clearinghouse.
Efficient Management Practices	<ul style="list-style-type: none"> • These practices include clearly defined staff roles and responsibilities, explicit timelines, regular partner site communication, collaboration, ongoing training, and detailed documentation of services.
Partner Collaboration and Resource Leverage	<ul style="list-style-type: none"> • Partner collaborations inform HC policies and practices and allow the sharing of expertise and experience to impact student outcomes. • Leverage multiple IHE, community, and state/federal resources (<i>Tables 9 & 10, this section</i>) to 1) minimize duplication of services, 2) meet student needs beyond the scope of CAMP, and 3) increase the likelihood of continued support to Scholars beyond the funding period.
Technology Usage	<ul style="list-style-type: none"> • HC sites will provide facilities, technology, and video-conferencing resources to improve partner communication and reduce the time and expense of staff travel. • Secure electronic communication and data systems will reduce the waste of

	paper-based records and better target resources on student outcomes.
Project Evaluation	<ul style="list-style-type: none"> • A rigorous evaluation plan will provide a process for continual reflection, assessment, and action that maximizes productivity, efficiency, and attainment of project goals and objectives.

PART III – QUALITY OF PROJECT SERVICES

(i) The training/professional development services ensure equal access for underrepresented participants and are of sufficient quality, intensity, and duration to improve practices.

Heartland CAMP will maximize the knowledge, expertise, and resources of multiple IHEs and partners to ensure migrant Scholar access and success. **Weekly** staff meetings and **monthly** staff professional development sessions (to equal at least **20 hours**) will address: recruitment and retention of migrant students, IHE academic supports, appropriate advising, financial aid/literacy, and cultural competency. Staff will participate in MEP professional development at the regional and national levels, and will provide professional development for partners and stakeholders on relevant topics to migrant students and college access/success, to ensure Scholars receive needed supports beyond the scope of CAMP. **See Table 12.**

Table 12: Professional Development & Training Sessions for CAMP Staff	
Training Area	Professional Development Collaborator
Equal Access: Recruitment & Retention	<ul style="list-style-type: none"> • State MEPs • College Access Programs • IHE Student Support Programs
Financial Aid / Literacy	<ul style="list-style-type: none"> • IHE Offices of Financial Aid • Association of Student Financial Aid Administrators • IHE Student Money Management Services
Migrant / ELL Students	<ul style="list-style-type: none"> • State Migrant Education Programs • IHE ELL Programs
Academic Support / Tutoring	<ul style="list-style-type: none"> • IHE TRIO Student Support Services, Tutoring Centers

(ii) The extent to which the services are focused on those with greatest needs.

Heartland CAMP strives to assist students with the most financial, academic, and social need to successfully complete the first year of college and persist in higher education. Migrant

students experience a number of challenges to college access and persistence; yet, also demonstrate the ability to thrive in college given the appropriate supports (*TRIO Fact Book*).

The Recruitment/Retention Coordinator and Specialists will lead aggressive outreach efforts to 1) partner with local MEPs to identify and present to eligible migrant students, 2) conduct outreach to MEP and LEA staff, families, and employers through bilingual written materials, website, and social media, 3) collaborate with MEPs and IHE admissions to provide campus visit events for migrant students and families, and 4) provide individualized admissions and financial aid counseling, support, and referrals to potential students.

HC will ensure the identification and selection of those applicants with greatest need by thoroughly reviewing application materials, including: 1) a declaration of eligibility for migrant services provided by state MEPs, 2) verified admission to the applicant's selected IHE, 3) a completed FAFSA, 4) high school transcripts, 5) relevant assessment scores in math, writing, and English language proficiency, 6) letters of recommendation, and 7) an essay describing the applicant's challenges and commitment. A rubric will be used to rank applicants and facilitate fair and equitable admissions. Applicants not accepted into Heartland CAMP will be placed on a ranked waitlist and referred to other supports and services.

The selection process will involve a formal review of all application materials, an interview conducted by HC Staff, and referrals and follow-up for all applicants. This comprehensive selection process follows non-discriminatory practices, safeguards equal access and treatment of participants from traditionally underrepresented populations, and ensures the selection of participants who demonstrate migrant eligibility, need, and potential for success.

(iii) Project services will lead to improvement in student achievement as measured against rigorous academic standards.

The Objective 2 measurable outcome defines rigorous academic standards for freshmen Scholars as **completing 24 hours** with a **minimum 2.0 GPA** by the end of YR 1. This standard is above the average satisfactory academic progress definition for partner IHEs (1.85 GPA minimum and 67.5% course completion rate). To ensure Scholars meet these rigorous academic standards, HC’s retention strategies will 1) assess student needs, 2) provide appropriate academic supports, and 3) monitor student progress. CAMP Scholar participation requirements maximize the use of beneficial services, leading to academic success and persistence. **See Table 13.**

Table 13: Retention Services to Ensure HC Scholars Meet Rigorous Academic Standards

Strategy	Description
Needs Assessment	Initial assessment completed at the beginning of each YR 1 semester, with HC Recruitment/Retention Specialist (RRS), to include the following: <ul style="list-style-type: none"> • Academic records • English proficiency • Math/writing placement exam • Career assessment/inventory • Financial aid report • Self-report checklist
Academic Success Plan	Action plan developed at the beginning of each YR 1 semester, with RRS <ul style="list-style-type: none"> • Student-driven • Goals, strategies, timelines • Identifies HC, campus, and community supports
Advising	Biweekly meetings with RRS throughout YR 1 <ul style="list-style-type: none"> • Establish and review goals • Personal support • Course/major/career selection • Link to campus and community resources • FAFSA/financial aid support
Tutoring	Scholars will access free tutoring in writing, math, and/or relevant subjects, as indicated by the Needs Assessment/Success Plan. Tutoring will be provided by: <ul style="list-style-type: none"> • TRIO Student Support Services • IHE Writing and Math Centers • IHE Tutoring Centers
Freshman Seminars	Weekly freshman success seminar course, to cover the following: <ul style="list-style-type: none"> • Study skills, time management • Academic planning • Career exploration • Financial literacy • Personal wellness • Campus involvement/adjustment • Service learning
Monitoring	<ul style="list-style-type: none"> • Advising meetings/documentation • Course enrollment • Mid-semester progress forms • Semester grades • Tutor summary reports • Financial aid awards • Early warning systems
Transition & Follow-Up	At the end of YR 1, and each semester thereafter, Scholars will receive: <ul style="list-style-type: none"> • Transitional advising • Academic/financial aid monitoring • Opportunities as HC Mentors • Tutoring referrals, when indicated • Transfer advising, when indicated

PART IV – QUALITY OF PROJECT PERSONNEL

(i) The qualifications, including relevant training and experience, of the PI and PD.

The KU Center for Educational Opportunity Programs (CEOP) is committed to excellence in college access programming and has over 20 years of experience helping students overcome academic, economic, social, and cultural barriers to higher education. This commitment to excellence is reflected in the caliber of proposed Heartland CAMP key personnel. The project will use KU's Human Resources and Equal Opportunity Office guidelines to meet GEPA Section 427 and target staff applications to persons from traditionally underrepresented groups – especially persons from backgrounds similar to HC Scholars.

Ngondi Kamatuka, Center for Educational Opportunity Programs Director and Heartland CAMP **Principal Investigator (PI)**, has a Ph.D. in Higher Education Administration and over 25 years of experience developing and managing equity programs that serve students from disadvantaged backgrounds – including 7 TRIO programs, 2 GEAR UP programs, and the Harvest of Hope Leadership Academy, a college access and leadership development program for migrant high school students in Kansas. A national leader in higher education access and success movements, Dr. Kamatuka will supervise the Project Director, coordinate efforts with university administration partners, monitor the scope of the grant, and assure program compliances.

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

Proposed Heartland CAMP key personnel will be of similar cultural, linguistic, or economic background as CAMP Scholars, and/or will have extensive knowledge of the experiences, needs, and obstacles of migrant students who are pursuing a higher education. The key personnel include a Project Director, a Recruitment/Retention Coordinator, and 3 Recruitment/Retention Specialists. **See Table 14.**

Table 14: Qualifications and Relevant Training and Experience of Key Personnel	
Position	Qualifications, relevant training & experience
Stacy Méndez Project Director	<ul style="list-style-type: none"> • Master’s Degree, Social Welfare • 9 years grant program management experience, including supervision, fiscal management, direct student service, material development, program evaluation, and data management • 10 years of successful experience developing and implementing student support programs for migrant students at the high school and undergraduate levels • Demonstrated knowledge of post-secondary processes, including admissions, financial aid, and academic advising • Multiple professional presentations at regional and national conferences, including NASDME
Alejandra Hernández-Castro Recruitment / Retention Coordinator	<ul style="list-style-type: none"> • Bachelor’s Degree; current graduate student in Counseling Psychology • Bilingual in Spanish/English • 11 years of professional experience in outreach and retention programming for migrant students • Demonstrated knowledge of admissions/financial aid processes • Experience building relationships with Kansas MEP and community organizations to meet migrant student needs
To be hired Recruitment / Retention Specialists DC MCC WITCC	<ul style="list-style-type: none"> • Bachelor Degree in Education, Social Work, Psychology, or related field • Experience working with students from disadvantaged backgrounds • Knowledge of the unique needs of migrant students • Bilingual in Spanish/English • Knowledge of IHE admissions, financial aid, and student support programs, and other university policies/systems • Knowledge of supportive community organizations/agencies • Experience collaborating with community and college programs

PART V – QUALITY OF MANAGEMENT PLAN

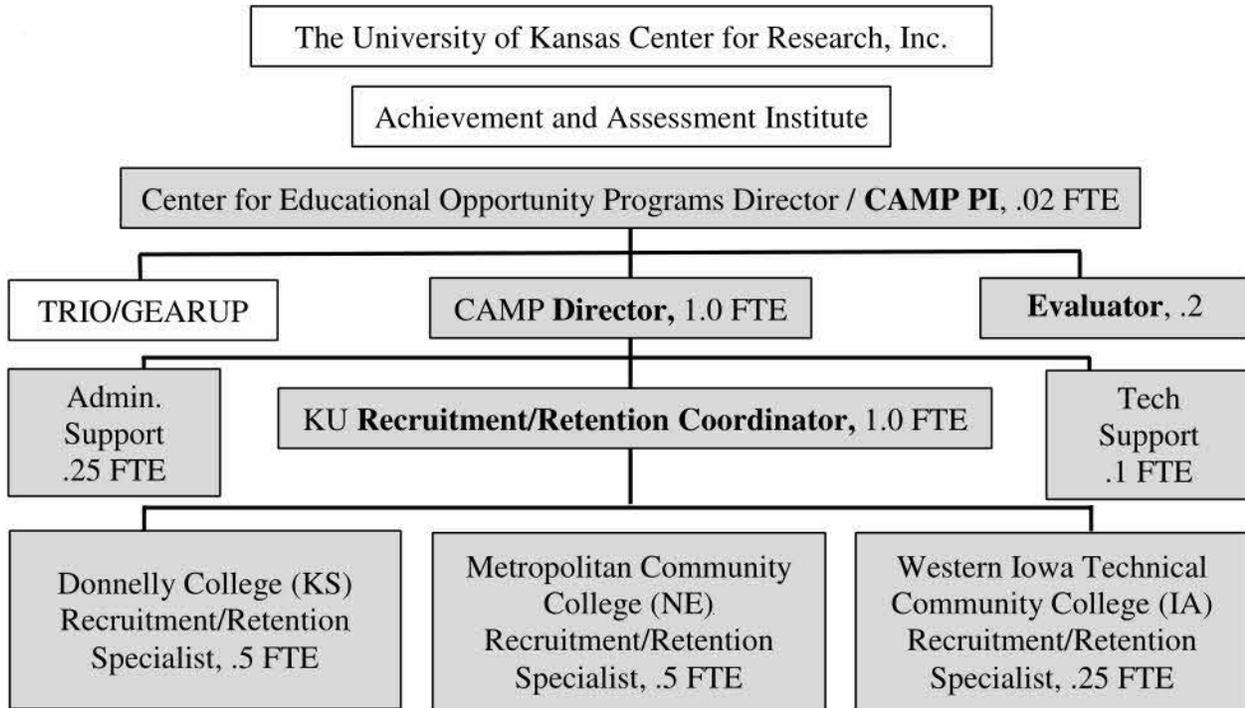
(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, with clear responsibilities, timelines, and milestones.

Project objectives will be reached within budget, with the administrative support of the KU Center for Research (KUCR) and the Achievement and Assessment Institute’s grant management staff. The grant management staff will provide monthly budgetary reports to the PI and PD, and will manage all payroll and accounting processes. HC will furthermore ensure project administration efficacy via: 1) clearly defined staff roles and responsibilities,

2) coordination of services to maximize Heartland CAMP resources with campus, community, and state/federal programs, and 3) measurable objectives, detailed activities, and clear milestones. See **Table 15** for the Management Plan details.

Table 15: Management Plan –Activities, Milestones, Person(s) Responsible												
<i>Prin. Investigator=PI, Project Director=PD, Recruitment/Retention Specialists=RRS, Recruit./Retention Coordinator=RRC, Eval. Team=ET, Tech Support=TS, Grant Mgmt. = GM</i>												
Activities, Responsible Person(s)	Month(s) of Activity											
Management & Evaluation	J	A	S	O	N	D	J	F	M	A	M	J
Hire and train key personnel <i>PI, PD</i>												
Weekly staff meetings <i>PD, RRC, RRS</i>												
Monthly professional development <i>PD, RRC, RRS</i>												
Evaluation team consultation <i>PI, PD, ET</i>												
Advisory Board meetings <i>PI, PD, RRC, RRS, ET</i>												
Milestones: Key staff are hired and trained; Best practices are updated 2x/year from staff meetings, evaluation team and Advisory Board recommendations												
Scholar Recruitment & Selection	J	A	S	O	N	D	J	F	M	A	M	J
Develop, update application process <i>PD, RRC</i>												
Manage website/social media/hotline <i>RRC, TS</i>												
School and community presentations <i>RRC, RRS</i>												
Migrant meeting presentations <i>RRC, RRS</i>												
Campus visit events/MEP mailings <i>PD, RRC, RRS</i>												
FAFSA support <i>RRC, RRS</i>												
Application/selection process <i>PD, RRC, RRS</i>												
CAMP Orientations <i>PD, RRC, RRS</i>												
Milestones: 20 school presentations, 4 campus visit events, 3 MEP presentations, 1 mailing to MEPs and agribusiness employers, 35 students are admitted as CAMP Scholars each year												
Scholar Retention	J	A	S	O	N	D	J	F	M	A	M	J
Award tuition and stipends <i>PD, RRS, GM</i>												
Assess Needs/Academic Success Plans <i>RRC, RRS</i>												
Advising, tutoring, seminar <i>RRC, RRS</i>												
Mid-semester/semester grade monitoring <i>RRC, RRS</i>												
FAFSA Support <i>RRC, RRS</i>												
YR Transition advising <i>RRC, RRS</i>												
HC Events (cultural/community svc) <i>PD, RRC, RRS</i>												
Bilingual family newsletters <i>RRC</i>												
Peer mentoring <i>PD, RRC, RRS</i>												
Milestones: 100% of Scholars complete needs assessment, academic success plans, and engage in CAMP programming. 86% CAMP Scholars complete YR 1 with 2.0+ GPA. Scholars report an increase in campus involvement and sense of belonging.												
Follow-up Monitoring and Services	J	A	S	O	N	D	J	F	M	A	M	J
Advising, 2x/semester <i>RRC, RRS</i>												
HC Events (cultural/community svc) <i>PD, RRC, RRS</i>												

/Retention Coordinator, [3] Recruitment/Retention Specialists, [1] Evaluator, [1] Administrative Assistant, and [1] Technical Support Assistant.



(iv) Mechanisms are adequate to ensure high-quality project products and services.

The management plan has the following mechanisms in place to ensure the highest quality of services for CAMP Scholars: 1) key personnel with substantial experience in educational opportunity programs, and/or from similar backgrounds as CAMP Scholars, 2) appropriate staff time commitments to meet project goals and objectives, illustrated in the chart above, 3) structured collaboration between partner sites, enhanced by ongoing professional development through in-service trainings, migrant education training, and professional conferences, 4) alliances with IHE offices, community groups, and state/federal resources that leverage comprehensive student supports beyond the scope and life of CAMP grant funding, and 5) detailed documentation, evaluation, and frequent feedback processes that ensure program fidelity and continuous quality improvement of services.

PART VI – ADEQUACY OF RESOURCES

(i) The adequacy of support, including facilities, equipment, supplies, and other resources.

The Center for Educational Opportunity Programs (CEOP) at the University of Kansas (KU) will provide all fiscal management, administration, and leadership for the Heartland CAMP. KU has provided a strong institutional commitment to provide resources, facilities, and supplies to CEOP since its inception in 1983. KU and partner institutions will furnish office and meeting space for HC personnel and programming, access to technology supports, and equipment and supplies not provided by the program budget, including: office furniture, copiers, fax machines, and relevant software programs. Furthermore, Heartland CAMP has commitments from the following IHE departments to assist with meeting program objectives. **See Table 16.**

Table 16: IHE Adequacy of Support		
Division	Departments and Offices	Supports / Resources
Grant Management - KU	<ul style="list-style-type: none"> • Center for Educational Opportunity Programs • AAI Grant Administration Team 	Professional development, presenters, personnel and purchasing support, fiscal management, evaluators, video-conference equipment/support, website design/social media support
Student Success Offices – All IHE Partners	<ul style="list-style-type: none"> • Financial Aid • Admissions / Registrar • Advising/Career Centers • Multicultural Offices • Student Health Centers 	Admissions, financial aid/literacy, academic advising, diversity, and career services, campus visits, application fee waivers, FAFSA support, access to online academic network and student records, comprehensive medical care
Facilities – All IHE Partners	<ul style="list-style-type: none"> • IHE Admin Offices • Facilities & Operations • Technology 	Office space and furniture, conference rooms, computer labs/assistance, video-conferencing equipment/support

(ii) The demonstrated commitment of each partner to the success of the project.

As described above, the IHEs demonstrate their commitment to the success of Heartland CAMP in the form of materials and facilities, human resources, and a promise of ongoing collaborations to ensure HC Scholar achievement during and beyond the life of the grant funding period. The IHEs’ solid commitments to migrant student educational success and Heartland CAMP are also reflected in the letters of support in the **Appendix**. Other key partners include the

Harvest of Hope Leadership Academy (HHLA) - a college preparatory program for Kansas migrant high school students, State Migrant Education Programs (MEPs), State Migrant Parent Advisory Councils (MPACs), and Local Education Agencies (LEAs)/target school districts. Each has documented their commitments through letters of support in the Appendix. Commitments are also listed in **Table 17**.

Table 17: Partner Commitments and Contributions	
Partner	Commitments and Contributions
KU, DC, MCC, WITCC	<ul style="list-style-type: none"> • Recruitment collaboration, financial aid/literacy training and support, academic support services, supports for underrepresented and ELL students, wellness services, and opportunities for campus and community involvement, access to student/IHE data • Facilities, materials, and technological supports • Efforts to continue funding and supports beyond the life of the grant
HHLA State MEPs, MPACs LEAs	<ul style="list-style-type: none"> • Provide identification and recruitment training and support • Support recruitment efforts through referrals, hosting HC presentations, providing access to student data • Assist with application processes, disseminate HC information, • Provide opportunities for Scholar internships • Serve on advisory board, provide feedback and support evaluation • Promote parental and family involvement and engagement

(iii) The costs are reasonable in relation to the project design.

The average yearly budget of **\$404,603** and average per pupil cost of **\$11,560** is **below the average** for current CAMP commuter /residential combination programs. The costs are both reasonable and adequate to implement Heartland CAMP objectives and activities and allow the 4-IHE partnership to best meet the varied postsecondary needs – academic, financial, and personal/familial - of migrant students across a wide geographical area. The budget lines for direct student financial supports, student academic supports, student and family programming, partner institution sub-contracts, personnel, evaluation, travel, and supplies are essential for efficient project administration and ensure the provision of critical academic, financial, and social support systems for HC Scholar success.

(iv) The number of persons served, and the anticipated results and benefits.

Heartland CAMP will serve **175** students (**35** per year) across a three-state region, providing critical college access and retention supports for migrant students to successfully complete the first year of college and ultimately a college education that leads to meaningful employment and improved quality of life. HC Scholars will receive 1) support with admissions/financial aid application processes, 2) direct financial assistance toward tuition and living expenses, 3) advising, tutoring, seminars, and campus integration, and 4) follow-up services throughout their undergraduate studies. Heartland CAMP will also provide critical professional development for IHE colleagues to ensure best practices for migrant students.

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

KU, DC, MCC, and WITCC serve underrepresented and underprivileged college students via a host of on-campus supports and services, and commit to expand IHE expertise to more fully serve students from migrant farm-work backgrounds. Heartland CAMP's staff and Advisory Board will work closely with multiple stakeholders (each IHE, LEAs, State MEPs, agribusiness partners, and community, state, and federal resources) to ensure continued support of migrant students beyond the life of the grant. Strategies will include: 1) continual advocacy, education, and collaboration to increase IHE-wide ability to meet migrant student needs, 2) integration of Scholars into other student success programs, specifically 2nd year and beyond, 3) professional development to ensure IHE staff and all partners are adequately trained to recruit and support migrant students, and 4) Advisory Board and IHE collaborations to find additional sources of funding to promote migrant student college access and success beyond the life of the grant.

SECTION VII – QUALITY OF PROJECT EVALUATION

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

The Heartland CAMP evaluation method will monitor program implementation, assess the program's progress in meeting its goals and objectives, and analyze the effect of the program on participants. The evaluation plan provides regular performance monitoring and ensures accountability as outlined in the Government Performance and Results Act (GPRA).

Dr. Karin Chang has twelve years of experience conducting applied research and evaluation and has completed over 25 large-scale, multi-site evaluations at the federal, state and local level. As the Project Evaluator, she will assist with the in-depth data collection, analysis, and evaluation of the project, utilizing a SMART framework. This system 1) emphasizes Specific, Measurable, Attainable, Results-oriented, and Time-bound objectives, and 2) is well suited for multi-year projects, providing clear and timely information for program implementation which encourages staff to think systematically about goal achievement at each stage of development. As a tri-state initiative, the Evaluator recognizes that project implementation may vary across sites. The evaluation will examine implementation and outcomes at the site and project level. Lessons learned will inform continuous improvement.

(ii) The evaluation methods examine the effectiveness of project implementation.

Project implementation will be assessed using a combination of qualitative and quantitative methods. **Table 18** details the implementation questions and analysis plan. In addition to student records and documentation of program services, the evaluation plan will collect survey, focus group and interview data from a broad array of stakeholders to ensure implementation challenges, successes, and lessons learned are captured from each site throughout the project.

Table 18: Implementation Questions				
Question	Data Source	Personnel	Schedule	Analysis
Are students, staff, and faculty satisfied with program activities?	Online Survey	Evaluator	Annually	Quantitative
Is CAMP serving those with greatest needs?	Program records	Staff & Evaluator	Annually	Quantitative
What modifications, if any, were made to the project design? Why?	Program records, staff interviews	Evaluator	Annually	Quantitative Qualitative
Are there significant external factors affecting implementation?	Staff partner interviews	Evaluator	Annually	Qualitative

(iii) The evaluation methods provide performance feedback and assess outcome progress.

Consistent with a SMART framework, the evaluation plan includes the collection of both process and outcome data. **Table 19** outlines the measures, data collection plan, and methods of analyses. **Progress toward outcomes will be reported on a quarterly basis.** The quarterly report will contain information on both project implementation and outcomes, including the *key GPRA measures*. Each site will receive a site-specific report as well as an overall project report. Staff will have an opportunity to review and discuss the quarterly reports in detail with the Evaluator at staff meetings. In July, an annual performance report will be prepared for stakeholders and partners, presented at the Advisory Board meeting, and summarize all project information by objective. In addition, a final summative report will be completed at the end of the grant to highlight key findings, lessons learned, and recommendations for sustainability.

Because the evaluation is based on a SMART framework, there will be frequent feedback on the performance of the program. Data will be provided at all stages of the evaluation and serve as the basis for modifications throughout the process. The evaluation plan has been designed so that decisions can be informed by data that reflects multiple perspectives and thoughtful review. Careful documentation of implementation and outcomes make the evaluation particularly useful for replication purposes. See **Table 19**.

Table 19: Implementation and Outcome Benchmarks			
Benchmarks	Measure	Source	Timeline
Obj.1: Each academic year, HC will recruit and enroll 35 eligible students most in need of services as CAMP Scholars			
Implementation <ul style="list-style-type: none"> 100% of target LEAs and community agencies will receive HC information 100% of IHE partners will sponsor a yearly HC campus visit event 100% of applicants will be offered HC/IHE application support 100% of admitted Scholars will attend an HC/IHE New Student Orientation 	# schools receiving HC info # HC campus visit events # students visiting HC sites # students receiving support # students at orientation	Program records	Quarterly
GPRA Outcome <ul style="list-style-type: none"> 35 students will be admitted and enroll in CAMP Program 	# students enrolled	Program records	Annually
Obj.2: 86% of CAMP Scholars will successfully complete their first year of post-secondary education.			
Implementation <ul style="list-style-type: none"> 100% of Freshmen Scholars will receive a package of HC services that include a Needs Assessment, intensive advising, an Academic Success Plan (ASP), academic monitoring, access to free tutoring, and a freshman course 	# students in advising, monitoring, tutoring, freshmen seminar # students completing Needs Assessment & ASP	Program records	Quarterly
GPRA Outcomes <ul style="list-style-type: none"> 86% of Scholars will finish 1st year with a 2.0+ GPA 86% of Scholars will finish 1st year with 24 credit hours 	# students with 2.0+ GPA # students with 24 credit hours	Transcripts	Annually
Obj.3: 85% of CAMP Scholars who successfully complete year 1 continue their post-secondary education.			
Implementation <ul style="list-style-type: none"> 100% of 2nd yr. Scholars will receive a package of HC follow-up services that include transitional advising, financial aid application assistance, referrals to other supportive services, and peer mentoring 	# students in advising # receiving FAFSA support # receiving support services # peer mentors	Program Records	Quarterly, starting in 2015
GPRA Outcomes <ul style="list-style-type: none"> 85% of 2nd year Scholars will finish 2nd year with a 2.0+ GPA 85% of 2nd year Scholars will earn an Associate or Bachelor's degree 	# students with 2.0+ GPA # students who graduate (by degree)	Transcripts	Annually, starting in 2016
Obj.4: Heartland CAMP will provide professional development (PD) to increase awareness of unique migrant needs and evidence-based practices to improve access and retention services beyond the scope of CAMP services.			
Implementation <ul style="list-style-type: none"> 100% of HC staff will receive 20 hours of PD in migrant education 90% of HC partners will attend trainings in migrant education 	# staff receiving 20 hr.+ PD # partners attending trainings	Program Records	Quarterly

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Shortened Curriculum Vitae
Ngondi A. Kamatuka
Updated: October, 2014

Contact Information

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301 J R Pearson Hall
1122 West Campus Road 785-864-0399 fax
University of Kansas kamatuka@ku.edu
Lawrence, Kansas 66045

Academic Background

Ph.D. Higher Education
(1987) University of Kansas, Lawrence, Kansas
M.S.Ed Higher Education
(1983) University of Kansas, Lawrence
B.A. Education
(1981) Tabor College, Hillsboro, Kansas

Employment

1987-Present Director, Center for Educational Opportunity Programs, Achievement & Assessment
Institute, University of Kansas.
2000-2001 Interim Director, Institute for Educational Research and Public Service, School of
Education, University of Kansas.
1987-1988 Academic Services Coordinator, Upward Bound Program, School of Education,
University of Kansas.

Teaching Experience

1997-2002 Department of Teaching and Leadership
University of Kansas, School of Education
1987-1997 Department of Curriculum and Instruction
University of Kansas, School of Education
1989-1997 Department of Educational Policy and Leadership
University of Kansas, School of Education

Funded Sponsored Research and Training (\$60,000,000 since 1987)

2014-2021 GEAR UP Highland Park High School Cluster
2011-2018 GEAR UP Washington Cluster
2011-2018 GEAR UP Harmon Cluster
2008-2012 College Access Challenge Grants, Kansas Board of Regents
2005-2011 GEAR UP Washington Cluster
1999-2005 GEAR UP Project, U. S. Department of Education
2002-2008 GEAR UP Schlagle Cluster
2002-2009 GEAR UP Harmon Cluster
2001-2004 College Assistance Migrant Program (CAMP)
1998-2016 Educational Opportunity Center, U. S. Department of Education
1988-2016 Educational Talent Search, U.S. Department of Education

1987-2018 Upward Bound Program, U.S. Department of Education
 1995-2017 Upward Bound Math & Science Center, U.S. Department of Education
 1992-2017 Ronald E. McNair Post-Baccalaureate Achievement Program, U.S. Department of Education
 1999-2018 Veterans Upward Bound, U.S. Department of Education
 1987-2010 Upward Bound Summer Food Program, U.S. Department of Agriculture

Professional Development & Consultation

2014 External Reviewer – Education Access & Outreach Program Review, Weber State University.
 2014 University of Kansas Reaccreditation Committee Member.
 2013 World Congress, Montreal, Canada
 2013 Science In Society Catalyst Conference, Lodz, Poland
 2013 European Access Network Conference, Strasbourg, France
 2013 Science In Society Catalyst conference, Tartu, Estonia
 2013 Inducted into the MO-KAN-NE Chapter Hall of Fame
 2011-2012 Chair Board of Directors, Council for Opportunity in Education
 2010-2011 Board Chair-Elect Council for Opportunity in Education
 2012 European Access Network Conference, Zagreb, Croatia
 2012 Science In Society Catalyst conference, Zagreb, Croatia
 2011 European Access Network Conference, Amsterdam, The Netherlands.
 2011 Science in Society Catalyst Conference, Amsterdam, The Netherlands.
 2011-2014 Advisor, SIS-Catalyst (Science in Society) Grant funded by the European Commission, University of Liverpool.
 2011 Science in Society Catalyst Seminar, University of Liverpool, Liverpool, United Kingdom.
 2010 European Access Network Conference, Stockholm, Sweden.
 2008-2009 President Mid America Educational Opportunity Program Personnel
 2008 European Access Network Conference, Berlin, Germany.
 2002-2013 Council for Opportunity in Education Conference
 1996 Program Reviewer – TRIO Programs, University of Texas-San Antonio.
 1987-2001 National Council of Educational Opportunity Associations Conference.
 1987-2013 Mid-America Association of Educational Opportunity Program Personnel Conference.
 1987-2013 Missouri-Kansas-Nebraska Chapter, Educational Opportunity Personnel Conference.
 1989 Association of Teacher Educators of Kansas State Organizational Meeting.
 1989 Kansas Future Educators of American Conference.
 1989 Education for Namibians Workshop, Institute of International Education. 1989 Status of Minorities in Education: Elementary, Secondary and Post-Secondary Conference.
 1988 Association of Teacher Educators of Kansas State Organizational Meeting.
 1987 Affirmative Action Workshop, “Search, Screening and Selection,” Office of Affirmative Action.
 1987 The College Motivational Program, the Economic Opportunity Foundation and University of Kansas.
 1987 Grant Proposal and Budget Development Seminar, University of Kansas Office of Research Support and Grants Administration.

Mentoring Associate with International Universities & Programs

2010-2014 University of Tubigen, Germany; Komenskeho Univerzity, Slovakia; Vienna Children's University & ZOOM Kindermuseum, Austria. (These universities and programs provide preparation and STEM opportunities to marginalized students to join higher education).

Supervisory And Personnel Experience

1987-Present Screen, Select, Train, Supervise, and Evaluate Staff yearly Consisting of:

- 50 full time professionals
- 20 part-time professionals
- Manages a budget totaling \$4,000,000 per annum.

Publications

- 1987 A Namibian Perspective of the Future of Education in Namibia: An Analysis of Current Thought from North America. International Microforms, University of Michigan, Ann Arbor
- 1999 Broadening Career Horizons for Students in At-Risk Environments. The Career Development Quarterly, Volume 47, Number 3, March

Papers Presented

- 2014 Personal Reflections on The Implications of SiS Catalyst for Widening Participation Programs, SiS Catalyst & EUCU.NET Joint Conference, Vienna, Austria, September 10-12, 2014.
- 2014 Access and Success of Low Income and First Generation College Students in Higher Education. International Congress on Children's Universities, University of Cologne, Germany, May 8-10, 2014.
- 2013 Broadening Horizons: The Impact of Early College Programs. European Access Network Conference, Strasbourg, France, June 3-5, 2013.
- 2008 The Ovaherero Genocide 1904-1908. Presented at The Launching of The Association of The Ovaherero Genocide In The United States of America, January 12th, 2008, Orangeburg, New York.
- 1996 Broadening Career Horizons for 6th Grade Students in At-Risk Environments. Presented at the 104th Convention of the American Psychological Association
- 1996 A Career Exploration Program with Upward Bound Students. Presented at the 104th Convention of the American Psychological Association
- 1996 Encouraging Diversity in an Era of Rescission. Presented at the annual conference of the American Association of Colleges for Teacher Education.
- 1995 When Deserving Students No Longer Have a Shot at Educational Opportunity Because of Defunding. Presented at the Spring Conference of the Missouri, Kansas, and Nebraska Chapters of the Mid-America Educational Opportunity Program Personnel
- 1991 Namibian Education-Where Do We Go From Here? Presented at the Launching of the Namibian Students Association (U.S.A). Dana College, Blair, Nebraska
- 1989 A Compendium of Programs to Assist Minority Students. Presented at the Status of Minorities In Education: Elementary, Secondary and Post-Secondary Conference.
- 1989 Education for Namibians. Presented at the Institute of International Education Workshop for Namibia, New York

(b)(6)

SKILLS SUMMARY

- ❖ Extensive program management experience, including supervision, fiscal management, direct student service, material development, program evaluation, and data management.
- ❖ Project director with successful experience developing and implementing student support programs for migrant students at the high school and undergraduate levels.
- ❖ Skilled in building collaborative relationships that support project objectives and ultimately, migrant student success.

EDUCATION

- M.S.W.**, School of Social Work 1995
University of Nevada, Reno
- B.M. Vocal Performance**, Department of Music 1989
University of Nevada, Reno

EXPERIENCE

Program Coordinator/Director October 2006-Present
Achievement and Assessment Institute
University of Kansas, *Lawrence, KS*

- ❖ Director of the Harvest of Hope Leadership Academy, an academic enrichment & leadership development program for migrant high school youth since 2008. Duties include staff supervision, program planning and implementation, recruitment, and fiscal management.
- ❖ Retention Specialist for federally funded TRIO-Supportive Educational Services. Provide one-on-one support and academic advising to first-generation, low-income students, and students with disabilities.
- ❖ Co-wrote and submitted successful KANTELL grant proposal, resulting in \$1.4 million in federal funding to develop and deliver a distance-learning ESL Endorsement curriculum. Coordinated all aspects of KANTELL project, including student recruitment and retention, professor professional development, and data management for program evaluation/annual reports.
- ❖ Evaluated KU Transition to Teaching, a federally-funded grant program for alternative teacher certification.
- ❖ Developed website, brochure, and presentation content for Kansas Early Childhood Comprehensive Systems Plan.

Program Assistant-Student Services May 2002-October 2006
College Assistance Migrant Program (CAMP)
University of Kansas, Lawrence, KS

- ❖ Teamed with program recruiter and director to develop and implement effective recruitment strategies, processes, and follow-up services for incoming freshman

students from migrant backgrounds.

- ❖ Developed, coordinated, and delivered a package of supportive services (scholarships, advising, tutoring, mentoring, seminars, and special events) to increase the academic success of first-generation college freshman students from migrant farmwork backgrounds.

Project Coordinator, Family Component

Sept 1997-July 2001

Project STAR (Steps to Achieving Resiliency)

University of Oregon, Eugene, OR

- ❖ Coordinated subject recruitment, tracking, and retention for a state-wide grant funded project to increase early childhood outcomes. Directed all aspects of family interventions (parent courses, workshops, home visits)
- ❖ Managed incoming research data from interviews, surveys, child assessments, and observation. Prepared data for analysis.

PRESENTATIONS

- ❖ *Dreamers: Supporting the College Success of Undocumented Students*, Summit on Access, Persistence, and Completion. Metropolitan Community College, Kansas City, 2014.
- ❖ *Kansas Dreamers: Supporting the College Success of Undocumented Students*, Annual Conference, Michael Tilford Conference on Multiculturalism and Diversity, 2013.
- ❖ *Dreamer Advocacy: Supporting the Post-Secondary Educational Success of Undocumented Students*, Annual Conference, Mid-America Teachers of English to Speakers of Other Languages (MIDTESOL), 2013.
- ❖ *Put Some Prep in Your Step: Preparing Your Migrant Students for College*, National Association of State Directors of Migrant Education Conference, 2012.
- ❖ *Leadership in Motion*, Latino Leadership Summit, Dodge City Community College, 2010.
- ❖ *Planting the Seeds: Strategies to Increase Migrant Student College Readiness*, National Association of State Directors of Migrant Education Conference, 2010.
- ❖ *Reaching Our Latino Students: A Roadmap for Success*, Annual Conference for Mid-America Association of Educational Opportunity Program Personnel, 2009.
- ❖ *Overview of Kansas Early Childhood Comprehensive Systems Grant*, Kansas Head Start Association Conference, 2006.
- ❖ *Introduction to College Assistance Migrant Program*, Annual Kansas State Conference for Migrant/ESOL/Bilingual Education, 2003.
- ❖ *Project STAR Results*, National Head Start Association Annual Training Conference, Washington DC, 2000.

OTHER

- ❖ Scholarship Committee Chairperson, Jerry Bailey Educational Opportunity Scholarship Fund, 2010-present.
- ❖ Secretary, University of Kansas Latino Faculty and Staff Council, 2013 - current.
- ❖ Intermediate fluency, Spanish

Alejandra Hernandez-Castro

(b)(6)

Academic Background

- MS Counseling Psychology – University of Kansas, Lawrence, KS 2013 - present
- BA Political Science – University of Kansas, Lawrence, KS 1999 - 2004

Relevant Employment Experience

- Harvest of Hope Leadership Academy (HHLA), University of Kansas 2008 - present
 - Title: Coordinator
 - Duties: curriculum design and teaching, program planning and development, student advising, recruitment, workshop delivery, staff supervision and management, Spanish translation and interpretation
- KU Educational Talent Search, University of Kansas 2006 - 2008
 - Title: Academic Advisor & Youth Enrichment Seminar (YES) Coordinator
 - Duties: workshop development, coordination of YES scholarship program, student advising, workshop delivery, Spanish translation and interpretation, conference planning and development
- College Assistance Migrant Program, University of Kansas 2004 - 2006
 - Title: Program Assistant & Recruitment Specialist
 - Duties: student recruitment, student advising and tutoring, Spanish translation and interpretation, workshop presentations

Professional Presentations

- *Kansas Dreamers: Supporting the College Success of Undocumented Students*, Summit on Access, Persistence, and Completion (faculty & staff). Metropolitan Community College, Kansas City, MO, 2014.
- *College Funding Opportunities for Immigrant Students & Undocumented Students*, “Diversidad” Hispanic Conference (faculty and staff). Johnson County Community College, Overland Park, KS, 2014.
- *Leveling the Playing Field: Lifting Students to Success*, National Association of State Directors of Migrant Education (NASDME) Conference. San Antonio, TX, 2014.
- *It’s Good To Be On Top: Latinos & Education*, KU Latino Leadership Symposium (high school students). University of Kansas, Lawrence, KS, 2013.
- *Kansas Dreamers: Supporting the College Success of Undocumented Students*, Michael Tilford Conference on Diversity and Multiculturalism (faculty and staff). Emporia State University, Emporia, KS, 2013.
- *Kansas Dreamers: Supporting the College Success of Undocumented Students*, Mid-TESOL (Teachers of English Language Learners) Conference. Topeka, KS, 2013.
- *Various Topics: Leadership, College Admissions, Financial Aid, Preparing for College*, Dodge City Latino Student Leadership Conference (high school students). Dodge City Community College, Dodge City, KS, 2007 – 2013.
- *Put Some Prep In Your Step: Preparing Migrant Students for College*, National Association of State Directors of Migrant Education (NASDME) Conference. Portland, OR, 2012.

- *Planting the Seeds: Strategies to Increase Migrant Student College Readiness*, National Association of State Directors of Migrant Education (NASDME) Conference. Anaheim, CA, 2010.
- *Parents In Action! Helping Your Student Reach College*, Topeka Migrant & ELL Parent Leadership Conference (bilingual presentation). Topeka, KS, 2010.
- *Reaching Our Latino Students: Developing a Roadmap for Success*, Mid-America Association of Educational Opportunity Program Personnel / TRIO Programs Personnel Conference. St. Charles, IL, 2009.
- *Best-Practices: Post-Secondary Education & Low-Income, First-Generation Students*, Missouri-Kansas-Nebraska (MOKANE) / TRIO Programs Conference. Kansas City, KS, 2008.
- *Various Topics: Benefits of College, College Admissions, Financial Aid*, KU Latino Leadership Summit (high school students). University of Kansas, Lawrence, KS, 2008 & 2010.

Professional Development Activities

- The Social Justice Conference: A Practitioner's Experience 2014
- CLEOS Training and Counseling for the Exploration of Optimal States 2013
- KU Staff Leadership Summit 2013
- KU Professional Development Day 2012
- Michael Tilford Conference on Diversity and Multiculturalism 2010, 2013
- MAEOPP / TRIO Programs Personnel Conference 2009 – 2011
- NASDME Migrant Conference 2008 – 2014
- TRIO Admissions and Financial Aid Training – Las Vegas 2008
- Managing Multiple Priorities, Projects and Deadlines 2007
- Practical Strategies for Working Successfully with Difficult, Disruptive, Defiant Students – Institute for Educational Development 2007

Leadership & Service

- KU Latino Faculty and Staff Council, *Treasurer* 2014-2015
- KU LeaderShape, *Faculty* 2014
- The KU Big Event, *Volunteer* 2013
- KU Latino Faculty and Staff Council, *Vice-President* 2012 - present
- Sigma Lambda Gamma Sorority at KU, *Staff Advisor* 2011 - present
- Jerry Bailey Educational Opportunity Scholarship Committee, *Member* 2009 - present
- KU Diversity Councils' Committee, *Member* 2009 - present
- Hispanic American Leadership Organization (HALO) at KU, *Advisor* 2010 - 2012
- KU Latino Faculty and Staff Council, *Secretary* 2010 - 2011
- KU Diversity Initiatives Ad Hoc Committee, *Member* 2009 - 2010
- KU Latino Faculty and Staff Council, *President* 2009 - 2010
- Mid-America Assoc. of Edu. Opp. Program Personnel (MAEOPP), *Member* 2007 - 2008

Awards and Honors

- Reader for the Asian & Pacific Islander American Scholarship Fund (APIASF) 2014
- Acceptance into the Master's Program in Counseling Psychology at KU 2013
- Promotion from Prog. Asst. to Coordinator at HHLA (present employment) 2012
- KU Unclassified Employee of the Year 2009
- KU Unclassified Employee of the Month for August 2009

Key Personnel Position Descriptions

PROJECT DIRECTOR

Responsibilities:

- Develop and oversee the implementation of CAMP program elements at all partner institutions, including staff supervision, program planning and implementation, recruitment activities, material development, and fiscal management.
- Build collaborative relationships with stakeholders, including migrant families, Migrant Education Programs, target LEAs, the Advisory Board, and other agencies and community organizations integral to meeting CAMP objectives.
- Collaborate with Recruitment/Retention Coordinator to develop and deliver direct student services at each partner IHE. Assist with pre-screening interview of potential Scholars to assess academic/financial need.
- Oversee the distribution of all elements of CAMP Scholar financial packages.
- Develop a data collection and management system that monitors student outcomes, program activities, and other relevant data required for evaluation and annual reporting.
- Provide professional development to CAMP staff, IHE support programs, and stakeholders to ensure best practices in college access and retention for students from migrant farmwork backgrounds.
- Adhere to deadlines and regulations regarding required program documentation, reports, data collection, and forms, and maintain appropriate documentation and reports, submit as requested to facilitate reporting to USDE.
- Collaborate with the Evaluator to collect and provide student and program data.

Required Qualifications:

- Master's degree in education, counseling psychology, social welfare, or a related field.
- Demonstrated knowledge of post-secondary processes, including admissions, financial aid, and academic advising.
- Experience working with first-generation, low-income, or students from underrepresented groups. Demonstrated commitment to the principles of equal educational opportunity.
- Excellent written and oral communications skills.
- Excellent organizational skills and the ability to exercise initiative when appropriate.

Preferred Qualifications:

- Direct work experience with the Migrant population.
- Professional public school teaching, counseling, or administrative experience.
- Experience in program management, including supervision, fiscal management, direct student service, material development, program evaluation, and data management.
- Knowledge of the University of Kansas, its policies, and its procedures.
- Experience developing and implementing student support programs for migrant students at the high school and undergraduate levels.

RECRUITMENT/RETENTION COORDINATOR

Responsibilities:

- Collaborate with partner IHEs to develop and deliver effective recruitment and marketing plan to best inform and recruit eligible students.
- Provide individualized admissions and financial aid counseling/support to CAMP applicants.
- Coordinate the development and monitoring of student progress through Academic Success Plans, advising sessions, mid-semester progress reports and end-of-semester transcripts.
- Provide bi-weekly individual advising and monitoring to students in the areas of academics, careers, financial aid & financial literacy, and personal support.
- Provide a CAMP freshman seminar course designed specifically for the migrant student, to include: academic/career exploration and planning, study skills/strategies, financial literacy, campus involvement, and personal wellness.
- Connect students to additional supportive programs, student organizations, leadership conferences, and community resources.
- Create partnerships and collaborate with on-campus organizations and programs that serve students in the target population.
- Develop and deliver methods for including families of students (orientations, newsletters, end-of-year celebrations).
- Provide follow up services to 2nd year CAMP students, including; monitoring of student grades, individual academic advising, referrals to tutoring or other educational supportive services, assistance in searching and applying for financial aid, transfer process for students in community colleges.
- Participate in bi-weekly staff meetings with partner IHE staff, and attend the national conference (NASDME) with the Project Director.
- Collaborate with the Evaluator to collect and provide student and program data.
- Adhere to deadlines and regulations regarding required program documentation, reports, data collection, and forms, and maintain appropriate documentation and reports, submit as requested to facilitate reporting to USDE.

Required Qualifications:

- Bachelor's degree in education, counseling psychology, social welfare, or related field.
- Experience working with first-generation, low-income, or students from underrepresented groups. Demonstrated commitment to the principles of equal educational opportunity.
- Knowledge of current educational resources, organizations, and agencies targeting the student population.
- Demonstrated knowledge of post-secondary processes, including admissions & financial aid.
- Experience with direct supervision.
- Excellent written and oral communications skills.

Preferred Qualifications:

- Counseling/advising experience.
- Ability to speak and write English and Spanish fluently.
- Experience collaborating with community and college programs.
- Experience working with students from migrant and seasonal farm-work backgrounds.

Sub Recipient Recruitment/Retention Specialist: Roles & Responsibilities

Recruitment

- Collaborate with Heartland CAMP Coordinator, state Migrant Education Programs, high school staff, agribusiness partners, and relevant community programs to identify, recruit, and enroll at least 10 CAMP Scholars per year.
- Provide individualized admissions and financial aid counseling/support to potential CAMP students.

Retention

- Develop and deliver a student/family Welcome and Orientation Day program for freshman Scholars.
- Provide biweekly one-on-one advising & monitoring in the areas of academics, career exploration, transfer advising (when appropriate), financial aid & financial literacy, personal support
- Provide a freshman college success seminar course for each CAMP cohort
- Assure and monitor CAMP Scholar access to free tutoring and other academic supports
- Collaborate with existing IHE student success services to maximize supports to CAMP Scholars
- Monitor student progress through advising sessions, mid-semester progress forms, and end-of-semester transcripts
- Connect students to additional supportive programs, student organizations, leadership development, and community resources
- Develop and deliver CAMP community events: community service, cultural events, leadership development
- Develop and deliver methods for including families of students (orientations, newsletters, end-of-year celebrations)
- Administer financial package for each CAMP participant (scholarships, stipends, laptop)

Follow-up services

- Provide transitional advising and linkages to continued supportive services
- Encourage participation in other campus organizations and as service as CAMP upperclass mentors
- Monitor students' academic progress. Hold individual meetings to assess needs and make appropriate referrals
- Provide assistance in searching for continued financial aid options and completing financial aid forms
- Encourage and assist students in transferring to four-year institutions of higher education, where appropriate.

Minimum qualifications

- Bachelor Degree.
- Experience with college access and/or retention for underrepresented populations



January 27, 2015

Dr. Ngondi Kamatuka, Ph.D.
Director, Educational Opportunity Programs
Joseph R. Pearson Hall
The University of Kansas
1122 West Campus Rd, Room 301
Lawrence, KS 66045

Dear Dr. Kamatuka,

I wanted to take the opportunity to assure you and the University of Kansas of our wholehearted and enthusiastic support of your proposal to the U.S. Department of Education for the College Assistance Migrant Program (CAMP). We are proud of being a part of this proposed Heartland CAMP project that will positively impact many students across Kansas, Missouri, Iowa and Nebraska and significantly expand efforts to increase academic access and success for migrant students.

We are a private, Catholic college founded in 1949 with an express mission to provide college access and support to low-income and underrepresented students. Our student body reflects our mission, expertise and commitment: 85% are first-generation students; 84% are low-income students and 90% are students of color, and 72% of students receive remedial or ESL training before moving to college-level courses. Further, Donnelly is recognized by the Department of Education as the 61st most affordable private college in the U.S., demonstrating our significant commitment to mission and access. As the region's only dual federally-designated Hispanic-Serving and Minority-Serving Institution, Donnelly has a role to play in addressing the severe gap in college-going participation by migrant students, who also often face additional challenges in pursuing their college dreams. Donnelly is well-positioned to expand our existing efforts in this work. For instance, 85% of our 2014 graduates were minorities, and two out of three continued their education at four-year colleges and universities. Second, we have retention and graduation rates that exceed national averages.

I am very pleased by the opportunity to participate in this federal program that recognizes and values the importance of faith-based institutions' involvement. Our smaller campus, that nurtures individual growth on all levels, is a great fit for many CAMP students to find success. Donnelly is sponsored by the local Catholic Archdiocese of Kansas City in Kansas and the Benedictine Sisters of Mount St. Scholastica. Our existing faith-based social service partners in Kansas, Northern Missouri, Iowa and Nebraska are excited by the CAMP opportunity and look forward to helping spread awareness of this program's opportunities.

I have full confidence in my direct report, Sydney Beeler, Vice President for Student Activities and Enrollment Management, who will serve as Donnelly's Principal Investigator. She oversees the enrollment and student support divisions, which will carry out the project activity as proposed. We fully commit to provide all resources as outlined in the grant proposal to support the success of the students and the project. Donnelly also agrees to work with the KU CAMP Evaluation Team and to collect data as needed to assess project performance on a regular basis.



DONNELLY COLLEGE

EST. 1949

We are thrilled to build on a successful relationship with University of Kansas, which values and appreciates the diversity Donnelly College offers and has a track record of fully supporting our transfer students and helping them achieve personal and academic success. We also look forward to the collaborative work with the other partner institutions to reach our collective goals to increase college access and success for migrant students from across the Heartland. If you have any questions or concerns, please do not hesitate to contact me directly. I can be reached via phone at 913.621.8746 or via email at sswetland@donnelly.edu.

Sincerely yours,

(b)(6)

Monsignor Stuart W. Swetland
President



January 23, 2015

Dr. Ngondi Kamatuka
Director, Center for Educational Opportunity Programs
The University of Kansas
Achievement and Assessment Institute
Joseph R. Pearson Hall, Rm. 305
1122 West Campus Road
Lawrence, KS 66045

Western Iowa Tech
Community College
4647 Stone Avenue
P.O. Box 5199
Sioux City, IA 51102-5199
712-274-6400
800-352-4649
Fax: 712-274-6412
www.witcc.edu

Cherokee Campus
& Conference Center
Denison Campus
Le Mars Center
Mapleton Center
Sioux City Campus

Dear Dr. Kamatuka,

Western Iowa Technical Community College (WITCC) is excited to partner with the Heartland College Assistance Migrant Program (CAMP) at the University of Kansas. Service to students from disadvantaged backgrounds is a priority for WITCC, and we look forward to contracting with Heartland CAMP to serve 25 CAMP Scholars from migrant farmwork backgrounds over the next 5 years.

In particular, Western Iowa Technical Community College commits to collaborate with Heartland CAMP administration, Iowa Migrant Education Programs, high schools, and relevant community partners to identify, recruit, and enroll 5 CAMP Scholars per year. WITCC will provide a package of supportive services that leads to high retention of CAMP Scholars – including individualized advising, tutoring services, group events, peer mentoring, and an academic success course for freshman scholars. WITCC will also ensure CAMP Scholars receive needed services for academic success beyond the freshman year, garnering institutional, community, and other State/Federal resources.

WITCC looks forward to increasing the awareness of and implementing best practices for migrant student college access and completion. To that end, WITCC will participate in staff meetings and professional development events with Heartland CAMP partners and will provide appropriate student-level, program, and IHE data for program evaluation and annual reporting purposes.

Finally, WITCC commits to provide facilities, materials, and technologies that will support the success of Heartland CAMP programming and Scholar educational outcomes. The Heartland CAMP goals, objectives, and activities are congruent with our institution's commitment to college access and success – particularly for students from disadvantaged backgrounds.

Sincerely

(b)(6)

Dr. Juline Albert
Vice President of Learning
Western Iowa Technical Community College



Metropolitan Community College
PRESIDENT'S OFFICE

February 2, 2015

Dr. Ngondi Kamatuka
Director, Center for Educational Opportunity Programs
The University of Kansas
Achievement and Assessment Institute
Joseph R. Pearson Hall, Rm. 305
1122 West Campus Road
Lawrence, KS 66045

Dear Dr. Kamatuka,

Metropolitan Community College (MCC) is excited to partner with the Heartland College Assistance Migrant Program (CAMP) at the University of Kansas. Service to students from disadvantaged backgrounds is a priority for MCC, and we look forward to contracting with Heartland CAMP to serve 15 CAMP Scholars from migrant farmworker backgrounds over the next five years.

Specifically, MCC commits to collaborate with Heartland CAMP administration, Nebraska Migrant Education Programs, high schools, and relevant community partners to identify, recruit, and enroll 15 CAMP Scholars per year. In conjunction with our existing programs for disadvantaged students, MCC will provide a package of supportive services that fosters the retention and success of CAMP Scholars – including individualized advising, tutoring services, group events, peer mentoring, and an academic success course for freshman scholars. MCC will also ensure CAMP Scholars receive needed services for academic success beyond the freshman year, garnering institutional, community, and other State/Federal resources.

MCC looks forward to implementing best practices for college access and success for migrant college students. To that end MCC will participate in staff meetings and professional development events with Heartland CAMP partners and will provide appropriate student-level, program, and IHE data for program evaluation and annual reporting purposes.

Last, MCC commits to provide facilities, materials, and technologies that will support the success of Heartland CAMP programming and Scholar educational outcomes. The Heartland CAMP goals, objectives, and activities are aligned with our institution's commitment to college access and success – particularly for students from disadvantaged backgrounds – and we look forward to your successful grant proposal to support our mutual goals.

Sincerely,

(b)(6)

Randy Schmäilzi
President
Metropolitan Community College

January 21, 2015

Ngondi A. Kamatuka
Director
Center for Educational Opportunity Programs
Achievement and Assessment Institute
Campus

Dear Ngondi:

I am pleased that you are applying for federal funds to fund the Heartland College Assistance Migrant Program (CAMP) at the University of Kansas. I understand that the purpose of a CAMP grant is to assist migrant and seasonal farmworkers and members of their immediate family to complete their first year of college and to continue in postsecondary education.

As you are aware, service to students from disadvantaged backgrounds is a high priority for the University and to me. The mission of CAMP is very much in line with my philosophy of "KU works for Kansas and the world." This funding will provide the University with an excellent opportunity to further its commitment to equal educational opportunity. I believe in access and success. In addition to the services you propose, I am quite certain that you will also link the CAMP scholars with our Student Support Services and McNair Scholars programs, as well as exposure to STEM.

It is also appropriate for us to augment federal funds with in-kind support. We are prepared to offer the following assistance during the next five-year period:

- The University will commit approximately 1200 square feet of space in Joseph R. Pearson Hall.
- We will provide classroom, meeting space, computer labs, and laboratory experience for the CAMP Scholars.
- University faculty, graduate students, and staff will provide support, information, training, and professional development to staff and scholars.

I would like to reiterate my strong support for your proposal for a CAMP program at KU. Thank you for your efforts.

Sincerely,

(b)(6)

Bernadette Gray-Little
Chancellor



January 19, 2015

Dr. Ngondi Kamatuka
Director, Center for Educational Opportunity Programs
The University of Kansas
Achievement and Assessment Institute
Joseph R. Pearson Hall, Rm. 305
1122 West Campus Road
Lawrence, KS 66045

Dear Dr. Kamatuka,

The Harvest of Hope Leadership Academy (HHLA) at the University of Kansas, is pleased to write this letter of support for the Heartland College Assistance Migrant Program (CAMP). CAMP will be most beneficial to our migrant students as it will provide financial assistance and support services so desperately needed for student success in post-secondary education.

As a college preparation and leadership development program for Kansas migrant high school students, HHLA strives to help students gain the knowledge and skills necessary to successfully navigate the college admissions and financial aid process. Nonetheless, once students graduate high school and enroll in college, they are left to navigate the college system on their own. Lack of support at the college level, along with lack of information on financial aid resources, lead many migrant students to drop out after their freshman year.

Heartland CAMP would provide academic, cultural, family, social and campus supports. By having a program that can mentor, advise, and support students, while creating a "home away from home" during this challenging first year, students are better equipped to succeed and continue with post-secondary education. Furthermore, CAMP's financial support can make the University of Kansas, the state's largest university, and Donnelly College, a private institution, a tangible option for migrant students across the state.

HHLA is happy to assist with recruitment and referrals of migrant-eligible students, assistance with the CAMP application process, internship opportunities for CAMP Scholars, and providing feedback to improve services.

The Harvest of Hope Leadership Academy pledges its support and looks forward to collaborating with Heartland CAMP to better serve our Kansas migrant student population.

Sincerely,

(b)(6)

Stacy Mendez
Project Director, Harvest of Hope Leadership Academy
785-864-7027 / smendez@ku.edu

January 23, 2015

Dr. Ngondi Kamatuka
Director, Center for Educational Opportunity Programs
Achievement and Assessment Institute
The University of Kansas
Joseph R. Pearson Hall, Rm. 305
1122 West Campus Road
Lawrence, KS 66045

Dear Dr. Kamatuka,

As the State Director for the Kansas Migrant Education Program, I am pleased to write this letter of support for the Heartland College Assistance Migrant Program (CAMP) proposal. This project will provide substantial benefits to our migrant students and families, providing financial assistance and support services so desperately needed for success in post-secondary education.

Often, migrant students and parents are unfamiliar with the systems processes with college. Many of these students are also low-income and/or first-generation, and lack resources and information to be successful at the college level. It is common for students to have difficulty navigating higher education systems, access needed financial resources and academic supports, and find a sense of community on our college campuses.

Heartland CAMP would meet these students' needs by providing financial assistance, academic support, mentorship, individual advising, social/cultural connections, and family involvement, leading to more empowered students and higher college access and retention rates. Furthermore, CAMP will create a "home away from home" resulting in a community of learners that is supportive and encouraging. By alleviating some of these challenges, migrant students will be better equipped to succeed and continue with higher education. Furthermore, the University of Kansas, the state's flagship university, and Donnelly College, a private faith-based institution, will now be tangible options for our students.

The Kansas Migrant Education Program commits to provide the following: 1) dissemination of CAMP information to students and parents, 2) training and assistance in the recruitment and identification of eligible students, 3) involvement on the Advisory Board, 4) feedback and evaluation, and 5) professional development and training.

The Kansas Migrant Education Program looks forward to collaborating with Heartland CAMP to serve our migrant students and increase college access and success.

Sincerely,

(b)(6)

Doug Boline
Director, Kansas Migrant Education Program



January 23, 2015

Dr. Ngondi Kamatuka
Director, Center for Educational Opportunity Programs
The University of Kansas
Achievement and Assessment Institute
Joseph R. Pearson Hall, Rm. 305
1122 West Campus Road
Lawrence, KS 66045

Dear Dr. Kamatuka,

As the State Director for the Iowa Migrant Education Program, I am pleased to write this letter of support for the Heartland College Assistance Migrant Program (CAMP) proposal. This project will provide substantial benefits to our migrant students and families, providing financial assistance and support services so desperately needed for success in post-secondary education.

The majority of our migrant students are also low-income and/or first-generation, and lack the resources and information to be successful at the college level. It is common for students to have difficulty navigating higher education systems, access needed financial resources and academic supports, and find a sense of community on our college campuses.

Heartland CAMP would meet these students' needs by providing financial assistance, academic support, mentorship, individual advising, social/cultural connections, and family involvement, leading to more empowered students and higher college access and retention rates. Furthermore, CAMP will create a "home away from home" resulting in a community of learners that is supportive and encouraging. By alleviating some of these challenges, migrant students will be better equipped to succeed and continue with higher education. Furthermore, CAMP presence at Western Iowa Technical Community College will allow even more students access post-secondary education.

The Iowa MEP commits to provide the following: 1) dissemination of CAMP information to students and parents, 2) training and assistance in the recruitment and identification of eligible students, 3) involvement on the Advisory Board, 4) feedback and evaluation, and 5) professional development and training.

The Iowa Migrant Education Program looks forward to collaborating with Heartland CAMP to serve our migrant families and increase college access and success.

Sincerely,

Geri McMahon
Title I Administrative Consultant
Iowa Migrant Education Program

Grimes State Office Building - 400 E 14th St - Des Moines IA 50319-0146

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Lincoln, NE 68509-4987 Web: www.education.ne.gov

January 20, 2015

Dr. Ngondi Kamatuka
Director, Center for Educational Opportunity Programs
The University of Kansas
Achievement and Assessment Institute
Joseph R. Pearson Hall, Rm. 305
1122 West Campus Road
Lawrence, KS 66045

Dear Dr. Kamatuka,

On behalf of the Nebraska Migrant Education Program, I am pleased to write this letter of support for the Heartland College Assistance Migrant Program (CAMP) proposal. This project will provide substantial benefits to our migrant students and families, providing financial assistance and support services so desperately needed for success in post-secondary education.

Often, migrant students and parents are unfamiliar with the systems processes with college. Many of these students are also low-income and/or first-generation, and lack resources and information to be successful at the college level. It is common for students to have difficulty navigating higher education systems, access needed financial resources and academic supports, and find a sense of community on our college campuses.

Heartland CAMP would meet these students' needs by providing necessary financial assistance, academic support, mentorship, individual advising, social/cultural connections, and family involvement, leading to empowered students and higher retention rates. It will create a "home away from home" resulting in a community of learners that is supportive and encouraging. By alleviating some of these challenges, migrant students will be better equipped to succeed and continue with higher education. Furthermore, CAMP's presence at Central Community College (CCC) will allow even more students access post-secondary education.

The Nebraska Migrant Education Program commits to provide the following: 1) dissemination of CAMP information to students and parents, 2) training and assistance in the recruitment and identification of eligible students, 3) involvement on the Advisory Board, 4) feedback and evaluation, and 5) professional development and training.

The Nebraska Migrant Education Program looks forward to collaborating with Heartland CAMP to serve our migrant families and increase college access and success.

Sincerely,

(b)(6)



Sue Henry
Education Specialist, Migrant Education Program
Nebraska State Department of Education

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

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PART V – BUDGET NARRATIVE

The average yearly budget of \$405,203 is both adequate and reasonable to implement the goals, objectives and activities of Heartland CAMP (HC). At \$11,577 per CAMP Scholar, HC’s budget projections are below the average per pupil cost of current CAMP commuter/residential projects, and are cost effective given the array of high quality services HC proposes to provide to 35 participants across 3 states. By partnering with the University of Kansas, Donnelly College, Nebraska Metropolitan Community College, and Western Iowa Technical Community College, the Heartland CAMP project design and accompanying budget supports college access and supportive services on multiple campuses that are close to migrant students’ homes and families.

Personnel	5 YR
All salaries are set consistent with university policies including a 1% increase in years 2-5.	
A .02 FTE Principal Investigator is secured to monitor the scope of the grant, including adherence to policies of the funding agency, IHE, and research center, and management of the project budget. The PI will supervise the Project Director. Yr1 \$2,270; Yr2 \$2,292; Yr3 \$2,316; Yr4 \$2,339; Yr5 \$2,362	\$11,579
A 1.0 FTE Project Director is secured to oversee the overall management of the project. The PD will supervise key staff at the prime institution and collaborate with partner sites and external stakeholders to ensure the completion of project goals, objectives, and activities. The PD will lead annual reporting, professional development, and collaboration activities. Yr1 \$55,056; Yr2 \$55,608; Yr3 \$56,160; Yr4 \$56,724; Yr5 \$57,288	\$280,836
A 1.0 FTE Recruitment/Retention Coordinator is secured to oversee the recruitment and retention activities for all 4 IHE sites, and will provide direct student services to KU HC Scholars. Yr1 \$44,040; Yr2 \$44,484; Yr3 \$44,928; Yr4 \$45,372; Yr5 \$45,828	\$224,652
A .2 FTE Evaluator will be secured to oversee the in-depth data collection, analysis, and evaluation of the project. Yr1 \$10,001; Yr2 \$10,102; Yr3 \$10,202; Yr4 \$10,306; Yr5 \$10,409	\$51,020
A .25 FTE Administrative Support Assistant will be secured to assist key staff in the development and management of the program, and in the maintenance of records and data. Yr1 \$7,251; Yr2 \$7,323; Yr3 \$7,395; Yr4 \$7,470; Yr5 \$7,545	\$36,984
A .1 FTE Technology Support Assistant will be secured to provide development and support for all social media, website, and database systems that support the objectives and activities of the grant. Yr1 \$3,000; Yr2 \$3,030; Yr3 \$3,060; Yr4 \$3,091; Yr5 \$3,122	\$15,303

Total Personnel	\$620,374
------------------------	------------------

Fringe Benefits	5 YR Total
The University of Kansas requires that fringe benefits be paid according to actual costs. For budgetary purposes, policy is to use the average of 35% for faculty and staff. These percentages are based on the following costs: Social Security 6.20%, Medicare 1.45%, Retirement 9.50%, Worker's Compensation 0.583%, Unemployment insurance .33%, Group Health Insurance 16.59%. Yr1 \$42,566, Yr2 \$42,994, Yr3 \$43,421, Yr4 \$43,856, Yr5 \$44,294	\$217,131
Total Fringe	\$217,131

Travel	5 YR Total
Each year, the RRC will travel in state for recruitment activities specific to CAMP Scholars at the University of Kansas, for a total of 4 days/2 nights. Travel will be reimbursed at the state rate of .575/miles at 750 miles/2 trips. Lodging and per diem are calculated as follows: \$100/night lodging, \$60 per diem. Yrs 1-5 \$1,303	\$6,515
Each year, the PD, RRC, and/or Evaluator will travel in state and out-of-state (Kansas, Nebraska, and Iowa) for recruitment/retention, collaboration, and evaluation activities for a total of 16 days/8 nights. Travel will be reimbursed at the state rate of .575/mile at 1000 miles/4 trips. Lodging and per diem costs per staff member are calculated as follows: \$100/night lodging, \$60 per diem. Yrs 1-5 \$5,820.	\$29,100
The PD will attend the OME HEP/CAMP Directors' meeting each year. Costs for this trip are calculated as follows, based on comparable costs in Washington DC for 4 days/3 nights: lodging at \$250/night, \$60 per diem, \$400 estimated airfare and ground transportation. Yrs 1-5 \$1,384	\$6,920
Two staff members will attend the National Migrant Conference (NASDME) each year – for 4 days/3 nights. Travel costs per staff member are calculated as follows: \$400 estimated airfare and ground transportation, \$60 per diem, \$250/night lodging, and \$300 registration. Yrs 1-5 \$3,368	\$16,840
Total Travel	\$59,375

Supplies	5 YrTotal
General office supplies, including paper, printer cartridges, pens, etc. will be needed throughout the life of the project to meet the goals, objectives, and activities of the grant. Costs are based on annual expenditures on general office supplies within comparable projects at the university. Yrs 1-5 \$1,000	\$5,000
Total Supplies	\$5,000

Contractual
Sub-awards for Partner IHEs: Heartland CAMP will subcontract with the following three IHEs to recruit and retain CAMP Scholars each year: 1) Donnelly College, 2) Nebraska Metropolitan Community College, and 3) Western Iowa Technical Community College. Each partner IHE's scope of work will be identical – and will implement the goals, objectives, and

<p>activities of Heartland CAMP as follows:</p> <ul style="list-style-type: none"> • Scholar Recruitment - Provide individualized admissions and financial aid application support to potential students and their families. • Scholar Retention – CAMP Orientation; tuition/living/travel stipends for CAMP Scholars; biweekly advising, academic progress monitoring, freshman seminar course, one-on-one tutoring support, group events, peer mentoring, follow-up services. • Program Evaluation / Professional Development / Program Management – weekly staff meetings and monthly professional development with partner IHE, collaboration with program evaluation team, detailed documentation. <p>Cost estimates for sub-awards are based on current rates at each IHE (Donnelly, NMCC, and WITCC) for comparable staff salaries, current tuition/fees, and comparable general costs for supplies. The University of Kansas has followed the procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.</p>	
<p>Donnelly College will recruit and retain 10 Heartland CAMP Scholars per year. The DC subcontract contains the following costs:</p>	5 YR Totals
<p>Personnel: .5 FTE Recruitment/Retention Specialist will provide direct recruitment and retention supports to CAMP Scholars. A 1% salary increase is included for Yrs 2-5. Yr1 \$18,000; Yr2 \$18,180; Yr3 \$18,362; Yr4 \$18,545; Yr5 \$18,731</p>	\$91,818
<p>Fringe Benefits: A 34% fringe benefit rate is used. Yr1 \$6,120; Yr2 \$6,181; Yr3 \$6,243; Yr4 \$6,305; Yr5 \$6,368</p>	\$31,218
<p>Travel: Local mileage costs of Project Staff for recruitment. Yrs1-5 \$612</p>	\$3,060
<p>Supplies: Consumable office supplies Yrs 1-5 \$250</p>	\$1,250
<p>Other Direct Costs: Postage and printing \$300; a computer in Yrs 1 and 4 \$1000; career inventories \$200; tutoring supplies \$500; funds for CAMP Scholar/family events \$1,600. These costs are necessary for the effective recruitment activities, collaboration between partner IHE sites, and retention activities with CAMP Scholars. Yr1 \$3,600; Yr2 \$2,600; Yr3 \$2,600; Yr4 \$3,600; Yr5 \$2,600</p>	\$15,000
<p>Total Direct Costs for Donnelly: Yr1 \$28,582; Yr2 \$27,823; Yr3 \$28,067; Yr4 \$29,313; Yr5 \$28,561</p>	\$142,346
<p>Total Modified Indirect Costs: 8% Yr1 \$2,287; Yr2 \$2,226; Yr3 \$2,245; Yr4 \$2,345; Yr5 \$2,285</p>	\$11,388
<p>Training Stipends: Each year of the grant, DC will provide 10 CAMP Freshman Scholars with a total financial support package of \$4,535 each to include the following costs:</p> <ul style="list-style-type: none"> • Scholarships to cover up to 6 credits X \$269.65/credit X 2 semesters • Scholar Living Stipends: \$500 • Scholar Laptops: \$750 • Leadership Conference Stipend: \$50 <p>Yrs 1-5 \$45,358</p>	\$226,791
<p>Total Donnelly College Subcontract Costs: Yr1 \$76,227; Yr2 \$75,407; Yr3 \$75,670; Yr4 \$77,016; Yr5 \$76,205</p>	\$380,525
<p>Metropolitan Community College in Nebraska will recruit and retain 15 Heartland CAMP Scholars per year. The MCC subcontract contains the</p>	5 YR Totals

following costs:	
Personnel: .5 FTE Recruitment/Retention Specialist will provide direct recruitment and retention supports to CAMP Scholars. A 1% salary increase is included for Yrs 2-5. Yr1 \$18,000; Yr2 \$18,180; Yr3 \$18,362; Yr4 \$18,545; Yr5 \$18,731	\$91,818
Fringe Benefits: A 34% fringe benefit rate is used. Yr1 \$6,120; Yr2 \$6,181; Yr3 \$6,243; Yr4 \$6,305; Yr5 \$6,368	\$31,218
Travel: Local mileage costs of Project Staff for recruitment. Yrs1-5 \$600	\$3,000
Supplies: Consumable office supplies Yrs 1-5 \$300	\$1,500
Other Direct Costs: Postage and printing \$450; a computer in Yrs 1 and 4 \$1000; career inventories \$300; tutoring supplies \$750; funds for CAMP Scholar/family events \$2,250. These costs are necessary for the effective recruitment activities, collaboration between partner IHE sites, and retention activities with CAMP Scholars. Yr1 \$4,750; Yr2 \$3,750; Yr3 \$3,750; Yr4 \$4,750; Yr5 \$3,862	\$20,862
Total Direct Costs for MCC: Yr1 \$29,770; Yr2 \$29,011; Yr3 \$29,255; Yr4 \$30,501; Yr5 \$29,861	\$148,398
Total Modified Indirect Costs: 8% Yr1 \$2,382; Yr2 \$2,321; Yr3 \$2,340; Yr4 \$2,440; Yr5 \$2,389	\$11,872
Training Stipends: Each year of the grant, MCC will provide 15 CAMP Freshman Scholars with a total financial support package of \$2,300 each to include the following costs: <ul style="list-style-type: none"> • Scholarships of \$350 x 3 quarters • Scholar Living Stipends: \$450 • Scholar Laptops: \$750 • Leadership Conference Stipend: \$50 Yrs 1-5 \$34,500	\$172,500
Total Metropolitan Community College Subcontract Costs: Yr1 \$66,652; Yr2 \$65,832; Yr3 \$66,095; Yr4 \$67,441; Yr5 \$66,750	\$332,770
Western Iowa Technical Community College will recruit and retain 5 Heartland CAMP Scholars per year. The WITCC subcontract contains the following costs:	5 YR Totals
Personnel: .25 FTE Recruitment/Retention Specialist will provide direct recruitment and retention supports to CAMP Scholars. A 1% salary increase is included for Yrs 2-5. Yr1 \$9,000; Yr2 \$9,090; Yr3 \$9,181; Yr4 \$9,273; Yr5 \$9,365	\$45,909
Fringe Benefits: A 34% fringe benefit rate is used. Yr1 \$3,060; Yr2 \$3,091; Yr3 \$3,122; Yr4 \$3,153; Yr5 \$3,184	\$15,609
Travel: Local mileage costs of Project Staff for recruitment. Yrs1-5 \$560	\$2,800
Supplies: Consumable office supplies Yrs 1-5 \$150	\$750
Other Direct Costs: Postage and printing \$150; a computer in Yrs 1 and 4 \$1000; career inventories \$100; tutoring supplies \$250; funds for CAMP Scholar/family events \$750. These costs are necessary for the effective recruitment activities, collaboration between partner IHE sites, and retention activities with CAMP Scholars. Yr1 \$2,250; Yr2 \$1,600; Yr3 \$1,700; Yr4 \$2,700; Yr5 \$1,784	\$10,034

Total Direct Costs for WITCC: Yr1 \$15,020; Yr2 \$14,491; Yr3 \$14,712; Yr4 \$15,835; Yr5 \$15,044	\$75,102
Total Modified Indirect Costs: 8% Yr1 \$1,202; Yr2 \$1,159; Yr3 \$1,177; Yr4 \$1,267; Yr5 \$1,203	\$6,008
Training Stipends: Each year of the grant, WITCC will provide 5 CAMP Freshman Scholars with a total financial support package of \$2,908 each to include the following costs: <ul style="list-style-type: none"> • Scholarships to cover 6 credits x 2 semesters • Scholar Living Stipends: \$500 • Scholar Laptops: \$750 • Leadership Conference Stipend: \$50 Yrs 1-5 \$14,540	\$72,700
Total Western Iowa Technical Community College Subcontract Costs: Yr1 \$30,762; Yr2 \$30,190; Yr3 \$30,429; Yr4 \$31,642; Yr5 \$30,787	\$153,810
Total Contractual Costs	867,105

Other Costs	5 YR Total
Yearly consultation and training fees will support the ongoing incorporation of best practices, effective migrant identification and recruitment, and continual professional development. Yrs 1-5 \$500	\$2,500
A computer will be purchased yearly for project specific use to aid the five identified project staff in meeting the goals and objectives of the grant. Costs are based on comparisons with other computers purchased in the Center for Educational Opportunity Programs. Yrs 1-5 \$1,000	\$5,000
Communication – Annual communication costs include: mailings and postage \$1,000; telecommunications \$500; data ports and networking \$500. These costs are necessary for the effective recruitment activities, collaboration between IHE sites, and retention activities with CAMP Scholars. Yrs 1-5 \$2,000	\$10,000
Membership Dues – Professional organizational dues for the National CAMP Association. Yrs 1-5 \$1,500	\$7,500
Student/Family Functions and Events – Yearly cultural events and community-building events will be held for CAMP Scholars at each IHE. Partner IHE costs are incorporated into their subcontract budgets. For CAMP Scholars at KU, this budget amount provides \$150/per Scholar per year to allow for food, drink, material, travel, and venue costs. An increase in costs is expected in Yrs 2-5 to accommodate returning upperclass scholars and freshman scholars. Yr1 \$750; YRS 2-5 \$1,750	\$7,750
Career/Personality Assessments – Each CAMP Scholar will complete standardized assessments to inform the Academic Success Plan. Partner IHE costs are incorporated into their subcontract budgets. For KU CAMP Scholars, this amount is for \$20 / Scholar. Yrs 1-5 \$100	\$500

Tutoring supplies – Books to support the academic success of each year’s CAMP Scholars at KU. Partner IHE costs are incorporated into their subcontract budgets. Books will be purchased based on the enrollment / academic needs of the Scholars and costs are based on estimates from the University of Kansas Bookstore. Yrs 1-5 \$250	\$1,250
Two advisory board meetings will be held in Lawrence, KS each year. Travel costs for a representative from each partner state are calculated as follows: <ul style="list-style-type: none"> • Nebraska representative: 660 miles X .575 X 2 trips = \$759; 4 days/2 nights lodging at \$100/night, \$60 per diem; total = \$1,199 • Iowa representative: 568 miles X .575 X 2 trips = \$653.20; 4 days/2 nights lodging at \$100/night, \$60 per diem; total = \$1,093 • Kansas representative: 100 miles X .575 X 2 trips = \$115; 2 days at \$60 per diem; total = \$235. Yrs1-5 \$2,527	\$12,635
Total Other Costs	\$47,135

Training Stipends – University of Kansas CAMP Scholars	5 YR Total
The training stipends for students at partner IHEs (DC, NMCC, and WITCC) are incorporated into the subcontract budgets, detailed in the above Contractual Section. For the CAMP Scholars enrolled at the University of Kansas, the following are applicable:	
Tuition stipend – Each CAMP Scholar will receive \$3,819 in tuition support for the freshman year. These cost breakdown per Scholar is as follows: 6 credits X \$318.25/credit X 2 semesters. Yrs1-5 \$19,095	\$95,475
Laptop – Each CAMP Scholar will receive a loaner laptop to support coursework. Each CAMP Scholar who earns a 2.5+ cumulative GPA at the end of the freshman year will keep his/her laptop as an academic incentive. The cost breakdown per Scholar is as follows: 5 Scholars X \$750. Yrs 1-5 \$3,750	\$18,750
Living stipend – Each CAMP Scholar will receive \$250 per semester of their freshman year to assist with living expenses. 5 Scholars X \$500. Yrs 1-5 \$2,500	\$12,500
Leadership Conference stipend – Each CAMP Scholar will be encouraged to participate in a leadership conference during their freshman year and will receive \$50 to offset the cost of participation. Yrs 1-5 \$250	\$1,250
Other Costs Subtotal	\$127,975

Total Costs						
Budget Category	Yr1	Yr2	Yr3	Yr4	Yr5	Total
Personnel	\$121,618	\$122,839	\$124,061	\$125,302	\$126,554	\$620,374
Fringe Benefits	\$42,566	\$42,994	\$43,421	\$43,856	\$44,294	\$217,131
Travel	\$11,875	\$11,875	\$11,875	\$11,875	\$11,875	\$59,375
Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
Contractual	\$173,641	\$171,429	\$172,194	\$176,099	\$173,742	\$867,105
Construction	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$8,627	\$9,627	\$9,627	\$9,627	\$9,627	\$47,135
Total Direct Costs	\$359,327	\$359,764	\$362,178	\$367,759	\$367,092	\$1,816,120
Total Modified Indirect Costs	\$20,855	\$15,067	\$15,199	\$15,333	\$15,468	\$81,922
Training Stipends	\$25,595	\$25,595	\$25,595	\$25,595	\$25,595	\$127,975
Total Proposed Costs	\$405,777	\$400,426	\$402,972	\$408,687	\$408,155	\$2,026,017

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

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

Name of Institution/Organization

University of Kansas Center for Research, Inc.

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	121,618.00	122,839.00	124,061.00	125,302.00	126,554.00	620,374.00
2. Fringe Benefits	42,566.00	42,994.00	43,421.00	43,856.00	44,294.00	217,131.00
3. Travel	11,875.00	11,875.00	11,875.00	11,875.00	11,875.00	59,375.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	5,000.00
6. Contractual	173,641.00	171,429.00	172,194.00	176,099.00	173,742.00	867,105.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	8,627.00	9,627.00	9,627.00	9,627.00	9,627.00	47,135.00
9. Total Direct Costs (lines 1-8)	359,327.00	359,764.00	362,178.00	367,759.00	367,092.00	1,816,120.00
10. Indirect Costs*	20,855.00	15,067.00	15,199.00	15,333.00	15,468.00	81,922.00
11. Training Stipends	25,595.00	25,595.00	25,595.00	25,595.00	25,595.00	127,975.00
12. Total Costs (lines 9-11)	405,777.00	400,426.00	402,972.00	408,687.00	408,155.00	2,026,017.00

***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: 2012-07-01-07 To: 2015-06-30-07 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS

The Indirect Cost Rate is 8.00 %.

(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

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 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

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Ngondi	<input type="text"/>	Kamatuka	<input type="text"/>

Address:

Street1:	Joseph R. Pearson Hall
Street2:	1122 West Campus Road
City:	Lawrence
County:	<input type="text"/>
State:	KS: Kansas
Zip Code:	66045-3101
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="785-864-3401"/>	<input type="text" value="785-864-0399"/>

Email Address:

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) #:

No Provide Assurance #, if available:

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

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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