

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



**APPLICATION FOR GRANTS
UNDER THE**

CAMP-84.149A-1

CFDA # 84.149A

PR/Award # S149A150009

Grants.gov Tracking#: GRANT11832071

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.).

There were problems converting one or more of the attachments. These are: [1238-ProjNarr.pdf](#)

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"/>
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* 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"/>
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State Use Only:

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

B. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="86-0179321"/>	* c. Organizational DUNS: <input type="text" value="0724387990000"/>
--	---

d. Address:

* Street1:	<input type="text" value="Box 929"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Yuma"/>
County/Parish:	<input type="text" value="Yuma"/>
* State:	<input type="text" value="AZ: Arizona"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="85366-0929"/>

e. Organizational Unit:

Department Name: <input type="text" value="Campus Life"/>	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="Dr."/>	* First Name: <input type="text" value="Mary"/>
Middle Name: <input type="text" value="J."/>	
* Last Name: <input type="text" value="Schaal"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="928.344.7772"/>	Fax Number: <input type="text" value="928.317.6012"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

S: Hispanic-serving Institution

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.149

CFDA Title:

Migrant_Education_College Assistance Migrant Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-122914-001

*** Title:**

Office of Elementary and Secondary Education (OESE): College Assistance Migrant Program (CAMP).
CFDA Number: 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:**

Arizona Western College CAMP 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="425,000.00"/>
* 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="425,000.00"/>

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Mary Schnaal	Dean, Institutional Eff., Research, & Grants
APPLICANT ORGANIZATION	DATE SUBMITTED
Arizona Western College	02/10/2015

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* 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="Dept. of Ed., Office of Elem. & Sec. Ed."/>	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"/>
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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 # S149A150009

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.

GEPA.pdf

Add Attachment

Delete Attachment

View Attachment



**Plan for Ensuring Equitable Access and Participation
General Education Provisions Act (GEPA), Section 427 (Pub. L. 103-382)**

Arizona Western College (AWC) has identified the following solutions to ensure equitable access to, and participation in, its SSS Program for all program beneficiaries. Additional accommodations are made as necessary to follow ADA guidelines. AWC is an equal opportunity employer. Qualified individuals are hired without regard to race, sex, age, disability, religious background, or other qualifiers.

The following table shows the barriers and solutions that we will adopt

Barriers to Equitable Access	Specific Barriers	Solutions
Gender	Because of gender role stereotyping, female students from traditional Latino families are often not encouraged to pursue higher education. Nationally, males have not participated at the same rate as females in college programs.	Project staff will encourage students to explore non-gender-traditional academic and career areas. Special effort will be made for outreach/ recruitment of males as well as females. Female and male role models will assist in these efforts. The local program will aim for proportional gender representation in CAMP.
Race, Color & National Origin	Perceived racial/ethnic or nationality differences might hinder participants from fully engaging in activities and services. Participants with limited English proficiency may have difficulty understanding program requirements and services. Parents who do not speak English may need translators and materials in their language.	Cultural & ethnic diversity are recognized as being vital to education. Publications and presentations will be monitored for prejudicial approaches and statements. Printed materials, instructions, and informational items will be provided in both English and Spanish. Workshops for parents will provide access to translation or be presented in both languages. Parents can reach bilingual staff in order to gain information or ask questions.
Physical or Learning Disability	Individuals with physical disabilities may need extra help accessing services. Students with learning disabilities may need alternative learning and testing procedures.	Project activities will take place in fully accessible facilities. CAMP staff will be made aware of and accommodate participants' needs including, but not limited to, tape recorders for participants who are blind, computers with voice capability, materials with large size type, extended time on assessments, verbal testing, and verbal instructions for students with special needs.
Age	Adults may experience time and place constraints related to their involvement in activities.	Participants in project services will include adults and students. Scheduling for services (i.e. workshops, meetings) will accommodate external demands on adults' time.

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 Arizona Western College	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Mary
Middle Name: J.	
* Last Name: Schaal	Suffix:
* Title: Dean, Institutional Eff., Research, & Grants	
* SIGNATURE: Mary Schaal	* 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

Arizona Western College (AWC; Yuma, Arizona) is a *Hispanic-Serving Institution* and the only public, two-year community college in southwest Arizona. The proposed **100% residential College Assistance Migrant Program (CAMP)** will serve migrant and seasonal farmworkers (MSFW) in Yuma and La Paz Counties. As the “Winter Vegetable Capital of the World,” the service region is home to **68%** (86,733; NCFH, 2014) of the state’s MSFW population with approximately **3,526 MSFW students** currently enrolled in AWC’s feeder high schools.

AWC CAMP is founded on evidence-based practices found to be effective in increasing retention, graduation, and transfer rates while ensuring that the neediest students persist and succeed in college. Utilizing a first-year Living Learning Community strategy as the foundation of an academic immersion environment, AWC will deliver culturally appropriate and relevant academic, personal, career and financial support services based on the needs of MSFW students; such as: tutoring, coaching, advising, educational planning, exposure to STEM programs and opportunities, STEM supports, Supplemental Instruction, financial aid assistance and stipends.

The college has *embedded all 3 Invitational Priorities into the design* of the program and will implement using a highly educated, experienced staff that is reflective of the target population to ensure students successfully complete their postsecondary education.

40 residential MSFW students will be assisted annually (5-year total – 200 students) *on the AWC Main Campus (Yuma, AZ).*

Table 1. AWC CAMP Annual Goals/Outcomes		
#	%	Indicator
40		Eligible students enrolled (out of 100 eligible students recruited)
40	100%	Students provided w/academic, personal, career, financial support services
35	87%	Participants completing first academic year of postsecondary program (GPRA 1)
31	89%	Participants continuing their postsecondary education (GPRA 2)
40	100%	Students receiving follow-up services.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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PART 6: OTHER ATTACHMENTS	
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Key Personnel Job Descriptions	Job Description 1 - 4
Letters of Commitment	Letters of Commitment 1 - 4
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PART 7: ASSURANCES & CERTIFICATES	online
PART 8: INTERGOVERNMENTAL REVIEW	not applicable

NEED FOR PROJECT

(i) Magnitude of the need for CAMP services...

INTRODUCTION. Legendary farmworker advocate and Hispanic leader Cesar Chavez was born in Yuma, Arizona in 1927. Mr. Chavez recognized the struggles of Hispanics, who toiled in the Arizona heat, harvesting crops under harsh working conditions and while his work in organizing the United Farm Workers (UFW) was monumental and greatly impacted the Hispanic experience in America, much work remains to be done in Yuma.



Arizona has significant numbers of migrant and seasonal farmworkers (MSFW) and as the “Winter Vegetable Capital of the World,” Arizona Western College’s (AWC) service region is home to **68%** (Yuma – 84,008, La Paz – 2,725) of the **state’s MSFW population**; with an estimated **3,526 MSFW high school students enrolled in AWC’s feeder high schools** (Nat’l Center for Farmworker Health, 2014). Often unable to understand the benefits and promise of higher education, MSFW families face severe economic, social and cultural challenges with students often having great difficulty acclimating to all levels of an educational environment.

Arizona Western College. A Hispanic Serving Institution founded in 1961, AWC serves Yuma and La Paz Counties, a largely rural and economically depressed region in the southwest corner of the state. The College has been a consistent educational advocate for low- income, first generation, Hispanic, and MSFW students. Through numerous outreach and service programs, AWC educators have witnessed these families’ harsh working conditions and struggles, as well as their successes when provided with opportunities.

Service Region is home to: a growing population of

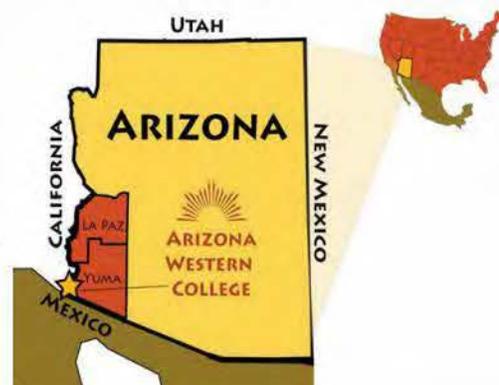


Table 1. Adult (25+) Education Attainment Levels

Level	U.S.	AZ	Yuma		La Paz	
			Total Pop.	Hispanic Pop.	Total Pop.	Hispanic Pop.
No H.S. Credentials	14%	14%	28%	45%	25%	62%
H.S. Credentials	28%	25%	25%	15%	34%	14%
Bachelor's Degree +	29%	27%	14%	8%	9%	0%

Source: U.S. Census Bureau, ACS 2011-2013

Arizonans (La Paz: 20,408 Yuma: 199,026) of which 57% are Hispanic; the **highest unemployment rate** (28%, 08/14) **in the nation** (US: 6%; AZ: 8%) (ADA & BLS, 2014); and a **low stagnant per capita income** (\$27,483) that is indicative of the low education attainment levels (Table 1); **lagging 15 years behind the U.S. average** (US: 1998: \$27,258; 2013: \$44,765) (BEA, 2014). Economic disparity is evident with 37% of residents being low-income compared to 29% in Arizona (US: 24%).

Seasonal tourism and **agriculture** (leafy greens, melons, garbanzo beans, alfalfa, and pistachios), fueled by the Colorado River, drive the *10,037 square mile region's* economy.

While education is a proven route out of poverty and unemployment, for local MSFW families the road is blocked by limited English proficiency and a reliance on low paying, seasonal jobs. In Yuma, **1 in 2 residents do not speak English in their homes** (US: 21%; AZ: 27%) and **1 in 5 people are Limited English Proficient** (US: 9%; AZ: 10%) (ACS 2009-13).

Feeder School Demographics. In Arizona, there are separate districts for high schools and some rural districts have just one high school. AWC's primary feeder high school districts are Antelope, Bicentennial, Yuma Union High School (YUHSD) and PPEP TEC Affiliates Charter Districts. 9,000+ (80%) area high school students are Hispanic, 69% of students receive free or reduced lunch, and 9 of 10 target schools are **high- poverty schools** (Table 2).

YUHSD serves approximately 2,000 migrant high school students and was the first site in the nation to pilot the national data reporting system; Migrant Student Information Exchange.

Target high schools
serve the largest
migrant student
population in the
Arizona, serving
83% of all migrant
high school students

(ADE, 2014).

Feeder School

Achievement Gaps.

The high levels of

Table 2. Feeder High School District Characteristics					
School District	Enrollment			At-Risk Factors	
	Total	Hisp.	Total Minority	MSFW Students	Free/Red Lunch
Yuma Union High School District					
Cibola HS	2562	2003	2139	676	63%
Gila Ridge HS	1810	948	1073	120	45%
Kofa HS	2077	1688	1797	566	72%
San Luis HS	2643	2637	2643	1,418	83%
Vista HS	232	199	212	48	75%
Yuma HS	1451	1177	1252	386	70%
Antelope Union High School District					
Antelope HS	284	205	215	98	34%
PPEP TEC Affiliates Charter District					
C. Chavez/J. Yepez HSs	275	272	275	186	68%
Bicentennial Union High School District					
Salome HS	131	63	69	28	79%
Total	11,465	9,192 (80%)	9,675 (84%)	3,526 (31%)	69%
<i>Source: Arizona Department of Education, 2014; AWC IR, 2014</i>					

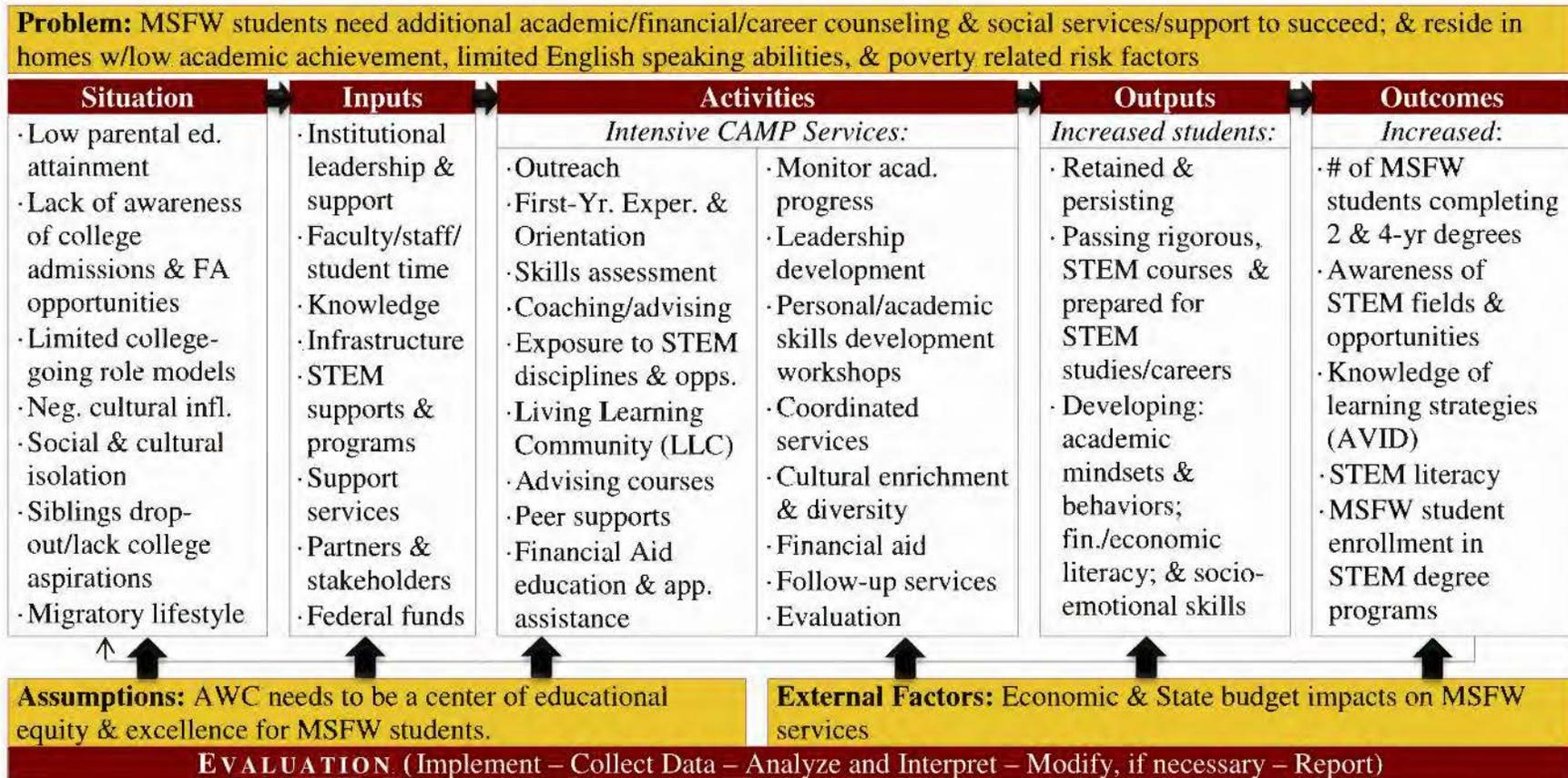
Hispanic, ELL, migrant, and low-income students enrolled in target schools create significant barriers for proficiency, as measured by the Arizona Instrument of Measurable Standards (AIMS). Mandated as a result of the No Child Left Behind Act, a troublesome result of AIMS has been glaringly disproportionate failure rates by MSFW and other at-risk students in comparison to their peers (NLI) (Table 3).

Table 3. Feeder School 10th Graders FAILING to Meet AIMS Standards by At-Risk Characteristic								
	Math				Reading			
	ELL	MGT	LI	NLI	ELL	MGT	LI	NLI
AWC Feeder Schools; 11-12	56%	56%	57%	36%	36%	56%	57%	15%
<i>ELL=English Language Learner; MGT=Migrant; LI=Low-Income; NLI = Non Low Income</i>								
<i>Source: Arizona Department of Education, (11-12, most recent available)</i>								

(ii) Serving and addressing needs of eligible migrant/seasonal farmworkers...

AWC CAMP has been designed (Figure 1) to specifically serve and address the needs of MSFW students. Such as cultural influences that discourage females attending college until they

Figure 1: AWC CAMP Logic Model



are married, social and cultural isolation, and lack of awareness of college admissions and financial aid (FA) opportunities.

College Assistance. MSFW students entering AWC need additional academic, financial, and career counseling as well as social service supports to succeed in college. AWC has witnessed this need firsthand, through experience and evaluation data in addition to low academic achievement, limited English speaking abilities, and poverty related risk factors.

The Project Design (pp. 6-11) describes the evidence-based strategies, objectives, tasks, staffing, and management plan that will address the specific needs of MSFW students and their families. This includes experienced, bilingual and bicultural staff that understand, effectively communicate, and are passionate about helping MSFW students succeed. AWC understands that if we are to effectively reach this population, the support of CAMP student families must be gained. Needs are also addressed through outreach, residential learning community, financial aid, coaching, advising, tutoring, and other academic, personal and career-related support.

(iii) The gaps and weaknesses have been identified and will be addressed...

AWC used a comprehensive strategic analysis and planning process to ensure that this proposal includes the most appropriate program services responsive to the needs of MSFWs, given the identified gaps and weaknesses. *Analysis of all available data and information gained from the successful operation of programs such as TRIO, HSI-STEM, Title V, and the existing CAMP program has been used to identify the needs and gaps in Table 5 plus the proposed remedies to meet the unique requirements of AWC CAMP students.*

	Needs and Gaps	Proposed CAMP Services
Academic	<ul style="list-style-type: none"> ▪ Limited English proficiency ▪ Pre-college math placement and/or low reading ability ▪ Sense of disconnect w/STEM careers ▪ Limited knowledge of college demands ▪ School interruption due to farm work 	<ul style="list-style-type: none"> ✓ Supplemental Instruction (SI)/tutoring to improve language skills, coaching, LLC, academic support courses, coordination with STEM programs, course selection, flexible courses, educational planning, tutoring, progress reports, workshops for families
Personal	<ul style="list-style-type: none"> ▪ First-generation students ▪ Limited understanding of college resources ▪ Lack knowledge of career planning ▪ Lack access to cultural activities 	<ul style="list-style-type: none"> ✓ Enrollment assistance, assessments, coaching, leadership opportunities, cohort experience with peer support, cultural events/activities for students and families, referral to campus services
Financial	<ul style="list-style-type: none"> ▪ Poverty ▪ Pressure to work to support family ▪ Limited understanding of federal financial aid process 	<ul style="list-style-type: none"> ✓ Assistance to students/parents with financial aid process & application ✓ Help with applying for scholarships ✓ Book/tuition stipends/lending library

(iv) Importance of the results/outcomes to be attained by the proposed project...

Not only will CAMP provide needed supports so participants persist in and complete their postsecondary education but the program will also have a ***desperately needed long-term region-wide impact***. The increased visibility of MSFW students receiving two/four-year degrees will: inspire interest on the part of younger cohorts, increase student self-efficacy, inculcate positive attitudes toward and higher educational expectations for MSFW students, and foster social and educational interaction across racial/ethnic/economic groups that foster success; all of which are gravely needed in a region with very low education attainment levels and high poverty rates.

QUALITY OF PROJECT DESIGN

(i) Goals, objective and outcomes to be achieved are clearly specified and measurable...

As the *only public, two-year community college in southwest Arizona*, with an annual enrollment of nearly 12,000, CAMP supports AWC's mission to improve MSFW student success and retention. To encourage degree completion, AWC shares its main campus/facilities with Northern Arizona University (NAU) and the University of Arizona (UA); with fully articulated 2 + 2 and 75/45 programs allowing for ease of transfer and education completion without leaving the region. These unique partnerships allow MSFW students *unprecedented access to numerous degree programs in the communities in which they and their families reside*.

AWC CAMP proposes to annually serve 40 CAMP students utilizing a first-year **Living Learning Community (LLC)** strategy as the foundation of an **academic immersion environment** that will facilitate CAMP students interaction with peers, faculty members, and advisors through academic and co-curricular programs in the Residence Hall. AWC will strengthen relationships with local partners to maximize outreach, recruitment, educational, and support services to eligible migrant and seasonal farmworkers and their families.

AWC will use best practices and its knowledge of federal grant administration to implement

#	%	Indicator
40	////	Eligible students enrolled (out of 100 eligible students recruited)
40	100%	Students provided w/academic, personal, career, financial support services
35	87%	Participants completing first academic year of postsecondary program (GPRA 1)
31	89%	Participants, after completing the first academic year of college, continue their postsecondary education (GPRA 2)
40	100%	Students receiving follow-up services

a quality project that increases MSFW student retention and graduation rates.

Goals, Objectives & Outcomes. To support CAMP’s purpose of *providing the academic and financial support necessary to help MSFWs and their children successfully complete their first year of college*, AWC proposes the goals and outcomes outlined in Table 6. Table 7 delineates project tasks to be completed that lead to accomplishment of the measurable goals and outcomes while fostering an *institutional climate supportive of MSFW student success*.

Annual Objectives and Associated Activities	Outcome	Staff*	Schedule
Objective 1: To provide outreach and identify 100 potential participants and recruit/enroll 40 eligible farmworker students in need of CAMP services annually.			
1. Outreach to: High school districts, Migrant Ed. Programs, Faith-based & community organizations serving farm workers (including Health Clinics, WIA 167 Employment & Training Program & Even Start), & MSFW parents (one-on-one & in groups).	100% contact	AA/TC, O/AC	Feb. - June
2. Develop/print/disseminate CAMP brochures, newsletters & reports in English & Spanish.	100% dissemination	PD, O/AC	Ongoing
3. Utilize ‘Neediness Scale’ to ensure students with most need are served.	100% complete	PD, SL, O/AC	July-Aug.
4. Screen & certify eligible CAMP students.	100% screened		Apr -Aug
5. Select & enroll 40 CAMP students annually.	100% enrolled		August
Objective 2: To annually provide 40 students with admissions, academic support services and cultural activities through a Living Learning Community to successfully complete their first year of college and continue in postsecondary education.			
1. CAMP student orientation of LLC format.	100% complete	PD, AA/TC, O/AC	Aug
2. Parent Orientation for parents of enrolled students.	90% provided		Aug
3. CAMP student “Strategies for Success” course.	100% complete		Aug-Dec
4. Assess students’ academic levels (Math/Reading/English) for course placement using Accuplacer.	100% assessed		July – Sept
5. Place CAMP students in SI cohort classes for English & Math; coordinate w/supplemental tutoring	100% complete		Aug - May

6. Aid students w/course selection, planning & online registration.	100% assisted		Each semester
7. Basic needs/support services assessed through coaching appointments & development of MAP.	100% assessed		Ongoing
8. Instructional support via Study Skills Workshops, mentoring, study skills, time mgt., financial literacy, scholarship essays, test taking, etc...	100% offered	AA/TC, O/AC, T/M, SL	Aug - May
9. Collect academic progress reports.	100% complete		3x/ sem.
10. Participants receive cultural enrichment & leadership opportunities.	85% students participate	AA/TC, O/AC	At least 2x/sem.
Objective 3: To annually provide 40 students with academic, career and personal coaching/advising services to enable them to succeed in their first year of college.			
1. Schedule academic/career/personal coaching/advising on a weekly basis.	100% complete	PD, AA/TC, O/AC, T/M	Ongoing
2. Academic/career/personal/college transition presentations - topics chosen by students and staff.	90% participate		Sept - May
3. Assess students' career interests, aptitudes, & motivation (using an Assessment Inventory).	100% assessed	PD, AA/TC, O/AC	
4. Assist students with development of individualized career plan.	100% assessed		Aug - May
5. Students participate in enrichment activities to enhance career goals (internships, job shadowing, resume development, skill building, etc.).	85% students participate	AA/TC, O/AC	
6. Students with need receive health/dental/vision service referrals.	100% referred		Ongoing
Objective 4: To annually provide 40 students with financial aid assistance and access to federal, state, private and institutional resources to support their first year of college.			
1. Assist students in completing/submitted timely/accurate application for financial support.	100% assisted		Jan - May
2. Provide workshops (for students/parents) on the availability of federal, state, local, & private scholarships & internship programs & opportunities.	participate	PD, AA/TC, O/AC	2/per semester
3. Students receive attend workshops in participate in work-study to develop appropriate skills related to academic & career interests.	85% students participate		
4. Allocate resources for students to address assessed barriers related to tuition, books, transportation, childcare, lab fees, healthcare, etc.	100% allocated	PD	Ongoing
Objective 5: To provide follow-up services to enhance students' retention and graduation rates after successfully completing their first year of college.			
1. Interviews to inform students of expectations & CAMP role in their 2nd year of college.	100% complete	PD, AA/TC, O/AC	Mar - June
2. Use management information system to track student's academic progress & efforts.	100% tracked		Ongoing
3. Students linked with appropriate resources in response to unmet needs related to education goals.	90% students receive		Mar - June

4. Students provided personal coaching & academic or career advising as needed.	100% provided	ongoing
*KEY: PD-Project Director, AA/TC-Academic Advisor and Transition Coordinator, O/AC-Outreach and Activities Coordinator, TM-Tutor/Mentors, SL-Supplemental Instruction Leaders NOTE: Project Asst. to assist with all aspects of project implementation & service delivery.		

(ii) Design of proposed project is appropriate to/will address the needs of target population...

AWC's project design is based on *evidence-based practices* (Table 8) found to be effective in increasing retention, graduation, and transfer rates while ensuring that the neediest students persist and succeed in college. For example, First-Year Experience (FYE) programs have been deemed especially important for "at-risk" students to succeed both academically and socially (Doyle, 2010). AWC CAMP's structured FYE will allow project freshmen to acclimate

Table 8. Appropriateness of Project Services to Address CAMP Student Needs

Specific Needs	Appropriate Services to Address Needs
Foundation: Comprehensive LLC founded MSFW First-Year Experience addressing personal, career, & academic barriers utilizing: College coaching (proactive form of academic advising & mentoring); Coordinated internal/external services (including local, state, federal, community, & faith based programs); & Evidence-based practices	
Academic Needs	
<ul style="list-style-type: none"> ▲ Pre-college math placement &/or low reading ability ▲ Unfamiliar w/STEM fields ▲ Limited knowledge of college demands ▲ Limited English proficiency ▲ School interruption due to farmwork 	<ul style="list-style-type: none"> ▲ First Year Orientations, FYE, LLC, advising courses (ORI 101/105), coaching, course selection advice, flexible course scheduling, educational planning, AVID based tutoring/SI to improve basic skills & lang. deficiencies, ongoing acad. monitoring, diverse services to meet needs ▲ Coordination with STEM programs & careers ▲ Proactive approach with focus on planning, goal-setting & accomplishment of academic goals
Personal Needs	
<ul style="list-style-type: none"> ▲ First generation student ▲ Limited understanding of college resources ▲ Lack career planning skills ▲ Lack access to cultural events/activities 	<ul style="list-style-type: none"> ▲ FYE, LLC, enrollment assistance, assessments, coaching, cohort experience with peer support, leadership opportunities, cultural events/activities, referral to services ▲ Holistic approach to college student development ▲ Highly trained staff with counseling backgrounds, reflective of target population
Financial Needs	
<ul style="list-style-type: none"> ▲ Poverty ▲ Pressure to work to support family needs ▲ Limited understanding of federal financial aid process 	<ul style="list-style-type: none"> ▲ Assistance with financial aid process and application (individually, student workshops, parent workshops) ▲ Help with applying for scholarships ▲ LLC, book, & tuition stipends/textbook lending library ▲ Skill-building approach to understand financial aid system

to college at a smoother pace and provide an opportunity to interact with their peers socially and academically, while receiving a nexus of services targeting local MSFW needs.

Additionally, research has shown that FYEs that anchor courses in learning communities (LC) result in students earning higher grades in LC courses (Friedman, 2007). As a result, AWC CAMP will embed a LLC into CAMP's FYE consisting of student success, developmental and transferable general education courses. The CAMP LLC will be to provide MSFW students with academic, personal, financial, and career related support through an academic immersion program to foster their success during their collegiate experience.

The LLC will provide weekly academic workshops (e.g. learning strategies – Advancement Via Individual Determination (AVID), academic behaviors and skills, test taking, and time management) as well as personal development activities that will assist students in developing non-cognitive behaviors and skills, academic mindsets, and culturally. AWC CAMP is committed to providing AVID trained SLs/tutors to provide cohesive, impactful instructional assistance that is showing promising, positive student outcomes with disadvantaged students.

(iii) Project will establish linkages with other organizations serving target population...

AWC recognizes the importance of coordinating CAMP with other efforts and resources. The project will benefit from numerous successful collaboration strategies employed by AWC for existing federal projects (e.g. HSI-STEM & TRIO). AWC has working agreements with local, federal, state, **faith-based, and community organization programs** (see table below).

Table 9. Coordinated Resources to Support AWC CAMP Participants

Federal Organizations	Service/Resource
▪ Migrant Head Start & Migrant Preschool	▪ Childcare & adult education classes
▪ Farmworker WIA 167 Empl/Train. Program	▪ Supports skill development & education
▪ AWC Talent Search/Upward Bound/Title V/ Stud. Support Services/ <i>HSI-STEM</i> programs	▪ Coordinate outreach, recruitment & services for CAMP participants
Arizona State Organizations	Service/Resource
▪ Arizona Migrant Education Program	▪ Outreach, eligibility info, parent mtgs.
▪ Farmworker Outreach Program	▪ Outreach/recruitment

▪ Department of Social / Health Services	▪ Financial support and health services
▪ Department of Education	▪ Migrant student referral
Faith-Based & Community Organizations	Service/Resource
▪ Chicanos Por La Causa	▪ Health & human services
▪ Regional Center for Border Health	▪ Health & healthcare programs
▪ Campesinos Sin Fronteras	▪ Farmworker health & wellness programs
▪ Western Arizona Council of Governments	▪ Housing, senior, utility, & children services
▪ Yuma Community Food Bank	▪ Food & nutrition services
▪ Catholic Community Services	▪ Behavioral health & Dom. Viol. programs
▪ Yuma County Area Transportation	▪ Transportation (\$5 6-month unlimited use)
▪ Young Life (nondenominational)	▪ Young adult leadership development
▪ Spanish newspaper <i>Bajo El Sol</i> & radio	▪ Outreach through Spanish media

(iv) Project will increase efficiency to improve results and increase productivity...

AWC CAMP will maximize the efficient use of time, staff, money, and other resources to improve results and increase productivity by leveraging both internal and external resources, thus allowing CAMP staff to effectively combine new and existing resources in a combination that addresses the educational and personal needs of participants. These efforts minimize duplication of effort within the community, provide a more holistic approach to serving MSFW students, and allow CAMP staff more time to work with at-risk students. Table 8 illustrates some of the linkages AWC has developed in support of CAMP (support letters on file).

Table 8. AWC CAMP Partner Linkages

Partners	Linkage/Services							
	O	R	D	S	L	T	C	H
▪ AZ Head Start Programs	X	X		X		X	X	
▪ Migrant & Bilingual Ed Programs				X				
▪ State P.A.S.S. program				X	X		X	
▪ Migrant Student Data & Recruitment	X		X	X				
▪ Migrant Farmworker 167 Program	X			X			X	
▪ Chicanos Por La Causa	X	X		X		X		X
▪ Campesinos Sin Fronteras	X	X		X				X
▪ Spanish media outlets	X	X						
▪ Migrant Education Regional Office 105	X			X				
▪ AWC Health & Wellness Services				X				
▪ AWC Student Success Center & ABE/ESL/HEP	X	X		X			X	

O-outreach, R-recruitment/identification, D-data collection/tracking, S-service referrals, L - student leadership, T-childcare/transportation, C-college success support, H-health services.

QUALITY OF PROJECT SERVICES

(i) Training services provided are of sufficient quality, intensity, and duration...

AWC CAMP staff will be highly trained to deliver program services and with backgrounds similar to that of CAMP students – bilingual/bicultural, first generation, and from MSFW backgrounds. CAMP staff will participate in on-going professional development and training activities to ensure participants receive comprehensive services culminating in an intensive first year experience grounded within a living learning residential framework. The format has been designed in accordance with best practices and to ensure the highest probability of success. CAMP full-time staff will receive free tuition to attend AWC classes as well as attend AWC's Professional Development Day, CAMP Conferences, and participate in webinar trainings.

(ii) Services provided are focused on those with the greatest needs....

AWC understands the needs of the MSFW community, providing a scope and range services (ref. Logic Model, p. 4) to ensure that students' academic, personal, financial and career needs are met. The services will be offered weekly, monthly, and/or twice per semester as described in the Project Design (see pages 6-11). The quality, intensity, and duration of project services are described in detail on pages 17-18 and will lead to college graduation for MSFW students.

Greatest Needs. AWC's CAMP outreach will target MSFW students who are usually overlooked by traditional programs. To select participants, we will use a need-based priority scale incorporating factors such as financial need, GPA, and family's recent move.

Services Provided. Based on entry assessments, participants will be coached and advised. Project staff will assist each participant to develop **My Academic Plan (MAP)** outlining short and long-term academic goals. At this point, students' academic, personal, and financial needs will be assessed holistically. Interventions such as tutoring, SI, personal and career assessments and workshops will all be used to meet each student's needs. Students will receive weekly

coaching, progress reports (3x per semester), course selection assistance, exposure to STEM disciplines, and cultural events (each semester). Personal development workshops will focus on developing **non-cognitive skills and behaviors** (e.g. resiliency). Financial needs will also be addressed through stipends and scholarship information provided.

(iii) Services provided lead to improvement in rigorous academic standards achievement...

AWC CAMP is designed to develop participant metacognitive skills and knowledge of learning strategies that are transferable across contexts through monitoring, planning, and self-regulation. Program activities include timely, ongoing feedback as participants are taught and expected to implement skills related to goal-setting, study skills, evaluation, time management, problem solving, and adaptability. Emphasis will be given to encourage **deeper learning** using prior knowledge to plan strategies for learning tasks, taking necessary steps to problem solve, reflecting on and evaluating results and modifying the approach as needed.

While CAMP staff will work diligently with participants to ensure course selection aligns with university prep. CAMP services will be centered on proven strategies (e.g. AVID) found to be effective in addressing the needs of at-risk students while encouraging degree completion, retention, and student success. For example, as noted by the National Academies of Science, Engineering, and Medicine (2010), **social inclusion strategies** (e.g. peer tutors and supplemental instruction) and STEM-based student supports are a key component in increasing the presence and college completion and success of disadvantaged students.

These efforts are complemented by a student success-oriented culture that is supported by interconnected support networks, early warning systems, and safety nets that target students' success in the institution's required rigorous academic standards.

QUALITY OF PROJECT PERSONNEL

(i) Qualifications, including relevant training, experience of Project Director

Project Director: Ms. Rosalia Delgado, is the proposed CAMP Project Director.

Training and Experience – Ms. Delgado has a Bachelor’s Degree in Liberal Studies with a specialization in Sociology and a Master’s degree in Educational Counseling/Human Relations with more than 12 years’ experience working with MSFW students/families in higher education. She is very well informed of the needs of our target community with experience in empowering MSFW workers and their families to seek change to prevent field worker abuse and working with local growers, ESL programs and MSFW to establish free ESL classes. Ms. Delgado is bilingual, bicultural, and highly connected to numerous agencies and organizations serving Yuma and La Paz Counties with extensive project management, budget management, and personnel supervision experience. Her resume and job description are in the appendices.

Table 9. Table Summary qualifications for the Project Director position	
<ul style="list-style-type: none"> ▪ Require Master's degree in Education, Educational Counseling, or related field 	<ul style="list-style-type: none"> ▪ Demonstrated oral/written communication skills; Bilingual Spanish required
<ul style="list-style-type: none"> ▪ Require experience working with low-income, underrepresented students & MSFW youth 	<ul style="list-style-type: none"> ▪ Require personnel, budget, & project management experience

(ii) Qualifications, including relevant training and experience, of key personnel...

AWC has identified two additional key staff positions: Academic Advisor & Transition Coordinator and Outreach & Activities Coordinator. The *qualifications (including relevant training and experience)* required of each position are summarized in Tables 10 and 11. Per the 2015 solicitation, full job descriptions are included in the appendix.

Table 10. Required Qualifications: Academic Advisor & Transition Coordinator	
<ul style="list-style-type: none"> ▪ Bachelor's degree with course work in education, psychology, or counseling 	<ul style="list-style-type: none"> ▪ Demonstrated oral/written communication skills; require bicultural/bilingual in Spanish
<ul style="list-style-type: none"> ▪ Require experience working with low-income, underrepresented students & MSFW youth 	<ul style="list-style-type: none"> ▪ Require counseling experience with underrepresented youth ▪ Experience w/project management preferred

Table 11. Required Qualifications: Outreach & Activities Coordinator	
<ul style="list-style-type: none"> ▪ Bachelor's with course work in education, psychology, or counseling 	<ul style="list-style-type: none"> ▪ Demonstrated oral/written communication skills; require bicultural/bilingual in Spanish

<ul style="list-style-type: none"> ▪ Require experience working with low-income, underrepresented students and MSFW youth 	<ul style="list-style-type: none"> ▪ Require counseling, outreach, recruitment & educational programming experience with underrepresented youth
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AWC proposes Dr. George Montopoli as the independent project evaluator. In addition to robust qualifications in evaluation, Dr. Montopoli came from a migratory background working in orchards prior to his advancement through higher education. Dr. Montopoli is a professor of Environmental Science, with a Ph.D. in statistics, and 24 years of program evaluation and 28 years of teaching experience. Dr. Montopoli is bilingual (English/Spanish), and bicultural.

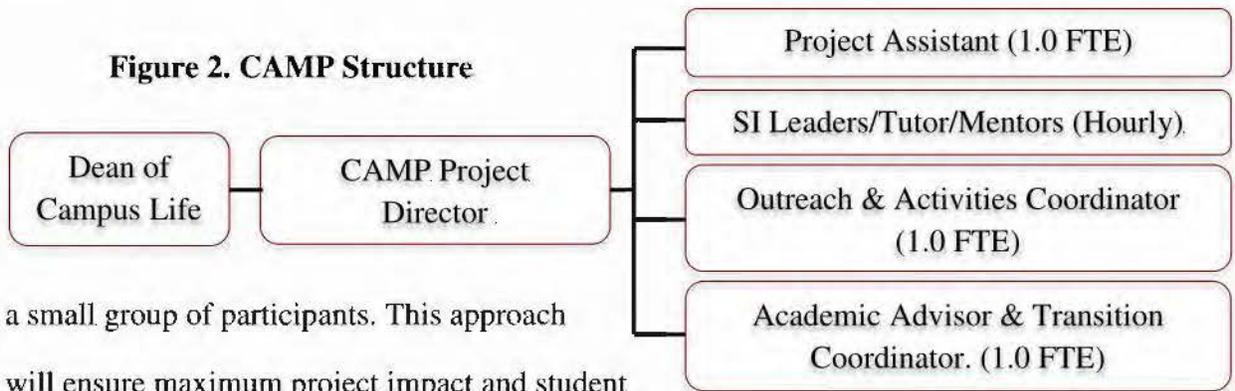
Table 12. Independent Evaluator Relevant Training & Qualifications	
George J. Montopoli, Jr., Ph.D.	
Education	<ul style="list-style-type: none"> ▪ Ph.D. in Statistics, University of Wyoming, 1992
Evaluation Experience	<ul style="list-style-type: none"> ▪ 19 years
Cultural Competencies	<ul style="list-style-type: none"> ▪ 1st generation college student from migrant background

QUALITY OF MANAGEMENT PLAN

(i) Management plan to achieve project objectives on time and within budget...

AWC has extensive federal grant management experience (HSI Title V, HSI-STEM, NSF-S-STEM, CAMP). AWC’s proposed CAMP organizational structure and staff responsibilities have been carefully designed to ensure proper efficient administration to ensure that the most *intensive services* are provided to participants at *reasonable costs*. Our project will incorporate all essential control functions in project planning, reporting, information dissemination, human resources administration, and evaluation to ensure *continuous improvement* for the delivery of accessible, quality, and culturally relevant services.

Staffing. CAMP will be located in the College’s Campus Life Department and consist of both full and part-time staff. The Project Director will report directly to the Dean of Campus Life, serve as liaison with community partners, and ensure that the program is carried out in a manner that will effectively serve 40 annual participants with cultural sensitivity, dignity, and robust academic support. The identified student needs warrant a concentrated plan of services to



a small group of participants. This approach will ensure maximum project impact and student

success. The Project Director will work closely with the Dean who oversees on-campus housing, health and wellness services, TRIO programs, and student engagement activities.

Personnel Management. All CAMP staff will be hired and managed per established AWC policies. The Director will effectively manage project resources and personnel. Weekly staff meetings will be held to ensure that all aspects of the project are developing as designed.

The personnel management structure (Figure 2) will allow the Director to focus on programmatic issues, as well as providing support services, coordination, and communication in delivering services to participants. The overlapping of authority, responsibility, job functions, and tasks will be kept to a minimum. This will ensure the most responsive monitoring of each participant, so staff can efficiently address any problems and needed changes in implementation.

Financial Management. The Project Director, Project Assistant, and AWC Business Office staff will meet monthly to reconcile budget and maintain accurate accounting. Detailed records of grant funds will be kept, including expenditures by line item, cost sharing, spending documentation prior to federal draw downs, and information to facilitate accurate audits. The CAMP Project Assistant will maintain electronic spreadsheets to track funds and will file copies of purchase orders, vouchers, receipts, and fiscal records kept in the AWC Business Office. The Project Director will be responsible for budgeting and approving all expenditures of grant funds to ensure that they are in accordance with regulations, are reasonable, and congruent with the

Documentation	Relevant Information
Participant File	Income level, family demographics, ethnicity, career interests, Migrant Education Certificate of Eligibility or WIA 167 Certification, transcripts
My Academic Plan (MAP)	GPA, educational and career goals, academic plans, needs assessment for CAMP services, career assessments administered by CAMP staff
Eligibility Rating Form	Documentation of family income, assessment of first generation and MSFW status, form signed by parent/guardian of minor or dependent
Service Log	Services received from CAMP, financial aid documents, postsecondary placement tests, attendance at CAMP activities

objectives of the project. All expenditures will comply with AWC accounting procedures. Fiscal records related to grant funds will be maintained in the Business Office and audited in accordance with OMB 2 CFR Part 200 requirements. The Project Director will be responsible for ensuring that all internal and Dept. of Ed. reports are completed and submitted.

Student Records Management. Compliance-related participant records (Table 13) will be maintained in the AWC CAMP main office. A detailed discussion of how the records for services and activities will be maintained is found in the Evaluation Plan, along with their correlation to formative and summative evaluation instruments.

Table 14 outlines project tasks that will be completed by staff, according to a monthly schedule with required resources that will lead to the achievement of project goals.

Activities	Timeline	Budget/Resources	Staff*	Milestone
Advertise, interview, hire & orient staff (as req.)	Onset of grant	Recruitment costs	PD	Staff hired
Develop marketing plan & materials	Onset of grant	Marketing material	PD, O/AC	Plan developed
Identify & select 40 CAMP students	July – Oct <i>first year</i>	Materials, mileage	PD, AA/TC, O/AC	Recruitment complete
Conduct CAMP orientation - 40 students	Aug - Sept each year	Institutional commitment		Orientation complete
Evaluation design is completed	Onset of grant	Indep. evaluator, Database entry	PD	Evaluation begins
Student placement assessments	Beg. each Fall sem.	Assessment fees	PD, AA/TC, O/AC	Placements complete
Students enrolled after	Beg. each	Staff, resource		Advising/

academic advising/ placement and counseling	Fall sem. & ongoing	materials		Enrollment complete
Advisory Council meetings	Semester	Staff, materials	PD	Meetings completed
Career, personality & other inventories administered	Throughout semester	Assessment and instrument fees	AA/TC, O/AC	Students assessed
Identification/coordination of resources (personal, health, academic, etc)	Aug - May each year	Tutoring	PD, AA/TC, O/AC, SL, TM	Resources coordinated
Monitor & review progress on objectives	Monthly	Staff, database, materials	PD, AA/TC, O/AC	Objectives assessed
Review student performance & academic progress	Monthly	Staff, participant data		CS progress reviewed
Cultural events/activities offered to students	Twice per semester	Transportation, fees, meals	AA/TC, O/AC	Events conducted
2nd year Financial aid apps. are completed	Jan – Feb	Staff, calculators		Forms complete
2nd – 5th year CAMP recruitment	Jan – June each year	Marketing materials, mileage		Recruitment complete
Internal evaluation	On-going	Staff, database	PD, AA/TC, O/AC	Progress reviewed
Annual Performance Reporting	Oct-Dec	Staff, independent. evaluator, database	PD	Reports submitted
Formal independent evaluation review	Annually	Staff, independent. evaluator		Eval. Report submitted
CAMP student follow-up services	Ongoing	Staff, resource materials	PD, AA/TC, O/AC	Students referred
NOTE: Project Assistant will assist with all aspects of project implementation as appropriate.				

Information Management. AWC will use an electronic database on an access restricted, secure shared drive that will be maintained by AWC technology staff to track outreach efforts, eligibility, application information, academic progress, coaching/advising session notes, and detailed information about each student contact. The database provides CAMP staff with current information about students' progress, level of participation and is used for federal reporting. AWC will also use the National Student Clearinghouse to track CAMP graduates

(ii) Adequate procedures to ensure feedback and continuous project improvement....

The management information systems (described above) will be used for participant feedback and continuous improvement. AWC CAMP will: 1) Create and meet bi-annually

with a CAMP Advisory Council to solicit feedback, ideas, and input into project operation; 2) Assess student satisfaction via focus groups, interviews, and surveys (administered by external evaluator); 3) Monitor educational performance of CAMP students 3x per semester to assess effectiveness of services; 4) Strive to continuously improve CAMP through monthly measurement of objectives; and 5) Utilize ongoing internal and annual external evaluation to integrate improvements and increase project effectiveness. These strategies will provide an array of feedback to CAMP staff to ensure that the project continuously improves.

(iii) Time commitment of project director, & key personnel are appropriate/adequate...

The full-time Project Director will supervise all project staff, authorize expenditures, monitor progress towards objectives, approve activities and examine compliance with federal and college regulations. All staff will be full-time, except for hourly tutor/mentors and Supplemental Instruction Leaders. Time allocations are adequate to meet project objectives, as full-time staff will have the capacity to provide the intensity and duration of services required to ensure success of the 40 participants enrolled annually.

(iv) Adequate mechanisms for ensuring high-quality products and services...

The AWC CAMP Advisory Council (Table 15) will meet each semester to review objectives, evaluate data, and discuss with CAMP staff ways to collaborate with other agencies and strategize to improve services and student outcomes to ensure the highest quality program possible. An array of individuals from local, state, and federal programs and organizations as well as participants, parents, and stakeholders will provide a diversity of perspectives in the

Table 15. AWC CAMP Advisory Council Membership will represent

• Federal Program Coordinator (YUHSD)	• Campesinos Sin Fronteras (CSF)
• Student Support Services Director	• Parent of CAMP Student
• Upward Bound/Talent Search Director	• CAMP Student
• Arizona Western College (CAMP Dir.)	• Chicanos Por La Causa (CPLC)
• PPEP TEC Affiliates Charter District (WIA 167 & HEP)	• Gadsden Elementary School District (Migrant Preschool & K-8 Programs)

decision-making process to ensure the program strives for continuous improvement.

The CAMP student and parent will bring the perspective of those receiving services, grounding the discussion on client needs. Each of the other members can speak to the needs of their constituents and have committed to coordinate services, recruitment activities, and referrals. The Federal Program Coordinator for YUHSD will provide opportunities for the Outreach/Activities Coordinator to meet with migrant students and their families. PPEP Affiliates (statewide program) will additionally coordinate referrals from HEP graduates and WIA 167 program participants. Gadsden District will assist with referrals of older siblings of their migrant students. CPLC Migrant Head Start offers citizenship preparation, referrals to social services, behavioral health services, and childcare information free to CAMP participants. CSF will promote the CAMP program in its adult English Language Learner classes, behavioral health programs, and domestic violence counseling programs.

The coordinated effort of so many stakeholders will provide robust services to participants, wise council for program planning and administration, and inroads to well-established client bases throughout the entire college district. This is critical to reach and serve migratory and farm worker populations that CAMP is designed to serve.

Additionally, AWC CAMP staff will participate in professional development and training activities to ensure participants receive high-quality comprehensive services and increase their knowledge and sensitivity to the unique characteristics and needs of the MSFW population.

ADEQUACY OF RESOURCES

(i) Applicant support, including facilities, equipment, supplies, and other applicant resources...

AWC has secured comprehensive campus-wide support and commitments, including services, supplies, resources and access to equipment, facilities, and personnel (Table 16) which *are provided at no cost to the grant and are reflective of the institution's commitment to CAMP.*

Table 16. AWC Resources Committed to Support CAMP at NO COST

Facilities	<ul style="list-style-type: none"> ▪ Private offices to facilitate student coaching/advising sessions; ▪ Office furniture/technology (e.g. bookcases, filing cabinets, telephones, & PCs); ▪ Learning Resource Buildings (e.g. Library, Student Success Center, etc.); & ▪ Residence Hall space for CAMP staff & students for study hall, tutoring, & 1-on-1 meetings & computers access.
Equipment/Services	<ul style="list-style-type: none"> ▪ Provide health related consultations with Health & Wellness staff; ▪ 30 discipline-specific & open access computer labs & interactive television classrooms; ▪ Network services for database storage, internet & email accounts for staff/students; ▪ Graphics, college communications & mail departments assist with outreach material development & dissemination; ▪ Free activity tickets for CAMP participants to attend sporting events, choral concerts, & theatre productions at AWC; ▪ Use of AWC pool & other recreational facilities for individual use & CAMP activities; ▪ Extensive support for student tracking & outcomes analysis from Institutional Effectiveness, Research & Grants Office; & ▪ Free admission to area theatre & art exhibitions for CAMP students.
Personnel	<ul style="list-style-type: none"> ▪ Supervision of project staff by Dean of Campus Life; ▪ Coordinated outreach & identification efforts with TRIO program staff; ▪ Coordination with Student Services & Learning Services divisions; and ▪ Business Administrative Services provide fiscal oversight/support.

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

Realizing that current locally available educational resources fall short in meeting the needs of MSFW students, community members have joined forces with AWC, NAU, UA, area high schools and community organizations to coordinate services for this proposed AWC CAMP. Partners have committed substantial resources to help MSFW students succeed in college. A description of these community relationships is found in the Quality of Project Design section (see pages 6-11). Letters of coordination and support are on file at AWC and are summarized in the Appendix. Our resource strategy will be to use external and then internal resources for participants before CAMP resources are used for the neediest, most at-risk participants.

(iii) The extent to which the costs are reasonable in relation to objectives, design, and ...

The budget is reasonable in relation to the objectives, design, and significance of the project, adequately supporting the proposed project by including **comprehensive supports for students,**

including stipends and room and board for the LLC, instructional assistance (tutors and Supplemental Instruction Leaders), coaching, and academic counseling resulting in projected completer rates of 87% of which 89% are expected to continue their postsecondary education.

AWC CAMP is **centered in the heart of Arizona's MSFW families** and designed to ensure project objectives and target student needs are met. This **100% residential program** is vital to overcoming significant barriers and establishing a culture of learning so MSFW students can develop and attain skills necessary to succeed in school, career, and life while supporting the achievement of '21st century skills,' e.g. critical thinking, science literacy, and problem solving.

AWC has allocated sufficient full-time staff, appropriate supplies to support activities, travel for outreach and staff professional development, and independent expertise for evaluation. The proposed budget is based on our management experience of other federal grants and our existing CAMP project costs. Cost per student is in line with other **residential** CAMP Projects (\$10,822). Based on research, the proposed budget is appropriate to meet MSFW student needs.

(iv) Reasonable costs in relation to the number served and anticipated results...

AWC proposes an annual budget of \$425,000 to serve 40 MSFW students who reside in southwestern Arizona. Each student served will cost approximately \$10,625 which is cost effective, given the scope, intensity and range of services to be provided. AWC proposes to provide 100% of students with academic, personal, career, and financial support services, resulting in a 87% retention rate and 89% second-year enrollment rate. Given that approximately 1 in 2 ELL and migrant students in the AWC feeder schools are below standard on state-mandated tests, the proposed AWC CAMP is ambitious but attainable, and the anticipated results and benefits are substantial. AWC CAMP has a proven history of successfully leveraging resources that supplement and enhance CAMP services resulting in more students served, and low cost per participant and continuing completer (Table 17).

Table 17. Costs Reasonableness of AWC CAMP (2012-2013)

Comparison Group	# Funded	# Served	Completers	Cost/Continuing Completer	Cost per Served
AWC CAMP	40	54	46	\$9,444	\$7,870
Residential programs	35	38	29	\$14,534	\$10,822
CAMP Average	44	48	36	\$12,069	\$8,738

Source: U.S. Department of Education, Office of Migrant Education, 2014

(v) Potential for incorporation of project/activities/benefits at end of federal funding...

Federal projects at AWC have enabled the college to pilot retention and student success initiatives. Through AWC's long-term experience in managing federally-funded Title V and HSI-STEM projects, the college has institutionalized many new practices and improvements. Supportive services such as the Student Success Center and instructional strategies utilizing active learning methods (developed through federal Title V funding) are recognized by the college as strong retention tools and AWC is committed to devoting resources to sustain them long-term. AWC will actively research potential funding opportunities to sustain these invaluable services to farmworkers and their families. Additionally, AWC will strongly support CAMP and link it to internal resources and vast network of partners.

QUALITY OF PROJECT EVALUATION

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

Appropriate Methods. AWC CAMP is committed to rigorous and accurate project assessment. AWC has designed this evaluation plan to meet all requirements of the Government Performance and Results Act (GPRA), the Education Dept. General Administrative Regulations (EDGAR) as well as assure compliance with GEPA equitable access. GEPA standards will be assessed via review of eligibility documentation and participant demographics. GPRA will be examined via assessments of participant GPA, academic credit completion, graduation from the first year and persistence to the second year of college and beyond. Programmatic and fiscal documentation will be evaluated to assure EDGAR compliance.

The Office of Institutional Effectiveness (IE) and independent evaluator will review both formative and summative reports to monitor progress toward objectives and effectiveness of project implementation as well as compliance with federal requirements for CAMP. The IE professionals and independent evaluator have expertise in data extraction, analyses, reporting and program evaluation, and they do not have direct responsibility for the administration or implementation of the CAMP. The findings will be used to improve service delivery methods.

The evaluation design will use six evaluation component areas: 1) Review of objectives; 2) Develop program strategies; 3) Develop action plan; 4) Conduct internal evaluation; 5) Advisory council review; 6) Annual performance report/Independent Evaluation report.

Independent Evaluation. George Montopoli, Jr., Ph.D., with extensive experience evaluating projects serving low-income and first generation youth and adults, will conduct the independent evaluation of AWC's CAMP. The proposed evaluation design is appropriate to CAMP because it recognizes the changing project development and management approach and will regularly deliver pertinent data and information to project staff.

(ii) Evaluation methods examine the effectiveness of project implementation strategies.

Formative and summative data will be gathered to assess methods used and services provided to CAMP students. Camp staff will utilize evaluation data to make informed decisions regarding project and/or service changes. Table 18 describes strategies (and methods of evaluating) to address the needs of CAMP students.

Table 18. Evaluation Methods to Assess Effectiveness of Implementation Strategies		
	Implementation Strategies	Evaluation Tool
Academic	<ul style="list-style-type: none"> ▪ Tutoring, SI, course selection advice, educational planning, career planning, periodic progress reports 	<ul style="list-style-type: none"> ▪ Pre/post-surveys to determine service effectiveness ▪ Review of student files to verify services received ▪ Review of sign-in sheets for services ▪ Review of CAMP student grades & MAPs on file
Personal	<ul style="list-style-type: none"> ▪ Enrollment assistance, coaching, assessments, cultural activities, leadership opportunities, 	<ul style="list-style-type: none"> ▪ Pre/post-surveys to determine service effectiveness ▪ Review of student files to verify services received ▪ Review of sign-in sheets for services

Per	cohort experience w/peer support, referral to services	<ul style="list-style-type: none"> ▪ Student interviews to capture qualitative & formative data
Financial	<ul style="list-style-type: none"> ▪ Assistance with financial aid process & application ▪ Book & tuition/residence stipends ▪ Textbook & graphing calculator ▪ Lending library 	<ul style="list-style-type: none"> ▪ Review of student files to verify services received ▪ Review of fiscal forms and documentation to assess level of support provided ▪ Summative data captured through number of students receiving support

(iii) Methods provide performance feedback and permit periodic progress assessment...

Performance Feedback. CAMP staff will periodically collect performance data (Table 17) to make decisions, report progress on objectives to Dept. of Education, and improve effectiveness. The CAMP assistant will use an electronic database to collect and report data to assure timely and accurate reporting of project services and objectives. Data for performance evaluation will be extracted from Colleague by AWC’s Office of Institutional Effectiveness. An IE research analyst with expertise in data extraction, matching, quality checking, and statistical analyses, will compile semester reports of student continuous enrollment, performance, success, and transfer for additional higher education studies. These will be provided to the Project Director, for review and verification by the external evaluator.

Periodic Assessment. Dr. Montopoli will provide verbal mid-year report and written annual report to the Project Director. Evaluation results will be presented to the Advisory Council for review and recommendations and to USDE upon request. These periodic assessments ensure feedback is captured from all stakeholders and incorporated into the project implementation.

Table 17. Types of Data to be Collected

Data Type	Description
Baseline	· Initial evaluative measures · Collected at start of each project year
In-process	· Baseline comparable data collected as activities are implemented · Formative evaluation component
Year-end	· Annual year-end comparable data; · Summative evaluation component;
Qualitative	· Data used to determine effectiveness of services; Collected from participants, CAMP & school staff, & faculty from satisfaction surveys & focus groups
Quantitative	· Data collected from checklists, attendance logs, & tracking participant outcomes that support project objectives

Other Attachment File(s)

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Biographical Sketch

ROSALIA DELGADO

(b)(6)

Professional Preparation

Table with 3 columns: Institution, Degree/Field, and Year. Rows include Arizona Western College (Human Services, A.A.S., 1998), Northern Arizona University (Liberal Studies in Sociology, B.A., 2002), and Northern Arizona University (Educational Counseling & Human Relations, M.A., 2004).

Appointments

CAMP Program Director 2010-Present

Arizona Western College, Yuma, Arizona

- Recruit, assess and identify needs of program participants; develop an Educational Academic Plan (EAP) with students and maintain records that document and monitor participants' academic progress for graduation and transfer.
Use student data to identify and monitor students close to graduation/transfer to ensure timely assistance and a simplified transition; advice students on personal, transfer, academic, financial, and career to promote participants' retention, graduation, and transfer to four-year universities.
Develop and provide a variety of informational workshops for program participants and AGECE requirements to ensure educational goal completion; plan and supervise transfer activities, services, and academic trips to enhance university preparedness and transition; coordinate meetings between program participants and university representatives to prepare students to transfer into baccalaureate programs.
Supervise, train, and evaluate full time and part-time staff, tutors and mentors; attend professional development conferences as specified in the grant.
Oversee expenditures for travel, lodging, and meals for student trips to universities.
Manage the CAMP program and recommend for hire; provide direct services to participants, and maintain liaisons with college officials and personnel.

Academic Advisor, Single Parent Services 2002-2010

Arizona Western College, Yuma, Arizona

- Provide academic advisement to at-risk, single parents, and academic probation students of students including transfer, vocational, and occupational needs.
Maintain records and database for the federal grant funded Single Parent/Homemaker Services Assistance with Academic Education Plans and degree/certificate requirements.
Administer approved budget for program and prepare required grant reports to evaluate the participant's attainment of the programs objectives, each semester and annually.
Teach College Success strategies - Study Skills, Decision Making, and Career Exploration, administer and interpret Strong Inventory, COP and COPES (Assisted with the development of the ORI three-credit course); Early Assist classroom presentations to students per semester.
Used Spanish bilingual ability to communicate effectively with students, their family members and other clients; outreach liaison for the community.
Informational presentations to High School counselors, at advisory board meetings, educational career fairs and faculty senate; assist with HS recruitment and provide information to students.



Biographical Sketch

RAFAEL ENCINAS

(b)(6)

Professional Preparation

Arizona Western College	Psychology/Sociology	A.A., 2011
Northern Arizona University	Psychology	B.S., 2014

Appointments

Academic Advisor/Transition Coordinator 2014-Present

Arizona Western College, Yuma, Arizona

- Provide academic advising, counseling, and crisis management to all forty students serviced through the College Assistance Migrant Program.
- Facilitate the assessment of CAMP students and assists with My Academic Plan (MAP) development; develop and implement a wide-ranging programming calendar.
- Organize and present informational and academic CAMP meetings which cover better student habit workshops such as Test Taking, Scholarship, Study and Note-taking Skills workshops; facilitate and tutor as Supplementary Instruction Leader for English 90 and 101.
- Promote and coordinate the development of CAMP living and learning environment that enhances student learning through social/cultural development and academic support.
- Oversee mentor and tutor services and referrals while providing instructional support as needed; coordinate CAMPSA club activities and meetings with student body leaders.

NAU Peer Tutor 2011-2014

Northern Arizona University, Yuma, Arizona

- Tutored students in all levels of the writing process providing academic, social, and personal support and development; facilitated and managed PowerPoint presentations.
- Developed and maintained monthly newsletters, videos, fliers, brochures, and electronic appointments for Writing Center while keeping a detailed file system.
- Managed online interactions with students' papers while instituting referral services.

CAMP Supplemental Instruction Leader 2012-2014

Arizona Western College, Yuma, Arizona

- Improved developmental and college-level writing/reading skills in migrant students.
- Coordinated and facilitated group study sessions and interpersonal writing activities.
- Promoted a safe learning environment by stimulating social, educational, and cultural support
- Tracked and organized sign-in materials for students for proof of tutoring help
- Demonstrated excellent verbal and written communication skills whilst showing sensitivity to low income migrant students.



Biographical Sketch

RIGOBERTO CONDE

(b)(6)

Professional Preparation

Table with 3 columns: Institution, Degree/Field, and Year. Rows include Arizona Western College (General Studies, A.A., 1997), Northern Arizona University (Spanish, B.A., 2004), and Northern Arizona University (Human Relations, Expected Grad M. ED., 2015).

Appointments

Outreach and Activities Coordinator 2011-Present

Arizona Western College, Yuma, Arizona

- Develop and implement an outreach plan to identify prospective participants for the CAMP program at Arizona Western College; execute CAMP, financial aid and how to apply for college workshops for prospective CAMP participants and their parents.
Coordinate and cooperate with community partners, college staff and administrators to implement a successful outreach plan; assist students and parents on college admissions.
Collect and verify qualifying documentation for each prospective CAMP applicant.
Organize new student-parent orientation, educational trips to State Universities, monthly parent meetings, cultural events, and the End of the Year celebration.

Career and Education Specialist 2004-2011

PPEP Inc., San Luis, Arizona

- Conduct farmworker at-risk youth case management, including intake, assessment, job development plan, monitoring, follow up and linkage to appropriate community resources. Coordinate and recruit new participants for program; assisted clients to achieve educational and employment goals, as outlined in their initial interview; motivate students to continue a higher education and helping them with admissions and financial aid process.
Maintain accurate record on each participant according to policy and procedures. Keep attendance, program participation, community service, and fundraising documentation.
Plan lessons/schedules and implements leadership curriculum and Construction Safety and Math; teach a variety of skills: listening, communication, team building, conflict resolution, values, goal setting, measuring tape, and safe use of power tools, and hand tools.

Job Developer 2004-2004

PPEP Inc., San Luis, Arizona

- Conduct farmworker at-risk youth case management, including intake, assessment, job development plan, monitoring, follow up and linkage to appropriate community resources.
Provided supportive counseling and advocacy for clients; assisted clients on achieving goals as outlined in their initial interview.



Biographical Sketch

GEORGE J. MONTOPOLI

(b)(6)

Professional Preparation

Table with 3 columns: Institution, Duration, and Degree/Year. Includes University of Colorado, United States Air Force Academy, and University of Wyoming.

Appointments

Adjunct Professor 2003-Present

Northern Arizona University, Yuma, Arizona

Courses Taught: Intermediate Statistics (EPS 625 and STA 371), Regression Analysis (STA 471), Introduction to Statistics (EPS 525), Introduction to Research (EDR 610), Multivariate Statistics (EPS 725), Multivariate Statistics (PSY 725 – taught at NAU - Flagstaff)

Professor, Department of Mathematics and Sciences, 1998-Present

Arizona Western College, Yuma, Arizona

Courses Taught: Statistics for the Social Sciences (PSY 230), Applied Statistics (MAT 270), Elements of Calculus (MAT 212), Calculus II with Analytic Geometry (MAT 231), Calculus III with Analytic Geometry (MAT 241), Linear Algebra (MAT 252), Ordinary Differential Equations (MAT 262), Intermediate Algebra (MAT 122), Math for Elementary Teachers II (MAT 135), College Math with Applications (MAT 142), College Algebra (MAT 151), Finite Math (MAT 172), Environmental Studies (HON 280), Ecology of Organisms in the Modern World (HON 280), Introduction to Technical and Multi-Terrain Rescue (EMS 181), Medical Dosage Calculations (NUR 110)

Statistical Consultant 2002-2009

Yuma Proving Grounds, Yuma, Arizona

Director of Honors Program 1999-2002

Arizona Western College, Yuma, Arizona

Independent Evaluation

2010-2015 Independent Evaluator, Arizona Western College's College Assistance Migrant Program, funded by: U.S. Department of Education.

2010-2015 Independent Evaluator, Arizona Western College's Student Support Services Program, funded by: U.S. Department of Education.

2009-2013 Co-Principal Investigator, Arizona Western College's Project DESERT: S-STEM Program, National Science Foundation.

2010-2012 Senior Evaluator, Parker Unified School District's Big Ideas for Rural Teachers Program, funded by: Arizona Department of Education.



JOB TITLE DIRECTOR OF COLLEGE ASSISTANCE MIGRANT PROGRAM	DEPARTMENT/SECTION STUDENT SERVICES/LEARNING SERVICES	REVISED 07/2010		
		BAND	GRADE	SUB- GRADE
		C	5	1
<p>SUMMARY OF FUNCTION: Develop and administer the College Assistance Migrant Program grant program. Recommend for hire, train, supervise and evaluate staff, fiscal management, write federal reports, write continuation grant, provide direct services to participants, and maintain liaisons with college officials and personnel.</p> <p>REPORTS TO: Dean of Campus Life and Associate Dean for South Yuma County Services</p> <p>SUPERVISES: Professional/Administrative Employee (s), secretary (s), P/T Employees, Volunteers</p>				
DESCRIPTION				FREQ. BAND
Establishes and implements short and long range program goals, objectives, and operating procedures; monitors and evaluates program effectiveness; makes changes for improvement. Keeps abreast of legislation rules/regulations pertaining to populations served by the grant; coordinates and writes renewal grants and objectives accordingly; manages the recruitment and selection of program participants.				20% C
Assesses students' needs for delivery of support services and external agency referral as needed; assesses college retention and graduation/completion rates of participants to address program needs and student intervention strategies; oversees all processes necessary to maintain accurate statistics in the CAMP database to generate reports; evaluate the performance of participants and the attainment of program objectives.				20% C
Coordinates with community organizations, advisory committee, and college administration staff in planning/scheduling specialized retention, success, cultural, and referral activities. Organizes semi-annual advisory board meetings, shares evaluation and program information, and adjusts program based on recommendations of evaluator, principal investigator, and college administration staff.				20% C
Provides leadership to CAMP direct support staff and their respective staff to ensure cohesive team efforts in providing student services; teach two sections of ORI each fall semester; maintains media campaign in English and Spanish; collaborates and prepares CAMP press releases, informational and promotional materials.				20% C
Accurately prepares and timely files CAMP Annual Progress and Performance Reports; manages and develops a grant budget; ensures accurate and complete data are maintained in a secure environment, compiled, and general reports are generated.				15% C
Plans, monitors, and conducts College Assistance Migrant Program (CAMP) informational presentations for potential students and families and community.				5% C

QUALIFICATIONS

Required: Master's degree in guidance and counseling education, educational administration, or other related field. Experience working with low-income, underrepresented students and migrant/seasonal farm worker youth; bilingual in Spanish; personnel, budget, and project management experience. Written and oral communication skills. NOTE: Position is Grant Funded.

College Officer

Date

Supervisor

Date



JOB TITLE ACADEMIC ADVISOR/TRANSITION COORDINATOR	DEPARTMENT/SECTION ACADEMIC SERVICES	REVISED 07/2010		
		BAND	GRADE	SUBGRADE
		C	4	2

SUMMARY OF FUNCTION: Under general supervision of the CAMP Project Director and the Coordinator for Residence Life, this 12 month live in position supports the academic advising as well as the development, planning, implementation, and evaluation of the CAMP Living and Learning residential community, to promote a safe living and learning environment that fosters an understanding of, and support of diversity, personal and leadership development including, but not limited to, planning and implementation of programs and activities within the residential community as stated in the CAMP grant, maintain residential student conduct policies, community development, crisis management, administrative tasks, and ensure maintenance and custodial needs are met.

REPORTS TO: CAMP Project Director and Dean of Campus Life

SUPERVISES: Student Staff

DESCRIPTION	FREQ. BAND
Coordination and implementation of a comprehensive programming calendar including social, educational, academic, diversity, spiritual (S.E.A.D.S.) and safety programs designed to enhance the out-of-classroom experience and meet the assessed student needs –including attendance and participation in hall and departmental efforts, bulletin boards, late-night and weekend programming, and the delivery of a variety of special events/programs to ensure integration/ coordination with overall campus activities and the CAMP grant.	35% C
Manages daily operations of one residence hall involving various behavioral, medical, or other safety-related emergencies or incidents in the residence halls. Enforces residence hall rules and regulations according to guidelines and expectations established by the College including but not limited to appropriate crisis response and incident management, daily duty reports, documentation, and student follow-up. Maintains on-call duty schedule.	30% C
Assists with academic Advising for all CAMP participants including scheduling and registering for classes, FAFSA completion, counseling, and service referrals and serves as a family liaison for CAMP residents. In addition to the development and coordination of the CAMP Living and Learning residential community environment through academic support, social and personal development programming and services.	35% C

QUALIFICATIONS

Required: Bachelor’s degree in related field with course work in education, psychology, or counseling. Experience working with low-income, underrepresented students and migrant/seasonal farm worker youth. Bilingual in a Spanish and English. Counseling experience with underrepresented youth. Demonstrated written and oral communication skills.

College Officer

Date

Supervisor

Date



JOB TITLE OUTREACH & ACTIVITIES COORDINATOR	DEPARTMENT/SECTION STUDENT SERVICES/LEARNING SERVICES	REVISED 07/2010		
		BAND	GRADE	SUBGRADE
		C	4	2
SUMMARY OF FUNCTION: Identifies and recruits eligible College Assistance Migrant Program participants, district-wide, in collaboration with numerous community partners, to participate in a residential, first-year college experience. Plans, coordinates, and oversees CAMP activities throughout the academic year. REPORTS TO: CAMP Project Director				
DESCRIPTION				FREQUENCY
Lead in the development of and implementation an outreach plan to identify prospective CAMP participants/students. Follow up on referrals, communicating with individuals identified for possible CAMP participation. Verify student eligibility and conduct assessment of need.				25%
Serve as primary liaison with cooperating partners during recruitment/ identification time frame.				15%
Coordinate and schedule CAMP project services including organizing and assisting with student/parent orientations, teambuilding activities, leadership skill development, and cultural enrichment activities.				15%
Assists participants with career exploration, goal setting, mentoring, and coordination of job shadowing experiences. Monitors participants' progress, providing guidance for college completion and transfer for baccalaureate studies. Maintains the confidentiality of participants on a regular basis.				20%
Organize and schedule field trips, guest speakers, and end of year recognition ceremony. Plan and coordinate college visitations, cultural activities, workshops, and events for students, faculty, parents, and the community. Maintain quarterly CAMP project newsletter.				10%
Maintain accurate up-to-date student records and database, including documentation of eligibility, documentation of student academic records, documentation of contacts, exit information, follow-up information, etc. Submit reports on a timely basis.				10%
Prepare and maintain accurate records, including travel forms, time sheets, summaries, time and commitment forms; supply completed records weekly.				5%

QUALIFICATIONS

Required: Bachelor's degree with course work, education, psychology, or counseling. Experience working with low- income, underrepresented students and migrant/seasonal farm worker youth. Bicultural/bilingual in Spanish and English. One year of experience in advising, outreach, recruitment, and/or educational programming. Counseling, outreach/ recruitment, and educational programming experience with underrepresented youth. Requires good driving record with no major driving infractions. Master's degree in social work preferable. NOTE: Use of own vehicle required for work-related travel-mileage will be reimbursed in accordance with college travel procedures. Works evenings and weekends as necessary.

College Officer

Date

Supervisor

Date



JOB TITLE CAMP PROJECT ASSISTANT	DEPARTMENT/SECTION STUDENT SERVICES/LEARNING SERVICES	REVISED 11/2010		
		BAND	GRADE	SUBGRADE
		B	2	1
SUMMARY OF FUNCTION: Assist the CAMP Director with managing the operational aspects of the CAMP program, maintain all office management aspects of the program, and develop appropriate reports, as well as tracking and monitoring for purposes of evaluation REPORTS TO: CAMP Project Director				
DESCRIPTION				FREQUENCY
Assists the Project Director with the recruitment of eligible CAMP students; conducts intakes to determine eligibility into CAMP program; supports the teamwork atmosphere necessary for program success.				30%
Tracks and monitors student workers and hours, and maintains payroll.				25%
Designs and maintains a functional filing system for program documents, contracts, student files, and reports and all other correspondence; composes, edits, types, and proofs correspondence, reports, memos, and other documents as assigned.				15%
Assists Project Director with reviewing budget, setting projections and developing all required reports to Arizona Western College and the U.S. Department of Education.				10%
Assists the Project Director in reviewing and determining needs for office, maintains inventory, and coordinates purchase requests.				5%
Completes and routes purchase requisitions and work orders as assigned. Maintains program inventory, supplies and materials, according to established procedures.				5%
Assists with placing and scheduling students into CAMP program, and maintains student database.				5%
Assists in the coordination of scheduling meetings, facilities, classrooms, and equipment according to established procedures, makes travel arrangements as requested by Director; and maintains appointment calendars as required. Assists in the coordination of CAMP program training, conferences, field trips and special events.				5%

QUALIFICATIONS

Required: High school degree or equivalent; college coursework in secretarial science preferred; two years of budgetary experience that involved purchasing and use of budget codes. Good keyboarding and note-taking techniques with computer/word processing experience.

Preferred: Experience in higher education or community college.

NOTE: This position is grant funded

College Officer

Date

Supervisor

Date

LETTERS OF COMMITMENT

The Arizona Western College (AWC) service region's severe economic distress and limited resources mandate service providers maintain a cohesive, effective working relationship in order to best serve the large vulnerable population in our communities. CAMP will use and enhance this established service infrastructure to address migrant seasonal farmworker (MSFW) student needs. This infrastructure will continue to be sustained beyond the life of the grant. Table 1 summarizes some of CAMP's support from our institutional, community, and faith-based programs; letters of commitment are on file at the AWC CAMP office.

Table 1. Summary of Letters of Commitment		
Name, Title, Organization	Date of Letter	Commitment
Dr. Andrew L. Smith, Superintendent Antelope Union H. S. District	01/13/15	Work collaboratively with AWC to coordinate efforts that will benefit Antelope Union High School students who participate in the program, in concert with Talent Search & Upward Bound programs.
Emma Torres, Chief Executive Officer Campesinos Sin Fronteras	01/13/15	Coordinate efforts with AWC including promotion, referrals, & advocacy. Access to CSF services: behavioral health, chronic disease prevention & management, domestic violence counseling, & housing rehabilitation. Participate on CAMP Advisory Council.
Evita Mendez, Executive Director Catholic Community Services	01/30/15	CAMP students & their families can benefit from available CCS services: Immigrant Survivors Legal Assistance, counseling, senior nutrition, housing counseling, domestic violence services, & adult day health care.
Ramona Jean Corrales, Program Director Chicanos Por La Causa, Inc.	01/28/15	Participants can benefit from CPLC services: citizenship preparation, referrals to social services, information on Migrant Head Start programs, & behavioral health programs. Participate on CAMP Advisory Council.
Dr. Raymond V. Aguilera, Superintendent Gadsden Elem. School Dist.	01/30/15	Refer migrant parents/older siblings of students participating in migrant preschool, migrant education, & adult education, for participation in CAMP. Participate on CAMP Advisory Council.
Rev. Javier Perez, Immaculate Conception	01/28/15	Coordination of efforts & services: adult education, workforce pathways, clothing, food boxes, human rights advocacy, support for farm worker & immigrant families,

Catholic Parish, Yuma		support for children & youth, alcoholics anonymous, space for community gatherings, safe & confidential environment for: immigrant integration, upward mobility, human/family development, & advocacy for the poor, farm workers & immigrants. Willing to help AWC successfully implement its program.
Rosa Corona, Assistant Dean Northern Arizona University - Yuma Branch Campus	01/13/15	Will proactively partner with the CAMP program to facilitate co-enrollment in AWC & NAU-Yuma for interested students & early academic advisement so that students have a clear path to prepare for baccalaureate & graduate studies. Committed to recruiting CAMP students into NAU-Yuma upon successful completion of their studies at AWC.
Jimmy Pruitt, PPEP-HEP Director Portable Practical Educational Preparation, Inc. (PPEP)	01/13/15	Articulation of services & student referrals from local High School Equivalency participants; national farm worker job training, Encompass, microbusiness loan, & low income housing programs; & 2 charter high schools serving mostly mobile migrant students. Participate on CAMP Advisory Council.
Amanda Aguirre President & CEO Reg. Center for Border Health	01/30/15	Provide Private Medical Discount Network (CAPAZ-MEX) opportunities for MSFW families & students. Community outreach using trained <i>Promotoras</i> on subjects such as: well woman, immunizations, asthma, & medical exams.
Brian Babiarz Executive Director Western Arizona Council of Government (WACOG)	02/10/15	As the region's Community Action Program, Area Agency on Aging, & Head Start, WACOG will offer MSFW families homelessness & utility assistance, senior services, case management, early childhood education, housing counseling, weatherization, housing emergency repair and major rehabilitation.
Kevin Dorman, Area Director Young Life College	02/09/15	Leadership development activities & guidance. College students are nurtured, guided, & encouraged to become young adults.
Toni Badone Superintendent Yuma Union HS District	01/29/15	District will coordinate student information services using the COE-Star data reporting program. Have Federal Program Coordinator participate on CAMP Advisory Council.
Mike Ivers President/CEO Yuma Community Food Bank	02/10/15	As the area's food bank, YCFB will offer MSFW families emergency & commodity supplemental food opportunities. Coordinate with AWC to encourage civic engagement through campus food drives that CAMP students participate in.
Daniel Barajas, Dean, Career & Technical Ed. Arizona Western College	01/13/15	Committed to continued provision of program & participant access to comprehensive Academic & Learning Services functions, including the Academic Library & Student Success Center.
Carole Coleman, V.P., Finance & Admin. Services	01/13/15	Provide: office space & office equipment (e.g. program staff computers), meeting space & classrooms for special activities, & a variety of administrative services,

Arizona Western College		(e.g. payroll, accounts payable, etc.)
Bryan Doak, Dean, Admissions & Enrollment Services Arizona Western College	01/13/15	Admissions & Enrollment Services will coordinate Student Services activities with Learning Services to enhance CAMP student support, retention, & success. Provide Enrollment Services, Financial Aid, Career Development, Testing Services, Transfer Services, Advisement & Student Retention services to CAMP participants.
Dr. Linda Elliott-Nelson, Dean, Instruction Academic Services Arizona Western College	01/13/15	Coordinate AWC instructional functions related to teaching, learning, & student academic supports, with Student Services functions that enhance student support, retention, success, & transfer, for the benefit of CAMP participants. Provide program & participant access to comprehensive Learning Services functions, including AWC instructional facilities & writing, math, & computer labs.
Mary Kay Harton, Dean, Campus Life Arizona Western College	01/14/15	The Dean of Campus Life to directly supervise (at no cost to the grant) the CAMP Program Director. Provide program access to comprehensive Student Services functions, including Health Services, Student Activities. Commit use of the residence halls & dining services, at the standard rate charged to students, for the residential aspects of the program.
Christina Hawkey, Executive Director Arizona Western College Foundation	01/28/15	Accept applications for assistance by AWC Foundation Gold Heart Scholarship for one-time, urgent needs of participants based upon need & available funds. Collaborate with CAMP Project Director & staff to provide information about AWC Foundation scholarships for CAMP students preparing to complete their first year of college, who may desire to apply for scholarships to help fund expenses &/or tuition related to successive years of college. Provide a job shadowing opportunity for students interested in learning more about a career in philanthropy or non-profit leadership, in tandem with the CAMP program job shadowing activities.
Kathy Ocampo, Interim Assoc. Dean, La Paz Cty. Arizona Western College	1/14/15	Refer students from La Paz County schools & provide communication regarding grant activities to constituents in La Paz County.
Soledad Rodriguez, Director of Talent Search /Upward Bound Arizona Western College	1/13/15	Talent Search (TS) & Upward Bound (UB) projects will support CAMP grant by referring all eligible students to CAMP and open to offering CAMP students summer employment. Participate on CAMP Advisory Council.
Dr. Mary Schaal, Dean Institutional Effectiveness, Research & Grants Arizona Western College	01/28/15	(a) Provide outreach & enroll CAMP students in HSI STEM grant programs. Coordinate STEM grant instructional support functions related to teaching, learning, & student academic supports, with Student Services functions that enhance student support, retention, success, & transfer of CAMP participants that enroll in STEM

<p>(a) <i>Supervising Dean of HSI STEM Individual & Cooperative Grants; &</i> (b) <i>Supervising Dean of institutional effectiveness & research</i></p>		<p>grant cohorts. Share best practices from lessons learned to effectively support the academic needs of underrepresented students pursuing success in STEM learning. (b) Assistance & support for extraction of student records & performance data, & calculation of program performance. Review of program reports, & help resolving questions prior to forwarding reports for review by Independent Evaluator. Ad hoc data extraction & analysis as requested by CAMP Director &/or staff.</p>
<p>Lori Stofft, Dean, Public Relations & Marketing Arizona Western College</p>	<p>01/13/15</p>	<p>Provide CAMP staff access to the AWC website, in order to establish a CAMP webpage. Collaborate with CAMP Project Director & staff to promote program recruitment opportunities, & advertisement, marketing, & publications that may be needed relevant to CAMP activities. Provide a job shadowing opportunity for students interested in learning more about a career in marketing or public relations, in tandem with the CAMP program job shadowing activities.</p>
<p>Michelle Thomas, Director, Student Support Services Arizona Western College</p>	<p>01/10/15</p>	<p>Refer all eligible students to CAMP. When permissible, leverage resources to maximize resources available for MSFW students. Participate on CAMP Advisory Council.</p>
<p>Brenda E. Warnock, Interim Director, Technology Support Services Arizona Western College</p>	<p>01/13/15</p>	<p>Access to the college's Student Information System, which includes detailed student data, transcript information, etc. Access to reports & data regarding student progress, achievement, demographics, etc. Help Desk support to procure, configure, install, & maintain your program's technology resources. Event support. Utilization of the many open-access computer labs located throughout the district</p>

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COLLEGES AND UNIVERSITIES RATE AGREEMENT

RIN: 86-0179321

DATE: 11/20/2014

ORGANIZATION:

FILING REF.: The preceding agreement was dated

Arizona Western College

07/18/2012

P.O. Box 929

Yuma, AZ 85366-0929

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

SECTION I: INDIRECT COST RATES

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2014	06/30/2019	48.00	On-Campus	All Programs
PROV.	07/01/2019	06/30/2020	48.00	On-Campus	All Programs

***BASE**

Direct salaries and wages excluding all fringe benefits.

ORGANIZATION: Arizona Western College

AGREEMENT DATE: 11/20/2014

SECTION I: FRINGE BENEFIT RATES**

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	7/1/2014	6/30/2019	33.60	All	Full-Time Employees
PRED.	7/1/2014	6/30/2019	8.50	All	Part-Time Employees
PROV.	7/1/2019	6/30/2020	33.60	All	Full-Time Employees
PROV.	7/1/2019	6/30/2020	8.50	All	Part-Time Employees

**** DESCRIPTION OF FRINGE BENEFITS RATE BASE:**

Salaries and wages including vacation, holiday and sick leave pay and other paid absences.

ORGANIZATION: Arizona Western College

AGREEMENT DATE: 11/20/2014

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

DEFINITION OF EQUIPMENT

Equipment is defined as tangible nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

The following fringe benefits are included in the fringe benefit rate(s): FICA, WORKERS COMPENSATION, MEDICARE TAX, MEDICAL/LIFE INSURANCE, UNEMPLOYMENT INSURANCE, LONG-TERM/SHORT-TERM DISABILITY, AND RETIREMENT.

NEXT PROPOSAL DUE DATE

The next indirect cost and fringe benefit rate proposals based on actual costs for fiscal year ending 06/30/18, will be due no later than 12/31/18.

ORGANIZATION: Arizona Western College

AGREEMENT DATE: 11/20/2014

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rates would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-21, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Arizona Western College

(INSTITUTION)

(b)(6)

(SIGNATURE)

Carole T. Coleman

(NAME)

Vice President for Finance & Administrative Services

(TITLE)

February 3, 2015

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

11/20/2014

(DATE) 1594

HHS REPRESENTATIVE:

Karen Wong

Telephone:

(415) 437-7820

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

BUDGET NARRATIVE

Arizona Western College (AWC) is requesting a total of \$2,550,000 over five years (\$425,000 annually) to implement a **residential CAMP Program** that will serve 40 migrant and seasonal farmworker (MSFW) students annually during their first year in college.

The budget is modeled after our current successful CAMP project and best practices related to student success and reducing student loan debt. The narrative provides justification for each line item cost and is followed by a detailed budget by year, as specified in the request for proposal.

1. Personnel

AWC is requesting funds for a professional education team of four full-time staff as well as hourly-paid positions to accomplish the goals and objectives of the grant.

Salaries meet the College's guidelines and are commensurate with comparable positions that have been approved by the College's budget and personnel officers and are in compliance with the White House Executive Order establishing a minimum \$10.10 an hour wage for federal contractors (effective date January 1, 2015). Additionally, a *3% annual cost of living increase* has been incorporated into the five-year itemized budget.

The **Project Director** (100% time) will act as a liaison with federal authorities, be responsible for project implementation, manage and supervise CAMP staff to make sure all activities are accomplished, and ensure: (a) project adheres strictly to appropriate policies and regulations; (b) expenditures are in line with federal guidelines and as outlined in the budget; (c) timelines are met and staff are making satisfactory progress; (e) evaluation strategies are implemented; and (f) services are delivered.

The full-time **Academic Advisor/Transition Coordinator (AA/TC)** (100% time) will be responsible for the Living Learning Community, with embedded academic advising, retention,

career inventory and support, and preparation for transfer for baccalaureate studies.

A full-time **Outreach/Activities Coordinator** (O/AC) (100% time) will be responsible for implementing outreach/recruitment and activities (cultural enrichment, family orientation, end-of-year celebration, and inspirational guest speakers).

Table 7 on pp. 7-9 of the program narrative outlines how each of these positions plays a key role in achieving all five CAMP objectives.

The full-time **Project Assistant** (100% time) will provide direct support to program activities and students and assist full-time staff as needed. 3 part-time **Supplemental Instruction Leaders** (SIL) (40% time/each), will provide intensive academic assistance utilizing proven teaching/learning theory and techniques that encompass peer-assisted study sessions that help participants learn how to integrate course content and study skills while working together. SILs will attend all class lectures, take notes, and act as model students in key gateway courses (*including courses needed to pursue studies and careers in STEM related fields*). Supplemental Instruction is an evidence-based methodology proven to positively impact student success, retention, and completion (Arendale, 2001).

3 part-time **Peer Mentor/Tutors** (40% time/each), will provide mentoring and targeted peer tutoring designed to enhance MSFW student success. Tutoring activities will target challenging English and Math courses during participants' freshman year in college. Peer mentoring and tutoring are evidence-based **social inclusion strategies** that have been found to be effective early intervention methods of reducing drop-out and encouraging student success, especially with high-need students (Committee on Underrepresented Groups and the Expansion of the Science and Engineering Workforce, Committee on Science, Engineering, and Public Policy, & National Research Council, 2010).

This staffing structure ensures that all key components of the project design are sufficiently staffed in order to meet all project objectives.

Personnel	Year 1	Year 2	Year 3	Year 4	Year 5
Project Director (1.0 FTE)	56,789	58,493	60,247	62,055	63,917
Academic Advisor/Transition Coordinator (1.0 FTE)	38,569	39,726	40,918	42,145	43,410
Outreach/Activities Coord. (1.0 FTE)	50,656	52,176	53,741	55,353	57,014
Project Assistant (1.0 FTE) (\$12.90/hr x 1,959/hrs annually)	27,623	28,452	29,305	30,184	31,090
3 Supplemental Instruction Leaders (\$12.99/hr * 15 hrs/wk * 33 wks ea.)	19,290	19,869	20,465	21,079	21,711
3 Peer Mentor/Tutors (\$10.10/hr * 10 hrs/wk * 33 wks ea.)	9,999	10,299	10,608	10,926	11,254
Personnel Total	\$ 202,926	\$ 209,015	\$ 215,284	\$ 221,742	\$ 228,396

Note: Per Executive Order—Minimum Wage for Contractors (2/12/14), all workers shall be paid at least \$10.10 per hour.

2. Fringe Benefits

Fringes benefits are consistent with the institutions normal benefit contribution and are guided by federal and state mandates. Fringe benefits are comprised of: Long-term Disability (0.120%), FICA* (6.200%), Health Insurance (12.301%), Life Insurance (0.765%), Arizona State Retirement (11.480%), Workers' Compensation* (0.586%), Unemployment Insurance* (0.264%), Medicare Tax* (1.450%), Short Term Disability (0.434%). *Note: *Applies to part-time personnel.*

Fringe Benefits	Year 1	Year 2	Year 3	Year 4	Year 5
Fringes (33.60%, full-time)	58,342	60,092	61,895	63,752	65,664
Fringes (8.5%, part-time)	2,490	2,564	2,641	2,720	2,802
Fringe Benefit Total	\$ 60,832	\$ 62,656	\$ 64,536	\$ 66,472	\$ 68,466

3. Travel

AWC CAMP is requesting travel funding to attend conferences recommended by the U.S. Department of Education (ED) and for professional development purposes.

Travel costs are based on AWC approved travel policies and procedures and in accordance with CAMP's 2015 solicitation, travel has been budgeted annually for the Project Director to attend a two-day **OME Annual Meeting** in the Washington, DC area. Additionally, AWC CAMP is requesting funding for the Project Director to attend the **National HEP/CAMP Annual Conference** in years 1, 2, and 3 (cost estimates based on 2014 conference location: Tampa, Florida). Attendance at these conferences will allow AWC CAMP to share best practices, network with other CAMP/migrant education professionals, improve our ability to deliver high-quality services to migrant/seasonal farmworker students, review effective educational strategies and new, innovative practices, and present program findings and results.

Local mileage is requested for CAMP staff for outreach and recruitment activities. Travel which requires airfare will be booked using appropriate economy class airfare, per AWC travel policies and procedures.

Travel	Year 1	Year 2	Year 3	Year 4	Year 5
CAMP Program Designated Travel					
Project Director's OME Annual meeting: 1 staff; Airfare (\$700); Baggage fees (\$50); Shuttle fees (\$40); Lodging \$229 + 14.5% tax per night * 3 nights (\$787); Per diem \$45/day * 4 days (\$180).	1,757	1,757	1,757	1,757	1,757
Professional Development Travel					
HEP/CAMP Annual Conference: 1 staff; Registration \$225; Airfare \$700; Baggage fees (\$50); Shuttle fees (\$40); Lodging \$147 + 12% tax per night * 3 nights (\$495); Per diem \$35/day * 4 days (\$140).	1,650	1,650	1,650	0	0
Local Mileage (\$0.45 * 148 miles/month)	799	799	799	799	799
Travel Total	\$ 4,206	\$ 4,206	\$ 4,206	\$ 2,556	\$ 2,556

4. Equipment

Equipment is not applicable to the AWC CAMP proposal.

Equipment	Year 1	Year 2	Year 3	Year 4	Year 5
Not applicable	0	0	0	0	0
Equipment Total	\$0	\$0	\$0	\$0	\$0

5. Supplies

AWC CAMP has budgeted program supplies needed to run a successful program, such as paper, pens, staplers, photocopying, postage, calculators, toner for printers, whiteboards for outreach and presentations (to students, parents, and public), and supplies needed to expose MSFW students to different cultures and cultural activities not available in the local community. AWC also requests funds for outreach and recruitment supplies that will be used to engage MSFW students. All supplies will be shared among the project staff.

To maximize efficiencies while minimizing MSFW student expenses, AWC CAMP is requesting funding to: (a) Establish a text book lending library. Years 1 and 2 will establish the lending library with funding budgeted in years 3, 4, and 5 to replace discontinued and/or damaged textbooks; (b) Establish a math calculator lending program for CAMP students in mandatory first year math courses (e.g. MAT 151: College Algebra) that require use of expensive graphing calculators; and (c) Replace obsolete technology for the CAMP laptop lending program. Laptops will be used by program participants to succeed academically while

Supplies	Year 1	Year 2	Year 3	Year 4	Year 5
CAMP Program Supplies					
Printer supplies (\$100/toner * 7/year)	700	700	700	700	700
Disposable office supplies (\$106/month)	1,272	1,272	1,272	1,272	1,272
Portable whiteboards (Q - 2 * \$87/ea.)	174	0	0	0	0
Textbook lending library (\$110/book *[Y1: 70; Y2: 91; Y3: 28; Y4: 28; Y5: 25 books])	7,700	10,010	3,080	3,080	2,750
Cultural activity supplies	508	533	510	413	405
Outreach/Recruitment Supplies					
Participant recruitment items (e.g. pens, flyers, LLC t-shirts)	700	700	700	700	264
CAMP Student Computer Lab Supplies					
Laptops (Q - 7 * \$1,050/ea.)	7,350	0	0	0	0
Work group printer	850	0	0	0	0
Texas Instrument TI-84 Plus C Calculators (\$206/ea. * 9 calculators)	1,854	0	0	0	0
Printer supplies (\$100/toner * 6/ea. year)	600	600	600	600	600
Supplies Total	\$21,708	\$ 13,815	\$ 6,862	\$ 6,765	\$ 5,991

residing in a Living Learning Community (LLC) environment.

6. Contractual

As noted in the Project Narrative, AWC CAMP is committed to a rigorous and accurate project assessment that will be used to ensure continuous program improvement. Best practice recommends engaging an **independent or external evaluator** who is seen as objective and unbiased for assessing the validity of findings and conclusions (NSF 2002 Project Evaluation Handbook; FIPSE, Notes on Evaluation Design, Oct. 2001).

An **Independent Evaluator** will be contracted at no more than \$1,000 per year, including travel costs, for five years to secure appropriate documentation of the project's outcomes and impacts. These cost estimates are based upon our institutional experience in procuring independent evaluators for federal programs.

The AWC CAMP program has and will follow institutional procurement policies and procedures that are in compliance with Federal procurement standards in accordance with 2 CFR § 200.318 et seq. or in 34 CFR § 75.135(b) section 75.135(b) of EDGAR.

Evaluator qualifications, experience, and responsibilities are described in detail in the project narrative (pp. 15, 23-25) and Part 6 "Other Attachments Form" which includes a copy of the proposed evaluator's resume. The independent evaluator will conduct a minimum of two evaluation reviews per year for presentation to the CAMP Advisory Council for review and recommendation.

Contractual	Year 1	Year 2	Year 3	Year 4	Year 5
Independent Evaluator	1,000	1,000	1,000	1,000	1,000
Contractual Total	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000

7. Construction

Construction is not applicable to the AWC CAMP proposal.

Construction	Year 1	Year 2	Year 3	Year 4	Year 5
Not applicable	0	0	0	0	0
Construction Total	\$0	\$0	\$0	\$0	\$0

8. Other

Parental involvement in MSFW student education has shown to increase student success, retention, and graduation (Lopez, et.al. 2001). Thus, AWC CAMP is requesting funding to conduct an annual **Parent/Student Orientation** to establish program expectations, begin building relational bonds, encourage parental participation, and create a sense of belonging.

Additionally CAMP will host an end of year **Recognition Event** that celebrates student retention and success while encouraging participants and their families' sense of belonging, self-efficacy, and an academic mindset. Funds are requested for these events to purchase refreshments for attendees, and recognition items (such as USB flash drives and necessary school-related items) for outstanding CAMP students at the recognition event.

AWC CAMP is requesting funding for two staff members to take 10 participants and 2 staff (to act as chaperons and drivers) to the **HEP/CAMP Student Leadership Conference** (as the only Arizona CAMP Program cost estimates are based on California and New Mexico annual conferences). AWC's regional isolation emphasizes the importance for CAMP participants need to be exposed to positive, engaging and interactive ways to develop their leadership skills while encouraging them to become a leader in their communities and forming strong networks with their peers.

Travel costs are based on AWC approved travel policies and procedures and whenever possible AWC CAMP will coordinate the project, to the extent feasible, with other local, State, and Federal programs to maximize the resources available for migrant students.

AWC also requests funds for outreach and recruitment items such as postage, business cards and program pamphlets. Additional funds are requested for HEP/CAMP Association fees.

Other	Year 1	Year 2	Year 3	Year 4	Year 5
Parent/Student Orientation					
Attendee costs (130 attendees (staff/students/parents) * (Y1to Y4 - \$16 each; Y5 - \$10/ea.)	2,080	2,080	2,080	2,080	1,300
Facility Rental	131	131	131	131	131
Recognition Event (end of year)					
Attendee costs (130 attendees [students & parents] * Y1 to Y 4 - \$16/ea.; Y5 - \$10/ea.)	2,080	2,080	2,080	2,080	1,300
6 recognition items (\$15/ea.)	90	90	90	90	90
Facility rental	270	270	270	270	270
Communication					
Postage (Y1 to Y4 - \$40/mo.; Y5 - \$20/mo.)	480	480	480	480	240
Printing (pamphlets, fliers, notices, etc...)	400	400	400	400	400
Business Cards \$10/box (Y1 - 6 boxes; Y2 - 4 boxes; & Y3-Y5 - 3boxes)	60	40	30	30	30
CAMP Student Leadership Travel					
<u>HEP/CAMP Student Leadership Conference:</u> 2 staff + 10 participants; Registration \$120/ea.(includes 6 meals) (\$1,440); Lodging 120+ 12% tax per night * 2 nights * 4 room (\$1,075); Per diem \$32/ea. (1 lunch/1 breakfast) * 12 (\$384); Van rental/gas \$504/ea * 2 vans (\$1,008)	3,907	3,907	3,907	0	0
Membership & Dues					
Institutional HEP/CAMP Association fee	1,200	1,200	1,200	1,200	1,200
Other Total	\$10,698	\$10,678	\$10,668	\$ 6,761	\$ 4,961

9. Total Direct Costs

AWC CAMP is requesting \$1,468,789 total direct costs as summed annually by budget

category in the table below.

Total Direct Costs	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel	202,926	209,015	215,284	221,742	228,396
Fringe Benefits	60,832	62,656	64,536	66,472	68,466
Travel	4,206	4,206	4,206	2,556	2,556
Equipment	0	0	0	0	0
Supplies	21,708	13,815	6,862	6,765	5,991
Contractor	1,000	1,000	1,000	1,000	1,000
Construction	0	0	0	0	0
Other	10,698	10,678	10,668	6,761	4,961
Direct Costs Total	\$ 301,370	\$ 301,370	\$ 302,556	\$ 305,296	\$ 311,370

10. Indirect Costs

AWC's current approved (cognizant agency: U.S. Department of Health and Human Services) indirect cost rate for use on grants, contracts, and other agreements with the Federal Government is 48% of direct salaries and wages excluding all fringe benefits (Y1-\$97,405, Y2-\$100,327; Y3-103,336, Y4-\$106,437, & Y5-\$109,630 equaling \$517,134.

Per the EDGAR limit reimbursement of indirect costs under training grants to non-governmental grantees (subject to 34 CFR Part 74), the College is requesting 8% of a modified total direct cost.

Indirect Costs	Year 1	Year 2	Year 3	Year 4	Year 5
8% of Direct Costs	24,110	24,110	24,204	24,424	24,910
Indirect Costs Total	\$ 24,110	\$ 24,110	\$ 24,204	\$ 24,424	\$ 24,910

11. Training Stipends

AWC CAMP is requesting training stipends to support students, all of whom will be eligible to receive stipends, during the year of their active participation in CAMP and to offset additional expenses they incur as college students. *All participants will receive a stipend to cover room and board expenses, textbook and supply costs, and other fees and expenses not covered by financial*

Training Stipends	Year 1	Year 2	Year 3	Year 4	Year 5
MSFW Living Learning Community					
Room & board: \$100/yr * 40 participants (\$4,000); Room & board expenses \$1,230/yr * 40 participants (\$49,200)	53,200	53,200	53,200	53,200	53,200
Student Textbooks & Course Required Supplies					
Textbook & supplies assistance: 40 participants * 2 semesters * up to a max of: (Y1, Y2, Y3, Y4: \$429/each; & Y5: \$369/each)	34,320	34,320	34,320	34,320	29,520
Other Fees/Expenses required to attend AWC (not covered by financial aid)					
40 participants * 2 semesters * up to a max of: (Y1/Y2: \$150/each; Y3 - \$134/each; Y4 - \$97/each; & Y5 \$75/each)	12,000	12,000	10,720	7,760	6,000
Training Stipends Total	\$99,520	\$99,520	\$98,240	\$95,280	\$88,720

aid but required to attend AWC. This will ensure that financial barriers are not the restricting factor of CAMP participants achieving their educational goals.

12. Total Costs

AWC CAMP is requesting \$2,125,000 total costs as summed annually by budget category in the table below.

Total Costs	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Direct Costs	301,370	301,370	302,556	305,296	311,370	\$ 1,521,962
Indirect Costs	24,110	24,110	24,204	24,424	24,910	\$ 121,758
Training Stipends	99,520	99,520	98,240	95,280	88,720	\$ 481,280
Total Costs Total	\$ 425,000	\$ 2,125,000				

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

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

Name of Institution/Organization

Arizona Western College

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	202,926.00	209,015.00	215,284.00	221,742.00	228,396.00	1,077,363.00
2. Fringe Benefits	60,832.00	62,656.00	64,536.00	66,472.00	68,466.00	322,962.00
3. Travel	4,206.00	4,206.00	4,206.00	2,556.00	2,556.00	17,730.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	21,708.00	13,815.00	6,862.00	6,765.00	5,991.00	55,141.00
6. Contractual	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	5,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	10,698.00	10,678.00	10,668.00	6,761.00	4,961.00	43,766.00
9. Total Direct Costs (lines 1-8)	301,370.00	301,370.00	302,556.00	305,296.00	311,370.00	1,521,962.00
10. Indirect Costs*	24,110.00	24,110.00	24,204.00	24,424.00	24,910.00	121,758.00
11. Training Stipends	99,520.00	99,520.00	98,240.00	95,280.00	88,720.00	481,280.00
12. Total Costs (lines 9-11)	425,000.00	425,000.00	425,000.00	425,000.00	425,000.00	2,125,000.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): U.S. Department of Health & Human Services

The Indirect Cost Rate is 45.00 %.

(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 Arizona Western College	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix: Ms.	First Name: Rosalia	Middle Name:	Last Name: Delgado	Suffix:
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Address:

Street1:	Box 929
Street2:	
City:	Yuma
County:	Yuma
State:	AZ: Arizona
Zip Code:	85366-0929
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
928.344.7703	928.317.6097

Email Address:
Rosalia.Delgado@azwestern.edu

2. Novice Applicant:

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

- Yes No Not applicable to this program

3. Human Subjects Research:

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

- Yes No

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

Yes Provide Exemption(s) #:

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"/>	Add Attachment	Delete Attachment	View Attachment
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