

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



APPLICATION FOR GRANTS
UNDER THE

CAMP-84.149A-1

CFDA # 84.149A

PR/Award # S149A150010

Grants.gov Tracking#: GRANT11832643

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: [1237-CAMP Other Attachments Final.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 type="checkbox"/> New <input checked="" 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="02/11/2015"/>	4. Applicant Identifier: <input type="text" value="A101010"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="84.149"/>
--	--

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="91-6001537"/>	* c. Organizational DUNS: <input type="text" value="0428035360000"/>
--	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

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

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="206-543-4043"/>	Fax Number: <input type="text" value="206-685-4043"/>
---	---

* 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:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.149

CFDA Title:

Migrant Education_College Assistance Migrant Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-122914-001

* Title:

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

13. Competition Identification Number:

84-149A2015-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

University of Washington College Assistance Migrant Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

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

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,125,000.00"/>
* 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="2,125,000.00"/>

*** 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
Chirag Patel	Director, Office of Sponsored Programs
APPLICANT ORGANIZATION	DATE SUBMITTED
University of Washington	02/11/2015

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: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: University of Washington * Street 1: 4333 Brooklyn Ave NE Street 2: * City: Seattle 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: U.S. Dept. of Education	7. * Federal Program Name/Description: Migrant Education_College Assistance Migrant Program CFDA Number, if applicable: 84.149	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix * First Name n/a Middle Name * Last Name n/a Suffix * Street 1 Street 2 * City State Zip		
b. Individual Performing Services (including address if different from No. 10a) Prefix * First Name n/a Middle Name * Last Name n/a Suffix * Street 1 Street 2 * City State Zip		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact, upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Chirag Patel * Name: Prefix * First Name Lynette Middle Name F * Last Name Arias Suffix Title: Director, Office of Sponsored Programs Telephone No.: 206-543-4043 Date: 02/11/2015		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S149A150010

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.

General Education Provisions Act.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA)

All of the University of Washington's buildings are accessible to individuals with disabilities and participants requiring special needs. Additionally, our experience demonstrates that due to a large limited English population, forms of communication need to be conducted in English and Spanish to reach the entire community. Accordingly, all program information is provided equitable to all participants in our community. Several local Spanish radio stations, which have proven to be very effective in reaching a Spanish speaking audience, will be utilized to publicize University of Washington's CAMP Program services.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

University of Washington

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Lynette Middle Name: P

* Last Name: Arias Suffix:

* Title: Director, Office of Sponsored Programs

* SIGNATURE: Chirag Patel

* DATE: 02/11/2015

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:

University of Washington CAMP

The **University of Washington (UW)** will continue to build on its successful experience of serving a large migrant/seasonal farmworker (MSFW) student population from across the state. The UW Office of Minority Affairs & Diversity will continue to provide the management and leadership for the proposed CAMP Program. The UW located in Seattle, Washington has 5 years of experience managing a successful CAMP grant (competitive preference priorities) which has informed this application. A unique feature of the program for migrant students is the UW's "**Husky Promise**" scholarship, which pays for **100%** tuition for eligible low-income students; most MSFW families/students would qualify for this tuition assistance.

UW CAMP will deliver culturally appropriate and relevant academic, personal, career, and financial support services to 50 MSFW students annually. A total of 250 students will be served during the five-year project period. UW has designed a comprehensive project based on the unique needs of MSFW students. Supportive services such as advising, educational planning, career/personal assessments, training stipends, tutoring, summer orientation, and supplemental instruction will be delivered with appropriate intensity and sufficient duration by experienced staff reflective of the cultural background of CAMP students. Students will obtain the necessary information, support, and skills to successfully complete their first year at the university and continue their postsecondary education through graduation. Annually, the UW CAMP will meet the following key objectives and outcomes: 1) Outreach and recruit 1,500 eligible students; 2) Enroll 50 eligible students; 3) Provide all 50 CAMP participants with academic, personal, career, and financial support services; 4) 88% of CAMP participants will complete their first academic year of postsecondary education (**GPRA 1**); and 5) 87% of CAMP participants who complete their first academic year of college will continue their postsecondary education (**GPRA 2**). UW CAMP remains committed to the success of MSFW students/and families.

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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5. QUALITY OF MANAGEMENT PLAN	14
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ATTACHMENTS

- 1. RESUMES OF KEY PERSONNEL**
- 2. JOB DESCRIPTIONS**
- 3. LETTERS OF SUPPORT/COMMITMENT**
- 4. INDIRECT COST RATE AGREEMENT**
- 5. UW CAMP ASSESSMENT OF NEED RUBRIC SCALE**

Section 1: Need for and Significance of Project

Introduction – The migrant and seasonal farmworker (MSFW) population in Washington (WA) faces tremendous economic, social, cultural, and educational challenges. WA is ranked first in the United States (US) in the production of ten crops, including apples, cherries, grapes, and hops, and is highly dependent on a migrant and seasonal labor force. The migration of MSFWs into WA is focused on the Yakima and Skagit agricultural regions. While many continue to be migrant workers others choose to establish a permanent home in WA. This migration has transformed these regions and contributed to the ethnic and cultural composition of the University of Washington (UW) feeder school districts. The UW’s College Assistance Migrant Program (CAMP) has developed a comprehensive program to address the at-risk factors of WA State MSFW students such as mobility, disruptive school patterns, limited English proficiency, and high poverty rates that result from this migrant way of life.

i. The magnitude of the need for services/activities to be carried out by the project -

WA States migrant student population ranks third largest in the nation, and the MSFW population works in the agriculture, fishing, forestry, and dairy industries. During the peak harvest season, June through August, approximately 8,646 identified migrant students come to WA State, while another 4,730 come to WA during the regular school year. Of the state’s 295 districts, 156 identified eligible migrant students. However, only 69 of those districts provide some limited educational and/or support services to approximately 22,968 migrant students and their families.ⁱ **Table 1** illustrates the at-risk characteristics of these feeder school districts. The empirical evidence below illustrates that a CAMP program at the UW is necessary to **1)** serve the growing and at-risk population, **2)** address the achievement gap, and **3)** serve those that are the poorest.

Table 1. School District Characteristics 2013-2014

School District	County	Enrollment	At-Risk Factors			Ethnicity	Total Minority
			Migrant	Transitional Bilingual	Free/ Reduced Lunch (%)	Hispanic	
Wapato	Yakima	3,347	25.50%	29.30%	99.00%	70.50%	98.20%
Wahluke	Grant	2,200	20.50%	60.50%	99.90%	95.60%	96.30%
Yakima	Yakima	15,441	18.40%	32.70%	83.50%	75.90%	81.50%
Wenatchee	Chelan	7,814	17.90%	21.30%	60.90%	48.10%	53.60%
Granger	Yakima	1,501	17.10%	38.20%	100.00%	91.90%	96.40%
Brewster	Okanogan	857	17.00%	46.20%	97.80%	89.30%	91.60%
Grandview	Yakima	3,567	16.70%	33.40%	80.90%	91.50%	92.20%
Sunnyside	Yakima	6,503	16.20%	32.20%	100.00%	91.60%	92.50%
Toppenish	Yakima	4,163	15.60%	25.80%	88.40%	79.50%	92.70%
Quincy	Grant	2,550	15.10%	40.10%	82.30%	85.80%	86.70%
Kennewick	Benton	16,772	11.40%	13.80%	58.70%	27.50%	37.70%
Eastmont	Douglas	5,694	10.70%	18.20%	57.80%	42.70%	47.50%
Othello	Adams	3,923	10.60%	38.40%	79.80%	87.60%	88.90%
Mt. Vernon	Skagit	6,375	9.70%	24.70%	66.80%	55.50%	64.10%

Source: Office of Superintendent of Public Instruction (OSPI), 2013-2014

While the UW has developed outreach and recruitment programs (e.g. GEAR-UP and TRIO Talent Search) in these school districts that focus on creating a pipeline for underrepresented students, specialized outreach techniques remain necessary to address the unique needs of MSFW students and their families. UW CAMP has been extremely successful in recruiting a greater number of MSFW students to enroll at UW.

a) Achievement Gap – Less academic preparation, lower academic performance, and lower postsecondary attainment are consequences of MSFW students' inconsistent attendance and academic patterns due to migration cycles. The results of the statewide assessment of academic performance show a 30 percentage-point gap in math performance and 38 percentage-point gap in science performance between the State total (all students) and migrant students.ⁱⁱ

b) Economic and Social Needs - In addition to academic challenges, MSFW students encounter economic and social barriers to enrolling in and graduating from college (see **Table 2**). One of the most critical needs for MSFW students is relief from poverty. According to 2009 data, the average annual individual farmworker income ranged from \$12,500 to \$14,999 and the average annual total family income ranged from \$17,500 to \$19,999. Twenty-three percent (23%) of all farmworkers had total family incomes below the U.S. government's poverty guidelines.ⁱⁱⁱ

ii. Extent the proposal focuses on the needs of eligible Migrant and Seasonal Farmworkers -

Addressing the Needs - In the last five years, UW CAMP has learned about the academic, financial, personal, social, and health needs of first-year CAMP students (**Table 2**) and has developed a comprehensive project design that describes the strategies, objectives, tasks, staffing, and management plan to address the students' unique needs. This includes experienced, bilingual and bicultural staff that understands the needs, can effectively communicate with the target population, and are passionate about helping migrant students succeed. Needs are also addressed through outreach, recruitment, financial aid, counseling, advising, tutoring, and other academic, personal, and career-related support.

iii. Extent to which specific gaps or weaknesses in services, infrastructure, or opportunities

have been identified and will be addressed - Identifying Gaps and Weaknesses – UW CAMP has used a strategy formulation process to ensure that the most appropriate program services would respond to the needs of MSFWs, given the identified gaps and weaknesses. Using all the information accumulated from the evaluation data, UW CAMP has developed a set of strategies to address the educational and support needs of MSFW students. (See **Table 2** below)

CAMP Participant Gaps/Weaknesses		Services/Strategies Provided by UW CAMP
Academic	<ul style="list-style-type: none"> -Pre-college math placement and/or low reading ability -Limited knowledge of university academic requirements -School interruption due to farm work -English Language Learners 	<ul style="list-style-type: none"> -Provide intensive Summer Orientation Program, year-long academic seminar, course selection advising, educational planning, tutoring, Supplemental Instruction, & quarterly progress reports
Personal/ Social	<ul style="list-style-type: none"> -First-generation student -Limited understanding of university resources/college connectedness -Lack knowledge of career planning -Lack of academic mentors and role models 	<ul style="list-style-type: none"> -Provide enrollment assistance, assessments, counseling, leadership opportunities, cohort experience with mentor/peer support, cultural events/activities, referral to campus services & housing
Financial	<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"> -Assist with financial aid application -Help with applying for scholarships -Provide financial literacy workshops -Provide stipends, plus emergency stipend based on need, and UW “Husky Promise” Scholarship

iv. Magnitude of Program Outcomes - UW CAMP is critical because the results/outcomes address the academic, personal, social, and financial needs by providing specific services to help migrant students and their families’ realize a university degree is an achievable goal. In the last five years, UW CAMP has been retaining students at an average rate of 96% (compared to the United States Department of Education’s (USDE) national target of 86%) by providing services to address the unique needs of MSFW students. Testimonials from students and alumni consistently speak highly of UW CAMP’s ability to foster an open-door environment, help students navigate the admissions process, assist with academic advising, help break barriers to academic success, provide leadership development, build a sense of community, and empower self-resilience. With access to CAMP services and resources, MSFW students are not only able to attain a baccalaureate degree, but gain real world experience that will make them more marketable in today’s job market contributing to their family’s economic stability.

Section 2: Quality of Project Design

i. Goals, objectives, and outcomes to be achieved are clearly specified and measurable -

Introduction to University of Washington (UW) – The UW is considered the flagship institution of the state and the Pacific Northwest region, emphasizing research and teaching, with a focus in STEM related fields, to 32,000 undergraduate students. UW offers 180 majors and 90 minors, possesses a well-developed teaching and research infrastructure that provides experiential learning opportunities for students, and provides multiple cultural amenities that enrich the educational experience of all students. The UW’s mission supports the intent of the CAMP Program to educate a diverse student body. The UW proposes to serve 50 CAMP students annually. The program will continue relationships with local partners to maximize outreach, recruitment, and educational/personal support services to CAMP students. CAMP students who are Washington (WA) State residents from low-income families will have their full tuition and fees paid for four years by UW’s “**Husky Promise**” Scholarship.

UW CAMP Goals – The primary goals and outcomes of UW CAMP are as follows:

1) Recruit/Outreach to 1,500 eligible students and enroll 50 eligible students; **2)** Provide 100% (50) of students with academic, personal, career, social, and financial support services; **3)** Ensure that 88% of students complete their first year at the university (GPRA 1); and **4)** After the first year, ensure that 87% of students continue in higher education (GPRA 2). **Table 3** (below) outlines the project tasks that will be completed and lead to accomplishment of the goals and measurable outcomes. Tasks are organized by month following the grant year cycle (July-June).

Table 3. Completion of Objectives by Measurable Outcomes			
Objectives and Associated Activities	Measurable	Staff*	Monthly Schedule**
Objective 1: To outreach to 1,500 potential participants and recruit 50 eligible farmworker students in need of CAMP services.			
1.1 Outreach to high school and to community organizations serving farmworkers including health clinics, faith-based organizations, and Migrant Education Programs.	1,400	2, 4	2 - 7, 10 - 12
1.2 Assist potential students with the UW admissions process and financial aid support services.	100	4	4 - 8
1.3 Develop, print, and disseminate CAMP brochures, publications, and newsletters in English and Spanish to potential CAMP participants and their families.	950	2, 4, 5	Ongoing
Objective 2: To provide 50 students with admissions and cultural activities to successfully complete their first year at the university and continue in postsecondary education.			
2.1 Provide students with the university's orientation.	50	2, 3, 4	Ongoing
2.2 Develop and offer Parent Orientation for parents of enrolled students.	50	2, 3, 4	1 - 3
2.3 Provide incoming students with an intense summer orientation program to get them acclimated to university life.	50	3, 4, 5	1 - 4
2.4 Assess student's academic levels for Math, Reading and English course placement using the university assessment tools.	50	3, 4	1 - 10
2.5 Offer cultural enrichment and leadership opportunities for students.	50	3, 4, 5, 6	Quarterly
Objective 3: To provide 50 students with academic, career, and personal counseling/advising services to enable them to succeed in their first year at the university (GPRA 1).			
3.1 Assist students with course selection planning and online registration.	50	3, 4	Quarterly
3.2 Students will enroll in and complete year-long CAMP academic seminar.	50	1, 3, 4	Ongoing
3.3 Provide academic/career/personal advising to CAMP students on an ongoing basis.	50	3, 4	Ongoing
3.4 Offer academic/career/personal/university transition workshops on topics chosen by CAMP students and staff.	50	2, 3, 4	4 - 12
3.5 Assist students with development of Individualized Educational Plan.	50	2, 3, 4	Ongoing

3.6 Offer students links to appropriate resources to enhance their career goals, such as internships, job shadowing, resume development, skill building, etc..	50	3	Ongoing
3.7 Provide students with health, dental and vision service referrals.	50	3, 4	Ongoing
3.8 Instructional support offered via Study Skills Workshops and access to the Tutoring/Writing Center, Instructional Center, and tutorial software.	50	3, 4, 5, 6	3 - 12
3.9 Collect academic progress reports from faculty.	50	3, 4	2x/Quarter
3.10 Partner with on campus STEM majors/programs to expose and increase incoming students to STEM related fields and opportunities.	50	3, 4	Quarterly
Objective 4: To provide 50 students with financial aid assistance and access to federal, state, private, and institutional resources to support their first year at the university.			
4.1 Assist students in completing and submitting a timely and accurate federal application for financial support (FAFSA).	50	3, 4	7, 8
4.2 Provide workshops on the availability of federal, state, local, and private scholarships, internship programs and opportunities.	50	2, 3, 4	Quarterly
4.3 Allocate stipend resources for students to address assessed barriers related to tuition, books, transportation, childcare, lab fees, healthcare, etc.	50	2, 3, 4	Ongoing
Objective 5: To provide 87% of students follow-up services to enhance student's retention and graduation rates through academic and financial support after successfully completing their first year at the university (GPRA 2).			
5.1 Provide individual or group exit interviews to inform students of expectations and the program's role in their second year at the university.	50	3, 4	11, 12
5.2 Use management information system to track student's academic progress and efforts.	50	3, 4, 5	Ongoing
5.3 Offer students links to the appropriate resources in response to unmet needs related their educational goals.	50	3, 4, 5	Ongoing
5.4 Offer personal counseling, academic and/or career advising as needed.	50	2, 3, 4	Ongoing
5.5 Support program referral for continuation of key services.	50	3, 4	11
*KEY: 1-Principal Investigator (PI), 2-Project Director, 3-Adviser, 4-Recruiter/Adviser, 5-Program Coordinator, 6-Peer Mentors			
**KEY: 1 – July, 2 – Aug., 3 – Sept., 4 – Oct., 5 – Nov., 6 – Dec., 7 – Jan., 8 – Feb., 9 – March, 10 – April, 11 – May, 12 – June			

ii. Project design is appropriate and will address the needs of the target population –

UW CAMP is designed to address the range of identified outreach, academic, personal/social, and financial needs of students. **Table 4** outlines the proposed services and the appropriateness of those services to meet the needs of UW CAMP students.

Table 4. Appropriateness of Project Services to Address CAMP Student Needs				
	Specific Needs	Services Provided by CAMP to Address Needs	Appropriateness of Services	
NEEDS	Outreach	<ul style="list-style-type: none"> -Students located in rural areas -Lack of knowledge of application process 	<ul style="list-style-type: none"> -Coordinate campus visits with rural school districts -Step by step assistance with UW application 	<ul style="list-style-type: none"> -Access to information about UW -Staff trained to address student/family concerns
	Academic	<ul style="list-style-type: none"> -Limited English language proficiency -Pre-university math placement and/or low reading ability -Limited knowledge of university academic requirements -School interruption due to farm work 	<ul style="list-style-type: none"> - Provide intense Summer Orientation Program -Provide year-long CAMP Seminar -Course selection advice -Educational planning -Tutoring, study skills -Quarterly progress reports 	<ul style="list-style-type: none"> -Diverse services to meet needs (pre-university and university course assistance, etc.) -Proactive approach with focus on planning, goal-setting, and accomplishment of academic goals.
	Personal/Social	<ul style="list-style-type: none"> -First-generation student -Limited understanding of university resources -Lack career planning knowledge -Lack access to cultural events/activities 	<ul style="list-style-type: none"> -Enrollment assistance, assessments, counseling, cohort experience with peer support, leadership opportunities, cultural events/activities, referral to campus services. 	<ul style="list-style-type: none"> -Holistic approach to university student development -Highly trained staff with advising backgrounds, reflective of target population
	Financial	<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 -Help with applying for scholarships, and other resources -Participation stipends, book, tuition, medical, housing, and childcare stipends 	<ul style="list-style-type: none"> -Skill-building approach to understand financial aid system -Recognition of difficulty first-generation college students face with financial burden

iii. Coordination with appropriate community, state, and federal resources - UW CAMP

recognizes the importance of coordinating with other efforts and resources. UW CAMP has

implemented several successful linkages with other appropriate agencies and organizations providing services to the target population. The program has working agreements with local, federal, and state programs/agencies for MSFW students and has identified several ongoing partnerships and collaborations to secure the success of MFSW students at UW (see **Table 5**).

Table 5. Coordinated Resources to Support Farmworkers & UW CAMP (Section 418A(d))	
Federal Organizations	Linkages/Services Provided
Migrant Headstart Program (WSMC)	-Childcare and adult education classes (Referrals)
Yakima Valley Farm Workers Clinic	-Free/reduced cost healthcare (Referrals)
Migrant Student Data, Recruitment and Support	-Recruitment and eligibility certification -Data collection/tracking
UW Upward Bound, Talent Search, GEAR UP, Student Support Services	-Coordinate outreach, recruitment and services for 1 st /2 nd yr. CAMP students
Federal Food Assistance	-Food Stamps Benefits (Referrals)
Washington State Organizations	Service/Resources Provided
Office of the Superintendent of Public Instruction - Migrant Education Program	-Outreach, recruitment/eligibility info, parent training -Dare to Dream Summer Academy sub-grant working with priority for service migrant youth
Farmworker Outreach Programs	-Outreach/recruitment (Referrals)
SEAMAR Community Health Centers	-Free/reduced health cost (Referrals)
WA Student Achievement Council	-\$3,571 annually for leadership events
Office of Migrant and Bilingual Education	-Outreach, recruitment/eligibility info, parent training -Access to student employment opportunities
Community Organizations	Service/Resource Provided
Radio KDNA	-Outreach through Spanish radio
Faith Based Organizations	-Outreach to MSFW families

iv. The proposed project will increase efficiency to improve results and productivity –

UW CAMP’s Management Model (see **Chart 1**) has increased efficiency in the use of time, staff, money, and other resources leading UW CAMP to exceed federal national targets for GPRA 1 and GPRA 2 in the last five years. With the guidance of the PI, the Project Director will be responsible for ensuring the objectives of the proposed grant are met on time and within budget. UW CAMP will continue to build partnerships with community/faith-based

organizations and university departments/programs to ensure the delivery of services to MSFW students.

Section 3: Quality of Project Services

i. Professional development are sufficient and lead to improvement of services – As the needs of MSFW students are unique and continue to evolve, it is important for staff to receive professional development training to best serve students. Staff collaborates with UW departments on training opportunities for professional development services to learn best practices and innovative strategies for recruitment, retention, leadership, advising, diversity, financial aid, and academic and student support to enhance services provided to recipients. UW CAMP staff looks to improve the delivery of services through weekly staff meetings and quarterly staff in-service training (see **Table 3**). The Project Director works with each staff member on a monthly basis to develop a dynamic ongoing plan for professional development and growth through training and skill building strategies. Staff will have the opportunity to attend the following conferences: the HEP/CAMP National Conference, State Migrant Conferences, and Washington State STEM Summit. Staff will apply this training to model skills for students and to integrate leadership and team building into the program.

ii. Services to be provided will be focused on those with the greatest needs – **Greatest Needs** – UW CAMP will outreach to and recruit students from rural areas and locations that are underserved in WA. The CAMP “Assessment of Need Rubric Scale” (see attachments) ranks each student by assessing their academic, social, and financial need, with criteria such as GPA, family circumstances, and family income (*priority is given to students with lower GPA/test scores, recent MSFW students, and lower family income*). UW CAMP will provide a comprehensive set of activities aimed at developing competencies of those students with the greatest needs.

Services Provided - CAMP students will be advised and course selection will occur based on results of university assessments. An Individual Educational Plan will be developed for each student. Students will receive weekly advising/counseling, bi-quarterly progress reports, quarterly course selection assistance, and quarterly workshops and cultural events. Financial needs are also addressed through application assistance, stipends, scholarship information, and access to the UW “**Husky Promise**” Scholarship. UW’s comprehensive approach towards student development ensures that CAMP students persist and succeed at the university.

iii. Services to be provided will lead to improvements in the achievement of students as measured against rigorous academic standards - Given the rigorous academic standards of a Research I institution like UW, CAMP graduates who earn their degree will be equipped to pursue careers that will provide a higher standard of living than a lifetime of migrant/seasonal farm work. While many incoming CAMP students have lower test performance results on the SAT in comparison to incoming freshmen, the UW CAMP program success can be seen by retention rates (average 96%) and past CAMP students’ academic achievement, including in competitive STEM majors. Those in STEM fields have averaged a GPA of 3.0. Quarterly, UW CAMP monitors student’s academic performance, and has established an early warning system (EWS) for those students that fall below a 2.5 GPA. The goal of EWS is to identify and provide additional resources before students reach the institution’s warning/probation status (2.0 GPA).

Year	Avg. UW SAT Verbal Scores	Avg. UW SAT Math Scores	Avg. CAMP SAT Verbal Scores	Avg. CAMP SAT Math Scores
2010	583	627	493	466
2011	578	633	481	502
2012	581	638	486	503
2013	587	638	478	516

Section 4: Quality of Project Personnel

i. Qualifications, training, and experience, of the Project Director and Principal Investigator

(PI) -Principal Investigator/Training and Experience - Gabriel E. Gallardo, Ph.D. will continue to serve as the CAMP PI providing leadership for the CAMP Program. Dr. Gallardo holds a Doctor of Philosophy and serves as the Office of Minority Affairs & Diversity (OMA&D) Associate Vice President for Student Services and Academic Support Programs. He has been an Admissions Specialist, Faculty, and Administrator for UW OMA&D since 1997. Dr. Gallardo has learned and been trained through his education and experience as a manager for various TRIO Student Programs, Admissions, Educational Opportunity Program (EOP), and oversees multiple STEM related programs funded through the Department of Education and the National Institutes of Health. Dr. Gallardo is from the local community and understands the target population and their challenges in pursuing a postsecondary education. Additionally, he has attended and presented at numerous state, regional, and national educational conferences on policies, regulations, and best practices for serving minority, Latino, first-generation, low-income, and migrant students. **Project Director/Training and Experience** – Mrs. Luz M. Iñiguez will continue to serve as the UW CAMP Director. Under her leadership, the UW CAMP program has been ranked a top-performing program and serves as a national model. Her relevant training, experience, and skills include having earned a Bachelor of Arts in Sociology, Masters of Education in Counseling, and being a part of CAMP programs for over 12 years, as a CAMP Scholar, Peer Mentor, Recruiter, Adviser, and Director. Mrs. Iñiguez is bilingual/bicultural, from a migrant farmworker family, and understands the needs and challenges of CAMP students. Mrs. Iñiguez has experience overseeing budgets to guarantee compliance with state and federal regulations. She has worked collaboratively with the Migrant Education Program (MEP) for

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Washington State to ensure exposure and access to higher education for migrant youth with a focus on leadership development and STEM related fields. She has attended and presented at numerous state, regional, and national conferences on best practices serving under-represented and minority students. *Summary qualifications for the Project Director position:*

Required Masters degree in Education or related field, with 5 years' experience preferably in Administration/Counseling, or Education	Minimum 2 years' experience working with programs and students in STEM fields
Required experience working with low-income, underrepresented students and migrant/seasonal farmworker youth and families	Minimum 2 years' experience in federal project management (i.e., project compliance, fiscal oversight, personnel supervision, etc.)
Required bicultural/bi-literate in Spanish	Exceptional communication skills

ii. Qualifications, training, and experience of key project personnel - UW CAMP has identified three key staff positions: Adviser, Recruiter/Adviser, and Program Coordinator. **Training and Experience** – All UW CAMP key project personnel are required to be bicultural/bi-literate in Spanish and have experience in working with low-income, first-generation, under-represented, and migrant students as indicated in their job descriptions. UW CAMP staff is well versed in the program's mission, objectives, target population, policies, and regulations. All UW CAMP project personnel are required to have a Bachelor's degree in Education/Counseling or related field, with a Masters required for the Project Director and Adviser and Masters preferred for the Recruiter/Advisor and Program Coordinator. Positions and resumes of key personnel are in the attachments.

Adviser - Summary qualifications	
Minimum 3 years' experience working with MSFW students to provide information and access to STEM related fields/majors and internship opportunities	Knowledge of University degree programs and graduation requirements

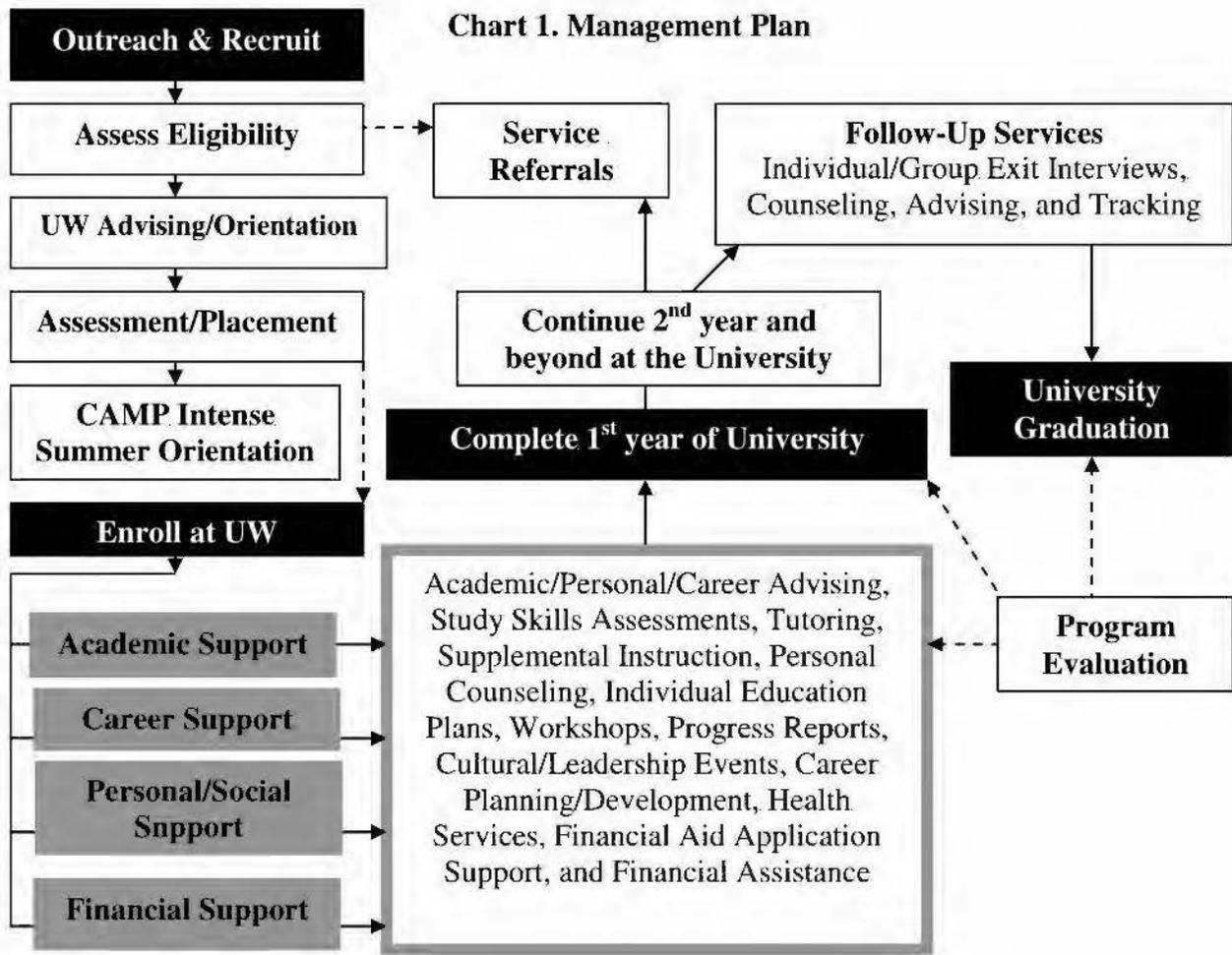
Recruiter/Adviser - Summary qualifications	
Minimum 3 years' required experience with outreach, recruitment, and university admissions processes	Ability to work collaboratively with school districts, local communities, and faith based organizations to recruit eligible CAMP students

Program Coordinator - Summary qualifications	
Minimum 2 years' experience working with Human Resources (HR), Fiscal Office, and Business Office & maintaining accurate program records	Experience in managing and updating program website

Section 5: Quality of the Management Plan

i. The adequacy of the management plan to achieve the objectives on time and within budget -

The University of Washington (UW) has extensive experience in managing numerous grant funded projects, which have achieved their proposed objectives on time and within budget. Since its inception, the UW CAMP has been a top performing program meeting national GPRA and efficiency measures. UW Office of Minority Affairs and Diversity (OMA&D) will continue to manage the CAMP grant. OMA&D manages 10 federal TRIO, GEAR UP and similar programs with a total annual budget of \$^{(b)(4)} outreach and instructional support programs with an annual budget of \$^{(b)(4)} **Management Plan** – UW will use its management experience, leadership, resources, and knowledge in the management of the CAMP grant. The Management Plan incorporates all of the essential control functions and elements to ensure an efficient and effective project. These include the traditional management functions of planning, reporting, management of information, human resources, evaluation and continuous improvement mechanisms for the delivery of quality, accessible, and culturally relevant services (see **Chart 1**).



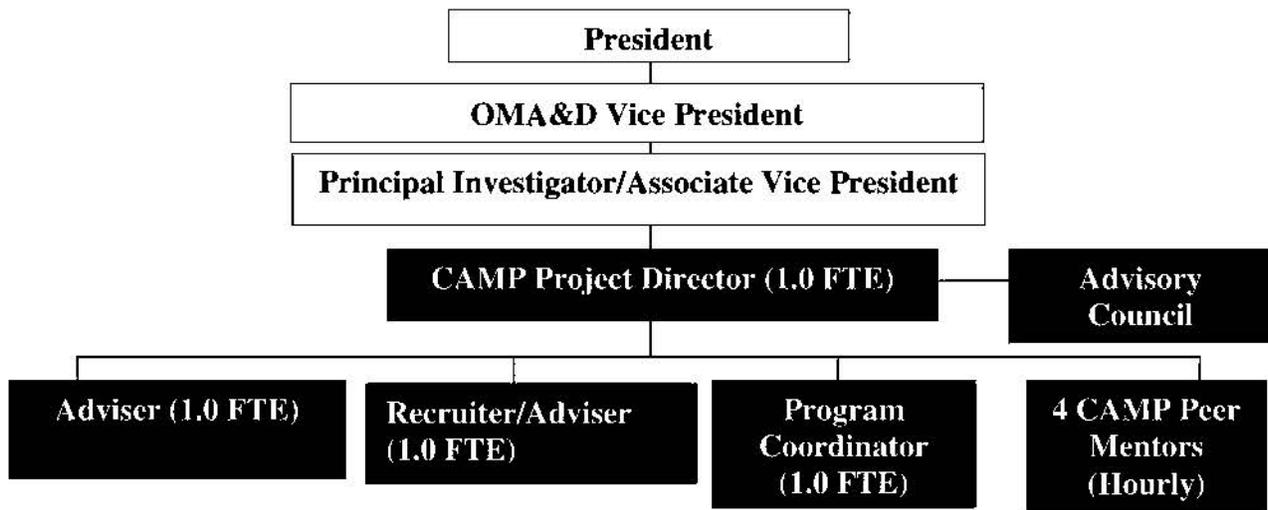
Additionally, the plan is designed to integrate the following elements and assurances for a quality project:

Hiring qualified staff that is aware and knowledgeable of MSFW educational needs
Provisions for ongoing staff training and technical assistance
Recruiting students from farmworker backgrounds most in need of services
Coordination with other projects to access and maximize student services
Maximize resources such as migrant student data and recruitment, migrant education program and institutional resources
Partners on UW campus to maximize opportunities to CAMP students
Recruitment/Identification of eligible students

Information Management – UW CAMP will continue to use the institution’s current online student database systems to incorporate CAMP student data, performance measures, evaluation,

and management data. In addition, the CAMP Program will maintain comprehensive electronic and hard copy records to track student performance and participation. **Staffing** – Dr. Gabriel E. Gallardo will continue to serve as the Principal Investigator and Mrs. Luz M. Iniguez will continue to serve as Project Director. Currently, UW CAMP is fully staffed, which includes an Adviser, Recruiter/Adviser, Program Coordinator and Peer Mentors who are committed and dedicated to the success of CAMP students at the UW.

Chart 2. UW CAMP Organizational Structure

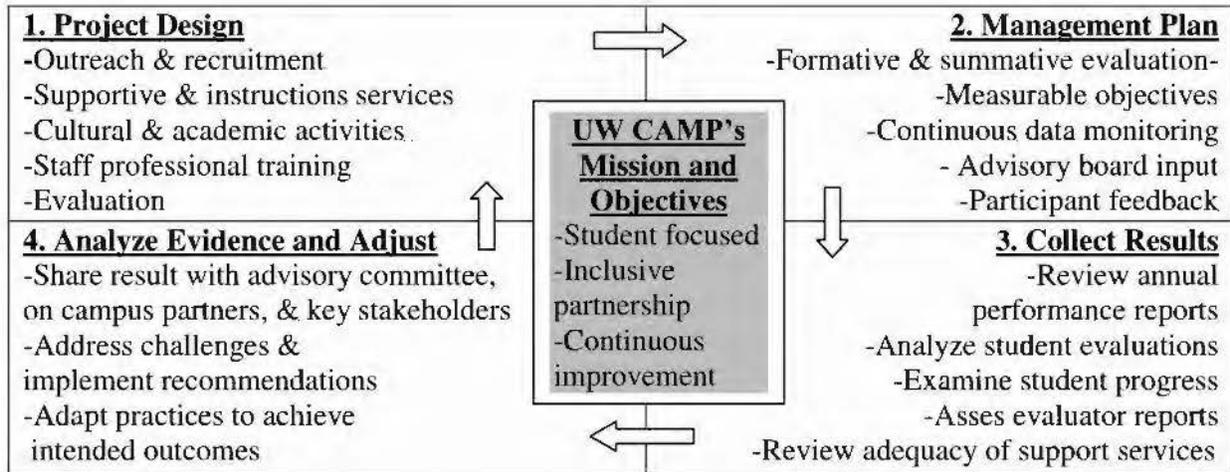


The Project Director will ensure that project objectives are met, monitor expenditures, ensure project compliance with UW’s Business Office procedures and federal regulations/policies, and will maintain an accounting ledger with UW’s sponsored projects accounting system. The Project Director will monitor activities and outcomes to ensure compliance and successful completion on time and within budget. They will also ensure adherence to Uniform Guidance for Federal Grants. **Table 7** (below) will serve as a tool for managing the achievement of objectives and budget expenditures. It identifies timelines, budget expenditures, and staff responsible for each task, as well as reviewing the progression of students through the project.

Table 7. Project Tasks Timeline with Associated Budget, Personnel and Milestones				
Activities	Timeline	Budget & Resources	Staff *	Milestone
Staff hiring/training & development	Ongoing	Program	1, 2	Staff trained
Maintain marketing plan & update materials/publications	Ongoing	Marketing resources, computers	2, 3, 4, 5	Plan developed
Identify & recruit 50 CAMP students (CS)	July-May	Materials, travel	2, 4	50 CS admitted
50 CS attend Summer Advising & Orientation	June-Aug.	Institutional commitment	3, 4	Orientation complete
CS attend Intense CAMP Summer Orientation	Sept.	Staff, materials	2, 3, 4, 5, 6	All students enrolled
CS Parent(s) attend 1-day orientation	Sept.	Staff, materials	2, 3, 4, 5, 6	Orientation completed
CS placement assessments	Beg. each qtr.	Stipend	3, 4	Placements completed
CS enroll full-time at institution	Beg. each qtr.	Staff, resource materials	2, 3, 4	Advising completed
Career, personality, and other inventories administered	Throughout quarter	Assessment and instrument fees	2, 3, 4	Students assessed as needed
Identification and coordination of resources for CS (personal, health, academic, career, & social)	Ongoing	Supplemental Instruction, Tutoring, Study Skills	2, 3, 4, 5, 6	Resources coordinated
Review CS performance & academic progress	2x/quarterly	Staff, participant data	3, 4	CS progress reviewed
CS attend recourse workshops (housing, health & wellness, experiential learning)	Once/month	Institutional commitment, staff	3, 4, 5	Workshop conducted
CS receive instructional/supplemental tutoring	Sept. - June	Institutional commitment	3, 5	CS hours complete
Cultural events/activities offered to CS	1x/quarter	Transport., fees, meals	2, 3, 4	Events conducted
Monitor and review progress on objectives	Monthly	Staff, database, materials	1, 2, 3, 4, 5	Objectives assessed
CS receive stipend support	Ongoing	Stipend	2, 5	Stipends disbursed
2 nd year Financial aid apps. are completed	Jan. – Feb.	Staff, computer lab	3, 4	FAFSA completed
Advisory Council meetings occur	1x/quarter	Staff, materials	2, 3, 4, 5, 6	Meetings completed
Semi-Annual Performance Reporting to OME	Nov., Aug.	Staff, ext.eval., database	1, 2	Reports submitted
CS alumni receive follow-up services	Ongoing	Staff, resource materials	2, 3, 4	CS graduates referred
Conduct End of Year Evaluation	Aug.	Evaluation	Evaluator	Report written
*KEY: 1-Principal Investigator, 2-Project Director, 3-Adviser, 4-Recruiter/Adviser, 5-Program Coordinator, 6-Peer Mentors, CS=CAMP Students				
NOTE: Program Coordinator assists with all aspects of project implementation as administrative support.				

ii. The adequacy of the procedures for ensuring feedback and continuous improvement in the operation of the project-Feedback - UW CAMP will continue to use a Continuous Improvement Management Process Model (CIM), participant/advisory board feedback, and performance reports (see **Figure 1** below) to ensure continuous improvement in the operation of the project.

Figure 1:



This model ensures that participant feedback mechanisms are implemented systematically, which results in continuous project design improvement. Ongoing CIM implementation will ensure that an effective and efficient project is operated for MSFW students. The model includes the following guiding principles: *Participant-Driven Services; Core Activities; Data-Driven Monitoring; Inclusive Partnership and Continuous Improvement.*

iii. Time commitments of key project personnel are appropriate and adequate -The Principal Investigator (PI) will provide leadership to the Project Director and assist in accessing internal UW academic and support programs. The full-time Project Director will supervise all personnel, authorize expenditures, monitor progress towards objectives, approve activities, and examine compliance with federal and university regulations. All personnel are full-time, with the exception of the four hourly Peer Mentors and PI (at 5%). These time allocations are adequate to

meet the objectives of the project, as full-time staff will have the ability to provide the intensity and duration of services required to ensure the success of the 50 participants enrolled annually. In the last five years, UW CAMP has found the proposed level of staffing to be efficient and effective.

iv. Adequacy of mechanisms for ensuring high-quality products/services - UW CAMP has consistently met its federal goals and objectives and will continue to operate using proven policies and procedures with modifications as needed. All products and services are assessed on an ongoing basis and adapted to fit students' and the university's needs. Qualitative and quantitative assessments, along with weekly staff review of students and activities, allow for program adjustments as needed. UW CAMP has an Advisory Council that will be consulted on a quarterly basis to comprehensively review objectives, evaluation data, and discuss with staff ways to collaborate with other agencies and strategize to improve services. The Advisory Council will draw members from the following organizations: Washington State Migrant Council, UW administration/faculty, CAMP student(s), CAMP parent(s), SEAMAR Community Health Center, Toppenish/Yakima School District Personnel, and Migrant Student Data, Recruitment & Services (MSDR). Additionally, UW CAMP will integrate the following essential elements and assurances to ensure a high quality project:

Table 8. Program Management Assurances (required by section 418A(d) of HEP CAMP Program Statute)	
Area of Assurance	Overview of How Assurance is Met
Staff in-service training	-All program staff will participate in annual review of CAMP eligibility criteria and budget/program overview -Weekly staff meetings
Training and technical assistance	-Director will participate in annual OME meetings -Staff will attend/present at annual HEP/CAMP Conference
Staff travel	-Annual review of state and university travel policies -Travel is budgeted for recruitment and technical assistance
Student travel	-Travel is budgeted for cultural events and assistance for travel costs to and from campus

Interagency coordination	-Partnerships with on campus departments/programs such as EOP, TRIO/SSS, TRIO Talent Search, Admissions, Ethnic Cultural Center, Instructional Center, and various STEM related departments/programs
Evaluation plan	-An evaluation plan to measure each goal and objective for continuous improvement -The program will provide an annual performance report
Coordination with federal & state agencies & programs	-Office of the Superintendent of Public Instruction -WA Migrant Education Program -WA Migrant Student Data, Recruitment and Support

Section 6: Adequacy of Resources

i. Adequacy of support of applicant organization - UW has secured comprehensive support and commitments from across the campus, which includes services, scholarships, supplies, resources, access to equipment, facilities, and personnel (see **Table 9**). These resources are provided at no cost to the grant and are reflective of the campus-wide commitment to UW CAMP.

Table 9. UW Resources Committed to Support UW CAMP	
Space/Furniture	-UW CAMP is housed (no cost) in the Student Services and Academic Support Programs space on UW campus, where other federal projects for targeted populations are located -UW CAMP offices are furnished with workstations, chairs and bookshelves (no cost) -Dedicated computer lab equipped with tutorial software for participants (no cost) -Smart classrooms available and laptops for check out to students (no cost) -Access to award winning Instructional Center and Ethnic Cultural Center (no cost)
Equip./Services	-Wireless internet campus and online advising tools available (no cost) -Student access to campus health clinic (no cost) -Award winning instructional support for project participants (no cost) -Pre-university support services and transition programs (no cost) -Supplemental Instruction program available for gateway courses -University communications and mail departments assist with outreach material development and dissemination (no cost)
Personnel	-Coordinated outreach and identification efforts with GEAR UP, Outreach and Recruitment, Talent Search and Upward Bound staff (no cost) -Coordination with Student Life and Undergraduate Academic Affairs on student services (no cost) -Assistance from OMA&D with fiscal and programmatic management strategies (no cost) -Campus safety alert email network (no cost)

Support Programs	<ul style="list-style-type: none"> -Access to Conditional Admissions (no cost) -Access to STEM related programs (no cost) -UW Instructional Center (no cost) -UW Ethnic Cultural Center and Theater (no cost) -UW Early Identification Program (no cost) -UW Academic Counseling Services (no cost) -UW Ronald S. McNair program for promising undergraduates (no cost) -UW Louis Stokes Alliance for Minority Participation (no cost)
Financial	<ul style="list-style-type: none"> -UW “Husky Promise” Scholarship Program will provide 100% tuition and fees for eligible students from low-income families (<i>\$13,000 per student per academic year</i>) -The University will provide \$15,000 of scholarships for CAMP students

ii. Relevance/demonstrated commitment of each partner to success of project -UW CAMP has established an extensive network of relationships with various programs and organizations, letters of agreement are in place with the most critical partners: **1)** WA Migrant Education Program; **2)** Washington Student Achievement Council; **3)** Migrant Student Data, Recruitment, and Support; **4)** UW Admissions Office; **5)** Educational Opportunity Program; **6)** TRIO/SSS; and **7)** UW Instructional Center. The community and campus partners (see **Table 9**) have committed to continue services with UW CAMP to help MSFW students succeed at UW. UW CAMP’s resource strategy will be to use external and then internal resources for participants before UW CAMP resources are used for participants most in need. Students will also have access to state funding that the WA legislature has allocated specifically for CAMP Programs.

iii. Costs are reasonable in relation to the objectives, design, and significance of project - UW CAMP is housed at a Research I institution and in the largest metropolitan center in Washington State. The budget adequately supports the proposed project because it includes comprehensive support for students, including training stipends, instructional assistance, and personal/academic advising. UW CAMP has allocated sufficient full-time staff, appropriate supplies to support activities, travel for outreach and staff professional development, and external expertise for evaluation. The proposed budget is based on management experience and five years of expertise.

The UW CAMP budget narrative explains why costs are appropriate and reasonable, considering the effort needed to achieve UW CAMP's recruitment and persistence objectives.

iv. Costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits - Annually, UW CAMP proposes a budget of **\$425,000** to serve 50 MSFW students. The cost per each student served is set at approximately **\$8,500**, which is cost effective for a residential institution according to the U.S. Department of Education's – Office of Migrant Education's (OME) efficiency range published at the annual OME, D.C. meetings. These costs are reasonable given the scope, intensity, and range of support services provided to each student and this being a residency program. UW CAMP proposes an 88% first year retention rate of MSFW students- thus, the anticipated results and benefits are substantial.

v. Project incorporation into the organization at the end of Federal funding - Federal projects at the UW have enabled OMA&D the opportunity to demonstrate their success in establishing best practices in meeting the special needs of specific populations. These practices, once documented and studied, have been used to request funding from the state legislature to incorporate these programs as part of the university OMA&D offerings. Several of these successful funded projects include the Summer Transition Program, Washington TRIO Expansion Program, and the Instructional Center. Once these programs are considered cost effective and efficient programs for retention and success, they are more likely to be funded by the state. OMA&D is committed to request funding from the state legislature for the continuation of the CAMP Program based on its success. OMA&D will also pursue other funding opportunities to sustain this program or its practices after the term of the project. After completion of their first-year, UW CAMP students are admitted to EOP or TRIO/SSS for services beyond their first-year. If at any given time UW CAMP is unable to provide services to

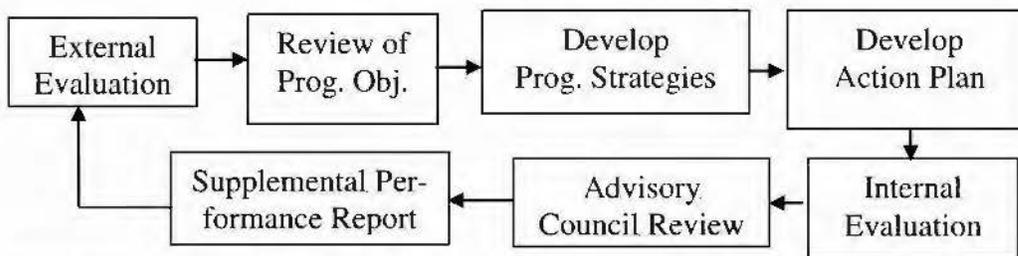
eligible students, EOP, and TRIO/SSS would step in to provide a portion of services for MSFW students.

Section 7: Quality of Project Evaluation

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

Appropriate Methods - UW CAMP will use an evaluation design to generate relevant and timely information for project staff and management to develop, maintain and improve the project. The Project Director will lead the implementation of the evaluation plan, including completion of reports. The evaluation plan has been designed to assess the project’s compliance with GEPA equitable access, GPRA performance indicators, Uniform Guidance for Federal Grants, annual performance reporting regulations, and the project objectives. GEPA equity standards will be assessed via review of eligibility documentation and an examination of participant demographics. GPRA will be examined via assessments of participant GPA, academic credit completion, and graduation from the first year and persistence to the second year of enrollment and beyond. Programmatic and fiscal documentation will be evaluated to assure Uniform Guidance compliance. The findings will be used to improve service delivery methods. Below is the evaluation design which will be administered by the external/internal evaluators.

UW CAMP Evaluation Schematic



Appropriate Context – UW CAMP will identify an external evaluator who is experienced in evaluating grant programs and is knowledgeable of federal regulations, program evaluation and comprehends the needs, values, and customs of MSFW students. **The selected external and**

internal evaluator will conduct evaluations on a yearly basis. The external evaluator will have prior experience reviewing CAMP projects and review all aspects of the project including administration and management, fiscal operations, and program activities. The internal evaluator will gather institutional data to assist with CAMP retention efforts. The main evaluation will follow the HEP/CAMP Evaluation Specific Rubric established by the USDE - Office of Migrant Education (OME). This evaluation includes GPRA results, fidelity of implementation to design, effectiveness of project design, collaborative agreements, and recommendations. The evaluation will provide specific information to comply with the USDE reporting requirements.

ii. Methods of evaluation examine the effectiveness of project implementation strategies -

Effectiveness of Strategies – Quantitative and qualitative data will be gathered, as the evaluation plan will assess the methods used and services provided to students. Data will provide staff with the ability to make informed decisions regarding implementation strategy and/or service changes. **Table 10** describes the services that have been devised according to the needs of UW CAMP students and how each strategy will be evaluated.

Table 10. Evaluation Methods to Assess Effectiveness of Project Implementation Strategies		
	CAMP Implementation Strategies	Evaluation Tool/Instruments
Need	Outreach -Coordinate campus visits with rural school districts -Step by step assistance with UW application	-Weekly/Quarterly Outreach Reports -Total disbursed CAMP brochures, promotional items, and information packets -Total # of CAMP applications received
	Academic -Tutoring, study skills, year-long CAMP seminar, course selection advice, educational planning, periodic progress reports	-Pre and post surveys -Review of student files & quarterly grades for documentation of services received -Review of sign-in sheets for services -Pre and post Academic Assessments
	Personal/Social -Enrollment assistance, assessments, counseling, leadership opportunities, cultural events/activities, cohort experience with peer support, referral to campus services	-Pre and post-surveys to determine effectiveness of service -Review of student files for documentation of services received -Review of sign-in sheets for services -Student interviews to capture qualitative and quantitative data

Financial	-Assistance with financial aid process and application -Participation stipends, book and tuition stipends	-Review of student files for documentation of services received -Review of fiscal forms and documentation to assess level of support provided
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Data Collection Intervals – The pre and post surveys will be developed by external/internal evaluators and distributed to CAMP staff to have participants complete as services are provided. The evaluator will review student and fiscal files quarterly. The evaluator will analyze the collected data to determine if project services and goals are being delivered and accomplished according to the submitted grant application. Reports will be prepared on a quarterly basis, which will summarize the effectiveness of project implementation strategies and progress towards project objectives. Reports will be submitted to the PI and Project Director.

iii. Assessment and Feedback during Evaluation -Performance Feedback – UW CAMP staff will periodically collect performance data to make decisions, report progress of objectives to the USDE, and improve activity effectiveness. Evaluation for outreach, career advising/counseling, instructional support, and follow-up services will occur in two ways: **1)** Staff will conduct an internal review of activities to identify ways to improve and **2)** Students will complete a survey at the end of each quarter. The Project Director will meet with staff individually to discuss appropriate improvement methods for delivery of objectives. **Periodic Assessment** - The evaluator will provide verbal and/or written site visit reports after the end of each quarter. Additionally, formal evaluation reports will be provided at the end of the second quarter and the final evaluation reports at the end of the fourth quarter. All reports will be provided to the Project Director and the PI, and UW will provide them to USDE as required.

ⁱ <https://www.k12.wa.us/MigrantBilingual/pubdocs/WAStateSDP2012-2015.pdf>

ⁱⁱ Ibid.

ⁱⁱⁱ <http://www.ncfh.org/docs/fs-Migrant%20Demographics.pdf>

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GABRIEL E. GALLARDO, Ph.D.

Associate Vice President

Student Services and Academic Support Programs
Office of the Vice President for Minority Affairs & Vice Provost for Diversity

Center for Experiential Learning and Diversity

173K Mary Gates Hall, Box 352803

Seattle, WA 98195

206.221.2834

E-mail: gabegms@u.washington.edu

EDUCATION

- 2000 University of Washington, *Doctor of Philosophy*, Geography
1993 University of Washington, *Master of Arts*, Social/Urban Geography
1989 University of Washington, *Bachelor of Arts*, Geography
(Minor in Chicano Studies)

PROFESSIONAL EXPERIENCE

Administrative Experience:

- 2010 – present *Principal Investigator*, College Assistance Migrant Program (CAMP), Office of the Vice President and Vice Provost for Minority Affairs and Diversity
2007 – present *Associate Vice President*, Student Services and Academic Support Programs, Office of the Vice President and Vice Provost for Minority Affairs and Diversity
2005 – 2007 *Program Manager and Principal Investigator*, SESO GEAR UP Program, Office of the Vice President and Vice Provost for Minority Affairs and Diversity
2004 – 2007 *Assistant Vice President* for New Initiatives, Office of the Vice President and Vice Provost for Minority Affairs and Diversity
2002 – 2004 *Administrative Director* for New Initiatives, Office of the Vice President for Minority Affairs
1999 – present *Program Director and Principal Investigator*, McNair Postbaccalaureate Achievement Program, Office of the Vice President for Minority Affairs
1997 – present *Program Director*, University of Washington, Early Identification Program for Graduate Studies, Office of the Vice President for Minority Affairs

Teaching Experience:

- 2011 – present *Program Director and Instructor*, Office of International Programs and Exchanges, OMA&D Tahiti Study Abroad Program
2010 – present *Instructor*, UW CAMP Freshman Seminar—Learning to Navigate Academic Life in a Research 1 Institution
2008 Instructor, UW First Year Programs, Freshman Seminar—Latino Settlement in the U.S.
2007 – present Faculty Sponsor, OMA&D Internship, Mentoring, and Independent Study Opportunities (in collaboration with Carlson Center, Undergraduate Academic Affairs)
2002 – present *Affiliate Assistant Professor*, University of Washington, Department of American Ethnic Studies.
1998 – 2001 *Lecturer*, University of Washington, Department of American Ethnic Studies. Courses Taught: (CHSTU 200, CHSTU 352, and CHSTU 498A).
1997 – 2001 *Instructor*, University of Washington, Early Identification Program, Office of Minority Affairs. Course Taught: Sophomore Seminar (GEN ST 391B).

PUBLICATIONS

- Gallardo, Gabriel E. (2009) "Fostering a New Generation of Researchers and Graduate Scholars: The Ronald E. McNair Postbaccalaureate Achievement Program." *The Black Collegian Magazine*, 39(2):64-71
- Gallardo, Gabriel E. (2003) "Latino Entrepreneurs in the Puget Sound Region: An Emerging Economic Force." *Latino Northwest Magazine*, 5(3): 4-6, 5(4): 4-7, and 5(5): 3-6.
- Gallardo, Gabriel E. (2001) "Latino Entrepreneurs in the Pacific Northwest: An Emerging Phenomenon." *Latino Northwest Magazine*, 3(3):5-8.
- Gallardo, Gabriel E. (1992) "The Composition of Oregon's Hispanic Population." *Oregon Humanities*, Summer, p. 8.

PRESENTATIONS—PAPERS/POSTERS

- 2014 with Eric Baldwin and Alejandro Espania, "A Case Study of Global Learning, Diversity, and Student Success at the University of Washington." Paper presented at the 2nd Annual *Diversity Abroad Conference* under the session titled "Navigating the Complicated Terrain of Leadership and Partnership on Campus: Towards a Shared Goal of Incorporating Global Learning and Diversity" at the University of San Diego, CA (April 1)
- 2014 with Sheila Edwards Lange (presenter), Alejandro Espania (contributor), and Stephanie Gardner (contributor), "Global Learning: Increasing Study Abroad Opportunities for Students from Diverse Backgrounds at the University of Washington." Poster presented at the Association of American Colleges and Universities Network for Academic Renewal Conference titled *Diversity, Learning, and Student Success: Policy, Practice, and Privilege*, Chicago, IL (March 27-29)
- 2007 "Mexican Migration into Washington State." Paper presented at the *Symposium on Forest Ecology and Management*, University Center of the Southern Coast, University of Guadalajara, Autlan Campus, State of Jalisco, Mexico (August 29th-31st)

PROFESSIONAL, ACADEMIC AND COMMUNITY SERVICE

- 2013 – Present **Steering Committee Member**, Undergraduate Conservation Research Program, multi-year grant funded by the Doris Duke Charitable Foundation designed to increase diversity in conservation and environmental stewardship professions through experiential learning and academic enrichment activities both in the classroom and in the field
- 2012 – Present **Representative**, Council for Opportunity in Education (COE) Liaison to the Council of Graduate Schools (CGS)/Council for Opportunity in Education's Joint McNair Committee
- 2011 – 2014 **President-Elect, President, and Past President**, Northwest Association of Educational Opportunity Programs (NAEOP, formerly the Northwest Association of Special Programs)
- 2010 – Present **Committee Member**, University of Washington, KUALI Student Planning Committee, convened by the Office of the Provost
- 2010 – Present **Committee Member**, University of Washington Fulbright Competition, Campus Interview Committee, convened by the Graduate School's Fellowships and Awards Office and Undergraduate Academic Affairs' Office of Merit, Fellowships, & Awards
- 2009 – Present **Council Member**, Office of Global Affairs Advisory Council, convened by the Vice Provost for Global Affairs

References available upon request

Experience:

University of Washington, Seattle, WA

Nov.2011-Present

Director/College Assistance Migrant Program

- Administer and manage the development, implementation and coordination of the CAMP Program.
- Develop and implement CAMP Program objectives, procedures, practices, and policies to be in compliance with federal, state, University of Washington, and Office of Minority Affairs and Diversity requirements.
- Hire and supervise all program personnel including student mentors and tutors.
- Provide guidance to staff regarding student academic and personal concerns. Coordinate counseling and advising issues as well as instructional support with program personnel.
- Lead staff in the planning, organizing, and implementation of academic enrichment programs and student services designed to prepare CAMP students for successful completion of the first year of study at the UW and provide support to students in subsequent years that will lead to the eventual graduation from the institution.
- Provide leadership in the development and coordination of student recruitment strategies for CAMP. Work closely with the Office of Minority Affairs and Diversity Outreach and Recruitment staff and the Office of Admissions to develop tailored recruitment strategies and outreach activities for migrant and seasonal farmworker students.
- Promote the CAMP program across the State of Washington among key education and community services sectors. Represent the UW CAMP Program in regional and national conferences sponsored by the U.S. Department of Education and other stakeholders.
- Provide strategic leadership in the development and implementation of program evaluation strategies using migrant education guidelines. This includes the yearly submission of Annual Performance Report (APR) and revised budgets to the U.S. Department of Education.
- Maintain accurate programmatic, budget, and student records.
- Write, manage, and execute yearly Dare to Dream grants sponsored by the Office of Superintendent of Public Instruction which target high school students that are English Language Learners and/or migrant from across the state. Dare to Dream is a summer academy in which the high school participants receive high school credit in science for successfully completing a week long academy.
- Write, manage, and execute yearly CAMP Supplemental grant sponsored by the Washington Student Achievement Council that helps support CAMP students during their first year at University of Washington.

University of Washington, Seattle, WA

Mar.2011-Nov.2011

Academic Adviser/College Assistance Migrant Program

- Advises first-year CAMP students and monitors their academic performance.
- Assists students in developing Individualized Career Plans, academic placement, career assessment, financial aid information, arrangement of tutoring and supplemental instruction.
- Assists students with their special needs
- Maintains student data and records

Luz Maria Iniguez

(b)(6)

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- Refers students who require more specialized counseling to appropriate departments and agencies.
 - Gathers and disseminates information on student resources available at institution, local and national level; encourages students to use these resources; arranges for presentations by their representatives.
 - Oversees the CAMP Peer Mentoring Program.
 - Develops and delivers programs and services intended to retain students.
 - Assists with the gathering of data for annual reports
 - Assists with planning and implementing staff development activities.
 - Travels and participates in regional and/or national conferences sponsored by the US Department of Education and the Office of Migrant Education, as the budget may allow.

Central Washington University, Ellensburg, WA

Nov. 2007-Mar. 2011

Retention Counselor/ College Assistance Migrant Program

- 75% of my time is dedicated to retention efforts for currently enrolled students.
- 25% of my time is dedicated to recruiting qualified students.
- Instruct courses for our current C.A.M.P. students.
- Provide individual, academic, financial, career, and personal advising to CAMP students.
- Provide general advising concerning the admissions process, academic programs, and student services.
- Supervise students when attending an educational and cultural event.
- Evaluate the academic records and personal histories of prospective and current students, conduct assessments and make recommendations regarding educational and career opportunities.
- Collaborate with campus and community resources to ensure students access to the appropriate services. Make referrals as needed.
- Assist with annual and internal program evaluations.
- Prepare quarterly reports of retention services provided.
- Represent Central Washington University CAMP Program at migrant national and regional conferences.
- Work with migrant students and families to help transition the students to Central Washington University.
- Participate on Search Committees

Education:

Heritage University, Toppenish, Washington

2008 - 2010

- **M.Ed. in Counseling, ESA Certificate in School Counseling**

Central Washington University, Ellensburg, Washington

2003 - 2007

- **Bachelor of Arts in Sociology, Minor in Psychology & Spanish**

Catalina Alvarez Villanueva

(b)(6)

SUMMARY of QUALIFICATIONS

- Bicultural and bilingual in English and Spanish

EDUCATION

B.A. in Society, Ethics and Human Behavior University of Washington Bothell

June 2013

M.Ed. in Education

University of Washington Bothell

Expected Graduation June 2015

Current GPA: 3.85

RELATED EXPERIENCE

Recruiter & Advisor for the College Assistance Migrant Program (CAMP) at the University of Washington Current

- Recruit CAMP eligible students from across the state of Washington to apply to the University of Washington and to CAMP
- Well versed with the CAMP eligibility requirements and federal/state policies that concern migrant and farm working students
- Successfully maintain partnerships and relationships with schools, community members and prospective students
- Collect, process and recommend students to participate in CAMP
- Assist students with the UW application, FAFSA, Housing and confirmation process to the University of Washington
- Assist in the management of student office staff and interns
- Provide advising support for CAMP students in regards to the University of Washington academic policies and graduation requirements
- Familiar with UW degree offerings and requirements

Admissions Advisor & Outreach Coordinator University of Washington Bothell

June 2013-February 2014

- Recruited students from the Snohomish area to increase student enrollment to the University of Washington Bothell
- Conducted numerous UW Bothell admissions presentations and personal statement workshop sessions at high schools
- Successfully helped plan the 100% Growth event, which had over 100 Middle School students in attendance
- Well versed with UW Bothell degree programs and admissions process
- Worked in the Community Based Learning Office to develop and create new mentoring program focusing on grades K-12th with civic engagement focus and college access component
- Planned and conducted all Tuesday sections for MATCH class to ensure proper mentor training
- Maintained positive relationships for the MATCH program externally and internally with other programs and departments

MATCH (Making Access To College Happen) University of Washington Bothell

September 2011- June 2013

- Held key leadership roles like Class Lead, High School Lead Coordinator and Steering Committee member
- Developed workshops to train college students to mentor low-income and first generation high school students to assist them with the college application process, FAFSA, scholarships, and homework
- Helped develop student leaders by providing the proper resources and skills to be successful at their high school, while meeting with high school administration to ensure appropriate support
- Assisted in making key decisions regarding the expansion, events, faculty involvement, and budget of MATCH
- Mentored six high school students and gave them additional support with homework and college related items while exposing them to ideas regarding social justice and educational inequalities

Resume

Summary

I am energetic, self-motivated, people oriented, and highly skilled with a variety of technical programs and software. Learning new things is exciting for me and this has helped me to develop great problem solving, time management and leadership skills. I am adaptable to working with people from many cultures and levels and enjoy assisting communities in reaching their goals. I have excellent communication skills, am very organized and love photography.

Education

University of Washington- Masters in Education, Education Policy (In Progress)

Recent Work Experience:

Administrative Assistant- AVP Gabriel Gallardo and to College Assistant Migrant Program (CAMP)
Sept. 2012- Present

- Technical Skills Include: Apple Software, Microsoft software (publisher, PowerPoint, word, excel, access, SharePoint, InfoPath, SkyDrive pro) Creating course packets, Creating Spreadsheets and data representation, Creating/designing websites (SharePoint, WordPress), SDB system, SOAR system, MyFD system
- Planning and Organization Skills include: Distributing over \$160,000 in scholarships funds annually, Assisting with CAMP Freshman Seminar, Assisting with research & writing for publications, Mentor and assist students as needed, Rome Study Abroad Coordinator, Scholarship/Stipend Coordinator, Washington State Dare to Dream Summer Academy Coordinator, Advisory Board Coordinator, Drafting letters on behalf of AVP for grant re-write/support, promoting OMAD and CAMP events

Program Assistant- Washington State MESA (Mathematics, Engineering, Science Achievement)
June 2012- September 2012

- Technical Skills Include: Microsoft office (publisher, PowerPoint, word, excel) Creating Program pamphlets, Creating Spreadsheets and data representation
- Planning and Organization Skills include: Assisting in the coordination and program event for the 2012 National MESA competition, Assisting with Teacher Planning Development trainings for WA state math and science teachers, Assisting with research & writing for grants, Assemble data for the MESA Community College Program annual report, Promote and market MESA events

Other Relevant Experience (2008-Present):

Photojournalism, event coordinating ranging from 20-1,000 people, Outreach to the community and organizations, Customer service skills, Provide/coordinate and present workshops in the P-20 pipeline, Advising students in K-20 pipeline, Secure fundraising and donation requests, Create new partnerships with local businesses and programs in Western Washington, Working with underrepresented/first generation youth, Teaching in: environmental sustainability, math, English, arts, career development, time management, stress management

Honors and Certifications

- ♦ Business Management Certification- UW Foster
- ♦ Fiscal Management Certification- UW Seattle
- ♦ UCar Certified
- ♦ Class 13- WA State Liquor License
- ♦ Certificate of Flying WILD training for education
- ♦ Member of Phi Theta Kappa Honor Society
- ♦ Certified Naturalist for Pierce County
- ♦ CPR, First Aid Certified

Community Service Experience

- ♦ MESA Pierce County- 2006 until present
- ♦ Washington MESA- 2011 until present
- ♦ Tacoma Nature Center (TNC)- 2006 until present
- ♦ Tahoma Audubon Society- 2006 until present
- ♦ Public Speeches and Presentations- various topics
- ♦ UW Committees- various positions- 2010 until present

Title: Project Director

Department: College Assistance Migrant Program

Position Propose: Under the supervision of the Associate Vice President for Student Services and Academic Support Programs and Principal Investigator, the Director of the College Assistance Migrant Program (CAMP) will provide leadership in the development, implementation, and coordination of the CAMP Program.

Responsibilities: Administer and manage the development, implementation and coordination of the CAMP Program. Develop and implement CAMP Program objectives, procedures, practices, and policies in compliance with federal, University of Washington (UW), and Office of Minority Affairs and Diversity (OMA&D) requirements (20%).

Assume responsibility for the hiring and supervising all CAMP Personnel. Provide guidance to staff regarding student academic concerns. Coordinate counseling and advising issues as well as instructional support with program personnel in CAMP (20%).

Lead staff in the planning, organizing, and implementation of the development of academic enrichment programs and student services designed to prepare CAMP students for successful completion of the first year of study at the UW and provide support to students in subsequent years that will lead to the eventual graduation from the institution. Work with staff to develop and coordinate mentoring and tutoring activities (15%).

Provide leadership in the development and coordination of student recruitment strategies for CAMP. Work closely with the Office of Minority Affairs and Diversity Outreach and Recruitment staff to develop tailored recruitment strategies and outreach activities for migrant and seasonal farmworker (MSFW) students. Promote the CAMP program across the State of Washington among key migrant education and community services sectors. Direct the planning of a welcome orientation for new program participants and parents at the start of each academic year. Assume responsibility for implementing procedures for allocating and disbursing stipends and other funds to CAMP students (10%).

Provide strategic leadership in the development and implementation of program evaluation strategies using migrant education guidelines. This includes the submission of Annual Performance Report (APR) to the U.S. Department of Education (10%).

Provide guidance to staff on ways to monitor academic progress of program participants and develop creative methods of tracking program participants while in school and until graduation. Provide leadership in the development and implementation of student needs-assessment strategies for CAMP participants. Facilitate and coordinate interactions between program participants, program personnel, and faculty, staff, and administrators in OMA&D (15%).

Participate in state, regional or national conference sponsored by the U.S. Department of Education and the Office of Migrant Education, as the grant budget may allow. Expect to travel across Washington State to meet with students, parents, and other stakeholders to share information about the program. Represent the CAMP program in meetings and any other functions both on and off campus (10%).

Qualifications: A Masters degree is required; 5 years experience in college level advising and academic monitoring; 2 years of supervisory experience of professional staff and students; excellent organizational and leadership skills; strong communication skills that must include bilingual fluency in English/Spanish; college level teaching; grant writing experience; knowledge of research skills, database management, and computer systems; qualified applicants must have a demonstrated history of working with a diverse bi-cultural/multi-cultural student population; and understanding of higher education policy, especially the requirements for undergraduate education.

Desired: Doctoral degree in higher education administration or related discipline; experience working with federal programs. Significant experience working with MSFW students in a college or university environment.

Title: Academic Adviser

Department: College Assistance Migrant Program

Position Purpose: Under the supervision of the CAMP Director, the CAMP Academic Adviser will provide academic advising and create and execute retention strategies for UW College Assistance Migrant Program (CAMP) participants. CAMP is designed to provide students from a migrant/seasonal farmworker background with support services to persist and complete a baccalaureate degree. CAMP is a federally funded US Department of Education program under the Office of Migrant Education that is subject to renewal every five years.

Responsibilities: Advises first-year CAMP students, monitors their academic performance, and informs the Project Director of student concerns and recommends strategies for improvement beyond the first year of college. Assists students in developing individualized career plans, academic placements, career assessment, financial aid information, and arrangement of tutoring and supplemental instruction. Assists students in planning their selection of courses. Assists students with their special needs; assists faculty, administrators, staff and parents in recognizing these needs. Maintains student data and records; produces spreadsheet reports detailing student's academic progress. Refers students who require more specialized counseling to appropriate departments on campus or agencies in the community. Stays current with academic and advising requirements. Gathers and disseminates information on student resources available at institution, local and national level; encourages students to use these resources; develops and arranges speakers for CAMP monthly workshops; development and implementation of retention strategies to support the retention and graduation of migrant/seasonal farmworker students served by the federally funded CAMP Program (65%).

Oversees the CAMP Peer Mentoring Program intended to help retain CAMP students (15%).

Prepares and maintains CAMP forms and other documents related to participants. Assists with the gathering of data for annual reports on special areas of responsibility as requested by the Program Director and/or Principal Investigator. Assists with planning and implementing staff development activities. Participates in regularly scheduled staff meetings. Assists CAMP Project Director/PI with coordination of duties as assigned. Assists with other OMA&D services as requested by supervisor (15%).

Travels and participates in regional and/or national conferences sponsored by the US Department of Education and the Office of Migrant Education, as the budget may allow. Participates in out-of-town meetings and events related to CAMP (5%).

Qualifications: A Masters degree is required, a minimum of two to three years of experience working with Migrant Seasonal Farm Worker (MSFW), low-income, under-represented, and/or first-generation college students; academic advising experience in an institution of higher education; a passion for serving the MSFW population (students and their families); knowledge of factors affecting student persistence and related research on successful retention programs; assessment, planning, facilitation and advocacy skills; interpersonal skills using tact, patience, and courtesy; experience with Educational Development Plans or other guidance tools; skills in monitoring and documenting student performance; knowledge of college and university admissions processes; knowledge of college financial aid process and student budgeting; ability to assist with or facilitate Study Skills and Life Skills Workshops; ability to work successfully with students, parents and university staff; ability to plan, schedule and perform a variety of technical duties for the program; ability to prepare correspondence and reports; learn, apply, and explain policies, procedures, rules, and regulations of the program and university; knowledge of college and community resources for MSFW individuals; computer database experience; knowledge of grant-funded programs and objectives; excellent written and verbal communication skills; Bicultural/Bilingual (English/Spanish).

Desired: Experience working on a college campus with a diverse student population; experience working with the US Department of Education's Office of Migrant Education funded programs; familiar with the state of Washington higher education system and the Washington State CAMP Consortium.

Title: Recruiter/Academic Academic

Department: College Assistance Migrant Program

Position Description: Under the supervision of the CAMP Director, the Recruiter/Academic Adviser will engage in recruiting and advising migrant/seasonal farm worker (MSFW) students to the University of Washington, College Assistance Migrant Program (CAMP). The Recruiter/Academic Adviser will serve as the primary liaison between prospective UW CAMP students, their parents, and statewide community organizations and agencies that serve the MSFW population.

Responsibilities: Requires extensive travel throughout the state of Washington. Recruits CAMP-eligible students and confirms their Migrant Seasonal Farm Worker (MSFW) status and assists them with the university application process, registration and financial aid. Visits students and families in off-worksites locations. Serves as liaison between UW CAMP and the Washington K-12 Migrant Education Programs (MEP) and cooperating community agencies. Coordinates day-to-day recruiting and outreach activities including efforts at non-traditional locations such as wineries, ranches, churches, community faith based centers, and social gathering locations. Arranges campus visits. Gathers and disseminates information on student resources available at institution, local and national level. Gathers and disseminates information about local agencies that will serve participants and/or their families. Stays current with UW recruitment information, academic and advising requirements. Maintains student data and records; produces spreadsheet reports tracking potential CAMP students. Assists the Program Director in developing and implementing recruitment and outreach plans (50%).

Works with the CAMP Academic Adviser in advising first-year CAMP students and monitors their academic performance and informs the Project Director of student concerns and recommends strategies for improvement beyond the first year of college. Assists students in developing Individualized Career Plans, academic placement and career assessment, financial aid information and arrangement of tutoring and supplemental instruction. Assists students in planning their selection of courses. Assists students with their special needs; assists faculty, administrators, staff and parents in recognizing these needs. Refers students who require more specialized counseling to appropriate departments on campus or agencies in the community. Stays current with academic and advising requirements (40%).

Meets regularly with the Program Director; participates in on-going planning and evaluation activities of the CAMP Program. Assists with the gathering of data for annual reports on special areas of responsibility as requested by the Program Director and/or Principal Investigator. Assists the Program Director and Academic Adviser with events and services intended to retain students. Participates in regular scheduled staff meetings. Travels and participates in regional, state and/or national conferences sponsored by the US Department of Education and the Office of Migrant Education, as the budget may allow (10%).

Qualifications: Bachelor's Degree in Education or any related field and minimum of two to three years of work experience with MSFW, under-represented, low-income, and/or first-generation college students; outreach and recruitment experience for an institution of higher education; a passion for serving the MSFW population (students and their families); interpersonal skills using tact, patience, and courtesy; assessment, planning, facilitation and advocacy skills; skills in monitoring student performance; knowledge of college and university admissions processes; knowledge of college financial aid process; ability to work successfully with students, parents and university staff; ability to plan, schedule and perform a variety of technical duties for the program; ability to prepare correspondence and reports; learn, apply, and explain policies, procedures, rules, and regulations of federally-funded program; knowledge of college and community resources for MSFW individuals; computer database experience; excellent written and verbal communication skills; Bicultural/Bilingual (English/Spanish).

Desired: A Masters degree is desired. Experience working on a college campus with a diverse student population; experience working with the US Department of Education's Office of Migrant Education funded programs; familiar with the state of Washington higher education system and the Washington State CAMP Consortium.

Title: Program Coordinator

Department: College Assistance Migrant Program

Position Purpose: The position serves as primary administrative support for the College Assistance Migrant Program (CAMP). As such, this position is responsible for independently prioritizing work, coordinating, and ensuring the smooth and efficient operations of the office. In accomplishing this function, this position will create documents and publications in Spanish and English, maintain database files, maintaining record keeping/filing systems, maintaining reports, proofread material, and will keep inventory of office equipment such as computers, laptops, iPad, copy machine and fax machine.

Responsibilities: The position works under general supervision of the CAMP Director and is expected to carry out recurring assignments without specific instruction. The position maintains close working relationship with staff, program participants, university departments, public agencies, and general public. The position works under the guidance of state and federal regulations, university policies and procedures as well as federal grant guidelines and regulations. May direct and supervise the work of student employees working in the front office. Works with Project Director to manage and distribute CAMP student training stipends. Coordinate quarterly CAMP Advisory Board Meetings. Coordinate and plan programming initiatives in partnership with the WA Migrant Education Program. Serve as first line of contact between office and public: Answer telephones, serve as CAMP e-mail receptionist, receive and refer visitors including students, staff and/or the public, resolve problem and respond to inquiries regarding departmental/college procedures and services. Screen and distribute mail, messages, records and office supplies; Maintain records on incoming and outgoing correspondence (20%).

Oversees participant and project record keeping and databases to ensure compliance with grant regulations. Maintain and monitor budget and fiscal records and inform supervisors of status. Prepare spreadsheets, develop formulas, and create fiscal reports on account records, Complete and process requisitions, invoices, and initiate corrective action when needed. Assists the Project Director in preparing and submitting the Annual Performance Report and Revised Budget to the U.S. Department of Education (20%).

Maintain documentation of program objectives and follow-up of program participants by performing the following: Maintain office policy manual, use spreadsheets and databases to maintain program records, use graphics software to create graphs and display information, establish or revise electronic or manual files, direct work of student assistants. Update and maintain CAMP website. Responsible for managing CAMP's social media pages (20%).

Assist supervisor in meeting program objectives by completing the following tasks: Provide information related to supervisors' planning, organizing, and operating of the department. Maintain supervisor's calendar and make appointments, schedule and arrange meetings, make room reservations. Relay messages and instructions from supervisors to staff. Prepare letters, meeting notices and agendas, reports, financial statements, schedule, student evaluation, and other documents from rough drafts; take and transcribe meeting minutes (25%).

Make travel arrangements for supervisor, staff, and students, and maintain records of travel itineraries, compile final travel expenses reports. Order supplies, equipment, printing, arrange for maintenance services. Maintain inventory (15%).

Qualifications: Bachelor's Degree in Education or any related field AND two year of increasingly responsible office experience. Bilingual in English and Spanish. Work experience with Migrant and Seasonal Farmworker, under-represented, low-income, and/or first-generation college students. Experience working with UW's Human Resources, Fiscal, and Business Offices.

Desired: Masters degree in Education or related field and three to five years of administrative experience. Experience working with the US Department of Education's Office of Migrant Education funded programs; familiar with the state of Washington higher education system and the Washington State CAMP Consortium.



OFFICE OF STUDENT FINANCIAL AID

UNIVERSITY of WASHINGTON

Gabriel Gallardo, PhD
Associate Vice President
Student Services and Academic Support Programs
Office of Minority Affairs and Diversity
Center for Experiential Learning and Diversity

Dear Dr. Gallardo:

As you know the Office of Student Financial Aid's (OSFA) mission is to provide educational access and opportunity for all students. We promote participation in higher education by providing programs of assistance to help bridge the gap between the cost of attending the University and the family's own resources. Through the equitable distribution of available resources, we foster an economically and ethnically diverse student body. We counsel students on many different levels, helping them learn life experiences in a safe environment. Our office contributes significantly to the successful academic and personal experience of students at this institution—and we enthusiastically welcome a continued relationship with our College Assistance Migrant Program (CAMP) students.

I am pleased to commit the resources of the OSFA in support of the CAMP program. Our office will provide the following services to the CAMP program participants:

- OSFA has a staff of counselors available to meet with CAMP participants on an individual basis. OSFA counselors will advise CAMP participants on all aspects of the financial aid program and process at the University. CAMP participants will be able to see counselors throughout their enrollment for help in understanding and navigating the financial aid process.
- OSFA will conduct an annual financial aid workshop for CAMP participants as needed. This workshop will cover updates and reminders on applying for aid for the upcoming year and other topics as identified by OSFA and CAMP staff.
- OSFA staff will work with CAMP staff on strategies to assist CAMP students in obtaining adequate funding to support their educational expenses.

I am pleased to support this initiative and offer the resources of the Office of Student Financial Aid to help CAMP students achieve a higher education.

Sincerely,

(b)(6)

S. Kay Lewis
Assistant Vice Provost, Enrollment
Executive Director of Financial Aid and Scholarships



January 27, 2015

Gabriel E. Gallardo, PhD
Associate Vice President, Student Services and Academic Support Programs
Office of Minority Affairs and Diversity
University of Washington
Seattle, WA 98195

Dear Dr. Gallardo:

As a central unit of the Dean's Office of the Graduate School at the University of Washington, the Graduate Opportunities & Minority Achievement Program (GO-MAP) is pleased to continue our support to UW's College Assistance Migrant Program (CAMP). GO-MAP's mission includes increasing diversity in our graduate programs, especially for students from underserved and disadvantaged populations such as those served by CAMP and the Education Opportunities Program. We firmly believe the collaboration with CAMP has assisted in strengthening the UW pipeline for post-secondary education in the state of Washington.

Over the years, GO-MAP has worked closely with the UW CAMP program by presenting yearly seminars on *Thinking and Preparing for Graduate School*, providing mentoring connections with our graduate student ambassadors, and hosting students at our annual *Undergrad-Grad Diversity Mixer*. With over 200 in attendance, the Mixer has become one of our largest events, serving over 50 CAMP (current and former) students a year. The CAMP staff provides valuable insight in the planning process of the event and also volunteers for the duration of the Mixer.

GO-MAP appreciates the strong partnership that has been developed since UW CAMP was established in 2010. Many CAMP students have been eager to learn about graduate options and have utilized the services of our office. Serving on the CAMP advisory board has also been insightful and I am happy to continue my service in the years to come.

On behalf of the Graduate School at the University of Washington, GO-MAP enthusiastically supports UW CAMP's grant proposal and we pledge our continued support.

Sincerely,

(b)(6)

Cynthia A. Morales
Director, GO-MAP
The Graduate School

January 26, 2015

Gabriel Gallardo, PhD
Associate Vice President
Student Services and Academic Support Programs
Office of Minority Affairs and Diversity
Center for Experiential Learning and Diversity
University of Washington
Seattle, WA 98195

Dear Dr. Gallardo:

I am pleased to commit the **UW School of Medicine Center for Health Equity Diversity and Inclusion** to the support of the College Assistance Migrant Program (CAMP) at the University of Washington. Our office in the past has provided the following services to the CAMP program and its participants:

- Recruit and outreach events for CAMP students,
- conduct cultural competency workshops for CAMP summer program students (i.e. “Who are you are makes a difference”),
- provide presentations on Latino/a Health Disparities,
- advise CAMP students into Summer Medical Dental Education Program and Medical School, and
- Identify medical student organizations to mentor CAMP students.

I am happy to support this application for the College Assistance Migrant Program.

Sincerely,

(b)(6)

Leo S. Morales, MD, PhD, FACP
Professor of Medicine and
Chief Diversity Officer, School of Medicine
Director, Center for Health Equity, Diversity and Inclusion
University of Washington



SCHOOL OF PUBLIC HEALTH • UNIVERSITY of WASHINGTON

excellent science, shared passion, enduring impact

Box 357230
SEATTLE, WA
98195-7230

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206-543-1144

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January 12, 2015

Gabriel Gallardo, PhD
Associate Vice President
Student Services and Academic Support Programs
Office of Minority Affairs and Diversity
Center for Experiential Learning and Diversity
University of Washington
Seattle, WA 98195

Dear Dr. Gallardo:

We are pleased to commit the **School of Public Health** to the support of the College Assistance Migrant Program (CAMP) at the University of Washington. Like CAMP, we are passionate about the successful academic and personal experience of students at this institution.

We are attentive to the needs of disadvantaged students through our Equal Opportunity Public Health Program (EOPHP) collaboration between the undergraduate programs in the University of Washington's School of Public Health (SPH) and the Office of Minority Affairs & Diversity, Educational Opportunity Program Counseling Center. CAMP is an integral part of the EOPHP partnership. As such, our services are focused primarily on outreach efforts to increase prospective students' awareness of the interdisciplinary pathways found in public health thanks to its unique combination of science and social justice. The program supports pre-public health students in putting their best foot forward when applying to one of various SPH undergraduate programs. Lastly, EOPHP retention efforts ensure that students complete their degree while fostering a rich, engaged academic experience as a SPH student.

We have a long standing and effective working relationship with CAMP through frequent meetings and representation on the CAMP Advisory Board. We pledge our support to work with the CAMP program with one-on-one academic advising, pre-health pathway planning, experiential learning opportunities including research, service learning and student leadership.

We are happy to support this application for the College Assistance Migrant Program.

Sincerely,

(b)(6)

Tory Brundage, M.Ed.
Public Health Major Adviser & Outreach Coordinator

(b)(6)

Sara Mackenzie, MD, MPH
Assistant Dean, Undergraduate Education

*Soul Catcher emblem:
A Northwest Indian
symbol of physical and
mental well-being.
Artist: Marvin Oliver*



SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

January 26, 2015

Gabriel Gallardo, PhD
Associate Vice President
Student Services and Academic Support Programs
Office of Minority Affairs and Diversity
Center for Experiential Learning and Diversity
University of Washington
Seattle, WA 98195

Dear Dr. Gallardo:

The Office of Migrant Education at the Office of the Superintendent of Public Instruction in Washington State is pleased to provide this letter of support for the College Assistance Migrant Program (CAMP) at the University of Washington (UW).

As we enter our fourth year of collaboration with UW CAMP we are committed to continue to partner with and support UW CAMP as they provide the skills, knowledge, and peer mentoring for currently enrolled at-risk migrant high school students during our week-long Dare to Dream leadership and academic Academies. The Academies are an effective opportunity for CAMP staff to meet and support migrant students who could be future successful candidates for UW's programs. CAMP mentors play an important role in helping our migrant youth visualize their potential and obtain support and encouragement to achieve their high school diploma and pursue post-secondary education.

Through our collaboration with UW CAMP we continue to coordinate connections between Institutions of Higher Education and local school districts as a resource for migrant students in developing their High School and Beyond Plans.

I am happy to support this application for the University of Washington's College Assistance Migrant Program.

Sincerely,

(b)(6)

Mea Moore
State Director, Migrant and Bilingual Education Programs
Office of the Superintendent of Public Instruction, Washington State

W UNIVERSITY of WASHINGTON
OFFICE OF MINORITY AFFAIRS & DIVERSITY
Student Services & Academic Support Programs

2/5/2015

Gabriel Gallardo, PhD
Associate Vice President
Student Services and Academic Support Programs
Office of Minority Affairs and Diversity
University of Washington
Seattle, WA 98195

Dear Dr. Gallardo,

The Educational Opportunity Program (EOP) and TRIO Student Support Services (TRIO SSS) are especially attentive to the needs of disadvantaged students, including those eligible for support through the College Assistance Migrant Program at the University of Washington. We are proud to have a long standing and effective working relationship with CAMP, and pledge our support to work with the CAMP program in the next grant cycle.

As CAMP students complete their first year at UW, EOP and TRIO SSS will work with CAMP staff to develop plans for providing academic counseling and support to students transitioning into year two. This will include comprehensive one-on-one academic counseling, support in applying to their intended major, learning strategy and study skills development, assistance in applying for financial aid, and career counseling. Thoughtful attention to this transition from year one to year two, along with support up to graduation will ensure that CAMP participants are afforded the most comprehensive set of services available to any student at the UW.

Each of our programs contribute significantly to the successful academic and personal experience of students at this institution. We are pleased to support this initiative and offer the resources of the EOP and TRIO SSS as a continuation of the extraordinary support that CAMP provides to eligible UW students.

Sincerely,

(b)(6)

Kristian Wiles
Director
TRIO Student Support Services

Robin Neal
Director
Educational Opportunity Program



DEPARTMENT OF HEALTH AND HUMAN SERVICES

Program Support Center
Financial Management Service
Division of Cost Allocation

DCA Western Field Office
90 7th Street, Suite 4-600
San Francisco, CA 94103
PHONE: (415) 437-7820
FAX: (415) 437-7823
E-MAIL: dcafs@psc.hhs.gov

May 29, 2014

Cristi Chapman, Director
Management Accounting & Analysis
University of Washington
4311 11th Ave NE
Box 354988
Seattle, WA 98195-4988

Dear Ms. Chapman:

A copy of an indirect cost/fringe benefit Negotiation Agreement is attached. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for indirect/fringe benefit costs on grants and contracts with the Federal Government. Please have the Agreement signed by a duly authorized representative of your organization and return it to me BY EMAIL OR FAX, retaining the copy for your files. We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

An indirect cost and fringe benefit proposal together with supporting information are required to substantiate your claim for costs under grants and contracts awarded by the Federal Government. Thus, your next indirect costs proposal based on your fiscal year ending 6/30/13, is due in our office by 09/30/14. We have received your fringe benefits proposal based on fiscal year ending 6/30/13.

Sincerely,

(b)(6)

Arif Karim, Director
Cost Allocation Services

Attachment

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY EMAIL OR FAX

Assessment of Need Rubric for CAMP

Name: _____ UW Id #: _____ DOB: _____

Address: _____ City: _____ Zip Code: _____ State: _____

Sex: Male _____ Female _____

Cohort Number: _____

Qualifying Point Rubric Scale

NOTES:

1) CAMP applicants with an active MEP COE will have priority. **Active COE:** Yes or No Year: _____

2) CAMP applicants who have been assigned EOP (1 or 3) status on the UW Student Database are by definition students who meet the need criteria. **EOP Status:** Yes or No

Student's Academic and Financial Need	Total Number of Points From Tables A thru C
High	16-20
Medium	10-15
Low	Under 10

Academic Need Eligibility Verification

High School (HS) GPA: _____ SAT Combined: _____ ACT Composite: _____

Running Start (RS) GPA: _____ SAT Math: _____ Math Placement: _____

Average HS & RS GPA: _____ SAT Verbal: _____ English Placement: _____

GED: Yes or No

Table A: Grade Point Average

6 Points	5 Points	4 Points	3 Points
GPA 3.0 or below or GED	GPA 3.0 > and <3.3	GPA 3.3 > and <3.7	GPA 3.7 and above

Note: Mean GPA of entering freshman class at UW is about 3.7 annually.

Points: _____

Table B: SAT Math/Verbal or ACT Composite Score

3 Points	2 Points	1 Point
SAT Math/Verbal 850 or below/GED ACT Composite Score 17 or below	SAT Math/Verbal 851-999 ACT Composite Score 18-21	SAT Math/Verbal 1000 or above ACT Composite Score 22 or above

Point(s): _____

Table C: Academic Need Areas

For the options provided, select which factors might hinder a student from successfully completing their first academic year.

<input type="checkbox"/> Disrupted Education Pattern	<input type="checkbox"/> First-Generation Status
<input type="checkbox"/> Limited English Proficiency (ESL, ELL, etc.)	<input type="checkbox"/> Has dependents
<input type="checkbox"/> Need for services (boxes checked in application)	<input type="checkbox"/> Low Performing School District
<input type="checkbox"/> Documented Disability	<input type="checkbox"/> Out of Academic Pipeline for Several Years
<input type="checkbox"/> Lack of Educational Resources (technology, advanced placement courses, etc.)	<input type="checkbox"/> Rural Isolation

5 or More Risk Factors Checked	6 Points
3-4 Risk Factors Checked	5 Points
1-2 Risk Factors Checked	4 Points

Points: _____

Table D: Financial Need Eligibility Verification

To determine if a student has financial need, UW CAMP will use the Expected Family Contribution (EFC) as calculated by Free Application for Federal Student Aid (FAFSA). The EFC will be verified by UW's Office of Financial Aid. A student's EFC is an effective measure of financial need because it takes into consideration the age of the older parent, number in family, number of children in college, student and parent income as well as assets.

EFC: _____ State of Residence: _____ Student is: Dependent or Independent

EFC less than \$5,273-student may qualify for Husky Promise which may include a Pell Grant, State Need Grant, Institutional Grant, and Subsidized and Unsubsidized Loans.	5 Points
EFC more than \$5,274 but less than \$10,500-student may qualify for State Need Grant, Subsidized and Unsubsidized Loans, and Federal PLUS loan.	4 Points
EFC greater than \$10,500-student may qualify for a State Need and a Subsidized loan.	3 Points

Points: _____

Total Points from Tables A to D: _____

Based on the available academic and financial information, I highly recommend recommend do not recommend this student to be part of UW's CAMP program based on his/her academic and financial need.

CAMP Processor

Date

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](#)

The University of Washington (UW) College Assistance Migrant Program (CAMP) will provide services to 50 eligible students at an operating cost of \$425,000 annually to provide a full range of services and personnel needs to recruit, retain, persist, and graduate migrant and seasonal farmworker students (MSFW) as outlined in the program objectives. The following narrative justifies the cost. The narrative justification is followed by a detailed budget by year, as specified in the request for proposal.

- 1) **Personnel:** UW CAMP is requesting funds for four full-time staff, five percent of the Principal Investigator's (PI) salary, and five hourly student positions to accomplish the goals and objectives of the grant. The PI (.05) will provide project leadership and coordinate working relationships to access UW support services for CAMP students and staff. The PI also teaches the CAMP seminar throughout the academic year. The Project Director (1.0 FTE) will be responsible for implementing the project, bridging campus resources, providing management, and supervising staff in accomplishing all activities and objectives. The Academic Adviser (1.0 FTE) will be responsible for providing academic, career/personal/social counseling, providing study skills and academic instruction for CAMP students; in addition, providing services to students who are on academic warning/probation. The Academic Adviser will also supervise and assign the Peer Mentors. The Recruiter/Academic Adviser (1.0 FTE) will provide a culturally appropriate identification, selection, and outreach plan for prospective CAMP students in collaboration with the state level Migrant Education Programs, faith-based community organizations, and UW Office of Admissions to successfully conduct statewide outreach and recruitment. During the non-recruiting season, the Recruiter/Academic Adviser will assist with advising responsibilities. The Program Coordinator will serve as

administrative staff and will manage program coordination and clerical office duties. The Program Coordinator will also assist Project Director with oversight of budget and Human Resources (HR) procedures. The five Peer Mentors will provide mentoring and peer advising for CAMP students to help them adjust to university life. This staffing approach ensures that all key components of the CAMP project design are sufficiently staffed in order to meet all project objectives. The salaries and hourly wages are in accordance with UW’s wage scale and based on comparable work responsibilities in the regional area. UW had budgeted for a 2% COLA in year three of the grant.

	YR 1	YR 2	YR 3	YR 4	YR 5
1. Personnel Total	\$237,125	\$237,125	\$242,346	\$242,346	\$242,346
Principal Investigator (.05)	\$6,250	\$6,250	\$6,375	\$6,375	\$6,375
Director (1.0 FTE)	\$75,000	\$75,000	\$76,500	\$76,500	\$76,500
Adviser (1.0 FTE)	\$53,000	\$53,000	\$54,060	\$54,060	\$54,060
Recruiter/Adviser (1.0 FTE)	\$51,000	\$51,000	\$52,020	\$52,020	\$52,020
Program Coordinator (1.0 FTE)	\$47,875	\$47,875	\$49,311	\$49,311	\$49,311
5 CAMP Mentors/Peer Advisers @ \$10/hr x4 hrs/wk x 20 wks	\$4,000	\$4,000	\$4,080	\$4,080	\$4,080

- 2) **Fringe Benefits:** UW fringe benefits rate for all full-time professional staff is 27.7% of salaries and wages, for hourly students rates are at 17.0% of wages. These rates are based on Washington State’s requirements which include industrial, health insurance, retirement, medical aid, and social security.

	YR 1	YR 2	YR 3	YR 4	YR 5
2. Fringe Benefits	\$65,255	\$65,255	\$66,693	\$66,693	\$66,693
Director, Adviser, Recruiter, Program Coordinator @ 27.7%	\$64,575	\$64,575	\$66,000	\$66,000	\$66,000
Hourly Mentors/Peer Advisers @ 17.0%	\$680	\$680	\$694	\$694	\$694

3) **Travel:** Travel has been requested for Project Staff to attend national, regional, and state meetings as recommended by the Department of Education (DOE). Attendance of these meetings/conference will allow for the staff to share best practices, improve their ability to deliver high-quality services to MSFW students, and network with other CAMP/migrant education professionals. Travel which requires airfare will be booked using appropriate state contracted airfare, per UW travel rates. Cost reflects travel, hotel, registration, and per-diem to the meetings/conferences. Local mileage rates are also included in the budget to accommodate the outreach and recruitment travel required by staff. Travel costs will vary on year 3 and 5 to account for other expenditures; the institution is committed to offsetting costs for staff travel to the HEP/CAMP National Conference and the Directors Meeting in Washington D.C. Travel rates are based on Federal and State government per-diem and mileage allowance.

	YR 1	YR 2	YR 3	YR 4	YR 5
3. Travel Total	\$11,935	\$14,935	\$7,823	\$10,823	\$7,823
Recruiter 1000 miles/month @\$.51 per mile x 9mos	\$4,590	\$4,590	\$4,590	\$4,590	\$4,590
5 nights lodging @\$78 for recruitment/outreach trips	\$390	\$390	\$390	\$390	\$390

15 days per diem @\$46 for recruitment/outreach trips	\$690	\$690	\$690	\$690	\$690
Director/Adviser local mileages 300 miles/month @ .51 mile x 5mos	\$765	\$765	\$765	\$765	\$765
Out of State Travel					
<i>Director</i>					
HEP/CAMP Annual Directors Meeting, Wash. D.C.	\$1,500	\$1,500	\$1,388	\$1,500	\$1,388
HEP/CAMP National Conference	\$1,750	\$1,750	\$0	\$1,750	\$0
<i>Adviser</i>					
HEP/CAMP National Conference	\$1,750	\$1,750	\$0	\$1,138	\$0
<i>Recruiter/Adviser</i>					
HEP/CAMP National Conference	\$500	\$1,750	\$0	\$0	\$0
<i>Program Coordinator</i>					
HEP/CAMP National Conference	\$0	\$1,750	\$0	\$0	\$0

4) **Equipment:** UW CAMP is not requesting any equipment funds.

	YR 1	YR 2	YR 3	YR 4	YR 5
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

5) **Supplies:** UW CAMP is requesting office supplies for use by staff and CAMP participants. This will include paper, pencils, pens, and allowable miscellaneous office items. UW is also requesting \$468 per year for instructional material/reference books

which will be used as a library system, where CAMP students can check out a course book for one quarter at a time. In year 1 and 2 UW CAMP is also proposing to purchase 2 computers and 1 printer for staff.

	YR 1	YR 2	YR 3	YR 4	YR 5
5. Supplies	\$3,068	\$3,068	\$1,068	\$1,068	\$1,068
Office Supplies \$50.00 per month x 12 months	\$600	\$600	\$600	\$600	\$600
Computers (2 computers, 1 printer) for Program Staff	\$2,000	\$2,000	\$0	\$0	\$0
Instructional Materials/e.g. books & study skills materials	\$468	\$468	\$468	\$468	\$468

6) **Contractual:** The UW CAMP is requesting contractual funds to support the external evaluation of the project to be conducted by Amas Aduviri. A yearly internal evaluation

	YR 1	YR 2	YR 3	YR 4	YR 5
6. Contractual	\$3,000	\$0	\$3,000	\$0	\$3,000
External Evaluator	\$3,000	\$0	\$3,000	\$0	\$3,000

will be conducted at no cost to UW CAMP.

7) **Construction:** UW CAMP is not requesting any construction funds.

	YR 1	YR 2	YR 3	YR 4	YR 5
7. Construction	\$0	\$0	\$0	\$0	\$0

8) **Other:** UW CAMP is requesting funds to support CAMP students by exposing and providing them with the opportunities to attend educational and cultural enrichment activities. Associated cost would include materials, bus passes, tickets, etc. UW CAMP is also requesting funds to pay for associated cost for student orientation activities, student teambuilding/mentoring/retention activities, staff & student in-service/training, end of year ceremonies and follow-up CAMP services/leadership activities. This would include meals for student events/cultural enrichment activities and supplies/materials. Cost are also budgeted for recruiting activities and marketing in local papers and radio stations as well as printing bilingual program brochures. CAMP association fees are also included. Lastly costs for telephone, duplicating and recruitment mailing are included. In addition, cost differ in year 3, 4, and 5. The institution is committed to offsetting these cost with additional institutional funds.

	YR 1	YR 2	YR 3	YR 4	YR 5
8. Other	\$8,700	\$8,700	\$8,153	\$8,153	\$8,153
Student Educational/Cultural Activities @ \$20 per student x 50 students	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
CAMP Association Fees @ \$1200/yr	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
Student Orientation Activities @ \$20 per student x 50 students	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Student Teambuilding/mentoring/retention activities @ \$20 per student x 50 students	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000

Staff & Student Staff In-service/Training 4 trainings @ \$75 each	\$300	\$300	\$300	\$300	\$300
End of the Year Ceremonies	\$1,500	\$1,500	\$953	\$953	\$953
Recruiting Activities/Marketing/Advertising@ \$325x 4 quarters	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300
Follow-Up CAMP Services/Leadership Activities @ \$100 each x 2 activities	\$200	\$200	\$200	\$200	\$200
Operations: Telephone (\$200), Duplicating (\$800), Recruitment Mailing (\$200)	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200

9) **Total Direct Costs:** UW CAMP is requesting the following total direct costs, as summed annually by budget category.

9.	YR 1	YR 2	YR 3	YR 4	YR 5
1. Personnel Total	\$237,125	\$237,125	\$242,346	\$242,346	\$242,346
2. Fringe Benefits	\$65,255	\$65,255	\$66,693	\$66,693	\$66,693
3. Travel Total	\$11,935	\$14,935	\$7,823	\$10,823	\$7,823
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 3,068	\$3,068	\$1,068	\$1,068	\$1,068
6. Contractual	\$3,000	\$ 0	\$3,000	\$ 0	\$3,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$8,700	\$8,700	\$ 8,153	\$8,153	\$ 8,153
Total Direct Costs	\$ 329,083	\$ 329,083	\$329,083	\$ 329,083	\$ 329,083

10) **Indirect Costs:** UW CAMP is requesting 8% indirect, which is below the University’s approved indirect cost rate with the Department of Health and Human Services (UW cognizant agency) approved rate of 54.5%.

10.	YR 1	YR 2	YR 3	YR 4	YR 5
Indirect Cost (8%)	\$26,326.67	\$26,326.67	\$26,326.67	\$26,326.67	\$26,326.67
Total Indirect Costs	\$26,326.67	\$26,326.67	\$26,326.67	\$26,326.67	\$26,326.67

11) **Training Stipends:** UW CAMP is requesting training stipends to support CAMP students who are eligible to receive training stipends until the successful completion of 36 academic credits. CAMP students will receive training stipends for their ongoing participation in CAMP and to offset additional barriers/expenses they incur as university students. CAMP students will be eligible to receive a \$400 training stipend per quarter based on unmet financial need. UW CAMP is also requesting student emergency housing, childcare, transportation, health care, and dental assistance. Providing financial support to CAMP students will eliminate some barriers, allowing them to focus on their academics.

	YR 1	YR 2	YR 3	YR 4	YR 5
11. Training Stipends	\$69,590	\$69,590	\$69,590	\$69,590	\$69,590
Student training stipends 50 @ \$1,200 per student	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
Student emergency housing, childcare & transportation (50 students @ \$100 per student)	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Health Care and Dental: Physical Exam (27 students @ \$170 per student)	\$4,590	\$4,590	\$4,590	\$4,590	\$4,590

12) **Total Costs:** UW CAMP is requesting the following total costs, as summed annually by budget category.

12.	YR 1	YR 2	YR 3	YR 4	YR 5
1. Personnel Total	\$237,125	\$237,125	\$242,346	\$242,346	\$242,346
2. Fringe Benefits	\$65,255	\$65,223	\$66,693	\$66,693	\$66,693
3. Travel Total	\$11,935	\$14,935	\$7,823	\$10,823	\$7,823
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$3,068	\$3,068	\$1,068	\$1,068	\$1,068
6. Contractual	\$3,000	\$0	\$3,000	\$0	\$3,000
7. Construction	\$0	\$0	\$0	\$0	\$0
8. Other	\$8,700	\$8,700	\$8,153	\$8,153	\$8,153
Total Direct Costs	\$329,083	\$329,083	\$329,083	\$329,083	\$329,083
Indirect Costs	\$26,326.67	\$26,326.67	\$26,326.67	\$26,326.67	\$26,326.67
Training Stipends	\$69,590	\$69,590	\$69,590	\$69,590	\$69,590
Total Costs	\$425,000	\$425,000	\$425,000	\$425,000	\$425,000

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

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

Name of Institution/Organization

University of Washington

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	237,125.00	237,125.00	242,346.00	242,346.00	242,346.00	1,201,288.00
2. Fringe Benefits	65,255.00	65,255.00	66,693.00	66,693.00	66,693.00	330,589.00
3. Travel	11,935.00	14,935.00	7,823.00	10,823.00	7,823.00	53,339.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	3,068.00	3,068.00	1,068.00	1,068.00	1,068.00	9,340.00
6. Contractual	3,000.00	0.00	3,000.00	0.00	3,000.00	9,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	8,700.00	8,700.00	8,153.00	8,153.00	8,153.00	41,859.00
9. Total Direct Costs (lines 1-8)	329,083.00	329,083.00	329,083.00	329,083.00	329,083.00	1,645,415.00
10. Indirect Costs*	26,327.00	26,327.00	26,327.00	26,327.00	26,327.00	131,635.00
11. Training Stipends	69,590.00	69,590.00	69,590.00	69,590.00	69,590.00	347,950.00
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: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 54.50 %.

(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 University of Washington	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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Luz		Iniguez	

Address:

Street1:	141 Mary Gates Hall, Box 352805
Street2:	
City:	Seattle
County:	
State:	WA: Washington
Zip Code:	98195-2805
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
206-221-0637	

Email Address:

iniguez1@uw.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

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No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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