

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



APPLICATION FOR GRANTS
UNDER THE

CAMP-84.149A-1

CFDA # 84.149A

PR/Award # S149A150013

Grants.gov Tracking#: GRANT11833288

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-AllOtherAttachments10.pdf](#)

| Application for Federal Assistance SF-424 | | |
|--|--|--|
| * 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision | * If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/> |
| * 3. Date Received: <input type="text" value="02/11/2015"/> | 4. Applicant Identifier: <input type="text"/> | |
| 5a. Federal Entity Identifier: <input type="text"/> | 5b. Federal Award Identifier: <input type="text"/> | |
| State Use Only: | | |
| 6. Date Received by State: <input type="text"/> | 7. State Application Identifier: <input type="text"/> | |
| 8. APPLICANT INFORMATION: | | |
| * a. Legal Name: <input type="text" value="Heritage University"/> | | |
| * b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="91-1160585"/> | * c. Organizational DUNS: <input type="text" value="1235775380000"/> | |
| d. Address: | | |
| * Street1: <input type="text" value="3240 Fort Road"/> | Street2: <input type="text"/> | |
| * City: <input type="text" value="Toppenish"/> | County/Parish: <input type="text" value="Yakima"/> | |
| * State: <input type="text" value="WA: Washington"/> | Province: <input type="text"/> | |
| * Country: <input type="text" value="USA: UNITED STATES"/> | * Zip / Postal Code: <input type="text" value="98948-9562"/> | |
| e. Organizational Unit: | | |
| Department Name: <input type="text" value="Enrollment Management"/> | Division Name: <input type="text" value="Student Affairs Division"/> | |
| f. Name and contact information of person to be contacted on matters involving this application: | | |
| Prefix: <input type="text" value="Ms."/> | * First Name: <input type="text" value="Dina"/> | |
| Middle Name: <input type="text"/> | * Last Name: <input type="text" value="Ibarra"/> | |
| Suffix: <input type="text"/> | Title: <input type="text" value="Project Director"/> | |
| Organizational Affiliation: <input type="text"/> | | |
| * Telephone Number: <input type="text" value="509-865-0702 Ext. 3505"/> | Fax Number: <input type="text" value="509-865-0724"/> | |
| * Email: <input type="text" value="ibarra_d@heritage.edu"/> | | |

Application for Federal Assistance SF-424

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

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

S: Hispanic-serving Institution

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.149

CFDA Title:

Migrant_Education_College Assistance Migrant Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-122914-001

*** Title:**

Office of Elementary and Secondary Education (OESE): College Assistance Migrant Program (CAMP).
CFDA Number: 84.149A

13. Competition Identification Number:

84-149A2015-1

Title:

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

HU WAMAP .pdf

Add Attachment

Delete Attachment

View Attachment

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

Heritage University College Assistance Migrant Program (HU CAMP)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

| | |
|---------------------|---|
| * a. Federal | <input type="text" value="425,000.00"/> |
| * b. Applicant | <input type="text" value="0.00"/> |
| * c. State | <input type="text" value="0.00"/> |
| * d. Local | <input type="text" value="0.00"/> |
| * e. Other | <input type="text" value="0.00"/> |
| * f. Program Income | <input type="text" value="0.00"/> |
| * g. TOTAL | <input type="text" value="425,000.00"/> |

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

Heritage University Sites



☆ Affiliated Site - Seattle



☆ Affiliated Site - Wenatchee



☆ **HU CAMP SITE - Toppenish** ☆ Affiliated Site - Yakima



☆ Affiliated Site - Moses Lake



☆ Affiliated Site - Tri-Cities



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 |
| Siri Strom | Vice President for Support Services & CFO |
| APPLICANT ORGANIZATION | DATE SUBMITTED |
| Heritage University | 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:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

* Signature:

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

Title: Telephone No.: Date:

| | |
|--------------------------|--|
| Federal Use Only: | Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97) |
|--------------------------|--|

PR/Award # S149A150013

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.

GEPA10.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provision Act (GEPA) 427 Statement

Heritage University through the College Assistance Migrant Program (CAMP) will ensure all persons regardless of gender, race, national origin, color, disability, or age will have equal access to all CAMP activities described in the grant application narrative. Heritage University CAMP will abide by its official non-discrimination policy and procedures approved by the governing board of trustees throughout the duration of the program.

Heritage University CAMP project understands that due to its geographical location and population it will serve a large majority of Hispanic students and parents. The programs recruitment plan includes specific strategies for equal participation by all groups including encouraging access and participation by this group.

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 informational, correspondence, program flyers, brochures and PSA's will be disseminated bilingually in English and Spanish. This will facilitate the dissemination of program information equitably throughout our community. In addition, Heritage University will encourage recruiting and hiring staff that represent the targeted population being served.

The Project Director as the overall administrator and leader will have full responsibility to ensure that the Heritage University non-discrimination and civil right policies are adhered to and that equitable access is offered to all persons interested in this program.

Disabilities Statement

Heritage University also recognizes the need to serve individuals with disabilities. All facilities and transportation services to be utilized for the provisions of program activities comply with all ADA laws and are fully accessible for students, parents, faculty, community residents and project staff with special needs. All assessment and survey instruments will be modified to address the needs of special needs populations to offer equal access to all program activities and services.

Heritage University has trained staff to work specifically with special needs populations who require additional assistance. When required Heritage University will utilize these professionals to work with project beneficiaries and personnel to ensure that all persons have equal access to all program activities and information. In addition, faculty and staff working with special needs population will be trained in the use and implementation of assistive technology, augmentative communication devices, speech-generating devices, and assessment software.

Civil Rights Statement

Heritage University complies with federal and state rules and regulations and does not discriminate on the basis of gender, race, national origin, color, disability or age. This holds true for all the programs administered by Heritage University throughout the region and for all students and parents who are interested in participating in educational programs and/or extracurricular activities.

The Heritage University CAMP will incorporate all these same standards. Additionally, due to the agricultural workforce, a large Monolingual Spanish speaking population is settled in this service area. Accordingly, Heritage University will recruit and encourage participation from this targeted population, specifically, minorities, minority women, and individuals with special needs.

In conclusion, Heritage University currently has policies and procedures in place that promotes equal opportunity practices and has incorporated these policies in the CAMP activities including staff and faculty recruitment and student enrollment.

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 Heritage University | |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| Prefix: Ms. | * First Name: Siri Middle Name: |
| * Last Name: Storm | Suffix: |
| * Title: Vice President for Support Services & CFO | |
| * SIGNATURE: Siri Storm | * 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:

ABSTRACT: Name of Applicant: Heritage University City/State: Toppenish, Washington

Project Objectives/Activities: Heritage University (HU) a comprehensive rural, four-year independent university, is proposing to continue offering CAMP services to address the needs of its Migrant and Seasonal Farmworker (MSFW) students. HU CAMP's **goal** is to provide **60 eligible commuter students enrolled on a full-time basis in the first year** with the foundation and intensive academic, career, financial, and support services they need to successfully reach their education and career goals. HU CAMP's annual objectives and outcomes are: **1) Provide outreach to underrepresented potential participants and recruit 60 eligible MSFWs who are most in need of academic instruction and supportive services; 2) Provide CAMP students with admission, intensive academic, and support services during their first year of college to continue in postsecondary education; 3) Provide 60 students with academic, career and personal counseling and advising services to enable them to succeed in their first year at the university; 4) Provide 60 students with financial aid assistance and access to federal, state, private and institutional resources to support their first year at the university; 5) Provide follow-up services to enhance student's retention and graduation rates through academic and financial support after completing their first year of college.** Priorities: HU CAMP addresses: Invitational Priority 1) STEM education; Invitational Priority 2) Faith-based and Community Organizations; Invitational Priority 3) Evidence of Strong Theory/Logic Model. HU CAMP meets the Competitive Preference Priority as a successful 15 year CAMP grant recipient. Participants /Sites: HU CAMP will serve **60 eligible commuter students** annually who attend Heritage University full-time. Government Performance Results Act (GPRA) Measures: Of the **60** MSFW students served annually, **90% (54)** will successfully complete their first year of college (**GPRA 1**) and **89% (48)** of those students will continue to be enrolled in post-secondary education (**GPRA 2**).

Project Narrative File(s)

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**Heritage University
College Assistance Migrant Program**

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1. Need for and Significance of the Project

(i) The magnitude of the need for the services or activities to be carried out by the project

Introduction: According to the Department of Labor, Washington State ranks as the 3rd largest state of **Migrant and Seasonal Farmworkers (MSFW)** in the United States.ⁱ The farmworker population, estimated at **117,000**, is comprised of a significant migrant workforce during peak harvest periods. The needs and problems farmworkers encounter in the agricultural industry are very complex. While some MSFWs enter the state temporarily during the agricultural harvest seasons, many others choose to establish a permanent home in Washington, facing economic, social, cultural and educational challenges. Through providing educational and support services to MSFWs over the years, Heritage University has witnessed their harsh working conditions and struggles, as well as their potential for success when provided with educational opportunities.

Established in 1982, Heritage University (HU) is located in **Toppenish, Washington, in Yakima County**, which is the hub of agricultural activity in the state and the home to a vast number of MSFWs. The migration of farmworkers into the Yakima agricultural region has occurred over a 60-year period.ⁱⁱ Over the years, HU has witnessed their severe social challenges and their desire for success. As a result of the needs assessment and through lessons learned as a CAMP grant recipient (15 years), HU has developed an effective service delivery model that targets the most at-risk farmworkers in need of a sustainable and successful postsecondary education. HU enrolls a range of students from first-generation, low-income, minority, academically challenged, and MSFW students. Through this experience, HU has learned about the academic, financial, personal, social, and health needs of first-year MSFW university students. Based on this knowledge, HU has designed a comprehensive CAMP Project that holistically addresses all the needs of MSFW students in their first year at the university.

Yakima County: Yakima County, located in Washington State had a total population of

(Note: All reference endnotes are found in Appendix 1 on page 26.)

234,564; of which **45.7%** were Hispanics, **38%** of the region’s working age population did not have a high school diploma, and only **15.8%** of the labor force had a bachelor’s degree or higher. In fact, the median highest grade of schooling completed by farmworkers was **6th** grade and as a result of no formal education, **70%** continue to remain below the poverty level.ⁱⁱⁱ

Agricultural Season: Washington State’s Agricultural Industry employed an annual average of **87,249** workers in 2012 with an average individual income of merely **\$11,848**.^{iv} The state’s agriculture industry attracts a large number of MSFWs, particularly to the Yakima Valley.

Migration of Farmworkers: The migration of MSFWs into the Yakima agricultural region of Washington State has occurred over a 60-year period.^v This migration of MSFWs into the regions brought many Hispanic families to work the agricultural harvests. Many continue to be migrant workers while many settled. This migration has transformed the regions and contributed to the ethnicity and cultural composition of the HU feeder school districts. This migrant lifestyle results in at-risk factors such as mobility, disruption of school, limited English proficiency and high poverty rates. Table 1 illustrates the at-risk characteristics of these schools.

| Table 1. School District Characteristics: WA State OSPI Report Card 2013-2014 | | | | | | | |
|--|---------------|-------------------|------------------|-----------------------|------------------------|------------------------|-------------------------------|
| School District | County | Enrollment | Ethnicity | | At-Risk Factors | | |
| | | | Hispanic | Total Minority | Migrant | Limited English | Free/Reduced Lunch (%) |
| Granger | Yakima | 1,501 | 91.9% | 95.0% | 17.1% | 38.2% | 100.0% |
| Grandview | Yakima | 3,567 | 91.5% | 91.7% | 16.7% | 33.4% | 80.9% |
| Mabton | Yakima | 920 | 96.7% | 97.1% | 14.9% | 38.6% | 99.5% |
| Toppenish | Yakima | 4,163 | 79.5% | 91.5% | 15.6% | 25.8% | 88.4% |
| Sunnyside | Yakima | 6,503 | 91.6% | 91.7% | 16.2% | 32.2% | 100.0% |
| Wapato | Yakima | 3,347 | 70.5% | 93.6% | 25.5% | 29.3% | 99.0% |
| Yakima | Yakima | 15,441 | 75.9% | 78.3% | 18.4% | 32.7% | 83.5% |
| WA Total Migrant | | 35,442 | 85.4% | 91.3% | 17.8% | 32.9% | 93.0% |

Source: Office of Superintendent of Public Instruction, School District Report Card 2013 – 2014.

Several HU funded outreach and recruitment programs in these school districts are

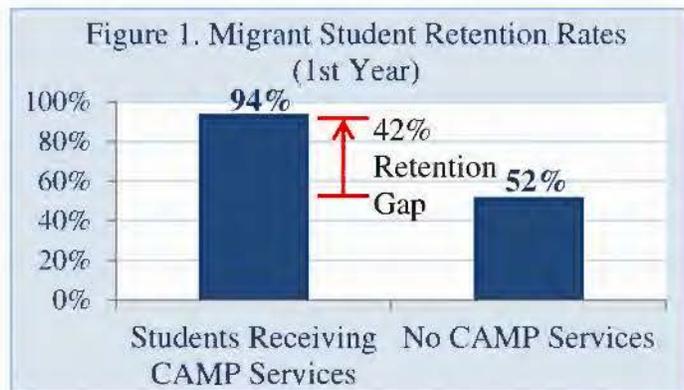
successfully creating a pipeline of a large number of MSFW students enrolling at Heritage University. These programs, GEAR UP, TRIO Upward Bound and Talent Search have been extremely successful in recruiting a greater number of MSFW students to enroll at HU.

MSFW Lack of Academic Preparedness: Students from the feeder schools are unprepared academically and many struggle their first year at HU. The following data collected from the State of Washington Education Research and Data Center illustrates the percentage of students from the feeder schools who are in need of remedial courses: **1) 69.4% of students need remedial math courses; and 2) 51.4% of students need remedial English courses.**

College Assistance: MSFW students entering HU need additional academic, financial, career, counseling and social services/support to succeed at the university.

An Evaluation Study, from two other

Washington State higher education institutions serving MSFW students, concluded that a large retention gap exists for MSFW students not receiving CAMP services. Figure 1 depicts the retention rate for first-year migrant students receiving CAMP services compared to those **not** receiving CAMP services by a recent Washington State Higher Education Coordinating Board (HECB). In addition to inconsistent educational patterns, mobility, limited access to healthcare, and poverty related risk factors, many migrant/seasonal farmworker students come from families experiencing the following conditions:



Source: WA HECB CAMP Data, 2007-08.

- Parents with low educational attainment levels. According to state data, three-fourths of all farmworkers have completed less than a 6th grade education.
- Parents who are unaware of college admissions and financial aid opportunities. CAMP students are typically first-generation college students.

- In K-12 educational programs and resources are not meeting the needs of MSFW once they finish school or obtain a GED.
- Students do not have role models they can talk with about attending college and have low understanding of college access and procedures.
- Cultural values often influence family/students' decisions about college enrollment.

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

Heritage University (HU), a comprehensive rural, four-year independent Hispanic Serving Institute (university) has been providing education to south central Washington's



underrepresented minorities and farmworkers for over 33 years and

is the only accredited baccalaureate institution serving the Yakima Valley. On Average **58%** of the full-time undergraduate students enrolled at Heritage are Hispanic and **10%** are Native American. Of the total Hispanic students enrolled, **72%** were first-generation students coming from farmworker backgrounds. The HU CAMP has been designed to specifically serve and address the identified needs of eligible MSFW students. The HU CAMP will continue to bridge educational gaps by offering a comprehensive **commuter services program** that increases post-secondary educational opportunities for farmworkers, and prepares them for future careers. The HU CAMP will continue providing **MSFW** students with the academic foundation they need to successfully reach their educational and career goals. A primary outcome of CAMP is college retention and graduation. To ensure that, HU will provide academic assistance, career advising/counseling and support services. Financial assistance and stipends will be provided to eligible CAMP students for tuition and books to ensure a successful first year.

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

Gaps and Weaknesses: HU used a strategy formulation process to ensure that the most appropriate services would respond to the needs of MSFWs, given the gaps and weaknesses identified. Using the information accumulated and analyzed, HU conducted a strategy planning

session to address the educational and support needs of MSFW students. Table 2 identifies the needs, gaps and strategies developed as a result of this process to meet the needs of students.

| Table 2. Services to Address Identified Needs and Gaps | | |
|---|--|---|
| | Needs and Gaps | Services / Strategies |
| Academic | <ul style="list-style-type: none"> • Pre-college math placement and/or low reading ability • Limited knowledge of university demands • School interruption due to farm work • English Language Learners | <ul style="list-style-type: none"> • Summer Bridge Program, university success course, First Year Introduction, course selection advice, educational planning, Tutoring, Supplemental Instruction, periodic progress reports |
| Personal | <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"> • Enrollment assistance, assessments, counseling, leadership opportunities, cohort experience with mentor/peer support, cultural events/activities, referral to campus services and 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"> • Assistance students and parents with financial aid process and application • Help with applying for scholarships • Academic participation stipends, book and tuition stipends |

(iv) The magnitude of the results or outcomes likely to be attained by the project

Based on the need, a clear gap exists for **Heritage University CAMP** to provide MSFWs with an education needed to pursue higher wage careers. HU will address these gaps by linking underserved MSFWs to an effective CAMP project offering but not limited to the following:

| Table 3. Significance of HU CAMP of the Results and Outcome | |
|--|---|
| Required Student Activities | Overall Student Impact |
| Orientation, meetings, lectures, cultural events and community service | Students acquire the knowledge and skills to meet their educational and career goals |
| CAMP courses (Appendix 2), STEM class (Priority 1), weekly academic and leadership skills building | Students actively engage in learning strategies to acquire the educational and social skills needed to receive their BA/MA degree |
| Weekly, tutoring, study skills, mentoring, coaching and access to My HU Portal | Students will receive supplemental academic and peer support to excel academically |
| Receive ongoing counseling, advising, financial guidance and health/dental support | Students receive academic and fiscal support to excel in year 1, enroll in year 2 and beyond |

HU CAMP will enroll **60 eligible commuter students** annually, of which **90%** will complete their first year of postsecondary education (**GPRA 1**) and **89%** of those students will continue their postsecondary education after completing the first year of college (**GPRA 2**).

2. Quality of Project Design

(i) The goals, objectives, and outcomes to be achieved are clearly specified and measurable

The goal of the proposed CAMP at HU is to provide academic, career, support services, and financial assistance to **60 eligible students** enrolled on a full-time basis in the first year.

Outcomes will focus on these students continuing enrollment, graduating, and reaching their career objectives. HU CAMP will provide a wide range of intensive services during the first year and individual monitoring and follow-up activities (not exceed 10% of funds) in subsequent years, to help each student overcome their academic, personal, and financial challenges to stay enrolled and ultimately graduate. HU CAMP will also promote and enroll students into its **STEP (Science Talent Expansion Program)** program funded by NSF. STEP is aimed at increasing the number of underrepresented students obtaining degrees in STEM.

HU CAMP's design has evolved into a quality program over the years. This design includes bilingual outreach/recruitment, a thorough student assessment, a comprehensive instructional support system, and an individualized follow-up program. Utilizing this design, HU CAMP will operate a year-round day and evening program to meet the identified needs of the MSFW students. **Priority Performance Measures:** HU CAMP will serve a total of **60** MSFW students per year with **54 (90%)** successfully completing their first year of college (**GPRA 1**) and **48 (89%)** of those students continuing to be enrolled in post-secondary education (**GPRA 2**). HU's two GPRA performance measures exceed the recommended national target of **86%** and **85%**, respectively. The primary goals and outcomes of the HU CAMP are as follows:

- Provide CAMP students with the foundation and intensive academic, career, financial, and support services they need to successfully reach their education and career goals.

Measurable Objectives and Outcomes - The objectives and outcomes of the program are described in this section and will be repeated each year throughout the five-year program period.

PI-Principal Investigator; PD-Project Director; RS-Recruitment/STEM Specialist;
 ARS-Advising/Retention Specialist; TU-Tutors; MN-CAMP Mentors; PA-Program Assistant;
 EV-Evaluator

Objective 1. Provide outreach to underrepresented potential participants and recruit 60 eligible MSFWs who are most in need of academic instruction and supportive services.

| ACTIVITIES | MEASURABLE OUTCOMES | PERSON RESPONSIBLE | TIMELINE |
|--|---|--------------------|--------------------|
| 1. Outreach to schools, community organizations serving farmworkers including Migrant Education, HEP, Health Clinics, WIA 167 Employment & Training Program & Head Start | 100% of organizations serving farmworkers will be contacted | PI, PD, RS | Month 1-4 |
| 2. Develop and disseminate brochures, publications in English and Spanish | 1,000 brochures are disseminated | PD, RS, PA | Month 1 Ongoing |
| 3. Screen and certify 60 eligible migrant students for CAMP | 60 students enrolled into CAMP | PD, RS | Month 1-3 |

Objective 2. Provide CAMP students with admission and intensive academic, and support services during their first year of college to continue in postsecondary education.

| ACTIVITIES | MEASURABLE OUTCOMES | PERSON RESPONSIBLE | TIMELINE |
|--|---|--------------------|----------------------|
| 1. Provide students with university's academic and service orientation | 60 students attend orientation and register | PD, RS | Month 1 |
| 2. Assess students' academic levels for Math, Reading and English course placement using the COMPASS | 60 students assessed to determine skill level | RS, ARS | Month 1-2 |
| 3. Assess students for English proficiency skills, basic needs | 60 students assessed and action plan developed | RS, ARS | Month 1-2 |
| 4. Assist students with course selection planning, registration and development of Individual Success Plan (ISP) | 60 students select appropriate courses and develop an ISP | PD, RS, ARS | Month 1-2 Ongoing |
| 5. Instructional support offered via Study Skills Workshops and access to the Writing Center, Academic Skills | 60 students are provided instructional support | RS, ARS, TU, MN | Month 1- Ongoing |
| 6. Provide tutorial services in the use of computers and internet skills | 60 students receive tutoring/computer skills | RS, ARS, TU, MN | Month 1- Ongoing |
| 7. Offer cultural enrichment and leadership opportunities for students | 60 students exposed to these activities | RS, ARS | Month 1- Ongoing |

Objective 3. Provide 60 students with academic, career and personal counseling and advising services to enable them to succeed in their first year at the university.

| ACTIVITIES | MEASURABLE OUTCOMES | PERSON RESPONSIBLE | TIMELINE |
|--|--|--------------------|---------------------|
| 1. Schedule academic, career and personal advising on an ongoing basis | 60 students receive academic/career advising | RS, ARS | Month 1- Ongoing |

| | | | |
|--|--|-----------------|-------------------|
| 2. Offer academic, STEM, career, personal, and university transition workshops | 60 students attend CAMP Class and Advising Workshops | RS & ARS | Month 2 - Ongoing |
| 3. Provide peer mentoring to enable students to identify peer networks | 60 students receive mentoring services | MN | Month 2 - Ongoing |
| 4. Assess students' career interests, aptitudes, motivation and attributes (by using WOIS and MBTI) | 60 students are linked to academic and career activities | RS & ARS | Month 2 - Ongoing |
| 5. Students will develop individualized education/career plan. | 60 students develop a career plan | RS, ARS | Month 2 - Ongoing |
| 6. Offer students links to resources to enhance their career goals, such as internships, job shadowing, resume development, skill building, etc. | 60 students provided career advising workshops and counseling services | PD, RS, ARS, MN | Month 1 - Ongoing |
| 7. Provide students health, dental and vision service referrals | 60 students offered and receive these referrals | RS, ARS, PA | Month 2 - Ongoing |

Objective 4. Provide 60 students with financial aid assistance and access to federal, state, private and institutional resources to support their first year at the university.

| ACTIVITIES | MEASURABLE OUTCOMES | PERSON RESPONSIBLE | TIMELINE |
|---|--|--------------------|-------------------|
| 1. Assist students in completing and submitting a timely/accurate application for financial support | 60 students file financial aid applications and scholarships | PD, RS, ARS | Month 1-7 |
| 2. Provide workshops on the availability of federal, state, local, and private scholarships and internship programs and opportunities | 60 students receive training on federal, state and local support | RS, ARS | Month 1-7 |
| 3. Offer guidance and workshops in collaboration with work-study to develop the appropriate skills related to student's major and career interest | 30 students receive assistance in work-study opportunities | RS, ARS, TU, MN | Month 3 - Ongoing |
| 4. Allocate resources for students to address assessed barriers related to tuition, books, transportation, housing, childcare, lab fees, healthcare, etc. | 60 students assessed and provided supportive services, when needed | RS, ARS, PA | Month 1 - Ongoing |

Objective 5. Provide follow-up services to enhance student's retention and graduation rates through academic and financial support after completing their first year of college.

| ACTIVITIES | MEASURABLE OUTCOMES | PERSON RESPONSIBLE | TIMELINE |
|--|---|--------------------|-------------------|
| 1. Provide individual or group exit orientations to inform students of expectations and program's role | Completers provided an exit orientation | PD, EV | Month 10-12 |
| 2. Use <i>File Maker Pro</i> to track student's academic progress | Completers monitored by Hus MIS | RS, ARS, EV | Month 1 - Ongoing |

| | | | |
|--|--|--------------------|----------------------|
| 3. Offer students links to the resources in response to unmet needs related to their educational goals | Completers linked to resources and monitored | PD, RS, ARS | Month 12- Ongoing |
| 4. Offer personal counseling and academic or career advising as needed | Completers provided counseling services | RS, ARS, TU, MN | Month 12- Ongoing |

(ii) The design is appropriate and will successfully address the needs of the target population

Consistent with its mission of providing educational opportunities to minority and under-represented populations in our service area, the proposed CAMP is designed to strategically address the identified needs of MSFWs as detailed in the Needs Section. HU has demonstrated success in working with the farmworker population and understands their academic, personal and financial needs. Special programs in those areas such as assistance with financial aid, ESL, bilingual and bicultural counselors, and other individualized program strategies are basic components of the college preparation, assistance and referral programs. Thus, HU CAMP has been designed and tailored to address gaps and weaknesses and the range of identified outreach, academic, personal and financial needs of students. Table 4 (below) outlines the proposed services and the appropriateness of those services to meet the needs of CAMP students.

| Table 4. Appropriateness of Project Services to Address CAMP Participant Needs | | | | |
|---|----------------------------------|--|--|--|
| | | Academic | Personal | Financial |
| Specific Needs | | <ul style="list-style-type: none"> Limited English language proficiency Pre-university math placement and/or low reading ability Limited knowledge of university demands School interruption due to farmworker | <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"> Poverty Pressure to work to support family needs Limited understanding of federal financial aid process |
| | Services to Address Needs | <ul style="list-style-type: none"> Summer Bridge Program, University Success course, First Year Introduction, course selection advice, educational planning, tutoring, study skills, periodic progress reports | <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"> Assistance students and parents with financial aid process and application Help with applying for scholarships Stipends, book and tuition stipends |

| | | | |
|------------------------------------|--|--|--|
| Appropriateness of Services | <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 | <ul style="list-style-type: none"> • Holistic approach to university student development • Highly trained staff with counseling backgrounds, reflective of target population | <ul style="list-style-type: none"> • Skill-building approach to understand financial aid system • First-generation college students face financial burdens |
|------------------------------------|--|--|--|

(iii) The project will establish linkages with other agencies providing services to population

HU recognizes the importance of coordinating the implementation of CAMP with other resources. HU has many established linkages with other MSFW agencies to access services to address the needs of CAMP students. HU has working agreements with community, federal and state projects for migrant seasonal farmworkers. Therefore, HU will utilize the expertise and services of their vast network of service providers to maximize resources available for MSFW students. Our partners have been instrumental in outreach, recruitment, job skills enhancement, life skills building, job placement, ESL, and supportive services. Table 5 identifies the service linkage and the agreements HU has secured with partners. Letters of support are included in Appendix 3 validating this collaboration and others are on file at HU (Priority 2).

| Table 5. HU CAMP Partner Linkages | Linkage/Services | | | | | | | |
|--|------------------|---|---|---|---|---|---|---|
| | A | B | C | D | E | F | G | H |
| Partner | | | | | | | | |
| • Migrant Head Start – Inspire Learning | X | X | | X | | X | X | |
| • Migrant & Bilingual Ed Programs – OSPI | | | | X | | | | |
| • Migrant Student Data & Recruitment | X | X | X | X | | | | |
| • Opportunities Industrialization Center – Migrant 167 | X | X | | X | | | X | |
| • Yakima Valley Farmworkers Clinic | X | X | | X | | | X | X |
| • Migrant Education Regional Office 105 | X | | | X | | | X | |
| A: outreach, B: recruitment, C: data collection/tracking, D: referrals, E: student leadership, F: childcare/transportation, G: college success support, H: health services. | | | | | | | | |

(iv) Increase efficiency in use of time, staff, money or other resources to improve productivity

HU, using value-added methods and the latest administrative, programmatic and financial management software (i.e. GrantsMaximizer) including state-of-the-art participant tracking technology systems (*File Maker Pro.*), will continue to improve system-wide processes to increase efficiency, effectiveness, and productivity in the use of time, staff, funds, and other

internal resources necessary for improving student learning and project outcomes. Through ongoing transparent policies, use of technology, effective managerial practices, regularly reviewing and monitoring value-added evaluation (quantitative/qualitative) data, fact-based decision-making, budget processes and strong performance management practices, HU has demonstrated the ability to increase the overall efficiency of CAMP. During the 2012-13 fiscal year, HU's was **one of the top in efficiency** with an overall average costs of **\$9,444** per CAMP student who completed and continued on to college (See Appendix 4 – CAMP Top Ten).

HU CAMP Principal Investigator and Project Director, in collaboration with the Project Advisory Council (described later), will meet quarterly to review GPRA and project objective status, student recruitment efforts, evaluation results, and student outcomes and compare them to budget expenditures, staff allocations, resources applied, leveraged funds and program practices. This process will allow HU to continue assessing the overall CAMP efficiencies while making immediate administrative, programmatic, and governance adjustments, if needed.

3. Quality of Project Services

(i) Training services are sufficient quality, intensity and duration to lead to improvement

Heritage University (HU) will provide participants equal access to all services, specifically to participants that have been underrepresented based on race, color, national origin, gender, age or disability. HU CAMP will provide a comprehensive service delivery plan utilizing the college facilities and its quality personnel to accomplish the project objectives. The activities, objectives and measurable outcomes have been established to ensure accountability and with consideration of each student's ability to benefit from the services, products and programs offered.

Professional Development: HU promotes and supports an effective learning college environment and continuous learning principles. Thus, to ensure that CAMP students receive the highest quality services, CAMP staff, instructors and faculty will participate in

year-round (15 hours) professional development and maintain professional certifications to demonstrate ongoing competence and proficiency in their area of specialty. Professional development sessions will include, but not be limited to: effective pedagogical instructional strategies (4 hours), counseling and advising techniques (3 quarterly/2 hours), leadership development (3 hours), integration of relevant curriculum (monthly 1 hour), financial aid, and other trainings (1 hour) that have proven success in meeting the needs of CAMP students. HU will sponsor workshops on topics such as “Teaching and Learning” and “Creating Effective Programming” (3 hours). These sessions will provide “best practice” concepts to better design and deliver quality services and strategies to improve student learning and outcomes. Staff will also attend the annual HEP/CAMP national conference to stay abreast of the latest developments. To validate how new knowledge gained has been incorporated into practices and instructional strategies staff will be evaluated (quarterly) by the project director and students through formal (classroom observation, surveys, interviews, etc.) methods.

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

Greatest Needs: CAMP’s outreach effort prioritizes isolated areas that are customarily underserved. HU utilizes the Noel-Levitz College Student Inventory™ (CSI) to assess and identify the most at-risk students. Through this process CAMP’s “Neediness Scale” prioritizes students by need, with criteria such as GPA, family income, social status, academic needs, college prep test scores, etc. The CSI (Appendix - 5) results are then ranked by the CAMP Selection Committee and students with the **greatest need and potential for success** are selected to participate. This strict criteria ensures the highest accuracy of enrolling only those students with the greatest need.

Focused Services: An Individual Success Plan (ISP) will be developed for each student in accordance with their academic, social, financial and personal assessment and goals. In addition, based on the CSI results and the ISP, CAMP students will be afforded appropriate courses,

academic support, course selection and financial guidance. Supplemental instruction is available for traditionally difficult 'gateway' courses, and will be offered to meet each student's academic needs during their first year of college. CAMP students will also receive ongoing advising, counseling, tutoring, mentoring, career guidance, monthly progress reports, course selection assistance and participate in quarterly workshops and cultural events. Individual financial advising and support will be provided through training, stipends, FAFSA application assistance, and scholarships workshops. This comprehensive approach toward student development not only ensures that students succeed in year one but ultimately persist and graduate from college.

Training Services: HU understands the needs of the MSFW community. Thus, HU CAMP's provides for a scope and range of services to ensure that students' academic, personal, financial and career needs are met. These direct student services as described in the Project Design (see pages 6 - 9) include but are not limited to: academic/career assessment and advising, college skills courses, study skills, mentoring, tutoring, leadership development, work-study, internships, financial aid assistance, etc. These menus of services are offered on a daily, weekly, monthly, and/or quarterly basis to provide students with ongoing capacity building activities year-round. This structure provides for quality, intensity, commitment and sufficient duration leading to improved practices for college retention and graduation for all students. Also all current staff are former CAMP students, bilingual, bicultural and from the target population.

(iii) Services lead to achievement of students as measured against rigorous academic standard

The design of HU CAMP is based on a **Theory of Action** that forms the basis for each service and activity. It does so by drawing from best practices that provides evidence for enhanced student success. It builds on current research "Closing the Social-Class Achievement Gap" that best promote success among college students, particularly among first generation college students that universities equip with the tools they need to manage and overcome the

challenges their different backgrounds present (Johnson, Richeson, & Finkel, 2011). Therefore, HU CAMP will not only combine rigorous academic strategies and financial resources aligned to the universities' standards but will also offer **psychological resources** including educating CAMP students, particularly first-generation students that they deserve to attend college and can thrive there (Oyserman & Destin, 2010; C. M. Steele, 2010; Stephens, Markus, & Fryber, 2012). HU CAMP will conduct this through a wide range of individual, group, student led, and customized instruction and training in and out the classroom based on each student's assessment results and Individual Success Plan to increase and nurture student learning and development as further demonstrated in the HU CAMP Logic Model found in Appendix 6 (Priority 3).

Theory of Action: Closing the Social-Class Achievement Gap: A Difference-Education Intervention Improves First-Generation Students' Academic Performance and All Students' College Transition (Stephens, N. M., Hamedani, M. G., & Destin, M. in press, 2014), summarized that students arrive at college with different levels of preparation to handle college going responsibilities. Unsurprisingly, family background makes a difference. Students who are the first in their families to attend college (first-generation) earn lower grades and dropout at higher rates than students with at least one parent who attended college (continuing-generation), controlling for high school GPA (Pascarella et al 2004). What fuels the gap? Partly the access that continuing-generation students have to advice from parents on how best to navigate college—access that first-generation students obviously lack. Colleges try to make up for this difference by offering programs to aid first-generation students; programs that offer advice on how to select a major, how to manage one's time, and so on. But first-generation students oftentimes do not take colleges up on their offers of help. They are less likely to take advantage of college services than continuing-generation students. That may be because first-generation

students are unsure whether or not they really belong at college, or whether they can succeed (Pascarella, E., Pierson, C., Wolniak, G., & Terenzini, P., 2004) – (Priority 3).

Therefore, no matter what program or practice a college implements, colleges are likely to have a greater impact if its design incorporates the following: 1) Educator, staff and family engagement with students have shown positive effects on student academic achievement when leadership, character education, and life-skills management is integrated with remedial education, counseling, advising, tutoring, mentoring, cultural exposure, and enrichment activities (Valli, et al., 2013). 2) Barriers to learning such as mental, health, behavior, and socioeconomic can also be alleviated as a result of staff, educators and family connections and support with the institution (Castrechini, S., 2011). 3) Contexts for student success are also shaped by other factors such as available resources and commitment, availability of partners, effective management, and easy accessibility of programs and services (Durlak et al., 2011).

Following the Theory of Action, HU CAMP **academic** and **support services** in Table 6 below will lead to improvements in the achievement as measured against **rigorous academic standards** which include curriculum, assessments, and professional development. The following proven procedures will ensure effective implementation of the proposed CAMP:

| Procedures | Description | Table 6. |
|----------------------------|--|----------|
| Orientation | Students participate in Summer Bridge and a required 2 day CAMP Orientation. | |
| Training | CAMP staff will participate in quarterly local, state, and national conferences. | |
| Recruitment | HU will outreach and recruit underrepresented individuals most in need of academic, advising, and financial assistance throughout the year. | |
| Assessment | Assess student’s math, reading and writing, ESL skill levels and complete <i>assessments (CSI), placement tests</i> before first semester begins. | |
| Supportive Services | Follow ISP and provide ongoing academic and career guidance, leadership training, cultural events, stipends, supplies and referrals to health care, transportation, housing, childcare and other internal and external resources. | |
| Financial Aid | Access all possible financial resources to maximize the student’s financial aid before CAMP resources are used and assist with application process. Also provide financial literacy course, planning, guidance, and support stipends. | |
| Coordination | Access and coordinate services with internal and external resources, ongoing. | |

| Procedures | Description | Table 6. |
|-------------------------------|---|----------|
| Advising - Counseling | Students required to attend academic courses (12-16 credits per semester) aligned to ISP, and ongoing academic skills building. Students also receive course selection assistance, educational and career planning and internships. | |
| Study Skills Building | Students required (2 hours/weekly) to engage in study skills development, supplemental instruction, community service learning, financial literacy, etc. | |
| Tutoring-Mentoring | Students in need attend tutoring (2 hours/weekly) to increase performance and meet with mentor (1 hour/weekly) for academic and personal guidance. | |
| Follow-up | Completers receive academic course selection guidance in year two, assistance with registering into the university, financial aid support and coaching. | |
| Continuous Improvement | The CAMP Project will maintain a Continuous Improvement Strategy which strives to constantly improve the program through RGI program evaluation. | |

Thus, in accordance to the Theory of Action, promising practices and to the college academic standards, CAMP will provide a comprehensive set of activities, products and services aimed at developing the academic, employment and social competencies of students most at need.

4. Quality of Project Personnel

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

HU will strive to hire individuals who are bilingual, bicultural, and from the target population. Following this practice, HU has assigned and hired the following professionals:

Principal Investigator (PI): Ms. Melissa Marie Hill, Dean of Students, representative of the target population will continue to serve (10%) as the PI and supervise the Director at no-cost. Ms. Hill oversees this division which includes CAMP, TRIO SSS, etc. Ms. Hill holds a Masters in Educational Leadership and is set to receive her Doctorate in May 2016 and has over 14 years of education experience which includes CAMP. (Appendix 7 - Resume).

Project Director (1 FTE): Ms. Dina Ibarra, a former farmworker who overcame her academic and economic challenges through education, will continue to serve as the Project Director for CAMP full-time. Her relevant training, experience, and skills come from her personal, education and administrative capacity, in which she has guided hundreds of farmworkers to achieve their academic goals. With over 8 years of experience along with her academic training, Ms. Ibarra has successfully led numerous program aimed at farmworkers which makes her an excellent role

model for all students (3 years required). Ms. Ibarra's education includes a Masters in Educational Leadership (BA required) and Bachelor of Arts in Humanities. She has attended numerous capacity building (2 years required) conferences on best practices, policies and regulations aimed at farmworkers. Ms. Ibarra's experience, academic credentials and ongoing capacity building enhances her ability to work with MSFW students (Appendix 7 – Resume).

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

When hiring other key personnel and consultants, HU takes extra measures to encourage and seek out professionals who are best qualified and are affiliated with the target population.

Samantha Ruiz with over 4 years of migrant education experience (3 years required) will be the Advising/Retention Specialist (1 FTE). Ms. Ruiz, from the target population, will lead the student counseling and retention activities. Her credentials include a Masters of Arts (BA required). The Recruitment/STEM Specialist position is assigned to Mr. Rafael Davila (1 FTE). Mr. Davila is bilingual, from the target population and has over 8 years of TRIO education experience (2 years required). Mr. Davila who has forged numerous alliances with local school districts and entities will lead the outreach activities to help MSFW students achieve their educational and career goals. His credentials include a Bachelor's of Science (BA required). The Program Assistant (to-be-hired) will be required to be bilingual, possess a high school diploma/ GED, with two years of office management experience, and proficient in Microsoft Office applications, AA preferred. Tutors/Mentors will be HU seniors or juniors, hold a 3.0 GPA and ability to lead students (Appendix 7 – Resumes & Appendix 8 all Job Descriptions).

RGI with over 20 years of experience (5 years required) evaluating numerous federal programs including CAMP, GEAR UP, etc. will conduct the external evaluation. RGI specializes in evaluating projects for low-income and farmworker populations. The lead evaluators will be Ryan Landvoy, Ph.D. and Robert Ozuna, M.P.A. Resumes are included in Appendix 7.

5. Quality of Management Plan

(i) The adequacy of the management plan to achieve the objectives of the proposed project

HU CAMP Program will be housed within the Student Affairs Division. Through this division, HU pledges their commitment, personnel, facilities, resources and active participation to ensure CAMP is an integral part of its daily operations and administrative functions. As a recipient of multiple federal grants (TRIO SSS, HEP, Talent Search, etc.) of which all have achieved their proposed objectives on time and within budget, HU has administrative, programmatic, fiscal, management and evaluation control systems in place that meet the highest standards of accountability. HU will use this management experience, leadership and knowledge in the management of CAMP. These administrative systems use the latest organizational managing software (e.g. GrantsMaximizer), communication systems, fiscal appraisals (supplement not supplant), effective staffing plans, customer feedback mechanisms and techniques for organizational control and continuous quality improvement. Program control utilizes current technology for participant tracking (e.g. File Maker Pro), monitoring progress, sharing of resources, assessing accountability, management of information, evaluation, reporting and oversight. HU will use this management experience for CAMP to ensure the delivery of effective, accessible, quality, timely, culturally relevant services to ensure all students are successful. The plan is designed to integrate the following essential elements and assurances:

- Hiring qualified staff that is aware and knowledgeable of MSFW educational needs
- Provisions for ongoing staff training, technical assistance and follow-up
- Recruiting students from farmworker backgrounds most in need of services
- Coordination with other projects to access and maximize student services first before CAMP
- Allocation of sufficient staff and student travel has been budgeted for services

Ms. Melissa Marie Hill (Principal Investigator), Dean of Students, and representative of the target population will have oversight of CAMP. Ms. Hill, as part of the administration team, meets regularly with the Vice President of Instruction and Student Services and cabinet members

to coordinate the overall direction of CAMP. Ms. Hill will be responsible for ensuring the program is in compliance, objectives are met, and will directly supervise the Project Director. Ms. Ibarra, the current CAMP Project Director, and representative of the target population will continue to manage and have complete oversight of all CAMP's daily activities. Ms. Ibarra will supervise staff, manage the budget, conduct regular staff meetings, and review personnel status updates. Ms. Ibarra will also maintain working relationships with other college programs, school districts, and community-based organizations to maximize services to students. There are a variety of proven mechanisms in place to ensure high-quality services to CAMP students. One of our CAMP priorities is to have students complete an evaluation after each CAMP activity. During appointments with CAMP personnel, students will be able to provide feedback about services they received and services they would like to receive. CAMP staff will meet regularly with students, parents, and faculty to solicit input and implement changes to improve the program. This will maintain and facilitate timely management, decision making, and maximize internal and external resources to ensure objectives are met on time and within budget. Heritage University CAMP Program Organizational Chart can be found in Appendix 9.

As mentioned before, CAMP has been organizationally positioned within the Student Affairs Department. This scenario offers significant leverage for CAMP students to access an array of college resources and programs to maximize all services available. HU CAMP's design requires the Project Director to facilitate weekly staff meetings and quarterly CAMP Advisory Council (Project Director, staff, faculty, mentors, partners, CAMP student, parent, etc.) and Evaluator meetings to discuss strengths, challenges, and potential program modifications. On a weekly basis, Ms. Ibarra will meet with staff to discuss program objectives, updates and any new mandates. HU also strongly supports staff development and requires CAMP staff to participate in

capacity building activities annually, such as attending the National TRIO Conferences and numerous skill building workshops related to problem solving, and leadership skills. To manage information and data collected on students, HU will utilize its automated comprehensive student database (*File Maker Pro.*) Management Information System (MIS) that produces thorough student CAMP profiles. This MIS will collect all student data related to the objectives that can be tracked and reported for easy monitoring. The student files will include documentation for eligibility, such as Migrant Education Eligibility (COE) or WIA 167 Certification. The files will also include academic performance, supportive services and student progress documentation. The following chart will be a tool for managing the attainment of objectives, timelines, and budget expenditures, as well as reviewing the progression of students throughout the program.

Project Milestone Chart (July, August, September, and so forth)

| Activities | J | A | S | O | N | D | J | F | M | A | M | J |
|--|---|---|---|---|---|---|---|---|---|---|---|---|
| Identify and recruit students (60) | | | | | | | | | | | | |
| Validate eligibility and enroll 60 most at need students into CAMP Program | | | | | | | | | | | | |
| Summer Bridge – CAMP orientation is conducted | | | | | | | | | | | | |
| Student admission, assessment, academic advising and placement | | | | | | | | | | | | |
| Students begin Fall semester | | | | | | | | | | | | |
| Student advising, counseling and assessment of progress | | | | | | | | | | | | |
| Review students’ performance and academic progress, mid-year review | | | | | | | | | | | | |
| Annual performance report is completed and reviewed by staff and RGI | | | | | | | | | | | | |
| Spring Semester Begins | | | | | | | | | | | | |
| Students enroll in courses based on academic advising | | | | | | | | | | | | |
| FAFSAs are completed for second year | | | | | | | | | | | | |
| Recruitment for 2 nd year of CAMP | | | | | | | | | | | | |
| Student advising, counseling and assessment of progress | | | | | | | | | | | | |
| Second Year Begins | | | | | | | | | | | | |
| Follow-up services in 2 nd year of CAMP | | | | | | | | | | | | |

(ii) The procedures for ensuring feedback and continuous improvement

To ensure effective feedback mechanisms and continuous improvement, the Project Director will: **1)** Work with project staff on a daily basis using its internal comprehensive MIS (*File Maker Pro*) system to monitor progress, review benchmarks toward performance measures, and make improvements; **2)** Meet with the existing CAMP Advisory Council and the Evaluator on a quarterly basis to solicit feedback into program operation and evaluation; **3)** Assess program satisfaction levels every quarter through interviews and surveys (students, faculty, partners, etc.) to monitor program performance; **4)** Monitor educational performance of CAMP students every quarter to assess effectiveness of services; **5)** Continuously improve CAMP through on-going measurement (*GrantsMaximizer*) of objectives every month; and **6)** Review annual activity and evaluations and integrate improvements to increase the effectiveness of the program.

(iii) The time commitments of key CAMP personnel are adequate to meet the objectives

Personnel: Based on years of experience in managing CAMP and similar programs, staff has been allocated adequate time to meet or exceed the objectives. These assignments are as follows:

| Table 7. Position | FTE | Responsible For: |
|--------------------------|------------|--|
| Principal Investigator | .10 | Overall leadership and supervise Project Director |
| Project Director | 1 | Manage daily operations and ensure compliance |
| Advising/Retention Spe. | 1 | Academic and Non-cognitive Skill and Counseling/Advising |
| Recruitment/STEM Spe. | 1 | Specializes in recruitment, placement and STEM activities |
| Program Assistant | 1 | Provide support to the Project Director and staff |
| Tutors | PT-4 | Provide tutoring, academic and enrichment activities. |
| Mentors | PT-4 | Offer peer support (academic, social, financial) to students |

(iv) Adequacy of mechanisms for ensuring high-quality products and services from project

Service Structure: To maintain accountability and to ensure high-quality products and services are delivered, the Project Director will work closely with all stakeholders including the external evaluator to ensure full implementation and oversight of program activities. The Project Director will ensure program effectiveness by maintaining a high-level of open communication among staff, students, schools, community, partners and vendors. The CAMP team will meet weekly to

review program progress, student development, cost efficiencies and areas needing attention for improvement. Instructional support will be an essential element to ensure relevant high-quality CAMP products and services are being delivered to the target MSFWs. The Project Director will further assess satisfaction through student classroom attendance, CAMP course results and through quarterly interviews and surveys (students, faculty, partners etc.) to monitor academic performance of students to assess program, product and service effectiveness and to overall assess status of objectives. The mechanisms mentioned above, the management plan, timeline, project design, organizational structure and the plan for feedback for continuous improvement are methods by which HU CAMP will ensure a high-quality program for each participant.

6. Adequacy of Resources

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

Since 2000, HU has committed extensive support and resources to CAMP and thus, staff and students will continue to have full access to a variety of college resources including facilities, equipment, supplies and related resources. **Facilities:** Located in the Student Affairs Division – TRIO/CAMP Resource Center, CAMP will have access to three staff offices, tutoring/mentoring rooms, 2 conference rooms, classrooms and to all HU facilities (Student Testing and Financial Services, Students Life, Academic Skills Center, Technology Classroom Building, etc.). **Equipment:** CAMP staff offices will be furnished with desks, chairs, filing cabinets, bookshelves, and computers with the latest operating system, software and internet access. HU will also offer CAMP staff and students' access to copy and fax machines, LCD projectors, scanners, SMART boards, built-in multimedia and audiovisual equipment, Skype, etc. **Supplies:** In addition to the supplies allocated in the CAMP budget, HU will offer CAMP basic office supplies (writing pads, stapler, computer software, etc.) including calculators, planning calendars, student computers, and text books for CAMP students to borrow.

(ii) Relevance and demonstrated commitment of each partner in the project

CAMP has also established numerous local community partnerships that remain committed in educating migrant and seasonal farmworkers. These partners will continue to invest and provide additional resources towards the educational success of MSFWs as depicted in Table 8.

| Table 8. Partnership | Linkages |
|---|---|
| OIC of Washington WIA 167 Migrant and Seasonal Employment & Migrant Head Start - Inspire Learning | Referrals, job training, classroom, computer training, co-enroll and job placement |
| Migrant Education Regional Offices (MERO) | Outreach, ESL, classroom, childcare, transportation |
| Yakima Valley Community College | Will assist with the identification and recruitment of migrant and seasonal farmworkers |
| | Referrals, Adult Basic Ed., vocational training and ESL |

To validate partners' support, letters are on file (due to space) and in Appendix 3 (Priority 2).

(iii) The costs are reasonable in relation to the objectives, design and significance of project

Considering its **15** years of successfully operating CAMP, HU has budgeted **\$425,000** annually to serve **60** underserved MSFWs. This cost adequately supports the project design as it includes significant resources aimed at students' academic and social development, instructional assistances, stipends, training and follow-up (not to exceed 10% of funds). HU has allocated sufficient staff, adjunct faculty, tutors, mentors, supplies to support activities, travel for outreach and professional development including resources for an external evaluator. The budget reflects actual costs and is adequate to support all operational costs based on our proven past experience.

(iv) The costs are reasonable in relation to number persons served and anticipated benefits

HU CAMP will serve 60 MSFW students at an annual cost of **\$7,083** per student, which is below the national average cost of **\$8,738** per student (OME-CAMP 2013). Given the scope, intensity and range of services proposed for each student and all the variables surrounding farm workers, these costs are realistic and compares favorably in comparison to other similar CAMPs locally and nationally. All costs are based on actual expenditures of the current CAMP project.

(v) The potential for the incorporation of project benefits at the end of federal funding

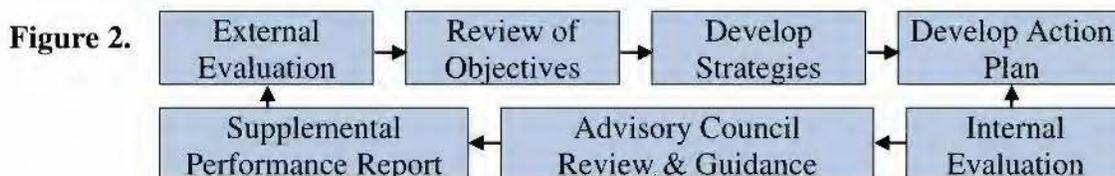
HU for the past 15 years has supported CAMP by devoting resources to maximize services

to CAMP students. Understanding federal funds will exhaust and ultimately service levels will be reduced, all students served by CAMP will continue to have access to an array of services at various HU departments including the Student Life, Academic Skills Center, Writing Center, Library, Technology Center, Testing Center, Career Services, TRIO Student Support Services, ADA services, and counseling services through Northwest Employee Assistance Program.

7. Quality of the Project Evaluation

(i) *The extent to which the methods of the evaluation are appropriate to the context*

RGI an external evaluator will conduct the evaluation, which will include CAMP staff, Advisory Council, partners and students as well as review of GPRA measures, objectives, activities, and outcomes (Appendix 6 - Logic Model Priority 3). Formative evaluation data will include qualitative descriptions of CAMP’s operational, management, and personnel impact on students. Formal interviews will assess staff and students’ perceptions of the program, and identify potential improvements (i.e., extent, types, and effectiveness of activities, meeting times, communication styles, and quality of assessment). Summative evaluation data will include quantitative analyses of CAMP’s objectives and outcomes in terms of numbers of students served, progress, status, etc. HU CAMP’s evaluation design will generate relevant and timely information for program staff to manage, maintain and improve the project. The evaluation plan was designed to assess the project’s compliance with GPRA indicators, EDGAR performance reporting regulations and the project objectives. Figure 2 illustrates the evaluation design.



(ii) *The extent to which the methods of evaluation examine effectiveness of implementation*

The evaluation questions and strategies are grouped into five general program areas:

| Area | Evaluation Questions | Instruments | Table 9. |
|---|--|--|----------|
| Supportive Services for CAMP Students (Formative Evaluation) | Are students assisted with admission and financial aid? Are instructional and supportive services being provided? Did the students accomplish their academic goals? Are appropriate follow-up services being provided? Are GPRA 1 (90%) and GPRA 2 (89%) measures being met including Project measures? | Interviews with students, surveys, MIS review, copies of financial aid applications, supportive services documentation, instruction materials, rosters, assessments, transcripts, counseling logs, activity results, academic test, skills development, feedback reports (Ongoing) | |
| Personnel (Formative Evaluation) | How is performance tracked? What type of support is received from HU? Do you engage in capacity building training? | Staff interviews, focus groups surveys, staff and activity evaluations (quarterly) | |
| Operations (Formative Evaluation) | Are recruitment and orientations conducted? Is academic and career counseling provided? Is the program meeting the student's needs? | Recruitment logs, orientation rosters, student applications, counseling reports, and student portfolios (After each activity) | |
| Management (Formative Evaluation) | Is staff being hired from the targeted population? Are evaluations being completed for staff? Are there staff meetings? Does staff attend training? | Personnel files, evaluations, training agendas, student feedback, Advisory Council feedback, reports to the USDOE (Ongoing, Annually, etc.) | |
| Objectives Performance (Summative Evaluation) | Do portfolios include eligibility documents? Are objectives being met? What type data is being collected? Is the project operating as planned? | All of the above. <u>Evaluated on the basis of performance measures described in Section 2 – Project Design.</u> | |

(iii) The extent the evaluation provides performance feedback and assesses progress

Performance Feedback: Staff and evaluator will collect performance data on an on-going basis to make decisions, report progress of CAMP objectives to the USDOE, and improve CAMP activities effectiveness. Evaluation regarding career advising/counseling, instruction, supportive services and follow-up services will be administered at two levels. Staff and the evaluator will conduct an internal review of these activities to identify ways to improve and CAMP students will complete a survey at the end of each activity. **Periodic Assessment:** RGI (evaluator) will provide the Project Director verbal and written site visit reports quarterly as well as evaluation reports annually. Reports will also be provided to USDOE by CAMP annually. The evaluation plan has been designed to assess the program's compliance with both the GPRA performance indicators and the proposed project measures. This design ensures feedback from all stakeholders for continuous improvement measures that will be incorporated into the program annually.

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**Heritage University College Assistant Migrant Program
Budget Justification Narrative**

The proposed budget for Heritage University (HU) is submitted in response to the U.S. Department of Education's Office of Elementary and Secondary Education **College Assistance Migrant Program (CAMP)** Grant. The following budget justification clearly illustrates the funding being requested for all five years of the program. The budget request is realistic and based on actual costs that will adequately support the proposed HU CAMP services, activities, instructional support, training and professional development as presented in the scope of work. The funding requested is only for resources and items that are not currently available through HU or other community support.

Heritage University (HU) is proposing a budget of **\$2,125,000** over the five year grant period from the U.S. Department of Education's CAMP Program to serve **60 eligible commuter Migrant and Seasonal Farmworker (MSFW) students** annually. The HU CAMP will continue providing MSFW students with the academic foundation they need to successfully reach their educational and career objectives, bridging educational gaps by offering a comprehensive commuter services program that increases post-secondary educational opportunities for farmworkers, and prepares them for the world of work.

As described in the application narrative, Heritage University has budgeted the proposed positions, travel, supplies, materials, services and other items to effectively implement HU CAMP. The allocation of resources was prepared based on Heritage University's multiple years of experience and what is necessary to accomplish the proposed goals, objectives and outcomes. The proposed salaries, wages and costs are aligned and within HU's financial policies, procedures and salary scale for positions that have comparable duties and responsibilities. Each key position plays a significant role towards the success of HU CAMP, each with important

responsibilities to ensure all necessary tasks and items have been accomplished to meet the proposed goals and objectives.

The following budget narrative describes each budget category in detail, its alignment to the goal and objectives, and further delineates the importance and role of each staff, their time commitment and the resources allocated to support their efforts towards meeting and/or exceeding the outcomes outlined in the proposal. Heritage University is confident that these professionals will accomplish each task assigned with vigor while meeting the required contractual obligations.

During Year 1, Heritage University will focus upon: 1) retaining, recruiting, and training staff to serve as lead HU CAMP agents; 2) identifying, assessing and selecting eligible commuter MSFW students with the greatest need; 3) building a collaborative leadership team that will focus on increasing academic performance for students while creating highly-effective HU CAMP staff; 4) collecting and analyzing data (pre/post) from a multitude of sources to inform the project; 5) designing and delivering high quality professional development to staff; and 6) developing and maintaining collaborative structures within the university and with local community and faith-based organizations, school districts, federal and state entities and local government agencies to maximize resources.

Follow-up services will be provided to HU CAMP participants after they have completed their first year of college. Follow-up services may include, but are not limited to, advising and counseling, college enrollment and financial aid application assistances, class selection, career and financial guidance, monitoring and reporting academic progress, referrals to on- or off-campus providers for counseling, health or transportation services, etc. Heritage University will not utilize more than 10 percent of CAMP funds for follow-up services.

1. Personnel

Project Director (1 FTE): Ms. Dina Ibarra will serve as the Project Director for the Heritage University (HU) CAMP grant. She has the experience and full support of the Heritage University administration, faculty and staff to administer the project at a 1 FTE. Base salary for Ms. Ibarra will start at \$52,000 with a 1% salary increase each year of the grant. Ms. Ibarra's primary responsibilities will be to provide leadership and oversight for the grant, connect with the local community to recruit students into the program, and ensure compliance with all federal and state regulations. Ms. Ibarra's total salary for the five years of the grant is estimated at \$265,252.

Advising/Retention Specialist (1 FTE): Heritage University has identified Ms. Samantha Ruiz to serve as the Advising/Retention Specialist. Ms. Ruiz will provide academic advising and retention support to enrolled CAMP students and will also oversee and supervise the mentors. Her base salary is \$39,500 a year at a 1.0 FTE with a 1% salary increase each year of the grant, resulting in a total salary of approximately \$201,490 over the five years of the grant.

Recruitment/STEM Specialist (1 FTE): Mr. Rafael Davila will serve as the Recruitment/STEM Specialist. Heritage University seeks to address the first invitational priority to promote science, technology, engineering, and mathematics (STEM). Mr. Davila graduated from Washington State University with a biomedical degree and is also a first generation college student and a former CAMP mentor and tutor for the WSU program. Mr. Davila's base salary is \$33,500 at a 1.0 FTE with a 1% salary increase each year of the grant, resulting in a total salary of approximately \$170,884.

Program Assistant (1 FTE): The Program Assistant (to be hired) will oversee the application and screening process to ensure eligibility of CAMP participants. Additionally, the Program Assistant will track budget expenses, reconcile accounts, schedule meetings and track correspondence for the program. Base Salary for this position is \$36,000 with a 1% salary

increase each year of the grant, resulting in a total salary of approximately \$183,636 over the five years of the grant.

CAMP Mentors and Tutors: HU CAMP Program will provide both tutoring and peer mentoring to support CAMP students. These temporary student employees will only be allowed to work 19 hours per week and will work an estimated 15 weeks per semester for two semesters. The hourly rate for mentors and tutors is \$10 per hour for a total of 30 weeks. The four tutors will work and report to the Academic Skills Center, participate in trainings sponsored by the University, and will provide both one-on-one tutoring support to CAMP students, as well as host study session for CAMP students in Math, Science, English, and other GUR courses. Four CAMP mentors will be assigned to work with 10 to 15 CAMP students. The total cost for four mentors and four tutors working 19 hours for 30 weeks at \$10 per hour \$45,600 per year.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
|---|------------------|------------------|------------------|------------------|------------------|--------------------|
| Project Director (1 FTE) | \$52,000 | \$52,520 | \$53,045 | \$53,576 | \$54,111 | \$265,252 |
| Advising/Retention Specialist (1 FTE) | \$39,500 | \$39,895 | \$40,294 | \$40,697 | \$41,104 | \$201,490 |
| Recruitment/ STEM Specialist (1 FTE) | \$33,500 | \$33,835 | \$34,174 | \$34,515 | \$34,860 | \$170,884 |
| Program Assistant (1 FTE) | \$36,000 | \$36,360 | \$36,724 | \$37,091 | \$37,462 | \$183,636 |
| CAMP Mentors and Tutors (temporary staff) | \$45,600 | \$45,600 | \$45,600 | \$45,600 | \$45,600 | \$228,000 |
| Total Salaries | \$206,600 | \$208,210 | \$209,837 | \$211,478 | \$213,137 | \$1,049,262 |

2. Fringe Benefits

Heritage University's fringe benefits rate is 39% for the Project Director, Advising/Retention Specialist, Recruitment/STEM Activities Specialist, Program Assistant. The fringe benefits rate for the tutors and mentors (temporary staff) is 9.0%.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
|------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|
| Total Fringe Benefits | \$66,894 | \$67,522 | \$68,156 | \$68,797 | \$69,444 | \$340,813 |

3. Travel

All travel costs are based on the U.S. General Services Administration, and estimated costs for air travel.

Local Mileage: The estimated cost for mileage reimbursement for staff working or representing the CAMP program is approximately \$1,035 per year for five years based on the \$0.575 reimbursement rate and traveling an estimated 1,800 miles annual to meetings related to the CAMP grant. Trips under this line item will include mileage around the Yakima Valley to visit school sites and community organizations, day trips to visit other universities, and mileage for staff as well as mileage for guest speakers or individuals working for the CAMP program.

Student Travel to Graduate Schools: Student travel to visit in-state graduate schools will focus on STEM areas of study. To estimate the student graduate travel we anticipate renting two 15 passenger vans at \$175 each, for a full day including gas, taking 25 students and 2 staff members for a total of 27 people. These 27 individual will be allocated per-diem at \$66 dollars a day for a total of \$1,782, plus parking or incidentals at \$100 (per 2 vans for 2 trips), for a grand total of \$2,182 per trip. When possible, Heritage University will coordinate refreshments to save money. Two trips are planned per year. One trip will be to visit graduate schools on the Westside (Seattle area) of the state including the University of Washington, St. Martins, and/or Seattle Pacific University. The second trip will be on the Eastside and include visiting schools such as Gonzaga in Spokane and Eastern Washington University in Cheney. The total cost for these two trips per year is estimated at \$4,364.

Staff Travel to In-State Conferences: Staff will also attend conferences and regional meetings sponsored by various non-profit groups such as the Washington Campus Compact or hosted by other CAMP programs to network and learn about service learning projects, peer mentoring programs, and other initiatives or best practices in higher education for supporting first-

generation college students from under-represented groups. The \$223 per person rate is based on air or mileage averaging \$200 for transportation, \$143 for a hotel, \$55 in per diem, and \$24 for parking or other incidentals. Three staff members will travel each year to the various conferences and professional development activities for a total of \$668 annually each year for the five years of the grant, resulting in a total of \$3,341 for the five year grant period.

OME Annual Meeting (Washington, DC): The Project Director of CAMP will attend the OME Annual Meeting in Washington, D.C., per the grant requirements specified in the RFP at an estimated cost of \$1,800 annually or \$9,000 over the five year grant period. Costs include: air travel is estimated at \$1,100 per person; per diem estimated conservatively at \$66 per day per person for three days; hotel/lodging at \$200 per person for one night; and \$102 for taxi or transportation costs to and from the airport to the hotel and meetings, as well as incidentals.

HEP/CAMP National Conferences: Two staff members will attend the HEP/CAMP National Conference estimated at \$1,800 each (\$3,600 annually). Costs include: air travel estimated at \$1,100 per person; per diem estimated conservatively at \$66 per person for three days; hotel/lodging at \$200 per person for two nights; and \$102 for taxi or transportation costs to and from the airport to the hotel and meetings, as well as incidentals. In year five, only the CAMP Director will attend the HEP/CAMP National Conference. Total costs to attend this conference over the five year grant period is estimated at \$16,200.

Washington State STEM Conference: With the focus on supporting CAMP students in exposing them to careers in STEM, the Recruitment/STEM Specialist will attend the Washington State STEM Conference in years two, three, four, and five. Costs include: mileage for in-state travel estimated at \$190 (varying upon location of the conference); an estimated registration fee of \$200; per diem at \$66 a day for two days; and hotel/lodging

estimated at \$200 per night. Parking fees and incidentals are estimated at \$50 per day for a total of \$100. The total cost per person for this conference is estimated at approximately \$623.

Provided below are the total estimated travel costs for the five year grant period.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
|--------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Local Mileage | \$1,035 | \$1,035 | \$1,035 | \$1,035 | \$1,035 | \$5,175 |
| Student Travel to Graduate Schools | \$4,364 | \$4,364 | \$4,364 | \$4,364 | \$4,364 | \$21,820 |
| Staff Travel to In-State Conferences | \$668 | \$668 | \$668 | \$668 | \$668 | \$3,341 |
| OME Annual Meeting Washington, DC | \$1,800 | \$1,800 | \$1,800 | \$1,800 | \$1,800 | \$9,000 |
| HEP/CAMP National Conferences | \$3,600 | \$3,600 | \$3,600 | \$3,600 | \$1,800 | \$16,200 |
| Washington State STEM Conference | \$0 | \$623 | \$623 | \$623 | \$622 | \$2,491 |
| Total Travel | \$11,467 | \$12,090 | \$12,090 | \$12,090 | \$10,290 | \$58,027 |

4. Equipment

Not applicable. No items over \$5,000 each are requested.

5. Supplies

CAMP Training Supplies for Students: Training supplies for 60 students is estimated at \$60 per student. These include supplies for New Student Orientation, Summer Bridge, school and class supplies, and resources to assist them with their academic success such as academic calendars and day planners. The total cost per year is estimated at \$3,600 of the grant for a total of \$18,000 over the five years of the grant.

Mentor Supplies and Resources: Heritage University will develop tools and resources for mentors to use with their mentees (CAMP participants). These tools will be developed in collaboration with the College Success Foundation. Mentor supplies include student journals, time management tools, collaborative logs, educational booklets on financial literacy and study skills. The estimated cost of these resources for 60 students is \$42.50 dollars each for a total of \$2,550 each year of the grant, resulting in a total of \$12,750 over the five years of the grant.

Printing Toner: The HU CAMP program will need to print resources for students, including assessments for workshops, packets for training, programs for events, and certificates. Supply funds will support purchasing color toner cartridges at least twice a year at an estimated cost of \$700 per year annually for a total of \$3,500 over the five years of the grant.

Workshop Training Supplies: Training supplies for workshops, mentor trainings, and tutor study sessions include supplies for markers, flipcharts, pens, notepads, etc. Approximately \$500 is estimated annually to cover the cost of four to five trainings per year, for a total of \$2,500 over the five year grant. Trainings topics include: MBTI Introduction to Type, STRONG and WOIS Career Exploration and Resume Building and Job Search Planning.

Laptops/Tablets for Student Check Out: The HU CAMP Program will make available student laptops for check out for students to use, as many students do not have access to computers in their homes. Based on our experiences, we estimate that many of the CAMP students enrolled at the university will place in either Math 95 or Math 96 courses, both which require the use of the ALEKS Web-based, artificially intelligent, educational software to complete homework assignments. While students do have access to computers on campus, this service will help students that need to complete their homework or complete writing assignments at home over the weekends. Laptops will be the property of Heritage University. The program will purchase seven laptops estimated at \$1,100 each including software installation. In Year Two, \$2,000 will be used to purchase two tablets. In Years Three, Four and Five, \$700 will be used to upgrade software and hardware for a total cost of \$11,800.

Project Supplies, Duplication, and Stationary: Costs for project supplies and duplication will vary over the course of grant. Duplication/copies, stationary, and project supplies are estimated as follows: Year One – \$300; Year Two – \$800; Year Three – \$300; Year Four – \$75; and Year

Five – \$300. This results in a total cost of \$1,775 over the five year grant period.

Event Supplies: Event supplies such as name tags, novelty table top items, and display stands also vary in estimated costs over the course of the grant. For event supplies, we estimate the following costs: Year One – \$419; Year Two – \$558; Year Three – \$97; Year Four – \$40; Year Five – \$309. This results in a total cost of \$1,423 over the five year grant period.

Provided below are the total estimated supplies costs for the five year grant period.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
|---|-----------------|-----------------|----------------|----------------|----------------|-----------------|
| CAMP Training Supplies for Students | \$3,600 | \$3,600 | \$3,600 | \$3,600 | \$3,600 | \$18,000 |
| Mentor Supplies and Resources | \$2,550 | \$2,550 | \$2,550 | \$2,550 | \$2,550 | \$12,750 |
| Printing Toner | \$700 | \$700 | \$700 | \$700 | \$700 | \$3,500 |
| Workshop Training Supplies | \$500 | \$500 | \$500 | \$500 | \$500 | \$2,500 |
| Laptops/ Tablets for Student Check Out | \$7,700 | \$2,000 | \$700 | \$700 | \$700 | \$11,800 |
| Project Supplies, Duplication, Stationary | \$300 | \$800 | \$300 | \$75 | \$300 | \$1,775 |
| Event Supplies | \$419 | \$558 | \$97 | \$40 | \$309 | \$1,423 |
| Total Supplies | \$15,769 | \$10,708 | \$8,447 | \$8,165 | \$8,659 | \$51,748 |

6. Contractual Services

College Success Foundation Training: The College Success Foundation will assist the College Assistant Migrant Program to develop HU CAMP’s peer mentoring framework. The College Success Foundation (CSF) administers the College Success Navigators Program. Navigators are peer mentors who help eligible scholars “navigate” their way through college and adjust to campus life. The program primarily serves first-year students (freshmen) who received pre-college mentoring through the College Success Foundation. In Year One, consultation services will cover time and effort for CSF staff to work with HU CAMP staff at \$2,000. In Years Two and Three, the contract will increase to \$3,000. In Year Four, HU CAMP will allocate \$1,000 to contract with CSF to assist us with evaluation and assessment of our peer mentoring program.

Program Evaluation: RGI will provide the evaluation for the grant, to measure outcomes, impacts, and other documented accomplishments. This includes data collection, analysis and preparing required evaluation and progress grant reports to the annual performance reports. The total cost for services is \$10,000 per year for a total of \$50,000 over the five years of the grant.

Video Production (Community Outreach): Heritage University will work with local service providers to assist with development of an educational video focused on helping first generation college student talk with their parents about the value of an education. Videos will be translated into Spanish and the premier of the video will be shown with LEA, school counselors, parents, and posted on social media and our CAMP website. Each year the video will be updated to feature the new cohort of CAMP students. We anticipate these costs to be \$3,000 annually for the life of the grant for a total cost of \$15,000.

Communication, Audio, and Phone: Communications, audio, and phone charges related to the needs of staff include fees for phones, audio conference fees including WebEx and phone charges. The cost is estimated at \$500 annually each year of the grant, for a total of \$2,500 for the entire project. Postage and printing includes working with local vendors to develop brochures, including prepaid postage educational resources printed in both Spanish and English for recruiting, events, and routine correspondence.

Postage and Printing: We estimate the cost of postage and printing to be \$2,000 annually for a total of \$10,000 for the entire five years of the grant.

Assessment Tools – MBTI/STRONG/WOIS: CAMP Students will participate in a variety of workshop and take assessments to assist them with career exploration, learning styles, and time management resources. Approximately \$3,000 is a conservative estimate to cover the cost of students taking the Myer's Brigs Type Indicate (MBTI), the STRONG inventory, and online

access to WOIS, the Washington Occupational Industries System and Noel-Levitz College Student Inventory™ (CSI) to assess. Heritage University staff will provide the training and support and have three certified trainers to administer the MBTI, STRONG and CSI. Mentors and CAMP students will participate in hosted workshops or a combination of individual mid-year reviews. The estimated cost of these services is \$3,000 annually for a total of \$15,000 for the five year grant period.

Professional Memberships: Professional memberships for the HU CAMP Program include registration fees for conferences, and the National HEP/CAMP Association. We estimate the cost to be \$1,200 each year of the grant for a total of \$6,000 over the five years of the grant.

Promotional Materials for CAMP Students: Promotional materials for enrolled students participating in the CAMP program include New Student Orientation supplies that require screen printing and include the Heritage University CAMP logo. The cost per student is estimated at \$25 per person at 60 students for a total of \$1,500 per year over the five years of the grant.

Honorariums for Guest Speakers: For special CAMP events, former CAMP alumni, parents, and distinguished members of the community will be invited to share their inspirational stories with other CAMP students. Honorariums will not exceed \$150 per person. At an estimated four speakers a year for panel and plenary presentations that will occur twice a year, the cost of these services are estimated at \$1,200 annually for four years starting in Year Two of the grant.

Provided below are annual estimated contractual services costs for the five year grant.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
|---------------------------------------|----------|----------|----------|----------|----------|----------|
| College Success Foundation Training | \$2,000 | \$3,000 | \$3,000 | \$1,000 | \$0 | \$9,000 |
| Program Evaluation: RGI | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$50,000 |
| Video Production (Community Outreach) | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$15,000 |

| | | | | | | |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|
| Communication, Audio, and Phone | \$500 | \$500 | \$500 | \$500 | \$500 | \$2,500 |
| Postage and Printing | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$2,000 | \$10,000 |
| Assessment Tools: MBTI/STRONG/CSI/WOIS | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$15,000 |
| Professional Memberships | \$1,200 | \$1,200 | \$1,200 | \$1,200 | \$1,200 | \$6,000 |
| Promotional Materials for CAMP students | \$1,500 | \$1,500 | \$1,500 | \$1,500 | \$1,500 | \$7,500 |
| Honorariums for Guest Speakers and Presenters | \$0 | \$1,200 | \$1,200 | \$1,200 | \$1,200 | \$4,800 |
| Total Contractual | \$23,200 | \$25,400 | \$25,400 | \$23,400 | \$22,400 | \$119,800 |

7. Construction

Not applicable.

8. Other

CAMP New Student Orientation: CAMP Orientation for new CAMP students will be held in August of each year to ensure participants have a sound induction to start their new school year.

CAMP Orientation traditionally is hosted over two days and includes an evening event for parents and families. For 60 students at \$20 for the entire event, the program will provide snacks and refreshments for two days, and one evening event for a total of \$1,200 each year of the grant.

Community and Parent Engagement: CAMP will host two events a year for the migrant parents in the community. The event will feature the educational video, guest speakers, and former and current CAMP students. Traditional Horchata, Mexican bread, and refreshments will be offered. Costs are estimated at \$9 per person for 90 people at two events a year, for a total of \$810 annually for each year of the grant.

Student Welcome Back and Cultural Awareness: HU CAMP participants will be invited to a Welcome Back event with an emphasis on cultural awareness. This event will be hosted during

the day or in the evening with snacks and refreshments being served. We anticipate 60 students attending the event at \$9 a person for a total of \$540 annually each year.

STEM Career Exploration Workshops: With an emphasis on STEM, students will be encouraged to participate and attend a series of workshops related to career exploration, learning styles, and college navigation skills. Four annual events will be hosted for an estimated 50 students at \$9 per student for a total of \$1,800 a year each year of the grant.

Migrant Educational Speakers Panel/Lecture: The HU CAMP will host three community educational events a year that feature migrant educators working in key positions in the community. Role models are critical for our students to succeed and these events will focus on inspiring persistence in HU CAMP students. Costs are estimated for 50 students at \$9 each for three events for a total of \$1,350 each year of the grant.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
|---|----------------|----------------|----------------|----------------|----------------|-----------------|
| CAMP New Student Orientation | \$1,200 | \$1,200 | \$1,200 | \$1,200 | \$1,200 | \$6,000 |
| Community and Parent Engagement | \$810 | \$810 | \$810 | \$810 | \$810 | \$4,050 |
| Student Welcome Back and Cultural Awareness | \$540 | \$540 | \$540 | \$540 | \$540 | \$2,700 |
| STEM Career Exploration Workshops | \$1,800 | \$1,800 | \$1,800 | \$1,800 | \$1,800 | \$9,000 |
| Migrant Educational Speakers Panel/Lecture | \$1,350 | \$1,350 | \$1,350 | \$1,350 | \$1,350 | \$6,750 |
| Total Other | \$5,700 | \$5,700 | \$5,700 | \$5,700 | \$5,700 | \$28,500 |

9. Total Direct Costs

The total direct costs to operate the Heritage University College Assistant Migrant Program (HU CAMP) are calculated at \$329,630 annually for a total of \$1,648,150 over the five-year grant.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
|---------------------------|------------------|------------------|------------------|------------------|------------------|--------------------|
| Total Direct Costs | \$329,630 | \$329,630 | \$329,630 | \$329,630 | \$329,630 | \$1,648,150 |

10. Indirect Costs

The indirect cost rate of 8% will be applied to total direct costs, excluding those associated with student stipends. The total cost indirect cost recovered is \$131,850 for the entire five years of the grant, well below the Heritage University F&A negotiated rate.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
|----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|
| Indirect Costs @ 8% | \$26,370 | \$26,370 | \$26,370 | \$26,370 | \$26,370 | \$131,850 |

11. Stipends

Student stipends are allocated for 60 CAMP students at \$1,150 per student per year. To ensure a successful first year in college, student stipends will be provided to first year eligible and qualified CAMP students for tuition, books, lab fees and other related services such as assistance with the cost of transportation to and from classes (given HU is a commuter campus), childcare, etc. However it should be noted, HU will utilize all other available internal and external resources before using CAMP funds for supportive services. The annual amount distributed will be based on student enrollments, departures and graduations. Total costs for 60 student stipends are \$69,000 per year and \$345,000 for 5 years.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
|-------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|
| Student Stipends | \$69,000 | \$69,000 | \$69,000 | \$69,000 | \$69,000 | \$345,000 |

12. Total Costs

Total direct costs, indirect costs, and student stipends totals \$425,000 each year of the grant, for a grant total of \$2,125,000 for the entire five years of the grant.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
|--------------------|------------------|------------------|------------------|------------------|------------------|--------------------|
| Total Costs | \$425,000 | \$425,000 | \$425,000 | \$425,000 | \$425,000 | \$2,125,000 |

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

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

Name of Institution/Organization

Heritage University

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 | 206,600.00 | 208,210.00 | 209,837.00 | 211,478.00 | 213,137.00 | 1,049,262.00 |
| 2. Fringe Benefits | 66,894.00 | 67,522.00 | 68,156.00 | 68,797.00 | 69,444.00 | 340,813.00 |
| 3. Travel | 11,467.00 | 12,090.00 | 12,090.00 | 12,090.00 | 10,290.00 | 58,027.00 |
| 4. Equipment | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5. Supplies | 15,769.00 | 10,708.00 | 8,447.00 | 8,165.00 | 8,659.00 | 51,748.00 |
| 6. Contractual | 23,200.00 | 25,400.00 | 25,400.00 | 23,400.00 | 22,400.00 | 119,800.00 |
| 7. Construction | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 8. Other | 5,700.00 | 5,700.00 | 5,700.00 | 5,700.00 | 5,700.00 | 28,500.00 |
| 9. Total Direct Costs (lines 1-8) | 329,630.00 | 329,630.00 | 329,630.00 | 329,630.00 | 329,630.00 | 1,648,150.00 |
| 10. Indirect Costs* | 26,370.00 | 26,370.00 | 26,370.00 | 26,370.00 | 26,370.00 | 131,850.00 |
| 11. Training Stipends | 69,000.00 | 69,000.00 | 69,000.00 | 69,000.00 | 69,000.00 | 345,000.00 |
| 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: 07/01/2013 To: 06/30/2017 (mm/dd/yyyy)

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

The Indirect Cost Rate is 40.00 %.

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

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

| | | |
|---|---|--|
| Name of Institution/Organization Heritage University | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. | |
|---|---|--|

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

| | | | | |
|----------------|---------------------|--------------|----------------------|---------|
| Prefix: Ms. | First Name: Dina | Middle Name: | Last Name: Ibarra | Suffix: |
|----------------|---------------------|--------------|----------------------|---------|

Address:

| | |
|-----------|--------------------|
| Street1: | 3240 Fort Road |
| Street2: | |
| City: | Toppenish |
| County: | Yakima |
| State: | WA: Washington |
| Zip Code: | 98948 |
| Country: | USA: UNITED STATES |

| | |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| 509.865.0702 Ext.3505 | 509.865.0724 |

Email Address:

| |
|-----------------------|
| ibarra_d@heritage.edu |
|-----------------------|

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

| |
|--|
| |
|--|

No Provide Assurance #, if available:

| |
|--|
| |
|--|

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

| | | | |
|--|----------------|-------------------|-----------------|
| | Add Attachment | Delete Attachment | View Attachment |
|--|----------------|-------------------|-----------------|

ⁱ The U. S. Department of Labor Employment and Training Administration: National Farm worker Jobs Program Year 2014.

ⁱⁱ Larson, Alice; “Migrant and Seasonal Farmworker Enumeration Profile Study Update” Washington DC Office of Minority Health, May 2013.

ⁱⁱⁱ U.S. Census. 2011-2013 American Community Survey 3-Year Estimates and 2012 Agricultural Workforce Report Employment Security Department.

^{iv} 2012 Agricultural Workforce Report Employment Security Department.

^v Farmworker in Washington State History Project – A History of Farm Labor Organizing, 18 - 2009, by Oscar Rosales-Castañeda, Maria Quintana and James Gregory, 2011.

CAMP Required Courses

In addition to regular classes all students will attend CAMP specific courses and trainings. The program offers a series of college-credit (electives) courses that are tuition-free. All CAMP students take these courses in a cohort model to prepare students in key areas of college success. The CAMP Courses will be taught by CAMP staff and include guest speakers.

CAMP Orientation – This course will be taken as part of New Student Orientation prior to the beginning of Fall term. Explores students through a different intervention model and connects them with mentors and support staff to assist with navigating their first year of college. Develops and enhances leadership abilities through culturally relevant skill building in a team environment, goal-setting, role modeling, public speaking, time management, ethics, and civic engagement.

Students will participate in the following events:

- Major Fair
- Networking for Success
- CAMP Specific trainings and workshops

Fall Semester:

University 101 (Required for All HU Students, customized for CAMP): Focuses on strategies for taking personal responsibility to create positive outcomes in college and in life. Covers developing self-awareness, personal responsibility, self-motivation, and self-management. Career Exploration, using tools such as WOIS and MBTI will help student complete their Declaration of Major and expose them to career options in STEM, Health Care, Social Services, and Education.

Spring Semester:

University 102 (Required for All HU Students, customized for CAMP): Students create an Individual Success Plan that includes completing a Financial Aid and Academic Plan, revisiting and updating SMART goals, and develops a five year graduation plan. This will help students with understanding how financing their higher education will affect them through college and also after college. Includes reviewing the types of financial aid available, scholarship searching and applications, internships, student loans, financial planning, financial decision making strategies (CAMP Cohort together).

Preparing for Second-Year of College and Beyond: (Required for All HU Students, customized for CAMP): Introduces students to techniques, strategies, resources (internal and external) and information fundamental to success in the ongoing college environment including CAMP specific follow-up activities beyond year-one.

Theory of Action: Closing the Social-Class Achievement Gap: A Difference-Education Intervention Improves First-Generation Students' Academic Performance and All Students' College Transition (Stephens, N. M., Hamedani, M. G., & Destin, M. in press, 2014), summarized that students arrive at college with different levels of preparation to handle college going responsibilities. Therefore, no matter what program or practice a college implements, colleges are likely to have a greater impact if its design incorporates the following: **1)** Educator, staff and family engagement with students have shown positive effects on student academic achievement when leadership, character education, and life-skills management is integrated with remedial education, counseling, advising, tutoring, mentoring, cultural exposure, and enrichment activities (Valli, et al., 2013). **2)** Barriers to learning such as mental, health, behavior, and socioeconomic can also be alleviated as a result of staff, educators and family connections and support with the institution (Castrechini, S., 2011). **3)** Contexts for student success are also shaped by other factors such as available resources and commitment, availability of partners, effective management, and easy accessibility of programs and services (Durlak et al., 2011).



December 22, 2014

Heritage University
John Bassett, Ph.D., President
3240 Fort Road
Toppenish, WA 98948

Dear Dr. Bassett:

Inspire Development Centers (IDC) supports the Heritage University (HU) in its application to the U.S. Department of Education to operate a College Assistance Migrant Program (CAMP) for farmworker students. We are aware that HU students are in need of these services and we fully support their efforts.

IDC, along with HU, are committed to improving the lives of our migrant and seasonal families. We recognize the increase of farmworker families in Washington State and the harsh conditions this population faces on a daily basis. We understand and are aware of the academic and financial needs farmworker youth may encounter when preparing for university. We also understand and support all efforts by HU to address this need. We are certain that HU will provide an excellent service; rooted in a firm commitment to its mission.

We will continue coordinating with HU for the benefit of our population participating in CAMP. An example of our partnership is to coordinate presentations at our Child Development Centers for both the parents we serve and the community at large. We will also collaborate by sharing referrals. Heritage University is recognized for their commitment to providing quality and innovative programs for multicultural populations. We are confident that Heritage University will continue to administer CAMP with much success.

Sincerely,

(b)(6)

Jorge A. Castillo
Interim Chief Executive Officer

105 S Sixth Street, Ste B
Sunnyside, WA 98944

Phone: (509) 837-2225
Accounting Fax: (509) 839-5220
Executive Fax: (509) 839-7689

Yakima County

Grandview (509) 882-2444
Granger (509) 854-1630
Sunnyside (509) 837-6015
Mabton (509) 894-4322
Toppenish (509) 865-2865
Wapato (509) 877-3092
Harrah (509) 848-3422

Okanogan County

Malott (509) 826-5274

Adams County

Othello (509) 488-3502

Benton County

Whitstran (509) 973-2545

Grant County

Mattawa (509) 932-4401
Warden (509) 349-0395
George (509) 785-5380
Royal City (509) 346-2449
Quincy (509) 787-2511
Moses Lake (509) 766-6440

Franklin County

Pasco I (509) 547-7882
Pasco II (509) 546-9971
Basin City (509) 269-4031
Connell (509) 234-2011

Walla Walla County

College Place (509) 522-0610

Skagit County

Mt Vernon (360) 428-3993
Burlington (360) 707-2837

Whatcom County



December 11, 2014

Heritage University
John Bassett, Ph.D., President
3240 Fort Road
Toppenish, WA 98948

Dear Dr. Bassett:

This serves as a letter of support for Heritage University's application to the United States Department of Education, Migrant Education Program to continue their College Assistance Migrant Program (CAMP) for migrant student participants. We understand and are aware of the academic and financial needs migrant students may encounter in their first year of college. We support Heritage University's proposed CAMP Program as it will provide the support and resources students will need during their first year in college.

The Migrant Student Data, Recruitment and Support Office (MSDRS) maintains educational and health information for all migrant students served in the state of Washington. Since MSDRS maintains records on these students, we know firsthand when migrant students graduate from high school and need post-secondary education services. We stand ready to cooperate with the Heritage University project director and staff on this endeavor to identify and recruit potential post-secondary migrant students for the CAMP Program. In addition, upon parental consent we can provide student data and offer statistical data on Washington State's migrant student population that may benefit Heritage University's CAMP Program. We are also willing to serve on the CAMP Support Committee and will promote awareness of CAMP services to appropriate migrant communities through our regional Migrant Education Program networking meetings.

We recognize Heritage University for their commitment to providing quality and innovative program for multicultural populations. We are confident a CAMP Program administered by Heritage University would be a very successful.

Sincerely,

(b)(6)

Lionel G. Campos
MSDRS Director

Superintendent
Steve Myers

Board of Directors
Frank Rowley,
Chair

Karen Blankenship
Kathi Bonlander
Connie Davis
J.P. Enderby
Mark Grassel
Paulette Lopez

Associate Counties
Yakima
Kittitas
Grant
Klickitat



December 17, 2014

Heritage University
John Bassett, Ph.D., President
3240 Fort Road
Toppenish, WA 98948

Dear Dr. Bassett:

ESD 105 supports Heritage University's application to the U.S. Department of Education to operate a College Assistance Migrant Program (CAMP) for farmworker students. We are aware that Heritage University students are in need of these services and enthusiastically support Heritage's efforts to provide the important resources. CAMP helps students from farmworkers backgrounds obtain the individualized supports they need to succeed in higher education and to become career-ready. This program is vital to our region because of the high population of migrant and farmworker students.

From a partnership perspective, this is a natural fit for the Agency. ESD 105 leads regional implementation of Migrant Education in local schools and coordinates with Heritage University to transition migrant/farmworkers students from high school to higher education. ESD 105's Migrant Education provides training and technical assistance to instructional staff and administrators on strategies that help migrant students meet academic grade level expectations while engaging parents in the educational process.

Knowing the importance of a seamless system, CAMP provides much needed supports to students who transition from PreK-12 Migrant Education to college. We are committed to continue collaboration with Heritage University to align and coordinate services to farmworkers students.

Most importantly, our Agency strongly supports Heritage University's application for CAMP, for it provides much needed resources in our region and contributes toward a continuum of high quality services to farmworker students from PreK-12 through college and career.

Sincerely,

A handwritten signature in black ink that reads "Steve Myers".

Steve Myers
Superintendent

(b)(6)

A rectangular box with a black border, containing the text "(b)(6)", indicating a redacted signature.

Cynthia Juarez
Director Migrant Education

33 South Second Avenue
Yakima, WA 98902
509.575.2885
Fax 509.575.2918
www.esd105.org

*ESD 105 is an Equal
Opportunity Employer*

CAMP: Top 10 for Efficiency

- **#1. California State University, Sacramento** \$5,178
- **#2. Central Washington University** \$5,822
- **#3. California State University, Bakersfield** \$6,343
- **#4. California State University, Fresno Foundation** \$7,083
- **#5. University of Texas - Pan American** \$7,456
- **#6. University of Washington** \$7,626
- **#7. Columbia Basin College** \$8,591
- **#8. Wenatchee Valley College** \$9,429
- **#9. Arizona Western College** \$9,444
- **#10. Heritage University** \$9,444

Section A

| Plans to Work | | | Racial/Ethnic Origin | | | Highest Degree Sought | | |
|-----------------------------------|----------|----------|---|----------|----------|---------------------------------------|----------|----------|
| | N | % | | N | % | | N | % |
| 0 (I have no plans to work) | 34 | 26.2 | Black/African-American | 1 | 0.8 | None | 0 | 0.0 |
| 1 to 10 hours per week | 26 | 20.0 | American Indian or Alaskan Native | 9 | 6.9 | One-year certificate | 0 | 0.0 |
| 11 to 20 hours per week | 37 | 28.5 | Asian or Pacific Islander | 0 | 0.0 | Two-year college degree (associate's) | 5 | 3.8 |
| 21 to 30 hours per week | 28 | 21.5 | White/Caucasian | 6 | 4.6 | Four-year college degree (bachelor's) | 55 | 42.3 |
| 31 to 40 hours per week | 4 | 3.1 | Hispanic or Latino | 105 | 80.8 | Master's degree | 43 | 33.1 |
| over 40 hours per week | 1 | 0.8 | Multiethnic or other ethnic origin | 6 | 4.6 | Professional degree | 27 | 20.8 |
| | | | Prefer not to respond | 3 | 2.3 | | | |
| High School GPA | | | Mother's/Guardian's Highest Level of Education | | | Perceived Academic Ability | | |
| | N | % | | N | % | | N | % |
| A | 14 | 10.8 | 8 years or less of elementary school | 54 | 41.5 | Considerably below average | 3 | 2.3 |
| B+ | 43 | 33.1 | Some high school but no diploma | 24 | 18.5 | Slightly below average | 5 | 3.8 |
| B | 27 | 20.8 | A high school diploma or equivalent | 28 | 21.5 | Average | 66 | 50.8 |
| C+ | 39 | 30.0 | 1 to 3 years of college | 11 | 8.5 | Slightly above average | 33 | 25.4 |
| C | 3 | 2.3 | A 4-year undergraduate college degree (bachelor's degree) | 9 | 6.9 | Considerably above average | 21 | 16.2 |
| D+ | 3 | 2.3 | Master's degree | 2 | 1.5 | Extremely high (in the top 5%) | 2 | 1.5 |
| D | 1 | 0.8 | Professional degree | 1 | 0.8 | | | |
| General Academic Knowledge | | | Father's/Guardian's Highest Level of Education | | | Decision to Apply to College | | |
| | N | % | | N | % | | N | % |
| Highest 20% | 12 | 9.2 | 8 years or less of elementary school | 66 | 50.8 | Few days before | 4 | 3.1 |
| Next Highest 20% | 36 | 27.7 | Some high school but no diploma | 24 | 18.5 | Few weeks before | 27 | 20.8 |
| Middle 20% | 76 | 58.5 | A high school diploma or equivalent | 28 | 21.5 | Many months before | 99 | 76.2 |
| Next Lowest 20% | 5 | 3.8 | 1 to 3 years of college | 6 | 4.6 | | | |
| Lowest 20% | 1 | 0.8 | A 4-year undergraduate college degree (bachelor's degree) | 3 | 2.3 | | | |
| | | | Master's degree | 0 | 0.0 | | | |
| | | | Professional degree | 1 | 0.8 | | | |

HERITAGE COLLEGE

LOGIC MODEL

CAMP PROGRAM

| Inputs | Outputs | Outcomes | Impact |
|--|---|---|--|
| Investments | CAMP Services | Short-Term/Long-Term Results | Return on Investment |
| <ul style="list-style-type: none"> ■ Higher Ed Support and Knowledge ■ Highly Qualified Staff, Dedication, and Support ■ Rigorous Curriculum (STEM) ■ Partners' Expertise and Resources ■ Qualified Mentors and Tutors ■ Higher Ed Resources ■ Technology -Database ■ In-Kind Funds ■ Community -based Agencies | <p style="text-align: center;">Academic Preparedness</p> <ul style="list-style-type: none"> ■ College Inventory Assessment ■ Individual Success Plan (ISP) ■ Educational Planning ■ Course Selection Guidance ■ HUCAMP Course (12-16 Credits Per-Semester) ■ College Advising/Counseling ■ Tutoring/Mentoring ■ Study Skills Building ■ STEM/STEP Activities/CAMP ■ Non-Cognitive/Cognitive Skills ■ Educator Capacity Building <p style="text-align: center;">Personal/Social Development</p> <ul style="list-style-type: none"> ■ Mentoring Peer Support ■ Personal Advising ■ Survival/Leadership Activities ■ Cultural/Education Events ■ Health/Dental Support <p style="text-align: center;">Financial Knowledge</p> <ul style="list-style-type: none"> ■ Financial Aid/FAFSA completion assistance ■ Financial Literacy Workshops ■ Help with Enrolling into Second Year of College ■ Assistance with scholarships ■ Offer Stipends-Tuition, Books, Referrals (internal/external) <p style="text-align: center;">Follow-up Postsecondary Success</p> <ul style="list-style-type: none"> ● Academic Supplemental Support ● Financial Aid/FAFSA Assistance ● Counseling/Guidance Support ● Advising/Tutoring/Mentoring ● Apply to TRIO SSS Program | <p>Objective 1: Provide outreach to underrepresented potential participants and recruit 60 eligible MSFWs who are most in need of academic instruction and supportive services.</p> <ul style="list-style-type: none"> ■ 100% of organizations serving farmworkers will be contacted ■ 1,000 brochures will be printed and disseminated ■ 60 students enrolled into CAMP <p>Objective 2: Provide CAMP students with admissions and intensive academic and support services during their first year of college and continue in postsecondary education.</p> <ul style="list-style-type: none"> ■ 60 students will register and attend orientation ■ 60 students will be assessed to determine skill level ■ 60 students will be assessed and action plan developed ■ 60 students will select appropriate courses and develop ISP ■ 60 students will be provided instructional support ■ 60 students will receive tutoring and computer skill building ■ 60 students will be exposed to cultural/educational and leadership activities <p>Objective 3: Provide 60 students with academic, career and personal counseling and advising services to enable them to succeed in their first year at the university.</p> <ul style="list-style-type: none"> ■ 60 students will receive academic advising/counseling services ■ 60 students will attend CAMP Class and Advising Workshops ■ 60 students will receive mentoring services ■ 60 students will be linked to academic, personal and career activities ■ 60 students will develop a career plan ■ 60 students will be provided career advising/workshops and counseling services ■ 60 students will be offered these referrals <p>Objective 4: Provide 60 students with financial aid assistance and access to federal, state, private and institutional resources to support their first year at the university.</p> <ul style="list-style-type: none"> ■ 60 students will file financial aid applications ■ 60 students will receive training on federal, state and local supports ■ 30 students will participate in work-study opportunities ■ 60 students will be assessed and provided supportive services, if needed <p>Objective 5: Provide follow-up services to enhance students' retention and graduation rates through academic and financial support after completing their first year of college.</p> <ul style="list-style-type: none"> ■ Completers will be provided an exit orientation ■ Completers will be monitored by the MIS ■ Completers will be linked to resources and monitored ■ Completers will be provided counseling | <ul style="list-style-type: none"> ■ A successful college and career culture and climate will be evident at HU CAMP and among students ■ 60 eligible MFSW students highly engaged and learning in CAMP ■ 54+ (90%) CAMP students successfully complete their first year of college ■ 48+ (89%) CAMP students who complete their first year of college continue to be enrolled in college ■ Increasing the number of MSFW students graduating from college, targeting STEM degrees and careers |

Melissa Marie Hill-Hinojosa
P R O F E S S I O N A L R E S U M E

(b)(6)

E D U C A T I O N

Ph.D. Student, Interdisciplinary Studies, Accepted January 2010

University of Alaska Fairbanks – Fairbanks, Alaska, Anticipated Graduation Date: May 2016

Masters of Education in Adult Education, Educational Leadership

University of Alaska Anchorage – Anchorage, Alaska: December 2008

Bachelors of Art in Health Education, minor in Communication Studies

Eastern Washington University – Cheney, Washington: June 1999

Associate of Arts

Community Colleges of Spokane – Spokane, Washington: June 1996

W O R K E X P E R I E N C E

January 2015 to Present

Dean of Students

Heritage University, Office of Student Affairs

July 2011 to Present

Assistant Vice President for Student Affairs

Heritage University, Office of Student Affairs

October 2002 to August 2011

Director of K12 Outreach for UA & Alaska Teacher Placement

University of Alaska Statewide, Office of Academic Affairs Annual Budget: \$3.3 million (restricted and unrestricted). Total Staff: 13 including: fiscal officer, program director, development, and coordinators.

August 2001 to September 2002

Professional Development Specialist

University of Alaska Statewide, Office of Human Resources Training: Career Power & Coaching, Conflict Resolution, Management, and Change.

July 2000 to June 2001

Interim Director of Alaska Teacher Placement

University of Alaska Fairbanks, Career Services Annual Budget: \$230K (unrestricted) Total Staff: 4 including: fiscal officer, coordinator, contractors and student assistants

November 1999 to June 2000

Recruitment and Retention Specialist (promoted to interim director)

University of Alaska Fairbanks, Career Services

August 1996 to 1999

Additional work experience (available upon request)

Includes: Spokane Falls Community College Assistant Volleyball Coach, & Instructor and project coordinator in the main office for the Physical Education and Athletics Department.

 COURSES TAUGHT

New Student Orientation (Freshman, Transfer, Online, and Regional Sites)

Heritage University, Fall 2013

College Assistance Migrant Program

Heritage University, Fall 2013 and Spring 2014

English 203 Career Writing, College of Liberal Arts

Heritage University, Adjunct Faculty Credit Fall 2012, 2013, 2014

Training and Management, School of Management

University of Alaska Fairbanks, Adjunct Faculty Credit Spring 2006, 2007, 2009

Beginning and Advanced Volleyball, Athletic Department

University of Alaska Fairbanks, Temporary Faculty Credit Fall 1999

Beginning and Advanced Volleyball, Physical Education Department

Spokane Falls Community College, Temporary Faculty Fall 1996, 1997, 1998, 1999

 GRANTS AND CONTRACTS

| | | |
|---|-------------|-------------------------|
| ATP-Special Education Survey | \$10,000 | State Contract RSA |
| Quality Education in the Last Frontier | \$5,000 | State Contract RSA |
| ATP Statewide Project FY04 | \$50,000 | State Contract RSA |
| Mentorship Project RSA FY04 | \$524,200 | State Contract RSA |
| Mentorship Project RSA FY05 | \$643,936 | State Contract RSA |
| Principal Mentorship Project- FY04 | \$257,600 | State Contract RSA |
| Special Education for ATP/Mentoring FY05 | \$189,056 | State Contract RSA |
| Special Education for Mentoring -FY06 | \$189,056 | State Contract RSA |
| Supply & Demand Data Collection | \$10,000 | State Contract RSA |
| AK Statewide Mentor Project | \$993,828 | State Contract RSA |
| Supply & Demand Data Collection | \$10,000 | State Contract RSA |
| Transition to Alaska Rural Teaching | \$1,324,176 | State Contract RSA |
| Special Education Recruiting FY07 | \$271,802 | State Contract RSA |
| Special Education Recruiting FY08 | \$271,802 | State Contract RSA |
| FY08 UA Statewide Special Education Project | \$318,602 | State Contract RSA |
| FY09 Statewide Mentor Project | \$1,222,273 | State Contract RSA |
| Support for Teacher Mentoring | \$350,000 | Foundation Private |
| Teacher Mentoring Support | \$500,000 | Foundation Private |
| Alaska State Mentor Project FY08 | \$240,000 | Foundation Private |
| Project Enhance (AINE) | \$35,000 | Project Enhance Federal |
| ACES Supplement | \$10,000 | Foundation Private |
| School Principal Coaching | \$72,576 | US DOE Federal |
| Future Teachers of Alaska | \$1,288,955 | US DOE Federal |
| Future Teachers of Alaska | \$1,655,987 | US DOE Federal |
| Future Teachers of Alaska | \$1,288,955 | US DOE Federal |

Dina Ibarra

(b)(6)

OBJECTIVE: To expand on my knowledge of the admissions process and to apply my leadership experience by working in an institution that supports recruitment and/or retention practices for underrepresented students. To provide access and opportunity for multicultural populations through student support programs, partnerships, and interdepartmental collaborations.

EDUCATION

May 2015 Washington State University, Ed.M. in Educational Leadership
May 2002 Washington State University, B.A. in Humanities

WORK EXPERIENCE

Project Director, College Assistant Migrant Program (CAMP)

Heritage University, Toppenish, Enrollment Management

January- Present

- Ensures program delivery meets all grant objectives. This includes but not limited to: enrolling adequate number of student, achieving goals for retention into the second year of college.
- Served as budget officer of the CAMP budget. Maintained budget records and monitored expenses to ensure they are in accordance with the grand guidelines.
- Managed data collection of grant reporting to ensure timely and complete compliance with all grant reporting guidelines. Provided status reports on participant performance when requested by funding agency or Heritage University.
- Responsible for hiring, training, evaluating and supervising CAMP mentors, CAMP instructors and CAMP tutors.
- Created and maintained partnerships with outside community agencies to gather resources for students such as transportation, energy assistance, childcare, and health care and served as the primary liaison with Office of Migrant Education (OME).
- Represented Heritage University in the most positive manner with prospective, former, and current students, clients, suppliers, and the community served.

Assistant Director, Enrollment Counseling

Washington State University (WSU) Pullman, Enrollment and Recruitment

July 2010- Present

- Represent WSU to prospective students, high school counselors and community college advisors and other key individuals/groups in specified geographic areas assigned to.
- Networking: as part of my role I have created a strong network base with community partners, high school teachers, high school counselors, and college representatives
- Worked hand in hand with high school students and families through the admission process to colleges providing support as needed.
- Organize and provide financial aid seminars to student and parents in both English and Spanish Tutoring/Mentoring/Counseling
- Identify key audiences and to represent the academic programs and services effectively to those audiences in order to help achieve WSU's strategic goals for recruitment and retention.
- Federal Programs: through my position I have develop networks and knowledge about federal programs that give students access to higher education through CAMP, Gear UP, Upward Bound, Smart Start, and other TRiO programs.

REFERENCES PROVIDED UPON REQUEST

Samantha Ruiz

Employment Experience

Advising/Retention Specialist, January 2015-Present

College Assistance Migrant Program-Heritage University
Monitor and maintain a caseload of 60 students, facilitate student academic, financial, and personal growth opportunities, connect students with on-campus academic resources, work collaboratively with the Student Life Coordinator to ensure adequate event opportunities and attendance for CAMP students per the requirements of the grant, participate in state and regional conferences with the project director in order to maintain knowledge of current industry best practices and grant guidelines, handle confidential student information with tact and discretion in compliance with FERPA, oversee the CAMP Mentors by providing leadership education training, student organization support, and community and civic engagement opportunities through classes, programs, training retreats, and volunteer opportunities

Migrant Graduation Specialist, January 2011-December 2014

Wahluke School District, Mattawa

One-on-one mentoring and case management, coordinated academic activities, facilitated access to services, monitored academic progress, career education and postsecondary education preparation, coordinated with teachers and counselors, identified barriers that inhibited student success (cultural, language, social isolation, and various health problems), ensured program goals aligned with state and federal grant requirements

Office Manager, 2005-2008

Super 8 Motel, Ellensburg/Moses Lake

Provided administrative support for regional manager, hiring/firing, trained new employees, ensured smooth workflow of employees (time cards, weekly schedules, discipline), sales calls, bookkeeping, banking, accommodated customers

Substitute Teacher, 2008-2010

Wahluke School District, Mattawa

Instructed daily classroom activities as directed by the original classroom teacher

Education

Master of Arts in English-Central Washington University, June 2010
Ellensburg, Washington

Bachelor of Arts in English-Central Washington University, March 2006
Ellensburg, Washington

Leadership Skills

- I am able to communicate clearly one-on-one and at group levels.
- I can maintain direction in a fast-paced environment, balancing focus between day-to-day concerns and larger-picture goals.
- I am able to ensure effectiveness by continuously identifying and analyzing areas for improvement and growth.
- I am able to effectively influence and maintain partnerships wherein the needs and goals for both parties are collaboratively realized.
- I can organize information and data to identify trends and problems, as well as compare and contrast information to identify underlying issues.
- I can analyze and recognize areas that need improvement and provide creative solutions to attain goals.
- I am able to quickly take action to ensure the superior execution of strategies to achieve long-range goals and objectives.

Additional Information

Software Proficiencies

Windows 8, Microsoft Office Suite, Microsoft Exchange, Peoplesoft, OS X

Rafael Davila

Education

- Washington State University (2010-2014)
Bachelor's of Science, Basic Medical Sciences

Experience

Recruitment/Outreach and STEM Activities Coordinator

Heritage University, Toppenish- January – Present

Recruitment/Outreach

- Contacts and meets high school counselors and teachers to explain benefits of the CAMP, as well as provide information regarding admissions requirements and program benefits to prospective students and parents via phone, mail and personal visits.
- Assists new students with the enrollment process this includes but not limited to: advising, placement testing administration, and registration of first-time students
- Works with recruitment staff to coordinate assigned activities with those of other programs, departments, and outside agencies and organizations.
- Develop and execute a recruitment plan to enroll a total of 60 students to the CAMP program each year.
- May facilitate planning, organization and implementation of special events, college communication, and serve as marketing liaison for Outreach & Recruitment.
- Act as college liaison for all targeted schools and community organizations.
- Acts as a liaison between parents, volunteers, youth, and local schools and community partners

STEM Activities Coordinator

- Identifies intervention opportunities for low performing program participants.
- Coordinates science fairs, engineering week, field trips, college visits guest speakers etc.
- Implement STEM programming through mentoring and activities.
- Assists in development and coordination of programmatic offerings.
- Maintains awareness of new departments in field through conferences and professional development classes.
- Maintains accurate tracking of youth and program data for grant reports and monitoring.

Student Support Services (Community Involvement)

2007-2013

- Mentored and assisted college students enrolled in human anatomy in a cadaver laboratory.
- Provided guidance and information regarding the DREAM act to local business and community leaders through presentations.
- Mentored elementary students with behavioral problems and helped them manage school in a group called Dynamic Young Men.
- Collaborated with a statewide committee that organized the Latino/a Education Achievement Project conference.

Skills

- Bilingual and bi-literate in English and Spanish, and an introductory level Chinese.
- High level of mathematics and science related academics.
- Aptitude in organization, planning, and decision-making paired with strong communication skills.
- Capable of collaborating with others to troubleshoot and solve problems
- Proficient with a computer and software (Microsoft office, Adobe)
- Confident with learning new techniques and programs.
- Maintain and interpret information/data sets.



Robert Ozuna

(b)(6)

Profile

Twenty- five years of successful leadership, management and community experience in private business, university, school districts, state government and non-profit organizations. Demonstrated skills and proven record of accomplishments in managing federal, state and private foundation grant programs offering educational, technology, training and employment services to youth and adults. Knowledgeable in all aspects of advanced public management principles including TQM, continuous improvement and team management techniques. Abilities include human resource management, program development, excellent oral and writing skills, public speaking, use of information technology, strategic planning and financial management.

Education

Harvard University, JFK School of Government – Cambridge, Massachusetts 1994

- Master in Public Administration

Heritage University – Toppenish, Washington 1991

- Bachelor of Arts – Public Administration and Computer Science
- Associate of Arts – Public Administration

Academic Appointments

Faculty Appointment at Heritage University – Public Policy and Administration Program

Lecturer at University of Washington – Public Leadership Academy

Adjunct Lecturer at Washington State University at Tri-Cities

Employment

RGI Corporation

Apr. 99 – Present

President & CEO – Sunnyside, WA

- Founder, Owner and CEO of RGI Corporation
- Providing Management, Leadership, Evaluation and Grant-Writing Consulting Services
- Managing an educational and research consulting corporation
- Consulting services to universities, ESDs, colleges, school districts and non-profit organizations

University of Washington (UW)

Apr. 00 – Dec. 07

Director of University of Washington Yakima Valley Community Partnership – Toppenish, WA

- Providing leadership in extending UW programs, resources and research to rural eastern Washington communities
- Managing the UW/ Heritage University Community Business Training Center
- Facilitating the exchange of teaching and research resources between the faculty and students of the University of Washington, Heritage University and the community

Washington State Migrant Council – a community-based nonprofit organization

Aug. 95 – Mar. 99

Director of Statewide Farmworker Employment and Training Program – Sunnyside, WA

- Administered statewide Department of Labor Employment and Training Programs
- Managed an annual budget of \$3 million employing 50 staff members in 6 statewide offices
- Established a statewide 6 field office employment and training service delivery system
- Exceeded annual Department of Labor employment and training performance goals

Aug. 94 – Jul. 95

Director of Program Development – Sunnyside, WA

- Conducted overall program development and fund-raising activities for organization
- Conducted community needs assessments, research and wrote grants to funding sources
- Successfully competed and awarded an annual \$2 million Department of Labor Grant



- Jan. 91 – Jul. 93 **Director of Migrant Child Institute – Sunnyside, WA**
- Managed 4 federal and state demonstration and research grants for at risk students and families
 - Administered the Migrant Child Institute Division responsible for all school youth services
 - Supervised, recruited, selected and evaluated all program staff and consultants
 - Maintained communication with grant officers, wrote and submitted required progress reports
- HyTech Services – Consulting Business – Grandview, WA**
- Feb. 89 – Dec. 90 **Owner/Consultant – Grandview, WA**
- Managed all aspects of a consulting business supporting schools and public agencies
 - Provided management, educational, evaluation and technology services
 - Conducted marketing, public relations, advertisement and sales
 - Completed all federal and state financial reporting requirements for business
- Sunnyside School District – OSPI WA State Migrant Education Program - Sunnyside, WA**
- Jul. 85 – Jan. 89 **Operations Manager**
- Supervised the daily operations of a special national computerized student records system
 - Managed the development of all software programs and conducted training to users
 - Supervised 3 departments consisting of data entry, training and field staff
- Sep. 82 – Jun. 85 **Training Supervisor**
- Supervised the training department to ensure appropriate training was provided to schools
 - Developed training materials and trained staff on the use of the computerized student record system
 - Assisted the director in the planning and evaluating project goals and accomplishments
 - Planned the statewide school district August Institute Workshop for 500 participants
- Educational Service District #123 – Statewide Educational Service Center, Sunnyside, WA**
- Aug. 81 – Aug. 82 **Parental Trainer**
- Trained school district staffs and parents on becoming involved in their children’s education
 - Planned and implemented numerous successful regional parent workshops statewide
 - Provided training to the Superintendent of Public Instruction parent state advisory committee
- Aug. 79 – Jul. 81 **Area Coordinator**
- Responsible for the supervision of data collection and compiling Washington State reports
 - Evaluated program accomplishments and produced mid-year and annual evaluation reports
- May 79 – Jul. 79 **Field Representative**
- Identified and recruited migrant children into school programs throughout the state
 - Assessed family needs and accessed educational and social services for children

Memberships

- 2010 – Present ▪ Board of Trustees – Yakima Valley Community College
- 2010 – Present ▪ University of Washington – Yakima Valley Advisory Committee
- 2004 – 2008 ▪ Vice Chair & Member – Yakima Valley Community Foundation
- 2002 – 2007 ▪ Executive Committee & Board Member – New Vision – Yakima County Development Association
- 2002 – 2003 ▪ Member – Governor Locke & Gates Foundation Digital Education Task Force
- 1998 – 1999 ▪ Chair – U.S. Secretary of Labor, Secretary’s Federal Farmworker Employment & Training Committee
- 1996 – 1999 ▪ Commissioner – Washington State Commission on Hispanic Affairs, Governor Appointment
- 1997 – 1999 ▪ Member – Yakima Valley One-Stop Partnership Oversight and Governance Committee
- 1997 – 1998 ▪ Member – Employment Security Commissioner, Agricultural Services Committee
- 1997 – 1998 ▪ Member – Department of Social & Health Services Secretary’s Region 2 Advisory Committee
- 1995 – 1997 ▪ Chairman – Yakima County Rural Enterprise Community Advisory Committee
- 1996 – 1998 ▪ Board of Directors – National Association of Farmworker Opportunity Programs
- 1993 – 1995 ▪ Member – Region X Public Health Service – Regional Minority Health Network Committee
- 1991 ▪ Chairman – Technology in Migrant Education Conference in San Francisco

RYAN A. LANDVOY, Ph.D.

(b)(6)

CAREER BRIEF

Dr. Ryan Landvoy has over 16 years of experience in secondary and post-secondary education as an administrator and educator in both public and private sectors. He has served as a University Professor, Department Chairman, and Researcher in the fields of Education, Mathematics, and Computer Science. Dr. Landvoy is co-founder and Vice President of a research and grants consulting firm. He has broad experience in management, instructional technology, curriculum design and development, technology-based assessment, statistical analysis, and evaluation design. His expertise and interests include program evaluation, grant writing, web development, and Internet-based learning.

EDUCATION

Ph.D., Mathematics, Saint Louis University, 1996

M.S., Information Technology, Capella University, 2008

M.S., Mathematics, University of Idaho, 1992

B.A., Mathematics, University of New Hampshire, 1990

EMPLOYMENT

- | | |
|----------------|---|
| 2002 – Present | <p>Vice President, RGI Corporation</p> <ul style="list-style-type: none"> • Evaluation Design, Research, Program Evaluation & Grant Writing • Technology Manager • Chief Financial Officer |
| 2005 | <p>Research Fellowship, Pacific Northwest National Laboratory, Cyber Security Group</p> <ul style="list-style-type: none"> • Conducted Research in Computer and Network Security • Research Sabbatical taken Fall Academic Term |
| 2000 – 2006 | <p>Associate Professor and Chair, Department of Mathematics and Computer Science, Heritage University</p> <ul style="list-style-type: none"> • Taught Undergraduate Courses in Mathematics and Computer Science • Principal Investigator for US Dept. of Education and National Science Foundation Grant-Funded Programs • Departmental Administrator and Chairman • Grant Writer |
| 1999, 2000 | <p>Research Fellowship, Pacific Northwest National Laboratory, Applied Mathematics Group</p> <ul style="list-style-type: none"> • Conducted Research in Mathematics and Mathematical Biology • Summer Academic Terms |
| 1996 – 2000 | <p>Assistant Professor of Mathematics, Heritage University</p> <ul style="list-style-type: none"> • Taught Undergraduate Courses in Mathematics |

JOB DESCRIPTIONS

Job Title: CAMP Project Director

Department: College Assistance Migrant Program

Supervisor: CAMP Principal Investigator

Duties and Responsibilities:

Coordinate the planning, development and implementation of all program goals and objectives. Hire, train and supervise program staff and manage budget activity in accordance with federal and institutional guidelines and regulations. Prepare and submit project reports as required by federal and institutional regulations. Act as the liaison with federal and state migrant agencies and area school districts while promoting the CAMP program's mission, vision, and goals.

Qualifications: Bachelor's degree required (Masters preferred). Three years required experience in related field and/or comparable proven experience in working with migrant/seasonal farmworkers and/or human services program. Experience in farmworker best practices, policies, and regulations (2 years required). Budget development and management experience with strong communication and organizational capabilities preferred.

Job Title: Advising/Retention Specialist

Department: College Assistance Migrant Program

Supervisor: CAMP Project Director

Duties and Responsibilities:

Research, develop, and implement culturally relevant instruction and materials to assist CAMP students with university and professional skills development. Prepare and administer CAMP course syllabus and curriculum. Monitor and maintain a caseload of our 60 students each grant year as stated in grant. Work collaboratively with the Student Life Coordinator to ensure adequate event opportunities and attendance for CAMP students per the requirements of the grant. Provide one on one and group activities to enhance cohort members' college success skills. Oversee the CAMP Mentors by providing training/leadership and education/community & civic engagement. Connect students with on campus resources such as the Academic Skills Center (ASC). Develop and monitor the academic plan of first-year CAMP students.

Qualifications: Bachelor's degree required with three years proven experience in academic advising preferred. Three years prior experience working with migrant/seasonal farmworker families required.

Job Title: Recruitment/STEM Specialist

Department: College Assistance Migrant Program

Supervisor: CAMP Project Director

Duties and Responsibilities: Provide one on one and group activities to enhance cohort members' college success skills and STEM career skills. Implement STEM programming through mentoring and activities. Identifies intervention opportunities for low performing program participants within the cohort Contact and meet with high school counselors and teachers to explain benefits of the CAMP, as well as provide information regarding admissions requirements and program benefits to prospective students and parents via phone, mail and personal visits. Develop and execute a recruitment plan to enroll a total of 60 students to the CAMP program each year. Act as college liaison for all targeted schools and community organizations.

Qualifications: Bachelor's degree required with two years prior experience working with migrant/seasonal farmworker families and/or TRIO education programs required. Prior STEM experience preferred.

Job Title: Program Assistant**Department:** College Assistance Migrant Program**Supervisor:** CAMP Project Director

Duties and Responsibilities: Support and coordinate clerical and administrative details to support activities of CAMP program. Maintain the data entry and database for students up to date. Process entry and exit paperwork for the CAMP. Create and maintain hard copies of CAMP student files. Maintain all department paper and electronic filing up to date. Handle confidential student information with tact, discretion and in compliance with FERPA regulations. Schedule appointments as necessary for students and prospective students for admissions counseling, advising, placement testing, and others as needed. Assist in event preparation; this includes, but is not limited to location scheduling and reservations, assisting with preparation of necessary materials in advance, and ensuring adequate communication with all parties involved. Maintain, organize, inventory, and order office supplies and equipment as needed to ensure the smooth operation of the CAMP.

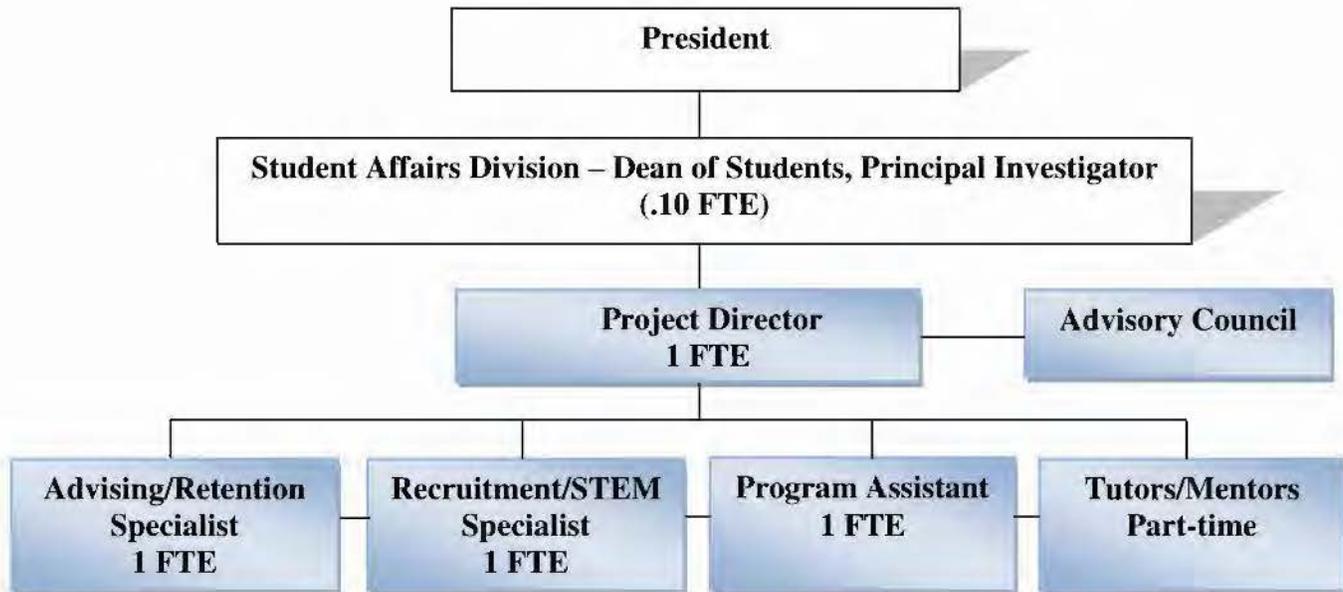
Qualifications: High school diploma/GED required (Associates degree preferred) with two years of office management experience and proficiency in Microsoft office. Bilingual in English/Spanish required.

Job Title: CAMP Tutors and Mentors**Department:** College Assistance Migrant Program**Supervisor:** CAMP Project Director**Duties and Responsibilities:**

Provide tutoring and mentoring to eligible CAMP students. Tutors who have demonstrated mastery in core subjects will work with staff and the faculty member to develop and deliver enhanced one-to-one and small group instructional tutoring aimed at increasing academic achievement and GPA scores of CAMP students. Mentors will mentor CAMP students and provide support with decisions that may include but not limited to the following: academic, social, personal, financial and career areas. This may, academic planning, assisting with job shadowing opportunities, create activities for students throughout the academic year, and many other related areas. Both Tutors and Mentors will build positive working relationships with the students and provide appropriate support to aid in participant success. Attend mandatory monthly tutor/mentor meetings. Maintain logs and record of contacts with students

Qualifications: Current Heritage University Student at junior or senior level with declared major and a Grade Point Average (G.P.A.) of 3.00. These positions will require prior tutoring and mentoring experience, preferably in a higher education setting. Possess the ability to execute excellent interpersonal and communication skills. Overall promote the CAMP program's mission, vision, goals, objectives and outcomes.

HERITAGE UNIVERSITY CAMP PROGRAM ORGANIZATIONAL CHART



COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: DATE:06/14/2013
ORGANIZATION: FILING REF.: The preceding
Heritage University agreement was dated
3240 Fort Road 04/29/2010
Toppenish, WA 98948

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

| <u>TYPE</u> | <u>FROM</u> | <u>TO</u> | <u>RATE(%)</u> | <u>LOCATION</u> | <u>APPLICABLE TO</u> |
|-------------|-------------|------------|----------------|-----------------|----------------------|
| PRED. | 07/01/2013 | 06/30/2017 | 40.00 | On-Campus | All Programs |
| PROV. | 07/01/2017 | 06/30/2018 | 40.00 | On-Campus | All Programs |

*BASE

Direct salaries and wages including vacation, holiday, sick pay and other paid absences but excluding all other fringe benefits.