

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



**APPLICATION FOR GRANTS
UNDER THE**

CAMP-84.149A-1

CFDA # 84.149A

PR/Award # S149A150014

Grants.gov Tracking#: GRANT11833314

OMB No. , Expiration Date:

Closing Date: Feb 12, 2015

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

Application for Federal Assistance SF-424

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

* 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" value="S149A100020-14"/>
--	--

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="84-0559160"/>	* c. Organizational DUNS: <input type="text" value="8354491250000"/>
--	---

d. Address:

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

e. Organizational Unit:

Department Name: <input type="text" value="OSRP"/>	Division Name: <input type="text" value="Administration and Finance"/>
---	---

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="303-352-7004"/>	Fax Number: <input type="text" value="303-556-6339"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.149

CFDA Title:

Migrant_Education_College Assistance Migrant Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-122914-001

* Title:

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

13. Competition Identification Number:

84-149A2015-1

Title:

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

AreasAffectedbyProject.pdf

Add Attachment

Delete Attachment

View Attachment

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

MSU Denver College Assistance Migrant Program (MSU Denver 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="2,112,601.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,112,601.00"/>

*** 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:

Areas Affected by Project

Counties:

Adams, Arapahoe, Boulder, Broomfield, Denver, Douglas, Jefferson, Weld and Western Slope.

Congressional Districts

CO-001, CO-002, CO-003, and CO-004

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
Kathryn Cooper	Grants and Contract Specialist
APPLICANT ORGANIZATION	DATE SUBMITTED
Metropolitan State University of Denver	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: Metropolitan State University of Denver

* Street 1: P.O. Box 173362, Campus Box 4 * Street 2: _____

* City: Denver * State: CO: Colorado * Zip: 80217-3362

Congressional District, if known: CO-001

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

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

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

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

* Signature: Kathryn Cooper

* Name: Prefix Ms. * First Name Kathryn Middle Name _____
* Last Name Cooper Suffix _____

Title: Grants and Contract Specialist Telephone No.: 303-556-3484 Date: 02/11/2015

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

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act
(GEPA)

Metropolitan State University of Denver (MSU Denver) upholds its legal and moral responsibility to foster equality of individuals, regardless of gender, race, color, religion, sex, national origin, age, disability, sexual orientation or preference. All members of the University community are expected to comply with the provisions of this policy, as well as with federal and state laws prohibiting discrimination in employment and education. MSU Denver will take whatever steps necessary to prevent unlawful discrimination in its educational, social and recreational activities.

As a state institution of higher education and recipient of other federal funds, MSU Denver provides equal opportunity to all students, faculty, and administrators. MSU Denver's Office of Equal Opportunity ensures that the University's mission of providing a high-quality, accessible, and enriching education to all—regardless of gender, race, national origin, color, disability, or age remains steadfast; and that it provides equitable access to and participation in its federally assisted programs for students, teachers, and other program beneficiaries with special needs.

The University's commitment to affirmative action and equal opportunity is evidenced by its historical pattern of hiring practices, its compliance with federal and state provisions, and its internal work-force monitoring system. MSU Denver advertises for all of its full-time/part-time faculty and administrative positions throughout the state and region, including: *The Chronicle of Higher Education*, local and regional newspapers, and community newspapers.

In addition to the above methods of identifying potential candidates, MSU Denver's "College Assistance Migrant Program (CAMP)" will enlist the services of other agencies outside the University's regular outreach to assist the Program in notifying potential candidates of employment opportunities within the Program. This ensures that the proposed project receives greater attention in attracting a more diverse and gender-equitable pool of candidates. The proposed project will compose all job announcements in English and Spanish and distribute them to agencies, in both languages, that employ and serve individuals who have traditionally been underrepresented in the workforce.

To ensure that the proposed project continues to attract candidates for employment who have shared circumstances similar to those of program participants, all advertisements contain specific language inviting individuals who are from low-income and first-generation college backgrounds to apply. The proposed project will exercise prudent judgment in assuring that all human-resource activities meet MSU Denver's Affirmative Action and Equal Opportunity qualification guidelines to ensure that the highest quality applicants are identified from this pool. Position announcements will be sent by the appointing unit to professional organizations and to periodicals with national, regional, or local circulation, depending on the scope of the search.

Position announcements will also be sent by the Equal Opportunity Director to those national, regional, or local programs, agencies, and organizations listed by the Office of Equal Opportunity which serve protected class constituencies. Under no circumstance will MSU Denver's standard of excellence be compromised; indeed, the MSU Denver philosophy argues that these criteria increase the talent pool, the variety of skills, and the abilities required for the University's mission.

Keeping this in mind, our recruiting plan meets the requirements of Section 427 of GEPA and includes steps to ensure equitable access to, and participation in the program for students, teachers, and other program beneficiaries with special needs. CAMP allows for the recruitment of persons with disabilities by adhering to the following University policy: "Persons with disabilities who need a reasonable accommodation to participate in the application/selection process should contact the Office of Equal Opportunity at 303-556-4746 a minimum of three working days in advance."

Our practices for recruiting a diverse pool of project participants will be similar. The population from which the "College Assistance Migrant Program (CAMP)" participant is drawn is by nature, a very diverse population. Educators in Colorado tend to reflect the rich linguistic and cultural diversity of students in the state-often hired from the community served by the school. This provides a natural opportunity for us to recruit a diverse participant group. We include the following strategies for

ensuring equal opportunity in the project, regardless of gender, race, color, sex, religion, national origin or disability.

This program is committed to supporting learning activities that address multiple learning styles and strengths, and differentiating activities for various learning needs. Thus our recruiting for participants is certain to result in a diverse participant group drawn from those students with the greatest need and we provide training that accommodates that diversity.

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		
Metropolitan State University of Denver		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Ms.	* First Name: Kathryn	Middle Name:
* Last Name: Cooper	Suffix:	
* Title: Grants and Contract Specialist		
* SIGNATURE: Kathryn Cooper	* 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

Submitted by: Metropolitan State University of Denver (MSU Denver)

Goals and Objectives: The goal of MSU Denver-CAMP is to help students from migrant and seasonal farm worker (MSFW) backgrounds **1)** to enroll and complete their first year in college and **2)** continue on to their second year of college and eventually achieve a post-secondary degree.

Competitive Priority: Prior experience of service delivery

Project Outcomes: **1)** 400 potential participants will be informed about MSU Denver's CAMP program. The project will serve 37 commuter students each year; **2)** 100% of enrolled students will attend required academic and support services throughout the academic year; **3)** 100% of 2nd year continuing students will be integrated and encouraged to participate in the academic and support services available at MSU Denver; **4)** 100% of students, both current and former CAMP participants, will be encouraged and be offered opportunities to become involved on campus and attend leadership development and diversity activities. As the state's most diverse campus, MSU Denver offers many opportunities for growth and development not available at any other four year institution in Colorado.

Number and Location: Denver, Colorado, for one proposed CAMP site

GPRA Performance Measures: **1)** 86% of MSU Denver-CAMP participants will complete 24 credits on their first year in college **2)** 85% of MSU Denver-CAMP participants who complete their first year in college will continue their postsecondary education.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

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Section 1: Need for the Project

(i) The magnitude of the need for the services to be carried out by Metropolitan State

University of Denver's CAMP

The need for the proposed Metropolitan State University of Denver (MSU Denver) CAMP is significant and growing. This application was prepared in recognition of the post-secondary educational needs of migrant and seasonal farm workers and their children in and near the state of Colorado.

Poverty Among Colorado's Migrant and Seasonal Farm Workers: According to the National Center for Farmworker Health, migrant families earn an average annual salary of \$15,000 to \$17,500 per year, and 30% of farm workers have family incomes below the U.S. poverty guidelines. The National Agricultural Worker Survey figures show that the purchasing power of farm worker wages declined by more than 10% over a recent ten-year period. When poor families are confronted by the choice between education and groceries, the decision is an obvious one. Clearly, migrant and seasonal families in Colorado hoping to access higher education are in desperate need of the assistance provided by the proposed MSU Denver-CAMP project.

Children are one of the most disadvantaged groups engaged in migrant and seasonal labor. It is estimated by the Colorado Department of Education (CDE) that as of 2006 there were 24,135 migrant children in the Colorado school system. The 2013 report documents serving 496 High School Migrant Students in the region. Further, due to the nature of seasonal farm work, the transience of these families can be a significant barrier to putting down roots in a community, finding social and economic stability and meeting educational needs (Webquest). Through post-

secondary education, these families would have greater opportunity to achieve self-sufficiency and end the cycle of poverty.

Building upon the strong foundations of 15 years of CAMP programming, MSU Denver’s proposed CAMP program will continue to serve the migrant and seasonal farm worker population in the Denver Metro area and its surrounding counties. Since 2000, the MSU Denver CAMP program has served over 515 students and aims to serve an additional 185 students over the next five years. Through this program, MSU Denver will reach a total of 700 students, helping to break the cycle of poverty by breaking down educational barriers and facilitating their progress toward post-secondary degree attainment.

(ii) The extent to which MSU Denver-CAMP will focus on serving disadvantaged individuals

Education Among Colorado’s Migrant and Seasonal Farm Workers: In 2011,

Colorado made the transition from traditional testing models to standardized statewide assessments. Authorizing legislation provides for annual school “report cards,” which include results from the Transitional Colorado Assessment Program (TCAP). As shown in the table below, Colorado’s farm worker students post very low proficiency levels in relation to the general student population and therefore possess a high educational need for a program such as CAMP.

2012 Migrant Student TCAP Data	Migrant Student Population		General Student Population	
	High School Reading	High School Math	High School Reading	High School Math
Proficient and Advanced Students	33%	19%	69%	53%

In general, the educational level of Colorado’s adult migrant and seasonal farm workers is quite low. Due to rigors of the migrant and seasonal lifestyle, a much lower percentage of the

migrant population graduates from high school or earns a GED. With a 3.5% Migrant student dropout rate, the 2013 high school graduation rates for Title 1 and Migrant students averaged 53.8% compared to a 72.4% graduation rate for all students (CDE). In order for Colorado’s migrant students to succeed, given their unique cultural, academic, and second language characteristics, programs capable of addressing their personal values and educational needs, such as MSU Denver-CAMP, are crucial. To help the transition into the university and address cultural barriers, all students served by MSU Denver-CAMP will receive services through academic advising, counseling, tutoring, and other financial support. These services have proven to be effective in reaching a higher GPA and retention rate than those of mainstream students at MSU Denver.

(iii) The extent and magnitude of gaps in services, infrastructure, or opportunities

Existing infrastructure in Colorado is insufficient to help students from farm worker backgrounds enter post-secondary education and succeed. The table below details how MSU Denver CAMP objectives and strategies specifically address identified weaknesses.

Strategy	Identified Needs, Gaps and Weaknesses
Student Recruitment	<ul style="list-style-type: none"> - Recruit from urban and rural school districts, and community literacy programs in Colorado. - Connect with parents to build trust in MSU Denver-CAMP.
Orientation to College/Special Activities and Personal Counseling	<ul style="list-style-type: none"> - Lack understanding of the transition and adjustment to the university. - Feelings of cultural displacement. - Poor study habits.
Academic Advising	<ul style="list-style-type: none"> - Unaware of degree options and requirements.
Academic Enrichment and Individual/Small Group Tutoring	<ul style="list-style-type: none"> - Insufficient academic skills. - Parent-training workshops to understand set-aside time for students’ homework
Retention and Inter-Program Collaboration	<ul style="list-style-type: none"> - Low retention rates.
Leadership Development	<ul style="list-style-type: none"> - Lack of self-confidence and college-related leadership skills.

Career Awareness Activities	- Knowledge of career paths and degree options.
Financial Aid	- Extremely low farm worker wages. - Lack of awareness of scholarship options.
Health Care	- Not covered by a family medical plan.

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

According to the MSU Denver’s Office of Institutional Research, the Institutional Research Data Book shows the retention rate of all first year students between 2000 and 2010 was below 65.8%. The magnitude of the results of MSU Denver CAMP exceeds the institutional outcomes by having met the 86% GPRA 1 target of completing the first year, and 100% of GPRA 2 retention of those students. MSU Denver CAMP provides academic support to maintain higher performance standards that benefit the students. As CAMP students successfully complete their first academic year at a higher rate than the university’s average, they are on a stronger track to break the cycle of poverty by completing their degree. This opens different opportunities for employment that would otherwise be unavailable to these individuals without a college degree.

Section 2: Quality of Project Design

(i) The extent to which the goals, objectives and outcomes to be achieved by the project are clearly specific and measurable

MSU Denver-CAMP is enthusiastically supported by all MSU Denver administrators, as documented by the attached letters of support. The college administration and departmental units will offer quality support services to all CAMP students, thus assuring achievement of its Triad Mission as follows:

MSU Denver-CAMP's Triad Mission

MSU Denver CAMP will provide personal, academic, & financial support to MSU Denver CAMP Students. The following goals and objectives ensure a successful freshman year for all CAMP students, and satisfy the program guidelines of the Office of Migrant Education, U.S. Dept. of Education, Washington, D.C.

Goal 1: Support the success of migrant and seasonal farm worker students by helping them to enroll in and complete their first year of college while being engaged in leadership, cultural and personal development opportunities

Objectives	Activities	Measurable Outcomes	Person Responsible, linkages and collaborators
1.1 400 potential participants will be informed about CAMP	-Disseminate information via presentations and brochures to students, parents, counselors and teachers. -Provide targeted presentations to inform and maintain contact with referral agencies.	400 potential students will receive information about CAMP, written material and follow-up contact.	Recruiter, Colorado Department of Education, Migrant Ed.
1.2 37 eligible students will be admitted to MSU Denver-CAMP each year.	-Admit target number of students each year. -Provide assistance to migrant students with applications for admissions, Financial Aid, and CAMP.	37 students will be served each year. All students receive assistance with the applications process.	Recruiter, Admissions office, Academic Advising office, Financial Aid office, School Counselors.
1.3 All enrolled students will receive academic support services throughout the academic year.	-Organize and implement CAMP Student Orientation conference. -Provide appropriate advising and course selection. -Provide tutoring services by experienced and well-trained tutors.	100% of students will have the opportunity to attend the Orientation. 100% of students will receive appropriate academic advising and tutoring.	Advisor/Retention Specialist, other CAMP staff, Academic Advising office, Immigrant/ESL office, Tutoring Center, Student Support Services.

<p>1.4 Every participating student will be engaged through leadership, cultural and personal development opportunities.</p>	<ul style="list-style-type: none"> -Provide opportunity to attend cultural events outside the migrant experience. -Provide activities to facilitate personal, professional and cultural development. -Send CAMP students to a Leadership Conference and other MSU Denver-sponsored conferences. 	<p>100% of students will have the opportunity to attend on and off-campus cultural events. CAMP staff will organize and implement a minimum of 5 activities per semester. 100% of students will have the opportunity to attend a leadership conference.</p>	<p>All CAMP staff, Student Activities Office, Student Support Services, Departments of Theater and Music.</p>
<p>1.5 86% (GPRA Measure 1) of CAMP students will complete their 1st year of college in good academic standing (24 credits and 2.0 GPA or better)</p>	<ul style="list-style-type: none"> -Provide students with other academic resources on campus. -Track student academic performance each term. -MSU Denver Early Alert System -Progress Reports from students 	<p>100% of students will be provided with academic resources and required to keep track of their time spent with each resource. 100% of students' grades will be reviewed each term.</p>	<p>Advisor/Retention Specialist, other CAMP staff, Academic Advising Office, Tutoring Center.</p>
<p>Goal 2: Increase the persistence of CAMP students to their second year of college</p>			
<p>2.1 85% (GPRA Measure 2) of CAMP students who complete their first year in college will continue into their second year of college</p>	<ul style="list-style-type: none"> -Assist students to complete FAFSA for their second year. -Conduct a Scholarships Program to facilitate scholarship aid for students. -Enroll students for fall semester. -Provide individual exit interview to inform students of expectations for their second year of college, including referral to a TRIO program. 	<p>100% of students will complete FAFSA by February 28th. 100% of students will be able to participate in a Scholarships Program. 100% of students will be advised and enrolled for fall semester by end of spring semester and will have an exit interview.</p>	<p>Advisor/Retention Specialist, Recruiter, other CAMP staff, Student Support Services, Academic Advising Center.</p>

<p>2.2 All second year continuing students will be integrated and encouraged to participate in academic and student resources at MSU Denver</p>	<p>-Provide seamless movement into other academic and student resources. -Monitor the academic process of all 2nd year students and track their enrollment for subsequent years.</p>	<p>100% of students will be assigned to academic advisors in the Academic Advising Center in spring term. 100% of continuing students will be monitored through MSU Denver's Banner system.</p>	<p>Advisor/Retention Specialist, Student Success Center Liaison, other CAMP staff, Academic Advising Office, Student Support Services.</p>
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(ii) The extent to which the design of the proposed project is appropriate to and will successfully address the needs of the target population or other identified needs

MSU Denver offers a more conducive environment than any other four-year institution in the state of Colorado for students with farm worker backgrounds. MSU Denver was featured in an *Excellencia* in Education report (2010) on Emerging Hispanic Serving Institutions as a top IHE in the country serving the Hispanic population, demonstrating cultural sensitivity. Given this cultural expertise and MSU Denver's previous success in serving such students through its CAMP programming, the university is strongly positioned to provide comprehensive, culturally competent services that address this group's barriers to post-secondary education and help them to advance their educational attainment.

The proposed activities of the program specifically target the two goals and seven objectives and have proven effective in successfully addressing participants' academic, social, and financial need. The recruiter will do Outreach and Recruitment to inform and encourage eligible students, assist them in the admission and enrollment process, including filing FAFSA. Trained staff will provide academic support through advising and tutoring in reading, writing, math and science. CAMP staff will provide cultural and social development services through

planned events, as well as coordination with other programs and services, including leadership opportunities. The CAMP staff will also coordinate efforts with the Institute for Women's Studies and Services, which offers extensive scholarship-related training and resources, and the Writing Center, in obtaining financial resources through scholarships.

(iii) The extent to which the proposed project will be coordinated with similar related efforts, and with other appropriate community, State and Federal resources

In an effort to maximize resources available to migrant students, MSU Denver-CAMP will coordinate with all necessary student support services located at MSU Denver and on the Denver Auraria campus, as well as state and federal programs. An example of local support is represented through the letters of collaboration from other on campus programs, such as the Writing Center, Student Success Services, and the Chicana/o Studies Department. Also, state-level agency coordination is essential for proposed CAMP students in the college environment. Off-campus state and federal agencies established partnerships include: the Colorado Department of Education, including the Summer Migrant Youth Leadership Institute program, Health and Human Services, Rocky Mountain Service, Employment, Redevelopment/Jobs for Progress, Inc. (SER), the Colorado Migrant and Rural Coalition, the Hispanic Educational Advisory Council, and other small organizations. These organizations provide valuable information and resources about recruitment, retention and career opportunities, as well as other resources needed for the CAMP target population.

(iv) The extent to which the proposed project will increase efficiency in the use of time, staff, money, or other resources in order to improve results and increase productivity.

The program design includes mechanisms for consistent review and evaluation of each program goal, objective and corresponding activities to assure quality, efficiency and cost

effectiveness. The program has regularly scheduled staff meetings, monthly meetings with PIs and external evaluation, each of which will ensure effective program oversight and accountability to ensure the program is continuously refined and strengthened to effectively and efficiently meet proposed goals and objectives. To increase productivity and efficiency, MSU Denver CAMP will use the existing Banner data system, MSU Denver Early Alert Academic Warning System, and other services already provided on campus. The community partnerships with Student Success Services, Institute for Women Studies and Services, and the Writing Center has already been established, which will help to reduce duplication of services as well as maximize the results of the program objectives.

Section 3: Quality of Project Services

(i) The training or professional development are of sufficient quality, intensity, and duration to lead to improvements in practices among the recipients of those services

To ensure that CAMP students receive the highest quality services, MSU Denver-CAMP staff will be provided with at least 20 hours of training and professional development opportunities that will be part of each employee's time and will be fiscally supported. All staff will attend national and regional conferences that focus on outreach and retention issues of the target population; additionally, all information on best practices and from workshops at such conferences will be shared with the entire staff in an effort to improve CAMP services. All staff will be trained in the usage of school systems such as MSU Denver BANNER and *MetroConnect*, the university portal. Through collaboration with on-campus and off-campus entities, there will also be multiple opportunities for staff development in the areas of cultural diversity, leadership development, team building, conflict resolution, communication skills, and

personality assessment. CAMP staff will increase their knowledge about effective strategies in academic and support services, and will integrate that knowledge back into the program.

(ii) The services to be provided by the project are focused on those with the greatest need.

MSU Denver-CAMP will identify and select those students with the greatest needs, defined as those with not only the greatest financial need but also academic, cultural, and developmental needs. To reach those in highest need, MSU Denver-CAMP will: **a)** recruit students from high schools with the greatest needs, such as those with little or non-existent college preparatory programs, below-average percentages of students going to college, or high percentages of students who qualify for free/reduced lunch; and **b)** ensure that those students with the highest level of need are given priority status when selecting students from the applicant pool. Priority will be given to students with Pell Grant eligibility status and/or first-generation college student status and to students with disabilities, who are deficient in core high school coursework, are enrolled in special education, who demonstrate low reading and math skills, and/or who have SAT/ACT scores below the average for the current MSU Denver entering class.

(iii) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

The continued services have proven to be effective to achieve above satisfactory academic progress standards with a 2.8 overall GPA compared to a 2.0 minimum passing GPA for

	MSU DENVER	CAMP
GPA	2.0	2.8
Retention	64.70%	92%

MSU Denver overall. MSU Denver-CAMP first year retention rates have consistently been higher when compared to the mainstream MSU Denver student retention rates. Current retention

rates for continuing CAMP students are 92%, compared to 66% for the general MSU Denver student population. The services provided by MSU Denver CAMP are specifically designed to serve at-risk migrant students, who would be more likely to drop out of college after their first semester without such targeted support. Through the services provided, participants are encouraged and empowered to grow as leaders and become active members of community.

Section 4: Quality of Project Personnel

MSU Denver is an equal opportunity employer and does not discriminate based on race, color, creed, national origin, sex, age, sexual orientation, or disability in admissions or access to, or treatment or employment in, its educational programs and activities. Project personnel are chosen for their commitment, experience with farm workers, prior program experience, and educational expertise.

(i) The qualifications, including relevant training and experience, of the principal investigators and the project director

Principle Investigators— Dr. Arturo León Campa and Dr. Adriann Wycoff are both tenured professors at MSU Denver and have worked over the years in different capacities with CAMP. They have over 60 years of combined experience working in Migrant Education, beginning in 1981 and 1985 respectively, and are both bilingual English-Spanish. Both Dr. Campa and Dr. Wycoff have served as administrators for the High School Equivalency Program (HEP), the sister migrant education program. Both also served as CAMP directors or co-directors at MSU Denver between 2000-2008. As principle investigators, they bring their expertise and experience to serve as mentors and overseers of program management. They have made several presentations in content and teaching practices, as well as other CAMP related matters (See Attachments for further details).

Director— Dr. Luis Rivas is a tenured professor at MSU Denver and has been with the program since fall 2010. He was Student Liaison for the first year, developing workshops and other activities for students, before stepping in as Associate Director in 2011. In 2013 he was appointed to serve as director to oversee daily activities and reports to the Office of Migrant Education. He utilizes cross-campus relationships and collaborations to best support student success. He has attended and presented at several Office of Migrant Education sponsored conferences to share relevant experience with other CAMP programs. He also is bilingual English-Spanish.

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

Recruiter/Retention Counselor— Mr. Ambrosio Rodriguez-Hernandez has a Master of Arts in Education, Equity, and Cultural Diversity in Bilingual/Multicultural Education and has over 12 years of experience in different CAMP programs. He is bilingual in English-Spanish and is a former migrant student. His extensive experience in recruitment, advising, and registering students allows him to recruit through presentations around the Denver area, connect with other migrant programs, as well as connect current students to other resources and internship opportunities on campus.

Academic Advisor/ Retention Specialist— Ms. Nidia Vivanco Montoya has previous Student Support Services experience and brings that expertise to the program. She has a Master of Science in Biomedical Science and brings that knowledge to students in the STEM fields. She has been with MSU Denver-CAMP since 2013 as an advisor and has created an effective tracking system for assessing student progress. She is bilingual in English-Spanish and an excellent mentor for our students.

Academic Advisor/ Office Coordinator— Ms. Raquel Jiménez is a previous CAMP Scholar who graduated with a degree in Social Work with an emphasis in child welfare. While an undergraduate she worked in the Financial Aid Office and learned the Banner system of the institution. Before graduating she worked with all CAMP offices assisting the director, advisor, and recruiter. She brings that experience for programmatic support as well as advising students in procedural matters, such as financial aid applications and deadlines. As a CAMP alumna, she is an excellent role model for all our students.

Section 5: Quality of Management Plan

(i) The adequacy of the management plan to achieve objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The management plan consists of a set of target objectives and corresponding timeline, the result of MSU Denver’s over 15 years of experience with migrant education. The plan has been continually adapted based on prior experience, feedback from current and former students, formal and informal performance evaluations, and the rapidly changing needs of the migrant student population. The proposed MSU Denver- CAMP program is under the College of Letters, Arts, and Sciences, part of the community outreach effort of the MSU Denver Department of Chicana/o Studies, and is centrally located on the Denver Auraria campus with easy access to major campus facilities and buildings.

The CAMP staff responsibilities are discussed in detail below. Following this is a table outlining the MSU Denver CAMP timeline of activities.

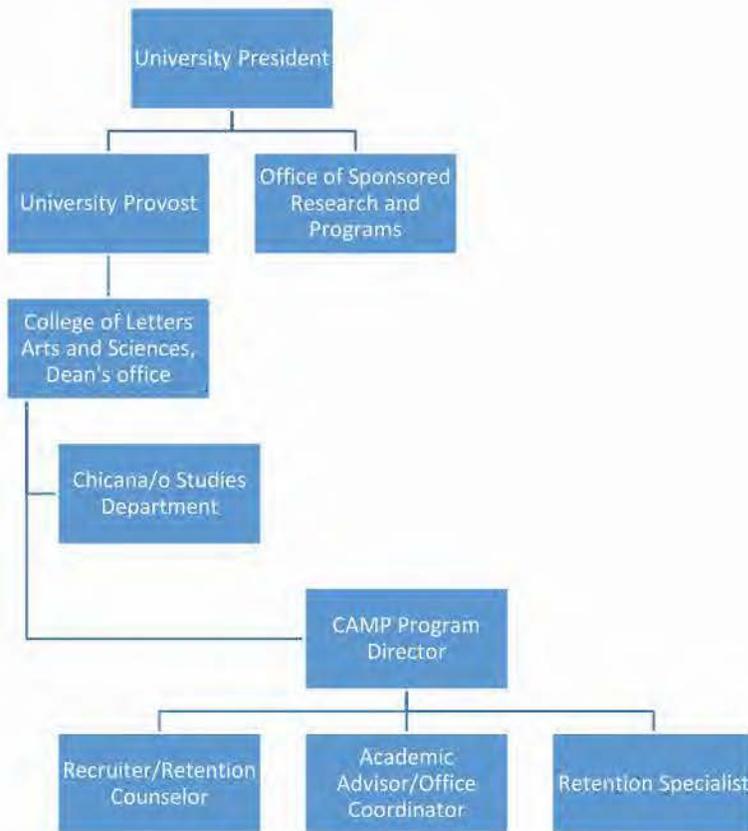
CAMP Staff Responsibilities	
Position	Responsibilities

<p>Director 0.75 FTE</p>	<p>-Oversee implementation of project goals and objectives and manage the budget, budget revision, and Annual Performance Report. -Communicate and collaborate with other key university units such as Office of Sponsored Research and Programs, the Dean's office, the Chicana/o Studies Department, the Student Activities Office, the Hispanic Serving Institution Steering Committee, Human Resources, Financial Aid, Admissions, Women' Studies, and Student Support Services to provide services tailored to the program participants -Oversee collaborative efforts with off-campus entities that will enhance the cultural experience of the CAMP participants and provide linkages to develop the identification, recruitment and retention of target population students.</p>
<p>Academic Advisor/ Office Coordinator 1 FTE</p>	<p>-Operate as academic advisor and counselor for CAMP students. -Refer students to other support resources. -Serve as supervisor for tutors and office work-study students. -Collaborate with resources campus-wide to provide services for students and get students involved on campus. -Co-facilitate CAMP activities. -Assist facilitation of student college major selection, financial aid process, and presentation of scholarship and internship opportunities -Assist the program offices with institutional documentation and procedures.</p>
<p>Recruiter/Retention Counselor 1 FTE</p>	<p>-Identify and inform 400 (or more) potential participants for CAMP. -Facilitate enrollment of 37 students each year. -Assist facilitation of student Financial Aid process. -Serve as supervisor for Recruiter work-study students. -Refer students to other support resources. -Collaborate with resources campus-wide to provide services for students and get students involved on campus.</p>
<p>Academic Advisor/ Retention Specialist 1 FTE</p>	<p>-Collaborate with resources campus-wide to provide services for students and get students involved on campus. -Co-facilitate CAMP activities. -Refer students to other support resources. -Assist facilitation of student college major selection, financial aid process, and presentation of scholarship and internship opportunities. -Operate as academic advisor and counselor for CAMP students.</p>

<p align="center">MSU Denver CAMP Timeline and Milestones of Activities</p>	
<p align="center">Spring Semester (Jan – May)</p>	
<ul style="list-style-type: none"> • Implement MSU Denver-CAMP program • Develop and implement recruitment efforts • Recruit and train tutors, office assistants • Provide ongoing academic support and monitoring • Gather student feedback about project performance • Provide students with specific course advising for Spring term 	

<ul style="list-style-type: none"> • Attend HEP/CAMP National Stream Conference, • Conduct Fall term evaluation • Review student grades to ensure students are on track to complete necessary credit hours and to identify possible areas of academic difficulties • Submit the Annual Performance Review (APR) to the US DOE • Plan and implement student cultural and leadership development activities
<p>Summer months (End of May – Beginning of August)</p>
<ul style="list-style-type: none"> • Collect student data, evaluate completed year and prepare for the upcoming year • Have staff retreat to discuss upcoming school year and what improvements need to be made • Work with incoming students to ensure everything needed is in place • Conduct CAMP Student Fall Orientation and Cookout with students and parents • Attend CAMP Directors’ meeting in Washington
<p>Fall Semester (Aug – Dec)</p>
<ul style="list-style-type: none"> • Continue implementation of MSU Denver-CAMP program • Send student cohort to Southwestern CAMP Leadership Conference • Continue implementation of recruitment efforts <ul style="list-style-type: none"> ○ Have applications in by February and FAFSA’s complete for both incoming students and current students complete by the end of February • Provide ongoing academic support and monitoring • Gather student feedback about project performance • Review student grades to ensure students are on track to complete by the end of the semester <ul style="list-style-type: none"> ○ Identify areas of academic difficulties and address such needs • Plan and implement student cultural and leadership development opportunities • Attend NASDME Conference,

(ii) The adequacy of the procedures for ensuring feedback and continuous improvement in the operation of the project.



The chart at the left illustrates how the CAMP program is embedded within the University. Here, CAMP is visible at the highest levels of the college. One of MSU Denver-CAMP's principal investigators is Associate Dean of the College of Letters, Arts and Sciences. MSU Denver's administration is highly aware of the needs of CAMP students, has provided

significant levels of scholarship funding and support in the past, and has put together a plan to continue those levels of support. This support has come in the form of building space for offices, a formal conference room, two computer labs, and multiple scholarship opportunities for CAMP students. MSU Denver will continue to offer the CAMP program the building space for its offices, conference room, and computer labs.

MSU Denver-CAMP will utilize the Continuous Improvement Management (CIM) model developed by the U.S. Department of Education to ensure feedback and continuous improvement. The CIM model provides useful tools with which to identify, analyze and solve problems within the program. It provides a structure for meeting constituent needs, identifying central activities, monitoring progress, and generating stakeholder involvement in the decision

making process. This model is cyclical and allows the program to make adjustments to services at any time. MSU Denver-CAMP will contract with Evaluator Amas Aduviri of the Oregon State University CAMP to review the program during the second and fourth year. To support continuous program improvement and operation, project staff will: a) conduct continuous monitoring of student outcomes; b) remain current on best practices and pertinent information dealing with the migrant population; and c) set up a system of continuous feedback from all stakeholders. Also, project staff will meet regularly to discuss project progress and manage problems as they arise. Additionally, regular staff training will be conducted to refresh old skills and learn new ones, increase sensitivity to the populations being served and share knowledge.

The feedback loop for the overall management of the program is as follows: The Director will supervise daily operations and report back to the Principal Investigators. The Chair of Chicana/o Studies and Principal Investigators will then report to the Dean, College of Letters, Arts and Sciences with the Dean, in turn, reporting to the Provost/Vice President for Academic Affairs, who has final direct responsibility. Furthermore, the Office of Sponsored Research and Programs offers pre and post grant logistical support for CAMP.

(iii) Time commitment of key project personnel is appropriate and adequate.

The Principal Investigators and the Director will have a combined total of .85 FTE appointments for each calendar year of the program. While the majority of this time spent will be on the efficient management of the program, time will also be dedicated to working with high-need students, communicating with parents and community members and working with other campus entities. The other CAMP position time commitments are also appropriate and comparable to other successful CAMP programs. The positions of Recruiter/Retention Counselor, Academic Advisor/Office Coordinator, and other positions, including those that are

part time, are discussed in detail in the budget narrative and have proven to be effective. All positions are necessary to manage the operation of the project.

(iv)The adequacy of mechanisms for ensuring high-quality products and services from the proposed project.

MSU Denver CAMP will ensure highest quality in products and services provided by implementing five strategies: 1) Staff will participate in in-service training provided by the Human Resource office, as well as yearly institutional professional development conferences, and a staff summer retreat during which further training, program assessment and planning will occur. Training and technical assistance will be ongoing as the institution updates its Banner system; 2) Semi-annual evaluations will provide student feedback to assess how individual needs are being met; 3) Travel is budgeted for staff and students to participate in professional/leadership conferences, such as the HEP/CAMP Association Conference and National Migrant Education Conference (NASDME), that help both staff and students to advance their skillsets, build their networks and stay engaged in the program; 4) Partnerships are in place with different offices/department in the IHE, including the Office of Admissions, Financial Aid, Student Support Services, Chicana/o Studies Department, English Department, Women's Studies and Services, and the Writing Center, that have committed to provide further services to CAMP participants; and, 5) The program will include an evaluation plan that utilizes an external evaluator, who will provide objective assessment of program activities for continuous quality improvement.

Section 6: Adequacy of Resources

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

MSU Denver, the Community College of Denver (CCD) and the University of Colorado Denver (UCD) share the Auraria Campus – an arrangement that is unique in the United States. These three institutions share a library, numerous articulated programs, and an expansive variety of physical facilities designed to meet the educational and research needs of all students. As students of the largest four-year commuter university in the U.S., CAMP students will participate in learning, enrichment, social and recreational activities in numerous facilities in a diverse and exciting urban campus.

MSU Denver is wholly committed to the purpose and objectives of CAMP. This commitment has been demonstrated through the facilities, equipment and funding, through student scholarships, committed to CAMP over the last ten years. CAMP is a vital part of the university's goal to be a Hispanic Serving Institution. MSU Denver will continue to provide support in the terms of: a) Facilities--MSU Denver-CAMP is housed in the Rectory building, a centrally located building on-campus. The Rectory building serves as a hub for CAMP students, faculty, staff and volunteer CAMP mentors. The CAMP project has four offices in the Rectory building. CAMP also has two student computer lab/study room in the Rectory building with ten PC's and two Mac computers, as well as several tables for individual and group work. CAMP shares a large conference room with the Chicana/o Studies Department, as well as several large storage rooms in the basement of the Rectory building; b) Equipment: All MSU Denver-CAMP staff will have access to computers and to the Internet, connections to a shared laser printer, access to two fax machines, and access to a large-scale photo-copy machine; c) Financial: For the past six years, MSU Denver has been financially invested in CAMP. In 2004, the CAMP

program was not offered federal funding; however, the CAMP program was important enough to MSU Denver that the university provided over \$72,000 in funding to assure that the program remained running until federal funding was reestablished in 2005; and d) Other Resources: MSU Denver also provides various scholarship opportunities for CAMP students as well as internships and student travel funds to help them advance their studies.

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

MSU Denver Offices (all with bilingual staff members) have pledged to support the proposed MSU Denver-CAMP. The following partners will also dedicate resources and services to promote the success of CAMP students, as demonstrated below:

Department/Division	Services committed for MSU Denver-CAMP
Academic Advising Center	Academic counseling and mentoring, Assistance with selecting majors and minors, course selection, long-term degree planning, and registration help
Department of Chicana/o Studies	Hosting cultural and educational events, operate as departmental home
Division of Student Services	Services: Admissions, Financial Aid, Registrar, Student Support Services, Student Academic Success Program, and Summer Bridge Program
Student Activities Office	Financial and administrative support for the CAMP Student Group, offer Leadership Conferences and workshops for CAMP students

Commitment of the Community College of Denver (CCD) Foundational Skills Institute

CCD’s Foundational Skills Institute has long-established and ongoing partnerships with CAMP. The CCD Foundational Skills Institute presently refers and will continue to refer all qualified GED graduates to CAMP, assist CAMP students with skills-deficiencies in CCD developmental education classes, and will facilitate CAMP student participation in CCD-based academic support programs.

(iii) Extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

The proposed budget is cost effective and vital to meet the program's goals and objectives. After 15 years of budgeting experience, and working closely with the offices of Human Resources, Payroll, Accounting Services, and Financial Aid, we have developed a budget that ties directly to our goals and objectives. The Budget Narrative provides detailed entries for the proposed MSU Denver-CAMP including: salaries and wages, fringe benefits, staff and student travel, supplies, other direct costs, staff and student development costs, student tuition and fees, student stipend support, workshops, cultural activities and U.S. Department of Education allowable indirect costs. As evident throughout these partnerships, the University supports CAMP scholars by waiving the \$100 application fee.

(iv) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits

The cost per student at MSU Denver is reasonable in relation to the national average for similar commuter four-year institutions that host CAMP projects. The costs also fall below the U.S. Department of Education's Office of Migrant Education's Efficiency range presented at the annual Directors' Meeting in 2014. MSU Denver-CAMP proposes to serve 185 migrant students during the five-year cycle. The number of students that will receive aid and academic-related support services will be 37 per year. In addition to access to job/career placement internships, potential students served will have access to an array of academic and career related amenities that will increase the likelihood of retention, graduation and job placement. The proposed costs are realistic and necessary to meet the program's goals and they are similar to other successful CAMP programs in the country.

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

MSU Denver has made a strong, university-wide commitment to the proposed CAMP – as seen by its dedication to sustaining the program without federal funding during the 2004-2005 academic year. The CAMP project is part of MSU Denver’s ongoing commitment to becoming a Hispanic Serving Institution (HSI), and the University will continue actively seeking a variety of means to continue CAMP should federal dollars become unavailable. Potential avenues for project contribution include cash support from corporate funders and private foundations.

Section 7: Quality of the Project Evaluation

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

A variety of evaluations will be conducted throughout the year to assess the CAMP project. Program evaluation will be an ongoing process using both quantitative and qualitative assessments. MSU Denver-CAMP has specified project outcomes (see Project Design) such that quantitative methods of evaluation will produce appropriate information about student success and the quality of the project’s effectiveness. In addition, qualitative evaluation will gather relevant additional information from CAMP participants about program activities through student/staff surveys, interviews, and measurements of academic progress. Also, the annual external evaluation by Amas Aduviri, OSU CAMP Director, will follow the model established by former U.S. DOE Regional Grant Monitor F. Selby Till.

MSU DENVER-CAMP Designated Evaluator Amas Aduviri	
Graduate Degrees	MBA Andrews University
Migrant Education Experience	-OSU CAMP Director (2005-present) -CAMP Coordinator and Recruiter, Eastern Washington University, (2003-05) -Project Camino Coordinator (2001-02)
Program and Evaluation Experience	-15 years of designing and implementing federal and state programs -Demonstrated experience in preparing and managing project budgets -Received training in program evaluation at different workshops -Experience in reviewing grant proposals for the U.S. DOE such as TRIO programs, FIPSE, Hispanic Serving Institution grants, etc. -Provided professional peer review evaluations for several CAMP

	programs in the country -Member of the Oregon Program Evaluation Network
Proposed Responsibilities	Conduct annual evaluation, offer best practices and suggestions for improvement

This evaluation includes assessment of administration and management, fiscal operations, and program activities as well as assessment of the program’s impact on achieving the proposed goals, objectives and outcomes. The evaluation will provide specific information to comply with the U.S. DOE reporting requirements.

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

The evaluation of the CAMP project will be a systematic process of collecting, analyzing and interpreting information to determine the extent to which the program is effective in meeting the needs of the project participants. Students will be interviewed to obtain CAMP student feedback about their experiences with MSU Denver-CAMP, their first year of college and how CAMP has prepared them for success in the rest of their college career. The following table lists the project services and the tools used to obtain information about the effectiveness of the program.

Evaluating the Effectiveness of Project Implementation		
Project Services	Tools used	Completion Date
Outreach and Recruitment	Recruitment logs, orientation roster	End of Summer months
Support during the application process	Student applications, satisfaction surveys, interviews with students, student’s admission	End of Summer months
Assist in obtaining financial resources	Copy of financial aid applications within student file, review of Banner to ensure that students receive CAMP financial aid package	End of Summer months and beginning of Fall semester
Academic support services	Student advising records (student files), online surveys via Survey Monkey, student transcripts, assessment records, student logs of attendance at workshops and other development opportunities,	Ongoing, collected and filed during each semester. Evaluated during

	focus group, tutoring logs	summer semester.
Health services	List of emergency contacts, list of students with health insurance, list of students receiving CAMP funded health insurance	End of each semester
Student leadership and cultural development services	Attendance records, student questionnaires and professional observation reports	Ongoing
Exposure to cultural, recreational and academic events	Attendance records, student questionnaires and professional observation reports	Ongoing
Follow-up services	Grade and earned credit reports, financial aid received and enrollment report, exit interview, post-CAMP participation records, referral logs	Ongoing

(iii) The extent methods of evaluation provide performance feedback and assess progress

The primary objective of the gathered data is to assess whether MSU Denver-CAMP has met its identified GPRA Performance Measures: 1) 86% of CAMP students will finish their first year of college in good academic standing; and 2) 85% of CAMP students will continue to be enrolled in post-secondary education at MSU Denver or otherwise. Furthermore, the methods of evaluation will qualitatively measure the growth and development of each CAMP participant. The CAMP students are some of the future leaders of this campus and it is of vital importance to the program that the participants are encouraged and challenged to grow as individuals and as leaders so they can continue to advance beyond their participation in the program. Also, the methods of evaluation will provide precise performance feedback and will provide periodic assessment of progress toward achieving CAMP outcomes. CAMP staff will review the performance and benchmark each semester to ensure that CAMP is on track to reach its goals and objectives. The following outlines the proposed procedures for monitoring and assessing program impact on student's outcomes.

Evaluation of Goals/Objectives and Benchmarks

Goal 1: Support the success of migrant and seasonal farm worker students by helping them to enroll and complete their first year of college while being engaged in leadership, cultural and personal development opportunities		
Objectives	Evaluation Method	Benchmark
1.1 400 Potential participants will be informed about CAMP	Analyze attendance log of participants in information sessions. Count number of visits and number of workshops for parents.	February: 50% of students receive information about CAMP. August: 100% of students are informed about CAMP.
1.2 37 eligible students will be admitted to MSU Denver CAMP each year of the program	Analyze MSU Denver admissions record to confirm 100% of admission eligibility.	Fall Semester: 100% of eligible participants are admitted
1.3 All enrolled students will receive academic support services throughout the academic year	Analyze participation records of services provided, for example, # of student contacts with staff, attendance at CAMP events, etc.	End of each scholastic month during the Fall and Spring Semesters
1.4 Every student will be engaged through leadership, cultural and personal development opportunities	Analyze attendance records of conferences, workshops and services provided.	Examined monthly and at the end of each semester
1.5 86% (GPRA Measure 1) of CAMP students will complete 24 credits in good academic standing	Analyze student grade performance, analyze student progress toward continuation, use Banner to identify student GPA.	End of each semester to assess that the goal is being reached during each academic period
Goal 2: Increase the persistence of CAMP students to their 2nd year of college		
2.1 85% (GPRA Measure 2) of CAMP students who complete their first year in college will continue into their second year of college	Analyze exit interviews to confirm continuation at an IHE, analyze enrollment data for following year, and analyze financial aid report on those receiving aid.	End of Spring Semester and Beginning of following Fall Semester
2.2 All second year continuing students will be integrated and encouraged to participate in academic and resources at MSU Denver	Review referrals and attendance records of CAMP events as well as other events on campus.	End of Fall and Spring Semesters

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United States Department of Agriculture (USDA) *Rural Education and Labor: Farm Labor*. Retrieved February 1, 2010 from <http://www.ers.usda.gov/Briefing/LaborAndEducation/FarmLabor.htm#Numbers>

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RESUME

ARTURO LEON CAMPA

Work Address

(b)(6)

Current Position

Associate Dean of Personnel & Student Affairs, School of Letters, Arts & Sciences for 10 academic departments (Social Sciences and Humanities) and Co-PI, CAMP.

Education

1980 Ph.D., Anthropology, University of Colorado at Boulder
1973 – 1978, Ford Foundation Graduate Fellowship
1972 M.A., Anthropology, University of Colorado at Boulder
1966 B.A., Latin American Studies, University of Denver, Denver, Colorado
1965 Junior Year Abroad Scholarship, University of the Americas, México DF, MX

Professional Interests:

Applied Anthropology
Cross Cultural Ethnic Relations
Educational Anthropology
Migrant Education
Sustainable Development
Area: American Southwest & South America

Spanish Fluency:

Speaking, Reading, & Writing

Employment

2009-present Associate Dean, College of Letters, Arts and Sciences, MSU Denver
2012 Interim Chair, Department of Social Work, Metropolitan State University of Denver
2008-2009 Interim Associate Dean, College of Letters, Arts & Sciences, MSU Denver
2003-present Professor of Anthropology, MSU Denver
1998-2003 Associate Professor of Anthropology, MSU Denver
1993-1998 Assistant Professor of Anthropology, MSU Denver
2008-present Co-Principal Investigator, CAMP, MSU Denver
2005-2008 Co-Director and Co-P.I., CAMP
1999-2005 Director and P.I., CAMP
1993 Visiting Instructor, Division of Educational Psychology, Stat's & Tech., College of Education, Univ. of Northern Colorado, Greeley

- 1989-1993 Assistant Professor Attendant, School of Education,
University of Colorado at Boulder (CU-Bldr)
- 1985-1993 Associate Director, Multicultural Education Center, CU-Bldr.
- 1981-1993 Director, HEP/CAMP and educational programs, & Proposal Writer,
Multicultural Education Center, School of Education, CU-Bldr)

Scholarship, Creative Activities

Multiple refereed publications in professional journals, community research surveys conducted for local municipalities and health programs, contributions to high school multicultural programs, and bilingual program evaluations for local schools.

Grants written and funded 1981- 1993 University of Colorado at Boulder (total funding \$9,229,187)

HEP/CAMP's, Family English Literacy programs, Title VII grants, Adult Literacy Programs, Local Judicial District programs, Ford Foundation Research program. I co-wrote multiple other proposals during 1981—1993.

Grants written 1993—present, MSU Denver (total funding \$ 6,801,841):

CAMP programs, professional development research grants, Princeton University community service student internships for Peru, multiple private foundations for adult literacy programs, and community service oriented grants.

Community Service 1990 - Present

Multiple guest lectures in local schools, keynote speaker in multiple conferences, workshops in cross-cultural communication and cultural awareness for public school teachers and community service organizations, and field trips for students,

Volunteer Community Service for Television and Radio Media 2000 – Present

Twelve appearances on local TV and radio stations on immigration and anthropological topics, interview on Peruvian TV station on community development projects in northern coastal Peru, and brief commentary for local AM radio stations.

Selected Consulting Positions 1990 – 2005

Many evaluations of local urban youth programs, Denver Housing Authority surveys, local health department surveys, evaluations for the US Bureau of Reclamation, and educational program evaluation for the US Dept. of Energy, Teachers Summer Prog.

Residency and Travel Abroad

Six years residency in Latin America; two years Perú, study abroad Mexico City, two years Peace Corps Chile, & annual visits to Peru (2000-present). Co-led a Perú Study Abroad (MSU Denver, 2006). Visits to Puerto Rico, Mexico, and Canada.

ADRIANN C. WYCOFF

(b)(6)

EDUCATION:

Doctor of Philosophy Spanish and Portuguese	1984 Northwestern University	Master of Arts Spanish	1974 Northwestern University
Bachelor of Arts Spanish	1973 University of Illinois at Chicago		

PROFESSIONAL INTERESTS:

- * Instruction and Administration in a Multicultural and/or Non-traditional Educational Setting
- * Empowerment of Educationally Disadvantaged Adults and Their Families
- * Dropout Retrieval and Subsequent Retention in Educational Programs
- * The Relationship of Literacy to Social Position
- * The Role of Chicana/o Studies in Higher Education
- * Latina Poetry (Late Nineteenth and Early Twentieth Century Emphasis)

MIGRANT EDUCATION EXPERIENCE:

July 2005- Present	CO-PRINCIPAL INVESTIGATOR, College Assistance Migrant Program (CAMP), Metropolitan State University of Denver
June 1999- June 2005	ASSOCIATE DIRECTOR, College Assistance Migrant Program (CAMP), Metropolitan State College of Denver.
October 1986- January 1994	INSTRUCTOR and NORTHERN COLORADO COORDINATOR, High School Equivalency Program (HEP) University of Colorado at Boulder, School of Education, BUENO Center for Multicultural Education
October 1990- September 1992	NORTHERN COLORADO RECRUITER, College Assistance Migrant Program (CAMP), University of Colorado at Boulder, School of Education, BUENO Center for Multicultural Education
Summers 1976-1978	LECTURER, ARLINGTON PARK RACETRACK "BACKSTRETCH PROGRAM," William Rainey Harper College, Arlington Heights, Illinois.

FAMILY LITERACY/ENGLISH AS A SECOND LANGUAGE EXPERIENCE:

March 1994- Present	FAMILY LITERACY PROGRAM DIRECTOR, Metropolitan State University of Denver
December 1990- May 1993	ASSISTANT PROFESSOR ADJUNCT, University of Colorado at Boulder, School of Education, Training Interpreters for Special Needs Program.
September 1980- January 1982	INSTRUCTOR, Saint Augustine Community College/East-West University at Chicago (the first fully English/Spanish bilingual post-secondary institution in the Chicago area).
September 1976-	TEACHER,

June 1978 High School District 214, Continuing Education Program,
Arlington Heights, Illinois.

November 1974-
June 1975 TEACHER, Employee English as a Second Language Program,
Northwestern University.

September 1974-
August 1976 GRADUATE LANGUAGE LABORATORY ASSISTANT,
Northwestern University.

OTHER RELEVANT EXPERIENCE:

August 2013-
Present ASSOCIATE PROFESSOR OF CHICANA/O STUDIES
Metropolitan State University of Denver.

August 2007-
July 2013 ASSISTANT PROFESSOR OF CHICANA/O STUDIES
Metropolitan State University of Denver.

September 1994
July 2007 INSTRUCTOR,
Departments of Modern Languages, Teacher Education and Women's Studies,
Metropolitan State College of Denver.

September 1984-
August 1986 INSTRUCTOR,
Aims Community College, Fort Lupton, Colorado Campus.

September 1979-
January 1982 LECTURER,
Roosevelt University, Chicago Campus.

September 1973-
June 1980; TEACHING ASSISTANT,
Northwestern University.

Summers
1977-1978 INSTRUCTOR,
Northwestern University.

Spring 1977 INSTRUCTOR,
Northwestern University, Evening Division.

PROGRAM EVALUATION EXPERIENCE:

Spring 2001;
Winter 1999 MEMBER, Peer Assistance and Evaluation Team,
Colorado Department of Education, Center for At Risk Education,
Even Start Programs.

Spring 1997 MEMBER, Special Demonstration Projects Review Team,
Colorado Department of Education, Office of Adult Education.

Spring 1993;
Spring 1992 MEMBER, Program Evaluation and Education Review Team,
Colorado Department of Education, Office of Adult Education.

CURRICULUM DEVELOPMENT:

January 2002 *Women & Poverty.* A course developed for the Metropolitan State University of Denver that
focuses on the experiences of women living in poverty including Migant and Seasonal
Farmworkers and public housing residents.

April 1998 *Culture & Diversity: Cultural Competency for Supervisors.* A full-length
curriculum developed and written for Child Welfare Supervisors
employed by the Colorado Department of Human Services. Co-Author.

Luis Balmore Rivas

Assistant Professor of English

Metropolitan State College of Denver
Department of English
Denver, Colorado 80217-3362

Office: (303) 556-6950

E-mail: lrivas4@msudenver.edu

CHRONOLOGY OF EDUCATION

PhD	University of Nebraska, Lincoln, NE	May 2008
	Composition & Rhetoric Theory	
	<i>Academic Cultural Guides: Sponsoring Academic Literacy Development</i> theorizes practical ways of sponsoring Hispanic/Latino students in and out of the classroom in order to promote access and inclusion through conversations over conflicts of cultural differences and university expectations.	
	Advisor: Chris Gallagher	
MA	University of Nebraska, Lincoln, NE	May 2000
	Creative Writing: Poetry	
	<i>On the Fence Line</i> is a compilation of poetry on the theme of identity duality as represented in the transition between homes in California and Nebraska.	
	Advisor: Grace Bauer	
BA	York College, York, NE	May 1997
	English	

CHRONOLOGY OF ACADEMIC EMPLOYMENT

Director of CAMP	Metro State University	Denver, CO	Fall 2013-Present
Assistant Professor	Metro State University	Denver, CO	Fall 2009-Present
Affiliate Faculty	Community College of Denver	Denver, CO	Spring 2009
Teaching Assistant	University of Nebraska	Lincoln, NE	Fall 2006-2008
Affiliate Faculty	Union College	Lincoln, NE	Spring 2005- Spring 2006
Visiting Lecturer of English	Pepperdine University	Malibu, CA	Fall 2001
Affiliate Faculty	Pepperdine University	Malibu, CA	Fall 2000-Spring 2001
Affiliate Faculty	York College	York, NE	Fall 1998-Spring 1999

RELATED ACADEMIC EMPLOYMENT

- Writing Assistant Center, TA* University of Nebraska-Lincoln 2006-2007
- Worked with undergraduate and graduate students in a collaborative effort to assist them through the process of invention and revision of their written work.
- Director of Academic Counseling Center* York College 1998-1999
- Administered the recruitment of future academic counselors.
 - Supervised the work schedule of work-study tutors from different academic disciplines.
 - Developed a Writing Center service offered to traditional and international students.



Ambrosio Rodriguez-Hernandez

(b)(6)

Objective: Career position as the "Admissions Counselor" for CAMP at the Metropolitan State University of Denver that will allow me to recruit and assist potential students in the intake process so that they successfully begin their post-secondary education.

Summary

- Overall experience in recruitment practices including identification, evaluation & intake
- General knowledge of federal grant reporting requirements through assessments & audits
- Recruitment experience in overall university requirements including student intake & advisement
- Specialist in advisement policies & best practices for diverse low-income & first generation students

Education

Master of Arts Degree: Education, Equity, & Cultural Diversity (EECD) - Bilingual/Multicultural Education	University of Colorado - Boulder	2003-2005
Bachelors of Fine Arts Degree: Emphasis in Graphic Design	San Diego State University	1989-1993
Undergraduate Studies	Grossmont College-El Cajon, CA	1993
Undergraduate Studies	University of Northern Colorado	1987-1988
Undergraduate Studies	Colorado State University	1987

Employment Experience

- 1) Metropolitan State University of Denver**
College Assistance Migrant Program (CAMP)
Title: Recruiter
• 10/2012-Present
- Duties:** Travel statewide for recruitment at "college fairs". Coordinate recruitment & outreach activities, including presentation to high school students & their parents, community organizations/agencies, school personnel. Assist students in completing admissions and financial aid applications. Coordinate student identification & application follow-up with university admissions office & campus outreach personnel. Train and supervise student assistants. Conduct statewide on and off-campus outreach activities including bilingual (Spanish) parent/student college info. workshops, financial aid FAFSA workshops, & general scholarship info. night events.
- 2) National Council of La Raza – Los Angeles Office**
NCLR Homeownership Network (NHN)-Housing & Community Development
Title: Community Development Specialist
• 11/2010-09/2012
- Duties:** Manage a portfolio of 15 nonprofit housing counseling agencies to ensure contract and program compliance, as well as expanded the capacity of their programs. Actively support the work of NCLR Homeownership Network (NHN) grantees by conducting program evaluations, identifying programmatic barriers, and make recommendations to overcoming their barriers. Use online client database technology (Cmax & HCO) in routine technical assistance tasks. Communicate to management and other team members the status of grantees within the Specialist's portfolio. Maintain files on each organization within the portfolio, documenting communications, technical assistance strategies, program barriers, and other relevant information. Collect reports from organizations within portfolio, analyze the data, identify problems and solutions, and arrange for payment.

3) California State University,
Long Beach Foundation -
College Assistance Migrant
Program (CAMP)

Title: CSULB CAMP Recruiter
• 01/2006-10/2010

4) University of Colorado-
Boulder/Aims Community
College - College Assistance
Migrant Program (CAMP)

*Title: CAMP
Coordinator/Recruiter*
• 09/2003-12/2005

5) Aims Community College -
Title V Federal Grant Program

*Title: Intervention Liaison
Retention Coordinator*
• 01/2001-08/2003

6) Colorado State University -
Educational Opportunity Center

Title: Academic Advisor
• 01/2000-01/2001

Duties: Coordinate recruitment & outreach activities, including presentation to high school students, community organizations/agencies, school personnel, parent and community advisory committee. Assist students in completing admissions and financial aid applications. Coordinate student identification & application follow-up with university admissions office & campus outreach personnel. Train and supervise student assistants. Conduct statewide on and off campus outreach activities including parent/student college workshops for recruitment purposes. Travel statewide for recruitment at "college fairs".

Duties: Coordinate the CAMP grant through, advising, assessing and registering college students for Aims Community College. Develop and execute recruitment, assessment, interview, and yearly selection of 35 migrant students graduating from local high schools and GED programs. Develop monthly reports on recruitment activity and contacts. Develop and implement the CAMP bilingual college preview night for parents and new student orientation. Register, advise, and mentor the student cohort. Maintain the students' academic progress report and organize group and single student tutorials. Assist students with the cultural transition into college and see that they graduate with a liberal arts degree and transfer to a four-year institution.

Duties: Develop, coordinate, and execute early warning, referral, and follow-up system to address student retention. Develop intervention strategies to support low-income, Latino, and at-risk students. Student advising and coaching. Host quarterly focus groups and develop workshops to address student development and leadership. Perform bilingual orientation, registration, and referrals for English as a second language (ESL), developmental, and college level student populations.

Duties: Recruit and assist limited income, first generation young adults (19 and older) enroll into community colleges, trade schools, and universities. Assist students in the completion of financial aid applications, career counseling assessments, scholarship searches and professional career advising. Student referral assistance to ESL programs, GED testing centers, and job placement agencies.

Skills

Computers:

MAC & PC computer platforms knowledge with; Microsoft Word, Microsoft PowerPoint, Microsoft Excel, Adobe Creative Suite (Illustrator, Photoshop & InDesign). Knowledge of "Banner" and "PeopleSoft" system to recruit, register, review admissions & financial aid status for students.

Language:

Bi-lingual/Bi-cultural (English and Spanish).

Presentation:

Group facilitation, orientations, public speaking, communication skills, workshop development and implementation.

References

(b)(6)

Nidia K. Vivanco Montoya

(b)(6)

Education **Regis University** Denver, Colorado
Graduation – May 2012

- Master of Science in Biomedical Science

University of Colorado Denver Denver, Colorado
Graduation - December 2010

- Bachelor of Science degree - Biology
Minors: Chemistry and Astrophysics

Skills

- Spanish and English proficiency
- Strong written and verbal communication skills
- Goal oriented and excellent team player
- Knowledgeable of Microsoft Suite (Word, Excel, PowerPoint, Outlook, and Access)
- Excellent time management, organizational, and leadership skills
- Ability to work independently in a fast-paced environment
- Cultural adaptability to different work environments

MetroSate University of Denver (MSUD)
College Assistance Migrant Program (CAMP) Denver, Colorado
Retention Specialist - October 2013 to Present

- Organize orientation session that outline goals, procedures and current events for the program
- Monitor and track academic progress of project participants
- Facilitate workshops regarding college awareness, campus resources, scholarships and financial aid
- Plan and coordinate cultural, social, and leadership opportunities for students
- Oversee project participants, keep detail file records to ensure compliance with grant regulations
- Prepare and gather data using banner software, early alert system to improve retention rates
- Provide academic, career planning and financial aid advising
- Work collaboratively with other student services such as TRiO, tutoring center to ensure student success
- Supervise peer mentoring program, conduct biweekly meetings and training session for mentors
- Assist student in the attainment of academic achievement commensurate with their capabilities
- Maintain and use Excel database for Annual Performance reports to track retention and performance of students

Gilpin Montessori Elementary School ,Denver, Colorado

ECE Paraprofessional - September 2012 to September 2013

- Assisted children individually or in small groups in order to help them master assignments and to reinforce learning concepts presented by lead teacher
- Provided extra assistance to students with special needs, such as non-English-speaking students or those with physical and mental disabilities
- Alert lead teacher regarding any concern or special information about an individual student
- Participated in teacher-parent conferences regarding students progress or problems (translate for Spanish speakers parents during conferences)

Elementary Tutor - November 2012 to Present

- Assisted third and fifth grade students of different reading and writing ability-levels to improve and develop their reading and writing skills
- Provided an opportunity for challenge and academic growth for students by helping students understand the concepts using a variety of hands-on activities
- Created and maintain a motivational and enthusiastic learning environment for the students
- Recorded student's performance, track progress in order to discuss with teachers the progress of the students

University of Colorado Denver (UCD)
TRiO Student Support Services (SSS) Denver, Colorado
 Office Assistant – August 2010 to May 2011

- Provided information and resources to students regarding educational, career development, college planning, and financial aid
- Assisted in the completion of the TRiO SSS Newsletter, “The Pillar”
- Managed database, run queries and maintained database up-to- date
- Provided office support for professional staff
- Ordered and maintained office inventory
- Facilitated workshops for students of the program and faculty
- Maintained confidentiality of records and information of students

University of Colorado Denver (UCD)
TRiO Student Support Services (SSS) Denver, Colorado
 Peer Mentor – August 2008 to May 2010

- Mentored first-generation, low-income students and students with disabilities
- Provided supportive services including advising, financial aid assistance, and academic seminars
- Tutored in Biology, Chemistry, Mathematics, and Spanish
- Provided day-to-day administrative support for all TRiO SSS professional staff
- Completed and submitted mentoring logs to supervisor in a timely manner
- Accomplished mentor training, evaluations, and workshops as scheduled

University of Colorado Denver (UCD)
TRiO Student Support Services (SSS) Denver, Colorado
 Office Staff – June 2007 to August 2008

- Informed about program over the phone, in writing and in person to a diverse student and parent population
- Maintained detailed database entry and file system of TRiO participants
- Recorded and prepared compliance reports as required by the college
- Tracked, ordered and maintain office supplies

University of Colorado Denver (UCD)
Educational Opportunity Program (EOP) Denver, Colorado
 Peer Advocate – October 2006 to May 2007

- Tutored in lower and upper division Spanish to college students
- Provided academic advising to students in the program
- Organized campus cultural activities including, Cinco de Mayo Celebration and Day of the Death
- Responsible for daily office activities

Awards and Honors	<ul style="list-style-type: none"> ▪ TRiO Day Celebration - TRiO Scholar Award ▪ UCD - Society TRiO Students Club - Leadership Award ▪ UCD - TRiO SSS - Rising Star Award ▪ Member of Golden Key International Honour Society ▪ UCD - Alumni Scholarship ▪ UCD - Martin Luther King Jr. Scholarship ▪ UCD - Flying Solo Scholarship 	<p>2011 - 2012</p> <p>2009 - 2010</p> <p>2009 - 2010</p> <p>2008 - Present</p> <p>2009 - 2010</p> <p>2008 - 2009</p> <p>2007 - 2011</p>
Extracurricular Activities	<ul style="list-style-type: none"> ▪ Reading Awareness Program, Denver Public Schools ▪ Habitat for Humanity - Lakewood, CO ▪ UCD - Society of TRiO Students Club Past-President ▪ Habitat for Humanity - Colorado Springs, CO ▪ UCD - Society of TRiO Students Club President 	<p>2012 - 2013</p> <p>2010 - 2011</p> <p>Spring 2010</p> <p>2009 - 2010</p> <p>2009 - 2010</p>

References

(b)(6)

Raquel Jiménez

(b)(6)

Education

Metropolitan State University of Denver - Denver, Colorado
Bachelor of Science Degree in Social Work

Graduation: May 2014

Skills

- Bilingual in English and Spanish
- Proficient in Microsoft Suite
- Able to work independently and as a cooperative team member
- Excellent communication and writing skills
- Multiculturally competent

Experience

Metropolitan State University of Denver – College Assistance Migrant Program

Program Assistant,

05/2014 - Present

- Compile the Annual Performance Report
- Manage all purchases through the Procurement Card Program
- Coordinate the calendar of activities and cultural events
- Co-facilitate educational and cultural workshops

Denver Office of Drug Strategy – Denver Resource for Awareness and Prevention

Social Work Intern,

09/2013 - 05/2014

- Created and facilitated presentations for youth and parents on substance awareness prevention
- Advised the youth council with generating effective strategies to create positive change in the community
- Referred youth and parents with substance abuse issues and questions to community resources

Metropolitan State University of Denver – College Assistance Migrant Program

Retention Specialist Assistant,

08/2013 - 05/2014

- Counseled freshman minority students on academic career and educational resources
- Maintained database of student records through Banner software
- Assisted students in completing financial aid requirements

Metropolitan State University of Denver – Office of Financial Aid & Scholarships

Financial Aid Advisor,

08/2012 - 08/2013

- Advised students on financial aid and scholarships opportunities
- Revised financial aid applications to ensure accuracy
- Organized and updated student files through Banner software

Metropolitan State University of Denver – College Assistance Migrant Program

Peer Mentor and Recruiter Assistant,

08/2011 - 06/2012

- Tutored students to strengthen academic skills
- Advised students on academic plan, course selection and leadership development
- Managed a caseload of 6 students to ensure academic progress

Professional Development

- The 2014 National HEP/CAMP Conference, Tampa, FL 10/2014
- Human Trafficking Among Our Youth Conference, Denver, CO 02/2014
- Child Forensic Interview Training, Denver, CO 03/2012
- MSU Denver Student Leadership Conference, Estes Park, CO 08/2012

Academic Honors and Awards

Painter Denver Foundation Scholarship	2012 - 2014
Miller Coors Arie Parks Taylor Scholarship	2012 - 2013
Kiely Leo Endowed Scholarship	2012 - 2013
Metro Scholars Summer Bridge Fellowship	Summer 2012
Latin American Education Foundation Scholarship	2011 - 2012
Thunderhead Endowed Scholarship	2010 - 2011
College Assistance Migrant Program Scholarship	2010 - 2011

Volunteer Experience

Compact Service Corps AmeriCorps Program	300 service hours	01/2011 - 01/2012
Denver's Children Advocacy Center	60 service hours	02/2012 - 04/2012

Job Descriptions and Qualifications

Project Director

Job Description: The project Director is responsible for the implementation of the CAMP project by monitoring the program goals and objectives, including managing the budget and developing and implementing the program assessment. The Director participates in the recruitment and hiring, and provides daily supervision of the CAMP staff, including planning and assigning work, approving work, responding to grievances, hiring/firing or effectively recommending such actions, disciplining, and signing and administering performance appraisals. The Director establishes collaboration with other university units to provide support services tailored to specific needs of program participants and oversees collaborative efforts with off-campus entities which provide linkages to the migrant communities to develop and enhance the identification, recruitment, and retention of target population students. The Director communicates with the U.S. Department of Education, including the writing and timely submission of requested information and reports.

Minimum Qualification: Master's degree in Public/Education Administration, Education or related field, 3 years of experience in similar position.

Academic Advisor/ Retention Specialist

Job Description: The project Advisor/Retention Specialist provides academic, personal, and career advising for participants in the CAMP program. The Advisor/Retention Specialist's responsibility is to assess each participant's academic and career skills and to develop an individual academic plan for each student. Also, the Advisor/Retention Specialist provides academic, financial, and personal guidance to ensure students successfully complete their first year in college. This position will refer participants to other support services on-and-off campus to serve identified needs. The Advisor/Retention Specialist plans and implements the CAMP Orientation Conference, along with the rest of the CAMP staff, as well as serving as a primary contact for students leading up to the conference. This position plans and facilitates educational, leadership and cultural experiences to support CAMP participants. The Advisor/Retention Specialist helps to coordinate and develop the CAMP academic workshops. This position also coordinates the tutoring program, and serves as a supervisor for the office assistants and tutors. In addition, the Advisor/Retention Specialist coordinates the transition of students to other support services after their participation in CAMP.

Minimum Qualification: Bachelor's degree in Public/Education Administration, Education, Social Work or related field, 3 years of experience in similar position.

Recruiter/Retention Counselor

Job Description: The project Recruiter serves as the main contact for prospective CAMP participants and their families. This position provides timely and accurate information concerning admission to MSU Denver, financial aid applications, and scholarship applications. The Recruiter disseminates information by attending career fairs, visiting high schools with large populations of target students, and utilized various methods to make contact with students who

may be eligible for CAMP. The Recruiter also expands recruitment services to rural areas where the target population is traditionally underserved. In addition, this person coordinates recruiting efforts with other on-and-off campus programs which also recruit migrant students, including MEP and HEP programs. The Recruiter ensures students' eligibility and compiles the required documentation for each enrolled student. Additionally, the Recruiter will co-facilitate the CAMP academic class and serve as a supervisor for the office assistants and tutors. This position will also refer students to other on-and-off campus services to serve identified needs.

Minimum Qualification: Bachelor's degree in Public/Education Administration, Education, Social Work or related field, 2 years of experience in similar position.

Academic Advisor/ Office Coordinator

Job Description: This position, in conjunction with the Advisor/Retention Specialist, will facilitate personal, professional and academic development of participants through the use of workshops and events. This position will also co-facilitate the CAMP academic workshops and refer students to other on-and-off campus services to serve identified needs. The Academic Advisor/ Office Coordinator will provide assistance to the program director, preparing necessary documents for signature, maintain databases, and other communication necessities.

Minimum Qualification: Bachelor's degree in Public/Education Administration, Education, Social Work or related field, 2 years of experience in similar position.

Lisa Ramirez, Director
Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW; Room 3E344, FOB-6
Washington, D.C. 20202

Dear Dr. Ramirez:

Metropolitan State University of Denver thanks you for the opportunity to have housed the College Assistance Migrant Program (CAMP) here at the University for 15 years. We ask that you allow us to continue this program that is of such value to Colorado.

MSU Denver's CAMP serves one of the most underserved populations in the state—migrant and seasonal agriculture workers and their children—by providing the matching funds, focused advising, University services and facilities necessary for a successful collegiate experience.

In April 2007, Metro State launched a dedicated effort to realize its goal of becoming a Hispanic Serving Institution (HSI), by increasing its Latino student enrollment from our then-enrollment of 13 percent to the Federally mandated 25 percent to reach HSI status. Increasing the college enrollment of Latinos is essential for Colorado, as they are the fastest-growing segment of the state's population. Recent census data shows that more than one in five Coloradans is Latino, and the growth rate of the Latino population is more than double that of the total population in the state.

With the second-largest undergraduate student population in Colorado and the highest number of students of color (7,244 Fall 2014, at 34.2 percent of its student population), MSU Denver already enrolls a quarter of the state's baccalaureate-seeking Latino students. If enrollment of Latinos continues to grow at its current rate, the University will achieve HSI status by Fall 2018.

The College Assistance Migrant Program helps MSU Denver reach its diversity goals and complements NSF and NIH grants, which encourage minority students to enter STEM professions. Within the last two years, 60% of CAMP students declared a STEM major, including the following: Aviation, Biology, Computer Science, Psychology, Engineering, Nutrition and pre- health majors.

The CAMP program has been, and will continue to be, one of the leading pathways to higher education for Colorado's Latino community, first-generation college graduates and the nontraditional students our institution was created to serve.

Thank you again for considering MSU Denver for the continuation of this incredibly valuable program.

Sincerely,
(b)(6)

Stephen M. Jordan, Ph.D.
President



Metropolitan State University of Denver
Academic and Student Affairs
Coryell Bldg. 18 170 BLA 172332
Denver, CO 80202-1702
303 424 3040 Phone
303 555 9556 Fax
msu@msu.edu

February 9, 2015

Lisa Ramirez, Director
Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW; Room 3E344, FOB-6
Washington, D.C. 20202

Dear Dr. Ramirez:

I am very pleased to submit this letter of strong support and commitment on behalf of the College Assistance Migrant Program (CAMP) at Metropolitan State University of Denver (MSU Denver). The CAMP program has continued to be a great success story at MSU Denver, providing not only access to but also achievement in higher education for students who otherwise might not have been able to attend a college or university.

While I have been an administrator for the last several years, I have a long and very close history with CAMP. I was an English professor for many years and taught numerous English courses, including literature and composition. I came to MSU Denver many years ago to serve as Chair of the Department of Chicana/o Studies. As Chair, I developed and taught for approximately five years a course for the CAMP students, a combination of Chicana/o Studies content and emphasizing improving the students' English composition abilities. I saw firsthand the dedication to education of the CAMP students and their rapid development in their English composition skills. I was also able to interact very closely with Dr. Arthur Campa, the long-time program Director, and the rest of the CAMP staff. I was then and have always been extremely impressed with their dedication to and impressive administration of the program and its ability to advance the educational achievement of the students.

CAMP has been able to support over 500 migrant and seasonal agricultural workers and their children since 1999, when we were first able to receive funding at MSU Denver. The program's very effective wrap-around services focus in a myriad ways on student retention. They work very closely with such areas as transitioning the students to the University, academic advising, personal counseling, and other such support activities. Its Director, Dr. Luis Rivas, a professor in the English Department with an expertise in Rhetoric, has brought an excellent academic background to the program.

The U. S. Department of Education funding and the support it provides in the form of tutoring, counseling, providing resources, and other services, continue to enable our CAMP students to adjust to and succeed in our University academic environment. With the CAMP program, these students not only succeed, they thrive. The diligent work of the program administration and its students has long resulted in one of the highest retention percentages of any student program or

cohort on campus. The success of the MSU Denver CAMP program reaffirms our mission of "Transforming Lives" through excellence in teaching and learning for success in a multicultural, global, and technological society.

Thank you for considering my recommendation for renewed funding for the College Assistance Migrant Program. We look forward to its continued success at Metropolitan State University of Denver.

Sincerely,

(b)(6)

Luis Torres, Ph.D.
Deputy Provost for Academic and Student Affairs
Metropolitan State University of Denver



Chicana/o Studies Department
Campus Box 47, PO Box 173362
Denver, CO 80217-3362
303-556-3124 Phone
303-556-3178 Fax
www.msudenver.edu/chs/

January 26, 2015

Dr. Arturo Campa
College of Assistance Migrant Program (CAMP)
Metropolitan State University of Denver
Denver, Colorado 80217-3362

Dear Selection Committee Members:

It is with great enthusiasm that the Chicana/o Studies (CHS) Department at Metropolitan State University of Denver endorses and supports continued funding for the College Assistance Migrant Program (CAMP), which has a track record of success at MSU Denver as it serves one of the most underserved populations in the country. The CHS Department agreed several years ago (2010) to house the program in the department and since that time has observed the program continue to flourish. We will continue to honor the agreement to house the CAMP Program in the CHS Department and more specifically in the Rectory Building. Additionally, the CHS Department will commit resources such as joint programming efforts with the program and access to faculty for lectures and dialogue between/among students from both programs. At any given time, we will always be available to problem solve potential problems and work out any issues and concerns that may arise.

I have personally instructed CHS 1000 classes that have attracted CAMP students. I have found them to be extremely committed to their educational journeys, very studious, respectful and willing to dialogue in classes. I believe this is an extension of the services they are receiving in the program which will ultimately make them successful. They continue to be positive role models for other students that come into our offices for educational services.

It is without reservation that the CHS Department makes the aforementioned commitments. Please feel free to communicate with me regarding any other questions you might have regarding our continued commitment to the CAMP Program.

Sincerely,

(b)(6)

Dr. Ramon Del Castillo, Chair and Professor
Chicana/o Studies Department
MSU Denver



Student Academic Success Center
Campus Box 02 P.O. Box 173302
Denver, CO 80217 3302
303.556.4048 Phone
303.556.3773 Fax
www.msudenver.edu

November 29, 2014

To Whom It May Concern:

I am submitting this letter in support of the College Assistance Migrant Program (CAMP) at Metropolitan State University of Denver (MSU Denver).

The CAMP Program has provided beneficial work and services to disadvantaged students. I believe CAMP has contributed to the success of many current and graduated MSU Denver students who may otherwise have not attended or been successful in college.

The TRiO Student Support Services program and CAMP have had a strong partnership for many years. The TRiO SSS program serves students who are first-generation, low-income or who have a disability. Considering the similarities in the students we serve, TRiO SSS recruits new SSS participants from the students in the CAMP program so that these students can continue to receive academic, advisor and peer mentor support through their college graduation.

The TRiO SSS program will continue presenting information about the SSS program and recruiting CAMP students enrolled at MSU Denver for our program. Additionally, the SSS program and CAMP plan to continue partnering on hosting cultural events and activities for the students in our programs.

On behalf of the TRiO SSS program, I strongly recommend that the College Assistance Migrant Program be allowed to continue to offer services to MSU Denver students.

Sincerely,

(b)(6)

Tina Moses
Director of Student Persistence



Department of English
Campus Box 32 P.O. Box 173362
Denver, CO 80217-3362
303 556 3211 Phone
303 556 6165 Fax
msu.denver.edu

Dr. Luis Rivas
CAMP Director
Metropolitan State University
February 5, 2015

Dr. Rivas:

I enthusiastically support the Metropolitan State University of Denver's College Assistance to Migrants Program's proposal for the 2015 grant competition. CAMP is an important and well-respected program on campus, helping to attract and retain diverse students. We heartily appreciate that CAMP's activities and programs help acclimate first-generation college students and students from disadvantaged backgrounds to academic culture. CAMP is crucial to the mission of MSU Denver, an emerging Hispanic-Serving Institution.

The Writing Center is committed to continuing to collaborate with CAMP, both formally and informally. Formal collaborations of the past include the development of the Academic Literacy Development Program, which offered workshops designed to help CAMP students specifically develop academic literacy skills and competencies. Informal collaborations of the past have included having Writing Center tutors work with small groups of CAMP students on specific writing assignments. We look forward to many more collaborations.

CAMP truly is vital to our institution's mission to make a college education accessible to everyone in Colorado.

Sincerely,

Elizabeth Kleinfeld
Writing Center Director
Metropolitan State University of Denver
ekleinfe@msudenver.edu
303-556-6071



DEPARTMENT OF HEALTH AND HUMAN SERVICES

Program Support Center
Financial Management Service
Division of Cost Allocation

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

FEB 21 2013

George Middlemist
Assoc VP Admin & Finance
Metropolitan State College
P.O. Box 173362
Campus Box 98
Denver, CO 80217-3362

Dear Mr. Middlemist:

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

An indirect cost proposal together with supporting information are required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on your fiscal year ending 06/30/15, is due in our office by 12/31/15.

Sincerely,

(b)(6)

Arif Karim, Director
Division of Cost Allocation

Attachment

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY FAX

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:
 ORGANIZATION:
 Metropolitan State College
 P.O. Box 173362
 Campus Box 98
 Denver, CO 80217-3362

DATE: 02/20/2013
 FILING REF.: The preceding
 agreement was dated
 03/26/2009

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.	07/01/2012	06/30/2016	32.00	On-Campus	All Programs
PRED.	07/01/2012	06/30/2016	20.00	Off-Campus	All Programs
PROV.	07/01/2016	06/30/2017	32.00	On-Campus	All Programs
PROV.	07/01/2016	06/30/2017	20.00	Off-Campus	All Programs

***BASE**

Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000.

ORGANIZATION: Metropolitan State College

AGREEMENT DATE: 2/20/2013

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

This organization charges the actual cost of each fringe benefit direct to Federal projects. However, it uses a fringe benefit rate which is applied to salaries and wages in budgeting fringe benefit costs under project proposals. The following fringe benefits are treated as direct costs:

WORKERS COMPENSATION, HEALTH/DENTAL/LIFE INSURANCE, DISABILITY INSURANCE, MEDICARE, AND PENSION PLAN.

TREATMENT OF PAID ABSENCES

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

DEFINITION OF EQUIPMENT

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

DEFINITION OF OFF-CAMPUS

Off-campus is defined as activities which are physically conducted off the Auraria Higher Education Center (AHEC) and do not receive AHEC services.

ORGANIZATION: Metropolitan State College

AGREEMENT DATE: 2/20/2013

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

Metropolitan State College

(INSTITUTION)

(SIGNATURE)

(NAME)

(TITLE)

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

(SIGNATURE)

Arif Karim

(NAME)

Director, Division of Cost Allocation

(TITLE)

2/20/2013

(DATE) 1012

HHS REPRESENTATIVE: Jeanette Lu

Telephone: (415) 437-7820

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

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Budget Summary

U.S Department of Education Funds

	2015-16	2016-17	2017-18	2018-19	2019-20
1. Personnel					
Director .75 FTE	45,417	46,325	47,252	48,197	49,161
Summer Salary .33	19,984	20,384	20,791	21,207	21,631
CO-PI .05 FTE	4,000	4,000	4,000	4,000	4,000
CO-PI .05 FTE	5,000	5,000	5,000	5,000	5,000
Academic Advisor 1 FTE	44,361	44,815	45,274	45,738	46,207
Advisor/Coordinator 1 FTE	37,000	37,379	37,762	38,149	38,540
Recruiter/Retention 1 FTE	45,418	45,884	46,354	46,829	47,309
Part Time Math/Science Tutor	8,000	8,000	8,000	8,000	8,000
Student Workstudy	4,320	4,320	4,320	4,320	4,320
Personnel Total	213,500	216,107	218,753	221,440	224,168
2. Fringe Benefits @ 25.77%					
Fringe Benefits Total	42,699	43,371	44,053	44,745	45,448
3. Travel					
<i>Out of State Travel</i>					
<i>Annual Director's Conf., D.C.</i>					
Airfare @ 450	450	450	450	450	450
Lodging @ 198/night x 4	792	792	792	792	792
Per diem @ 71/day x 5	355	355	355	355	355
Ground Transportation	50	50	50	50	50
<i>NASDME Conference</i> <i>(2 staff in Y1-3, 1 in Y4-5)</i>					
Airfare @ 600	1,200	1,200	1,200	600	600
Lodging @ 198/night x 4	1,584	1,584	1,584	792	792
Per diem @ 65/day x 5	650	650	650	325	325
Registration	550	550	550	275	275
Ground Transportation	100	100	100	50	50
<i>HEP/CAMP Conference</i> <i>(2 staff in Y1-3, 1 in Y4-5)</i>					
Airfare @ 600	1,200	1,200	1,200	600	600
Lodging @ 198/night x 4	1,584	1,584	1,584	792	792
Per diem @ 65/day x 5	650	650	650	325	325
Registration	550	550	550	275	275
Ground Transportation	100	100	100	50	50
<i>In State Travel</i>					
Mileage	2,500	2,500	2,500	2,500	2,500
Lodging for recruitment	1,400	1,400	1,400	1,400	1,400
Per diem	1,170	1,170	1,170	1,170	1,170
Room Rental	400	400	400	400	400
Travel Costs Total	15,285	15,285	15,285	11,201	11,201

4. Equipment					
Equipment Costs Total	0	0	0	0	0
5. Supplies					
Office Supplies	5,000	5,000	4,000	4,000	3,000
Workshop Materials	2,000	2,000	2,000	2,000	2,000
Supplies Cost Total	7,000	7,000	6,000	6,000	5,000
6. Contractual					
Evaluator		2,500		2,500	
Contractual Total		2,500		2,500	
7. Construction					
Construction Total	0	0	0	0	0
8. Other					
HEP/CAMP					
Association Dues: \$1,200/year	1,200	1,200	1,200	1,200	1,200
Recruitment Marketing	1,500	1,500	1,500	1,500	1,500
Staff Summer Training	2,500	2,500	2,500	2,500	2,500
Department Printing	2,160	2,160	2,160	2,160	2,160
Telephone Tolls/Maintenance	132	132	132	132	132
Educational/Cultural Activities	4,000	4,000	4,000	4,000	4,000
Leadership Conference	4,600	4,600	4,600	4,600	4,600
Cell Phones Charges	1,700	1,700	1,700	1,700	1,700
Other Costs Total	17,792	17,792	17,792	17,792	17,792
9. Total Direct Costs	296,276	302,055	301,883	303,678	303,609
10. Indirect Costs					
Indirect Cost Total	23,702	24,164	24,151	24,294	24,289
11. Training Stipends					
<i>37 students</i>					
Student Stipends	44,400	44,400	44,400	44,400	44,400
Tuition	37,000.00	37,000	37,000	37,000	37,000
Student Health Insurance	15,500	15,500	15,500	15,500	15,500
Total Stipends	96,900.00	96,900	96,900	96,900	96,900
12. Total Cost	416,878	423,119	422,934	424,872	424,798

Federal Costs
Metropolitan State University of Denver, CAMP

2016-20 Budget Narrative

Metro State College of Denver is budgeting for the following positions to implement the CAMP program as described in the application narrative. The allocations for human capital are based on our past years of experiences and what is necessary to accomplish the proposed objectives. All project personnel are crucial to the success of the project. Each staff member contributes to the different parts of the project's goal and objectives. The personnel costs are based on the institutional salary schedule, which is in line with education, experience and expertise.

1. Personnel

Principal Investigators (.10 FTE combined total) Adriann Wycoff, Arturo Campa

The principal investigators have over thirty years of experience with migrant education and have both been Directors of the MSU Denver-CAMP in the past. Due to added responsibilities at MSU-Denver, one P.I. is Associate Dean of the School of Letters, Arts and Sciences and the other is tenured faculty, they are going operate as Principal Investigators for the next five years. The responsibilities of the Principal Investigators are as follows: oversee all aspects of program management, assist with Annual Performance Reports and revised budgets for OME, and provide expertise on major decisions and serve as a mentor for the Director.

2015-16	2016-17	2017-18	2018-19	2019-20
4,000	4,000	4,000	4,000	4,000
5,000	5,000	5,000	5,000	5,000

Project Director (.75 FTE Academic year, .33 FTE Summer) Luis Rivas

The project Director is responsible for the implementation of the CAMP project by monitoring the program goals and objectives, including managing the budget and developing and implementing the program assessment. The Director participates in the recruitment and hiring, and provides daily supervision of the CAMP staff, including planning and assigning work, approving work, responding to grievances, hiring/firing or effectively recommending such actions, disciplining, and signing and administering performance appraisals. The Director establishes collaboration with other college units to provide support services tailored to specific needs of program participants and oversees collaborative efforts with off-campus entities which provide linkages to the migrant communities to develop and enhance the identification, recruitment, and retention of target population students. The Director communicates with the U.S. Department of Education, including the writing and timely submission of requested information and reports.

2015-16	2016-17	2017-18	2018-19	2019-20
45,417	46,325	47,252	48,197	49,161
19,984	20,384	20,791	21,207	21,631

Advisor/Retention Specialist (1.0 FTE) Nidia Vivanco Montoya

The project Advisor/Retention Specialist provides academic, personal, and career advising for participants in the CAMP program. The Advisor/Retention Specialist's responsibility is to assess each participant's academic and career skills and to develop an individual academic plan for each student. Also, the Advisor/Retention Specialist provides academic, financial, and personal guidance to ensure students successfully complete their first year in college. This position will refer participants to other support services on-and-off campus to serve identified needs. The Advisor/Retention Specialist plans and implements the CAMP Orientation Conference, along with the rest of the CAMP staff, as well as serving as a primary contact for students leading up to the conference. This position, in conjunction with the Director, plans and facilitates educational, leadership and cultural experiences to support CAMP participants. The Advisor/Retention Specialist helps to coordinate and teach the CAMP Lunch and Learn Series. This position also coordinates the tutoring program, and serves as a supervisor for the office assistants and tutors. In addition, the Advisor/Retention Specialist coordinates the transition of students to other support services after their participation in CAMP.

2015-16	2016-17	2017-18	2018-19	2019-20
44,361	44,815	45,274	45,738	46,207

Recruiter/Retention Counselor (1.0 FTE) Ambrosio Rodriguez-Hernandez

The project Recruiter serves as the main contact for prospective CAMP participants and their families. This position provides timely and accurate information concerning admission to MSU-Denver, financial aid applications, and scholarship applications. The Recruiter disseminates information by attending career fairs, visiting high schools with large populations of target students, and utilized various methods to make contact with students who may be eligible for CAMP. The Recruiter also expands recruitment services to rural areas where the target population is traditionally underserved. In addition, this person coordinates recruiting efforts with other on-and-off campus programs which also recruit migrant students, including MEP and HEP programs. The Recruiter ensures students' eligibility and compiles the required documentation for each enrolled student. Additionally, the Recruiter will serve as a supervisor for the office assistants. This position will also refer students to other on-and-off campus services to serve identified needs.

2015-16	2016-17	2017-18	2018-19	2019-20
45,418	45,884	46,354	46,829	47,309

CAMP Advisor/Office Coordinator (1 FTE) Raquel Jimenez

The Advisor/Office Coordinator will provide support for CAMP operations. These tasks include advising students, assisting logistical support for CAMP activities, and assisting the Director when needed. This position, in conjunction with the Director, plans and facilitates educational, leadership and cultural experiences to support CAMP participants. Also, the Advisor/Office Coordinator will provide students with academic, financial, and personal guidance to ensure successful completion of their first year in college.

2015-16	2016-17	2017-18	2018-19	2019-20
37,000	37,379	37,762	38,149	38,540

CAMP Math/Science Tutor

Graduate student or affiliate faculty will be hired to provide tutoring and mentoring to student participants. Tutors will be responsible for coaching students in strategies for success and assisting them with understanding academic material. Tutors will provide one-on-one support to assist the students in being successful throughout the academic year.

2015-16	2016-17	2017-18	2018-19	2019-20
8,000	8,000	8,000	8,000	8,000

CAMP Student Work-study

Work-study students will be hired to provide support for CAMP operations. These tasks include assisting recruitment efforts and other logistic support for CAMP activities. So MSCD-CAMP's cost will be \$2.25/hr (CAMP's cost of the \$9/hr the tutors are paid) x 15 hrs/wk x 32 weeks. There are 32 weeks in the scholastic year.

2015-16	2016-17	2017-18	2018-19	2019-20
4,320	4,320	4,320	4,320	4,320

	2015-16	2016-17	2017-18	2018-19	2019-20
Personnel Total	213,500	216,107	218,753	221,440	224,168

2. Benefits

Fringe benefits at MSU-Denver, as a state institution, are 24% for full-time faculty and staff. Unemployment for full-time faculty and staff are 1.77% for full-time and staff are at 1.77%.

2015-16	2016-17	2017-18	2018-19	2019-20
42,699	43,371	44,053	44,745	45,448

3. Travel

Out-of-State Travel

The program Director will attend the Annual HEP/CAMP Directors' meetings in Washington, DC. The travel expense is crucial for the project because at this meeting current information regarding the grant evaluation, reporting, budgetary issues, etc, is provided to participants. The HEP/CAMP Stream and the NASDME Conferences will also be attended during the 5 years. For professional development, the Advisor/Retention Specialist, Recruiter/Retention Counselor, and the Advisor/Office Coordinator will have the opportunity to travel to conferences.

Transportation costs are based on the lowest possible economy fares. No foreign travel is requested in the proposed budget. Also, lodging and per diem rates are calculated using MSU-Denver's travel reimbursement rates. Conference registration rates are calculated based on the information provided by the conference committee and/or the fee is based on previous conference costs.

	2015-16	2016-17	2017-18	2018-19	2019-20
<i>Annual Directors' Conf., D.C.</i>					
Airfare @ 450	450	450	450	450	450
Lodging @ 198/night x 4	792	792	792	792	792
Per diem @ 71/day x 5	355	355	355	355	355
Ground Transportation	50	50	50	50	50
<i>NASDME Conference (2 staff in Y1-3, 1 in Y4-5)</i>					
Airfare @ 600	1,200	1,200	1,200	600	600
Lodging @ 198/night x 4	1,584	1,584	1,584	792	792
Per diem @ 65/day x 5	650	650	650	325	325
Registration	550	550	550	275	275
Ground Transportation	100	100	100	50	50
<i>HEP/CAMP Conference (2 staff in Y1-3, 1 in Y4-5)</i>					
Airfare @ 600	1,200	1,200	1,200	600	600
Lodging @ 198/night x 4	1,584	1,584	1,584	792	792
Per diem @ 65/day x 5	650	650	650	325	325
Registration	550	550	550	275	275
Ground Transportation	100	100	100	50	50

Local Travel

The local travel will consist of mileage for required activities related to the success of the program. These costs are based on the diverse geographic locations of the target population and therefore the needs to travel to many parts of the state with some overnight stays.

	2015-16	2016-17	2017-18	2018-19	2019-20
<i>In State Travel</i>					
Mileage	540	540	540	540	540
Lodging for recruitment	1,440	1,440	1,440	1,440	1,440
Per diem	1,170	1,170	1,170	1,170	1,170
Other	400	400	400	400	400

	2015-16	2016-17	2017-18	2018-19	2019-20
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Travel Costs Total	13,325	13,325	13,325	9,241	9,241
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4. Equipment

	2015-16	2016-17	2017-18	2018-19	2019-20
No Equipment	0	0	0	0	0

5. Supplies

Project office supplies are vital to the success of the project. Project office supplies include consumables such as paper, pencils, pens, tapes, toner, labels, staples, file folders, paper clips, tapes, and computer discs. Purchases will be made on a regular basis. Most of the supplies to be purchased are from the official vendors MSU-Denver contracts with. The level of funding for supplies is based on previous years of experience of what is needed.

	2015-16	2016-17	2017-18	2018-19	2019-20
supplies	5,000	4,000	3,000	2,000	1,000
Workshop Materials	2,000	1,000	1,000	1,000	1,000
Supplies Cost Total	7000	5,000	4,000	3,000	2,000

6. Contractual

An independent external evaluator will be contracted to conduct the required evaluation of the program. The evaluator will examine MSU Denver-CAMP's documented progress towards meeting its project goals and objectives, reviews budget expenditures, student files, program practices, and utilize other standard areas of program review. The evaluation will provide specific information to comply with the U.S. Department of Education reporting requirements. The evaluator will submit an evaluation report with recommendations when appropriate. The evaluator will be contracted at \$2,500 on the second and fourth year.

	2015-16	2016-17	2017-18	2018-19	2019-20
Contractual Total	0	2,500	0	2,500	0

7. Construction

No Construction	0
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8. Other Costs

The following items are necessary for the implementation and everyday operation, management, planning, communications, and monitoring required for meeting and/or exceeding all grant goals and objectives of the MSU Denver-CAMP program. The recruitment materials and photocopy

machine are used to support these efforts. The goals and objectives of MSU Denver-CAMP include creating an environment for its participants that is at the same time educational, challenging and encourages the students to reach a higher level of confidence and self-actualization. To facilitate this there is a need for funds for 1) staff development and 2) a CAMP Student Orientation Conference. Also, to facilitate the creation of this environment there is a need for funds for student 3) Travel, Leadership Development and Academic/Personal Enrichment Activities 4) Educational/Cultural Activities and 5) Leadership Conference fees. There will be the opportunity for students to attend multiple on-and-off campus leadership conferences, educational/cultural activities, and academic/personal enrichment activities. These, of all costs, are perhaps the most crucial as getting students involved on campus is key to the success and retention of all students. Studies have shown that students who get involved on campus tend to get better grades and graduate sooner than their non-involved peers. MSU Denver-CAMP students will every opportunity to succeed at the highest levels possible. The final other cost is the HEP/CAMP Association dues and \$1,200 have been allocated per year for this.

	2015-16	2016-17	2017-18	2018-19	2019-20
HEP/CAMP					
Association Dues: \$1,200/year	1,200	1,200	1,200	1,200	1,200
Recruitment Marketing	1,300	1,300	1,300	1,300	1,300
Staff Summer Training	2,000	0	2,500	0	0
Department Printing	2,160	2,160	2,160	2,160	2,160
Telephone Tolls/Maintenance	132	132	132	132	132
Educational/Cultural Activities	4,000	4,000	4,000	4,000	4,000
Leadership Conference	5,000	5,000	5,000	5,000	5,000
Cell Phones Charges	1,700	1,700	1,700	1,700	1,700
Other Costs Total	16,492	14,492	15,492	14,492	14,492

9. Total Direct Costs:

	2015-16	2016-17	2017-18	2018-19	2019-20
Total Direct Costs	305,336	307,115	307,943	307,738	307,669

10. Indirect Costs

	2015-16	2016-17	2017-18	2018-19	2019-20
Indirect Cost Total	24,427	24,569	24,635	24,619	24,614

11. Training Stipends

The training stipends and scholarships have been budgeted to reflect student stipend of \$150/month for 8 months and coverage of student health insurance for up to 75% of the participant population. The remaining dollar amount (\$37,000) are for scholarships. These costs reflect serving a current cohort of 37 students each year. The student monthly stipend is to assist the participants in transportation and other related school costs. Students are required to have health insurance in order to attend MSU-Denver. This can be a highly prohibitive cost for many participants of the target population. In previous grant cycles, only 25% of MSU Denver-CAMP participants have needed assistance in covering this cost. The last two to three years have seen this number skyrocket to 75-80% of the participants needing assistance. This reflects the downturn in the economy and the high-unemployment rate. If a participant is covered by their parent's health insurance, MSU Denver-CAMP will not cover this cost for the participant. The overall level of funding for this category is necessary for several reasons: 1) Many CAMP students come from rural areas and are living away from home. The funding needed to support this is often a barrier to many. 2) Nearly all CAMP students are 1st generation college students and come from a low socio-economic status. As a result, many of their families are unfamiliar with the college process and may not complete necessary scholarship applications in time to get the full extent of financial aid available to most people in their economic situation. 3) There is a demonstrated lack of distrust of, and want to not have to take, loans to cover costs in the target population. The aid that MSU Denver-CAMP offers its students helps to bridge the gap between what the students are offered and what needs are still imminent.

	2015-16	2016-17	2017-18	2018-19	2019-20
<i>Student Stipends</i>	44,400	44,400	44,400	44,400	44,400
<i>Tuition</i>	37,000	37,000	37,000	37,000	37,000
<i>Student Health Insurance</i>	11,000	11,000	11,000	11,000	11,000
<i>Total Stipends</i>	92,400	92,400	92,400	92,400	92,400

12. Total Costs

	2015-16	2016-17	2017-18	2018-19	2019-20
<i>Total Cost</i>	422,163	424,084	424,978	424,757	424,683

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

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

Name of Institution/Organization

Metropolitan State University of Denver

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	213,500.00	216,107.00	218,753.00	221,440.00	224,168.00	1,093,968.00
2. Fringe Benefits	42,699.00	43,371.00	44,053.00	44,745.00	45,448.00	220,316.00
3. Travel	15,285.00	15,285.00	15,285.00	11,201.00	11,201.00	68,257.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	7,000.00	7,000.00	6,000.00	6,000.00	5,000.00	31,000.00
6. Contractual	0.00	2,500.00	0.00	2,500.00		5,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	17,792.00	17,792.00	17,792.00	17,792.00	17,792.00	88,960.00
9. Total Direct Costs (lines 1-8)	296,276.00	302,055.00	301,883.00	303,678.00	303,609.00	1,507,501.00
10. Indirect Costs*	23,702.00	24,164.00	24,151.00	24,294.00	24,289.00	120,600.00
11. Training Stipends	96,900.00	96,900.00	96,900.00	96,900.00	96,900.00	484,500.00
12. Total Costs (lines 9-11)	416,878.00	423,119.00	422,934.00	424,872.00	424,798.00	2,112,601.00

***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: 07/01/2012 To: 06/30/2016 (mm/dd/yyyy)

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

The Indirect Cost Rate is 32.00 %.

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix: Dr.	First Name: Luis	Middle Name:	Last Name: Rivas	Suffix:
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Address:

Street1:	P.O. Box 173362, Campus Box 41
Street2:	
City:	Denver
County:	Denver
State:	CO: Colorado
Zip Code:	80217-3362
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
303-352-4165	303-556-6132

Email Address:
lrivas4@msudenver.edu

2. Novice Applicant:

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

- Yes No Not applicable to this program

3. Human Subjects Research:

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

- Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

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