

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



**APPLICATION FOR GRANTS  
UNDER THE**

**CAMP-84.149A-1**

**CFDA # 84.149A**

**PR/Award # S149A150015**

**Grants.gov Tracking#: GRANT11833388**

OMB No. , Expiration Date:

Closing Date: Feb 12, 2015

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

**Application for Federal Assistance SF-424**

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

* 3. Date Received: <input type="text" value="02/11/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

**State Use Only:**

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

**B. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="956106694"/>	* c. Organizational DUNS: <input type="text" value="006199129"/>
---	---

**d. Address:**

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

**e. Organizational Unit:**

Department Name: <input type="text" value="ORSP"/>	Division Name: <input type="text" value="Student Affairs"/>
---	--

**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:  Fax Number:

\* Email:

**Application for Federal Assistance SF-424**

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

S: Hispanic-serving Institution

Type of Applicant 2: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 3: Select Applicant Type:

X: Other (specify)

\* Other (specify):

Non-Profit Inst. of Higher Ed.

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

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.149

CFDA Title:

Migrant Education College Assistance Migrant Program

**\* 12. Funding Opportunity Number:**

ED-GRANTS-122914-001

\* Title:

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

**13. Competition Identification Number:**

84-149A2015-1

Title:

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

Areas\_Affected\_by\_Project1004986998.pdf

Add Attachment

Delete Attachment

View Attachment

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

CSULB COLLEGE ASSISTANCE MIGRANT PROGRAM

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,125,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,125,000.00"/>

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

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

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

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

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

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

**Los Angeles County**

**Riverside County**

**Long Beach City**

**Indio City**

**Riverside City**

**Cochella City**

**Los Angeles City**

**State of California**

**Congressional Districts of:**

**CA-ALL**

## 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.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
David Smith	Pre-Award Specialist
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
California State University Long Beach Research Foundation	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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

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

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

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

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

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

\* Signature:

\* Name: Prefix  \* First Name  Middle Name

\* Last Name  Suffix

Title:  Telephone No.:  Date:

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S149A150015

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA1004987127.pdf

Add Attachment

Delete Attachment

View Attachment

## **Plan to address General Education Provisions Act Section 427 (GEPA)**

As demonstrated throughout this proposal, CSU Long Beach is deeply committed to quality education for all students. The College Assistance Migrant Program (CAMP) will continue this commitment by providing equal treatment of students traditionally underrepresented in education including racial or ethnic and language minority groups, and individuals with disabilities. The project is guided by the concept that every aspect of the services will be delivered in a manner that is not determined nor affected by the race, creed, color, religion, gender, sexual orientation or disabling condition of the participants.

The university uses a proactive approach to providing equal access to programs and services. The university expects its employees, students, parents, contractors and guests to demonstrate the utmost respect and civility toward all individuals and groups participating in the CSULB learning environment.

CSULB will review the General Education Provisions Act annually with the assistance of the external evaluator. The internal evaluator will work with the GEPA work group to ensure that materials and project processes and procedures eliminate any perceived barriers.

Steps in Completing the General Education Provisions Act review:

1. Appoint a GEPA work group from Educational Equity Services Division for the GEPA review;
2. Select project internal evaluator;
3. Internal evaluator conducts reviews and reports finding to the GEPA work group;
4. The GEPA group works with project staff to develop corrective action as necessary;
5. Internal evaluator reviews proposed corrective action(s) to assure compliance;
6. Corrective action(s) are implemented.

CSULB's learning environment and student-centered approach to learning has always insured not only equal access, but fair and equitable support for all persons coming in contact with university programs and services. CSULB is committed to using this same approach in ensuring that no barriers exist that cannot be reasonably overcome by institutional actions, and the help of community partners, to provide equitable participation for all students.

CSULB CAMP GEPA

## 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

California State University Long Beach Research Foundation

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr \* First Name: David Middle Name:

\* Last Name: Smith Suffix:

\* Title: Pre-Award Specialist

\* SIGNATURE: David Smith

\* 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.]

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## 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

The California State University, Long Beach (CSULB), requests funds to operate a College Assistance Migrant Program (CAMP) to serve 40 eligible students from a large pool of youth with migrant and seasonal farm working backgrounds. In cooperation with the state's Migrant Education Office, and CAMP partners, CSULB identifies needs critical for students' success in college. CAMP's objectives focus on enrolling and retaining eligible students. The program will address the Government Performance and Results Act measures by establishing the following two objectives: at least 90% of CAMP's students will complete the first year of their postsecondary program; at least 90% of CAMP students, who complete their first academic year, will continue their postsecondary education. Students are helped to transition to college through orientation programs, career and personal counseling, academic advising, and cultural events. Students who require remediation are offered individual or group tutoring. Students will meet monthly with the Counselor to receive academic advising, career guidance, and improve their study skills. CAMP will offer workshops in economic and personal finance counseling, health care, time management, career exploration and job search skills. CAMP staff includes four full-time positions: Director, Counselor, Program Coordinator/Recruiter, and Administrative Assistant. CSULB provides CAMP with private offices for staff, computer labs, libraries, and up-to-date technology classrooms. CAMP works closely with local, state, and federal programs that provide additional resources. Formative and summative evaluations will occur immediately after providing services. Students, parents, Migrant Education and high school personnel, and the campus community will provide feedback on services to improve the program. CAMP at CSULB looks forward to continued funding to increase the number of migrant students who successfully complete their first academic year and continue at CSULB through graduation.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

**COLLEGE ASSISTANCE MIGRANT PROGRAM  
CALIFORNIA STATE UNIVERSITY LONG BEACH**

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<b>5. Quality of Management Plan</b>	<b>Page 15</b>
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**PART 5. BUDGET NARRATIVE**

**PART 6. OTHER ATTACHMENTS FORM**

**PART 7. ASSURANCES AND CERTIFICATIONS**

**PART 8. INTERGOVERNMENTAL REVIEW**

## 1. Need for and Significance of Project

**i. The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.**

California has the largest migrant student population in the country at an estimated 330,000 migrant students in K-12, which is one-third of the total U.S. migrant population (California Migrant Student Information Network 2012). Children of migrant farmworkers are among the most disadvantaged and vulnerable in the state facing overwhelming educational and attendance disruption, social isolation, cultural and language barriers, extreme poverty, and poor health, which generally inhibit them from being successful in school.

As a result, educational institutions experience higher dropout rates, low post-secondary enrollment, and low college graduation rates from farm workers. With 1% of migrant workers earning a college degree (California Research Bureau, CA State Library, 2012), the majority of migrant students are first-generation college students with limited family guidance. They often lack comprehensive knowledge concerning college application, academic expectations, and campus culture. This demonstrates the magnitude of the need for the services to be provided by the CSULB College Assistance Migrant Program.

**ii. The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals (i.e. eligible migrant and seasonal farmworkers and their families)**

The CSULB CAMP program is designed to target migrant students and their families throughout California by coordinating and collaborating with the Migrant Education Programs (Regions), local school districts, schools, and community partners. These partners will provide the resources and personnel required to identify, recruit, and enroll students into CSULB.

Migrant students are less likely to receive services because this population is the most mobile, staying in the area for shorter periods than other families. CAMP can assist with

identifying, recruiting, and serving this population that requires considerable resources, which small and medium sized regions lack. Working in tandem with the Migrant Ed Regions, local service providers and partner educational equity programs hosted at CSULB, CAMP will leverage the resources and services to more effectively serve these students.

**iii. The extent to which specific gaps or weakness in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weakness.**

CSULB has served many talented migrant students who want to go on to college, but did not have the resources. Without CAMP, access to college would be non-existent for these students. Utilizing the information CSULB accumulated and analyzed regarding gaps and weaknesses, it conducted a strategy formulation process to ensure the most appropriate services were implemented to address the educational and support needs of migrant students. The following chart identifies the needs, gaps, and strategies developed as a result of this process.

<b>Services to Address Identified Needs and Gaps</b>		
	<b>Needs and Gaps</b>	<b>Services / Strategies</b>
<b>Academic</b>	<ul style="list-style-type: none"> <li>▪ Low math and reading ability</li> <li>▪ Limited knowledge of university demands</li> <li>▪ School interruption due to farm work</li> <li>▪ English Language Learners</li> <li>▪ Lack of students in STEM courses</li> </ul>	<ul style="list-style-type: none"> <li>▪ University orientation, academic advising seminar, college survival skills course, course selection advice, educational planning, tutoring, supplemental instruction, STEM activities/courses</li> </ul>
<b>Personal</b>	<ul style="list-style-type: none"> <li>▪ First-generation student</li> <li>▪ Limited understanding of university resources/ college protocol</li> <li>▪ Lack knowledge of career planning</li> <li>▪ Lack of academic mentors/role models.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enrollment assistance, assessments, counseling, leadership opportunities, cohort experience with mentor/peer support, cultural events/activities, referral to campus services &amp; housing</li> </ul>
<b>Financial</b>	<ul style="list-style-type: none"> <li>▪ Poverty</li> <li>▪ Pressure to work to support family need.</li> <li>▪ Limited understanding of federal financial aid process</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assistance with financial aid process and application</li> <li>▪ Help with applying for scholarships</li> <li>▪ Stipends</li> </ul>

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

Providing educational services to migrant students for 15 years through the CAMP

program, CSULB will continue to bridge the gap by increasing post-secondary educational opportunities for migrant students and prepare them for the workforce. CSULB's goal is to continue providing migrant students with the academic foundation and support they need to successfully reach their educational and career potential. Once enrolled, CSULB will work closely with students to ensure they acquire the knowledge and skills to succeed their first year college experience and continue beyond to graduate.

CSULB CAMP has produced remarkable persistence and graduation results for migrant students. CSULB CAMP students' persistence rates onto their third semester at CSULB are significantly higher than CSULB students overall. When comparing the CSULB freshman from 2005-2013, 94% of CAMP students persisted onto their second year compared to overall CSULB students at 87%. Although ethnicity is not used as criteria to be eligible for CAMP, the majority of our students are Hispanic. When compared to CSULB's Hispanic students, CAMP students' persistence rates are significantly higher - 94% CAMP and CSULB Hispanic students 85%. Furthermore, CAMP students' 65% 6-year graduation rates are also higher than the overall CSULB students (59%) and overall CSULB Hispanic students (52%), respectively. CSULB will continue to increase retention, persistence, and graduation rates for migrant students.

## 2. Quality of Project Design

**i. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**

The proposed CSULB CAMP will provide academic, career, and support services, and financial assistance to 40 migrant students enrolled on a full-time basis at CSULB for their first year of post-secondary education. CSULB will use its outreach and recruitment programs in the communities where large migrant population reside to recruit eligible migrant students. Additionally, it will build on existing relationships with partners to maximize outreach,

recruitment, educational, and support services to eligible migrant students annually. CAMP outcomes will be aimed at students staying enrolled beyond year one, graduating, and reaching their career objectives. CAMP will concentrate on a wide range of intensive services during the first year, and individual monitoring and follow-up activities in subsequent years, to ensure each student overcomes his or her academic, personal, and financial obstacles to stay in college and ultimately graduate. CAMP has evolved into a quality program that includes bilingual outreach/recruitment, thorough student assessment, comprehensive instructional support, and individualized follow-up.

**Performance Measures:** CSULB CAMP program will serve 40 migrant students per year with **36 (90%)** successfully completing their first year of college (GPRA1) and **33 (90%)** of those students continuing to be enrolled in post-secondary education (GPRA 2). CSULB's two GPRA performance measures exceed the recommend national target of 86% and 85% respectively.

<b>Primary Goals and Purpose of the CSULB CAMP Program</b>	
Provide migrant students with the academic foundation they need to successfully reach their educational and career goals.	
Provide migrant students with intensive academic, career, financial, and support services during their first year of college.	

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

<b>Objective 1: CSULB CAMP will enroll 40 first-year students from migrant and seasonal farm working backgrounds each year.</b>			
<b>ACTIVITIES</b>	<b>MEASURABLE OUTCOMES</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMELINE</b>
Outreach/Recruit in the target community - churches, schools, labor camps, housing authorities & farms.	Types of presentations & number of potential farmworkers will increase each year.	Program Coordinator	Month 1-12
Coordinate recruitment with migrant education programs	Written working partnerships and number of referrals will be on file.	Project Director Program Coordinator	Month 1-12

Develop, print, & disseminate CAMP brochures- English & Spanish.	1000 bilingual brochures will be developed and disseminated.	Project Director Program Coordinator	Month 1-6
Develop and produce brochures, marketing materials, information cards regarding CAMP.	Materials will be distributed during recruitment, presentations, and workshops.	Project Director Program Coordinator	Month 1-12
Expand working relationship with organizations providing services to target population.	Written inter-agency referral process and documentation of referrals to CAMP Program.	Project Director Program Coordinator	Month 1-6
Complete an individual intake and enrollment packet for each applicant.	Student folders with supporting documentation will be on file.	Program Coordinator	Month 1-12

**Objective 2: 90% of CAMP's students will complete the first year of their postsecondary program.**

ACTIVITIES	MEASURABLE OUTCOMES	PERSON RESPONSIBLE	TIMELINE
Fall and Spring orientations to provide students with an orientation to academic and social resources available	100% of students will attend orientations	Academic Counselor	August & January
Weekend retreat to provide students with enrichment and leadership opportunities	100% of students will attend retreat	Academic Counselor	September
Monitor academic progress by collecting academic progress reports, follow-up and referral assistance	Distribute progress reports to 100% of students' instructors. Collect and review.	Academic Counselor	October, March
Create an Individual Educational Plan (IEP) for each student's specific needs to address academic, career, and personal interest	100% of students will create an IEP	Academic Counselor	September, ongoing adjusted to students needs
Provide individual/group tutoring and study skills workshops	100% of students will be provided tutoring & study skills workshops	Academic Counselor	On going
Provide Financial literacy workshops for personalized financial education	100% will complete a financial literacy workshop	Academic Counselor	On going
Provide cultural/educational field trips	100% of students able to attend cultural/educational field trips	Program Coordinator	November, March
Provide a summer transitional program to assist student to	Students on academic or university probation will	Academic Counselor	May-July

persist in the university	be monitored		
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**Objective 3: 90% of CAMP students, who complete their first academic year of college, will continue their postsecondary education.**

ACTIVITIES	MEASURABLE OUTCOMES	PERSON RESPONSIBLE	TIMELINE
Provide seamless transition from CAMP to other academic advising and university program services	100% of students assigned to academic advisors in other university programs (Educational Opportunity Program, Student Support Services Program, & academic advising centers)	Academic Counselor	April-May
Provide individual exit orientations to inform students of expectations for their 2 <sup>nd</sup> year of college	100% of students will be advised and enrolled for the Fall semester by the end of the previous Spring semester and will have and exit interview.	Academic Counselor	May
Monitor the academic progress of all 2 <sup>nd</sup> year students and track their enrollment for subsequent years.	Ensure students are on track for career major and graduation, provide follow-up academic counseling for students in need.	Academic Counselor	End of Fall, Spring, Summer Semester

**Objective 4: 90% of CAMP students continuing at CSULB after their first year will receive follow-up services from CAMP staff or other CSULB educational equity programs that the students will evaluate as beneficial.**

ACTIVITIES	MEASURABLE OUTCOMES	PERSON RESPONSIBLE	TIMELINE
All 2 <sup>nd</sup> year continuing students will be integrated and encouraged to participate in university resources at CSULB	100% of students will be provided with academic resources	All CAMP Staff	Ongoing
Provide students links to appropriate resources to enhance their career attainment goals such as internships, jobs, resume development, etc.	100% of students will be provided career advising workshops and presentations	All CAMP Staff, Career Development Center, Center for Scholarship Information	Ongoing
Provide peer mentoring opportunities to enable students to identify networking groups and resources	100% of students will receive mentoring services by upper-class CAMP students, university staff, faculty & administrators	All CAMP Staff	Ongoing

**Objective 5: 100% of students will attend the CAMP orientations and the student retreat**

ACTIVITIES	MEASURABLE OUTCOMES	PERSON RESPONSIBLE	TIMELINE
Organize & Implement Student and Parent Orientation	100% of students will attend Orientation & receive appropriate academic advising & tutoring services & register for CAMP	All CAMP Staff	June-September and January-February
Provide information on university and CAMP program requirements	Students will be instructed on current university policies, regulations, & CAMP requirements	All CAMP Staff	Ongoing
Provide material and presentation to Parents in native language (Ex. Spanish)	Parents provided the same information as students in order to ensure complete comprehension of services	All CAMP Staff	August/September

**Objective 6: 100% of the CAMP professional staff will attend 4-days of in-service training to evaluate CAMP goals, objectives, eligibility requirements, and to gain awareness of the needs of migrant students.**

ACTIVITIES	MEASURABLE OUTCOMES	PERSON RESPONSIBLE	TIMELINE
Identify Staff Development Needs by conducting assessment	Development of professional plan, provide professional development opportunities	All CAMP Staff	
Evaluate in-service	Evaluations conducted & reviewed on all program services & activities	All CAMP Staff	Monthly basis
Conduct Summative Evaluations	Summative evaluations conducted at end of each academic term, & end of project year, reports generated, program modified as needed.	All CAMP Staff	End of Fall, Spring, & Summer Semesters, end of project year

**Objective 7: 100% of first year CAMP students who have an unmet financial need, as identified by their financial aid award, will receive a CAMP Stipend.**

ACTIVITIES	MEASURABLE OUTCOMES	PERSON RESPONSIBLE	TIMELINE
Provide CAMP Stipend to Eligible Students university Financial Aid Office	100% of students who demonstrate an unmet need will be awarded stipend.	Director	Start of Fall and Spring Semester
Provide Financial Aid workshops for FAFSA, Cal Grant, & scholarships completion/ submission	100% of students will obtain financial assistance information to ensure maximum award amount.	Director, Program Coordinator, Financial Aid Office	January-September

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.**

The design of CSULB’s proposed CAMP is created specifically to meet critical needs of migrant students at CSULB. Each objective of the CAMP is defined to meet a particular need.

<b>Project Design</b>	<b>Identified Needs</b>
Presentations, disseminate info, alternative admissions, FAFSA/Scholarship Workshops	College awareness, admissions, enrollment, and financial aid.
Orientations, retreat, teambuilding, tutoring, academic advising, tutoring, cultural awareness activities, leadership development	Support to transition to CSULB and complete their first year.
Academic advising, tutoring, cultural awareness activities, leadership development, transition to programs for retention services	Support to persist past the first-year of college and towards degree completion.
Academic advising, tutoring, cultural awareness activities, leadership development, transition to programs for retention services	University retention resources available past their first year with CAMP.
Fall and Spring Orientation, Teambuilding Retreat, transition meeting to introduce other retention service providers.	Familiarization with CAMP, team-build with students with shared experiences, exposure to university resources & other retention services.
Conduct 4-days of in-service training to evaluate CAMP goals, objectives, eligibility requirements, and to gain awareness of the needs of migrant students, workshops by Migrant Education Program	The staff to be up-to-date with migrant education issues in the local area, state, and nationally; and for CAMP to prepare an annual plan of services to increase recruitment and retention rates
Awarding of CAMP stipends.	Financial assistance for unmet need.

**iii. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.**

CAMP will establish coordinated linkages with appropriate agencies and organizations including local, State, and Federal programs to provide students with highest quality services.

<b>AGENCIES/ORGANIZATIONS</b>	<b>LINKAGES/COORDINATION</b>
United Farm Works of America (UFW)	Information on migrant issues, internships
California State Office of Migrant Education	Disseminate CAMP information, access to Director’s meetings and migrant data
California CAMP Consortium	Information distribution, recruitment, student leadership conferences, staff development
Migrant Education Region 10	Provide paid internships/work experience to CAMP students, information dissemination, recruitment, student leadership conferences
Los Angeles County Office of Education	Information dissemination, recruitment, student leadership conferences

CSULB Office of Enrollment Services	Admission, registration, records, graduation
CSULB Office of Financial Aid	Financial aid and Financial Aid workshops
CSULB Educational Opportunity Program (EOP)	Recruitment, admissions, referral, and follow-up retention services
CSULB TRiO-Student Support Services Program	Follow-up retention services
CSULB HSI-STEM (Title V)	Recruitment, admissions, referrals, tutoring, mentoring, and follow-up retention services
CSULB University Center for Undergraduate Advising	Academic support and development
CSULB Learning Assistance Center	Tutoring and learning skills
CSULB Center for Scholarship Information	On- and off-campus scholarships, workshops
CSULB Career Development Center	Major and career exploration, job search
CSULB Office of Student Affairs and Development	Student organizations, leadership training, staff development
CSULB Counseling and Psychological Services	Counseling, workshops, crisis intervention

**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.**

CAMP will deliver high quality educational services at a low cost while still improving student-learning outcomes using three key elements for improved productivity:

- **CSULB CAMP has strategically aligned the project with federal goals** into coordinated action objectives for project implementation. The CAMP design assures that activities are executed with constant feedback, assured to make corrections, and that corrections are aligned with the overall goals of the project to achieve desired student outcomes.
- **CAMP Activities will Promote Improving Productivity and Efficiency.** CAMP will implement activities aimed at improving productivity while increasing student success. Among these are: pre-assessment activities (to improve placement and initial course selection); transition services for new students with summer program and semester long follow up; comprehensive intrusive student advising; supplemental instruction; and technology enhanced academic support systems (providing proactive, intrusive, staff initiated services to prevent failure and increase success). The project emphasizes professional

development, longitudinal cohort analysis, and a systematic accountability and decision-making process to include measures of productivity and efficiency.

- **CAMP will use a cost-procedure-process-outcome analysis (CPPOA) methodology** to determine cost effectiveness. The CPPOA model provides a timetable that breaks the measurement process into specific tasks, identifies who needs to be involved, and presents concrete student outcomes and the process for data collection and analysis. The CPPOA model defines the program in terms of resource usage, procedures, processes, and outcomes measuring the program's strengths and weaknesses. The process details suggestions for collecting and analyzing student outcome data; finding the cost-effectiveness of activities and services; and exploring cost benefits strategies to be more cost effective and productive.

### 3. Quality of Project Services

- i. **The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practices among the recipients of those services.**

CSULB understands the needs of the migrant worker community. The CSULB CAMP program design provides for a scope and range of services to ensure that students' academic, personal, financial, and career needs are met. These direct student services include but are not limited to: Academic/Career Assessment and Advising Seminars, College Survival Skill Course, Peer Mentoring, Tutoring, Workshops, Internships, Financial Aid Assistance, etc. This menu of services is offered on a daily, weekly, monthly, and/or quarterly basis to provide students with ongoing capacity building activities year-round. This structure provides for quality, intensity, commitment, and sufficient duration leading to improved practices for university retention and graduation for all migrant students. Additionally, all current staff are bilingual, bicultural, from the target population, and understand the needs of these students.

To ensure that CAMP students receive the highest quality services describe above, staff will participate in professional development activities year-round. Training topics include but are not limited to: diversity, CAMP procedures, customer service, leadership, etc. Staff will attend the HEP/CAMP national conference which provides “best practices” concepts and advances the knowledge and skills of staff to better design and deliver quality services, activities and strategies to students for greater results. To validate these practices, students and the project director constantly evaluate staff through formative evaluation methods to gauge the appropriateness, usefulness, acceptance, and outcomes.

**ii. The extent to which the services to be provided by the proposed project are focused on those with greatest needs.**

CAMP’s outreach and recruitment effort prioritizes areas that are customarily under-served by traditional programs. Working with the Migrant Education Regions, school districts, target schools, and community agencies, CSULB CAMP will continue to identify, recruit, and help enroll those who traditionally have not sought to continue beyond high school.

CSULB will work closely with Migrant Education staff, high school staff, and teachers to identify students with the greatest needs. Through this process, CAMP will priority rank each student by need, with criteria such as GPA, family economic/social situation, and course selection/completion. CAMP then provides a comprehensive set of activities aimed at developing the academic social competencies of students most at need.

An Individual Education Plan (IEP) will be developed for each student in accordance to their academic, social, financial, and personal assessment along with academic advice and course selection. CAMP Tutoring will be made available for traditionally difficult ‘gateway’ courses to meet each student’s academic needs during their first year of college. Students will receive continual monthly advising, tutoring, mentoring, and mid-semester progress reports as well as

participate in quarterly workshops and cultural events. Individual financial advising and support will be provided through application assistance, stipends, and scholarship. This comprehensive approach towards student development ensures that CAMP students succeed in year one, and ultimately persist and graduate from the university.

**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.**

All CAMP participants will be provided with a comprehensive program of quality services designed to yield the intellectual competencies and attitudes necessary to improve the achievement of students as measured against rigorous academic standards. The 1:40 CAMP academic advisor ratio gives participants specialized, personalized, and intrusive advising (compared to CSULB's 1:1,500 ratio). During advising appointments students will become aware of university expectations through policies and regulations, and support students in creating a personalized academic planner to meet the timely graduation policy.

Academic Skills Development will be provided to improve and support CAMP participants overall academic success. Tutoring will be provided for all of the courses identified as "high risk" in which CAMP students enroll. Specific "high risk" courses are remedial and college level English and Math which have a 40% failure rate average for first generation, low-income students at CSULB. By addressing assignment-specific, course-specific, and skills-specific difficulties, tutors will help participants succeed in their high-risk courses while preparing them for success in meeting the goal of graduation. Student Success Workshops will build mini learning communities within CAMP. Select students will have the opportunity to partake in CAMP's 6-week summer Sophomore Transitional Program (STP) allowing them to complete remediation courses (university requires completion within 1<sup>st</sup> year) and/or provide them the ability to attain additional/ missing credits. The extensive services described represent

the comprehensive benefits CAMP participants will gain which will lead to improvements in the achievement of students as measured against rigorous academic standards. CAMP will provide participants with a solid foundation to complete their first year and persist through graduation.

**4. Quality of Project Personnel**

CSULB will employ well-qualified and experienced personnel who are versed in how to develop, implement, and administer CAMP. The staff will work effectively in delivering project services to project participants over the life of the grant. The CAMP staff will consist of a Project Director, Counselor, Program Coordinator/Recruiter, and an Administrative Assistant. The qualification requirements for the professional positions reflect the required education, work experience, and training in fields related to the objectives of CAMP.

CAMP has identified several project personnel who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. The project will advertise locally, regionally, and/or nationally to attract additional persons who have special expertise in working with migrant students in higher education.

**i. The qualifications, including relevant training and experience, of the project director or principal investigator.**

**Qualifications required of the Project Director:** The Project Director is responsible for the development, planning, and implementation of the Project. The Project Director will recruit, train, and supervise Project staff, promote campus outreach activities, and maintain cooperative relationships with the campus community. The Project Director ensures the submission of required reports and the proper administration of Project funds.

<b>Rafael Topete, Project Director Qualifications:</b>	
<b>Education</b>	BA, Sociology, Pomona College M.Ed., Educational Leadership and Workforce Education, University of Nevada, Las Vegas.

	Teaching Credential, Special Education postgraduate work, CSULA. Ed.D., Educational Leadership and Organization Leadership (in progress)
<b>Job Qualifications</b>	Twenty-two years of full-time professional postsecondary education and/or student services work experience including program development, implementation, and management of program or similar educational preparation program.
<b>Professional Experience</b>	The current Project Director, Mr. Rafael Topete, possesses a very strong background in developing, implementing and managing federally funded educational equity programs. Mr. Topete has been the Director of the CAMP at CSULB for the past two and a half years. He has held leadership positions at Nevada State College; the University of Puerto Rico, Humacao; the University of Nevada, Las Vegas; and Los Angeles Unified School District.

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

**Qualifications required of other personnel to be used in the Project.**

<b>Lina Lopez, Counselor Qualifications:</b>	
<b>Education</b>	Master degree in Higher Education and Organizational Change
<b>Job Qualifications</b>	10 years of working with the CSULB CAMP students developing and implementing academic services and activities to assist students who are in need of academic assistance;
<b>Professional Experience</b>	Ms. Lopez has 15 years of working with economically disadvantaged students. She serves on various campus committee and represents CAMP on advising, technologies, and scholarships committees. Ms. Lopez has attended local, regional, and national conferences to better help her understand and serve migrant students.
<b>Carolina Marrujo, Program Coordinator/Recruiter Qualifications:</b>	
<b>Education</b>	Master's degree in Public Administration, BA in Sociology; BA in Chicano/Latino Studies
<b>Job Qualifications</b>	Seven (7) years of full-time work experience in an educational setting developing and implementing academic activities to assist migrant students who are in need of academic assistance;
<b>Professional Experience</b>	Ms. Marrujo has worked as a Program Assistant where she was involved in running the CAMP office; maintain student files, and assisting with budgeting. As the Program Coordinator, Ms. Marrujo assists in running the day-to-day operations of the CAMP, and focusing on coordinating all recruitment efforts. Ms. Marrujo represents CAMP on various campus committees and volunteers with various organizations; including the Latina Connection, which is an all-day conference that promotes empowering and mentoring Latina women and students. Ms. Marrujo is a first generation Mexican-American and has a migrant background.
<b>Biridiana Medina-Fuentes Administrative Assistant</b>	
<b>Education</b>	Bachelor's degree in Psychology with a minor in Child Development & Family Studies
<b>Job</b>	As a student, Ms. Medina-Fuentes worked as a student assistant in both the

<b>Qualifications</b>	CAMP office or 3 years and the Women's Resource Center for one, as well for the Boys and Girls Club of Carson.
<b>Professional Experience</b>	Ms. Medina-Fuentes has now been working in the CAMP office in as the Administrative Assistant since June, 2014.

**5. Quality of the Management Plan**

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

<b>Objective 1: CSULB CAMP will enroll 40 first-year students from migrant and seasonal farm working backgrounds each year.</b>		
<b>Responsibilities/Activities</b>	<b>Staff Responsible</b>	<b>Timeline</b>
<b>Outreach</b>		
<ul style="list-style-type: none"> <li>• Develop partnerships with high schools, social agencies, migrant education, campus outreach staff, migrant community groups, and parents.</li> <li>• Develop brochures, webpage, and literature.</li> <li>• Arrange campus visits and tours.</li> <li>• Develop CAMP recruitment/marketing plan.</li> <li>• Provide workshops, presentations, information tables.</li> </ul>	Director/Program Coordinator  All Staff Program Coordinator All Staff All Staff	On-going
<b>Recruitment</b>		
<ul style="list-style-type: none"> <li>• Identify potential CAMP students at high schools.</li> <li>• Work with Migrant Educ. and school districts.</li> <li>• Identify and visit migrant families at home and work.</li> </ul>	Program Coordinator Director/Program Coord. Program Coordinator	Ongoing
<ul style="list-style-type: none"> <li>• Call potential CSULB students, offer assistance in completing application, and respond to concerns.</li> </ul>	All Staff	On-going
<b>Financial Aid Assistance</b>		
<ul style="list-style-type: none"> <li>• Review and verify submission of Financial Aid and scholarship applications.</li> </ul>	Program Coordinator	Jan - Mar Ongoing
<b>Enrollment</b>		
<ul style="list-style-type: none"> <li>• Identify and recruit 250 students to apply for admissions</li> <li>• Call potential CSULB students to get commitment to enroll at CSULB, offer assistance in completing application, and respond to their concerns.</li> <li>• Work with University offices to admit 40 students.</li> <li>• Conduct follow-up and yield activities.</li> <li>• Meet with Admissions Office to ensure that all students' paperwork is complete.</li> </ul>	Program Coordinator Director Program Coordinator  Director Program Coordinator Director	On-going Sep - Jan Feb - Apr Sep - Jan
<p><b><u>Budget Resources:</u></b> Staff, travel, supplies, computers, printers, telephones, facilities, printing.  <b><u>Milestones:</u></b> Recruitment/marketing plan to identify and recruit potential program participants. Recruit 250 potential participants. Contact all applicants. Verify admissions and financial aid information has been received by the students. Admit 120 students. Enroll 40 students.</p>		

<b>Objective 2: 90% of CAMP's students will complete the first year of their postsecondary program.</b>			
<b>Responsibilities/Activities</b>		<b>Staff Responsible</b>	<b>Timeline</b>
<b>Assessment</b>			
• Review students' placement exams		Counselor	April
<b>Registration</b>			
• Advise and register students for classes.		Counselor	On-going
<b>Orientation and Team Building Retreat</b>			
• Fall/Spring Student Orientation.		All Staff	Sept.,
• Contact site for Team Building Retreat.		Administrative Assistant	Jan.
• Coordinate Teambuilding Retreat activities.		All Staff	Jul-Sept
<b>Financial Aid Assistance</b>			
• Review all financial aid forms and verify submission;		Program Coordinator	On-going
• Verify student received FA award documents		Director/Program	Aug – Sep
• Identify students with financial need for CAMP		Coordinator/Counselor	
• Submit request to Financial Aid Office for awards		Director/Admin. Assistant	Sept, Jan
• Conduct FAFSA and Scholarship Workshops		Director/Program	Jan – Mar
• Assist Students to Complete Financial Literacy Modules (on-line)		Coordinator	On-going
		Counselor/Program Coord	Sep - Dec
<b>Retention</b>			
• Create an Individualized Learning Plan		Counselor	On-going
• Provide students with tutors as needed.		Director/Counselor	On-going
• Provide personal and social counseling.		Counselors	On-going
• Monitor students' academic grades with progress checks for follow-up and referral for assistance.		Counselor/Admin Assistant	On-going
• Provide cultural, educational, and social activities		All Staff	On-going
• Mandate three academic counseling sessions a semester.		Director/Counselor	On-going
<b>Cultural Activities</b>			
• Cesar Chavez Celebration/Collaboration.		All Staff	Mar
• Identify appropriate cultural, educational, social activities.		All Staff	On-going
<b><u>Budget Resources:</u></b> Staff, Travel, Supplies, Telephones, Computers, Facilities, Buses, Printing			
<b><u>Milestones:</u></b> Finalize Individualized Educational Plans for each student. Register 40 students for classes. Inform students of program goals and services. Complete financial aid forms. Award CAMP Grant through Financial Aid. Monitor students' mid-term grades. Refer to tutoring & study skills workshops. Expose students to cultural, educational, & social activities.			
<b>Objective 3: 90% of CAMP students, who complete their first academic year of college, will continue their postsecondary education.</b>			
<b>Responsibilities/Activities</b>		<b>Staff Responsible</b>	<b>Timeline</b>
<b>Financial Aid Assistance</b>			
• Provide FAFSA and Scholarship workshops.		Program Coordinator	On-going
• Assist Students to Complete Financial Literacy Modules (on-line)		Counselor/Program Coordinator	Sep - Dec
<b>Advisement and Registration</b>			

<ul style="list-style-type: none"> <li>Assist students to transition to follow-up advising units.</li> <li>Hold meetings with follow-up advisors.</li> <li>Monitor academic progress.</li> </ul>	Counselor Director/Counselor Counselor	Apr-May On-going On-going
<b>Retention</b>		
<ul style="list-style-type: none"> <li>Monitor academic progress using PeopleSoft (institution database)</li> </ul>	Director/Counselor	On-going
<b>Follow-up Services</b>		
<ul style="list-style-type: none"> <li>Assist students to transition to follow-up advisors.</li> <li>Provide referrals to tutorial services.</li> <li>Provide cultural and social activities.</li> </ul>	Counselor Counselor All Staff	On-going
<p><b>Budget Resources:</b> Staff, Office Supplies, Computers, Printing.  <b>Milestones:</b> List of students who have completed their first year in good academic standing. Monitor students' academic progress &amp; grades using the PeopleSoft database. Transitioning of student to follow-up advising units. Supportive services to students after their first year.</p>		
<p><b>Objective 4: 90% of CAMP students continuing at CSULB after their first year will receive follow-up services from CAMP staff or other CSULB educational equity programs that the students will evaluate as beneficial.</b></p>		
<b>Responsibilities/Activities</b>	<b>Staff Responsible</b>	<b>Timeline</b>
<b>Transition Orientation Meeting</b>		
<ul style="list-style-type: none"> <li>Conduct orientation meeting for follow-up students.</li> </ul>	Counselor	Apr-May
<b>Provide Information</b>		
<ul style="list-style-type: none"> <li>Provide information via website.</li> </ul>	Admin Assistant	On-going
<b>Refer Students</b>		
<ul style="list-style-type: none"> <li>Make appropriate referrals to follow-up advising units.</li> </ul>	Counselor	On-going
<b>Retention</b>		
<ul style="list-style-type: none"> <li>Monitor all students' academic progress.</li> <li>Provide referral for tutoring and other programs.</li> </ul>	Counselor	On-going
<b>Cultural Activities</b>		
<ul style="list-style-type: none"> <li>Invite students to cultural activities.</li> </ul>	All Staff	On-going
<b>Program Transition</b>		
<ul style="list-style-type: none"> <li>Monitor students' academic progress.</li> <li>Invite completing students to CAMP Transition Ceremony.</li> </ul>	Counselor All Staff	On-going
<b>Tracking</b>		
<ul style="list-style-type: none"> <li>Monitor students' academic progress.</li> </ul>	Counselor	On-going
<b>Evaluations</b>		
<ul style="list-style-type: none"> <li>Formative and Summative Evaluations</li> </ul>	All Staff	On-going
<p><b>Budget Resources:</b> Staff, Office Supplies, Printing, Awards  <b>Milestones:</b> Transition students to follow-up service providers. Send information via website. Provide referral services. Monitor students' academic progress. Educating students to current migrant issues. Ensure that all students are on track for graduation. Monitor follow-up student using PeopleSoft. Evaluate and modify CAMP Services as needed.</p>		
<p><b>Objective 5: 100% of students will attend CAMP Orientations in the Fall and Spring Semesters to learn about the program services and requirements.</b></p>		
<b>Responsibilities/Activities</b>	<b>Staff Responsible</b>	<b>Timeline</b>

<b>Orientation</b>		
<ul style="list-style-type: none"> <li>• Conduct Orientation (Fall and Spring semester).</li> <li>• Have student read and sign CAMP Contract</li> <li>• Develop orientation activities schedule.</li> </ul>	All Staff Counselor Counselor	Sep, Jan
<b>Student Teambuilding Retreat</b>		
<ul style="list-style-type: none"> <li>• Reserve transportation and orientation facilities.</li> <li>• Teambuilding activities.</li> <li>• Evaluation</li> </ul>	Office Mgr. All Staff All Staff	Jul Sep Sep
<b>Evaluation</b>		
<ul style="list-style-type: none"> <li>• Create and distribute evaluations to students.</li> </ul>	Counselor/Admin Assistant	On-going
<b>Budget Resources:</b> Staff, Supplies, Computers, Facilities, Copy/Printing, Materials, Travel		
<b>Milestones:</b> Inform students of CAMP and university services. Cohesiveness between student and staff and create a peer support system. Evaluate and modify student orientations.		
<b>Objective 6: 100% of the CAMP professional staff will attend 4-days of in-service training to evaluate CAMP goals, objectives, and eligibility requirements, and to gain awareness of the needs of migrant students.</b>		
<b>Responsibilities/Activities</b>	<b>Staff Responsible</b>	<b>Timeline</b>
<b>Data Collection and Analysis</b>		
<ul style="list-style-type: none"> <li>•Collect and evaluate data on grades, units earned.</li> <li>•Conduct and evaluate cultural events.</li> </ul>	Counselor All Staff	On-going
<b>Prepare Reports</b>		
<ul style="list-style-type: none"> <li>• Prepare reports for staff in-service training.</li> <li>• Prepare final reports for evaluation purposes.</li> </ul>	All Staff Director	On-going Nov-Dec
<b>Facilities</b>		
<ul style="list-style-type: none"> <li>• Reserve facilities.</li> <li>• Review contract and submit for authorizations.</li> </ul>	Director/Admin Assistant	Jul - Mar
<b>Present and Review reports on Student Performance and Program Evaluation</b>		
<ul style="list-style-type: none"> <li>• Staff review/present report and answer questions</li> <li>• Implement any recommendations from reports.</li> </ul>	All Staff	On-going
<b>Train Staff on Migrant Student Needs</b>		
<ul style="list-style-type: none"> <li>• Identify migrant student needs</li> <li>• Technical assistance training information.</li> </ul>	All Staff Director	On-going July
<b>Develop Program for Upcoming Year</b>		
<ul style="list-style-type: none"> <li>• Develop activities and plan events for upcoming year.</li> </ul>	All Staff	On-going
<b>Budget Resources:</b> Staff, Office Supplies, Printing, Snacks/Food, Hotel, Travel.		
<b>Milestones:</b> Analyze and evaluate the effectiveness of the CAMP program. Secure location for in-service staff training. Evaluate students' academic progress. Improve staff skills, knowledge, and sensitivity to migrant population. Develop activities and plan events.		
<b>Objective 7: 100% of first year CAMP students who have an unmet financial need, as identified by their financial aid award, will receive a CAMP Stipend.</b>		
<b>Responsibilities/Activities</b>	<b>Staff Responsible</b>	<b>Timeline</b>
<b>CAMP Grant</b>		
<ul style="list-style-type: none"> <li>• Verify unmet need and process paperwork.</li> <li>• Verify students sign CAMP Contract.</li> </ul>	Admin Assistant Counselor	Sep, Jan Aug -Sep

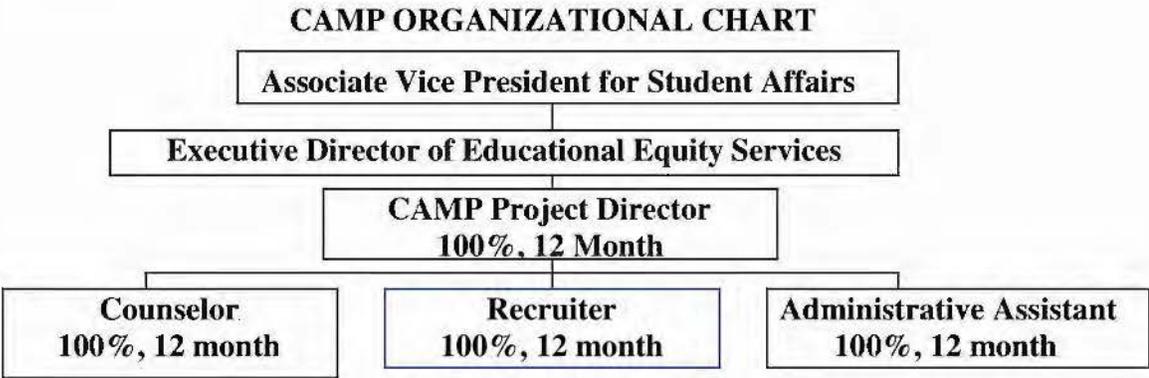
**Budget Resources:** Staff, Printing Copying, CAMP Grant.  
**Milestones:** Assist students with unmet financial aid and signed CAMP Contract.

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

CSULB has established mechanisms to ensure feedback and continuous improvement in the operation of the project. Participants will evaluate each service provided to help staff continuously refine and improve services and processes. Regularly scheduled staff meetings provide on-going opportunities to discuss and find solutions to any potential challenges in implementing the project, meeting objectives, or meeting the needs of participants. Documentation of project services will inform staff of progress in meeting timelines, objectives, and other benchmarks. Lastly, the formative and summative evaluation included in this proposal provides additional methods CSULB will utilize to ensure there is every opportunity to capture and utilize feedback to make continuous improvements to the CSULB CAMP program.

**iii. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

The Project Director will be a full-time employee and reports directly to the Executive Director of Educational Equity Services. All other CAMP staff report to the Project Director. CAMP staff assures that goals and objectives are attained and are responsible for the efficient and effective administration of all the services of the CAMP Project.



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

To ensure high-quality products and services, CAMP will do the following:

<b>Agents</b>	<b>Mechanism for Ensuring High-Quality Products and Services</b>
Students	The students will evaluate services and activities on an ongoing basis and will be afforded the opportunity to provide feedback of current services, as well as future services and activities.
Previous Cohort Students	CAMP students will complete and exit evaluation upon completing their first year of services.
Follow-up Services Providers	CAMP students will be assessed for transitional services and be consulted each year after leaving CAMP. Upper division students will be monitored for graduation/ completion of degree and asked to provide feedback on CAMP and the follow-up services they received.
Parents	Parents will have a four-hour orientation to CSULB and CAMP at the beginning of the fall semester.
Professors	Consulted mid-semester through Academic Progress Reports.
Educational Community	CSULB faculty/staff will participate in CAMP orientation and multicultural events.
Business Community	Ask to participate and sponsor workshops and CAMP activities.
Variety of Disciplinary and Professional Fields	College Advisors provide input to Counselor at monthly meetings. Migrant Education Program staff meets with CAMP staff.
Los Angeles County Office of Education (LACOE) – MEP Reg10	Provide CAMP staff technical assistance and training on how to provide services to migrant students. CAMP staff invited to MEP activities and events.

**6. Adequacy of Resources**

**i. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.**

CSULB has provided private offices for the Project Director, Counselor, Program Coordinator, Administrative Assistant, and a reception area. The CAMP office is located in a central building on campus and all offices are furnished. CAMP has nine desktop computers with printers, 15 laptop computers to loan out to students, one fax machine, color laser printers (2), and a laser printer. CSULB comes with state of the art facilities and equipment that contribute to our students’ university experience, including a nationally recognized library, dozens of research labs, a student union, and modern residence halls. CSULB CAMP is

committed to providing students with technology resources and supplies needed to enhance student learning and the university experience.

**ii. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.**

CAMP’s partners affect many components of the project as shown in the following chart.

Letters of demonstrated commitment from these and other partners will be kept on file.

Partners	Enrollment	Training	Counseling	Academics	Facilities	Retention
Ed Equity Services		X			X	
Financial Aid	X	X				X
Admissions	X		X	X		X
TRIO Programs	X	X	X	X		X
Learning Assistance		X	X	X	X	X
Career Center		X	X	X	X	X
College Advisor	X	X	X	X		X
CA Migrant Ed	X	X	X			X
EOP	X	X	X	X	X	X

**iii. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.**

The budget is driven by the objectives, scope, intensity, and costs of the services required to generate the desired outcomes. The budget is adequate to support the project’s services and activities and reasonable in relationship to the anticipated results and benefits. The cost for each major line item in the budget represents reasonable costs for the size, duration, and day-to-day operation of CAMP. CSULB has determined the type of positions and number of personnel required to deliver the intensity and depth of project services to the participants.

**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 proposed budget is reasonable to effectively serve 40 participants. The overall estimated project cost per participant is well within an appropriate range to provide comprehensive academic and personal services, and activities. The costs are reasonable in

relation to the comprehensive design of the project, the ambitious objectives, to the number of persons to be served, and to the anticipated results and benefits.

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

CSULB's program design leverages substantial support from the institution and community partners to ensure that the CAMP program purposes, activities, and benefits are incorporated into the ongoing programs offered by the University to the targeted communities beyond the grant-funding period. This is in accordance with required EDGAR section 206.20(d)(2).

## 7. Quality of the Project Evaluation

**i. The extent to which the methods of evaluation are appropriate to the context within which the project operates.**

CSULB recognizes that an evaluation plan plays a critical role in the effective implementation and management of the College Assistance Migrant Program. A comprehensive mixed method evaluation plan has been developed to assist in establishing a quality project by providing direction for improvement and to determine project effectiveness. The evaluation effort will carefully collect and analyze quantitative data and qualitative measures to make decisions about the project in relationship to meeting the overall goals and seven (7) objectives. In answering these areas, both quantitative data (data expressed in numbers) and qualitative data (data expressed in narratives or words) will be used. The evaluation plan will address quantitative project impact on student success as measured by retention in the project, course enrollment and completion, grade point average, academic progress to a degree, and retention into the second year. Qualitative evaluation measurements will be the result of focus groups, open-ended interviews, ethnography, and observations.

Early in the evaluation, baseline data will be established in the form of a normative standard, from which changes can be determined over time. The plan will include both formative and summative evaluation approaches while using both quantitative and qualitative methods. The formative processes assess implementation and process evaluation that examines the development of the project and may lead to changes in the way the project is structured and carried out. The summative evaluation addresses the second set of issues by looking at what the project has accomplished in relationship to the stated objectives.

**ii. The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.**

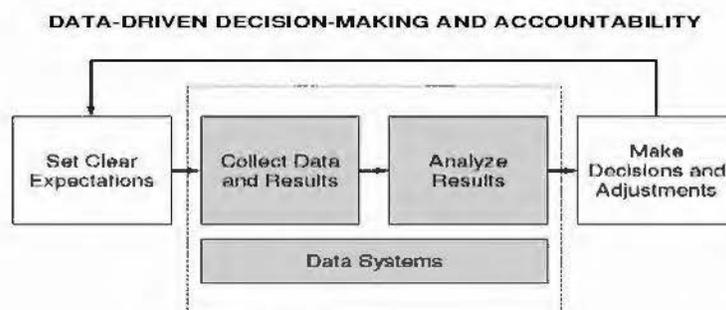
The evaluation process provides specific and measurable ways to determine levels of academic achievement and retention of CAMP participants. Formative and summative data collection and analysis processes are outlined in the chart on page 25. The Project Director will revise and re-focus the evaluation efforts as new data and information are gathered, analyzed, and presented to staff for feedback and additional interpretation. The evaluation is self-perpetuating as part of the overall project assessment so staff effectively make project improvements.

**iii. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

The Project Director assumes overall responsibility for all project activities that includes the effective use of the evaluation results. The project evaluation chart provides the Project Director and staff specific qualitative and quantitative data collection elements to guide the project in making effective programmatic changes to enhance the delivery of student services to increase the success of the participants and accomplish the federal intent for the program and stated objectives at CSULB. CAMP has created a compatible data collection system at program and university levels to share database elements to meet our common objectives and standards of

accountability. This includes the reporting requirement to the university and U.S. Department of Education. The CAMP evaluation will clarify the data elements to measure both academic and non-academic skills and will build the “Evidence Based Decision Making” partnership across the university community to allow more effective communication in data collection and analysis.

The chart below shows how this evidence based decision-making process flows:



The second way data can be used to improve student achievement is to create cross campus support teams from various campus units. The collection and analysis of data – enabled by the data systems – is the engine that drives this accountability process. Data allows for transparent evaluation of performance against the expectations that have been set. Thus, using data, we will be able to identify circumstances that prevent successful completion of the academic objectives and then allow appropriate and timely actions to correct the situation and enhance student achievement.

**PROGRAM EVALUATION**

Objectives	Formative Evaluation					Summative
	Data Elements	Data Collection Methods	Timeline Progress	Primary Personnel	Formative Review	Outcomes
Objective 1: Enroll 40 first-year migrant students	Admissions documents	Review admissions records & CAMP application	Oct-May	Director; Coordinator	Review admissions report	Number of first-year migrant students enrolled
Objective 2: 90% of complete the first year	Enrollment documents; Counselor reports	Review academic records; mid-semester progress reports	Sep-May	Counselor	Review registrar report; Review professor's reports with students	Percentage of CAMP first-year completers
Objective 3: 90% continue their post-secondary education.	Enrollment Documents; Counselor Reports	Review records; Conduct Student Focus Groups; Conduct Student Survey	Oct, Feb	Director  Counselor	Periodically review & revise services/project components to improve retention	Percentage of CAMP Completers who enroll the fall semester immediately after their first year
Objective 4: 90% receive CAMP follow-up services	Transitional Meeting; Counselor Reports	Develop list of students to other programs; Review records	On-going	Coordinator Counselor	Periodically review student academic records	Percentage of CAMP students who receive follow-up services
Objective 5: 100% attend CAMP Orientations	Registration; Agenda	Minutes; Eval with qualitative and quantitative measures	Aug, Jan	Director Coordinator Counselor	Analyze evaluation results, make appropriate changes and improvements	Percentage of CAMP students who attend & evaluate orientations as beneficial
Objective 6: 100% of CAMP staff attend 4-days of in-service training.	Registration; Agenda	Minutes; Eval with qualitative and quantitative measures	June	Director	Review/revise services/project components to improve success	CAMP staff evaluates training as beneficial.
Objective 7: 100% of first year students with unmet financial need awarded stipend.	Financial aid reports; Program requirements	Review financial aid unmet need; Counselor reports	Aug	Coordinator Counselor	Review financial aid report and Counselor report to determine stipend eligibility	Percentage of CAMP students who receive CAMP stipend

## Other Attachment File(s)

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**Rafael Topete**

(b)(6)

**Education**

**University of La Verne, La Verne, CA** 2016  
Doctor of Education in Organizational Leadership, Ed.D.

**University of Nevada Las Vegas, Las Vegas, NV** 2009  
Master in Education Educational Leadership, Workforce Education

**California State University, Los Angeles, Los Angeles, CA** 2002  
Certificate/Teaching Credential Education Specialist  
Coursework for Master in Special Education

**Pomona College**  
B.A. Sociology 1993

**Professional Experience**

**California State University Long Beach - Long Beach, CA** 2012 – Present  
Director, College Assistance Migrant Program (CAMP)

- Responsible for administration of federally funded College Assistance Migrant Program.
- Responsible for short and long-term planning and directing program's services.
- Responsible for programmatic efforts to ensure compliance with federal, state and university mandates

**EDvolution – Gonzalez, CA** 2008 - 2012  
Consultant

- Grant writing, program reviews, program evaluations, and program enhancements.
- Program planning, design, implementation to ensure compliance with applicable federal, state and university/institution mandates.
- Staff hiring, development, and training.
- Document development and record keeping.

**Nevada State College - Henderson, NV** 2010 - 2011  
TRiO Upward Bound, Interim Coordinator

- Responsible for ongoing participant recruitment.
- Responsible for public promotion of program services.
- Responsible for short and long-term planning.
- Responsible for programmatic efforts to ensure compliance with applicable federal, state and university mandates.

**University of Puerto Rico, Humacao – Humacao, Puerto Rico** 2008 - 2010  
Training Faculty, HOPE TRiO Training Grant

- Develop training on retention, graduation, and recruitment strategies.
- Develop training on diversity and diversity issues at the workplace.
- Train college equity program professionals on retention, graduation, and recruitment strategies.
- Train college equity program professionals on diversity and diversity issues at the workplace.
- Serve as a mentor to training participants.

**UNLV Center for Academic Enrichment and Outreach - Las Vegas, NV** 2005 - 2009  
Director for College Prep Programs

- Responsible for direct oversight and administration of six federally funded Educational programs.
- Responsible for short and long-term planning and directing programs' services.
- Responsible for budget of \$1.8 million annually.
- Responsible for programmatic efforts to ensure compliance with federal, state and university mandates.

- Provide direct leadership by supervising, training and evaluating a staff of coordinators, counselors, advisors and program assistants.
- Contribute in the research and writing of grants supporting the vision and mission of The UNLV Center for Academic Enrichment and Outreach.

**Los Angeles Unified School District - Los Angeles, CA** **2004 - 2005**

**Special Education Coordinator, LAUSD Special Education Support Unit**

- Responsible for oversight and administration of students with an Individualized Education Plan (IEP).
- Provided oversight for department with 18 teachers and over 30 Instructional Aides.
- Served as the District's liaison to 5 high schools and 4 middle schools in regards to Special Education issues.
- Conducted training for teachers, administrators and support staff at each of the target schools.

**Los Angeles Unified School District - Los Angeles, CA** **1996 - 2004**

**Teacher**

- Responsible for direct classroom instruction.
- Managed learning and Individualized Education Plans for an average of 17 students annually.
- Member of the School Based Management Committee from 1998 to 2004.
- Served as Special Education Department Chair from 1997 until 2003.
- Served as the Student Body Advisor from 1999 to 2004; responsible for Leadership Class and all Student Body sponsored activities.
- District "A" Level Spanish Certificate and was English Language Learner (ELL) Certified.

**Clarke & Associates - Rohnert Park, CA** **1994 - 2004**

**Consultant**

- Grant writing, program reviews, program evaluations, and program enhancements.
- Program planning, design, implementation to ensure compliance with applicable federal, state and university/institution mandates.
- Staff hiring, development, and training.
- Document development and record keeping.

**TELACU Upward Bound/Veterans Upward Bound – East Los Angeles, CA** **1995 – 1996**

**Upward Bound/Veterans Upward Bound Counselor**

- Responsible for ongoing participant recruitment.
- Responsible for public promotion of program services.
- Responsible for short and long-term planning.
- Responsible for programmatic efforts to ensure compliance with federal, state and university mandates.

**University of Southern California - Los Angeles, CA** **1993 - 1995**

**Upward Bound, UBMS, ETS Activity Coordinator**

- Responsible for ongoing participant recruitment.
- Responsible for public promotion of program services.
- Responsible for short and long-term planning.
- Responsible for programmatic efforts to ensure compliance with federal, state and university mandates.

**Accomplishments**

- Board Member, Western Association of Educational Opportunity Personnel (WESTOP) 2009 - 2012; 2010-2011 President
- Board Member, Council for Opportunity in Education (COE).
- Member of the Tournament of Roses Committee.
- Presenter and Moderator at local, regional, and national professional association conferences.

# CAROLINA MARRUJO

(b)(6)

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## PROFILE

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Dedicated and creative professional with over **seven years** of experience providing a wide range of administrative support to university programs. Establishes strong working relationships with university and community organizations to ensure the academic success of students being served. Possesses excellent written and verbal communication skills, with the ability to multi-task on multiple projects simultaneously. Bilingual in English and Spanish.

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## WORK EXPERIENCE

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### ***College Assistance Migrant Program, California State University, Long Beach, Long Beach, CA.***

Program Coordinator, 2011- Present

- Supports the Program Director with the administration, implementation, coordination and delivery of program activities, policies and regulations. Assists with preparing the Annual Performance Report and other program/university related reports. Internal clearance process for federal and state grants and contracts, monitoring of payroll, budget expenditures, and budget reconciliation. Conducts outreach, recruitment, and identification of eligible participants. Maintains current and accurate program records and files in compliance with the U.S. Department of Education Guidelines. Plans, develops and implements the annual Summer Migrant Program of 100 participants. Provides supervision to Summer Instructional Component staff

Office Manager, 2010-2011

- Served as the central reception and information point for the College Assistance Migrant Program (CAMP). Implemented the day-to-day systems and procedures of the project. Maintained communication with CAMP partners, personnel, and participants. Responsible for recruiting, training, and supervising part-time student personnel and monitoring volunteer staff.

Administrative Assistant, 2008-2010

- Provided a high-level of administrative support by conducting research, preparing reports, handling information requests, and reconciling travel expenditures. Performed clerical functions, prepared correspondences, received visitors, generated marketing materials, and scheduled meetings.

### ***Chicano and Latino Studies Department, California State University, Long Beach, Long Beach, CA.***

Clerical Assistant, 2006-2007

- Assisted the Department Office Coordinator with various office and administrative tasks, such as answering telephones, writing correspondences, scheduling, coordinating and setting up events.

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## EDUCATION

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*California State University, Long Beach, Long Beach, CA.*

Master's in Public Administration, 2012

Bachelor of Arts in Chicano & Latino Studies, 2007

Bachelor of Arts in Sociology, 2007

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**EDUCATION AND HONORS**

University of California, Los Angeles (UCLA) June 2005  
Education, Higher Education and Organizational Change, Master of Arts

California State University, Long Beach (CSULB) May 2003  
Psychology, Bachelor of Arts, Cum Laude

**PROFESSIONAL EXPERIENCE**

**Academic Counselor** October 2006-Present  
CSULB, College Assistance Migrant Program (CAMP) Long Beach, CA.

- Personal, academic, financial aid, probation/disqualification, articulation, and career counseling to migrant student
- Design, implement, and evaluate student retreat, student/parent orientations, and summer residential program
- Coordinate summer residential program, cultural events, leadership conferences, and tutoring program
- Assist the Project Director in the compilation, documentation, and submission of required federal reports
- Responsible for project evaluation and implementation of modifications
- Develop close liaisons with academic departments, student services programs, and other CAMP programs
- Taught EOP 100 a study skills and orientation to college life course for CAMP/EOP students

**Outreach Coordinator** July 2006-October 2006  
Palomar College, GEAR UP San Marcos, CA.

- Promoted college knowledge and encouraged student academic and educational success
- Oversaw and coordinated college outreach activities and academic programs
- Recommended and assisted in the implementation of specific grant goals and objectives
- Effectively used tracking system for record keeping and monitoring of project activities and program outcomes
- Developed reports concerning program evaluation and program effectiveness

**SKILLS AND ABILITIES**

Verbal and Written Fluency in Spanish  
Knowledge in higher education issues

**MEMBERSHIP TO ORGANIZATIONS**

Retention and Advising Team Member, CSULB  
Advisor Connect Center Manager, CSULB  
Financial Fitness Committee, CSULB  
University Advisor Council Member, CSULB  
Alan T. Nishio Scholarship Committee, CSULB

## **Biridiana Medina-Fuentes**

(b)(6)

### **Working Experience:**

*College Assistant Migrant Program (CAMP) at CSULB*

Long Beach, CA

Administrative Assistant

06/14-Present

- Clerical work; answer phones, schedule appointment, copies, and fax documents
- Process Travel Request/Claims & Expense forms and Hospitality Payment Request forms
- Resolves administrative problems by coordinating preparation of reports, analyzing data, and identifying solutions
- Maintains workflow by implementing cost reductions, and developing reporting procedures
- Manage calendars, travel, meeting and event arrangements
- Sort and distribute incoming mail to areas and staff within the program
- Student record keeping: preliminary roster and matriculated participants
- Financial records for participants' stipends/scholarships and other grants
- Organized and accurately maintain filing system

*Boys & Girls Club of Carson*

Carson, CA

College Bound Youth Development Professional

02/14-06/14

- Managed a case load of students' academic files
- Supervised underrepresented students and responsible for safety and well-being of the students
- Mentored high school students to pursue higher education
- Facilitated academic workshops such as financial aid, resume building, and time management
- Supervised and implemented group activities such as opening of College Bound room and mixers
- Programmed and planned semester workshops and events
- Promoted and stimulated program participation and recruited new members

*Office of Dean of Student at CSULB*

Long Beach, CA

Posting Assistant

07/12-05/13

- Familiarized with CSULB publicity and posting regulations and student organization programming
- Regulated and reinforced outdoors publicity and posting regulations
- Launched Excel to log violations and compiled summary reports
- Proofread and edited documents and trained co-workers
- Initiated routine letters, emails, and phone calls

*College Assistant Migrant Program (CAMP) at CSULB*

Long Beach, CA

Clerical Assistant

08/2008-05/2011

- Clerical work; answer phones, schedule appointment, copies, and fax documents
- Managed calendars, travel, meeting and event arrangements
- Sort and distribute incoming mail to areas and staff within the organization
- Preparing and sending outgoing mailings and packages

### **Education:**

*California State University, Long Beach*

Long Beach, CA

Bachelor of Arts in Psychology with a minor in Child Development & Family Studies

08/2008-05/2013

### **Programs as an Undergraduate:**

- College Assistance Migrant Program (CAMP)
- Educational Opportunity Program (EOP)
- Student Support Services Program (SSSP)

### **Skills:**

- Language: Bilingual/Biliterate Fluent in Spanish and English
- Ability to type 76 words per minute

**California State University, Long Beach Foundation**  
**Job Description**

WORKING TITLE:	Project Director
PAYROLL CLASSIFICATION:	Research Fellow
DEPARTMENT:	College Assistance Migrant Program (CAMP)
STATUS:	Full Time w/benefits

**ESSENTIAL JOB FUNCTIONS/REQUIREMENTS:**

Under the direction of the Executive Director of Education Equity Services, the Project Director will be responsible for the overall administration, management, design, supervision and evaluation of the program; ensure the program is in complete compliance with the U.S. Dept. of Education legislation, regulation and administrative policies governing the College Assistance Migrant Program; ensure all recruitment and retention goals are met and strict adherence to CSULB's Grants and Contracts policies and CSULB Foundation Human Resources policies are met; design, coordinate and supervise all program components; oversee participant assessment, monitoring/implementation of services and activities; administer the budget, approve expenditures, monitor line items and reconcile with CSULB Foundation Business Office; develop, implement and monitor administrative/professional policies, procedures and standards for the program; advertise, interview, hire, train, supervise and evaluate employees; plan and facilitate staff meetings; serve a CAMP liaison to all campus units and departments offering services utilized by CAMP students; inform academic, administrative and service units at CSULB of CAMP objectives, services and procedures; maintain a close liaison with all CAMP partners including middle schools, high schools, campus programs and Community Agencies who assist in student referrals and monitoring; direct the development of proposals for funding; prepare Annual Performance Reports to the U.S. Department of Education, CSULB and any other entities which may require them; document and review the effectiveness of the program and its services; recruit and assist in selection of CAMP participants through presentations at Migrant Education Program Events, home visits; conduct intake appointments;

**EDUCATION, SKILLS AND ABILITIES:**

Doctorate degree in education, student personnel, counseling or other related area preferred; Master's degree required; minimum one (1) year experience managing a federal grant or similar program for disadvantaged students required; minimum five (5) years experience in counseling or management in higher education; experience designing, implementing and evaluating education services and activities required; experience working with students who are from disadvantaged migrant families/students preferred; knowledge of budget development and monitoring preferred; minimum three (3) years supervisory experience required; ability to relate to individuals at various levels of responsibility required; commitment to the goals and objectives of the program and to the mission of CAMP. Must be able to accept constructive criticism, prioritize work load, be professional and interact positively with others. Regular attendance required.

**California State University, Long Beach Foundation**  
**Job Description**

WORKING TITLE:	Program Coordinator-Recruiter
PAYROLL CLASSIFICATION:	Administrative Support Assistant III
DEPARTMENT:	College Assistance Migrant Program (CAMP)
STATUS:	Full Time/Benefited (Exempt) 100% 12 months

**ESSENTIAL JOB FUNCTIONS:**

Under the general direction of the Executive Director of Educational Equity Services, and the direct supervision of the CAMP Project Director the Program Coordinator will provide comprehensive administrative support services; in addition to Program Coordinator duties. Administrative Support services include, but are not limited to: generating budget documents, maintaining expenditure controls; coordinating day-to-day administrative and operational activities; assisting in problem solving, program/project planning; serving as a central reception and information point for the CAMP program; assist with in-service staff training; implementing the day-to-day systems and procedures of the Project; supervision of all Program student personnel, interns, and volunteers; assist in recruiting, interviewing, hiring and training of part-time student staff; maintaining communication with CAMP partners, personnel and participants activities/services; providing a friendly, supportive atmosphere in which students feel comfortable asking for assistance and making counseling appointments and/or referrals; provide individual and small group counseling to all individuals on various topics including: college admission requirements, retention/persistence, financial aid, career exploration, internships, financial literacy, and time management; performing office management tasks such as ordering supplies and clerical tasks on a daily basis; assisting in composing and editing correspondence; maintaining and managing computerized counseling and recruitment database of all CAMP follow-up and notification of yields activities, services and CAMP enrollees demographic data, counseling and advising contacts to ensure a comprehensive tracking and follow-up.

**EDUCATION, SKILLS, AND ABILITIES:**

Master's Degree preferred; Bachelor's Degree required, in administration, business management, public policy, and/or similar related fields. Minimum of four years of job related professional experience in state/federal program coordination and university office administration. Must be able capable of communicating effectively with Program participants, postsecondary institutions, and community agencies.

Must be knowledgeable with Microsoft Office programs and data spreadsheets; proficient in desktop publishing software; ability to type 55 words per minute; dependable, flexible, patient and motivated. Flexibility in adapting to changing assignments and prioritize workload. Demonstrate sensitive to the needs of first-generation and low-income students; understanding of cross-culture values regarding education, and the ability to establish rapport with target population. Must be able to accept constructive criticism, prioritize work load, be professional and interact positively with others; ability to communicate effectively and clearly, both orally and in writing. Regular attendance required.

**California State University Long Beach, Foundation  
Job Description**

<b>WORKING TITLE:</b>	Academic Counselor
<b>PAYROLL CLASSIFICATION:</b>	Education Counselor III
<b>DEPARTMENT:</b>	College Assistance Migrant Program (CAMP)
<b>STATUS:</b>	Full-time w/benefits (Exempt) 100% time, 12 months

**ESSENTIAL JOB FUNCTIONS:**

The Camp Counselor will be 100% for 12 months under the general supervision of the Project Director. The CAMP Counselor will be a primary source of academic and career counseling for the CAMP participants as well as coordinating referral networks to monitor participant progress. In addition the Camp Counselor will be a primary source of personal counseling for CAMP participants. The Camp Counselor will work closely with the Project Director to assure that CAMP participants adjust well to the pressures and rigors of academic pursuits.

Duties to include, but are not limited to: acting as close liaison with Educational Opportunity Programs, TRIO programs, Counseling Services, Disability Services, Assessment Services, Career Center and other CSULB partners; maintaining required documentation of individual participant files (including student progress and services provided); attending staff meetings and assisting in formulation of improvements in CAMP project as relevant to individual participants; assisting the Project Director in the compilation, documentation and submission of required reports and all proposal submissions; participating in project evaluation and the implementation of modifications; referring participants to academic, career, financial aid and personal counseling; organizing career-advising workshops and coordinating job shadowing opportunities in conjunction with Career Services; assessing all participants when they are admitted and their use of approved instruments as needed; developing/utilizing an ILP (four year graduation plan) with each participant (monitor on a regular basis); interviewing, hiring, training, supervising and evaluating Graduate Assistants and residential Assistants (for Sophomore Transitional Program and Student orientation); coordinating Sophomore Transitional program, cultural events, leadership conferences, Cesar Chavez Celebration and tutoring program; providing end of semester tutoring reports to the Project Director for inclusion in student records.

**EDUCATION/EXPERIENCE:**

Master's degree in counseling, school guidance services, social work, education or college student personnel services with emphasis in counseling, psychology or related field required. Candidate must have at least two (2) years of college counseling experience (primarily with under-represented students); demonstrate outstanding organizational skills; be able to inspire and promote the mission of the migrant student population; required effective communication (both verbal and written) with individuals of various ethnic backgrounds; bilingual abilities preferred.

**COLLEGE ASSISTANCE MIGRANT PROGRAM  
JOB DESCRIPTION**

**WORKING TITLE:** Administrative Assistant  
**PAYROLL CLASSIFICATION:** Administrative Assistant I  
**DEPARTMENT:** College Assistance Migrant Program  
**STATUS:** Full-time w/benefits (non-exempt) 12 months

**ESSENTIAL JOB FUNCTIONS**

Under the general supervision of the Executive Director of EES, and the direct supervision of the CAMP Project Director, the position provides comprehensive administrative support to Project Director. Serves as the central reception and information point for the CAMP program. Implements the day-to-day systems and procedures of the project. Maintains communication with CAMP partners, personnel, and participants' activities and services. To provide a friendly, supportive atmosphere in which students feel comfortable to ask for assistance and assist in making counseling appointments and/or referrals.

**EDUCATION/EXPERIENCE:(List degrees and/or desired equivalent experience)**

- Associate's degree (A.A.) with a minimum of two years equivalent experience in field/related field. Can substitute bachelor's degree for work related experience.
- Able to type a minimum of 55 words per minute.
- Knowledge of, and proficiency with, computer programs such as Word, Excel, Power Point, and data spreadsheets.
- Ability to Word Process and must have demonstrated oral and written communication skills.
- Comprehension of desktop publishing software.
- Must be dependable, flexible, patient, and self-motivated.

<b>DUTIES AND RESPONSIBILITIES:</b> % Time	Duties / Responsibilities
50%	Generate budget documents. Maintain expenditure controls and provide monthly reconciliation reports.
30%	Interview, hire, train, supervise and evaluate clerical assistants, organize office and delegate work. Attend staff meetings and keep minutes to provide staff.
20%	Assist director in the preparation of performance reports and funding proposals as well as midyear and end of year reports.



OFFICE OF THE PRESIDENT  
CALIFORNIA STATE UNIVERSITY, LONG BEACH  
1250 BELFLOWER BOULEVARD  
LONG BEACH, CALIFORNIA 90840-0115  
562/985-4121

January 15, 2015

Lisa Ramirez, Ed.D., Director  
Office of Migrant Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Dr. Ramirez:

It is with the great enthusiasm that I write this letter of support for the continued funding of the College Assistance Migrant Program (CAMP) at California State University, Long Beach. CAMP is an integral part of our University's student retention efforts and our commitment to serve California's diverse student population.

During the past fifteen years, CAMP has made significant contributions to the admissions, retention and graduation of students from migrant backgrounds, a population that is severely underrepresented in higher education. CAMP has been a model outreach and first-year retention program. We are fortunate to have the committed and competent leadership of Rafael Topete, an able and dedicated staff, and a strong core of students who have been served by CAMP.

CAMP students have greatly contributed to the quality of the student life on campus. CAMP students are involved and hold leadership positions in various student organizations, including our student government. The accomplishments of CAMP students are recognized in the University community, and the CAMP program was recognized by the Division of Student Services as an exemplary initiative.

Recently, the University has made significant strides in enrolling CAMP freshmen as evidenced by successfully meeting CAMP's annual enrollment goals. Towards this end, we have committed to using ten alternative admission spaces for CAMP enrollees each year of the next grant cycle if current campus enrollment plans persists. The University will continue to support and incorporate the goals of CAMP within our Strategic Plan.

The College Assistant Migrant Program has my unconditional support. I urge funding for this important effort be continued.

Sincerely,

(b)(6)

Jane Close Conoley  
President

THE CALIFORNIA STATE UNIVERSITY — BAKERSFIELD • CHANNEL ISLANDS • CHICO • DOMINGUEZ HILLS • EAST BAY • FRESNO • FULLERTON  
HUMBOLDT • LONG BEACH • LOS ANGELES • MARITIME ACADEMY • MONTEREY BAY • NORTHRIDGE • POMONA • SACRAMENTO  
SAN BERNARDINO • SAN DIEGO • SAN FRANCISCO • SAN JOSE • SAN LUIS OBISPO • SAN MARCOS • SONOMA • STANISLAUS



CALIFORNIA STATE UNIVERSITY, LONG BEACH

EDUCATIONAL EQUITY SERVICES

January 15, 2015

Ms. Lisa Ramirez, Ed.D. Director  
Office of Migrant Education  
I.S. Department of Education  
400 Maryland Avenue S.W.  
Washington, DC 20202

Dear Ms. Ramirez:

I am pleased to offer my support for your application for a renewal of the College Assistance Migrant Program (CAMP) grant. As Director of Student Support Services I am fully committed to continue working with the CAMP program to increase the retention rates of the CAMP Students.

In support of the CAMP program, we offer the following contributions to the program:

- Referral of eligible migrant students from the Student Support Services Program participants
- Collaborating in recruitment activities and statewide events that will yield eligible migrant students
- Provide CAMP students the necessary follow-up services after their first year with CAMP
- Assist CAMP students in academic advising, career counseling, learning skill workshops, personal counseling and tutoring until they graduate
- Communicate with the CAMP program to ensure the success of the students who are transitioned into SSSP after their first year

In addition to the above, we will continue our partnership with the CSU, Long Beach CAMP program in involving our staff and serve as mentors, role models and motivational speakers.

We look forward to the opportunity to continue to provide support to ensure its continued success. I look forward to continue working with your program to provide the much needed retention services to the migrant community in our Long Beach area. The CAMP program has been a valuable asset to our campus.

Sincerely,

(b)(6)

Charity Bowles, MSW  
Executive Director of Educational Equity Services  
Director of Student Support Services Program/TRIO



February 10, 2015

Lisa Ramirez, Ed.D, Director  
Office of Migrant Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202

Dear Dr. Ramirez:

As the Regional Director for the Migrant Education Program in Los Angeles, California and a former migrant student myself, I have learned to recognize outstanding, innovative, and meaningful programs that support the success of migrant youth. The College Assistance Migrant Program at California State University, Long Beach, without a doubt, has demonstrated excellence in program implementation, delivery of support services, as well as building effective partnerships that enrich student's career planning opportunities while ensuring college graduation. CAMP is the only postsecondary program in the area that specifically addresses the unique and challenging needs of migrant college students.

In a time of declining resources, postsecondary education options for migrant students decrease in larger numbers. Minimal, and many times non-existent academic counseling and support, keep our migrant youth from pursuing a college education. This negative trend is counteracted by the advocacy services provided by CAMP staff, who actively reach out to migrant high schools throughout California conducting college awareness and college planning workshops. One-on-one support is provided to students and families, guiding them step by step through what often times is an unfamiliar application process. The support continues upon college entrance with academic tutoring, mentoring, and the inclusion of the family to motivate students through graduation. Years of high graduation rates clearly attest to the success of CAMP at California State University, Long Beach.

Another example of the program's outstanding implementation is the design of a partnership model that provides CAMP students with career awareness, hands-on-training, and experiences that lead to the attainment of full-time employment in professional fields. CAMP and the Migrant Education Program at the Los Angeles County Office of Education established a collaboration, which employs CAMP Interns to provide academic tutoring for migrant students in grades K-12<sup>th</sup> throughout school districts in Los Angeles County. Interns provide tutorial assistance in the areas of language arts, mathematics, school readiness, technology, fine arts, and college planning. CAMP Interns serve as one of the best role models for their young migrant peers and are also an inspiration for encouraging migrant youth to pursue a college education.



Los Angeles County Office of Education

Leading Educators • Supporting Students • Serving Communities

9300 Imperial Highway • Downey, CA 90242-2890

PP/Award # S149A150015

The long-time achievement of this collaborative model has received recognition by the California Migrant Education Program and California State University, Long Beach. At the core of this success is dedicated and committed leadership from staff of the CAMP program who seek innovative approaches to recruiting and retaining our migrant college students. This outstanding leadership and program excellence is to be commended and supported for continued funding.

I am pleased to express my highest recommendation for the continued operation of the College Assistance Migrant Program at California State University, Long Beach. If you would like additional information regarding this recommendation, please contact me via email at [Mendoza\\_Lupe@lacoe.edu](mailto:Mendoza_Lupe@lacoe.edu) or by phone at (562) 922-6832.

Sincerely,

(b)(6)

Guadalupe Mendoza, Regional Director  
Migrant Education Program - Region 10  
Los Angeles County Office of Education



CALIFORNIA STATE UNIVERSITY, LONG BEACH

---

January 15, 2015

Ms. Lisa Ramirez, Ed. D., Director  
Office of Migrant Education  
I.S. Department of Education  
400 Maryland Avenue S.W.  
Washington, DC 20202

Dear Ms. Ramirez:

I am pleased to offer my support for your application for a renewal of the College Assistance Migrant Program (CAMP) grant. The CAMP at CSU, Long Beach has always demonstrated to be one of the leading programs for migrant students at the University. It has always proven to be effective and be a model program for all CAMP programs across the nation.

In support of the CAMP program, we offer the following contributions to the program:

- Referral of eligible migrant students from the Long Beach and Los Angeles Areas that apply through the CSULB Educational Opportunity Program
- Collaborating in recruitment activities and statewide events that will yield eligible migrant students
- Provide training/professional development sessions for CSULB CAMP staff as appropriate
- Include potential CAMP applicants in tours for students who may wish to apply to CSULB
- Participation of staff to serve as lecturers, advisors and mentors
- Access to EOP services and resources that are available to CAMP students

In addition to the above, we will continue our partnership with the CSU, Long Beach CAMP program in involving our staff and serve as mentors, role models and motivational speakers.

We look forward to the opportunity to continue to provide support to ensure its continued success. I look forward to working with your program to provide the much needed first year retention services to the migrant community in your area.

Sincerely,

(b)(6)

Andrew Espinoza  
Director  
Educational Opportunity Program  
California State University, Long Beach



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center  
Financial Management Portfolio  
Cost Allocation Services

90 7<sup>th</sup> Street, Suite 1-600  
San Francisco, CA 94103-6705  
PHONE: (415) 437-7820  
FAX: (415) 437-7823  
EMAIL: CAS-SF@psc.hhs.gov

August 25, 2014

Brian M. Nowlin  
Chief Operating Officer  
California State University, Long Beach Research Foundation  
Formerly: CSU, Long Beach and the Foundation  
6300 State University Drive, Suite 332  
Long Beach, CA 90815

Dear Mr. Nowlin:

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 EMAIL OR FAX, retaining the copy for your files. We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

A fringe benefit proposal together with required supporting information must be submitted to this office for each fiscal year in which your organization claims indirect costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on your fiscal year ending 06/30/14 is due in our office by 12/31/14. Please submit your next proposal electronically via email to [CAS-SF@psc.hhs.gov](mailto:CAS-SF@psc.hhs.gov).

Sincerely,

(b)(6)

Arif Kahim, Director  
Cost Allocation Services

Attachment

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY EMAIL OR FAX

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 95-6106694

DATE: 08/25/2014

ORGANIZATION:

FILING REP.: The preceding

Calif State Univ, Long Beach Research Fdn

agreement was dated

Frmly: CSU, Long Beach & the Fdn

03/26/2014

6300 State University Drive, Suite 332

Long Beach, CA 90815

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.

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**SECTION I: INDIRECT COST RATES**

RATE TYPES:	FIXED	FINAL	PROV. (PROVISIONAL)	PRBD. (PREDETERMINED)	
<u>EFFECTIVE PERIOD</u>					
<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2013	06/30/2014	44.50	On-Campus	Organized Research
PRED.	07/01/2014	06/30/2015	45.50	On-Campus	Organized Research
PRED.	07/01/2015	06/30/2016	46.50	On-Campus	Organized Research
PRED.	07/01/2016	06/30/2017	47.50	On-Campus	Organized Research
PRED.	07/01/2013	06/30/2017	26.00	Off-Campus	Organized Research
PRED.	07/01/2013	06/30/2014	54.10	On-Campus	Instruction
PRED.	07/01/2014	06/30/2017	50.50	On-Campus	Instruction
PRED.	07/01/2013	06/30/2017	26.00	Off-Campus	Instruction
PRED.	07/01/2013	06/30/2014	43.20	On-Campus	Other Sponsored Activities
PRED.	07/01/2014	06/30/2017	47.50	On-Campus	Other Sponsored Activities
PRED.	07/01/2013	06/30/2017	26.00	Off-Campus	Other Sponsored Activities

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ORGANIZATION: Calif State Univ, Long Beach Research Fdn Frmlly:  
CSU, Long Beach & the Fdn  
AGREEMENT DATE: 8/25/2014

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2017	Until Amended		(1)	

\*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 a portion of each subgrant and subcontract in excess of \$25,000.

(1) use same rates and conditions as those cited for fiscal year ending June 30, 2017.

ORGANIZATION: Calif State Univ, Long Beach Research Fdn Fmly:  
CSU, Long Beach & the Fdn  
AGREEMENT DATE: 8/25/2014

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**SECTION I: FRINGE BENEFIT RATES\*\***

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<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2014	6/30/2015	14.80	Foundation	Regular Employees

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

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

ORGANIZATION: Calif State Univ, Long Beach Research Fdn Frmlly:  
CSU, Long Beach & the Fdn  
AGREEMENT DATE: 8/25/2014

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SECTION II: SPECIAL REMARKS

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TREATMENT OF FRINGE BENEFITS:

For Foundation Regular Employees, this organization uses a fringe benefit rate which includes the costs of State unemployment, Retirees Medical, and Cafeteria Plan and is applied to salaries and wages and budgeting and charging purposes for Federal projects. Actual costs are used for charging purposes for the following fringe benefits: FICA, WORKERS COMPENSATION, HEALTH/LIFE INSURANCE, DISABILITY, MEDICARE AND RETIREMENT.

For Foundation employment categories other than Foundation Regular Employees, the organization uses a fringe benefit rate which includes the costs of State Unemployment and is applied to salaries and wages for budgeting and charging purposes for Federal projects. Actual costs are used for charging purposes for the following fringe benefits: FICA, WORKERS COMPENSATION, AND MEDICARE.

For University Employees, a state calculated fringe benefit rate is used for budgeting purposes for Federal projects. Faculty are released to the Foundation when working on Federal projects, and fringe benefits are reimbursed by the Foundation to the University. The following fringe benefits are treated as direct costs: SUI, SDI, WORKERS COMPENSATION, HEALTH/LIFE INSURANCE, AND RETIREMENT.

TREATMENT OF PAID ABSENCES

For Foundation Regular Employees, the cost of Vacation and Other Paid Absences (OPA) are included in a Fringe benefit rate and are not included in direct charges for salaries and wages. Charges for salaries and wages must exclude those paid to Foundation Regular Employees on Vacation or OPA.

For Foundation employment categories other than Foundation Regular Employees, Vacation and OPA are not provided. Thus, charges separate from salaries and wages are not made for this type of benefit.

For University Employees, Vacation and OPA are included in salaries and wages. Separate claims for these costs are not made. Faculty are released to the Foundation when working on Federal projects, and Vacation and OPA are reimbursed by the Foundation to the University as part of the normal charge for salaries and wages.

ORGANIZATION: Calif State Univ, Long Beach Research Fdn Fmly:  
CSU, Long Beach & the Fdn  
AGREEMENT DATE: 8/25/2014

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHARGES:

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-31, 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:

Calif State Univ, Long Beach Research Fdn Fmly: CSU, Long Beach & the Fdn

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

(SIGNATURE)

Brian M. Nowlin, Ed.D.

(NAME)

Chief Operating Officer

(TITLE)

08/27/2014

(DATE)

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

8/25/2014

(DATE) 0171

HHS REPRESENTATIVE: Helen Pung

Telephone: (415) 437-7830

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**CSULB COLLEGE ASSISTANCE MIGRANT PROGRAM**

**BUDGET NARRATIVE**

The College Assistance Migrant Program (CAMP) budget was carefully constructed within the federal regulations to adequately support the project and makes effective use of grant funds and all resources provided directly by the applicant and indirectly through other offices at the university in order to successfully obtain the objectives and overall purpose of the CAMP program. The costs of project services are reasonable in relation to the costs of similar services provided at the college.

<b>2015-2020 Detailed Budget</b>					
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>1. PERSONNEL COSTS</b>					
A. Project Director (12 months FT)	\$79,560	\$79,560	\$79,560	\$79,560	\$79,560
B. Counselor (12 months FT)	\$52,749	\$52,749	\$52,749	\$52,749	\$52,749
C. Program Coordinator/Recruiter (12 months FT)	\$44,553	\$44,553	\$44,553	\$44,553	\$44,553
D. Program Assistants Administrative Assistant	\$27,851	\$27,851	\$27,851	\$27,851	\$27,851
<b>SubTotal FT Salaries</b>	<b>\$204,713</b>	<b>\$204,713</b>	<b>\$204,713</b>	<b>\$204,713</b>	<b>\$204,713</b>
<b>TOTAL PERSONNEL COSTS</b>	<b>\$ 204,713</b>				
<b>2. FRINGE BENEFITS</b>					
<b>FT salaries 63.48%</b>	\$129,952	\$129,952	\$129,952	\$129,952	\$129,952
<b>TOTAL FRINGE BENEFITS</b>	<b>\$129,952</b>	<b>\$129,952</b>	<b>\$129,952</b>	<b>\$129,952</b>	<b>\$129,952</b>
<b>3. STAFF TRAVEL</b>					
A. Federal Migrant Directors Meeting					
Transportation (Ground & Air \$600)	\$600	\$600	\$600	\$600	\$600

Hotel (3 nights @ \$175/night)	\$525	\$525	\$525	\$525	\$525
Meals (4 days @ \$55)	\$220	\$220	\$220	\$220	\$220
<b>B. State Migrant Parent Conference</b>					
Conference \$50 x 4 people	\$200	\$200	\$200	\$200	\$200
<b>C. Recruitment Activities / Travel/Mileage</b>					
Rental Vehicle (\$40/Day X 10 days)	\$400	\$400	\$400	\$400	\$400
Gas and Incidentals	\$500	\$500	\$500	\$500	\$500
Hotel ( 10 nights @ \$100)	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Meals ( 10 days @ \$55)	\$550	\$550	\$550	\$550	\$550
<b>D. Western Stream Conference - HEP/CAMP National Conference</b>					
Registration	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
Transportation (Air/Ground)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Hotel/Meals	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
<b>E. CA CAMP Consortium Meetings</b>					
Transportation (Rental + gas = 150/ Trip)	\$900	\$900	\$900	\$900	\$900
Hotel (2 nights @ \$100/night)	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
Meals (3 days @ \$55)	\$990	\$990	\$990	\$990	\$990
<b>TOTAL TRAVEL</b>	<b>\$12,285</b>	<b>\$12,285</b>	<b>\$12,285</b>	<b>\$12,285</b>	<b>\$12,285</b>
<b>4. EQUIPMENT</b>					
<b>TOTAL EQUIPMENT</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>5. SUPPLIES</b>					
<b>A. Miscellaneous Office Supplies</b>					
Stationary, transparencies, pens, pencils, sharpeners, paper, envelopes, etc.)	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
<b>TOTAL SUPPLIES</b>	<b>\$12,000</b>	<b>\$12,000</b>	<b>\$12,000</b>	<b>\$12,000</b>	<b>\$12,000</b>
<b>6. CONTRACTUAL SEMINARS</b>					
<b>TOTAL CONTRACTUAL SEMINARS</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

<b>7. CONSTRUCTION</b>					
<b>TOTAL CONSTRUCTION</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>8. OTHER</b>					
A. Duplicating /Printing and Copying	\$7,941	\$7,941	\$7,941	\$7,941	\$7,941
B. Membership Dues					
(National HEP / CAMP Association dues)	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
C. Telephones / 1 Fax / 3 Cell Phones	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
D. Postage/Mail outs	\$200	\$200	\$200	\$200	\$200
E. On-Campus Activities					
Recruitment Activities	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Welcome Week / Finals \$250 per semester	\$500	\$500	\$500	\$500	\$500
F. Cultural Activities/student activities					
Family Cultural Night	\$200	\$200	\$200	\$200	\$200
Student Activities	\$250	\$250	\$250	\$250	\$250
Staff In Service Training	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Student Orientation/Transitional Mtgs	\$500	\$500	\$500	\$500	\$500
End of the Year Recognition Reception	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Parent Orientation / Activities	\$500	\$500	\$500	\$500	\$500
Computer Technician Services / Personal Services	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
<b>TOTAL OTHER</b>	<b>\$19,291</b>	<b>\$19,291</b>	<b>\$19,291</b>	<b>\$19,291</b>	<b>\$19,291</b>
<b>9. TOTAL DIRECT CHARGES</b>					
<b>TOTAL DIRECT CHARGES</b>	<b>\$ 378,241</b>				
<b>10. TOTAL INDIRECT CHARGES [8% of Direct Charges]</b>					
<b>TOTAL INDIRECT CHARGES( F &amp; A) Cost</b>	<b>\$30,259</b>	<b>\$30,259</b>	<b>\$30,259</b>	<b>\$30,259</b>	<b>\$30,259</b>
<b>11. TRAINING STIPENDS</b>					

<b>A. Training (Direct Student Expenses)</b>					
CAMP Grant [\$400 x 40 participants]	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000
Medical Emergency Services	\$500	\$500	\$500	\$500	\$500
<b>TOTAL TRAINING STIPENDS</b>	<b>\$16,500</b>	<b>\$16,500</b>	<b>\$16,500</b>	<b>\$16,500</b>	<b>\$16,500</b>
<b>12. TOTAL COSTS</b>	<b>\$ 425,000</b>				

**B. Budget is Reasonable:** The budget is driven by the objectives, scope, intensity, and costs of the services required to generate the desired outcomes. The budget is adequate to support the project’s services and activities and reasonable in relationship to the anticipated results and benefits. The cost for each major line item in the budget represents reasonable costs for the size, duration, and day-to-day operation of a CAMP Program. We have determined the type of positions and number of personnel required to deliver the intensity and depth of project services to the CAMP participants. The overall estimated project cost per participant is well within an appropriate range to provide recruitment, comprehensive academic and personal services, and activities.

**Personnel and Benefits:** Project staff salaries are within the range for comparable positions in the university’s salary union schedule to reflect academic attainment, experience, and length of service to the project. Salary and benefits are based on current state, federal and university’s union policy and cost rates, as well as high cost of living. Health and dental benefits are made available to all staff, which enhances the project’s ability to attract and retain well-qualified personnel and in accordance with the Affordable Health Care Act.

**Supplies and Services:** Costs are based on college’s procurement procedures and includes discounts where appropriate. The budget amounts, as indicated, are necessary to carry out this

proposed project. Full funding is required to effectively execute project activities with the necessary supplies and services.

**Travel:** The goal of all travel is to promote professional development and improve the ability of the staff to provide effective and efficient service to CAMP participants. CAMP policy will require that all staff members submit a written or present an oral report to share information with the whole staff. Additionally, the Student Affairs Division offers professional development workshops annually for all Student Services Personnel. Various types of travel are available to staff, as is consistent with U.S. Department of Education and CSULB's travel policies. Field trips opportunities will also be provided to give the participants direct exposure to a variety of professions and cultural activities.

**Cost Effective:** The CAMP Program budget is cost effective given the project goals, number of students, and expected outcomes, especially when compared to the well-organized comprehensive delivery model of this CAMP Program versus the fragmented services generally available on campus.

**Adequacy to Support the Project:** In conjunction with the institutional support, the budget adequately provides the level of funding sufficient to conduct the program's designed tasks and activities to achieve the CAMP objectives. The CAMP Program will use 100% of the funds, resources, and personnel to achieve the project objectives.

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

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

Name of Institution/Organization

California State University Long Beach Research Foundation

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	204,713.00	204,713.00	204,713.00	204,713.00	204,713.00	1,023,565.00
2. Fringe Benefits	129,952.00	129,952.00	129,952.00	129,952.00	129,952.00	649,760.00
3. Travel	12,285.00	12,285.00	12,285.00	12,285.00	12,285.00	61,425.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00	60,000.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	19,291.00	19,291.00	19,291.00	19,291.00	19,291.00	96,455.00
9. Total Direct Costs (lines 1-8)	378,241.00	378,241.00	378,241.00	378,241.00	378,241.00	1,891,205.00
10. Indirect Costs*	30,259.00	30,259.00	30,259.00	30,259.00	30,259.00	151,295.00
11. Training Stipends	16,500.00	16,500.00	16,500.00	16,500.00	16,500.00	82,500.00
12. Total Costs (lines 9-11)	425,000.00	425,000.00	425,000.00	425,000.00	425,000.00	2,125,000.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 2014-07-01-01 To: 2017-06-30-07 (mm/dd/yyyy)

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

The Indirect Cost Rate is 45.50 %.

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

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

Name of Institution/Organization

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

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

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED Form No. 524

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Rafael		Topete	

Address:

Street1:	College Assistance Migrant Program
Street2:	6300 State University Drive Suite 332
City:	Long Beach
County:	Los Angeles
State:	CA: California
Zip Code:	90815-4670
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(562) 985-2006	(562) 985-2003

Email Address:

Rafael.Topete@csulb.edu
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**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

Yes Provide Exemption(s) #: 

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No Provide Assurance #, if available: 

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

	Add Attachment	Delete Attachment	View Attachment
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