

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



**APPLICATION FOR GRANTS
UNDER THE**

CAMP-84.149A-1

CFDA # 84.149A

PR/Award # S149A150023

Grants.gov Tracking#: GRANT11833988

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="02/12/2015"/>	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="826000945"/>	* c. Organizational DUNS: <input type="text" value="075746271"/>
---	---

d. Address:

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

e. Organizational Unit:

Department Name: <input type="text" value="College Assistance Migrant Pro"/>	Division Name: <input type="text" value="Diversity and Human Rights"/>
---	---

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="208-885-5173"/>	Fax Number: <input type="text" value="208-885-5170"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

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:

College Assistance Migrant Program

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

Add Attachment

Delete Attachment

View Attachment

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

University of Idaho College Assistance Migrant Program (UI CAMP)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Archibald Harner	Acting Director, Office of Sponsored Programs
APPLICANT ORGANIZATION	DATE SUBMITTED
Regents of the University of Idaho	02/12/2015

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: University of Idaho
* Street 1: 875 Perimeter Drive Street 2: MS 3020
* City: Moscow State: ID: Idaho Zip: 83844-2020
Congressional District, if known: ID-001

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

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Migrant Education_College Assistance Migrant Program CFDA Number, if applicable: 84.149
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8. Federal Action Number, if known: []	9. Award Amount, if known: \$ []
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix [] * First Name N/A Middle Name []
* Last Name N/A Suffix []
* Street 1 N/A Street 2 []
* City N/A State [] Zip []

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

Prefix [] * First Name N/A Middle Name []
* Last Name N/A Suffix []
* Street 1 [] Street 2 []
* City [] State [] Zip []

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

* Signature: Archibald Harner
* Name: Prefix [] * First Name Archibald Middle Name []
* Last Name Harner Suffix []
Title: Acting Director, Office of Sponsored Programs Telephone No.: 208.895-6651 Date: 02/12/2015

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

PR/Award # S149A150023

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPACompliance1007573053.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provision Act (GEPA) 427 Statement

University of Idaho (UI) is particularly interested in reaching migrant and seasonal farm working students and their families, most of who are from Hispanic backgrounds and in which Spanish is their first language. All CAMP recruitment and outreach materials will be printed in both English and Spanish. At least half of the staff will speak Spanish in order to communicate most effectively with potential students and their families, and UI will encourage hiring staff that represent the targeted population being served. Special needs students and employees will be provided accommodations on an individual basis with the assistance of the Office of Human Rights, Access and Inclusion, and Disability Support Services (DSS). UI CAMP is housed in a building that meets ADA regulations.

Statement of Equal Opportunity: The University of Idaho recognizes that previous discrimination in employment based upon race, color, national origin, religion, sex, age, disability, or status as a Vietnam-era veteran has foreclosed economic opportunity to a significant number of people in the United States. To correct this inequity and to afford everyone the opportunity to participate without discrimination, UI pledges to eliminate all vestiges of policy that tended, intentionally or otherwise, to discriminate on the grounds proscribed by federal and state laws and, in order to eliminate all traces of discrimination, to take affirmative action to recruit, employ, and promote qualified members of those groups formerly excluded. (Ref: FSH 3060)

In conclusion, UI has policies and procedures in place that promote equal opportunity practices and has incorporated these policies in student enrollment, academics, athletics, and extracurricular activities. UI CAMP will incorporate all above standards in its project.

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		
<input style="width: 100%;" type="text" value="Regents of the University of Idaho"/>		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Archibald"/>	Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Barner"/>	Suffix: <input style="width: 100px;" type="text"/>	
* Title: <input style="width: 300px;" type="text" value="Acting Director, Office of Sponsored Programs"/>		
* SIGNATURE: <input style="width: 350px;" type="text" value="Archibald Barner"/>	* DATE: <input style="width: 150px;" type="text" value="02/12/2015"/>	

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Name of Applicant: University of Idaho College Assistance Migrant Program (UI CAMP)

Location: One Location: Moscow, Idaho, a *residential* project, lies within a 4 hour radius of high migrant/seasonal farm worker (MSFW) populations in Idaho, Washington, and Oregon.

UI CAMP will provide academic, supporting services, and financial assistance to **MSFW** students to assist in their success in higher education. This project will serve **35 participants** annually. Six measurable *objectives* have been developed to ensure student success they are:

Objective 1: *35 migrant/seasonal students will be enrolled by the fall of each project year.*

Objective 2: *86% of the CAMP Scholars will complete their first academic year in good academic standing with a minimum of 24 credits (GPRA 1).* **Objective 3:** *100% of the CAMP Scholars will be provided academic support.* **Objective 4:** *100% of the CAMP Scholars will be provided supporting services.*

Objective 5: *100% of the CAMP Scholars will be provided financial support.* **Objective 6:** *85% of the CAMP Scholars who successfully complete their first academic year of college will continue in postsecondary education (GPRA 2).*

The *project activities* will be implemented by utilizing the established CAMP learning community through: bilingual orientation and retreat activities, financial aid assistance, academic, career and cultural activities to promote retention. To ensure our CAMP Scholars persist to graduation, UI has provided institutional financial assistance to continuing students their sophomore through senior years of study. *Invitational priority 1* will be addressed by providing students with increased access engaging coursework in STEM by focusing on intensive tutoring in Math to master the rigor of the curriculum.

The proposed *outcomes* for UI CAMP will be to 1) Enroll 35 MSFW students annually to participate in UI CAMP. 2) Provide academic, supporting services and financial aid and 3) Retain Scholars in good academic standing to continue on to their second year and beyond to graduation.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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(iii) Specific gaps or weaknesses have been identified and will be addressed	4
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1. NEED FOR AND SIGNIFICANCE OF PROJECT

1(i) The magnitude of the need for the services and activities to be provided by the project

Since 1999, University of Idaho College Assistance Migrant Program (UI CAMP), a *residential* program, has served 525 UI CAMP-eligible students. UI CAMP has been successful in achieving our recruitment goal each year and met or exceeded the GPRA requirements; this past performance demonstrates the need for the project to continue to serve Migrant Seasonal Farm Workers (MSFW) at the University of Idaho (UI). UI CAMP will continue to serve 35 CAMP-eligible students per year who are limited in income and first generation college students who come from a MSFW background from specific regions in Idaho, Washington, and Oregon, where the MSFW population is significant and where resources for pursuing postsecondary education are limited. Due to our geographical location, we are able to recruit within these three states which are within a four hour radius.

National statistics emphasize the magnitude of the need for services for MSFW students. The majority (98%) of the MSFW population are Latino (Diaz, 2012). 45-60% of MSFW school-aged students are high-school dropouts (Statesman, 2014), compared to the national Latino student dropout rate of 21% (United States Census, 2013). In 2013, Latinos were ranked the second largest ethnic group to take the ACT but had lower scores than Asian, White, and African Americans. In 2012, Latinos who completed high school had a higher attendance rate in college than other groups: 70% compared to their White (66%) and African American peers (56%) (Excelencia, 2015), but their bachelor degree attainment has only risen 3% in 30 years

Many migrant/seasonal school-age children enter the workforce to augment family income. These young workers contribute to the low Latino high school graduation rate (66%) with only 15% attaining their Bachelor's degree (United States Census, 2013). The average migrant farm

worker is 20 to 44 years of age with a sixth grade education (Student Action with Farmworkers, 2015). Many migrant farm workers speak little or no English making it difficult to acquire high paying skilled jobs. The national average hourly rate of pay for an agricultural worker is \$9.09 per hour, below the poverty level; many farmworkers are paid on a piece rate and do not make the state’s minimum wage (YAYA Network of the National Farm Worker Ministry, 2015)

The agricultural regions of Idaho, Washington, and Oregon have a multi-billion dollar industry that depends on the work of MSFW (Doyle, 2013). Table 1 provides information on the regions in each of the three states that will be served.

Table 1: Description of the Target Population
Snake River Region Idaho
<ul style="list-style-type: none"> • Latino population: 190,315 (United States Census, 2013) • 32,562 are MSFW (Doyle, 2013) • 99% of MSFW are Latino (M. Wells, Personal Comm., Jan. 14, 2015) • Average hourly pay for MSFW is \$7.25 (Idaho Department of Labor, 2015) • 59% high school graduation rate for Latinos, of which only 9% move on to attain a Bachelor’s degree (National Center for Education Statistics, 2012) • Labor Intensive Crops: Potatoes, sugar beets, hops, onions, prunes, apples, and dairies
Central and Eastern Regions of Washington
<ul style="list-style-type: none"> • Latino population: 829,597 (United States Census, 2013) • 229,260 are MSFW (Doyle, 2013) • 97% of the MSFW are Latino (L. Campos, Personal Comm., Feb. 2, 2015) • Average hourly pay for MSFW is \$9.47 (United States Department of Labor, 2015) • Latino high school graduation rate is 63% with only 14% attaining their Bachelor’s degree (National Center for Education Statistics, 2012) • Labor Intensive Crops: Apples, potatoes, nurseries, cherries, pears, grapes, and dairies
Northern and Eastern Regions of Oregon
<ul style="list-style-type: none"> • Latino population is 483,397 (United States Census, 2013) • There are 98,391 MSFW (Doyle, 2013) • 98% are Latino. (A. Ramos-De Jesus, Personal Comm., Feb. 9, 2015) • Average hourly pay for MSFW is \$9.25 (Burchard, 2014) • Latino high school graduation rate of 62% with only 14% moving on to attain their Bachelor’s degree (National Center for Education Statistics, 2012) • Labor Intensive Crops: grapes, Christmas trees, onions, pears, cherries, and watermelons

These economic and educational challenges emphasize the need for supporting services for MSFW students to gain access to college and receive assistance, to persist to graduation.

1(ii) The extent to which the project will address the needs of disadvantaged individuals

A program design will address *Academic*, *Supporting Services*, and the *Financial* needs of eligible MSFW students based on UI CAMP’s demonstrated record of success. CAMP staff will ensure project services will be targeted towards eligible students who themselves have, or have immediate family members who have spent a minimum of 75 days during the past 24 months as a MSFW or have participated or are eligible to participate in Migrant Education Program under part C of Title 1, or have participated in Section 167 of the Workforce Investment Act. Table 2 identifies the needs of the MSFW students and how UI CAMP will address those needs.

Table 2: Addressing Needs of Disadvantaged Individuals	
Needs of Target Population	How UI CAMP will Address Needs
Academic	
<p>1a. Need for preparation of postsecondary education due to frequent moves, language barriers, and low resources in rural schools.</p> <p>2a. Need for academic support in the areas of college advising, registration, transitional guidance, networking and resource referral.</p> <p>3a. Need for academic opportunities for the student to engage with faculty, staff and students promoting a positive college experience.</p>	<p>1a. Advising in course selection, tutoring, and study skills.</p> <p>2a. Provide monthly one on one meetings to address concerns, CAMP Freshman Transition course and connect to mentoring opportunities by CAMP Alumni Association for career planning.</p> <p>3a. Monthly grade reports to promote interaction with faculty and staff.</p>
Supporting Services	
<p>1h. Need for exposure to the critical information about the benefits of higher education.</p> <p>2b. Need for support for college admissions process as high school staff is limited in time.</p> <p>3b. Need for higher college aspiration due to limited awareness.</p> <p>4b. Need to feel connected and belong to the institution.</p> <p>5b. Need for role models who are from the similar background demonstrate success.</p>	<p>1h. Visitations to rural communities to provide guidance to family and students.</p> <p>2b. Individualized support for college application processing.</p> <p>3b. Deliver college information to parents and students through high school, parent nights, and college fairs.</p> <p>4b. Bilingual culturally relevant programs allow students to feel connected to the university community.</p> <p>5b. Interaction with former CAMP students. CAMP alumni will also serve as mentors.</p>

Financial	
<p>1c. Need for bilingual information for parents explaining college costs.</p> <p>2c. Need for financial aid.</p>	<p>1c. Provide bilingual parent orientation to explain student financial aid packages.</p> <p>2c. Assist students to complete FAFSA and other financial aid.</p>

1(iii) Specific gaps or weaknesses have been identified and will be addressed

A needs assessment was conducted to identify services and opportunities that were limited for MSFW students at UI. Based on findings, the following three services are limited at UI and will be addressed in the project. **A) Low capacity of recruitment efforts:** Recruitment of the target population requires significant services. The most significant being bilingual information for students and parents to overcome language barriers. Sound recruitment strategies will be further developed to recruit MSFW students. Funding for UI CAMP will enable capacity building for recruitment to continue and will support services to the student population to be served by CAMP. **B) Decentralized student service infrastructure:** Many student services are located in different areas of the University. As a result, students may become disengaged and lost within the educational system that has a one-size fits all infrastructure. The UI CAMP will act as a “one-stop shop” for targeted students, providing them with centralized, accessible academic advising, supporting services, and critical follow-through to ensure academic success. **C) Computer skills:** Web-based learning systems that are commonly used at the UI—such as BBLearn and MyMathLab —are not taught at the high school level and only 37% of lower-income households have Internet (Linkon, 2010). UI CAMP will provide computer instruction and will connect students with appropriate computer skill development opportunities.

1(iv) The importance or magnitude of the results/outcomes likely to be attained

UI established culturally responsive recruitment and outreach that targets MSFW students and families, making bilingual information available for the admissions and financial aid application process, university housing options, and campus resources. Therefore, UI will continue to increase the enrollment of MSFW students from target areas at UI. The CAMP Diversity Scholarship has been allocated and developed to support persistence to graduation for UI CAMP Scholars their sophomore through senior year. Consequently, the financial support through these scholarships will increase the persistence and graduation of our MSFW students. UI CAMP expects that over 86% of the participants will finish their first year in good academic standing while completing a minimum of 24 hours of college credit (GPRA 1) and over 85% of those students will continue to their second year (GPRA 2).

UI CAMP continues to impact institutional efforts by developing and strengthening cultural competence in recruitment and student supporting services. The students will graduate and find careers that pays them well, rather than working in the fields; and they will also become role models to other MSFW students. This culturally responsive recruitment and outreach model is now used by the UI to better serve our general Latino student populations, as well as emphasize the need for development in bilingual recruitment programming. When UI CAMP was first funded at the UI, the Latino enrollment was below 200; it is now over 800. Therefore, numbers have increased in recruitment for students of color. The Office of Multicultural Affairs (OMA), which reaches out to a diverse first-year student population, adopted the model. The year before the model was used by OMA, the retention rate for first-year Latino students was 69%, compared to 82% last year. This data demonstrates the impact of retention efforts and support services for students of color. If funded, CAMP will continue the collaborative efforts

and expect the annual upward trend of 5% in recruitment and the retention of students of color to match CAMP's performance results of over 86% (Institutional Research, 2014).

2. QUALITY OF PROJECT DESIGN

2(i) The goals, objectives, and outcomes to be achieved are specified and measureable

Since 1999, UI CAMP has met or exceeded the GPRA indicators. Our CAMP Scholars maintain an average GPA of 2.9 or better, exceeding the 2.0 minimum requirement for good academic standing. The six measurable objectives below will support successful student outcomes. Activities associated with each objective are in Section 5.1., Quality of the Management Plan.

<i>Table 3: UI CAMP Objectives and Outcomes</i>
Objective 1: <i>35 migrant/seasonal students will be enrolled by the fall of each project year.</i>
Outcome: 35 migrant/seasonal farm working students will be accepted and enrolled in UI CAMP.
Objective 2: <i>86% of the CAMP Scholars will complete their first academic year in good academic standing with a minimum of 24 credits (GPRA 1).</i>
Outcome: By maintaining good academic standing, at least 30 CAMP Scholars will be eligible to persist in their degree programs and continue to work towards degree attainment.
Objective 3: <i>100% of the CAMP Scholars will be provided academic support.</i>
Outcome: By the end of each project year, 35 CAMP Scholars will be provided advising, tutoring, academic, and career counseling services to address academic needs.
Objective 4: <i>100% of the CAMP Scholars will be provided supporting services.</i>
Outcome: 35 CAMP Scholars will be provided opportunities to attend orientation, leadership and cultural enrichment activities promoting retention to graduation.
Objective 5: <i>100% of the CAMP Scholars will be provided financial support.</i>
Outcome: 35 CAMP Scholars will receive training stipend, complete FAFSA, and apply to additional scholarships as documented in their Career Portfolios, and will gain knowledge and experience about the financial aid.
Objective 6: <i>85% of the CAMP Scholars who successfully complete their first academic year of college will continue in postsecondary education (GPRA 2).</i>
Outcome: Out of the minimum of 31 completers (GPRA 1), at least 26 CAMP Scholars will continue in higher education to their sophomore year.

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

UI CAMP will focus on outreach and recruitment to enroll students from the target populations, providing them with services that meet their needs (see Table 2 on page 3).

Academic and supporting services such as social, cultural, and career exploration activities will support CAMP Scholars during their freshman year; helping them to complete the first year in good academic standing (GPRA 1). Ten percent of allowable project time will be dedicated to follow-up services to CAMP Scholars who complete their first year, helping them to persist in postsecondary education (GPRA 2).

Outreach and Recruitment: CAMP-eligible students will be identified by bilingual outreach and recruitment at high schools within the target areas with high MSFW student populations; working with state migrant program coordinators and liaisons; and collaboration with pre-college programs such as the High School Equivalency Program (HEP), Community Council of Idaho (CCI), Upward Bound, and Educational Talent Search (ETS) program.

During the initial recruitment phase, the Recruitment Specialist will verify student eligibility by ensuring that: 1) the student or their immediate family member has spent a minimum of 75 days during the past 24 months in migrant and seasonal farm work, or 2) that the student has participated or is eligible to participate in programs under Part C of Title I, or 3) has participated in or is eligible to participate in Section 167 of the Workforce Investment Act of 1998. CAMP Scholars must also meet the academic requirements for admittance at the University of Idaho.

Students who apply for CAMP will be provided individualized assistance, coordinated with a high school counselor or advocate, to complete the: 1) UI CAMP application, 2) UI Admissions application, 3) ACT/SAT exam, 4) submission of high school transcripts, and 5) completion and submission of FAFSA. UI CAMP staff will also provide assistance with the special admissions

process, for those that are not directly admitted to the UI. UI CAMP staff will interview students to assess and rank their academic, financial, and supporting services needed.

Academic Activities: The freshman year experience begins with a three-day bilingual orientation prior to the beginning of the fall semester to welcome CAMP Scholars and parents. Parents will be housed one night to encourage parents' engagement in the orientation and to ensure they along with their student, will receive information on UI CAMP expectations, academic requirements, financial aid information, and take campus tours that will familiarize them with campus residence life.

The COMPASS exam for Math and English placement will be completed during orientation. Other needs assessments for CAMP Scholars will be administered during the academic year as needed or on an individual basis to ensure program services meet each student's needs and goals. Customized educational plans will be completed within three weeks of enrollment.

UI CAMP Scholars will receive referrals to on-campus services such as tutoring, math assistance, financial aid, and job and career opportunities. This in-depth guidance helps CAMP Scholars learn about resources and increases their confidence about handling academic life. UI CAMP Scholars will be assigned a daily study table session and will be tutored and mentored by former CAMP Scholars who have been awarded federal work-study. CAMP Scholars will register in CAMP math sections and will be assigned weekly math study groups, which provide peer support. CAMP Transition course taught by the Director will incorporate learning strategies, study skills, computer skills, research techniques, and financial management. The CAMP Freshman Transition course will require students to complete a final research project on Cesar Chavez, Dolores Huerta, and the Farmworker Movement.

CAMP Scholars will meet monthly with the CAMP Advising Specialist to address their

academic progress and monthly grades. They will be referred to other campus resources as necessary, such as the Writing Center, math lab, and/or other academic support services. The scholar and Advising Specialist will also review course registration and academic plan.

All CAMP Scholars will enroll in a CAMP Career exploration course during the spring semester. They will learn professional dress and dining etiquette, create a career portfolio which includes: a resume, letters of recommendation, internship, and scholarship applications. Scholars will interview CAMP Alumni and discuss career opportunities in their field.

Supporting Services: Based on prior experience, UI CAMP staff know that students who experience a sense of belonging are more likely to remain in college. The UI CAMP office will be a learning community, a place of belonging, as research demonstrates, social integration shapes a student's college experience (Strayhorn, 2006). CAMP Scholars will find assistance to meet academic needs that they might otherwise face alone. UI CAMP will also provide weekly integrated academic, social, and cultural activities throughout the Scholar's first-year. Scholars will be provided fall orientation and spring leadership retreats that will emphasize team building, conflict management, and leadership development. Scholars will organize the annual Farmworker Awareness Week, to increase awareness about farm worker issues to the community. Scholars will also be introduced to multicultural organizations on campus such as CAMPOS (College Assistance Migrant Program Organization of Students), and campus based multicultural organizations (see Table 4 on Page 11).

CAMP Scholars who complete their first year of the program and persist as UI students will receive *follow-up services* until graduation. They will continue to meet with the CAMP Retention Specialist to review grades and progress on a mid-term and semester basis, and will be invited to UI CAMP socials and encouraged to participate as mentors and tutors for freshmen

CAMP Scholars.

Assistance with Financial Aid: Latino families in the target area are at or below the poverty level (Kaiser Family Foundation, 2013a)(Kaiser Family Foundation, 2013b). UI CAMP will provide a monthly stipend for Scholars who continue to fulfill CAMP requirements. Up to \$2500 dollars will be provided for their first academic year to supplement the financial aid package towards the cost of fees, textbooks, course supplies, room, and board. UI CAMP will ensure all Scholars renew their FAFSA on time for their second year of college. Continuing former CAMP Scholars will be awarded the CAMP Diversity Scholarship, an institutional sponsored merit scholarship.

2(iii) Establish linkages with other appropriate agencies and organizations

The UI CAMP Director is a member of the National HEP/CAMP Association, which provides a network of peers, training opportunities, conferences, and published resources. The Director will be an active participant of University and State committees such as the President's Diversity Council and the UI Financial Aid Board. This engagement enables the Director to provide input on policies formulated at the University and State level. The Director and Recruitment Specialist will seek out community-based organizations that provide services to MSFW in the target area. This will serve as a recruitment mechanism and will also be used to identify resources that may be available to program participants.

UI diversity offices, such as the OMA, Lesbian/Gay/Bi-sexual/Transgender Office (LGBT Office), Women's Center, and Native American Student Center (NASC), will provide personal and cultural enrichment services to the proposed project. A 10-member external Advisory Board composed of parents, UI faculty, partner agencies/organizations from each state, members of HEP, TRIO, and CAMP Alumni, and the coordinator of the Idaho State Migrant Education

Office will meet with project staff yearly to provide their suggestions on program improvement.

UI CAMP will coordinate with the following programs, maximizing resources available to Scholars on campus and in the community and encouraging engagement in various activities.

Table 4: Partner Agencies & Organizations	
AGENCIES & ORGANIZATIONS	ACTIVITY
State/Federal Migrant Education programs in Idaho, Oregon and Washington, State Migrant Student Records, HEP, Commission on Hispanic Affairs, Pre-college TRIO	Outreach and Recruitment: Refer potential Scholars and assist with eligibility verification
Office of Financial Aid, Student Action with Farm Workers, Idaho Housing, Idaho Community Action Network, Idaho Department of Health and Welfare, local churches, businesses, food banks, Moscow Valley Transit	Scholarship, Internship, and Financial Assistance: Provide access to scholarship, internship, financial support, and services to meet Scholars' needs
TRIO SSS, UI Academic Support and Access Programs, Writing Center, Math Lab, Career Center, Counseling/Testing Center	Academic Support Service: Provide academic and counseling support to meet Scholars' needs.
Office of Multicultural Affairs, Native American Student Center, Multicultural Greek Organizations, Student Organizations (CAMPOS, OELA, M.A.S., etc.)	Cultural Enrichment: Engage Scholars in culturally relevant activities.

2(iv) Extent to which will increase efficiency in time, staff, money, or other resources

Continuous Improvement Model (CIM) Process outlined in the Management Plan provides the mechanism to increase efficiency in time, staff, and money for UI CAMP. Project activities and strategies are monitored and evaluated to manage **time** and effort towards the outcomes and to avoid duplication of services or activities. UI CAMP **staff** are trained on Banner, the UI data system that provides access to records for efficient support services in recruitment, academic advising, and financial aid processing. Program activities, current events, opportunities for collaboration across campus, and participant progress will be discussed at weekly staff meetings. UI CAMP intends to use **money** efficiently by accessing UI resources available to UI CAMP Scholars in the form of scholarships and internship opportunities. UI has allocated additional

institutional CAMP Diversity Scholarships for UI CAMP Scholars for their sophomore to senior years. CAMP Scholars Internships have been developed to provide freshman UI CAMP Scholars work experiences within their majors that promote persistence to graduation. These internships are supported by scholarship dollars from the UI CAMP participant's college of study and UI CAMP Diversity Scholarships. Thus, UI CAMP project design maximizes efforts in **time, staff, and money** to effectively meet the CAMP Scholars' academic and financial needs.

3. QUALITY OF PROJECT SERVICES

UI CAMP complies with the General Education Provision ACT (ED GEPA 427 form) in its hiring practices to ensure all applicants receive equal consideration for employment and that applicants will not be excluded on the basis of gender, race, national origin, color, disability, or age, adhering to the University of Idaho's affirmative action policy. To ensure equal access, UI CAMP will distribute available services and positions using bilingual newspapers, radio/TV, flyers, migrant programs, employment offices, and word of mouth.

3(i) Training or professional development are of sufficient quality, intensity, and duration

UI CAMP has identified training and professional development actions, based on past performance, to ensure that staff can effectively administer the project and provide services to the target population. The Project Director will assess staff needs annually through their annual performance evaluation.

In-service training. The UI will provide in-service training for UI CAMP staff at least once a semester. Training will address student eligibility, student assessment, academic advising, critical thinking, workplace safety, and assisting Scholars with learning disabilities.

Staff evaluation. The Project Director will require each staff member to continuously monitor his/her own performance in light of CAMP's objectives and outcomes. Staff progress

will be assessed at weekly staff meetings, and also at the end of the calendar year, when a self-evaluation will be completed by the staff member and reviewed with the Director.

Professional training. Staff will have opportunities to attend training conferences that address first-generation, low income student issues. Conferences include the Department of Education Director's meeting, Annual HEP/CAMP National Conferences, and the National Association of State Directors of Migrant Education (NASDME).

The university will provide training on the following: Banner (UI Information Management System), identification of student needs by Counseling and Testing Center, career development by Career Center, and advising training by the Center for Academic Advising.

Hiring and training staff. The Director will have the responsibility for hiring and training staff. Position descriptions, roles, and responsibilities are defined for each staff member, (Job Descriptions in Appendix B). Training objectives are defined by the Project Director for new hires. New personnel will meet with the Director weekly until training objectives are completed.

3(ii) The extent to which the services are focused on those with greatest needs

UI CAMP staff will work closely with groups and agencies that are familiar with MSFW in the target areas to ensure outreach to MSFW students with the greatest need. Program staff will meet with high school teachers and counselors to identify potential eligible students. UI CAMP staff will work with programs that might identify potential students, such as Migrant Education Offices, CCI, HEP, Upward Bound, and ETS.

To ensure services are focused on those with greatest need a selection process has been developed. The UI CAMP Director, Recruitment Specialist and Advising Specialist will interview students and parents, review recommendations, assess the student's desire for a four-year degree, and assess UI CAMP's ability to provide individualized services to the student. A

ranking of student applicants based on academic need, supporting services needed, and financial need will be developed. Extenuating circumstances such as severe rural isolation, physical handicap, limited verbal communication, lack of basic skills, low self-esteem, frequent moves, parent support, single parent household, social/emotional disadvantage, number of dependents, and educational level of parents are also considered. Services are structured to address each student's needs. UI CAMP provides basic skill instruction and tutoring in areas where academic need is evident. Thirty-five eligible CAMP Scholars with the highest need based on their rankings will be enrolled in the UI CAMP.

3(iii) Services improving students' achievement as measured against academic standards

UI CAMP will provide academic and financial support services that assist participants in degree completion. Participants will be expected to maintain "Satisfactory Academic Progress" (SAP), defined by the institution as a GPA of 1.80 with 0-32 credits completed or 2.0 with 33 or more credits. Students must complete 67% of credits attempted each term to maintain satisfactory progress evaluated annually (University of Idaho, 2015). Students who do not meet SAP will be placed on financial aid probation or suspension. To be reinstated, the student must meet with their college advisors, complete an academic plan, and follow course requirements.

These standards will be outlined and followed by: 1) Creating awareness of the academic standards through project programming activities, from the application process through orientation. Parents will be informed as well, to assist the Scholars in meeting the academic goals. Consent waivers will be signed by the students to allow for parent communications. Tutoring and monthly grade monitoring will provide ongoing assessment. Collaboration with the Math and English departments will help ensure Scholars are working with their professors to complete and pass all course work. This **increases access** to engaging with faculty on Math

coursework encouraging confidence to pursue more advanced courses in STEM fields

(Invitational Priority 1). 2) Career Skill Development, including professional networking and Career Portfolio development, will prepare Scholars for employment. This will be implemented by providing a spring semester CAMP Career Exploration class assisting Scholars with: a résumé, scholarship, and internship applications, and letters of recommendation; workshops on professional attire, dining etiquette, and interview skills. Peer and CAMP Alumni Mentoring will be facilitated as well as federal work-study placement.

4. QUALITY OF PROJECT PERSONNEL

The UI, and thereby UI CAMP, is an Equal Opportunity/Affirmative Action employer. Current UI CAMP staff—Director, Recruitment Specialist, Advising Specialist, and Administrative Assistant— are from MSFW backgrounds, and are UI CAMP Alumni with a strong commitment to contribute to the successful continuation of a program that offered them opportunities to complete their postsecondary education.

4(i) Qualifications, relevant training, experience of project director/principal investigator

Dr. Yolanda Bisbee will serve as the Primary Principal Investigator. She is the current Director of CAMP, the Executive Director of Tribal Relations, and a member of the Provost's Council. She holds a B.S. in Office Administration, a M.S. in Education Leadership, and an Ed.D. in Education. She has directed UI CAMP since 1999 and helped establish the program. Dr. Bisbee has a rich Latino/Native American background. She was a first generation and Upward Bound alumna and understands the barriers facing diverse students. (Résumé in Appendix A).

Dr. Carmen Suarez will serve as the Co-PI. Dr. Suarez is the Chief Diversity Officer at UI and a member of the President's cabinet and executive leadership team. She leads various diversity development training programs, initiates underrepresented faculty/staff strategic

recruitment and retention plans, and serves as Title IX and ADA Coordinator and Affirmative Action Officer. She leads team members of the OMA, LGBT Office, UI CAMP, NASC, Women's Center, and the Office of Human Rights, Access, and Inclusion. Dr. Suarez has a B.A., M.A. in History, and a Ph.D. in Higher Education Administration (Résumé in Appendix A).

The Project Director, Evelina Arevalos Martinez is a UI CAMP Alumna from a migrant/seasonal family. She was a CAMP student in 2000, graduated in 2005 with a Bachelor's degree in Psychology, and now has eight years' experience working with UI CAMP as the Program Advisor and Interim Assistant Director. She is currently pursuing her M.Ed. in Educational Leadership. Ms. Martinez has a strong understanding of the needs of students from MSFW backgrounds (Résumé in Appendix A).

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

The Recruitment Specialist, Victor Canales-Gamino, is from a MSFW family. Mr. Canales-Gamino graduated in 2013 with degrees in Sociology and Spanish. He has valuable work experience with MSFW, as he was a paralegal with North Carolina Legal Aid Farmworker Unit. He understands the barriers and backgrounds of the target population (Résumé in Appendix A).

The Advising Specialist, Nohemi Ramirez-Chavez, is a 2003 UI CAMP alumna. She graduated in 2007 with degrees in Crime and Justice Studies and Sociology and has a M.A. in Human Services in Marriage and Family Counseling. She has 4 years in advising diverse military families. Her expertise and MSFW background contribute to the program success.

Daisy Bencomo Nelson is the Administrative Assistant for UI CAMP. She graduated from the UI in 2010 with a bachelor's degree in Philosophy and Justice Studies. She is a 2005 UI CAMP Alumna and has experience in budget compliance and administrative processing.

5. QUALITY OF THE MANAGEMENT PLAN

5(i) The adequacy of the management plan to achieve objectives on time and within budget

Organizationally, CAMP will report to the Co-PI, and Chief Diversity Officer in the Division of Diversity and Human Rights. The CAMP team includes the Project Director, Advising

Specialist, Recruitment

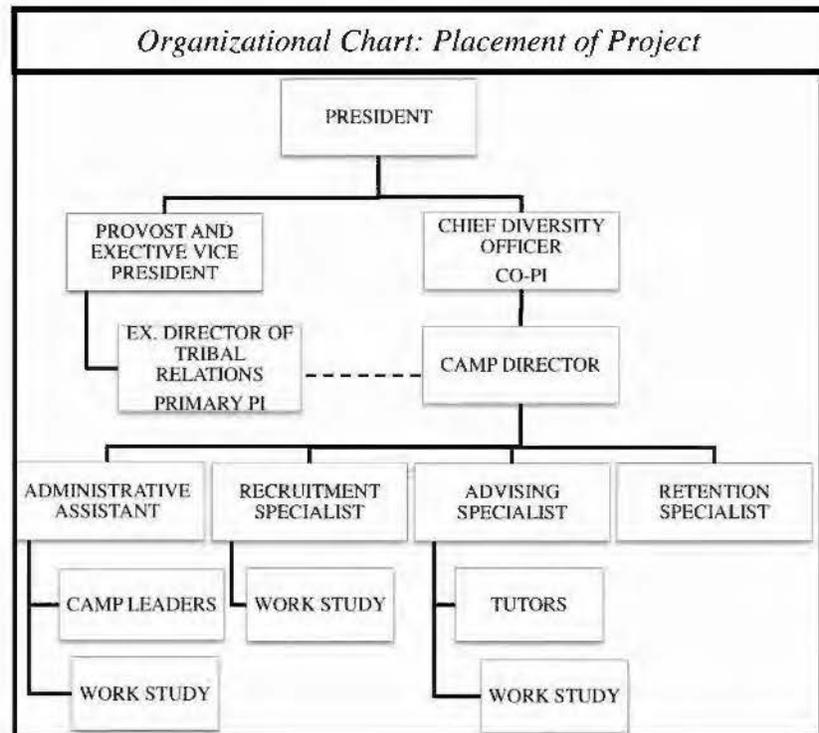
Specialist, Retention

Specialist, Administrative

Assistant, and Work Study

(Organizational Chart).

UI CAMP will utilize a “management by objective” system to ensure the program objectives are met on time and within budget. The objectives and roles of team members are



delineated in Table 5. Activities are grouped according to the main project objectives.

The UI CAMP project has developed a sound management plan and program design that utilizes campus and community resources that benefit MSFW students. This maximizes all resources available to Scholars and staff to meet the program objectives, as demonstrated throughout the management plan, program design, and project services, where in-service training, technical assistance, staff/student travel, and interagency coordination are evident. The evaluation component of the project (Section 7) will ensure that the identified resources contribute to the outcomes and will allow for on-going improvement.

Table 5: Management by Objective Matrix		
<u>ACTIVITIES</u>	<u>STAFF RESPONSIBLE</u>	<u>TIMELINE</u>
Objective 1: <i>35 migrant/seasonal students will be enrolled by the fall of each program year.</i>		
Milestone: Applications, interviews and selection of students completed by June of each project year.		
Recruitment: *Outreach and recruit in targeted community, schools, and agencies (HEP, State Migrant Education, and TRIO). *Present at community parent nights, and college fairs. *Host high school students for campus visitation.	PI, Director, Recruitment & Advising Specialists	Aug- Dec; Mar- April
Identifying Eligible Students: *Coordinate with agencies to identify eligible students. *Collaborate with Admissions office to complete applications.	PI, Director, Recruitment Specialist	Nov- April
Selection: *Conduct interviews with parents and students. *Rank applications on basis of academic/financial need and extenuating factors. *Accept and enroll 35 students who demonstrate highest academic potential and greatest financial need.	PI, Director, Recruitment & Advising Specialists	Feb- June
Objective 2: <i>86% of the CAMP Scholars will complete their first academic year in good academic standing with a minimum of 24 credits (GPRA 1).</i>		
Milestone: At the end of each academic year in June, transcripts will show completion of 24 credits in good academic standing.		
*Host CAMP orientation for Scholars and families.*Student testing to determine placement in appropriate courses. *Provide appropriate class advising to all Scholars. *Host workshops on computer use and registration.	PI, Director, Recruitment & Advising Specialists	August
*Collect monthly grade reports to monitor Scholars' grades and promote professor/student interaction. *Conduct semester goal attainment meetings. *Provide study table sessions and study groups. *Coordinate faculty participation with CAMP. *Coordinate with other services to provide access to tutoring.	Director, Advising Specialist, Tutors	Aug - May
*Teach CAMP Intro 101: Freshman Transition Course.	Director	Aug - Dec
*Celebrate student success with: CAMP 3.0 Club, CAMP Students of the Month & Year.	ALL CAMP Staff	Aug - May
Objective 3: <i>100% of the CAMP Scholars will be provided Academic support.</i>		
Milestone: CAMP Staff will assist Scholars with course advising beginning in August, Scholars will attend CAMP Study table sessions throughout the academic year, and be referred when appropriate.		
*Monitor Scholars' grades on a monthly basis and promote professor/student interaction. *Conduct semester goal attainment meetings. *Provide study table sessions and study	Director, Advising Specialist, Tutors	Aug - May

Table 5: Management by Objective Matrix		
groups. *Coordinate faculty participation with CAMP. *Coordinate with other services to provide access to tutoring.		
*Provide one-on-one sessions for internship development and application opportunities. *Guidance, support, and referral to campus services.	ALL CAMP Staff	August - May
Objective 4: 100% of the CAMP Scholars will be provided supporting services.		
Milestone: Participation in at least one cultural event each semester and ongoing individual career and leadership development.		
*CAMP Orientation and Leadership Retreat. .	Director, Recruitment & Advising Specialists	August. & April
*Cultural activities, e.g., Farmworker Awareness Week, holiday activities, men's and women's issues night. *Social activities such as barbeques, and graduation.	ALL CAMP Staff	August - May
*Introduce Scholars to career opportunities. *Provide seminars on professional business attire, interviewing skills, and dining etiquette.	Director, Recruitment & Advising Specialists	August - May
*Partner with mentors from UI CAMP Alumni and multicultural peer mentors.	PI, Director	July - June
Objective 5: 100% of the CAMP Scholars will be provided financial support.		
Milestone: At the start of each semester, Scholars will receive training stipend, and complete FAFSA workshop by February.		
*Collaborate with Financial Aid & Diversity Office to secure out of state tuition waivers.	PI, Director	July & Dec
*Student and Parent financial aid workshop overview during orientation. *Individual advisement with parent and Scholars on financial aid awards.	Director, Recruitment & Advising Specialists	Aug and Jan
*Complete FAFSA Workshop and provide scholarship/internship opportunities.	ALL CAMP Staff	July - June
Objective 6: 85% of the CAMP Scholars who successfully complete their first academic year of college will continue in postsecondary education (GPRA 2).		
Milestone: July of each year, Vandalweb shows student registration for following academic year.		
*Conduct one meeting with former Scholars. *Monitor academic progress of all former CAMP Scholars. *Meet with Scholars on personal & academic issues. *Refer Scholars to campus resources.	Director, Retention & Advising Specialists	August - May
*Conduct Exit interview at end of the first year. *Verify enrollment to post-secondary education through Vandalweb. *Follow-up with Scholars not enrolled at UI. *Award institutional Diversity scholarships to former CAMP Scholars based on eligibility.	Pi, Director, Retention, Recruitment & Advising Specialists	July

5(ii) Procedures for ensuring feedback and continuous improvement

The Continuous Improvement Management (CIM) Process Model, developed by the U.S. Department of Education for the 21st Century Community Learning Centers Program will be used by UI CAMP. Implementation of the CIM self-evaluation process by the Project Director will ensure an effective and efficient program. (See Table 6, Guiding Principles of CIM).

(1) Customer-Driven Services	Identify student, school, and community needs and strive to continually meet or exceed them. Conduct frequent formal and informal needs assessments.
(2) Core Activities	Identify ways in which current strategies meet or do not meet the identified needs. Design and modify the project based on findings.
(3) Data-Driven Monitoring	Use data to continuously monitor progress and solve problems before they threaten project implementation. Turn obstacles into opportunities for achievement.
(4) Inclusive Partnerships	Involve diverse and inclusive representations of all stakeholders and participants in decision-making, project design, and implementation. Work towards shared objectives.
(5) Continuous Improvement	Strive to continuously improve the project through on-going measurement of activities/accomplishments. Constantly ask, "How can we make it better?"

The procedures for providing feedback are 1) A comprehensive evaluation plan (Section 7); 2) Student evaluations of services; 3) Staff meetings for feedback on program policy and performance; 4) Feedback from personnel from other programs serving students with similar needs; 5) An annual survey of Scholars, staff, and advisory board.

5(iii) The time commitments of Project Director and other key project personnel

The UI CAMP program has four 1.0 FTE staff. The proposed staff will be as follows: Project Director, Evelina Arevalos Martinez; Recruitment Specialist, Victor Canales-Gamino; CAMP Advising Specialist, Nohemi Ramirez-Chavez; and Administrative Assistant, Daisy Bencomo Nelson. The project will also hire a .77 FTE temporary 9 month Retention Specialist (Resumes appendix A and Job Descriptions appendix B).

5(iv) The adequacy of mechanisms for ensuring high-quality products and services

UI CAMP will collaborate and partner with Internal and External constituents to ensure high-quality services for participants. 1) Internal CAMP partners are: Undergraduate Admissions, Financial Aid Office, University Housing, TRIO Student Support Services, Student Health Services, Writing Center, Polya Math Lab, foreign language lab, Career Services, college advisors, and UI CAMP participant professors. 2) External Partners will provide a diversity of perspectives and coordination of services as demonstrated in Table 7 on page 23. All partners have expertise in working with students from first-generation and limited income backgrounds.

UI CAMP staff are knowledgeable about and sensitive to the characteristics and needs of the MSFW population. They will work closely with groups and agencies that are familiar with MSFW in the target areas. Program staff will meet with high school teachers and counselors to identify potential eligible students. UI CAMP staff will work with programs such as the State Migrant Education Office in each of the three partner states, CCI, HEP, Upward Bound, and ETS. The selection process ranks students on the basis of academic and financial need and considers extenuating circumstances such as rural isolation, disabilities, and language barriers. Services are structured to address each student's academic and financial needs. UI CAMP provides basic skill instruction and tutoring in areas where academic need is evident.

6. ADEQUACY OF RESOURCES

6(i) Adequacy of support including facilities, equipment, supplies, and other resources

The UI provides the CAMP project office space in the Native American/Migrant Education Center. The Center also includes three furnished study rooms, a computer lab, and a student lounge. Personnel from the Office of Multicultural Affairs, Financial Aid Office, Admissions Office, Career Center, Counseling and Testing Center, Women's Center, Student Disability

Center, Student Support Services, and Student Health Services are available to assist CAMP staff. The CAMP grant is administered by the Office of Sponsored Programs; additional grant management is provided to CAMP by Business and Accounting Services, Financial Administration, Procurement Services, and Facilities Management. The University libraries, computer labs, classrooms, laboratories, and recreational facilities are available to all students.

6(ii) The relevance and demonstrated commitment of each partner

The UI CAMP has developed and implemented a plan for identifying and using the resources of the project partners and the community to supplement and enhance the services provided by the project. Current partners with UI CAMP are in Table 7 (Letters of Support, Appendix C).

<i>Table 7: Partners and Contribution</i>	
PARTNERS	PARTNERS CONTRIBUTION
Migrant/Latino Programs Idaho State Migrant Education & Commission on Hispanic Affairs	Advisement on cultural issues for faculty, referral of Scholars, support and encouragement for Scholars, identification of opportunities and resources for Scholars.
TRIO programs, Financial Aid Office, Office of Admissions, Career Center	College preparation, Financial Aid application, career evaluation, educational plan, referral, campus visits.
Businesses, CAMP Alumni Association and their Employers	Workshops or interviews, career opportunities, part-time employment, reduced cost on services and products, introduction to the business world, mentoring.
Target Area High Schools	Referral, financial aid assistance, recommendations.

6(iii) The extent to which the costs are reasonable.

Costs for UI CAMP are reasonable given the rural nature of the target area, the number of persons served (35/year), and the expected outcomes. Communities in the target areas are widely dispersed, requiring significant travel. Rural schools cannot provide advanced curricula in math, science, and other classes needed for successful postsecondary education. Therefore, we budget for essential services that will help underprepared students achieve academic success in college.

6(iv) The costs are reasonable in relation to the number of persons to be served

The 5-year *residential* UI CAMP program will provide 175 MSFW students with services

(35/year). All participating Scholars will reside in University Housing. This increases the cost per student, compared to a community college or commuter college. Data show past cost per annual attendance for a UI CAMP participant completer was \$13,900, compared to the average \$14,534 (Gomes, 2013). The project budget is described in the budget narrative section. Besides Department of Education funding, the UI provides resources, equipment, and services, including office space, classrooms, and tutorial room; internships and practicum placements; access to surplus properties at the UI and through the state; and support in partnering with agencies and business organizations in the community and target areas.

6(v) Incorporation of project purposes, activities, or benefits at the end of federal funding

The UI's Goal 1: Teaching and Learning is to develop increased learning opportunities for underserved or underrepresented communities and employ active learning pedagogies to enhance student learning. Since 1999, the number of Latino undergraduates has increased from 180 to 845 (Institutional Research, 2014). Recognizing the success of UI CAMP, the UI has begun to model other multicultural first year programs and recruitment efforts after CAMP to increase student recruitment and retention. Due to the success in serving MSFW students, there is potential for continued fund-seeking to institutionalize elements of the program. UI CAMP will continue to actively research all potential funding to sustain our invaluable services to MSFW.

7. QUALITY OF THE PROJECT EVALUATION

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

UI CAMP will utilize the Provos Discrepancy Evaluation Model (DEM) to evaluate the proposed project (McKenna, 1981). External Evaluator Lorenzo Aragon performs the evaluation annually to ensure that the program outcomes and objectives are being achieved. The Evaluator will develop all protocols that will be used in evaluating the project.

The proposed DEM will occur in five stages performed by the Evaluator. **Stage One:** review program design and determine whether resources are being used to achieve the stated goal and objectives. **Stage Two:** conduct on-site interviews at community based organizations and partner IHE personnel to assess the role of each partner in providing services to Scholars; visit CAMP sponsored program activities and classes, and interview Scholars to determine their satisfaction with the program; participate in the annual Advisory Board meeting and interview members to assess the level of collaboration that is occurring between staff and members of the Board. **Stage Three:** review student files to confirm eligibility and provision and receipt of appropriate program services. **Stage Four:** interview project staff regarding effectiveness in meeting the project goal and objectives. The Evaluator will confirm **Compliance with GPRA**, i.e., that 86% of the Scholars completed their first year in good academic standing (GPRA 1), and 85% continued on to postsecondary education after completing their first year (GPRA 2). **Stage Five:** review budget expenditures.

Information gathered by the external Evaluator will be presented to the CAMP staff and the Advisory Board, and incorporated into the Director's Annual Performance Report.

7(ii) Methods of evaluation provide for examining the effectiveness of implementation

The Evaluation Matrix (Table 8) describes the detailed procedures that will be used in evaluating each project objective, the persons responsible, and the timeline. Both formative and summative evaluation will occur each project year, as described in 7(i). The summative report will be shared with project staff and partners involved with the program.

Table 8: Evaluation Matrix			
Program Objective	Evaluation Strategies	Person(s) Responsible	Timeline
Objective 1: 35 migrant/seasonal students will be enrolled by the fall of each project year.	Lists of student contacts, recruitment agendas, and student interviews	PI, Director, Recruitment & Advising Specialists, Partner Agencies, and Organizations	On-going each project year
Objective 2: 86% of the CAMP Scholars will complete their first academic year in good academic standing with a minimum of 24 credits (GPRA 1).	Student database, final grades, credit completion, student files, study table session report log	PI, Director, Advising Specialist, and Tutors	At end of each project year
Objective 3: 100% of the CAMP Scholars will be provided academic support.	Student Database, contact log, student files, monthly grade reports, study table session report log	Director, Advising Specialist, Tutors, Faculty, Campus Counseling Center, Career Services	On-going each project year
Objective 4: 100% of the CAMP Scholars will be provided supporting services.	Activity sign in sheets, CAMP Career Portfolio tracking database, student files	Director, Advising & Retention Specialist, Work Study and Financial Aid Office.	On-going each project year
Objective 5: 100% of the CAMP Scholars will be provided financial support.	Student database and student files, FAFSA Student Aid Report	Director, Recruitment & Advising Specialists, Financial Aid Office	On-going each project year
Objective 6: 85% of the CAMP Scholars who successfully complete their first academic year of college will continue in postsecondary education (GPRA 2).	Student database final grades, student files, registrar database	PI, Director, Retention & Advising Specialist	At end of each project year

7(iii) The performance feedback and periodic assessment as methods of evaluation

The evaluation model will provide both formative and summative evaluation measures. After each evaluation cycle, the Evaluator will meet with CAMP staff to discuss findings. If necessary, program staff will submit an improvement plan to the Evaluator for review. Findings will be shared with CAMP Advisory Board and partners.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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YOLANDA J. BISBEE

(b)(6)

EDUCATION:

Ed. D	May 2013	University of Idaho	Education emphasis: adult/organizational learning and leadership
M. Ed.	May 2005	University of Idaho	Educational Leadership
B.S.	May 1996	University of Idaho	Office Administration

HONORS:

Lawrence C. McBride Prize, 2014
Virginia Wolf Award Recipient, 2014
Executive Leadership Academy Fellow, 2013
Distinguished Native American Alumni, 2009
U of I Faculty/Staff International Development Award, Study Abroad in Costa Rica 2007
Hermana de Apoyo Award, Women's Appreciation Recognition, Sigma Lambda Beta, 2006
Outstanding TRIO Alumni, 2001
Richard Gibb Award in Leadership and Service, University of Idaho, 1996
Outstanding Senior in Leadership and Service, University of Idaho, 1996

RELEVANT WORK EXPERIENCE:

<i>Executive Director of Tribal Relations</i>	<i>Provost Office, University of Idaho, Moscow, ID 83844-3160 (2014 to Present)</i>
<i>Program Director</i>	<i>College Assistance Migrant Program and Native American Recruitment, University of Idaho, Moscow, Idaho 83844-3030 (1999 to Present)</i>
<i>Program Coordinator</i>	<i>Upward Bound, University of Idaho, Moscow, Idaho 83844-3086 (1996 to 1999)</i>
<i>Lead Tutor/Counselor</i>	<i>Upward Bound, University of Idaho, Moscow, Idaho 83844-3086 (1991 to 1996)</i>

MEMBERSHIPS:

U of I President's Diversity Council
Selective Service Board of Idaho, Nez Perce County
U of I Strategic Enrollment Management Committee
U of I Financial Aid Committee
U of I Women in Higher Education Roundtable
HEP/CAMP Association
U of I Native American Advisory Board
U of I Diversity Task Force
U of I Native American Administrators Group
University of Idaho Native American Student Association

PAST MEMBERSHIPS:

U of I Admissions Committee
Latah Community Foundation
American Indian Science and Engineering Society
Northwest Association of Special Programs Advisory Board Member
Northwest Association of Special Programs Native American Task Force on Indian Education
City of Moscow, Mayor's Task Force on Human Rights, 1994
Honorary Summer Enrichment Program, Council of Energy Resource Tribes

TRAINING:

Banner Training: University of Idaho, Modules: Finance, Student Records, Human Resources, and Financial Aid
HEP/CAMP National Directors Training: U.S. Department of Education: Eligibility, Evaluation, Budget, and Compliance
HEP/CAMP National Association: Recruitment, Eligibility, Fund Raising, Team Building Techniques.
The National Migrant Education Conference: Interagency Coordination, MEP regulations, Immigration Policy, Migrant Education Resources
National Council of Educational Opportunity Association: U.S. Department of Education 1991-1997: Assessment, Financial Aid, Student Tracking, Accountability, Regulations
Northwest Association of Special Programs: U.S. Department of Education 1991-1997: Assessment, Financial Aid, Student Tracking, Accountability, Regulations, Grant Writing, and Retention
Idaho Selective Service 1992-1997: Application review
AmeriCorp 1992: Site Supervisor Training

GRANT WRITING & REVIEWING PARTICIPATION:

Grant Reader for Indian Professional Development Grant
College Assistance Migrant Program
Bilingual Education, Career Ladder
Upward Bound
Educational Talent Search
Educational Opportunity Center
Ronald McNair
University of Idaho, Diversity Initiative Growth Grant: CAMP and Native American Student Center
National Commission on Community Service Idaho TRIO
AmeriCorp

COURSE INSTRUCTION:

Freshman Transition Course: 2008-Present
Major/Career Exploration & Decision Making: 2011-Present
Intern: Migrant Education Leadership: 2011-Present

CARMEN SUAREZ

479 Ridge Road

Moscow, Idaho 83843

Home: 208-882-8101 csuarez@uidaho.edu

EDUCATION:

Doctor of Philosophy: December, 2007 Southern Illinois University Carbondale
Dissertation: Faculty of Color Career Satisfaction: The Intersection of Race, Preparation and Opportunity

Master of Arts: May, 1983 Southern Illinois University Carbondale
Major Concentration: Medieval History Minor Concentration: Ancient History

Bachelor of Arts: August, 1980 Southern Illinois University Carbondale
Major: History Minor: Spanish; International Relations

EXPERIENCE: Chief Diversity Officer and Associate Vice Provost for Student Affairs

University of Idaho Moscow, Idaho 2013-Present

Executive position evolution resulting from Presidential Task Force recommendation. CDO/AVP is the senior executive responsible for facilitating the achievement of the institutional strategic plan diversity goals. Provide guidance and support to all leadership in quest to recruit and retain a diverse faculty, staff and student body, continue an attendant cultural competence emphasis, and develop strategies to inculcate an inclusive excellence university purpose, culture and climate that values and respects the contributions of all members of the community. Oversee administrative and student affairs offices and programs central to access, inclusion and continuous improvement of culture and climate. Serve as liaison and develop partnerships with the surrounding communities of Moscow, the state, the region and the nation. Serve as University Affirmative Action Officer, Title IX Coordinator and ADA coordinator. Provide leadership and administrative oversight to the Office of Multicultural Affairs (OMA), the Women's Center, the LGBTQA Office, CAMP (College Assistance Migrant Program), Native American Student Center, and the Human Rights, Access and Inclusion Office AA/EEO and Complaint Resolution Coordinator). Member, President's Executive Leadership Council, President's Cabinet, Provost Council and Student Affairs Leadership Team.

UNIVERSITY SERVICE:

University of Idaho: Instructor First Year Transition Course (INTR 101)

Chair, President's Diversity Council

Chair, ADA Advisory Committee

Chair, Bias Response and Prevention Team

Faculty Senate Affirmative Action and Disability Affairs Committee

AFFILIATIONS:

American Association for Affirmative Action

National Association of Diversity Officers in Higher Education

Commissioner, Idaho Commission on Hispanic Affairs

Commissioner, Moscow Human Rights Commission

Member, Latah County Human Rights Task Force

ATHENA (University of Idaho Women's Professional Advancement Organization)

AWARDS:

University of Idaho Athena Woman of the Year 2012

SIUC Outstanding Administrative and Professional Staff Award 2008

Lindell W. Sturgis Public Service Award 2006

George S. Counts Doctoral Research Award 2006

Service to Student Affairs 2005

Sigma Lambda Beta Community Leader Award 2005

EDUCATION

University of Idaho, Moscow, Idaho
Masters Educational Leadership
Bachelor of Arts, Psychology
Minors, Sociology & Spanish

In Progress
Date of Graduation: May 2005

EMPLOYMENT

Interim Assistant Director, July 2014-Present, Moscow, ID

College Assistance Migrant Program, University of Idaho

- Administer the plan of operation and oversee the day-to-day activities.
- Monitor budget compliance, manage fiscal records, maintain comprehensive and secure participant records.
- Supervise, train and manage professional staff.
- Ensure recruitment of 35 students from seasonal/migrant farm work backgrounds from program target areas.
- Develop and execute parent/student orientation activities, leadership retreats, and cultural and academic activities for 35 CAMP participants.
- Monitor project outcomes.
- Assist participants with academic, career, and personal planning and development; transition issues, problem management, financial aid information and assistance,

Program Coordinator, January 2014- June 2014, Moscow, ID

College Assistance Migrant Program, University of Idaho

- Planned and implemented Academic workshops, Leadership events & Cultural enrichment programs and retreats.
- Organized and prepared activities for high school visits.
- Supervised student employees.
- Referred students to resources on campus for academic and personal assistance.
- Provided academic advising and mentoring to incoming CAMP freshmen.
- Met monthly with CAMP students to discuss monthly grades and referral services available to them.
- Met with CAMP students for Semester Goal Attainment meetings, and course advisement.
- Facilitated registration workshop for CAMP students.
- Monitored and provided academic support to students daily during study table.
- Supervised and collaborated with tutors, professors and schedule study table, work and group study times.

Program Advisor, September 2006- December 2014

College Assistance Migrant Program, University of Idaho, Moscow, ID

- Provide academic advising and mentoring to incoming CAMP freshmen.
- Meet monthly with CAMP students to discuss monthly grades and referral services available to them.
- Meet with CAMP students for Semester Goal Attainment meetings, and course advisement.
- Facilitate registration workshop for CAMP students.
- Monitor and provide academic support to students daily during study table.
- Supervise and collaborate with tutors, professors and schedule study table, work and group study times.
- Assist with Academic workshops, Leadership events & Cultural enrichment programs and retreats.

CONFERENCES

- National HEP/CAMP Association Conference, Tampa, FL. October 2014
- HEP/CAMP New Director's Training, Washington, D.C. September 2014
- HEP/CAMP Director's Meeting, Washington, D.C. July 2014
- ACE Regional Women's Leadership Forum, Houston, TX. May 2014
- National Association of State Directors of Migrant Education Conference, San Antonio, TX. April 2014
- National HEP/CAMP Association Conference, Albuquerque, NM. October 2013
- UI ACADA Advising Symposium, 2011-2013
- University of New Mexico CAMP Site Visit, Albuquerque, NM. November 2013
- National HEP/CAMP Association Conference, South Padre Island, TX. November 2012
- Bueno-CAMP Site Visit, Denver, CO. May 2011

EDUCATION Bachelor of Arts Spanish University of Idaho, Moscow, ID
Bachelor of Arts Sociology May 2013

WORK / EXPERIENCE **Recruitment Specialist, University of Idaho CAMP** July 2013-Present
Moscow, Idaho

- Recruit 35 students from a migrant/seasonal background
- Conduct individual interviews to gather eligibility and documentation
- Organize and prepare activities for high school visits
- Direct students to resources on campus for academic and personal assistance
- Supervise student employees

Paralegal, Legal Aid of North Carolina, Farmworker Unit May 2013-June 2013
Raleigh, North Carolina

- Assist attorneys with Intakes and Opening files
- Request client for case records to file
- Conduct general outreach to farmworkers in all regions of N.C.
- Present to farmworkers about their work/human rights
- Train service providers on farmworkers' rights

Navigator, Legal Aid of North Carolina, Navigator Project Oct 2013-July 2013
Raleigh, North Carolina

- Inform community about the Affordable Care Act
- Organize and conduct outreach to targeted communities
- Schedule appointments for consumers
- Assist consumers with enrollment in the Federal Marketplace

Into the Fields intern, Student Action with Farmworkers Summer 2011
Raleigh, North Carolina

- Coordinated and conducted camp site visits to farmworkers
- Gave health and legal rights presentations
- Collected and filed data from labor camp site visits.
- Organized soccer tournament with SAF Students and acquired donations

INVOLVEMENT/ SERVICE **Board Member, Student Action with Farmworkers** 2013-2014

- Internship Selection Team
- Presented about SAF's mission to other organizations
- Chair of End of Summer Internship Celebration Committee

Farmworker Awareness Week 2008-2013

- Served on planning committee for FAW events
- Promoted activities using skills such as writing, advertising, and design
- Served as liaison between other departments, students, faculty, and staff to promote events

SKILLS

- Bilingual in Spanish: Speak, write, and read fluently
- Strong organizational skills
- Quickly adapt and gain familiarly with university policies, procedures, and programs
- Knowledge of financial aid, college admissions, career and life skills development

Nohemi Ramirez Chavez

(b)(6)

EDUCATION

Master of Arts: Human Services: Marriage and Family Counseling 05/2011
Liberty University, Lynchburg, VA United States

B.S.: Crime and Justice Studies 05/2007

B.S.: Sociology 05/2007

University of Idaho, Moscow, ID United States

PROFESSIONAL EXPERIENCE

Program Advisor

06/2014-Present

College Assistance Migrant Program-University of Idaho
Moscow, ID 83843

Assist first year, first generation, participants with academic, career, and personal planning and development; transition issues, financial aid, and scholarship applications; campus and community referrals. Conduct intensive individual advising sessions to establish student strengths, deficits and academic needs. Assess students based on student transcripts, compass and ACT/SAT test scores, past educational history, monthly grade reports, etc. Manage, maintain, and monitor daily study tables for 35 students.

Education Counselor Sub

01/2014-6/2014

Manufacturing Enterprises Systems Corp.
Ft. Bragg, North Carolina 28310

Provide educational counseling to military service members, (active, reserve and retired), family members and civilian personnel on higher education. Provide individualized tailored counseling sessions to aid the counselee in education/career decisions.

Counselor Aid and On-site Support Coordinator

08/2013- 01/2014

Manufacturing Enterprises Systems Corp.
National Element BLDG Room 015, Lago Patria, IT

Provide military service members with higher education counseling. Conduct a variety of military briefings involving Army Continuing Education System programs and services. Assist soldiers with in-processing and out-processing, tuition assistance, and Veteran Affairs (VA) entitlements/benefits (i.e. Ch. 30 and Ch.33). Adhere to AR 621-1.

Counselor Aid Substitute

04/2013-07/2013

Central Texas College
National Element BLDG Room 015, Lago Patria, IT

Provide education counseling services to U.S. Army service members (sm) who are serving in the Joint Forces Command through the North Atlantic Treaty Organization. Education counseling services include but are not limited to establishing degree plans, search for universities and colleges, register sm's for on-duty courses, update educational plans, refer sm's to host nation courses, provide VA GI Bill information to sm's who request such information.

Education Counselor

03/2012-10/2012

Manufacturing Enterprises Systems Corp.
Ft. Bragg, North Carolina 28310

Serve as a professional education counselor in the Army Counting Education System (ACES) Program. Conduct full range of educational and career development counseling sessions for Fort Bragg, N.C. military community which included military service members (active and retired), family members and civilian personnel. Provide individualized interviews and counseling to aid the service member in career decision making. Collect information about the individual during the initial counseling session and recommend testing, as need be.

(b)(6)

ACADEMIC TRAINING

Graduate

Ph.D. - Educational Leadership and Innovation
Emphasis in Curriculum, Learning and
Technology

Areas of Specialization - Bilingual and ESL
Education / Career Ladder Programs
University of Colorado at Denver
Degree Awarded May, 2003

M.A. Degree - Curriculum and Instruction -
Emphasis in Bilingual / ESL Education
University of Colorado at Boulder
Degree Awarded August, 1980

Undergraduate

B.A. Degree - Elementary / Bilingual
Multicultural Education
University of Northern Colorado, Greeley,
Colorado
Degree Awarded August, 1977

Certificates

Type D Administrative Certificate - Elementary
Level University of Northern Colorado, Greeley,
Colorado Certificate Awarded June, 1986

Type B Elementary Teaching Certificate
University of Northern Colorado, Greeley,
Colorado Certificate Awarded August, 1977

Endorsement

Linguistically Different Endorsement
University of Northern Colorado
Endorsement Awarded August, 1977

**SPECIALIZED TRAINING – PREVIOUS
FIVE YEARS**

No Child Left Behind Legislation and Its
Impact on Public Schools
Washington, D.C.

Development of State Standards for
Linguistically Diverse Students
Colorado Department of Education, Denver,
Colorado

Multicultural Perspectives in a Whole Language
Bilingual Classroom
Regis University, Denver, Colorado

An Ethnographic Study of the Mexican School
System Puebla, Mexico

WORK EXPERIENCE

2006 – Present

Research Professor – University of Colorado at
Boulder (25% time)

Director High School Equivalency Program
(75% time)

Proposal Development Specialist/Program
Evaluator – BUENO Center

2005 - 2006

Dean of Student Services Front Range
Community College, Boulder County Campus

1993 – 2000

Director of Undergraduate Studies – BUENO
Center for Multicultural Education

1992- 93

Assistant Principal
Mapleton Public Schools Denver, CO

COMMITTEES

Hispanic Advisory Committee
Brighton School District 27J
Academic Years 2000 - 2004

Bilingual Standards Committee
Colorado Department of Education
Academic Year 1995-96

Board of Directors
BUENO Center for Multicultural Education
1992 - Present

Colorado Association for Bilingual Education
Board
Past President, 1992-93

**GRANT WRITER/PROGRAM
EVALUATOR**

Over the past twenty years, I have written grants
totaling approximately 15 million dollars and
served as evaluator for these grants. In 2006-07,
I wrote the following grants that were funded
through the U.S. Department of Education,
Office of English Language Acquisition, totaling
\$5,540,310.

-Career Ladder Project – Funded in the amount
of \$1,268,839

-Metropolitan State College Career Ladder
Project – Funded in the amount of \$1,578,693

-Morgan Community College Career Ladder
Project – Funded in the amount of \$1,305,734

-M.A. Degree Secondary Grant – Funded in the
amount of \$1,362,082

-High School Equivalency Program – Funded in
the amount of \$425,000 for five years.

Appendix B –Job Responsibilities/Duties of Key Personnel

Primary and Co-Principal Investigators
<ul style="list-style-type: none"> • Assure consistency in the transition to a newly qualified Project Director • Assist with guidance is program regulation and evaluation to assure that project is meeting all project goals and objectives • Assure that CAMP Project is receiving valuable support in on campus resources, collaboration opportunities, and visibility in campus wide initiatives that affect Migrant Seasonal Farm Working (MSFW) populations
Project Director (1 FTE)
<ul style="list-style-type: none"> • Supervise and evaluate all program components on an on-going basis • Design, coordinate, and supervise data collection • Manage and monitor the budget and program related expenditures • Conduct and coordinate the hiring, training, and evaluation of personnel • Coordinate and communicate the goals of UI CAMP with the University administration, colleges and departments, the U.S. Dept. of Ed., State Migrant Education, and regional/national associations • Ensure compliance with federal and state regulations • Complete performance reporting and annual reports to Dept. of Ed and other constituents
Recruitment Specialist (1 FTE)
<ul style="list-style-type: none"> • Outreach and recruit in targeted community, schools, and agencies • Present at community parent nights, college fairs and campus visitation events • Design and implement recruiting and public relations activities • Coordinate with agencies to identify eligible students • Conduct interviews with parents and students, and rank applications on basis of academic/financial need • Accept and enroll 35 students who demonstrate highest academic and financial need
Advising Specialist (1 FTE)
<ul style="list-style-type: none"> • Implement academic plan to meet individual student academic needs • Monitor academic progress of students throughout the year • Develop and maintain study table sessions for student needs • Supervise and train tutors • Communicate with faculty and departments on student progress and academic courses • Provide monthly follow-up with students to assess student goals, grades, and progress
Administrative Assistant (1 FTE)
<ul style="list-style-type: none"> • Maintain student and recruitment data files • Maintain budget files (i.e., invoices, claim vouchers, and travel claims) • Conduct office duties such as answering phone, copying, filing, reserving meeting rooms, ordering supplies, making travel arrangements for staff and preparing recruitment materials
Retention Specialist (.77 FTE)
<ul style="list-style-type: none"> • Assist the Director in the implementation, development, and evaluation of program activities • Implement academic plan to meet former CAMP Scholars' individual academic needs • Monitor academic progress of former CAMP Scholars throughout the year • Develop and maintain study table sessions for former CAMP Scholars

February 9, 2015

Dr. Lisa Ramirez
Office of Migrant Education
US Department of Education
400 Maryland Avenue SW, Room E343
Washington, DC 20202-6135

Dear Dr. Ramirez,

As the Provost and Executive Vice President, I fully endorse the goals and objectives of the University of Idaho College Assistance Migrant Program (CAMP). I recognize that the academic support services that the University of Idaho CAMP provides are critical to the success of students from migrant and seasonal farm working backgrounds.

The University of Idaho's first goal in the strategic plan focuses on engaging students in a transformational experience of discovery, understanding, and global citizenship. CAMP helps us attain that goal for its participants and in turn the participating students enrich the university. We are very proud of the staff and students.

The program greatly increases the academic success of students and meets a critical educational, social, and human need for prospective students. CAMP has changed the lives of many young people by believing in them and giving them the skills to progress and achieve in this society.

The University of Idaho will continue to support the College Assistance Migrant Program by providing facilities, resources, services and consultation. I look forward to the continued partnership with University of Idaho College Assistance Migrant Program.

Sincerely,

(b)(6)

Katherine Aiken

Interim Provost and Executive Vice President

February 9, 2015

RE: Letter of Support
University of Idaho CAMP proposal

To Whom It May Concern,

As Chief Diversity Officer for the University of Idaho, I have had the opportunity to observe the CAMP operation of their student recruitment and retention responsibilities first as a colleague and now as the Division head. I have had the good fortune to work in the field of access, inclusion, equity and targeted student population success for many years, and from the start of my tenure with the University of Idaho, it was clear that we had a premiere program that is our UI CAMP.

The outcomes information makes it clear that UI CAMP is a success. It recruits its cohort goal each year, has exemplary statistics relevant to 1st to 2nd year retention, as well as graduation rates. It is a model high touch-high impact program with exceptionally committed staff whose skill sets are finely tuned and have remarkable breadth and depth. This is a program that also fully understands the cultural context and positionality of its students, and thus has a well-developed family involvement component. For those of us in this field, we know that this holistic family approach is vital for the persistence of these students to graduation and beyond.

When I had the further good fortune to assume the position of Chief Diversity Officer, I utilized the UI CAMP model to develop an overall "Diversity Scholars" program for UI students of color (of which Hispanics are by far the largest cohort: Idaho now has a Hispanic population of 11% and it is exponentially growing, especially in K-12). We developed a retention model utilizing the work of CAMP, incorporating their 1st year, 1st semester orientation course, study tables, grade checks, early warning and mandatory participation in a variety of activities designed to spur university involvement, good study habits, peer bystander intervention, and family outreach. To be a Diversity Scholar means a selected student has expectations and responsibilities. They sign a contract expressly stating they understand and will participate fully—a model taken from UI CAMP.

As a University overall, we commit to the CAMP students fully after its first year. The University maintains the scholarship/financial aid support, and all CAMP students are considered Diversity Scholars and the high touch and participation encouragement continues to their graduation. And we invite them back as alumni, to give back to CAMP and to the Diversity Scholars program as their time permits. Additionally, we assist CAMP in other ways, providing student connection to a number of other offices and services, and providing financially for a fall harvest group outing to area Halloween mazes and other activities, as well as contributing to the annual Farm Worker Awareness Week.

UI CAMP is a critical point of access for Idaho, Washington and Oregon farmworker background students. Many not able to enter via CAMP, enroll at the University and UI supports and invites them to the Diversity Scholars program of the Office of Multicultural Affairs. The University recognizes that its own vitality, its own multiculturalism, its own Inclusive Excellence requires it to be a full partner to a program such as UI CAMP, and all its multicultural/student of color and first generation students and nurture these students throughout their years with us. UI CAMP is one of the core hearts of our UI Vandal Family.

Please feel free to contact me if I can provide further information or other assistance.

Sincerely,

(b)(6)

Carmen Suarez
Chief Diversity Officer



SHERRI YBARRA
SUPERINTENDENT OF
PUBLIC INSTRUCTION

750 W. STATE STREET
PO BOX 247111
BOISE, IDAHO 83724-0711

PHONE (208) 333-4000
FAX (208) 333-4009
CAREER: 800.368.6789
WWW.IDAHO.SDE.IDAHO.GOV

January 27, 2015

Lisa Ramirez
Office of Migrant Education
US Department of Education
400 Maryland Avenue SW, Room E343
Washington, DC 20202-6135

Dear Ms. Ramirez,

The Idaho Migrant Education Program fully endorses the goals and objectives of the University of Idaho College Assistance Migrant Program (UI CAMP). We recognize that the academic and support services that UI CAMP provides, along with the financial resources made available to CAMP-eligible students, are what contribute to the success of their nationally recognized program.

The Idaho Migrant Education Program is committed to its continued collaborative work with UI CAMP to ensure continued access for Idaho's Migrant students to college opportunities and assistance. This has been accomplished through on-going communication with the UI CAMP recruiter to make referrals, schedule high school visits/parent informational nights, promote ¡AVANZA!, and in verifying migrant eligibility for scholarship applicants. The State Migrant Education Program has also invited UI CAMP to present at the State Migrant Parent Advisory Council meetings as a way to connect with migrant parents.

The Idaho MEP has partnered with the UI CAMP in developing and providing internship opportunities for UI CAMP students within Migrant funded summer schools across Idaho for the last three years. Through this partnership, seven UI CAMP students were provided various opportunities to develop leadership, teamwork, and mentoring skills. They were also required to make a formal presentation as a culminating project at the end of the summer program to the Idaho MEP and UI CAMP staff outlining their work. The intern partnership has been rewarding not only to the UI CAMP students, but also to the Idaho MEP summer school students and staff. We look forward to placing many more UI CAMP students in the years to come.

The Idaho Migrant Education Program is committed to assisting the UI CAMP by continuing to provide opportunities in collaboration with MEP staff across the state. It is the goal of the Idaho MEP to foster opportunities leading to stories of success for Idaho's Migrant students. The Idaho MEP looks forward to the continued partnership with UI CAMP and in taking part of many more success stories in the future.

Sincerely,

(b)(6)

Mary Lou Wells
Coordinator
Idaho Migrant Education Program

Student Support Services

Tutoring and Academic Assistance Programs

Idaho Commons 306

PO Box 442537

Moscow ID 83844-2537

Phone: 208-885-6307

Fax: 208-885-9404

sss@uidaho.edu

www.students.uidaho.edu/taap

January 30, 2015

Dr. Lisa Ramirez
Office of Migrant Education
US Department of Education
400 Maryland Avenue SW, Room E343
Washington, DC 20202-6135

Dear Dr. Ramirez,

It is with great honor that I write a letter of commitment for the University of Idaho's College Assistance Migrant Program (CAMP). Our Student Support Services (SSS) program works closely with the CAMP program to provide continued support for CAMP students who are entering their second year of studies at our university. Many, if not all, CAMP students face the same or similar challenges to students served by SSS (first generation, low income, and/or have documented disability). SSS works closely with our CAMP program to ensure that the appropriate services and assistance are provided to all eligible CAMP students. SSS Counselors work closely with the CAMP staff to coordinate services and monitor students' academic progress and overall wellbeing, meeting twice per academic term to discuss students in common. First-year CAMP students attend an SSS orientation toward the end of their second semester each spring, to begin the transition and understand the services SSS will provide (tutoring, academic, career and personal counseling, and possible grant aid scholarships). Both SSS and CAMP programs keep their respective students informed about program events and activities. Approximately one-third of the current SSS served population are former CAMP students in their second year of college or beyond.

If I can answer any questions or concerns, please contact me

Sincerely,

(b)(6)

Jerry Galloway, M.Ed

Director, Student Support Services, University of Idaho



February 1, 2015

Dear Dr. Lisa Ramirez,

We, the College Assistance Migrant Program Alumni Association (CAMPAA), strongly support all University of Idaho College Assistance Migrant Program (UI CAMP) goals and objectives.

We recognize that UI CAMP is critical in helping freshmen transition from high school to college. Since its establishment at the University of Idaho back in 1999, UI CAMP has set many students in the right path to graduate through its academic support services.

As members of CAMPAA, we strive to support UI CAMP members through academics, community service and leadership.

- **Academics:** we provide support by pairing employed CAMP alumni with students currently pursuing a career in the same field of study. This allows students to better understand their careers.
- **Community Service:** As an association we plan and coordinate community service events that allow students and members to engage in their communities.
- **Leadership:** Provide leadership opportunities through alumni panels, workshops, trainings, and other educational activities.

Our strong partnership has created success in both organizations. UI CAMP is a great asset to our organization and we look forward to continue this partnership for years to come.

Sincerely,

Alonso Torres

UI C.A.M.P.A.A. President

(208) 874-3556

atorres@alumni.uidaho.edu

Dear Dr. Lisa R. Ramirez, Director of Migrant Education



University of Idaho CAMP has over 140 current and former CAMP students presently enrolled at UI; the following students have pledged their commitment to ensuring the continued success of our program. The following signatures represent current and former UI-CAMP students who believe that CAMP had made a difference in their lives providing them the opportunity for higher education. These signatures also represent students who believe prospective students should have the opportunity in being part of UI-CAMP.

By signing this document, I commit to volunteer for the following:

- Recruitment visits to my high school
- Mentor incoming students
- Referral of potential participants
- Assist with hosting for campus visits

(b)(6)



Date: January 28, 2015
PR/Award # S149A150023



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Service
Division of Cost AllocationDCA Western Field Office
90 7th Street, Suite 4-800
San Francisco, CA 94103

DEC 15 2010

Polly Knutson
Dir, Office of Sponsored Programs
University of Idaho
Finance and Administration
P.O. Box 443168
Moscow, ID 83844-3168

Dear Ms. Knutson:

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

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

Sincerely,

(b)(6)

Wallace Chan
Director

Attachment

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY FAX

Phone: (415) 437-7820 - Fax: (415) 437-7823 - E-mail: dcauf@psc.gov

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:
 ORGANIZATION:
 University of Idaho Finance and
 Administration
 P.O. Box 443168
 Moscow, ID 83844-3168

DATE:12/09/2010
 FILING REF.: The preceding
 agreement was dated
 06/27/2007

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

SECTION I: INDIRECT COST RATES

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2010	06/30/2011	43.40	On-Campus	Organized Res.
PRED.	07/01/2010	06/30/2011	25.00	Off-Campus	Organized Res.
PRED.	07/01/2011	06/30/2012	45.20	On-Campus	Organized Res.
PRED.	07/01/2012	06/30/2013	45.30	On-Campus	Organized Res.
PRED.	07/01/2011	06/30/2013	26.00	Off-Campus	Organized Res.
PRED.	07/01/2010	06/30/2011	55.70	On-Campus	Instruction
PRED.	07/01/2011	06/30/2013	56.00	On-Campus	Instruction
PRED.	07/01/2010	06/30/2013	26.00	Off-Campus	Instruction
PRED.	07/01/2010	06/30/2011	30.30	All	Agriculture & Forestry Exper. Station
PRED.	07/01/2011	06/30/2013	34.00	All	Agriculture & Forestry Exper. Station
PRED.	07/01/2010	06/30/2011	30.10	On-Campus	Public Service
PRED.	07/01/2010	06/30/2011	21.00	Off-Campus	Public Service
PRED.	07/01/2011	06/30/2013	34.00	On-Campus	Public Service
PRED.	07/01/2011	06/30/2013	26.00	Off-Campus	Public Service

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2013	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 the 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, 2013.

ORGANIZATION: University of Idaho Finance and Administration

AGREEMENT DATE: 12/09/2010

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

Fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

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

DEFINITION OF OFF-CAMPUS

A project is considered off-campus if the activity is conducted at locations other than University owned or operated facilities and indirect costs associated with physical plant and library are not considered applicable to the project. Projects will not be subject to more than one indirect cost rate. If two-thirds or more of a project is performed off-campus, the off-campus rate will apply to the entire project.

DEFINITION OF EQUIPMENT

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

The following fringe benefits are treated as direct costs:

FICA, GROUP LIFE, HEALTH INSURANCE, WORKERS COMPENSATION, RETIREMENT, EMPLOYMENT SECURITY, AND DISABILITY INSURANCE.

ORGANIZATION: University of Idaho Finance and Administration

AGREEMENT DATE: 12/09/2010

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-21 Circular, 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:

University of Idaho Finance and Administration

University of Idaho

(b)(6)

(SIGNATURE)

LLOYD E. MUES

(NAME)

VP (FA) & Bursar

(TITLE)

15 Dec 2010

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(SIGNATURE)

Wallace Chan

(NAME)

Director, Western Field Office

(TITLE)

12/9/2010

(DATE) 2091

HHS REPRESENTATIVE:

Ernest Willard

Telephone:

(415) 437-7820

EXHIBIT A
PAGE 1 OF 1

UNIVERSITY OF IDAHO
FACILITIES AND ADMINISTRATIVE COST RATES
FOR THE PERIOD JULY 1, 2010 THROUGH JUNE 30, 2013

	ORGANIZED RESEARCH		INSTRUCTION	
	JULY 1, 2010 TO JUNE 30, 2011	JULY 1, 2011 TO JUNE 30, 2012	JULY 1, 2012 TO JUNE 30, 2013	JULY 1, 2010 TO JUNE 30, 2011
BUILDING	2.8%	3.0%	3.0%	4.7%
EQUIPMENT	2.0%	2.1%	2.1%	1.0%
INTEREST	0.8%	0.9%	0.9%	0.9%
OPERATIONS & MAINT	11.0%	12.2%	12.3%	12.8%
LIBRARY	0.9%	1.0%	1.0%	10.9%
GENERAL ADMIN	10.5%	10.6%	10.9%	6.7%
DEPT ADMIN	10.2%	10.6%	10.6%	9.1%
SPON PROJ ADMIN	4.3%	4.5%	4.5%	2.6%
STUDENT SERVICES				7.4%
ADMIN COMPONENTS	25.0%	25.0%	25.0%	25.0%
TOTAL	63.6%	65.2%	65.3%	55.7%

	AGRICULTURE & FORESTRY EXPERIMENT STATION		PUBLIC SERVICE	
	JULY 1, 2010 TO JUNE 30, 2011	JULY 1, 2011 TO JUNE 30, 2013	JULY 1, 2010 TO JUNE 30, 2011	JULY 1, 2011 TO JUNE 30, 2013
BUILDING	0.1%	1.2%	0.9%	0.8%
EQUIPMENT	0.6%	1.0%	1.0%	1.4%
INTEREST	0.1%	0.2%	0.1%	0.1%
OPERATIONS & MAINT	2.5%	4.9%	5.0%	4.0%
LIBRARY	0.4%	0.7%	0.0%	0.0%
GENERAL ADMIN	10.3%	10.3%	0.0%	10.0%
DEPT ADMIN	11.4%	11.4%	0.0%	10.6%
SPON PROJ ADMIN	4.3%	4.3%	3.0%	4.5%
ADMIN COMPONENTS	25.0%	25.0%	21.0%	25.0%
TOTAL	30.3%	34.0%	30.1%	34.0%

ADMINISTRATIVE COMPONENTS ARE CAPPED AT 25.0% IN ACCORDANCE WITH OMB A-21, DATED JULY 20, 1995.

(b)(6)

VP (FRA) + Bursar
15 Dec 2010
DATE

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PR/Award # S149A150023

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

BUDGET NARRATIVE AND JUSTIFICATION: 2015-2020

The budget proposed for University of Idaho College Assistance Migrant Program (UI CAMP) is adequate to support the defined goals, objectives and activities and are reasonable, allowable, and allocable. The proposed Year 1 operating cost of \$425,000 will provide services for 35 eligible MSFW students who will be provided academic, support and financial services.

1. PERSONNEL

The University of Idaho (UI) has budgeted the following positions to implement the CAMP Project as described in the application narrative. The allocations for human capital have been made based on our 15 years of experience and what is necessary to accomplish the proposed objectives. The responsibilities of key personnel are presented in Appendix B. The first year salaries for the Project Director, Recruitment Specialist, Advising Specialist, and Administrative Assistant have been calculated based on the approved salary scale by the University Regents. Other hourly personnel will be hired to provide additional support for monthly program activities, orientation, and study table sessions. The salaries for key personnel and hourly wages for Temporary Irregular Help are based on the Universities Annual Salary Guidelines that outline compensation for job classification, length of contract, of cost of living. All key personnel salaries reflect the increase of 2% cost of living for all five years (Details are included in Table 1). The project personnel include:

Principal Investigators: Dr. Bisbee will serve as Primary Principal Investigators for the UI CAMP project. Dr. Bisbee's past experience of 15 years as the CAMP Director will contribute to program by assuring consistency in the transition to a newly qualified Project Director. She will assist with guidance in program regulation and evaluation to assure that project is meeting all project goals and objectives. Co-Principal Investigator, Dr. Suarez is the Unit Supervisor for which CAMP is a direct report. As the Chief Diversity Officer she will ensure that the CAMP

BUDGET NARRATIVE AND JUSTIFICATION: 2015-2020

Project is receiving valuable support in campus resources, collaboration opportunities, and visibility in campus wide initiatives that affect Migrant Seasonal Farm Working (MSFW) populations.

Project Director (1.0 FTE): Director of UI CAMP will provide the leadership and vision for the program. The Director oversees implementation of the CAMP Project and is ultimately responsible that the goals, objectives, and contractual obligations are met, and that relevant federal and state rules are followed. The Director will supervise CAMP staff, work with the evaluator, administer the budget, compile data, and submit all required federal and state reports.

Recruitment Specialist (1.0 FTE): The Recruitment Specialist will provide oversight of recruitment and outreach activities. The Recruitment Specialist will develop and maintain the UI CAMP recruitment plan. This will include initiating and maintaining critical linkages with constituents who will provide access to eligible students from MSFW backgrounds. The Recruitment Specialist will work with all applicants to ensure eligibility and acceptance into UI CAMP. He will also develop, implement, and coordinate campus visitation activities that allow MSFW students access to university recruitment events.

Advising Specialist (1.0 FTE): The Advising Specialist is responsible for assessing each student's academic needs and developing an individual academic plan for each student. She will also provide academic, financial, and personal guidance to ensure students successfully complete their first year at UI.

Administrative Assistant (1.0 FTE): The Administrative Assistant will be responsible in providing administrative support for daily program operations. She will also compile student data, develop reports, maintain student files, assist with project activities, track grant

BUDGET NARRATIVE AND JUSTIFICATION: 2015-2020

expenditures, maintain budget files and perform other related work needed to meet the project goals and objectives.

Retention Specialist (Temporary Irregular Help, hourly): The Retention Specialist will be appointed for 9 months temporary Irregular help to assist the Project Director in facilitating academic, supportive and financial service activities. The Retention Specialist will also assist with academic activities for no more than 10% time for follow up services for continuing UI CAMP students who are attending the University of Idaho.

CAMP Leaders (5) (Irregular help, hourly): Leaders will be appointed during start-up week to assist with the Orientation of new students. The CAMP Leaders will be former CAMP Scholars who will assist with campus tours, registration, computer access, and critical information dissemination during freshman orientation.

Tutors (3) (Irregular-help hourly): Tutors with skills in different academic areas will be hired for 5 hours a week to assist CAMP Scholars with daily study table sessions.

2. FRINGE BENEFITS

Fringe benefits for all personnel are based on the College and Universities Agreement Rate. The Irregular Help appointments for the CAMP Leaders and Tutors fringe benefit rate is based on a non-salaried and student benefit rate of 28% and 1% respectively.

3. TRAVEL

Travel cost details are in Table 1. Travel funds are needed for the Project Director to travel to the mandatory **Annual Director's Conference** in DC. The cost for Year 1 through Year 5 includes lodging, per diem and ground transportation to and from the airport. Travel for the Project Director to the **New Director's Training** will occur in Year 1 and includes Airfare, Lodging, per diem, and ground transportation to and from the airport. Three CAMP staff

BUDGET NARRATIVE AND JUSTIFICATION: 2015-2020

members will be supported with airfare, lodging, per diem and ground transportation to and from the airport in Years 1-4 to the HEP/CAMP National Conference. One staff member will travel to the HEP/CAMP National Conference in Year 5. Travel will benefit the project by providing professional development and networking for staff and helping them keep up to date about best practices.

Travel is requested for the Recruitment Specialist to recruit participants and visit high schools within the target area. The recruitment trips are divided into 3 trips and will cover vehicle rental, gas, per diem, and lodging. The mileage reimbursement rate is calculated by the State of Idaho at 55.5 cents per mile. The target areas are approximately 3 to 10 hours driving distance from the project location.

UI CAMP will provide transportation for tentatively accepted CAMP Scholars who have been admitted to the University and are eligible for CAMP. They will attend a campus visitation program, to assist with early registration and class advising. A bus will be chartered for \$1500 to pick up tentatively accepted CAMP Scholars and return them home to their homes within the target area.

4. EQUIPMENT: No funds for equipment are requested.

5. SUPPLIES

Detailed supplies for project support and operations are provided in Table 1. Supplies will be utilized and maintained by the CAMP project. The supplies will directly benefit the UI CAMP and are all necessary for achieving the goal of the project. To accommodate for cost of living increases in the staff salaries in Years 1 - 5, the majority of the supply purchases will be made at lower cost efficient bulk rate in years 1 and 2. The identified bulk supplies are: Career Portfolios, Recruitment Materials, Student Backpacks, and Participant T-shirts. Office Supplies:

BUDGET NARRATIVE AND JUSTIFICATION: 2015-2020

Consumable Goods such as paper, envelopes, software, toner cartridges, and other essential office supplies will be utilized for the daily operations to meet project objectives and student support. In all years it is estimated that \$150/mo for 12 months will be spent on project supplies.

Academic Supplies: Career Portfolios for the CAMP Career Exploration Course will be purchased for 175 Scholars for the 5 year grant. The cost for the Career Portfolios will at \$7.00 for 175 portfolios in Year 1. **Computer:** Computer Supplies for the project will be purchased for student use in the CAMP computer labs for study table sessions

CAMP will purchase two tablets at an estimated cost of \$500 each for Year 1 and one tablet at an estimated cost of \$500 for Year 2. These tablets will be made available for student support during required study tables and after hours when other campus computers are not readily available. One laptop computer will be purchased in Years 1, 2 and 3 to be used for travel on recruitment and outreach and student support to replace an outdated computers in the CAMP student computer lab.

Recruitment and Orientation Supplies

The cost for Recruitment and Orientation supplies will be allocated across Years 1 – Year 3, and will be utilized throughout the 5 years of the project to accommodate for cost of living increases in the budget in the Staff salaries line item. This will also accommodate for cost of living increases in the Staff salaries in Years 3 - 5, the majority of the supply purchases will be made at lower cost efficient bulk rate in years 1 and 2.

Year 1: UI CAMP recruitment materials: pens, pencils, lapel pins, and water bottles (for Years 1 & 2) will be purchased in Year 1 for \$1,705. In Year 1, backpacks for students to utilize during orientation will also be purchased at \$11 for 70 Scholars (Years 1 & 2) for \$770. CAMP T-shirts will be purchased for all CAMP Scholars. 70 CAMP shirts at \$9 will be purchased in

BUDGET NARRATIVE AND JUSTIFICATION: 2015-2020

Year 1 for CAMP Scholars (for Scholars in Years 1 & 2) for \$630. The total cost of supplies for Year 1 is \$3,105.

In Year 2: UI CAMP recruitment materials: pens, pencils, lapel pins, and water bottles (for Years 3-5) will be purchased in Year 1 for \$1,950. The remaining backpacks (for Year 3-5) for students to utilize during orientation will also be purchased in Year 2 at \$11 for 105 Scholars which totals \$1,155. The total cost of supplies for Year 2 is \$3,105.

In Year 3: we will purchase remaining CAMP shirts (for Years 3-5) at \$9 for 105 Scholars for \$945. The total cost of supplies for Year 3 is \$945.

6. CONTRACTUAL

UI CAMP will follow the procedures for procurement defined in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200. All standards for use to ensure that these materials and services are obtained in an effective manner and in compliance with the provisions of applicable Federal statutes and executive orders will be followed.

UI CAMP will contract a Project Evaluator, Dr. Lorenzo Aragon, to provide evaluation on program achievement of goals and objectives. A professional evaluation will ensure that the project will be assessed for both progress toward and final achievement of the GPRA performance indicators. Cost for the external evaluator is based on an hourly rate of \$45 per hour to be contracted to complete 8 hours a day for 5 days: 1 day for pre-evaluation and 2 days for on-site evaluation and 2 days for post-evaluation. Round-trip airfare is estimated at \$670 and per diem is estimated on 5 days at the out-of-state rate of \$46 per day. Ground transportation for the evaluator for 5 days is estimated at \$300 for 5 days. The external evaluation will occur Years 2 and Year 5.

BUDGET NARRATIVE AND JUSTIFICATION: 2015-2020

7. Construction: No funds are requested for construction.

8. Other: Details related to “Other” costs are presented in Table 1.

Postage, communication, and printing costs have been calculated based on past project costs. These expenditures are necessary as they contribute communication of the program benefits, outreach and recruitment activities. **Postage:** Postage for Year 1 – 4 will cover correspondence to students, parents, schools, and agencies for soliciting new applicants and informing of the project. Postage for Year 5 is estimated at \$300 due to the decrease in recruitment on the final year of the project. **Communication:** Year 1 – 5 communication costs include a set annual telephone and fax line; and a cell phone stipend for the Recruitment Specialist while he is on recruitment and outreach events and the Advising Specialist to effectively communicate with Scholars to update on CAMP activities and progress. This cost is estimated at \$208 per month. **Printing:** Costs for printing are calculated at a higher monthly rate for Year 1 – 3 due to the higher volume of printing of new applications, brochures, posters, and display boards. Year 4 at an average rate of \$125/mos. for 12 months based on past project expenditures and Year 5 has been decreased to \$200 for the year due to less recruitment outreach on the final project year. **Membership Dues:** Cost for membership dues are established by the HEP/CAMP Association and will be paid annually. **Web Development:** Cost for Web development expenses include start-up cost for Year 1 for the development of a web-based database that will allow for more efficient application process and tracking of student applicants.

Participant costs will include expenses for Academic and Cultural events for student participation and engagement. Costs have been calculated based on past project costs. The costs are estimated at \$3000 for all events for Years 1 – 5. Students will participate in an Orientation retreat to gain valuable team building skills with each other and the CAMP staff. CAMP

BUDGET NARRATIVE AND JUSTIFICATION: 2015-2020

Scholars will play a key role in implementing the annual “Farmworker Awareness Week” hosted by the UI CAMP Scholars. This promotes critical student engagement and connectivity to the UI and community. All CAMP Scholars will participate in an Etiquette Dinner where they will receive valuable training on professional dress and dining etiquette. All Scholars will attend the CAMP Leadership Retreat. UI CAMP coordinates with the Northwest CAMP Consortium to participate in the annual Leadership Retreat. The Student COMPASS exam will be administered to all CAMP Scholars at Orientation. This will assist in appropriately placing students in the proper English and Math classes. The cost for the COMPASS is \$10 per exam. As a tool for encouraging parent involvement, CAMP will cover the cost of one night stay for parents during the orientation, which will occur three days before classes’. The cost for lodging will be \$79 per night for 20 rooms. The CAMP Orientation and Leadership retreats incur participant support costs related to transportation by suburban and bus for student participation. The cost for Year 1 – 3 is \$2,800. Year 4 and Year 5 are decreased to \$2,000. It is anticipated that cost for transportation on these two years will be partially supported by other resources. Participant Lodging and board will be provided for 35 Scholars for Years 1 – 5 for the CAMP Leadership Retreat. A CAMP Leadership Fee will be paid in the amount of \$1500 to the Cool Speak or other motivational speakers for Years 1 – Year 5. Funds for the Annual End of the Year CAMP Recognition Ceremony are based on cost per plate for students and parents at \$14 for 75 people for Years 1-5.

9. TOTAL DIRECT COST

Total direct costs for year 1 are \$297,369.

10. INDIRECT COSTS

BUDGET NARRATIVE AND JUSTIFICATION: 2015-2020

The Indirect Cost Rate Agreement has been approved by The Department of Health and Human Services from 12/15/2010 – Until Amended. The Department of Education restricts the Indirect Cost rate to 8% of modified total direct costs.

11. TRAINING STIPENDS

The UI CAMP Scholars will receive a training stipend their first academic year in the amount of \$2500 to supplement the cost of attendance of fees, room and board, books and health insurance. In addition, \$450 will be disbursed monthly in the amount of \$50 a month for 9 months to cover living expenses. The total amount of training stipend per student will be \$2,550 per participant for 5 years. The training stipend will reduce the financial burden on the students, supporting their enrollment. CAMP provides a small fund for student emergencies, such as replacement glasses or contacts, emergency travel home, etc. The amount of \$590 a year is based on previous program experience.

BUDGET NARRATIVE AND JUSTIFICATION: 2015-2020

Table 1 provides detailed itemized costs associated with all categories described above.

University of Idaho					
2015-2020 Budget	2015-16	2016-17	2017-18	2018-19	2019-20
	Year 1	Year 2	Year 3	Year 4	Year 5
<i>1. PERSONNEL (Salaries) Cost of Living increase of 2% Years 2-5</i>					
Project Director: 1FTE, 12 mos. @100%	\$60,000	\$61,200	\$62,424	\$63,672	\$64,946
Recruitment Specialist: 1 FTE, 11 mos. @ 100%	\$36,400	\$37,128	\$37,871	\$38,628	\$39,401
Advising Specialist: 1 FTE, 11 mos. @100%	\$36,400	\$37,128	\$37,871	\$38,628	\$39,401
Administrative Assistant: 1 FTE, 12 mos. @ 100%	\$25,794	\$26,310	\$26,836	\$27,373	\$27,920
Retention Specialist: .77 FTE, 9 mos. \$12/hr.	\$19,200	\$19,200	\$19,200	\$19,200	\$19,200
Student Staff: CAMP Leaders (5) x \$10/hr. for 40 hrs.	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Student Staff: Tutors (3) @ 70 hours each @ \$8/hr.	\$1,680	\$1,680	\$1,680	\$1,680	\$1,680
Personnel Subtotal	\$181,474	\$184,646	\$187,881	\$191,181	\$194,547
<i>2. FRINGE BENEFITS</i>					
Project Director: \$55,000 - 60,000 (35%)	\$21,000	\$21,420	\$21,848	\$22,285	\$22,731
Recruitment Specialist: \$35,000 - \$40,000 (43%)	\$15,652	\$15,965	\$16,284	\$16,610	\$16,942
Advising Specialist: \$35,000 - \$40,000 (43%)	\$15,652	\$15,965	\$16,284	\$16,610	\$16,942
Administrative Assistant: \$25,000 - \$30,000 (50%)	\$12,897	\$13,155	\$13,418	\$13,686	\$13,960
Retention Specialist: Non-Salary Irregular Help with Benefits (28%)	\$5,376	\$5,376	\$5,376	\$5,376	\$5,376
Student Staff (Irregular Help): Academic Year only \$3680 @ (1%)	\$37	\$37	\$37	\$37	\$37
Fringe Benefits Subtotal	\$70,614	\$71,918	\$73,248	\$74,604	\$75,989
<i>3. TRAVEL</i>					
Out-of-state Travel					
Annual Directors Conference Washington, D.C. (Director)					
Airfare	\$700	\$700	\$700	\$700	\$700

BUDGET NARRATIVE AND JUSTIFICATION: 2015-2020

Lodging @ \$180/night x 4 nights	\$720	\$720	\$720	\$720	\$720
Per diem @ \$46/day x 4	\$184	\$184	\$184	\$184	\$184
Ground Transportation- Mileage & Cab fare to and from airport	\$100	\$100	\$100	\$100	\$100
New Director's Training- Washington, D.C.					
Airfare	\$595				
Lodging @ \$180/night x 4 nights	\$720				
Per diem @ \$46/day x 4	\$184				
Ground Transportation- Mileage & Cab fare to and from airport	\$100				
HEP/CAMP National Conference (3 Staff members Years 1-4, 1 Staff member Year 5):					
Airfare	\$1,800	\$1,800	\$1,800	\$1,800	\$600
Lodging @ \$113/night x 4	\$1,356	\$1,356	\$1,356	\$1,356	\$452
Per diem @ \$46/day x 5	\$690	\$690	\$690	\$690	\$230
Ground Transportation @ \$50 one way	\$100	\$100	\$100	\$100	\$100
Conference Registration	\$750	\$750	\$750	\$750	\$250
Recruitment- ID, WA, OR					
Mileage 55.5 cents/mile x 1200 x 3 trips (in-state) (for Years 1-4, and 2 Trips for Year 5)	\$1,998	\$1,998	\$1,998	\$1,998	\$1,332
Per Diem @ \$30/day x 4 x 3 trips (in-state) (for Years 1-4, and 2 Trips for Year 5)	\$360	\$360	\$360	\$360	\$240
Lodging @ \$85/night x 3 nights x 3 trips (for Years 1-4, and 2 Trips for Year)	\$765	\$765	\$765	\$765	\$510
Campus visitation Recruitment event for prospective scholars: Bus Lease for student transportation (round trip) \$1,500 (Will not sponsor Visitation Event on final year of grant)	\$1,500	\$1,500	\$1,500	\$1,500	\$0
Travel Subtotal	\$12,622	\$11,023	\$11,023	\$11,023	\$5,418
<i>5. SUPPLIES</i>					

BUDGET NARRATIVE AND JUSTIFICATION: 2015-2020

Office: Consumable Goods (i.e. paper, envelopes, markers, pens, pencils, paperclips, toner cartridges) \$150 x 12 mos. = \$1800 a year	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800
Academic: Portfolios for Career Exploration course. Year 1: \$7 X 175 scholars for total of 5 years	\$1,225	\$0	\$0	\$0	\$0
Computer: Computers, participant support, tech support	\$500	\$500	\$500	\$500	\$500
Tablets for student support 2 @ \$500 in Year 1, and 1 @ \$500 in Year 2	\$1,000	\$500	\$0	\$0	\$0
Laptop for recruitment, outreach and student support 1 @ \$1200 for Years 1, 2 & 3	\$1,200	\$1,200	\$1,200	\$0	\$0
Recruitment and Outreach Supplies:					
Year 1: CAMP pens, pencils, lapel pins (Year 1 & 2)= \$1000; CAMP water bottles \$4.70 x 150 = \$705; Backpacks (Year 1 & 2) \$11 x 70= \$770; CAMP shirts (Year 1 & 2) \$9 x 70= \$630 Year 2: CAMP pens, pencils, lapel pins (Year 3-5)= \$1245; CAMP water bottles (Years 3-5) \$4.70 x 150 = \$705; Backpacks (Year 3-5) \$11 x 105= \$1155; Year 3: CAMP shirts @ \$9 x 105 (Years 3-5) = \$945	\$3,105	\$3,105	\$945	\$0	\$0
Supplies Subtotal	\$8,830	\$7,105	\$4,445	\$2,300	\$2,300
6. CONTRACTUAL					
External Evaluation : Contract for campus visit and evaluation for Years 2 and 5	\$0	\$3,000	\$0	\$0	\$3,000
Contractual Subtotal	\$0	\$3,000	\$0	\$0	\$3,000
8. OTHER					
Postage (correspondence scholars, parents, schools etc.)	\$500	\$500	\$500	\$500	\$300
Communication (Telephone, fax, and T-1 line, cell phone stipend for 2 staff)	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500

BUDGET NARRATIVE AND JUSTIFICATION: 2015-2020

Printing (applications, brochures, evaluations, etc. (Spanish and English))	\$2,500	\$2,500	\$2,500	\$1,500	\$200
Membership Dues (HEP/CAMP Association)	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
Web Development: applications and database	\$4,500				
<i>Participant Cost: Subject to indirect cost</i>					
Academic and cultural activities coordinated by CAMP (Orientation Activities, Farmworker Awareness Week, Etiquette Dinner, CAMP Leadership Retreat)	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Student COMPASS exam for English/Math 35 participants	\$350	\$350	\$350	\$350	\$350
Parent Orientation (Lodging for 1 night @ \$79 for 20 people)	\$1,580	\$1,580	\$1,580	\$1,580	\$1,580
Participant Travel for Fall Orientation & Spring Leadership Retreat	\$2,800	\$2,800	\$2,800	\$2,000	\$2,000
Lodging for Spring Leadership Retreat (Lodging and Board for 35 Scholars)	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Leadership Conference Fee	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
CAMP Recognition Ceremony for scholars & parents (\$12/person x 75 people)	\$900	\$900	\$900	\$900	\$900
Other Subtotal	\$23,830	\$19,330	\$19,330	\$17,530	\$16,030
9. TOTAL DIRECT COST (Categories 1-8)	\$297,370	\$297,022	\$295,927	\$296,638	\$297,284
<i>10. INDIRECT COSTS (Includes Participant Cost: Subject to Indirect Cost)</i>					
Indirect Cost (8% of Total Direct Costs)	\$23,790	\$23,762	\$23,674	\$23,731	\$23,783
<i>11. TRAINING STIPENDS</i>					
<i>Participant Cost: NOT Subject to Indirect Cost</i>					

BUDGET NARRATIVE AND JUSTIFICATION: 2015-2020

Scholarship to supplement financial aid towards, fee, books, insurance, room and board : \$2500 x 35 Scholars	\$87,500	\$87,500	\$87,500	\$87,500	\$87,500
Student Stipend (\$50/month x 9 months x 35 Scholars)	\$15,750	\$15,750	\$15,750	\$15,750	\$15,750
Student Health Allowance (unexpected participant health expense, i.e. Glasses, medications)	\$590	\$590	\$590	\$590	\$590
Training Stipends Subtotal	\$103,840	\$103,840	\$103,840	\$103,840	\$103,840
12. TOTAL COSTS	\$425,000	\$424,624	\$423,441	\$424,209	\$424,907

Grand Total for the entire project period: \$2,122,180

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

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

Name of Institution/Organization

Regents of the University of Idaho

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	181,474.00	184,646.00	187,881.00	191,181.00	194,547.00	939,729.00
2. Fringe Benefits	70,614.00	71,918.00	73,248.00	74,604.00	75,989.00	366,373.00
3. Travel	12,622.00	11,023.00	11,023.00	11,023.00	5,418.00	51,109.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	8,830.00	7,105.00	4,445.00	2,300.00	2,300.00	24,980.00
6. Contractual	0.00	3,000.00	0.00	0.00	3,000.00	6,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	23,830.00	19,330.00	19,330.00	17,530.00	16,030.00	96,050.00
9. Total Direct Costs (lines 1-8)	297,370.00	297,022.00	295,927.00	296,638.00	297,284.00	1,484,241.00
10. Indirect Costs*	23,790.00	23,762.00	23,674.00	23,731.00	23,783.00	118,740.00
11. Training Stipends	103,840.00	103,840.00	103,840.00	103,840.00	103,840.00	519,200.00
12. Total Costs (lines 9-11)	425,000.00	424,624.00	423,441.00	424,209.00	424,907.00	2,122,181.00

***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: 2010-12-15-01 To: 2015-06-30-01 (mm/dd/yyyy)

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

The Indirect Cost Rate is 8.00 %.

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

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

Name of Institution/Organization Regents of the University of Idaho	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Yolanda		Bisbee	

Address:

Street1:	875 Perimeter Drive MS 3030
Street2:	
City:	Moscow
County:	Latah
State:	ID: Idaho
Zip Code:	83844-3030
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(208) 885-5173	(208) 885-5170

Email Address:

yobiz@uidaho.edu

2. Novice Applicant:

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

- Yes No Not applicable to this program

3. Human Subjects Research:

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

- Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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