

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



**APPLICATION FOR GRANTS
UNDER THE**

CAMP-84.149A-1

CFDA # 84.149A

PR/Award # S149A150024

Grants.gov Tracking#: GRANT11834203

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"/>
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* 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="58-6002060"/>	* c. Organizational DUNS: <input type="text" value="0691742410000"/>
--	---

d. Address:

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

e. Organizational Unit:

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

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="706-867-3280"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.149

CFDA Title:

Migrant_Education_College Assistance Migrant Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-122914-001

* Title:

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

13. Competition Identification Number:

84-149A2015-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

University of North Georgia - Gainesville Campus - College Assistance Migrant Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,123,775.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,123,775.00"/>

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Kelley Roberts	Director of Grants & Contracts Administration
APPLICANT ORGANIZATION	DATE SUBMITTED
University of North Georgia	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
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: University of North Georgia
* Street 1: 82 College Circle Street 2:
* City: Dahlonega State: GA: Georgia Zip: 30597
Congressional District, if known: GA-009

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 Street 2
* City State Zip

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

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

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

* Signature: Kelley Roberts
* Name: Prefix * First Name Kelley Middle Name
* Last Name Roberts Suffix
Title: Dir., Grants & Contracts Admin Telephone No.: 706-867-3280 Date: 02/12/2015

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

PR/Award # S149A150024

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.

CAMP GEPA - UNG-GC.pdf

Add Attachment

Delete Attachment

View Attachment

COMPLIANCE WITH GEPA REQUIREMENTS

Section 427 of the General Education Provisions Act (GEPA) requires each applicant to include in its application a description of proposed steps to ensure equitable access to, and participation in, its Federally assisted program. The University of North Georgia-Gainesville Campus (UNG-GC) recognizes that the statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability or age. The College Assistance Migrant Program (CAMP) initiative at UNG-GC addresses the required information in various areas of this application. UNG-GC will ensure that all programs developed and implemented provide equitable access to students, faculty, staff and other program beneficiaries with special needs. Specifically, UNG-GC will:

- 1) Ensure that all programs, services and facilities are accessible to and usable by persons with disabilities in order for students to obtain maximum benefit from the educational experience and effectively transition to the college environment. The Student Disability Services (SDS) Office at UNG-GC provides reasonable accommodations and services for students with disabilities, and serves as an accessibility resource for the university community. These services include adaptive technology, American Sign language interpreters; extended time testing; individualized advising; note taking; scribes; Braille; readers; and priority registration.
- 2) Provide sign language interpreters at appropriate events when persons with hearing disabilities are present;
- 3) Ensure that certain technology applications, particularly those utilizing web pages and the Internet such as UNG-GC online systems, are developed in ways that ensure access for individuals with disabilities and other special needs;

- 4) Ensure that selected classrooms and instructional laboratories are equipped with transmitters and headsets for hearing impaired students, and that these systems can be used during multimedia presentations;
- 5) Ensure that faculty, counselors, and key staff members including CAMP staff receive training on identifying students who may be affected by these barriers;
- 6) Implement alternative intake/enrollment assessment techniques that address the needs of students with learning disabilities and other special needs;
- 7) Advertise CAMP project staff positions in local and statewide publications and professional publications and websites where appropriate. Position descriptions will be circulated to those local populations analogous to the project's target populations. UNG-GC will conduct all CAMP project employment in accordance with the institution's Affirmative Action and Equal Opportunity guidelines. .
- 8) Support efforts by the external evaluator to: **a)** assist UNG-GC in identifying steps needed to ensure that it provides equitable access, and **b)** review barriers that can impede equitable access or participation, including gender, race, national origin, color, disability or age, to determine whether these or any other barriers prevent students, faculty, and staff from participating in program activities; and
- 9) Review the CAMP project's assessment data monthly for patterns that might alert staff to the existence of such barriers.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

University of North Georgia

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

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:

PROJECT ABSTRACT

Name/Location of Applicant – University of North Georgia (UNG), Dahlonega, GA

Project Objectives and Activities – The project will achieve annual objectives and activities:

- 1) 1,000 potential participants will be informed about the UNG CAMP opportunity through outreach to high schools and migrant communities in agricultural areas of north Georgia. From this pool, 100 students who potentially qualify for CAMP will be identified and provided assistance with college and financial aid applications.
- 2) 40 eligible students will be selected to participate in UNG CAMP, including 34 commuter and 6 residential students. Students with the highest need will receive priority.
- 3) 100% of CAMP students will participate in an array of robust support services including comprehensive orientation; intrusive academic, career and financial coaching; tutoring; peer mentoring; learning communities; success skills workshops, and cultural activities.
- 4) 100% of second year CAMP students will continue to engage in academic support services and multicultural programs, and serve as peer mentors for new CAMP students.

Applicable Priorities – 1) Promote STEM education; 2) Faith-based/community engagement

Number of Participants Served Annually – 40 students (34 commuter and 6 residential)

Number and Location of Sites – One (1) site at the UNG Gainesville Campus, Oakwood, GA

Project Targets for GPRA Measures –

- GRPA Measure 1: 90% of CAMP participants will complete the first academic year of their postsecondary program
- GRPA Measure 2: 85% of CAMP participants who complete their first academic year of college will continue their postsecondary education by enrolling for the second year
- GRPA Measure 3: 25% of CAMP students will pursue major fields of study in STEM

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

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Project Abstract

Part 4 – Project Narrative Attachment Form

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Part 6 – Other Attachments Form

Individual Resumes for Project Director and Key Personnel

Job Descriptions of Duties and Required Minimum Qualifications for Hiring

Letters of Support

Bibliography

Copy of Current Indirect Cost Agreement

Part 7 – Assurances and Certifications

Part 8 – Intergovernmental Review (Executive Order 12372)

APPLICATION NARRATIVE

1. Need for and Significance of Project

Selection Criteria I(i): Magnitude of the need for services to be provided – The critical need for a College Assistance Migrant Program (CAMP) in north Georgia stems from many factors:

a. A fast-growing Migrant and Seasonal Farmworker (MSFW) population with a high number of potential CAMP participants – Georgia experienced a 380% increase in migrant population growth between 1990 and 2012, the second fastest growth rate among the 50 states (Hooker, Fix & McHugh, 2014) with 25.3% of foreign-born workers in Georgia employed in agriculture (Migration Policy Institute, 2014). Georgia ranks 8th highest among the 50 states in the number of MSFWs with 117,119 MSFWs and family members residing in Georgia at any given time (Larson, 2008). These workers provide the economic backbone for Georgia’s largest industry – agriculture – which accounts for \$56 billion of the state’s annual economic output (Flatt, 2014). Of all farmworkers in Georgia, 50.9% are classified as migrant and 49.2% are seasonal (Larson, 2008). The Georgia Department of Education (GaDOE) Migrant Education Program (MEP) reported that: **1) 18,000 migrant students** are enrolled in K-12 in Georgia, and **2) about one-third of these students reside in north Georgia** (GaDOE, 2013).

b. Low College-Going Rate – MSFWs and their family members experience low college-going rates in Georgia. The GaDOE MEP reported in 2013 that this population is primarily of Hispanic heritage (94%), low-income (77% of students of Hispanic heritage are eligible to participate in the Free- and Reduced-Price Lunch program, which GaDOE reported is an indicator of poverty) and first-generation college students (only 6% of migrant workers have postsecondary education). In Georgia, only 27% of Hispanic students enroll in postsecondary education compared to 63% of non-Hispanic students.

c. **Low College Success** – Of the Hispanic students who enter college in Georgia, only 9% earn a degree compared to 31% of non-Hispanic students (GaDOE, 2013). The GaDOE MEP 2013 Statewide Comprehensive Needs Assessment reported that: “Migrant students are perhaps the most educationally disenfranchised group of students in our educational system. They are highly mobile and have diverse linguistic backgrounds, which pose challenges that our educational system is minimally prepared to address.” The report found that: **1) Migrant parents overwhelmingly desire their children to go to college** with 95% either agreeing or strongly agreeing with the statement “I want my child to go to college”, but that **2) A high percentage of migrant students who enter college are not prepared for college-level study** and lag behind peers in writing, English/language arts, reading proficiency and math. In High School Math I, for example, GaDOE found that the percentage of migrant students meeting or exceeding Common Core Georgia Performance Standards was only 45%, far below the statewide average of 61%.

d. **Economic needs** – Although MSFWs are an indispensable segment of Georgia agriculture, they are among the most economically depressed workers. The incomes of about 23% of Georgia MSFW families are below poverty level (Georgia Office of Rural Health, 2008). Average annual income is about \$13,000 for a single worker and \$18,000 for a family (National Center for Farmworker Health, 2012). Annual attendance cost at University System of Georgia (USG) 4-year institutions is \$22,000 – more than the average MSFW family’s annual income.

e. **The region is unserved by CAMP** – Despite compelling needs, no CAMPs exist in north Georgia where many MSFWs and their families reside. This severely limits access to CAMP services. Further, not all MSFWs and their families are prepared to meet rigorous admission standards at many postsecondary institutions. The **University of North Georgia-Gainesville Campus** (UNG-GC) is strategically positioned to meet these needs because:



FIGURE 1 – CAMP Site at the University of North Georgia Gainesville Campus (UNG-GC)

1) UNG-GC is located in Gainesville, which serves as the agricultural, economic and population center for MSFWs in north Georgia; 2) Access is a primary mission of UNG-GC, which admits 99% of applicants, and 3) UNG-GC is a public institution that offers comprehensive academic programs leading to degrees in 77 program areas. Founded in 1966, UNG-GC enrolls 6,704 degree-seeking

students of whom 24% are of minority heritage (UNG, 2014). In 2014, Business Insider magazine named UNG-GC as “the most underrated college” in Georgia for its “strong academic programs” and “high acceptance rates” (Stanger, Martin & Kierszcz, 2014).

Selection Criteria 1(ii): Serving the needs of disadvantaged individuals – The unique needs of MSFW families in attaining a college education have been identified from a comprehensive literature review including: 1) Education Reform in a Changing Georgia: Promoting High School and College Success for Immigrant Youth (Migrant Policy Institute, 2014), and 2) 2013 Statewide Comprehensive Needs Assessment (GaDOE MEP, 2013). The UNG-GC Latino/Hispanic Outreach and Leadership Program also has experience understanding students’ needs.

- **Need 1: Learning the pathway to college** – Since 94% of migrant students in Georgia are first generation college students (GaDOE, 2013), most students have few people to provide guidance to help them pursue a college education (Contreras & Stritikus, 2008). These students must be encouraged, inspired and supported by individuals who understand their experiences and can serve as coaches, counselors, mentors and role models (Reyes & Nora, 2012). Parents must

be informed of college preparation activities during high school using culturally appropriate methods (Gándara, 2010). UNG-GC will provide this support by working with counselors and teachers; participating in parent information events, and presenting at community events.

- **Need 2: Navigating the college application process** – College applications can seem overwhelming due to admission, financial aid and other requirements (Hutto, 2013). MSFW families are unfamiliar with this process because 94% are first-generation students (Georgia Office of Rural Health, 2008). UNG-GC will address this need by assisting potential CAMP participants with: **1) preparing college and financial aid applications**, and **2) using Georgia Apply to College (GAC)**, an online system sponsored by GaDOE and USG. GAC provides students with the opportunity to apply to college using www.Gacollege411.org with a focus on assisting first generation and underrepresented students as they navigate the application process.

- **Need 3: Accessing financial aid resources** – MSFW families often experience severe financial needs since annual attendance cost at USG 4-year institutions is more than the average MSFW family’s annual income and first-generation college students often are unfamiliar with the options available to finance a college education. Obstacles include not having the expertise or experience to complete financial aid applications or understand Pell Grants and other financial aid. This can result in the student not receiving the proper financial assistance to attend college. UNG-GC will meet this need by providing: **1) financial aid and scholarship information and application assistance**, and **2) a CAMP stipend to help them participate in the college experience.**

- **Need 4: Career and educational planning** – A study found that: **1) 47% of freshmen want career counseling**, and **2) 21% of freshmen reported being “very confused” about which occupation to pursue** (Noel-Levitz, 2014). Georgia requires students to select majors early, follow prescribed course sequences to be accepted into baccalaureate programs, pressuring

students to make career choices within their first 18 hours of college credit (USG, 2015).

Students who delay choosing majors risk earning excess hours, thus increasing educational costs.

UNG-GC CAMP will address this need through individual career coaching and workshops.

- **Need 5: Structured First-Year Experience** –DePaul University researchers found that the first year of college is the “make-it-or-break-it year” because freshmen can dramatically increase their chances of graduation if they earn a GPA of at least 2.5 and complete all courses (2014). First-year migrant students are not aware of on-campus resources nor do they have the familial experience to draw upon when questioned about student support services. Since the high mobility of the migrant population creates unstable educational experiences as students move with their families, many students with the potential to succeed in college often begin with deficiencies in math, reading, writing, and other ancillary skills associated with academic success. In order to increase their retention and graduation rates, UNG-GC will provide a structured first-year experience. Using a case management approach, the project will integrate: **1) comprehensive orientation; 2) comprehensive diagnostic and self-assessment to develop an Individual Learning Plan (ILP); 3) intensive academic tutoring and supplemental instruction; 4) academic, career and financial coaching; 5) skill-building workshops; 6) strong Learning Communities to foster academic and social engagement; 7) peer mentoring by trained, upper-level students; 8) innovative technology, including a configurable audit tool, to track participant progress and provide early interventions, and 9) rigorous internal and external project evaluation.**

- **Need 6: Lack of effective study and organizational skills** – Based on their ILP, assessments, and feedback from instructors, CAMP students will be offered knowledge and skill-building workshops in areas such as study skills, domain specific and metacognitive learning strategies, test anxiety, time and task management, goal-setting, motivation, digital and

information literacy, financial literacy, résumé building, professional etiquette, interviewing and career exploration. UNG-GC CAMP will provide participants with the knowledge and lifetime skills to increase their success in the classroom and beyond.

- **Need 7: Language barriers** – About 81% of MSFWs speak Spanish while only 18% speak English (U.S. Department of Labor, 2009). As a result, many MSFWs and their family members struggle with reading, writing, and other language-based skills. The GaDOE MEP reported that: **1)** 44,472 students participated in Limited English Proficiency programs in reading/language arts assessments at Georgia K-12 schools in 2010, and **2)** An Out-of-School Youth Survey found “an overwhelming need for English language instruction” in Georgia among out-of-school youth (GaDOE MEP, 2011). UNG-GC is strategically positioned to address these needs because UNG-GC’s English as a Second Language (ESL) Program is one of the oldest and largest ESL programs for matriculated students among the USG’s 31 colleges and universities. For over 15 years, UNG-GC has provided a comprehensive ESL program for students who need additional academic English instruction to succeed in their college studies. Many UNG-GC graduates who participated in the ESL program have gone on to high academic and professional success, earning doctoral/professional degrees particularly in STEM and business fields.

Selection Criteria I(iii): “Specific gaps in services identified and will be addressed” –

- **Gap 1: The current student orientation program fails to meet specific needs of migrant students** – Although the New Student Orientation (NSO) currently offered by UNG-GC is an effective introduction for the general student population, migrant students arrive with less knowledge about college than most peers and they lack familial experience regarding support services (Gándara, 2010). These students need specific advising, financial aid assistance, early connections with support services, skill-building and leadership development.

UNG-GC will address this gap by providing a comprehensive program, CAMP Kick-Off, over a 2-day period before the fall semester to help them acclimate to college and access resources.

- **Gap 2: Limited support from faculty and academic advising** – Although one of the strongest variables in student success is a supportive relationship with faculty and staff, migrant students often feel isolated and are uncomfortable in reaching out to faculty/staff advisors (Reyes & Nora, 2012). Since UNG-GC faculty teach four classes per semester on average with an average faculty-to-student ratio of 33:1 in core curriculum education courses and hold office hours 4 hours per week, this allows for only about 5 minutes per student per week, which is insufficient to build supportive relationships. UNG-GC will address this gap by providing pro-active coaching designed to support CAMP students from matriculation through graduation, with the premise of providing participants with the support and skills they need to be successful rather than reacting to problems after they arise. When students enroll in CAMP, they will be matched with a coach, who will be a full-time CAMP staff member. Students will meet bi-weekly, individually and/or in small cohort groups with the coach to learn about and plan for academic, social, service, cultural and program activities. CAMP coaches also will provide skill-building workshops on personal financial management, interviewing, job skills, and career planning. Coaches will leverage other UNG-GC services to assure that students receive support they need.

- **Gap 3: Lack of role models/mentors** – Migrant students often lack proper role models to successfully cope with college demands. UNG-GC will remedy the lack of role models through peer mentoring provided by trained upper level students, preferably CAMP alumni.

- **Gap 4: High placement and failure in developmental math deters CAMP students from STEM careers** – Many migrant students are not prepared for college-level math. In High School Math I, GaDOE found that the percentage of migrant students meeting or exceeding

Common Core Georgia Performance Standards was only 45%, which was 16% below the statewide average of 61% for all students. Math failure deters pursuit of STEM careers. UNG-GC CAMP will meet this need by providing intensive tutoring and supplemental instruction.

- **Gap 5: Migrant students are isolated** – Migrant students often enroll in classes that have few, if any, other migrant students. In order to foster strong Learning Communities, UNG-GC will provide CAMP students with early enrollment privileges to allow, to the extent possible, CAMP participants' classes to be grouped so that those with the same majors will be able to take a number of their courses together, thereby assisting students in balancing their studies, tutoring, and other academic and social activities. Class sizes for ESL courses are limited to 15 per class, developmental classes are limited to 24, and typical core curriculum courses are limited to 35, encouraging more opportunities for individual interactions with peers and instructors.

Selection Criteria 1(iv): *“The importance or magnitude of the results or outcomes likely to be attained by the proposed project”* – MSFW families experience economic challenges. Annual income is about \$13,000 for a single worker and \$18,000 for a family with 23% of households living in poverty (National Center for Farmworker Health, 2012). Further, “Migrant students are perhaps the most educationally disenfranchised group of students in our educational systems” (GaDOE, 2013). UNG-GC CAMP will respond to these challenges by developing a fertile undergraduate learning environment that nurtures MSFW students to succeed as highly qualified graduates in a globally competitive workforce. By making college attainable to MSFW families, UNG-GC CAMP is important because outcomes address economic and educational needs of migrant farmworkers. UNG-GC CAMP will provide robust support services designed to help migrant students mitigate barriers and realize that a postsecondary degree is an attainable goal that will lead to career opportunities and success in college and beyond.

2. Quality of Project Design

Selection Criteria 2(i): Clearly specified and measurable goals, objectives, and outcomes –

TABLE 1 – Goals, Objectives and Outcomes for UNG-GC CAMP	
GOAL 1: Provide annual academic and financial support necessary to assist 40 MSFW and immediate family members to successfully complete their first year of college	
Objective 1 – Inform and identify potential CAMP participants	Outcomes – 1,000 potential participants will be informed about UNG-GC CAMP; 100 interested eligible MSFWs and immediate family members with potential for college degree will be identified/recruited from this pool who potentially qualify
Objective 2 – Select eligible CAMP students	Outcome – Select and admit 40 eligible CAMP participants using a ranked “wait list” of applicants to replace any who fail to enroll
Objective 3 – Provide academic and other support services to CAMP participants	Outcome – 100% of CAMP students will participate in an array of academic and student support services including comprehensive orientation; special admissions assistance; intrusive advising; academic, career, financial and personal coaching; healthcare insurance; peer mentoring; learning communities; success skills, and cultural activities throughout the academic year
Objective 4 – Provide assistance in obtaining student financial aid	Outcome – 100% of CAMP students will receive financial support needed for college including stipends, scholarships, books, and supplies
Objective 5 – Provide housing support	Outcome – 100% of CAMP residential students will be adequately housed in appropriate nearby facilities
Objective 6 – Provide other services as needed to help students complete program requirements	Outcome – 100% of CAMP students will receive other services as needed to help assure college success including industry tours, lectures, shadowing, internship opportunities, job placement, and commuting support for non-residential students.
GOAL 2: Promote the persistence of CAMP students to their second year of college	
Objective 1 – Retain CAMP participants	Outcome – 85% of CAMP students who complete their first year of college will continue into their second year of college
Objective 2 – Integrate continuing CAMP students into academic and student support services available at UNG-GC	Outcome – 100% of second year/continuing CAMP students will be integrated into and will participate in UNG-GC academic and student support services and engage in the Multicultural Student Affairs Program
	Outcome – 100% of second year CAMP students will serve as peer mentors for new CAMP students
GOAL 3: Increase participation in STEM professions by CAMP students	
Objective 1 – Assist students pass college-level math in the first year	Outcome – 90% of CAMP students will pass college-level math in the first year with a grade of “C” or better
Objective 2 – Prepare students for STEM careers	Outcome – 25% of CAMP students will pursue major fields of study in STEM.

Selection Criteria 2(ii): Project design successfully addresses needs of the target population –

Potential college students from MSFW families require customized services to help them realize that a college degree is an attainable goal. To meet these needs, UNG-GC CAMP will provide an array of services including recruitment and advocacy during the application process followed by robust academic and student support services. UNG-GC CAMP is strategically designed to employ a cohort model supplemented by intensive support from staff, faculty and peers. The project design is based on research-based best practices to increase the success of at-risk, first-generation students in attaining college including evidence-based coaching (Bettinger & Baker, 2011; Cress, Burack, Giles, Elkins & Stevens, 2010; Tinto, 2012). The project will begin by providing outreach and recruitment services to persons who themselves or whose parents have spent a minimum of 75 days during the past 24 months as MSFWs or who have participated, or are eligible to participate, in programs under Part C of Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6391 et seq.) or Section 1672 of Title 29 or Section 2912 of Title 29, and who meet minimum qualifications for attendance at UNG. To further strengthen the program, UNG-GC CAMP will respond to two invitational priorities: **1) Promote STEM education, and 2) Engage faith-based/community organizations in delivery of services.**

a. UNG CAMP Connections refers to the outreach, recruitment and advocacy efforts during the application process. CAMP Connections is designed to help students understand that a college degree is attainable, learn about UNG-GC, obtain application and financial aid assistance, and to make meaningful contact with staff. Services include the following:

- **Promote UNG-GC CAMP to high school students at events that promote college education** – UNG-GC CAMP will be promoted in many ways. The UNG Latino/Hispanic Outreach and Leadership Program (LHOLP) will promote CAMP opportunities in LHOLP

program activities that educate the community about the history and cultural of Latino/Hispanic people and develop leaders to serve the local community and beyond. The UNG-GC Admissions Office will promote CAMP participation at college fairs at high schools throughout UNG's 30-county service area in north Georgia. Fairs will include presentations on planning for careers, goal setting, college preparation, the application process and financial aid opportunities.

- **Promote UNG-GC CAMP at high schools that serve a high number and/or high percentage of migrant students** – CAMP staff will speak with school counselors and migrant students, hold individual meetings with potential CAMP students and their families, and participate in college information nights. CAMP Recruitment/Coaching/Outreach Specialists, a LHOLP representative and a UNG-GC Admissions Officer will make visits to explain CAMP services, distribute information, and distribute contact information for follow-up. To sustain contact with the schools, CAMP staff will develop and maintain ongoing communication with migrant educators/counselors about CAMP and will provide information for potential students. Spanish-speaking parents will be able to speak with bilingual CAMP staff.
- **Promote UNG-GC CAMP at community events** that attract the migrant farmworker community including regional migrant education meetings and community events. Social, print and broadcast media also will be utilized to distribute UNG-GC CAMP information.
- **Promote UNG-GC CAMP through community organizations that serve migrant populations** including Catholic Charities Atlanta to disseminate information to a wider audience.
- **Serve as an advocate during the college application process** by providing potential CAMP participants with: **1)** information about admission deadlines and requirements, and **2)** assistance completing admission forms, financial aid forms and the GAC online system. CAMP students will be selected based on their admittance to UNG and through an interview process,

and prioritized by degree of need. UNG-GC will provide CAMP students with early enrollment privileges to allow, to the extent possible, CAMP participants’ classes to be grouped so that those with the same majors will be able to take a number of their courses together, thereby assisting students in balancing their studies, tutoring, and other academic and social activities.

b. **UNG CAMP Kick-Off** is a 2-day program for new CAMP students that will be held before the beginning of the Fall semester in August to assist them in acclimating to college and accessing resources. Table 2 provides a list of CAMP Kick-Off activities and benefits.

TABLE 2 – CAMP Kick-Off Activities and Benefits	
Activities	Benefits
Orientation	1) Provide CAMP students with opportunities to meet CAMP staff and other students; 2) meet Coaches and peer mentors who have been assigned to each student; 3) meet faculty teaching cohort classes; 4) review early registration privileges and class schedules; 5) review status of financial aid applications; and 6) tour the UNG-GC campus including learning support centers, library, dining, healthcare support, fitness center, bookstore and CAMP offices
Presentations by role models	CAMP students will learn from role models, including upper level students, about: 1) the opportunities and challenges encountered by others whose backgrounds are similar to theirs, and 2) university life and culture
Skill-building workshops	CAMP students will attend workshops on: 1) Time management; 2) Study skills; and 3) Financial literacy
Learning Communities	CAMP students will be assigned to Learning Communities based on career goals and class schedules; teambuilding skill training will be provided; and the values/skills that lead to college success will be discussed

Selection Criteria 2(iii): Extent to which the project will establish linkages with other appropriate agencies and organizations providing services to the target population – UNG-GC will coordinate CAMP activities with strong partners listed in Tables 3 and 4.

TABLE 3 – UNG-GC Partners	
Program	Services
UNG-GC Latino/Hispanic Outreach and Leadership Program, a unit of the Multicultural Affairs Office	Serves the higher education needs of over 1,000 students of Hispanic heritage with a successful history of support services. Provides a welcoming and culturally familiar environment. Provides leadership development opportunities.
UNG-GC Office of Enrollment Management	Will provide early registration privileges for CAMP students, general outreach materials and reports highlighting student

	prospects, and help maximize scholarship and work-study opportunities for first-generation, low-income students
UNG-GC Financial Aid	Assist with CAMP students’ financial aid application packages
UNG-GC Student Healthcare Support	Provide basic health care services through student health insurance, and teach prevention and self-help skills to students
UNG-GC Academic, Computing, Tutoring and Testing (ACTT) Center	Will supplement CAMP services by providing computer clusters; free checkout privileges for calculators, textbooks, resources and study manuals; and free tutoring in accounting, chemistry, math, physics, English, ESL and composition
UNG-GC English as a Second Language (ESL) Program	Provide ESL services for CAMP students including appropriate courses in academic English reading, writing, speaking, and vocabulary; tutoring in all English skill areas; and instruction and information on the sociocultural context of college

UNG-GC will coordinate with partners listed in Table 4 in support of Invitational Priority (IP) 2.

TABLE 4 – State, Community and Faith-Based Partners	
Program	Services
Catholic Charities Atlanta	As a faith-based organization serving north and central Georgia, Catholic Charities Atlanta will provide support services for migrant workers and their families including counseling, education, housing and other support
Complete College Georgia	Provide resources for intrusive advising/academic interventions
Georgia Department of Education (GaDOE) Migrant Education Program (MEP)	Support comprehensive educational programs for migrant students to help reduce educational disruption and other problems that result from repeated moves; assist migrant students in reaching challenging academic standards and graduating with a diploma (or completing a GED) that prepares them for responsible citizenship, further learning, and productive employment; provide State policy support and coordination including opportunities to expand the project.
Local Educational Agencies	Identify/recruit students; visit schools; obtain student lists
Rotary Club of Gainesville	Disseminate information about CAMP through employers who, as appropriate, provide job shadowing, internships and tours
University System of GA	Provide referrals, student lists, statistics and publications

Selection Criteria 2(iv): Efficiency in use of time, staff, money or other resources in order to improve results and increase productivity – UNG-GC CAMP is designed to significantly increase efficiency in the use of time, staff, funds, and other resources while improving student learning, retention and completion. The following measures will increase productivity by integrating technology and restructuring services and staff.

a. **Technology Integration** – OrgSync will create an online community for CAMP students that helps streamline processes and drive engagement. The platform reflects UNG-GC’s unique structure and will help students connect and engage, improve information sharing, minimize paper usage, track co-curricular involvement, and allow UNG-GC to generate reports on all data collected. Early alert and intervention services will increase student achievement. This powerful technology expands institutional capacity at a high outcome per unit of resource – essentially enabling UNG-GC to make interventions early to keep students on track so that they remain successful and therefore less likely to drop out.

b. **Education and career planning services** will expand UNG-GC’s capacity to provide career pathways guidance. With neither educational nor career plans, students are adrift and advising is inconsequential. Students too often wind up taking a course they don’t need and consume limited financial aid. Faculty, staff and students then scramble after the fact to try to correct the problems that would not have occurred had clear planning taken place.

c. **Online services**, through a robust website, will strengthen UNG-GC’s capacity to improve student success by enabling students to access services independently. Students will be able to access assistance they need when they need it, rather than depending on staff schedules.

d. **Restructuring** – In order to achieve organizational efficiencies and staff productivity, the UNG-GC CAMP office brings together a suite of support services, staffed by cross-trained professionals. The office consolidates services currently scattered in different locations and reduces the “runaround” that students encounter when they try to have questions answered and problems resolved. Moving from an “emergency room” model of service to delivery of continuous, wraparound support, the CAMP office will work with students from the outset, engaging them in career pathways and setting them on a course for success.

3. Quality of Project Services

Selection Criteria 3(i): Extent to which the training/professional development services to be provided are of sufficient quality, intensity and duration – The Project Director (PD) and two Recruitment/Coaching/Retention Specialists (RCRS) will participate in annual professional development opportunities listed in Table 5 offering cutting-edge strategies for recruitment, retention and student support services as well as evaluation and reporting. Staff will use this new knowledge and skills to inform and make improvement to CAMP services. UNG-GC will extend site visit invitations and collaboration to other CAMP projects. CAMP personnel will attend UNG-GC training on leadership, team-building, communication skills and other seminars to strengthen the program. UNG-GC CAMP staff will share professional development experiences at an annual summer retreat. Ongoing staff development will be included in weekly staff meetings and other UNG student support program monthly meetings.

TABLE 5 – Professional Development Plan					
Professional Development Training	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Annual CAMP Project Directors Meeting	PD	PD	PD	PD	PD
National CAMP HEP Association Conference	RCRS	RCRS	RCRS	RCRS	RCRS
National Migrant Education Conference	RCRS	RCRS	RCRS	RCRS	RCRS

Selection Criteria 3(ii): Extent to which the services focus on those with greatest needs – UNG-GC will focus outreach and recruitment efforts on communities and high schools serving a high percentage of MSFW families and use a selection process identifying eligible students with the greatest need. Criteria will include Pell Grant eligibility; first- generation college, GPA and ACT/SAT scores. While focusing recruiting in LEAs in north and central Georgia, UNG will work with the GaDOE Title I Program to optimize recruitment and seek referrals. 100 students will apply annually to compete for 40 slots by completing applications, writing essays on goals, submitting transcripts, ACT/SAT scores and letters of recommendation, and participating in

interviews. Applicants with the greatest need will be prioritized and ranked by the Principal Investigator and Project Director. In addition to MSFW requirements, students must have a high school GPA of least 2.0 and meet one or more criteria: low-income, limited college prep courses, no prior college, and low ACT/SAT scores. Students will be selected according to the number of criteria they meet; those with the highest quantity will be given priority.

Selection Criteria 3(iii): Likelihood that services will improve student achievement –

UNG-GC CAMP is designed to ensure that students complete their freshman year in good academic standing and persist to the sophomore year. Student achievement will be ensured by meeting student needs through: **1)** comprehensive orientation; **2)** diagnostic and self-assessment to develop an ILP; **3)** intensive academic tutoring and supplemental instruction; **4)** regular contact with academic, career and financial coaches; **5)** skill-building workshops; **6)** strong Learning Communities to foster academic and social engagement; **7)** peer mentoring by trained, upper-level students, and **8)** innovative technology to track progress. CAMP students must sign a written agreement to participate in all services, regularly attend classes and activities, and strive to meet academic standards listed in Table 6. UNG-GC also will encourage students to consider summer internships, Work Study Program employment, and other career opportunities.

TABLE 6 – Academic Standards for UNG-GC CAMP Students		
Academic Benchmark	UNG-GC Standard	CAMP Standard
Remain in good academic standing at the end of the freshman year	2.0 GPA	2.0 GPA
Maintain a passing grade in all courses during the freshman year	≥ 0.7 GPA	≥ 1.5 GPA
Successfully complete total required credits by end of freshman year	24 credits	24 credits
Satisfy both UNG-GC credit completion and GPA requirements to remain eligible for financial aid	24 credits and 2.0 GPA	24 credits and 2.0 GPA
Successfully complete developmental Math course, if required	Pass	Pass
Successfully complete College Algebra by end of freshman year	2.0 GPA	2.0 GPA
Successfully complete developmental English course, if required	Pass	Pass
Successfully complete English Composition by end of freshman year	2.0 GPA	2.0 GPA
Students who complete the first year of college will persist to Year 2	70%	85%

4. Quality of Project Personnel

Selection Criteria 4(i): Qualifications of the project director –

TABLE 7 – Project Director Description (1.00 FTE/calendar year)	
Characteristic	Description
Reports to:	Principal Investigator
Education and Training:	Master’s degree is required in adult education; educational administration; educational research; instructional systems; student personnel services; guidance and counseling; or a related field. A minimum 3 years experience in a CAMP, HEP, TRiO, GEAR UP or other student success program is required. Bilingual in Spanish is required. Preferred training includes project management; working with underserved populations; student assessment and counseling; program assessment; and regulations compliance.
Experience:	Three years experience in designing, implementing, managing and assessing CAMP, HEP TRiO, GEAR UP or other student success programs supporting and advancing disadvantaged and academically underprepared students is required. Experience in curriculum development, instruction, and coaching underserved students/ability to work as part of and lead a team is required.

Selection Criteria 4(ii): Qualifications, including relevant experience of key personnel –

TABLE 8 – Principal Investigator Description (0.25 FTE/calendar year)	
Characteristic	Description
Reports to:	Senior Vice President of University Affairs
Education and Training:	Doctorate is preferred and master’s required in adult education; educational administration; educational research; instructional systems; student personnel services; guidance and counseling; or a related field. Training or educational courses related to serving underserved and disadvantaged students are required. Preferred training and experience includes bilingual in Spanish; project management; working with underserved populations; student assessment and counseling; program assessment; and regulations compliance.
Experience:	Three years of experience in designing, implementing, managing and assessing CAMP, HEP TRiO, GEAR UP or other student success programs supporting and advancing disadvantaged and academically underprepared students is required. Experience in curriculum development, instruction, and coaching underserved students/ability to work as part of and lead a team is required.

TABLE 9 – Recruitment/Coaching/Retention Specialists (2 @ 1.00 FTE/calendar year)	
Characteristic	Description
Reports to:	Project Director
Education and Training:	A Master’s degree is preferred and a bachelor’s degree in education, guidance and counseling or a related field is required. Training or educational courses related to serving underserved and disadvantaged students is required.

Experience:	A minimum of 3 years counseling experience, or teaching experience in English, reading, math, or success strategies is required. Experience working with academically underprepared students and bilingual skills in Spanish are required. Ability to develop, implement, and facilitate learning strategies workshops and study groups; engage students; develop learning plans; and monitor data. Strong interpersonal and organization skills required.
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TABLE 10 – External Evaluator Description (Independent Contractor)	
Characteristic	Description
Reports to:	Principal Investigator
Education:	Master’s degree required and doctorate preferred
Experience:	At least 5 years of evaluation experience with CAMP, HEP, TRiO, GEAR UP or other student success programs required. Must possess qualitative and quantitative expertise and experience; be able to play the role of facilitator as well as having quantitative and qualitative methodological expertise; be a strong leader, team player and possess good analytical skills; and have an excellent understanding of CAMP.

5. Quality of the Management Plan

Selection Criteria 5(i): Adequacy of the management plan to achieve objectives on time and

within budget – UNG-GC CAMP will be organizationally located at the UNG Gainesville

Campus. The organization structure is as follows: the Project Director and two (2)

Recruitment/Coaching/ Retention Specialists. The Project Director will coordinate and consult

with the Executive Advisory Board and report to the Director of ESL Programs, who also serves

as Associate Vice President, University College, and who reports to the Senior Vice President for

University Affairs, who, in turn, reports to the President. An **Executive Advisory Board** will

review project progress and provide guidance. CAMP will be supported by **Academic Affairs,**

Business, Enrollment Management, Grants & Contracts, Human Resources, Student

Affairs and **University Affairs** units. To ensure diverse perspectives, UNG-GC CAMP will:

- a. **Establish an Executive Advisory Board** to provide parents, migrant service providers,

school staff, and community members’ perspectives; be comprised of 7 members representing

support services, Catholic Charities and other migrant-serving organizations; and meet quarterly;

- b. **Establish a UNG-GC CAMP Operations and Service Group** to ensure that CAMP services are delivered effectively; members include CAMP, Academic and Student Affairs staff;
- c. **Establish a UNG-GC CAMP Faculty Group** composed of 5 faculty members whose general education teaching experience will enhance CAMP students’ academic success; and
- d. **Empower CAMP students** through interviews and online evaluations each semester.

TABLE 11 – Key Management Components

Component	Description
Principal Investigator (0.25 FTE/ calendar year)	The Principal Investigator (PI) will report to the Senior Vice President for University Affairs and be responsible for award administration, project management, and interactions with ED. The PI will: 1) Provide program leadership and vision; 2) Implement the project; 3) Oversee recruitment and hiring of staff; 4) Monitor the project budget; 5) Monitor compliance with project goals and objectives; 6) Report on operations; 7) Design and implement staff development; 8) Secure and arrange for physical facilities; 9) Secure collaboration with college entities supporting the project; 10) Chair the Executive Advisory Board, and 11) Support evaluation of program outcomes.
Project Director (1.00 FTE/ calendar year)	The Project Director will report to the Principal Investigator, and manage the day-to-day program operations including: 1) Assisting in program implementation; 2) Implementing an office management system; 3) Participating in providing information to ED; 4) Contributing to monitoring/compliance; 5) Providing budget support; 6) Developing and implementing student recruitment and selection plans; 7) Evaluating outcomes including data collection; 8) Daily supervision of staff; 9) Establishing links with migrant serving agencies, parents, schools, and community organizations; 10) Verifying participants’ eligibility; 11) Holding regular meetings and office hours to interact productively with students and others; and 12) Integrally participating in project educational activities and overseeing operations.
Recruitment/ Coaching/ Retention Specialists (2 @ 1.00 FTE/calendar year)	The Recruitment/Coaching/Retention Specialists will report to the Project Director and: 1) Assist in recruitment and selection of students; 2) Provide individualized coaching for personal, career, and academic matters; 3) Coordinate Learning Communities, workshops, and study groups; 4) Develop Individual Learning Plans (ILPs); 5) Monitor student progress; 6) Plan project revisions and interventions to ensure student success; and 7) Collaborate with faculty, peer mentors, administrators and project partners in providing appropriate services.
Executive Advisory Board	The Executive Advisory Board will provide important advice and support to the Project Director in the CAMP program operation. The board will: 1) consist of members representing migrant student serving agencies, local educational agencies, UNG-GC student services personnel, and migrant-serving community organizations; 2) meet quarterly, and 3) provide input into the evaluation efforts associated with the CAMP program.

TABLE 12 – Annual Timeline for the UNG-GC CAMP Project				
Benchmarks	Calendar Quarter			
	1	2	3	4
1.0 Provide outreach and recruitment services				
1.a Coordinate services with institutional/organizational partners	▶	▶	▶	▶
1.b Outreach to target schools, churches, camps and farms	▶	▶	▶	▶
1.c Provide CAMP workshops to school counselors	▶			
1.d Provide CAMP presentations to parents	▶			
1.e Assist students with college applications	▶			
2.0 Provide supportive and instructional services				
2.a Conduct CAMP Connections orientation for students	▶			
2.b CAMP students will take English/math placement tests	▶			
2.c Assess each student’s academic, social, financial needs	▶			
2.d Address each student’s needs through access/referral	▶			
2.e Advise appropriate course selection for each student	▶			
2.f Enroll students in skill-building workshops	▶	▶		▶
2.g Conduct regular advising sessions	▶	▶	▶	▶
2.h Provide tutorial sessions		▶	▶	▶
2.i Organize study groups for CAMP students		▶	▶	▶
2.j Provide personal guidance and support for students		▶	▶	▶
2.k Assist students with career development plans		▶	▶	▶
2.l Coordinate monthly seminars with role model speakers		▶	▶	▶
2.m Provide healthcare support through student insurance		▶	▶	▶
2.n Establish mentoring program with upper-level students		▶		
2.o Monitor academic progress of CAMP alumni				▶
2.p Ensure that CAMP alumni engage in support services		▶	▶	▶
3.0 Provide assistance in obtaining student financial aid				
3.a Assist students in preparing financial aid applications	▶			
3.b Offer stipends, need-based scholarships/transp./child care aid	▶	▶	▶	▶
4.0 Provide housing support				
4.a Offer housing to CAMP students based on greatest need	▶			
5.0 Provide exposure to cultural and academic programs				
5.a Coordinate monthly trips to enrichment events	▶	▶	▶	▶
6.0 Provide other services as needed				
6.a Provide staff in-service training	▶			
6.b Conduct fall orientation program for CAMP parents	▶			
6.c Conduct spring honors event and invite parents				▶
7.0 Evaluate all project activities				
7.a Participate in all project planning	▶	▶		
7.b Monitor all project activities	▶	▶	▶	▶
7.c Establish Executive Advisory Board that meets quarterly	▶	▶	▶	▶
8.0 Report project progress				
8.a Submit monthly financial reports	▶	▶	▶	▶
8.b Submit quarterly reports and annual technical progress report	▶	▶	▶	▶
8.c Disseminate results via media				▶

Selection Criteria 5(ii): Adequacy of procedures for ensuring feedback and continuous

improvement – The Project Director will ensure that feedback and continuous improvement occur to strengthen project performance by using the procedures listed in Table 13.

No.	Procedures
1.	Empower and encourage staff and students to receive, give and utilize timely, ongoing, constructive reciprocal feedback to improve operations of the program
2.	Review potential operational changes to improve project performance w/Advisory Board
3.	Implement operational changes and improvement plans
4.	Hold weekly CAMP staff meetings and one-on-one meetings to discuss project progress, obstacles and solutions
5.	Hold an annual summer retreat each June to review project results based on data, student feedback, staff observations, and external feedback
6.	Analyze data including outreach, recruitment and activity feedback; quarterly staff performance reports; attendance records; student ILPs including grades; evaluations from students each semester; and independent evaluation reports to the Principal Investigator

Selection Criteria 5(iii): Time commitments of the project director and other key personnel are

appropriate to meet objectives – The Project Director and two (2) Recruitment/Coaching/

Retention Specialists will dedicate 1.00 FTE/calendar year and the Principal Investigator 0.25 FTE/calendar year. This commitment is appropriate and comparable to other CAMPs.

Selection Criteria 5(iv): Adequacy of mechanisms for high-quality products/services – UNG-

GC will provide services of the highest quality through mechanisms listed in Table 14.

No.	Description of Mechanism
1.	Integrate best practices into project activities based on current research
2.	Hire highly qualified, bilingual staff with experience serving the target population
3.	Participate in professional development programs that network with successful CAMPs
4.	Ensure that students understand CAMP and have access to student support resources
5.	Monitor student outcomes to promote student success
6.	Use institutional reporting and organizational structure to assure highest level support
7.	Design and implement a feedback delivery system to support continuous improvement
8.	Assure that staff have sufficient training/resources to achieve project goals/objectives
9.	Use cross training and collaborative opportunities for staff professional development
10.	Utilize guidance from Executive Advisory Board members and Independent Evaluator
11.	Coordinate and leverage resources from other programs and partners

6. Adequacy of Resources

Selection Criteria 6 (i): Adequacy of support from the applicant organization – UNG-GC is committed to providing strong resources to assure CAMP’s success as listed in Table 15.

TABLE 15 – Support from UNG-GC for CAMP	
Resources	Description
Facilities	CAMP will be located in Nesbitt Hall on UNG’s Gainesville Campus in a large suite with ample office space, meeting rooms and computer stations for student use. Nesbitt Hall is UNG’s newest, most modern building and is strategically located near classrooms, library, faculty offices, ESL and learning support labs.
Financial Support	UNG-GC will fund tutors at the Academic, Computing and Tutoring Center to assist CAMP students; supplemental instruction; career services; financial aid advising, and IT support. This equates to over \$20,000 in annual support.
Equipment/Technology	UNG-GC will provide: 1) CAMP staff with computers, a copy machine, projectors and modern offices; 2) Wireless network access in all buildings and many outside areas; 3) D2L, a CMS used by academic programs to provide a virtual space for discussions, assignments, and group collaborations for students to receive faculty and peer feedback; 4) Free MS Office downloads to laptops, and 5) Maintenance for 40 laptop computers for use by CAMP participants. The campus also has student computer labs with over 1,200 workstations. Computing facilities will be available to students at all times through Virtual Lab. Students can access applications and network resources remotely.
STEM Support	UNG-GC will connect potential STEM majors with STEM academic advisors who will help identify prerequisites and plan students’ programs of study. UNG-GC will help STEM students establish learning communities, cluster CAMP students into common courses when possible, provide tutorial services, offer supplemental instruction and provide academic excellence workshops. STEM majors’ academic experiences will be further enhanced by an enriching blend of seminars, colloquia, test prep-sessions, guest speakers and undergraduate research experiences. STEM departments will welcome CAMP STEM students through sponsored orientation sessions and departmental gatherings at the beginning of each semester; provide students with descriptive on departmental policies and faculty members including specialty areas; and provide training to sensitize key faculty and staff to UNG-GC goals for creating an environment that welcomes and affirms each CAMP STEM participant as a scholar.
Infra-structure Support	UNG-GC will ensure that the Principal Investigator is on an administrative level reporting directly to the Senior Vice President for University Affairs, so that the PI will have sufficient authority and support to successfully manage CAMP.

Selection Criteria 6(ii): Relevance and demonstrated commitment of each partner to success of project – Partners have pledged strong commitment to CAMP’s success as shown in Table 16.

Partner	Commitment to Project
Catholic Charities Atlanta	Provide outreach to migrant community by disseminating information about CAMP opportunities; provide space for recruitment events
Complete College Georgia	Provide resources for intrusive advising and academic interventions; serve as a member of the CAMP Executive Advisory Board
GaDOE Migrant Education Program	Assist in identification and recruitment of CAMP students; provide data on migrant population; serve on CAMP Executive Advisory Board
Local Educational Agencies (LEAs)	Provide outreach to secondary students who are potential CAMP participants; provide meeting space for recruitment events

Selection Criteria 6(iii): Extent to which costs are reasonable in relation to objectives –

No.	Description
1.	Budget provides resources that, added to existing services, will ensure student success
2.	Resources include support services, financial aid, bilingual staff & professional develop.
3.	All expenses are set in accordance with federal, state and local University policies
4.	Salaries, fringe benefits & travel are aligned with UNG salary schedules & standard rates
5.	Supply costs are based on best State of Georgia contract pricing & educational discounts

Selection Criteria 6(iv): Costs are reasonable for persons served – UNG-GC will serve 40 CAMP students annually during the 5-year project at an average annual cost of \$424,755. The average annual cost of \$10,619 per student is reasonable, considering the intensive services necessary to recruit, retain and graduate the target population. These costs are similar to other CAMP projects. 90% will complete their freshman year and 85% will return to college in fall.

Selection Criteria 6(v): Incorporation of project purposes, activities, or benefits into ongoing programs – UNG-GC is deeply committed to serving the educational needs of MSFW families.

The Strategic Plan provides that UNG will: “Promote diversity in recruitment, retention and progression of faculty, staff, and students” (UNG, 2014). UNG-GC will integrate lessons learned from CAMP into institutional goals and programs and, as appropriate, leverage potential resources to serve CAMP students including: **1)** The UNG-GC Latino Legacy Scholarship Program that provides leadership development opportunities, and **2)** The Goizueta Foundation, which has generously supported scholarships for Hispanic students at UNG-GC for many years.

7. Project Evaluation

Selection Criteria 7(i): The extent to which the methods of evaluation are appropriate – A

comprehensive evaluation plan will assess the impact of CAMP strategies. This will be achieved by using measurable objectives, identifying baseline indicators, establishing measurement criteria, defining data elements, specifying data collection procedures, forecasting analytical processes, and developing timeframes with monthly reviews and feedback mechanisms.

Influenced by the work of Stufflebeam and Shinkfield (2007), the evaluation will foster a culture of continuous assessment, improvement and communication to ensure alignment of CAMP activities with the ongoing evaluation of objectives. Reinforced through an external evaluator, Patricia A. Hanley, experienced with CAMP and HEP, the evaluation will collect and assess formative and summative evidence of accomplishment using quantitative and qualitative data.

Selection Criteria 7(ii): Methods of evaluation provide for examining the effectiveness of

project implementation strategies – UNG-GC CAMP will base quarterly assessment of project implementation and annual analysis of implementation strategies on the methods in Table 18.

TABLE 18 – Methods of Evaluation for UNG-GC CAMP			
Activities	Data Collected	Method/Analysis	Due Date
Outreach and Recruitment	Outreach activities, attendance records and staff reports	Assess interested, selected and enrolled students; identify types of contact; compare to control group	Start of Fall Semester
Admission Assistance	Students requesting assistance, staff reports	Compare special admissions to not admitted; analyze type of assistance	Start of Fall Semester
Financial Aid Assistance	Completed FAFSAs, scholarship awards, requests for assistance	Identify most effective assistance strategies; analyze students receiving need-based awards to others	Start of Fall Semester
CAMP Connect. Orientation	Student participation; student/staff surveys	Student pre- and post-assessments; analyze degree of changes	End of September
Individual Learning Plans	Completed ILPs; staff reports; student surveys	Identify most effective assistance strategies; staff and student surveys	End of September
Instructional Programs	Course grades, student evaluations	Analyze grades; compare pass rates w/UNG average; interview students	End of Fall & Spring sem.
Intrusive Coaching	Coaching records; staff/student surveys	Analyze effective impact of learning communities and skill workshops	End of Fall & Spring sem.

Peer Mentoring and Tutoring	Participation records; student/staff surveys	Analyze evaluations; identify most effective mentoring strategies	End of Fall & Spring sem.
Mathematics Preparation	Student participation, grades and evaluations	Compare grades with UNG averages; analyze student and faculty surveys	End of Fall & Spring sem.
STEM Support	Declared majors, grades and evaluations	Compare STEM services with STEM majors; analyze student/staff surveys	End of Fall & Spring sem.

Selection Criteria 7(iii): The extent to which the methods of evaluation will provide

performance feedback and permit periodic assessment of progress toward intended outcomes –

The evaluation is designed to assist UNG-GC in its continuous improvement efforts and to be accountable to ED and other partners. Based on the activities, outputs, outcomes, and impacts described in the UNG-GC CAMP application, accomplishments will be highlighted and problems resolved with adjustments and improvements documented in the evaluation cycle. The Project Director will provide periodic feedback, annual reports, findings, and recommendations to ED, the Executive Advisory Board, other partners and key stakeholders.

TABLE 19 – Performance Feedback and Periodic Assessment			
GOAL 1: Provide annual academic and financial support necessary to assist 40 MSFW and immediate family members to successfully complete their first year of college			
Objectives	Data Collected	Method Analysis	Benchmark
1. Inform 1,000; identify 100 potential participants	Attendance logs for events	Compare attendance list to recruitment plan	Inform 1,000 by March; identify 100 by May
2. Select and admit 40 eligible students	Applications; admission records	Analyze records to verify eligibility	40 selected and admitted by July
3. 100% participate in CAMP services	Activity records	Analyze participation records	90% attendance in Fall; 100% in Spring
4. 90% of students complete first year	Student records; student transcripts	Analyze student records and transcripts	90% by end of Spring
GOAL 2: Promote the persistence of CAMP students to their second year of college			
1. 85% continue 2 nd year of college	Registration records	Verify registration of students from first year	85% of students will re-enroll in Fall, Yr. 2
2. Continuing students utilize support services	Student records; student surveys	Analyze attendance records and surveys	100% by December; 100% by April
GOAL 3: Increase participation in STEM professions by CAMP students			
1. 90% of students pass college math in Year 1	Student transcripts	Analyze transcripts	50% pass in Fall; 90% pass in Spring
2. 25% of students pursue STEM majors	Major declarations	Analyze declarations	Determined as CAMP students declare majors

Other Attachment File(s)

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INDIVIDUAL RESUMES FOR PROJECT DIRECTOR AND KEY PERSONNEL

Since this application requests funding support to establish a new CAMP project, no individual resumes are available for the:

- **Project Director** (1 @ 1.00 FTE/calendar year), and
- **Recruitment/Coaching/Retention Specialists** (2 @ 2.00 FTE/calendar year)

A national search will be conducted by the applicant to identify highly qualified personnel for these positions. Provided in the following section are Job Descriptions of Duties and Required Minimum Qualifications for the Project Director and Key Personnel.

Provided on the following pages are the individual resumes for Harriett Allison, Ph.D., who will serve as **Principal Investigator**, and Patricia A. Hanley, who will serve as the **External Evaluator**.

RESUME FOR PRINCIPAL INVESTIGATOR

HARRIETT A. ALLISON, Ph.D.

Interim Associate Vice President for University Affairs
Associate Professor of English
Director of English as a Second Language (ESL)
University of North Georgia

a. Professional Preparation

Emory University/Humanities/B.A.

Georgia State University/Applied Linguistics/Teaching English as a Second Language/M.S.

University of Georgia/Language and Literacy Education/Ph.D.

b. Appointments

2014 to present – Interim Associate Vice President for University Affairs, University of North Georgia/Gainesville, GA

2013 to present – Associate Professor and Director of ESL, English Department, College of Arts and Letters, University of North Georgia/Gainesville, GA

2012-13 – Associate Professor and ESL Coordinator/Humanities and Fine Arts/Gainesville State College/Gainesville, GA

2009-12 – Temporary Assistant Professor/Department of Language and Literacy/University of Georgia/Athens, GA

2008 – Adjunct Instructor/Department of Language and Literacy Education/University of Georgia/Athens, GA

2008 – Assistant Director/Steps-to-College Summer Science Enrichment Program/
collaborative effort among the University of Georgia's Office of International Public and Outreach and Center for Latino Achievement and Success in Education (CLASE), Georgia Gwinnett College and Meadowcreek High School

2005-07 – Teaching Assistant/Department of Language and Literacy Education/University of Georgia/Athens, GA

2006-07 – Graduate Teaching Assistant/Academic Enhancement Department/University of Georgia/Athens, GA

2001-05 – Assistant Professor/ESL and English/ESL Coordinator/Gainesville State College/Gainesville, GA

1998-2001 – Instructor/ESL and English/ESL Coordinator/Gainesville State College

1996-97 – Assistant Professor/ESL/Life University

1995 – Research Coordinator/Department of Applied Linguistics and Teaching English as a Second Language/Georgia State University/Atlanta, GA

1993-96 – Program Director/Intensive ESL/Atlanta College of Art/Atlanta, GA

1993 – Project Specialist/Department of Applied Linguistics and Teaching English as a Second language/Georgia State University/Atlanta, GA

c. Selected Publications

Allison, H.A., & Harklau, L. (2010). Teaching academic literacies in secondary school. In G. Li & P.A. Edwards (Eds.) *Best practices in ELL Instruction* (129-150). New York: Guilford.

Allison, H.A. (2008). High school academic literacy instruction and the transition to college writing. In M. Roberge, M. Siegel, & L. Harklau (Eds.). *Generation 1.5 in College Composition: Teaching Academic Writing to U.S. Educated Learners of ESL* (75-90). New York: Routledge

Saindon, J. & Allison, H.A. (21007). Secondary reading instruction for all students: Current conditions/future needs. *TESOL in Action*, 21(1), 14-17

Harris-Bosselmann, T. & Allison, H.A. (2007). A macro strategy for enhancing second language acquisition. *TESOL in Action*, 21(1), 14-17

Allison, H.A. (2006). Immigration + New Literacy Studies + Digital Technologies = ESL for a New South. In M. Spaventa (ed.), *Perspectives on Community College ESL: Pedagogy, Programs, Curricula, and Assessments* (47-60). Alexandria, VA: TESOL.

d. Academic and Professional Awards

Dissertation Completion Award/Graduate School/University of Georgia/2007-08

Alpha Upsilon Alpha, Xi Chapter/2007

Governor's Teaching Fellows Academic Program/University System of Georgia/2002-03

Beverly Benson Traveling Grant/Georgia TESOL/1994

Academic Excellence Award/College of Public and Urban Affairs/Georgia State Univ./1992

Academic Excellence and Achievement Award/Department of Applied Linguistics and English as a Second Language/Georgia State University/1992

e. Affiliations

Teachers of English to Speakers of Other Languages (International TESOL)

American Association for Applied Linguistics (AAAL)

National Reading Conference (NRC)

International Reading Association (IRA)

RESUME FOR EXTERNAL EVALUATOR

Patricia A. Hanley, M.S.W., L.C.S.W.
College Assistance Migrant Program (CAMP)
SUNY College at Oneonta
111B Wilsbach Hall, Oneonta, NY 13820

Director
Email: patricia.hanley@oneonta.edu
Tel: 607-436-3110
Fax: 607-436-2288

EDUCATION

Advanced Coursework for School Social Work Certification, University of Kentucky (1993)
Masters of Social Work, University of Kentucky, Lexington, KY (1992)
Bachelor of Arts, Business Management, The Union Institute, Cincinnati, OH (1990)

PROFESSIONAL EXPERIENCE

Oct 2001–present *Director*, College Assistance Migrant Program
SUNY College at Oneonta, Oneonta, NY

Mar 2008–present *Consultant, Trainer, Project Evaluator*, College Assistance Migrant &
High School Equivalency Programs, Oneonta, NY

Mar 2000–Oct 2001 *Counseling Director*, Crisis Intervention and Support Services
Opportunities for Otsego, Oneonta, NY

Oct 1996–Oct 2001 *Mental Health Consultant*
Head Start Child Development Program, Oneonta, NY

Jul 1996–Mar 2000 *Social Worker*, Private Practice
Catherine Paluch, C.S.W., P.C., Oneonta, NY

Aug 1993–Jun 1996 *Child Guidance Specialist*, Northern Elementary, Lexington, KY

May 1992–Aug 1993 *Program Coordinator*, Title I Migrant Education Program
Fayette County Public Schools, Lexington, KY

Sep 1991–May 1992 *Recruiter/Advocate*, Title I Migrant Education Program
Fayette County Public Schools, Lexington, KY

Sep 1991–Mar 1992 *School Social Worker*, Extended School Services
Winburn Middle School, Lexington, KY

CREDENTIALS/LICENSES

Licensed Clinical Social Worker, State of New York (License No. 053205-R)
School Social Worker, Certified by the University of the State of New York Education
Department (Certificate No. 403823643)
Certified Advanced Hypnotherapist, The Wellness Institute (Nov 2001)
Certified Hypnotherapist, The Wellness Institute (Jul 1998)

PROFESSIONAL AFFILIATIONS

Board Member, National HEP/CAMP Assn.-Eastern Stream Rep (2002-2004 and 2009-present)
National Association of Social Work (NASW)
Alpha Delta Mu, National Social Work Honor Society

JOB DESCRIPTION – PROJECT DIRECTOR

PROJECT DIRECTOR: 1.00 FTE/Calendar Year

Duties:

The Project Director will manage the day-to-day program operations including:

- 1) Assisting in program implementation;
- 2) Implementing an office management system;
- 3) Participating in providing information to ED;
- 4) Contributing to monitoring/compliance;
- 5) Providing budget support;
- 6) Developing and implementing student recruitment and selection plans;
- 7) Evaluating outcomes including data collection;
- 8) Daily supervision of staff;
- 9) Establishing links with migrant serving agencies, parents, schools, and community organizations;
- 10) Verifying participants' eligibility;
- 11) Holding regular meetings and office hours to interact productively with students and others; and
- 12) Integrally participating in project educational activities and overseeing operations. is responsible for the supervision and administration of the CAMP program, including all assigned personnel and participants, all related records and report and performs other duties and responsibilities as assigned.

Organizational Relationships:

Reports to the Principal Investigator, who serves as UNG Director of the English as a Second Language (ESL) Program, who also serves as the Interim Associate Vice President for University College, and indirectly to senior administrators

Requirements:

- 1) **Education** – Master's degree is required in adult education; educational administration; educational research; instructional systems; student personnel services; guidance and counseling; or a related field.
- 2) **Experience** – A minimum of three (3) years of experience in designing, implementing, managing and assessing CAMP, HEP TRiO, GEAR UP or other student success programs that support and advance disadvantaged and academically underprepared students is required. Experience in curriculum development, instruction, and coaching underserved students/ability to work as part of and lead a team are required. A minimum of three (3) years of experience in project management also is required. Also required are good knowledge of principles of supervision and management, record keeping, accountability; research design and methods; knowledge of state education code and

district rules, regulations, and policies relating to project operation and administration, as well as state and federal rules, regulations, and policies; ability to plan and implement programs; develop and manage budgets; write clear and concise complex documents; compile reports; work cooperatively with other employees and the public; establish positive and effective relationships; communicate effectively in writing and speech; comprehend and interpret financial statements; analyze situations and make appropriate decisions; and supervise the work of others. A minimum of three (3) years of experience working with migrant education clients and their families is preferred. Preferred training and experience includes working with underserved populations; student assessment and counseling; program assessment; and regulations compliance.

- 3) Other Requirements:** Bilingual in English and Spanish spoken by likely CAMP participants required. Position necessitates working some evening and weekend hours. The successful candidate must meet travel requirements associated with student recruitment. Additionally, candidates must demonstrate ability, interest, or experience in promoting cultural competency and/or diversity. Travel: This position will require travel, primarily within the State of Georgia, for recruitment purposes, including occasional overnight travel. Selected candidate must have access to a personal vehicle, have a valid driver's license, and show proof of insurance.

Interview:

Based upon the information presented on the application materials, a limited number of candidates with qualifications most pertinent to the position will be invited to participate in the selection process, which may include a written test and oral interview. Applicants selected for an interview may be required to take additional tests or assessments and will be notified of such prior to the date of the interview. During the oral session, those selected for interviews will, in addition to the above, also be evaluated on the following factors: Oral communication skills, presentation, problem-solving skills, successful performance demonstration, and writing skills/demonstration. A predetermined set of questions will be asked of all applicants interviewed. Applicants are requested to provide thorough yet concise information on their related experience to ensure correct evaluation of their qualifications. Evaluation criteria will be applied consistently to all applicants.

JOB DESCRIPTION – RECRUITMENT/COACHING/RETENTION SPECIALISTS

RECRUITMENT/COACHING/RETENTION SPECIALISTS:

Two (2) at 1.00 FTE/Calendar Year each

Duties:

- 1) Assist in recruitment and selection of students;
- 2) Develop and conduct workshops and seminars for potential CAMP participants and provide them with relevant information about the CAMP project and objectives and inform them about the unique characteristics of and challenges typically facing CAMP students;
- 3) Provide individualized coaching for personal, career, and academic matters;
- 4) Coordinate Learning Communities, workshops, and study groups;
- 5) Develop Individual Learning Plans (ILPs);
- 6) Monitor student progress;
- 7) Plan project revisions and interventions to ensure student success;
- 8) Collaborate with faculty, peer mentors, administrators and project partners in providing appropriate services;
- 9) Developing and implementing CAMP's student retention plan;
- 10) Coordinating academic advising, tutoring, and counseling services for all participants;
- 11) Developing/maintaining relationships with migrant student providers, school districts, and community organizations;
- 12) Working with retention-related support services in various areas including enrollment, financial aid, student activities, and CAMP mentoring projects;
- 13) Monitoring individual student success;
- 14) Developing/maintaining CAMP student progress toward graduation data and tracking system;
- 15) Providing student advocacy;
- 16) Developing and coordinating educational/cultural activities;
- 17) Coordinating with other CAMP personnel; and
- 18) Performing other duties related to the CAMP program.

Organizational Relationships:

Reports to the Project Director

Requirements:

- 1) **Education** – A Master's degree is preferred and a bachelor's degree in education, guidance and counseling or a related field is required. Training or educational courses related to serving underserved and disadvantaged students are required.
- 2) **Experience** – A minimum of 3 years counseling experience, or teaching experience in English, reading, math, or success strategies is required. Ability to develop, implement

- and facilitate learning strategies workshops and study groups; engage students; develop learning plans; and monitor data. Strong interpersonal and organization skills required.
- 3) **Other Requirements** – Bilingual in English and Spanish spoken by likely CAMP participants required. Position necessitates working some evening and weekend hours. The successful candidate must meet travel requirements associated with student recruitment. Additionally, candidates must demonstrate ability, interest, or experience in promoting cultural competency and/or diversity. Travel: This position will require travel, primarily within the State of Georgia, for recruitment purposes, including occasional overnight travel. Selected candidate must have access to a personal vehicle, have a valid driver's license, and show proof of insurance.

Interview:

Based upon the information presented on the application materials, a limited number of candidates with qualifications most pertinent to the position will be invited to participate in the selection process, which may include a written test and oral interview. Applicants selected for an interview may be required to take additional tests or assessments and will be notified of such prior to the date of the interview. During the oral session, those selected for interviews will, in addition to the above, also be evaluated on the following factors: Oral communication skills, presentation, problem-solving skills, successful performance demonstration, and writing skills/demonstration. A predetermined set of questions will be asked of all applicants interviewed. Applicants are requested to provide thorough yet concise information on their related experience to ensure correct evaluation of their qualifications. Evaluation criteria will be applied consistently to all applicants.

JOB DESCRIPTION – PRINCIPAL INVESTIGATOR

PRINCIPAL INVESTIGATOR: One (1) at 0.25 FTE/Calendar Year

Duties:

- 1) Be responsible for award administration, project management, and interactions with the U.S. Department of Education (ED);
- 2) Provide program leadership and vision;
- 3) Implement the project;
- 4) Oversee recruitment and hiring of staff;
- 5) Monitor the project budget;
- 6) Monitor compliance with project goals and objectives;
- 7) Report on operations;
- 8) Design and implement staff development;
- 9) Secure and arrange for physical facilities;
- 10) Secure collaboration with college entities supporting the project;
- 11) Chair the Executive Advisory Board, and
- 12) Support evaluation of program outcomes and serve as liaison with External Evaluator.

Organizational Relationships:

Reports to Senior Vice President for University Affairs, and indirectly to senior administrators

Requirements:

- 1) **Education** – Doctorate is preferred and master's required in adult education; educational administration; educational research; instructional systems; student personnel services; guidance and counseling; or a related field. Training or educational courses related to serving underserved and disadvantaged students are required
- 2) **Experience** – Three years of experience in designing, implementing, managing and assessing CAMP, HEP TRiO, GEAR UP or other student success programs supporting and advancing disadvantaged and academically underprepared students is required. Bilingual skills in Spanish are preferred. Ability to develop, implement, and facilitate learning strategies workshops and study groups; engage students; develop learning plans; and monitor data. Strong interpersonal and organization skills required.
- 3) **Other Requirements** – Position necessitates working some evening and weekend hours. The successful candidate must meet travel requirements associated with student recruitment. Additionally, candidates must demonstrate ability, interest, or experience in promoting cultural competency and/or diversity.

Interview:

Based upon the information presented on the application materials, a limited number of candidates with qualifications most pertinent to the position will be invited to participate in the

selection process, which may include an oral interview. During the oral session, those selected for interviews will, in addition to the above, also be evaluated on the following factors: Oral communication skills, presentation, problem-solving skills, and successful performance demonstration. A predetermined set of questions will be asked of all applicants interviewed. Applicants are requested to provide thorough yet concise information on their related experience to ensure correct evaluation of their qualifications. Evaluation criteria will be applied consistently to all applicants.

JOB DESCRIPTION – EXTERNAL EVALUATOR

EXTERNAL EVALUATOR: Independent Contractor..

Duties:

- 1) Use measurable objectives, identify baseline indicators, establish measurement criteria, define data elements, specify data collection procedures, forecast analytical processes, and develop timeframes with monthly reviews and feedback mechanisms;
- 2) Foster a culture of continuous assessment, improvement and communication to ensure alignment of CAMP activities with the ongoing evaluation of objectives;
- 3) Collect and assess formative and summative evidence of accomplishment using quantitative and qualitative data;
- 4) Base quarterly assessment of project implementation and annual analysis of implementation strategies, and
- 5) Provide periodic feedback, annual reports, findings, and recommendations to the Principal Investigator for use by CAMP staff, ED, the Executive Advisory Board, other partners and key stakeholders.

Organizational Relationships:

Reports to the Principal Investigator, who serves as UNG Director of the English as a Second Language (ESL) Program

Requirements:

- 1) **Education** – Master’s degree is required and a doctorate is preferred
- 2) **Experience** – At least 5 years of evaluation experience with CAMP, HEP, TRiO, GEAR UP or other student success programs required. Must possess qualitative and quantitative expertise and experience; be able to play the role of facilitator as well as having quantitative and qualitative methodological expertise; be a strong leader, team player and possess good analytical skills; and have an excellent understanding of CAMP.

Interview:

Based upon the information presented on the application materials, a limited number of candidates with qualifications most pertinent to the position may be invited to participate in the selection process, which may include an oral interview. During the oral session, those selected for interviews will, in addition to the above, also be evaluated on the following factors: Oral communication skills, presentation, problem-solving skills, successful performance demonstration, and writing skills/demonstration. A predetermined set of questions will be asked of all applicants interviewed. Applicants are requested to provide thorough yet concise information on their related experience to ensure correct evaluation of their qualifications. Evaluation criteria will be applied consistently to all applicants.

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UNG | UNIVERSITY of
NORTH GEORGIA™
OFFICE OF UNIVERSITY AFFAIRS

February 11, 2015

Ms. Tara Ramsey, Group Leader
U.S. Department of Education, OESE
Office of Migrant Education
400 Maryland Avenue, S.W., Room 3E323, LBJ
Washington, D.C. 20202-6135

Dear Ms. Ramsey:

On behalf of the University of North Georgia (UNG), Gainesville Campus, I am pleased to pledge our institution's strong support for the proposal that is being submitted to your office to establish a College Assistance Migrant Program (CAMP). This program will have a strong positive benefit on the education of students and the enrichment of our community by recruiting, enrolling, and supporting 30 eligible participants annually during their first year of college.

A critical need exists for CAMP services in our region. Over 117,000 migrant and seasonal farmworkers and their family members reside in Georgia including 18,000 migrant children who are enrolled in K-12. This population is challenged by economic, academic and social issues. Numerous studies have chronicled this population's frequent lack of success in completing postsecondary programs compared with students who do not demonstrate these risk factors.

In response to this challenge, UNG is committed to providing the institutional support and resources needed to assure CAMP's success. UNG Gainesville Campus is strategically located to host CAMP because Gainesville serves as the agricultural and economic center for migrant and seasonal farmworkers and their families in northern and central Georgia. CAMP will build on UNG Gainesville Campus's strong English as a Second Language (ESL) program and the institution's outstanding success in offering open access, comprehensive academic and co-curricular programs of the highest quality that lead to postsecondary degrees.

We believe that CAMP is one of the most successful programs ever initiated to prepare at-risk students to succeed in college and beyond. You are cordially invited to visit our institution to examine the capabilities and strong commitment that we will provide to ensure CAMP's success.

Sincerely,

(b)(6)



Al M. Panu, Ph.D.
Senior Vice President for University Affairs

Cumming Dahlonega Gainesville Oconee

February 11, 2015

Ms. Tara Ramsey, Group Leader
U.S. Department of Education, OESE
Office of Migrant Education
400 Maryland Avenue, S.W., Room 3E323, LBJ
Washington, D.C. 20202-6135

Dear Ms. Ramsey:

This letter is in support of the proposal to establish a College Assistance Migrant Program (CAMP) at the University of North Georgia (UNG) campus in Gainesville, GA. Complete College Georgia (CCG) is pleased at the prospect of serving as a partner in this program.

UNG, as a member of the University System of Georgia (USG), has developed an institutional plan to support the CCG initiative. CCG was announced by Gov. Nathan Deal as a statewide initiative in the wake of a 2011 study by Georgetown University that found Georgia will need to increase the percentage of its population with some level of college completion from a current 42% to 60% to meet projected workforce needs. The result is an ambitious goal of adding 250,000 postsecondary graduates to Georgia's workforce by 2020.

UNG is strategically situated to address the critical need for an educated workforce in the northern region of the state. The CCG plan for UNG builds on a history of institutional initiatives aimed at improving student success and retention, progression, and graduation. A primary CCG strategy is to "Improve Access and Completion for Students Traditionally Underserved" by better preparing at-risk populations for connecting to, engaging in, and navigating college. A high number of UNG students, especially Hispanic and non-traditional, accrue substantially more hours at the time of degree completion than required.

CAMP will address the needs of these students by providing provide the academic, financial and social support necessary to help migrant and seasonal farmworkers and members of their immediate families to complete their first year of college and to continue in postsecondary education. CCG is pleased to support CAMP by providing resources for intrusive advising and academic interventions, and serving as a member of the CAMP Executive Advisory Board. CAMP will support the CCG plan to transform educational attainment in the north Georgia.

Sincerely,

(b)(6)

Sheila Caldwell, Director
Complete College Georgia – University of North Georgia



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Services
Division of Cost Allocation

7700 Wisconsin Avenue, Suite 2301
Bethesda, MD 20814
PHONE: (301) 492-4855
FAX: (301) 492-5081

June 18, 2013

Mr. B. Stan Allen
Comptroller
North Georgia College & State University
28 College Circle
Dahlonega, GA 30533-

Dear Mr. Allen:

A copy of an Indirect Cost Rate Agreement is being faxed to you for signature. 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 original signed by an authorized representative of your organization and fax it to me, retaining the copy for your files. Our fax number is (301) 492-5081. 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 the supporting information, is required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Therefore, your next proposal based on actual costs for the fiscal year ending 06/30/2015 is due in our office by 12/31/2015.

Sincerely,

(b)(6)

Darryl W. Mayes
Director, Mid-Atlantic Field Office
Division of Cost Allocation

Enclosures

PLEASE SIGN AND FAX A COPY OF THE RATE AGREEMENT

ORIGINAL

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1586002060A1

DATE:06/18/2013

ORGANIZATION:

FILING REF.: The preceding agreement was dated 06/11/2012

North Georgia College & State University
Price memorial Hall
Dahlonega, GA 30597-

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2012	06/30/2016	41.10	On-Campus	All Programs
PRED.	07/01/2012	06/30/2016	14.00	Off-Campus	All Programs
PROV.	07/01/2016	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2016.

*BASE

Direct salaries and wages including all fringe benefits.

ORGANIZATION: North Georgia College & State University

AGREEMENT DATE: 6/18/2013

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The 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.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

Fringe Benefits include: FICA, Unemployment, Worker's Compensation, Retirement, Health Insurance, and Life Insurance.

Equipment means an article of nonexpendible and tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

* This grantee is in the process of merging with Gainesville State College with the expected completion date of June 30, 2013. By this date, the two institutions will share a new name, University of North Georgia, and will have a new DUNS number and EIN; the two separate institutions will no longer exist after the merge.

ORGANIZATION: North Georgia College & State University

AGREEMENT DATE: 6/18/2013

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

North Georgia College & State University

(INSTITUTION)

(SIGNATURE)

(NAME)

(TITLE)

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(b)(6)

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Division of Cost Allocation

(TITLE)

6/18/2013

(DATE) 0218

HHS REPRESENTATIVE: Lucy Siow

Telephone: (301) 492-4855

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](#)

**University of North Georgia-Gainesville Campus
Budget Narrative--College Assistance Migrant Program**

Line No.	Budget Line Item	Year 2015-16	Year 2016-17	Year 2017-18	Year 2018-19	Year 2019-20	Total All Years
1	Personnel						
	A modest bi-annual salary increase of 2% is included for all personnel						
	a) Principal Investigator--25% FTE /calendar year	\$15,192	\$15,496	\$15,496	\$15,806	\$15,806	\$77,796
	@ \$60,768 for 2015-16 @ \$61,983 for 2016-17 @ \$61,983 for 2017-18 @ \$63,224 for 2018-19 @ \$63,224 for 2019-20						
	b) Project Director--100% FTE /calendar year	\$49,000	\$49,980	\$49,980	\$50,980	\$50,980	\$250,920
	@ \$49,000 for 2015-16 @ \$49,980 for 2016-17 @ \$49,980 for 2017-18 @ \$50,980 for 2018-19 @ \$50,980 for 2019-20						
	c) Recruitment/Coaching/Retention Specialist--100% FTE/calendar year	\$36,000	\$36,720	\$36,720	\$37,454	\$37,454	\$184,348
	@ \$36,000 for 2015-16 @ \$36,720 for 2016-17 @ \$36,720 for 2017-18 @ \$37,454 for 2018-19 @ \$37,454 for 2019-20						
	d) Recruitment/Coaching/Retention Specialist--100% FTE/calendar year	\$36,000	\$36,720	\$36,720	\$37,454	\$37,454	\$184,348
	@ \$36,000 for 2015-16 @ \$36,720 for 2016-17 @ \$36,720 for 2017-18 @ \$37,454 for 2018-19 @ \$37,454 for 2019-20						

2 Fringe Benefits	\$46,305	\$47,231	\$47,231	\$48,176	\$48,176	\$237,120
Fringe benefit rates are calculated based on annual salary and vary by position. Rates are noted by position. a) Principal Investigator--34% b) Project Director--34% c) Recruitment/Coaching/Retention Specialist--34% d) Recruitment/Coaching/Retention Specialist--34%						
3 Travel						
Travel is detailed by trip and includes a slight bi-annual increase in anticipation of possible rate increases.						
a) National Migrant Education Conference--1 person	\$1,000	\$1,200	\$1,200	\$1,400	\$1,400	\$6,200
2015-16--Airfare-\$400, Lodging/Meals-\$600 2016-17--Airfare-\$500, Lodging/Meals-\$700 2017-18--Airfare-\$500, Lodging/Meals-\$700 2018-19--Airfare-\$600, Lodging/Meals-\$800 2019-20--Airfare-\$600, Lodging/Meals-\$800						
b) Annual CAMP Project Director's Meeting--1 person	\$1,000	\$1,200	\$1,200	\$1,400	\$1,400	\$6,200
2015-16--Airfare-\$400, Lodging/Meals-\$600 2016-17--Airfare-\$500, Lodging/Meals-\$700 2017-18--Airfare-\$500, Lodging/Meals-\$700 2018-19--Airfare-\$600, Lodging/Meals-\$800 2019-20--Airfare-\$600, Lodging/Meals-\$800						
c) National CAMP/HEP Association Conference--1 person	\$1,000	\$1,200	\$1,200	\$1,400	\$1,400	\$6,200
2015-16--Airfare-\$400, Lodging/Meals-\$600 2016-17--Airfare-\$500, Lodging/Meals-\$700 2017-18--Airfare-\$500, Lodging/Meals-\$700 2018-19--Airfare-\$600, Lodging/Meals-\$800 2019-20--Airfare-\$600, Lodging/Meals-\$800						
d) Local Advisory Board Meetings	\$500	\$550	\$550	\$600	\$600	\$2,800
These funds will be used to cover mileage expenses for Advisory Board Members traveling to the campus for meetings.						

	e) Recruitment Travel	\$4,480	\$6,720	\$6,720	\$8,960	\$8,960	\$35,840
	2015-16--38 trips @ 200 miles each * \$0.575/mile 2016-17--38 trips @ 300 miles each * \$0.575/mile 2017-18--38 trips @ 300 miles each * \$0.575/mile 2018-19--38 trips @ 400 miles each * \$0.575/mile 2019-20--38 trips @ 400 miles each * \$0.575/mile						
	4 Equipment- No equipment will be purchased for project						
	5 Supplies						
	Supplies are listed and include a bi-annual increase for anticipated cost increases						
	a) Expendable supplies	\$2,500	\$3,000	\$3,000	\$1,200	\$1,200	\$10,900
	b) Tablet computers with USB port will be purchased for use by eligible actively participating CAMP students. 40 will be purchased the first year; 3 will be purchased in each of the remaining years to serve as replacements for those needing repair.	\$34,000	\$2,675	\$2,675	\$2,700	\$2,700	\$44,750
	6 Contractual						
	Contractual expenditures include two items. CAMP employee training will be contracted with the first year being very comprehensive and every year thereafter only refresher training. An external evaluator will be contracted for every year of the project.						
	a) CAMP employee training	\$2,000	\$2,000	\$2,000	\$1,000	\$1,000	\$8,000
	b) External Evaluator	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$37,500
	7 Construction- Not applicable						
	8 Other						
	a) Annual HEP/CAMP Association membership	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$6,000
	9 Total Direct Costs	\$237,677	\$213,392	\$213,392	\$217,230	\$217,230	\$1,098,921

10	Indirect Costs	\$14,600	\$14,892	\$14,892	\$15,190	\$15,190	\$74,763
	IndirectsCosts are calculated as 8% of the total of salaries and fringe benefits.						
	2015-16--\$182,497 * 8%						
	2016-17--\$186,147 * 8%						
	2017-18--\$186,147 * 8%						
	2018-19--\$189,870 * 8%						
	2019-20--\$189,870 * 8%						
11	Training Stipends						
	Annual training stipend rates are as detailed below for each item. Amounts were increased in anticipation of possible rate increases and as the budget allowed.						
	a) Student stipends (\$25/week * 32 weeks * 40 students)	\$32,000	\$32,000	\$32,000	\$32,000	\$32,000	\$160,000
	b) Annual book stipends	\$20,000	\$26,000	\$26,000	\$26,000	\$26,000	\$124,000
	2014-15--\$500/student (40 students * \$500)						
	2015-17--\$650/student (40 students * \$650)						
	2017-19--\$650/student (40 students * \$650)						
	c) Health insurance	\$33,500	\$40,000	\$40,000	\$34,500	\$34,500	\$182,500
	Student Health Insurance will be provided to students with the greatest need as determined by the Project Director						
	d) Child care	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$18,750
	Child Care stipends will be provided based on greatest need as determined by the Project Director						
	e) Transportation stipends	\$11,200	\$11,200	\$11,200	\$11,200	\$11,200	\$56,000
	Stipends of \$35/week will be available for up to 10 students presenting with the greatest need for 32 weeks each year. (10 students * \$35/week * 32 weeks)						

	f) Tuition and fees	\$47,940	\$49,000	\$49,000	\$50,000	\$50,000	\$245,940
	<p>Funds will be available to pay tuition and fees for up to 10 students annually based on greatest need as determined by the Project Director. Remaining 30 students will be covered by financial aid in the form of scholarships, grants and work study.</p> <p>2014-15--\$4,794 (10 students * \$4,794)</p> <p>2015-17--\$4,900 (10 students * \$4,900)</p> <p>2017-19--\$5,000 (10 students * \$5,000)</p>						
	g) Room and board	\$24,300	\$34,300	\$34,300	\$35,000	\$35,000	\$147,960
	<p>Funds will be available for 5-7 non-commuting students annually to cover room and board at a townhouse complex within a 5 minute walk of the university.</p> <p>2015-16--\$4,860 (5 students * \$4,860)</p> <p>2016-18--\$4,900 (7 students * \$4,900)</p> <p>2018-20--\$5,000 (7 students * \$5,000)</p>						
12	Total Costs	\$424,967	\$424,534	\$424,534	\$424,870	\$424,870	\$2,123,775

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

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

Name of Institution/Organization

University of North Georgia

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	136,192.00	138,916.00	138,916.00	141,694.00	141,694.00	697,412.00
2. Fringe Benefits	46,305.00	47,231.00	47,231.00	48,176.00	48,176.00	237,119.00
3. Travel	7,980.00	10,870.00	10,870.00	13,760.00	13,760.00	57,240.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	36,500.00	5,675.00	5,675.00	3,900.00	3,900.00	55,650.00
6. Contractual	9,500.00	9,500.00	9,500.00	8,500.00	8,500.00	45,500.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	6,000.00
9. Total Direct Costs (lines 1-8)	237,677.00	213,392.00	213,392.00	217,230.00	217,230.00	1,098,921.00
10. Indirect Costs*	14,600.00	14,892.00	14,892.00	15,190.00	15,190.00	74,764.00
11. Training Stipends	172,690.00	196,250.00	196,250.00	192,450.00	192,450.00	950,090.00
12. Total Costs (lines 9-11)	424,967.00	424,534.00	424,534.00	424,870.00	424,870.00	2,123,775.00

***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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix: Dr.	First Name: Harriett	Middle Name:	Last Name: Allison	Suffix:
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Address:

Street1:	P O Box 1358
Street2:	
City:	Gainesville
County:	
State:	GA: Georgia
Zip Code:	30503
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
678-717-3419	

Email Address:
harriett.allison@ung.edu

2. Novice Applicant:

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

- Yes No Not applicable to this program

3. Human Subjects Research:

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

- Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

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