

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



APPLICATION FOR GRANTS
UNDER THE

CAMP-84.149A-1

CFDA # 84.149A

PR/Award # S149A150026

Grants.gov Tracking#: GRANT11834255

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="320291662"/>	* c. Organizational DUNS: <input type="text" value="8322846860000"/>
---	---

d. Address:

* Street1:	<input type="text" value="9001 Stockdale Hwy."/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Bakersfield"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="CA: California"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="93311-1022"/>

e. Organizational Unit:

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

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Vincent"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Oragwam"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="6616542233"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

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

S: Hispanic-serving Institution

Type of Applicant 2: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 3: Select Applicant Type:

*** 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:**

CSUB College Assistance Migrant Program (CSUB CAMP)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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
Vincent Oragwam	Director of Grants Management Operations
APPLICANT ORGANIZATION	DATE SUBMITTED
CSUB Auxiliary for Sponsored Programs Administration	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:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S149A150026

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.

General Education Provisions Act_GEPA 427.

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) Section 427

All program objectives and activities have been planned to ensure that the six barriers that can impede equitable access to participation in program services will be overcome. This is accomplished through a variety of methods. Some examples of these methods are outreach activities specifically designed for the underrepresented bilingual materials, and services for the physically handicapped and disabled. In-service training for professional and student staff is given to ensure awareness and sensitivity. The same spirit that underlines the procedures as specified for equal access for personnel will be implemented for the General Education Provisions Act. The Director will ensure equal access and treatment of individuals from groups that have been traditionally underrepresented. Every effort will be made to ensure that the participant population will reflect the underrepresented groups in the total population of the service area. A letter of acceptance will be sent to each participant to inform them of the selection criteria and the services that can be provided by the project.

ACCESS

Under Dr. Horace Mitchell's leadership, the University has entered a period of rapid development, with a vision to extend the excellence and diversity of the faculty and academic programs, enhance the quality of the student experience and strengthen community engagement. Dr. Mitchell, the fourth President of the California State University Bakersfield (CSUB), brings over forty years of experience, expanding educational opportunities to achieve educational equity has been an institutional priority. As a result, CSUB is committed to attracting and retaining a greater number of underrepresented students. To this end, CSUB has established the following broad goals related to the access, transition and retention of underrepresented students in order to ensure equitable access to the project:

1. To develop collaborative strategies with service area high schools administrators and counselors to improve the academic preparation of migrant identified students.
2. To increase the graduation rate, admissions rate, financial aid application rate, and enrollment rate of migrant identified students to a level comparable to that of traditional students.
3. To develop and support programs committed to the academic, social and cultural support of migrant identified students.
4. To continue to develop collaborative strategies with local and statewide Migrant Education Regional Directors and staff to assist migrant students in entering the university.
5. To ensure that the institution meets all accessibility requirements to eliminate such factors as gender, race, national origin, color, age, or disability as barriers to student progress.

In order to achieve a campus commitment to educational equity, the President has implemented a process to involve senior staff in the decision-making processes related to equity program through the establishment of an Educational Equity Advisory Committee (EEAC). The EEAC is chaired by the Academic Affairs Vice President and includes the Chair of the Academic Senate, the Dean of Students, the Associate Dean of Admissions and Records, the Associate Dean for Educational Support Services, the Dean of Undergraduate Studies, and the Chair of the Academic Senate's Affirmative Action Committee.

INSTITUTION AND PROJECT POLICIES ON NONDISCRIMINATION ON THE BASIS OF RACE, SEX, COLOR, OR NATIONAL ORIGIN

CSUB complies with the requirements of Title VI of the Civil Rights Act of 1964 and the regulations adopted therein. No person shall, on the grounds of race, color, or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program of the California State University. CSUB does not discriminate on the basis of sex in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted thereunder prohibit discrimination on the basis of sex in education programs and activities operated by CSUB. Such programs and activities include admission of students and employment. Inquiries concerning the application of Title IX to programs and activities of CSUB may be referred to the Dean for Administration; the campus officer assigned the administrative responsibility of reviewing such matters, or to the Regional Director of the Office of Civil Rights, Region 91275 Market Street, 14th Floor, San Francisco, California 94103.

NONDISCRIMINATORY ON THE BASIS OF HANDICAP

The California State University does not discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973, as amended, and the regulations adopted thereunder. More specifically, the California State University does not discriminate in admission or access to, or treatment, or employment in, its programs and activities. A Counselor and Coordinator of Disabled Services have been designated to coordinate the efforts of CSUB to comply with the Act and its implementing regulations. Inquiries concerning compliance may be addressed to this person at the Counseling and Testing Office (661-654-3366). The Nondiscrimination and Affirmative Action Plans of CSUB seek to attain the following:

1. The achievement of a work force with adequate representation of ethnic minorities, women, the disabled, disabled veterans, and veterans of the Vietnam era.
2. The elimination of discrimination in employment on the grounds of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, disabled veteran's or Vietnam veteran's status.
3. The maintenance of genuine equality of opportunity by ensuring that reasonable requirements and the merits of the individual are the sole criteria for appointment, retention, and advancement of employees.
4. The maintenance of salary equity among employees.
5. The provision of opportunities for employees from underrepresented groups as well as other employees to improve their qualifications for advancement.

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

CSUB Auxiliary for Sponsored Programs Administration

* 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:

**California State University, Bakersfield
College Assistance Migrant Program**

Abstract

California State University, Bakersfield (CSUB) is applying for continuation of its College Assistance Migrant Program grant. CSUB CAMP will serve **75 first-time freshman** students, per year, who are migrant or seasonal farmworker background. CAMP's **commuter** program **objectives** will include: outreach/recruitment; supportive/instructional services; academic/career advising; academic skills; special admissions; financial aid; remediation intervention, and follow-up services. The program design and strategies will embed the **priority education logic model** methodology and diverse partnerships in the Comprehensive Student Support Services Plan. CAMP has identified the program target for **GPRA 1 and GPRA 2 at 88%** respectively among other the program objectives. The program design and evaluation methods are focused to ensure migrant university students are equipped and prepared to compete in tomorrow's job market. For the past fourteen years CSUB CAMP has demonstrated to be a successful program as recognized by the institution (CSUB) and its funding source.

CSUB is located at the most southern end of California's San Joaquin Valley, which stretches over 300 miles from Bakersfield to Sacramento and this area continues to be considered to have one of the highest concentration of migrant and seasonal farmworkers in the nation. CSU Bakersfield is the only four-year public institution within a 100 mile radius and its service region includes Kern, Tulare, and Kings Counties.

CSUB will continue its fourteen year commitment to CAMP and serve as the centerpiece of CSUB's migrant outreach and retention services to ensure CAMP students are successful in completion of their first year as a university student and ultimately graduate with a baccalaureate degree. CSUB CAMP will continue to contribute to tomorrow's student scholars and leaders.

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1. NEED FOR THE PROJECT (15 Points)

i. The magnitude of the need for the services to be provided. (3 points) California State University Bakersfield (CSUB) is located in the Southern San Joaquin Valley of California. This bioregion is recognized as the richest agricultural area in the nation. As such, it has the largest concentration of migrant and seasonal farmworkers in the United States, higher than the State of Texas, with the second largest migrant population. The CSUB service region as a whole, and the migrant population within the region, face many critical educational and socio-economic challenges and conditions. CSUB continues to be the only four-year public institution of higher education within a 100-mile radius of Bakersfield; its service region covers a five-county area, which includes Kern, Tulare and Kings County, whereby, as recent as of the 2013-2014 academic year, a total of 24,863 identified migrant students reside within the CSUB service region. These three counties cover a 15,000 square mile radius, where Kern County alone covers an 8,000 square mile area.

According to the California Department of Education, Migrant Education Office, 2013-2014 a total of 90,258 students were identified as migrant students. More specifically, in Kern County a total of 12,515 migrant students were enrolled in K-12 grades. CSUB's service region encompasses Kern, Tulare, and Kings Counties, whereby, a total of 24,863 are identified migrant students enrolled in K-12 grades. According to the U. S. Census Bureau from 2009 through 2013, Kern County had an English Language Learners (ELL) student population of 42.1% in comparison to 22.7% statewide with Spanish language as the primary language spoken at home.

In 2013, migrant students in Kern County comprise 14% of the total K-12 student population, which is inclusive of five Migrant Education Regions. The vast majority of migrant and seasonal farmworkers are Latinos. In addition, Latinos represent one of the fastest growing

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populations in the service area and in California in general. For Kern, Tulare and Kings Counties in 2013 Hispanics/Latinos made up the largest K-12 student population with a 63.4%, 65.5% and 75.1% respectively compared to 53.3% statewide (California Dept. of Education, 2013).

In 2013, in Kern, Kings, and Tulare Counties, only 19%, 20.5%, and 25.7% respectively of its high school graduating class met the eligibility requirements (A-G) to enter into the University of California system or California State University system, in comparison to 39.4% statewide (California Department of Education, 2013). Of special note, since CSUB CAMP was funded in 2000, the aforementioned college eligibility for Kern County has not significantly increased the number of students who are college eligible. This demonstrates a continued need for additional support in this community and to our migrant students.

In 2013, California enrolled over 6 million students in the public school system. In 2013, 90,258 were identified as migrant students in California out of which 24,863 resided and attended schools in the Central Valley (CDE, Migrant Office, 2013). In addition, Kern County's high school dropout rate for migrant students is 19.3% in comparison to 11.4% statewide dropout rates. As a result of the high mobility rate of the migrant students, whereby, parents move from one location to another to seek employment, migrant students are the most vulnerable as they experience: 1) disruption in their education, 2) cultural and language barriers, 3) social adjustments caused by the frequent moves, 4) lack of establishing a sense of belonging, and 5) are less likely to seek and attain health services. These are some of the most educational and social challenges that migrant students encounter as a result of their high mobility rate.

ii. Focus on serving or otherwise address the needs of disadvantage individuals. (4 points)

CSUB CAMP will continue to focus on serving the needs of eligible migrant and seasonal

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farmworker students by addressing their academic deficiencies, assisting students to make a seamless transition to the university's academic and social expectations, embed rigorous program curriculum, assess student learning outcomes, and develop a transparent educational path to obtain their bachelor's degree.

CSUB is ideally located in an area where migrant students have an opportunity to pursue a higher education and to be the change agent within their family dynamics. CSU B is, and has been recognized as, one of 262 Hispanic Serving Institutions in the nation, whereby, more than 25 percent of its students are Hispanic/Latino. In fall of 2014, **53%** of CSUB students were self-identified as Hispanic/Latino (CSUB Institutional Research, Planning and Assessment, 2014). CSUB has outstanding outreach and student support programs which focus on serving and meeting the needs of disadvantage students, including low-income and first-generation college students (e.g. TRIO Program, San Joaquin Valley Cal-SOAP, College Access Challenge Program, Early Assessment Program, and STEM). These outreach and support programs provide services to K-12 and university student populations with low-income and low educational attainment by either parent. The goal of these programs is to assist in the path of underrepresented groups to plan for their future by pursuing a higher education. CAMP will continue to partner with these programs to maximize the identification of migrant students.

During the years of 2010, 2011, 2012, and 2013, CSUB entering first-time freshman students entered the university needing to enroll in remedial courses in English or Mathematics, 82%, 75%, 82% and 78% respectively (CSU Chancellor's website). In comparison, on an average since 2010, **81%** of the CAMP students who entered the university needed to enroll in remedial courses (English and Mathematics), notably, migrant students continue to be underprepared to enroll in college level English and Mathematics. Of importance, the mandate

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from the CSU Chancellor's Office requires that all students complete their remedial coursework within their first year as a university student and should the student not complete this requirement; the student is then redirected to continue their education at a community college. Clearly, early intervention strategies are needed to ensure the migrant students' educational goals are achieved.

According to the Institute for Higher Education Policy "...low-income students who enter college need more remedial coursework, so they are unable to begin immediately taking courses that lead to college credit. This situation extends the length of time to degree completion... (Ramsey, 2008). In a study conducted by Santiago and Brown it was noted that "Latinos are the largest minority group in the United States, yet lag behind other major racial and ethnic groups in higher education attainment. Improving the extent and quality of higher education for Latinos will indisputably raise their economic prospects and civic engagement, and contribute to the long-term economic and civic health of the entire nation." (Santiago and Brown, 2004). Current studies continue to indicate low-income and first-generation college students continue to struggle in completing their bachelor's degree.

iii. Specific gaps or weaknesses in services, infrastructure or opportunities have been identified and will be addressed. (4 points) The specific gaps and weaknesses in services at California State University, Bakersfield (CSUB) is as follows: 1) CSUB has a critical shortage in offering ample remedial level courses. In addition, the CSU system-wide policy states students who do not complete remedial coursework within the first academic year will be disenrolled from the institution, as implemented by CSUB; 2) The university does not have adequate academic advising for specific target populations, more specifically for migrant students; 3) The university does not specifically conduct outreach and recruitment activities for

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migrant identified student population; 4) The university does not offer specific courses in survival skills for specific student populations; 5) The university does not offer sequences of courses and/or seminars to address the unique needs of first-time freshman students, more specifically underrepresented student population; and, 6) The university currently does not have a retention program in which to monitor and provide support services for second year students.

The following are CAMP's strategies to address the gaps and weaknesses in services: 1) Implement the four-week CAMP Commuter Summer Program which will offer remedial level courses in Math and English to provide students the opportunity to progress in their completion remedial coursework; 2) CAMP's academic advisors will provide individualized academic advising to continue to assist students to ensure they enroll remedial level courses, track their academic progress, referrals for tutoring services when needed, and develop an individualized educational plan; 3) CAMP's recruitment and outreach efforts will bridge this gap by continuing to partner with state Migrant Education regions and school districts to provide information and services to meet the needs of underrepresented populations and reduce the retention and graduation gaps of migrant students; 4) CAMP will offer courses for developmental skills of students living in two worlds, that of a farm laborer and as a college student. Where traditional educational models fail to look at the unique challenges of matriculating migrant students, CAMP recognizes key linkages and support roles that are necessary for students to adapt to the college academic and social expectations. Most important, CSUB CAMP continues to provide a "home away from home" environment whereby students develop a sense of belonging to the university; 5) CAMP will designed and implement program strategies (course/seminars) to assist underrepresented students, more specifically migrant students, to persist beyond their first year of study; 6) CAMP will continue to provide sequential

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courses beginning with the summer program, Fall and Winter courses, and Spring workshops, and, 7) CAMP will, through various strategies, monitor, track, assess student learning, and assist migrant students beyond the first year. In a study conducted by the Hanover Research Institute states “institutional approaches to improving student retention...both academic and non-academic factors of student happiness and success...factors proven to improve student retention are related to academic goals, academic-related skills, and academic self-confidence”. (September 2011) Thus, the design of CAMP strategies and activities are to provide students with tools and techniques on student retention strategies to address the stages of transition and integration of college students and retention to graduation.

iv. The importance or magnitude of the results or outcomes likely to be attained by the proposed project. (4 points) The magnitude of outcomes to be attained by the program is embedded into the strategies identified by CAMP to ensure student success. CSUB CAMP’s program design strategically includes utilizing multiple methods of assessments, summative and formative methods of evaluation, determine outputs, short, mid and long-range term outcomes of program services and activities to ensure student success. The identified assessments methods are utilizing institutional student tracking databases, student feedback surveys, external evaluator, student academic achievement, and student learning outcomes. The outcomes of the various assessments will be utilized to make improvements to the program design.

2. QUALITY OF PROJECT DESIGN (20 Points)

i. Clear and measurable goals, objectives, and outcomes. (5 points) The goal of the California State University, Bakersfield College Assistance Migrant Program is to provide 75 eligible migrant students, per GPRA requirements, with a set of comprehensive student supportive services to successfully complete their first year as a university to be prepared for the

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remainder of their educational journey. The goals and objectives focus on: academic advising, student supportive services, tracking of completion of students' remedial courses; financial aid, referrals for tutorials and counseling, scholarship and internship opportunities, and academic tracking. The following table clearly outlines the goals, objectives, and outcomes of CAMP.

CSUB CAMP Goals, Objectives and Outcomes

GPRA 1: <u>National Target:</u> 86% of CAMP participants will complete the first academic year of their postsecondary education. <u>Program Target:</u> At minimum 88% of CAMP participants will complete the first academic year of their postsecondary education.		
Staff Responsible	CAMP Goals/Objectives	OUTCOMES/MEASURES
Director Recruiter/ Academic Advisors	i. Outreach/Recruitment 75 Migrant Students (Regular & Special Admissions) Goal: Identify 75 migrant students. Objective: Recruit potential eligible students-various events.	Outcome: 100% - 75 migrant students will be enrolled every year. Measurement: Complete student files, admissions records (regular and special admits), and program database.
Director Academic Advisors	B. Supportive and instructional services. Goal: All students to receive comprehensive services. Objective: Advising, CAMP courses, summer program, university tutoring.	Outcome: 100% of all program participants will have receive comprehensive services. Measurement: Student Educational Plan, summer program records, CAMP grades, referrals to university tutoring services, program and institutional databases.
Academic Advisors	i. Academic, career, and personal counseling. Goal: 100% first-year students will be provided personal and academic counseling. Objective: Min. of 3 mandatory student/advisor visits per quarter.	Outcome: 100% of all participants will receive personal and academic counseling. Measurement: Advising record logs, class grades (summer and academic year), completion of career portfolios, academic progress reports, and student educational plan.
Director Academic Advisors University Tutoring Centers	ii. Tutoring, and Academic Skills Building Instruction. Goal: 100% of students will have access and referrals for tutoring services – as needed. Objective: Students academic progress reports for tutoring	Outcome: 100% of students requiring tutoring will be referred to the university tutoring centers. Measurement: CAMP referral tutoring slips, university tutoring centers student database, academic progress reports, and institutions tracking systems Grades First and I-Strategy.

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	recommendations and referrals.	
Director Admissions Office	<p>iii. Assistance w/Special Admissions Goal: 100% of students needing special admissions Objective: Continue to work with Admissions Office for special admits.</p>	<p>Outcome: 100% of students who need special admissions to be admitted to the university will receive “special admit”. Measurement: Program and student records, university student database information.</p>
CAMP Staff	<p>C. Obtaining Financial Aid Goal: 100% of first-year students will receive assistance w/financial aid & scholarships. Objective: Assistance with FASFA application and scholarship programs, quarterly review of students’ financial aid award status to determine need.</p>	<p>Outcome: 100% of first-year students will receive assistance with obtaining some form of financial aid and/or scholarship(s). Measurement: FA student awards, award letters, and CSUB scholarship programs system to verify need.</p>
CAMP Staff	<p>D. Exposure to Cultural Events (e.g. museums, plays, etc.) Objective: Provide a learning experience outside beyond the classroom.</p>	<p>Outcome: 100% of the students will be provided the opportunity to participate in cultural events. Measurement: Student feedback survey on what they learned from the experience.</p>

GPRA 2: National Target: 85% of CAMP participants who complete their first academic year of college will continue their postsecondary education.

Program Target: At minimum of 88% of CAMP participants who complete their first academic year of college will continue their postsecondary education.

Staff Responsible	CAMP Goals and Objectives	Outcomes/Measurements
Director Retention Counselor	<p>A. Monitoring and reporting academic progress during the first year and subsequent years in college. Goal: 100% of first year students will receive follow-up services. Objective: Meet program target.</p>	<p>Outcome: 100% of first year students’ academic progress will be monitored. At a minimum of 88 % of second year and subsequent years in college. Measurement: Tracking Student Academic Progress reports, university student database, National Student Clearinghouse database, university I-Strategy system.</p>
Academic Advisors	<p>B. Referrals to on and off campus for supportive services. Goal: 100% of 2nd year and subsequent year’s students will receive assistance & guidance on and off campus referrals. Objective: Design &</p>	<p>Outcome: At minimum 100% of first year completers will receive assistance with follow-up services. Measurement: University student database, program database, student sign-in logs, and National Student Clearinghouse system.</p>

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	implement seminars on financial literacy, career selection, academic success, job opportunities, etc.	
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ii. Project design focused to address the needs of the target population. (5 points) The California State University, Bakersfield College Assistance Migrant project is designed to assist the migrant identified students to make a seamless transition from their high school education to higher education. The goal of CAMP is to ensure migrant students complete their post-secondary degree, on the right educational path, and to be adequately prepared for their career. The four-week Summer Commuter Program and Academic Year student services are designed to assist students integrate and adjust to the post-secondary education environment by: student engagement in university level academic courses (Math and English, and college skills development); academic advising, CAMP workshops designed to enhance the students understanding of institutional policies; awareness of the benefits of student involvement in community service learning projects; and development of skills for academic success. CAMP students will be assigned to an Academic Advisor who will be responsible to provide individualized academic advising, career and personal counseling, monitoring academic status, assist with financial aid matters, develop student educational plan, and most importantly serve as the advocate for the student. Upon completion of their first academic year, CAMP students will continue to receive comprehensive follow-up services.

iii. Establish linkages with appropriate agencies and organizations. (5 points) CSUB CAMP has extensive institutional resources readily available for CAMP students. CAMP has been strategically placed under the direct guidance of Dr. Jacqueline Mimms, Associate Vice President of Enrollment Management Division, whereby, students who are in need of special

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admissions are granted the opportunity. Of importance to note, during these past ten years, all request for CAMP special admits have been granted by the Associate Vice President for Enrollment Management. Additionally, CAMP has and will continue to coordinate activities with **similar institutional** and **community resources** as follows: 1) California Mini-Corps-student teaching experience; 2) CSUB Educational Opportunity Program-student scholarship component; 3) TRIO Programs-student peer advisors; 4) CSUB Financial Aid-scholarships and grants; 5) CSUB Hispanic Excellence Scholarship Fund-scholarships; 6) Migrant Education Regions-employment and student conferences; 7) Cal SOAP Program-student peer advisors; 8) Clinica Sierra Vista-employment opportunities; 9) Employer's Training Resource-student book assistance; 10) U.S. Department of Interior, Bureau of Land Management-Internship Program, and 11) Non-Profit Organizations-career preparation and employment opportunities.

CAMP will continue to foster linkages with campus faculty, departments, and student support program and with local and state agencies which will provide community services, internship, scholarship, and employment opportunities for CAMP students.

The collaborative approach with these agencies/organizations provides services to historically underrepresented populations, maximizing opportunities to CAMP students. Of importance, key leaders from various community agencies continue to support CAMP's proposal, such as; Clinica Sierra Vista, Employer's Training Resource, California State Migrant Education, Kern County Superintendent of Schools, Kern High School District, and California State University, Bakersfield.

iv. Increase efficiency in the use of time, staff, and money or other resources in order to improve results and increase productivity. (5 points CAMP has a four-year experience in ensuring that the program goals and activities established are attainable and achievable and

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directly linked to program funding. Therefore, the use of staff time and resources are strategically embedded into the staff assignments. The institutional and community professional development are at no cost to the program, yet ensuring the staff stay abreast of new student retention strategies, changes in institutional policies and procedures, networking and partnerships with community agencies which are a direct benefit to students, directly working with faculty members to track student academic progress, collaborative with all institutional departments to advocate for the student, and have established partnerships with community college partners for future student referrals for those students who need to be redirected to a community college to ensure they continue their educational journey.

3. QUALITY OF PROJECT SERVICES (15 Points)

i. Training or professional development services to be provided to ensure sufficient quality, intensity, and duration to lead to improvements in practices amongst program

participants. (5 points) CAMP staff continues to participate in appropriate professional trainings to meet the objectives of the grant proposal. The quality and intensity of the trainings will focus on utilizing the best practices in the respective category, i.e. development of course curriculum, academic and personal advising techniques, student retention, parental involvement, career assessment, and institutional policies. To maximize costs, CAMP will utilize the resources available through institutional in-house and off campus trainings which are applicable to meet the needs of the students and no financial cost to the program such as: transcript evaluations, financial aid, admissions process, advising, curriculum development (CSUB Teaching Learning Center and Kern County Superintendent of Schools and Migrant Education), and personal counseling (CSUB Counseling Center). Staff development is a crucial element to

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ensure the staff are well informed and are aware of current institutional policies as well as state and national programs which have a direct impact on the program participants.

The program quality of the services being provided to program participants (e.g. academic challenges, Individual Educational Plan, student's personal goals and challenges, etc.) will be the focus of the monthly CAMP staff meetings in addition to program planning. Through the various program and institutional databases the CAMP staff will monitor, assess, and document the participants' academic progress to determine individual student needs to ensure student success. These meetings will serve as the basis of feedback from on-going program evaluations to focus continuous program improvements. In addition, the Director will continue to collaborate with the Director of Institutional Planning and Research to develop assessment instruments for continuous program improvements.

ii. Focus on those with greatest needs. (5 points) As stated in the Need for the Project of this proposal, Migrant Education Program students tend to be highly concentrated in a few of the rural community high schools through the county, and in the Bakersfield area high schools with the highest minority populations. According to the Department of Education (CDE) and the Kern County Superintendent of Schools, these schools also have disproportionately low numbers of their student's who complete the A-G college course pattern and are far below the state mean in this regard; Kern County 29.8% compared to 39.4% statewide, respectively (CDE, 2013).
CSUB students At CSUB, the median SAT score was 915, compared to the average of 1002 score for students who enter the California State University system. According to the California Department of Education the statewide dropout rate in the 2012-2013 school year 11.4% and in Kern County it was 16.5%, 5.1% higher than the state average. At CSUB approximately 90% of students receive some form of financial aid assistance. In addition, at CSUB, on average 78% of

incoming freshman (CSUB data 2012-2013) need to enroll in remedial level courses in comparison on average 81% (CSUB CAMP data 2010-2014) of incoming freshman CAMP students enroll in remedial level courses. Research studies continue to indicate that remedial level coursework completion and its impact on degree completion. Thus, it is imperative to provide CAMP supportive services to the incoming first-time freshmen migrant students to ensure they successfully complete their first year as a university student, and ultimately to assist them to obtain their baccalaureate degree.

CSUB CAMP will continue its outreach efforts to identify those students with the greatest academic and socio-economic needs and who would benefit from participation in the CSUB CAMP program.

iii. Services that will lead to improvement in the achievement of students as measured against rigorous academic standards. (5 points) The overall program design embeds key elements of achieving student success which include early identification of students who have the great academic need as they enter the university, development of rigorous program course curriculum which is aligned with university academic standards; a four-week summer academic intervention program which focuses on the students' academic need for improvement; institutional pre and post assessment (Math and English courses) to ensure students are placed in appropriate level courses; embedded mandatory academic advising; mandatory tutoring; and early alert system to identify those students who are on academic jeopardy to determine the gaps in their academic learning, and most importantly, assessment of student's academic performance and develop a plan for academic improvement.

4. QUALITY OF PROJECT PERSONNEL (10 Points)

i. Qualifications and relevant training and experience of the project director or principal investigator. (5 points) CSUB CAMP shall be under the oversight of the Principal Investigator Dr. Jacqueline Mimms, Associate Vice President for Enrollment Management. By strategically placing CAMP under her direction, program personnel will be expertly supervised. Dr. Jacqueline Mimms has over 35 years of experience in: education administration, post-secondary education, state and federal policies in education, and development and oversight of a variety of student support programs.

Imelda Simos-Valdez is the current Director and will be for the subsequent five-year grant funding cycle at California State University, Bakersfield. Ms. Simos-Valdez will continue to be responsible for the implementation of the project objectives, fiscal matters, supervise staff, and all administrative duties of the proposed project. Ms. Simos-Valdez possesses a Bachelor's degree in Business Administration and a Master's degree in Educational Administration. She possesses 24 years of experience in working with underrepresented groups. Her experience includes the administration of grant funded programs, budgets, Federal and State regulations, student services, grant writing, participating in California state-wide initiatives which have a direct impact on student success. In addition, her experience and training in student services and student retention. Ms. Simos-Valdez is bilingual and as a former migrant student is sensitive to working with diverse and underrepresented populations, more specifically understands first-hand the needs and challenges of the migrant students.

ii. Key project personnel training and qualifications. (5 points) The identified key personnel for the CAMP project will be the Principal Investigator Dr. Jacqueline Mimms and Director Imelda Simos-Valdez. Dr. Jacqueline Mimms earned her Doctorate Degree in Education Administration. Dr. Mimms possesses 35 plus years of experience in administration in higher

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education. Ms. Simos-Valdez, has a Master's degree in Educational Administration and possess 24 years of experience in working with underrepresented populations, more specifically, migrant students.

The current four CAMP advisors, on an average, possess nine plus years of experience in academic advising, three of the four possess a Master's degree and one with a Bachelor's degree in Science, all are bilingual and were migrant students. The current full-time staff members are bilingual and possess extensive professional experience and training in the area of academic advising, admissions process, financial aid, career development, development of student degree plans, community college admissions policies, and institutional and program policies. Current staff and future staff will be encouraged to have advanced degrees beyond a bachelor's degree and be bilingual as they are seen as role models by our migrant students. The Administrative Assistant will possess the necessary experience in the areas of grant management, institutional policies and procedures, and working in teams to ensure all of the program activities and budget are well-documented. CAMP has and will continue to hire staff members who are bilingual and have extensive experience in working with migrant students and students from diverse populations.

Dr. Luis Vega, Ph.D. has been identified as the External Evaluator who will continue to be responsible to conduct the program evaluation. Dr. Vega possesses 20 years experience in teaching and research, is fully bilingual and bicultural (Spanish/English), possesses professional experience in conducting program evaluations, and possesses experience in working with migrant students and underrepresented populations, and experience in working with grant programs. In summary, he has served as national evaluator and research director for the National Council of Communities and Education Partnerships; served as an evaluator for ENLACE

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Program, Kellogg Foundation; has served as the western representative for the Council of Teachers of Undergraduate Psychology for the Western Psychology Association; has served as a research and statistical consultant to teaching and learning university centers; and mentored student research projects, to name a few. It is with great confidence that Dr. Vega will served as an exceptional program evaluator to assist CAMP in meeting its goals and objectives.

5. QUALITY OF MANAGEMENT PLAN (20 Points)

i. Adequacy of the management plan to achieve the objectives to ensure project plan is on time and within budget. (5 points) The design of the CSUB CAMP management plan shall continue to be under the oversight and guidance of Dr. Jacqueline Mimms, Associate Vice President for Enrollment Management. By strategically placing CAMP under her direction and guidance, the program personnel, program timelines, and milestones will be adequate to meet the needs of the program goal. CAMP personnel will consist of a Director, four academic advisors, and an Administrative Assistant. The program personnel will possess the appropriate student support experience to effectively assist program participants and achieve the objectives of the grant proposal. The program budget is aligned to the identified program goals and objectives.

The following are the proposed project objectives which are aligned to the budget.

CAMP OBJECTIVES	STAFF RESPONSIBLE	MILESTONES	TIMELINES
1. Outreach & Recruitment	CAMP Staff	Recruit 75 students to be serviced each funding year.	July 1 – June 30
2. Assistance with Special Admissions	CAMP Director, Admissions Office	Special Admissions will be issued – as needed.	July 1 – June 30
3a. Supportive & Instructional Services 3b. 4-week Summer Commuter Program	Director, Advisors, & Faculty	a. Students will receive supportive & instructional services. b. English, Math, College Survival Skills courses	Sept. – June 30 July-August
4. Personal, Academic & Career	Academic Advisors	*Students will receive personal, academic, and	July 1 – June 30

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Counseling	(primary) CAMP Director (Secondary)	career counseling. (Minimum of 3 visits per quarter, (i.e. Office visits, CAMP courses, and summer program). *Career Assessment Instruments & Career Development Center.	
5. Tutoring & Academic Skills Building Instruction and Assistance	CSUB Tutoring Centers Director & Academic Advisors	*Students will have available tutoring services via university tutoring centers. *Academic skills building CAMP courses (Summer, Fall, and Winter).	July 1 – June 30
6. Health Services	CAMP Director	Students will have access to institutional health services during the summer program and academic year.	July – June 30
7. Stipends	CAMP Staff	Students who need financial assistance beyond their financial aid award.	Academic Year (Sept. – June)
Follow-up Services	Director & Academic Advisors	A. Students' academic progress will be monitored & tracked via student database. B. Referrals to on-and-off campus service providers. C. Workshops, referrals to various services & resources.	(Sept. to June)

CAMP's strategy to address the issue of student retention will be to implement the four-week summer commuter program, whereby, program participants begin their university experience with a positive and seamless transition and integration to the university social and academic expectations.

The Academic Year Component will consist, in addition to comprehensive support services, of students enrolled in a minimum of 12 university units which will include one of the CAMP courses CSUB Freshman Orientation-Fall and CAMP Career Development-Winter which are specifically designed for CAMP students. The CAMP courses curricula is aligned with the university student learning outcomes and will focus on addressing the specific needs of the

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migrant students, transition and integration into higher education. CAMP will create student files on all eligible program participants to compile information which include, but not limited to: CAMP application, academic progress reports, financial aid information, course schedules, student degree plan, etc.

ii. Adequacy of the procedures for ensuring feedback and continuous improvement in the

operation of the project. (5 points) In order to ensure there is continuous feedback and improvements to the project, the CAMP Director, will continue to conduct monthly staff meetings to review progress made towards the program objectives: 1) student recruitment and program eligibility, 2) planning for four-week Summer Commuter Program, 3) student participation and academic status, 4) planning for program events, 5) review of program and institutional protocol and policies, and 6) staffing of any special needs of program participants. The program data, policies and procedures, and student learning outcomes will be assessed to determine what improvements will need to be made to ensure the program is successful in the implementation of the goals and objectives.

The CAMP Director will conduct the following: regular audits of all student files, program documents; review the program budget to ensure all of the program objectives are accomplished; develop and implement necessary feedback assessments to ensure continuous improvement in the operation of the project; and will collaborate with the CSUB Institutional Research and Planning Office to develop effective assessment instruments to measure program student learning outcomes and ensure they are aligned to the university wide student learning outcomes. Feedback obtained from the external evaluator will be utilized to make program improvements to the operation of the project. The CAMP Director and Administrative Assistant, a minimum of once per month, will review all program expenditures and reconcile program expenditures to

ensure all expenditures are aligned with the institutional accounting system. The CAMP Director will continue to meet with Principal Investigator to report progress made towards accomplishment of the program objectives.

iii. Time commitments of the project director and principal investigator and other key project personnel to meet the program objectives. (5 points) The Principal Investigator Dr. Jacqueline Mimms will commit to ten percent of in-kind time to project. The CAMP Director shall report directly and on a regular basis to Dr. Jacqueline Mimms to keep her abreast of the program goals and objectives, budget balances, and personnel matters. The CAMP Director, Imelda Simos-Valdez, time commitment to the project will be 75 percent time and 25 percent of time committed to other institutional projects. Ms. Simos-Valdez possesses extensive experience in managing grants, budgets, staff supervision, and providing quality student services.

iv. Adequacy of mechanisms for ensuring high-quality products and services. (5 points) CAMP's program design includes mechanisms to ensure the quality and services are of its highest level. These mechanism includes the following: 1) the education and professional experience of both the principal investigator and the project director which are appropriate and fiscally sound as reflected in the CAMP budget; 2) the current professional and education of the four academic advisors, on an average of nine years of experience in assisting migrant students; 3) the program goals are ambitious and achievable; 4) the institution has committed to continue their support as it has for the past fourteen years; 5) the program objectives and goals are attainable and reasonable and are aligned to the budget; 6) assessment mechanisms have been designed to meet and measure the program's success and areas of need for improvement; and 7) CAMP has a fourteen year success rate with the upmost quality of program services.

6. ADEQUACY OF RESOURCES (10 Points)

i. Adequacy of support by organization, including facilities, equipment, supplies, and other resources. (2 points) CAMP is located on the CSUB campus within close proximity of other student support services which allows for easy access to CAMP students, parents, the general public who seek program services and information, and students frequently visit the CAMP Office and utilize the CAMP computer lab. Access for handicapped individuals is provided in the CAMP Office as well as throughout the campus.

Office Space – CAMP staff will continue to have individual work stations, access to the CAMP conference room which allows for program staff to insure the privacy of conversations, as needed. Other amenities the project has include a reception area, tutorial place, computer lab, and other typical office equipment facilities. Additionally, CAMP has access to classrooms and conference rooms, conference rooms for workshops, and university computer labs for collaborative projects with Regional Migrant Education Programs and other community partners.

Equipment, Supplies and Other Resources -- Each CAMP staff has a computer connected to the University's database with access to student records, admissions data, financial aid, transcripts, evaluations, and all other necessary program data. All staff has electronic mail to communicate efficiently and the Internet to access career to communicate with students. The Program Director and Administrative Assistant have special access to the accounting information on the CSUB accounting system to track all program expenditures which are directly charged to the program. CAMP has access to university equipment, a copying machine, fax machine, instructional resources (Faculty Learning Center), library facilities, health services, and other facilities. The University will continue to provide CAMP students with complete access to an array of computer labs for supplemental instruction in computer research, Internet, e-mail, and word processing to be used for the various educational purposes.

ii. Relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (2 points) CAMP has established strong commitments from each partner, on and off campus, to address the needs of the CAMP students and their families. CAMP's partners include, but not limited to Kern County Superintendent of Schools-access to students; Clinica Sierra Vista-internship and employment opportunities; Employer's Training Resource-funding the Migrant Book Assistance Program, Bakersfield City School District-partnerships for joint summer programs which benefit CAMP students and K-12 migrant students; California Department of Education-access to data; Migrant Education Programs-access to migrant students; Kern high School District-high school student data for recruitment; and CSU Bakersfield-support and access by faculty and departments (e.g. Financial Aid Office, EOP, Institutional Research, Counseling Center, etc.)

The CAMP Director and Academic Advisors have frequent contact with high school counselors, Regional Migrant Directors, migrant education coordinators and resource teachers to identify and recruit high school migrant students. The CAMP Director and staff meet regularly with university admissions to review the admissions status of each student. Strong commitments have and will continue to exist with public and private businesses to recruit employees and serve as guest speakers and role models for our migrant students. CSUB continues to be committed to support CAMP in all of its endeavors.

The CSUB Accounting Office is the fiscal agent and is a public non-profit organization, which administers an estimated 70 State, Federal, and private sector grants and contracts in excess of \$60 million dollars. The Accounting Offices provides full accounting services, payroll and purchasing support, record-keeping services, monthly detailed expenditure reports, and required Federal fiscal reports. The CSUB Accounting Office, Grants, Research and Sponsored

California State University, Bakersfield
College Assistance Migrant Program

Programs Office, and the Human Resources Offices personnel are trained in Federal guidelines and meet regularly with the CAMP Director to ensure that all of grant guidelines are adhered to.

iii. Costs are reasonable in relation to the objectives, design, and potential significance.

(2 points). The proposed budget serves **75** students and maximizes services within the funding guidelines of the program and is based on the past fourteen years of operating CAMP at CSUB.

The design of the CAMP budget is to adequately support the design and objectives of the project.

We are confident the budget reflects actual costs and is adequate to support all program

operations (e.g., cost of staff, benefits, facilities, equipment, cultural events, the four-week

summer commuter program). Supplies and materials and services have been carefully planned

and aligned with regional costs and are reasonable to fully support the operation of the project.

CSUB will continue to function as the fiscal agent to the CAMP project providing full

purchasing support, payroll and human resources, and accounting and record-keeping services.

iv. Costs are reasonable in relation to the number of persons to be served and anticipated

results and benefits. (2 Points) The proposed CAMP budget requested is reasonable and meets

the financial needs of the program based on the educational expenses and local economy.

CAMP will serve 75 migrant students per year and the cost efficiency in attending a public

university, CSUB, will benefit the students and the program supporting them. CSUB provides

direct support services in the areas of the Principal Investigator's time-at no cost to the program

and the director's time will be at 75% time, thereby allowing funding to be utilized for program

activities and student stipends. In addition, the cost of the four-week summer program is

minimal; access to facilities, computer technical support, internship and employment

opportunities, and leadership opportunities are readily available to CAMP.

v. Potential for incorporation of project purposes, activities, or benefits into ongoing program at the end of the Federal funding cycle. (2 points) CSUB has made and will continue to make significant financial commitments which support and benefit CAMP. The commitment of time from principal investigator, Dr. Jacqueline Mimms, is incorporated in the ongoing activities of CAMP. The CSUB Educational Opportunity Program (EOP), specifically serving first-generation and disadvantage students, will provide additional support services to CAMP students in the areas of tutoring and advising. CAMP maintains close working relationships with all student support programs and respective academic departments which will benefit and meet the needs of the migrant students. Prior to the end of the funding cycle, the CAMP Director and the Principal Investigator will establish a plan to ensure that migrant students continue to receive the same level of service beyond the funding cycle.

7. QUALITY OF PROJECT EVALUATION (10 Points)

i. Methods of evaluation are appropriate to the context which the project operates. (3 points) The CAMP will conduct internal and external evaluations. Evaluation of program activities, course curriculum and content will continue to be conducted by CAMP Director and staff, the CSUB Institutional, Research and Planning Office, and the external evaluator to addresses the Government Performance and Result Act (GPRA) requirements. Comprehensive annual reports include program information on all program goals and objectives, student data, student feedback surveys, retention data, and student progress. Monthly comprehensive financial reports on all expenditures will be documented. CAMP will continue to collect data elements to ensure continuous feedback and improvements to ensure the project is successful and it meets the goals and objectives. As evidence, the Logic Model of the CAMP Program outlined below describes the identified categories the program design and its methods of evaluation.

California State University, Bakersfield
College Assistance Migrant Program

Logic Model of the CAMP Program

Student Support	Student Recruitment	Student Progress	Student Success
Objectives	Objectives	Objectives	Objectives
Admission Process Curriculum Map Campus Networks Staffing Requirements	Community Liaisons Outreach/Pipelines Student Profiles University Support	Academic Progress Academic Advising Student Tutoring Student Skill Building	Year 1 completion Academic Achievement Academic Follow-up Student Feedback
Evaluation will use baseline data, pre/post comparisons, and standardized metrics to Inform Process , Suggest Program Improvements, Guide Policy Implementation, and Streamline Procedures			

Comprehensive annual reports include program information on all program goals and objectives, student data, student feedback surveys, retention data, and student progress. Monthly comprehensive financial reports on all expenditures are documented. During these past fourteen years, annual fiscal state audit have found CSUB CAMP has been in compliance with Federal and State guidelines. The external evaluator will review and validate Annual Performance data, meet with staff and students, and provide a summary of program recommendations.

ii. Methods of evaluation to provide for examining the effectiveness of project

implementation strategies. (3 points) The CAMP Director will meet with program staff to assess and evaluate the effectiveness of the program design and operational plans. The operational plan is based on the program goals and objectives. All of the program activities will be monitored for efficiency and effectiveness by: a) using program evaluations, b) qualitative (formal evaluations) and quantitative evaluations (i.e. retention rates & graduation), c) program discussion and assessment on strengths and weaknesses, and d) student feedback. The compilation of evaluation instruments provide the program with an accurate and practical method of evaluating strategies used for implementing the project.

iii. Methods of evaluation to provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (4 points) The method to ensure

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performance feedback and periodic assessment will be conducted by utilizing both formative and summative methods. Formative and summative methods will be used to provide feedback as the program progresses and to assess program impact. The design will use systematic forms of data collection, as well as formal and informal evaluation activities so as to allow for quantitative and qualitative data collection and analysis. The Project Director and staff will coordinate evaluation efforts, with the external evaluator providing data analysis, interpretation, and implications of findings. Data analysis and interpretation will be transparent so as to use this evaluation “to improve, not prove” program efficiency, efficacy, and effectiveness. Formative Evaluation will provide feedback throughout the program on how well objectives are being met at each stage of the logic model. Baseline data will provide assessment and feedback in the following areas: (a) progress for foundations needed to run the program effectively (Student Support); (b) measure how student admission targets are being met (Student Recruitment); (c) assess levels of academic objectives met (Student Progress); and most critically, (d) document and disseminate academic success evidence through best practices and lessons learned (Student Success).

Summative Evaluation will consist of maintaining quantitative and qualitative metrics of targets as outlined in the grant requirements. To the degree that impact is quantified, it will show the degree to which each stage in the logic model is being met. Thus, Student –Support, - Recruitment,–Progress, and -Success will be judged according to GPRA targets or levels of performance.

The CSU Bakersfield College Assistance Migrant Program proposal is designed to meet the specific and unique academic and social needs of the migrant student population of the Southern San Joaquin Valley. This model can be used as the blueprint to ensure our migrant students have the opportunity to continue to be the scholars and the leaders of tomorrow.

Other Attachment File(s)

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JACQUELINE M. MIMMS, Ph.D.

(b)(6)

PROFESSIONAL PREPARATION

- California State University, Los Angeles, B.A., Business Administration and Education, 1979
- California State University, Los Angeles, M.S., Health Care Administration, 1982
- University of California, Riverside, M.A., Educational Administration, 1992
- University of California, Riverside, Ph.D., Educational Administration, 1996
Dissertation: African American Women in Administrative Roles in Higher Education
- American Council on Education Fellow, 1998-99
- Summer Institute for Women in Higher Education Administration, Bryn Mawr College, June-July 1997

AREAS OF EXPERTISE:

General Campus and Systemwide University Administration
Budget and Planning; Academic Personnel
Public Relations and Administration
Human Resources; Organizational Behavior; Personnel Administration
Training and Supervision
Long Range Strategic Planning; Program Development and Evaluation; Rightsizing
Cultural Diversity Training and Affirmative Action Programming
Legislative Relations; Public Speaking
Consultation and Outreach
Teaching, Grant Writing, Research and Program/Curriculum Development
Accreditation and Program Review
Facilities Management

PROFESSIONAL EXPERIENCE:

ASSOCIATE VICE PRESIDENT, Division of Enrollment Management, California State University Bakersfield, Bakersfield, CA 2005 to present

RESPONSIBILITIES:

- Serves as an executive member of the Provost & Vice President of Academic Affairs Executive Team
- Oversees 12 key campus department: Admissions and Records, Educational Opportunity Program, Title V, California Migrant Programs, Testing Center, STAAR, Student Financial Aid & Scholarships, Educational Talent Search, Student Success and Retention Center, University Outreach, Career Beginnings, and International Student Programs.

ASSISTANT VICE PRESIDENT, School/University/Community Partnerships, Student Affairs, University of California Office of the President, Oakland, CA. 1999 – 2005

RESPONSIBILITIES:

- As an executive member of the Department of Educational Outreach for the University of California (UC), served as chief administrator for School/University Partnerships (SUP) unit, which administers statewide programs for K-12 educational outreach, teacher professional development and other outreach activities systemwide for the UC's 10 campuses.
- Developed programs and strategies that provide the University with opportunities to build bridges between K-12 educators, UC faculty, staff, students and community-based and corporate organizations.
- Oversee the operation of and ensure that SUP programs and activities create within the University's organizational structure an explicit awareness of and responsiveness to the diverse realities of its constituencies by developing and maintaining partnerships that build effective learning linkages between children, parents, teachers and the UC.

ASSISTANT VICE CHANCELLOR, Office of Campus Relations, University of California, Riverside, Riverside, CA 1994 - 1999

RESPONSIBILITIES:

- As a member of the Chancellor's Executive Council, participated in campus-wide policy development for programs and services for approximately 9000 undergraduate and graduate students. Specific administrative responsibilities include planning in support of UC Riverside's mission of creating a campus climate that promotes the academic achievement and personal development of all students.
- Led efforts to enhance relations and attain the University's commitment to achieve a campus climate that promotes cultural, ethnic and gender diversity within the campus community; developed strategies to attract and retain highly qualified faculty, students and staff from underrepresented groups who will fulfill the university's teaching, research and service mission.
- Worked in collaboration with student-oriented leaders and directors (e.g., student activities and ethnic student program directors), faculty and staff to enhance the quality of student life and strengthen the delivery of services to students. Provided ongoing advice to the Chancellor and senior administration regarding the quality of life at UCR for students, staff and faculty.
- Created, administered and analyzed a wide range of surveys, focus groups, including student and employee satisfaction surveys, to identify where the campus structures have realized goals; identify and remedy existing gaps, overlaps and barriers. Conducted research focused on issues related to unity, pluralism and diversity.

EXECUTIVE OFFICER - DIRECTOR OF THE BUDGET, Budget Administration and Analysis, University of California, Riverside, CA 1987-1994.

RESPONSIBILITIES:

- Reporting to the Chancellor, provided leadership and direction to the campus on all budget and fiscal matters. Administered campus-operating budget of \$165 million. Developed budget and fiscal policies in consultation with Chancellor and senior administration. Analyzed expenditure patterns and assessed present and future campus

budgetary needs, concerns, and trends. Presented recommendations to the Chancellor and appropriate executive officers.

ASSISTANT TO THE EXECUTIVE VICE CHANCELLOR, University of California, Riverside, CA 1986 - 1987

RESPONSIBILITIES:

- Served as key confidential staff assistant to the Executive Vice Chancellor. Managed all fiscal, administrative, and personnel operations for the Office of the Executive Vice Chancellor. Served as liaison to UC Office of the President, campus Deans and Vice Chancellors, Department Chairs, Academic Senate, faculty, staff, students, as well as state and local officials.

HOSPITAL ADMINISTRATOR, Familian Children's Hospital, City of Hope Medical Center, Duarte, CA 1979-1986

RESPONSIBILITIES:

- Supervised and managed all administrative and fiscal activities within the Familian Children's Hospital. Determined short- and long-range planning objectives. Developed policies and procedures relating to capital facilities: reviewed and approved construction documents.
- Developed, designed and implemented clinics and programs for the hospital (e.g., Dental, Eye, and Down Syndrome Clinics). Responsible for the design and implementation of on-line patient information system for outpatient and inpatient units. Prepared and managed unit contracts and grants. Interpreted and insured compliance with the Joint Commission on Accreditation of Hospitals, California Hospital Association, and Title 22 regulations.
- Supervised staff of 40 (Outpatient Department, Admitting, Patient Billing, Accounting, Patient Relations, Social Services, Secretarial and Clerical Staff). Developed and managed operating and capital budgets. Prepared and conducted analytical studies related to fiscal matters, bed utilization, clinic operations, patient flow, etc.
- Chaired Space Planning Committee. Oversaw laboratory remodeling and space utilization. Served as administrative representative in weekly medical staff rounds and meetings. Coordinated public relations and fundraising activities. Supervised patient/parent relations activities.
- Designed and established the City of Hope Child Care Center. Wrote the Child Care Center Policy Manual and Parents Manual. Recruited, hired and supervised Director and staff for Child Care Center.

ADMINISTRATIVE COORDINATOR FOR RESEARCH, Research Administration, City of Hope National Medical Center, Duarte, CA 1977-1979

RESPONSIBILITIES:

- Managed approximately \$10 million in medical center Federal contracts and grants. Liaison to administrators at the state and Federal levels, including grant officers at the National Institutes of Health, National Science Foundation and private funding agencies.

BUSINESS MANAGER, Division of Neurosciences, City of Hope National Medical Center, Duarte, CA 1972-1977

RESPONSIBILITIES:

- Managed all business and personnel matters for the Neurosciences Division.

PROFESSOR, Business Administration, Chapman University, March Field, CA 1998 -

- Teach courses on 1) Organizational Leadership and Change and 2) Organizations as Learning Institutions

PROFESSOR, Business Administration, California Baptist College, Riverside, CA 1990 - present

- Teach courses in Microeconomics; Human Resources; Organizational Policy and Strategic Planning; Multiculturalism, Pluralism and Diversity.

LECTURER, School of Education, University of California, Riverside, Riverside, CA 1998

- Taught course entitled "White Racial Identity in a Multicultural Society"

RESEARCH EXPERIENCE/PRINCIPAL INVESTIGATOR

- U.S. Department of Education Title V HSI (Hispanic Serving Institutions) STEM Grant (\$2.79 million over five years), 2009-2014
- California Student Aid Commission, Cal-SOAP Grant, 2009-2014
- CSU College Corps (CCC) Pilot, Funded the AT&T Foundation, 2009-2010
- Kern County Women and Girls Fund, Math Education Grant, 2008-2009
- The Corporation for National and Community Service AmeriCorp VISTA grant, 2002-2008.
- EDFUND, California Student Aid Commission (CSAC), California Higher Education Financial Aid Outreach Plan Campus and Agency Partnership Development Grants, 2004-2007
- UC Riverside Community Educational Partnership Grant, 1994-1998.
- The William and Flora Hewlett Foundation Grant "A Comprehensive Approach to Pluralism and Unity at the University of California, Riverside, 1996-1998.
- Presidential Grant in Education - Teacher Research Grant, 1998-1999.
- Presidential Grant in Education - Urban Community-School Collaborative Seed Grant, 1998-1999; Presidential Grant in Education - Teacher Research Grant, 1999-2000.
- School/University Partnership Grant "A Partnership Toward Building Effective Learning Linkages Between Children, Parents, Teachers, the University and the Community," 1999-2000.

Publications

African American Women in Higher Education Administration: The Road to the Presidency (in press). In Consuela Lewis & V. Barbara Bush. (Eds.), *Intersections: Race, Gender, Organizational Culture and Leadership in Higher Education*. Virginia: Stylus Publishing

SERVICE:

- Chair, UCR Diversity Initiative Task Group (incl. Contracting and Business: Early Outreach; Faculty Hiring; Graduate and Professional School Admissions and Fellowships; Staff Hiring; and Undergraduate Admissions and Scholarships.
- Chair, Chancellor's Council on Diversity
- Co-Chair, University of California Black Administrators Council
- Chancellor's Representative and Member, Steering Committee, City of Riverside/
- Riverside Community College "Coalition for Finding Common Ground" Organization
- Campus Facilitator, City of Riverside Human Relations Commission "Study Circles"

- Past Chair, Chancellor's Committee on the Status of Women
- Loaned Executive, United Way Fundraising Campaign
- Assessor, UC Management Skills Assessment Program (MSAP)

HONORS:

1999 California Association of Leadership Program (CALP) Award
 1996 Black Voice Woman of Achievement
 1996 Graduate of Leadership Southern California
 1994 Women Helping Women-Soroptimist
 1993 Mentor of the Year-UCR
 1991 Featured in "Inland Empire Business Journal"
 1989 Recipient of the Women of Achievement Athena Award-YWCA
 1989 Featured in "Our Town Magazine"
 1989 Graduate of Leadership Riverside

COMMUNITY SERVICE:

Past President, Riverside Women's Democratic Club

Past Chairwoman and member of the Board, Riverside Public Utilities (Responsible for policy decisions, strategic planning and other fiscal matters related to the \$200+ million Riverside Public Utilities budget)

Member, Finance and Water Committees, Riverside Board of Public Utilities

Past Member, Public Affairs, Property and Electric Committees, Riverside Board of Public Utilities

Past President and current member, The Thursday Group

Member, Steering Committee, City of Riverside/Riverside Community College "Coalition for Finding Common Ground"

Facilitator, City of Riverside Human Relations Commission "Study Circles"

Past Chair and member, Chancellor's Committee on the Status of Women, UCR

Member - Martin Luther King Visionaries; Urban League; African American Chamber of Commerce; United Way Board of Directors; Steering Committee, Blueprint for Volunteer Diversity Leadership Training Program, United Way of the Inland Valleys; "New Paradigm for Economic Development" Committee (sponsored by Greater Riverside Chambers of Commerce); Advisory Board, Inland Empire Music and Art Foundation; Advisory Board, Riverside Junior League

Volunteer, Community Review Team, United Way of the Inland Valleys

Chair, Curriculum Committee for the Blueprint for Volunteer Diversity Leadership Training Program, United Way of the Inland Valleys

Loaned Executive, 1996-97 United Way Campaign

Past member, Board of Trustees, Riverside Art Museum; Riverside Philharmonic;

Past President and member, Board of Directors, Riverside Area Rape Crisis Center

Past Vice President and Secretary, Board of Directors, YWCA

Imelda Simos-Valdez

(b)(6)

Professional Qualities and Strengths

Articulate Communicator	Productivity and Time Utilization	Coaching and Mentoring
Relationship Building	Team Building and Staff Leadership	Budget and Cost Control
Operational Efficiencies	Management Collaboration	Detail-Oriented
Strategic Visions and Project Planning	Results-Driven with exceptional practical judgment	

Professional Highlights

Director

2015

College Assistance Migrant Program
California State University, Bakersfield

The CSUB College Assistance Migrant Program (CAMP) has been funded by the U.S. Department of Education, Office of Migrant Education to provide services to migrant identified students who enter the university as freshmen. The program is designed to assist first-time migrant identified freshmen to successfully complete their first year at the University. The program is focused on addressing the educational and social transition issues of first generation migrant college students. CAMP provides student support services in the areas of:

- *Participation in the summer program*
- *Individual academic advising*
- *Scholarship and internship workshops*
- *Obtaining financial assistance*
- *Gaining skills in leadership development*
- *Utilizing campus student support services*

All of the program services are designed to enhance the opportunity for migrant and seasonal farm worker students to succeed in their pursuit of a higher education.

Key Contributions:

- Reorganization and cross-training of staff members.
- Reconciliation and close out of a 5-year budget.
- Re-writing of grant proposal for a new grant cycle.

Director

2013

Early Assessment Program
California State University, Bakersfield

The Early Assessment Program (EAP) is a collaborative effort among three important state entities in California: California State University (CSU), California Department of Education (CDE), and California State Board of Education (SBE). The goal of this unprecedented partnership is to ensure that college-bound high-school graduates have the English and mathematics skills expected by the state university. The EAP allows students, their teachers, their parents, and the CSU to know exactly how well prepared the 11th graders are for university-level work. Furthermore, it gives high school students a chance to polish their skills before enrolling in college. The EAP has three components: early testing, the opportunity for additional preparation in the 12th grade, and professional development activities for high school English and mathematics teachers.

Key Contributions:

- Partnered with school district offices in Kern County to offer the optional EAP exam when the California Standardized Test was optional.

- Streamlined communication between CSUB, school districts, school site (administrators, counselors, teachers, and support staff), parents, and students.
- Implementation and support for the Smarter Balanced Assessment Consortium pilot testing.
- Planning and implementation of a new EAP design, from outreach to college readiness focused on testing for success.

Director

2011

Roadrunner Parents Association
California State University, Bakersfield

The Roadrunner Parents Association (Association) is a dynamic volunteer organization dedicated to keeping parents involved in their student’s education, and to supporting programs and services that promotes college and financial aid awareness. The Association plays a major role in assisting and advising CSUB in its efforts to increasing the awareness and attainment of higher education in Kern County. The Association represents, encourages, serves, and communicates with the Kern County community to increase the region’s overall educational attainment and enhance its quality of life. Specifically, the Association will promote enrollment into a post-secondary institution by: 1) Disseminating information about post-secondary admissions and financial aid to perspective students and parents in the community; 2) Serving as a resource to parents of students enrolling or enrolled at CSUB; 3) Assisting the Division of Enrollment Management in researching the educational needs and priorities to connect the gaps in the community and at CSUB; 4) Encouraging and supporting maximum parent involvement in the Association; 5) Providing advice and participating in long-range planning and development of Association activities, programs, and services.

Key Contributions:

- Spearheaded the planning, inception and implementation stages of the Association.
- Organize and facilitate all New Parent Orientation Programs, Family Weekend, Family Convocation, Quarterly Meetings and Workshops.
- Provides hi-annual newsletters to Roadrunner Parents.
- Facilitate annual parent trainings to serve the K-12 and CSUB components.
- Implementation of the Parent Ambassadors Council for CSUB.
- Planning and curriculum design for quarterly informational parent workshops within the “Convocation to Commencement” service concept.

Statewide Lead Cal-SOAP Director

2011

California Student Opportunity and Access Programs (Cal-SOAP)
California Student Aid Commission, Rancho Cordova

Representing 16 Cal-SOAP Consortium Directors within the State of California and serving as the liaison between Directors and the California Student Aid Commission located near Sacramento, California

Director

2009

Southern San Joaquin Valley Cal-SOAP Consortium (California Student Aid Commission)
San Joaquin Achievers Scholarship Network (College Access Foundation of California)
Regional FAFSA Completion Campaign (College Access Foundation of California)
Middle Class Scholarship Outreach (California Student Aid Commission)
California State University, Bakersfield (CSUB)

The California Student Opportunity and Access Program (Cal-SOAP) is a statewide program designed to increase the number of students attending college. The program serves students that are from low-income families, will be the first in their family to attend college, or are from areas or schools with low-eligibility or college-going rates. Cal-SOAP was established by the state legislature in 1978 and today operates projects in 16 locations throughout the state. Cal-SOAP is funded and administered by the California Student Aid Commission (CSAC). The Southern San Joaquin Valley Cal-SOAP Consortium was established in 2000 and intensively serves approximately 2,200 students at schools in Kern, Santa Barbara,

and San Bernardino Counties. The mission of the Southern San Joaquin Valley Cal-SOAP Consortium is to provide academic support, advisement and access to information about postsecondary education and financial aid to students who meet at least one of the criteria mentioned above.

The San Joaquin Achievers Scholarship Network (SJSAN) provides renewable college scholarships to Cal-SOAP students.

The regional FAFSA completion campaign is focused primarily at Cal-SOAP high schools which serve all graduating seniors. The Cal-SOAP partnership has proven to be effective in increasing FAFSA completion at each of their schools.

Key Contributions:

- Responsible for day-to-day operation of the Southern San Joaquin Valley Cal-SOAP Consortium office, staff, programs, and activities to accomplish the mission of the Project.
- Informs the Governing Board of all fiscal matters, community involvement, program services, and statewide mandates that affect the Consortium.
- Actively seeks funding and establish partnerships that will strengthen the objectives of Cal-SOAP
- Oversight to all professional and student staff and assigns duties to these employees in accordance with the fiscal agent's procedures.
- Provides service training activities to Cal-SOAP staff to enhance communication skills and knowledge of college systems and related educational issues.
- Responsible for planning, developing, implementing, and expanding new programs in the area.
- Responsible for the coordination and maintenance of programs, such as Transfer: Making It Happen, College: Making It Happen, I'm Going to College, and Career Technical Education.
- Works with High Schools, Community Colleges, and 4-year institutions to coordinate a comprehensive outreach and recruitment program for Cal-SOAP students.
- Works with staff and students to develop, plan, organize, and implement specialized programs and demonstrations of transfer related activities of Cal-SOAP target population.
- Initiate and assist actively in the preparation of appropriate, useful and attractive information materials that meet the needs of specialized activities and distribute these according to established guidelines.
- Provide motivating presentations and conduct stimulating workshops for students, parents, community organizations, and others to accurately convey information about college opportunities, preparation for college including academic enrichment activities, financing a college education, student perspective of college, and transfer opportunities to 4-year institutions.
- Assess individual student academic preparation for college and discuss with parents and students as appropriate through one-on-one contact.
- Participate in the development and implementation of evaluative procedures and tools to improve all Cal-SOAP activities and programs.
- Increase the FAFSA completion and college going rates for all Cal-SOAP participating high schools by ensuring that all graduating seniors complete a college and FAFSA application.
- Provide professional development to high school administrators, counselors, teachers, and staff in the areas of systems of higher education processes, early remediation processes, and financial aid.
- Facilitate systemic change, institutionalized program activities, and strategic planning for Cal-SOAP districts and schools.
- Provides college scholarships to intensively served Cal-SOAP seniors through the San Joaquin Achievers Scholarship Network.
- Responsible for annual grant writing for all programs.
- Responsible for budgeting, grant billing, and reporting for all programs.

Director

2006

Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR UP)
California State University, Bakersfield (CSUB)

GEAR UP is a Key Part of the No Child Left Behind (NCLB) Act. Although GEAR UP was enacted as part of the 1998 Higher Education Act (Title IV, Part A, Subpart B, Chapter 2, P.L. 105-244), its primary work and impact with K-12 schools makes it a program that contributes to the mission and goals of the

NCLB Law. As an educational reform effort, GEAR UP seeks to create systems change throughout the educational pipeline and to facilitate the pathway to college for ALL students enrolled in the GEAR UP program. The GEAR UP program is a discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students. This program employs partnerships committed to serving and accelerating the academic achievement of cohorts of students through their high school graduation. GEAR UP partnerships supplement (not supplant) existing reform efforts, offer services that promote academic preparation and the understanding of necessary costs to attend college, provide professional development, and continuously build capacity so that projects can be sustained beyond the term of the grant.

Key Contributions:

- Directed, developed, and managed complex programs to impart higher education options to under-represented youth
- Coached students on timely preparation for college entrance and selection of post-secondary institutions best suited for the students' chosen major of study
- Helped college students in creating a timeline of required classes for graduation.
- Implemented a tutoring and peer-mentoring program
- Saved the 5th year funding and acquired additional funds for the 6th and 7th year
- Managed an overall budget in the amount of \$4,500,000
- Exceeded services requirement on the Annual Performance Reports which included a summative report of program improvements, budget, matching, parent/student survey results, and student progress
- Exceptional delivery of all services provided to teachers, students, and parents
- Re-built broken relationships and re-gained the trust of the GEAR UP partners, students, teachers, and parents
- Reconciled and traced budget discrepancies over the past four years
- Created and implemented Letters of Understanding (LOU) between GEAR UP, Program Evaluators, and Partners
- Implemented annual priority timelines, bi-weekly work plans and mandatory staff meetings to help employees stay focused in achieving the GEAR UP objectives
- Organized mandatory monthly Partnership meetings to improve communication between GEAR UP, its partners, and evaluators
- Financial decision-maker focusing on the achievement of program objectives to increase high school graduation and college-going rates as well as following allowable expenses to ensure proper execution of the grant
- Executed professional and curriculum development activities for teachers and school reform efforts with administrators
- Created a budget shadow system for the grant and projected budgets for programming and staffing purposes
- Partnered with other programs to ensure ample time for students to make-up missing courses required for middle/high school graduation and college entrance (A-G requirements)
- Successfully generated and monitored a college scholarship program for two cohorts totaling 1440 students
- Responsible for grant writing.
- Responsible for budgeting, grant billing, and reporting.

Administrative Director

1996

Edmund G. "Pat" Brown Institute of Public Affairs' Gang Violence Bridging Project (GVBP)
California State University, Los Angeles (CSULA)

The Pat Brown Institute (PBI) is a non-partisan public policy center dedicated to the quest for social justice and equality of opportunity, enlightened civic engagement, and enhancing the quality of life for all Californians. The award-winning Gang Violence Bridging Project served as the umbrella for PBI's Youth

and Gang Violence Intervention and Youth Enrichment Projects. GVBP offered alternatives to violence by empowering the inner-city youth to achieve their college education.

Key Contributions:

- Managed all operational activities including budgeting, payroll, hiring, staff evaluations, conferences and forums, staff development, multiple programs development, recruitment, and student services.
- Managed several grants, grant writing, and annual reporting to funders
- Managed 15 programs and delivered excellent services to all students
- Conflict mediator for employees, students, and community clients
- Established relationships with the campus community and city/state partners
- Implemented staff development workshops and student career exploration programs
- Acquired a strong partnership with the International Institute of Los Angeles which resulted in the development of GVBP's transportation support program providing students and their families with bus tokens and taxi vouchers
- Established partnerships with Sanrio (a Japanese company manufacturing school bags, supplies, and toys) and Mattel (a toy company) resulting in the development of the Christmas toy give-away through GVBP's Youth on the Move Program
- Nominated for the Outstanding CSULA Staff Recognition Award (2000)

Formal Education and Certification

Master's Degree in Educational Administration

California State University, Bakersfield

Bachelor of Science in Business Administration

University of Phoenix

Certified with the California Basic Educational Skills Test (CBEST)

Bakersfield, California

Certified Medical Assistant

North Kern Vocational Training Center, Delano, California

Additional Employment

Leasing Coordinator, Premier Management Company, Bakersfield 2005

- Coordinated escrow files, documents for purchases and sales, account payables, broker agreements, tenant correspondence (rent increases, late charges, etc), processing of all leasing documents including move-in/out using Timberline software.

Student Outreach Coordinator, California State University, Los Angeles 1993

- Recruited transfer and high school students to attend CSULA; provided training and assistance on college admissions and financial aid applications.

Orientation Leader, California State University, Los Angeles 1991

- Provided transfer, freshmen, and prospective students with a tour of the University.

Selected Technical Skills

- Microsoft Office: Word, PowerPoint, Excel, Outlook, Publisher, and Access
- Timberline, FileMaker Pro, Meeting Maker Calendar, First Class, PeopleSoft, Banner, AS400

Professional Associations

- Participated in the Academic & Student Affairs Leaders' Institute – facilitated by the Gardner Institute for Excellence in Undergraduate Education, January 2014
- Member of the Kern Leadership Alliance, since 2010
- Member of the Kern County Network for Children since 2010

- Board Member of the Southern San Joaquin Valley California Student Opportunity and Access Program (Cal-SOAP), since 2006
- Committees Served:
 - Enrollment Advisory Council College Readiness Workgroup, since 2012
 - Graduation Rate Initiative Access to Success, since 2012
 - Lead for the CSUB Parent Advisory Group Committee, since 2008
 - Lead for the CSUB College Readiness Initiative, since 2008
 - Western Association of Schools and Colleges (WASC Accreditation), since 2006
 - Early Assessment Program (EAP) Steering Committee Member, since 2006

Professional References

- Dr. Jacqueline Mimms, Associate Vice President for Enrollment Management,
California State University, Bakersfield (661) 654-2160
- Jaime Quinonez, Principal, Mira Monte High School (661) 366-1800
- Gilbert D. Sanchez, former Director for Gang Violence Bridging Project,
California State University, Los Angeles (213) 598-5307

California State University, Bakersfield

College Assistance Migrant Program

Job Descriptions

Director: The CAMP Director shall have a minimum of a Master's Degree in student or educational administration, counseling, or related disciplines and a minimum of three years of experience required for the oversight of grant programs. The Director will be responsible for the oversight of the development and implementation of program activities, responsible for tracking budget expenditures and budget reconciliation, submitting annual reports to funding agency, gathering all program data, hiring staff and conducting staff evaluations, and providing staff development. The Director should have experience in funding regulations and knowledge based on assessment and learning outcomes. The Director shall possess experience in working with community agencies, school districts, administrators, and faculty. The Director shall be knowledgeable and sensitive to the cultural traditions and challenges of migrant students and shall be bilingual.

Academic Advisors: The Academic Advisors shall have a bachelor's degree with minimum of three years of experience in academic advising, career development, development and implementation of student related activities, higher education admissions process and procedures, experience in working with diverse and underrepresented populations. Must be bilingual and be familiar with the challenges that migrant students encounter.

Recruiter/Retention Specialist: The Recruiter/Retention Specialist shall have a bachelor's degree with a minimum of three years of relevant field experience in advising and student academic services. Duties will include advising, monitoring of student academic progress, higher education developing student degree plans, coordinating and implementing

workshops/seminars focusing on student retention issues, gathering program statistical data on student retention, student follow-up services, and planning and implementation of program activities. A special emphasis shall be placed on work experience with migrant students and diverse populations and shall possess bilingual skills.

Administrative Assistant: The Administrative Assistant shall have education and work experience in the area of budgets, monitoring and reconciliation of budgets, development and maintenance of program and student records, maintain confidential records, provide clerical support to program director, and possess bilingual skills.



CSU Bakersfield

Business and Administrative Services

Fiscal Services

Mail Stop: 39 ADM
9001 Stockdale Highway
Bakersfield, California 93311-1022

(661) 654-2251
(661) 654-6824 FAX
www.csub.edu/bas/fiscal

September 28, 2010

Wallace Chan
Division of Cost Allocation
Dept. of Health & Human Services
90 7th Street, Suite 4-600
San Francisco, CA 94103-6705

Mr. Chan:

We appreciate the work that the DCA did during the review and the resolution of the rates resulting in agreement of rates for multiple years. I have attached a full copy of the signed CSUB rate agreement dated August 24, 2010 as a PDF file. I would like to note that CSUB did agree to the rates reflected in the attached rate agreement but CSUB is not agreeing to the costing methodologies that were used to arrive at those negotiated rates.

Again thank you for your time, review, and resolution of the CSUB rates.

Sincerely,

(b)(6)

Douglas S. Wade
Assistant Vice-President for Fiscal Services

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:
ORGANIZATION:
 Calif. State Univ., Bakersfield
 9001 Stockdale Hwy. Admin. 103 Fiscal &
 Support Services
 Bakersfield, CA 93311-1099

DATE:08/24/2010
FILING REF.: The preceding
 agreement was dated
 12/14/2006

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

SECTION I: INDIRECT COST RATES

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2010	06/30/2011	45.00	On-Campus	(1)
PRED.	07/01/2010	06/30/2011	19.50	Off-Campus	(1)
PRED.	07/01/2011	06/30/2013	46.00	On-Campus	(1)
PRED.	07/01/2011	06/30/2013	20.50	Off-Campus	(1)
PRED.	07/01/2013	06/30/2014	46.50	On-Campus	(1)
PRED.	07/01/2013	06/30/2014	21.00	Off-Campus	(1)
PROV.	07/01/2014	06/30/2015	46.50	On-Campus	(1)
PROV.	07/01/2014	06/30/2015	21.00	Off-Campus	(1)

***BASE**

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

(1) All Programs applicable to CSU Bakersfield, CSUB Auxiliary for Sponsored Programs Administration and Cal State Univ. Bakersfield Foundation.

ORGANIZATION: Calif. State Univ., Bakersfield

AGREEMENT DATE: 08/24/2010

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES

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

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. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

DEFINITION OF EQUIPMENT

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

The following fringe benefits are treated as direct costs:

FICA, SUI, HEALTH BENEFITS, LIFE/DENTAL/VISION INSURANCE, AND RETIREMENT.

ORGANIZATION: Calif. State Univ., Bakersfield

AGREEMENT DATE: 08/24/2010

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

Calif. State Univ., Bakersfield

(INSTITUTION)

(b)(6)

(SIGNATURE)

Michael A. Neal

(NAME)

VP of BAS

(TITLE)

9-21-2010

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(SIGNATURE)

Wallace Chan

(NAME)

Director, Western Field Office

(TITLE)

8/24/2010

(DATE) C166

HHS REPRESENTATIVE:

Kitty Unti

Telephone:

(415) 437-7820

EMPLOYERS' TRAINING RESOURCE

January 15, 2015

Dr. Lisa Ramirez, Director
Office of Migrant Education
United States Department of Education
Office of Elementary and Secondary Education
400 Maryland Avenue, S.W. Room 3E227
Washington, DC 20202-6135

LETTER IN SUPPORT OF THE CALIFORNIA STATE UNIVERSITY, BAKERSFIELD COLLEGE ASSISTANCE MIGRANT PROGRAM

Dear Dr Ramirez:

Employers' Training Resource, the Workforce Investment Act grantee in Kern, Inyo, and Mono Counties, is pleased to support California State University, Bakersfield's (CSUB) College Assistance Migrant Program's (CAMP) application for continued funding to assist migrant-identified students on their journey in obtaining their post-secondary education. Employers' Training Resource also has programs to help migrant and seasonal farmworkers and their families through the Workforce Investment Act National Farmworker Jobs Program.

Since August 2000, California State University, Bakersfield (CSUB) has received funding to implement the CAMP. This program is designed to assist migrant-identified students to successfully complete their first year at the University with the long term goal of obtaining their baccalaureate degree. This program has provided services to 80 migrant education students each year. This program has been very successful: 93% of the CAMP students completed remediation in one year; for the last four years 93% of the students completed their first year of college; and 98% of the students continued on in post-secondary education.

Since 2008, Employers' Training Resource has partnered with CSUB Bakersfield in support of the CAMP students by paying for books and supplies for those eligible for funding through the National Farmworker Jobs Program. This is assistance that the CAMP students would not otherwise receive and also helps Employers' Training Resource meet the goals of its grant. We strongly recommend and support the CSUB College Assistance Migrant Program in its endeavor of seeking continued funding for this much needed and critical student support program for the migrant students of the CSUB service region and the State of California.

Sincerely,

(b)(6)

Daniel C. Smith
Director

DANIEL C. SMITH, DIRECTOR

PR/Award # S149A150026

1600 E. BAYLE TERRACE, BAKERSFIELD, CA 93307 | TEL: 661.336.6893 | FAX: 661.336.6858 | INTERNET: www.ettonline.com

Page 6 of 1

A Career Services Center Partner

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

BUDGET NARRATIVE

SALARIES: The program has identified five staff members to be funded to ensure the goals and objectives are met as described in the narrative section of the grant proposal.

Director: 75% at 12 months

Duties: Administrative duties in personnel issues, planning, coordinating and implementing program objectives, budgets, student tracking systems, staff development, and development of program assessments to determine program effectiveness.

Academic Advisors: 2 – 100% at 12 months

Duties: Responsible for student academic advising, development and implementation program activities curriculum, monitoring of student academic progress, maintain student records, plan and implement program activities such as student workshops, parent events, etc.

Recruiter/Retention Specialist: 1-100% at 12 months

Duties: Responsible for student academic advising, monitoring academic progress, developing student degree plans, coordinating and implementing student retention activities, compiling statistical data on student retention, recruitment activities, and student follow-up services.

Administrative Assistant: 1-100% at 12 months

Duties: Responsible for documenting and tracking student academic progress and maintaining all program records and data.

FRINGE BENEFITS: These are calculated with a range of 37% to 50% for full-time staff listed under salaries and wages, depending on the type of medical benefits and number of dependents claimed by each employee.

TRAVEL: The travel costs include attendance and participation of staff and/or students at the directors' national migrant education meetings, HEP/CAMP conference, new directors' trainings, state migrant parent conference, state student leadership conference, student cultural events, staff development workshops, high school recruitment activities, and at meetings with migrant directors, school administrators, counselors, and parents.

EQUIPMENT: The grant will purchase office staff computers and laptops for the core staff members to use during site visits. The grant will also outfit one computer lab for student use. The labs will help close the "digital divide" for the CAMP students and be used for tutoring, career and college searches, and college and financial aid application workshops. It will serve as the resource space, specifically for CAMP students to successfully complete written assignments and research papers. Funding will be set aside for equipment upgrades and replacement parts as needed.

SUPPLIES: The supplies category was identified in three areas: 1) Consumable Student Academic Support Supplies – calculators, paper, pens, pencils, highlighters, ink for printers, notepads, notebooks, etc. All materials are essential to the implementation of services. 2) Recruitment and outreach materials are purchased for recruitment activities such as CAMP application, recruitment items for program recognition: pens, pencils, notepads, etc. CSUB items will be provided, at no cost to CAMP, from the Outreach Office.

CONTRACTUAL: Dr. Luis Vega has agreed to carry out the formative and summative evaluation with a flat fee of no more than \$4,000 per year during year one, three, and five.

OTHER: The following items have been listed as essential to the function of the program: 1) telephone services is necessary to maintain contact with students, school contacts, campus community, migrant education staff, off campus employers and community partners; 2) postage is necessary to send correspondence to program participants, school contacts, and off campus partners; 3) printing is necessary to produce program materials, flyers, brochures; 4) CAMP association fees to pay the HEP/CAMP annual association fees; 5) use of facilities and IT services – the institution is now charging for use of certain facilities on campus and the IT services provided during meetings and events; 6) student and parent conferences are focused on enhancing parent awareness of the student educational challenges and the importance of their support for the student. In addition, local non-profit community agencies will be involved in creating awareness of resources available to migrant families and community service projects for students.

Training Stipends: Book and tuition assistance fees throughout the year and the summer program for 60 students will be paid for with grant funding. The stipend will be provided to students based on the greatest need.

Indirect Costs: The indirect rate is 8%.

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

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

Name of Institution/Organization

CSUB Auxiliary for Sponsored Programs Administration

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	219,363.00	225,942.00	232,722.00	239,704.00	246,894.00	1,164,625.00
2. Fringe Benefits	103,901.00	107,018.00	110,228.00	113,535.00	116,941.00	551,623.00
3. Travel	19,425.00	19,425.00	16,500.00	15,735.00	8,730.00	79,815.00
4. Equipment	11,000.00	5,800.00	0.00	0.00	0.00	16,800.00
5. Supplies	12,496.00	12,000.00	11,035.00	7,211.00	4,020.00	46,762.00
6. Contractual	4,000.00	0.00	4,000.00	0.00	4,000.00	12,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	18,000.00	18,000.00	13,700.00	12,000.00	7,600.00	69,300.00
9. Total Direct Costs (lines 1-8)	388,185.00	388,185.00	388,185.00	388,185.00	388,185.00	1,940,925.00
10. Indirect Costs*	31,055.00	31,055.00	31,055.00	31,055.00	31,055.00	155,275.00
11. Training Stipends	5,760.00	5,760.00	5,760.00	5,760.00	5,760.00	28,800.00
12. Total Costs (lines 9-11)	425,000.00	425,000.00	425,000.00	425,000.00	425,000.00	2,125,000.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 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 CSUB Auxiliary for Sponsored Programs Administration	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	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Imelda		Simos-Valdez	

Address:

Street1:	9001 Stockdale Hwy.
Street2:	
City:	Bakersfield
County:	
State:	CA: California
Zip Code:	93311-1022
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(661) 654-6167	

Email Address:

isimos_valdez@csub.edu

2. Novice Applicant:

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

- Yes No Not applicable to this program

3. Human Subjects Research:

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

- Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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