

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



**APPLICATION FOR GRANTS  
UNDER THE**

**CAMP-84.149A-1**

**CFDA # 84.149A**

**PR/Award # S149A150032**

**Grants.gov Tracking#: GRANT11834449**

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"/>
---	---

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Chemeketa Community College"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="93-0585134"/>	* c. Organizational DUNS: <input type="text" value="0559655940000"/>

**d. Address:**

* Street1: <input type="text" value="4000 Lancaster DR NE"/>
Street2: <input type="text" value="PO Box 14007"/>
* City: <input type="text" value="Salem"/>
County/Parish: <input type="text" value="Marion"/>
* State: <input type="text" value="OR: Oregon"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="97309-7070"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="College Assist Migrant Program"/>	Division Name: <input type="text" value="Student Development &amp; Learning"/>
--	--

**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="Peggy"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Greene"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Grants Coordinator"/>
--

Organizational Affiliation: <input type="text" value="Chemeketa Community College"/>
--

* Telephone Number: <input type="text" value="(503) 399-6031"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="peggy.greene@chemeketa.edu"/>
--

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.149

CFDA Title:

Migrant\_Education\_College Assistance Migrant Program

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

ED-GRANTS-122914-001

\* Title:

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

**13. Competition Identification Number:**

84-149A2015-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Chemeketa Community College 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.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Peggy Greene	Interim President
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
Chemeketa Community College	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

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

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

Prime     SubAwardee

\* Name: Chemeketa Community College

\* Street 1: 4000 Lancaster DR NE    \* Street 2: PO Box 14007

\* City: Salem    \* State: OR: Oregon    \* Zip: 97309

Congressional District, if known: OR 1,5

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

<b>6. * Federal Department/Agency:</b> US Department of Education	<b>7. * Federal Program Name/Description:</b> Migrant_Education_College_Assistance_Migrant_Program  CFDA Number, if applicable: 84.149
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<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
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**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name N/A Middle Name \_\_\_\_\_

\* Last Name N/A Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ \* Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ \* State \_\_\_\_\_ \* Zip \_\_\_\_\_

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

Prefix \_\_\_\_\_ \* First Name N/A Middle Name \_\_\_\_\_

\* Last Name N/A Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ \* Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ \* State \_\_\_\_\_ \* Zip \_\_\_\_\_

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

\* Signature: Peggy Greene

\* Name: Prefix \_\_\_\_\_ \* First Name Julie Middle Name \_\_\_\_\_

\* Last Name Huckestein Suffix \_\_\_\_\_

Title: Interim President    Telephone No.: (503) 399-6575    Date: 02/12/2015

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PR/Award # S149A150032

## NOTICE TO ALL APPLICANTS

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

CCC\_CAMP\_GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

## General Education Provision Act (GEPA) 427 Statement

Chemeketa Community College (CCC) through the CAMP program will ensure all persons regardless of gender, race, national origin, color, disability, or age will have equal access to all CAMP program activities described in the grant application narrative. CCC will abide by its official non-discrimination policy and procedures approved by the governing board of trustees throughout the duration of the program.

The CCC CAMP program understands because of its geographical location and population it will serve a large majority of Hispanic students. The program's recruitment plan includes specific strategies for equal participation by all groups, which includes encouraging access and participation by this group.

Additionally, our experience demonstrates that due to a large Spanish population, forms of communication need to be conducted in English and Spanish to reach the targeted community. Accordingly, all informational, correspondence, program flyers, brochures and PSA's will be disseminated bilingually in English and Spanish. This will facilitate the dissemination of program information equitably throughout our community. In addition, CCC will encourage recruiting and hiring staff that represent the target population being served.

The CAMP Project Director as the overall administrator and leader will have full responsibility to ensure that the CCC non-discrimination and civil right policies are adhered to and that equitable access is offered to all persons interested in this program.

## Disabilities Statement

CCC also recognizes the need to serve individuals with disabilities. All facilities and transportation services to be utilized for the provisions of program activities comply with all ADA laws and are fully accessible for students, parents, faculty, community residents and project staff with special needs. All assessment and survey instruments will be modified to address the needs of special needs populations to offer equal access to all program activities and services.

CCC has trained staff to work specifically with special needs populations who require additional assistances. When required the CCC will utilize these professionals to work with project beneficiaries and personnel to ensure that all persons have equal access to all program activities and information. In addition, staff and faculty working with special needs population will be trained in the use and implementation of assistive technology, augmentative communication devices, speech-generating devices, and assessment software.

## Civil Rights Statement

Chemeketa Community College complies with federal and state rules and regulations and does not discriminate on the basis of gender, race, national origin, color, disability or age. This holds true for all the programs administered by CCC throughout the region and for all students and parents who are interested in participating in educational programs and/or extracurricular activities.

The Chemeketa Community College CAMP Project will incorporate all these same standards. Additionally, due to the agricultural workforce, a large mono-lingual Spanish-speaking population is settled in this service area. Accordingly, CCC will recruit and encourage participation from this targeted population, specifically, minorities, minority women, and individuals with special needs.

In conclusion, Chemeketa Community College currently has policies and procedures in place that promotes equal opportunity practices and has incorporated these policies in the CAMP program activities including staff and faculty recruitment and student enrollment.

## 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.

<b>* APPLICANT'S ORGANIZATION</b>	
Chemeketa Community College	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Ms.	* First Name: Julie Middle Name:
* Last Name: Buckestein	Suffix:
* Title: Interim President	
<b>* SIGNATURE:</b> Peggy Greene	<b>* DATE:</b> 02/12/2015

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

**ABSTRACT: Name of Applicant:** Chemeketa Community College **City/State:** Salem, Oregon

**Project Objectives and Activities:** Chemeketa Community College (CCC), a two-year public institution operating 7 centers in the Willamette Valley and serving over 36,900 students annually, is proposing to continue offering CAMP services to address the educational needs of its Migrant and Seasonal Farmworker (MSFW) students. The **goal** of CCC CAMP is to provide culturally sensitive support services addressing financial, personal, and academic needs for **55 eligible full-time commuter students enrolled in their first year.** **Priorities:** CAMP addresses

**Invitational Priorities:** 1) STEM education; 2) Faith-based and Community Organizations; and

3) Evidence of Strong Theory and meets the **Competitive Preference Priority** as a successful

15 year CAMP project. CAMP **Proposed Project Outcomes** include: Receive at least 120

applications and recruit 55 at-risk eligible MSFWs who are most in need of academic,

instructional, financial and support services; provide 55 students with admissions and academic support services to successfully complete their first year of college and continue in

postsecondary education; provide 55 students with academic, career, and personal counseling

and advising services to enable them to succeed in their first year of college; provide 55 students

with financial aid assistance and access to federal, state, private and institutional resources to

support their first year of college; and provide follow-up services to enhance students' retention

and graduation rates through academic support after completing their first year of college.

**Participants Served Annually/Sites:** CCC CAMP will offer services to 55 eligible commuter

students annually who attend the main campus in Salem, Oregon, and at College Centers in

McMinnville and Woodburn (3 sites). **Meeting GPRA Measures:** Of the 55 MSFW students

served annually, **48 (86%)** will successfully complete their first year of college (**GPRA 1**) and

**41 (85%)** will continue to be enrolled in postsecondary education (**GPRA 2**).

## Project Narrative File(s)

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

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## I. Need for and Significance of Project

### *(i) The magnitude of the need for services and activities of CAMP*

According to the U.S. Department of Labor in 2014, Oregon is **fifth in the nation for highest farm worker population**. The migrant and seasonal farm worker (MSFW) population peaks at about 160,000 during harvest periods (Larson, 2013). Oregon's agriculture industry attracts many MSFWs, particularly to the Willamette Valley, the hub of agricultural activity in the state. Centrally located in the Willamette Valley, Chemeketa Community College (CCC) serves Marion, Polk, and Yamhill Counties. Agriculture is the state's leading industry, producing 220 crops and livestock commodities with a value of five billion dollars each year, although the average farm worker annual salary is merely \$11,000.

Despite its richness in agriculture, this is an economically distressed region with low wages, hazardous working conditions, and substandard housing and medical care for MSFWs (Kandel, 2008). In addition, the limited educational expectations and experiences of migrant families pose almost insurmountable barriers to postsecondary education. The complex problems MSFWs encounter are diverse and interconnected.

MSFWs face higher unemployment and lower wages, limiting their financial resources and opportunities for post-secondary education. In CCC's service area, one-third of the Hispanic population is unemployed, more than four times higher than the state's overall unemployment rate of 7.7% (U.S. Census Bureau, 2013). Employment opportunities are further diminished by low educational attainment. Many barriers prevent MSFWs from fully participating in workforce and educational opportunities. Our students need the CAMP project in order to bridge **academic, personal, and financial gaps** to provide MSFWs with access to postsecondary education.

The high mobility of MSFWs produces a vulnerable population due to overwhelming educational and social disruption, language, and cultural barriers that inhibits them from being successful in school. One in four low-income residents in Marion County, including farmworkers 25 years or older has less than a 9th grade education and only 4% has earned a Bachelor's degree or higher (U.S. Census Bureau, 2012). MSFWs often lack the family support needed to encourage college preparedness and academic planning since their parents have generally attended only primary or secondary school.

CCC serves an extremely high need area with a large population of CAMP-eligible students in need of services to overcome their barriers. To graduate from an Oregon high school, students must pass the Oregon Assessment of Knowledge and Skills (OAKS) test in the 11<sup>th</sup> grade. This poses a significant barrier for migrant students. CCC identified four "target" school districts that offer Migrant Education Program (MEP) services within the CCC service area with high concentrations of MSFWs (Table 1). Of these school districts, only **40.9%** of migrant students in the 11<sup>th</sup> grade passed the state test in math, **36.9%** in science, and **59.8%** in reading. This is a significant achievement gap (ODE, 2013).

School District	Number of High School Students	Percent Migrant	Percent Bilingual	Percent Hispanic	Percent Low-Income
McMinnville	6,605	20.0%	27.0%	33.1%	58.3%
North Marion	1,968	28.8%	37.5%	43.5%	62.8%
Salem-Keizer	40,473	17.5%	31.3%	39.6%	60.7%
Woodburn	5,743	37.8%	72.0%	78.9%	78.1%

Source: Oregon Department of Education (ODE) 2013-2014 Report Card

CCC is the second largest two-year community college in Oregon; two campuses and five centers serve a largely rural district of over half a million residents. CCC enrolls more than 36,900 people each year with an increasing population of Hispanic students, 20.3% in 2013. CCC has successfully hosted CAMP for the past 15 years.

*(ii) Extent the project will focus on serving the needs of eligible MSFWs and their families*

Through outreach, educational and support services to MSFW students over the years, CCC staff can testify to their struggles, as well as their potential for success, when provided with support. The CAMP project has a well-designed, holistic plan to identify and serve the MSFW students of greatest need, addressing their **academic, personal, and financial** barriers to post-secondary education.

CAMP will serve core, **academic, personal, and financial** needs for **55 eligible commuter students**. Based on thorough assessments of student needs and goals, CAMP will create a tailored Educational Success Plan (ESP) for each student to address academic and career plans. CAMP will work closely with students and their families to build family support for education, to align services with needs, to build a strong academic foundation for students to succeed in their first year of college and beyond.

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

CAMP has identified multiple gaps in three specific areas of services, infrastructure, or opportunities, which represent significant barriers to the success of MSFW students at CCC. These three areas are **academic, personal, and financial** described in Table 2. Regular assessments, student surveys, and staff feedback will ensure identification of any new gaps.

Table 2. CAMP Services to address identified needs and gaps		
	Gaps & Weaknesses	Services
<b>Academic</b>	<ul style="list-style-type: none"> <li>• Limited academic support &amp; guidance</li> <li>• Low high school graduation rate (12.4%)</li> <li>• Low degree attainment (Associate’s 10.3%, Bachelors or higher 4.0%)</li> <li>• Lack of MSFW students in STEM courses</li> <li>• Low test scores (math 40.9%, science 36.9%, &amp; reading 59.8%)</li> </ul>	<ul style="list-style-type: none"> <li>• Customized academic plan</li> <li>• Enrollment &amp; course selection assistance</li> <li>• STEM career exploration workshops</li> <li>• Ongoing academic advising &amp; counseling</li> <li>• Tutoring in math, writing &amp; study skills</li> <li>• Progress reports each term</li> </ul>

<b>Personal</b>	<ul style="list-style-type: none"> <li>• First-generation MSFW student</li> <li>• School interruption due to farm work</li> <li>• Limited knowledge of college resources</li> <li>• Lack knowledge of career planning</li> <li>• Lack access to multicultural events &amp; activities</li> <li>• Lack of academic mentors/role models</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings with parents each term</li> <li>• Learning Community-cohort experience</li> <li>• Provide mentors (former CAMP students)</li> <li>• Exposure to social &amp; multicultural events</li> <li>• Leadership class &amp; community service</li> <li>• Career exploration &amp; planning</li> <li>• Referrals for housing, legal, &amp; health issues</li> </ul>
<b>Financial</b>	<ul style="list-style-type: none"> <li>• Low annual farm worker wages (\$11,000)</li> <li>• High poverty rates (15.5%)</li> <li>• Lack of financial resources for school, personal, &amp; health expenses</li> <li>• Pressure to work to support family needs</li> <li>• Limited understanding of financial aid &amp; scholarship process</li> </ul>	<ul style="list-style-type: none"> <li>• Assistance with federal financial aid &amp; scholarship applications</li> <li>• Academic participation stipends &amp; books</li> <li>• Tuition-free CAMP courses (8 credits)</li> <li>• Free/reduced cost medical &amp; dental exams</li> <li>• Financial literacy class &amp; counseling</li> </ul>

*(iv) Importance of the results or outcomes to be attained by the project*

As a result of the quality services CAMP provides, with the commitment of CCC and its many community partners, **CAMP students will:** a) successfully complete their first year; b) be prepared to continue their education and career plans, as well as take on leadership roles among their peers and in the community; c) graduate and receive their Associate’s degree and/or transfer to a four-year institution; and d) open career opportunities that they and their parents had never considered possible.

**2. Quality of Project Design**

*(i) Specific and measurable goals, objectives, and outcomes to be achieved by the project*

CAMP will provide the **academic, personal, and financial** support necessary to help 55 CAMP-eligible commuter students complete their first year of college **and** meet or exceed the two core objectives: **Government Performance and Results Act (GPRA 1 & 2)**. CAMP will provide a comprehensive program, enrolling 55 students annually, of which **86% (48)** will complete their first academic year of their postsecondary program (GPRA 1), and **85% (41)** will continue their postsecondary education after completing the first academic year of college (GPRA 2). In addition to the core objectives, CAMP project

objectives will concentrate on intensive services during the first year and follow-up services in subsequent years, to ensure each student overcomes their academic, personal, and financial obstacles to stay in college and ultimately graduate.

CAMP has evolved into an outstanding program over the last 15 years. The project includes bilingual outreach, a thorough student assessment, a comprehensive instructional support agenda, and an individualized follow-up program. Utilizing this design, CAMP will operate a year-round program to meet the needs of students. In addition to regular classes, all students are required to attend CAMP specific courses that are tuition-free to students (Appendix 1). These courses are taken together as a cohort and include:

<b>Course</b>	<b>Term offered</b>	<b>Credits</b>	<b>Need to address</b>
CG128 Leadership Development	Pre-Fall Orientation	2	Personal
FYE 105 First Year Experience	Fall	2	Personal/academic
CG 101 Planning College Finances	Winter	1	Financial/personal
CG 100 Preparing for college	Winter	1	Academic
CG110 Career and Life Planning	Spring	2	Personal/financial
CG 225 College Transfer (optional)	Fall year 2	2	Academic/Financia

Students will be encouraged to participate in CCC's intensive STEM programs, which aims to increase the number of minority and underrepresented students obtaining degrees in Science, Technology, Engineering, or Mathematics (STEM). Through partnerships with Oregon universities and National Science Foundation, students interested in STEM careers will receive financial assistance, specialized tutoring, and lab experiences.

Measurable objectives and outcomes of the program described in this section apply to each year throughout the five-year proposed project (Table 4).

**Table 4. Specific & Measurable Project Objectives**

\* **Staff:** PI-Principal Investigator; PD-Project Director; C-Counselor; OS-Outreach Specialist; PA-Program Assistant; AF-Adjunct Faculty; T-Tutors; M-Mentors

\*\***Timeline:** Month 1 is July (first month of the project), Month 2 is August, and so forth

**Objective A. Receive at least 120 applications and recruit 55 at-risk eligible MSFWs who are most in need of academic, personal, and financial support services**

ACTIVITIES	MEASURABLE OUTCOMES	STAFF*	TIMELINE**
1. Outreach to schools operating MEPs, & community organizations serving farmworkers including WIA 167 funded programs	20 high schools, including those operating MEPs & 15 organizations serving farmworkers will be contacted	PD, OS, PA	Month 3-10
2. Screen & certify eligible MSFW students for CAMP	55 eligible MSFW students will be enrolled in CAMP	PD, C, OS, PA	Month 11-3

**Objective B. Provide 55 students with admissions and academic support services to successfully complete their first year of college and continue in postsecondary education**

1. Provide students with CAMP & college orientation	100% of students will attend & complete orientations	All Staff	Month 3
2. Assess students' academic levels for placement, assist with course selection, planning, & registration	100% of students will be assessed, registered & enrolled in 12 credits (minimum)	C	Month 1-12
3. Enroll students in First Year Experience (FYE) course, college success classes, & provide a STEM workshop	100% of students will enroll in FYE & one college success course. 100% will participate in a STEM related workshop	C, PA	Month 3-12
4. Students will be assessed for basic needs & support services using the College Inventory Assessment Tool (Noel Levitz)	100% of students will be assessed & provided supportive services, when appropriate	PD, C	Month 11-3
5. Provide tutoring for students in math, reading, & writing	100% of students will receive tutoring services	C, T	Month 3-12
6. Provide multicultural & leadership enrichment activities	100% of students will participate in multicultural & leadership activities once each term	All Staff	Month 3-12

<b>Objective C. Provide 55 students with academic, career, and personal advising and counseling services to enable them to succeed in their first year of college</b>			
1. Provide individualized academic, career, & personal advising & counseling	100% of students will receive academic advising & counseling services twice per term	C	Month 3-12
2. Create an Educational Success Plan (ESP) for each student to address academic & career interests	100% of students will have an ESP on file that is updated each term	C	Month 3-12
3. Provide peer mentoring support to address academic, social, & financial issues	100% of students will be assigned a mentor & receive mentoring 1 hour per week	C, M	Month 3-12
4. Offer students appropriate resources to enhance their career goals, such as internships, job shadowing, & resume development	100% of students will be provided career guidance & advising workshops to increase their employable skills	PD, C	Month 3-12
<b>Objective D. Provide 55 students with financial aid assistance and access to federal, state, private and institutional resources to support their first year of college</b>			
1. Assist students in completing & submitting a timely & accurate FAFSA application	100% of students will complete the FAFSA application	C, PA, M	Month 11-3
2. Provide workshops on the availability of federal, state, local, & private scholarships	100% of students will receive workshops on scholarships opportunities	PD, C, OS,	Month 3-12
3. Allocate resources for students to address barriers: tuition, books, course fees, childcare, & healthcare	100% of students will be assessed & provided supportive services, when appropriate	PD, M	Month 3-12
<b>Objective E. Provide follow-up services to enhance student retention and graduation rates through academic support after completing their first year of college</b>			
1. Provide individual or group exit orientations to inform students of transition resources to prepare them for their 2 <sup>nd</sup> year	100% of students will attend follow-up informational sessions & complete CAMP exit survey	PD, C, PA	Month 12-ongoing
2. Use <i>360 Development Database System</i> to track students' academic progress and efforts	85% of students who complete year 1 will enroll 2 <sup>nd</sup> academic year & will be monitored	PI, PD, C, PA	Month 12-ongoing
3. Provide transitional support for eligible students to enroll in TRIO Student Support Service Program	100% of eligible students will be provided assistance completing TRIO application	PD, C, M	Month 12-ongoing
4. Provide students with opportunities to become CAMP mentors and tutors	100% of students who complete 1 <sup>st</sup> year will be eligible to apply for a CAMP Mentor/Tutor position	PD, C	Month 11-12

*(ii) Design of the project is appropriate to, and will successfully address, the needs*

Consistent with the CCC mission to actively support student learning from precollege to transfer or to the workforce by focusing on student success, quality, sustainability, and providing educational opportunities to minority and underrepresented populations in our service area, CAMP continues to successfully address the identified needs of its migrant students. CAMP has demonstrated success working with this population and understands their unique needs.

The CAMP recruitment process involves both direct contacts with migrant students and referrals from migrant staff throughout the service area. The application process, in addition to determining eligibility, determines each student's level of academic, social, and financial needs. Application questions, personal statements, writing samples, academic transcripts, and mandatory personal interviews provide the information that helps to assure acceptance of students with both significant need and the potential to succeed.

After admission, CAMP provides a comprehensive array of services to help build students' skills in academic achievement, social interaction, career development, and financial management. The project design includes proven, time-tested objectives that meet all of these goals. The project's primary tools, CAMP classes, individualized assessment, mandatory advising meetings, career development, financial advising, open-door policy, tutoring, and development of an individualized **Educational Success Plan (ESP)** assure that the program's objectives and outcomes are met for each student.

Once program and individual outcomes are met, CAMP students achieve far higher rates of successful remediation, second year enrollment, retention, and graduation compared to the general CCC student population, who does not demonstrate similar barriers. CCC Office of

Institutional Effectiveness (IE) reported that the 2014 CAMP cohort completed remedial courses at a higher rate in Math, Reading, Writing than general CCC students (Table 5).

<b>Subject</b>	<b>CCC</b>	<b>CAMP</b>
Math	70.6%	77.8%
Reading	74.6%	90.9%
Writing	80.0%	85.7%

Source: CCC IE, 2014

**(iii) Linkages with other appropriate agencies and organizations providing services to MSFWs**

CAMP has forged direct linkages with **federal, state, and community** organizations that assist MSFW students and their families. CCC recognizes the importance of coordinating the implementation of CAMP with other efforts and resources. CCC has implemented several successful linkages with other programs, which CAMP will continue to utilize. CAMP has working agreements with federal, state, and community projects for MSFWs. These linkages directly benefit students in such areas as career engagement, part-time work, internships, citizenship application and/or assistance, housing, and leadership opportunities. CAMP's partners have been instrumental in outreach, recruitment, job skills, life skills building, job placement, and supportive services. CAMP will continue to utilize the expertise and services of their vast network of service providers to maximize resources available for MSFW students. Key letters of support validating collaboration are included in Appendix 2, with additional letters on file. Table 6 below identifies linkages of service and resources.

<b>Federal Organizations</b>	<b>Service/Resource</b>
Migrant Head Start Program-Oregon Child Development Coalition	Provides child care & internship opportunities
Oregon Human Development Corp: Farm worker WIA 167 funded programs	Provides employment referrals, internships, job training & skills development
CCC HEP, TRIO Upward Bound, Talent Search & Student Support Services	Coordinates outreach & recruit for CAMP prospects, program referrals, support services
<b>State Organizations</b>	<b>Service/Resource</b>
Oregon Department of Education	Provides outreach & eligibility verification
Willamette Migrant Education Program	Promotes & recruits for CAMP prospects, provides eligibility verification & training

Oregon Employment Department	Provides internships & employment referrals
<b>Community Organizations</b>	<b>Service/Resource</b>
Yakima Valley Farm Workers Clinic	Provides free or reduced cost services: medical, behavioral, pharmacy, & health education
OIT-Dental Clinic	Provides Free or reduced cost dental exam & services
Catholic Community Services	Provides referrals for social services, promotes, & recruits for CAMP prospects
Pineros y Campesinos Unidos del Noroeste	Provides referrals for social services, promotes & recruits for CAMP prospects

*(iv) Use of time, staff, money, or resources to improve productivity and increase efficiency*

The CAMP program will improve productivity, increase efficiency, and save money by increasingly taking advantage of services that CCC offers. As part of a larger institution as opposed to a stand-alone program, the CAMP program will utilize these services to assist CAMP students. Project staff will work closely with campus resources to prevent duplication of services and maximize time and money. Examples of these services are CCC's Offices of Institutional Effectiveness, and Marketing and Recruitment. CCC Institutional Effectiveness supplies data on registration, performance, and graduation that assist CAMP staff in ensuring students meet their goals. CCC Marketing and Recruitment includes CAMP in their outreach efforts, brochures, and other publications.

Many of CCC's services and resources will be leveraged to directly benefit CAMP students. Within CCC's Student Retention and College Life Department, resources are readily available to students such as a student food pantry, a textbook lending library, tuition waivers, and referrals to community resources. Another economy of scale that increases efficiency and saves money is taking advantage of professional development opportunities available at CCC. CAMP staff will attend staff trainings provided by the college in areas like student success and cultural competencies.

To contribute to the efficiency of the program, the Director will oversee CAMP at .75 FTE with CCC providing the remaining .25 FTE for CCC institutional outreach for migrant and underrepresented students. Time and effort for the Director's CCC-sponsored outreach is tracked separately from CAMP.

CAMP has demonstrated the ability to increase the overall efficiency, and will continue increasing productivity. The CAMP PI and Director, in collaboration with the Advisory Council, will meet quarterly to review GPRA 1 and 2, status of project objectives, evaluations, student outcomes, and compare them to budget expenditures, staff allocations, resources applied, leveraged funds and program practices. This process will ensure ongoing assessment of the overall project while allowing for immediate administrative and programmatic adjustments, as needed.

### 3. Quality of Project Services

#### *(i) Quality, intensity, and duration of training and professional development services*

CCC and CAMP are committed to transforming lives and communities through exceptional learning experiences. This ensures that CAMP students receive quality services.

The CAMP Director and PI establish a staff training schedule that is reviewed biannually to assure that all staff receives adequate training through on- and off-campus professional development trainings. Since each CAMP staff takes a leadership role for the many student focused workshops (*e.g.*, admissions, financial aid, scholarships, academic and career development), their attendance at a range of trainings, conferences, on-campus, and in-house workshops becomes essential.

CAMP staff utilizes best practices to better design and conduct student-centered advising meetings and small group seminars. Best practices are shared and learned at the

Annual National HEP/CAMP Conference, national advising and first year experience conferences, local, statewide, and national migrant education conferences, outreach and diversity trainings. Also, staff will network with other CAMP programs.

As required by CCC Human Resource Department, the Director conducts mid-year and annual staff performance evaluations. Performance evaluations include the scope of training received, attendance at various assigned trainings, and relevance of trainings or conferences attended by CAMP staff. This cycle of intensive training leads to enhanced and improved student outcomes.

The activities, objectives, and measurable outcomes ensure accountability and consideration of each student's ability to benefit from our services, products, and programs. CCC provides professional development training to all staff and faculty, including CAMP. Professional development sessions include, but are not limited to, effective pedagogical instructional strategies, counseling and advising techniques, leadership development, integration of relevant curriculum, financial aid, and other trainings that have proven success in meeting the needs of MSFW students. CCC also sponsors workshops on topics such as *Teaching and Learning* and *Creating Effective Programming* to provide best practice concepts and strategies to improve student-learning outcomes.

***(ii) Services to be provided by the project are focused on those with the greatest need***

**Greatest Needs:** Through the outreach, recruitment, and intake processes, CAMP prioritizes eligible students with the greatest needs. CAMP utilizes a scoring rubric to assess and capture the most at-risk students. This rubric prioritizes students with criteria such as distance from campus, transportation issues, family income, academic needs, and placement

scores. This process ensures the highest accuracy of enrolling students with the greatest need and highest motivation to succeed.

**Focused Services:** CAMP utilizes the College Inventory Assessment Tool (Noel Levitz Appendix 3) at program entrance to develop an Education Service Plan (ESP) for each student in accordance with their **academic, personal, and financial goals**. Based on the College Inventory results, initial intake assessment, and ESP, students are offered appropriate placement and course selection assistance, academic support, and financial guidance. If indicated, supplemental instruction will be provided for traditionally difficult ‘gateway’ courses. To further support persistence, progression, and retention, CAMP students will receive advising, counseling, weekly tutoring and mentoring, and monthly faculty progress reports. Quarterly, students receive course selection assistance and a variety of workshops and cultural events. Individual financial advising and support will be provided through training, FAFSA application assistance, stipends, and scholarships. This comprehensive approach toward student development not only ensures that students succeed in year one, but ultimately persist and graduate from the college.

**Training Services:** CAMP provides a wide array of training services to meet the students’ **academic, personal, and financial** needs. These direct student services as described in the project design (2ii) and include, but are not limited to: academic and career assessment and advising; college success courses; study skills and tutoring; mentoring and leadership development; work-study, internships, and stipends. Based on need, these services are offered daily, weekly, monthly, and/or quarterly to provide students with ongoing capacity-building activities year-round. This structure provides for quality, intensity, commitment, and sufficient duration leading to improved practices for college retention and graduation

for all students. In addition, all current staff are former CAMP students, bilingual, and bicultural.

***(iii) Services lead to achievement of students as measured against rigorous standards.***

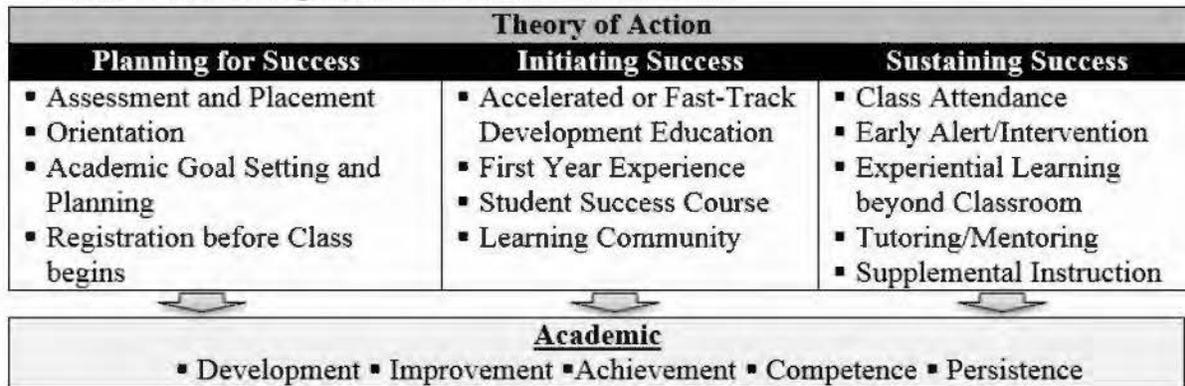
At CCC, academic integrity is a shared endeavor characterized by personal responsibility and high academic standards, as contained in the Student Rights and Responsibilities. A minimum 2.0 GPA is required for students to stay in good academic and financial aid standing. CAMP expects students to exceed the academic standards of the institution by maintaining a minimum 2.5 GPA, completing an average of 15 credits per term, satisfactorily attending all classes, attending weekly meetings with tutors and mentors, and monthly meetings with the CAMP counselor. This is achievable based on the proven CAMP services, interventions, and effective non-cognitive skill development.

Surveys, assessments, and academic progress reports will be tools for early intervention to ensure students are meeting CAMP expectations. CAMP tracks students' academic progress, GPA, successful course completion, and personal well-being, which is essential to student success. Although student success often builds naturally through personal, informal office and campus contact, a more intrusive approach is utilized to prompt students to stay on track with their studies and achieve their full potential.

The project design is based on **Theory of Action** (Moore, C., & Shulock, N. 2009), to ensure CAMP will have a significant impact on the students served. Essential to this design is a strong start; clear, coherent pathways; integrated support; high expectations and high support; intensive student engagement; design for scale; and professional development. This design nurtures student learning and development, as further demonstrated in the CAMP Logic Model found in Appendix 4. The *promising practices* (Theory of Action) in Chart 1

(below) are part of our collegiate learning experiences that attend to students' needs from their first interactions with the college through the successful completion of their first academic term and beyond.

**Chart 1. Promising Practices for Student Success**



**4. Quality of Project Personnel**

CAMP will employ qualified individuals who are affiliated with the target population and traditionally underrepresented based on race, color, national origin, gender, age, or disability. Resumes and job descriptions are in Appendix 5.

*(i) Qualifications, training, and experience of the Project Director or Principal Investigator*

**Project Director:** Mr. Gianluigi Benvenuto, a former farm worker, HEP and CAMP student who overcame his academic and economic challenges through education, will continue to serve as the CAMP Director (.75 FTE) and institutional outreach to migrant and underrepresented students (.25 FTE). His relevant training, experience (4 years), and skills come from his personal, education, and administrative capacity, in which he has guided hundreds of MSFW students to achieve their academic goals. Mr. Benvenuto successfully leads CAMP, providing an excellent role model for students. Mr. Benvenuto's holds a Master's degree in College Administration and Bachelor's degree in Public Policy.

*(ii) Qualifications, training, and experience of key personnel*

Key personnel include Counselor, Outreach Specialist, and Program Assistant. All positions require extensive experience in working with low-income, first-generation MSFWs. Staff will train on CAMP requirements and best practices and attend state, regional, national conferences.

Former CAMP student Mr. Julio Cortez has over 17 years of education experience with CCC, 12 of those years serving as CAMP Counselor, and will continue to serve full-time as counselor. He supervises mentors and tutors, tracks student progress, provides academic and career counseling, and teaches career guidance courses. His credentials include a Master's degree in Rehabilitation and Counseling and a Bachelor's degree in Psychology. Mr. Cortez's expertise will guide students academically and work to strengthen the students' non-cognitive skills, which are proven to have a measurable impact on academic performance, persistence, and graduation rates (Oyserman, D., Bybee, D., & Terry, K. 2006).

The Outreach Specialist (to-be-hired) will be required to have relevant training and qualifications, including an Associate's degree in human services or a related field and two years of experience in outreach, bilingual in English/Spanish, and preferred MSFW background. This position will assist with student recruitment, eligibility, and placement and provide presentations and other outreach activities.

Former CAMP student Mrs. Rosalba Aguilar will continue to serve as the full-time Program Assistant. With 16 years of CAMP program assisting experience, she is an asset to CAMP and serves as an excellent role model to students. She is responsible for assisting in activities related to achieving project objectives, including direct services to participants, maintaining the CAMP database and participant records, and assisting with administrative and budget tracking.

**5. Quality of Management Plan**

*(i) Adequacy of the management plan to achieve the objectives of the project*

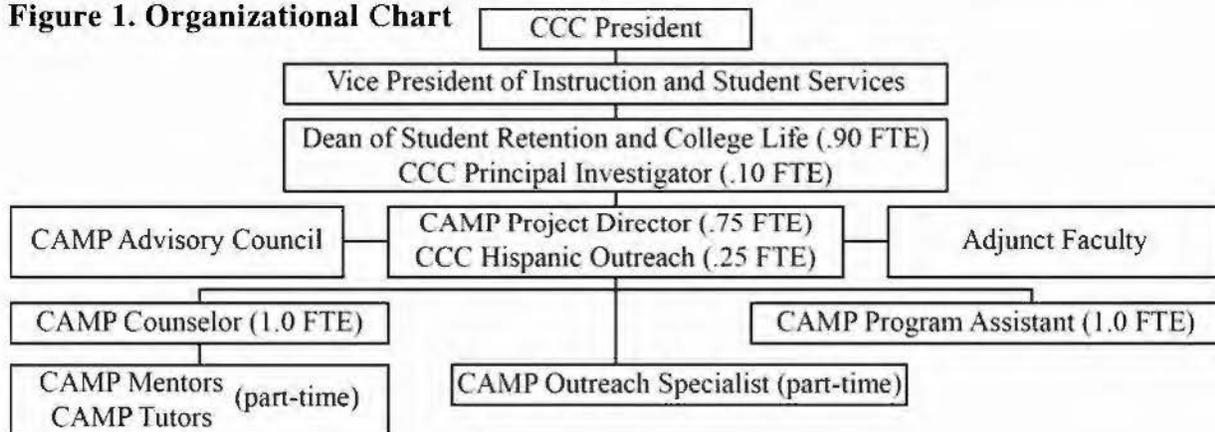
CAMP's strategic physical and organizational position within the Department of Student Retention and College Life (SRCL) offers significant advantage for students to access an array of college resources and programs to maximize all services available. CCC has committed personnel, facilities, resources, and active participation to ensure CAMP is an integral part of its daily operations and administrative functions. As a current recipient of multiple federal grants, CCC has administrative, programmatic, fiscal, management and evaluation control systems in place that meet the highest standards of accountability. CCC will apply this experience and knowledge in the management of the CAMP project. These administrative systems use the latest organizational managing software (e.g. SCT Banner), communication systems, fiscal appraisals, effective staffing plans, customer feedback mechanisms and techniques for organizational control and continuous quality improvement. Program control utilizes current technology for participant tracking, monitoring progress, and sharing of resources, assessing accountability, management of information, evaluation, reporting, and oversight. CAMP will ensure the delivery of effective, accessible, quality, timely, and culturally relevant services by hiring qualified staff that is aware and knowledgeable of MSFW educational needs; providing for ongoing staff training, technical assistance, and follow-up; recruiting students from farm worker backgrounds most in need of services; coordinating with other projects to access and maximize other resources first; and allocating sufficient funds for staff and student travel.

Mr. Manuel Guerra, Principal Investigator and Dean of SRCL, will have oversight of CAMP. Mr. Guerra, as part of the administration team, meets regularly with the Vice President of Instruction and Student Services and executive team members to coordinate the

overall direction of CAMP. Mr. Guerra will be responsible for ensuring the program compliance and directly supervising the Director. Mr. Benvenuto, the current CAMP Director, will continue to manage and oversee the project’s daily activities. Mr. Benvenuto will supervise staff, manage the budget, conduct regular staff meetings, and evaluate staff. Mr. Benvenuto will also maintain working relationships with other college programs, school districts, and community-based organizations to maximize services to students. One priority is to have students complete an evaluation after each CAMP activity. During appointments with CAMP personnel, students will be encouraged to provide feedback about services they received and services they would like to receive. CAMP staff will meet regularly with students, parents, and faculty to solicit input and implement changes to improve the program. This will maintain and facilitate timely management, decision making, and external resources to ensure objectives are met on time and within budget.

CAMP’s design requires the Director to facilitate weekly staff meetings and quarterly CAMP Advisory Council (Director, staff, faculty, mentors, partners, CAMP students, and parents) meetings to discuss strengths, challenges, and potential project modifications. On a weekly basis, Mr. Benvenuto will meet with staff to discuss program objectives, updates and any new mandates. CAMP is well integrated within the college structure (Figure 1).

**Figure 1. Organizational Chart**



The organizational chart demonstrates CCC’s strong commitment to CAMP. Additionally, the customized CAMP database is designed to communicate with the college administrative system (SCT Banner). To manage information and data collected on students, CAMP will utilize this comprehensive database that produces thorough student profiles. This database will collect student data related to the goals and objectives for tracking, reporting, and monitoring. The student files will include documentation for eligibility, such as MEP certificate of eligibility, employment verification, or WIA 167 Certification. The database will also track academic performance, support services, and student progress.

The following milestone chart is a tool for managing the attainment of objectives, timelines, and budget expenditures, as well as student progress throughout the program.

<b>Chart 2. Project Milestones</b>		<b>(Beginning July, ending the following year in June)</b>											
<b>Activities</b>		<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>
<b>Pre CAMP Period</b>	Identify & recruit 120 applicants												
	Assistance with FAFSA application												
	Validate eligibility, interview & accept 55 most at-risk MSFWs into CAMP Program												
	Staff retreat												
	Advisory Board meeting												
	Student assessment, academic advising & placement												
	Submit adjusted budget to OME												
	CCC Student Leadership Training												
	CCC Registration Day												
	CAMP 4-day orientation & Leadership Dev. Course												
Pre-College Inventory Assessment													
<b>Fall</b>	Student advising, counseling, academic progress reports & assessments												
	CAMP First Year Experience Course												
	Annual Performance Report is completed												
	CAMP Parent Seminar												
	Advisory Board meeting												
Oregon HEP/CAMP Consortium Meeting													
<b>Winter</b>	Student advising, counseling, academic progress reports & assessments												
	CAMP College Finance Course												
	FAFSAs are completed for second year												

<b>Chart 2. Project Milestones</b>		<b>(Beginning July, ending the following year in June)</b>											
<b>Activities</b>		<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>
	CAMP Parent Seminar												
	Advisory Board meeting												
<b>Spring</b>	Student advising, counseling, academic progress reports & assessments												
	CAMP Career Planning Course												
	CAMP Parent Seminar												
	Oregon HEP/CAMP Consortium Meeting												
	Hire student leaders for year 2												
	Advisory Board meeting												
	End of the Year Celebration												
	Post-College Inventory & CAMP exit survey												
<b>Year 2</b>	Follow up tracking, FAFSA, & enrollment assistance for 4-year university												
	CCC 4-year College Transition Course (optional)												

***(ii) Procedures for ensuring feedback and continuous improvement of the project***

To ensure effective feedback mechanisms and continuous improvement, the Director will: 1) work with project staff on a daily basis using its internal comprehensive information system to monitor progress, review benchmarks toward performance measures, and make improvements; 2) meet with the CAMP Advisory Council on a quarterly basis to solicit feedback into program operation and evaluation; 3) assess program satisfaction levels every quarter through interviews and surveys (students, faculty, and partners) to monitor program performance; 4) monitor educational performance of CAMP students every quarter to assess effectiveness of services; 5) continuously improve CAMP through on-going measurement of objectives every month; and 6) review annual activity and evaluations and integrate improvements to increase the effectiveness of the program.

***(iii) Time commitments of key CAMP personnel are adequate to meet the objectives***

**Personnel:** The detailed job descriptions and staff resumes are in Appendix 5. Revised and refined since 2000, these key staff positions have proven appropriate by adequately and even

surpassing their responsibilities to complete our objectives from recruitment, to academics, to budget and meeting reporting requirements. Based on years of experience in managing CAMP, allocation of staff time is adequate to meet or exceed the objectives. As shown earlier in the Organizational Chart, our CAMP successfully operates with the following key staff at these FTE rates (Table 7):

<b>Table 7. CAMP Positions</b>		
<b>Position</b>	<b>FTE</b>	<b>Responsible For:</b>
Project Director	.75	Manage operations & ensure compliance
Counselor	1.0	Academic & non-cognitive skills, counseling/advising
Outreach Specialist	.50	Recruitment, eligibility, & placement
Program Assistant	1.0	Assist with delivery of services & program support

Assuring adequate staffing, the Director will utilize part-time staff to supplement the staff time needed periodically to meet peak demand timeframes (*e.g.* start and end of the semester, freshman enrollment deadlines). Support staff includes tutors, mentors, and adjunct faculty. In addition, comprehensive training of our part-time staff enables each to quickly and effectively resolve issues and support our ongoing activities.

***(iv) Adequacy of mechanisms for ensuring high-quality products and services from the project***

To maintain accountability and to ensure high-quality products and services are delivered, the Director will work closely with all stakeholders including the external evaluator to ensure full implementation and oversight of program activities. The Director will ensure program effectiveness by maintaining open communication among staff, students, parents, community, and vendors. CAMP staff will meet weekly to review program progress, student development, cost efficiencies, and areas needing attention for improvement. Instructional support will be an essential element to ensure relevant high-quality CAMP products and service delivery to the students. The Director will further assess satisfaction through student

attendance, CAMP course results, quarterly interviews, and surveys (students, faculty, and partners) to monitor academic performance of students, assess program, product, service effectiveness, and status of objectives. CAMP will ensure a high-quality program using the mechanisms mentioned above, management plan, timeline, project design, organizational structure, and plan for feedback for continuous improvement.

## 6. Adequacy of Resources

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

Since 2000, CCC has committed extensive support and resources to CAMP, and will continue to commit full access to a variety of college resources including facilities, equipment, supplies, and related resources. **Facilities:** Located in the CAMP/TRIO Resource Center, CAMP will have access to two staff offices, tutoring/mentoring rooms, two conference rooms, classrooms, and CCC facilities (Student Testing, Financial Services, Multicultural Center, Tutoring and Study Skills Center). **Equipment:** CAMP staff offices will be furnished with desks, chairs, locking file cabinets, bookshelves, and computers, software, and internet access. CCC will also offer CAMP staff and students access to copy and fax machines, LCD projectors, scanners, multimedia and audiovisual equipment. **Supplies:** CCC will supply and maintain 20 student computer stations and basic office supplies.

### *(ii) Relevance and demonstrated commitment of each partner in the project*

CAMP has more than 30 partnership agreements with federal, state, and local community partners. These partners will continue to invest and provide additional resources towards the educational success of MSFWs. To validate partner support, signed letters are on file and in Appendix 2.

### *(iii) Costs are reasonable in relation to the objectives, design, and significance of the project*

Considering its 15 years of successfully operating a CAMP program, CCC has determined that

\$425,000 is necessary to serve 55 eligible MSFWs annually. This cost adequately supports the project design as it includes significant resources aimed at students' academic and social development, instructional assistance, stipends, training, and follow-up. CAMP has allocated sufficient staff, adjunct faculty, tutors, mentors, supplies, travel for outreach and professional development, including resources for an external evaluator. The budget reflects actual costs and is adequate to support all operational costs based on our proven past experience.

***(iv) Costs are reasonable in relation to the number of persons served and anticipated benefits***

CAMP will serve 55 students at an annual cost of **\$7,727** per student, which is below the average cost of **\$8,738** per student (OME, 2013). Given the scope, intensity and range of services proposed for each student and the variables surrounding farm workers, these costs are realistic and favorable in comparison to similar local and national CAMP projects. All costs are based on actual expenditures of the current CAMP program.

***(v) Potential for the incorporation of project benefits at the end of the federal funding***

CCC is committed to the continued success of MSFW students and providing equitable access to higher education by devoting resources to maximize services to CAMP students. Understanding federal funds will exhaust and, ultimately, service levels reduced, all students served by CAMP will continue to have access to general services offered at CCC. CCC offers support through the Tutoring and Study Skills Center, Counseling and Advising Office, Job Placement Services, SRCL, TRIO SSS and DSSS.

## **7. Quality of the Project Evaluation**

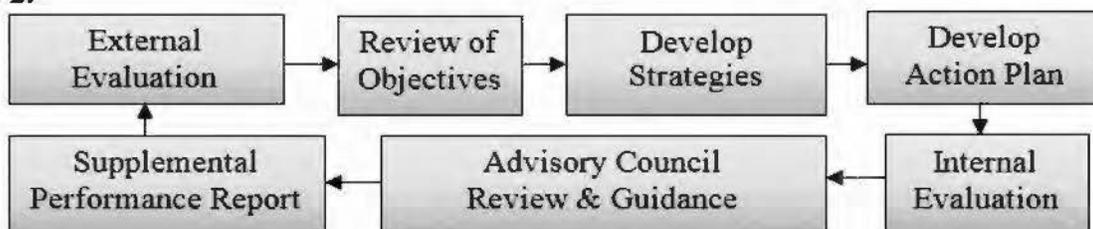
***(i) Methods of the evaluation are appropriate to the context***

CAMP's evaluation plan will continue to use a formative and summative evaluation process, collecting both quantitative and qualitative data about each aspect of the project throughout the year for each year of the project. This data-driven approach ensures timely

information to support program planning (weekly staff & division meetings), decision-making, and resource allocating through student surveys & transcripts, Advisory Council reviews (quarterly), external evaluations, and annual internal audits.

The external evaluator (Ms. Gamez) will conduct evaluations of our program in years 1, 2, and 4. Ms. Gamez has over 17 years of experience evaluating federal programs, holds a Master's degree, and currently manages one of the most successful CAMP projects in the nation. Formative evaluation data will include qualitative descriptions of operational, management, and personnel impact on students. Formal interviews will assess staff and students' perceptions of the program, and identify potential improvements. Summative evaluation data will include quantitative analyses of objectives and outcomes in terms of numbers of students served, progress, and status. Illustrated in Figure 2, our evaluation design generates relevant and timely information for staff to manage, maintain, and improve the project.

**Figure 2.**



***(ii) Extent to which the methods of the evaluation examine effectiveness of implementation***

CAMP will use transcripts and feedback from student surveys to examine the effectiveness of each program service strategy to help strengthen the overall project design. The external evaluator will use questions from the OME Compliance Overview Questionnaire to ensure compliance in the following areas: 1) eligibility, 2) student services, 3) student placement, 4) administrative management, 5) program implementation, 6) evaluation, 7) budget, 8) audits, and 9) other/program objectives. The following table 8 describes the five specific areas that the external evaluation will cover.

Table 8. Bi-Annual External Evaluations	
Area	Instruments
Supportive Services for CAMP Students ( <i>Formative Evaluation</i> )	Student interviews & surveys, database review, copies of FAFSA applications, supportive services documentation, instruction materials, assessments, transcripts, counseling logs, activity results, skills development, feedback (ongoing)
Personnel ( <i>Formative Evaluation</i> )	Staff interviews, focus groups surveys, staff and activity evaluations (quarterly)
Operations ( <i>Formative Evaluation</i> )	Recruitment logs, orientation rosters, student applications, counseling reports, and student portfolios(after each activity)
Management ( <i>Formative Evaluation</i> )	Personnel files, evaluations, training agendas, student feedback, Advisory Council feedback, reports to the USDOE (annually)
Objectives Performance ( <i>Summative Evaluation</i> )	All of the above. Evaluated based on performance measures described in Section 3 – Project Design.

**(iii) Extent the evaluation provides performance feedback and assesses progress**

CAMP will use the results of formative evaluations on a quarterly basis to assess progress toward each GPRA and project objectives. CAMP will use these assessments to make any programmatic changes necessary to achieve the objectives. **Performance Feedback:** Staff and Evaluator will collect performance data on an on-going basis to make decisions, report progress of our CAMP objectives to the USDOE, and improve effectiveness. Evaluation regarding career advising, instruction, supportive services, and follow-up services will be administered at two levels: 1) Staff and Evaluator will conduct an internal review of activities to identify ways to improve, 2) Students will complete a survey at the end of each activity. **Periodic Assessment:** The Evaluator will provide the Director ongoing verbal or written technical support, as well as biannual external evaluation reports. In addition, CAMP will provide annual reports to USDOE. The evaluation plan has been designed to assess the programs compliance with both the GPRA performance indicators and the proposed project measures. This design ensures feedback from all stakeholders for continuous improvement measures that will be incorporated into the program annually.

## Other Attachment File(s)

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**Tuition-Free CAMP required courses (8 credits per year)**

In addition to regular classes all students attend CAMP Specific courses. The program offers a series of college-credit (electives) courses that are tuition-free. All CAMP students take this class a cohort and prepare students in key areas of college success. The CAMP Courses will be taught by the counselor/ or CAMP Adjunct Faculty and include several guest speakers.

**Fall Term:**

- **CG128 Leadership Development Course- (Two credits-Required):** This course will be taken during the CAMP Orientation prior to the beginning of classes (Fall Term). Explores the definition of leadership and provides knowledge of basic leadership skills. Develops and enhances leadership abilities through practical skill building in team building, goal-setting, role modeling, public speaking, time management, ethics, diversity, and customer service. Inspires cultivation of a personal leadership vision.
- **FYE105 CAMP-First Year Experience Required - (Two credits-Required):** Focuses on strategies for taking personal responsibility to create positive outcomes in college and in life. Covers developing self-awareness, personal responsibility, self-motivation, and self-management.

**Winter Term:**

- **CG101 Planning College Finances – (One Credit-Required):** Explores issues involved in creating a personal plan for financing higher education. Includes types of financial aid, scholarship searching, student loans, financial planning, financial decision making strategies (CAMP Cohort together) (1 credit).
- **CG100 Preparing for College- on (Two credits-Required):** Introduces students to techniques, strategies and information fundamental to success in the college environment including CAMP specific activities and requirements. 1 credits.

**Spring Term:**

- **CG110 Career and Life Planning (Two credits-Required):** Introduces students to strategies and procedures for effective career decision making. Provides assessment of individual personality style/traits, interests, skills/abilities, expectations and values. Introduces methods and resources for conducting occupational research.

**Fall -2nd year students (Optional)**

- **CG225 4-Year College Transition (Two credits) -** Identifies criteria to use in selecting a college and major, and the connection between the transfer student's current college and four-year colleges. Provides strategies and information to assist in the transition of the four-year college systems.(CAMP students pursuing a technical degree will take related course)

Congress of the United States

Washington, DC 20510

February 4, 2015

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

Dear Ms. Ramirez:

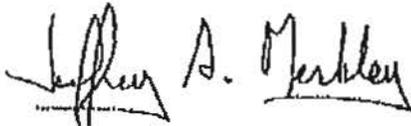
We are writing to express our support for renewing Chemeketa Community College's College Assistance Migrant Program (CAMP) grant through the U. S. Department of Education, Office of Migrant Education.

Since 2000, Chemeketa Community College has successfully assisted more than 800 migrant students through CAMP. Renewed funding will continue to provide an opportunity for students with migrant/seasonal farm working backgrounds to attend Chemeketa Community College and receive the support services and academic skills necessary for them to succeed. The goal of CAMP is to increase enrollment, retention, and graduation rates among migrant and seasonal farm working students.

Under this grant proposal, 50 full-time eligible students will be served each year. CCC CAMP participants will receive a comprehensive, integrated array of support services that address their individual needs- financial, medical and dental, and academic. In addition, CCC CAMP's learning community links new CAMP participants with returning participants as mentors and tutors, engages students' families, and includes a broad range of partners on campus and throughout the community.

Thank you for your full and fair review of Chemeketa Community College's CAMP grant application. Should you have any questions, please contact Katie Gauthier in Senator Merkley's Salem office at (503) 362-8102 or Jonathan Sandau in Congressman Schrader's office at (503) 588-4054.

Sincerely,



Jeffrey A. Merkley  
United States Senator



Kurt Schrader  
Member of Congress



CHRISTY PERRY, Superintendent  
2450 Lancaster Drive NE • PO Box 12024  
Salem, Oregon 97309-0024  
503-399-3001

January 23, 2015

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

Dear Ms. Ramirez:

I am pleased to endorse your grant proposal for the College Assistance Migrant Program (CAMP) funded through the U. S. Department of Education, Office of Migrant Education. Clearly, there continues to be a great need for such a project, especially to provide educational opportunities to migrant and seasonal farm-working students from the rural areas within the Willamette Valley and surrounding areas. Renewing the CAMP grant would continue to enhance the ability of Chemeketa Community College to recruit and retain migrant students.

I am familiar with the successes of CAMP at Chemeketa Community College, and therefore, without hesitation I support this program as a vital resource for our students as they transition out of high school. I especially appreciate the valued partnership they provide at our community events, college nights, and being available to assist when we have children who need the services they provide – services that would otherwise not be available.

It is my hope that CAMP can continue to provide its services to Chemeketa Community College students. CAMP's past record is evident of the successful combination of activities and services. I am pleased to reaffirm my department's full support of this proposal. As members of the Salem Keizer School District we are ready to provide assistance to projects that improve the condition and education of all students, but especially for those groups and individuals that historically have been underserved. CAMP at Chemeketa Community College will continue to make significant differences in the lives of many students for years to come.

Sincerely,

Christy Perry  
Superintendent

January 5, 2015

Ms. Lisa Ramirez  
Director, Office of Migrant Education  
U.S. Department of Education  
Washington, D.C. 20202

Dear Ms. Ramirez:

Chemeketa Community College is pleased to submit this application to continue our successful College Assistance Migrant Program (CAMP), a program integral to Chemeketa's mission to provide access to education for those who are otherwise unserved. I am pleased to support this important program and am proud that we have offered this program since 1995 through Oregon State University and then as a grantee since 2000. The program makes a huge difference for our students and community.

This success in the face of dire need drives Chemeketa's commitment to continuing this program. Demand for CAMP far exceeds the number of students Chemeketa can serve. Oregon's Mid-Willamette Valley leads the nation in agriculture and food processing, attracting migrant and seasonal farmworkers and their families to this region. Many workers choose to settle here to provide stability and a good education for their children. Unfortunately, area schools and social services struggle to serve this growing population. In some schools, half of our Hispanic students leave without a diploma.

Chemeketa's CAMP is well regarded in the community, as demonstrated by the many rich partnerships with social service agencies, health care providers, employers, and others.

Chemeketa is committed to the success of CAMP and will contribute dedicated classroom and office space accessible to core student services. Chemeketa further offers support of directors, coordinators, and other personnel in the offices of the Registrar, Financial Aid, Advising and Counseling, Tutoring, and Student Life.

As president of Chemeketa, I am proud that Chemeketa has contributed to the success of our region's migrant and seasonal farmworker community, and I urge the Department of Education to fund this excellent program.

Sincerely,

(b)(6)

Julie Huckestein  
Interim President

February 6, 2015

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

Dear Ms. Ramirez:

I am pleased to endorse the grant proposal for the College Assistance Migrant Program (CAMP) funded through the U. S. Department of Education, Office of Migrant Education. Clearly, there continues to be a great need for such a project, especially to provide educational opportunities to migrant and seasonal farm-working students from the rural areas within the Willamette Valley and surrounding areas. Renewing the CAMP grant would continue to enhance the ability of Chemeketa Community College to recruit and retain migrant students.

I am very familiar with the successes of CAMP at Chemeketa Community College, and therefore, without hesitance I commit the following services and resources to the program:

- Referral of students from our Chemeketa High School Equivalency Program
- Referral of students from our pre-college programs who may qualify and benefit from the CAMP program
- Continued collaboration with events in the community and within Chemeketa Community College
- Continued support to second year CAMP students with placement of student employment opportunities at the college

It is my hope that CAMP can continue to provide its services to Chemeketa Community College students. CAMP's past record is evident of the successful combination of activities and services. I am pleased to reaffirm my department's full support of this proposal. We are ready to provide assistance to projects that improve the condition and education of all students, but especially for those groups and individuals that historically have been underserved. CAMP at Chemeketa Community College will continue to make significant differences in the lives of many migrant students for years to come.

Sincerely,

(b)(6)

Linda Herrera  
Academic Development Dean  
High School Equivalency Program



## OREGON MIGRANT EDUCATION SERVICE CENTER

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January 5, 2015

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

Dear Ms. Ramirez:

I am pleased to endorse your grant proposal for the College Assistance Migrant Program (CAMP) funded through the U. S. Department of Education, Office of Migrant Education. Clearly, there continues to be a great need for such a project, especially to provide educational opportunities to migrant and seasonal farm-working students from the rural areas within the Willamette Valley and surrounding areas. Renewing the CAMP grant would continue to enhance the ability of Chemeketa Community College to recruit and retain migrant students.

I am very familiar with the successes of CAMP at Chemeketa Community College, and therefore, without hesitance I commit the following services and resources to the program:

- Provide meaningful internships and volunteer opportunities to our CAMP students
- Promote both program in different conferences and events
- CAMP staff presentation on MEP events
- Provide trainings and support to CAMP staff especially regarding K-12 migrant population.

It is my hope that CAMP can continue to provide its services to Chemeketa Community College students. CAMP's past record is evident of the successful combination of activities and services. I am pleased to reaffirm my department's full support of this proposal. As members of the OMESC we are ready to provide assistance to projects that improve the condition and education of all students, but especially for those groups and individuals that historically have been underserved. CAMP at Chemeketa Community College will continue to make significant differences in the lives of many students for years to come.

Sincerely

(b)(6)

Antonio Ramos,  
OMESC Director

# Catholic Community Services

*We champion the positive development of children and adults,  
strengthen families and build community*

January 5, 2015

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

Dear Ms. Ramirez:

I am pleased to endorse the Chemeketa Community College grant proposal to continue funding for the College Assistance Migrant Program (CAMP) as submitted to the U.S. Department of Education, Office of Migrant Education. Clearly, there continues to be a great need for such a project, especially to provide educational opportunities to migrant and seasonal farm-working students from the rural areas within and around the Willamette Valley. Renewing the CAMP grant would continue to enhance the ability of Chemeketa Community College to recruit and retain migrant students.

I am very familiar with the successes of CAMP at Chemeketa Community College. Catholic Community Services of the Mid-Willamette Valley & Central Coast will continue to support this program in the year ahead by providing ways to share its valuable information and connections through our staff, programs, officers, and partners, as well as providing opportunities to give presentations at various CCS-sponsored events, as appropriate.

It is my hope that CAMP can continue to provide its services to Chemeketa Community College students. CAMP's past record is evident of the successful combination of activities and services. I am pleased to reaffirm our organization's full support of this proposal. We are ready to provide assistance to projects that improve the condition and education of all students, but especially for those groups and individuals that historically have been underserved. CAMP at Chemeketa Community College will continue to make significant differences in the lives of many students for years to come.

Sincerely,

(b)(6)

James T. Seymour  
Executive Director

CCSww.org

P.O. Box 20400, Salem, OR 97307 | 503-390-2600



Nationally accredited by the  
Council on Accreditation





## Yakima Valley Farm Workers Clinic

February 4, 2015

Gianluigi Benvenuto Rodrigo  
Director  
College Assistance Migrant Program  
4000 Lancaster Driver Northeast  
Salem, Oregon 97309

Dear Ms. Benvenuto Rodrigo:

I am pleased to support your grant proposal for the College Assistance Migrant Program (CAMP) to the United States Department of Education, Office of Migrant Education. There continues to be a great need for such a project, especially to provide educational opportunities to migrant and seasonal farm-working students from rural areas within the Willamette Valley and surrounding areas. Renewing the CAMP grant would continue to enhance the ability of Chemeketa Community College to recruit and retain migrant students.

As a Community/Migrant Health Center, our mission is to improve the quality of life for migrant and seasonal farm workers (MSFW), the underserved and others as we work to strengthen the health of our communities. We provide medical, dental, behavioral, pharmacy, enabling, educational and social services to low-income and MSFW populations in Oregon and Washington. Our Rosewood Family Health Center in Portland, Lancaster Family Health Center in Salem, Salud Medical Center in Woodburn, and Mirasol Family Health Center in Hermiston served over 29,759 medical patients in 2014. Services are provided without regard to an individual's ability to pay. A sliding fee scale is available for those without health insurance.

We are committed to working with Chemeketa Community College's CAMP Program by:

- Presenting a workshop about health prevention and coverage;
- Presenting information on healthcare careers;
- Providing job shadowing and internship opportunities; and
- Providing insurance information sessions for CAMP students and their families.

Yakima Valley Farm Workers Clinic looks forward to continuing to work together to help students with MSFW backgrounds overcome the many barriers to higher education.

If you have any questions, please contact me at (509) 865-5898.

Sincerely,

(b)(6)

✓ Juan Carlos Olivares  
Chief Executive Officer

Central Administration  
604 West 1st Avenue | Toppenish, WA 98948  
Phone 509-865-5898 | Fax 509-865-4337 | [www.yvfwc.com](http://www.yvfwc.com)

A culture of caring and respect



January 27, 2015

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

Dear Ms. Ramirez:

I am pleased to endorse your grant proposal for the College Assistance Migrant Program (CAMP) funded through the U. S. Department of Education, Office of Migrant Education. Clearly, there continues to be a great need for such a project, especially to provide educational opportunities to migrant and seasonal farm-working students from the rural areas within the Willamette Valley and surrounding areas. Renewing the CAMP grant would continue to enhance the ability of Chemeketa Community College to recruit and retain migrant students.

I am familiar with the successes of CAMP at Chemeketa Community College, and therefore, without hesitance I commit the following services and resources to the program:

- Our staff will provide information about your program as they interact with potential candidates.
- We will invite CAMP staff to present at appropriate events that we coordinate.

It is my hope that CAMP can continue to provide its services to Chemeketa Community College students. CAMP's past record is evident of the successful combination of activities and services. I am pleased to reaffirm my department's full support of this proposal. As members of Portland Community College, we are ready to provide assistance to projects that improve the condition and education of all students, but especially for those groups and individuals that historically have been underserved. CAMP at Chemeketa Community College will continue to make significant differences in the lives of many students for years to come.

Sincerely,

(b)(6)

Sandra Fowler-Hill, Ed.D.  
Rock Creek Campus President  
Portland Community College



# Oregon Department of Education

John A. Kitzhaber, MD, Governor

Office of Learning – Equity Unit  
255 Capitol S.E.  
Salem, OR 97310  
Voice: 503-047-5600  
Fax: 503-370-5156

December 15, 2014

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

Dear Ms. Ramirez:

I am pleased to endorse your grant proposal for the College Assistance Migrant Program (CAMP) funded through the U. S. Department of Education, Office of Migrant Education. Clearly, there continues to be a great need for such a project, especially to provide educational opportunities to migrant and seasonal farm-working students from the rural areas within the Willamette Valley and surrounding areas. Renewing the CAMP grant would continue to enhance the ability of Chemeketa Community College to recruit and retain migrant students.

I am very familiar with the successes of CAMP at Chemeketa Community College, and therefore, without hesitation I commit to the success of the program. Oregon is the fifth largest migrant state and yet we only have two CAMP programs including the one at Chemeketa. The need far exceeds the current resources available. Having a HELP program at Chemeketa facilitates the transition of students getting their GED and then going on to the Community College. Many migrant students and parents have expressed to me the gratitude of having this program.

It is my hope that CAMP can continue to provide its services to Chemeketa Community College students. CAMP's past record is evident of the successful combination of activities and services. I am pleased to reaffirm my department's full support of this proposal. As members of the Title IC, Migrant Program at the Oregon Department of Education, we are ready to provide assistance to projects that improve the condition and education of all students, but especially for those groups and individuals that historically have been underserved. CAMP at Chemeketa Community College will continue to make significant differences in the lives of many students for years to come.

Sincerely, \_\_\_\_\_ /

(b)(6)

Jonathan Fernow, Title I-C, Migrant Program  
Oregon Department of Education

## College Student Inventory™

## CSI Form A Sample Report

Michael Doe  
Student ReportMichael Doe  
Male, Age 19, ID#1234567  
Sample College  
Month DD, YYYY

## Instructions

Michael, this is an interpretive report of your responses to the College Student Inventory. Its purpose is to help you identify your special interests and needs. The percentile ranks show how you compare to a larger sample of college students from across the country. Specifically, they indicate the percentage of students whose scores are equal to or less than yours. Since they are based on questionnaire information alone, they may give only a rough indication of your true attitudes. Your advisor or counselor will help you understand your scores and find the services you desire.

## Motivational Assessment

	Perc. Rank	Very Low	Very High
<b>Academic Motivation</b>			
Study Habits	4		
Intellectual Interests	4		
Academic Confidence	68		
Desire to Finish College	29		
Attitude Toward Educators	40		
<b>Social Motivation</b>			
Self-Reliance	43		
Sociability	41		
Leadership	70		
<b>General Coping</b>			
Ease of Transition	56		
Family Emotional Support	17		
Openness	26		
Career Planning	69		
Sense of Financial Security	30		
<b>Receptivity to Support Services</b>			
Academic Assistance	14		
Personal Counseling	47		
Social Enrichment	4		
Career Counseling	16		

Internal Validity      Excellent

## Specific Recommendations

The strength of recommendations is indicated by its priority score (0 to 3.3 = low, 3.4 to 6.6 = medium, 6.7 to 10.0 = high):

Discuss attitude toward school with counselor	6.6
Discuss the qualifications for occupations	6.4
Get help in selecting an academic program	6.3
Get help in obtaining a loan	6.3
Get help in obtaining a scholarship	6.3
Get help with study habits	5.7
Discuss emotional tensions with counselor	5.5
Discuss family problems with counselor	5.3
Get help with writing skills	5.2
Discuss advantages/disadvantages of occupations	5.1

## Student Background Information

## High School Academics

Senior Year GPA	C Average
Class Size	500+
Program	College Prep
Perceived Standards	Below Average

## Noncredit Activities

Athletics	Yes
Fine Arts	
Leadership	
Misc. Groups	Yes
Oral Expression	
Science	
Written Expression	

## Family Background

Primary Language	English
Racial/Ethnic Origin	White/Caucasian
Mother's Education	H.S. Diploma
Father's Education	H.S. Diploma
Marital Status	Single, No Plans
Miles From Family	0-9

## Admissions Test Scores

ACT Composite	23-26
SAT (CR + M)	721-840

## College Experience

Housing	Parents' Home
Degree Sought	Bachelor's
Plans to Study	6 hrs/week

## Notice

Students may request that their report be removed from your file at anytime.

# CHEMEKETA

# LOGIC MODEL

# CAMP PROGRAM

Inputs	Outputs	Outcomes	Impact
Investments	CAMP Services	Short-Term/Long-Term Results	Return on Investment
<ul style="list-style-type: none"> <li>■ Higher Ed Support and Knowledge</li> <li>■ Highly Qualified Staff Dedication and Support</li> <li>■ Rigorous Curriculum (STEM)</li> <li>■ Partners' Expertise and Resources</li> <li>■ Qualified Mentors and Tutors</li> <li>■ Higher Ed Resources</li> <li>■ Technology Database</li> <li>■ In-Kind Funds</li> <li>■ Community-based Agencies</li> </ul>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Academic Preparedness</b></p> <ul style="list-style-type: none"> <li>■ College Inventory Assessment</li> <li>■ Educational Service Plan (ESP)</li> <li>■ Educational Planning</li> <li>■ Course Selection Guidance</li> <li>■ CAMP Course (15 Credits Per-Term)</li> <li>■ College Advising/Counseling</li> <li>■ Tutoring/Mentoring</li> <li>■ Study Skills Building</li> <li>■ STEM Activities/Workshops</li> <li>■ Non-Cognitive/Cognitive Skills</li> <li>■ Educator Capacity Building</li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Personal/Social Development</b></p> <ul style="list-style-type: none"> <li>■ Mentoring/Peer Support</li> <li>■ Personal Advising</li> <li>■ Survival/Leadership Activities</li> <li>■ Cultural/Education Events</li> <li>■ Health/Dental Support</li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Financial Knowledge</b></p> <ul style="list-style-type: none"> <li>■ Financial Aid/FAFSA completion assistance</li> <li>■ Financial Literacy Workshops</li> <li>■ Help with Applying to Four Year College</li> <li>■ Assistance with scholarships</li> <li>■ Offer Stipends-Tuition, Books, Referrals (internal/external)</li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Follow-up Postsecondary Success</b></p> <ul style="list-style-type: none"> <li>■ Academic Supplemental Support</li> <li>■ Financial Aid/FAFSA Assistance</li> <li>■ Counseling/Guidance Support</li> <li>■ Advising/Tutoring/Mentoring</li> <li>■ Apply to TRIO SSS Program</li> </ul> </div>	<p><b>Objective A: Receive at least 120 applications and recruit 55 at-risk eligible MSFWs who are most in need of academic, personal, and financial support services</b></p> <ul style="list-style-type: none"> <li>■ 20 high schools &amp; 15 organizations serving farmworkers will be contacted</li> <li>■ 55 students will be enrolled into CAMP</li> </ul> <p><b>Objective B: Provide 55 students with admissions and academic support services to successfully complete their first year of college and continue in postsecondary education</b></p> <ul style="list-style-type: none"> <li>■ 100% of students will attend &amp; complete orientations</li> <li>■ 100% of students will be assessed, registered &amp; enrolled in 12 credits (minimum)</li> <li>■ 100% of students will enroll in FYE &amp; one college success course.</li> <li>■ 100% of students will participate in a STEM related workshop</li> <li>■ 100% of students will be assessed &amp; provided supportive services</li> <li>■ 100% of students will have access to tutoring services</li> <li>■ 100% of students will participate in multicultural &amp; leadership activities 1/term</li> </ul> <p><b>Objective C: Provide 55 students with academic, career, and personal advising and counseling services to enable them to succeed in their first year of college</b></p> <ul style="list-style-type: none"> <li>■ 100% of students will receive academic advising &amp; counseling services 2/term</li> <li>■ 100% of students will have an ESP on file that is updated each term</li> <li>■ 100% of students will be assigned a mentor &amp; receive mentoring 1 hr./week</li> </ul> <p><b>Objective D: Provide 55 students with financial aid assistance and access to federal, state, private and institutional resources to support their first year of college</b></p> <ul style="list-style-type: none"> <li>■ 100% of students will complete the FAFSA application</li> <li>■ 100% of students will receive workshops on scholarships opportunities</li> <li>■ 100% of students will be assessed &amp; provided supportive services</li> </ul> <p><b>Objective E: Provide follow-up services to enhance student retention and graduation rates through academic support after completing their first year of college</b></p> <ul style="list-style-type: none"> <li>■ 100% of students will attend follow-up informational sessions &amp; complete CAMP exit survey</li> <li>■ 85% of students who complete year 1 will enroll 2<sup>nd</sup> academic year &amp; will be monitored</li> <li>■ 100% of eligible students will be provided assistance completing TRIO application</li> <li>■ 100% of students who complete 1<sup>st</sup> year will be eligible to apply for a CAMP Mentor/Tutor position</li> </ul>	<ul style="list-style-type: none"> <li>■ A robust supportive college and career culture conducive to learning evident at CAMP and among students</li> <li>■ 55 eligible MSFW students highly engaged and learning in CAMP</li> <li>■ 48+ (86%) CAMP students successfully complete their first year of college</li> <li>■ 41+ (85%) CAMP students who complete their first year of college continue to be enrolled in college.</li> <li>■ Increasing the number of MSFW students graduating from college, targeting STEM degrees and careers</li> </ul>



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**Position:** CAMP Project Director

**Reports to:** Dean, Student Retention and College Life/College Access Programs

**Date Revised:** January 2014

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**Primary Purpose:**

Provide leadership and coordination for the planning, development, and delivery and evaluation of high quality, innovative services to the CCC CAMP Internal and external clients through a collaborative team approach.

**Qualifications, Education/Certification:**

**Education required:** Bachelor's degree or equivalent in administration, education, or related field from an accredited institution

**Preferred:** Master's degree or equivalent in administration, education, or related field from an accredited institution

**Experience Required:** Two years' experience in project management, data collection, and reporting; experience working with diverse populations; experience working with migrant education or providing services for a migrant population

**Special Skills Required:** Must have strong bilingual/ bicultural skills.

**Performance Responsibilities:**

1. Embraces diversity and actively collaborates effectively with a variety of students, staff and the public from diverse cultural, social, economic and educational backgrounds.
2. Embraces appropriate technology tools to accomplish job functions; understands and utilizes available technology as communication and data gathering tools.
3. Participates in meetings as appropriate and keeps college administrators informed of the needs and outcomes of the CAMP grant. Serves as resource person for guidance, problem solution, and training.
4. Directs the CAMP, in accordance with federal guidelines, institutional procedures and guidance from the federal office of migrant education.
5. Supervises and evaluates employees assigned to programs; explains college policies and procedures to staff and students; strong consensus and team building skills and conflict resolution experience.
6. Actively participates in identification and selection of migrant farm workers and their children who will benefit from HEP/CAMP services; establishes selection criteria and monitors participant selection.
7. Meets regularly with the Advisory Committee and staff to develop plans for program implementations; evaluates programs and recommends improvements.
8. Responsible for preparing, implementing, and monitoring program budget and expenditures, including distribution of scholarships, stipends, health care, and transportation funding, as well as preparing financial reports.
9. Analyzes target market needs and develops appropriate activities and services; oversees curriculum development. Plans and coordinates information/ promotional campaigns for CAMP; advises and organizes scheduling of student events and activities.
10. Oversees the collection and maintenance of project data and participant records; prepares all reports for US Department of Education.

**Supervisory Responsibilities:**

Supervise and evaluate the performance of all employees assigned including the Counselor, Project Assistant, Adjunct Faculty, Mentors, Tutors and the Retention/Recruitment Specialist.

**Working Conditions:**

Work with frequent interruptions; maintain emotional control under stress; frequent regional and statewide travel; occasional prolonged and irregular hours; ability to lift up to 20 pounds of workshop material.

*The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.*

40

## Gianluigi Benvenuto

(b)(6)

### EMPLOYMENT EXPERIENCE:

**Chemeketa - Director, College Assistance Migrant Program** January 2014 – Present  
Develop, promote and provide direction and leadership for the CAMP program, including budget management of a \$425,000 budget. Recruit, supervise, and evaluate performance of the CAMP program staff. Direct the College Assistance Migrant Program (CAMP) in accordance with federal guidelines, institutional procedures and guidance from the federal office of migrant education; effectively implements program goals and objectives; interprets grant regulations and guidelines. Ensure that the Government Performance Results Act (GPRA) results are met based on the goals/objective submitted for CAMP federal grant. Oversee the collection and maintenance of project data and participant records; prepares all reports for US Department of Education.

**Chemeketa - Director, Community and Service Learning** January 2014 – June 2014  
Led departmental and institutional initiatives related to community service and service learning for the college. Develop grants and other partnerships related to community based learning. Work with students to promote and provide meaningful service opportunities. Work closely with faculty to promote and facilitate community based learning components within their course content. Work with the AmeriCorps Vista member and other programs from the Oregon Campus Compact.

**Chemeketa Woodburn Ctr - HS Partnerships GED Instructor/Special Assignments** Dec 2012 – Dec 2013  
Teach and develop curriculum for all five GED subjects in Spanish; coordinate services, including testing and supplemental support, transition advising and other activities for more than 70 students. Taught GED classes for the High School Partnerships. Created special program and supervised Woodburn peer leaders.

**Oregon State University - Director, CASA Latina/o de OSU** September 2011– August 2012  
Served as the Intercultural Student Services Outreach Coordinator; managed, evaluated and monitored the budget for CASA Latina/o de OSU and other institutional budgets. Wrote grants, formed internal and external collaborations to increase the program base budget by almost 50% implemented and coordinated the Adelante Leadership Program to provide leadership development to 30 students per year. Led university consortium of partners to increase recruitment, success and engagement of Latino students.

**Oregon State University - Graduate Assistant-Intercultural Student Services** Sept 2010 – June 2011  
Developed curriculum and coordinated the Adelante Leadership program. Supervised group of 20 students.

**Oregon State University - Academic Success Instructor** Winter 2011  
Developed curriculum for the two-credit class and taught academic success skills to 25 students.

**Chemeketa Community College - Community Developmental Education Instructor** March – June 2010  
Taught General Education Development (GED), computers and non-credit Spanish courses.

**Western Oregon University - Spanish Instructor** October 2009 – March 2010  
Taught Spanish to a group of university faculty and administrators. Developed daily lesson plans and activities.

**Clackamas Community College - Adjunct Faculty** September 2006 – March 2007  
Taught American Heart Association advanced CPR courses to Certified Nursing Assistants and students.

**Chemeketa Community College Woodburn Center - Recruiter/Special Projects** Jan 2006 - July 2008  
Developed and coordinated community education partnerships between Chemeketa Woodburn Center, the Woodburn School District and the Migrant Program; recruited more than 120 adult migrant students for ESL, computer and pre-GED classes. Coordinated community recruitment campaigns & supported student services.

### EDUCATION:

Oregon State University - June 2012- Masters in Education, College Students Services Administration

Western Oregon University - March 2010 - B.A. Public Policy and Administration

Associate of Arts Oregon Transfer Degree (First year with Chemeketa CAMP program) - June 2008



**Position:** CAMP Counselor

**Reports to:** CAMP Project Director

**Date Revised:** January 2014

**Primary Purpose:**

Work with college faculty and staff, students, parents, and community to plan, implement, and evaluate a comprehensive developmental guidance and counseling program at Chemeketa Community College. Counsel students to fully develop each student's academic, career, personal, and social abilities and address the needs of MFSW students.

**Qualifications, Education/Certification:**

**Education Required:** Master's Degree in Counseling or equivalent discipline from an accredited institution. Course work/training in career and/or personal counseling.

**Preferred:** Licensed Professional Counselor (LPC) or Nationally Certified Counselor (NCC). Community college experience. Experience with advising and teaching. Similar in background to that of project participants; bi-cultural background.

**Experience Required:** Proven ability to work with/respond to people of diverse cultural backgrounds; knowledge of current personal, career and academic counseling techniques, trends and mental health issues.

**Special Skills Required:** Bilingual in English/Spanish

**Performance Responsibilities:**

1. Serves as a Program Academic Coordinator and works closely with the Project Director and CAMP staff to assist with day-to-day student and program issues.
2. Provides personal and academic counseling.
3. Teaches CAMP Courses .
4. Prepares educational plan with each CAMP student and presents information about CCC CAMP college programs and services to current and prospective students.
5. Provides comprehensive guidance and counseling services to CAMP students. Interprets assessment results; makes referrals to appropriate services.
6. Maintains manual and computerized records, including information on participant progress and services provided.
7. Assists students with financial aid process (FAFSA) and other scholarships.

**Supervisory Responsibilities:**

Supervises CAMP Mentors and Tutors.

**Working Conditions:**

Work with frequent interruptions; maintain emotional control under stress; frequent regional and statewide travel; occasional prolonged and irregular hours; ability to lift up to 20 pounds of workshop material.

*The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.*

**Julio Cortez**

(b)(6)

**Work Experience**

Chemeketa Community College, Salem, OR 2002-Present

**College Assistance Migrant Program (CAMP) Counselor**

- \_ Provide academic advising, personal and career counseling
- \_ Teach courses focused on careers, college finances, transferring, college success
- \_ Supervise student employees

Psychiatric Crisis Center, Salem, OR 2002-2002

**Mental Health Specialist**

- \_ Performed mental health evaluations for hospital patients
- \_ Provided referrals to mental health clients and families

Chemeketa Community College, Salem, OR 2001- 2002

**Intern/Counselor**

- \_ Managed a mental health and career counseling client caseload
- \_ Assisted students with academic advising and community resource referrals.

Professional Therapeutic Community Network, Salem, OR 2001-2002

**Residential Counselor**

- \_ Counseled, monitored, and supervised at-risk sex offender adults and youth

Chemeketa Community College, Salem, OR 2000-2001

**Test Proctor**

- \_ Proctored school and state exams (GED, Placement Test, etc.)

Chemeketa Community College, Salem, OR 1997-1998

**Certified Tutor**

- \_ Tutored college students in various subjects (CS, RD, WR. etc.)

Marion County Drug Treatment, Salem, OR 1997-1997

**Practicum Intern**

- \_ Administered client intakes and assessments for court mandated youth
- \_ Facilitated anger management and chemical addictions groups and individuals

**EDUCATION**

Western Oregon University, Monmouth, OR

M.S., Rehabilitation Counseling 2002

B.A., Psychology 2000



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**Position:** CAMP Retention/Recruitment Specialist (Part-time 9 Months)

**Reports to:** CAMP Project Director

**Date Revised:** January 2014

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**Primary Purpose:**

Support the ongoing recruitment and retention of CCC CAMP participants. Work closely with CCC CAMP low-income and first-generation migrant students, ensuring they receive the interventions and resources needed to support their success in the program as well as at CCC.

**Qualifications, Education/Certification:**

**Education Required:** Associate's Degree or equivalent in human services or related field

**Experience Required:** Two years' in a setting of service delivery to clients, (i.e. public or private agency, educational institution, human service delivery system or comparable volunteer work); background similar to that of project participants, preferred.

**Special Skills Required:** Bilingual/Bi-cultural English/Spanish skills; demonstrated ability to work with a diverse population of student/clients; knowledge and skill in the use of computer hardware and software.

**Performance Responsibilities:**

1. Advises and provides information to current and prospective College Assistance Migrant Program (CAMP) students regarding CCC and community resources.
2. Reviews and interprets placement test scores and advises on appropriate placement.
3. Assists in the coordination of services and resources for students; makes effective and appropriate referrals to counselors, faculty, advisors, student services staff, and other offices, agencies, and personnel.
4. Actively participates in the recruitment of prospective CAMP students.
5. Prepares for and gives group presentations, campus tours/overviews, student orientations, workshops, college and career fairs, and other activities; assists in preparation an assembling of materials for presentations, advising manuals, orientation, and other activities.
6. Updates CAMP website and other program materials to communicate program activities as needed.
7. Organizes university field trips and other program activities to retain program participants and prepare them for college and career goals.
8. Embraces diversity and actively collaborates effectively with a variety of students, staff and the public from diverse cultural, social, economic and educational backgrounds.

**Supervisory Responsibilities:** None

**Working Conditions:**

Work with frequent interruptions; maintain emotional control under stress; frequent regional and statewide travel; occasional prolonged and irregular hours; ability to lift up to 20 pounds of workshop material.

*The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.*



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**Position:** Project Assistant (Full-time 10 months)

**Reports to:** CAMP Project Director

**Date Revised:** January 2014

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**Primary Purpose:**

A 10-month, Full-time position, responsible for the CAMP database, participant records (eligibility, services received, placement test scores, follow-up), assisting with screening applicants, and other duties as assigned.

**Qualifications, Education/Certification:**

**Education Required:** Associate's Degree or High School Diploma/GED and one year of administrative support experience

**Preferred:** AA in business or related field and 2 year's work experience in administrative support. Demonstrated experience in grant reporting. Similarity in background to that of project participants.

**Special Skills Required:** Bilingual/Bi-cultural, English/Spanish skills, knowledge of desktop computers and networks, database, word processing and spread sheet programs. Ability to type/key 60 wpm; knowledge of Standard English and business math.

**Performance Responsibilities:**

1. Provides college, department and project information in Spanish and English to staff, students and the public on the phone and in person, including mono-lingual Spanish speakers; determines if referral is appropriate and directs to resource person as needed.  
conducts follow-up calls to applicants; assists with CAMP application process
2. Coordinates the collection of data from multiple sources; develops methods; compiles, prepares, and verifies data needed for CAMP project, including tracking participant progress, maintains and gather the data need it to submit the annual progress report.
3. Trains and advises staff on project record keeping and recording procedures; acts as liaison between staff and other departments.
4. Recommends changes in database program in response to changes in federal reporting requirements. Updates and maintain program database.
5. Participates in screening CAMP applications.
6. Actively participates in the retention and recruitment of students.
7. Participates in training and leadership activities.
8. Assists with organizing CAMP activities.
9. Assists with monitoring program budgets.

**Supervisory Responsibilities:** None

**Working Conditions:**

Work with frequent interruptions; maintain emotional control under stress; frequent regional and statewide travel; occasional prolonged and irregular hours; ability to lift up to 20 pounds of workshop material.

*The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.*

# Rosalba Aguilar

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**Objective** Assist students of migrant farm worker background achieve their educational goals so that they can pursue a career.

**Experience** 1999– present            CAMP Program (C. C. C)            Salem, OR

**CAMP Administrative Assistant**

- Provides Information about CAMP program to students, staff and the public on the phone and in person in English and Spanish, presents CAMP information to small groups.
- Files documents, data entry, faxes, creates budget reports, prepares, types, forms, promotional flyers and other documents for CAMP; distributes mail to staff and fills up check request forms, travel reimbursement forms, and petty cash forms.
- Creates Excel reports and graphs from student data retrieved from Chemeketa's pipeline and Banner system.
- Cohort Code CAMP students in Banner.
- Prepares mailing packets.
- Organizes CAMP activities, field trips, and college visits.
- Schedules interviews, helps in the screening of CAMP applications and makes follow-up phone calls to CAMP applicants.
- Participates in CAMP interviews as well as other Chemeketa interview committees.
- Participates in training and leadership activities.
- Works with teams and with CAMP students to help them achieve their educational goals.
- Trains student employees.
- Maintains clerical/computerized record keeping.
- Records weekly meeting minutes; types them and distributes them among the committee members from within the CAMP and other Chemeketa committees.
- Organizes CAMP events, reserves equipment as needed for events and college visits.
- Attends local workshops as well as national and regional conferences.
- Assists in the recruitment of new CAMP students and presents scholarship awards to students.
- Sends out three Midterm Progress Reports a term; every term.
- Facilitates meetings, helps with phone coverage in the front desk.
- Orders school supplies, office supplies, and orders books for students.
- Distributes monthly stipends to students, collects staff timesheets and keeps track of hours worked.
- Reconciles receipts with CAMP budget.

**Education** 1998-present            Chemeketa Community College    Salem, OR

- AAOT – Oregon Transfer Degree (June 2003)
- AGS – General Transfer Degree (June 2003)
- AS, Administrative Assistant  
Business Technology Two-year degree program (June 2001)

1994-1998                      South Salem High School            Salem, OR

- Diploma

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:  
ORGANIZATION:  
Chemeketa Community College  
P.O. Box 14007  
Salem, OR 97309

DATE: 07/22/2010  
FILING REF.: The preceding  
agreement was dated  
04/06/2006

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	06/30/2015	28.00	On-Campus	All Programs
PROV.	07/01/2015	06/30/2016	28.00	On-Campus	All Programs

\*BASE

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

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**Chemeketa Community College**  
**College Assistance Migrant Program Budget Narrative**  
**2015 – 2020**

The proposed budget for Chemeketa Community College's (CCC), is in response to the U.S. Department of Education's Office of Elementary and Secondary Education **College Assistance Migrant Program (CAMP)** application for new awards. The application clearly illustrates the funding being requested for the 60 month program. The budget request is realistic and based on actual costs that will adequately support the proposed CAMP services, activities, instructional support, training and professional development as presented in the scope of work. The funding requested is only for resources and items that are not currently available through Chemeketa Community College or other community support.

Chemeketa Community College proposed budget of **\$2,125,000** will serve **55 eligible Migrant and Seasonal Farm Worker (MSFW) students** annually who attend the main campus in Salem and may take selected courses at satellite campuses in McMinnville, Dallas, Brooks and Woodburn over the five year project period. CAMP is aimed at improving the low educational achievement levels of its students by breaking the cultural differences and language barriers many MSFWs face from the lack of fully participating in educational and workforce opportunities.

As described in the application narrative, CCC has budgeted the proposed positions, travel, supplies, materials, services and other items to effectively implement the CAMP. The allocation of resources was prepared based on CCC's many years of experience operating CAMP programs.

## 1. Personnel

### BASIS FOR COST ESTIMATES

Chemeketa Community College CAMP salaries and benefits are calculated using approved salary schedules and are reflective of salaries for similar positions across the College. Estimated COLAs and mandatory step increases for exempt, classified, and faculty positions have been included in the estimates.

### IMPORTANCE OF THE POSITIONS

All positions full, part-time, and adjunct are essential to the project's success. Each position contributes in a unique way to an overall joint effort in the accomplishment of critical components and overall program success.

Positions include the following:

**Principal Investigator (PI .10 FTE):** Mr. Manuel Guerra (10%) at **no-cost to CAMP** will continue to serve as the PI and supervise the CAMP Project Director.

**Project Director (.75 FTE)** The Project Director, Mr. Gianluigi B. Benvenuto will be responsible for grant management including project implementation, recruitment, staff supervision, compliance with applicable federal rules-and regulations, and reporting grant performance. Mr. Benvenuto is funded .25 FTE by the college to support migrant and underrepresented student outreach.

**CAMP Counselor (100% 1 FTE):** Mr. Julio Cortez, a former CCC CAMP student, will be responsible for providing academic counseling and assisting students access other support services, and for teaching student success and related courses and workshops.

**Outreach Specialist (1 Part-Time):** This position will assist with student recruitment, assisting applicants, and advising students.

**Program Assistant (100% 1 FTE):** Mrs. Rosalba Aguilar will continue to serve as the Program Assistant full-time. Mrs. Aguilar, a former Chemeketa CAMP student, will be responsible for maintaining the CAMP database and participant records (eligibility, services received, placement test scores, and follow-up), disseminating CAMP promotional material, assisting with screening applicants, and other duties as assigned.

**Adjunct Faculty (Part-Time):** Adjunct faculty will be recruited to teach the CAMP First Year Experience course, college and career guidance courses, computer technology courses, cognitive and non-cognitive study skills and other courses institutionalized over the course of the grant.

**Student/Peer Mentors (Part-Time):** Student mentors will be recruited and hired to serve as role models and guides for CAMP participants to further engage students in CAMP and college academics and activities. Duties will include providing campus tours, familiarizing students with CCC departments and services, assisting students in identifying network groups, and providing overall academic and personal guidance and support throughout the duration of CAMP.

**Part-Time Tutors (Part-Time):** Part time tutors will provide participants with supplemental academic assistance in various college course subjects including, writing, reading, and math.

CAMP Position	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Project Director (75% FTE 12 Month)	\$49,950	\$53,145	\$56,618	\$59,873	\$63,284	\$282,870
Counselor (100% 1 FTE 12 Month)	\$72,605	\$77,361	\$78,488	\$79,614	\$80,741	\$388,809
Outreach Specialist (Part-Time Hourly)	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$40,000
Project Assistant (100% 1 FTE 10 Month)	\$36,936	\$37,482	\$38,028	\$38,573	\$39,119	\$190,138
Adjunct Faculty (Part-Time)	\$5,900	\$5,900	\$5,900	\$5,900	\$5,900	\$29,500
Mentors (Part-Time)	\$14,050	\$14,050	\$14,050	\$14,050	\$14,050	\$70,250
Tutors (Part-Time)	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
<b>Total Salary Costs:</b>	<b>\$192,441</b>	<b>\$200,938</b>	<b>\$206,084</b>	<b>\$211,010</b>	<b>\$216,094</b>	<b>\$1,026,567</b>

## 2. Fringe Benefits

### FRINGE BENEFIT PERCENTAGES

Project Director 49%, CAMP Counselor 45%, Project Assistant 58%, Part Time Hourly and Adjunct Faculty (9% - 31% depending upon PERS eligibility)

### RATE AND BASIS FOR BENEFITS

All full-time personnel benefits include medical, dental, and vision insurance, vacation, sick leave, workers compensation, FICA, Medicare, Unemployment Insurance, and participation in the Public Employee Retirement System (PERS).

Student, part-hourly, and adjunct faculty benefits are 9% and may be as high as 31% depending upon eligibility to participate in PERS.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>Total Fringe Benefits Costs:</b>	<b>\$100,438</b>	<b>\$103,798</b>	<b>\$106,128</b>	<b>\$107,814</b>	<b>\$110,742</b>	<b>\$528,920</b>

## 3. Travel

Travel costs are based on federal per diem rates and round-trip airfare from Portland International Airport (PDX) to a major US city. The Project Director oversees CAMP, and as such the grant budget reflects the cost of attendance at HEP/CAMP project director meetings. The Project Director will ensure staff has an opportunity to take part in conferences and other training each year.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<i>HEP/CAMP Project Director's Meeting (Washington, DC)</i>						
Airfare: PDX to DC @ \$700	\$700	\$700	\$700	\$700	\$700	\$3,500
Lodging: 3 nights x \$200	\$600	\$600	\$600	\$600	\$600	\$3,000
Per Diem: 4 days x \$60	\$240	\$240	\$240	\$240	\$240	\$1,200
Ground Transportation	\$70	\$70	\$70	\$70	\$70	\$350
<i>Subtotal</i>	<i>\$1,610</i>	<i>\$1,610</i>	<i>\$1,610</i>	<i>\$1,610</i>	<i>\$1,610</i>	<i>\$8,050</i>
<i>National Association of State Directors of Migrant Education (Director)</i>						

Airfare: \$700	\$700	\$700	\$700	\$700	\$700	\$3,500
Lodging: 3 nights x \$150	\$450	\$450	\$450	\$450	\$450	\$2,250
Per Diem: 4 days x \$60	\$240	\$240	\$240	\$240	\$240	\$1,200
Ground Transportation	\$70	\$70	\$70	\$70	\$70	\$350
Registration @ \$350/person	\$350	\$350	\$350	\$350	\$350	\$1,750
<i>Subtotal</i>	<i>\$1,810</i>	<i>\$1,810</i>	<i>\$1,810</i>	<i>\$1,810</i>	<i>\$1,810</i>	<i>\$9,050</i>
<i>National HEP/CAMP Conference (three staff Year 1 &amp; 2; two staff Year 3; &amp; one staff Years 4 &amp; 5)</i>						
Airfare: \$700	\$2,100	\$1,400	\$1,400	\$700	\$700	\$6,300
Lodging: 3 nights x \$150	\$1,350	\$900	\$900	\$450	\$450	\$4,050
Per Diem: 4 days x \$60	\$720	\$480	\$480	\$240	\$240	\$2,160
Ground Transportation	\$70	\$70	\$70	\$70	\$70	\$350
Registration: \$350	\$1,050	\$700	\$700	\$350	\$350	\$3,150
<i>Subtotal</i>	<i>\$5,290</i>	<i>\$3,550</i>	<i>\$3,550</i>	<i>\$1,810</i>	<i>\$1,810</i>	<i>\$16,010</i>
Faculty development cost of \$500 dispensed for full time faculty in above travel.						
<i>Other Professional Development</i>						
Airfare: \$700	\$700	\$700	\$700	\$0	\$0	\$2,100
Lodging: 3 nights x \$150	\$450	\$450	\$450	\$0	\$0	\$1,350
Per Diem: 4 days x \$60	\$240	\$240	\$240	\$0	\$0	\$720
Ground Transportation	\$70	\$70	\$70	\$0	\$0	\$210
Registration	\$300	\$300	\$300	\$0	\$0	\$900
<i>Subtotal</i>	<i>\$1,760</i>	<i>\$1,760</i>	<i>\$1,760</i>	<i>\$0</i>	<i>\$0</i>	<i>\$5,280</i>
<i>CAMP -Washington Consortium Conference (Washington locations in Washington State) Three staff in Year 1, 2 &amp; 3, two staff in Year 4 &amp; one staff Year 5.</i>						
Car Rental: \$100	\$100	\$100	\$100	\$100	\$100	\$500
Lodging: 1 night x \$100 x three staff in year 1, 2 and 3/ two in year 3 and 4 and one in year 5	\$300	\$300	\$300	\$200	\$100	\$1,200
Per Diem: 1 day x \$60 per day	\$180	\$180	\$180	\$120	\$60	\$720
<i>Subtotal</i>	<i>\$580</i>	<i>\$580</i>	<i>\$580</i>	<i>\$420</i>	<i>\$260</i>	<i>\$2,420</i>
<i>Local Mileage</i>						
Student Recruitment/HEP CAMP consortium meetings and trainings 1700 miles @ \$0.60 per mile	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
<i>Subtotal</i>	<i>\$1,000</i>	<i>\$1,000</i>	<i>\$1,000</i>	<i>\$1,000</i>	<i>\$1,000</i>	<i>\$5,000</i>
<b>Total Travel Costs:</b>	<b>\$12,050</b>	<b>\$10,310</b>	<b>\$10,310</b>	<b>\$6,650</b>	<b>\$6,490</b>	<b>\$45,810</b>

#### 4. Equipment

No equipment is requested (items over \$5,000).

## 5. Supplies

CAMP proposes to purchase 22 Tablets plus keyboards for students to checkout, as most CAMP participants have little or no access to technology at home. Three staff computers are included to replace those purchased by CCC more than four years ago. Computer accessories (monitors, cables, keyboards, etc.) and software, including educational software, are also included to support the new staff computers. Non-instructional supplies, needed for CAMP offices and college visits, are requested each year, as are periodicals. Graphic materials include posters and brochures promoting CAMP services. Telephone costs are budgeted based on CCC's current CAMP grant expenses. Student supplies include textbooks and graphing calculators based on student need and a welcome packet for each student, including a notebook, paper, pens, etc. All supplies are directly related to the program and are a necessity for operation of the program.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Tablets+ keyboard for student check out. 22 units @ \$500 per unit during Year 1 & 2	\$8,000	\$3,000	\$0	\$0	\$0	\$11,000
Staff Computers: 3 in year one @ \$1,200	\$3,600	\$0	\$0	\$0	\$0	\$3,600
Office & Miscellaneous Supplies	\$2,572	\$2,405	\$2,129	\$1,197	\$1,000	\$9,303
Computer accessories	\$300	\$300	\$300	\$300	\$300	\$1,500
Periodicals	\$90	\$90	\$90	\$90	\$90	\$450
Student Supplies (Books, calculators and student welcome package).	\$14,225	\$13,375	\$12,675	\$8,155	\$4,900	\$53,330
Telephone	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300	\$6,500
<b>Total Supplies Costs:</b>	<b>\$30,087</b>	<b>\$20,470</b>	<b>\$16,494</b>	<b>\$11,042</b>	<b>\$7,590</b>	<b>\$85,683</b>

## 6. Contractual

Funds are requested to maintain, update, and troubleshoot the customized database developed by 360 Development in year five of the previous cycle. The robust database captures CAMP student information and interacts with the college's SCT Banner system. In Years one, two, and four, funds are requested to hire an external evaluator. An external evaluator will conduct an annual evaluation in those years, which will include CAMP staff, Advisory Council, partners and students as well as a review of GPRA measures, objectives, activities, and outcomes. Ms. Ofelia Gamez will conduct the external evaluations. Ms. Gamez has over 17 years of experience evaluating federal programs, including six CAMP Programs. Ms. Gamez currently manages one of the five top ranked CAMP program in the nation and has the relevant training and experience to effectively evaluate the CAMP.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Database Maintenance	\$800	\$800	\$800	\$800	\$800	\$4,000
CAMP External Review (Ofelia Gamez) will provide an external evaluation in Years 1, 2, and 4	\$3,000	\$3,000	\$0	\$3,000	\$0	\$9,000
<b>Total Contractual Costs:</b>	<b>\$3,800</b>	<b>\$3,800</b>	<b>\$800</b>	<b>\$3,800</b>	<b>\$800</b>	<b>\$13,000</b>

## 7. Construction

No construction costs are requested.

## 8. Other

Resources will be used for meeting expenses; copy and print materials; HEP/CAMP Association dues; promotion of the program (printing, radio, recruitment materials, etc.); and van rental to transport CAMP participants to campus visits and cultural events. Participant events include a four-day overnight student orientation, an end of the year celebration, parent seminars,

university visits, student conferences, admission or entry fees to museums and plays, and other academic, cultural and leadership related activities.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Meeting Expenses	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
Photocopies	\$1,100	\$1,100	\$1,100	\$1,100	\$1,100	\$5,500
CAMP/HEP Association Dues	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$6,000
Promotion & Advertising	\$4,000	\$3,500	\$3,000	\$2,500	\$1,100	\$14,100
Student Transportation (Vans)	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$6,000
Participant events	\$13,000	\$13,000	\$13,000	\$13,000	\$13,000	65,000
<b>Total Other Costs:</b>	<b>\$21,500</b>	<b>\$21,000</b>	<b>\$20,500</b>	<b>\$20,000</b>	<b>\$18,600</b>	<b>\$101,600</b>

## 9. Direct Costs

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>Total Direct Costs:</b>	<b>\$360,316</b>	<b>\$360,316</b>	<b>\$360,316</b>	<b>\$360,316</b>	<b>\$360,316</b>	<b>\$1,801,580</b>

## 10. Indirect Costs

CCC's Federally Negotiated Indirect Cost Rate is 28% of modified total direct costs.

However, for the CAMP program CCC will use a restricted indirect rate of 8%.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>Total Indirect Costs @ 8%</b>	<b>\$28,825</b>	<b>\$28,825</b>	<b>\$28,825</b>	<b>\$28,825</b>	<b>\$28,825</b>	<b>\$144,125</b>

## 11. Training Stipends

All first-year CAMP students will receive monthly stipends (**\$50 each**) from October to May. Students in need may be awarded emergency tuition or stipends which may include transportation allowances, bus passes, campus parking permits, or gas cards. CAMP will provide students with access to dental and medical examinations at no cost to the student. Dental deep cleaning, and x-rays will be made available through a CCC partner, Oregon Institute of

Technology's dental clinic, located on the Salem Chemeketa Campus. Students will also receive a free medical examination at the beginning of the program through the Yakima Valley Farmworker Clinic. In addition, ten students will be placed in different internship sites to learn relevant skills related to the students career path.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1 <sup>st</sup> Year Student Stipends (\$50/month x 8 mos. x 55 students)	\$22,000	\$22,000	\$22,000	\$22,000	\$22,000	\$110,000
Emergency Stipend/Tuition Support - Will be provided based on need and emergency situations	\$8,539	\$8,539	\$8,539	\$8,539	\$8,539	\$42,695
<b>Three credit internship class = 100 internship hours/term. Ten students X \$282 per 3 credit class.</b>	\$2,820	\$2,820	\$2,820	\$2,820	\$2,820	\$14,100
OIT Dental Clinic & Yakima Valley Farmworker partnership for health Services	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$12,500
<b>Total Training Stipends:</b>	<b>\$35,859</b>	<b>\$35,859</b>	<b>\$35,859</b>	<b>\$35,859</b>	<b>\$35,859</b>	<b>\$179,295</b>

## 12. Total Costs

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>Total Grant Request:</b>	<b>\$425,000</b>	<b>\$425,000</b>	<b>\$425,000</b>	<b>\$425,000</b>	<b>\$425,000</b>	<b>\$2,125,000</b>

Total cost for the 60 month program is \$2,125,000.

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

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

Name of Institution/Organization

Chemeketa Community College

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	192,441.00	200,938.00	206,084.00	211,010.00	216,094.00	1,026,567.00
2. Fringe Benefits	100,438.00	103,798.00	106,128.00	107,814.00	110,742.00	528,920.00
3. Travel	12,050.00	10,310.00	10,310.00	6,650.00	6,490.00	45,810.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	30,087.00	20,470.00	16,494.00	11,042.00	7,590.00	85,683.00
6. Contractual	3,800.00	3,800.00	800.00	3,800.00	800.00	13,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	21,500.00	21,000.00	20,500.00	20,000.00	18,600.00	101,600.00
9. Total Direct Costs (lines 1-8)	360,316.00	360,316.00	360,316.00	360,316.00	360,316.00	1,801,580.00
10. Indirect Costs*	28,825.00	28,825.00	28,825.00	28,825.00	28,825.00	144,125.00
11. Training Stipends	35,859.00	35,859.00	35,859.00	35,859.00	35,859.00	179,295.00
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: 07/01/2010 To: 06/30/2015 (mm/dd/yyyy)

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

The Indirect Cost Rate is 28.00 %.

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

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

Name of Institution/Organization Chemeketa Community College	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
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
7. Construction	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:
	Gianluigi		Benvenuto	

Address:

Street1:	4000 Lancaster DR NE
Street2:	PO Box 14007
City:	Salem
County:	Marion
State:	OR: Oregon
Zip Code:	97309
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(503) 589-7715	

Email Address:

gianluigi.benvenuto@chemeketa.edu
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**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

Yes Provide Exemption(s) #: 

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No Provide Assurance #, if available:

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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