

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



**APPLICATION FOR GRANTS
UNDER THE**

College Assistance Migrant Program (CAMP) CFDA Number 84.149A

CFDA # 84.149A

PR/Award # S149A160001

Grants.gov Tracking#: GRANT12107095

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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

Application for Federal Assistance SF-424

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

* 3. Date Received: <input type="text" value="03/01/2016"/>	4. Applicant Identifier: <input type="text" value="F16-75"/>
----------------------------------------------------------------	-----------------------------------------------------------------

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:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="916000618"/>	* c. Organizational DUNS: <input type="text" value="0554849500000"/>
---------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------

d. Address:

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

e. Organizational Unit:

Department Name: <input type="text" value="Student Achievement"/>	Division Name: <input type="text" value="Academic and Student Life"/>
----------------------------------------------------------------------	--------------------------------------------------------------------------

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

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

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

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

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-010716-001

* Title:

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

13. Competition Identification Number:

84-149A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Central Washington University College Assistance Migrant Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Julie Guggino</p>	<p>TITLE</p> <p>Dean, School of Graduate Studies and Research</p>
<p>APPLICANT ORGANIZATION</p> <p>Central Washington University</p>	<p>DATE SUBMITTED</p> <p>03/01/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Central Washington University * Street 1: 400 E. University Way Street 2: _____ * City: Ellensburg State: WA: Washington Zip: 98926 Congressional District, if known: WA-008		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Migrant_Education_College_Assistance_Migrant_Program CFDA Number, if applicable: 84.149	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name n/a _____ Middle Name _____ * Last Name n/a _____ Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name n/a _____ Middle Name _____ * Last Name n/a _____ Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Julie Guggino * Name: Prefix _____ * First Name Kevin _____ Middle Name _____ * Last Name Archer _____ Suffix _____ Title: Dean, School of Graduate Studies and Research Telephone No.: 5099633101 Date: 03/01/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S149A160001

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

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.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPAstatement.pdf

Add Attachment

Delete Attachment

View Attachment



General Education Provision Act (GEPA) 427 Statement

Central Washington University (CWU) 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. CWU will abide by its official non-discrimination policy and procedures approved by the governing board of trustees throughout the duration of the program.

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

Additionally, our experience demonstrates that due to a large limited English population, forms of communication need to be conducted in English and Spanish to reach the entire 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, CWU will encourage recruiting and hiring staff that represent the targeted population being served.

The Principal Investigator as the overall administrator and leader will have full responsibility to ensure that the Central Washington University non-discrimination and civil right policies are adhered to and that equitable access is offered to all persons interested in this program.

Disabilities Statement

CWU 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, teachers, community residents and project staff with special needs. All assessment and survey instruments will be modified to address needs of special needs populations to offer equal access to all program activities and services.

CWU has trained staff to work specifically with special needs populations who require additional assistances. When required, CWU 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, instructor and staff 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

CWU 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 CWU throughout the region and for all students and parents who are interested in participating in educational programs and/or extracurricular activities.

CWU CAMP Program will incorporate all these same standards. Additionally, due to the agricultural workforce, a large Monolingual Spanish population is settled in this service area. Accordingly, CWU will recruit and encourage participation from this targeted population, specifically, minorities, minority women, and individuals with special needs.

In conclusion, Central Washington University currently has policies and procedures in place that promotes equal opportunity practices and has incorporated these policies in the CAMP program activities including staff 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.

* APPLICANT'S ORGANIZATION

Central Washington University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

Abstract

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

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

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

You may now Close the Form

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

* Attachment:



ABSTRACT: Name of Applicant: Central Washington University (CWU) **City/State:** Ellensburg, Washington **Project Objectives/Activities:** CWU a four-year public university, is proposing to continue offering CAMP services to address the needs of its Migrant and Seasonal Farmworker (MSFW) students. CWU CAMP's **goal** is to provide **60 eligible residential students enrolled on a full-time basis in the first year** with the foundation and intensive academic, career, financial, and support services they need to successfully reach their education and career goals. CWU CAMP's **annual objectives and outcomes** are: **1)** Provide outreach to underrepresented potential participants and recruit 60 eligible MSFWs who are most in need of academic instruction and supportive services; **2)** Provide CAMP students with admission and intensive academic, and support services during their first year of college and continue in postsecondary education; **3)** Provide 60 students with academic, career and personal counseling and advising services to enable them to succeed in their first year at the university; **4)** Provide 60 students with financial aid assistance and access to federal, state, private and institutional resources to support their first year at the university; **5)** Provide follow-up services to enhance student's retention and graduation rates through academic and financial support after completing their first year of college. **Priorities:** CWU addresses: **Invitational Priority 1:**STEM education; **Invitational Priority 2:** Faith-based and Community Organizations; and the **Competitive Preference Priority** as a successful 15 year CAMP grant recipient. **Participants/Sites:** CWU CAMP will offer **residential services to 60 eligible students who attend the main campus in Ellensburg, WA.** They will also continue to provide services to students who live off campus and commute. **Government Performance Results Act (GPRA) Measures:** Of the **60** MSFW students served annually, **87% (52)** will successfully complete their first year of college (**GPRA 1**) and **86% (45)** of those students will continue to be enrolled in post-secondary education (**GPRA 2**).

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

**Central Washington University
College Assistance Migrant Program**

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1. Need for and Significance of the Project

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

Washington State ranks as the 4th largest state of **Migrant and Seasonal Farmworkers (MSFW)** in the United States.ⁱ The farmworker population, at **289,235**, is comprised of a significant migrant workforce during peak harvest periods.ⁱⁱ The problems MSFWs encounter in the agricultural industry are very diverse, complex and interconnected. While some MSFWs enter the state temporarily during harvest season, many others choose to stay in Washington, facing economic, cultural and educational challenges. Through educational and support services to MSFWs over the years, Central Washington University (CWU), located in the hub of the agricultural activity in the state and the home to a vast number of MSFWs, has witnessed their struggles, as well as their potential for success, when provided with educational opportunities.

CWU enrolls a range of students from first-generation, academically challenged, minority, low-income and MSFWs. From this experience, CWU has learned about the academic, social, financial, and health needs of first-year MSFW students. Through lessons learned as a CAMP grant recipient (15 years), CWU has developed an effective service delivery model that targets the most at-risk farmworkers in need of a sustainable and successful postsecondary education.

Migration of MSFWs: The migration of farmworkers into CWU's agricultural region has occurred over a 60-year period.ⁱⁱⁱ Washington State's Agricultural Industry employed an annual average of **87,249** workers in 2012 with an average individual income of merely **\$11,848**.^{iv} The state's agriculture industry attracts a large number of MSFWs to the harvest the crops.^v

Service Area: CWU service area composed of Yakima, Grant, Douglas, Chelan and Okanogan Counties is the most populous region in the state. Despite its richness in agriculture, this area is designated as an economically distressed region with low wages, hazardous working conditions, low educational opportunities for MSFWs. Table 1 depicts CWU's service area demographics.

Table 1. Target Counties Demographics						
County	Population	Hispanics	Low Income	Per capita Income	Unemployment	Poverty
Yakima	247,687	47.7%	22.6%	\$19,433	8.7%	22.6%
Grant	93,147	39.9%	20.3%	\$19,738	7.6%	20.3%
Douglas	39,804	30.4%	15.8%	\$22,467	8.2%	15.8%
Chelan	74,588	27.4%	13.2%	\$25,893	6.8%	13.5%
Okanogan	41,290	19.0%	20.7%	\$20,735	7.5%	13.5%

Source: US Census Bureau Estimate 2014 – State Unemployment rate 5.5% -Poverty 12%

Mobility: The high mobility rate of the MSFWs produces a vulnerable population due to overwhelming educational disruption, culture, language barriers, and social isolation that inhibit them from being successful in school. As a result, educational institutions experience low post-secondary enrollment and low college graduation rates from farmworkers. The **low-income residents** of these communities **have low educational achievement levels** as depicted below:

Table 2. Percent of Educational Attainment (25 years+)				
Counties	Less than 9 th grade	H. S. Graduate	Assoc. Degree	Bachelor's or Higher
Yakima	29.8%	15.7%	11.5%	3.7%
Grant	25.2%	13.8%	12.2%	3.2%
Chelan	18.4%	14.6%	10.4%	5.4%
Douglas	20.1%	12.0%	8.6%	4.6%
Okanogan	35.2%	16.8%	15.9%	5.5%

Source: US Census Bureau, Profile of Demographic Characteristics Estimate 2014

Climate: Cultural differences and language barriers prevent MSFWs from fully participating in educational and workforce opportunities. MSFWs often experience higher levels of stress in adjusting to the campus environment than their peers. The migration of MSFWs into the target area contribute to the ethnicity, cultural, and educational composition. The target school districts have high concentrations of MSFWs, and low-income students as depicted in Table 3 below:

Table 3. Service Area School District Data 2014-15					
School District	Total Students	Migrant	Bilingual	Hispanic	Low-Income
Wahluke	2,225	23.9%	61.9%	95.6%	68.5%
Yakima	15,768	15.9%	33.8%	76.5%	82.1%
Toppenish	4,293	16.7%	27.3%	76.2%	81.5%
Wapato	3,330	24.1%	31.2%	71.6%	89.9%
Moses Lake	8,336	4.1%	13.3%	44.4%	60.9%

Source: Office of Superintendent of Public Instruction (OSPI) – 2014 - 2015

Students must pass the Washington Comprehensive Assessment Program (WCAP) test in the 10th grade to receive a high school diploma. In target schools, only **12.3%** of migrant students in the 10th grade are passing the WCAP in math, **49.9%** in science and **31.3%** in reading (OSPI 2013-14). As a result, CWU is experiencing low enrollment in STEM courses (Science, Technology, Engineering, and Math) from under-represented (minority, MSFW, etc.) students.

Student Assistance: Several CWU funded outreach programs in these schools are successfully creating a pipeline for MSFW students to enroll at CWU. These programs, HEP, TRIO, Upward Bound, Talent Search and Educational Opportunity Center (EOC), have been very successful in recruiting a great number of MSFW students. However, students entering CWU continue to need academic and financial support, remedial education, counseling and guidance.

ii. Serving and addressing needs of eligible migrant/seasonal farmworkers....

CWU is a four-year public university that operates eight university centers and serves over **10,900** students each year. In 2015, there were **3,600 (33%)** Hispanic undergraduate students. Over **72%** of those were first-generation MSFW students. CWU serves hundreds of MSFWs each year and as a result, CWU has first-hand knowledge of the working conditions and barriers to education facing farmworkers. CWU CAMP will focus its efforts in counties depicted in **Table 2** above. These areas are rural and heavily dependent on farm labor. CWU CAMP will offer **residential services to 60 eligible students who attend the main campus in Ellensburg, Washington.** They will also continue to provide services to students who live off campus and commute. Thus, based on the “Neediness Scale” (described later), CWU will provide educational services to **60 eligible CAMP students annually.** CWU CAMP will continue to bridge significant educational gaps by offering a comprehensive **CAMP Program** that increases post-secondary educational opportunities for farmworkers, and prepares them for a career.

Through providing educational services to **MSFWs** for over **100** years, which includes the



CAMP and HEP programs for the past 15 years, CWU CAMP will continue to bridge the gap by increasing post-secondary educational opportunities through basic skills development, tutorials, college access, etc. for MSFWs. CWU’s goal is to continue providing MSFWs with the academic support, guidance and financial assistance they need to successfully reach their educational and career potential. CWU CAMP will spend considerable efforts to recruit eligible underrepresented at-risk MSFWs through collaborating with local media (television, etc.) high schools and community organizations. Once identified, assessed and enrolled, CWU will work closely with students and their families to ensure the campus climate and services are suitable for them to acquire the knowledge they need to succeed in their first year of college and beyond.

iii. The gaps and weaknesses have been identified and will be addressed...

Gaps and Weaknesses: Without CWU CAMP, access to college for MSFW students would be difficult. Given the identified gaps and weaknesses and using the information CWU accumulated and analyzed, the following services will be implemented to address the educational and financial needs of MSFW students. Table 4 (below) identifies the gaps and services.

Table 4. Services to Address Identified Needs and Gaps
Academic and Learning Gaps and Weaknesses
<ul style="list-style-type: none"> ▪ Large number of MSFWs (289,235) ▪ Low Graduation rate (14.5%) ▪ Low Associates Degree (11.7%) rate ▪ Low Bachelor’s or Higher degree (4.4%) rate ▪ Target Schools: Large number of Hispanic (23,758 or 72.8%) and Migrant student populations (4,897 or 16.9%) and High low-income rates (76.5%) ▪ Low math (12.3%), science (49.9%) and reading (31.3%) scores ▪ Lack of students in STEM courses (Priority 1) ▪ Limited academic training, support and guidance.
Services to Address: Offer students a full program/campus orientation, a CAMP specific curriculum), STEM Courses, advising, counseling and mandatory study hours. Tutoring is available on as needed basis, to be assessed by CAMP advisor during the intake process.
Personal and Social Gaps and Weaknesses
<ul style="list-style-type: none"> ▪ Limited knowledge of college demands ▪ School interruption due to farm work ▪ First-generation college students ▪ Cultural differences and understandings ▪ Limited understanding of college admission process ▪ Lack career planning ▪ Limited access to mentors/role models
Services to Address: CAMP will offer students academic and career planning, class selection and enrollment assistance, First Year Experience and Strategies for Academic Success courses, CAMP orientation, cultural events/activities, work-study, leadership development, Mentors (1 hour weekly), and referrals to resources (housing, health services, etc.) to ensure persistence.
Financial Resource Gaps and Weaknesses

- Low annual farmworker wages (\$11,848)
- High unemployment (7.7%) rates
- High poverty rates (17.1%)
- Lack of financial assistance to cover school, personal and health related expenses
- Limited understanding of federal financial aid process

Services to Address: CWU CAMP will offer students financial counseling, advising and guidance, assistance with financial aid application, help with applying to a four year institution, and to scholarships and stipends for tuition and books and referrals to internal/external resources.

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

Clearly a gap exists for a **CAMP** program to provide MSFWs with a credential needed to pursue higher wage employment. CWU will address these gaps by linking eligible underserved MSFWs to an effective CAMP program offering but not limited to the following activities:

Table 5. Significance of CWU CAMP to the Results and Outcomes	
Required Student Activities	Overall Student Impact
Orientation, meetings, lectures, cultural events and community service learning	Students acquire the knowledge and skills to meet their educational and career goals
CAMP courses (Appendix 3), STEM class weekly academic and leadership skills building	Students acquire the educational and social skills needed to receive their BA/BS degree
Weekly tutoring, study skills, mentoring, coaching	Students will receive supplemental academic and peer support to excel academically
Receive ongoing counseling, advising, financial guidance and health/dental support	Students receive academic and fiscal support to excel in year 1, enroll in year 2 and beyond

CWU’s CAMP will focus on addressing the MSFWs educational needs and meet or exceed the two Government Performance and Results Act (GPRA 1 & 2) outcomes. CWU’s comprehensive CAMP program will enroll **60 at-risk eligible students** annually, of which **87%** will complete their first postsecondary academic program year (**GPRA 1**) and **86%** of those students will continue with their second postsecondary education year (**GPRA 2**).

2. Quality of Project Design

i. The goals, objectives, and outcomes to be achieved are clearly specified and measurable...

The goal of the proposed CWU CAMP is to provide academic, career, support services, and financial assistance to **60 eligible students enrolled on a full-time basis in the first year.**

CAMP outcomes will be aimed at students staying enrolled beyond year one, graduating, and reaching their career objectives. CWU CAMP will provide a wide range of intensive services during the first year and individual monitoring and follow-up activities (not exceed 10% of funds) in subsequent years, to help each student overcome their academic, personal, and financial



challenges to stay enrolled and ultimately graduate. CWU will also promote and enroll students into its **STEP (Science Talent Expansion Program)** program funded by NSF. STEP is aimed at increasing the number of underrepresented students obtaining degrees in STEM (Priority 1).

CWU CAMP’s design has evolved into a quality program over the years. This design includes bilingual outreach/recruitment, a thorough student assessment, a comprehensive instructional support system, and an individualized follow-up program. Utilizing this design, CWU CAMP will operate a year-round day and evening program to meet the identified needs of the MSFW students. **Priority Performance Measures:** CWU CAMP will serve a total of **60** MSFW students per year with **52 (87%)** successfully completing their first year of college (**GPRA 1**) and **45 (86%)** of those students continuing to be enrolled in post-secondary education (**GPRA 2**). CWU’s two GPRA performance measures exceed the recommended national target of **86%** and **85%**, respectively. The primary goal and purpose of the CWU CAMP is to:

Provide CAMP students with the foundation and intensive academic, career, financial, and support services necessary to successfully achieve their education and career goals.

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

1-Principal Investigator/Project Director ; 2-Program Coordinator; 3-Retention Counselor; 4-Recruiter; 5-Graduate Assistant; 6-Tutor/Mentors; 7-Student Staff; 8-Evaluator

Objective 1. Provide outreach to underrepresented potential participants and recruit 60 eligible MSFWs who are most in need of academic instruction and supportive services.

ACTIVITIES	MEASURABLE OUTCOMES	STAFF	TIMELINE
1. Outreach to schools, community organizations serving MSFWs including Migrant Education, Health Clinics, WIA 167 & Training Program & Head Start	42 schools contacted 15 organizations serving farmworkers contacted	2,4	Months 1-9
2. Screen and certify 60 eligible migrant students for CAMP	60 students enrolled into CAMP	2,4,5	Months 1-3

Objective 2. Provide CAMP students with admission and intensive academic and support services during their first year of college and continue in postsecondary education.

ACTIVITIES	MEASURABLE OUTCOMES	STAFF	TIMELINE
1. Provide students with an orientation	60 students attend orientation	1,2,4	Months 1-3

2. Assist students with course selection and planning and online registration.	60 students registered and enrolled	2,3,5,7	Months 1-9
3. Enroll students in Academic Advising Seminars, College Courses and STEP Activities/Courses	60 students enrolled and receive academic STEP skills training	2,3,5	Months 1-4
4. Students will be assessed for basic needs and support services using the College Inventory assessment tool	60 students assessed and provided supportive services, if needed	3,5,6	Months 1-3 Ongoing
5. Provide tutorial support and development for students in math, reading writing, science and computers	60 students provided tutoring services	3,5,6,7	Months 1 Ongoing
6. Provide cultural/educational enrichment and leadership opportunities	60 students attend cultural/leadership activities	3,4,5,6	Months 1 Ongoing

Objective 3. Provide 60 students with academic, career and personal counseling and advising services to enable them to succeed in their first year at the University.

ACTIVITIES	MEASURABLE OUTCOMES	STAFF	TIMELINE
1. Provide academic, career and personal advising on an ongoing basis	60 students receive academic/career advising	3,5,6	Month 1 Ongoing
2. Create an Individual Education Plan (IEP) for each student to address academic, career, personal interests	60 students create an IEP and regularly review and update	3	Months 1-3 Ongoing
3. Provide peer mentoring to connect students to peer networks	60 students receive mentoring services	5,6	Month 2 Ongoing
4. Assess students' career interests, aptitudes, motivation and attributes.	60 students linked to academic/career activities	3, 5,6,7	Month 2 Ongoing
5. Offer students resources to enhance their career goals, such as internships, job shadowing, employability skills, etc.	60 students provided career guidance to increase their employability	2,3,4,5,6	Month 2 Ongoing

Objective 4. Provide 60 students with financial aid assistance and access to federal, state, private and institutional resources to support their first year at the University.

ACTIVITIES	MEASURABLE OUTCOMES	STAFF	TIMELINE
1. Assist students in completing and submitting a timely financial application	60 students file financial aid applications (FAFSA)	2,3,4	Months 1-7
2. Provide workshops on the availability of federal, state, local, and private scholarships and internships	60 students receive training on scholarship and internship search	2,3,4	Months 1-7
3. Offer workshops jointly with Career Services to develop the skills related to student's major and career interests	35 students receive assistance in work-study opportunities	2,3,4,5	Month 2 Ongoing
4. Allocate resources to address students' barriers: tuition, books, lab fees, childcare, healthcare, etc.	60 students assessed and provided supportive services, if needed	2,5	Month 1 Ongoing

Objective 5. Provide follow-up services to enhance students' retention and graduation rates through academic and financial support after completing their first year of college.

ACTIVITIES	MEASURABLE OUTCOMES	STAFF	TIMELINE
1. Provide individual or group exit orientations to inform students of expectations and program's role	60 students provided an exit orientation	1,2,4,8	Months 10-12
2. Use (MIS) <i>File Maker and Pro SAFARI system</i> to track student's academic progress and efforts.	100% of students who continue on to year two will be monitored	2,3,4,8	Month 12 Ongoing
3. Provide transitional support for students to enroll in TRIO - SSS Program or other related support-based programs	100% of students provided assistance in TRIO application	2,3,4,	Month 12 Ongoing
4. Provide students with paid mentoring/tutoring opportunities to continue to connect with CAMP students	87% of students who complete 1 st year can serve as a Mentor or Tutor	5,6,7	Month 12 Ongoing

ii. Design is appropriate and will successfully address the needs of the target population...

Consistent with its mission of providing educational opportunities to minority and under-represented populations in our service area, the proposed CAMP is designed to strategically address the identified needs of MSFWs as detailed in the Needs Section. CWU has demonstrated success in working with the farmworker population and understanding their academic, personal and financial needs. Access to programs and support related to financial aid, bilingual and bicultural counselors, as well as other individualized referral programs are basic components of college preparation and assistance. Thus, CWU CAMP has been designed and tailored to address gaps and weaknesses and the range of identified outreach, academic, personal and financial needs of students. Table 6 (below) outlines the proposed services and the appropriateness of those services to meet the needs of CAMP students.

	Specific Needs	Services to Address Needs	Relevance of Services
Academic	<ul style="list-style-type: none"> ▪ Limited English language proficiency ▪ Pre-college math placement and/or low reading ability ▪ Limited knowledge of college demands ▪ School interruption due 	<ul style="list-style-type: none"> ▪ First Year Experience course, Academic Program, Strategies for Academic Success courses, selection advice, educational planning, ▪ tutoring, mentoring, study skills, STEM 	<ul style="list-style-type: none"> ▪ Diverse services to meet needs (pre-college and college courses assistance, etc.) ▪ Proactive approach with focus on planning, goal-setting and accomplishment of

CAMP Approach	Personal	to farm work	activities and courses, periodic progress reports	academic goals
		<ul style="list-style-type: none"> ▪ STEM participation ▪ First-generation college student ▪ Limited understanding of college resources ▪ Lack career planning and knowledge ▪ Lack access to cultural events/activities ▪ Parents with low educational attainment ▪ Poverty 	<ul style="list-style-type: none"> ▪ Enrollment assistance, assessments, counseling, mentors' experience with peer support, leadership opportunities, cultural events/activities, referral to campus/support services, university trips ▪ Parent orientation, guidance and referrals ▪ Assistance with financial aid and application 	<ul style="list-style-type: none"> ▪ STEM Courses tailored ▪ Holistic approach to student development and family engagement ▪ Highly trained staff in CAMP, counseling backgrounds, and reflective of target population ▪ Skill-building approach to understanding financial aid system
	Financial	<ul style="list-style-type: none"> ▪ Limited understanding of federal financial aid process 	<ul style="list-style-type: none"> ▪ Assistancess with applying to a four-year institution, scholarships and internships ▪ Participation stipends 	<ul style="list-style-type: none"> ▪ Recognition of barriers first-generation college students face as well as the financial burdens

iii. The project will establish linkages with other agencies providing services to population...

CWU recognizes the importance of coordinating CAMP with other efforts and resources.

CWU has implemented several successful coordination strategies with other programs which will be utilized with this CAMP program. CWU has established excellent relationships with various community, federal and state projects that serve migrant seasonal farmworkers.

Therefore, CWU will utilize the expertise and services of their vast network of service providers to maximize resources available for MSFW students. Our partners have been instrumental in outreach, recruitment, job skills enhancement, life skills building, job placement, internships, and supportive services. Table 7 identifies several of the coordinated supports CAMP has secured.

Table 7. Partner Linkages to Support CWU CAMP Farmworkers	
Federal Organizations	Service/Resource
<ul style="list-style-type: none"> ▪ Migrant Head Start Program (WSMC) 	<ul style="list-style-type: none"> ▪ Childcare and adult education classes
<ul style="list-style-type: none"> ▪ Farmworker WIA 167 Employment and Training Program (OIC) 	<ul style="list-style-type: none"> ▪ Education and employment and training skills development and internships
<ul style="list-style-type: none"> ▪ Migrant Student Data & Recruitment 	<ul style="list-style-type: none"> ▪ Recruitment and migrant eligibility
<ul style="list-style-type: none"> ▪ CWU GEAR UP, STEP, TRIO Student Support Services 	<ul style="list-style-type: none"> ▪ Coordinate outreach, recruitment and services for 1st/2nd yr. CAMP students
State Organizations	Service/Resource

▪ Migrant Education Program	▪ Outreach, recruitment/eligibility
▪ Farmworker Outreach Program	▪ Outreach/recruitment
▪ Yakima Valley Community College	▪ Recruitment and CWU Center
▪ Office of Super. Of Public Instruction	▪ Education support and referral
Community Organizations	Service/Resource
▪ Consejo Referral Services	▪ Referral, outreach and recruitment
▪ Radio KDNA	▪ Outreach through Spanish radio

*Letters of support are included in Appendix 4 validating this collaboration (Priority 2).

iv. Increase efficiency in use of time, staff, money or other resources to improve productivity...

CWU, using value-added methods and the latest administrative, programmatic and financial management software (e.g. Grants Maximizer) including state-of-the-art participant tracking technology systems (*File Maker Pro.*), will continue to improve system-wide processes to increase efficiency and productivity in the use of time, staff, funds, and other internal resources necessary for improving student learning and project outcomes. Through ongoing transparent policies, use of technology, effective managerial practices, regularly monitoring value-added evaluation (quantitative/qualitative) data, fact-based decision-making, budget processes and strong performance management practices, CWU has demonstrated the ability to increase the overall efficiency of CAMP. During the 2013-14 fiscal year CWU was **one of the top programs in efficiency** with an overall average cost of **\$7,815** per CAMP student who completed the year and continued on in college as compared to the National Average of \$11,286 (See Appendix 5). The PI/Project Director, in collaboration with the Project Advisory Council (described later), will meet quarterly to provide guidance and to review GPRA and project objective status, student recruitment efforts, evaluation results, student outcomes, budget expenditures, leveraged funds, staff allocations and program practices. This will allow CWU to continue assessing CAMP efficiencies while making administrative, programmatic, and governance adjustments, if needed.

v. The Extent to which the proposed project is supported by strong theory...

Conley’s (2010) theory for college readiness has four facets: a) key cognitive strategies, b) key content knowledge, c) academic behaviors, and d) contextual skills and knowledge, known

as “college knowledge.” College persistence also plays a key factor to success. A College Board Study on Student Retention (2009), shows that persistence is related to “How Colleges Organize Themselves” which includes five features: a) high-quality orientation, b) early warning program, c) faculty-student interaction, d) advising, and e) review of benchmarking indicators.

Based on this theory **CWU CAMP** will develop, implement and sustain early and ongoing advising and counseling activities, supportive and instructional services, career exploration, financial counseling and support, ongoing job-embedded professional development for staff and faculty, rigorous academic instruction and support, and family engagement that foster students’ acquisition of appropriate academic knowledge and mastery of content, non-cognitive skills (such as behavior, growth mindsets, learning strategies, and social skills), and provide resources that enable transition of students toward college persistence, and ultimately graduation. For the Theory of Action that forms the basis of our comprehensive service delivery model see page 14.

3. Quality of Project Services

i. Training services are sufficient quality, intensity and duration to lead to improvement...

CWU will provide participants equal access to all services, specifically to participants that have been underrepresented based on race, color, national origin, gender, age or disability. CWU CAMP will provide a comprehensive service delivery plan utilizing the college facilities and its quality personnel to accomplish the project objectives. The activities, objectives and measurable outcomes have been established to ensure accountability and with consideration of each student's ability to benefit from the services, products and programs offered.

Professional Development: CWU promotes and supports an effective learning college environment and continuous learning principles. Thus, to ensure that CAMP students receive the highest quality services, CAMP staff, instructors and faculty will participate in year-round (15 hours) professional development and maintain professional certifications to demonstrate

ongoing competence and proficiency in their area of specialty. Professional development sessions will include, but not be limited to: effective pedagogical instructional strategies (4 hours), counseling and advising techniques (3 quarterly/2 hours), leadership development (3 hours), integration of relevant curriculum (monthly 1 hour), financial aid, and other trainings (1 hour) that have proven success in meeting the needs of CAMP students. CWU will sponsor workshops such as “Delivering Quality Instruction to Specialized Student Populations” and “Developing Effective Program Services and Support” (3 hours). These sessions will provide “best practice” concepts to enhance and deliver quality services and strategies to improve student learning and outcomes. Staff will also attend the annual HEP/CAMP national conference to stay abreast of the latest developments in eligibility, program design and structure. To validate how new knowledge gained has been incorporated into practices and instructional strategies staff will be evaluated (quarterly) by the Project Director and students through formal (classroom observation, surveys, interviews, etc.) methods.

ii. Services to be provided are focused on those with the greatest needs...

Greatest Needs: CAMP’s outreach effort prioritizes isolated areas that are customarily underserved. CWU utilizes a scoring rubric (Map-Works) to assess and capture the most at-risk students with the greatest need. Through this process CAMP’s “Neediness Scale” prioritizes students by need, with criteria such as GPA, family income, social status, academic needs, college prep test scores, etc. The MAP-Works (Appendix 6) results are then ranked by the CAMP Selection Committee and students with the **greatest need** are selected to participate. This strictest criterion ensures enrollment of only those students with the **greatest need**.

Focused Services: An Individual Education Plan (IEP) will be developed for each student in accordance with their academic, social, financial and personal assessment and goals. In addition, based on the Map-Works results and the IEP, CAMP students will be afforded appropriate

courses, academic support, course selection and financial guidance. Supplemental instruction is available for traditionally difficult ‘gateway’ courses, and will be offered to meet each student’s academic needs during their first year of college. CWU’s recently developed Peer Assisted Labs (PALS) will ensure students have access to additional tutoring support. CAMP students will also receive quarterly advising, counseling, mentoring, career guidance, monthly progress reports, course selection assistance and participate in quarterly workshops and cultural events. Individual financial advising and support will be provided through ongoing training, FAFSA application assistance, stipends and scholarships. This comprehensive approach toward student development ensures that students succeed in year one and ultimately persist and graduate from the university.

Training Services: CWU understands the needs of the MSFW community. Thus, CWU CAMP program design provides for a scope and range of services to ensure that students’ academic, personal, financial and career needs are met. These direct student services as described in the Project Design (see pages 5 -11) include but are not limited to: Academic/Career Assessment and Advising, College Skills Courses, Study Skills, Mentoring, Tutoring, Leadership Development, Work-Study, Internships, Financial Aid Assistance, etc. These menus of services are offered on a daily, weekly, monthly, and/or quarterly basis to provide students with ongoing capacity building activities year-round. This structure provides for quality, intensity, commitment and sufficient duration leading to improved practices for college retention and graduation for all students. Also all current staff are former CAMP students, bilingual, bicultural and from the target population.

iii. Services lead to achievement of students as measured against rigorous academic standard...

Aligned to the Strong Theory delineated on page 11, the design of CWU CAMP is based on a **Theory of Action** that forms the basis for each service and activity. It does so by drawing from best practices that provides evidence for enhanced student success. It builds on current research “Closing the Social-Class Achievement Gap” that best promotes success among college students,

particularly among first-generation college students that universities equip with the tools they need to manage and overcome the challenges their different backgrounds present (Johnson, Richeson, & Finkel, 2011). Therefore, CWU CAMP will offer a wide range of individual, group, student-led, and customized instruction and training in and out the classroom based on each student's assessment and Individual Education Plan to increase and nurture student learning and development as further demonstrated in the CWU CAMP Logic Model found in Appendix 7

Theory of Action: Closing the Social-Class Achievement Gap: A Difference-Education Intervention Improves First-Generation Students' Academic Performance and All Students' College Transition (Stephens, N. M., Hamedani, M. G., & Destin, M. in press, 2014), summarized that students arrive at college with different levels of preparation to handle college going responsibilities. Unsurprisingly, family background makes a difference. Students who are the first in their families to attend college (first-generation) earn lower grades and dropout at higher rates than students with at least one parent who attended college (continuing-generation), controlling for high school GPA (Pascarella et al 2004). What fuels the gap? Partly the access that continuing-generation students have the advice from parents on how best to navigate college—access that first-generation students obviously lack. Colleges try to make up for this difference by offering programs to aid first-generation students; programs that offer advice on how to select a major, how to manage one's time, and so on. But first-generation students oftentimes do not take colleges up on their offers of help. They are less likely to take advantage of college services than continuing-generation students which may be because students are unsure whether or not they really belong at college (Wolniak, G., & Terenzini, P., 2004).

Therefore, no matter what program or practice a college implements, colleges are likely to have a greater impact if its design incorporates the following: 1) Educator, staff and family

engagement with students have shown positive effects on student academic achievement when leadership, character education, and life-skills management is integrated with remedial education, counseling, advising, tutoring, mentoring, cultural exposure, and enrichment activities (Valli, et al., 2013); 2) Barriers to learning such as mental, health, behavior, and socioeconomic can also be alleviated as a result of staff, educators and family connections and support with the institution (Castrechini, S., 2011); and 3) Contexts for student success are also shaped by other factors such as available resources and commitment, availability of partners, effective management, and easy accessibility of programs and services (Durlak et al., 2011).

Following the Theory of Action, CWU CAMP **academic** and **support services** in Table 8 below will lead to improvements in the achievement as measured against **rigorous academic standards (GPA 3.0 Proficient)** which include curriculum, assessments, and professional development. The following proven procedures will ensure an effective implementation.

Procedures	Description	Table 8.
Orientation	Students participate in Summer Bridge and a required 2 day CAMP Orientation.	
Training	CAMP staff will participate in quarterly local, state, and national conferences.	
Recruitment	CWU will outreach and recruit underrepresented individuals most in need of academic, advising, and financial assistance throughout the year.	
Assessment	Assess students' math, reading and writing, ESL skill levels and complete <i>assessments (Map-Works), placement tests</i> before first semester begins.	
Supportive Services	Follow IEP and provide ongoing academic and career guidance, leadership training, cultural events, stipends, supplies and referrals to health care, transportation, housing, childcare and other internal and external resources.	
Financial Aid	Access all possible financial resources to maximize the student's financial aid before CAMP resources are used and assist with application process. Also provide financial literacy course, planning, guidance, and support stipends.	
Coordination	Access and coordinate ongoing services with internal and external resources.	
Advising - Counseling	Students required to attend academic courses (3 credits annually) aligned to IEP, and strategies for academic success. Students also receive course selection and internship assistance, as well as educational and career guidance.	
Study Skills Building	Students required (4 hours/weekly) to engage in study skills development, supplemental instruction, community service learning, financial literacy, etc.	
Tutoring- Mentoring	Students in need attend tutoring (4 hours/weekly) to increase performance and meet with mentor (5 hours/weekly) for academic and personal guidance.	

Procedures	Description	Table 8.
Follow-up	Completers receive academic course selection guidance in year two, assistance with registering into the university, financial aid support and coaching.	
Continuous Improvement	CAMP will maintain a Continuous Improvement Strategy which strives to constantly improve the program through Ms. Gamez’s program evaluation.	

Align to the Theory of Action, CAMP will provide a comprehensive set of services and products aimed at developing the academic, employment and social skills of students most at need.

4. Quality of Project Personnel

i. Qualifications, training and experience of the Project Director or Principal Investigator...

Guided by its equal access policy, CAMP will employ qualified individuals who have been traditionally underrepresented based on race, color, national origin, gender, age, or disability.

Principal Investigator (PI)/Project Director: Ms. Miriam Bocchetti, representative of the target population, will continue to serve (90%) as the PI/Director and provide the leadership as well as supervise the Program Coordinator. Ms. Bocchetti’s relevant training, experience and skills have come from this administrative capacity since 2007, in which she has helped hundreds of MSFW students achieve their academic goal. Ms. Bocchetti holds a Masters of Arts and is currently pursuing her PhD in Educational Leadership and has over 12 years of education experience which includes overseeing both CAMP and HEP. Ms. Bocchetti has demonstrated success in academic and support programs in higher education for the past 12 years which highly qualifies Ms. Bocchetti to lead the CAMP. Ms. Bocchetti has attended and presented at numerous national educational conferences on regulations and best practices for serving MSFW students. She currently holds the position as HEP/CAMP Board Secretary, and has served on the national HEP/CAMP conference planning committee for 6 years now (Appendix 8 - Resume).

Program Coordinator: Ms. Veronica Dimas will continue to serve as the Program Coordinator for CAMP full-time. Ms. Dimas’ relevant training and experience comes from her personal, education and programmatic capacity. With over 13 years of experience as Coordinator (3 years

required) for CAMP along with her academic training, Ms. Dimas has successfully guided numerous MSFWs to achieve their academic goals. Ms. Dimas' education includes a Bachelor of Arts (BA required) and attendance of numerous conferences (2 years required) on best practices, policies and regulations aimed at farmworkers. Ms. Dimas' experience, academic and professional training enhances her ability to work with MSFW students (Appendix 8 – Resume).

ii. Qualifications, relevant training and experience of key personnel...

When hiring other key personnel and consultants, CWU takes extra measures to encourage and seek out professionals who are best qualified and are affiliated with the target population. Ms. Mayra Nambo with over 4 years of CAMP experience (3 years required) will be the Retention/Advising Counselor (1 FTE). Ms. Nambo, from the target population, will lead the student counseling, retention and advising activities. Her credentials include a Master's of Science (BA required). The Outreach Specialist/Recruiter position is assigned to Mr. Juan Maraville (1 FTE). Mr. Maraville is bilingual, former CAMP student and has 2 years of CAMP experience (2 years required). Mr. Maraville, who has forged numerous alliances with local school districts and entities, will lead the outreach and retention activities to help MSFW students achieve their educational and career goals. His credentials include a Bachelor's of Arts (BA required). Graduate Assistant, Tutors/Mentors and Student Staff will be seniors or juniors, hold a 3.0 GPA and ability to lead students (Appendix 8 – Resumes & Appendix 8 Job Descriptions). Ms. Gamez with over 18 years of experience (5 years required) evaluating federal programs, including six CAMP Programs will conduct the external evaluation. Ms. Gamez holds a Master's degree and currently manages the top ranked CAMP in the nation and possesses the relevant training and experience to effectively evaluate CAMP (Appendix 8 – Resume).

5. Quality of Management Plan

i. The adequacy of the management plan to achieve the objectives of the proposed project...

CWU's CAMP Program will be housed within the Office of Student Success. Through this

division, CWU pledges their commitment, personnel, facilities, resources and active participation to ensure CAMP is an integral part of its daily operations and administrative functions. As a recipient of multiple federal grants (TRIO SSS, EOC, HEP, GEAR UP, etc.) of which all have achieved their proposed objectives on-time and within budget, CWU has administrative, programmatic, fiscal, management and evaluation control systems in place that meet the highest standards of accountability. CWU will use this management experience, leadership and knowledge in the management of CAMP. These administrative systems use the latest organizational managing software (e.g. Grants Maximizer), communication systems, fiscal appraisals (supplement not supplant), effective staffing plans, customer feedback mechanisms and techniques for organizational control and continuous quality improvement. Program control utilizes current technology for participant tracking (e.g. File Maker Pro), monitoring progress, sharing of resources, assessing accountability, management of information, evaluation, reporting and oversight. CWU will use this management experience for CAMP to ensure the delivery of effective, accessible, quality, timely, culturally relevant services to ensure all students are successful. The plan is designed to integrate the following essential elements and assurances.

- Hiring qualified staff that are aware and knowledgeable of MSFWs educational needs
- Provisions for ongoing staff training, technical assistance and follow-up
- Recruiting students from farmworker backgrounds most in need of services
- Coordination with other projects to access and maximize student services first before CAMP
- Allocation of sufficient staff and student travel has been budgeted for services

Ms. Bocchetti (PI) will be responsible for ensuring the program is in compliance, objectives are met, and will directly supervise the Program Coordinator. Ms. Dimas, the current CAMP Program Coordinator, will continue to assist the PI/Director in managing the CAMP's daily activities. Ms. Bocchetti will supervise staff, help manage the budget, conduct regular staff meetings, and review personnel status updates. Ms. Bocchetti with the assistance of Ms. Dimas will maintain working relationships with other college programs, school districts, and

community-based organizations to maximize services to students. CAMP staff will also meet regularly with students, parents, and faculty to solicit input and implement changes to improve the program. This valued input will facilitate timely management, decision making, and maximize internal and external resources to ensure objectives are met on time and within budget. Student feedback will be solicited through evaluations conducted after each activity. CWU’s CAMP Program Organizational Chart can be found in Appendix 9

CAMP, positioned within the Office of Student Success, offers significant leverage for CAMP students to access an array of college resources and programs to maximize all services available. CWU CAMP’s design requires the PI/Program Coordinator to facilitate weekly staff meetings and quarterly CAMP Advisory Council (Program Coordinator, staff, faculty, mentors, partners, CAMP student, parent, etc.) and Evaluator meetings to discuss strengths, challenges, and potential program modifications. Weekly staff meetings will include discussion of program objectives, updates and any new mandates. To manage information and data collected on students, CWU will utilize its automated student database (File Maker Pro.) Management Information System (MIS) that produces thorough student profiles. This MIS will collect all student data related to the objectives that can be tracked and reported for easy monitoring. The student files will include documentation of CAMP eligibility, academic performance, supportive services and student progress. Table 9 below is a tool for managing the attainment of objectives, timelines, budget expenditures, and progression of students during the program.

Table 9. 1-Principal Investigator; 2-Program Coordinator; 3-Retention Counselor; 4-Recrutier; 5-Graduate Student; 6-Tutors/Mentors; 7-Student Staff; 8-Evaluator		
Activities/Milestones	Responsibility	Timeline
PI, Program Coordinator, Advisory Council meet and plan	1, 2	July ‘16
Outreach, identify and recruit students (60)	2, 4, 5	July-Dec‘16
Complete intake, validate eligibility and enroll 60 students *Refer non-eligible students to other providers	2, 4, 5	July- Nov ‘16
CAMP orientation is conducted	1, 2, 3, 5	July ‘16, Jan ‘17

Students receive admission guidance and assessment	2, 3, 4, 5	Aug '16
Individual Education Plan (IEP) developed with goals	3, 4, 5	Aug – Sept '16
Students placed and begin Fall Semester	2, 3, 4	Sept '16 – Jun '17
Students receive academic-skill building instruction and assistance, tutoring support, advising and counseling	3, 4, 5, 6, 7	Sept '16 – Jun '17
Students provided career skills building, financial counseling, work study and leadership development	3, 4, 5, 6, 7	Sept '16 – Jun '17
Enrichment and cultural events offered and health services, stipends, tuition, fees, internships, etc.	3, 4, 5, 6, 7	Sept '16 – Jun '17
Provide retention, financial aid and health assistance, housing support and support services (childcare, etc.)	3, 4, 5, 6, 7	Sept '16 – Jun '17
Review students' performance and academic progress, mid-year review of data and improvements, if needed	1, 2, 8	Jan – Feb '17
Annual progress report completed by staff and Ms. Gamez	1, 2, 8	Oct - Dec '16-'21
Students assessed and offered academic guidance and IEP reviewed and updated	2, 3, 4, 5	Dec '16 - Ongoing
Students placed and begin Spring Semester	2, 3, 4, 5,	Jan '17
Students receive instructional and supportive services	3, 4, 5, 6,	Jan – Jun ' 17
Student mentoring, counseling and tutoring offered	2, 3, 4, 6,	Jan – '17
FAFSAs are completed for second year	2, 3, 4, 5, 6	Apr ' May '17
Recruitment for 2 nd year of CAMP	2, 4, 5	Jan – Oct '17
Second Year Begins - for CAMP Students	1, 2, 3, 4, 5	July '17
Graduates (87%) begin College (86%) and follow-up starts	2, 4, 5, 6, 7, 8	Sept '17- May '18

ii. The procedures for ensuring feedback and continuous improvement...

To ensure effective feedback mechanisms and continuous improvement, the PI/Coordinator will: **1)** Work with project staff on a daily basis using its internal comprehensive MIS (File Maker pro) *system* to monitor progress, review benchmarks toward performance measures, and make improvements; **2)** Meet with the existing CAMP Advisory Council and the Evaluator on a quarterly basis to solicit feedback into program operation and evaluation; **3)** Assess program satisfaction levels every quarter through interviews (quarterly) and surveys (students, faculty, partners, etc.) – (biannually) to monitor program performance; **4)** Monitor academic performance of CAMP students every quarter to assess effectiveness of services; **5)** Continuously improve CAMP through on-going measurement (Grants Maximizer) of objectives every month; and **6)** Review annual evaluation data, utilize formative (immediate feedback) and summative (overall impact) data, reports and integrate improvements to increase the effectiveness of the program.

iii. The time commitments of key CAMP personnel are adequate to meet the objectives...

Personnel: Based on years of experience in managing CAMP and similar programs, staff has been allocated adequate time to meet or exceed the objectives. These assignments are as follows.

Table 10. Position	FTE	Responsible For:
PI/Project Director	.90	Overall management, supervise Coordinator and staff
Program Coordinator	1	Assist with daily operations and ensure compliance
Retention Counselor	1	Academic and Non-cognitive Skills Counseling/Advising
Recruiter	1	Specializes in recruitment, placement and STEM activities
Tutors/Mentors	PT-8	Peer Support and Tutoring (academic, social, financial)
Graduate/Student Staff	.50	Will provide as needed office and program support

6. Adequacy of Resources

i. The adequacy of support, including facilities, equipment, supplies and other resources...

Since 2000, CWU has committed extensive support and resources to CAMP and thus, staff and students will continue to have full access to a variety of college resources including facilities, equipment, supplies and related resources. **Facilities:** Located in the TRIO Building, CAMP will have access to a suite of staff offices, one for each staff, one private conference room, and access to all classrooms, labs and other CWU facilities (Student Testing and Financial Services, Student and Life programs, Academic Skills Center, Technology Classroom Building, etc.). **Equipment:** CAMP staff offices will be furnished with desks, chairs, filing cabinets, bookshelves, and computers, software and internet access. CWU will also offer CAMP staff and students access to copy and fax machines, LCD projectors, scanners, hot spots to enable off campus internet use, and laptops for student check out. **Supplies:** In addition to the supplies allocated in the CAMP budget, CWU will offer CAMP basic office supplies (writing pads, staplers, computer software, etc.) including student computers, and text books.

ii. Relevance and demonstrated commitment of each partner in the project...

CAMP has also established numerous local community partnerships that remain committed in educating migrant and seasonal farmworkers. These partners will continue to invest and provide additional resources towards the educational success of MSFWs as depicted in Table 11.

Table 11. Partnership	Linkages
OIC of Washington WIA 167 Migrant and Seasonal Employment &	Referrals, job training, classroom, computer training, co-enrollment and job placement
Migrant Head Start - Inspire Learning	Outreach, ESL, classroom, childcare, transportation
Migrant Education Regional Offices (MERO)	Will assist with the identification and recruitment of migrant and seasonal farmworkers
Yakima Valley Community College	Referrals, Adult Basic Ed., vocational training and ESL

*To validate partners' support, letters are on file and in Appendix 4 (Priority 2).

iii. The costs are reasonable in relation to the objectives, design and significance of project...

CAMP with its **15** years of experience has budgeted **\$425,000** annually to serve **60** MSFWs students. 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 (not to exceed 10% of funds). CWU has allocated sufficient staff, faculty, tutors, mentors, supplies, travel for outreach and professional development and resources for an external evaluator. The budget reflects actual costs and is adequate to support all operational costs.

iv. The costs are reasonable in relation to number persons served and anticipated benefits...

CWU CAMP will serve **60** MSFW students at an annual cost of **\$7,083** per student, which is below the national average cost of **\$8,738** per student (OME-CAMP 2014). Given the scope, intensity and range of services proposed for each student and all the variables surrounding farm workers, these costs are realistic and compares favorably in comparison to other similar CAMPs locally and nationally. All costs are based on actual expenditures of the current CAMP project.

v. The potential for the incorporation of project benefits at the end of federal funding...

CWU for the past 15 years has supported CAMP by devoting resources to maximize services to students. Aware that federal funds will exhaust and service levels need to be maintained, all students served by CAMP will continue to have access to an array of similar CAMP services at various CWU departments including the NSF grant, TRIO GEAR UP, EOC and Student Support Service, Academic Skills Center, Counseling and Career Services, Writing Center, Library and services (Technology and Testing Center, Tuition, etc.) provided by private funds.

7. Quality of the Project Evaluation

i. Extent methods of the evaluation are thorough, feasible, and appropriate to the goals....

An external evaluator (Dr. Gamez) with over 18 years of experience of evaluating federal programs including CAMP and HEP will conduct the evaluation. The Evaluation Design has been developed to include performance measures consistent the Government Performance and Results Act (GPRA). The evaluation will apply systematic research methods to measure the implementation, fidelity, outcomes and outputs of the proposed CAMP Program. It will include formative and summative evaluation to assess the extent to which GPRA measures, objectives and outcomes have been accomplished as presented in the program objectives section (pages 6 – 8). The evaluation plan will use multiple methods to measure program accomplishments, performance indicators, and the collection of data for the USDOE Annual Performance Report.

Formative evaluation based upon quantitative and qualitative data will be used throughout the process and focus on addressing whether or not services or activities are being implemented as planned. Ongoing findings will be compared to performance measures, benchmarks, project timeline, and adjustments will be made as needed in order to be more effective to meet the needs of the students. **Summative evaluation** based upon quantitative and qualitative data will be conducted at mid-year and at the end of each year. This design will investigate the significance of relationship between proposed and actual activities and services on instructional practices, student academic performance, retention rates, GPA level, graduation rates, and outcomes.

Quantitative data (grades, completers, reenrollment and retention rates, etc.) will include documentation of the number of participants served and the extent services and resources are offered are effective and utilized with fidelity. **Qualitative data** (open-ended questions on surveys, self-assessments, focus groups, etc.), will be gathered regularly (e.g. Survey Monkey) depending on activity and instrument to closely monitor the degree to which services and

activities are completed and the extent to which these services produce the desired results.

Evaluation will draw on a variety of quantitative and qualitative data to investigate and provide substance and context for both formative and summative evaluation designs that meets the *What Works Clearinghouse* evidence standards. See evaluation design below.

Study	Impact Analysis	Data Source – Evaluation Methods	Obj.
Supportive Services for CAMP Students <i>(Formative Evaluation)</i>	Are students assisted with admission and financial aid? Are instructional and supportive services being provided? Are students meeting their academic goals? Are follow-up services being provided? Surveys - Are students satisfied with program (delivery, timing, etc.) and services (relevant, effective, etc.)?	Interviews with students, surveys, MIS review, financial aid, scholarships, supportive services documentation, instruction materials, rosters, assessments, transcripts, counseling logs, activity results, academic tests, skills development, feedback reports (Ongoing)	2, 3, 4, 5
Personnel <i>(Formative Evaluation)</i>	How is performance tracked? What type of support is received from CWU? Do you engage in capacity building training?	Staff interviews, focus groups, surveys, staff, rosters and activity evaluations and observation rubrics (quarterly)	2, 3, 5
Operations <i>(Formative Evaluation)</i>	Are recruitment/orientations conducted? Is academic/career counseling provided? Is program meeting students' needs?	Logs, orientation rosters, counseling reports, applications, and student portfolios (After each activity)	1, 2, 3, 5
Management <i>(Formative Evaluation)</i>	Is staff being hired from the targeted population? Are evaluations being completed for staff? Are there staff meetings? Does staff attend training?	Staff files, evaluations, training agendas, student and Advisory Council feedback, reports to the USDOE (Ongoing, Annually, etc.)	1, 5
Objectives <i>(Summative Evaluation)</i>	Is eligibility documented? What type data is being collected? Are objectives being met? Is the project operating as planned? Are all measures including GPRA 1 (87%) and GPRA 2 (86%) being met?	All of the above. Evaluation design aligned objective measures in pgs. 6 – 8. Documentation of all operational, programmatic and administrative modifications for continuous improvement	1, 2, 3, 4, 5

ii. The extent the evaluation provides performance feedback and assesses progress...

Performance Feedback: Staff and evaluator will collect performance data on an on-going basis to make decisions, report progress of CAMP objectives to the USDOE, and improve CAMP activities effectiveness. Evaluation regarding career advising/counseling, instruction, supportive

services and follow-up services will be administered at two levels. Staff and the evaluator will conduct an internal review of these activities to identify ways to improve and CAMP students will complete a survey at the end of each activity. **Periodic Assessment:** The evaluator will provide the PI/Director verbal and written site visit reports quarterly as well as evaluation reports annually. The evaluation plan has been designed to assess the program’s compliance with both the GPRA performance indicators and the project measures. This design ensures feedback from all stakeholders for continuous improvement measures that will be incorporated into the program annually. **Reporting:** Evaluator will produce annual reports for the Project Director to be shared with staff. Evaluator will review evaluation data quarterly and provide recommendations for continuous improvement. Reports will also be provided to USDOE by CWU CAMP annually.

iii. Extent methods of evaluation will, if well-implemented, produce evidence of promise...

A comprehensive rigorous evaluation described above, will not only assess implementation and outcomes, but will also identify best practices for enhancing cognitive and non-cognitive skills of CAMP students. The evaluation methodologies will assist in understanding the effectiveness and context of CWU CAMP services in accomplishing the anticipated impacts, as listed in the Logic Model (Appendix 10). For example, to what extent does the professional development training result in highly-effective staff and educators? Also, to what extent are certain “thresholds, dosages, combinations, and components” of CWU CAMP services associated with the development of both academic and behavior skills of MSFW students? Additionally, how effective have linkages and services of faith- and/or community-based organizations affected the advancement of the skills, knowledge and competencies of target students in accordance to the GPRA measures, project objectives and outcomes? Findings such as these will be of promise for staff, faculty and administrators for developing early intervention and support systems that better assist students’ academic preparedness and college readiness.

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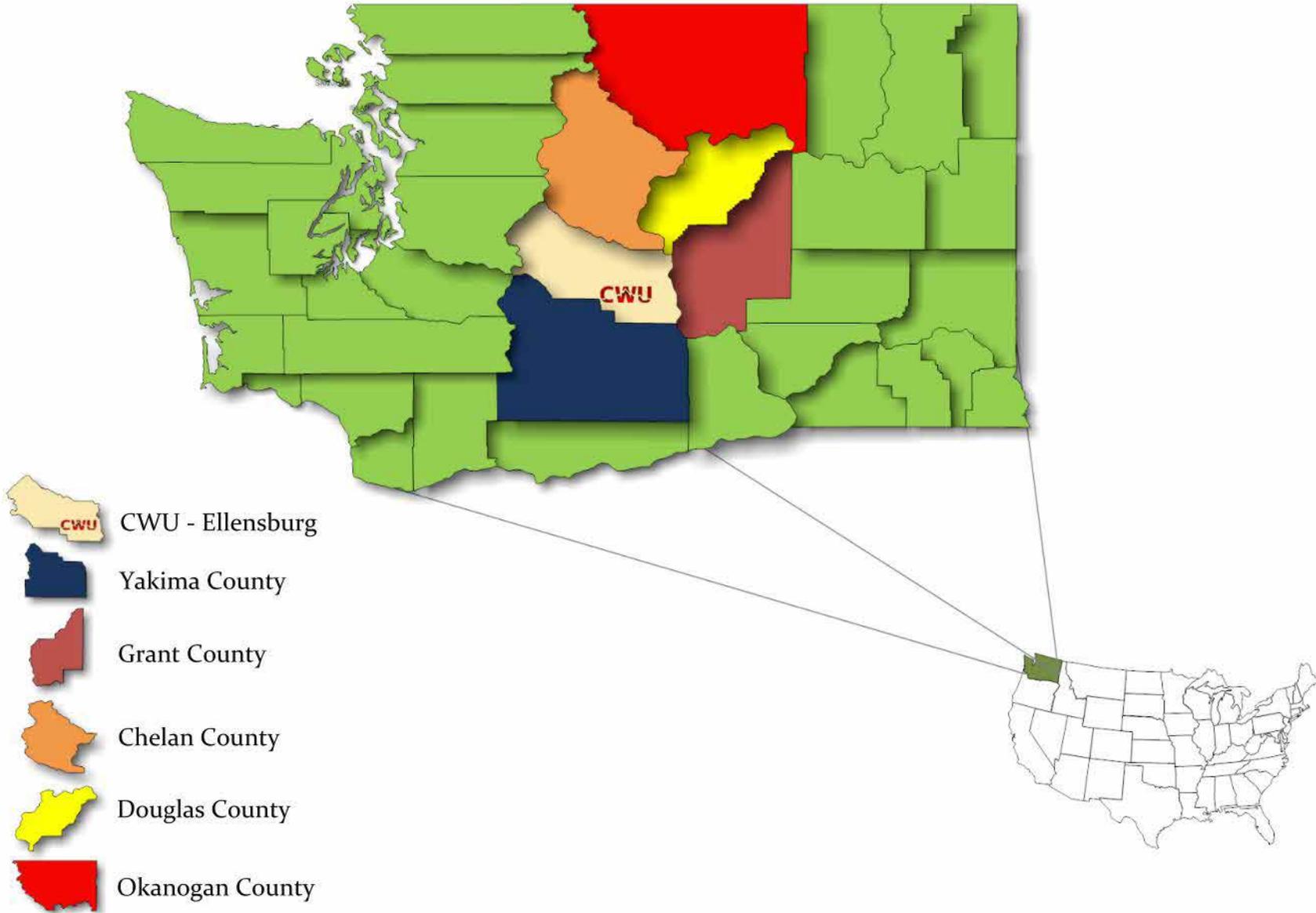
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- ⁱ The U. S. Department of Labor Employment and Training Administration: National Farm worker Jobs Program Year 2014.
 - ⁱⁱ National Center for Farmworkers Health, Inc., Migrant and Seasonal Farmworker Demographics, 2009.
 - ⁱⁱⁱ Larson, Alice; “Migrant and Seasonal Farmworker Enumeration Profile Study Update” Washington DC Office of Minority Health, May 2013.
 - ^{iv} Agricultural Workforce Report Employment Security Department, May 2012.
 - ^v United States Department of Agriculture, National Agricultural Statistical Service – *Census of Agriculture*. 2009.



UNIVERSITY 101: Academic Advising Seminar (Fall Quarter)

The primary purpose of this course is to support your success as a student at Central Washington University. There are many facets to student success, and the course covers the following specific objectives. By the end of the course, students will be able to:

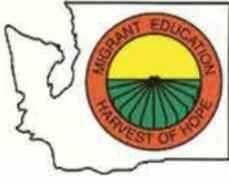
- Describe CWU students' rights and responsibilities, classroom expectations, and the importance of taking ownership of one's education.
- Reflect on their own experiences that influenced their decision to attend the university and identify their anticipated needs for success.
- Demonstrate knowledge and use of academic resources at CWU.
- Explain CWU's general education requirements, graduation requirements, the process of declaring a major/minor, and the purpose of a liberal arts education.
- Illustrate basic research skills by selecting and locating CWU library information resources on a topic.
- Show the ability to access and utilize CWU web resources, such as Outlook [email], Blackboard [online materials for your courses], and SAFARI [advising and registration].
- Recognize the importance of extra-curricular opportunities to enhance your college experience.
- Reflect on how one's social background and characteristics, viewed through the lens of opportunities, status, power, and treatment by others, help one develop awareness of diversity and respect from others.

UNIVERSITY 102: Strategies for Academic Success (Winter Quarter)

This course is designed to introduce you to many different study techniques that will assist you in becoming a successful college student. Throughout this course we will focus on elements of learning such as how to improve memory and concentration, provide you with a deeper understanding of time management, general study skills, and various note-taking methods, as well as the ability to recognize your specific learning style as tailored specifically to collegiate environment. We hope that ultimately you will utilize these techniques and apply them as best you can to your studies to eventually overcome all obstacles and achieve academic success in college.

- Students will gain a broader perspective regarding topics such as diversity, cultural sensitivity and adversity.
- Student will develop a substantial foundation of skills and strategies for academic success regarding topics such as time management, goal setting, test taking, motivation, and critical reading.
- Students will be able to identify the positive benefits and values of establishing good study habits early on in their academic career.
- Students will be aware of the array of struggles and challenges college students face.
- Students will gain understanding of how their individual independence, emotional intelligence, wellness, and personal attitude influence their academic performance and success.

CWU CAMP COURSES:



January 25, 2016

Miriam L. Bocchetti
CAMP Director/HEP & CAMP PI
Central Washington University
400 East University Way
Ellensburg, WA 98926

Dear Ms. Bocchetti:

This letter is in support of Central Washington University's application to the U.S. Department of Education to continue their operation of a High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) for migrant and seasonal farm workers.

We have enjoyed working with the Central Washington University's HEP and CAMP Programs for the past several years. The Migrant Student Data, Recruitment and Support (MSDRS) Out of Youth Facilitator has referred many students to HEP and CAMP programs and has seen many students succeed. Many of those students are now working as professionals in our community, including some who are now teachers of migrant students.

The Migrant Student Data and Recruitment Office and the Migrant Education Program are ready to assist and support Central Washington University in their efforts to provide the best support to migrant students in our state. We hope you give Central Washington University your utmost consideration for funding of their HEP and CAMP proposals.

If you have any questions or need additional information, please do not hesitate to contact me at (509) 837-2712.

Sincerely,

(b)(6)

Lionel G. Campos
MSDRS Director



SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

December 17, 2015

Miriam L. Bocchetti
CAMP Director/HEP& CAMP PI
Central Washington University
400 University Way
Ellensburg, WA 98926

Dear Ms. Bocchetti:

Please accept this letter from the Office of Superintendent of Public Instruction's (OSPI) Office of Migrant Education in support of Central Washington University's (CWU) application to the U.S. Department of Education for their High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) for migrant/farmworker participants. OSPI's vision is for every student to be ready for career, college, and life and the HEP and CAMP programs at CWU align directly with the Agency's vision for Washington's students.

Students who come from a migratory lifestyle often need additional supports that programs such as CWU's HEP and CAMP can provide so they can realize their full potential and maximize their options for college, career and life. CWU's HEP and CAMP programs have shown great successes with Migrant students and we support your continued efforts to provide services to this population.

We are committed to our continued partnership and collaboration with CWU by coordinating projects and activities which are beneficial to participants of these programs. Through the efforts of our Migrant Student Identification and Recruitment division, we are able to refer migratory students to CWU's HEP program for which returning to a high school campus is not a feasible option.

In addition, through our partnership with CWU's CAMP program, OSPI is able to collaborate to provide an annual on-campus event which focuses on building leadership and academic skills for over 100 currently enrolled high school migrant students that need additional support as they consider their plans for high school graduation and beyond. It is the goal of this partnership to increase CWU's CAMP connection to local school districts and enhance their recruitment and retention efforts to increase the number of migrant students who graduate from university.

We hope that the US Department of Education will continue to support CWU's successful CAMP and HEP programs for Migrant students who come from the agricultural areas close to CWU's campus. We look forward to our continued collaboration and partnership opportunities.

Sincerely,

(b)(6)

Mea Moore, Director
Migrant and Bilingual Education Programs

SP Award # S149A160001

Page e47

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December 14, 2015

Miriam L. Bocchetti
CAMP Director/HEP& CAMP PI
Central Washington University
400 University Way
Ellensburg, WA 98926

Dear Miriam,

This letter shall serve as our support of Central Washington University's (CWU) application to the U.S. Department of Education to continue operating the High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) for migrant/farmworker participants. We are aware that CWU currently has both an excellent HEP and CAMP Program and we support their continued efforts to provide services to this population. We are supportive of these efforts because both of these programs are designed to help students succeed in college and prepare them for future endeavors.

We commit to collaborating with CWU which may be beneficial to participants of this proposed program. Our organization offers the following services:

- Financial Support
- Application Assistance (Admissions, Housing, Scholarship)
- Academic Assistance
- Career Planning
- Cultural Enrichment

Sincerely,

(b)(6)

James L. Gaudino
President

Enclosures

Board of Trustees

400 East University Way • Ellensburg WA 98926-7501 • Office: 509-963-2111 • Fax: 509-963-3206
Office location Barge Hall Room 314 • E-mail: CWU_President@cwu.edu • Web: www.cwu.edu/president

EEO/AA/TITLE IX INSTITUTION • FOR ACCOMMODATION E-MAIL: CDS@CWU.EDU

PR/Award # S149A160001

United States Senate

WASHINGTON, DC 20510-4704

COMMITTEES:
APPROPRIATIONS
BUDGET
HEALTH, EDUCATION, LABOR,
AND PENSIONS
RULES AND ADMINISTRATION
VETERANS' AFFAIRS

1/22/2016

The Honorable Dr. John King
Acting Secretary of Education
United States Department of Education
400 Maryland Avenue Southwest
Washington, DC 20202

Dear Acting Secretary King:

I am pleased to write in support of the applications recently submitted by Central Washington University (CWU) in order to continue operating its successful High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) programs.

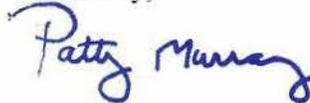
CWU is a public, comprehensive four-year university located in historic Ellensburg, Washington. Founded in 1891, CWU provides high quality programs to more than 13,000 students at eight locations throughout the region where students can complete baccalaureate degrees without leaving their communities. CWU has long served many high need communities throughout Yakima, Chelan, Okanogan, Grant and Douglas Counties; all areas that are rural and heavily dependent on farm labor. Washington state ranks as the 4th in employing migrant and seasonal farmworkers in the United States. CWU is located at the hub of the state's agricultural activity and provides critical outreach, education and support services to these communities.

As you know, HEP and CAMP are educational programs which serve students from migrant or seasonal farmworker families. HEP helps students earn the equivalent of a high school diploma and CAMP provides financial and academic support services to students in their freshman year. Together, CWU serves 190 students per year through the HEP and CAMP programs, providing these students with the academic foundation and support they need to successfully reach their educational and career potential.

For more than 100 years, CWU has been serving the communities and meeting the diverse needs of the Central Washington region. The HEP and CAMP programs have been critical in accomplishing this mission and helping to increase college access and completion in communities that have historically been underserved in higher education.

I hope that the Department will give this application every consideration.

Sincerely,



Patty Murray
United States Senator

154 RUSSELL SENATE OFFICE BUILDING
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1323 OFFICER'S ROW
VANCOUVER, WA 98661-3856
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CAMP: Top 10 for Efficiency

- #1. **California State University, Sacramento** \$5,178
- #2. **Central Washington University** \$5,822
- #3. **California State University, Bakersfield** \$6,343
- #4. **California State University, Fresno Foundation** \$7,083
- #5. **University of Texas - Pan American** \$7,456
- #6. **University of Washington** \$7,626
- #7. **Columbia Basin College** \$8,591
- #8. **Wenatchee Valley College** \$9,429
- #9. **Arizona Western College** \$9,444
- #10. **Heritage University** \$9,444

What is MAP-Works?

Purpose // MAP-Works® is a holistic approach to student success and retention, providing a platform of information that faculty and staff use to identify at-risk students early in the term. It also allows faculty and staff the ability to coordinate interventions with at-risk students by providing the power of real-time analytics, strategic communications, and differentiated user interfacing, with integrated statistical testing and outcomes reporting.

Rationale // ...

Process // The MAP-Works process includes combining data from the institution with information from the students. Using that information, MAP-Works uses real-time analytics to provide information directly to the students as well as to the faculty and staff working with the students. In Fall 2014/Spring 2015, Central Washington University participated in MAP-Works, including 179 faculty and staff members.



First-Year Students

Participants // In Fall 2014/Spring 2015, Central Washington University participated in MAP-Works with 1,483 total students in the First-Year Cohort.



MAP-WORKS RISK INDICATOR*	AVERAGE GPA**	RETURNED***	DID NOT RETURN
Green	3.04	1,051 (96%)	44 (4%)
Yellow	2.38	95 (88.8%)	12 (11.2%)
Red	2.43	31 (88.6%)	4 (11.4%)
Red2	1.55	114 (75.5%)	37 (24.5%)
NA (insufficient data to calculate risk)	-	1 (50%)	1 (50%)
TOTAL	2.81	1,292 (87.1%)	98 (6.6%)

* MAP-Works Risk Indicator shown is the final indicator calculated during the fall term.
 ** GPA information was uploaded for 1,386 students (93.5% of total population).
 *** Persistence information was uploaded for 1,390 students (93.7% of total population).

MAP-WORKS RISK INDICATOR*	AVERAGE GPA**	RETURNED***	DID NOT RETURN
Green	2.83	852 (85.2%)	148 (14.8%)
Yellow	2.11	72 (73.5%)	26 (26.5%)
Red	1.91	38 (63.3%)	22 (36.7%)
Red2	1.29	99 (41.4%)	140 (58.6%)
NA (insufficient data to calculate risk)	2.20	64 (74.4%)	22 (25.6%)
TOTAL	2.46	1,125 (75.9%)	358 (24.1%)

* MAP-Works Risk Indicator shown is the final indicator calculated during the spring term.
 ** GPA information was uploaded for 1,482 students 99.9% of total population).
 *** Persistence information was uploaded for 1,483 students (100% of total population).

TO WHAT EXTENT WERE WE ABLE TO RETAIN FIRST-YEAR STUDENTS WHO SAID THEY PLANNED TO LEAVE?

	SAID THEY WERE LEAVING	OF THOSE, HOW MANY PERSISTED TO SPRING?	OF THOSE, HOW MANY PERSISTED TO FALL?
Fall Transition - planned to leave before fall	20	13 (65%)	10 (50%)
Fall Checkup - planned to leave before fall	7	2 (28.6%)	2 (28.6%)

WHAT KINDS OF ACTIVITIES DID WE DO WITH FIRST-YEAR STUDENTS?

	# OF ACTIVITIES LOGGED	# OF STUDENTS INVOLVED	% OF STUDENTS	# OF FACULTY/STAFF INVOLVED	% OF FACULTY/STAFF INVOLVED
Contacts	933	519	35%	70	38.9%
Interaction Contacts	722	443	29.9%	63	35%
Notes	31	29	2%	11	6.1%

LOGIC MODEL

CAMP

Inputs	Outputs	Outcomes	Impact
<p>Investments</p> <ul style="list-style-type: none"> Higher Ed Support and Knowledge Highly Qualified Staff, Dedication, and Support Rigorous Curriculum (STEM) Partners' Expertise and Resources Qualified Mentors and Tutors Higher Ed Resources Technology -Database In-Kind Funds Community -based Agencies 	<p>CAMP Services</p> <p>Academic Preparedness</p> <ul style="list-style-type: none"> Map-Works Assessment Individual Education Plan (IEP) Educational Planning Course Selection Guidance Strategies for Academic Success Courses Advising/Counseling Tutoring/Mentoring Study Skills Building STEM/STEP Activities/CAMP Non-Cognitive/Cognitive Skills Educator Capacity Building <p>Personal/Social Development</p> <ul style="list-style-type: none"> Mentoring Peer Support Personal Advising Survival/Leadership Activities Cultural/Education Events Health/Dental Support <p>Financial Knowledge</p> <ul style="list-style-type: none"> Financial Aid/FAFSA completion assistance Financial Literacy Workshops Help with Enrolling into Second Year of College Assistance with scholarships Offer Stipends-Tuition, Books, Referrals (internal/external) <p>Follow-up Postsecondary Success</p> <ul style="list-style-type: none"> Academic Supplemental Support Financial Aid/FAFSA Assistance Counseling/Guidance Support Advising/Tutoring/Mentoring Apply to TRIO SSS Program 	<p>Short-Term/Long-Term Results</p> <p>Objective 1: Provide outreach to underrepresented potential participants and recruit 60 eligible MSFWs who are most in need of academic instruction and supportive services.</p> <ul style="list-style-type: none"> 42 schools will be contacted 15 organizations serving farmworkers contacted 60 students enrolled into CAMP <p>Objective 2: Provide CAMP students with admissions and intensive academic and support services during their first year of college and continue in postsecondary education.</p> <ul style="list-style-type: none"> 60 students attend orientation 60 students will be registered and enrolled 60 students will be enrolled and receive academic STEP skills training 60 students will be assessed and provided supportive services, if needed 60 students will be provided tutoring services 60 students will be exposed to cultural activities and leadership opportunities <p>Objective 3: Provide 60 students with academic, career and personal counseling and advising services to enable them to succeed in their first year at the University.</p> <ul style="list-style-type: none"> 60 students will receive academic/career advising 60 students will create an IEP and regularly update 60 students will receive mentoring services 60 students will be linked to academic and career activities 60 students will be provided career guidance and advising workshops <p>Objective 4: Provide 60 students with financial aid assistance and access to federal, state, private and institutional resources to support their first year at the University.</p> <ul style="list-style-type: none"> 60 students will file financial aid applications (FAFSA) 60 students will receive training on scholarship and internship search 35 students will receive assistance in work-study opportunities 60 students will be assessed and provided supportive services, if needed <p>Objective 5: Provide follow-up services to enhance students' retention and graduation rates through academic and financial support after completing their first year of college.</p> <ul style="list-style-type: none"> 60 students will be provided an exit orientation 100% of students who continue onto year two will be monitored 100% of students will be provided assistance in TRIO application 87% of students who complete 1st year can serve as a Mentor or Tutor 	<p>Return on Investment</p> <ul style="list-style-type: none"> A successful college and career culture and climate will be evident at CWU CAMP and among students 60 eligible MFSW students highly engaged and learning in CAMP 52+ (87%) of CAMP students successfully complete their first year of college 45+ (86%) of CAMP students who complete their first year of college continue to be enrolled in college Increasing the number of MSFW students graduating from college, targeting STEM degrees and careers

(b)(6)

EDUCATION

Doctor of Philosophy, Educational Leadership and Human Resources Colorado State University Fort Collins, CO	May 2018
Master of Arts, English Literature Central Washington University, Ellensburg, WA	December 2005
Bachelor of Arts, English Literature University of Washington, Seattle, WA	June 2002

WORK EXPERIENCE

Principal Investigator, CWU HEP/CAMP Projects **Ellensburg, WA 2013-present**

- Oversees all functions and operations of HEP & CAMP projects at Central Washington University
- Serves as first point of contact for CWU HEP and CAMP projects
- Maintains communication with federal program officer on behalf of HEP/CAMP projects
- Provides direct support and organizational guidance to CWU HEP Project Director
- Conducts yearly Professional Development Plan with HEP Director
- Manages combined yearly budget of \$1 million dollars, \$5 million over total grant cycle
- Represents both projects at annual HEP/CAMP Director’s Meeting in Washington, DC
- Conduct hill visits with other HEP and CAMP programs, informing legislators about programs
- Completes and submits regular HEP/CAMP reports to Student Achievement Associate Dean
- Represents both CAMP and HEP at bi-weekly Student Achievement Council meetings
- Applied for and received over \$400,000 in state grants for summer programs
- Collaborates with staff and faculty on projects related to farm worker population
- Other duties as assigned by the Associate Dean of Student Achievement

Director, CWU College Assistance Migrant Program **Ellensburg, WA 2007-Present**

- Administers CAMP (both fiscally and administratively), in compliance with Central Washington University and the US Department of Education (USDOE) Office of Migrant Education (OME)
- Ensures implementation of the grant’s goals and objectives in compliance with USDOE OME and CWU
- Coordinates CAMP recruiting and retention efforts per grant goals and objectives.
- Recruit and enroll eligible participants in accordance with USDOE OME regulations and the CWU CAMP Grant.
- Organize outreach in conjunction with grant objectives
- Networks with state migrant agencies, school districts, regional and national HEP/CAMP associations, military services, higher education institutions, community colleges, High School Equivalency Programs (HEP), migrant education programs, Educational Opportunity Centers (EOC), employers, community and non-profit organizations
- Takes the lead on the preparation of monthly budget reports
- Oversees the comprehensive facilitation of five-year \$5 million dollar grant
- Supervises documentation of grant objectives fulfillment, accounting process and record keeping
- Supervises and annually evaluates all CAMP staff
- Schedules and facilitate CAMP advisory board meetings
- Manages public relations campaign for CAMP
- Manages annual and internal program evaluations
- Assist with coordination of New Student Orientation for CAMP students
- Maintains communication with Department of Education/Office of Migrant Education program officer

- Writes and submits annual and final annual performance reports to Department of Education
- Submits annual state WSAC grant report and reapplication form
- Assists with grant re-write process every five years
- Supervises the annual instruction of University 101 and 102 course curriculum
- Other duties as assigned by the Associate Dean of Student Achievement

Interim Director, CWU-College Assistance Migrant Program

- Supervised and evaluated all CAMP program staff
- Submitted mid-year and end of the year reports to the Office of Migrant Education (OME)
- Maintained communication with the Office of Migrant Education
- Completed and submitted HEC-B supplemental grant report and re-application form
- Submitted necessary justifications to request appropriate expenditure of program funds
- Ensured proper fulfillment of grant objectives in compliance with federal regulations
- Managed budget and supervised preparation of monthly reports

Retention Counselor, CWU-College Assistance Migrant Program Ellensburg, WA 2005-2007

- Accountable for inclusive retention and student support within the program
- Developed comprehensive understanding of migrant/seasonal farm worker populations
- Intensely monitored all students' academic effort and development
- Traveled to Yakima Valley Community College to work with CAMP transfer students
- Served on CWU Retention Task Force, working with others to understand university retention
- Responsible for identifying and remedying any irregular academic progress amongst the cohort
- Collaborated with other CWU program staff and faculty, seeking ways to improve student success
- Developed program's first ever Strategic Plan (copy available on request)
- Sought out various relevant partnerships and collaborations meant to enhance student success
- Attended all internal director's meetings from June 2006-present
- Led weekly staff meetings and quarterly staff development

Graduate Assistant CWU-College Assistance Migrant Program Ellensburg, WA 2004-2005

- Facilitated various teaching approaches and techniques for specialized student groups
- Co-instructor of quarterly courses focused on university transitions and college survival skills
- Maintained quarterly grades for each CAMP course on excel database
- Participated in monthly staff development workshops and meetings
- Provided consistent academic advising and support to students of racially diverse backgrounds
- Conducted quarterly academic warning and probation sessions for high risk students
- Assisted retention counselor and director with various program initiatives and projects
- Supervised nightly study sessions while providing tutoring in all general academic courses
- Collaborated with other staff regarding monthly meetings, cultural events, activities, and trips
- Represented CAMP Program at various events, meetings and within the community
- Conducted quarterly check-ins with students emphasizing on students' academic and personal goals

QUALIFICATIONS

- Proficient in Spanish (four years of college level Spanish)
- Detail oriented with the ability to multi-task
- Exceptional interpersonal, writing, and speaking skills
- Team player able to work independently little supervision
- Strong problem solving and analytical skills
- Extremely motivated, organized, and reliable
- Extensive knowledge of grant funded programs and application process

Veronica Z. Dimas

Experience	April 2002-Current	Central Washington University/College Assistant Migrant Program	Ellensburg, WA
		Program Coordinator	
		<ul style="list-style-type: none"> ▪ Maintain budget and fiscal records and inform supervisor of status, Prepare fiscal reports ▪ Update and maintain a budget ▪ Order supplies, equipment, printing, arrange for maintenance services ▪ Maintain inventory ▪ Use spreadsheets and data base software to maintain records ▪ Prepare spreadsheets involving the development of formulas, combine files to create reports ▪ Use word processor/typewriter to keyboard/type letters, meeting notices and agendas, reports, financial statements, schedules, student evaluations and other documents from rough drafts, take and transcript meeting minutes. ▪ Perform complex word processing tasks such as merging and sorting, integrating text with graphics spreadsheets and data base files, uploading/downloading, and creating footnotes and outlines ▪ Supervise student staff ▪ Coordinator Annual Cesar Chavez Blood Drive 	
Education	2012-March 2014	University of Phoenix	Ellensburg, WA
		<ul style="list-style-type: none"> ▪ BA-Criminal Justice Administration with a concentration in Human Services 	
	2010-2012	University of Phoenix	Ellensburg, WA
		<ul style="list-style-type: none"> ▪ AA-General Studies 	
Trainings		<ul style="list-style-type: none"> ▪ Speaking to be Heard, Listening to Understand Training ▪ Safe Space Training ▪ Information Technology and Administrative Management ▪ National Migrant Education Conference ▪ Cooperative Problem Solving ▪ Sexual Assault Training ▪ Preventing Violence in the Workplace ▪ First Aid/CPR Training ▪ Performance and Development Plan ▪ Travel Training ▪ Accounts Payable ▪ Handling Conflict & Difficult Situations ▪ Emergency Preparedness 	

EDUCATION:

September 2010-February 2012 - M.S. Family Studies and BA in Law and Justice, Specialization in Corrections September 2006-June 2010 both from **Central Washington University**, Ellensburg, WA; and August 2002-June 2006 High School Diploma **Othello High School**, Othello, WA

CERTIFICATIONS:

January 2014 **Central Washington University**, Ellensburg, WA

- Certified Family Life Educator

QUALIFICATIONS:

- Works well under minimal supervision
- Bilingual English/Spanish with the ability to translate
- Excellent interpersonal skills
- Adapts easily/quickly to fast paced environments

WORK EXPERIENCE:

12/11-Present **Central Washington University/College Assistance Migrant Program**

Retention Counselor/Recruiter

- Provide support to CAMP students on a regular basis
- Conduct all new student intakes
- Advise students in academics and evaluate their progress
- Instruct UNIV 101 & 102 courses
- Assist in recruiting initiatives
- Maintain students file up to date
- Provide support to students when needed in any area
- Maintain confidentiality at all times
- Refer students to proper services/resources when needed
- Coordinates mentor program
- Asses tutoring needs
- Accompany student on educational trips
- Provide social, financial, and academic support to students

07/11-12/11 **Washington State Migrant Council**, Mattawa, WA

Family Service Worker

- Social service duties
- Pre-enroll and enroll children into WA Migrant Seasonal Head Start/ECEAP Program
- Assist/referral families with any services they need
- Maintain high number of children in the program
- Monthly/weekly reports
- Help director with timecards
- Address concerns and/or questions of children and family with relevant personnel
- Maintain comprehensive family files

08/10-06/11 **Central Washington University/Communication Dept.**, Ellensburg, WA

Student office Aide

- General office work: make copies, take phone calls, take messages
- Run errands for supervisor and faculty
- Assist students with any question about majors
- Assist students with camera check out/check in
- Work with Microsoft Excel, Word, and PowerPoint
- Send out emails to faculty about events, updates, etc.
- Help faculty with class and syllabus when absent and needed.

01/07-06/10 **The Bridges Project**, Ellensburg, WA

Mentor/Office Assistant

- Assist middle and high school students with homework and goal setting after high school
- Oversee and reconcile 7 budgets
- Assist Mentors with questions, problems, and/or concerns
- Process mentor files and schedule appointments
- Help with day to day office duties: answer phones, make copies, file, and help customers
- Maintain and run office in supervisor's absence
- Organize several search committees for new positions
- Assisted supervisor with scheduling mentors and events
- Assisted supervisor coordinate special projects for students in twelve public schools
- Assist as a youth counselor for a 7 week Latina Camp in Brewster WA
- Provide comprehensive training to all mentors

EDUCATION

California State University, Fresno (Fresno State)

Master of Arts, Counseling & Student Services

Bachelor of Arts, Psychology

SKILLS & QUALIFICATIONS

- Seventeen years of experience coordinating college programs and services including supervising staff
- Experience as a leader in educational administration (program director for 15 years) and completed Administrative Credential program
- Extensive experience working with the College Assistance Migrant Program (CAMP), a U.S. Department of Education program
- Effectively lead office as a team, resulting in CAMP at Fresno State's #1 national ranking for two consecutive years (in top ten the past four years)
- Experience developing programs and services to recruit and retain students (established recruitment and academic plan for program)
- Experience designing, implementing, coordinating, and measuring program effectiveness
- Revised office Recruitment and Academic Plan to increase engagement and retention of students
- Knowledge and experience managing budgets and writing grants
- Utilize detail-orientation skills to assure grant is in compliance of all stated goals and activities per Federal and State guidelines
- Experience with advising – A-G, Remediation, Transfer, GE, and Major Exploration
- Experience teaching first year experience course at Fresno State
- Experience working with low-income and disadvantaged students while completing field work hours at various organizations (Boys & Girls Club; Firebaugh, Fresno and Roosevelt High Schools)
- Computer literate in e-mail, database and word processing programs

PROFESSIONAL EXPERIENCE

California State University, Fresno (Fresno State)

College Assistance Migrant Program (CAMP) – Director (June 1999-Present, CAMP Alumni)

Administer all aspects of the federally funded program and serve as an advocate for migrant students. Responsibilities include: conduct job searches to identify professionals/advocates with migrant or farm worker backgrounds; hire CAMP professional staff; develop and implement staff training and orientations; supervise and evaluate staff performance; ensure successful completion of program objectives; development of project reports, evaluations, budget, personnel, and program activities; liaison with the US Department of Education, Migrant Education Office, State and Regional Migrant Education Offices, school district administrators for the Fresno State service area as well as Fresno State faculty and student services units; train and conduct academic advising workshops to CAMP staff, student staff, and program participants; conduct post-secondary presentations to K-12 schools and parents in the valley; maintain knowledgeable of state, federal, and institutional guidelines in student services, student assessments, and curriculum development; regularly utilize bilingual skills and maintain sensitivity to the needs all students.

Summer Residential Programs – Coordinator (Summer 1997-Present)

Coordinate residential programs to assist middle and high school students in core subjects through PASS and prepare for college. Responsible in the development of project reports, evaluations, budget, personnel, and program activities; conduct training workshops for all program staff; work closely with campus faculty, staff, and community.

College Assistance Migrant Program (CAMP) – Academic Counselor (April 1997- June 1999)

Responsible for the coordination of the academic component of the program; coordinated and implemented learning assistance activities; developed and taught special skills workshops; conducted transcript analysis and diagnostic testing; implemented different strategies to better assist ESL students both individually, and in groups; served as an instructor of University 1 course; coordinated with faculty and staff to implement ways to better assist our program participants; trained and conducted academic advising workshops to CAMP staff, student staff, and program participants; advised students on course selection and requirements; hired, trained and supervised staff to conduct post-secondary presentations to K-12 schools in the valley.

CONSULTING EXPERIENCE

- External Evaluator: HEP or CAMP programs nationwide (regularly, since 2009)
- Parent Trainer: Migrant Program for Fresno County, Monterey County, Tulare County (2000-Present)
- Co-Mini-Grant Writer: JE Fehsenfeld Foundation (2012-2013)
- Co-Grant Writer: CAMP at California State University, Fresno (1999, 2004, 2009 & 2014)

EDUCATION**Central Washington University September 2008-December 2012**

BA: Law & Justice Major

Sociology minor

SKILLS

- Bi-lingual/Bi Literate- English and Spanish.
- Computer: Type 65+ WPM, Microsoft Word, Microsoft Excel, Microsoft PowerPoint
- Personal: Ethical, detail-oriented, responsible, organized, proficient, efficient
- Resilient networking skills.

EMPLOYMENT**Outreach Specialist/ Retention Counselor****October 2014- Present**

Central Washington University, Ellensburg, Washington

- Conducted outreach for CWU and the College Assistance Migrant Program in over 9 counties in the state of Washington.
- Recruited 60 students for the College Assistance Migrant Program at CWU.
- Provided individual admissions counseling and academic advising to students from diverse backgrounds.
- Provided presentations to large groups of students, parents, and other education personnel pertaining to CWU Admissions, Financial Aid and the College Assistance Migrant Program.
- Attended community events and school events to provide students, parents, and other education personnel with information on CWU and CAMP.
- Participated in several scholarship committees focusing on serving students from diverse backgrounds.
- Collaborated with the Office of Superintendent of Public Instruction (OSPI) and the Association of Washington State Principals (AWSP) to host a week long summer academy for Priority for service Migrant students.
- Attended National HEP/CAMP Conferences to learn about other approaches to better serve migrant students and families.

Out of School Youth Facilitator**February 2014 –Present**

Sunnyside School District, Sunnyside, Washington

- First Migrant Out-of-school Youth Facilitator in the State of Washington.
- Networked with migrant programs in other states to develop and implement the techniques necessary to serve Migrant OSY in Washington State.
- Created and conducted assessments to identify resources that would help OSY reach their needs and goals.
- Networked with several educational service districts and social service agencies statewide.
- Referred and facilitated the referrals of OSY to employment, educational and social service resources.
- Presented to the Office of Superintendent of Public Instruction (OSPI), Educational Service Districts and Parent Advisory Committees about resources, strategies and techniques aimed on serving migrant OSY.
- Managed a caseload of 50+ Migrant OSY statewide.

Residential Counselor**June 2012-January 2014**

Parke Creek Rehabilitation Center, Ellensburg, Washington

- Demonstrated effective written and oral skills for communicating with different audiences
- Managed motivational interviews with 12+ participants
- Engaged, motivated, coached, validated/reinforced, and redirected youth in positive behavior change
- Facilitated youth counseling groups
- Provided treatment and supervision interventions to youth with a complex range of disorders and treatment needs
- Coordinated community service opportunities and engaged eligible residents in participation of community service
- Developed daily goal statements
- Assessed resources needed to achieve objectives
- Complied with ethical and legal principals
- Reported to supervisors daily
- Managed various types of paperwork
- Assisted juveniles from diverse backgrounds

JOB DESCRIPTIONS

Job Title: Principal Investigator/Project Director

Department: College Assistance Migrant Program

Supervisor:

Duties and Responsibilities:

Coordinate the planning, development and implementation of all program goals and objectives. Hire, train and supervise program staff and manage budget activity in accordance with federal and institutional guidelines and regulations. Prepare and submit project reports as required by federal and institutional regulations. Act as the liaison with federal and state migrant agencies and area school districts while promoting the CAMP program's mission, vision, and goals.

Qualifications: Bachelor's degree required (Masters preferred). Three years required experience in related field and/or comparable proven experience in working with migrant/seasonal farmworkers and/or human services program. Experience in farmworker best practices, policies, and regulations (2 years required). Budget development and management experience with strong communication and organizational capabilities preferred.

Job Title: Program Coordinator

Department: College Assistance Migrant Program

Supervisor: Principal Investigator/Project Director

Duties and Responsibilities: Develop and coordinate all activities related to the CAMP application: review and process; assist in determining program eligibility and academic need. Assist recruiter in notifying students of acceptance. Ensure student eligibility ratios are in compliance with Federal and State standards. Develop and coordinate new student CAMP orientations. Develop, coordinate and assess leadership and cultural events. Coordinate the development and dissemination of CAMP brochures. Assist with Discover! Orientations, present to students and parents about CAMP. Manage social media accounts, update the CAMP web page and web site development. Prepare and mail out quarterly newsletters to parents. Assist with scheduling rooms and speakers for campus visits and summer programs. Greet visitors and answer telephone. Assist the Director with the development and management of CAMP budget, expenditures, funds balances, etc. are within budget limits and that all University, State and Federal fiscal practices are followed. Supervise student office staff. Develop and revise staff policy manuals for training purposes/assist with training. Assist with CAMP annual reports, summer programs and organize materials from schools. Represent program at meetings, conferences and trainings.

Qualifications: (Bachelor's degree preferred) Specific experience with operation of DOE grant program (knowledge of federal regulations preferred); Extensive experience with line item budgeting process; experience in program specialty, or equivalent education and experience; Bilingual (Spanish and English). Prior supervisory experience and a background that provides evidence of overcoming barriers similar to those encountered by students in the migrant populations is preferred.

Job Title: Retention/Advising Counselor

Department: College Assistance Migrant Program

Supervisor: CAMP Project Director

Duties and Responsibilities:

Research, develop, and implement culturally relevant instruction and materials to assist CAMP students with university and professional skills development. Prepare and administer CAMP course syllabus and curriculum. Monitor and maintain a caseload of our 60 students each grant year as stated in grant. Work collaboratively with the Student Life Coordinator to ensure adequate event opportunities and attendance for CAMP students per the requirements of the grant. Provide one on one and group activities to enhance cohort members' college success skills. Oversee the CAMP Mentors by providing training/leadership and education/community & civic engagement. Connect students with on campus resources such as the Academic Skills Center (ASC). Develop and monitor the academic plan of first-year CAMP students.

Qualifications: Bachelor's Degree in related with three years proven experience in academic and advising. Three years prior experience working with migrant/seasonal farm worker families required.

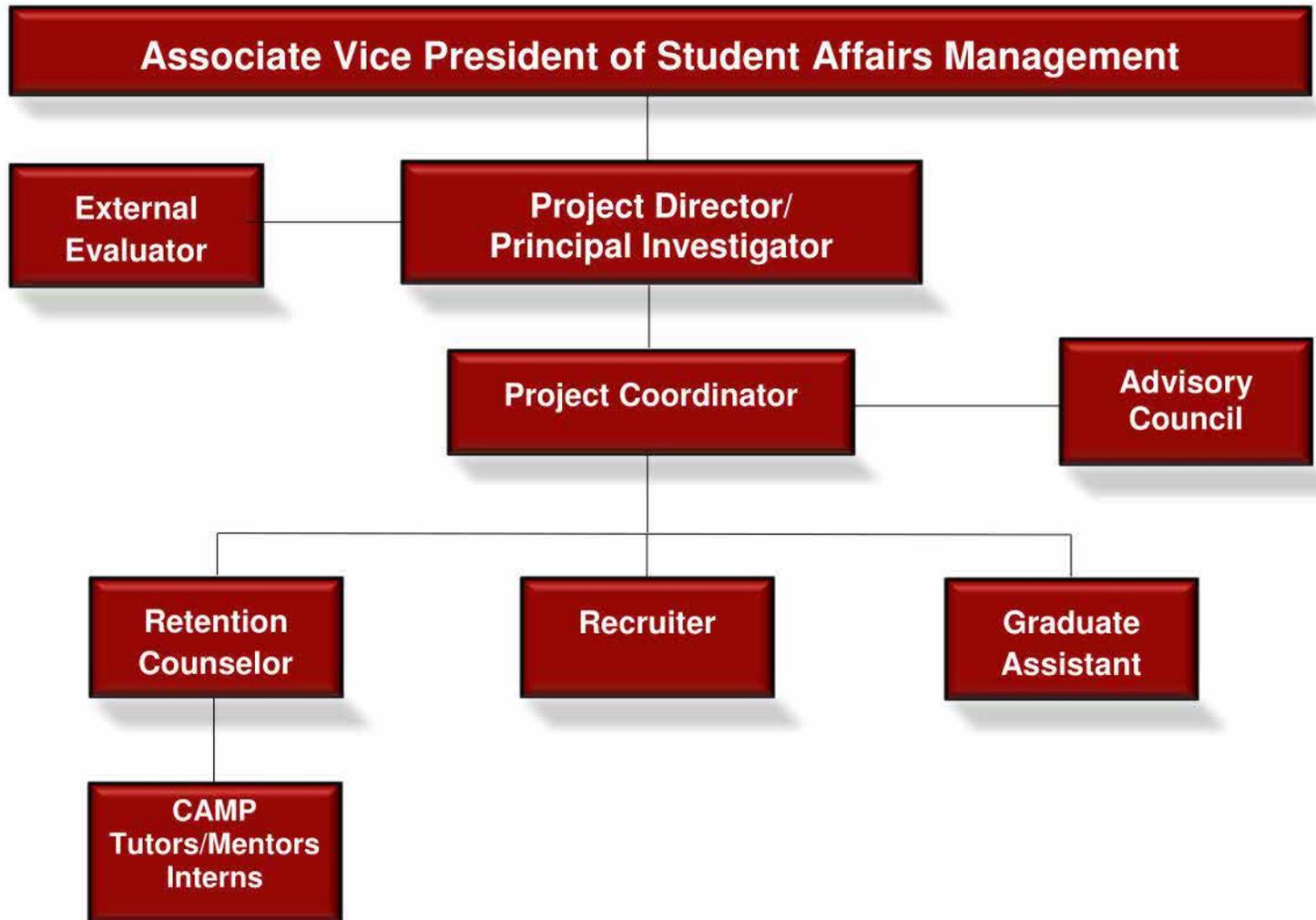
Job Title: Outreach Specialist/Recruiter**Department:** College Assistance Migrant Program**Supervisor:** Principal Investigator/Project Director**Duties and Responsibilities:** Provide one on one and group activities to enhance cohort members' college success skills and STEM career skills. Implement STEM programming through mentoring and activities. Identifies intervention opportunities for low performing program participants within the cohort Contact and meet with high school counselors and teachers to explain benefits of the CAMP, as well as provide information regarding admissions requirements and program benefits to prospective students and parents via phone, mail and personal visits. Develop and execute a recruitment plan to enroll a total of 60 students to the CAMP program each year. Act as college liaison for all targeted schools and community organizations.**Qualifications:** Bachelor's degree in related with two years prior experience working with migrant/seasonal farm worker families required or TRIO programs. Prior STEM experience preferred.**Job Title: Graduate Assistant/Student Staff****Department:** College Assistance Migrant Program**Supervisor:** Principal Investigator/Project Director**Duties and Responsibilities:** Support and coordinate clerical and administrative details to support activities of CAMP program. Maintain the data entry and database for students up to date. Process entry and exit paperwork for the CAMP. Create and maintain hard copies of CAMP student files. Maintain all department paper and electronic filing up to date. Handle confidential student information with tact, discretion and in compliance with FERPA regulations. Schedule appointments as necessary for students and prospective students for admissions counseling, advising, placement testing, and others as needed. Assist in event preparation; this includes, but is not limited to location scheduling and reservations, assisting with preparation of necessary materials in advance, and ensuring adequate communication with all parties involved. Maintain, organize, inventory, and order office supplies and equipment as needed to ensure the smooth operation of the CAMP.**Qualifications:** High school diploma/GED required (AA preferred) with two years of office management experience and proficiency in Microsoft office. Bilingual in English/Spanish required.**Job Title: Mentors and Tutors****Department:** College Assistance Migrant Program**Supervisor:** Principal Investigator/Project Director**Duties and Responsibilities:**

Provide tutoring and mentoring to eligible CAMP students. Tutors who have demonstrated mastery in core subjects will work with staff and the faculty member to develop and deliver enhanced one-to-one and small group instructional tutoring aimed at increasing academic achievement and GPA scores of CAMP students. Mentors will mentor CAMP students and provide support with decisions that may include but not limited to the following: academic, social, personal, financial and career areas. This may, academic planning, assisting with job shadowing opportunities, create activities for students throughout the academic year, and many other related areas. Both Tutors and Mentors will build positive working relationships with the students and provide appropriate support to aid in participant success. Attend mandatory monthly tutor/mentor meetings. Maintain logs and record of contacts with students

Qualifications: Current Heritage University Student at junior or senior level with declared major and a Grade Point Average (G.P.A.) of 3.00. These positions will requires prior tutoring and mentoring experience, preferably in a higher education setting. Possess the ability to execute excellent interpersonal and communication skills. Overall Promote the CAMP program's mission, vision, goals, objectives and outcomes.



Central Washington University CAMP Program ORGANIZATIONAL CHART



COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:
ORGANIZATION:
Central Washington University
Business Office 400 E. University Way
Ellensburg, WA 98926

DATE: 07/18/2012
FILING REF.: The preceding
agreement was dated
05/18/2011

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.	07/01/2012	06/30/2016	51.50	On-Campus	All Programs
PROV.	07/01/2016	06/30/2017	51.50	On-Campus	All Programs

*BASE

Direct salaries and wages including vacation, holiday, sick pay and other paid absences but excluding all other fringe benefits.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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



Budget Narrative

The proposed budget for Central Washington University (CWU) is submitted in response to the U.S. Department of Education's Office of Elementary and Secondary Education **College Assistance Migrant Program (CAMP)** Grant. The following budget justification clearly illustrates that the funding requested is for all five years of the program. The budget request is realistic and based on actual costs that will adequately support the proposed CWU 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 CWU or other community support.

CWU CAMP is proposing a budget of **\$2,125,000** over the five year grant period from the U.S. Department of Education's CAMP Program to serve **60 eligible Migrant and Seasonal Farmworker (MSFW) students** annually. The CWU CAMP will continue providing MSFW students with the academic foundation they need to successfully reach their educational and career objectives, bridging educational gaps by offering a comprehensive supportive services based program that increases and enhances post-secondary educational opportunities for farmworkers, and prepares them for the world of work and a career.

As described in the scope of work, Central Washington University has budgeted the proposed positions, travel, supplies, materials, services and other items to effectively implement CWU CAMP. The allocation of resources was prepared based on CWU's multiple years of experience and what is necessary to accomplish the proposed goals, objectives and outcomes. The proposed salaries, wages and costs are aligned and within CWU's financial policies, procedures and salary scale for positions that have comparable duties and responsibilities. Each key position plays a significant role towards the success of CWU CAMP, each with important

responsibilities to ensure all necessary tasks and items have been accomplished to meet the proposed goals and objectives.

The following budget narrative describes each budget category in detail, its alignment to the goal and objectives, and further delineates the importance and role of each staff, their time commitment and the resources allocated to support their efforts towards meeting and/or exceeding the outcomes outlined in the proposal. CWU CAMP is confident that these professionals will accomplish each task assigned with vigor while meeting the required contractual obligations.

During Year 1, CWU CAMP will focus upon: 1) retaining, recruiting, and training staff to serve as lead CWU CAMP agents; 2) identifying, assessing and selecting eligible commuter MSFW students with the greatest need; 3) building a collaborative leadership team that will focus on increasing academic performance for students while creating highly-effective CWU CAMP staff; 4) collecting and analyzing data (pre/post) from a multitude of sources to inform the project; 5) designing and delivering high quality professional development to staff; and 6) developing and maintaining collaborative structures within the university and with local community and faith-based organizations, school districts, federal and state entities and local government agencies to maximize resources.

Follow-up services will be provided to CWU CAMP participants after they have completed their first year of college. Follow-up services may include, but are not limited to, advising and counseling, college enrollment and financial aid application assistance, class selection, career and financial guidance, monitoring and reporting academic progress, referrals to on and off campus providers for counseling, health or transportation services, etc. CWU will not utilize more than 10 percent of CAMP funds for follow-up services.



Year 1 - 5 (2016-2021)

1. Personnel

Central Washington University (CWU) has budgeted the following positions to implement the CAMP Program as described in the application narrative. The allocation of these human resources has been made based on our many successful years of experience and what is necessary to accomplish the proposed objectives. All salaries and wages are aligned and within the current CWU salary scale. An annual cost of living increase is reflected in staff salaries.

These positions include:

Principal Investigator/ Project Director (.90 FTE)

The Project Director’s responsibility is to coordinate the overall implementation of the CAMP program and is ultimately responsible for recruitment, eligibility, and enrollment for all CAMP activities. The Project Director ensures that students have equal access to all CAMP services illustrated in the scope of work. The Project Director will make certain that the goals and objectives are in compliance with contractual obligations while being cognizant to all federal and state rules, regulations and mandates. The Project Director will also supervise all CAMP staff, work with the evaluator, manage the budget, compile evaluation data and produce all the required reports. The Project Director will also serve as Principal Investigator (PI). As PI, she will oversee the administration of the College Assistance Migrant Program while providing the overall leadership and support to the CAMP staff. The PI will ensure that the coordination of internal resources occurs to maximize all possible services to CAMP students.

2016-17	2017-18	2018-19	2019-20	2020-21
\$64,260	\$65,454	\$66,528	\$67,526	\$68,201



Outreach Specialist/Recruiter (1 FTE)

The Outreach Specialist/Recruiter’s main responsibility is to identify and enroll 60 eligible migrant and seasonal farmworker students into the CAMP program. This individual will interview all potential students, compile the required documentation and ensure the eligibility of each enrolled student. The Outreach Specialist/Recruiter will also be charged with aggressively marketing CAMP services specifically to rural isolated areas where targeted populations are traditionally underserved. The Outreach Specialist/Recruiter will develop and expand its vast network of partners to maximize outreach efforts to migrant and seasonal farmworkers.

2016-17	2017-18	2018-19	2019-20	2020-21
\$36,720	\$37,454	\$38,016	\$38,586	\$38,972

Retention Counselor (1 FTE)

The Retention Counselor’s key responsibility is to assess each student’s academic and career skills, develop an Individual Education Plan, and provide academic, financial and personal guidance to ensure students remain in the program and successfully exit.

2016-17	2017-18	2018-19	2019-20	2020-21
\$44,472	\$45,361	\$46,041	\$46,732	\$47,199

Program Coordinator (1 FTE)

The Program Coordinator will be responsible for assisting CAMP staff with project activities, compiling student data, assisting with CAMP marketing, developing reports, drafting correspondence, maintaining student portfolios and other related work needed to meet the program goals and objectives. The Program Coordinator will also work with and guide participating MSFWs to achieve their academic goals.

2016-17	2017-18	2018-19	2019-20	2020-21
\$39,708	\$40,502	\$41,109	\$41,726	\$42,143



CAMP Student Staff

Undergraduate CAMP students will be hired by CAMP staff with general program duties such as creating annual yearbooks and slideshows for yearly banquet, helping plan quarterly trips, and teaching students how to research scholarships, internships and service learning opportunities.

These services are important to CAMP students during their first year of college.

2016-17	2017-18	2018-19	2019-20	2020-21
\$5,000	\$5,000	\$5,000	\$5,000	\$5,000

Total Wages

2016-17	2017-18	2018-19	2019-20	2020-21
\$190,160	\$193,771	\$196,694	\$199,570	\$201,515

2. Fringe Benefits

Fringe Benefits include FICA, Workers Compensation, retirement, SAIF, and medical and dental coverage. The Fringe Benefit rate is approximately 39% of total salaries. All full-time employees are entitled to these benefits with the exception of hourly employees. Hourly employees maintain a fringe benefits rate of 3% and only include federal and state mandatory taxes. Hourly employees include student staff, mentors, and tutors/interns.

2016-17	2017-18	2018-19	2019-20	2020-21
\$69,816	\$71,181	\$72,274	\$73,356	\$74,088

3. Travel

Local Travel

Local travel will consist of mileage to implement program activities at each campus site, provide oversight, monitor program activities, recruit and enroll students, participate in meetings and staff development, compile student and evaluation data, administer assessment instruments, and provide training and other required activities related to the success of the program. Both the



Project Director/PI and Program Coordinator will travel locally to ensure coordination of all aspects of CAMP programming. The Retention Counselor will travel locally to meet with students, CWU staff, and local resources to support the successful retention of CAMP participants. The Outreach Specialist/Recruiter will travel extensively locally to recruit CAMP participants and is also budgeted for 6 nights lodging and 7 days per diem for in-state coordination meetings and recruitment efforts as illustrated below.

Local Travel	
Project Director/PI – 350 miles/month @ \$0.54 = \$189 x 12 months	\$2,268
Retention Counselor – 224 miles/month @ \$0.54 = \$121 x 12 months	\$1,452
Outreach Specialist/Recruiter – 475 miles/month @ \$0.54 = \$257 x 12 months	\$3,078
Outreach Specialist/Recruiter In-State Coordination Meetings: 7 nights lodging @ \$115 per night	\$805
7 day per diem @ \$51 per day (local per diem)	\$357
Local Travel – Mileage rate is consistent with the Federal Rate, therefore, it may vary from year to year depending on the appropriate federal rate.	
Local Travel Subtotal	\$7,960

The Project Director/Principal Investigator will attend the Annual HEP/CAMP Director’s Meeting/Conference each year in Washington, DC as well as the HEP/CAMP National Conference and the National Association of State Migrant Director’s. The Project Director is required to attend three annual meetings/trainings/conferences each year. The Outreach Specialist/Recruiter and Retention Counselor will also attend a maximum of two conferences/trainings out of state per year in order to engage in professional development opportunities. Beginning year two, a small decrease in travel each year due is reflected due to a reduced need for in state coordination as networks and communication will be established.

Out of State Travel	
Project Director/PI – HEP/CAMP Director’s Conference, Washington, DC	\$2,120
Lodging – 4 nights x \$225 per night	\$900
Per Diem – 5 days @ \$74 per day	\$370
Air Fare	\$700
Luggage	\$50
Ground Transportation @ \$100	\$100



Project Director/PI – HEP/CAMP National Conference	\$1,720
Lodging – 4 nights x \$150 per night	\$600
Per Diem – 5 days @ \$74 per day	\$370
Air Fare	\$650
Luggage	\$50
Ground Transportation @ \$50	\$50
Project Director/PI-National Migrant Education Conference	\$1,920
Lodging – 4 nights @ \$200 per night	\$800
Per Diem – 5 days @ \$74 per day	\$370
Air Fare	\$650
Luggage	\$50
Local Transportation @ \$50	\$50
Outreach Specialist/Recruiter – HEP/CAMP National Conference	\$1,720
Lodging – 4 nights @ \$150 per night	\$600
Per Diem – 5 days @ \$74 per day	\$370
Air Fare	\$650
Luggage	\$50
Local Transportation @ \$50	\$50
Outreach Specialist/Recruiter-National Migrant Education Conference	\$1,920
Lodging – 4 nights @ \$200 per night	\$800
Per Diem – 5 days @ \$74 per day	\$370
Air Fare	\$650
Luggage	\$50
Local Transportation @ \$50	\$50
Retention Counselor – HEP/CAMP National Conference	\$1,720
Lodging – 4 nights @ \$150 per night	\$600
Per Diem – 5 days @ \$74 per day	\$370
Air Fare	\$650
Luggage	\$50
Local Transportation @ \$50	\$50
Retention Counselor – National Migrant Education Conference	\$1,920
Lodging – 4 nights @ \$200 per night	\$800
Per Diem – 5 days @ \$74 per day	\$370
Air Fare	\$650
Luggage	\$50
Local Transportation @ \$50	\$50
Out of State Travel Subtotal	\$13,040

2016-17	2017-18	2018-19	2019-20	2020-21
\$21,000	\$17,000	\$15,000	\$12,500	\$10,500

4. Equipment -0-

5. Supplies

Supplies including, but not limited to, instructional materials, computer training software, curriculum and other related items will be purchased each year allowing the program to provide quality service to students participating in this program. In addition, general office supplies and other materials necessary for the success of this program will be purchased annually. The small decrease each year reflects the anticipated carryover of supplies from the prior year.

Office Supplies \$125 per month x 12 months	\$1,500
Computer Software each year	\$270
Instructional Materials each year	\$300
Supplies Total	\$2,070

2016-17	2017-18	2018-19	2019-20	2020-21
\$2,070	\$2,344	\$2,328	\$1,870	\$1,693

6. Contractual

An independent external evaluator will be contracted annually to conduct the required comprehensive external evaluation. This evaluator will provide valuable information on the program status, performance, as well as an analysis review and will recommend program modification(s) when appropriate via an official written report to be submitted no later than 30 days of when evaluation takes place.

2016-17	2017-18	2018-19	2019-20	2020-21
\$4,500	\$4,500	\$4,500	\$4,500	\$4,500

7. Construction

-0-

8. Other

The following items are necessary in order to implement and effectively operate the CAMP program and to conduct the everyday operations, management, planning, communications, and monitoring, required to meet and/or exceed all contractual goals and objectives. The copier, fax,



postage and technology (internet) will be utilized for staff members to use as a means of communication, developing reports, producing correspondence, multi-language marketing materials and other related purposes for the success of the program. CAMP activities will be provided to improve leadership and teambuilding skills amongst the each cohort. In addition, expenses for the End of the Year Ceremonies will be incurred to celebrate the success of the CAMP Graduating Class and 1st year completers. A small decrease each year reflects a lesser need for printing/duplication and marketing/advertising after year one.

Telephone & Fax @ \$120 per month x 12 months	\$1,440
(3) Cell Phones @ \$100 per month x 12 months	\$3,600
Postage @ \$30 per month x 12 months	\$360
Duplication and Printing @ \$200 per month x 12 months	\$2,400
Publications and Subscriptions	\$150
CAMP Association Fees @ \$1,200 per year	\$1,200
Student Orientation Team Building/Mentoring/Retention Activities	\$2,000
Student Educational/Cultural Activities	\$4,000
Student and Staff In-service/Training	\$600
End of the Year Ceremonies	\$3,500
Outreach and Recruiting Activities/Marketing/Advertising	\$2,000
Other Total	\$21,250

2016-17	2017-18	2018-19	2019-20	2020-21
\$21,250	\$20,000	\$18,000	\$17,000	\$16,500

9. Total Direct Costs

2016-17	2017-18	2018-19	2019-20	2020-21
\$308,796	\$308,796	\$308,797	\$308,797	\$308,797

10. Indirect Costs – Established @ 8% (Based on total direct costs)

Central Washington University has a negotiated cost agreement at a rate above the 8% maximum allowed. Therefore, the project will be charged 8% of the annual direct cost.

2016-17	2017-18	2018-19	2019-20	2020-21
\$24,704	\$24,704	\$24,704	\$24,704	\$24,704



11. Training Stipends

Student Training Stipends for 60 students @ \$900 per student	\$54,000
Student Scholarship for 60 student @ \$600 per student	\$36,000
Student Supplies for 60 students @ \$15 per student	\$900
Student Emergency childcare, transportation, and health care assistance.	\$600
Total Training Stipends	\$91,500

Students’ stipends and scholarships will be provided to eligible and qualified CAMP students for tuition, books lab fees and other related services to ensure a successful first year in college. Throughout the duration of the project, the annual amount distributed will be based on student enrollments, departures and graduations.

2016-17	2017-18	2018-19	2019-20	2020-21
\$91,500	\$91,500	\$91,500	\$91,500	\$91,500

12. Total Costs

2016-17	2017-18	2018-19	2019-20	2020-21
\$425,000	\$425,000	\$425,000	\$425,000	\$425,000

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Miriam		Bocchetti	

Address:

Street1:	400 E University
Street2:	
City:	Ellensburg
County:	
State:	WA: Washington
Zip Code:	989267510
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
5099631708	

Email Address:

bocchettim@cwu.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Central Washington University

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	190,160.00	193,771.00	196,694.00	199,570.00	201,515.00	981,710.00
2. Fringe Benefits	69,815.00	71,180.00	72,274.00	73,357.00	74,089.00	360,715.00
3. Travel	21,000.00	17,000.00	15,000.00	12,500.00	10,500.00	76,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	2,070.00	2,344.00	2,328.00	1,870.00	1,693.00	10,305.00
6. Contractual	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00	22,500.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	21,250.00	20,000.00	18,000.00	17,000.00	16,500.00	92,750.00
9. Total Direct Costs (lines 1-8)	308,795.00	308,795.00	308,796.00	308,797.00	308,797.00	1,543,980.00
10. Indirect Costs*	24,704.00	24,704.00	24,704.00	24,704.00	24,704.00	123,520.00
11. Training Stipends	91,500.00	91,500.00	91,500.00	91,500.00	91,500.00	457,500.00
12. Total Costs (lines 9-11)	424,999.00	424,999.00	425,000.00	425,001.00	425,001.00	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: 07/01/2012 To: 06/30/2017 (mm/dd/yyyy)

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

The Indirect Cost Rate is 51.50%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) 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 %.
PR/Award # S149A160001

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524