

**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 # S149A160003**

**Grants.gov Tracking#: GRANT12110332**

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="03/03/2016"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Treasure Valley Community College"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="93-0507187"/>	* c. Organizational DUNS: <input type="text" value="0707211050000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="650 College Blvd."/>	Street2: <input type="text"/>	
* City: <input type="text" value="Ontario"/>	County/Parish: <input type="text" value="Malheur"/>	
* State: <input type="text" value="OR: Oregon"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="97914-3423"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Ron"/>	
Middle Name: <input type="text"/>		
* Last Name: <input type="text" value="Hanks"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="Executive Dean of CTE"/>		
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="(541) 881-5977"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="rhanks@tvcc.cc"/>		

**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:**

TVCC CAMP 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="424,585.00"/>
* 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="424,585.00"/>

**\* 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.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>  <input type="text" value="Dana Young"/>	<b>TITLE</b>  <input type="text" value="Executive Dean of CTE"/>
<b>APPLICANT ORGANIZATION</b>  <input type="text" value="Treasure Valley Community College"/>	<b>DATE SUBMITTED</b>  <input type="text" value="03/03/2016"/>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Treasure Valley Community College * Street 1: 650 College Blvd.    Street 2: _____ * City: Ontario    State: OR: Oregon    Zip: 97914-3423 Congressional District, if known: 60		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Migrant_Education_College_Assistance_Migrant_Program CFDA Number, if applicable: 84.149	
<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix _____ * First Name N/A    Middle Name N/A * Last Name N/A    Suffix _____ * Street 1 _____    Street 2 _____ * City _____    State _____    Zip _____		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix _____ * First Name N/A    Middle Name N/A * Last Name N/A    Suffix _____ * Street 1 _____    Street 2 _____ * City _____    State _____    Zip _____		
<b>11.</b> 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. <b>* Signature:</b> Dana Young <b>* Name:</b> Prefix _____ * First Name Ron    Middle Name _____ * Last Name Hanks    Suffix _____ <b>Title:</b> Executive Dean of CTE <b>Telephone No.:</b> (541) 881-5977 <b>Date:</b> 03/03/2016		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S149A160003

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

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

GEPA Assurance of Equitable Access.pdf

Add Attachment

Delete Attachment

View Attachment

## GEPA ASSURANCE OF EQUITABLE ACCESS

It is the policy of the Treasure Valley Community College Board of Education and the College that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, religion, sexual orientation, national origin, age or disability in any educational program, activity or employment.

To ensure equitable access to, and participation in, any Department of Education Federal Grant Programs, Treasure Valley assures that all participating entities will fully inform all participants of the availability of academic and support services. Treasure Valley will also adhere to their normal practice of providing reasonable accommodations to both students and staff with disabilities who are participating in any grant activities.

## 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

Treasure Valley Community College

#### \* 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:** Treasure Valley Community College (TVCC)

**City and State of Applicant:** Ontario, OR

**Project Objectives and Activities:** The goals of TVCC CAMP are to help students from migrant and seasonal farm worker (MSFW) backgrounds to 1) enroll and complete their first year in college and, 2) continue their post-secondary degree. TVCC CAMP will engage in outreach and recruitment services via school visits, will maintain a presence at community events, and will network with community organizations. When students are enrolled at TVCC, they will engage in supportive and instructional services that will include academic advising, tutoring, a summer orientation program, a college orientation class, and peer mentoring. Other services will include support during the application process, assistance in obtaining financial aid, and follow up services for second year students.

**Applicable Priorities:** Invitational Priority 1. STEM Education

**Proposed Project Outcomes:** 1) The project will serve 35 students in Y1 and 40 commuter students thereafter; 2) 100% of enrolled students in CAMP will attend required academic and support services throughout the academic year; 3) 100% of second year continuing students will be transitioned and encouraged to participate in the academic and support services available at TVCC.

**Number of Participants:** The project will serve 35 (Y1) and 40 (Y2-Y5) commuter students.

**Location of the Proposed Site:** TVCC campus in Ontario, OR and Caldwell, ID.

**GPRA Performance Measures:** 1) **86%** (GPRA I) of TVCC CAMP participants will complete their first year in college. 2) **85%** (GPRA II) of TVCC CAMP participants who complete their first year in college will continue their postsecondary education.

## Project Narrative File(s)

---

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

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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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](#)

**Treasure Valley Community College – CAMP**

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**Project Narrative**

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Quality of Project Personnel.....15

Quality of Management Plan.....17

Adequacy of Resources.....20

Quality of the Project Evaluation.....22

**Appendix (Other Attachment Form)**

Individual Resumes for Project Director and Key Personnel.....1

Job Descriptions of Duties and Required Minimum Qualifications.....1

Letters of Support (if any, not mandatory)..... 3

Copy of Current Indirect Cost Agreement.....7

## PROJECT NARRATIVE

Treasure Valley Community College (TVCC) proposes to establish the College Assistance Migrant Program (CAMP) to serve 35 eligible students in Year 1 and 40 thereafter. TVCC serves over 3,000 students in eastern Oregon and western Idaho. The counties in the target area are geographically isolated, sparsely populated and economically depressed. TVCC is a rural, two-year state community college with a current enrollment of 19% Hispanic, 1.6% Native American, 60% White and 19% other ethnic groups, (National Center for Education Statistics 2013). TVCC is located in a rural area where sustainable, small-scale agriculture is crucial to the economy. TVCC CAMP proposes to serve students primarily from our service district and western Idaho. TVCC will continue to build relationships with its local partners to maximize outreach, recruitment, educational and support services to enrolled eligible students.

### 1. NEED FOR AND SIGNIFICANCE OF PROJECT

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

**a) High Number of Migrant and Seasonal Farm Worker Population (MSFW) -** Oregon has a large agricultural industry that is dominated by crops for the fresh and canning markets. This industry, particularly fruit, vegetable, dairy, nursery, and tree farming, is highly dependant on migrant labor. According to the U.S. Department of Agriculture (USDA), Oregon is the **fifth** largest state for hired and contracted migrant seasonal farm workers (MSFW) in the United States (Kandel, 2008) and according to Alice Larson in the “2013 Oregon Update - Migrant and Seasonal Farm Worker Enumeration Profiles Studies,” the estimated farm worker population in Oregon is **90,289** and **10,492** MSFW reside in Malheur County alone, where TVCC is located. Also, the Idaho Department of Labor reports statewide agricultural employment at 48,229 in 2012. The majority of MSFW in the target area are Hispanics.

**b) Lack of Academic Preparation -** The fact that the average farm worker has only six years of formal schooling is both a cause and an effect of the extreme poverty that farm workers endure

(Edwards & Weber, 2003). According to Sue Cheavtharn, Oregon Migrant Student Information System Data Analyst, 16,583 migrant students were enrolled in Oregon schools in 2013-14 and 6,552 were Priority for Services (PFS) and a high percentage (42%) of migrant students is classified as English Language Learners (ELL). Also, each year roughly 4,113 MSFW students attend high schools in Oregon, with only 55% on track to graduate from high school (2014-15 Statewide Report Card). When these students graduate, they rarely attend college. Data shown in Table 1 from the Oregon Department of Education 2013-14 Statewide Report Card indicates that migrant students are academically unprepared for college. In the target area (Malheur County), over 1,600 migrant students are enrolled in the schools and 380 migrant students are enrolled in high schools. The percentage of high school migrant students who pass the reading/language arts proficiency test is only 49.4%, and those who pass the math proficiency test is only 46.1% compared to non-migrant students with 60.9% writing proficiency and 53.2% math proficiency. And more alarming are the passing rates for PFS migrant students, 25.7% and 25.3% respectively. The result of this lack of academic preparation is seen in high rates of placement in remedial classes of Hispanic students enrolled at Treasure Valley Community College, which further indicates that migrant students who enroll in community colleges must “catch up” academically to other students in order to be academically competitive.

<b>Table 1. High School Students Percentage Proficient on State Assessment</b>					
<b>Reading/Language Arts</b>			<b>Math</b>		
All Students	Migrant	PFS	All Students	Migrant	PFS
60.9%	49.4%	25.7%	53.2%	46.1%	25.3%
Source: 2013-2014 Statewide Report Card					

**c) Economic and Social Needs** - In addition to academic challenges, eligible migrant students encounter economic and social barriers to enrolling in and graduating from college. The most critical need for migrant and seasonal farm workers is relief from poverty. The average annual

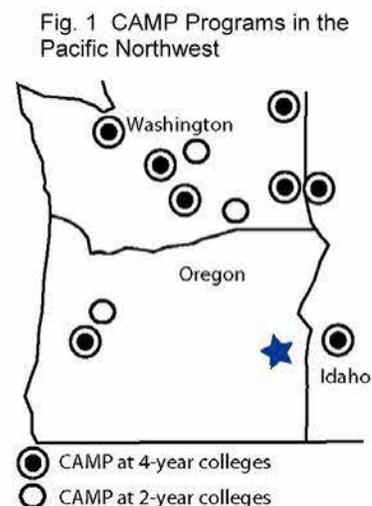
income for a single migrant worker in Oregon is \$7,500 a year, with an average family income between \$10,000 and \$14,000 (Oregon Housing & Community Services 2008), compared to a state average annual income of \$50,229 (U.S. Census Bureau 2013). Also, according to the National Center for Children in Poverty at Columbia University, while a disturbing 39% of white children in Oregon live in low-income households, an alarming 68% of Hispanic children are in this situation (National Center for Children in Poverty 2012). In addition, MSFW are among the most disadvantaged, medically indigent persons and have the poorest health of any group in the United States (Oregon Health & Sciences University 2008). The infant mortality rate among migrants is 125% higher than the general population, and the life expectancy of MSFW is 49 years compared to the national average of 75 years (McCauley 2001). Because MSFW live in such poverty, it is logical that many migrant youth would start postsecondary education at local community college because of affordability, and then transfer to four-year institutions. Consequently, TVCC is in an ideal situation to help MSFW students.

**d) Low Rate of Persistence for Second Year of College** – According to institutional data, TVCC Hispanic freshman students return for their second year of college at a lower rate of 42.9% compared to the average 47%. Most CAMP eligible students arrive at TVCC with no real understanding of how to succeed in college because their parents never pursued higher education. According to the Noel Levitz assessment given to Oregon State University CAMP students every year, over 65% of OSU CAMP student's parents never finished elementary school. Finally, as mentioned in previous section, MSFW students struggle in college because of low proficiency in reading/writing and math.

**e) Lack of Role Models** - Many high school graduates from migrant backgrounds are academically capable of succeeding in college but have few role models to help them to see college as a possibility. Of the approximately 5,500 enrolled in the target schools, 64% and 62% of Ontario and Nyssa are Hispanic. Unfortunately, the increase in the numbers of Hispanic

students in the target area is not reflected in the enrollment of Hispanic students at TVCC. According to the 2015 IPEDS Data Feedback Report, only 23% of TVCC enrollment is Hispanic, while Hispanics make up about 33.1% of the population in Malheur County, with two-thirds under the age of 35 (U.S. Census Bureau, 2015 estimates). These students need to be encouraged and inspired by individuals who understand their experiences and can serve as role models/mentors, providing the support system necessary to develop and follow their plans for college. The project aims to provide staff that are from similar background of participants, and they will be role models for MSFW students in the area.

**e) No CAMP Program in Eastern Oregon** - Despite a large number of MSFW in Oregon (5<sup>th</sup> in country) and in Malheur County, currently there are only two CAMP programs in Oregon, one at a community college and one at a four-year institution, and both programs are located in western Oregon (Proposed location of the project highlight in star shape). Figure 1 illustrates the other closest university CAMP programs are in Washington and Idaho, where Oregon residents would pay high non-resident tuition. This



project addresses this need by making higher education accessible to MSFW youth in eastern Oregon. As the vast majority of MSFW in eastern Oregon are Hispanic, this proposal focuses on Hispanic farm workers; however, all eligible migrant students may apply and be served by this project.

**(ii) The extent to which the project will focus on serving the needs of disadvantaged individuals**

Numerous barriers stand between Oregon MSFW students and a college degree. Table 2 describes identified needs and how TVCC CAMP will address the needs.

<b>Table 2. Needs To Be Addressed by TVCC CAMP</b>
<b>a. Need for high college aspirations and expectations</b>

<p>Due to low educational attainment in the farm worker community, there is a low expectation by teachers, counselors, administrators, parents and students about their abilities to go to college. Additionally, some students don't see themselves as college capable.</p>
<p><b>Services to Address the Identified Needs</b> - TVCC CAMP will provide this attention through high school visits, parent information nights, financial aid workshops, and college fair events. TVCC CAMP will follow up via phone calls and emails, and on-site high school staff will be contacted to ensure migrant students know college is a realistic and attainable goal.</p>
<p><b>b. Need for assistance with admissions application process</b></p>
<p>Migrant students cannot expect the support of their parents who do not know the admissions application process, as they themselves may not have completed elementary or high school. Also, the lack of access to the Internet in rural areas inhibits students and their families from receiving information about attending college and from applying to college online.</p>
<p><b>Services to Address the Identified Needs</b> - TVCC CAMP will work with individual students and with the TVCC Admissions Office to ensure students receive all of the necessary support to be admitted to TVCC. TVCC CAMP will advocate for special admissions if needed.</p>
<p><b>c. Need for financial resources</b></p>
<p>Nearly all students and families from MSFW backgrounds lack an understanding about college costs and about applying for financial aid and scholarships. Financial barriers to getting into and staying in college include, and extend beyond, the availability of financial aid. Student migrant farm workers' wages are used primarily for family survival.</p>
<p><b>Services to Address the Identified Needs</b> - TVCC CAMP will assist students with the process of applying for financial aid. Once the participants are in CAMP, students will be provided stipends, essay writing workshops, and resources to locate and successfully apply for scholarships. Also, TVCC CAMP will coordinate efforts with the TVCC Office of Financial Aid to ensure that students receive their financial aid package prior to the start of school.</p>
<p><b>d. Need for academic support</b></p>
<p>Migrant students have a fragmented educational experience caused by frequent moves. Migrant students attend schools with high numbers of students who qualify for free or reduced lunch, have high counselor-to-student ratios, and lack resources for college prep classes. Thus, most of the students are not prepared for college-level coursework but are still pushed through the K-12 system without understanding the skills or mastering the knowledge needed for college success.</p>
<p><b>Services to Address the Identified Needs</b> - TVCC CAMP will provide the necessary academic support through academic advising, First-Year Experience workshops, tutoring, and access to on-campus academic resources. Also, TVCC CAMP will engage other academic support units on campus.</p>

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

TVCC CAMP will address these identified gaps in Table 3:

<b>Table 3. Gaps in Services Addressed by TVCC</b>
<b>a. Lack of prior parental involvement.</b> Parent involvement in decision-making about education

is key to their children's success in college. However, very few MSFW parents are adequately engaged in their children's education to discuss college options, in part due to the parents' low levels of formal education, high mobility, and because MSFW parents are reluctant to send their children away to college. To help students and increase their parents' involvement, TVCC CAMP will invite all parents of CAMP participants to visit the TVCC campus at least at two events throughout the first year, helping to ease their children's transition to college. Also, the project Director, or a designated CAMP staff will make bilingual presentations at high schools' migrant parent night meetings about the importance of higher education.

**b. Lack of role models.** Role models have a powerful effect on the success of MSFW students in college; therefore, Hispanic CAMP students will meet Hispanic faculty and staff during the orientation week, at welcome back social events where Hispanic faculty and community leaders will be invited to meet CAMP students and develop strong relationships. Also, TVCC CAMP will assign students with college student mentors.

**c. Low persistence rates in college.** Many MSFW students struggle academically in college because of several issues such as financial, low levels of writing and math proficiency, lack of access to technology, etc. To increase retention rates of MSFW students, TVCC CAMP will provide academic support, provide career choice assessments, monitor their academic progress, and follow up services after their first year in college.

**d. Limited support of faculty and academic advisors.** According to research, one of the strongest predictors for student persistence in college is a supportive relationship with faculty, staff/or peers. (Pell Institute 2006, Reyes and Nora 2012). Unfortunately, first-generation and low-income students can feel especially uncomfortable reaching out to faculty. At TVCC faculty's busy schedule does not allow time to build supportive relationship. The same holds true for general academic advisors. TVCC CAMP students will meet with their academic counselor at least twice a month, work with peers, and develop relationships with faculty through cohort courses, orientations and other activities.

**e. Lack of a CAMP program in eastern Oregon.** While there are two existing CAMP program in Oregon, many state migrant service agencies have stated how important it is to have a CAMP program in eastern Oregon given the high number of MFSW families and students. Currently, there are no CAMP programs in eastern Oregon.

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

TVCC CAMP expects the following results/outcomes will likely be attained by the project.

**a. Outreach and recruitment.** TVCC CAMP will develop a strong collaboration with feeder high schools in the target area and agencies that serve MSFW. Each year, TVCC CAMP plans to meet or exceed the proposed number of participants.

**b. Academic support.** TVCC CAMP plans to successfully meet all GPRA national targets. To further demonstrate this success, TVCC CAMP expects higher graduation rates of CAMP students compared to students of similar backgrounds. **c. Support from institution administration.** TVCC is committed to provide support to TVCC CAMP. The outcomes of the CAMP Program align with TVCC’s long-term institutional strategy of broadening access to our under-served and under-represented students. Over time, TVCC CAMP expects that the administration will be even more supportive to MSFW students and also be more aware of the barriers first-generation and low-income students face in pursuing their postsecondary education.

**c. Degree attainment.** According to the Oregon Housing and Community Services, the average household income for MSFW is between \$10,000 and \$14,000. In addition, MSFW are one of the most marginalized groups in the Pacific Northwest, language barriers, lack of knowledge of available services, and unreliable transportation and housing are typical issues (Doyle, 2011). By making college accessible and attainable to MSFW youth, CAMP is important because the results/outcomes address the economic needs of MSFW. TVCC CAMP will provide specific services to help MSFW students realize that a college degree is an achievable goal that will lead to better career opportunities.

**2. QUALITY OF PROJECT DESIGN**

*(i) Goals, objectives, and outcomes to be achieved are clearly specified and measurable*

The primary objectives and GPRA outcomes of the TVCC CAMP are outlined in Table 4 as well as the project activities that will be completed and lead to the achievement of objectives.

<b>Table 4. Project Goals and Objectives</b>			
<b>GOAL 1:</b> To support the success of MSFW students by helping them to enroll in and attain their first year of college.			
<b>Objectives</b>	<b>Activities</b>	<b>Measurable Outcomes</b>	<b>Personnel Responsible</b>
<b>1.1.</b> 35 in Y1 and 40 in Y2-Y5 eligible students will be admitted	a. Disseminate CAMP information in bilingual format via presentations and brochures	250 potential students will receive CAMP information and follow-up contact	Recruiter, Migrant Education Program

to TVCC CAMP	b. Provide targeted presentations to inform and maintain contact with referral agencies	10 high schools, 5 agencies, 5 parent nights will receive information about CAMP	Director, Recruiter, Migrant Education Liaisons
	c. Admit target number of students each year	35 in Y1 and 40 students enrolled in Y2-Y5	Recruiter, Admissions Office
	d. Provide assistance with applications for CAMP, admissions, & financial aid.	All potential participants will receive direct assistance with the application process	Recruiter, School Counselors, Financial Aid Staff
<b>1.2.</b> Provide all enrolled students with academic support services throughout the academic year	a. Provide students with a summer bridge program to orient students	80% of students will attend the bridge program	All CAMP staff
	b. Provide appropriate advising and course selection	100% of students will be advised and enrolled each term	Academic Counselor
	c. Provide timely tutoring by experienced and well-trained tutors	100% of students who request tutoring will be matched with a tutor	Academic Counselor, CAMP Tutors
	d. Provide opportunity to attend cultural events outside the usual migrant experience	100% of students will be provided opportunities to attend events. 75% will participate in events	Academic Counselor, local venues for cultural events
<b>1.3.</b> 86% of CAMP students will complete their first-year in good academic standing (GPRA I)	a. Provide students with other academic resources on campus	85% of students will referred to other resources available on campus	Academic Counselor, Recruiter
	b. Track student academic performance each term	100 % of students' grades will be reviewed each term	Academic Counselor, CAMP staff
<b>GOAL 2:</b> To increase the persistence of CAMP students during their second year in college.			
<b>Objectives</b>	<b>Activities</b>	<b>Measurable Outcomes</b>	<b>Personnel Responsible</b>
<b>2.1.</b> 85% of CAMP students who complete their first year in college will continue into their second year of college (GPRA 2)	a. Assist students in completing the FAFSA application for Y2	100% of students will renew FAFSA application by Feb. 28 <sup>th</sup>	Academic Counselor, Financial Aid staff
	b. Enroll students for subsequent fall term	100% of students will be advised & enrolled for fall term by spring term	Academic Counselor
	c. Provide individual/group exit interview to inform students of expectations for their second year	100% of students will be provided an exit interview at the end of spring term	All CAMP staff

	d. Refer all students to appropriate retention based programs on campus	100% of students will be referred to other services on campus	Academic Counselor
	e. Monitor and track students' enrollment, and graduation for subsequent years	100% of continuing students will be monitored through Jenzabar system	Academic Counselor Program Assistant, Registrar's Office

***(ii) The design is appropriate to and will successfully address the needs of target population***

The proposed TVCC CAMP program is designed to strategically address the identified needs of students from MSFW backgrounds (Table 4). MSFW students need proactive recruitment, support during the application process, financial resources, academic support, etc. The proposed activities will be effective for working with MSFW students. As a result of these activities, TVCC CAMP will consistently retain at least 86% of students during their first year, and at least 85% of those who complete their first-year, will enroll for the subsequent year.

<b>Table 5. To Address the Needs of the Target Population</b>
<b>1. Outreach and recruitment services</b>
<p><b>a.</b> The CAMP Recruiter will visit at least 10 high schools with a high number of migrant students. The Recruiter will distribute informational brochures about CAMP and TVCC and engage students of all levels in conversation about college. The TVCC Admissions Office will also distribute information about CAMP.</p> <p><b>b.</b> The CAMP Recruiter will develop and maintain strong collaborative relationships with at least five local migrant educators and state and federal agencies that provide support specifically for MSFW and will participate in five parent night meetings where information about the importance of higher education and CAMP will be disseminated to parents.</p>
<b>2. Support during the application process</b>
<p><b>a.</b> Potential participants will receive adequate information about TVCC admissions, deadlines, and requirements. The CAMP Recruiter will help students to complete the application.</p> <p><b>b.</b> CAMP will provide support and advocacy for students who require special admissions.</p> <p><b>c.</b> CAMP staff will review applications to ensure students with the highest need are admitted to CAMP. All participants will meet federal and institutional eligibility guidelines.</p>
<b>3. Assisting in obtaining financial resources</b>
<p><b>a.</b> The Director will meet with a Financial Aid Office staff to discuss each student's aid award. Also, CAMP staff will meet one-on-one with students to explain their awards.</p> <p><b>b.</b> CAMP students will participate in a scholarship-writing workshop, where students will learn how to write successful essays and apply for scholarships for their second year in college.</p> <p><b>d.</b> General financial support from CAMP includes: \$1,800 for stipends and book allowance; and</p>

an average of \$1,500 for supplemental tuition aid. CAMP students will receive the supplemental tuition aid based on their unmet need.

**4. Academic support services**

- a. Students will attend the summer orientation program. The development of a cohort among the entering CAMP class will serve as the base structure for much of the programming during their CAMP year.
- b. Students will meet at least twice a term with the Academic Counselor or other CAMP staff to discuss academic progress, advising for classes, and other issues that affect students’ college acclimation. If a student is struggling, staff will meet with students more often.
- c. CAMP will provide bilingual tutors as needed to enhance students’ success. When appropriate, CAMP students will be referred to campus-wide tutoring where they will become more familiar with campus resources in addition to receiving tutoring services.
- d. Students will participate in the Mentor program. Mentors will help new students to develop the support system critical for their success and facilitate weekly study tables. Students and mentors will meet bi-weekly and participate in educational, cultural, and recreational activities.

**6. Exposure to cultural, recreational, and academic events**

- a. CAMP students will have access to at least two types of events planned by CAMP staff, such as plays or concerts; museum visits, and visits to four-year universities. In addition, students will be informed of on-campus events and encouraged to attend these events.

**7. Follow-up services**

- a. CAMP students will be fully integrated and supported by existing academic support programs such as the Advising Center, Writing Center, etc. TVCC CAMP will continue to track the academic progress, retention, and graduation for all continuing students and will recruit continuing students as peer mentors for subsequent CAMP cohorts.

*(iii) The project will establish linkages with other appropriate agencies and organizations*

TVCC CAMP will coordinate with several community agencies and organizations to maximize resources available for MSFW students. These are key partners (Table 6) in identifying resources, promoting TVCC CAMP, providing referrals, and creating collaborative efforts to promote postsecondary education.

<b>Table 6. Coordination with Community Agencies</b>	
Career & Technical Education	CTE provides 2+2 Tech Prep, a Dual Credit option for those students seeking an Associate's Degree in a Career and Technical field. HEP students will have the option to enroll in this program after they receive their GED
Community Council of Idaho (CC Idaho)	The CC Idaho provides workforce preparation, civil rights advocacy, and cultural awareness. CAMP students will be referred to them for employment and training and to their community clinic, if needed

Nyssa, Ontario, Vale School Districts	CAMP staff will work closely with local school districts to identify and recruit potential migrant students. These school districts will make available room space for presentations to parents and students.
Community Council of Idaho (CC Idaho)	The CC Idaho provides workforce preparation, civil rights advocacy, and cultural awareness. CAMP students will be referred to them for employment and training and to their community clinic if needed.
Boys & Girls Club	Boys & Girls Club of the Western Treasure Valley serves over 1,000 local youth, of which nearly 66% are Latino. Their focus is on increasing the number of under-served, low income and first generation college-bound students in the community.
Malheur Education Service District	Malheur ESD facilitates effective use of computers and communication media and stabilizes resource management helping districts respond to fiscal needs. TVCC works closely with Malheur ESD on CTE and Career Pathway Programs.
Oregon Department of Education – Migrant Education Program (MEP)	The MEP program ensures that migrant children benefit from the same public education provided to other children. CAMP will disseminate information through MEP. Provide postsecondary information at their Migrant Parent Night meetings.
Idaho Department of Education – (MEP)	CAMP will have access to their data to ensure eligible migrant students are being served.

***(iv) The extent to which our program will increase efficiency in the use of time, staff, money, or other***

TVCC CAMP is committed to maximizing efforts to increase efficiency and productivity through various methods: **Time** – To increase productivity and efficiency by avoiding duplication, TVCC CAMP plans to utilize the existing data system at TVCC. The Jenzabar system will be utilized to track potential student applications, student enrollment, term grades, financial aid awards, etc. Also, TVCC CAMP staff will plan all CAMP sponsored activities in the summer so students will have a calendar of activities at the beginning of the year. This planning will allow more attention to individual academic support services to students within the academic year. **Staff** – TVCC CAMP plans to increase resources to participants by hiring one part-time Administrative staff person. CAMP will also maximize the use of TVCC resources. For example, the college’s Business Office will perform most payroll, reimbursements, hiring paperwork, etc. Additionally, to maximize personnel time, formal weekly staff meetings will be implemented during the academic terms. These meetings will serve to discuss project activities,

student issues, upcoming events, etc. **Money** – CAMP plans to increase efficiency in the use of money to increase results and productivity by utilizing available TVCC resources. TVCC CAMP plans to increase cost efficiency and results by continuing to enroll at least one or two additional students each year through additional resources provided by TVCC. **Other Resources** - During the grant cycle, the college will provide personnel support from various units such as Financial Aid Office, Admissions Office, the Advising and Tutoring Center. These resources will allow TVCC CAMP to increase efficiency and meet students’ needs while providing quality services to participants. In addition, over to 33.4% of the grant budget is directed to student training stipends, which will aid in easing the financial burdens of CAMP participants and paving the way for their success.

**v. The project is supported by strong theory**

The TVCC CAMP program design will be based on a Theory of Action (Moore, C., & Shulock, N. 2009), forming the basis for each service and activity by drawing from best practices that provide evidence for enhanced student success. It builds on current research in teaching and learning that best promotes learning among students and fosters staff and educator engagement in the student’s education (McKinney, 2013). This plan nurtures student learning and development, as demonstrated in the TVCC CAMP Logic Model.

<b>TVCC CAMP Logic Model</b>			
<b>RESOURCES</b>	<b>ACTIVITIES</b>	<b>OUTPUTS</b>	<b>IMPACTS</b>
<ul style="list-style-type: none"> <li>• Highly qualified and dedicated staff</li> <li>• Partner’s expertise and resources</li> <li>• Qualified mentors and tutors</li> <li>• Exposure to STEM fields</li> </ul>	<ul style="list-style-type: none"> <li>• Active recruitment</li> <li>• Needs assessment</li> <li>• Educational planning</li> <li>• Tutoring/mentoring</li> <li>• Study skills building</li> <li>• STEM activities</li> <li>• Peer mentoring peer support</li> <li>• Academic and</li> </ul>	<ul style="list-style-type: none"> <li>• Obj.1. 35 (Y1), 40 (Y2-5) eligible students admitted to CAMP.</li> <li>• Obj.2. 100% of students are provided with academic support services throughout the academic year</li> <li>• Obj.3. 86% of CAMP students will complete their first-year in good academic standing (GPRA I).</li> </ul>	<ul style="list-style-type: none"> <li>• A robust academic support conducive to learning among CAMP students</li> <li>• 86% of students successfully complete their first year.</li> <li>• 85% enroll for their second year of college</li> </ul>

<ul style="list-style-type: none"> <li>• College resources</li> <li>• Technology (database)</li> <li>• Community based agencies</li> </ul>	<ul style="list-style-type: none"> <li>personal advising</li> <li>• Cultural/educational events</li> <li>• Transportation support</li> </ul>	<ul style="list-style-type: none"> <li>• Obj.4. 85% of CAMP students who complete their first year in college will continue into their second year of college (GPRA 2).</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing number of MSFW students earn associate's degree and being exposed to STEM fields</li> </ul>
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TVCC CAMP students will be encouraged to participate in TVCC's STEM programs (Invitational Priority 1), which aim to increase the number of minority and underrepresented students obtaining degrees in STEM. Students interested in STEM careers will receive specialized tutoring and lab experiences and CAMP staff will be given professional development opportunities in STEM subjects. According to the theory of action, having a strong start, clear and coherent pathways, integrated support, high expectations matched with high support, intensive student engagement and professional development will impact students in the CAMP program.

**3. QUALITY OF PROJECT SERVICES**

***(i) The training or professional development are of sufficient quality, intensity, and duration***

To ensure that CAMP students receive the highest quality services, TVCC CAMP staff will be provided with training and professional development services. TVCC CAMP staff will attend at least two national or regional conferences that focus on outreach and retention issues relevant to the target population. Some of the identified conferences are the Annual HEP CAMP Conference, First-Year Conference, Mentoring Conference, National Association of State Directors of Migrant Education Conference, as well as the Annual HEP CAMP Directors Meeting in Washington, DC. CAMP staff will increase their knowledge of effective strategies in academic and student support services, and they will integrate what they learn into the CAMP program. Also, several opportunities for training exist on campus. All staff must train in student privacy issues (FERPA) before being approved to access the student database (Jenzabar). CAMP staff will take advantage of training and staff development opportunities provided by other

collaborating on- and off-campus agencies, including admissions recruiting updates, mentoring program development, and assessment strategies. Bi-weekly staff meetings will include planning and group problem solving and focusing on current literature and research about migrant college students.

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

The comprehensive services to be provided outlined in Table 5, in the Quality of Project Design section are focused on serving MSFW students with greatest need. TVCC's CAMP outreach and recruitment effort will prioritize isolated rural areas that are typically underserved by traditional programs. TVCC CAMP will identify and select MSFW students with the greatest need by **a) Recruiting** students from high schools with the greatest need, such as poor or nonexistent college prep programs, below-average percentages of students going to college, or high percentages of students who qualify for free/reduced lunches. **b) TVCC CAMP** will use the migrant and seasonal farm worker eligibility guidelines in Federal Program Regulation 46 FR 60407 Subpart A § 206.3 to ensure eligible students are admitted to the program. **c) Matrix scale** will rank each student by need, with criteria such as GPA, financial need, COMPASS scores, etc. The CAMP staff using the CAMP "Matrix Scale" with a maximum of 100 points will review each CAMP application. Weighted selection criteria on the CAMP "Matrix scale" will ensure students with the highest need are given priority in the selection process. Priorities will include high financial need, such as Pell Grant eligible, below the poverty line, number of members in the family (30 pts); high academic need - students with low GPA, who are deficient in core high school coursework, who have low math and reading skills, and students with SAT/ACT scores below the average (30 pts); students who are current or recent seasonal farm workers (20 pts); students with disabilities and who have overcome significant hardship and have high educational goals and motivation (10 pts); and first-generation and community involvement (10 pts).

***(iii) The services to be provided will lead to improvements in the achievement of students***

TVCC CAMP services will lead to an improvement in students' skills and success at TVCC. TVCC students are expected to maintain satisfactory academic progress standards as outlined in the Academic Policies and Requirements. Students are in good academic standing with term and cumulative GPA of 2.0 or above. During any term, TVCC students can receive an academic alert, or be placed on probation or dismissal if they do not maintain academic progress according to the academic regulations. As such, TVCC CAMP students will be measured against TVCC's rigorous academic standards. Therefore, TVCC CAMP will provide CAMP students the following:

**a) Awareness of Academic Standards** – During the Summer Orientation program, students will learn about TVCC's grades, honor roll, and academic standing policies. CAMP students will be challenged to maintain a minimum of 12 credits and a minimum 2.25 GPA each term.

**b) Career goals and decision-making** – Students will be engaged in decision-making as they select their academic majors and focus for a future career. CAMP will help students identify their career interests and make academic decisions appropriate to those career choices.

**c) First-Year Experience (FYE) Course** – CAMP students will be enrolled as a cohort in the FYE course, which connects students with the college, faculty, and fellow classmates. CAMP will work very closely with different units involved in the First-Year Experience. Finally,

**d) Work Experience** - CAMP staff will encourage and assist CAMP students to secure work-study employment and internships.

#### **4. QUALITY OF PROJECT PERSONNEL**

*(i) The qualifications, including relevant training and experience, of the project director or PI*

The TVCC CAMP Director will have an appointment of 1.0 FTE for 12 months. The Director will have a minimum of three years of experience working with MSFW students as a recruiter, counselor, or working with a similar project. The Director will fully understand the educational needs of students from MSFW background and that he/she has developed the sensitivity to and awareness of issues associated with MSFW. The Director will provide the

leadership and vision for the program and also be responsible for its day-to-day operations, including: implementing and overseeing the program plan of operation, supervising and evaluating all project personnel, monitoring the budget, and providing reports to the U.S.

Department of Education on the achievement of program goals and overall success. Below in

Table 7 is outlined the minimum qualifications for the Director:

<b>Table 7. Minimum Qualifications, Training and Experience for Project Director</b>	
<b>Education</b>	Master’s degree in education, business administration, or related field
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>• Three years of experience in program management providing academic support services to low-income and first-generation college students.</li> <li>• Two years of experience in budget, staff supervision, and evaluation.</li> <li>• Two years of experience working with high school staff, students and parents, college faculty and staff.</li> <li>• Knowledge and understanding of the needs of MSFW population.</li> <li>• Knowledge of college admission requirements, financial aid, academic programs.</li> <li>• Bilingual/bicultural experience preferred.</li> </ul>

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

The project Recruiter and Academic Counselor will have an appointment of 1.0 FTE for 12 months. Both must possess excellent organizational skills because they will work with hundreds of potential MSFW students and ultimately with all enrolled MSFW students and they must be able to plan and provide services tailored to these students. In addition, their responsibilities will include maintaining accurate up-to-date student records, participation, and progress. All CAMP staff members should have worked with the target population and have demonstrated sensitivity to and understanding of the unique characteristics and needs of the MSFW. The following in Table 8 are the minimum qualifications for both positions:

<b>Table 8. Minimum Qualifications, Training and Experience for Key Personnel</b>		
	<b>Recruiter</b>	<b>Academic Counselor</b>
<b>Education</b>	Associate’s degree in education, social work, psychology, or related field	Bachelor’s degree in education, counseling, or related field
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>• One year of experience in college admissions, recruitment</li> <li>• One year working with students of</li> </ul>	<ul style="list-style-type: none"> <li>• Two years of experience in advising migrant high schools or college students</li> </ul>

	similar backgrounds • Knowledge and understanding of the needs of MSFW population • Excellent written and oral communication skills • Bilingual language skills (fluent in Spanish and English) • Excellent computer and data entry skills	• Two years of experience in educational workshops • One-year experience working with minority population • Strong communication and organizational skills • Bilingual/bicultural experience preferred
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**5. QUALITY OF THE MANAGEMENT PLAN**

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

TVCC CAMP will be embedded in the Division of Instruction unit of the college. The Director will report to the Executive Dean of Career and Technical Education who is responsible for the Career and Technical Education Division. This reporting line provides significant leverage for CAMP students to access an array of college resources and programs. Therefore, the CAMP program will be visible at the high administration levels, and TVCC administration will be aware of the needs of CAMP students. The full-time Director will oversee the timely implementation of project goals and objectives, as well as the management of the budget. The Director will gather internal project reports in order to write the annual performance report to the U.S. Department of Education and will oversee collaborative efforts with on- and off-campus entities that provide linkages to the migrant communities in order to develop and enhance the identification, recruitment, and retention of target population students. The TVCC CAMP management plan is detailed in Table 9. It will be used as a tool for managing the attainment of program goals and objectives. This timeline represents a one-year snapshot, and it is an adequate plan to achieve the objectives on time and within budget. Most of the tasks will be re-implemented in subsequent academic years during the grant cycle.

<b>Table 9. Management Plan – Timeline of Activities</b>			
<b>Activities</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Milestones/Outcomes</b>

Recruit, hire, orient staff, staff retreat	Director	Summer, September	All staff will be in place and activities planned
Outreach, recruitment, (Objective. 1.1)	Recruiter	Sept-March	35 (Y1), 40 (Y2-5) students will be admitted by September
Placement tests and course selection	Academic Counselor	August - September	All students will take placement tests and will be enrolled for fall term
Students attend Summer Bridge program	Recruiter, A. Counselor	Second week of September	85% of students will attend the Orientation program
Recruit tutors and peer mentors (Objective. 1.2)	Recruiter, A. Counselor	October – mid November	6 mentors and 6 tutors will be hired and trained
Provide ongoing academic support and monitoring (Objective. 1.2, 2.1)	Academic Counselor	October-June	85% of students will achieve 2.0 GPA or higher (GPRA I)
Provide students with specific course advising (Objective. 1.3)	Academic Counselor	November, March, May	100% of students will enroll each term for 12 credits or more (GPRA II)
Track student academic performance (Objective. 2.1)	Academic Counselor	December, March, June	100% of students' grades will be reviewed
Arrange for staff professional development	Director, Program Assistant	October, February	100% staff will attend at least 2 professional development conferences
Implement cultural enrichment activity (Objective. 1.3)	Recruiter, Academic Counselor	November, February	75% of students will attend two cultural trips
Submit the Annual Performance Report	Director	November	Final APR will be successfully submitted
Students renew FAFSA application (Objective. 2.1)	Academic Counselor	January-February	100% of students will renew their FAFSA
Integrate students into other academic support programs (Objective. 2.1)	Academic Counselor	May - June	100% of students will be transitioned to support programs
Students and families attend the CAMP end of year event	All CAMP staff	June	85% of students and families will attend the event
Perform evaluation. Hire evaluator	Director	March Y2, Y4	Evaluator will submit reports
Follow-up services (Objective. 2.1)	A. Counselor, Recruiter	Y2 – Ongoing	Enrollment & grades will be monitored by fall term

TVCC CAMP will fully comply with the requirements of EDGAR by maintaining records essential for the management of grant funds and documenting compliance with program requirements. TVCC Business Office will monitor fiscal grant activities in coordination with the CAMP Director. A monthly budget activity report will be produced by the Business Office and

kept on file in the CAMP Office. Also, CAMP staff will maintain individual student records and track all participant and program outcomes. All student records will be kept locked and in secured areas, and the online database systems will be password protected. The CAMP Director will facilitate the hiring of project staff and provide all staff with detailed job descriptions and review job duties and responsibilities. All CAMP staff will report to the Director. The project will maintain the following personnel records: job descriptions, personnel evaluations, time sheets with vacation and sick leave activity, time and effort documentation, and professional development activities.

***(ii) The adequacy of procedures for ensuring feedback and continuous improvement***

TVCC CAMP will develop procedures for soliciting feedback in order to continuously improve the implementation of the project activities via the following: 1) Students will complete an evaluation form or an online evaluation at the end of major planned activities; 2) Students will assess services provided through a questionnaire and a focus group interview/discussion at the end of the academic year; 3) The CAMP Director will schedule individual meetings with students to perform the entrance and exit interviews. During the interview, students will be asked to share activities or services that benefited them during the academic year, as well as to provide feedback on areas to improve; 4) CAMP staff will gather input from staff, parents, schools, and community agencies through phone calls or personal interviews at the beginning of winter term; 5) TVCC CAMP staff will meet regularly to assess needs in a timely fashion and to discuss project progress and manage problems as they arise. In addition, regular staff training will be conducted to refresh/learn new skills, increase sensitivity to the impacted population, and share knowledge. During the staff retreat in the summer, staff will assess and implement needed changes to improve services to participants for the upcoming year; 6) The Director will disseminate the results of the survey, evaluations, and questionnaires to key stakeholders, such as project staff, students, campus units, and higher administration. Project staff will conduct

continuous monitoring of student outcomes; remain current on pertinent literature and research concerning best practices; and set up a system of continuous review and feedback from all stakeholders.

***(iii) Time commitment of Director and PI or other key personnel is appropriate and adequate***

The Director will have a 1.0 FTE appointment for 12 months. While a majority of the Director's duties concern the efficient management of the program, time will be dedicated to working with high-need students and communicating with parents and community members. In addition, the Executive Dean of Career and Technical Education will be the PI of the program and will have .05 FTE appointments for 12 months. He will also be the Authorized Representative to sign off on the Annual Performance Reports (APR) and budget expenditures when the Director is not available. Other key personnel: Recruiter and Academic Counselor will have a 1.0 FTE appointment for 12 months each. Time commitments of all key personnel are appropriate and comparable to other successful CAMP programs in the country. Therefore, the time commitment of the Director and PI is adequate to ensure TVCC CAMP's goals and objectives are achieved.

**6. ADEQUACY OF RESOURCES**

***(i) The adequacy of support, including facilities, equipment, supplies, and other resources***

TVCC is committed to providing adequate resources to ensure the project is successful. **a) Facilities** – The TVCC CAMP offices will be housed in the Oregon Trail building, a centrally located building on campus. The office space has been identified so that CAMP staff can work closely with other similar programs that provide student and academic services to students. The office space will be furnished with office furniture. **b) Equipment** – All TVCC CAMP staff will have computers, printers, and access to the Internet. Also, CAMP will have access to an LCD projector for outreach presentations and a digital camera to record events. In addition, CAMP staff will have access to fax, copy machine, and a computer lab for student use. Finally, TVCC

commits the use of the mainframe system for information management. **c) Supplies** – Supplies provided by the institution are phones, lockable filing cabinets, bookcases, shelving, instructional and assessment materials. **d) Other resources** – The TVCC administration is very supportive of the CAMP program. The Vice President of Academic Affairs will commit 5% of his time (not included in the budget) to the program. Other support units on campus, such as the Admissions Office and Financial Aid Office, will contribute expertise and time to ensure that CAMP is a successful program.

***(ii) The relevance and demonstrated commitment of each partner to success of the project.***

TVCC CAMP has strong commitments from collaborating partners (See Quality of Project Design, Section iii). TVCC has an invested interest to serve migrant students in eastern Oregon and western Idaho. Other key partners invested in the success of the project are described in Table 10.

Admissions Office	Track CAMP student enrollment and participation
Financial Aid Office	Host financial aid nights, provide information regarding aid programs
Division of Career Technical Education	Provide career pathways workshops
Counseling Center	Provide testing, career information, counseling and referrals
Public Information/Foundation	Distribute news releases, feature MSFW students, and promote CAMP
Tutoring Center	Provide additional tutoring to participants
Writing Center	Provide writing workshops and help students in need of writing skills
OR and ID Migrant Education Programs	Provide access to database of migrant students, referral of students, joint presentations
Feeder High Schools	Provide space for presentations, referral of students
Public Events	Provide tickets to cultural events

***(iii) The extent to which costs are reasonable in relation to objectives and design***

The proposed budget is reasonable to support the implementation of CAMP in relation to TVCC CAMP objectives. The proposed budget is based on actual institution guidelines in regards to costs, and provides precise estimates for staff salaries, benefits, travel costs, student

training stipends, and other needs. The budget will allow a project professional staff to student ratio of 13:1, a ratio that will provide intensive academic support to students. The TVCC Business Office has reviewed the budget to ensure all potential budget items were considered. The proposed costs are realistic and necessary to meet the program's goals and objectives. [See budget narrative]

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

TVCC CAMP proposes to serve a total of 195 migrant students during five-year cycle. The average direct cost per student will be \$10,890. The cost per student is reasonable considering the intense services necessary to ensure success. TVCC CAMP students will be more likely to earn higher GPAs, return for their second year, build a solid network of connections, and be more likely to graduate from TVCC. Also, the proposed direct cost per student is below the national average target set of \$14,314 per student in CAMP commuter programs for 2016 (U.S. Department of Education, CAMP Performance Plans and Reports 2015). The number of students to be served and the cost per student is comparable to other CAMP programs in Oregon and Washington.

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

One of TVCC's main goals is to provide an excellent teaching and learning environment leading to student access, persistence, and success through graduation. TVCC intends to incorporate some of the lessons that will be learned from CAMP into its long-term goals and objectives. Also, because TVCC is committed to serving high-need student populations, such as MSFW, there is the potential that the college will institutionalize the successful elements of CAMP and continue to build on its success after the end of federal funding. In addition, TVCC will continue to actively research all potential funding opportunities to sustain our invaluable services to MSFW.

**7. QUALITY OF THE PROJECT EVALUATION**

*(i) The extent to which the methods of evaluation are thorough, feasible, appropriate to the goals, objectives, and outcomes of the project*

A variety of evaluations will be conducted throughout the year to assess the CAMP project.

Program evaluation will be an on-going process using both quantitative and qualitative assessments including formative and summative evaluations. Because TVCC CAMP has well specified project outcomes, quantitative methods of evaluation will produce appropriate information about student success and project effectiveness. Also, qualitative methods of evaluation will gather additional information from participants about program activities as demonstrated in Table 12.

<b>Table 12. Evaluation of Goals/Objectives and Benchmarks</b>		
<b>GOAL 1: To support the success of MSFW students by helping them to enroll in and attain their first year of college.</b>		
<b>Objectives</b>	<b>Evaluation Method</b>	<b>Benchmark</b>
<b>1.1.</b> 35 (Y1) and 40 (Y2-Y5) eligible students will be admitted to TVCC CAMP	Analyze attendance log of participants in information sessions. Count number of visits and number of workshops for parents.	March - 100% of students are informed about CAMP for the fiscal year.
	Analyze TVCC admissions record to confirm 100% of admission eligibility. Analyze student files to confirm 100% are eligible.	Fall term – 100% eligible students admitted
<b>1.2.</b> Provide all enrolled students with academic support services	Analyze participation records of services provided, e.g., attendance at CAMP sponsored events.	Second week of December, March, and June. Ongoing for some activities
<b>1.3.</b> 86% of CAMP students will complete their first-year in good academic standing (GPRA I)	Analyze student grade performance. Using Jenzabar, identify all students with 2.0 GPA. Analyze Academic Standing Report.	End of fall term: 75% with 2.0 GPA or higher End of spring term: 85% with 2.0 GPA or higher
<b>GOAL 2: To increase the persistence of CAMP students during their second year in college.</b>		
<b>Objectives</b>	<b>Evaluation Method</b>	<b>Benchmark</b>
<b>2.1.</b> 85% of CAMP students who complete their first year in college will continue into their second year of college (GPRA 2)	Analyze exit interview forms to confirm student transfer to other IHE. Analyze enrollment data for the following fall term. Review registration records at TVCC.	End of spring term – 85% of the 85% are enrolled for fall term. Beginning fall term – 100% of the 85% are enrolled for fall term

***(ii) The extent the methods of evaluation provide performance feedback and assess progress***

The primary objective is to gather data to determine if the identified GPRA Performance Measures for the project were met: (1) 86% of TVCC CAMP students will finish their first year of college in good academic standing, and (2) 85% of TVCC CAMP students will continue to be enrolled in postsecondary education. Also, the methods of evaluation will provide precise performance feedback and periodic assessment of progress toward achieving TVCC CAMP intended outcomes. Progress reports will be designed to facilitate the tracking of each effort and will record, at a minimum, each of the goals and objectives described in Table 12, including the methods of evaluation. CAMP staff will review the performance feedback and benchmark each term to ensure satisfactory progress is being made and make corrections if necessary. In addition, the evaluation reports will be submitted to the U.S. Department of Education as required under the terms of the grant. The following steps will be considered when using the results of the evaluation to make programmatic changes:

1. **Gather** – The CAMP Director and other staff will gather the evaluation reports and surveys to be shared with staff or other key stakeholders.
2. **Review** – The CAMP staff will review the performance feedback and benchmark to ensure satisfactory progress is being made on the implementation of the activities. All CAMP staff will review the feedback each month during the regular staff meetings and discuss at the end of the academic year during their staff retreat to ensure satisfactory progress is being accomplished.
3. **Discuss** – The CAMP staff will discuss the outcomes and results of the evaluations and find best alternatives to make programmatic changes based on the results of the evaluations.
4. **Recommendations** – The CAMP staff will make final recommendations of activities to be implemented to improve the program.
5. **Implementation** – The Director or other CAMP staff will implement the suggested recommendations to any activity. Results from the evaluation tools mentioned above will be used to implement improvements in the program. All evaluation results will be used to recognize successful program elements, and to improve or end elements

that are not effective. In addition, the TVCC CAMP program will utilize an external evaluator. The external evaluator will be a highly qualified individual with a minimum of five years of experience in research and program evaluation for federally funded educational grants including experience evaluating CAMP program grants. The project evaluation will be conducted in years two and four. The evaluation will provide specific information to comply with the U.S. Department of Education reporting requirements.

***iii. The methods of evaluation will produce evidence of promise***

The TVCC CAMP program will use a Correlational Design (which meets the What Works Clearinghouse Evidence Standards) to produce evidence of promise. The Correlational Design will be used because the primary objective is to gather data to determine if the identified GPRA Performance Measures for the project included in the program's logic model described in page 12 are being met: (1) 86% of CAMP students will finish first year in good academic standing, and (2) 85% of CAMP students who complete their first year of college will be successfully enroll for their second year of college. The TVCC CAMP program expects that by providing intensive student and academic support, intrusive advising, mentors and tutors and available resources will positively impact the outcomes of the program and meet the GPRA performance targets (69% and 80%). In addition, the TVCC CAMP program will use a continuum of evidence-based practice because the proposed activities included in the project's logic model is based on research about effective practices and it's tied to the program outcomes. The methods of evaluation will show positive outcomes for the participants compared to a similar group and the program will be able to demonstrate the ability to replicate the outcomes consistently across the program.

## Other Attachment File(s)

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**INDIVIDUAL RESUMES FOR PROJECT DIRECTORS AND KEY PERSONNEL**

No Project Director has been identified prior submitting of the proposal. Key project personnel will be hired after the grant is funded.

## **JOB DESCRIPTIONS**

### **Project Director**

**Degree:** Master's degree in education, business administration, or related field.

**Work Experience:** Three years experience providing leadership and vision in academic support programs for historically underrepresented students in higher education. Experience assessing and addressing the educational needs of first-year college students from migrant/seasonal farm worker backgrounds. Two years of experience in budget, staff supervision, and evaluation. Two years of experience working and communicating effectively with diverse students, faculty, and staff. Prior experience in designing and implementing federal and state grant funded programs. Demonstrated success at writing and getting funding for large federal grants (preferred) and demonstrated commitment to promoting and enhancing diversity.

**Job Description:** The Director is responsible for the overall operation of the program, including budgeting, goal setting, assessment of staff and program, staff development, participant selection and working with key stakeholders. The Director will utilize guidelines established by the college, the state, and the federal government regarding regulations and requirements. The Director will be the liaison with other collaborative college units to develop and provide support services tailored to specific needs of program participants, and provide timely and accurate information for the participants to assist them with decision-making. Oversee collaborative efforts with off-campus entities which provide linkages to migrant communities to develop and enhance identification, recruitment, and retention of target population students; to notify external constituencies of opportunities and services CAMP can provide; to develop lasting relationships with communities and agencies which are sources of future program participants.

### **Recruiter**

**Degree:** Associate's degree in Education, Social Work, Psychology, or related field.

**Work Experience:** One year of experience in college admissions, recruitment, and database management. Understands of the needs of MSFW population. Possess written and oral communication skills. Must be fluent in Spanish and English.

**Job Description:** The Recruiter provides information to target communities and prospective CAMP students and the families about eligibility requirements to participate in CAMP and the support and services that CAMP can provide in helping students from migrant/seasonal farm worker families to access and succeed at TVCC. The person in this position will help the program meet the important goal of serving the target number of students each year of the grant cycle.

**Academic Counselor**

**Degree:** Bachelor's degree in education, counseling, or related field.

**Work Experience:** Two years of experience in advising migrant high schools or college students. Two years of experience in educational workshops. One year of experience working with minority population. Bilingual/bicultural experience preferred.

**Job Description:** The Academic Counselor provides academic, personal, and career advising for participants in the CAMP program. Plans and implements the CAMP Orientation program and serve as a primary contact for students in the program, providing support and encouragement. Plans educational, leadership, and cultural experiences to help the students expand in their breadth and depth of knowledge, in general, and in their chosen area of studies. Coordinates the tutoring component of the program. Coordinates the transition of students to other support services after their CAMP year.



**BOYS & GIRLS CLUB**  
OF WESTERN TREASURE VALLEY

573 SW 3<sup>rd</sup> Ave Ontario, OR 97914

**Letter of Support for Treasure Valley Community College HEP and C.A.M.P. Grant**

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

Dear Lisa,

The Boys & Girls Club of Western Treasure Valley (BGCWTV) serves youth in Malheur County/Eastern Oregon and we believe that education is the key to a successful life for every member and especially for kids from migrant and seasonal farm working families. To ensure that each of our 1,000+ Club Members are on a path to graduate high school, on-time, with a plan for the future (which hopefully includes college or trade school) we seek out natural community partners to enhance our programming.

One of our strongest partners is the Treasure Valley Community College (TVCC). TVCC has demonstrated their commitment to helping Club members stay engaged in school by recently providing use of their Science Lab and instructors for our Spring Break STEM Camp, as well as a providing a campus tour for 20 Latino teens to let them see the enormous amount of support available on campus to ensure their success in college.

Having a C.A.M.P. program available on the Eastern side of Oregon at the Treasure Valley Community College campus will enable more Oregon students to participate because they will no longer have to make the choice between relocating far away from their family, friends and support network; something very important to kids from migrant or seasonal farm working families. By awarding TVCC the HEP and C.A.M.P. grant you will help create a pathway for students to earn their GED and continue on to Community College for both sides of Oregon.

We have a large population that would benefit from this grant in Eastern Oregon/Malheur County. The BGCWTV knows that the Treasure Valley Community College is a respected institution in our community and we are confident they will tailor their efforts to meet student's needs, remove barriers and provide consistent grant outcomes to ensure participants will be successful making our community stronger for all.

Sincerely,

(b)(6)

Matt Sorensen  
Executive Director  
Boys & Girls Club of Western Treasure Valley



Four Rivers Community School  
2449 S.W. 4<sup>th</sup> Avenue  
Ontario, OR 97914

541-889-3715 phone  
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[www.4riverscs.org](http://www.4riverscs.org)

Board of Directors

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Betty Carter

Priscilla Valero

Executive Director  
Chelle Robins

February 23, 2016

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

To Whom It May Concern:

Four Rivers Community School is honored to support Treasure Valley Community College in its quest to provide high quality and accessible education for migrant and seasonal farmworkers in Eastern Oregon through the HEP and CAMP program. The benefit provided with this grant opportunity is twofold: first it provides the critical financial support necessary for migrant/seasonal farmworkers and their children and secondly provides internal support systems for students that are necessary for academic success and completion.

In addition to funding, this grant will allow students to stay in the region where their families live, offering a critical layer of familial support and security. At this time, students that wish to take advantage of the HEP and CAMP program must travel hundreds of miles across the state.

As a Spanish/English immersion school, Four Rivers Community School appreciates the collaborative partnership that we have with Treasure Valley Community College. A high percentage of our graduates are first generation college attendees and they feel most comfortable starting this new educational journey in the community they have been raised in. In addition, our families prefer Treasure Valley Community College over other choices for its geographic location and size.

Four Rivers Community School understands the importance of Treasure Valley Community College and its impact on our region. We are excited about the additional access opportunities this grant affords to historically underserved students. We look forward to supporting these efforts through recruitment and partnership opportunities. Treasure Valley Community College truly is the community's college and an excellent choice for the HEP and CAMP Grant program!

Sincerely,

(b)(6)

Chelle Robins  
Superintendent

PR/Award # S149A160003

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# MALHEUR EDUCATION SERVICE DISTRICT REGION 14

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**Stephen Phillips, PhD**  
Superintendent

**Terry Herzberg**  
Director of Special Education

**Mark Redmond**  
Director of Curriculum and  
Instruction



**Team Malheur**

363 A Street West  
Vale, OR 97918

(541) 473-3138  
FAX (541) 473-3915

**Stephanie Navarrete**  
Director of EI/ECSE  
(541)372-2214

February 18, 2016  
Lisa Ramirez, Director  
Office of Migrant Education  
U.S. Department of Education  
400 Maryland Avenue, SW, FOB6-3E  
Washington, DC 20202-6135

Ms. Ramirez,

As the Malheur County 'Education Service District' Superintendent I am honored to write a letter of support for Treasure Valley Community College (TVCC). Please view this letter as a vote of confidence in our local college partner, TVCC. Our county agencies and educational entities work hard at partnering one with another towards helping our students and community members. These HEP/CAMP programs are vital for our community and our unique population.

Eastern Oregon, specifically Malheur county, is in dire need of this concentrated help. We claim the highest poverty rate in the state of Oregon as well as a large number migrant families. This help will ensure that our migrant families have the opportunity to pursue and obtain a college education. This ray of hope is crucial for our most needy students and families.

The local school districts enjoy a wonderful working relationship with our college. We work seamlessly together bringing college credits to high school students across eastern Oregon. We have built a relationship and a framework where additional funding would help catapult us out of the bottom towards to top. My agency, the Malheur ESD, will assist the college in reaching this region's most needy students and families.

Please feel free to contact me if you have any questions in regards to my support of TVCC.  
steve.phillips@malesd.k12.or.us (541)473-4823

Dr. Stephen W. Phillips

A handwritten signature in black ink, appearing to read 'Steve Phillips', written over the printed name.

Malheur ESD, Superintendent



**Anabel Ortiz-Chavolla**  
**Director of Federal Programs & School Improvement**  
**195 SW Third Avenue**  
**Ontario, OR 97914**  
**Phone 541.889.5374 • FAX 541.889.8553**  
**email: [aortiz@ontario.k12.or.us](mailto:aortiz@ontario.k12.or.us)**  
**[www.ontario.k12.or.us](http://www.ontario.k12.or.us)**

February 27, 2016

Treasure Valley Community College  
650 College Blvd.  
Ontario, OR 97914

RE: C.A.M.P. and H.E.P. at Treasure Valley Community College

To Whom It May Concern:

Ontario School District 8C recognizes the need for services for Migrant students and supports TVCC's application for the College Assistance Migrant Program in High School Equivalency Program. Our migratory or seasonal farmworker students would greatly benefit from these programs. Ontario School District 8C provides supplemental instruction and supports services to 1,005 identified Migrant students in preschool through age 21. Ontario High School has 161 students that qualify for the Migrant Program, 37 of them are seniors. In addition, Ontario School District 8C struggles to meet the needs of out of school youth, we currently have 8 students in this category. Having C.A.M.P. and HEP at Treasure Valley Community College would allow students to access academic and financial support.

We are located in Eastern Oregon and our students have to move out of the area in order to access C.A.M.P. and H.E.P. This is one of the barriers that our migrant families face year after year since these young adults help provide for their family as well. Students moving away tends to become a hardship for the family. There is definitely a need for C.A.M.P. and H.E.P. in our area.

Our migrant students going on to college need support to succeed in their first year of college and to overcome the barriers they face when attempting to complete a higher education degree while our migrant out of school youth need to have Access to H.E.P. to have better opportunities in life. Ontario School District 8C strongly supports bringing C.A.M.P. to T.V.C.C. in an effort to provide needed services to our migrant students.

Respectfully,

(b)(6)

Anabel Ortiz-Chavolla

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: DATE:08/04/2011

ORGANIZATION:  
 Treasure Valley Community College  
 650 College Blvd.  
 Ontario, OR 97914

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.	07/01/2011	06/30/2016	30.00	On-Campus	All Programs
PROV.	07/01/2017	06/30/2018	30.00	On-Campus	All Programs

\*BASE

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

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

**Treasure Valley Community College – CAMP**  
**Budget Narrative**

The following is the proposed Budget Summary for Y1 to Y5 (2016-2021). The narrative explains in detail how funds are being allocated for each category. This budget breakdown provides a reasonable and adequate cost for the project.

<b>Section A - Budget Summary</b>					
<b>U.S. Department of Education Funds</b>					
<b>Budget Categories</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b><u>1. Salaries</u></b>					
Project Director - 1 FTE, 12 mo.	\$50,000	\$51,000	\$52,020	\$53,060	\$54,122
Academic Counselor - 1FTE, 12 mo.	\$40,000	\$40,800	\$41,616	\$42,448	\$43,297
Recruiter- 1 FTE, 12 mo.	\$35,000	\$35,700	\$36,414	\$37,142	\$37,885
Administrative Assistant - 0.5 FTE, 12 mo.	\$17,000	\$17,340	\$17,687	\$18,041	\$18,401
Hourly Student Tutors (5)	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
Mentors (5)	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
<b>Subtotal</b>	<b>\$152,000</b>	<b>\$155,040</b>	<b>\$158,141</b>	<b>\$161,304</b>	<b>\$164,530</b>
<b><u>2. Fringe Benefits</u></b>					
Project Director	\$25,268	\$25,521	\$25,776	\$26,034	\$26,294
Academic Counselor	\$23,368	\$23,602	\$23,838	\$24,076	\$24,317
Recruiter	\$22,418	\$22,642	\$22,869	\$23,097	\$23,328
Administrative Assistant	\$18,998	\$19,188	\$19,380	\$19,574	\$19,769
Hourly Student tutors@ 10%	\$500	\$505	\$510	\$515	\$520
Mentors @10%	\$500	\$505	\$510	\$515	\$520
<b>Subtotal</b>	<b>\$91,052</b>	<b>\$91,963</b>	<b>\$92,882</b>	<b>\$93,811</b>	<b>\$94,749</b>
<b><u>3. Travel</u></b>					
<i>Director - Annual Director's meeting in DC</i>					
Airfare	\$600	\$600	\$600	\$600	\$600
Lodging @179/night x 3 nights	\$537	\$537	\$537	\$537	\$537
Per diem @41/day x 4	\$164	\$164	\$164	\$164	\$164
Ground Transportation @50	\$50	\$50	\$50	\$50	\$50
<i>Staff National Conference/Other</i>					
Airfare @600/person	\$1,200	\$1,200	\$1,200	\$600	\$600
Lodging @179/night x 4 nights x 2	\$1,432	\$1,432	\$1,432	\$716	\$716
Per diem @41 x 5 days x 2 staff	\$410	\$410	\$410	\$205	\$205
Registration @250 x 2 staff	\$500	\$500	\$500	\$250	\$250
Ground transportation @50	\$50	\$50	\$50	\$50	\$0
<i>Staff Regional Prof. Develop.</i>					
Mileage @50 cents/mile x 400	\$200	\$200	\$200	\$200	\$200
Lodging @118/night x 3 nights x 2	\$708	\$708	\$708	\$354	\$354
Per Diem @41 x 4 days x 2 staff	\$328	\$328	\$328	\$164	\$164
<i>Travel to recruit students in OR/ID</i>					
Mileage	\$3,000	\$3,000	\$3,000	\$3,000	\$2,000
<b>Subtotal</b>	<b>\$9,179</b>	<b>\$9,179</b>	<b>\$9,179</b>	<b>\$6,890</b>	<b>\$5,840</b>
<b><u>4. Equipment</u></b>					
None	\$0	\$0	\$0	\$0	\$0

	<b>Subtotal</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b><u>5. Supplies</u></b>						
Project related office supplies	\$4,500	\$3,200	\$6,500	\$2,500	\$1,900	
Computers, printers	\$5,000	\$0	\$0	\$0	\$0	
5 Laptops for student checkout	\$5,000	\$5,000	\$0	\$0	\$0	
<b>Subtotal</b>	<b>\$14,500</b>	<b>\$8,200</b>	<b>\$6,500</b>	<b>\$2,500</b>	<b>\$1,900</b>	
<b><u>6. Contractual</u></b>						
Evaluator	\$0	\$2,500	\$0	\$2,500	\$0	
<b>Subtotal</b>	<b>\$0</b>	<b>\$2,500</b>	<b>\$0</b>	<b>\$2,500</b>	<b>\$0</b>	
<b><u>7. Construction</u></b>						
None	\$0	\$0	\$0	\$0	\$0	
<b>Subtotal</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	
<b><u>8. Other</u></b>						
Telephone & Fax @ \$150/month	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	
Postage @ \$20 month	\$500	\$500	\$500	\$500	\$500	
Duplication/printing @ \$100/month	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	
CAMP Student-Parent hosting	\$3,000	\$5,000	\$5,000	\$5,000	\$5,000	
Recruiting/Marketing Activities	\$4,000	\$2,000	\$2,000	\$2,000	\$2,000	
Student Educational/Cultural Activities	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	
Summer Orientation Program						
Room and board @ 40 x \$50 x 2/days	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	
Enrichment/Team building activities	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	
HEP/CAMP Association Dues	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	
<b>Subtotal</b>	<b>\$22,700</b>	<b>\$22,700</b>	<b>\$22,700</b>	<b>\$22,700</b>	<b>\$22,700</b>	
<b><u>9. Total Direct Costs</u></b>	<b>\$289,431</b>	<b>\$289,582</b>	<b>\$289,402</b>	<b>\$289,705</b>	<b>\$289,719</b>	
<b><u>10. Indirect Costs - 8%</u></b>	<b>\$23,154</b>	<b>\$23,167</b>	<b>\$23,152</b>	<b>\$23,176</b>	<b>\$23,178</b>	
<b><u>11. Training Stipends</u></b>						
Student stipends @ \$900	\$36,000	\$36,000	\$36,000	\$36,000	\$36,000	
Book allowance @ 900	\$36,000	\$36,000	\$36,000	\$36,000	\$36,000	
Supplemental aid @ 900	\$36,000	\$36,000	\$36,000	\$36,000	\$36,000	
Travel Allowance	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	
Health: dental, vision	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	
<b>Subtotal</b>	<b>\$112,000</b>	<b>\$112,000</b>	<b>\$112,000</b>	<b>\$112,000</b>	<b>\$112,000</b>	
<b><u>12. Total Costs</u></b>	<b>\$424,585</b>	<b>\$424,749</b>	<b>\$424,554</b>	<b>\$424,881</b>	<b>\$424,897</b>	

**Federal Costs**

**1. Personnel**

Treasure Valley Community College is budgeting for the following positions to implement the CAMP Program as described in the application narrative. The allocations for human capital have been made based on successful CAMP programs around the country and what is necessary to accomplish the proposed objectives. All project personnel are crucial to the success of the

project. The personnel costs are based on the college salary schedule, which is in line with education, experience, and expertise. Also, the salary breakdown includes a 2% COLA increase after the 1<sup>st</sup> year.

***Project Director (1.0 FTE)***

The project Director is responsible for the implementation of the CAMP project by monitoring the program goals and objectives, including managing the budget and developing and implementing the program assessment. The Director participates in the recruitment and hiring. The Director provides daily supervision to CAMP staff, including planning and assigning work, approving work, responding to grievances, hiring/firing or effectively recommending such actions, disciplining, and signing and administering performance appraisals. The Director establishes collaboration with other college units to provide support services tailored to specific needs of program participants and oversees collaborative efforts with off-campus entities that provide linkages to the migrant communities. This is completed in order to develop and enhance the identification, recruitment, and retention of target population students. The Director communicates with the U.S. Department of Education, including the writing and timely submission of requested information and reports.

2016-17	2017-18	2018-19	2019-20	2020-21
\$50,000	\$51,000	\$52,020	\$53,060	\$54,122

***Academic Counselor (1.0 FTE)***

The project Academic Counselor provides academic, personal, and career advising for participants in the CAMP program. The Academic Counselor’s responsibility is to assess each participant’s academic and career skills and to develop an individual academic plan for each student. The position provides academic, financial, and personal guidance to ensure students

successfully complete their first year of experience in college. The Academic Counselor serves as a primary contact for students in the program, providing support and encouragement. This position plans and facilitates educational, leadership, and cultural experiences to support participants, coordinates the tutoring program, and the transition of students to other support services after their participation in CAMP.

2016-17	2017-18	2018-19	2019-20	2020-21
\$40,000	\$40,800	\$41,616	\$42,448	\$43,297

***Recruiter (1.0 FTE)***

The Recruiter serves as the main contact for prospective CAMP participants and their families. This position provides timely and accurate information concerning admission to TVCC, financial aid applications, and scholarship applications. This position disseminates information by attending career fairs, visiting high schools with large populations of target students and utilizes various methods to make contact with students who may be eligible for CAMP. In addition, the Recruiter coordinates outreach efforts with other on and off campus programs and offices. This position ensures students’ eligibility and compiles the required documentation for each enrolled student.

2016-17	2017-18	2018-19	2019-20	2020-21
\$35,000	\$35,700	\$36,414	\$37,142	\$37,885

***Program Assistant (0.5 FTE)***

The Program Assistant provides technical support to the Director and other staff and provides administrative support for daily program operations. This position performs clerical functions such as typing, word processing, taking and transcribing minutes, computer data entry, and related tasks to facilitate the operation of CAMP. This position performs fiscal management and

reporting, including compilation of annual budget report, expenditure tracking, and account reconciliation. The Program Assistant reviews all department timesheets for each payroll period and maintains of attendance records. In addition, this person monitors and maintains accurate inventories of project office supplies and equipment, office files, and record keeping systems, including confidential information data. In addition, this person schedules facility reservations and prepares travel requests and vouchers for special events and activities.

2016-17	2017-18	2018-19	2019-20	2020-21
\$17,000	\$17,340	\$17,687	\$18,041	\$18,401

***CAMP Tutors***

TVCC students and CAMP students will be hired to provide tutoring to participants. Tutors will be responsible for coaching students in strategies for success and assisting them with understanding academic material.

2016-17	2017-18	2018-19	2019-20	2020-21
\$5,000	\$5,100	\$5,202	\$5,306	\$5,412

***CAMP Mentors***

Student mentors of similar backgrounds of participants will be hired to mentors incoming CAMP students during the fall and winter term.

2016-17	2017-18	2018-19	2019-20	2020-21
\$5,000	\$5,100	\$5,202	\$5,306	\$5,412

<b>Total Personnel</b>				
2016-17	2017-18	2018-19	2019-20	2020-21
\$152,000	\$153,520	\$155,055	\$156,606	\$158,172

**2. Fringe Benefits**

Fringe benefits are calculated at 19% + \$1,314 x 12 months for each employee. Fringe benefits include employer contributions for PERS, FICA, medical insurance and worker’s compensation. All employees are entitled to these benefits with the exception of hourly employees. Hourly employee’s fringe benefits include federal and state mandatory taxes. All fringe benefits reflect the increase of 1% after the first year.

2016-17	2017-18	2018-19	2019-20	2020-21
\$91,052	\$91,963	\$92,882	\$93,811	\$94,749

**3. Travel**

The travel reimbursement rate is consistent with the federal per-diem rates. The Program Director will attend the Annual HEP/CAMP Director’s meeting each year in Washington, DC. The travel expense for the Director’s meeting in DC is crucial for the project because at this meeting current information regarding the grant evaluation, reporting, budgetary issues, etc. is provided to participants. For professional development, the Academic Counselor and the Recruiter or other designated staff will attend conferences as indicated in the proposal. The NADSME and the HEP/CAMP National Conference is important for project staff to attend because these conferences are about target population issues and also related to CAMP issues. The staff needs to continue to be aware of best practices about recruitment, retention, and administration. Transportation costs are based on the lowest possible economy fares. No foreign travel is requested in the proposed budget. Conference registration rates are calculated based on the information provided by the conference committees. The local travel will consist of mileage for required activities related to the success of the program. The recruitment activity is budgeted according to the number of visits to high schools and other recruitment sites. In addition, a

designated staff member will attend a regional conference for professional development purposes.

<b>Total Travel</b>				
2016-17	2017-18	2018-19	2019-20	2020-21
\$9,179	\$9,179	\$9,179	\$6,890	\$5,840

**4. Equipment - \$0.00**

**5. Supplies**

Project related office supplies are important to the success of the project. Project office supplies include consumables such as paper, pencils, pens, tapes, staples, file folders, computer discs, toner, and labels. Purchases will be made on a regular basis. Also, cost for laptops and I Pads for student checkout are budgeted. These purchases are important for student academic success due to the increase of technology and the important role they place in education.

2016-17	2017-18	2018-19	2019-20	2020-21
\$14,500	\$8,200	\$6,500	\$2,500	\$1,900

**6. Contractual**

An independent external evaluator will be contracted to conduct the required evaluation of the program. The external evaluator will examine TVCC CAMP’s documented progress towards meeting its project goals and objectives, reviews budget expenditures, student files, program practices; and utilize other standard areas of program review. The evaluation will provide specific information to comply with the U.S. Department of Education reporting requirements. The evaluator will submit an evaluation report with recommendations when appropriate. The evaluator will be contracted at \$2,500 in Y2 and Y4.

2016-17	2017-18	2018-19	2019-20	2020-21
\$0	\$2,500	\$0	\$2,500	\$0

**7. Construction - \$0.00**

**8. Other**

The following items are necessary in order to implement and operate the CAMP program and to conduct the everyday operation, management, planning, communications, and monitoring required to meet and/or exceed all grant goals and objectives. The telephone, photocopy, postage, and technology will be used as means of communication. CAMP activities will be provided to foster leadership and teambuilding skills. Also, included is the CAMP participant-parent event’s cost. The allocation of dollars for recruitment activities is important for the project. Allocated funds will be used for informative posters, brochures, applications, advertisements, and other related costs. The proposed budget for the Summer Orientation program pays for the room and board of participants during the second week in September prior to when regular classes start. The Summer Orientation training program is crucial for the success of the students; it increases cohort building and the retention rate of participants in college. Finally, \$1,200 is being budgeted for the HEP/CAMP Association as part of the annual membership dues.

2016-17	2017-18	2018-19	2019-20	2020-21
\$22,700	\$22,700	\$22,700	\$22,700	\$22,700

**9. Total Direct Costs**

2016-17	2017-18	2018-19	2019-20	2020-21
\$289,431	\$289,582	\$289,402	\$289,705	\$289,719

**10. Indirect Costs**

The indirect costs are based on the EDGAR and OMB regulations for restricted rate projects at the established 8% of the direct costs rate. Therefore, the project will be charged 8% of annual direct cost.

2016-17	2017-18	2018-19	2019-20	2020-21
\$23,154	\$23,167	\$23,152	\$23,176	\$23,178

**11. Training Stipends**

The training stipends have been budgeted to reflect the stipends, book allowances, and supplemental tuition aid. It will be provided to eligible and qualified participants. The additional supplemental tuition aid is given to participants based on financial aid need. The purpose of the supplemental tuition aid is to reduce the amount of loans offered to participants. Low-income migrant families cannot afford to take additional loans for college expenses. A small amount of money is allocated for travel and health care for participants. Travel allowances will be used for participants who come to TVCC CAMP from distant places.

2016-17	2017-18	2018-19	2019-20	2020-21
\$112,000	\$112,000	\$112,000	\$112,000	\$112,000

**12. Total Costs**

2016-17	2017-18	2018-19	2019-20	2020-21
<b>\$424,585</b>	<b>\$424,749</b>	<b>\$424,554</b>	<b>\$424,881</b>	<b>\$424,897</b>

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

OMB Number: 1894-0007  
Expiration Date: 08/31/2017

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Ron		Hanks	

Address:

Street1:	650 College Blvd.
Street2:	
City:	Ontario
County:	
State:	OR: Oregon
Zip Code:	97914-3423
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(541) 881-5977	

Email Address:

rhanks@tvcc.cc
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**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

Yes Provide Exemption(s) #:  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

Treasure Valley Community College

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	152,000.00	155,040.00	158,141.00	161,304.00	164,530.00	791,015.00
2. Fringe Benefits	91,052.00	91,963.00	92,882.00	93,811.00	94,749.00	464,457.00
3. Travel	9,179.00	9,179.00	9,179.00	6,890.00	5,840.00	40,267.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	14,500.00	8,200.00	6,500.00	2,500.00	1,900.00	33,600.00
6. Contractual	0.00	2,500.00	0.00	2,500.00	0.00	5,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	22,700.00	22,700.00	22,700.00	22,700.00	22,700.00	113,500.00
9. Total Direct Costs (lines 1-8)	289,431.00	289,582.00	289,402.00	289,705.00	289,719.00	1,447,839.00
10. Indirect Costs*	23,154.00	23,167.00	23,152.00	23,176.00	23,178.00	115,827.00
11. Training Stipends	112,000.00	112,000.00	112,000.00	112,000.00	112,000.00	560,000.00
12. Total Costs (lines 9-11)	424,585.00	424,749.00	424,554.00	424,881.00	424,897.00	2,123,666.00

**\*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: 07/01/2016 To: 06/30/2021 (mm/dd/yyyy)

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

The Indirect Cost Rate is 8.00%.

(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 # S149A160003

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
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