

**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 # S149A160007**

**Grants.gov Tracking#: GRANT12111284**

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Assurances Non-Construction Programs (SF 424B)</b>	e6
<b>3. Disclosure Of Lobbying Activities (SF-LLL)</b>	e8
<b>4. ED GEPA427 Form</b>	e9
<i>Attachment - 1 (1236-DUGEPA 2016)</i>	e10
<b>5. Grants.gov Lobbying Form</b>	e12
<b>6. ED Abstract Narrative Form</b>	e13
<i>Attachment - 1 (1235-DU16 Abstract)</i>	e14
<b>7. Project Narrative Form</b>	e15
<i>Attachment - 1 (1238-DU16 CAMP Project Narrative)</i>	e16
<b>8. Other Narrative Form</b>	e42
<i>Attachment - 1 (1237-DU16 Other Attachments)</i>	e43
<b>9. Budget Narrative Form</b>	e63
<i>Attachment - 1 (1234-DU16 CAMP Budget Narrative)</i>	e64
<b>10. Form ED_SF424_Supplement_1_3-V1.3.pdf</b>	e77
<b>11. Form ED_524_Budget_1_3-V1.3.pdf</b>	e78

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="03/04/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Drury University"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="44-0552049"/>	* c. Organizational DUNS: <input type="text" value="0071774470000"/>

**d. Address:**

* Street1: <input type="text" value="900 N. Benton Ave."/>
Street2: <input type="text"/>
* City: <input type="text" value="Springfield"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="MO: Missouri"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="65802 3712"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="CCPS"/>	Division Name: <input type="text" value="Monett Campus"/>
--	---

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Elizabeth"/>
Middle Name: <input type="text" value="Gackstetter"/>	
* Last Name: <input type="text" value="Nichols"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Professor of Spanish"/>
--

Organizational Affiliation: <input type="text"/>
---

* Telephone Number: <input type="text" value="(417) 873-6925"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="enichols@drury.edu"/>
--

**Application for Federal Assistance SF-424**

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

O: Private 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:**

Drury University at Monett: The CAMP Somos Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="373,047.00"/>
* 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="373,047.00"/>

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

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Emma Bentley</p>	<p>TITLE</p> <p>Manager, Corporate &amp; Foundation Relations</p>
<p>APPLICANT ORGANIZATION</p> <p>Drury University</p>	<p>DATE SUBMITTED</p> <p>03/04/2016</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<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
--	--	--

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

\* Name: Drury University

\* Street 1: 900 N. Benton Avenue    Street 2: \_\_\_\_\_

\* City: Springfield    State: MO: Missouri    Zip: 65802

Congressional District, if known: \_\_\_\_\_

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

<b>6. * Federal Department/Agency:</b> N/A	<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> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**

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

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

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

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

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

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

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

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

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

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

\* Signature: Emma Bentley

\* Name: Prefix Mrs.    \* First Name: Emma    Middle Name: Bentley  
\* Last Name: Ruzicka    Suffix: \_\_\_\_\_

Title: Manager, Corporate & Foundation Relations    Telephone No.: 417-873-6857    Date: 03/04/2016

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

## 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.**

DUGEPA 2016.pdf

Add Attachment

Delete Attachment

View Attachment

**Statement Regarding Compliance with  
General Education Provisions Act (GEPA), Section 427**

Drury University ensures equitable access to, and participation in, its programs for students, faculty and staff, and other program participants with special needs. The university has established goals and strategies to ensure equitable access. The plan is inclusive – no school stakeholders have been omitted.

Some of the specific activities of the proposed project that will ensure equitable access include (but are by no means limited to) the following:

- Providing training for teaching staff on developmentally appropriate practices and on strategies for modifying program activities to be inclusive of ALL students.
- Ensuring appropriate representation of genders, races, cultures, and abilities in all materials.
- Identifying necessary accommodations for disabled students and providing these accommodations; for example the location of students and special evacuation procedures as needed.
- Identifying and planning for students and staff with special transportation, medical and food needs.
- Providing materials in Braille, large print, audiotape format, videotape format if required.
- Preparing materials in various languages, etc. as needed

Drury University also has an equitable hiring policy, which prohibits discrimination of hiring based on race, gender, national origin, age, or disability. In accordance with federal, state, and campus standards providing equitable access to all students, staff, faculty, and other program

beneficiaries with special needs, all students shall be equitably served by this project through its purposed activities, regardless of gender, race, national origin, color, disability, or age.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b> Drury University		
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>		
Prefix: Mrs.	* First Name: Emma	Middle Name: Bentley
* Last Name: Ruzicka	Suffix:	
* Title: Manager, Corporate & Foundation Relations		
<b>* SIGNATURE:</b> Emma Bentley	<b>* DATE:</b> 03/04/2016	

## 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**

**Applicant:** Drury University, Monett, Missouri

**Project Objectives:** The creation of a comprehensive CAMP program, the “*Somos*” program, aimed at meeting migrant and seasonal farm worker educational needs in southwest Missouri.

**Priorities:** To address the identified areas of greatest need in the Hispanic Population: 1. Outreach to migrant students and their families to emphasize the importance of higher education. 2. To provide increased access to and training with technology. 3. To provide relevant developmental language and math instruction to student participants 4. To encourage degree completion in areas most likely to result in career advancement and success, particularly STEM, business and education. 5. To encourage student engagement and persistence in higher education

**Project Outcomes:** Participants will receive appropriate financial, academic, and personal support services necessary to ensure their successful completion of a bachelor’s degree. Students and their families will receive training on technology, English proficiency and leadership skills.

**Number of participants to be served annually:** 2016-2017: **25**, 2017-2018: **50**, 2018-2019: **80**, 2019-2020: **110**, 2020-2021: **140**

**Number and Location of Proposed Sites:** The *Somos* program will have the support and resources of Drury University’s main campus in Springfield, Missouri as well as Drury University’s campus at Monett, Missouri. The Monett campus is located at 400 4th Street in Monett. This site will house the *Somos* program.

**GPRA Measures:** In accordance with GPRA requirements, it is expected that 86% of students will complete the first academic year of their postsecondary education and that 85% of students, after completing the first academic year of college, will continue their secondary education (n = 22 per cohort for years 1 and 2; n = 26 per cohort for years 3 and 4 students.)

## Project Narrative File(s)

---

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

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

---

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

**Project Narrative**

**TABLE OF CONTENTS**

1. NEED FOR AND SIGNIFICANCE OF PROJECT..... 1

2. QUALITY OF PROJECT DESIGN ..... 6

3. QUALITY OF PROJECT SERVICES ..... 12

4. QUALITY OF PROJECT PERSONNEL ..... 15

5. QUALITY OF MANAGEMENT PLAN ..... 17

6. ADEQUACY OF RESOURCES ..... 21

7. QUALITY OF THE PROJECT EVALUATION ..... 23

## 1. Need for and Significance of Project

Drury University is located in Southwest Missouri, a region with an exploding Hispanic population, a growing job market for Hispanic workers and a demonstrated need for educated Hispanic students to enter into upper-level management positions in local industry and education. The local and regional needs and opportunities for employment are particularly concentrated in scientific and technical areas and in teaching. Currently, no universities or institutions in the region with a CAMP grant offer the bachelor's degrees necessary to pursue careers in STEM fields or to receive teaching certification. This proposal fills a gap in the available educational opportunities and services available to eligible migrant and seasonal farmworkers and their families in Southwest Missouri. The project will support and create increased educational attainment for participants through a series of programs and initiatives aimed at students, their families and the wider community, allowing CAMP-eligible students entry into higher-paying and more rewarding careers.

**Magnitude of Need:** Population studies conducted by the Pew Hispanic Center (2009) and the Missouri Economic Research and Information Center (2011) have estimated Missouri's migrant and/or seasonal farmworkers population to be 35,000 and 65,000, representing 15,000 to 31,000 families. Missouri has close to 108,000 farms, and agriculture is the number one state industry and largest employer. The population of migrant and seasonal farmworkers in southwest Missouri has been estimated to be approximately 5,000 to 10,000, with 50% of that population defined as "settled" migrants. Barry and McDonald Counties are two of seven counties in Missouri with the highest rates of migrant workers (Piacentini, Valentine, & Cockrell, 2007).

**Workforce Data:** In Barry, Lawrence, and McDonald counties, in addition to agricultural work, Hispanic migrant workers are employed in agriculture-support industries, including the manufacturing and selling of farm and agricultural equipment and products; at meat processing plants; and in support services such as construction, housekeeping, and restaurant work. The Tyson Plant in Monett (Barry County) has an employee workforce that is 30% Hispanic and the EFCO (Pella Windows) plant has a workforce that is 25% Hispanic (Edwards & Grant, 2011).

Despite the significant employment opportunities in this region, however, disparities remain between employment and income levels and educational attainment. Southwest Missouri counties and towns have significantly lower median household incomes (\$36,000-\$38,000) than the state average (\$46,000) and low percentages of residents over 25 with a bachelor's degrees (5-7%). In addition, local employers report that while much of the workforce is Hispanic, a great need exists for Hispanic employees at the management and executive levels.

**School District Data:** School district data from 2015 show that all districts have significantly higher percentages of Hispanic students than the state average of 5.6%. Monett has an Hispanic student population of 31.8%, Purdy is 27.4% and Verona is 34.30%. Moreover, a substantial percentage of Hispanic high school students in these districts scored below proficiency on state language arts and mathematics tests. The Missouri State Plan for Homeless Children & Youth (2009) estimated that over 1,200 children of migrant workers reside in the rural school districts of southwest Missouri.

Student mobility, an indicator of migrant student presence (Gildersleeve, 2010), for rural Missouri school districts is 24.1% and student mobility rates within relevant school districts range from 19.4% in the Purdy school district to a startling 69.6% in the Verona

school district. According to the Missouri Department of Education, the number of Limited English Proficiency (LEP) students in the state of Missouri for school year 2014-15 was 28,832. Spanish was the primary language for 70% of the students. Data from Missouri Migrant and English Language Learning Program (2010) has documented that 70% of elementary migrant students and 40% of migrant high school students are classified as LEP. Statewide, only 14% of LEP students attained proficiency on adequate yearly progress (AYP) assessments. School district data for relevant school districts document the educational needs of LEP students: most school districts did not meet Title III AYP.

**Existing Gaps in Services for Disadvantaged Individuals:** The rural location of the schools in these counties, in addition to the state policy that requires a school district to have a minimum of 20 LEP students before an ESL teacher can be hired, often prevent the ESL/ELL needs of migrant students from being met. The relevant school districts do provide ESL/ELL services at all schools, but often find it difficult to recruit quality ESL/ELL instructors (Missouri Department of Education, 2011). The three counties of Barry, Lawrence, and McDonald do not have any community-based migrant, farm worker, and/or Hispanic social or educational services. Families must travel to the cities of Joplin (40 miles) or Springfield (45 miles) to receive comprehensive services. Crowder, a two-year residence college located over 45 miles from Monett, has a CAMP program but does not offer bachelor's degrees.

Drury University at Monett is the *only* university located in the area already integrated with the local migrant Hispanic community that serves nontraditional students and provides bachelor's degrees in key areas such as STEM majors, business and management specialties, and elementary and secondary education. The Drury-Monett campus, under the umbrella of the College of Continuing Professional Studies, has experienced immense growth since its

2007 inception, from 6 courses in 2007 to 25 courses serving approximately 150 students per semester today. Monett students choose from 15 majors and can complete their associate's or bachelor's degrees through a combination of seated, blended and online courses, providing a unique service in an underserved region.

Eighty percent of Monett students have some college education and thus attend classes at Monett for degree completion. More than 20% (n > 50) of Monett students qualify for CAMP services. As part of the Drury University mission of servant leadership in local communities, the Monett campus has further integrated with the Monett community by relocating in August 2011 to a downtown location at 400 4th Street. The campus was recently gifted to the university and is comprised of two buildings totaling over 21,000 square feet. Renovation and expansion is currently underway. As a result of grant funding the site has a community computer lab and SMART rooms. A meeting room, several classrooms, student lounge and *Somos* student office will be designated for CAMP students. Staff members have ample office space to meet with students individually or in groups.

**Specific Needs of CAMP:**

**Eligible Disadvantaged Individuals:** To best meet the academic, educational, and career needs of Monett community members, a comprehensive Hispanic Community Needs Assessment, funded by Drury, was conducted by sociologist Dr. Dennis Edwards in 2011. The top seven employers in the region and over twenty-five Hispanic community stakeholders were interviewed to determine Hispanic community educational desires and preferences to guide future academic programs. The needs of the Hispanic migrant community are presented below, followed by the project's planned response.

- A. Family Outreach and Support:** It is necessary to provide information about the importance of a college education for both older Hispanic adults working in the community and the generation of younger adults graduating from high school and their parents. Parental pressure for students to go to work and support family members, both here and abroad, remains a high deterrent to college.
- B. Technology Accessibility and Skills:** The rural location and singular library system that serves both Barry and Lawrence Counties often prevents migrant families and adults from accessing computers and the Internet. The library system comprises ten branches spread throughout two counties which limits resources at each branch and forces individuals to travel farther than their local community to access technology. Moreover, migrant workers seeking information regarding immigration and citizenship often avoid using the local library as they need identification to obtain a library card. Further obstacles include the limited number of computers and operating hours at each branch. Computer and Internet usage is available for community members at each branch, though individuals must present a valid library card or incur a \$1.00 charge per individual, per day. These deterrents, as well as limited staffing and potential wait time, impede access for individuals and their families.
- C. Relevant Developmental and Language Courses:** Area HR representatives expressed a desire for a bilingual workforce with relevant and needed educational skills. In some cases over 30% of the workforce was Spanish-speaking but as few as one manager had workable Spanish-language skills. Employers also expressed need for better math skills.
- D. Relevant Degrees for Career Advancement and Success:** For industries, needs included advanced computer, leadership and management, and organizational

development skills. Moreover, the Monett local district representatives voiced a crucial need at all levels for bilingual educators and administrators, especially in regard to bilingual STEM teachers.

This needs assessment identifies three key areas of focus for the project: family and community support services (in the areas of family outreach and education, personal support services, childcare and health services), career counseling, advancement needs and technological training and support. The project design will respond directly to these key needs for CAMP eligible individuals, allowing the creation of family, community and business support structures that facilitate educational and career advancement amongst participants.

## **2. Quality of Project Design**

The Drury University-Monett CAMP project design will provide opportunities for participants to complete college degrees and certifications that will allow them to take advantage of professional, highly paid job opportunities in the region. The Missouri Department of Elementary and Secondary Education has a plan for working with children in ELL families based on best practices. Families with limited English proficiencies often need more support in navigating the world of higher education because of the barriers they face in mobility and poverty, as well as learning to be proficient in English. According to best practices in working with English Language Learners, one of the first steps is to establish and maintain relationships with the students in order to determine next steps in an educational plan for success. Margaret Bridges and Bruce Fuller from UC Berkeley found that ELL families need to be supported in their native language and customs in order to succeed. The CAMP project aims to help students determine their unique educational needs and match them to the appropriate services. Staff at the Drury University Monett campus are already informally engaged in much of the proposed *Somos*

activity. CAMP funding will allow for streamlined use of time, staff, funds and other resources to improve results and efficiency. For further information on benchmarks and assessment, please refer to the Objectives, Outcomes and Management Plan (Table 3).

**Objectives and Outcomes of Somos Program:** The program will identify and group CAMP eligible students in a series of cohorts through years 1-5. Upon enrollment in the program, participants will complete an individual assessment that will identify those individuals with greatest need and allow *Somos* staff to link them with appropriate services. The objective is for 90% of eligible students to take advantage of appropriate program services.

The cohorts in years 1 and 2 will be made up of 20 students 2 (n = 40) and 25 in years 3, 4, and 5 (n = 75). In compliance with GPRA 1 and 2, a minimum of 86% of CAMP students will complete their first academic year and 85% will continue their postsecondary education: this will equal a minimum of 17 students in program years 1-2 (34 students total) and a minimum of 22 students in program Years 3, 4 and 5 (for an overall total of 100 students, minimum).

In order to establish linkages between CAMP and the community, ESCORT, a leading educational laboratory known for its quality of ELL and migrant education services to education institutions and departments, will provide technical assistance and training to the *Somos* CAMP Community Advisory Board members on a variety of topics, including the purpose and function of an advisory board, federal support for migrant college students, building a community network of advocates and resources, supporting high quality ESL/bilingual programming, mentoring and supporting migrant students in academic settings, and sharing “best practices” from a variety of programs across the nation. The objective is for 90% of Community Board members to participate.

In order to address the need for parent and family education, this program will provide support for participating students and work with families in the first two years. To achieve this, 90% of *Somos* staff, advisory board members and parents will participate in and complete ESCORT training in family education and assistance. Staff, board, and parents will then take part in orientations, tutoring and training to address the whole family's needs. In addition, 85% of students and at least one family member will participate in a minimum of three *Somos* workshops per academic year, and 90% of students and their family members will successfully complete the required *Somos* orientation and intake assessment in the summer prior to their first academic year.

To address financial needs, 100% of students will receive an appropriate level of financial support and ongoing individualized financial aid information. These services will include information on scholarships, student cost-of-living stipends and the availability of two discretionary funds. These funds will be available to defray child care and health care costs, with a fixed amount available for students to draw upon each semester by presenting receipts.

To address academic and technology needs, 85% of students will develop, maintain, and monitor their *Individualized Educational Plan (IEP)* developed in coordination with CAMP staff. These plans will assess needs in the areas of mathematical and linguistic literacy to identify appropriate resources, tutoring, and mentoring needed for students to succeed in their coursework. Both online tutoring through SMARTTHINKING and one-on-one individual tutoring in subject areas will also be available. In addition, to both help students succeed academically and address the identified gap in computer and technical access and literacy, participants with demonstrated need will receive a laptop and computer training for themselves and interested family members.

To increase student participation and engagement, 85% of students will participate in a minimum of four *Somos* Student Advisory Council activities and will develop, lead, and implement one *Somos* Student Advisory Board Council activity per academic year. In addition, students will train to become peer advisors who provide support to fellow students.

To establish key linkages with organizations and agencies serving the Hispanic population and to lay the groundwork for a successful transition of CAMP participants into the workforce, 85% of second-year students will successfully complete the Monett Chamber of Commerce Leadership Institute by the end of the summer semester and 85% of second-year students will successfully complete their community internship plan and their community internship by the end of the summer semester, linking them to additional agencies.

To respond to the identified need for more Spanish-speaking bilingual teachers, managers and executives, the program will provide accredited documentation of the participant's fluency in Spanish through a certified Oral Proficiency Interview rating for students to include on their resumes and their credentials.

***Somos* Personnel and Efficiency:** *Somos* personnel are mostly drawn from dedicated, already extant employees of the university and will use, to more efficient effect, already extant resources. The PI, Elizabeth Gackstetter Nichols, in concert with the Co-PIs, Tony Smith and Ann Saunders, will conduct general oversight of program, supervise academic activities, and evaluate the program. In addition, Nichols will assist in student recruitment and retention, organize ESL/ELL and STEM education initiatives and coordinate internship outreach with local and regional stakeholders. Smith will be responsible for leading student activities and supervising the peer advisors and Saunders will oversee fiscal and human resource management.

The *Somos* Program Director, an open position for which we have identified a set of eligible candidates of Hispanic descent, will oversee program academic activities, provide academic and career advising services for students, assist in the development of students' individual education plans (IEPs) and lead trainings. The Director, along with the PI and Co-PIs, will be supported by the Financial Aid and Outreach Coordinator, Rhonda Schilly, and the Program Assistant, Karen Wade.

The Community Advisory Board and the Student Advisory Board will provide the foundation for the *Somos* program and program oversight, ensuring accountability. With scheduled monthly meetings and management plan processes for reporting back to *Somos* staff, the boards will continually assess and monitor all components of the *Somos* program, review evaluation data, and make budgetary, programmatic and training revisions to the program as needed. Advisory Board members will receive training by ESCORT, a nationally known migrant education organization. Advisory board members who are students will be peer advisors and will also develop and oversee the management plan for training of future peer advisors.

**Linkages and Coordination with Community, State and Federal Resources:** Diverse Drury stakeholders already in place will promote awareness and coordination of the program: the main Drury campus in Springfield; Drury's College of Continuing Professional Studies (CCPS); Drury's Department of Languages and Literatures; and Drury's Monett campus. In addition, the CCPS Student Success Team, provides support to students deemed "at risk" due to academic, educational, financial, and/or social factors via the development, implementation, and management of students' College Success Plans (CSPs). Drury's Inclusion and Diversity Council will provide advocacy and social programs for students of color. Drury's Development & Alumni and Business Offices will provide grant management support.

An important mission of *Somos* is to foster interaction and engagement between the university, students, families and the greater community, helping identify those with the greatest needs. To communicate and build an emphasis on higher education, participants will host community forums, such as in the local high schools, where parents and students can dialogue with faculty and other leaders of the Drury community about preparation for college. Beyond a mentoring role, *Somos* staff and peer advisors will host a number of cultural events throughout the year, such as film showings from the Spanish-speaking world and cultural presentations, to encourage interaction between Hispanics of diverse backgrounds and the local community. These events will help build, nurture, and maintain a sense of intercultural community.

The *Somos* program also includes a diverse body of local and regional business, religious, and educational stakeholders. Organizations from Monett businesses, including the Monett Chamber of Commerce, EFCO Manufacturing, Jack Henry and Associates, Cox-Monett Hospital and the local school districts, will be involved in the program, sitting on boards and providing seminars on subjects such as leadership, effective workplace communication, and “dressing for success.” CAMP students, as part of CAMP programming, will be required to attend seminars given by local Monett business leaders and complete the Monett Chamber of Commerce Leadership Institute. Local businesses, industries and schools will also provide internship opportunities for *Somos* students. Representatives from the St. Lawrence and Sacred Heart parishes, the Monett United Methodist Church, and educators from Springfield’s Central High School, which houses the district ESL program for high school students, will assist *Somos* staff in identifying and recruiting potential CAMP students. They will also assist with linking CAMP students and their families to Hispanic and migrant social services and programming in the region.

In addition, *Somos* staff will link CAMP students to resources especially as they relate to state and federal migrant education and financial aid. Central High School in Springfield will continue its partnership with Drury by providing educational resources and assisting with the recruitment of eligible high school students for CAMP programming via existing relationships with the Missouri Department of Education and the Federal Office of Migrant Education. ESCORT will also link *Somos* program stakeholders and students to national resources, such as the National Migrant Education Hotline, maintained by ESCORT. Furthermore, federal-level resources from the Catholic Migrant Farmworker Network will be coordinated with the St. Lawrence and Sacred Heart parishes in Monett.

### 3. Quality of Project Services

**Faculty and Staff Academic and Professional Development Programming:** Staff and student training and professional development is designed to address needs via research-based programming aligned with community priorities. *Somos* was developed in response to the greatest needs of the migrant and seasonal farm worker community as determined by the Hispanic Community Needs Assessment (Edwards & Grant, 2011). The first phase of programming will be a two-year series of professional development workshops for the *Somos* staff, Community Advisory Board and any relevant instructional personnel. This first phase of training will be conducted by ESCORT Educational Services.

**Table 1: Professional Development: Phase I- Pre-Program Start and First Year**

Training Group	Training Topic
CAMP Community Advisory Board	<ul style="list-style-type: none"> <li>• Purpose and function of the advisory board</li> <li>• How to build a network of advocates and resources</li> <li>• “Best Practices” from programs across the nation</li> <li>• How to support high quality ESL/bilingual programming</li> </ul>

<i>Somos</i> Staff and Faculty	<ul style="list-style-type: none"> <li>• ESL instructional models and approaches</li> <li>• ESL materials and resources</li> <li>• Mentoring and supporting migrant students in academic settings</li> </ul>
--------------------------------	--

In years 2-5, in a second phase of professional development, members of the Community Advisory Board, *Somos* staff and relevant faculty will attend and present at the annual *Cambio de Colores* conference at the University of Missouri-Columbia as well as the National Migrant Education Conference. These conferences bring together educators, social workers, and other community stakeholders to discuss strategies and techniques to integrate and successfully support Latinos in the Midwest and the nation. These conference will allow *Somos* staff and faculty to share the ideas and successes of years 1-2 in Monett, and learn the best practices of other institutions.

**Table 2. Greatest Community Needs & *Somos* Program Services**

<b>Migrant Community Needs</b>	<b><i>Somos</i> Program Services</b>
Accessible information about the importance of a college education and college financial support, services and resources	Financial support and resources for students Individualized financial aid support Required financial literacy course <i>Somos</i> workshops on college finance topics
Technology accessibility and skills	Students receive laptops Drury Monett community computer lab+ Students take technology courses Family receives computer literacy training
Developmental English & Math Relevant language courses	Students take required courses as determined by academic assessment <i>Somos</i> workshops and seminars on workplace communication
Relevant education/degree for career advancement and success	Students encouraged to major in areas that meet individual and community needs, including STEM Student community internship (Year 2) Chamber of Commerce Leadership Institute (Year 2)

	<i>Somos</i> workshops and seminars on relevant topics
Student Engagement and Persistence in Higher Education	Student Advisory Board activities Student-led intramural sports at Monett Participation in campus diversity and inclusion events/forums

**Focusing on Greatest Needs: First Year *Somos* Program:** The first-year *Somos* program is structured to promote successful academic efforts and enhance student retention. The first step will be an individual assessment for each participant to identify academic and personal needs. The *Somos* orientation, offered across two weekends in the late summer, will then introduce *Somos* staff, board members and peer advisors, and present information about requirements, courses, and services of the *Somos* program. As part of orientation, students will also take educational assessments to be appropriately placed into language and mathematics courses. Students will also be placed with a peer advisor and will meet other students in their peer advising group.

In the first semester, the student and advising staff will develop his/her *Individualized Education Plan* (IEP) based on student needs (e.g., degree completion, developmental courses, ESL/ELL instruction) and career goals (e.g., course requirements for a major). Students will receive ongoing individualized financial aid assistance and will be required to complete Drury’s 1-credit financial literacy course. Students will also receive academic advising, including support from peer advisors; tutoring services (online and in person); and default prevention services via the CCPS Student Success Team. Moreover, students will also begin to develop their leadership and career skills by participating in and leading Student Advisory Board activities and attending community workshops and seminars taught by business and community leaders. Students interested in becoming peer advisors can apply to the *Embajadores* peer advisor program during

the spring semester and receive training over the summer. Students also can apply for and attend pertinent internship and conference opportunities during the spring and summer.

**Focusing on Greatest Needs: Second-Year *Somos* Program:** The second-year *Somos* program components are aimed at enhancing student leadership and further refining employment and career skills. Students will be required to complete the Leadership Institute offered by the Monett Chamber of Commerce and will further enhance their leadership and career skills via ongoing interaction with peer advisors and participation in Student Advisory Board activities and participation in community workshops taught by local community and business leaders.

A key component of the second-year program is the community internship. This internship provides the mechanism for students to augment their major, develop their entrepreneurial skills, explore potential community-based employment and career opportunities, develop relationships with local industry personnel and possibly obtain employment and/or advance in their current job. Students will continue to build their language skills by taking appropriate language courses: students who need to enhance their Spanish language skills will take two semesters of Spanish (at appropriate level) whereas students who need to enhance their English language skills will take courses in English grammar and style and business communication and writing. The final year will conclude with students' completion of an associate's degree as well as the awarding of the Ambassador Scholarship, which will provide a model student with financial support to complete his/her bachelor's degree.

#### **4. Quality of Project Personnel**

**PI: Elizabeth Gackstetter Nichols, PhD (.25 FTE):** Dr. Nichols is a Professor of Spanish and Program Chair for Foreign Languages at Drury University. Dr. Nichols specializes in Latin American Literature and Culture, Women's Studies and issues of Race and Class in Latin

America. In 2012 Dr. Nichols received a Fulbright award to teach and study in Argentina where she taught at the Universidad Nacional de la Plata and the Universidad de Buenos Aires. Nichols and has lived and worked in Spain, Venezuela, Costa Rica and Nicaragua. Dr. Nichols has 20 years' experience teaching diverse American, international students and heritage speaker students. She is the author of a variety of books, articles and encyclopedia entries in her research fields, including: *Venezuela: In Focus* and *Popular Culture in Latin America and the Caribbean*. Dr. Nichols is fluent in Spanish.

**Co-PI: Tony Smith (.25 FTE):** Mr. Smith holds a M.A. in Spanish from the University of Oklahoma, and completed doctoral coursework through the University of Wisconsin-Madison. He has taught Spanish at the introductory, intermediate, and advanced levels since 2003 and has interacted with and taught extensively native and heritage speakers of the language. At Drury, Mr. Smith co-founded the university's Spanish club and co-lead a short-term study abroad excursion in Valladolid, Spain. Mr. Smith is fluent in Spanish.

**Co-PI: Ann Saunders (.25 FTE):** Ms. Saunders holds a B.A. in communications from Drury University and has extensive development, community outreach and leadership experience. She orchestrated a \$3 million capital campaign and personally secured a \$1 million gift for the St. Lawrence parish, which includes nearly 300 Hispanic families. Under Mrs. Saunders' direction at Drury-Monett, the number of Hispanic students eligible for CAMP services has increased by approximately 50%. She is a current chamber member and has established four businesses in southwest Missouri. A native of Monett, Ms. Saunders is the Director of Drury University at Monett.

**Somos Financial Aid & Outreach Coordinator: Rhonda Schilly (1.00 FTE):** Ms. Schilly holds a B.S. in Human Services and is a student recruiter and advisor for Southwest Missouri and

Northwest Arkansas. Ms. Schilly completed the Monett Chamber of Commerce Leadership Institute. She has extensive training in educational management software, academic advising and financial aid.

**Somos Program Assistant: Karen Wade:** Ms. Wade holds a Master of Library Science from Emporia State University and a B.S. in Psychology from Missouri Southern State University. She is an experienced university educator and has a passion for information literacy as well as data and evidence based research. Having a multi-cultural perspective has allowed her to strive for equal access for all and a dedication to meeting the needs of a diverse population within our local communities. Ms. Wade was born in California but raised in Mount Vernon.

**Qualifications of Contractor:** ESCORT at SUNY College at Oneonta, a leading educational laboratory known for its quality of ELL and migrant education services to educational institutions and departments, will provide technical assistance, training, and workshops to *Somos* staff and board members. ESCORT staff have a wealth of experience and expertise in the areas of facilitating community networks, best practices in promoting English language development, encouraging diversity and educating parents.

## 5. Quality of Management Plan

**Table 3: Project Design: Objectives, Outcomes and Management Plan**

<b>Objectives</b>	<b>Formative Evaluation Indicators &amp; Instruments</b>	<b>Summative Evaluation Benchmarks &amp; Outcomes</b>	<b>Time of Data Collection</b>	<b>Person(s) Responsible</b>
<b>Objective 1:</b> Recruit eligible CAMP students		Number and percentage of students recruited each year: 20 for Years 1 and 2, 25 for Years 3, 4, 5	2 weeks after semester begins	Nichols, Saunders, <i>Somos</i> Program Director, Schilly
<b>Objective 2:</b>	Student intake	Percentage of	End of fall	Smith,

Identify CAMP students with greatest needs	survey on academic, personal and family needs	students with identified needs taking advantage of appropriate program services, Benchmark: 90%	and spring semesters	<i>Somos</i> Program Director
<b>Objective 3:</b> 86% of students successfully complete first academic year. (GPRA 1)	Mid-term review of student grades and progress. Review of final grades and progress.	Number of students who complete first year successfully. Benchmark: 86%	Mid-term and end of spring semester	Nichols, Saunders, Wade
<b>Objective 4:</b> Retain 85% of students through first year into second year (GPRA 2)	Review of enrollment in second year	Number and percentage of students retained in first year; number and percentage continued into second year Benchmark: 85%	Fall semester, second year	Nichols, Saunders,
<b>Objective 5:</b> Community Stakeholders participate in training	Student Satisfaction Survey, ESCORT surveys, Leadership Efficacy Survey	Number of trainings and resulting initiatives per year; number and percentage of stakeholders participating Benchmark: 90%	Ongoing	Nichols, Saunders, <i>Somos</i> Program Director, Schilly, Advisory Board
<b>Objective 6:</b> Students will receive financial support and services	Satisfaction with financial support services as measured by the Student Satisfaction Inventory (SSI)	Number and percentage of students receiving funding average amount of federal funding per student; number and type of financial services received	Beginning of summer semester	Schilly, Wade, <i>Somos</i> Program Director

		Benchmark: 90%		
<b>Objective 7:</b> Students will develop, implement, and follow IEP	IEP Satisfaction with IEP as measured by the SSI	Number and % of students with IEP; number of completed courses Benchmark = 85%	End of fall and spring semesters	Smith, Saunders, Somos Program Director, peer advisors
<b>Objective 8:</b> Students and family members will participate in/lead community- and student-lead initiatives	Satisfaction with community and student-initiatives as measured by the SSI	Number and % of students and family members who participate Benchmark = 85%	End of fall and spring semester	Somos Program Director, Wade
<b>Objective 9:</b> Students and family will receive appropriate orientation and supportive training	Satisfaction with orientation as measured by the SSI and School Motivation and Learning Strategies Inventory	Number and % of students participating in orientation and ongoing training Benchmark = 90%	End of fall and spring semesters	Smith, Saunders, Somos Program Director,
<b>Objective 10:</b> Students will apply for, receive training in, and become peer advisors	Student applications Student Satisfaction Inventory	Number of students applying for, receiving training in, and becoming peer advisor Benchmark = 3 per year	Spring and Summer semester	Somos Program Director, Smith, Saunders
<b>Objective 11:</b> Students successfully complete leadership institute	Chamber of Commerce Leadership Institute Evaluation Survey	Number and % of students completing leadership institute	Spring and summer semester of second year	Wade
<b>Objective 12:</b> Students	Community Internship Plan	Number and % of students	Spring and summer	Wade

successfully plan and complete community internship	Student Satisfaction with Internship Supervisor Intern Survey	completing plan and community internship	semester of second year	
<b>Objective 13:</b> Students and family receive appropriate OPI certification	Individual OPI testing	Number and % of students tested	Spring of academic year	Nichols

The management plan for the proposed project is designed to establish clear lines of responsibility and to ensure proper and efficient completion of the project and evaluation and reporting of GPRA performance indicators. Per federal guidelines, *Somos* program stakeholders will develop a plan for informing and recruiting eligible participants who are most in need of the academic, financial and supporting services provided by the project; and will develop and implement a plan for identifying and using the resources of the participating stakeholders and the community to supplement and enhance the services provided by the project. The management plan is organized around objectives that respond to and go beyond GPRA indicators and plans for the reporting of GPRA performance data.

**Feedback and Continuous Improvement:** Evaluation methods will include both formative and summative data. Project activities related to evaluating progress toward objectives include completing monthly and quarterly reports, compiling fiscal information and project evaluation data, completing annual assessments for the funding agency, and holding weekly and quarterly meetings to discuss ongoing data and progress toward project objectives.

Annual assessments provided to the funding agency will include types of services provided, cost of services, number of students served and student outcomes obtained. This plan

includes a series of evaluation questions and related activities, criteria for completion and products to be completed, and dates of completion for major objectives of the project.

To ensure the ongoing progress of this project, four interrelated systems of evaluation will be developed. First, the Principal Investigator (PI), Co- Principal Investigators (Co-PIs), and Project Director (PD) will meet weekly to evaluate project progress. Second, the PI and PD will meet weekly with project staff to review progress and assign tasks. Third, the PD will supervise the work of project staff on a daily basis. Fourth, a Community Advisory Board made up of key community, church, and business leaders, parents and students will meet quarterly to review progress. Additional monitoring activities will include a task completion checklist for project activities, field notes of meetings, data on student progress, student satisfaction and fidelity of implementation. Another level of evaluation will include annual reports to the funding agency. These reports will summarize the status of the project objectives and activities, and the extent to which project products and technical assistance have been disseminated to key groups.

## **6. Adequacy of Resources**

**Springfield and Monett Campuses:** The *Somos* program will have support and resources across systems: Drury University main campus in Springfield, Drury University's College of Continuing Professional Studies (CCPS), and Drury University at Monett. The main campus and CCPS provide infrastructure, business/budgeting, financial aid, student registration, human resources and grant management support. Drury has further integrated with the Monett community by relocating its Monett campus in August 2011 to a downtown location at 400 4th Street. This site will house the *Somos* program. The Monett campus has been the recipient of multiple grants, which have funded a computer lab and SMART rooms. Drury-Monett will apply

to the Lowe's Community Foundation, Schreiber Foods Foundation, and other funding sources for support for a Hispanic community computer lab and other Hispanic initiatives.

The *Somos* program will provide structured and comprehensive academic and support services that are research-based and aimed at enhancing academic and career skills. The courses required by students are currently being offered at Drury. As evidenced by the letters of support, key business and community members are "on board" to support the initiative via board membership, the provision of seminars and workshops, and as internship sites. The Monett Chamber of Commerce will provide leadership training to students. Most importantly, the linkages between and among students and businesses resulting from community internships, and the community internships themselves, will enhance students' work and employment skills and provide a means for career and employment advancement.

**Adequacy of Budget:** As seen in the budget narrative, grant funds will be used to support three full-time positions: the *Somos* Program Director, Financial Aid and Outreach Coordinator, and Program Assistant. Salaries for these positions (\$40,000, \$38,500, and \$36,000 respectively) align with state salary levels. Funds will also cover .25 FTE of salaries for the PI and the Co-PIs. Fringe benefits will be provided at Drury's standard rate (33%) for the full-time staff members and at a modified rate (13%) for those receiving partial salaries. Travel expenses have been budgeted for staff professional development (\$41,832). Equipment costs include staff and student laptop computers (\$116,450). The vast majority of grant supplies will be donated by Drury, although we have requested funding for business cards for *Somos* staff (\$450). Contractual funds in the amount of \$39,000 have been budgeted for ESCORT professional development for the first year of grant funding. This prudent investment will allow staff to build expertise that can then be passed along to *Somos* volunteers, participants and community

members throughout the grant period. Other funds (\$508,307) have been budgeted in consideration of student travel for leadership and cultural initiatives and will also establish two *Somos* discretionary funds for participant healthcare and childcare; the disbursement process for these funds is delineated in the budget narrative. A portion of the budget is dedicated to student stipends to be used for purchasing books, tuition assistance and living expenses (\$73,125). The *Somos* Financial Aid and Outreach Coordinator will work with students to open bank accounts; she will also advise students on money management and budgeting skills.

**Programming Beyond Funding Cycle:** Drury and community stakeholders are committed to best serving the migrant and seasonal farm worker community in southwest Missouri. CCPS contracted with Dr. Dennis Edwards, a sociologist, in 2011 to conduct the Hispanic Community Needs Assessment. Drury-Monett has received over \$30,000 to enhance Hispanic and/or migrant education services, has created the position of Hispanic Recruiter, and continues to pursue funding. The *Somos* program has also been developed to build capacity and promote program sustainability beyond grant funding via board member and parent training provided by ESCORT; the establishment of business-university partnerships; and the development of academic programming (e.g., focusing on STEM).

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

**Methods of Evaluation:** As noted in the Management Plan, formative and summative evaluation processes will continue throughout the grant. Results from data analyses will be used to refine program infrastructure, programming, and activities. Summative evaluation processes will document benchmarks in meeting program objectives as well as final program outcomes. The *Somos* evaluation procedures will be conducted in Spanish and English.

**Determining Program Impact & Ensuring Quality Assurance:** ESCORT will conduct evaluations of their technical assistance initiatives and will discuss implications of findings with the project evaluator, *Somos* staff and board. Feedback from ESCORT will drive refinements in training and relevant programming. The evaluator will be assisted in evaluation initiatives by Dr. Nichols (who will conduct assessment activities in Spanish as needed). Dr. Nichols will oversee data collection and, in partnership with Karen Wade, will input, maintain, and manage program evaluation information and data utilizing SPSS (for quantitative data analyses) and Trochim's Concept System for concept mapping, a qualitative data analysis.

Dr. Nichols, Karen Wade, and Rhonda Schilly and the new *Somos* program director will be responsible for collecting, organizing and analyzing CAMP program information, participant demographic information, and project services data, and budgetary information, and will document progress toward program goals. They also will conduct student assessments and will coordinate and supervise assessment and data collection activities. Nichols, Wade and Schilly will also coordinate the formative evaluation processes and procedures: at the end of each semester and school year, they will collect and analyze data, write reports on data results to be submitted to the Community Advisory Boards, who will utilize information to inform program revisions, adjustments, and changes. Nichols, Wade and Schilly, in partnership with Drury's Development and Business Offices, will submit reports to the DO. Data will be kept in a secure site online and all program staff will follow FERPA regulations and relevant ethical (e.g., APA, DOE) guidelines for storing and maintaining data.

**Data & Measures:** ESCORT will assess technical assistance programming using their own standard surveys and measures. The *Student Satisfaction Inventory*, an evidenced-based assessment comprised of 12 scales, will be used to assess student stakeholder satisfaction with

programming. The *IDEA* Survey will be used to assess student satisfaction with courses and instructors. The *COMPASS* survey will assess student's academic abilities in reading, writing, ESL/ELL, and mathematics; the *SMALSI* will be used to assess student motivation and learning strategies. Students will take the *COMPASS* and *SMALSI* before their first academic semester to inform students' placement in courses and IEPs and after their first and second year of the program to assess changes over time.

**Statistical Analysis:** Drury staff will utilize Trochim's concept mapping to assess program impact over time; concept mapping has a participatory component, allowing for stakeholder input and monitoring, ensuring ongoing quality assurance. Staff will conduct relevant quantitative data analysis using SPSS in consideration of the small sample size of cohorts. Variables to be examined will include human resource, structural, programmatic, and student variables, including retention. Independent samples t-tests/ANOVAS and chi-square analysis will be conducted to assess potential gender and/or cohort differences in regard to academic, educational, training, and level of satisfaction variables. Paired samples t- tests/ANOVAs will be conducted to assess student changes in academic skills over time. Correlational and/or regression analysis will be conducted to assess continuous variable relationships. Special emphasis will be placed on determining statistical factors that influence student retention.

**Report Writing and Dissemination:** Dr. Nichols, Tony Smith and Ann Saunders will be responsible for the writing and submission of the *Somos* Program Annual Performance Report. *Somos* program staff also plan to disseminate information of the program through a variety of means, including local media sources, conference presentations and peer-reviewed journal publications.

## Other Attachment File(s)

---

\* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

---

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

# Elizabeth Gackstetter Nichols

Department of Languages  
Drury University  
900 N. Benton Ave.  
Springfield, MO 65802

(b)(6)

(417) 873-6925 (office)

## Education

Ph.D. University of Kansas, Spanish 1997.  
M.A. University of Kansas, Spanish 1993.  
B.A. University of Missouri-Columbia, Spanish 1991.

## Professional Experience

Professor of Spanish, Drury University, 2008-present  
Associate Professor of Spanish, Drury University, 2003-2008  
Assistant Professor of Spanish, Drury University, 1997-2002

## Sample Service to the University

Program Chair- Languages	2014-present
Chair, Languages Department	2005-2014
Fulbright Foreign Language Teaching Assistant Liason-	2005-2014
Advisory Board- Springfield Foreign Language Institute	2012-2014
President's Council on Inclusion	2009-2012
Advisory Council, Washington Ave. Baptist Church Diversity Center	2001-2012
Sigma Delta Pi Spanish Honor Society Faculty Advisor	1998-present
CAMP Grant Committee	2009-2011
Latina Girls Camp Organizer/Presenter	2010-2012
Director, Drury University Foreign Language Tetrathlon	1999-2003
Chair, Drury University Diversity Task Force	1999-2002

## Selected Honors and Awards

2015 Greenleaf Visting Library Fellow- University of New Mexico.  
2012 Fulbright Teaching and Research Fellowship-Argentina  
2008 Faculty Award for Scholarship  
2001 Graduating Class Honor for Service to Students  
1999 Graduating Class Honor for Service to Students  
Mortar Board Recognition for Outstanding Service to Students, 1998

**Sample Service to the Profession:**

Contributing Editor: Venezuela and Colombia- *Handbook of Latin American Studies*- U. S. Library of Congress 2013-present  
Executive Board Member, Latin American Studies Association  
Section on Venezuelan Studies 2000-2006,  
2010-2013  
Co-Secretary, Section on Venezuelan Studies 2007-2010

**Sample Community Service**

Faculty Coordinator, SPAN 315-319 Service to the Hispanic Community 1998-2013  
Leader, Girl Scout Troop 10250 2007-2012  
Ongoing Translation and Interpretation Services for:  
Rainbow Network  
Ozarks United Way  
The Kitchen Free Clinic  
Willard R-II School District

**Language Proficiency**

Spanish- Reading, Writing, Speaking, Listening- WPT-OPI / Superior

**Sample Publications: Books**

*No Such Thing as Inner Beauty: Dress, Cosmetics and Success in Venezuela, 1850-2013.* New York: Rowman and Littlefield. Forthcoming: 2016

*Beauty Around the World: A Cultural Encyclopedia.* (With Erin Kenny).  
Santa Barbara, CA: ABC-Clio. Forthcoming: 2016.

*Popular Culture in Latin America and the Caribbean.* (with Timothy Robbins).  
Santa Barbara, CA: ABC-Clio. 2015.

*Venezuela.* (with Kimberly J. Morse). Santa Barbara, CA: ABC-Clio. 2010.

**Sample Courses Taught:**

These Are Not Sweet Girls: Hispanic Women's Literature  
Culture of Spanish America  
Literature of Spanish America  
Senior Seminar: Venezuela and Colombia  
Senior Seminar: Race and Class in Latin America  
Advanced Seminar in Hispanic Cultural Studies: Power Couples  
Juan and Eva Perón-Diego Rivera and Frida Kahlo  
Global Awareness and Cultural Diversity  
Global Foundations



Teaching Assistant, University of Wisconsin – Madison. Aug. 2007 – May 2012.

Courses taught:

- Spanish 226: Intermediate Language Practice with Emphasis on Writing and Grammar (Fall 2011 and Spring 2012)
- Spanish 204: Fourth Semester Spanish (Spring 2008, Summer 2008, Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, and Spring 2011)
- Spanish 203: Third Semester Spanish (Fall 2007)
- Spanish 102: Second Semester Spanish (Summer 2009)

Teaching Assistant, University of Oklahoma – Norman. Aug. 2003 – May 2007.

Courses taught:

- Spanish 2113: Intermediate Spanish (Summer 2006)
- Spanish 1225: Second Semester Spanish (Spring 2005, Fall 2005, Fall 2006, and Spring 2007)
- Spanish 1115: First Semester Spanish (Fall 2003, Spring 2004, Fall 2004, Spring 2006, Spring 2007)

### **OTHER EXPERIENCE**

Co-director of Drury University Study Abroad Program – Spain. June 2015.  
 Director of Spanish Conversation Table: Drury University. Fall 2013 – Present.  
 Co-sponsor: Spanish Club – Drury University. Spring 2013 – Present.  
 Moderator: Kaleidoscope Conference at UW – Madison, March 5, 2010. “Religious Interactions.” Presenters: Ben Post, Sean Gullickson, and Michael Gordon.  
 Finance Committee Chair: Kaleidoscope Conference at UW – Madison, 2008-09.  
 Finance Committee Co-Chair: Kaleidoscope Conference at UW – Madison, 2007-08.  
 President: Tierra Tinta Conference at University of Oklahoma – Norman, 2006-07.  
 Vice-President: Tierra Tinta Conference at University of Oklahoma – Norman, 2005-06.  
 Publicity Chair: Tierra Tinta Conference at University of Oklahoma – Norman, 2004-05.

### **HONORS AND AWARDS**

2013 Drury University: Nominated as Influential Faculty for Freshman Recipients of Judge White Scholarship: Sarah Cook and Heather Gladfelter  
 2006 University of Oklahoma Dept. of Modern Languages Academic Award  
 2001 University of Central Oklahoma Dept. of Foreign Languages Award  
 1997-Present Member *Sigma Delta Pi*, National Hispanic Honor Society  
 1997-2001 University of Central Oklahoma Scholarship (Renewable tuition waiver)

### **LANGUAGES**

English – Native  
 Spanish – Near-native  
 Italian – Intermediate speaking/writing ability  
 French – Reading knowledge

# ANN L. SAUNDERS

9426 Business 60, Monett, Missouri 65708 417-489-0639 asaunders@drury.edu

## EXPERIENCE:

### DRURY UNIVERSITY, Springfield, MO

#### Monett Course Delivery Site Assistant Director/Academic Advisor 5/07 - Present

- Oversee daily operations of course delivery site.
- Assist current and prospective students (100+ per semester) with academic planning and financial aid issues
- Provide career counseling to students, assist with connections to local industry
- Develop class schedules, recruit qualified adjunct faculty and coordinate application process.
- Promote and market CGCS programs to community including public presentations.
- Supervise office staff.
- Collaborate with director of development and director of assessment in local fund raising and grant applications. (Four grants awarded, totaling over \$31,000)
- Started new Course Delivery Site in August 2007, with limited resources and support.
- Negotiated details of site relocation and renovation of new space, securing in-kind gifts of network cabling, painting and outside maintenance, July 2011

### MONETT R1 SCHOOL DISTRICT, Monett, MO

#### Substitute Teacher 9/06 – 04/07

- Managed classroom in intermediate, middle school, high school or career center environments.
- Selected as long-term sub in English Language Learners classroom when teacher was released mid-year (predominantly Hispanic) due to classroom control skills and student success.

### CURVES, Monett & Carthage, MO

#### Owner/Operator 10/00 - 7/06

- Managed national franchise fitness club designed for women. (Monett membership 25% Hispanic.)
- Consulted/counseled members about health, personal issues and weight loss.
- Taught health and weight loss classes.
- Gave presentations to organizations, participated in trade shows and chamber events.
- Managed 6 staff members as well as day to day operations of club.

### DRURY UNIVERSITY, Springfield, MO

#### Director of Major Gifts 5/97 - 1/01

- Cultivated donors for major, planned and annual gifts.
- Participated in \$19 million Science Campaign and headed \$9 million Fraternity Housing Campaign.
- Hosted alumni events nationwide.
- Supervised office staff.
- Created strategies to raise major gifts.
- Reported to V. P. of Alumni and Development.

### MONETT PHYSICAL THERAPY, P.C., Monett, MO

#### Administrator 6/96 – 5/97

- Directed daily operations of Certified Rehabilitation Agency with 20 employees, offering Physical, Occupational and Speech Therapies, as well as Sports Medicine services to Monett and the surrounding communities.
- Responsible for new business and maintenance of all contractual arrangements with outside operations.
- Licensed staff recruiter, and liaison to all clinical affiliation institutions.
- Management Team leader.
- Responsible for all community relations.
- Reported to owner.

**Marketing and Public Relations Director 9/95 – 6/96**

- Coordinated all forms of marketing to Industries, Physicians and Patients.
- Responsible for contractual agreements with Industries, Insurance Companies, Home Health Agencies and Schools.
- Maintained employee personnel files.
- Scheduled all licensed staff outside the clinic.
- Member of Management Team.

**FREELANCE DECORATING, Monett, MO**

**Consultant 4/90 – 4/97**

- Decorated for special events including: Class Reunions, Business events, Weddings and Receptions
- Coordinated all wedding reception details.

**STONE COTTAGE, INC., Monett, Mo**

**Co-Owner/Operator 6/89 – 1/93**

- Initiated all procedures for set-up of retail location.
- Responsible for all daily operations: Purchasing, Merchandising, Advertising, Inventory, and Accounting.

**SERVICE /ACTIVITIES/HONORS:**

- Southwest Area Career Center Advisory Committee- Marketing/Business Tech/Communication, 2007-present
- Staff Advisory Council – Drury University Treasurer, Committee Chair, 2008-2011
- President’s Council for Inclusion, 2008-2013
- Monett Main Street Economic Restructuring Committee Chair, fall 2011- present
- Monett Main Street- Repurposed Faire Festival, created & orchestrated community festival, 2014-present
- Anti-racism leadership training certificate, fall 2010
- Monett Area YMCA Capital Campaign Recognition Advisory Board, 2007-2009
- Monett Area YMCA Capital Campaign Development Advisory Board, 2007-2009
- Kiwanis Club, 2007-2010, 2012-present
- Diocese of Springfield-Cape Girardeau, Finance Council Advisory Board, appointed by Bishop 2009-present
- St Lawrence Council of Catholic Women, Member 1993-1997, 2001-present  
Circle Leader 1993-1997 Fall Feast kitchen foreman 1997-present Prayer Chain 2010-present
- St. Lawrence School Board, 2002-2006 President 2003, 2004 Development Committee Chair, 2002-2006
- St. Lawrence Catholic Church Parish Council, 2005-2009 President 2005-2009
- “Building on Faith” Capital Campaign Chair, 2005-2009 Designed and orchestrated \$3 million capital campaign
- Monett Chamber of Commerce, 1990-1995, 2000-present Elected Director 1992-1995
- Beta Sigma Phi, 1989-1997, 2004-2008 Secretary, President, Woman of the Year 1991, 1992
- Monett High School Parent Support Group, 2004-2009
- Relay for Life Sponsor -- 2004-2006, Rookie of the Year member 2004, Best Campsite 2004
- Ozarks Technical Community College Physical Therapist Assistant Advisory Board, 1997-1999
- Jaycees Outstanding Young Monettean, 1994
- Kiwanis Community Service Award, (Began “Builders Club” at Monett Middle School) 1997

**EDUCATION:**

**Bachelor of Arts Drury University, Springfield, MO**

**Major:** Communication *with Distinction* **Emphasis:** P. R., Journalism, Broadcast Journalism

**College Highlights:** Outstanding Communication Student, Student Body President, Sorority President, Mortar Board

# Rhonda S. Schilly

6396 State Hwy B, Purdy, MO 65734  
(417) 838-4963 • rschilly@drury.edu

## QUALIFICATIONS SUMMARY

Experience working in educational environments demanding strong organizational, computer and interpersonal skills. Self-motivated, trustworthy and ethical. Confident and poised in interactions with individuals at all levels. Skill in completing projects independently and timely with the ability to multi-task effectively.

## TECHNICAL SKILLS

Jenzabar EX • Microsoft Office • 10-key proficient • AS/400

## EDUCATION

**Drury University**, Springfield MO

Bachelor of Science – Human Services

December 2014

Magna Cum Laude, Dean's List, Alpha Sigma Lambda Honor Society, PEO Scholarship Recipient

## EMPLOYMENT

**Drury University** - Springfield, MO

*Recruiter*

2015-Present

Identify and develop relationships with qualified prospective students, their families, and community college/high school counselors in the Southwest Missouri and Northwest Arkansas region.

*Office Assistant – Monett Campus*

2009-Present

Assist Director with all phases of branch campus operations.

Work directly with current and prospective students in the areas of admission, registration, and financial aid.

Reconcile monthly credit card expenses and office expense reports.

Process all campus invoices for payment.

Assist in yearly budgeting process.

Assist in creation of class schedule and room scheduling.

Assist Director in recruitment of qualified adjunct faculty.

Work closely with faculty; textbook selection, room logistics, student-related concerns.

**Purdy R-2 School District** - Purdy, MO

2005-2009

*Substitute School Teacher*, Kindergarten – 12<sup>th</sup> grade

**First Baptist Church** - Purdy, MO

2003-2012

*Secretary* • Prepared weekly bulletin, assisted in preparing monthly financial reports, submit monthly reports to various agencies, general secretarial duties and organize special church activities.

**Stay-at-Home Mom**

1999-2005

**Drury University** - Springfield, MO

1994-1999

*Annual Fund Assistant – Springfield Campus*

Performed administrative support to the Annual Fund Director and Director of Development. Organized and produced personalized bulk mailings. Maintained confidential alumni records. Queried and produced various reports as requested by departments campus-wide.

**Integrated Health Services** - Valley Park, MO

1992-1994

*Accounts Payable/Payroll Clerk* • Prepared bi-weekly payroll and monthly accounts payable

## COMMUNITY INVOLVEMENT

Monett Chamber of Commerce, Board of Directors (2012-2015)

Monett Chamber of Commerce, Member (2009-Present)

Leadership Monett, Co-Chair (2012-2015), Leadership Monett, Class V Graduate (2011)

Purdy Eaglebackers Booster Club Member, Scholarship Committee Chair (2000-Present)

First Baptist Church of Purdy, Member (2000-Present)

## Karen Ann Wade

314 East Thurman Avenue, Mount Vernon, Missouri 65712  
Email, 417-396-0753

### Education:

January 2013 – December 2014

**Master of Library Science; Archives Concentration**

Emporia State University, Emporia, Kansas

August 2004 – December 2008

**Bachelor of Science in Psychology; Supporting Area in Biology**

Missouri Southern State University, Joplin, Missouri

- PSY 498 Culture and Self: two week study abroad in China (awarded a travel grant)
- 19th and 20th Century Costume history: 54 hours service learning at the Joplin Museum Complex

### Skills:

- Expert in advanced research methods, database searching, Boolean operators, subject terms, creation of resource guides and LibGuides, and troubleshooting numerous office devices and equipment
- Expert proficiency with email systems such as Microsoft Outlook client, Internet applications, Adobe Acrobat Pro, and Microsoft Office Suite, SPSS, Blackboard, Canvas and various other programs

### Relevant Work Experience:

March 2015 – Present; **Temporary Employee**; Kelly Services, Inc.

- March 27, 2015-September 30, 2015; Faculty Assistant at Forest Institute
  - Assisted multiple departments, scheduled classrooms and doctoral project defenses

March 2014 – Present; **Adjunct Instructor at Mount Vernon Site**; Crowder College

- Taught community education, computer literacy courses to citizens of various ages
- Teach evening College Orientation (1 credit hour) courses
  - Present content to acclimate students, engage critical thinking and facilitate learning

September 2009 – March 2013; **Faculty Secretary for Biology/EH, Mathematics, and Chemical & Physical Sciences Departments**; Missouri Southern State University

- Created and maintained spreadsheets, conducted data entry and ran statistical reports
- Enrolled students, assisted faculty and communicated with members of the campus and community
- Organized and coordinated logistics for the annual science fair along with the director
- Transcribed minutes for various departmental meetings, Faculty Senate and sub committees
- Digitalized materials, such as lab manuals, by scanning and transcribing to create editable content

April 2009 – September 2009; **Cave Tour Guide**; Fantastic Caverns

- Presented a tour of historical and scientific sites within the cave and taught summer educational programs

December 2007 – May 2008; **Student Worker**; Missouri Southern International Piano Competition (MSIPC)

- Contacted and responded to international competitors and processed application
- Assisted international competitors during competition: researching information, scheduling and keeping time

### Community Service:

May 2015 – Present; **Volunteer**; Springfield-Greene County Library District, The Library Center

March 2014 – Present; **Head judge**; Missouri Southern Regional Science Fair

September 2013 – 2014; **Volunteer and Member**; Lawrence County Historical Society Reading Room

March 2009 – Present; **Judge**; Junior poster presentations; Regional History Day

August 2008 – 2014; **Volunteers In Parks (VIP) Education Program Presenter**; George Washington Carver National Monument

### Honors, Organizations and Leadership:

- Member of Missouri Library Association (MLA) and Society of American Archivists (SAA); 2014 **Treasurer/founding member/ESU student chapter**
- Psi Chi Honor Society; lifetime member; **Treasurer**, Spring and Fall 2007
- Member of the International Themed Semester (Thailand) Committee at MSSU, Spring 2013
- 2011 Winner of a MSSU Superior Service Award

### Papers/Presentations:

- Great Plains Conference Poster Presentation 2007: 2nd place: Correlation Between Belief in the Paranormal and the Big Five Personality Factors (awarded with a research grant)
- Senior thesis experiment: Examination of Cross-Cultural Attitudes Toward Food Portion Sizes

## **CAMP Grant Job Description: *Somos* Program Director**

**Schedule:** Regular, Full-time, 12 months

**FLSA:** Exempt-Admin

**Supervisor:** Principal Investigator and Professor of Spanish

**Salary:** \$40,000.00 plus benefits

**Job Function:** Supervise and oversee grant-funded *Somos* CAMP program for eligible migrant and seasonal farm workers and their families. Supervise and implement academic programming and resource development for CAMP students.

### **Essential Duties & Responsibilities**

1. Meet with CAMP-eligible students and families regarding college admission processes and procedures, including information about federal guidelines (and changes in guidelines) regarding migrant student services and programs.
2. By maintaining office hours, provide academic advising for new and current CAMP students, using current catalog, schedule and core requirement sheet. Assist students in selection of courses (based on their previous college work and/or new student status), declaring a major, and completing a “program of study.” Insure completion of paperwork for the Breech School Admission for business majors. Insure completion of paperwork required for graduation.
3. Provide academic and career advising services for CAMP students; assist CAMP students to develop individual education plans.
4. Coordinate student academic assessment initiatives, conduct assessment in Spanish as needed; assist with assessment and program evaluation activities.
5. Visit local high schools to recruit prospective CAMP students; regularly visit local industries and faith based organizations; supervise all student recruitment activities.
6. Oversee student advisory committee meetings
  - a. Supervise the development, coordination, and implementation of student-initiated activities and programs
7. Assist in peer advisor training and supervision of peer advisors

### **Minimum Knowledge, Skills, & Abilities**

1. Bachelor’s degree with relevant subject (e.g., human services, behavior sciences, counseling, education) with at least two years of experience in higher education; Master’s degree preferred
2. In-depth knowledge of migrant and seasonal farm worker population in southwest Missouri; migrant higher education; and state and federal higher education policies, regulations, and procedures
3. Knowledge of southwest Missouri towns, industries, and organizations; ability to develop and maintain business-university relationships
4. Ability to communicate effectively, verbally and in writing, with a diverse constituency
5. Bilingual in Spanish and English
6. Commitment to working with diverse student and community populations
7. Excellent interpersonal and program management skills
8. Ability to use Microsoft Office and other software programs
9. Ability to set goals, prioritize and organize tasks and workload

## **CAMP Grant Job Description: *Somos* Financial Aid & Outreach Coordinator**

**Schedule:** Regular, Full-time, 12 months

**FLSA:** Exempt-Admin

**Supervisor:** Director of Drury University at Monett

**Salary:** \$38,500.00 plus benefits

**Job Function:** Lead all financial aid and some community outreach initiatives for *Somos* CAMP program

### **Essential Duties & Responsibilities**

1. Provide financial aid services, information, and resources to students and families
  - a. Meet with students and families regarding financial aid processes and procedures, including information about federal guidelines (and changes in guidelines) regarding student loan payments
  - b. Assist students in applying for financial aid; and process financial aid appeals as needed
  - c. Meet with students and families on a regular basis regarding financial aid loan amounts and status; and refer financially at-risk students to CCPS Student Success Team
  - d. Develop and update financial resource guide book, including scholarship and foundation grant information, for students and families (in English and Spanish)
2. Manage *Somos* program student community internship
  - a. Assist students in developing their internship plans
  - b. Coordinate internship placements between students and local businesses, industries, and school districts
  - c. Monitor community internship for quality assurance
3. Serve as the Hispanic Recruiter
  - a. Identify and develop relationships with qualified prospective students, community college counselors and faculty, and alumni
  - b. Working with the CCPS Director of Marketing, conduct strategic planning and market research to increase Hispanic enrollment
  - c. Serve as the point of first contact for prospective and new Hispanic students
4. Provide academic advisement to students and families

### **Minimum Knowledge, Skills, & Abilities**

1. Bachelor's degree in relevant subject (e.g., business administration, organizational management) with at least two years of experience in higher education financial aid business procedures; Master's degree preferred
2. In-depth knowledge of federal financial aid policies, regulations, and procedures; student loan default prevention; and financial literacy
3. Knowledge of southwest Missouri towns, industries, and organizations; ability to develop and maintain business-university relationships
4. Ability to communicate effectively, verbally and in writing, with a diverse constituency; Spanish language skills preferred
5. Commitment to working with diverse student and community populations
6. Excellent interpersonal and program management skills
7. Ability to use Microsoft Office and other software programs
8. Ability to set goals, prioritize and organize tasks and workload

## **CAMP Grant Job Description: *Somos* Program Assistant**

**Schedule:** Regular, Full-time, 12 months

**FLSA:** Exempt-Admin

**Supervisor:** Director of Drury University at Monett

**Salary:** \$36,000.00 plus benefits

**Job Function:** Provide day-to-day managerial, office, and budgetary support for grant-funded CAMP program ensuring smooth and efficient office administration.

### **Essential Duties & Responsibilities**

1. Coordinate the day-to-day operation of the CAMP office providing clerical support as needed, managing the office and calendars, scheduling appointments, ordering supplies, making travel arrangements, maintaining files, etc.
  - a. Type or key in a variety of documents, composing correspondence as directed and proofreading work for accuracy.
  - b. Greet visitors and answer telephone in a courteous and professional manner.
  - c. Respond to questions accurately, and make business calls as necessary to students, college employees, outside agencies, etc.
2. Assist CAMP personnel with correspondence, communication with staff, arranging functions, oversight of projects, and other such duties as may be required. Includes assisting with CAMP orientations, workshops, and assessment activities.
3. Accurately maintain CAMP documentation and historical records.
  - a. Maintain CAMP budget documentation and reconcile CAMP budget monthly.
  - b. Organize and maintain the office filing system, filing correspondence and other documents as needed, including appropriate handling of confidential materials.
  - c. Create and maintain computer files (databases, spreadsheets, etc.) as needed to fulfill assigned responsibilities.
  - d. Enter and update student data.

### **Minimum Knowledge, Skills, & Abilities**

1. Associate's degree in relevant field (e.g., human services, business administration, general studies, education) or equivalent with at least two years of experience in higher education setting
2. Knowledge of southwest Missouri towns, industries, and organizations; ability to develop and maintain business-university relationships
3. Ability to communicate effectively, verbally and in writing, with a diverse constituency; ability to speak Spanish desirable but not required
4. Knowledge of general office procedures, data entry, budget tracking, and filing systems
5. Commitment to working with diverse student and community populations
6. Excellent interpersonal and program management skills
7. Ability to use Microsoft Office and other software programs
8. Ability to set goals, prioritize and organize tasks and workload

BILLY LONG  
7TH DISTRICT, MISSOURI

COMMITTEE ON  
ENERGY AND COMMERCE  
SUBCOMMITTEE ON  
COMMUNICATIONS AND TECHNOLOGY  
SUBCOMMITTEE ON  
ENERGY AND POWER  
SUBCOMMITTEE ON  
HEALTH

1541 LONGWORTH HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515  
(PHONE) (202) 225-8536  
(FAX) (202) 225-5804

Congress of the United States  
House of Representatives  
Washington, DC 20515-2507

February 29, 2016

U.S. Department of Education  
550 12<sup>th</sup> Street, S.W.  
Room 7039, Potomac Center Plaza  
Washington, DC 20202-4260

Re: Drury University – College Assistance Migrant Program application

To Whom It May Concern:

This letter comes in regard to the College Assistance Migrant Program grant request submitted by Drury University in Springfield, Missouri.

Drury University has provided increasingly valuable educational and career-building opportunities to the Hispanic citizens of my district by responding directly to the needs of disadvantaged individuals. Thanks to these efforts, Drury University and its campus in Monett, Missouri, has been a model for our community in its offerings and student outcomes.

As the Hispanic population increases in Southwest Missouri and in the nation as a whole, it is increasingly important for schools, businesses and other organizations to be able to hire and promote Spanish-speaking individuals with a deep understanding of Hispanic and Latino culture. In fact, employer surveys reveal a significant need for educated Spanish-speaking, Hispanic managers, teachers, scientists and executives to deal with an increasingly large Hispanic workforce. It is of great importance that institutions provide avenues and support for the completion of successful bachelor's degrees in STEM, education and business to allow employers access to high-quality employees, encouraging Hispanic families to advance and succeed in professional careers.

The work that Drury proposes to do in this grant application promises to identify those eligible students with the greatest needs and then provide instruction, mentoring, advising and career planning services. This grant will strengthen Drury's educational outreach and foster valuable connections between University faculty and community organizations. This will also encourage community members to support this work financially, inspiring buy-in and long term sustainability. I look forward to the partnership of civic groups, government, business, and educational institutions to help sustain the efforts of Drury University in this manner.

Again, I support the College Assistance Migrant Program grant request submitted by Drury University. I trust that you will give their application your utmost consideration.

Sincerely,



Billy Long

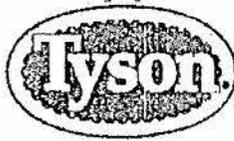
3232 EAST RIDGEVIEW STREET  
SPRINGFIELD, MO 65804  
(PHONE) (417) 889-1800  
(FAX) (417) 889-1915

<http://Long.house.gov>

2727 EAST 32ND STREET, SUITE 2  
JOPLIN, MO 64804  
(PHONE) (417) 781-1041  
(FAX) (417) 781-2832

PR/Award # S149A160007

Page e54



**Tyson Foods, Inc.**  
Making Great Food. Making a Better World.

**TO: Ann Saunders, Rhonda Schilly**

**DATE: 2-24-16**

**RE: College Assistance Migrant program**

---

I would like to express my support for the College Assistance Migrant Program and Drury's efforts to affect lives in our migrant community. As a large employer in the Monett community that embraces diversity, we have seen the value first hand in broadening the skill levels and upward potential of all of our team members. I believe Monett is a true testament to a community's willingness to adapt to change and culturally integrate in the name of pride and progress. Capitalizing on the strong work ethic and aptitude to learn of our Hispanic, Hmong, and Burmese have been keys to our continued success to sustain our manufacturing base and investing in all of our team members to provide them professional growth and stable work are what will drive our community growth going forward.

The ability to provide people with educational opportunities that allow them to balance personal growth while maintaining a job to provide for their families is a key to reaching and growing individuals that come from a migrant or unskilled labor background. This coupled with overcoming language barriers and economic challenges make a program such as this a true value to the individual and the community as a whole.

Based on the past successes of the program, I would be very supportive of Drury continuing to receive funding for this program and I am confident that it will be put to good use.

(b)(6)

David Young

David Young  
Complex Manager  
Tyson Foods, Inc. Small Bird 1 800 Kyler & County Roads Monett, MO 65708  
Phone (417) 235-3104 Fax (417) 235-9381  
E-mail: david.young@tyson.com

St. Lawrence Catholic Church  
405 7<sup>th</sup> St.  
Monett, MO 65708

February 25, 2016

Ann Saunders  
400 4<sup>th</sup> Street  
Monett, MO 65708

Dear Ann:

It is my pleasure to write a letter in support of the Somas College Assistance Migrant Program (CAMP) at Drury University in Monett.

In my role as office manager here at St. Lawrence Catholic Church I am aware of the educational needs of the Hispanic migrant community in this area.

In the last two decades, I have seen a great change in the priorities of migrant families. A lot of families focus more on their financial needs and that of the family and so education after high school is not always a priority. Young graduates will immediately get a job to help provide for their families as soon as they graduate without having the opportunity of going to college. As years have gone by, they are learning that having a better education can improve their opportunities in not just acquiring a job, but a career.

In my role as a Somas community advisory committee member, I would be happy to assist in the recruitment of adult Hispanics who would benefit from the Somas program. In my church community, I have met Hispanics who are well educated and have degrees in nursing, accounting, engineering, etc. from their countries of origin, but are working in processing plants, restaurants, and manufacturing plants simply because of the language barrier and the lack of opportunities in education.

This is why I strongly feel that our community is where it needs to be. The CAMP program would benefit not only high school graduates who are just beginning, but also adults in our community who have not had any further educational opportunities.

I am extremely grateful for the opportunity that the U.S. Department of Education has to provide our community with this grant and I again strongly recommend the awarding of this grant to Drury University in Monett.

If I may be of further assistance, please contact me at 417-235-3286.

Sincerely,

(b)(6)

Yesenia Perez  
Office Manager

# Monett R-1 Schools

BRAD HANSON  
Superintendent

900 East Scott • Monett, MO 65708  
Phone 417-235-7422  
Fax 417-235-1415

## BOARD OF EDUCATION

Drug Chelress  
President

March 1, 2016

Ken Gaspar  
Vice President

Members  
A. J. Ball  
Daron Bass  
David Bockett  
J. D. Roberts  
Mary Scabaros

Patty Leach  
Secretary  
Tracy Wimberley  
Treasurer

To whom it may concern:

I am writing this letter to support Drury University in their grant application through the College Assistance Migrant Program (CAMP). As the K-12 superintendent of schools in Monett, Missouri, I can assure you that these funds would serve to enhance the work that Drury University has already begun in encouraging disadvantaged Hispanic students from our area to continue their education beyond high school.

Just within the Monett R-1 School District, our Hispanic population has grown to nearly 30% of our total student population in the past decade and this trend is showing no signs of slowing. Many of these students also come from lower socioeconomic families, thus making their dreams of entering into a post-secondary education a very difficult proposition.

We completely support Drury's wishes to expand their efforts in the areas of family outreach and support, technology accessibility and skills, developmental language and math skills, and the offering of relevant degrees to assist this ever-growing population in career advancement and future success. It is our belief that this type of program enhancement will become a significant boost for our local economy and will provide access to learning for many in our area that has not previously been possible.

Thank you for your consideration of this grant application!

Sincerely,

  
Brad Hanson, Ed. D.  
Superintendent



President Adelaida Garcia-Ruiz  
Vice-President Fermin Sanchez  
Secretary Martha Strong  
Treasurer Valentin Vizcaino

February 24, 2016

Ann Saunders  
Drury University Monett Campus  
400 4<sup>th</sup> Street  
Monett, MO 65708

Dear Ann,

As President of Asociacion Latina IMAGEN in this community, I would like to express my strong support of Drury's College Assistance Migrant Program (CAMP) application.

This would provide college support for the migrant and farmer worker community, which is much needed in our area.

This project is very important to Monett because the hispanic population is enjoying a steady growth. Asociacion Latina IMAGEN, we as a group, are here and willing to support Drury's program to help better our community and the future generation of this area.

We are very grateful for the opportunity that the Federal Department of Education is giving with this grant. It will give our young people the opportunity to become great leaders in our community.

If our group can be of any assistance, please call (417) 489-0620.

Sincerely,

(b)(6)

Adela Garcia-Ruiz  
President  
Asociacion Latina IMAGEN

Visit us online at <http://monett.schoolfusion.us>



February 22, 2016

Jeff Meredith, Executive Director  
Monett Chamber of Commerce  
200 East Broadway  
P.O. Box 47  
Monett, MO 65708

Dear Ann:

It is my pleasure to write a letter in support of the Somos College Assistance Migrant Program (CAMP) initiative (program) at Drury University in Monett.

I believe this project will help further the education possibilities of many in our community who currently do not have that opportunity. It will also help with the education of those individuals that currently do not understand the need for furthering their education or that of their children. In my role at the Monett Chamber, I am aware of the educational needs of the Hispanic migrant community in this area and I strongly feel that the CAMP program would benefit the young people in the community.

I would be proud to serve on the Somos Community Advisory Committee.

I am extremely grateful for the opportunity that the Federal Department of Education provides our community with this grant and I again strongly recommend the awarding of this grant to Drury University in Monett.

If I may be of further assistance, please contact me at Monett Chamber of Commerce, 417-235-7919 or email me at [jeff@monett-mo.com](mailto:jeff@monett-mo.com).

Sincerely,

(b)(6)

Jeff Meredith  
Executive Director

February 22, 2016

Ann Saunders, Assistant Director  
Monett Campus  
Drury University  
400 4<sup>th</sup> Street  
Monett, MO 65708

Ann,

I am happy to be writing in support of the application for the College Assistance Migrant Program for Drury University - Monett, MO. As a student at this university, I see first-hand the impact this would have on our community.

As more and more Hispanic students realize the importance of a higher education, we have seen this incredible need to provide education opportunities in the area. It is really sad to see a student with great potential give up on his/her dream of continuing their education because of the lack of resources in our area.

This grant would provide the opportunity for our community to grow into their incredible potential. There are so many prospects that could benefit from this. With this grant, we have the ability to provide the necessary things in order to have a strong community that will be an example for future generations.

As a student, I am thrilled to support this opportunity. If I can be of any assistance, please feel free to contact me at (b)(6)

(b)(6)

Jose Soriano  
Student, Drury University-Monett

March 02, 2016

Ann Saunders  
404 4<sup>th</sup> Street  
Monett, MO, 65708

Dr. Larry Quinalty  
16916 Farm Road 1170  
Cassville, MO 65625

Dear Laura and Ann:

As a Hispanic leader in our community, I would like to express my strong support for Drury's College Assistance Migrant Program (CAMP). It will make a great difference in the lives of the families that have not only recently emigrated, but for those that have already established their residence in our area.

I am a Religious Sister with the ministry at Saint Lawrence parish in Monett. Being Mexican, I have personally experienced the need and lack of education. I am currently a student at the Drury Campus in Monett. Knowing what we suffer, I am aware that education is the solution to many of the problems Hispanic people endure. I have witnessed the struggles of many of these families, especially those that suffer due to the language barrier. The children of these families know the language and have adapted to the culture but their parents may not. For example, many parents are unable to make a doctor's appointment by themselves, have parent-teacher meeting at their children's school, or ask for items at a grocery store without the help of an interpreter. These examples make the division entirely clear.

Many parents are willing to learn, but education is expensive, with some parents preferring to provide the education to their children instead. In our state, Missouri, the median household income in 2014 was \$48,363. While in 2008 it was \$51,535. The median per capita in the same years was \$26,126. While in 2007 and 2008 it was more of \$27,000. In a family consisting of two children and two adults with only one of them working, the typical expenses per year are: \$46,703 before taxes. In a family of three children, two adults, with one of them working, the expenses are: \$51,336 before taxes. Reviewing the annual typical salaries, individuals without academic education can perform such as: food preparation for \$18,560, and building, grounds cleaning and maintenance for \$22,180. The annual salary for Personal Care, which is \$19,130, is typically applied for by younger individuals, with great sacrifice from their parents and already had some education. These salaries are not enough to supply for the needs of these families. As a result, education is not seen as a priority because the necessities of utilities, food, medicine, and transportation need to be covered first.

If we want to see and create a better society, we need to have help each other and the tools to offer our children better opportunities. It is why I encourage, urge, beg and pray that you allow Drury to help our neighbors in our area. I am sure that I will bring my people to get the benefits of getting close to their children and have a "normal" life with communication and participation in our society.

If I can help for further assistance, please do not hesitate to contact me; ruscareno@drury.edu; (b)

(b)(6)

Sincerely,  
Sister Romela Tiscareño  
Director of Religion Education  
Saint Lawrence Catholic Church

February 25, 2016

Dear Ann,

As an instructor at the Drury University campus in Monett, MO, I would like to express my strong support for Drury's College Assistance Migrant Program (CAMP) application. The SOMOS (translated in Spanish as "We Are") Project will provide college support for the migrant and farm worker community.

This project is important to the Monett area as the Hispanic population is enjoying a steady growth. We must meet their educational needs. "We Are" here and willing to educate those who need us.

I am extremely grateful for the opportunity that the Federal Department of Education provides in this grant. I strongly recommend the awarding of this grant to Drury University at the Monett campus.

If I may be of any other assistance, please contact me at (b)(6)

Sincerely,

(b)(6)

Dr. Larry Quinalty  
Adjunct Faculty  
Drury University

February 25, 2016

Ann Saunders  
400 4<sup>th</sup> Street  
Monett MO 65708

Dear Ms. Saunders

I am writing this letter to express my support for the Drury's CAMP (College Assistance Program) application. As a migrant student, I strongly appreciate all the support that I can receive to continue with my education. Not only for myself but as a parent I would like to be able to receive assistance for my children's education as well. I know that there are many others like me that can benefit from this type of assistance if this application can be approve.

I am extremely grateful for the opportunity to attend Drury and I hope that I will be able to continue with my studies. I hope that this grant can be approve because that will be a tremendous help for students like me who are looking for better opportunities.

If I may be of further assistance, please contact me at (b)(6)

Sincerely,  
(b)(6)

Lucia Canales  
Personal Banker, Arvest Bank  
100 E Broadway  
Monett MO 65708

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN #: 1440552049A1

DATE: April 4, 2001

INSTITUTION:  
 Drury College  
 900 North Benton Avenue  
 Springfield

MO 65802

FILING REF.: The preceding  
 Agreement was dated  
 April 17, 1996

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

SECTION I: FACILITIES AND ADMINISTRATIVE COST RATES\*

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

TYPE	EFFECTIVE PERIOD		RATE (%)	LOCATIONS	APPLICABLE TO
	FROM	TO			
PRED.	06/01/01	05/31/05	40.0	On Campus	All Programs
PROV.	06/01/05	UNTIL AMENDED	Use same rates and conditions as those cited for fiscal year ending May 31, 2005.		

\*BASE:  
 Direct salaries and wages excluding all fringe benefits.

INSTITUTION:  
Drury College

AGREEMENT DATE: April 4, 2001

---

SECTION II: SPECIAL REMARKS

---

TREATMENT OF FRINGE BENEFITS:

All fringe benefits are included in indirect costs are not claimed as direct costs.

TREATMENT OF PAID ABSENCES:

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

Equipment Definition -

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$500 or more per unit.

FRINGE BENEFITS:

FICA

Retirement

Disability Insurance

Worker's Compensation

Life Insurance

Unemployment Insurance

Health Insurance

Tuition Remission

INSTITUTION:  
Drury College

AGREEMENT DATE: April 4, 2001

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:  
Drury College

(b)(6)

Raymond E. Worley III

(NAME)

Vice President for Administration

(TITLE)

5-9-01

(DATE)

BY THE COGNIZANT AGENCY  
ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

Merle M. Schmidt

(NAME)

DIRECTOR, DIVISION OF COST ALLOCATION-  
(TITLE) CENTRAL STATES FIELD OFFICE

April 4, 2001

(DATE) 7063

HHS REPRESENTATIVE: James R. Nolan  
Telephone: (214) 767-3529

(3)

## Budget Narrative File(s)

---

\* **Mandatory Budget Narrative Filename:**

---

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

## **Section C – Budget Narrative**

### **1. Project Personnel**

**Principal Investigator (.25 FTE), Elizabeth Nichols:** General oversight of program; supervise academic activities; assist with evaluation of program; assist in student recruitment and retention goals; organize ESL/ELL and STEM education initiatives; coordinate internship outreach with local and regional stakeholders.

This position is important to the successful achievement of objectives 1, 3, 4, 5 and 13 of the management plan as outlined in the project narrative (see narrative Table 3).

**Co-Principal Investigator (.25 FTE), Tony Smith:** Macro- and micro-evaluation of program; assessment and evaluation of program initiatives; student assessment; disseminate grant findings; sit on board, lead student activities and supervise ambassadors and peer advisors.

This position is important to the successful achievement of objectives 2, 7, 9, and 10 of the management plan as outlined in the project narrative (see narrative Table 3).

**Co-Principal Investigator (.25 FTE), Ann Saunders:** Fiscal and human resource management, including budget oversight and monitoring, staff supervision, and overseeing faculty course loads and schedules; assist in student recruitment; work with parent advocate.

This position is important to the successful achievement of objectives 1, 3, 4, 5, 7, 9 and 10 of the management plan as outlined in the project narrative (see narrative Table 3).

**Somos Program Director (1.0 FTE), To Be Hired:** Oversee program academic activities; provide academic and career advising services for students; conduct assessments in Spanish; assist in the development of students' individual education plans (IEPs); lead peer advisor training; recruit, train and supervise peer advisors; advisor of Student Advisory Board; sit on boards; manage Ambassador Scholarship Process.

This position is important to the successful achievement of objectives 1, 2, 5, 7, 8, 9 and 10 of the management plan as outlined in the project narrative (see narrative Table 3).

**Somos Financial Aid & Outreach Coordinator (1.00 FTE), Rhonda Schilly:** Provide financial aid and financial literacy services, information, and resources to students and families; coordinate student and community services; supervise internship component of program, e.g., assist students in developing their internship plans, coordinate between community organizations, businesses and students; manage and supervise volunteers/tutors.

This position is important to the successful achievement of the objectives 1, 5 and 6 of the management plan as outlined in the project narrative (see narrative Table 3).

**Somos Program Assistant (1.0 FTE), Karen Wade:** Provide day-to-day managerial, academic, office, and budgetary support for program; maintain, organize, and assist in the submission of

grant reports and forms with staff from the Drury Alumni and Development Office; run data queries; assist with financial aid initiatives; assist in the scheduling of CAMP-required courses, seminars and workshops; maintain management plan; enter, clean, and analyze data.

This position is important to the successful achievement of objectives 3, 4, 11 and 12 of the management plan as outlined in the project narrative (see narrative Table 3).

**Personnel Salaries:** Program personnel salaries are based upon the Drury University salary scale for comparable positions.

	PI (.25 FTE)	Co-PI (.25 FTE)	Co-PI (.25 FTE)	Program Director (1.0 FTE)	Financial Services & Community Outreach (1.0 FTE)	Program Assistant (1.0 FTE)	Total
Year 1	\$15,624	\$10,250	\$10,500	\$40,000	\$38,500	\$36,000	\$150,874
Year 2	\$16,093	\$10,558	\$10,815	\$41,200	\$39,655	\$37,080	\$155,401
Year 3	\$16,576	\$10,875	\$11,140	\$42,436	\$40,845	\$38,192	\$160,064
Year 4	\$17,073	\$11,201	\$11,474	\$43,709	\$42,070	\$39,338	\$164,865
Year 5	\$17,585	\$11,537	\$11,818	\$45,020	\$43,332	\$40,518	\$169,810
<b>Total</b>	<b>\$82,951</b>	<b>\$54,421</b>	<b>\$55,747</b>	<b>\$212,365</b>	<b>\$204,402</b>	<b>\$191,128</b>	<b>\$801,014</b>

## 2. Fringe Benefits

For the PI and Co-PIs, fringe benefits are calculated at 13% salary. This figure is less than Drury's standard fringe benefit rate of 33% because most benefits, such as health insurance, will already be the burden of the University for these existing employees. The 13% covers out-of-pocket costs for payroll taxes, worker comp insurance and retirement contributions that are directly related to each dollar of additional salary. This rate is based on calculations from Drury's Finance Office.

For the *Somos* Program Director, *Somos* Financial Services & Community Outreach Coordinator and the *Somos* Program Assistant, benefits are calculated at 33% of salary. This figure is the standard defined by the Drury Human Resources Department.

Fringe Benefits	PI (.25 FTE)	Co-PI (.25 FTE)	Co-PI (.25 FTE)	Program Director	Financial Services & Community Outreach	Program Assistant	Total
<i>Base</i>	\$62,496	\$41,000	\$42,000	\$40,000	\$38,500	\$36,000	
Year 1	\$2,031	\$1,333	\$1,365	\$13,200	\$12,705	\$11,880	\$42,514
Year 2	\$2,092	\$1,373	\$1,406	\$13,596	\$13,086	\$12,236	\$43,789
Year 3	\$2,154	\$1,414	\$1,448	\$14,004	\$13,479	\$12,603	\$45,102
Year 4	\$2,219	\$1,456	\$1,492	\$14,424	\$13,883	\$12,981	\$46,455
Year 5	\$2,286	\$1,500	\$1,536	\$14,857	\$14,300	\$13,370	\$47,849
<b>Total</b>	\$10,782	\$7,076	\$7,247	\$70,081	\$67,453	\$63,070	<b>\$225,709</b>

### 3. Travel

State Convention (*Cambio de Colores*), Columbia, Missouri: *Cambio de Colores* is a multi-state conference about the integration of immigrants in new destinations in the Midwest. It is a professional development opportunity that engages practitioners, researchers, and those working with immigrant communities in sharing experiences and knowledge that facilitates the integration of immigrants in new settlement areas.

Expenses include travel from Monett, Missouri to Columbia, Missouri and lodging for 3 staff attendees (PI, Co-PI, and Program Director) at \$567/person for year 1 with a 3% increase for subsequent years to account for inflation. A per diem amount of \$25/day for miscellaneous expenses for 2 days = \$150 per year for years 1-5.

State Convention	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Travel/Lodging	\$1,701	\$1,752	\$1,805	\$1,859	\$1,915	\$9,032

Per Diem	\$150	\$150	\$150	\$150	\$150	\$750
<b>Total</b>	<b>\$1,851</b>	<b>\$1,902</b>	<b>\$1,955</b>	<b>\$2,009</b>	<b>\$2,065</b>	<b>\$9,782</b>

National Convention (National Migrant Education Conference) expenses include airfare and lodging from Springfield, Missouri to (location TBA) for 2 staff attendees (PI and Program Director) at \$1,500/person based on information obtained at Travelocity.com = \$3,000; with an increase of \$500/year for inflation. A per diem amount of \$100/day for food and cab expense per attendee for three days = \$600 every year for years 1-5.

<b>National Convention</b>	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Travel/Lodging	\$3,000	\$3,500	\$4,000	\$4,500	\$5,000	\$20,000
Per Diem	\$600	\$600	\$600	\$600	\$600	\$3,000
<b>Total</b>	<b>\$3,600</b>	<b>\$4,100</b>	<b>\$4,600</b>	<b>\$5,100</b>	<b>\$5,600</b>	<b>\$23,000</b>

These conferences bring together educators, social workers, and other community stakeholders to discuss strategies and techniques to integrate and successfully support Latinos in the Midwest and the nation. These conference will allow *Somos* staff and faculty to share the ideas and successes of years 1-2 in Monett, and learn the best practices of other institutions.

PIs, Co-PIs, and *Somos* staff will frequently travel between Drury’s main campus in Springfield, Missouri and the Monett, Missouri campus. This is a distance of 49.5 miles. Mileage reimbursement is estimated at 2,000 miles/year for five years, at \$.41/mile = \$4,100.

Mileage	2,000 miles/year @ \$.41/mile
Year 1	\$820
Year 2	\$820
Year 3	\$820
Year 4	\$820
Year 5	\$820
<b>Total</b>	<b>\$4,100</b>

The ACTFL Oral Proficiency Interview (OPI) is a valid and reliable means of assessing how well a person speaks a language. It is a 20-30 minute face-to-face interview between a certified ACTFL tester and an examinee. The interview is double rated and an Official ACTFL Oral proficiency Certificate stating the candidate's proficiency level is issued to the candidate after testing. This accredited documentation of the candidate's fluency in Spanish can be included on their resumes and other credentials, which directly addresses the identified need for more Spanish-speaking bilingual teachers, managers and executives. This relates to objective 13 of the management plan (see narrative Table 3).

This budget item will cover the cost for the PI to travel to and take the OPI assessment needed to become a certified ACTFL OPI tester. The four-day OPI Assessment Workshops are held at universities across the country, with upcoming assessments in Utah, Connecticut, and Ohio. The airfare costs are based on average price of tickets to these locations (\$500). Hotel expenses are estimated at \$150 per night. Total cost: \$4,950.

	Year 1 (Summer 2016)	Year 2 (Summer 2017)
Training fee to ACTFL	\$900	\$900
Airfare	\$500	\$500
Hotel (4 nights)	\$600	\$600
Per Diem	\$300	\$300
Certification fee	-	\$350
Total	\$2,300	\$2,650
<b>Total Cost</b>		<b>\$4,950</b>

#### 4. Equipment

For the purposes of this grant budget, we are using Drury University's definition of equipment:

“Equipment means an article of nonexpendable, tangible personal property having a useful life of

more than one year and an acquisition cost of \$500 or more per unit.” This definition is included in our indirect cost agreement negotiated with the Department of Health and Human Services, a copy of which is included in the grant attachments.

Four staff laptop computers with docking stations will be purchased in year one at the cost of \$1,800 each = \$7,200 total. Latitude 13-Education Series (3340) computers will be purchased for students at the cost of \$950 per year based upon pricing information obtained from dell.com. Student computers will include a 3-year warranty with accidental protection (covering drops, spills, surges, etc.) and a carrying bag or backpack.

	# of Computers	Cost per Computer & Bag	Total
<b>Staff Computers</b>			
Year 1	4	\$1,800	\$7,200
<b>Student Computers</b>			
Year 1	20	\$950	\$19,000
Year 2	20	\$950	\$19,000
Year 3	25	\$950	\$23,750
Year 4	25	\$950	\$23,750
Year 5	25	\$950	\$23,750
			<b>\$116,450</b>

Two personnel currently only have a desktop computers. With the planned travel between Drury’s main campus, to and from conferences, and for recruiting at various high schools and community events, all personnel need laptops. Furthermore, the remaining three staff have access only to old and inefficient laptops. New laptop computers for *Somos* personnel are therefore a justifiable expense because they will allow staff to carry out the work of this project with greater productivity. Although staff computers relate to every objective, they are

directly linked to objectives 1, 2, 6, 7, 9, 12 and 13 of the management plan as outlined in the project narrative (see narrative Table 3).

Student computers are similar in their widespread impact. A working laptop computer is essential for coursework and job skills development. Technology accessibility and skills are one of the five greatest community needs outlined in our narrative, as well as one of the four key needs identified by the Hispanic Community Needs Assessment conducted by sociologist Dr. Dennis Edwards in 2011. New student computers directly relate to objective 2 of the management plan as outlined in the project narrative (see narrative Table 3).

## 5. Supplies

Business Cards for 6 staff members in year 1 and 3 staff members in year 3 at \$45/per 500 cards for a total of \$405. Pricing based upon a quote from ColorGraphic Printing, the Drury University business card printer.

	Business Cards	Total
Year 1	6 staff @ \$45	\$270
Year 3	3 staff @ \$45	\$135
Total		\$405

All office supplies, printing and promotional materials associated with CAMP program will be provided by Drury University Monett budget as an in kind donation. Promotional and marketing materials will be created and produced by the University Office of Marketing & Communication.

## 6. Contractual

Educational services will be provided by ESCORT. (SUNY College at Oneonta, 304 Bugbee Hall, Oneonta, NY 13820 - Phone: 800.451.8058 - FAX: 607-436-3606 [www.escort.org](http://www.escort.org)).

ESCORT staff has a wealth of experience and expertise in the areas of facilitating community networks, best practices in promoting English language development, encouraging diversity, and educating language-minority parents about how they can best support their children's education.

ESCORT proposes to assist the CAMP program at Drury University in the following ways:

*Somos CAMP Community Advisory Board*

ESCORT staff will provide technical assistance and training to the *Somos* CAMP Community Advisory Board members on a variety of topics including, but not limited to:

- Purpose and function of an advisory board
- Federal support for migrant college students
- Building a community network of advocates and resources
- Supporting high quality English as a Second Language (ESL)/bilingual programming
- Sharing "best practices" from a variety of programs across the nation

Total Cost: \$13,000 (10 days labor @ \$1,000/day plus travel @ \$1,500/trip for 2 trips)

*ESL Technical Assistance and Training*

ESCORT staff will provide technical assistance and training to CAMP staff and designated community members on a variety of topics including, but not limited to:

- ESL instructional models/approaches
- ESL materials and resources

- Mentoring and supporting migrant students in academic settings

Total Cost: \$13,000 (10 days labor @ \$1,000/day plus travel @ \$1,500/trip for 2 trips)

#### *Parent Involvement*

ESCORT staff will provide two workshops and accompanying resources for parents on the needs of migrant students including, but not limited to:

- The financial, academic and emotional demands of college placed on students and families
- College/campus resources
- Post-college planning

Total Cost: \$13,000 (10 days labor @ \$1,000/day plus travel @ \$1,500/trip for 2 trips)

**Total ESCORT Contractual Costs: \$39,000**

#### **7. Construction: N/A**

#### **8. Other**

\$2,400 for a Fisk Limousine 35-passenger highway coach @ \$100/hr plus driver gratuity.

Includes two trips to area leadership training workshops per year. As they are able, 20 students and 4 staff will participate in years 1-2, 25 students and 4 staff will participate in years 3-5.

Students and staff will travel to Camp Barnabas, a nationally known camp for handicapped and chronically ill children in Purdy, Missouri, to participate in team-building activities as a part of the Leadership Monett program. This activity will encourage group bonding and address the

identified need for Student Engagement and Persistence in Higher Education (see narrative Table 2).

<b>Team Building Workshop</b>	Year 1	Year 2	Year 3	Year 4	Year 5
Travel up to 35 people	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
<b>Total</b>	<b>\$2,400</b>	<b>\$2,400</b>	<b>\$2,400</b>	<b>\$2,400</b>	<b>\$2,400</b>

State Convention (*Cambio de Colores*): Expenses include travel and lodging for 5 student attendees at \$567/person for year 1 with a 3% increase in subsequent years to account for inflation. A per diem amount of \$25/day for food for 2 days = \$1,250 for years 1-5.

<b>State Convention</b>	Year 1	Year 2	Year 3	Year 4	Year 5
Travel/Lodging	\$2,835	\$2,920	\$3,008	\$3,098	\$3,191
Per Diem	\$250	\$250	\$250	\$250	\$250
<b>Total</b>	<b>\$3,085</b>	<b>\$3,170</b>	<b>\$3,258</b>	<b>\$3,348</b>	<b>\$3,441</b>

First year students will be issued \$3,000 stipends to be used for purchasing books, tuition assistance, and living expenses. Books for a student taking 12-15 hours can cost between \$350 and \$500. Remaining funds may be used for gaps in Pell Grant awards and living expenses.

Second year students will receive stipends of \$1,500 to be used for books and tuition assistance.

Stipends	First Year Students	Second Year Students	Total Stipend Costs
Year 1	20 x \$3,000 = \$60,000		\$60,000
Year 2	20 x \$3,000 = \$60,000	20 x \$1,500 = \$30,000	\$90,000
Year 3	25 x \$3,000 = \$75,000	20 x \$1,500 = \$30,000	\$105,000
Year 4	25 x \$3,000 = \$75,000	25 x \$1,500 = \$37,500	\$112,500
Year 5	25 x \$3,000 = \$75,000	25 x \$1,500 = \$37,500	\$112,500

A special healthcare and childcare discretionary fund of \$7,000 will be established to assist students with the greatest need. First and second year students may request up to \$50 per month for the months in which they are enrolled in a minimum of 12 credit hours. A statement of need

will be required, and itemized receipts must be provided by the student for reimbursement by the fund.

**9. Total Direct Costs**

Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$332,914	\$323,237	\$347,084	\$361,248	\$368,236	\$1,732,719

**10. Indirect Costs**

Drury will charge indirect costs to the grant at a rate of 8% of modified total direct costs. This amount is less than our standard indirect cost rate of 40% which has been negotiated with our federal cognizant agency, the Department of Health and Human Services. A copy of our indirect cost agreement has been included in the grant attachments.

Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$26,633	\$25,859	\$27,767	\$29,009	\$29,459	\$138,727

**11. Training Stipends**

The six members of the Student Advisory Council will each be given an annual \$1,000 training stipend. The funds will be used to support training for the Embajadores program, as well as for supervising and coordinating student activities, and active participation on the Student Advisory Council. The funds will be administered quarterly. Total yearly cost: \$6,000, years 1-5 = \$30,000.

<b>Training Stipend</b>	<b>6 stipends @ \$1,000/year</b>
Year 1	\$6,000
Year 2	\$6,000
Year 3	\$6,000
Year 4	\$6,000
Year 5	\$6,000
<b>Total</b>	<b>\$30,000</b>

Leadership Monett – 20 students @ \$375 = \$7,500 for years 1-2. 25 students @ \$375 = \$9,375 for years 3-5.

<b>Leadership Monett</b>	<b># of students</b>	<b>Total</b>
Year 1	20	\$7,500
Year 2	20	\$7,500
Year 3	25	\$9,375
Year 4	25	\$9,375
Year 5	25	\$9,375
<b>Total</b>		<b>\$43,125</b>

**12. Total cost**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Category Totals</b>
Direct Costs	\$332,914	\$323,237	\$347,084	\$361,248	\$368,236	\$1,732,719
Indirect Costs	\$26,633	\$25,859	\$27,767	\$29,009	\$29,459	\$139,148
Training Stipends	\$13,500	\$13,500	\$15,375	\$15,375	\$15,375	\$73,125
<b>Yearly totals</b>	<b>\$373,047</b>	<b>\$362,596</b>	<b>\$390,226</b>	<b>\$405,632</b>	<b>\$413,070</b>	<b>\$1,944,571</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:
Dr.	Elizabeth	Gackstetter	Nichols	

Address:

Street1:	900 N Benton Ave
Street2:	
City:	Springfield
County:	
State:	MO: Missouri
Zip Code:	65802
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
417-873-6925	

Email Address:

enichols@drury.edu

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #, if available:

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
--	----------------	-------------------	-----------------

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

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

Name of Institution/Organization

Drury University

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	150,874.00	155,401.00	160,064.00	164,865.00	169,810.00	801,014.00
2. Fringe Benefits	42,514.00	43,789.00	45,102.00	46,455.00	47,849.00	225,709.00
3. Travel	8,571.00	9,472.00	7,375.00	7,929.00	8,485.00	41,832.00
4. Equipment	26,200.00	19,000.00	23,750.00	23,750.00	23,750.00	116,450.00
5. Supplies	270.00		135.00			405.00
6. Contractual	39,000.00					39,000.00
7. Construction						
8. Other	65,485.00	95,575.00	110,658.00	118,248.00	118,341.00	508,307.00
9. Total Direct Costs (lines 1-8)	332,914.00	323,237.00	347,084.00	361,247.00	368,235.00	1,732,717.00
10. Indirect Costs*	26,633.00	25,859.00	27,767.00	28,900.00	29,459.00	138,618.00
11. Training Stipends	13,500.00	13,500.00	15,375.00	15,375.00	15,375.00	73,125.00
12. Total Costs (lines 9-11)	373,047.00	362,596.00	390,226.00	405,522.00	413,069.00	1,944,460.00

**\*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: 06/01/2005 To: 05/31/2016 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Department of Health and Human Services (agreement valid until amended)

The Indirect Cost Rate is 40.00%.

(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 8.00%.

PR/Award # S149A160007

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

**SECTION 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