

**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 # S149A160009**

**Grants.gov Tracking#: GRANT12112160**

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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

**Application for Federal Assistance SF-424**

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

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="222764819"/>	* c. Organizational DUNS: <input type="text" value="139203145"/>
---	---

**d. Address:**

* Street1:	<input type="text" value="201 Mullica Hill Road"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Glassboro"/>
County/Parish:	<input type="text" value="Gloucester"/>
* State:	<input type="text" value="NJ: New Jersey"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="08028-1700"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Office of Sponsored Programs"/>	Division Name: <input type="text" value="Research"/>
---	---

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Stephanie"/>
Middle Name: <input type="text" value="Melissa"/>	
* Last Name: <input type="text" value="Lezotte"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="8562564124"/>	Fax Number: <input type="text" value="8562564425"/>
---	---

\* Email:

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

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:

College Assistance Migrant Program (CAMP) CFDA Number 84.149A

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

Add Attachment

Delete Attachment

View Attachment

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

ESTRELLA

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="2,044,962.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,044,962.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:

Fax Number:

\* Email:

\* Signature of Authorized Representative:

\* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Stephanie Melissa Lezotte</p>	<p>TITLE</p> <p>Director, Sponsored Programs</p>
<p>APPLICANT ORGANIZATION</p> <p>Rowan 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 checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Rowan University * Street 1: 201 Mullica Hill Road    Street 2: * City: Glassboro    State: NJ: New Jersey    Zip: 08028 Congressional District, if known: NJ-001		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Migrant_Education_College_Assistance_Migrant_Program CFDA Number, if applicable: 84.149	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix:    * First Name: N/A    Middle Name: * Last Name: N/A    Suffix: * Street 1: N/A    Street 2: * City:    State:    Zip:		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix:    * First Name: N/A    Middle Name: * Last Name: N/A    Suffix: * Street 1: N/A    Street 2: * City:    State:    Zip:		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Stephanie Melissa Lezotte * Name: Prefix:    * First Name: Stephanie    Middle Name: Melissa * Last Name: Lezotte    Suffix: Title: Director, Sponsored Programs    Telephone No.: 8562564124    Date: 03/04/2016		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S149A160009

## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

GEPA\_CAMP\_ESTRELLA1004153157.pdf

Add Attachment

Delete Attachment

View Attachment

**Statement of Compliance**  
**General Education Provisions Act (GEPA)**  
**Section 427**

**In compliance with the Department of Education's General Education Provision (GEPA), Rowan University ensures equitable access and participation in the proposed CAMP Grant: Project ESTRELLA**

Rowan University ensures that no barriers exist that could impede equitable access or participation in the CAMP Grant: Project ESTRELLA, in regards to gender, race, national origin, color, disability, or age.

Rowan has established a strategic plan to ensure equitable access specifically to the CAMP Grant: Project ESTRELLA, described below and pledges to adhere and devote ongoing attention to each of these areas.

**GENDER:** Rowan University ensures that all genders will be equitably recruited and served through the CAMP Grant: Project ESTRELLA and ensures that all programs and published material will remain free of gender and/or sexual orientation bias.

**NATIONAL ORIGIN/RACE/ COLOR:** Rowan University has served students from diverse cultures, ethnicities, and backgrounds throughout its history. Our organization ensures that we will continue to recruit and serve students from diverse populations (national origin, race, color) and that all programs and published materials will remain free of bias of national origin, race, and color. We ensure that materials will be provided in other languages to recruit and serve participants, if needed, to eliminate language barriers that may exist.

**DISABILITY:** Rowan University ensures that all participants will have equitable access to all CAMP Grant: Project ESTRELLA activities and facilities and pledges to recruit and serve students, regardless of (dis)ability. We additionally ensure that all programs and published materials will be free of bias regarding disabilities. To further ensure that disabled individuals have equitable access to the program, we pledge to make any reasonable accommodation needed by persons with disabilities to ensure their full and equitable participation in the CAMP Grant: Project ESTRELLA. In addition to this and in compliance with the General Education and Provisions Act, Rowan University ensures that all entrances, restrooms, and offices are totally accessible to individuals with disabilities in order to ensure their equal access in the CAMP Grant: Project ESTRELLA.

**AGE:** Rowan University ensures that all participants of all ages will be recruited and have equitable access to participate in all CAMP Grant: Project ESTRELLAs. Rowan ensures that all programs and published materials will be free of bias regarding age. Additionally, Rowan University will provide age-appropriate activities and materials, including reading materials, for all participants.

Rowan University pledges to carry out all activities of the strategic plan, described above, to ensure equitable access and participation in regards to gender, race, national origin, color, and disability. Furthermore, in regards to the proposed program, we will address recruitment, selection, participation, and hiring practices, in compliance with the General Education Provisions Act, in the following manner:

**Recruitment:** The CAMP Grant: Project ESTRELLA Director will ensure that program staff will recruit **ALL** eligible students and not discriminate on gender, race, national origin, color, disability, or age. In order to eliminate language barriers that exist in the target area, the CAMP Grant: Project ESTRELLA will develop brochures, applications, and other recruitment material in languages as needed.

**Selection:** The CAMP Grant: Project ESTRELLA Director will select eligible participants demonstrating eligibility for the program services, regardless of race, color, national origin, gender, age, or disability (in compliance with GEPA).

**Participation:** All entrances, restrooms, offices, and facilities of the CAMP Grant: Project ESTRELLA are totally accessible to individuals with disabilities to ensure their equal access to the program. All participants will be able to participate in all CAMP Grant: Project ESTRELLA regardless of race, color, national origin, gender, age, or disability.

**Hiring Process of CAMP Grant: Project ESTRELLA Staff:** Rowan University is an equal opportunity employer. Rowan University promotes equal employment opportunities and the fair treatment of employees without regard to race, color, religion, national origin, sex, age, marital status, veteran status, disability, or sexual preference in compliance with federal, state, and local laws. In adhering to this, Rowan University will ensure equal opportunity hiring guidelines to ensure equal access in employment to all who apply for CAMP Grant: Project ESTRELLA Director, advisor, and administrative assistant positions.

Rowan University is committed to adhering to these standards and practices and will make all provisions necessary to ensure that this plan for compliance with the General Education and Provisions Act (GEPA).

## 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>	
Rowan University	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix:	* First Name: Stephanie Middle Name: Melissa
* Last Name: Lezotte	Suffix:
* Title: Director, Sponsored Programs	
<b>* SIGNATURE:</b> Stephanie Melissa Lezotte	<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

**Name of Applicant:** Rowan University

**City and State of Applicant:** Glassboro, NJ

**Project Activities:** Activities in the *Empowering Students Through a Rowan Education and Lifelong Learning Access (ESTRELLA)* include individual academic advising and needs assessments, structured weekly tutoring times, peer mentoring, financial aid workshops, weekly small group counseling, and a summer CAMP seminar.

**Applicable Priorities:** Science, Technology, Engineering, and Mathematics (STEM)

**Proposed Project Outcomes:** 1) to engage in recruitment and outreach of 1,500 potential students and enroll 40 students; 2) provide 100% (n=40) of eligible students support in four domains: academic, social/emotional, career development, and fiscal; 3) use support services to ensure that 90% (n=36) of enrolled students complete their first year at RU (GPRA 1); and 4) following the first year in *ESTRELLA*, ensure that 88% (n $\geq$ 32) of students continue their enrollment at RU (GPRA 2).

**Number of Participants to be Served Annually:** The proposed project will serve 40 students each year; and the remaining 20% of those students will be commuter students.

**Number and Location of Proposed Sites:** There is one (1) proposed site in Glassboro, NJ.

**Project Targets for meeting GPRA measures each year:** In order to meet the proposed project targets, project personnel will engage in outreach to high school and community organizations serving migrant farmworkers, develop and distribute recruitment materials, assist eligible students with the admissions and financial aid process. We will also provide affinity housing for students, offer a parent orientation, provide cultural support to students, assist students in course selection and online registration, and collect academic progress reports from professors.

## Project Narrative File(s)

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

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## **Section 1: Need for and Significance of Project**

**Introduction** - New Jersey's (NJ) prolific farming industry is served primarily by migrant workers, making NJ a prime location for the newest site of the College Assistance Migrant Program (CAMP). Earning its nickname as the Garden State, NJ is responsible for the production of approximately one billion dollars of crops from over 10,300 operating farms located primarily in the southern portion of the state. NJ produces crops such as blueberries, cranberries, asparagus, bell peppers, tomatoes, apples, peaches, and sweet potatoes in addition to livestock and dairy, which get distributed locally, regionally, and nationally. Furthermore, Southern New Jersey (South Jersey) is responsible for over 60% of that production statewide (Stoller, 2013).

***i. Magnitude of the need for services/activities of project*** - Given the current estimates of over 16,000 crop-based migrant and seasonal farmworkers (MSFW) in NJ, in addition to undocumented numbers of workers with livestock, dairy, and other farm-related responsibilities, *Empowering Students Through a Rowan Education and Lifelong Learning Access, (ESTRELLA)* has the potential to impact and improve the educational and employment opportunities for a significant population of the state's marginalized individuals. Specifically, an estimated 77% of NJ's approximate 16,000 MSFW work in the southern portion of the state (Borjan, Constantino, & Robson, 2008; N.J. Department of Education, 2015). The NJ Department of Education reports over 2,000 students are eligible for its migrant education program, and most of those students attend PK – 12 schools in nearby Cumberland County with limited enrollment in postsecondary education (NJDOE, 2015).

Moreover, in neighboring Pennsylvania, approximately 45,000 to 50,000 MSFW are employed annually (Cason, Snyder, & Jensen, 2004). These data demonstrate the potential impact of *ESTRELLA* not only because of the dense concentration of migrant students in the

region, especially in South Jersey, but also because no other CAMPs currently operate in close proximity to this large population of marginalized students.

*ii. The extent to which the project will focus on serving/addressing the needs of disadvantaged individuals* - Although there is a dense concentration of migrant students and the high percentage of those individuals who seek employment and live in the southern portion of the state near Rowan University (RU), there are currently a few outreach programs that serve this marginalized population: the New Jersey Agricultural Outreach Plan; Southern Jersey Family Medical Centers, Inc.; and, Migrant Worker Outreach. These entities operate in isolation for the purposes of improving the health, treatment, and overall living conditions of MSFW in South Jersey. The power of *ESTRELLA* lies in its potential to leverage the resources of these organizations as well as those of RU through federal CAMP funding, which will make services more visible and *immediately accessible* to migrant students through targeted community outreach and recruitment efforts. In addition, while there are organizations dedicated to improving the health, treatment, and overall living conditions of migrant students and their families, there are no organizations focused solely on improving the *educational* outcomes for migrant students and their families. Because of that, opportunities for higher education remain elusive for the significant population of migrant students in New Jersey and other mid-Atlantic East coast states.

Within RU, the College of Education operates with the strategic priorities of ensuring access, success, and equity in educational opportunities for racially, socioeconomically, and linguistically diverse students. For example, we have programs such as Achieving the Dream (ATD), Educational Opportunity Fund (EOF), Aim High, and Rowan Select. These programs help ensure the participation and success of marginalized and underserved youth in higher education. Hence, *ESTRELLA* aligns with institutional priorities of the larger university and the

mission of the College of Education. For these reasons, RU is a prime site for implementing a CAMP grant.

***iii. The extent to which specific gaps/weaknesses have been identified and addressed -***

Bridgeton, located 20 miles from the RU campus, is a striking case of the need for a CAMP grant in the area due to the lack of opportunities for migrant students and their families. Located in nearby Cumberland County, the most impoverished county in the state, 97% of the foreign-born population is from Latin America. That percentage is nearly double the rate for all of New Jersey (46%) (U.S. Census, 2015). Almost half (48%) of children under the age of 18 live in poverty, which is nearly double the rate for Cumberland County and *more than* double the rate for all of New Jersey. Only six percent of adults age 25 and over hold a bachelor's degree (U.S. Census, 2015). These data demonstrate that individuals living in South Jersey, and in Bridgeton specifically, have limited access to higher education.

First generation college students, particularly those students with racial/ethnic and/or linguistic diversity, are faced with specific challenges in the higher education setting (Nuñez, Sparks, & Hernández, 2011). To that end, *ESTRELLA* proposes to provide support in the four domains that migrant students will need most: academic, social/emotional, career development, and fiscal. Table 2 provides an overview of the objectives, associated activities, staff responsibilities for those activities and the timeline of those activities.

Table 1 <i>Objectives by Measurable Outcomes</i>			
<b>Objectives and Associated Activities</b>	<b>Support</b>	<b>Staff</b>	<b>Schedule</b>
<b>Objective 1: Engage 1500 potential students and enroll 40 eligible students.</b>			
1.1 Outreach to high school and community organizations serving migrant farmworkers including health clinics, faith-based organizations, and Migrant Education Programs.	A, C, S/E, F	PD, Community Partners, District Partners, PI, Co-PIs	June, July, Aug
1.2 Assist potential students with the admissions process and financial aid support services.	A, F	PD	July/Aug
1.3 Develop, print, and disseminate brochures, publications, and newsletters in English and Spanish to potential students and their families.	A, C, S/E, F	PD	July/Aug
<b>Objective 2: Provide 40 students with support in four domains - academic, social/emotional, career development, and fiscal.</b>			
2.1 Provide students with financial stipends for tuition, transportation, books, housing, and childcare. <i>[individual advising]</i>	F	PC, PI, Co-PIs	July, Sept, Jan
2.2 Develop and offer Parent Orientation for parents of enrolled students.	A, C, S/E, F	PC, PI, Co-PIs, Ph.D. Student	July, Sept, Jan
2.3 Provide incoming students with an intense summer orientation program to get them acclimated to university life.	A, C, S/E, F	C.E.S. Students	July/Aug
2.4 Assess students' academic levels for Math, Reading, and English course placement using the university assessment tools.	A	PC & Ph.D. Student, Student Services Personnel	July/August
2.5 Offer cultural support via mentoring and connections to University organizations. <i>[weekly small group counseling, monthly workshops]</i>	S/E	PC, CESGS	July - May
<b>Objective 3: Use support services to ensure that 90% (n=36) of enrolled students complete their first year at Rowan University (GPRA 1).</b>			
3.1 Assist students with course selection planning and online registration.	A, C	PC	Oct, Feb
3.2 Students will enroll in and complete a Summer CAMP Seminar	A, C, S/E, F	University Faculty	July/Aug

3.3 Provide academic/career/personal advising to CAMP students on an ongoing basis. <i>[monthly individual counseling; weekly small group counseling; workshops, and family activities]</i>	A, C, S/E	PC, CESGS, SSP	Ongoing
3.4 Offer academic/career/personal/university transition workshops on topics chosen by CAMP students and staff. <i>[monthly individual counseling; weekly small group counseling; workshops, and family activities]</i>	A, C, S/E	PC, CESGS, SSP	Ongoing
3.5 Assist students with development of individualized education plan	A, C	PC	Oct, March
3.6 Offer students links to appropriate resources to enhance their career goals, such as internships, job shadowing, resume development, skill building, etc. <i>[workshops]</i>	C	PC & CMC	Sept - May
3.7 Provide students with health, dental and vision service referrals.	S/E, F	PC & UP	Ongoing
3.8 Instructional support offered via Study Skills Workshops and access to the Tutoring/Writing Center, Instructional Center, and tutorial software.	A	PC, UP, CESGS	Oct, Dec, Feb, April
3.9 Collect academic progress reports from faculty.	A	PC	Nov, March
3.10 Partner with on campus STEM majors/programs to expose and increase incoming students to STEM related fields and opportunities.	A, C	PC, University STEM Center, CESGS, AD	July/Aug, Oct, Feb
<b>Objective 4: Following the first year in ESTRELLA, ensure that 88% (n≥32) of students continue their enrollment at Rowan University (GPRA 2).</b>			
4.1 Assist students in completing and submitting a timely and accurate federal application for financial support (FAFSA).	F	PC	Oct Y1, Y2
4.2 Provide workshops on the availability of federal, state, local, and private scholarships, internship programs and opportunities.	F	PC	Dec

**Supports:** A = Academic; C = Career Development; F = Fiscal; S/E = Social/emotional

**Staff:** PC = Program Coordinator; Ph.D. = Ph.D. Student; CESGS = Counseling in Educational Settings Graduate Students; SSP = Student Services Personnel; CMC = Career Management Center; AD = Academic Deans; UP = University Personnel

In order to ensure the continued success of *ESTRELLA* participants, services in the four identified domains will continue, albeit in different yet appropriate ways, as participants advance through their post-secondary education as they will be folded into other supportive programs.

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

The implementation of *ESTRELLA* is critical in meeting the needs of the large population of migrant students and their families in South Jersey and the mid-Atlantic region. The support of *ESTRELLA* will provide opportunities for migrant students to attain a postsecondary education and potentially even a graduate degree because RU offers several four-year degrees in which the fourth year is devoted to a master's degree. Thus through *ESTRELLA*, migrant students will be empowered to break the cycle of poverty and return to their communities to seek employment that provides financial security; *ESTRELLA* participants will have the potential to become models for younger migrant students. Finally, *ESTRELLA* will help to break the cycle of diminished opportunities by providing educational outcomes through postsecondary degrees for marginalized students. And, if migrant students seize the opportunities provided by *ESTRELLA* and attain a STEM degree plus English as a Second Language (ESL) teacher certification all within four years, migrant students could return to their communities and work as bilingual STEM teachers in schools where talented teachers are in high demand and wherein students of color benefit from having teachers who look and speak like they do (Boyd, Lankford, Loeb, Rockoff, & Wyckoff, 2008), thereby providing a solution to ESL and bilingual STEM teacher shortages.

**Section 2: Quality of Project Design**

***i. The extent to which the goals, objectives, and outcomes of proposed project are clearly***

***specified and measurable - Introduction to RU -- Rowan University, the host institution for the***

proposed *ESTRELLA* program, offers a variety of affordable undergraduate and graduate opportunities, making it ideal context for migrant student support and achievement. RU, the flagship public institution in the southern portion of New Jersey, is uniquely situated with close proximity to the urban centers of Philadelphia and Camden as well as the rural areas of Gloucester, Burlington, Cumberland, Atlantic, and Salem Counties where high numbers of MSFW seek employment. RU is comprised of 8 Colleges that collectively offer 80 bachelor's degrees and 60 graduate degrees. With the addition of two (2) medical schools in 2013, RU also offers M.D. and D.O. degrees and B.S.N. degrees. In addition, Rowan College at Gloucester County and Rowan College at Burlington County are two community college institutions with which RU has existing partnerships; these community colleges allow students to complete coursework and earn a RU degree at a reduced cost with the option to transfer to the main campus at any point. This contextual information about RU is important because it demonstrates the wealth of affordable opportunities available for students at RU not only as undergraduate students but also as graduate students.

With RU serving as the host institution, *ESTRELLA* is anchored by specific goals and outcomes:

- 1) To engage in recruitment and outreach of 1,500 potential students and enroll 40 students;
- 2) Provide 100% (n=40) of eligible students support in four domains: academic, social/emotional, career development, and fiscal;
- 3) Use support services to ensure that 90% (n=36) of enrolled students complete their first year at RU (GPRA 1); and
- 4) Following the first year in *ESTRELLA*, ensure that 88% (n $\geq$ 32) of students continue their enrollment at RU (GPRA 2).

This project will recruit 40 participants per cohort. The majority of students will live on campus together to form a supportive learning community, increasing the likelihood that participants will continue in higher education beyond their first year (Gullant & Jan, 2003; Thayer, 2000).

*ESTRELLA* targets 18 year-olds with a high school degree; twenty percent of cohort slots will be reserved for nontraditional students who may have children. For nontraditional students, *ESTRELLA* will provide a stipend for transportation and childcare onsite at RU.

*ii. The extent to which the design of the project is appropriate to and will address the needs of the target population* - This project will be implemented in three phases for each cohort: 1) Recruitment and outreach; 2) freshmen year at the IHE; and, 3) matriculation into an extant supportive program to help ensure participant graduation. Year 1 of the project focuses on outreach to recruit a strong first cohort. Recruitment will be accomplished through bilingual recruiters, such as Dr. Abraham, who has a relationship with this population through previous work at RU. Specific recruitment sites have been identified via relationships with schools and organizations that serve the migrant population.

Year 2 will include outreach efforts to recruit Cohort 2 *in addition to* supporting Cohort 1. And, Year 3 includes outreach efforts to recruit Cohort 3 *in addition to* supporting Cohort 1 and placing Cohort 1 participants in an alternate supportive program to provide them with supports until graduation. In this way, the project is layered and offers continuous comprehensive support for participants to not only successfully complete year 1 at RU (GPRA 1) but to successfully obtain a post-secondary degree (GPRA 2). Each the 4 cohorts begins their coursework in the summer before their freshman year. Following the summer of year 1, migrant students' needs will be met continuously in the areas of academic, career, fiscal, and social/emotional support in specific and measurable ways (**see Table 1**). Research shows that by

building a learning community and receiving academic, career, fiscal, and social/emotional support, persistence increases for first generation minority college students (Gullatt & Jan, 2003; Ramirez, 2012; Thayer, 2000).

***iii. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population - ESTRELLA***

acknowledges the importance of establishing linkages with other agencies that support migrant workers and their families. By coordinating with agencies such as the NJ Department of Education, Migrant Worker Outreach, and local school districts that serve migrant students, *ESTRELLA* is designed to attract the target population and provide comprehensive services to support migrant students in higher education. Migrant students face specific educational barriers related to their migrant lifestyle, linguistic diversity, and poverty (Ramirez, 2012). This project breaks down these barriers by: creating a sense of community among migrant students as a cohort; academic support through structured tutoring times and individual academic planning; social/emotional support through such supports as peer mentoring and the help of an individual bilingual advisor; career support through offering a career development classes and workshops for students and their families; and, fiscal support such as individual FAFSA help, fiscal education workshops with family members, and 3 free college credits toward the first year of coursework. The following organizations have agreed to support RU in this proposed through outreach, recruitment, and free services: The Migrant Worker Outreach, the New Jersey Department of Education-Office of Migrant Education, local school districts, Southern Jersey Family Medical Centers, as well as various existing students services at RU's campus such as Student Services, Student Housing, the Career Management Center, the Provost's Office, and Academic Deans.

***iv. The extent to which the proposed project will increase efficiency in the use of time, staff, money, or other resources in order to improve results and increase productivity - Key***

personnel for *ESTRELLA* already have relationships established with the migrant population and with several of the school districts in which recruitment and outreach efforts will take place.

Specifically, Dr. Stephanie Abraham's research is with migrant students and their families; Dr. Morettini manages The Beginning Teacher Project grant that situates her in Bridgeton Public Schools; Dr. Ieva manages the Aim High grant, which supports first generation college students in STEM degree completion; and the Program Coordinator/Advisor for *ESTRELLA* is bilingual.

As part of the assurances in meeting established goals, objectives, and outcomes, *ESTRELLA* will hire an external evaluator to ensure fidelity. These individuals have established relationships with the target population and the schools in which the target population has the largest presence. Under the guidance of the PI, the Program Coordinator will ensure the project objectives are met according to the established timeline and budget.

***v. The extent to which the project is supported by strong theory -*** The hallmarks of this particular project are 1) it is grounded in established theory about what makes first generation minority college students successful in the context of higher education; and, 2) this project is designed to support students beyond the first year of coursework through and through graduation. The design of this project is undergirded by the overlay of two theories of human/child development: Bronfenbrenner's Ecological Systems Theory (1994) and research on support services for first generation college students. Bronfenbrenner's ecological systems theory maintains that differing levels of a child's environment influence his/her development.

In much the same way that Bronfenbrenner (1994) asserts that human development is influenced by the entire ecological system in which growth occurs, this project is based on

supporting the entire ecological system surrounding the growth and development of migrant students in that this project considers fiscal, career, academic, and social/emotional supports. Research on first generation minority college students shows that parents or families often discourage their children from attending college and the students themselves do not consider themselves college material (Striplin, 1999). Effective programs provide “an axis of support” for first generation minority college students because the most cited reasons for attrition are poor advising, career counseling, and academic support (Gullatt & Jan, 2003). *ESTRELLA* draws on this research to anchor the supports it proposes to offer students and builds on those supports by providing the necessary social/emotional support (1994). To that end, this project creates sustainable learning communities for students that include a summer program as well as peer-tutoring and individualized academic advising, which have shown to improve the retention rates of first generation minority college students (Thayer, 2000) (GPRA 1 & GPRA 2).

What’s more, the U.S. faces a shortage of STEM teachers, particularly in low-income schools (Ingersoll, 2008) as schools often lose such teachers to private sector jobs that offer more pay (Clewel & Forcier, 2001). This shortage of STEM teachers in the U.S. is complicated by the lack of racially and linguistically diverse STEM teachers because, as it stands, English Language Learning (ELL) students currently comprise 20% of the overall U.S. PK-12 student population and demonstrate achievement gaps of 43 points on average when compared to their white eighth counterparts on the National Assessment of Educational Progress (NAEP) (Hemphill & Vanneman, 2011). More promising, however, is that in the context of higher education, research demonstrates that migrant students in CAMPs perform academically higher or at least at the same level as their non-CAMP Latino/a counterparts (Ramirez, 2012).

In sum, by providing migrant students with the opportunity for accessible and affordable post-secondary education and the comprehensive support to ensure degree completion, *ESTRELLA* will positively impact the migrant student population in South Jersey as well as potentially impact the overall PK-12 population of linguistically and racially diverse students in the larger South Jersey region. This project will address two interrelated educational issues: providing quality and affordable post-secondary education to migrant students *and* increasing the pipeline of linguistically and racially diverse STEM educators; such a pipeline of racially and linguistically diverse STEM teachers will help to ensure gains in student achievement for the growing population of ELL students in U.S. PK-12 schools. However, *ESTRELLA* participants will be given individual academic advising to help determine their own academic major.

### **Section 3: Quality of Project Services**

*i. The extent to which the training or PD services are sufficient to lead to improvements in practices* - Research on migrant students as well as the experiences of key personnel working with first generation college students helps illuminate the unique needs of migrant students in higher education. To that end, *ESTRELLA* staff are committed to working collaboratively to continually ensure they are meeting the needs of their target population. Specifically, staff will meet for bi-weekly meetings to engage in ongoing professional development through discussions of best practices and strategies. If awarded funds to implement *ESTRELLA*, staff will be afforded the opportunity to attend the HEP/CAMP National Conference and network with other federally funded CAMP projects to share ideas about best practices and effective strategies for meeting the needs of migrant students in higher education settings. Further, key personnel will develop a project Advisory Board for *ESTRELLA*. This Advisory Board will be comprised of NJDOE employees from the Office of Migrant Education and local school district administrators and

teachers. The PI has positive prior relationships with both partners. And, finally, *ESTRELLA* staff will provide professional development opportunities for all RU faculty members to ensure that instructors are aware of and able to meet the unique needs of this student population.

***ii. The extent to which the services provided by the project are focused on those with greatest needs*** - The target population for *ESTRELLA* is the growing population of college aged MSFW in the Mid-Atlantic region. According to the New Jersey Department of Labor (2014), there are an estimated 14,000 migrant workers in the New Jersey area alone. However, it is generally agreed upon that this number is underestimated. A study by Borjan, Constance, and Robson (2008) suggested that there are 16,000 migrant workers in the state, and up to 12,000 just in South Jersey. According to the Gloucester County Special Services School District (n.d.), over 2,000 children in the area eligible to participate in the state's Migrant Education program. Notably, the migrant population in South Jersey is overwhelmingly Latino, with a majority having familial connections to Mexico. Other studies on the migrant population in South Jersey have suggested a significant number of migrant workers speak an indigenous language (Zapotec, Mixtec, or Nahuatl) as their first language (Borian, Constance, & Robson, 2008). These indigenous migrant workers often face double discrimination because of the increased language barriers and isolation from communities. The specific needs of individual project participants will be ascertained in two ways to ensure accuracy: from the program Advisory Board and through an individualized needs assessment administered to each participant in year 1 of their program.

***iii. The likelihood that the services provided by the project will lead to improvements in academic achievement of students as measured by rigorous standards*** - Research indicates that college students in CAMP programs have higher academic achievement and greater persistence

than non-CAMP Latino/a students (Ramirez, 2012). Given the university's rigorous academic standards as a comprehensive public research institution and by modeling *ESTRELLA* off the University of Washington's exemplary CAMP program, graduates will be equipped to pursue graduate degrees and careers that will empower them to break the cycle of poverty. Additionally, participants in *ESTRELLA* will have the opportunity to pursue a 3+1 STEM teacher certification in which undergraduate work is completed in three years and a master's plus teacher certification is completed in the fourth year. This career path will create opportunities for *ESTRELLA* graduates to return to their communities as professional educators. Given their ties to local communities, they are more likely to remain in those under-funded schools where their talents will be in high demand (Boyd et al., 2008). This creates a STEM education pipeline for bilingual students, which is currently missing in the U.S. educational system (Ingersoll, 2008; Hemphill & Vanneman, 2011).

#### **Section 4: Quality of Project Personnel**

*i. The qualifications of the principal investigator* - Dr. Brianne Morettini earned her M.S.Ed. from the University of Pennsylvania and her Ph.D. from the University of Maryland. Dr. Morettini managed a United States Department of Education funded grant (#U350A090040-12) as a doctoral student. As Project Director of *The Maryland Science and Mathematics Resident Teacher (MSMaRT) Program*, Dr. Morettini was responsible for the daily operations of the project including recruitment, budget management, and the writing of federal performance reports for ED. Under her leadership, MSMaRT met its projected goals and outcomes. Based on her publications and area of expertise in working with hard-to-staff schools, Dr. Morettini was awarded federal flow-through funds via a NJDOE grant that supports teacher leaders and beginning teachers in Bridgeton Public Schools. This grant, The Beginning Teacher Project,

enableD Dr. Morettini to establish positive relationships with teachers and administrative leaders in Bridgeton Schools, who serve a high population of migrant students.

**ii. The qualifications of key project personnel - Dr. Kara Ieva (Co-PI)** is an Associate Professor of Counseling in Educational Settings Program, as well as the Interim-Executive Director for the Center for Access, Success, and Equity (CASE) at RU. Dr. Ieva earned her Ph.D. in Counselor Education from the University of Central Florida. Her expertise is in developing school counselor curricula and programs to increase access and for first generation students in STEM. She is a former Spanish teacher and school counselor in both the middle and high school settings in Title I schools. Dr. Ieva is bilingual. She has published over 10 refereed journal articles, 5 book chapters, and was the recipient of the *Research Article of the Year Award* (2011) by the American Counseling Association (ACA), the North Atlantic Region of Counselor Education and Supervision (NARACES) *Social Justice Award* (2014), the NARACES *Emerging Leader Award* (2012), and the Rowan University *Frances S. Johnson Teaching Award* (2012). Further, she is the Principal Investigator and Project Director for the RU Aim High Science and Technology Academies that aids first generation college students' access and preparation for post-secondary education in STEM.

**Dr. Stephanie Abraham (Co-PI)** will support development on program coursework in Year 1 of the project and will serve on the Advisory Board. Dr. Abraham earned her Ph.D. in Language and Literacy Education from the University of Georgia and an M.Ed. and B.S. Early Childhood Education from the University of North Georgia. Her prior experience includes organizing family nights and practical methods for promoting family engagement, including family dialogue journals and home visits. As a researcher, she worked on a Head Start Innovation and Improvement Grant (#037864-01) that targeted improving family engagement at a majority

Latino Head Start center. She has a research project currently underway with South Jersey's migrant community.

**Ms. Xiomara Gonzalez (Program Coordinator/Advisor)** is a qualified bilingual advisor and graduate of the Counseling in Educational Settings Master's Program at RU. She herself is a first generation college student from South Jersey. Her area of expertise is implementing post-secondary access programs for underserved populations as well as delivering support services for students currently enrolled in higher education. She has worked with students in the Aim High Science and Technology program, students registered with IEP's at the Academic Success Center on campus, and students who have qualified for the Achieving the Dream Program. In each on-campus programs she served as coordinator for all data collection and program evaluations.

**Ms. Kelly Feighan** is the Associate Executive Director of Research for Better Schools. With 20 years of experience in educational evaluation, she will lead the external evaluation of *ESTRELLA*. She currently evaluates an ED-funded First in the World project being implemented at 13 higher education institutions nationwide that focuses on increasing the persistence and completion rates of first-generation college students. Ms. Feighan also evaluates initiatives that provide mentoring for college students, such as the REACT program operated at the University of Pennsylvania under NSF's Partnerships for International Research and Education (PIRE) program and other programs designed to improve students' understanding of engineering (i.e., NSF's Advanced Technical Education program). Ms. Feighan holds a master's degree from the University of Maryland and anticipates earning her Ph.D. in 2017. Her CV lists the many federally funded initiatives that she has evaluated during her 13 years at RBS.

**Megan Richardson**, RBS Research Associate, with expertise in conducting quantitative and qualitative research and evaluating the effects of professional development, will serve as Program Manager for *ESTRELLA* Evaluation and participate in all levels of the work, including leading data collection, constructing the instruments, managing data entry, performing analyses, and writing reports. Additional staff from RBS will assist in the collection and analysis of data.

**Section 5: Quality of the Management Plan**

*i. The adequacy of the management plan to achieve the objectives of the project on time and within budget* - The university capably manages several grant-funded programs and is poised to manage this grant-funded project according to the established timeline and budget. *ESTRELLA* has developed quality controls to ensure the delivery of services in a timely manner. Such quality controls are bi-weekly meetings between the PI and Program Coordinator/Advisor, semester meetings for all key personnel, and thrice yearly meetings with key project personnel and project Advisory Board. Table 2 outlines the defined responsibilities and timelines.

Table 2 Timeline of Management Events		
When	What	Who
June	Recruitment/Outreach	Program Coordinator
	Advisory Board Meeting	Advisory Board
	Bi-weekly Program Meetings	PI; Co-PIs; Program Coordinator; Ph.D.
July	Admissions/Enrollment	Program Coordinator; PI; Co-PIs
	Bi-weekly Program Meetings	PI; Co-PIs; Program Coordinator; Ph.D.
August	Summer Academy	Instructors; Program Coordinator; PI; Co-PIs
	Bi-weekly Program Meetings	PI; Co-PIs; Program Coordinator; Ph.D.
Sept-	PD for RU faculty	Program Coordinator; Ph.D. Student

Dec	Bi-weekly Program Meetings	PI; Co-PIs; Program Coordinator; Ph.D.
	Advisory Board Meeting	Advisory Board
Jan – May	PD for RU Faculty	Program Coordinator; Ph.D.
	Bi-weekly Program Meetings	PI; Co-PIs; Program Coordinator; Ph.D.

***ii. Ensuring feedback and continuous improvement in the operation of the proposed project --***

*ESTRELLA* will use a Continuous Improvement Model (CIM) in addition to feedback from the Advisory Board and performance reports to ensure continuous improvement in the operation of the project. Specifically, the project design drives the management plan, which informs data collection, which in turn shapes data analysis. The evidence and results then inform how the project will be adjusted to better meet the needs of the target population and the established goals and outcomes. In addition, the employment of an external evaluator will further ensure feedback of performance and continuous improvement.

***iii. The extent to which the time commitments are appropriate and adequate to meet the objectives of the proposed project -***

Leadership and guidance for *ESTRELLA* will be delivered in a collaborative model, with the Principal Investigator (PI) and Co-Principal Investigators (Co-PIs) providing guidance to the Program Coordinator relative to accessing Rowan’s internal academic and support programs. The PI will prepare and write all federal performance reports for the Department of Education (ED). The full-time Program Coordinator will also serve as an Advisor to *ESTRELLA* participants and will supervise all other personnel, authorize all monetary expenses, monitor performance related to established goals and outcomes, facilitate recruitment/outreach, and monitor compliance with university and federal regulations. A Ph.D. student will be hired to work closely with the Program Coordinator in carrying out project tasks

in accordance with the timeline and budget. Table 2 clearly defines a timeline for carrying out tasks and the personnel responsible for overseeing the fulfillment of those tasks.

### **Section 6: Adequacy of Resources**

*i. The adequacy of support from the applicant organization* - RU has pledged commitment, via this application, to supporting project participants through the use of on-campus facilities, equipment, and other resources. On-campus facilities available to project participants include a 24-hour Urgent Care (reduced cost), Health and Wellness Center (no cost), child care services (reduced cost), several computer labs (no cost), and the campus library (no cost), which is equipped with private study rooms. *ESTRELLA* will be housed in the College of Education; this will enable the facilitation of the program at no extra cost to the project.

*ii. The relevance and demonstrated commitment of each partner in the proposed project* - *ESTRELLA* has already established a substantial network of relationships with different organizations and agencies that work with migrant students and their families. *ESTRELLA* has received letters of support (see Appendix) from Migrant Worker Outreach, the N.J. Department of Education, local school districts, Southern New Jersey Family Medical Centers, local school districts, and RU organizational partners such as Student Services, Student Housing, the Provost's Office, the Career Management Center, and Academic Deans. These partner organizations are natural allies in this effort, as each offers particular expertise and support to migrant worker families and students.

*iii. The extent to which the costs are reasonable for objectives, design, and potential significance of the proposed project* - *ESTRELLA* will be housed at a comprehensive public research institution outside Philadelphia and near the rural farmlands of the Garden State, where a large population of migrant students live. The proposed budget adequately supports the project

because it includes comprehensive wrap-around support services for project participants based on research about first generation minority college student persistence. *ESTRELLA* allocates adequate full-time personnel to coordinate the program in close collaboration with research faculty who have extensive experience with grant management and relationships with local schools and the migrant population of the region.

***iv. The extent to which the costs are reasonable for the number of persons to be served and to the anticipated results and benefits*** - For each year of the project, *ESTRELLA* proposes a budget of \$425,000 to support 40 students. The cost per student includes a summer institute, which research has shown helps first generation college students develop an identity in higher education, thereby increasing their persistence in postsecondary education (GPRA 2). This summer institute is a feature unique to *ESTRELLA* that can help guide other programs that serve first generation minority college students because it will establish a learning community, which indicates greater persistence in post-secondary education (Thayer, 2000). .

***v. The incorporation of project purposes, activities, or benefits into the organization at the end of Federal funding*** - RU is committed to serving the many migrant students who live in the geographic region; RU has committed to admit *ESTRELLA* participants in another supportive program after they complete their first year in higher education. Such programs include Woodrow Wilson Fellows, Aim High, Educational Opportunity Fund, Rowan Select, and Achieving the Dream. In addition, the College of Education will pursue other funding sources for migrant students at the end of Federal funding in order to sustain the educational opportunities for the region's population of migrant students.

**Section 7: Quality of the Project Evaluation:**

*i. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project* - Research for Better Schools (RBS), the nationally awarded and longest operating educational research non-profit in Southeastern Pennsylvania, will evaluate the *ESTRELLA* activities and outcomes. Drawing from expertise in evaluating numerous ED-funded projects over its 50-year history—including an active First in the World project funded by the Fund for the Improvement of Postsecondary Education—RBS staff will measure the extent to which participants meet program-specific goals and GPRA indicators, and offer feedback for continuous improvement. In collaboration with RU, RBS will finalize the program logic model (see Appendix) and an outcomes measurement framework to guide data collection. The model links activities such as tutoring support, peer mentoring/coaching, and networking events to anticipated participants’ outcomes. Questions guiding the **formative evaluation** focus on the extent to which the proposed activities occur, implementation challenges, and participants’ experiences. RBS will gather information about: (1) the number of participants by socio-demographic background (to inform GPRA requirements); (2) participants’ program experiences, satisfaction and recommendations; (3) extent to which developers delivered or adapted proposed services and their appropriateness; (4) strategies used to recruit, retain, and sustain participation; and (5) broader context in which this program is operating and extent to which contextual factors affect service delivery. **Summative evaluation** questions address program impact and the achievement of GPRA indicators. RBS will also analyze students’ end-of-semester grade point averages (GPAs) as an indicator of academic performance. Results for *ESTRELLA* students will be compared to those for a comparison group of RU students who meet various criteria for analysis, such as economically disadvantaged students (defined as Pell grant recipients), first-generation college students, and/or students of

color. (RBS has done that successfully on the First in the World project with 13 higher education institutions.) Table 3 shows how evaluators will conduct an external review of outcomes for *ESTRELLA*.

Table 3 <i>Anticipated Timeline of Year 1 Evaluation Tasks</i>	
<b>Time Frame</b>	<b>Evaluation Task</b>
Ongoing	Facilitate monthly Rowan-RBS calls
Ongoing	Collect/review program materials to assess fidelity to proposed activities
Aug 2017	Finalize evaluation plan and logic model, including survey instrument(s)
Sept 2017	Develop data collection templates and format for recording activities (demographics, attendance, hours in program activities, course taking patterns, etc.) to help inform APR
Oct/Nov 2017	Support developer’s IRB process Collect baseline demographic data (SAT/ACT, English/mathematics placement exam scores, PELL grant eligibility, etc.) for previous year’s incoming class and first cohort.
Dec 2017	Interview PI and other project staff
Jan/Feb 2018	Observe program activities, where possible (kick-off/other special events)
Ongoing Fall & Spring	Develop, administer, analyze and report participant self-assessment and program feedback survey
Ongoing Spring	Develop, administer, analyze and report focus group interviews with student participants and service providers
Ongoing Summer	Provide APR technical assistance
Ongoing Summer	Create tables, complete evaluation report and send through quality assurances

*ii. The extent to which the methods of evaluation will provide performance feedback and assessment of progress* - Data will be collected through individual and focus group interviews

with staff, students, and other stakeholders, and a review of relevant program materials. For example, RBS will interview staff and review program materials to assess the implementation fidelity. RBS will develop a standardized form to request and collect socio-demographic data from Rowan ensuring the sharing of accurate and valid data. In addition, RBS will administer baseline and follow-up items from instruments such as the following to detect the effects of participation in support services on students' college adjustment and likelihood of retention: (1) *Student Adaptation to College Questionnaire*, which measures adjustment and has been used to promote retention; (2) the *Learning and Study Strategies Inventory* that assesses knowledge and use of learning and studying strategies; (3) *College Student Experience Questionnaire*, which gauges perceptions of the learning progress; and (4) the *Transition to College Inventory*, which helps researchers assess the likelihood of attrition and poor performance. With the PI, RBS will select the instrument that best reflects the goals of the program. RBS will administer surveys and provide feedback on monthly calls with the project team.

**iii. *The extent to which the evaluation will produce evidence of promise*** - Qualitative and quantitative data collection will inform decision-making and answer questions about outcomes attainment. Qualitative data gathered through individual and focus group interviews will be analyzed thematically and summarized in narrative format. Descriptive statistics will be used in the analysis of quantitative survey and program data collected as a part of this evaluation. In the case of comparison data, differences in mean scores will be analyzed using paired samples t-tests to assess the statistical significance. RBS will specify regression models to predict the effects of CAMP participation on the dependent variable, which is retention at the year's end. As this evaluation is mixed-method in nature, evaluators will triangulate the data to confirm, explain, or disqualify responses. RBS will present feedback to program staff throughout the grant period,

dedicate one evaluation associate for consultation with program stakeholders, provide verbal feedback on a consistent basis, and submit a summative evaluation at the end of the project.

### References

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- Hemphill, F. C. & Vanneman, A. (2011). *Achievement gaps: How Hispanic and white students in public schools perform in mathematics and reading on the national assessment of educational progress*. Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.
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- Pickering, J., Calliotte, J., Macera, C. & Zerwas, S. (2003). *Transition to College Inventory (TCI)*. Survey. Old Dominion University.
- Ramirez, A. (2012). The impact of the College Assistance Migrant Program on migrant student academic achievement in the California state university system. *Journal of Hispanic Higher Education, 11*(1), 3 – 13.
- Stoller, J. (2013). *New Jersey State Agriculture Outreach Plan*. Office of Research and Information. New Jersey State.
- Striplin, J. (1999). *Facilitating transfer for first generation community college students*. ERIC Digest. Retrieved from [www.eric.ed.gov](http://www.eric.ed.gov)
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- Weinstein, C., Palmer, D. & Acee, T. (2016). *Learning and Study Strategies Inventory Survey*. H&H Publishing Company, Inc.
- Zalaquett, C., McHatton, P., & Cranston-Gringas, A. (2007). Characteristics of Latina/o migrant farmworker students attending a large metropolitan university. *Journal of Hispanic Higher Education, 6*(2), 135 - 156.

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**Brianne Walsh Morettini, Ph.D.**

(b)(6)

**PROFESSIONAL PREPARATION**

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<b>Institution</b>	<b>Location</b>	<b>Major</b>	<b>Degree &amp; Year</b>
University of Richmond	Richmond, VA	Rhetorical and Communication Studies; Elementary Education	B.A., 2005
University of Pennsylvania	Philadelphia, PA	Teaching, Learning, & Curriculum	M.S.Ed, 2008
University of Maryland	College Park, MD	Teacher Education & Professional Development	Ph.D., 2013

**APPOINTMENTS**

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<b>Institution</b>	<b>Location</b>	<b>Role</b>	<b>Dates</b>
Rowan University	Glassboro, NJ	Assistant Professor	9/13 - Present
University of Maryland	College Park, MD	Course Instructor	8/08 – 5/13
Maryland Science and Mathematics Resident Teacher Program	College Park, MD	Program Director	1/11 – 6/13
Freire Public Charter School	Philadelphia, PA	Communications & Language Arts	8/07 – 6/08
Absecon Public Schools	Absecon, NJ	Kindergarten Teacher	9/05 – 6/07
Kid Academy	Absecon, NJ	Preschool Teacher	5/04 – 8/04

**PRODUCTS**

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***Selected Peer-reviewed Publications***

Morettini, B. (in Press). Mentoring to support teacher retention in urban schools: Re-envisioning the mentoring services offered to new teachers. *Teacher Education & Practice*, 29(3).

Morettini, B. (2016). Becoming a teacher: The influence of clinical practice on elementary, secondary, and post-baccalaureate teacher candidates' perceptions of the profession. *Action in Teacher Education* 37(5 – 6).

## Biographical Sketch

B. Morettini

Morettini, B. (2013). Going back to school: Why STEM professionals decide to teach through alternative certification programs. *Journal of the National Association for Alternative Certification*, 9(2).

## **SYNERGISTIC ACTIVITIES – TRANSFER OF KNOWLEDGE**

---

### **American Educational Research Association Annual Conferences**

Morettini, B. (2015). *Race matters: Exploring the relationship between race and teacher motivations*. American Educational Research Association Annual Meeting, Chicago, IL.

Morettini, B. (2014). *The persistence of motivations to teach: A study of first year teachers*. American Educational Research Association Annual Meeting, Philadelphia, PA.

Walsh (now Morettini), B. (2012). “*Teaching between the lines*”: *The reasons to teach and experiences of alternatively prepared first year STEM teachers in high needs schools*. American Educational Research Association Annual Meeting, Graduate Student Seminar, Vancouver, British Columbia, Canada. ***Selected from a national pool of doctoral candidates to present dissertation work at the AERA Graduate Student Workshop.***

### **The Association of Teacher Educators, Annual Conferences**

Morettini, B., Brown, C., & Viator, M. (2015). *We need to talk: Having courageous conversations to enhance cultural competence in teacher education*. The Association of Teacher Educators Annual Meeting, Phoenix: AZ.

Morettini, B. (2014). *Heeding the call: Reasons why individuals choose to teach the STEM disciplines*. The Association of Teacher Educators Annual Meeting, St. Louis, MO.

**Kara P. Ieva, PhD, NCC, NCSC**  
*Rowan University*

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**Education**

PhD. Counselor Education, University of Central Florida	2010
M.Ed. School Counseling, Loyola College (Baltimore)	2004
M.Ed. Curriculum, Instruction and Administration, Towson University	2001
B.A. Spanish Education, Towson University	1999

**Academic Employment**

Rowan University, College of Education

- Executive Director, Center for Access, Success, and Equity (CASE) 2015-present
- Associate Professor, Counseling in Educational Settings 2015-present
- Program Supervisor, STEAM Academy (HS Program) 2015- present
- Program Director, Aim High Science and Technology Academy 2011-2015
- Assistant Professor, Counseling in Educational Settings 2010-2015

University of Central Florida, Counselor Education & Dean's Office 2007-2010

- Instructor: Career Planning
- Graduate Research Assistant/ Community Counseling Clinic Supervisor

**K - 12 Teaching Experience**

St. Lucie County Schools, SLW Centennial High School, Port St. Lucie, FL 2004-2007

- Bilingual School Counselor, Credit Recovery After School Program Administrator

Baltimore County Schools, Dundalk Middle School, Dundalk, MD 1999-2004

- Spanish Teacher, 21<sup>st</sup> Century Program Administrator

**Relevant Publications (Selected)**

Lambie, G. W., **Ieva, K. P.**, & Mullen, P. (2013). Graduate counseling students' learning, development, and retention of knowledge. *Journal of Scholarship of Teaching and Learning*, 13(4), 54-67.

Lambie, G., **Ieva, K. P.**, Mullen, P., & Hayes, G. (2011). Ego development, ethical decision-making, and ethical and legal knowledge in school counselors. *Journal of Adult Development*, 18(1), 50-59.

Lambie, G. W., Hagedorn, W. B., & **Ieva, K. P.** (2010). The effect of a counseling ethics course on counselor education students' levels of legal and ethical knowledge, ethical decision-making, and social-cognitive development. *Counselor Education and Supervision*, 49(4), 226-246.

**Ieva, K. P.**, Ohrt, J. H., Swank, J. M., & Young, T. L. (2009). The impact of an experiential group on master students' counselor and personal development: A qualitative study. *Journal of Specialists in Group Work*, 34(4), 1-18.

Ohrt, J. H., Lambie, G. W., & **Ieva, K. P.** (2009). Supporting Latino and African-American students in advanced placement courses: A school counseling program's approach. *Professional School Counseling*, 13(1), 59-63.

### **Presentations (selected)**

- Ieva, K. P. & Schwarz, J.** (2014, November). *Assisting with academic completion of youth gang members: Addressing the community within our schools*. Presented at the International Urban Education Conference, Montego Bay, Jamaica.
- Ieva, K. P. & Schwarz, J., Hutchinson, T., & Lepmma, M.** (2014, March). *Video confessionals to assess personal development and program outcomes for first generation pre-college students*. Presented at the American Counseling Association Annual Conference, Orlando, FL.
- Ieva, K. P., Kendrick, E., & Schwarz, J.** (2014, March). *The influence of career counseling groups in STEM areas on first generation college students: An exploratory investigation*. Presented at the American Counseling Association Annual Conference, Honolulu, HI.
- Ieva, K. P.** (2013, October). *Designing curriculum to prepare school counseling students to promote college and career readiness: A discussion for counselor educators who teach multiple specializations in core classes*. Presented at the Association for Counselor Education and Supervision Bi-Annual Conference, Denver, CO.
- Ieva, K.P.** (2013, July). *Increasing equity and access: Preparing first generation college students for their future*. Presented at American School Counselor Association Annual Conference, Philadelphia, PA.
- Ieva, K. P.** (2013, March). *Simultaneously preparing school counselors-in-training and first generation college students: a longitudinal investigation*. Presented at the American Counseling Association Annual Conference, Cincinnati, OH.

### **Synergistic Activities (selected)**

- **Principal Investigator: (2011-2015).** *College Access Grant*, New Jersey Commission of Higher Education, Rowan University *Aim High Science and Technology Academy*. (\$998,526/ 5 years).
- **Principal Investigator: (2013-2014.) Ieva, K. P. & Perry, J.** (Co-Principal Investigators). *Rowan University Junior Aim High Science and Technology Academy*. AT&T Aspire Foundation (\$100,000)
- **Recipient Social Justice Award**, 2013, North Atlantic Region of the Association for Counselor Education and Supervision
- **Recipient Research Article of the Year Award**, March 2011, American Counseling Association.
- **Editorial Board Member**, *Professional School Counseling Journal* (Taylor and Francis) 2010-present.

## Stephanie Abraham

Rowan University, Department of Language, Literacy, & Special Education, Office 2069

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### Education

PhD. Language & Literacy Education, University of Georgia	2014
Ed.S. Language & Literacy Education, University of Georgia	2009
M.Ed. Early Childhood Education, North Georgia College & State University	2006
B.S. Early Childhood Education, North Georgia College & State University	2002
A.S. Human Services: ASL Interpreting, Georgia Highlands College	2001

### Academic Employment

Rowan University, Department of Language, Literacy, & Special Education	September 2014
• Assistant Professor of Literacy	
University of Georgia, Department of Language & Literacy Education	2011-2014
• Graduate Research and Teaching Assistant	

### K - 12 Teaching Experience

Gainesville City Schools, Fair Street IB World School, Gainesville, GA	2007-2010
• ESOL and Fifth Grade Teacher	
Hall County Schools, Chicopee Woods Elementary School, Gainesville, GA	2005-2006
• Fifth Grade Teacher	
Forsyth County Schools, Cumming, GA	2001-2005
• First Grade Teacher & Interpreter for the Deaf	

### Publications

- Abraham, S. (in press). A teacher's inquiry into bringing in biliteracy into a fifth-grade English-only classroom. *Networks: An Online Journal for Teacher Research*
- Abraham, S. (2015) A nepantla pedagogy: Comparing Anzaldúa's and Bakhtin's ideas for pedagogical and social change. *Critical Education*
- Abraham, S. (2014). A critical discourse of analysis of Gisela's family story: A construal of deportation, illegal immigrants, and literacy. *Discourse: Studies in Cultural Politics in Education*, (ahead-of-print), 1-15.
- Abraham, S. (2012). Critical biliteracy in the ESOL classroom: Bringing the outside in with dual language mentor texts. *TESOL: Bilingual Basics Newsletter*.
- Baker, S. (2011). Creating a space for critical talk, writing, and action in the elementary classroom. *Radical Teacher*, 91, p. 41-49.

### Presentations (selected)

- Abrahams, S. (2015). *Critically Exploring Multiliteracies in Superdiverse Urban Settings*. Organizer of Roundtable Session. The 113th Annual Meeting for the American Anthropological Association. Washington DC.
- Abrahams, S. (2015) *Methodological Harmonies, Tensions, and Possibilities in Combining Critical Discourse Analysis and Linguistic Ethnography to Explore Language & Literacy*

- Practices in Superdiverse Setting*. Paper Presentation. The 113th Annual Meeting for the American Anthropological Association. Washington DC.
- Abraham, S. (2014). *Silencing Nepantla: A Methodological Framework Using Critical Discourse Analysis and Linguistic Ethnography to Analyze Silences in Classroom Pedagogies*. The American Education Research Association's Annual Meeting. Philadelphia, PA.
- Abraham, S. (2013). Mentor Texts and Multiliteracies in the Classroom/Textos Guías y multialfabetizaciones en el Aula. Invited Workshop Presenter at Encuentros Etnográficos con Niños, Niñas, Adolescentes, y Jóvenes en Contextos Educativos. Oaxaca, Mexico.
- Abraham, S. (2013) *Silencing Nepantla: Combining Critical Discourse Analysis and Linguistic Ethnography to Analyze Discursive Silences in Oaxacan Classroom Pedagogies*. Paper Presentation, The Ninth International Congress of the Latin American Systemic Functional Linguistics Association. Santiago, Chile.

### **Grants, Honors, and Awards (selected)**

- Transnationalism Fellowship, Americas Research Network, (\$3500) Project Title: From Southern Mexico to South Jersey: Bringing our Languages and Literacies with Us. Summer 2015. Oaxaca, Mexico.
- Foreign Language Area Studies Grant (FLAS) (\$1000), Vanderbilt University, Mixtec Language Study in Oaxaca, Mexico. Summer 2013.
- Less Commonly Taught Languages Scholarship for Mixtec Language Study in Oaxaca, Mexico, San Diego State University (\$3000) Summer 2013.
- National Endowment for the Humanities Summer Scholar, Oaxaca, Mexico, (\$3,300) *Mesoamerican Cultures and Their Histories: Spotlight on Oaxaca*, Summer 2010
- New Jersey Competitive Common Core. Research Team Member under Principal Investigators Drs. Marjorie Madden and Valarie Lee, Department of Language, Literacy, and Special Education, Rowan University. 2014-2015.
- Foreign Language Assistance Program (FLAP) at Julia Jackson Elementary School, Clarke County Schools, Athens, GA. Research Team Member under the Principal Investigator, Dr. Melisa-Cahnmann-Taylor, Department of Language & Literacy Education, University of Georgia, 2011-2012.
- Head Start Innovation and Improvement Grant, Research Team Member under the Principal Investigator, Dr. Zolinda Stoneman, Institute on Human Development and Disability, University of Georgia, 2010-2011.

## KELLY FEIGHAN

### EDUCATION

Temple University	Philadelphia, PA	Ph.D. candidate, Sociology	expected 2017
University of Maryland	College Park, MD	MA, Sociology	2000
Temple University	Philadelphia, PA	BA, Sociology	1994

### EXPERIENCE

#### Research for Better Schools, Philadelphia, PA 19109

11/2003 – Present Associate Executive Director (Director of Research & Evaluation, 2011-2013; Assistant Director of Research & Development, 2010-2011; Researcher II and III, 2003-2010)

#### Temple University, Center for Research in Human Development and Education, Philadelphia, PA 19122

04/2002 – 11/2003 Evaluation Associate

#### United States Bureau of the Census, International Programs Center in Upper Marlboro, MD 20742

06/1999 – 02/2002 Research Associate

#### University of Maryland, Sociology, College Park, MD 20742

09/1998 – 06/2000 Teaching Assistant (Nominated for Teacher of the Year, university-wide)

#### International Bank for Reconstruction & Development (The World Bank), Washington, DC 20433

05/1999–08/1999 Research Consultant

#### Public Health Management Corporation (PHMC), Philadelphia, PA 19102

06/1994–06/1998 Research Associate

### SELECTED REPORTS, PUBLICATIONS, AND PRESENTATIONS

**Feighan, K.A. & Rudolph, A. (2014).** *University of Delaware Math-Science Partnership: Practicing the STEM Practices in an Interdisciplinary Laboratory Setting Year 1 Evaluation Report.* Philadelphia: RBS.

**Feighan, K.A. (2014).** *Richard Allen Preparatory Charter School 21<sup>st</sup> Century Community Learning Center Year 2 Evaluation Report,* Philadelphia: RBS.

**Feighan, K., Cohen, A., Ginsburg, L. (2014)** “The Relationship between Middle School Teachers’ Mathematics Knowledge and Student Outcomes.” Presented at the American Educational Research Association (AERA).

**Feighan, K., Richardson, M., and Rulli, C. (2014).** “Anatomy of a Novice Teacher ‘Effectiveness’ Study: Challenges for Researchers. Presented at the PA Educational Research Association Annual Meeting.

**Feighan, K. (2014).** *Greater Allentown Math Science Partnership Evaluation Report, Year 2.* Phila: RBS.

Cohen, A., & **Feighan, K. (2013).** “Eliciting & Supporting Teachers’ Openness to Discussing Deep Mathematical Issues.” Presented at the NSF Learning Network Conference, Washington DC.

Feldman, J., **Feighan, K.,** Kirtcheva, E. & Heeren, E. (2012). Aiming High: Exploring the Influence of Implementation Fidelity and Cognitive Demand Levels on Struggling Readers’ Literacy Outcomes. *Journal of Classroom Interaction*, 47 (1): 4-13.

**Feighan, K., Heeren, E., and Feldman, J. (2011).** “The Correlates of Middle School Teachers’ Professional Development Implementation, Instructional Beliefs, and Student Reading Achievement.” Paper commissioned by the US Dept. of Education. Retrieve: <http://www2.ed.gov/programs/slcp/resources.html>.

**Feighan, K., & Campbell, D. (2013).** “Secondary Students’ Experiences with Philadelphia Teacher Residents.” Presented at the Urban Teacher Residency United Symposium, Chicago, Illinois.

Feldman, J., **Feighan, K.** Kirtcheva, E., & Rui, N. (2012). “Measuring Fidelity of Implementation: Lessons from the Field.” Presented at AERA in Vancouver, British Columbia.

Feldman, J., & **Feighan, K. (2011).** *Collaborating with Literacy Coaches to Measure Implementation Fidelity.* Presented at the Third International Literacy Coaching Summit, Philadelphia.

**Feighan, K.** and Heeren, E. (2010). She Was My Backbone: Measuring Coaching Work and Its Impact, pp. 67-93 in *Literacy Coaching: Research & Practice: 2009 CEDER Yearbook*, edited by Jack Cassidy, Sherry Dee Garrett, and Misty Sailors. Texas A&M University-Corpus Christi.

**Feighan, K., Kirtcheva, E., & Kucharik, E. (2009).** “Striving to Link Teacher and Student Outcomes: Results from an Analysis of Whole-school Literacy Interventions.” Presented at Amer. Evaluation Association, Florida.

**Feighan, K., & Feldman, J. (2007).** “Conducting RCTs in Schools: Challenges and Solutions.” Presented at the American Evaluation Association Annual Meeting, Baltimore, Maryland.

**Feighan, K., & Boyd, G. (2005, February).** “Adequate Yearly Progress Data in the Mid-Atlantic Region: The Hidden Story.” Presented at the RBS Regional Conference, Philadelphia.

**Feighan, K. (Fall/Winter, 2004).** “Teacher Characteristics in the Mid-Atlantic Region: What the Data Say.” *RBS Currents*, 8(1): pp. 2-3.

Stull, J., **Feighan, K., & Daley, J. (2003).** “The Impact of School Climate and Reform on Student Achievement in Philadelphia.” Presented at AERA in Chicago, Illinois.

Hendricks, P., & Feighan, K. (2003). “Instruments for Assessing Teacher and Student Technology Proficiencies.” Presented at the Consortium for School Networking Conference, Virginia.

Feighan, K. (2001). “Made in the USA: An Analysis of Poverty Determinants in the United States Commonwealth of the Northern Mariana Islands.” Presented at the Eastern Sociological Society, Philadelphia.

## **PROFESSIONAL AFFILIATIONS**

Eastern Evaluation Research Society (Board member), American Educational Research Association, American Sociological Association, American Evaluation Association

## **CERTIFICATIONS**

Certification in Human Subjects Protection Training for Social and Behavioral Investigators. Collaborative Institutional Training Initiative (CITI). November 2015.

**Xiomara I. Gonzalez**



**SUMMARY OF QUALIFICATIONS**

- Fluent in Spanish and English
- Experience working with diverse population
- Deeply committed to high quality education for students

**EDUCATION**

**Master of Arts, Counseling in Educational Settings**

**anticipated May 2016**

Rowan University  
GPA 3.9, Dean's List

**Bachelor in History**

**May 2014**

**Minor: Education**

Rowan University  
GPA 3.6, Dean's List, Cum Laude

**HONORS**

- Chi Sigma Iota, Counseling Honor Society
- Phi Alpha Theta, History Honor Society
- Golden Key International Honor Society

**RELEVANT EXPERIENCE**

**Graduate Assistant**

**Fall 2015-present**

Academic Success Center Disability Resources  
Rowan University, Glassboro, NJ  
Responsible for organizing and handling the coaching program for students that have disabilities. Manage and assign volunteers with volunteer academic coaches. Involved with the registration process of students and facilitate the coaching program in the Academic Success Center.

**Mentor Chair**

**Fall 2015-present**

Chi Sigma Iota Counseling Honor Society  
Rowan University, Glassboro, NJ  
Instruct and support mentors and mentees to help guide them through their college experience. Plan events and socials for the mentors and the mentees.

**Student Coach**

**Spring 2014-present**

Academic Coaching Program  
Rowan University, Glassboro, NJ  
Coached students that have disabilities, and administer different methods that can help student excel in college. Facilitate individual coaching sessions to develop new methods students can use

to improve in their organizational skills, time management skills, learning about resources on campus, as well as providing different strategies on test taking, taking notes, and reading textbooks. Facilitate workshops on campus for the office.

**Workshop Facilitator**

**Spring 2014-present**

Academic Success Center

Rowan University, Glassboro, NJ

Conceptually designed and facilitated workshops such as: transitioning, GRIT, time management and team building workshops for students that may be struggling in these specific areas and to educate thoroughly upon these specific subjects.

**Graduate Coordinator**

**Fall 2015**

Achieving the Dream Scholarship Program

Rowan University, Glassboro, NJ

Weekly meetings with students that had below a 3.0 GPA. Introduce new techniques for time management skills, organizational skills, and stress to students. Planned events and activities for students in the program.

**Residential Counselor**

**Summer 2015**

Aim High Science and Technology Academy

Rowan University, Glassboro, NJ

Facilitated group counseling and individual counseling sessions with students. Participated in helping students with resume building and encouraged students to discover their potential in college and in their personal life.

**Student Counselor**

**Summer 2015**

College Compass

Rowan University, Glassboro, NJ

Participate in workshops, open discussions, help with students scheduling process and campus tours for students with disabilities.

**WORK EXPERIENCE**

**Substitute Teacher**

**2014-present**

Source4Teachers, Cherry Hill, NJ

Accountable for providing instruction, managing the classroom environment, and promoting student learning in the absence of the regular classroom teacher.

**Server**

**Summer 2008-2015**

Friendly's Restaurant, Sicklerville, NJ

Use exceptional communication skills while greeting and directing guests. Obtain a high toleration of stress during the fast pace settings. Utilize the use of team work to assure satisfaction of customers; has been in charge of training new employees.

**PROFESSIONAL AFFILIATIONS**

- Member, American School Counseling Association

## **JOB DESCRIPTIONS**

### **Principal Investigator**

**Dr. Brianne Morettini** will serve as the Principal Investigator of the project. She will oversee all implementation, data collection, evaluation, dissemination, and reporting activities for the grant period. She will also oversee all implementation of activities.

### **Co-Principal Investigators**

- 1. Dr. Kara Ieva** will serve as a Co-Principal Investigator for the project. She will support all support services during the academic year. Additionally she will oversee the development and implementation of the summer and transitional programs, as well as the family engagement activities. She will also supervise all faculty, staff (advisors), and mentors working with ESTRELLA students, and work with Rowan Administration on academic and student service policies related to ESTRELLA students.
- 2. Dr. Stephanie Abraham** will serve as a Co-Principal Investigator for the project. She will be oversee all recruitment of ESTRELLA students. She will serve as the liaison to family and community constituents, and assist in implementation of family engagement activities. She will also support the development of student services.

### **Program Coordinator/Advisor**

Xiomara Gonzalez will serve as a full-time bi-lingual academic advisor specifically for ESTRELLA students and families. She will be responsible for all academic, personal/

social, and career development of all students in the program. She will also implement and collect programmatic data.

#### **PhD Student**

One PhD Student will oversee the data collection and organization efforts for the duration of the project period. He/ She will also assist in preparing data and other materials and artifacts for the external evaluator and support project dissemination efforts by presenting findings at conferences and by writing articles to be submitted to peer-reviewed journal articles.

#### **External Evaluator**

**Ms. Kelly Feighan** is the Associate Executive Director of Research for Better Schools.

With 20 years of experience in educational evaluation, she will lead the external evaluation of *ESTRELLA*.

**Megan Richardson**, RBS Research Associate, with expertise in conducting quantitative and qualitative research and evaluating the effects of professional development, will serve as Program Manager for *ESTRELLA* Evaluation and participate in all levels of the work, including leading data collection, constructing the instruments, managing data entry, performing analyses, and writing reports. Additional staff from RBS will assist in the collection and analysis of data.



GLoucester County Special Services School  
DISTRICT

1340 TANYARD ROAD • SEWELL, NJ 08080

March 3, 2016

Dear Dr. Abraham:

As the Director of Special Projects for Gloucester County Special Services School District (GCSSSD), I am pleased to support Rowan University's application for the College Assistance Migrant Program (CAMP) Grant. One of the very special projects which I direct is the Migrant Education Program for the nine southern counties of NJ. Our program is responsible for identifying and recruiting all eligible migrant students, 3 through 21 years of age. We are responsible for assisting families with school enrollment and advocacy for proper grade-level placement. We also provide supplemental education services through tutoring programs as well as a variety of support services. The goal of the Migrant Education Program is to assist students as needed, to remain in school and successfully graduate. Due to extreme poverty, high mobility and multiple educational disruptions, as a result of the migrant life style, secondary level migrant students are more at risk than their non-migrant peers. There is a greater than 50% drop-out rate for migrant students as compared to their non-migrant peers. Our program has great success providing these students with the support needed to successfully graduate from high school, and it is at this point that they are no longer eligible to receive our program services. We are able to assist in their senior year, prior to graduation, with the college enrollment process but are prohibited by regulation to continue to provide any additional support and guidance following graduation. As such, I recognize the importance and the need for a program in our state, which would be able to provide the support and guidance these very disadvantaged migrant students in our communities, continue to need. The CAMP Program Grant, for which Rowan University is applying, would be able to meet these needs.

Our Migrant Program would be willing to identify eligible migrant students who are college bound in order for Rowan to assist with the college admission process. GCSSSD will serve as a source of support and/or referral to the university. We would be willing to partner with their staff to provide a smooth transition from a student's senior year in high school to their freshman year in college. We would be willing to advocate on behalf of the university in order to help our migrant families understand the assistance Rowan University may provide their children and the benefits of attending a university with a CAMP Program.

GCSSSD has operated the Migrant Education Program for the nine southern counties for several decades and has successfully identified and served thousands of migrant students over the years. As a result we have a thorough understanding of the educational and support needs of the migrant population. We understand the great opportunity having a CAMP Program in our state may provide eligible migrant students and their families, and look forward to the possibility of partnering with Rowan University in this endeavor.

Sincerely,

*Joan Geraci*

Joan Geraci  
GCSSSD Director of Special Projects



March 3, 2016

To the CAMP Review Committee,

I am writing this letter in full support for Project ESTRELLA, as part of the *College Assistance Migrant Program (CAMP)* here at Rowan University.

Rowan has a long-standing reputation for assisting diverse students through multiple supports at the University level. As such, the Provost's office is willing to support ESTRELLA students. Specifically, I am willing to waive tuition and fees for a three-credit course during the summer transitional program for the proposed 40 incoming freshmen that have been accepted to Rowan and qualify for the CAMP program.

We look forward to working with CAMP students. If you need additional information or have questions, please feel free to contact me at [newell@rowan.edu](mailto:newell@rowan.edu).

Sincerely,

(b)(6)

James Newell  
Provost/Senior Vice President for Academic Affairs  
Rowan University



March 4, 2016

Dear CAMP Review Committee,

It is my pleasure to write this letter in support of Rowan University's planned Project: ESTRELLA through the College Assistance Migrant Program (CAMP). At Rowan University, large parts of our mission address true access and affordability for students from all types of backgrounds. As the grant application clearly explains, the migrant population in our region is large and very underserved in higher education. Rowan is uniquely positioned to provide this CAMP program because of our proximity to this population, its alignment with our mission, and our documented successes in supporting students from underrepresented backgrounds to achieve college success. Rowan's Division of Strategic Enrollment Management houses the admissions, financial aid, and retention support units. We are committed to collaborating effectively with the grant team to best serve students brought to Rowan for Project: ESTRELLA, including (a) providing academic advising training and ongoing professional development for the proposed advisor, as well as the full suite of all of our academic success resources; (b) evaluating the successful applicants for participation in our other grant- or scholarship-funded access programs (such as EOF and Achieving the Dream); (c) evaluating all possible options for continued scholarship/grant support for these students in their 2<sup>nd</sup>-4<sup>th</sup> year at Rowan.

Rowan University has a very strong infrastructure for student support, including professional advisors, the use of the Starfish online retention and communication platform to facilitate collaborative support for students among faculty and student support professionals of many kinds, and many other initiatives which have resulted in significant increases in retention and graduation rates overall and especially for students from underserved populations. Without a doubt, Rowan University can effectively implement Project: ESTRELLA and will have much support from throughout the campus.

Sincerely,

(b)(6)

A rectangular box with a black border, containing the text "(b)(6)" in the top left corner, indicating a redacted signature.

Rory McElwee, PhD  
Associate Vice President for Student Retention

Strategic Enrollment Management

Rowan University - 201 Mullica Hill Road - Glassboro, New Jersey 08028 • 856-256-5187

PR/Award # S149A160009

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February 1, 2016

To the CAMP Review Committee,

I am writing this letter in full support for Project ESTRELLA, as part of the *College Assistance Migrant Program (CAMP)* here at Rowan University.

Rowan has a long-standing reputation for assisting diverse students through multiple supports at the University level. As such, we are willing to support ESTRELLA students. Specifically, we are committed to placing students in Affinity Housing for incoming freshmen that have been accepted to Rowan and qualify for the CAMP program.

We look forward to working with CAMP students. If you need additional information or have questions, please feel free to contact me at [newell@rowan.edu](mailto:newell@rowan.edu).

Sincerely,

(b)(6)



Richard Jones  
*Vice President for Student Life and Dean of Students*  
Rowan University

Richard L. Jones,  
Vice President for Student Life and Dean of Students

Vice President for  
Student Life and Dean of Students  
Savitz Hall  
201 Mullica Hill Road  
Glassboro, NJ 08028-4901

856-256-4283  
856-256-4469 (fax)

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 222764819

DATE:10/19/2015

**ORGANIZATION:**

Rowan University  
201 Mullica Hill Road  
Glassboro, NJ 08028

FILING REF.: The preceding  
agreement was dated  
06/11/2013

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.

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**SECTION I: Facilities And Administrative Cost Rates**

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2015	06/30/2019	50.00	On-Campus	Glassboro (1)
PRED.	07/01/2015	06/30/2019	26.00	Off-Campus	Glassboro (1)
PRED.	07/01/2015	06/30/2019	61.00	On-Campus	Medical Org Rsch (2)
PRED.	07/01/2015	06/30/2019	26.00	Off-Campus	Medical Org Rsch (2)
PRED.	07/01/2015	06/30/2019	63.00	On-Campus	Instruction (2)
PRED.	07/01/2015	06/30/2019	26.00	Off-Campus	Instruction (2)
PRED.	07/01/2015	06/30/2019	37.00	On-Campus	Other Sponsored Prog (2)
PRED.	07/01/2015	06/30/2019	26.00	Off-Campus	Other Sponsored Prog (2)
PROV.	07/01/2019	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2019.

ORGANIZATION: Rowan University

AGREEMENT DATE: 10/19/2015

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\*BASE

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

ORGANIZATION: Rowan University

AGREEMENT DATE: 10/19/2015

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**SECTION II: SPECIAL REMARKS**

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TREATMENT OF FRINGE BENEFITS:

Fringe benefits applicable to direct salaries and wages are treated 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 are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

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

(1) Rate applies to all sponsored research activities at Rowan University's Glassboro campus.

(2) Rate applies to all sponsored research activities at the Cooper Medical School of Rowan University and the Rowan University School of Osteopathic Medicine.

The transfer of the School of Osteopathic Medicine from the University of Medicine & Dentistry of New Jersey to Rowan University is effective July 1, 2013. The institution will be named the Rowan School of Osteopathic Medicine.

Your next proposal based on actual costs for the fiscal year ending 06/30/2018 is due in our office by 12/31/2018.

ORGANIZATION: Rowan University

AGREEMENT DATE: 10/19/2015

**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 Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, 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:

Rowan University

(b)(6)

Joseph F. Scully, Jr

(NAME) Sr. VP for Finance & CFO

(TITLE)

11/12/15

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Darryl W. Mayes  
Digitally signed by Darryl W. Mayes-A  
DN: cn=US, o=U.S. Government, ou=HHS, ou=PSC,  
ou=People,  
0.9.2342.19200300.100.1.1=2000131669,  
cn=Darryl W. Mayes-A  
Date: 2015.10.22 16:22:49 -0400

-A

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

10/19/2015

(DATE) 0936

HHS REPRESENTATIVE: Ryan McCarthy

Telephone: (212) 264-2069

## Budget Narrative File(s)

---

\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

## Budget Justification Narrative

### 1) Personnel

- a) **Principal Investigator, Dr. Brianne Morettini** will serve as the Principal Investigator of the project. She will oversee all implementation, data collection, evaluation, dissemination, and reporting activities for the grant period. She will also oversee all implementation of activities.
- i) **Summer:** 2.0 Month of Summer Salary for the first summer **only** to set up (4 full weeks of work during each year of the program). Annual Salary (\$64,897.59/ Y1 10 month contract) x (.20- summer months) = \$12,980.
- ii) **Academic Year:** A 3-credit course release per academic year is requested at Rowan's Standard Rate = Y1 = \$7,774; Y2 = \$8,007; Y3 = \$8,241; Y4 = \$8,474; Y5 = \$8,707
- b) **Co-PI, Dr. Kara Ieva** will serve as a Co-Principal Investigator for the project. She will support all support services during the academic year. Additionally she will oversee the development and implementation of the summer and transitional programs, as well as the family engagement activities. She will also supervise all faculty, staff (advisors), and mentors working with ESTRELLA students, and work with Rowan Administration on academic and student service policies related to ESTRELLA students.
- i) **Summer:** 2.0 Month of Summer Salary (8 full weeks of work during the first summer of the program, and only one month of implementation for years 2-5). Annual Salary (\$86,798.29/ Y1 10 month contract) x (.20- summer months) = Y1 = \$17,360; (\$86,798.29/ Y1 10 month contract) x (.10- summer months) Y2 = \$8,940; Y3 = \$9,208; Y4 = \$9,485; Y5 = \$9,769
- c) **Co-PI, Dr. Stephanie Abraham** will serve as a Co-Principal Investigator for the project. She will be oversee all recruitment of ESTRELLA students. She will serve as the liaison to family and community constituents, and assist in implementation of family engagement activities. She will also support the development of student services.
- i) **Summer:** 2.0 Month of Summer Salary (8 full weeks of work during the first summer of the program, and only one month of implementation for years 2-5). Annual Salary (\$62,193.00/ Y1 10 month contract) x (.20- summer months) = \$12,439; (\$62,193.00/ Y1 10 month contract) x (.10- summer months); Y2 = \$6,406; Y3 = \$6,598; Y4 = \$6,796; Y5 = \$7,000
- d) **Senior Personnel, Academic Advisor, Xiomara Gonzalez** will serve as a full-time bi-lingual academic advisor specifically for ESTRELLA students and families. She will be responsible for all academic, personal/ social, and career development of all students in the program. This will be a new full-time position at Rowan University. Annual salary: **\$65,000**. A 3% cost-of-living allowance has been included for years 2-5 years. The university has agreed to support this position after the duration of the grant.
- e) **Hourly Employees**
- i) **Administrative Assistant:** An administrative assistant, TBD, will provide clerical

support to oversee HR paperwork, hiring contracts, payroll activities, ordering supplies, activity coordination, and paying vendors. For Y1, at a rate of \$20/ hour x 20 hours per week (500 hours max) = \$10,000; Y2 = \$10,300; Y3 = \$10,609; Y4 = \$10,927; Y5 = \$11,255.

f) **PhD Student:** One PhD Student will oversee the data collection and organization efforts for the duration of the project period. He/ She will also assist in preparing data and other materials and artifacts for the external evaluator and support project dissemination efforts by presenting findings at conferences and by writing articles to be submitted to peer-reviewed journal articles. The will support a stipend for the student at a rate of \$17 per hour x (20 hours per week x 50 weeks/year) = \$17,000/ year in Years 1-5.

g) **Stipends for Summer Program Faculty and Staff for a Four Week Program:**

i) **Faculty:** Adjunct Rate \$3,900 each summer

ii) **Graduate Education Facilitators:** Live in Dorms and Mentor Students all day [2 at \$4,000] Total \$8,000; 2 Peer Mentors at \$2,000 per summer = \$4000

iii) **Counselors in Educational Settings Students** \$50 x 12 counselors = \$6,000

2) **Fringe Benefits:** Fringe is charged to Rowan faculty at the FICA 7.65% rate per Rowan University and State Policies. There is no fringe on students. The Academic Advisor is charged at the State's full-time rate, currently 45.25% and includes full benefits.

3) **Travel:** The purpose of requested travel support is project dissemination and attendance at annual required meetings in Washington, DC. Travel details are included below.

a) **Required Travel:** Required attendance at annual meetings for 4 project personnel (PI, Co PI's [2], Project Director) Costs include:

- Lodging: \$226 (max lodging rate for Washington, DC as per the GSA) x 3 nights = \$778 + .15 taxes = \$117.00 = \$895
  - Meals and incidentals at \$69/ day x 3 = \$207
  - Ground Transportation @ approximately \$100 per trip
  - Travel by train from Philadelphia to Washington, DC on Amtrak, Northeast Regional (coach) line (<https://tickets.amtrak.com>) \$54 each way x 2 = \$108
- Total for each trip = \$1,310 x 4 people = \$5,240 (Years 1-5 = \$20,960)**

4) **Equipment** [Not Applicable]

5) **Supplies**

a.) **General Office Supplies:** for Pi, Co-PIs, PD, Advisor, and PhD student including copy paper, file folders, etc. (\$500, year 1 only)

b.) **Equipment for Project Director and Program Advisor**

A computer and printer for the Project Director is being requested for all program

administrative work, including recruitment, matriculating students, requisitions, and all other activities related to the project. 21.5 inch desktop, 2.8 GHZ processor, 1 TB storage, = \$1,299 (Current internet price). A printer/scanner/copier also requested to create documents required for recruitment, program implementation, and dissemination. Printer Color Laser Jet All-in-one printer \$429.00 (Current price on staples.com, supply vendor for Rowan University)  
Total Budget for Advisor: \$ 1,728

A laptop computer is requested for one PhD student and program advisor, to be used throughout the project for data collection (Years 1-5) Cost for 13' laptop with 2.7 Ghz Processor, 128 GB storage = \$1,229. A printer/scanner/copier also requested to create documents required for recruitment, program implementation, and dissemination. Printer Color Laser Jet All-in-one printer \$429.00 (Current price from Rowan supply vendor)  
Total Budget for PhD Student: \$1,658

A printer/scanner/copier also requested to create documents required for recruitment, program implementation, and dissemination for the PI/ Co-Pi(s). Printer Color Laser Jet All-in-one printer \$429.00 x 3 (Current price from Rowan supply vendor) = \$1,287

Three laptop computers are requested for check out for our students to use (Years 1-5) Cost for 13' laptop with 2.7 Ghz Processor, 128 GB storage = \$1,229 x 3 = 3,697

**c.) Instructional Supplies:**

- 40 CAMP students x (\$200) textbooks for summer courses (that will be used Y1-5, not for individual keep) (\$8,000)
- General School Supplies to start residential college (backpacks, planners, highlighters, folders, sheets, garbage bags etc.) = \$300 x 40 CAMP students (\$12,000)
  - Year 1 Total Supplies = 28,360
  - Year 2 Total Supplies = 5,000
  - Year 3 Total Supplies = 3,100
  - Year 4 Total Supplies = 3,500
  - Year 5 Total Supplies = 1,800

**OVERALL Supply Total: \$41,760**

**6) Contractual**

**Sub-Contract for Program Evaluation:**

Research for Better Schools (\$35,000 /for the first year for start-up, set up, and PhD training; \$20,000 for Years 2-4; Year 5 \$18,000). Total: \$113,000

**7) Construction [Not Applicable]**

**8) Other**

- **Housing Rental Summer Program:** \$25/ day x 44 people [40 cohort x 4 mentors] x 3 weeks = Y1-Y, 3\$18,000, and \$13,000 [Y4-Y5; due to long term discount]
- **Printing:** A total \$500 is being requested Y1 & Y2 and \$300 for Y2-5] for yearly printing copies and workshop materials related to the project. [\$1,950 total for 5 years]
- **Postage:** A total of \$200, \$100, \$50, \$50 is being requested for any required postage related to the project. [\$450 total for 5 years]
- **Telephone:** A total of [\$900 Y1 & \$500 Y2] is being requested for phone purchase [Per Rowan’s IT policy] and rental and \$250 yearly [Y3-Y5] for phone rental and calls related to the project. . [\$2,150 total for 5 years]
- **Advertising:** A budget of \$10,000 for marketing and advertisement materials is requested, per our average rate provided Rowan Global Marketing [separate entity]. It is important this is where our estimate is from, not a subcontract to a company.
  - Year 1 Total = 22,600
  - Year 2 Total = 19,100
  - Year 3 Total = 18,600
  - Year 4 Total = 13,650
  - Year 5 Total = 13,600

**9) Total Direct Costs**

	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>
Personnel	164,452	121,503	124,590	127,759	130,939
Fringe	34,434	33,168	34,159	35,179	36,224
Travel	5,240	5,240	5,240	5,240	5,240
Equipment	0	0	0	0	0
Supplies	28,360	5,000	3,100	3,500	1,800
Contractual	35,000	20,000	20,000	20,000	18,000
Construction	0	0	0	0	0
Other	22,600	19,100	18,600	13,650	13,600
<b>Total Direct Costs</b>	<b>289,995</b>	<b>204,011</b>	<b>205,689</b>	<b>205,328</b>	<b>205,803</b>

**10) Indirect Costs**

Rowan University’s Federal negotiated F & A Agreement is 50% Modified Total Direct Costs. For this submission, we have used the US Department of Education 8% Modified Total Direct Costs. Overhead is not calculated on tuition, scholarships/ fellowships, participant support costs, and any portion of the sub-award after the first \$25,000.

	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>
<b>INDIRECT COST (8%)</b>	<b>23,200</b>	<b>16,321</b>	<b>16,455</b>	<b>16,426</b>	<b>16,464</b>

## 11) Training Stipends (and other Participant Support Costs)

### a.) CAMP Student Yearly Scholarships

- Year 1: No Tuition [in kind summer credits]
- Year 2-5: Scholarship \$5,000 per academic year x 40 cohort members [\$200,000]

### Other Participant Costs:

- **Meal Plan for Summer Program:** \$34/ day x 44 people [40 cohort x 4 mentors] x 4 weeks = \$29,920 [only allocated during Y1]
- **Family Summer Commencement Ceremony Sustenance:** \$2,000 [Only allocated Year 1]
- **Sustenance for Community and Family Engagement Activities:** Year 1(summer only: 1 event = \$300); Year 2-5 [summer and bi-annually= \$800] **Total = \$3,500**
- **Travel for Community and Family Engagement Activities:** Funding is requested to provide busing for families to attend 4 )1 summer & 3 x per year) family nights. Year 1-4: \$2,000; Years 5: \$1850 = \$9,950
  - Year 1 Total = 34,200
  - Year 2 Total = 202,800
  - Year 3 Total = 202,800
  - Year 4 Total = 202,800
  - Year 5 Total = 202,650

## 12. Total Costs

	Y1	Y2	Y3	Y4	Y5
Personnel	164,452	121,503	124,590	127,759	130,939
Fringe	34,434	33,168	34,159	35,179	36,224
Travel	5,240	5,240	5,240	5,240	5,240
Equipment	0	0	0	0	0
Supplies	28,360	5,000	3,100	3,500	1,800
Contractual	35,000	20,000	20,000	20,000	18,000
Construction	0	0	0	0	0
Other	22,600	19,100	18,600	13,650	13,600
Total Direct Costs	289,995	204,011	205,689	205,328	205,803
Indirect Costs	23,200	16,321	16,455	16,426	16,464
Training Stipends	34,200	202,800	202,800	202,800	202,650
Total Costs	347,415	423,132	424,944	424,554	424,917

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:
	Brie	Walsh	Morettini	

Address:

Street1:	201 Mullica Hill Road
Street2:	
City:	Glassboro
County:	Gloucester
State:	NJ: New Jersey
Zip Code:	08028-1700
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
8562564500 x3813	

Email Address:

morettini@rowan.edu
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**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

Rowan 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	164,452.00	121,503.00	124,590.00	127,759.00	130,939.00	669,243.00
2. Fringe Benefits	34,343.00	33,168.00	34,159.00	35,179.00	36,224.00	173,073.00
3. Travel	5,240.00	5,240.00	5,240.00	5,240.00	5,240.00	26,200.00
4. Equipment						
5. Supplies	28,360.00	5,000.00	3,100.00	3,500.00	1,800.00	41,760.00
6. Contractual	35,000.00	20,000.00	20,000.00	20,000.00	18,000.00	113,000.00
7. Construction						
8. Other	22,600.00	19,100.00	18,600.00	13,650.00	13,600.00	87,550.00
9. Total Direct Costs (lines 1-8)	289,995.00	204,011.00	205,689.00	205,328.00	205,803.00	1,110,826.00
10. Indirect Costs*	23,200.00	16,321.00	16,455.00	16,426.00	16,464.00	88,866.00
11. Training Stipends	34,220.00	202,800.00	202,800.00	202,800.00	202,650.00	845,270.00
12. Total Costs (lines 9-11)	347,415.00	423,132.00	424,944.00	424,554.00	424,917.00	2,044,962.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2019 (mm/dd/yyyy)

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

The Indirect Cost Rate is 50.00%.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.  
PR/Award # S149A160009

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

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

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