

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 # S149A160013

Grants.gov Tracking#: GRANT12112575

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" value="n/a"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Lewis-Clark State College"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="82-6000935"/>	* c. Organizational DUNS: <input type="text" value="0766306230000"/>

d. Address:

* Street1: <input type="text" value="500 8th Avenue"/>
Street2: <input type="text"/>
* City: <input type="text" value="Lewiston"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="ID: Idaho"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="83501-2698"/>

e. Organizational Unit:

Department Name: <input type="text" value="Native American/Minority Svcs."/>	Division Name: <input type="text" value="Student Affairs"/>
--	---

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="Charlette"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Kremer"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director, Office of Grants & Contracts"/>
--

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

* Telephone Number: <input type="text" value="(208) 792-2166"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="cpkremer@lcsc.edu"/>

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.149

CFDA Title:

Migrant Education_College Assistance Migrant Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-010716-001

* Title:

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

13. Competition Identification Number:

84-149A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Lewis-Clark State College - College Assistance Migrant Program (LCSC CAMP)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Charlette Kremer</p>	<p>TITLE</p> <p>Interim VP For Finance & Administration</p>
<p>APPLICANT ORGANIZATION</p> <p>Lewis-Clark State College</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

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Lewis-Clark State College * Street 1: 500 8th Avenue Street 2: * City: Lewiston State: ID: Idaho Zip: 83501 Congressional District, if known: ID-001		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Migrant_Education_College_Assistance_Migrant_Program CFDA Number, if applicable: 84.149	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: Mrs. * First Name: Kathy Middle Name: * Last Name: Martin Suffix: * Street 1: 500 8th Avenue Street 2: * City: Lewiston State: ID: Idaho Zip: 83501		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: none Middle Name: * Last Name: none Suffix: * Street 1: Street 2: * City: State: Zip:		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Charlette Kremer * Name: Prefix: Mr. * First Name: Ronald Middle Name: E. * Last Name: Smith Suffix: Title: Interim VP for Finance & Administration Telephone No.: Date: 03/04/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S149A160013

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

LCSC CAMP 2016 GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA STATEMENT

Lewis-Clark State College recognizes that previous discrimination based upon race, color, national origin, religion, gender, age, disability, or status as a Vietnam-era veteran has foreclosed opportunity to a significant number of people in the United States. To correct this inequality and to afford everyone the opportunity to participate without discrimination, LCSC pledges to eliminate all vestiges of policy or practice that result, intentionally or otherwise, in discrimination on the grounds proscribed by federal law and state law.

The LCSC CAMP supports this institutional nondiscrimination policy and will take affirmative action to ensure equable access to, and participation in, its activities by participants with identified barriers (gender, color, disability, and age are specifically addressed). *The following discussion meets the provision as set forth by the Department of Education's General Education Provisions Act (GEPA), Section 427.*

Equal Access: The LCSC CAMP actively encourages the participation of all eligible individuals regardless of ethnicity, gender, age or physical ability. The LCSC CAMP accomplishes this by recruiting in the target area using recruitment materials which are printed in both Spanish and English, and designed to be sensitive and reflecting of diversity in ethnicity, gender, age, and physical ability. Eligibility for participation is determined using only those criteria stipulated by legislation and regulation, e.g. being a person who themselves or whose immediate family have spent a minimum of 75 days during the past 24 months as a migrant or seasonal farmworker, and has a need for academic and financial assistance, as determined by established criteria such as: being a) low income, b) a first-generation college student, c) minimally qualified for admission to college, d) an underrepresented population in college.

Equal Treatment: The LCSC CAMP is designed to ensure equal treatment. Staff will reflect ethnic, gender, age and physical diversity. Material is evaluated for cultural sensitivity by project staff and LCSC's Minority Services. Gender-neutral language is used and inclusivity is stressed in the outreach/recruiting materials. All reasonable and required accommodations for the disabled are made. Accommodation for the project will be appropriate for any person with a disability, and any person needing special considerations will be identified and appropriately accommodated.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION Lewis-Clark State College	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Ronald"/> Middle Name: <input type="text" value="E."/>
* Last Name: <input type="text" value="Smith"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Interim VP For Finance & Administration"/>	
* SIGNATURE: <input type="text" value="Charlette Kremer"/>	* DATE: <input type="text" value="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:

LCSC COLLEGE ASSISTANCE MIGRANT PROGRAM (LCSC CAMP)

Abstract

The one proposed site, Lewis-Clark State College (LCSC) is a small public, four-year liberal arts college located in Lewiston, Idaho, providing both academic and technical programs. The LCSC College Assistance Migrant Program (CAMP) has three objectives: 30 (commuter) participants will be enrolled each academic year; 86% of participants will earn a minimum of a 2.5 GPA for 24 or more credits by the end of their first academic year; and 86% of the LCSC CAMP participants will return to college their sophomore year. These objectives also address the Government Performance and Results Act (GPRA) targets for CAMP.

LCSC CAMP will recruit students who meet the CAMP definition of migrant and seasonal worker. Eligible participants will be recruited from the target area high schools in the State of Idaho and eastern Washington. Program activities include academic advising, educational planning, financial aid assistance, evaluation of need for learning strategies, study skills development, study groups, and learning communities. Students will be offered health services, tutoring, and classes ranging from traditional academics to student success topics such as financial literacy and career strategies. Anticipated project outcomes: 86% of LCSC CAMP alumni will graduate with a bachelor's degree within five years of enrollment, and 75% of CAMP students that graduate will find employment within six months of graduation.

This proposal addresses Invitational Priority 2 with a partnership with the Nez Perce Tribe as a community organization. Funding, which includes \$150,000 in participant training stipends, is requested at \$423,623 for the initial year of the LCSC CAMP project.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

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LEWIS-CLARK STATE COLLEGE (LCSC) CAMP NARRATIVE

With approximately 4,000 enrolled students, a low 14:1 student to faculty ratio, and commitment to individual success, LCSC will provide a pathway to educational success for migrant and seasonal students. LCSC was ranked second among four-year, non-vocational colleges in Idaho by *The Economist* and fifth among public colleges in the west by *U.S. News and World Report*. LCSC has a high margin of success with first-generation students, in both graduation and post-college employment rates. In the graduating class of 2015, 70% were first generation; of those, 78% were employed within six months of graduation. The six-year graduation rates for Hispanics are lower than those for non-Hispanic white students at all three of Idaho's public universities. Only LCSC has rates higher for Hispanics. (University of Idaho, 2011). LCSC is in the north central Idaho community of Lewiston, bordering Washington State, near the Nez Perce Reservation. The economic base is largely reliant on industries which depend to a great extent on migrant and seasonal workers in the agriculture, logging, and fisheries industries. In an effort to combat the chronic underemployment experienced by these workers, the LCSC College Assistance Migrant Program (LCSC CAMP) proposes to serve eligible participants in the target area of the State of Idaho and the eastern Washington counties of Yakima, Grant, Adams, Whitman, Franklin, Walla Walla, and Benton. The rural target area has a growing Hispanic and significant American Indian population, which comprise the majority of the migrant and seasonal workers in the region.

NEED FOR THE PROJECT

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

Income and Educational Attainment: The Hispanic population in Idaho grew 72% from 2000 to

2010 and increased another 9% from 2010 to 2014. They now comprise 12.2% of state's population (Idaho Commission on Hispanic Affairs, 2013). The Idaho Department of Labor estimates there are 18,791 migrant and seasonal farm workers in the state. An average of 12,200 Hispanics worked in Idaho agriculture in 2014 – 41% of the total number of employed farmworkers. Idaho agricultural businesses employ 13% of Hispanic workers, compared to 4% of non-Hispanics (Idaho Commission on Hispanic Affairs, 2010). Regionally, 8.6% of American Indians on the Nez Perce Reservation were employed in seasonal and part-time jobs and their per capita personal income was low at just \$13,860 (U.S. Census, 2013). In Idaho, 27.3% of Hispanics and 31.6% of American Indians live in poverty; in Washington those living in poverty are 95.1% and 81.6% respectively. Only 5.3% of Hispanics and 25.1% of American Indians in Idaho have at least a bachelor's degree, while just 2.9% of Hispanics and 5.5% of American Indians in Washington have a bachelor's degree (U.S. Census Bureau American Community Survey 2009-2011; Idaho Commission on Hispanic Affairs, 2013).

Needs of Disadvantaged Students: A significant need for the target population is addressing a lack of academic preparation. Interrupted schooling is historically a considerable barrier to academic achievement for the target population. The 2014-2015 Idaho State Department of Education Report Card indicates that only 16.4% of these students meet proficiency in English language arts and just 11.9% are proficient in math. Between 2005 and 2011, Idaho's Native students were the nation's only racial/ethnic group that did not have improved performance on the NAEP's 4th and 8th grade reading and math scores (University of Idaho, 2014). The Washington State Office of Superintendent of Public Instruction reports 71.3% of American Indian students, 65.17% of Hispanic students, and 77.14% of migrant students did not meet proficiency on the state writing assessment tests; additionally, 71.86% of the Hispanic students,

77.36% of American Indian students, and 80.80% of migrant students did not meet proficiency in math. Students requiring remediation are at a distinct disadvantage as they must take additional courses to meet college-level prerequisites, which can extend the length of a student's college career. Many youth within the population enter the workforce at the expense of education, leaving school to take full-time seasonal and temporary employment. Consequently, these students lack adequate preparation, and monetary, academic, and technological resources to pursue and persist in a postsecondary education program.

(ii) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

Several services designed to meet the needs of the target population will be implemented.

Opportunity Workshops: The LCSC CAMP Recruiter/Enrollment Specialist will deliver opportunity workshops in the target communities to inform the population of education opportunities and their significance for education and employment. LCSC CAMP will also partner with the area TRIO pre-college programs, Upward Bound and Educational Talent Search, providing these workshops to TRIO participants who may also be CAMP-eligible. Printed bilingual materials will be available in the target area, and LCSC CAMP will maintain a bilingual website.

Academic, Financial and Social Services: Idaho's Hispanic 10th graders have high aspirations for educational attainment beyond high school: 64% expect to complete at least a 4-year college degree and only 1% say they do not plan to finish high school. However, only 30% of these students and 49% of their parents are confident that they know how to apply for college and only 25% of students and 45% of parents are confident they know how to apply for financial aid (University of Idaho, 2013). LCSC CAMP will assist participants and their parents with

applications for college acceptance, enrollment, and financial support, including FAFSA and scholarships, as well as provide pre-registration/class selection advising and support. LCSC CAMP will require incoming participants to take a three credit Student Success Seminar during their first semester, which includes effective communication and study skills, campus community resources and opportunities, financial literacy, learning styles, and academic/career exploration/counseling; in the second year they will be required to take a one credit Special Topics/Leadership course further emphasizing career/leadership development and opportunities, and community resources.

Supportive Environment: LCSC CAMP will provide learning communities, tutorial labs, skills development workshops, and math and English writing support. ESL instruction and language classes will be available for CAMP participants through coordination with LCSC's Adult Learning Center, with additional tutoring provided as needed. Required CAMP workshops will create awareness of and support in applying and interviewing for available scholarships and internship opportunities, such as Congressional Hispanic Caucus Institute national internships and LCSC Presidential Work Scholars. LCSC CAMP will involve participants in local/regional conferences such as Farmworker's Awareness Week, and advocacy programs such as Student Action with Farmworkers (SAF), celebrating CAMP participation and internship successes. CAMP students will also have campus clubs/organizations available, such as Lamda Theta Alpha Latin Sorority, Organización de Estudiantes Latino Americanos (OELA), and Native American Club.

(iii) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

The following table outlines major gaps/weaknesses, as well as the LCSC CAMP Project's provisions for resolving them:

SPECIFIC GAPS OR WEAKNESS	NATURE AND MAGNITUDE OF NEED	PROPOSED ACTIVITY TO ADDRESS NEED
Lack of appropriate transition services to postsecondary education for target population.	Workloads constrain high school counselors' ability to provide postsecondary counseling. One-third of underserved students report not being able to find enough information. (1)	Recruiter/Enrollment Specialist will assist with exploring college/career options, educational funding opportunities.
Lack of postsecondary academic advising.	Inadequate advising leaves students underprepared to take the prescribed college track course load. (1)	Provide academic advising to ensure enrollment in appropriate classes.
Lack of adequate academic preparation and study skills/information processing.	Secondary schools have not adequately prepared the target population for effective college study strategies or fostered critical inquiry/ability to critically process information.	Provide effective study strategies/information processing workshops through the CAMP class sequence.
Unfamiliarity with financing post-secondary education and financial aid requirements and processes; lack of financial assistance, including health insurance coverage.	Shortages of counselors and gaps in their knowledge lead to a lack of financial aid counseling at the high school level (1). Pew Research Center statistics indicate 31% of the Hispanic population have no health care coverage. (3)	Provide financial advising and assistance to meet need, including college-required health insurance; participants also have access to LCSC's Student Health Center, Fitness Center, & Dental Hygiene Clinic.
Language barriers	High schools lack the ability to address ESL and LEP needs; statistics indicate 27% of the Idaho Hispanic population speak and read English "not well" or "not at all." (2)	Recruiter/Enrollment Specialist and Retention Specialist will be bilingual in Spanish and English. ESL instruction will be coordinated through LCSC's Adult Learning Center.
Lack of familial knowledge about college opportunities and processes.	Under resourced parents lack "college-knowledge" or understanding of relevant information, where to search for it (1) or how to participate in college-selection activities.	Build relationships with participants' parents, involving them in students' successes and providing information that aids their understanding of higher education.
Lack of technological resources.	Under resourced students are less likely to have computers or Internet access at home, making completing college	Provide access to computers & Internet; computer instruction as

SPECIFIC GAPS OR WEAKNESS	NATURE AND MAGNITUDE OF NEED	PROPOSED ACTIVITY TO ADDRESS NEED
	homework more difficult. (1)	needed.
Lack of role models, career guidance and career choices.	Lack of career guidance is created by a shortage of high school counselors. This issue is exacerbated by the small number of professionals from within the target population.	Provide faculty, peer and alumni mentors; exposure to careers/professions and career advising, internships, and job shadowing.
Unfamiliarity with college environment and available supportive services.	First generation college students lack familiarity with navigating college environment for academic and financial services, and advising.	Provide participants with a centralized area of services and information via courses & workshops; coordinate with local TRIO programs.
Lack of social/cultural connectivity and access to social activities	Institutions don't provide for cultural inclusion in their academic setting, leaving students feeling they are not part of the institution socially and academically. (1)	Provide a supportive environment; facilitate access to cultural/social activities and service learning opportunities.
(1) <u>Strategies to Empower Low-Income and Minority Students</u> (2008). (2) Idaho Commission on Hispanic Affairs <u>Hispanic Profile Data Book for Idaho</u> (2012). (3) Pew Research Center <i>Demographic Profile of Hispanics in Idaho</i> (2011)		

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

The outcomes and objectives of LCSC CAMP are ambitious but attainable. Eighty-six percent of LCSC CAMP students will earn a minimum of 2.5 GPA by the end of their first academic year with 24 or more credits, indicating successful completion. This GPA requirement is higher than the institutions standard for satisfactory academic progress of 2.0 GPA and will position CAMP students for continued academic success. Currently, 53% of LCSC's first generation college students return for a second academic year. The outcome of 86% of CAMP students being retained for a second year represents a 33% increase over other first generation students attending LCSC.

QUALITY OF PROJECT DESIGN

(i) The extent to which the goals, objectives and outcomes to be achieved by the proposed project are clearly specified and measurable.

There are three clear, specific objectives and outcomes identified for the LCSC CAMP stated in measurable terms.

Objective 1: Thirty eligible students will be enrolled in the LCSC CAMP each funded year of the program.	
Outcome: Thirty eligible students will be funded and supported by CAMP for their first academic year of college at LCSC. This objective addresses the established GPRA criteria of stating the number of participants the project expects to serve each year of the grant.	Clearly Specified and Measurable: This objective clearly states who will be served, identifying the targeted populations. It specifically states the number to be served and funded each year through CAMP for the duration of the grant.
Objective 2: Eighty-six percent of the participants of LCSC CAMP will earn a minimum of 2.5 GPA by the end of their first academic year with 24 or more credits as documented by the Registrar’s Office, indicating successful completion of their first academic year.	
Outcome: Eighty-six percent of LCSC CAMP participants will complete 24 credits with a minimum 2.5 GPA by the end of their first academic year. This percentage also addresses the projected measurement target for CAMP GPRA measure 1.	Clearly Specified and Measurable: The objective is clearly specific as to the level of performance and time-frame for meeting the objective, addressing the minimum number of students who will complete their first postsecondary academic year. It is measurable in GPA and credits as recorded at the LCSC Registrar’s Office.
Objective 3: Eighty-six percent of LCSC CAMP participants will return to the college for their second academic year or transfer to another postsecondary institution.	
Outcome: Eighty-six percent of the participants from each program year will return to LCSC for their second academic year or transfer to another institution. This percentage also addresses the projected measurement target for CAMP GPRA measure 2.	Clearly Specified and Measurable: The objective is clear and specific concerning the minimum number of students who will continue their postsecondary education after completing their first academic year of college.

The above goals and objectives are driven by the intent and purpose of CAMP. The stated percentages for Objectives II and III address the projected Government Performance and Results Act (GPRA) targeted measurements for CAMP.

(ii) The extent to which the design of the proposed program is appropriate to and will successfully address the need of the target population or other identified needs.

Research recognizes 11 resource areas individuals may identify as “what they have [and] what can be developed” indicating “that resources can be intentionally developed at any time in one’s life relative to one’s life experiences. The more resources individuals have, the more choices they have. And the more choices they have, the more stable, secure, and fulfilling their lives tend to be” (Understanding and Engaging Under-Resourced College Students, 2009). The following five areas are particularly vital for academic success: hidden rules of class and college, relationships of mutual respect, mental/cognitive resources, language resources, and motivation and persistence. Supporting students in building the five resources areas are the main avenues faculty and staff have in order to make the greatest impact on student success, and will be the areas of service within the LCSC CAMP’s program design.

Student Persistence: Building relationship with participants creates a feeling of being valued and a sense of belonging for students which is a significant indicator of academic persistence (Stringfield & Land, Educating At-Risk Students, 2002). LCSC CAMP will maintain a supportive environment reflective of and comfortable for participants by providing a learning community and consistent, ongoing academic support. Support will include a campus culture that nurtures, supports, and motivates participants by purposefully building relationships of mutual respect with them, allowing for the exploration and navigation of the college experience. LCSC CAMP will provide faculty and staff mentors, as well as facilitate participation in intramural and residence hall activities, generating a sense of campus connection and further integrating the participants into the college environment. The table below illustrates how the program design addresses identified needs and builds resources:

Needs of Participants	Design Addressing Need
Academic assessment (4)	Participants assessed on an individual basis, ensuring placement in appropriate level college classes and provided needed support.
Lack of familiarity with campus environment (1)	Orientation/campus visits provided. Staff facilitates ability to navigate the college environment and provide access to a network of institutional support.
Academic advising (3)	Participants are advised by project staff as well as college personnel trained to advise under-resourced students.
Individual educational plans/academic support (3)	Retention Specialist assesses the need and provides skill support, tutoring, study groups, and time management. Education plan design includes developing resources for academic success.
Assistance with forms and scholarships (3)	Staff aid participants and parents with completing paperwork necessary for participating in and paying for postsecondary education.
Career preparation and internships (5)	CAMP class will provide career exploration and counseling; Retention Specialist coordinates internships/job shadowing; Nez Perce Tribe provides internships to interested participants.
Social/cultural need (2) (5)	Participants will be part of a learning community where academic and personal support is provided daily, successes celebrated, accomplishments acknowledged and honored; a peer mentoring program will be implemented and maintained.
Resource addressed: 1) hidden rules of class and college; 2) relationships of mutual respect; 3) mental/cognitive resources; 4) language resources; 5) motivation/persistence	

(iii) The extent to which the proposed program will establish linkage with other appropriate agencies and organizations providing services to the target population.

Linkages with other agencies and organizations to provide services include regional TRIO Programs, which provide academic support to first-generation, low income students; University of Idaho’s Experimental Program to Stimulate Competitive Research (EPSCoR), which targets underrepresented students in STEM fields, and the Community Council of Idaho. The following organizations will contribute to the aid of the target population and have provided, along with other organizations, letters of support and commitment for LCSC CAMP:

Organization	Commitment	Signer
Nez Perce Tribe Department of Fisheries	Assistance with the identification and referral process; provide internships.	Department Manager

Organization	Commitment	Signer
EPSCoR	Financial assistance to support 1-2 participants to attend regional or national STEM events targeting underrepresented students in STEM; provide funds and opportunity for participants to work in research groups.	Director
Community Council of Idaho	Assistance with identification and referral process; publicizing availability of services.	Executive Director
Regional TRIO Programs	Coordination between TRIO and CAMP projects, including CAMP program awareness and referrals, telephone and fax access, publicizing CAMP services, making appointments for CAMP.	Regional TRIO programs Directors
High schools in target area	Recruitment access to eligible population, meeting rooms, invitation to career fairs/events, assistance with filling out CAMP applications.	Counselors and Principals

(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.

LCSC CAMP will coordinate with several similar programs serving the target population to increase efficiency in staff and resources. As per letters of commitment, the Idaho Commission on Hispanic Affairs will provide assistance with the identification and referral process, publicizing the availability of LCSC CAMP services, and assistance with publicizing and coordinating activities. The Idaho State Department of Education will assist in identifying which schools can be categorized as migrant schools; publicizing the availability of services, and working with the American Indian community to support and encourage students to attend and complete college. The LCSC TRIO Clearwater Valley Educational Talent Search program serves the target population in the region’s high schools, and will coordinate recruiting efforts with the CAMP program. LCSC is located near the Nez Perce Reservation and has a longstanding relationship with the Tribe promoting higher education access to its members. The Nez Perce Tribe, which has the largest fisheries program of any tribe in the U.S., has a significant population of members who either work in fisheries or are subsistence fishers. LCSC CAMP and

the Nez Perce Tribe will partner to address these seasonal workers' need to obtain a higher educational level for upper management opportunities, with the Department of Fisheries providing internships to participants. In collaboration with these alliances, LCSC Native American/Minority Student Services, and Pi'amkinwaas, LCSC's American Indian Center for Educational Excellence, will support participants with academic advising, counseling, financial aid/scholarship assistance, and referral services as needed. Eligible LCSC CAMP participants will be supported by TRIO Student Support Services (SSS), which offers study skills, tutors, math, English, and writing support.

(v) The extent to which the proposed project is supported by strong theory.

The logic model below illustrates that LCSC CAMP is supported by strong theory. The interventions proposed align with those studied by Dr. Adrian Ramirez (The Impact of the College Assistance Migrant Program on Migrant Student Academic Achievement in the California State University System, 2012).

LCSC CAMP Logic Model
Resources: 1) CAMP staff; 2) Peer and alumni mentors; 3) CAMP partners (regional partners, LCSC support units, regional TRIO programs); 4) Family and program alumni
Activities: 1) Academic advising; 2) Educational planning; 3) Financial aid assistance; 4) Evaluation of need for learning strategies and study skills development; 5) Study groups; 6) Tutoring; 7) Learning communities; 8) Continuously monitor academic progress; 9) Provide cultural activities; 10) Family and alumni involvement
Outputs: 30 eligible students will be enrolled in LCSC CAMP each project year based on needs assessment
Short term outcomes: 1) 86% of enrolled LCSC CAMP students will complete their first academic year with at least a 2.5 GPA; 2) LCSC CAMP students will complete at least 24 credits as documented by the Registrar
Medium term outcomes: 86% of LCSC CAMP students will return to college for a second year or transfer to another postsecondary institution
Long term outcomes: 1) 80% of LCSC CAMP alumni will graduate with a bachelor's degree within 6 years of initial enrollment 2) 75% CAMP students who graduate will be employed within six months of graduation

The logic model above indicates the various resources involved with LCSC CAMP who will facilitate the stated activities which will support our efforts to meet our stated outcomes.

QUALITY OF PROJECT SERVICES

(i) The extent to which the training or professional development services to be provided by the proposed program are of sufficient quality, intensity, and duration to lead to improvements in practices among the recipients of those services.

New staff intake and training, supervised by the Principal Investigator (PI), will include CAMP eligibility and legislation/regulation training, new hire orientation, and CAMP policy and procedures training for each staff member. Training on developing extrinsic and intrinsic resources identified in Understanding and Engaging Under-Resourced College Students will be implemented, and the following training for each staff member will also be provided: 1) institutional data records interface (Colleague) training; 2) career advising; 3) registration services interface (Warrior Web) training ; 4) Title IX and 5) Family Educational Rights and Privacy Act. All staff will have access to at least one major training in areas related to the program's purpose on a yearly basis; e.g. National CAMP Director's Meeting, or a CAMP Northwest Stream Meeting. Staff in-service training opportunities are offered throughout the year via LCSC's Professional Development Training program. These trainings address areas such as: sexual harassment, academic advising, customer service, student assessment, critical thinking, and minority sensitivity training. The Director will meet individually with each staff member at least once a month to address goals, identify training needs, objectives, progress and concerns; program goal setting will be conducted during the annual retreat.

(ii) The extent to which the services to be provided by the proposed program are focused on those with greatest need.

The LCSC CAMP focus is to seek eligible students who evidence the greatest need. To establish need, the project will use factors such as: being 1) low income, 2) a first-generation college student, 3) minimally qualified for admission to college, and 4) an underrepresented population in college. The project will then determine greatest need by using a Needs Assessment with a point value system to rank applicants. The assessment will allow students to identify abilities, career interests, educational goals, Pell eligibility, and level of financial need, as determined by the Estimated Family Contribution. The degree of academic need, as measured by ACT, SAT, and/or Compass test scores and high school GPA, will be assessed and ranked by CAMP and Student Affairs staff. Identifying participants with the greatest need assures that services are being focused on those who will most benefit from those services.

(ii) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

LCSC CAMP will offer multiple services to ensure students will be academically prepared for their field of study, creating confidence in their capability. Services will include 1) assistance developing an educational plan; 2) study skills activities and assignments; 3) study groups and tutoring services; 4) regular grade reviews ensuring progress toward 2.5 GPA; 5) participation in CAMP learning community; 6) assigning mentors, including CAMP alumni, to serve as role models; and 7) involvement with campus clubs, organizations, and service learning projects.

These services will provide solid basis for CAMP students' achievement.

QUALITY OF PROJECT PERSONNEL

(i) The qualifications including relevant training and experience of the project director or principal investigator.

The Principal Investigator, Dr. Andrew Hanson serves as the Vice President for Student Affairs and oversees the departments of Admissions/Advising, Career & Advising Services, Education Talent Search, Financial Aid, First Year Experience, Native American/Minority Student Services, New Student Recruitment, Residence Life, Student Activities, Student Counseling, and Student Support Services. The Program Director will possess at least a Master's Degree in Education, Counseling, Educational Administration, Social Work or other relevant field and have at least five years of experience working with the target population. Preference will be given to candidates who are bilingual in Spanish and English and have: 1) experience in administration and grant writing; 2) knowledge of higher education entrance and completion; 3) experience working with under-resourced and target population students; and 4) awareness of barriers migrant students face. Relevant training to be provided will include experience with EDGAR, authorizing CAMP legislation and regulations, postsecondary advising, and student financial aid.

(ii) Qualifications, including relevant training and experience of key program personnel.

The Recruiter/Enrollment Specialist will be bilingual in English and Spanish, have at least two years of experience working with the target population, and hold a bachelor's degree in Counseling, Education, Social Work, or a related social science field which reflects applicable knowledge, skills, and educational competencies. Ideal candidates must have sensitivity to the target population and possess strong problem solving and listening skills, plus strong oral, writing, and interpersonal skills. This position also requires an understanding of college entrance testing and application procedures, as well as college financial assistance including FAFSA preparation. The Retention Specialist must have a bachelor's degree in Education or related field and experience working with the target population, and will be responsible for academic

advising, and the career development and study skills components of the project. Training and experience in teaching and knowledge of current retention models is required. Individuals who are bilingual in English and Spanish, and have ESL teaching experience and/or a background similar to the target population will be given a preference. The Administrative Assistant must be able to organize the delivery of student services and maintain a student database. An associate degree is required; a bachelor's degree preferred. Training and experience in working with computers/software, budget management, databases, and Microsoft Office is essential. Preference is given to applicants who are bilingual, with a background similar to the target population.

QUALITY OF MANAGEMENT PLAN

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Following are the project's objectives and a breakdown of the activities, persons responsible, timelines, and milestones for each objective to allow for maximum success. The budget will be monitored on a monthly basis by the Grants and Contracts Specialist who will prepare financial reports and analyses to the Program Director. Fiscal management and compliance includes determining allowable costs, procurement procedures, and budget reconciliation.

Objective 1: Thirty eligible students will be enrolled in the LCSC CAMP each funded year of the program.			
ACTIVITY	DEFINED RESPONSIBILITY	TIMELINE	MILESTONES
Recruitment of eligible students	Director will finalize a network of services with community partners facilitating recruitment efforts;	July of each academic year of the funded cycle	Upon funding notification

	Director will initiate the recruitment process	July of each academic year	Coordinate with LCSC New Student Recruitment, school counselors and TRIO precollege programs
	Director and Recruiter/Enrollment Specialist will identify where to target recruitment activities.	July/August 2016 and ongoing	List of eligible students
Identification of eligible participants	Director and Recruiter/Enrollment Specialist will set visitation schedule in target area and provide outreach services	July/August, 2016 and ongoing	Travel schedule is approved and materials printed
	Recruiter/Enrollment Specialist will identify potential pool of eligible students.	July/August, 2016 and ongoing	Eligible students complete program application
Selection of Participants	Director and Recruiter/Enrollment Specialist will identify students with the highest need for services based on Needs Assessment.	July/August 2016 and ongoing	30 participants are selected
	Retention Specialist and Administrative Assistant will complete participant processing.	July/August 2016 and ongoing	Participants have academic and financial aid needs documented
Objective 2. Eighty-six percent of LCSC CAMP participants will earn a minimum of a 2.5 GPA by the end of their first academic year with 24 or more credits as documented by the Registrar's Office, indicating successful completion of their first academic year.			
ACTIVITY	DEFINED RESPONSIBILITY	TIMELINES	MILESTONES
Provide comprehensive academic advising and educational planning	Retention Specialist will develop educational plans with each participant, and advise on appropriate classes based upon academic goals and skill level.	August, 2016 and ongoing for each semester	Students have educational plan and are enrolled in appropriate classes; plans reviewed in the CAMP class.
Evaluate need for learning strategies and study skills development	Retention Specialist will evaluate each participant and through standing bi-weekly appointments, assign appropriate study skills workshops.	Ongoing throughout semesters	Participants are engaged in SD 112 study skills activities and assignments.
	Recruiter/Enrollment Specialist and Director will evaluate the need for additional support and refer students to other services as needed.	Ongoing throughout fall and spring semesters	Participants are referred to other support services as necessary.

Provide study groups and tutoring	Retention Specialist and Administrative Assistant network with trained tutors through campus learning labs and TRIO Student Support Services; they will train project tutors to be available for participants on an as-needed basis, and finalize study group schedules.	Fall semester and ongoing throughout academic year	Participants are regularly involved in study groups and tutoring; CAMP tutors/study groups schedule posted in study room.
Implement learning communities	Director, Recruiter/Enrollment Specialist will form learning communities comprised of mutual class section offerings, including CAMP class sequence, and sharing a CAMP learning center.	Beginning of fall classes and ongoing throughout academic year	Participants in the project's learning community and courses.
Monitor academic progress	Through CAMP class sequence and standing bi-weekly appointments, Retention Specialist monitors participants' academic progress; Director reviews mid-term grades each semester to ensure satisfactory academic progress and referrals to tutoring.	Ongoing throughout fall and spring semesters	A mid-term grade review is completed and final grades are at or above a 2.5 GPA.
Provide cultural activities	Staff will introduce participants to campus organizations and faculty mentors. Cultural events will be planned with participants.	Fall semester and ongoing throughout academic year	Participants engage in campus organizations and cultural activities planning.
Objective 3: Eighty-six percent of LCSC CAMP participants will return to college for their second academic year or transfer to another postsecondary institution.			
ACTIVITY	DEFINED RESPONSIBILITY	TIMELINES	MILESTONES
Monitor Academic Progress	Through the SD 220 CAMP Leadership class the Retention Specialist monitors progress weekly and monitors academic progress through reviewing midterm and final grades.	Each semester of academic year	Midterm and final grade reports documented in participant files.
	If a participant wishes to transfer, the Director will facilitate the transfer by providing visitation opportunities and assistance at that institution if appropriate.	Yearly ongoing activity as needed	Tracking of transferred participants is implemented.

Facilitate transition of participant advisement to declared major advisor	Staff will help transition participant advising to an advisor in their major by helping complete a Program Information Form (PIF) indicating participants' chosen field of discipline, and introducing student to major advisor.	Fall semester and ongoing	All returning CAMP participants have faculty mentors and a declared major by the beginning of their second academic year.
Monitor financial aid, provide financial literacy, and track participant status	Director monitors the adequacy of participants' financial support so that loan levels are minimized and supplemented with waivers and scholarships; provide financial literacy workshops.	August, 2016 and ongoing	Participant's financial aid records are evaluated.
Provide an on-campus learning community for CAMP participants	An on-campus learning center will be provided so that participants are comfortable and have a supportive study environment.	September, 2016 and ongoing	Participants evaluate the CAMP project climate on a semester basis.

(ii) The adequacy of the procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

LCSC CAMP will have procedures in place that focus on measuring participant progress and success of the project's activities, which will inform and determine the successful achievement of the program objectives. Staff meetings will be conducted bi-weekly; discussions will include project benchmarks towards meeting project objectives, student progress, updates on college policies and procedures, and participant issues. Data is collected and monitored throughout the program year to gauge and report project progress, facilitating continuous feedback and project improvement. The following table identifies activities used to benchmark continuous progress, data collected and monitored using specific and quantifiable measures, and how data will be used to inform the project.

Feedback Procedures
Types of Data Collection - Staff Responsible – when collected:

<ul style="list-style-type: none"> • Retention Specialist develops Education Plan with each participant: entrance into Project • Retention Specialist lists services on Daily Activity Sheet: ongoing • Retention Specialist monitors participants' academic progress: weekly • Retention Specialist verifies enrollment status and GPA: each semester • Retention Specialist confirms CAMP classes participation and course completion
<p>Methods and Instruments used:</p> <ul style="list-style-type: none"> • Retention Specialist monitors Education Plan: ongoing in tandem with CAMP class • Administrative Assistant generates Activity/Services Report based on Daily Activity/Services Sheets: weekly • Retention Specialist monitors academic progress via standing appointments: bi-weekly • Workshop/Event evaluations, following each workshop/event: ongoing • Registrars Office provides a list of CAMP participants on the Academic Warning List: each semester • Financial Aid provides a list of CAMP participants on the Financial Aid Warning List: each semester • Retention Specialist verifies CAMP classes completion: course exam • Director monitors participant successes such as making Dean's or President's list each semester.
<p>How data will be Analyzed:</p> <ul style="list-style-type: none"> • Retention Specialist reviews Participant Activity/Status Report for students whose progress indicates a need for additional services/intervention • Retention Specialist and Director review Workshop/Event Evaluations Director reviews Participant Status Report • Retention Specialist contacts students on the Academic and Financial Aid Warning List • Retention Specialist revises Education Plan based on academic progress • Director reviews CAMP classes exam results
<p>How information is used to monitor progress:</p> <ul style="list-style-type: none"> • Retention Specialist contacts participants who fail to engage in services/activities: weekly • Retention Specialist meets with students on Academic and Financial Aid Warning List, develops intervention strategies: each semester • Director organizes supplemental workshops: per weaknesses identified on classes report • Workshop/event modifications implemented: ongoing

(iii) The extent to which the time commitments of project director and principal investigator and other key personnel are appropriate and adequate to meet the objectives.

Other than the PI, whose primary responsibility is to provide program administrative and compliance oversight, 100% of each staff member's allotted time will be committed to LCSC CAMP. Staff appointments follow:

Principal Investigator	8%	12 Month Position
Director	100%	12 Month Position
Recruiter/Enrollment Specialist	100%	11 Month Position
Retention Specialist	100%	11 Month Position
Administrative Assistant	100%	11 Month Position

To meet project goals and objectives the project will be activity-intensive, requiring at least three-quarter time staff responsible for program operation and service delivery.

ADEQUACY OF RESOURCES

(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

The college commits to providing office space for LCSC CAMP in the core of campus. These furnished offices will include sufficient space to provide tutoring, a learning lab, and other vital support services. CAMP staff will have individual offices for counseling participants, and residential housing will be available to participants. Sophomore students who have demonstrated satisfactory academic progress will be allowed to apply for the Presidential and Provost’s scholarships, an opportunity typically only afforded to freshmen. Sophomores in the program will be eligible to apply for the LC Presidential Work Scholars program, which places promising students who have demonstrated financial need in meaningful and necessary on- and off-campus jobs. In return for a minimum of 10 hours of work per week during the academic year, students receive a full tuition scholarship, \$1500 stipend paid bi-weekly, and coordinated mentoring from work supervisors and academic advisors. The LCSC Dental Hygiene Program, through its dental clinic, will provide free screening and oral health assessments to all CAMP participants and will donate five scholarships for cleaning exams and radiography. General support for LCSC CAMP will be an integral part of Student Services where LCSC CAMP will be organizationally housed. The Vice President for Student Affairs, who reports directly to the President and supervises the

LCSC CAMP Director, will be available to staff for advisement, assistance, consulting, and counseling. Additional services will be supplied by personnel from Financial Aid, Admissions, Registrar's Office, Career and Advising Services, and Student Health and Counseling. The Director will participate in monthly Directors' Council meetings.

(ii): The relevance and demonstrated commitment of each partner in the proposed program to the implementation and success of the program.

Partnered programs and organizations will include the Idaho Commission on Hispanic Affairs, the Nez Perce Tribe, LCSC Native American/Minority Services, Residence Life, TRIO Student Support Services (SSS), and Career and Advising Services. These programs are relevant in that they also serve the target population and recognize the need for the CAMP project's proposed services to the target population. These programs have pledged to provide assistance with publicizing the availability of services, identifying potential participants, acting as program liaisons, and offering services, space, and personnel. The Nez Perce Tribe commits to creating an educational alliance by providing access and assistance in identifying and presenting program information to eligible tribal members, facilitating and promoting parent education nights, offering internships, and equally important, providing opportunities for cross cultural awareness and developing sensitivity and understanding towards multiple ethnicities within both the CAMP community and the larger community involved.

(iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance to the proposed project.

Costs associated with supporting the proposed project are reasonable in relation to the project objectives, design, and significance. All necessary costs have been accounted for based on institutional experience in providing services built on the project design. Line items are sufficient

to provide services to the number of participants it proposes to serve within the target area.

(iv) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

The detailed budget justification demonstrates that the costs are reasonable considering the rural nature of much of the area, the distances between target communities, and the extensive academic and financial needs of CAMP students. The budget provides for academic and personal support to 30 LCSC CAMP participants. Participant stipends are calculated at \$5,000 per entering participant per academic year for costs over and above awarded financial aid, scholarships, or waivers from the Financial Aid office, to cover any unmet need including tuition, room and board, health insurance and books and supplies. This is reasonable based on the projected costs of \$14,202 for the academic year. CAMP stipends are paid monthly to help participants keep a budget, encouraging and reinforcing fiscal responsibility.

(v) The potential for the incorporation of program purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.

The potential for the institution to incorporate the purpose, activities, and benefits of LCSC CAMP is extremely high. LCSC has submitted a proposal, supported by the Governor, for state funding for a bilingual (Spanish/English) Recruitment/Enrollment Specialist. This individual will work with the CAMP Recruitment/Enrollment Specialist to recruit Hispanic students and provide academic support for current students. LCSC's Student Development course is required for incoming freshmen and covers topics driven by student survey data and national trends of increasing students' success and development. Students who are conditionally admitted and those who score low in math and English will participate in learning blocks of students who share two or more classes, creating a cohort model which helps build community. These methods

will be incorporated into the broader menu of institutional retention practices thereby creating sustainable services for future students who meet the CAMP eligibility requirements.

QUALITY OF 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.

The methods employed to evaluate the project’s objectives are evidence-based and address both qualitative and quantitative methods for formative and summative evaluation. The evaluation plan provides continuous feedback and is designed as an ongoing process throughout the program year, with evaluation results demonstrating effectiveness and informing program changes on all operational levels. The table below enumerates: 1) types of data collected; 2) when data will be collected; 3) data collection methods used; 4) when and what instruments will be developed; 5) how the data will be analyzed; 6) when reports and outcomes will be available; and 7) how the applicant will use the information to monitor progress of the funded project and provide accountability information.

Continuous Improvement Management (CIM) Process Model
<p>Types of data collected: *Baseline data established for all participants include admission scores, and assessment of academic and financial need; *Academic records, including mid-term and final grade reports, semester and cumulative GPA, number of credits earned, and academic standing at the end of each semester collected and measured against baseline data to determine progress; *Participants’ response to services, and participants’ Educational Action Plans, services assigned and received, and participants’ progress monitored and evaluated throughout the semester (Participant’s Activity/Services Evaluations) to ensure follow-through and desired effectiveness; *Weekly Activity Reports are entered into the Project’s database.</p>
<p>When Collected: *Project and Participant Activity Reports entered weekly into the Project’s database; *Academic records collected at the time of participant acceptance, mid-term, end of the semester and at the end of each academic year, to address established benchmarks and timeline; *Participants’ response to services (Participant’s Activity/Services Evaluation) collected at the end of each semester; *Response to activities/fieldtrips collected after each event.</p>
<p>Collection Methodology and Instruments used: *Generation of Daily Activity/Services Sheets; *Monitoring by the Retention Specialist through standing by-weekly appointments;</p>

*Institution's early warning/midterm system; *Academic and financial aid satisfactory progress lists; *Enrollment records; *Participant GPAs; *Retention rate using Registrar's Office 10th day enrollment list; *Participant's Activity/Services Evaluation forms; *Information will be maintained in the database.

How data will be Analyzed: *Retention Specialist assesses need for offering interventions based on bi-weekly monitoring; *Early warning and midterm grades reviewed for failing grades; *Participant contacts per semester reviewed; *Participant updates by Retention Specialist and Administrative Assistant at staff meetings; *Cultural event evaluations reviewed; *Semester lab and services surveys reviewed; *List of participants not pre-registered reviewed; Satisfactory progress lists reviewed; *Effectiveness of activities/services assessed based on participant response.

Availability of data: *Real-time data through project's database is accessed/monitored on an ongoing weekly and monthly basis; *Annual Performance Report available within one month of the project end date; *Registrar's Office prepares a baseline summary of LCSC CAMP participants' achievements, including ACT/SAT scores, high school GPA, cumulative GPA & semester credits registered for/earned, graduation rates & retention rates.

How data is used: *Participants contacted for intervention if there is a lack of project participation (CAMP classes and attending bi-weekly appointments) or failing grades at early warning/midterm checks, if participants receive academic or financial aid probation, or if participants have not pre-registered; *End of semester surveys reviewed for participant satisfaction of services, tutors, and learning lab to assess for modification. *Educational Plans are updated and reviewed each semester with participants to assess additional academic need and services; *If reviews show activities are not meeting objectives or students' needs, they will be revised to address any deficiency and documented in project records.

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

The methods of evaluation discussed are designed to measure the quality of the program. If participant performance, progress of activities, desired outcome, or participant response indicates less than desired quality, changes to programming and/or processes will be documented in project's policy and procedure manual and new processes will be implemented. The project's partners will be notified through reports and direct contact. Having ongoing procedures in place that focus on the success of the project's activities informs and determines the successful achievement of the program objectives.

(iii) The extent to which the methods of evaluation will, if well-implemented, produce evidence of promise.

LCSC CAMP evaluation will serve both a formative and summative purpose. The formative evaluation will allow us to gather feedback from participants in order to make changes as the intervention occurs. This data will not be used to produce evidence of promise, rather, we will examine the outcomes detailed in our logic model for summative purposes and to produce evidence of promise. At the time of CAMP students' selection into the program, we will identify students (using information in the college's central databases) who most closely resemble CAMP students' demographics (e.g., race/ethnicity, gender, age, family income) and academic achievement (e.g., high school GPA, standardized test scores where available) to serve as a quasi-control group. We will compare this group of students to CAMP participants in our stated outcomes, including GPA, credits completed, retention, graduation, and employment status post-graduation. Given that participants of the CAMP program will be exposed to all activities in the program, we must evaluate its promise as a holistic program. This quasi-experimental design, which allows us to establish baseline equivalence, is the most appropriate approach for evaluating the promise of this program. This approach is also stronger than prior research examining the effects of CAMP programs on student outcomes (Ramirez, 2010), holding the potential to advance our knowledge of the impact of these programs on students.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

LEWIS-CLARK STATE — COLLEGE —

February 24, 2016

Bob Sobotta,
Jr. Director
Native American and Minority Student Services
Lewis-Clark State College

RE: College Assistant Migrant Program (CAMP) Grant Proposal

I am pleased to write in support of and with commitment to the College Assistant Migrant Program (CAMP). CAMP will make a significant effort to positively affect the retention rate of students on this campus. This program will be an integral part of our retention efforts and will sensitize the institution to the academic, financial and economic challenges faced by the population of the students served.

To increase the retention and graduation rate of its participants, Lewis-Clark State College is honored to commit the following to the CAMP program each year of its operation:

- Continuing our tradition of small classes, particularly important at the freshmen level
- The full commitment, cooperation and support of the Office of Admissions/Registrar, Student Financial Aid, and other student services
- The pursuit of additional funds for scholarships for migrant farm and seasonal workers or their children
- Physical space, including private office spaces and necessary program space, will be furnished by the college
- Access to student computer labs.

Lewis-Clark State College is committed to fostering an institutional climate that is supportive of the success of migrant farm or season workers with the families as students by:

- Recognizing and responding to the needs of an increasingly diverse student population
- Recognizing the untapped potential of underrepresented populations
- Recognizing and promoting the achievements of underrepresented students during annual celebrations, such as Native American Awareness Week.
- Seeking State funds for a bilingual advisor/recruiter

All of the above clearly demonstrate LCSC's commitment to supporting a CAMP program.
Thank you for your consideration.

Sincerely,

(b)(6)

J. Anthony Fernandez
President

Office of the President

500 8th Avenue, Lewiston, ID 83501-2698 Phone (208) 792-2216 www.lcsc.edu

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SHERRI YBARRA
SUPERINTENDENT OF
PUBLIC INSTRUCTION

650 W. STATE STREET
P.O. BOX 83720
BOISE, IDAHO 83720-0027

OFFICE: 208-332-6800
FAX: 208-334-2228
SPEECH/HEARING
IMPAIRED: 1-800-377-3529
WWW.SDE.IDAHO.GOV

February 29, 2016

Mr. Bob Sobotta
Lewis-Clark State College
RCH 214
500 8th Avenue
Lewiston, ID 83501

Mr. Sobotta,

On behalf of the Idaho State Department of Education (SDE), it is my pleasure to write this letter of support for Lewis-Clark State College (LCSC) for the 2016 College Assistance Migrant Program (CAMP) Federal Grant application. At the SDE, the offices of Indian Education and Migrant Education coordinate efforts to engage and educate communities about our programs and services that may be of benefit in the pursuit and completion of individual educational goals. We understand the commitment it takes to create access to educational opportunities for all students and appreciate the dedicated work of LCSC in expanding prospects of post-secondary education to our students.

The CAMP grant will assist in building a college going culture in Idaho and provide much more than an education for our students. Students who graduate with a post-secondary degree are more apt to be active in community leadership, civic engagement, and experience greater personal success. The SDE values the work LCSC has prioritized for the increased access and success of all students. We look forward to continuing our partnership with LCSC through the Idaho Indian Education Committee and other collaborations. We fully support the efforts of LCSC as they seek external funding to assist students in their pursuit of a post-secondary education.

Kind regards,

(b)(6)

Pete Koehler
Chief Deputy Superintendent



State of Idaho

Idaho Commission on Hispanic Affairs

2399 S. Orchard Street, Ste. 102 ❖ P.O. Box 83720 ❖ Boise, ID 83720-0006
Ph: (208) 334-3776 ❖ TDD: 1-800-377-3529
<http://www.icha.idaho.gov>

C.L. "Butch" Otter
Governor

Juan Álvarez
Chairperson

Margie Gonzalez
Executive Director

Wednesday, February 17, 2016

Lewis-Clark State College
Principle Investigator
500 8th Ave.
Lewiston, ID 83501

Principle Investigator,

COMMISSIONERS:

Lucy R. Juárez

Tim Corder

Raquel Romero-Arenz

Erika L. Allen

Senator Dan Johnson

Senator Roy Lacey

Rep. Sue Chew

Rep. Greg Chaney

The Idaho Commission on Hispanic Affairs fully endorses the goals and objectives of the Lewis-Clark State College (LCSC). We recognize that the academic support services that the College Assistance Migrant Program (CAMP) provides are critical to the success of students from migrant and seasonal farm working backgrounds this is why we seek the support of renewing and bringing CAMP to LCSC students.

The Commission is the state agency tasked with working toward educational, economic, and social equality for Hispanics in the State of Idaho. We advise the Governor and the State Legislature on issues and problems impacting the Hispanic community. In addition, we administer several projects providing services to Hispanics and contract with other state agencies to consult on education issues relevant to the Hispanic population and the effective delivery of academic services to them.

As the state agency charged as the liaison between government and our Hispanic population we commit to assisting the Lewis-Clark State College by providing:

Communications and Marketing

- Publicizing LCSC CAMP visits
- Distributing LCSC CAMP brochures to target population
- Posting LCSC CAMP events and information on our website

Referral

- Referring student to LCSC CAMP
- Referring program to programming events

We fully support the collaboration and our partnership between our agency and the LCSC-CAMP. We recognize the need for these services, coupled with outreach and promotional efforts, and we are prepared to support this project. Please do not hesitate to contact me if you require further information

(b)(6)

Margie Gonzalez
Executive Director

(b)(6)



317 HAPPY DAY BLVD., SUITE 250
CALDWELL, IDAHO 83607
OFFICE: 208-454-1652
FAX: 208-459-0448

February 20, 2016

Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

To Whom It May Concern:

On behalf of Community Council of Idaho, Inc. (CC Idaho) I am pleased to submit this letter of support for Lewis-Clark State College's (LCSC) pursuit of a grant for the College Assistance Migrant Program (CAMP).

Since first receiving the federal grant in 2002, LCSC CAMP has demonstrated tremendous measurable success with its students. More than 100 students have benefited from thousands of dollars in scholarships to guide them toward academic – and eventually societal – success as a direct result of this program. Although the group of CAMP students is diverse, all members share commonality by being migrant or seasonal farmworkers or their descendants.

LCSC hopes to renew and strengthen these vital efforts of assisting students in their pursuit of higher education through CAMP. As the largest nonprofit organization to serve Latinos in the state of Idaho, our agency highly encourages the expansion of programs that serve minorities and farmworkers in more areas of the state.

I look forward to the continuing success of this program. LCSC remains faithful to the highest standards of professionalism and dedication, and thus the Community Council of Idaho strongly supports LCSC's application for funding from the Office of Migrant Education. Thank you for your time and consideration of Lewis-Clark State College. For any questions regarding my recommendation, please feel free to contact me.

Sincerely,

(b)(6)

Irma Morin
Executive Director
Community Council of Idaho, Inc.

A large, light red, cursive watermark of the word "Idaho" is positioned diagonally across the lower half of the page, behind the signature area.



NEZ PERCE TRIBE

Department of Fisheries Resources Management

Administration • Enforcement • Harvest • Production • Research • Resident Fish • Watershed



ADMINISTRATION DIVISION

104 Lolo Street • P.O. Box 365 • Lapwai, Idaho 83540
Phone: (208) 843-7320 • Fax: (208) 843-7322

February 22, 2016

Bob Sobotta, Jr., Director
Native American/Minority Student Services
Lewis-Clark State College
500 8th Avenue
Lewiston, Idaho 83501

Dear Bob:

The Nez Perce Tribe, Department of Fisheries Resources Management (DFRM) is writing in support of your College Assistance Migrant Program (CAMP). We hope the program will eventually assist students of the Nez Perce Tribe in their higher education endeavors. You have a unique opportunity in providing services to minority students that might otherwise struggle through the variety of processes to be undertaken for enrollment and their continued success.

The Nez Perce Tribe has one of the largest fisheries programs of any Tribe in the U.S. The program works throughout ceded lands and has offices in Powell, Grangeville, Orofino, McCall, Sweetwater, Lapwai, and Joseph, OR in addition to managing Kooskia National Fish Hatchery and Nez Perce Tribal Hatchery and co-managing Dworshak National Fish Hatchery. We currently have over 180 employees that operate under six Divisions within the program: Administration, Harvest, Production, Research, Resident Fish, and Watershed.

We have a very diverse department with approximately sixty (60) different projects. We currently have many seasonal jobs for field work in areas such as: restoring watershed and fisheries habitats, utilizing hatcheries to rear fish and restore populations, and trapping and monitoring fish for research related efforts. Several projects include field duty for an 8 day on/off rotation schedule.

We've had past success with the Bonneville Power Administration Internship program as well; placing students from different parts of the country with various projects over the summer to learn about salmon recovery and watershed restoration. If you plan to place any students with our program, they will certainly have a great opportunity to work with a wide variety of tasks and alongside a very dedicated staff.

If you require further information please contact me at (208) 843-7334. I hope this letter will provide you the support needed to secure funding to assist these students. Congratulations on your past success and we look forward to working with you in the future.

Sincerely,

(b)(6)

David B. Johnson, Manager



Idaho EPSCoR

Experimental Program to Stimulate Competitive Research

February 28, 2016

Bob Sobotta Jr., Director
Native American/Minority Student Services
Lewis-Clark State College
500th Avenue
Lewiston, Idaho 83540

Dear Mr. Sobotta,

The Idaho NSF Experimental Program to Stimulate Competitive Research (EPSCoR) is pleased to provide this letter of support for the proposed College Assistance Migrant Program (CAMP) at Lewis Clark State College (LCSC). Broadening participation of underrepresented students in STEM fields is one of the aspirations of Idaho NSF EPSCoR.

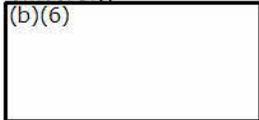
In order to demonstrate Idaho EPSCoR's support for the LCSC CAMP proposal, the following resources will be contributed to support the success of CAMP and to increase the number of underrepresented minority students pursuing advanced study, obtaining bachelor degrees, and pursuing graduate degrees in STEM disciplines.

- Idaho EPSCoR has created Ambassador positions at Idaho's 2-4 year colleges (including LCSC) to develop and ensure a synergistic relationship between the Idaho NSF EPSCoR Program and LCSC to connect CAMP students to university research opportunities. The positions are filled by faculty from each college and they will be instrumental in building stronger relationships between Idaho's colleges and research universities, and increasing the number of students entering STEM fields.
- Idaho EPSCoR will also provide up to \$4,000 for students from Idaho's institutions, including students from 2 and 4 year colleges, to participate in the MILES Undergraduate Research and Internships (MURI) Program. The MURI Program is designed to engage STEM undergraduates in hands-on, paid summer and academic year research experiences studying many different aspects of the "Management of Idaho's Landscapes for Ecosystem Services (MILES)." At least 60 MURI Scholars positions will be offered each year across Idaho, with large percentage of the positions targeting populations that are traditionally underrepresented in science, technology, engineering, and mathematics fields (e.g., women, ethnic minorities, and students with disabilities).

Please contact us if you have any questions. We look forward working closely with you to catalyze positive institutional change and to leverage worthy efforts to train more U.S. citizens as scientists and engineers who will become leaders and educators of future generations.

Sincerely,

(b)(6)



Dr. Peter Goodwin, Director
Idaho NSF EPSCoR



LAPWAI SCHOOL DISTRICT #341

404 S. Main
Lapwai, Idaho 83540
(208) 843-2622

Thursday, February 25, 2016

Mr. Bob Sobotta
Native American/Minority Student Services
Lewis-Clark State College
500 8th Avenue
Lewiston, ID 83501

Dear Mr. Sobotta,

Thank you for the opportunity to demonstrate our support of Lewis-Clark State College and their pursuit of the 2016 College Assistance Migrant Program (CAMP) Federal Grant.

The previous grant awarded in 2002 successfully initiated several notable achievements, with student success being your overriding goal. With LCSC and the CAMP project demonstrating its commitment to eligible students, over \$500,000 in scholarship monies were awarded to 134 students. Because of that commitment, a great percentage of those students have completed their degree programs or continue to attend LCSC or another institution. LCSC's CAMP program was a positive success and vital to assisting eligible students with acquiring a higher education. We are hoping your grant proposal will enable LCSC to renew and strengthen existing efforts of supporting students through CAMP.

On behalf of the Lapwai School District, I would like to offer our full support of Lewis-Clark State College and their 2016 College Assistance Migrant Program (CAMP) Federal Grant application. Please share my willingness to be contacted should additional information be required.

Most Sincerely,

(b)(6)

Dr. David M. Aiken
Superintendent, Federal Programs Director
Lapwai School District # 341
208-843-2622 ext. 202
daiken@lapwai.org

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TRIO Upward Bound
Boise State University
1910 University Drive
Boise, Idaho 83725-1775
(208) 426-3572



February 20, 2016

To Whom It May Concern:

My name is Joshua Engler and I am an Educational Specialist for the Boise State University TRIO Upward Bound program at Caldwell High School (CHS) in Caldwell, Idaho. The TRIO Upward Bound program at CHS provides fundamental support for 44 low-income, first-generation college bound high school students in preparation for college entry.

For the past four years, I have worked closely with Brock Astle, Assistant Director for the Lewis-Clark State College (LCSC) Boise Center, to assist my seniors who intend to attend LCSC. Brock makes several visits to my classroom every year. He helps students navigate the admission, scholarship, and housing application processes. In addition, Brock has conducted Student Advising and Registration (STAR) sessions with the students to register them for fall classes at LCSC.

This partnership has been critical to helping the students overcome several of the barriers low-income, first-generation college bound high school students face entering college. However, another set of unique barriers exist for these students during their first year of college.

Several of my former students have enrolled in College Assistance Migrant Programs (CAMP) at other postsecondary institutions in Idaho. The students who have participated in CAMP have received academic, social, and financial support. This was instrumental to the students' success during their first year of college and vital for their retention.

I believe that LCSC and its students would benefit greatly from having CAMP once again on campus. For my CAMP-eligible students, I would work with LCSC CAMP staff to ensure a successful transition to LCSC and would appreciate knowing that the students will have additional support to be successful in their first year and beyond. Therefore, I am glad to offer a letter of support to LCSC in the grant application process.

Sincerely,

Joshua Engler
Boise State University TRIO Upward Bound
Educational Specialist – Caldwell High School



COLUMBIA HIGH SCHOOL



Cory Woolstenhulme - Principal

Phil Diplock, Vice-Principal Nick Stern, Vice-Principal

Randy Potter, Athletic Director

February 25, 2016

To Whom It May Concern:

I have worked as a high school counselor for the past 10 years and have been in education for 28 years. Throughout the years in education, I have experienced many trends in education. There has been a big push for students to continue their education beyond high school.

Many of our students have graduated and continued at the postsecondary level. A trend I have noticed over the years is the number of migrant students applying for college. We have more migrant students each year that hope to achieve an education after high school. The message of education increasing a person's earning power is falling on eager ears.

As with any trend, there are stumbling blocks. We have many students that don't want to be too far from home, want to be educated in a smaller educational environment and still have a quality program. Lewis-Clark State College satisfies these conditions. It was sad that the CAMP Scholarship money was not renewed for LCSC.

Lewis-Clark State College is able to work for the student in a way that is unique and not possible on other college campuses. Their ability to track students into courses that fit their learning styles and work in smaller groups is essential in working with migrant students. They are able to work more closely with the parents of these students, which is an essential component in making them successful at the college level.

Because Lewis-Clark State College is smaller, they are able to keep the prospective students from being bogged down with the registration, financial aid and advising components that are daunting to students and parents, especially when the parent has no personal experiences with higher education.

I highly recommend the CAMP Scholarship money be awarded back to Lewis-Clark State College. It will help fill a need in the education of many of our young migrant students.

(b)(6)



DEPARTMENT OF HEALTH AND HUMAN SERVICES

Program Support Center
Financial Management Service
Division of Cost Allocation

DCA Western Field Office
90 7th Street, Suite 4-600
San Francisco, CA 94103
PHONE: (415) 437-7820
FAX: (415) 437-7823
E-MAIL: dcaof@psc.hhs.gov

JAN 16 2013

Chet Herbst
VP for Finance & Admin.
Lewis - Clark State College
500 8th Avenue
Lewiston, ID 83501

Dear Mr. Herbst:

A copy of an indirect cost Negotiation Agreement is attached. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for indirect costs on grants and contracts with the Federal Government. Please have the Agreement signed by a duly authorized representative of your organization and return it to me BY FAX, retaining the copy for your files. We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

An indirect cost proposal together with supporting information are required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on your fiscal year ending 06/30/16, is due in our office by 12/31/16.

(b)(6)

Arif ~~Harim~~, Director
Division of Cost Allocation

Attachment

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY FAX

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: DATE: 01/07/2013
 ORGANIZATION: FILING REF.: The preceding
 Lewis - Clark State College agreement was dated
 500 8th Avenue 08/16/2007
 Lewiston, ID 83501

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

TYPE	FROM	TO	RATE (%)	LOCATION	APPLICABLE TO
PRED.	07/01/2012	06/30/2017	34.00	On-Campus	All Programs
PROV.	07/01/2017	06/30/2018	34.00	On-Campus	All Programs

*BASE

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

ORGANIZATION: Lewis - Clark State College

AGREEMENT DATE: 1/7/2013

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

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.

DEFINITION OF EQUIPMENT

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

The following fringe benefits are treated as direct costs:
FICA, WORKERS COMPENSATION, MEDICAL/LIFE INSURANCE, UNEMPLOYMENT, STATE PERSONNEL COMM. ASSESS., AND RETIREMENT.

ORGANIZATION: Lewis - Clark State College

AGREEMENT DATE: 1/7/2013

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

Lewis - Clark State College

(b)(6)

(SIGNATURE)

Chet G. Herbst

(NAME)

Vice President for Finance and Administration

(TITLE)

January 16, 2013

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

Arif Karim

(NAME)

Director, Division of Cost Allocation

(TITLE)

1/7/2013

(DATE) 2130

HHS REPRESENTATIVE: Karen Wong

Telephone: (415) 437-7820

There was a problem attaching a file(s).

The file was missing in the application package submitted through Grants.Gov

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

LCSC COLLEGE ASSISTANCE MIGRANT PROGRAM 2016

Budget Narrative

PERSONNEL	Year One			Year Two		
	Federal	Non-federal	Total	Federal	Non-federal	Total
Director <i>(100%, 1.0 FTE, Exempt)</i>	50,003	(b)(4)		51,503	(b)(4)	
Recruiter/Enrollment Specialist <i>(100%, 0.75 FTE, Exempt)</i>	26,442	(b)(4)		27,235	(b)(4)	
Retention Specialist <i>(100%, 0.87 FTE, Exempt)</i>	30,373	(b)(4)		31,284	(b)(4)	
Administrative Assistant <i>(100%, 0.75 FTE, Classified)</i>	21,908	(b)(4)		22,565	(b)(4)	
Principal Investigator <i>(8%, 0.08 FTE, Exempt)</i>	0	(b)(4)		0	(b)(4)	
Total Personnel	128,726	(b)(4)		132,588	(b)(4)	
FRINGE						
3 Exempt Employees <i>(20.81%* fringe rate)</i>	22,229	(b)(4)		23,006	(b)(4)	
1 Classified Employee <i>(21.84%* fringe rate)</i>	4,785	(b)(4)		4,951	(b)(4)	
4 Employee Health Insurance <i>(\$12,240* per employee)</i>	48,960	(b)(4)		50,960	(b)(4)	
Principal Investigator <i>(20.81%* fringe rate)</i>	0	(b)(4)		0	(b)(4)	
Total Fringe	75,974	(b)(4)		78,917	(b)(4)	
Subtotal Personnel Costs	204,700	(b)(4)		211,504	(b)(4)	
TRAVEL						

National HEP/CAMP Conference in Washington D.C. (<i>Director</i>)		(b)(4)		(b)(4)
Airfare	750		750	
Lodging (3 nights x \$150/night)	450		450	
Per Diem (3 days x \$51 per day)	153		153	
Ground Travel (taxi, bus, etc.)	40		40	
Recruitment/Follow-up (Recruiter/Enrollment Specialist)				
Lodging (30 nights x \$80/night)	2,400		2,400	
Per Diem (30 days x \$45/day)	1,350		1,350	
Car Rental (\$32/day x 30 days)	960		960	
Gas Mileage (\$0.54/mile x 3,000 miles)	1,620		1,620	
Annual Idaho Hispanic Youth Symposium				
Lodging (3 nights x \$90/night)	270		270	
Per Diem (3 days x 45 per day)	135		135	
Car Rental (\$32/day x 4 days)	128		128	
Gas Mileage (\$0.54/mile x 540 miles)	292		292	
Professional Development 2 staff per year attend CAMP related trainings and meetings				
Airfare (2 employees)	1,500		1,500	
Lodging (2 x \$90/night x 4 nights)	720		720	

Per Diem (2 x \$45/day x 5 days)	450	(b)(4)	450	(b)(4)
Ground Travel (taxi, bus, etc.)	60		60	
Total Travel	11,278		11,278	
EQUIPMENT				
Total Equipment	0		0	
SUPPLIES				
Consumable Supplies (diagnostic and learning materials)	500		500	
Staff Computers (3 desktops and 1 laptop)				
Software (student databases, etc.)	1,500		1,500	
Office Supplies (paper, pens, file folders, etc.)	600		600	
Office Furniture (desks, tables, chairs, cabinets, etc.)	0		0	
Total Supplies	2,600		2,600	
CONTRACTUAL				
Outside Evaluation Consultant				
Four-day Site Visit (\$25/hour x 32 hours)	800		0	
Per Diem (\$45/day x 4 days)	180		0	
Total Contractual	980		0	
CONSTRUCTION				
Total Construction	0		0	
OTHER				
Telephones (4 lines x \$15/line + long distance)	80		80	

Marketing (brochures, announcements, etc.)	800	(b)(4)	800	(b)(4)
Printing & Postage	500		500	
National HEP/CAMP Association Registration (4 employees x \$200)	800		800	
Learning Community Laptops (15 laptops x \$1,400 each)	21,000		0	
Participant Travel: Cultural trips or other educational travel				
Participant Registration Fees (5 events x 30 students x \$10)	1,500		1,500	
Gas Mileage (500 miles x \$0.54/mile)	270		270	
2 Van Rentals (\$98/day x 5 days)	490		490	
Total Other	25,440		4,440	
TOTAL DIRECT COSTS	244,998		229,823	
Indirect Costs (8% of Total Allowable Direct Costs)	19,600		18,386	
Participant Stipends (30 students x \$5,000 stipend)	150,000		150,000	
TOTAL PROJECT COSTS	\$ 414,598		\$ 398,209	

*Fringe rates expected to increase 0.10% per year and health insurance expected to increase \$500 per year: Year One Exempt 20.81%, Classified 21.84%, health insurance \$12,240; Year Two Exempt 20.91%, Classified 21.94%, health insurance \$12,740. (Estimates provided by the LCSC Budget Office, 2016.)

PERSONNEL	Year Three			Year Four		
	Federal	Non-federal	Total	Federal	Non-federal	Total
Director (100%, 1.0 FTE, Exempt)	53,048	(b)(4)		54,640	(b)(4)	
Recruiter/Enrollment Specialist (100%, 0.75 FTE, Exempt)	28,052			28,894		
Retention Specialist (100%, 0.87 FTE, Exempt)	32,223			33,189		
Administrative Assistant (100%, 0.75 FTE, Classified)	23,242			23,939		
Principal Investigator (8%, 0.08 FTE, Exempt)	0			0		
Total Personnel	136,565			140,662		
FRINGE						
3 Exempt Employees (21.01%* fringe rate)	23,809			24,640		
1 Classified Employee (22.04%* fringe rate)	5,123			5,300		
4 Employee Health Insurance (\$13,240* per employee)	52,960			54,960		
Principal Investigator (21.01%* fringe rate)	0			0		
Total Fringe	81,892			84,900		
Subtotal Personnel Costs	218,457			225,563		
TRAVEL						
National HEP/CAMP Conference in Washington D.C. (Director)						
Airfare	750			750		

Lodging (3 nights x \$150/night)	450	(b)(4)	450	(b)(4)
Per Diem (3 days x \$51 per day)	153		153	
Ground Travel (taxi, bus, etc.)	40		40	
Recruitment/Follow-up (Recruiter/Enrollment Specialist)				
Lodging (30 nights x \$80/night)	2,400		2,400	
Per Diem (30 days x \$45/day)	1,350		1,350	
Car Rental (\$32/day x 30 days)	960		960	
Gas Mileage (\$.54/mile x 3,000 miles)	1,620		1,620	
Annual Idaho Hispanic Youth Symposium				
Lodging (3 nights x \$90/night)	270		270	
Per Diem (3 days x 45 per day)	135		135	
Car Rental (\$32/day x 4 days)	128		128	
Gas Mileage (\$.54/mile x 540 miles)	292		292	
Professional Development 2 staff per year attend CAMP related trainings and meetings				
Airfare (2 employees)	1,500		1,500	
Lodging (2 x \$90/night x 4 nights)	720		720	
Per Diem (2 x \$45/day x 5 days)	450		450	
Ground Travel (taxi, bus, etc.)	60		60	

Total Travel	11,278	(b)(4)	11,278	(b)(4)
EQUIPMENT				
Total Equipment	0		0	
SUPPLIES				
Consumable Supplies (<i>diagnostic and learning materials</i>)	500		500	
Software (<i>student databases, etc.</i>)	1,500		1,500	
Office Supplies (<i>paper, pens, file folders, etc.</i>)	600		600	
Total Supplies	2,600		2,600	
CONTRACTUAL				
Outside Evaluation Consultant				
Four-day Site Visit (<i>\$25/hour x 32 hours</i>)	800		0	
Per Diem (<i>\$45/day x 4 days</i>)	180		0	
Total Contractual	980		0	
CONSTRUCTION				
Total Construction	0		0	
OTHER				
Telephones (<i>4 lines x \$15/line + long distance</i>)	80		80	
Marketing (<i>brochures, announcements, etc.</i>)	800		800	
Printing & Postage	500		500	
National HEP/CAMP Association Registration (<i>4 employees x \$200</i>)	800		800	
Participant Travel: Cultural trips or other educational travel				

Participant Registration Fees (5 events x 30 students x \$10)	1,500	(b)(4)	1,500	(b)(4)
Gas Mileage (500 miles x \$0.54/mile)	270		270	
2 Van Rentals (\$98/day x 5 days)	490		490	
Total Other	4,440		4,440	
TOTAL DIRECT COSTS	237,755		243,880	
Indirect Costs (8% of Total Allowable Direct Costs)	19,020		19,510	
Participant Stipends (30 students x \$5,000 stipend)	150,000		150,000	
TOTAL PROJECT COSTS	\$ 406,775		\$ 413,390	

*Fringe rates expected to increase 0.10% per year and health insurance expected to increase \$500 per year: Year Three Exempt 21.01%, Classified 22.04%, health insurance \$13,240; Year Four Exempt 21.11%, Classified 22.14%, health insurance \$13,740. (Estimates provided by the LCSC Budget Office, 2016.)

PERSONNEL	Year Five		
	Federal	Non-federal	Total
Director (100%, 1.0 FTE, Exempt)	56,279	(b)(4)	
Recruiter/Enrollment Specialist (100%, 0.75 FTE, Exempt)	29,761		
Retention Specialist (100%, 0.87 FTE, Exempt)	34,185		
Administrative Assistant (100%, 0.75 FTE, Classified)	24,658		
Principal Investigator (8%, 0.08 FTE, Exempt)	0		
Total Personnel	144,882		
FRINGE			
3 Exempt Employees (21.21% fringe rate)	25,500		
1 Classified Employee (22.24% fringe rate)	5,484		
4 Employee Health Insurance (\$14,240 per employee)	56,960		
Principal Investigator (21.21% fringe rate)	0		
Total Fringe	87,943		
Subtotal Personnel Costs	232,826		
TRAVEL			
National HEP/CAMP Conference in Washington D.C. (Director)			
Airfare	750		
Lodging (3 nights x \$150/night)	450		
Per Diem (3 days x \$51 per day)	153		
Ground Travel (taxi, bus, etc.)	40		
Recruitment/Follow-up (Recruiter/Enrollment Specialist)			
Lodging (30 nights x \$80/night)	2,400		
Per Diem (30 days x \$45/day)	1,350		
Car Rental (\$32/day x 30 days)	960		

Gas Mileage (<i>\$0.54/mile x 3,000 miles</i>)	1,620	(b)(4)
Annual Idaho Hispanic Youth Symposium		
Lodging (<i>3 nights x \$90/night</i>)	270	
Per Diem (<i>3 days x 45 per day</i>)	135	
Car Rental (<i>\$32/day x 4 days</i>)	128	
Gas Mileage (<i>\$0.54/mile x 540 miles</i>)	292	
Professional Development 2 staff per year attend CAMP related trainings and meetings		
Airfare (<i>2 employees</i>)	1,500	
Lodging (<i>2 x \$90/night x 4 nights</i>)	720	
Per Diem (<i>2 x \$45/day x 5 days</i>)	450	
Ground Travel (<i>taxi, bus, etc.</i>)	60	
Total Travel	11,278	
EQUIPMENT		
Total Equipment	0	
SUPPLIES		
Consumable Supplies (<i>diagnostic and learning materials</i>)	500	
Software (<i>student databases, etc.</i>)	1,500	
Office Supplies (<i>paper, pens, file folders, etc.</i>)	600	
Total Supplies	2,600	
CONTRACTUAL		
Total Contractual	0	
CONSTRUCTION		
Total Construction	0	
OTHER		
Telephones (<i>4 lines x \$15/line + long distance</i>)	80	
Marketing (<i>brochures, announcements, etc.</i>)	800	
Printing & Postage	500	

National HEP/CAMP Association Registration (4 employees x \$200)	800	(b)(4)
Learning Community Laptops (15 laptops x \$1,400 each)	0	
Participant Travel: Cultural trips or other educational travel		
Participant Registration Fees (5 events x 30 students x \$10)	1,500	
Gas Mileage (500 miles x \$0.54/mile)	270	
2 Van Rentals (\$98/day x 5 days)	490	
Total Other	4,440	
TOTAL DIRECT COSTS	251,143	
Indirect Costs (8% of Total Allowable Direct Costs)	20,091	
Participant Stipends (30 students x \$5,000 stipend)	150,000	
TOTAL PROJECT COSTS	\$ 421,234	

Budget Narrative Continued

Personnel Salaries: Included on each project personnel line item is the percentage of total commitment of time and salary expensed to the grant, the full-time equivalent (FTE), and position classification (Exempt and Classified). Each position is important to the success of the project, as each is responsible for directly carrying out his/her specific responsibilities in order to complete project activities. The Principal Investigator provides program and compliance oversight, the Director handles administrative duties, the Recruiter/Enrollment Specialist recruits and enrolls project participants, the Retention Specialist carries out assessment and advising as part of participant support and retention, and the Administrative Assistant provides administrative support and maintenance of program records and database. Personnel salaries are based on the Idaho state median range for each position. In keeping with the LCSC

Compensation Review Committee recommendations, and in order to maintain the LCSC standard of fair and consistent treatment of all employees (regardless of funding source), a merit-based salary increase of up to 3% has been factored in for Years Two through Five. The salary for the Principal Investigator will be provided as a match by LCSC, and not expensed to the grant.

Fringe Benefits: Fringe Benefits are calculated at the institution's normal fringe benefit contribution rate. Benefits include: Group Life & Disability Income, Worker's Compensation, Employment Security, Sick Leave, Retirement, and Social Security. Group Health Insurance is not included in the fringe benefit rate as it is a separate flat rate. *The fringe rates for Years Two through Five have been increased by .10% per year based on increases over the last five years, and health insurance is expected to increase each year by \$500 per employee; these anticipated increases in rates were provided by the LCSC Budget Office, and have been factored into the budget. The fringe for the Principal Investigator will be provided as a match by LCSC, and not expensed to the grant.

Travel: Proposed travel costs, the purpose and objective of the travel and the number of persons traveling are included under the Travel line item of the budget. The targeted recruitment and follow-up areas along with related migrant education meetings vary in distance but average 1,000-1,500 miles round trip. Because of the distance, a significant portion of the travel budget goes toward recruitment. Estimates of recruitment travel are calculated anticipating two week-long recruiting trips each academic semester for the lodging, per diem, transportation and fuel costs. The \$32/day rate for transportation is calculated at the institution's daily state contract rate for car rental. Mileage reimbursement at \$0.54 is based on Idaho state travel policies and

procedures. Professional Development/Training travel will be to CAMP related trainings and meetings, e.g. CAMP Western Stream Conference or National Migrant Education Conference.

Airfares, Per Diem and hotel rates are calculated according to the projected markets. Air transportation costs are projected tourist class airfares to most frequently used destinations and adjusted to reflect recent market trends. Hotel rates include applicable taxes. Per Diem rates are calculated using the institution's established out-of-state rate except for those areas eligible for a higher amount under the high-low substantiation method, i.e. Washington D.C. All travel is related to the project's overall purpose and proposed activities.

Equipment: Based on the definition of equipment being non-expendable personal property, with a usefulness of greater than one year and with an acquisition cost of \$5,000 or more per unit, there are no equipment costs included for the proposed project.

Supplies: Costs included here include the costs of all tangible personal property which doesn't meet the definition of equipment. The proposed budget accommodates for database software. Costs for office, desk, and consumable supplies are based on the institution's state-mandated purchasing contract. Office supplies include staples, paper, letterhead and envelopes, file folders, pens, USB drives, calculators, and post-it notes, and consumable supplies include diagnostic and learning materials. Printing cost include brochures, applications, letterhead, envelopes, etc. LCSC will provide both new and repurposed computers for CAMP staff use, a printer for the CAMP program, as well as provide office furnishings for CAMP staff and participants.

Contractual: This line item includes funds for completing an external evaluation and written report of the program. Consultants who serve as outside evaluators are veteran directors of federally sponsored programs, and whose scope of work is to provide evaluation in areas of

project and budget management. Consultant costs include a breakdown of daily fees, estimated number of days of services, and per diem costs for the evaluation site visits. Costs for two four-day evaluation site visits is included, one at the end of project year one, and one mid-cycle to determine implementation of changes indicated by the initial evaluation process. Time for each site visit includes a written report. Procurement procedures are consistent with standards established in EDGAR 74.40 – 74.48 and 80.36, and reflect institutional policy that goods and services obtained with federal dollars are compliant with the provisions of the federally sponsored agreement. This includes an institutional contract administration system which ensures that contractors are held responsible for successfully performing the services contracted for before payment is rendered, and that records of the contractual agreement and its stipulations are retained.

Other: General costs under this line item include promotional materials, printing, mailing, postage, telephone, conference fees, and laptops available to participants to check out and use. Participant travel is calculated to include van transportation, mileage, and event fees for 30 participants to attend/participate in five cultural/educational trips or events.

Direct Participant Support Costs are not subject to Facilities and Administrative Costs at Lewis-Clark State College. Costs under this line item include participant stipends.

Total Direct Costs: The total subject to F&A includes total direct costs, less direct participant support costs.

Indirect Costs: As per EDGAR 75.562 (c), indirect costs are determined as 8% of the modified total direct cost base.

Training Stipends: are direct participant support costs and calculated at \$5,000 per entering participant per academic year for costs over and above awarded financial aid,

scholarships, or waivers from the financial aid office, to cover any unmet need including tuition and related fees, room and board, health insurance and books and supplies. This is reasonable based on the projected costs per academic year.

Total Costs: The total costs amount supports the proposed grant and includes all costs necessary for carrying out the objectives of the Program.

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Andrew		Hanson	

Address:

Street1:	500 8th Avenue
Street2:	
City:	Lewiston
County:	
State:	ID: Idaho
Zip Code:	83501
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(208) 792-2461	

Email Address:

grantsoff@lcsc.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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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

Lewis-Clark State College

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	128,726.00	132,588.00	136,565.00	140,662.00	144,882.00	683,423.00
2. Fringe Benefits	75,974.00	78,917.00	81,892.00	84,900.00	87,943.00	409,626.00
3. Travel	11,278.00	11,278.00	11,278.00	11,278.00	11,278.00	56,390.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	2,600.00	2,600.00	2,600.00	2,600.00	2,600.00	13,000.00
6. Contractual	980.00	0.00	980.00	0.00	0.00	1,960.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	25,440.00	4,440.00	4,440.00	4,440.00	4,440.00	43,200.00
9. Total Direct Costs (lines 1-8)	244,998.00	229,823.00	237,755.00	243,880.00	251,143.00	1,207,599.00
10. Indirect Costs*	19,600.00	18,386.00	19,020.00	19,510.00	20,091.00	96,607.00
11. Training Stipends	150,000.00	150,000.00	150,000.00	150,000.00	150,000.00	750,000.00
12. Total Costs (lines 9-11)	414,598.00	398,209.00	406,775.00	413,390.00	421,234.00	2,054,206.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): US Department of Health and Human Services

The Indirect Cost Rate is 34.00%.

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

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

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

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

PR/Award # S149A160013

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

LCSC COLLEGE ASSISTANCE MIGRANT PROGRAM

Job Descriptions & Bibliography

PRINCIPAL INVESTIGATOR JOB DESCRIPTION

Position is responsible for providing program administrative and compliance oversight. This includes hiring, supervising and evaluating staff, negotiating and managing the project's budget, managing the project's resources, developing appropriate policies for the effective management of the project, supervising the preparation of and submittal of all appropriate reports, and ensuring federal grant compliance.

DIRECTOR JOB DESCRIPTION

Required Qualifications

The Program Director will hold a master's degree in Counseling, Education, Social Work, or a related social science degree which reflects applicable knowledge, skills, and educational competencies, and have two or more years of professional experience working with at-risk/minority populations. The director needs experience working with college-age students and must possess knowledge and awareness of socioeconomic and related barriers as they relate to the educational success of the target population.

Administrative Duties

The Program Director will design and implement a successful recruiting plan; prepare the design, development, implementation and evaluation of program activities; and conduct intake interviews and document prospective participants' eligibility to the program. Other duties include supervising day-to-day program operation and staff; participate in staff meetings and conduct/assist with in-service trainings; present information to LCSC administration, faculty, and

students during college orientation activities, faculty meetings and upon request; and serve on campus committees which impact target population. As the project personnel responsible for federal grant compliance, the Director will prepare federal reports, and oversee data collection.

Direct Service Duties

Direct service duties include monitor participant progress and document services; serve as advocate for participants when appropriate (i.e. admissions, financial aid, colleges and departments); and represent the college and CAMP program at national and regional conferences. The Director is responsible for public relations and marketing materials

RECRUITER/ENROLLMENT SPECIALIST JOB DESCRIPTION

Required Qualifications

The Recruiter/Enrollment Specialist must have two-plus years' experience working with and sensitivity toward the target population, as well as have a bachelor's degree in counseling, Education, social work, or a related social science degree which reflects applicable knowledge, skills, and educational competencies. The R/E Specialist must be bilingual in English and Spanish, possess strong problem-solving and listening skills, plus strong oral, writing, and interpersonal skills. This position requires an understanding of college entrance testing and application procedures, as well as financial assistance available to pay for college (including FAFSA).

Administrative Duties

The R/E Specialist will assist Program Director in the design, development, implementation and evaluation of program activities; perform intake and other interviews; document prospective participant's program eligibility; conduct/assist with in-service training; present information to

administration, faculty, and students during college orientation activities, faculty meetings and upon request; serve on campus committees which impact target population; assist with federal reports, and data collection; and complete other duties as requested by Program Director.

Direct Service Duties

R/E Specialist direct service duties will include assist with the design and implementation of the recruitment plan; extensive travel throughout the Northwest representing the college and LCSC CAMP; monitor participant progress and document services; establish and maintain communication with student families; design, coordinate, and supervise data collection; serve as advocate for program participants when appropriate (i.e. admissions, financial aid, colleges, and departments); and represent the college and CAMP program at national and regional conferences.

RETENTION SPECIALIST JOB DESCRIPTION

Required Qualifications

The Retention Specialist must have a bachelor's degree in Education or a related field, and have experience working with the target population. The Ret. Specialist will be responsible for academic advising, and the career development and study skills components of the project.

Training and experience in teaching and knowledge of current retention models is required.

Administrative Duties

Retention Specialist administrative duties include supervising project tutors and facilitating appropriate training; design and implement academic CAMP classes and social activities; assist with federal reports and data collection; assist Program Director in the design, development, implementation and evaluation of program activities; supervise and train peer tutor/mentors;

conduct/assist with in-service training; attend training opportunities as requested; and complete other duties as requested by Program Director.

Direct Service Duties

The Retention Specialist will conduct individual interviews with new and all returning CAMP participant to assess needs and goals and carry out plan for service; provide one-on-one academic, career, graduate school planning and advising; administer transition support to new participants and offer counseling, support and advocacy; refer participants to the appropriate program staff or other campus resources; monitor participant progress and document services; teach CAMP class courses and conduct topical workshops; and establish and maintain direct communication with professors, instructors, tutors, and other professional personnel involved with program participants

ADMINISTRATIVE ASSISTANT JOB DESCRIPTION

Required Qualifications

The Administrative Assistant must have sufficient education and experience to be able to organize the delivery of student services and maintain a student database. An associate degree is required. Training and experience in working with computers/software, budget management, databases, and Microsoft Office is also essential.

Administrative Duties

Administrative Assistant duties include complete and submit stipend payments; maintain participant database and facilitate submission of on-line federal reporting; supervise daily office functions; generate reports; maintain a budget soft ledger; and maintain confidential records, generate requisitions, and budget transactions.

Direct Service Duties

The Administrative Assistant will assist with academic support when appropriate; assist with classes as assigned; mentor participants in internships; and assist with testing and advising participants.

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