

**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 # S149A160017**

**Grants.gov Tracking#: GRANT12113770**

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.).

There were problems converting one or more of the attachments. These are: [1238-Appendices.pdf](#)

**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="03/07/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="86-01-96696"/>	* c. Organizational DUNS: <input type="text" value="9433604120000"/>
---	---

**d. Address:**

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

**e. Organizational Unit:**

Department Name: <input type="text" value="ORSPA"/>	Division Name: <input type="text" value="OKED"/>
--	---

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="480-727-7983"/>	Fax Number: <input type="text" value="480-965-2455"/>
---	---

\* Email:

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.149

CFDA Title:

Migrant Education\_College Assistance Migrant Program

**\* 12. Funding Opportunity Number:**

ED-GRANTS-010716-001

\* Title:

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

**13. Competition Identification Number:**

84-149A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Achieving Excellence in a University: A Program Designed for Migrant Student Success.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="2,054,916.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,054,916.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b> <input type="text" value="Tamera-Lyndon Avery Wright"/>	<b>TITLE</b> <input type="text" value="Grant and Contract Officer Principal"/>
<b>APPLICANT ORGANIZATION</b> <input type="text" value="AZ Board of Regents on behalf of Arizona State University"/>	<b>DATE SUBMITTED</b> <input type="text" value="03/07/2016"/>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

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

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

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

<b>6. * Federal Department/Agency:</b> <input type="text" value="DOEd:Special Ed and Rehabilitative Serv."/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Migrant Education_College Assistance Migrant Program"/> CFDA Number, if applicable: <input type="text" value="84.149"/>
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<b>8. Federal Action Number, if known:</b> <input type="text" value="ED-GRANTS-010716-001"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
---	--

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

Prefix:     \* First Name:     Middle Name:

\* Last Name:     Suffix:

\* Street 1:     Street 2:

\* City:     State:     Zip:

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

Prefix:     \* First Name:     Middle Name:

\* Last Name:     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:

\* Name: Prefix:     \* First Name:     Middle Name:

\* Last Name:     Suffix:

Title:     Telephone No.:     Date:

## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

GEPANarrativeSection427.pdf

Add Attachment

Delete Attachment

View Attachment

**Section 427: General Education Provision Acts (GEPA) Statement  
for US Dept. of Education**

**Arizona State University**

In carrying out its educational mission, Arizona State University (ASU) will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for individuals served. Federally funded activities, programs and services such as the ASU CAMP Scholars Project will be accessible to all teachers, students, and other program beneficiaries with special needs allowing them to participate fully in the projects. The University does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender or sexual orientation in its education and research programs, or its services and activities. It provides reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, faculty, community members and other participants. The steps taken in the CAMP Scholars Project illustrate how ASU will ensure equitable access to migrant students.

A potential barrier is language since almost hundred percent of students will be recruited from Spanish dominant households. We have insured that all staff members, the PI and the Co-PI are bilingual Spanish and English and that oral and visual presentations to students and parents have been vetted for the predominant language for the particular setting concerned. Where necessary, announcements, brochures, website and program materials will be provided bilingually depending on the targeted audience, in this case primarily limited English proficiency parents of students.

Accommodations for disability needs have already been targeted and coordinated through ASU's Disability Resource Center and the TRIO Disability Student Support Services program; under the ADA Amendment, an "individual with a disability" is someone who has a physical or mental impairment substantially limiting one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment. Any migrant student with a disability will be eligible for the services of ASU's Disability Resource Center and the TRIO Disability Student Support Services program; details of available accommodations will be communicated during the recruitment and enrollment process of migrant students and followed up upon their actual residency.

## 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

AZ Board of Regents on behalf of Arizona State University

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

\* SIGNATURE:

\* DATE:

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

## ABSTRACT

The proposed Arizona State University (ASU) College Assistance Migrant Program (CAMP) Scholars Project, “Achieving Excellence in a University: A Program designed for Migrant Student Success,” will be housed at the ASU School of Transborder Studies located in Tempe, Arizona.

The Project objectives are: 1) The program will enroll at minimum 20 eligible students in year one and 35 each subsequent year; 2) At least 75% of CAMP Scholars will participate in financial,

academic, and transitional (advising and career) support services; 3) At least 50% of all CAMP Scholars will participate in personal, cultural, leadership and well-being support services; 4)

Maintain contact and engage with 100% of CAMP Scholar families; 5) At least 86% of CAMP

Scholars will complete their first academic year at ASU and 6) At least 85% of CAMP Scholars will continue in higher education after their first academic year at ASU. The activities of the project

include: outreach and recruitment; FAFSA, college, and scholarship application assistance;

stipends, financial literacy classes, and financial aid counseling; Early Start orientation program;

academic advising, tutoring, supplemental instruction, educational programming; peer coaching,

cultural activities, academic mentoring, internship and community service placements, leadership

training, and family engagement activities. ASU CAMP is responding to the invitational priority

of engaging faith-based and community organizations in the delivery of services. The proposed

project outcomes are that CAMP Scholars will excel when measured against rigorous academic standards at ASU (i.e., grade point average, remaining in university academic good standing,

progression in program, and persistence). ASU CAMP proposes to serve 20 CAMP Scholars in

year one and 35 every year thereafter in a residential program on the ASU Tempe campus.

Project targets for meeting each of the GPRA measures are: in year one 17 CAMP Scholars will

complete their first year at ASU and at least 17 will continue in higher education after their first year

at ASU. Each subsequent grant year, 30 CAMP Scholars will complete their first year at ASU and at

least 30 will continue in higher education after their first year at ASU.

## Project Narrative File(s)

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

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

**Achieving Excellence in a University: A Program Designed for Migrant Student Success**

Applicant: Arizona State University – School of Transborder Studies

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## **1. Need for and Significance of Project**

A majority of the Arizona migrant and seasonal farmworker (MSFW) population bisects the state from east to west, through the central corridor of the following 3 counties according to growing season: Yuma (winter vegetables), Maricopa (melons), and Pinal (cotton). Arizona State University (ASU) is located in the central part of the state (Maricopa County) and provides a highly ranked education in an innovative research environment. ASU is committed to reflecting the community with an emphasis on inclusion that is unparalleled nationally. The establishment of a College Assistance Migrant Program (CAMP) with comprehensive services will enable ASU to increase opportunities for MSFW youth to pursue higher education.

***i. Magnitude of the need for the services to be provided.*** Children from MSFW families are among the most disadvantaged of all groups of students in the country.<sup>1</sup> In the 2014-15 school year, Arizona had over 10,000 identified MSFW students spread across 6 counties from the center of the state to the U.S.-Mexico border.<sup>2</sup> **Economic challenges** - MSFW families are earning \$17,500-\$19,999 yearly while the average cost of attending an in-state public university is \$25,255.<sup>3</sup> The children of MSFWs are more likely to be well below the federal poverty level, attend a Title 1 school and qualify for free breakfast and lunch at school (see **Table 1**).<sup>4</sup>

**Educational challenges** – MSFW students experience disruption in their schooling as their families follow the harvest. They are typically a year and a half behind in the curriculum as compared to their peers.<sup>5</sup> MSFW students are more likely to miss significant amounts of classroom time as well as tests that are mandatory for grade completion.<sup>6,7</sup> When Arizona MSFW students do take standardized tests, only 31% pass mathematics and 38% pass English in some districts (see **Table 1**). Coming from Mexican-origin households, almost 24% of Arizona's MSFW students are classified as English language learners, creating another obstacle to

academic achievement.<sup>2</sup> **Social challenges** – One effect of a migratory lifestyle is that MSFW children have shorter time periods to build relationships with teachers and other school-aged peers, which can lead to social isolation and inconsistent encouragement to pursue college.<sup>8</sup> MSFW parents on average have a sixth grade education and are unfamiliar with college access requirements;<sup>9</sup> less than half of Arizona MSFW parents surveyed reported that they had received information about high school graduation requirements.<sup>10</sup> At this time, it is not known how many MSFW students apply to ASU as the institution does not track that information.

**Table 1: Characteristics of Districts in Focal Counties with Migrant Students 2014-15\***

District		District Level Risk factors (all students)		Academic Performance (migrant students only)	
		Title I Schools	English Language Learners	Migrant students passing standardized Math test	Migrant students passing standardized English test
Yuma County	Crane	83%	11%	56%	44%
	Gadsden	89%	48%	46%	38%
	PPEP TEC	100%	--	31%	30%
	Somerton	83%	26%	46%	30%
	Yuma	94%	10%	50%	29%
	Yuma Union	100%	4%	33%	33%
Pinal	Coolidge	89%	4%	--	--
	Eloy	100%	9%	--	--
	Florence	75%	2.5%	41%	27%
Maricopa	Chandler	16%	4%	44%	36%
	Avondale	100%	12%	56%	68%
	Mesa	61%	7%	49%	37%
	Palo Verde	100%	15%	58%	62%
	Queen Creek	71%	1%	51%	38%

\* Selected districts with number of identified migrant students > 100  
Sources: Arizona Department of Education Migrant Education Program; Arizona Report Cards; National Center for Education Statistics.

*ii. Focus on addressing the needs of eligible migrant families.* Maricopa, Pinal and Yuma Counties, our geographic recruitment area, are home to 93% of Arizona’s MSFW students. These counties report migrants in 17%, 46%, and 100% of their school districts respectively.

During the year, Arizona MSFW migrate through Oregon, Idaho, Washington, California, Nevada, Utah, Colorado, New Mexico and Texas and back again, while others follow migrant streams within the state.<sup>12,13</sup> The vast majority of these workers have families with school-aged children; thus the size of Arizona's MSFW student population, concentrated in 24 school districts, ranks 8<sup>th</sup> in the nation (see **Table 1**).<sup>12,14</sup>

*iii. Specific service gaps identified that will be addressed by the proposed project.* Currently, MSFW students are invisible at ASU; the lack of concerted effort to identify, recruit, or track migrant students means that the unique needs of MSFW students and families are not adequately addressed. There are service gaps in the areas of financial, academic, and social support. Existing financial services at ASU do not address the economic pressures of MSFW students or their reluctance to take on student loans. Existing academic support services focus mainly on remedial coursework and do not address the academic identity and disposition of students or their lack of role models. Existing social supports for student development do not focus on providing a sense of belonging or social capital to first generation MSFW students, and information is not provided in a culturally responsive manner. The ASU CAMP Scholars Project (hereafter ASU CAMP) has designed a comprehensive plan that includes language-appropriate outreach, recruitment and provision of information; financial assistance, counseling, mentoring, advising, tutoring, educational programming and other academic, personal, and career-related support to address the unique economic, academic and social needs specific to MSFW students (see **Table 2**). Staffing for ASU CAMP will include experienced bilingual/bicultural professionals who understand the needs of MSFW families and their rural communities, can effectively communicate with the MSFW population, and are passionate about MSFW student success. Input from ASU CAMP Scholars during regular town hall meetings will help us identify any unforeseen gaps and needs.

**Table 2: Service Gaps Addressed by ASU CAMP**

MSFW Student Needs/Issues		CAMP Services
<b>Financial</b>	<ul style="list-style-type: none"> <li>• Low income<sup>4</sup></li> <li>• Pressure to work to help family<sup>18, 19</sup></li> <li>• Reluctant to incur debt<sup>20, 21</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Stipends, scholarship search, work study, paid internships</li> </ul>
<b>Academic</b>	<ul style="list-style-type: none"> <li>• Poor preparation due to migratory disruptions<sup>6, 5</sup></li> <li>• Less rigorous preparation, more likely to be in non-college-prep courses<sup>22, 23</sup></li> <li>• Primary language not validated as Arizona has English Immersion policy<sup>24</sup></li> <li>• Inconsistent language and writing skills<sup>25, 26</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Skill assessment, tutoring, academic mentors, advising, supplemental instruction, academic soft skills workshops, course/major planning, progress monitoring/accountability</li> </ul>
	<ul style="list-style-type: none"> <li>• Weak academic identity<sup>27</sup></li> <li>• Low academic self-efficacy due to low expectations of their teachers<sup>28, 29</sup></li> <li>• Lack of role models<sup>30</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Educational programming, research symposium, purposeful student engagement, faculty-student engagement<sup>64-66</sup></li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>• Social isolation<sup>31</sup></li> <li>• Limited social networks<sup>32</sup></li> <li>• Increased likelihood of stress and depression<sup>33</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Home base and cohort experience,<sup>44</sup> peer support/mentoring,<sup>67,69</sup> college support network development,<sup>70</sup> <i>platica</i> support group</li> </ul>
	<ul style="list-style-type: none"> <li>• First in family to go to college so limited understanding of financial aid, application<sup>32</sup></li> <li>• Limited exposure to careers, cultural events</li> <li>• Limited access to professional network<sup>71</sup></li> <li>• First generation so unfamiliar with college environment, procedures and resources<sup>34</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Outreach and education; assistance with financial aid/scholarship/college applications, financial literacy workshops</li> <li>• Cultural activities, leadership opportunities, service learning, professional and career mentoring</li> <li>• Early Start orientation program, registration/enrollment assistance</li> </ul>
	<ul style="list-style-type: none"> <li>• Parents without experience of college<sup>32</sup></li> <li>• Family does not know how to best support<sup>18, 35</sup></li> <li>• Limited access to the information necessary to navigate college access/success processes<sup>36</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Orientation, workshops, newsletters</li> </ul>
	<ul style="list-style-type: none"> <li>• University does not know about the unique needs of migrant students</li> <li>• Confusion between migrant and immigrant</li> <li>• No current efforts to identify, recruit or track migrant students</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development for University staff, migrant student visibility, advisory council</li> </ul>

*iv. Importance of the results and outcomes likely to be attained by the proposed project.* The comprehensive, culturally relevant and responsive services provided by ASU CAMP will be crucial to increasing the number of MSFW students attending college, succeeding academically,

and persisting to graduation, vitally important outcome in an underserved population in which only 20% pursue postsecondary education, and in a state where 61% of all jobs will require training beyond high school by 2018.<sup>37,38</sup> Graduation from a university will afford MSFW students greater lifetime earnings, better job satisfaction, greater civic engagement, enhanced health and increased life expectancy.<sup>39</sup> MSFW students will also gain the marketable skills and specialized knowledge that will contribute to their family's economic stability, and allow Arizona to remain fiscally healthy and capable of competing in the global economy.

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

*i. Clearly specified and measurable goals, objectives, and outcomes to be achieved.* ASU proposes to serve 20 CAMP Scholars in Y1 and 35 every year thereafter. ASU CAMP will leverage existing services, develop strategic collaborations, and create tailored 'signature' services designed or adapted specifically for students with a MSFW background so as to maximize efficacy of outreach, recruitment, and support services. The primary goals of ASU CAMP are to: **1)** Create a comprehensive, responsive, sustainable, retention program for migrant students; **2)** Ensure the academic success of first-year migrant CAMP Scholars; **3)** Create "whole person" first-year CAMP Scholars; **4)** Create "whole family" support networks for CAMP Scholars; **5)** Ensure retention of first-year CAMP Scholars; and **6)** Ensure academic persistence of CAMP Scholars. Under the New American University model, ASU is committed to increasing accessibility, enhancing student development and individual student learning, and improving freshmen persistence to 90%. These university-wide goals align with the objectives of ASU CAMP. **Table 3** outlines the project key activities that will lead to attainment of ASU CAMP goals, objectives, and measurable outcomes.

**Table 3. Attainment of ASU CAMP Scholars Project Objectives by Measurable Outcomes**

<b>Objectives and Associated Activities</b>	<b>Measurable</b>	<b>Who*</b>
<b>GOAL: <u>Create a comprehensive, responsive, sustainable, retention program for migrant students.</u></b>		
<b>Objective 1: The program will enroll at minimum 20 eligible students in Y1 and 35 each subsequent year</b>		
1.1 Provide information about college preparedness, cost and access to pre-college youth and families in English and Spanish	1,500 youth/families yearly	2,4,7,8
1.2 Provide customized campus visits to migrant youth and families	10 campus visits yearly	2,3,4,7
1.3 Provide individualized assistance to potential ASU students with completing FAFSA, admission applications, fee waivers, and scholarship applications in a timely manner	80 students yearly	4,8
<b>GOAL: <u>Ensure the academic success of first-year migrant students.</u></b>		
<b>Objective 2: At least 75% of CAMP Scholars will participate in financial, academic, and transitional (advising and career) support services.</b>		
2.1 Review financial aid awards, provide financial counseling, and determine needed financial support	20 Y1, 35 Y2-5	2,3,4,7
2.2 Allocate financial assistance for housing, transportation, healthcare, and educational expenses	20 Y1, 35 Y2-5	2,3,5
2.3 Student participation in intensive Early Start program to assist with transition and next steps of Math & English placement, course advisement and registration	15 Y1, 26 Y2-5	2,3,5,7
2.4 Provide academic skill assessment, academic mentoring/coaching, and referral to supplemental instruction	20 Y1, 35 Y2-5	3,6,7
2.5 Provide course/major advising, educational planning, and academic progress monitoring via ASU's Retention Dashboard	20 Y1, 35 Y2-5	3,2
<b>GOAL: <u>Create "whole person" CAMP Scholars.</u></b>		
<b>Objective 3: At least 50% of all CAMP Scholars will participate in personal, cultural, leadership and well-being support services.</b>		
3.1 Provide structures for formal and informal peer mentoring and psychological support	10 Y1, 18 Y2-5	3,6,7
3.2 Offer opportunities to participate in cultural enrichment activities	10 Y1, 18 Y2-5	3,7,8
3.3 Give leadership opportunities through town hall meetings, community service activities, and leadership conference attendance	10 Y1, 18 Y2-5	2,5,7,8
3.4 Assist CAMP Scholars with referrals to health, dental, mental health, and vision services	10 Y1, 18 Y2-5	2,3,8
<b>GOAL: <u>Create "whole family" support networks for CAMP Scholars.</u></b>		
<b>Objective 4: Maintain contact and engage with 100% of CAMP Scholar families.</b>		
4.1 Provide Family Orientation programming to parents and family members of CAMP Scholars	20 Y1, 35 Y2-5	2,3,4,7
4.2 Offer local workshops and opportunities to build relationships and foster trust	6 events yearly	4,7,8
4.3 Distribute a bilingual newsletter to families of CAMP Scholars	3 issues yearly	4,5,7,8

GOAL: <u>Ensure retention of CAMP Scholars.</u> Objective 5: At least 86% of CAMP Scholars will complete their 1 <sup>st</sup> academic year at ASU (GPRA 1).		
5.1 Teach CAMP seminar courses with research component	20 Y1, 35 Y2-5	1,2
5.2 Provide intrusive advising about opportunities (study abroad, internships, student organizations, etc.)	20 Y1, 35 Y2-5	3
5.3 Facilitate connections with faculty, research centers and professional mentors	20 Y1, 35 Y2-5	2,3,7,8
5.4 Support intellectual development through academic conference attendance and participation	2 students yearly	1,2,3
GOAL: <u>Ensure academic persistence of CAMP Scholars.</u> Objective 6: At least 85% of CAMP Scholars continue in higher education after their 1 <sup>st</sup> academic year at ASU (GPRA 2).		
6.1 CAMP alumni participation in Y2 Professional Partnership Initiatives	20 Y2, 35 Y3-5	2,3,7
6.2 Sponsor research symposium of CAMP student work	1 symposium yearly	1,2,7
6.3 Provide monitoring and referral to University and community resources for continuation of services	20 Y2, 35 Y3-5	2,3,7,8
6.4 Student participation in CAMP Alumni Corp	20 Y2, 35 Y3-5	3,4,7
*KEY: 1=Principal Investigator (PI), 2=Project Director, 3=Student Development, 4=Recruiter/Engagement, 5=Program Coordinator, 6=Academic Mentors, 7=ASU Partner, 8=Community Partner		

ASU is the largest comprehensive public research university in the US with over 80,000 enrolled students across 5 campuses. The School of Transborder Studies (STS), where ASU CAMP will be housed, is an academic unit whose scholarship and teaching focuses on the populations and processes of the U.S.-Mexico transborder region. STS faculty have expertise in education, health, language acquisition, community development, migration and immigration policy. and cultural expression; many are first-generation and some come from a farmworker background. STS also houses the Conexiones Migrant Education Program, which provides supplemental instruction for migrant children in grades 4-12 and supports a strong foundation for engagement with MSFW families.

*ii. Appropriateness of proposed project design to address needs of migrant students.* The proposed project design will meet the identified needs of ASU CAMP Scholars in 6 key areas: outreach, financial, transitional, academic, student development and familial. **Table 4** outlines the

appropriateness of services in these key areas, with ASU CAMP signature services indicated in bold.

<b>Table 4: Appropriateness of ASU CAMP Scholar Services for MSFW Student Needs</b>			
	<b>Student Needs</b>	<b>CAMP Services</b>	<b>Appropriateness</b>
<b>Outreach</b>	<ul style="list-style-type: none"> <li>• Access to college access information and support early in education<sup>36</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Outreach and education</li> <li>• <b><u>Customized campus visits for migrant families and students</u></b></li> <li>• Step by step assistance with ASU application</li> </ul>	<ul style="list-style-type: none"> <li>• Interaction with culturally relevant role models who provide accurate accessible information in Spanish<sup>40</sup></li> <li>• Staff trained to address student &amp; family concerns</li> </ul>
<b>Financial</b>	<ul style="list-style-type: none"> <li>• Financial assistance</li> <li>• Alleviation of pressure to work to help family<sup>18, 19</sup></li> <li>• Understanding of financial aid options<sup>32</sup></li> <li>• Clarification of education debt<sup>20, 21</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Education financing information (i.e. Earn to Learn)</li> <li>• Individualized assistance with completing FASFA, scholarship applications, financial literacy &amp; aid counseling</li> <li>• Stipends, scholarship search, Obama Scholar funding</li> </ul>	<ul style="list-style-type: none"> <li>• Skill-building approach to understand financial aid system<sup>41</sup></li> <li>• Recognition of financial difficulties faced by first-generation college students</li> <li>• Financial concerns negatively related to academic success<sup>42</sup></li> </ul>
<b>Transitional</b>	<ul style="list-style-type: none"> <li>• Resources to learn college environment, procedures and resources<sup>34</sup></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Early Start orientation program</u></b></li> <li>• Registration, enrollment, advising, course/major planning assistance</li> <li>• Academic mentors give personal introductions to ASU resources, academic soft skills workshops<sup>71</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Demystification of college environment<sup>34</sup></li> <li>• Proactive approach to planning, goal-setting, and accomplishment of academic goals<sup>43</sup></li> <li>• Trusting relationships to support help-seeking orientation<sup>44</sup></li> </ul>
<b>Academic</b>	<ul style="list-style-type: none"> <li>• More rigorous preparation<sup>22, 23</sup></li> <li>• Remedial writing &amp; math</li> </ul>	<ul style="list-style-type: none"> <li>• Skill assessment, mandatory tutoring in residence hall</li> <li>• Progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Diverse support services to meet needs</li> <li>• Accountability</li> </ul>
	<ul style="list-style-type: none"> <li>• Strong academic identity<sup>27</sup></li> <li>• High academic self-efficacy<sup>28, 29</sup></li> <li>• Role models</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Academically rigorous CAMP Research Seminar and research symposium</u></b></li> <li>• Purposeful faculty-student engagement<sup>64-66</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Foster identity development as knowledge producer<sup>27</sup></li> <li>• Faculty role models and mentors reflective of target population</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>• Feel at home on campus</li> <li>• Strong social networks<sup>32</sup></li> <li>• Coping and mental health resources<sup>33</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Home base &amp; cohort experience<sup>44</sup></li> <li>• Peer support/mentoring,<sup>67, 69, 74</sup> college support network development<sup>70, 71</sup></li> <li>• <b><u>Platica support group</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• Place on campus that is their own helps with sense of belonging<sup>45</sup></li> <li>• Holistic approach to development<sup>46</sup></li> <li>• Supportive environment to process stress, 'breakaway guilt'<sup>47-50</sup></li> </ul>

Student	<ul style="list-style-type: none"> <li>• Exposure to careers</li> <li>• Access to professional networks<sup>71</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Leadership, service learning, community service opportunities</li> <li>• <b><u>Second Year Professional Partnership Initiative placements</u></b></li> <li>• <b><u>CAMP Alumni Corp</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer opportunities emphasize social justice, diversity, and civic engagement<sup>51</sup></li> <li>• Professional contacts made become a part of student’s career network</li> <li>• Promotes ethos of giving back</li> </ul>
Family	<ul style="list-style-type: none"> <li>• Role models with experience of college</li> <li>• Family support for college success<sup>18, 35</sup></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Family Orientation</u></b> to educate families about the transitions they will experience</li> <li>• Workshops, newsletters</li> </ul>	<ul style="list-style-type: none"> <li>• Welcoming environment for parents built on <i>personalismo</i> and communication to encourage parental involvement<sup>52</sup></li> <li>• Familial support key to persistence in college<sup>19, 53, 54</sup></li> </ul>

ASU CAMP will conduct outreach through pre-collegiate partnerships with school districts, non-profits, faith-based and community organizations to encourage middle school and high school students to envision attending college and equip migrant families with the skills, knowledge and resources to pursue college admission. In addition to training stipends to assist with on-campus housing, transportation, health services and educational costs, ASU CAMP Scholars will have access to financial aid counseling, financial literacy classes and scholarship application workshops. Eligible CAMP Scholars will receive 4 years of **Obama Scholar** funding for the direct costs of attending ASU. A customized Early Start program will be a transitional service to help CAMP Scholars to prepare for the academic and social demands of a 4-year university. ASU CAMP will provide extensive academic and student development services so CAMP Scholars will develop a help-seeking orientation, career aspirations, leadership capabilities, and the needed social capital and comprehensive support networks to navigate higher education. Familial engagement services will bolster family support of CAMP Scholars through communication and reciprocal commitments. The signature services of the Professional Partnership Initiative and the CAMP Alumni Corp will provide opportunities to CAMP Scholars after their first year.

*iii. Linkages with other local, State, and Federal entities.* ASU CAMP is responding to the invitational priority of engaging faith-based and community organizations in the delivery of services; **Table 5** details our collaborations with entities providing services to MSFW (see **Letters of Support** in Appendices).

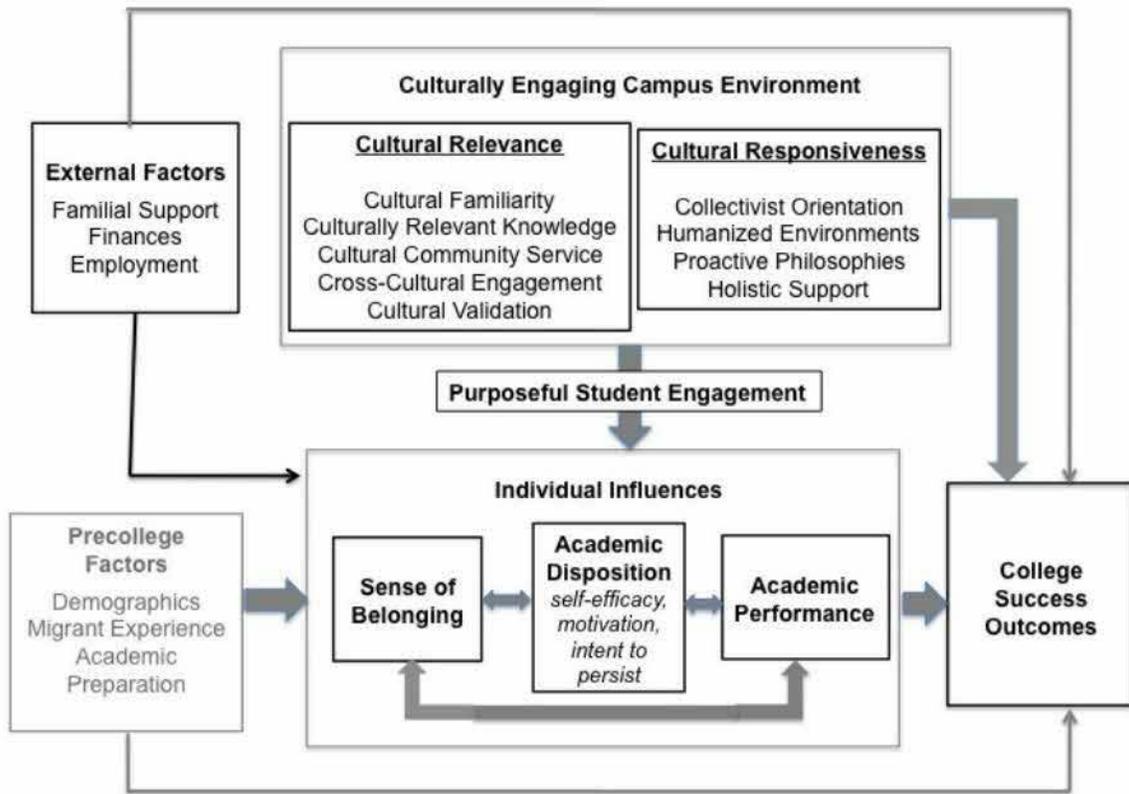
<b>Table 5. Coordinated Resources to Support MSFW &amp; ASU CAMP Scholars</b>	
<b>Community, Non-Profit &amp; Faith Organizations</b>	<b>Service/Resources Provided</b>
Arizona Interagency Farmworker Coalition (AIFC)	• Outreach, recruitment, family workshops
<i>Radio Campesina</i> (KNAI Phoenix, KCEC Yuma)	• Outreach, family education via Spanish radio
<i>Campesinos Sin Fronteras</i>	• Outreach, recruitment
Advancement Via Individual Determination (AVID)	• Outreach, recruitment, cross-referrals
El Diablito ASU Alumni Club	• Outreach, recruitment, scholarships, professional mentorship
<i>Pastoral Campesina</i> - Diocese of Tucson	• Outreach, recruitment, family workshops
<b>State of Arizona Organizations</b>	<b>Service/Resources Provided</b>
Arizona Department of Education Migrant Education Program	• Outreach, recruitment, eligibility determination, parental education support
Migrant-impacted public school districts	• Outreach to parents, recruitment via school presentations
Arizona College Access Network	• Recruitment, FAFSA & scholarship application counseling, parental education
<b>Federal Contractors/Programs</b>	<b>Service/Resources Provided</b>
National Farmworker Jobs Program (PPEP, Inc.)	• Outreach, recruitment, cross-referrals
USDA Rural Development and HUD Housing Assistance (Housing America Corporation)	• Outreach, recruitment, site provision for student field interviews
Migrant Headstart (Chicanos Por La Causa)	• Outreach, recruitment, site provision for parent workshops
ASU TRIO and Upward Bound	• Outreach, recruitment, cross-referrals
Sunset Community Health Center	• Outreach, reduced cost health services
Adelante Health Care Migrant Health Centers	• Outreach, reduced cost health services

*iv. Efficiency in the use of resources to improve results and increase productivity.* ASU CAMP will leverage existing services and develop strategic collaborations both within and external to ASU (see **Table 5**), first using external and then internal resources for delivery of services (with the exception of ASU CAMP signature services). With the oversight of the PI who has extensive experience managing large-scale university-based projects, the Project Director will ensure that

there is no duplication of services, tasks, or staff effort and that the objectives of the proposed project are met within budget.

*v. Support of strong theory.* ASU CAMP is guided by the Culturally Engaging Campus Environments (CECE) Model, which posits that environments that positively reflect and respond to the cultural background of students, together with purposeful student engagement, increase the likelihood of academic success.<sup>51,55</sup> This model is particularly appropriate to support a program for MSFW students as they may be marginalized within a university setting due to being Mexican-descent, immigrant, first generation, working class, and from a rural area. The CECE Model (see **Figure 1**) is based on empirical data that shows significant correlation of model components with key student outcomes of increased sense of belonging, academic motivation, self-efficacy, academic performance, persistence, and degree completion.<sup>45,56-61</sup>

All services provided by ASU CAMP are designed to be *culturally relevant and culturally responsive*. The *external factors* of familial support, finances and employment are addressed by the family engagement, training stipends, and work-study/internship referral services of ASU CAMP. The *individual influences* of sense of belonging, academic disposition, and academic performance are aligned with the transitional, academic and student development services. The 5 *purposeful student engagement practices* that have the greatest positive impact on student success—academic challenge, collaborative learning, student-faculty interaction, enriching educational experiences, and supportive environment<sup>51</sup>—are present in ASU CAMP educational programming (seminar, research symposium), academic and opportunity advising, cultural activities, mentoring, service learning/community service, Professional Partnership Initiative, and CAMP Alumni Corp.



**Figure 1: Theoretical Model (adapted from Museus, 2014)**

### 3. Quality of Project Services

*i. Quality, intensity, and duration of professional development services.* Internal to ASU, CAMP staff will participate in yearly required compliance training for all University employees, and yearly online training and review specific to their job functions (see **Table 6**). The Project Director will work with each staff member on a monthly basis to develop a dynamic ongoing plan which includes at least 16 hours of internal professional development and training in best practices, performance standards, and innovative strategies for recruitment, retention, leadership, advising, effective communication, diversity, financial aid, and academic and student support, particularly as these relate to the needs of MSFW students. External to ASU, each CAMP staff member will participate in College Access Professional (CAP) training provided by the Arizona College Access Network (AzCAN). The recruiter will also participate in identification and

recruitment trainings hosted by the Arizona Department of Education’s (ADE) Migrant Education Program (MEP) to meet recruiters at the district level, share information on places within the geographic recruiting area where MSFWs are likely to be found, and on local growers and agricultural production facilities. Staff will also have the opportunity to attend national conferences (i.e., HEP/CAMP National Conference, National Association of State Directors of Migrant Education (NASDME)), regional and local conferences (i.e. State Migrant Conference, Arizona Interagency Farmworker Coalition Meeting (AIFC)) to share best practices, improve their ability to deliver high-quality services to ASU CAMP Scholars, and network with other CAMP/ migrant education professionals. **Table 6** outlines the duration and intensity of these trainings.

<b>Table 6: Quality, Intensity, and Duration of CAMP Staff Professional Development</b>					
Training	Intensity & Duration	Who**			
		2	3	4	5
<b>External to ASU</b>					
AzCAN CAP trainings	Annual; 20 hours	✓	✓	✓	✓
ADE Identification & Recruitment Trainings	Annual; 120 minutes			✓	
HEP/CAMP National Conference	Annual; 3 days	✓	✓	✓	✓
NASDME	Annual; 3 days	✓	✓	✓	✓
Arizona State Migrant Conference	Annual; 2 days	✓	✓	✓	✓
AIFC Annual Conference	Annual; 2 days	✓	✓	✓	✓
<b>Internal to ASU</b>					
Five university compliance trainings	Annual; 15-30 minutes each	✓	✓	✓	✓
Workplace Behavior	Bi-Annual; 45 minutes	✓	✓	✓	✓
AdvisorTrac, DARS, CRMS,	Annual; 60 minutes each		✓	✓	
Travel System, Personnel Transactions	Annual; 60 minutes each				✓
Personnel Recruitment	Bi-Annual; 120 minutes				✓
Advantage Financial System	Annual; 120 minutes	✓			✓
*KEY: 2=Project Director, 3=Student Development, 4=Recruiter/Engagement, 5=Program Coordinator					

*ii. Project services focus on those with greatest needs.* CAMP Scholar applicants will be ranked based on a rubric that considers 1) their Expected Family Contribution (EFC) and unmet financial need; 2) their Cumulative Index (CI) score which ASU calculates based on high school test scores

and placement exams (incoming freshmen with a CI <94 are considered at greater risk of dropping out); and 3) their family circumstances (i.e., first generation, recent MSFW work, etc.). ASU CAMP will provide a comprehensive set of service and activities aimed at meeting remaining needs and developing assets of these students. Financial need of ASU CAMP Scholars will be addressed through stipends, scholarship search, and application support services. In addition, in alignment with ASU's commitment to equal access to education for all Arizonans, eligible CAMP Scholars will receive 4 years of gift aid, work-study and Obama Scholar funding for the direct costs of attending ASU. ASU CAMP Scholars will receive targeted advisement services based on results of university assessments. The Student Development/ Retention specialist will develop an individualized Education Plan with each Scholar, and meet regularly to monitor their academic progress. CAMP Scholars will also receive tutoring, academic mentoring, peer coaching and research-focused educational programming to develop strong academic dispositions. Social needs will be met by purposive student engagement, development of support networks and provision of cultural enrichment and leadership activities. All activities and services are designed to be culturally relevant, culturally responsive and to ensure equal access to CAMP Scholars who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (see **General Education Provisions Act narrative** in Appendices).

*iii. Project services provided will lead to improvements in student achievement.* It is highly likely that the comprehensive services provided by ASU CAMP will lead to improvements in student achievement as they are shown by empirical research to have a significant correlation with key student achievement outcomes.<sup>55</sup> We anticipate that CAMP Scholars will excel when measured against the rigorous academic standards of ASU, specifically in the areas of grade

point average (GPA), remaining in university academic good standing (2.00 Cumulative GPA), progression in program, and persistence (graduation within 150% of program time for first-time, full-time freshmen). ASU CAMP has established an early warning system (EWS) for those students that fall below a 2.5 GPA or are 'off-track' for meeting the milestones of movement towards completing a degree. The goal of EWS is to identify and intervene with additional resources before students reach ASU's warning/probation status (2.0 GPA) or are twice off track and in danger of being required to change their major.

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

*i. Qualifications of the principal investigator and project director.* Dr. Carlos Vélez-Ibáñez, the Principal Investigator (PI), is a well-known applied anthropologist whose fields of expertise include a focus on language and learning of Latino/a populations. He has originated three applied research institutions at 3 different universities and has managed dozens of research and service projects. His administrative experience includes serving as Dean of the College of Humanities, Arts, and Social Sciences of the University of California, Riverside, founding director of the Bureau of Applied Research in Anthropology at The University of Arizona, and the founder of the School of Transborder Studies at ASU.

Dr. Seline Szkupinski Quiroga, the Project Director and co-PI, is an anthropologist with 25 years applied research with immigrant, refugee, farmworker and other marginalized communities. She has extensive experience managing grant projects from State and Federal funding agencies and supervising staff. Dr. Szkupinski Quiroga has 15 years experience in advising and mentoring students, particularly those who are first-generation, Latino, and working-class. As Director of the Conexiones Migrant Education Program, she understands the unique needs of MSFW students and their challenges in pursuing a postsecondary education.

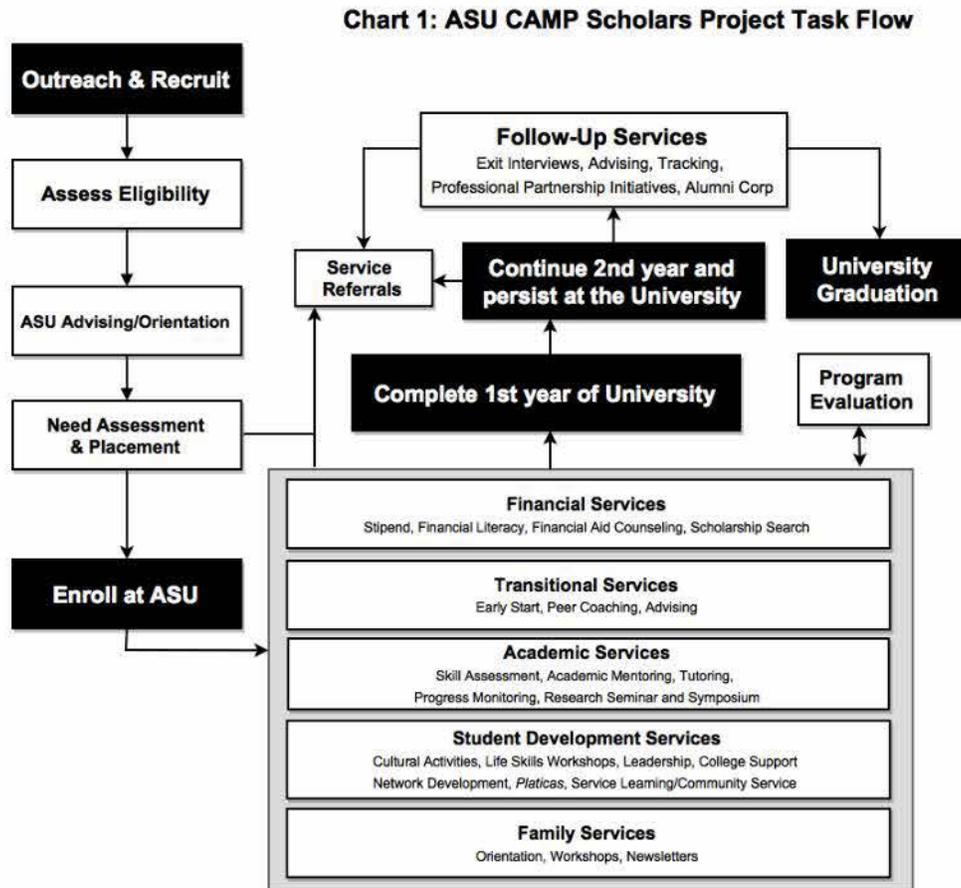
*ii. Qualifications of key project personnel.* ASU CAMP has 3 key staff positions: Student Development/Retention Specialist, Recruiter/Parent Engagement Specialist, and Program Coordinator. All project personnel are required to be bilingual/bi-literate in Spanish and have experience working with low-income, first-generation, under-represented, and MSFW students. Position descriptions and resumes of key personnel are in the Appendices.

*Summary qualifications for Student Development/Retention Specialist:* Graduate degree in relevant field, with at least 3 years experience working with students; Knowledge of ASU academic structure and organization, degree programs and graduation requirements; Demonstrated student service orientation; Ability to interpret student needs and determine when referral to other University resources is appropriate. *Summary qualifications for Recruiter/Parent Engagement Specialist:* Graduate degree in relevant field, with at least 2 years experience with outreach and recruitment; Knowledge of financial aid and university admissions processes; Experience in making public presentations in English and Spanish; Ability to work collaboratively with families, school districts, local communities, and faith-based organizations to recruit eligible CAMP students. *Summary qualifications for Project Coordinator:* Bachelor's degree in relevant field and 2 years administrative experience; Knowledge of budgeting and accounting, organizational practices; Ability to maintain accurate program records and compile special reports.

## **5. Quality of Management Plan**

*i. Plan to achieve the objectives of the project.* ASU has extensive experience in managing several competitive research, outreach, and instructional support awards from the Department of Education, including the \$4M First in the World program aimed at increasing low-income student college access. ASU's Office of Knowledge Enterprise Development (OKED) Project Management Office (PMO) will support the ASU CAMP PI and Director to ensure an efficient

and effective project that achieves timely objectives within budget. ASU CAMP’s Management Plan reflects planning, tracking and reporting, information management, human resources, evaluation and continuous improvement mechanisms for the delivery of quality, accessible, and culturally relevant and responsive services. **Chart 1** illustrates the desired flow of project implementation, student progression through the Project, and how main project tasks are related.

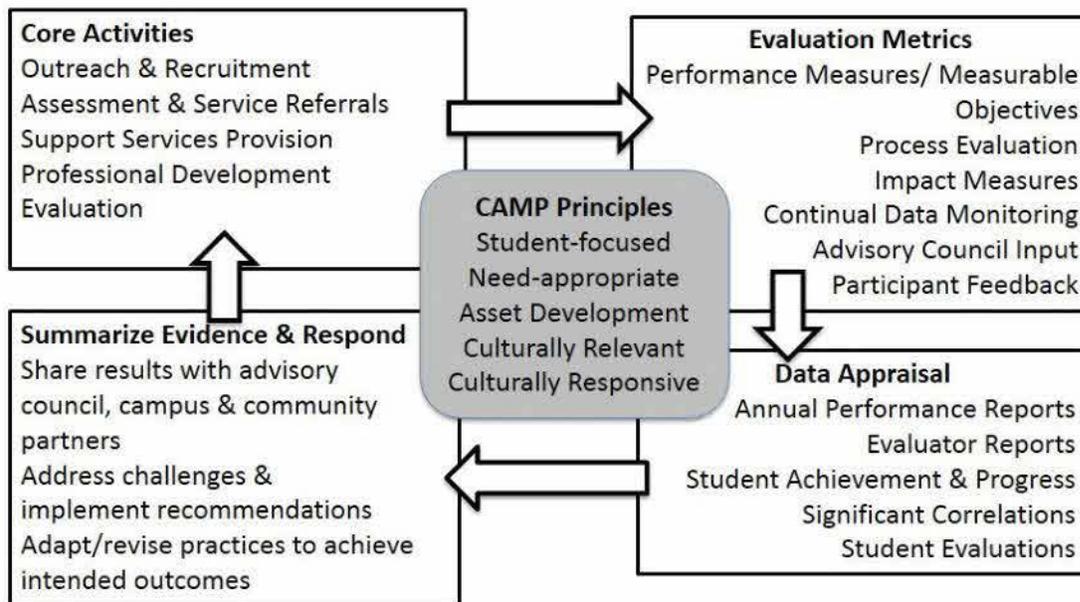


The plan integrates the necessary main tasks to successfully execute the project, meet objectives, reach milestones and identify resources needed for successful accomplishment of each task (see **Table 7**). The Project Director will monitor all tasks, expenditures and milestones to ensure compliance and successful timely completion that is within budget. The Project Director and PI will ensure project compliance with ASU’s Business and Finance Office procedures and adherence to Uniform Guidance for Federal Grants, and other federal regulations and policies.

<b>Table 7. Project Management Tasks, Associated Responsible Staff, Milestones &amp; Timeline</b>									
Tasks	Staff*	Percent Effort	Milestone(s)	Years					
				1	2	3	4	5	
<b>Task 1. Student Activities</b>									
1.1. Student recruitment	4	65%	20 students Y1 35 students Y2-5	✓	✓	✓	✓	✓	
1.2. Student advising	3	45%	100% register for class	✓	✓	✓	✓	✓	
1.3. Student financial need assessment	2	10%	100% placed	✓	✓	✓	✓	✓	
1.4. Student inventories	2	5%	100% complete	✓	✓	✓	✓	✓	
1.5. Early Start program	2	10%	100% complete; 50% of parents attend	✓	✓	✓	✓	✓	
1.6. Academic progress	3	20%	100% assessed; 100% requiring tutoring attend	✓	✓	✓	✓	✓	
1.7. Family engagement	4	10%	100% of parents attend 20% of activities	✓	✓	✓	✓	✓	
1.8. Professional development	3	15%	75% complete 80% of activities	✓	✓	✓	✓	✓	
1.9. Educational programming	1, 2	10%	100% complete research seminar	✓	✓	✓	✓	✓	
1.10. Financial aid application	3	5%	100% complete FAFSA		✓	✓	✓	✓	
1.11. Opportunity advising	3	10%	75% attend opportunity advising	✓	✓				
1.12. Student graduation metrics	2	10%	100% complete exit interview				✓	✓	
<b>Task 2. Operations</b>									
1.1. Staff hires & training	1,2	15%	100% hired & trained; 50% complete in-service training	✓	✓	✓	✓	✓	
1.2. Marketing Plan	4	20%	Online and print media	✓		✓		✓	
1.3. Manage services	2	10%	Service plan finalized	✓		✓		✓	
1.4. Program meetings	2	5%	Staff meetings 2x/week Townhall 2x/year Advisory council 4x/year	✓	✓	✓	✓	✓	
1.5. Overall program assessment	1,2	25%	Complete internal and external assessments; report final		✓	✓	✓	✓	
1.6. Fiscal and office administrative matters	5	75%	Maintain records and fiscal operations; prepare reports	✓	✓	✓	✓	✓	
*KEY: 1=Principal Investigator (PI), 2=Project Director, 3=Student Development, 4=Recruiter/Engagement, 5=Program Coordinator (supports all implementation)									

*ii. Procedures for ensuring feedback and continuous improvement.* ASU CAMP will use the

Continual Improvement Model (CIM),<sup>63</sup> participant/advisory council feedback, and performance reports to ensure that participant and stakeholder feedback mechanisms are implemented systematically to achieve continuous project design improvement (see **Figure 2**). Ongoing CIM implementation will ensure that an effective, efficient and responsive Project is operated for MSFW students. The model assures ASU CAMP implementation reflects the guiding principles of being student-focused, need appropriate, asset development, culturally relevant and culturally responsive.



**Figure 2: ASU CAMP Continual Improvement Model**

*iii. Time commitments of key project personnel are appropriate and adequate.* The PI will devote a 5% overload order to provide strategic leadership, oversee management of the project and teach the ASU CAMP Research Seminar. The Project Director will devote 100% of her time to administer the project, supervise all personnel, authorize budget matters, monitor progress towards objectives, and monitor compliance with federal and university regulations, and coordinate service partnerships. The Student Development/Retention Specialist will devote 100% of her time to monitor student progress and to ensure that all CAMP Scholars receive individualized counseling and academic advising when needed. The Recruiter/Parent

Engagement Specialist will devote 100% of her time to student recruitment, outreach and family engagement to ensure that MSFW students and their families are aware of educational attainment opportunities and resources. The Program Coordinator will devote 75% of their time to ensure the articulation of all program activities. These time allocations are adequate to meet the project objective and to provide the intensity and duration of services required to ensure the success of ASU CAMP Scholars enrolled annually.

ASU CAMP assures that the Project will coordinate with other local, State, and Federal programs to maximize the resources available for MSFW students; that the Project will implement a plan for identifying and using the resources of ASU and the community to supplement and enhance the services provided by ASU CAMP; that ASU CAMP staff shall have a demonstrated knowledge and be sensitive to the unique characteristics and needs of the MSFW population; that ASU CAMP has provisions for staff in-service training, training and technical assistance, staff travel, student travel, interagency coordination, and an evaluation plan; and that ASU CAMP has a plan for identifying, informing, and recruiting eligible participants who are most in need of the academic and supporting services and financial assistance provided by the project (see **Table 8**).

<b>Table 8. Program Management Assurances</b>	
<b>Area of Assurance</b>	<b>Overview of How Assurance is Met</b>
Coordination with local, State and Federal agencies	<ul style="list-style-type: none"> <li>• Collaborations with AzCAN, ADE Migrant Education Program, Migrant Headstart, Migrant Health</li> </ul>
ASU and community resources supplement CAMP services	<ul style="list-style-type: none"> <li>• Collaborations with AIFC, <i>Pastoral Campesina</i>, ASU TRIO, Public Service Academy, Congressman Ed Pastor Center for Politics and Public Service, Lincoln Center of Applied Ethics, Office of Entrepreneurship + Innovation</li> </ul>
ASU CAMP staff sensitive to MSFW population	<ul style="list-style-type: none"> <li>• Recruitment and selection process of Project staff emphasizes experience with/sensitivity to characteristics and needs of MSFW</li> </ul>
Staff in-service training	<ul style="list-style-type: none"> <li>• All Project staff will participate in annual review of CAMP eligibility criteria and budget/program overview</li> <li>• Biweekly staff meetings</li> </ul>

Training and technical assistance	<ul style="list-style-type: none"> <li>• Director will participate in annual OME meetings</li> <li>• Staff will attend/present at annual HEP/CAMP Conference</li> <li>• Staff will participate in trainings related to their positions to ensure compliance with university standards and protocols</li> </ul>
Staff travel	<ul style="list-style-type: none"> <li>• Annual review of state and university travel policies</li> <li>• Travel is budgeted for recruitment and technical assistance</li> </ul>
Student travel	<ul style="list-style-type: none"> <li>• Travel is budgeted for participation in leadership/academic conferences</li> </ul>
Interagency coordination	<ul style="list-style-type: none"> <li>• Partnerships with ASU departments/units such as Educational Outreach and Student Services, Academic Success Programs, Admissions and Financial Aid, Residential Life, Health Services (see <b>Letters of Support</b> in Appendices)</li> </ul>
Evaluation Plan	<ul style="list-style-type: none"> <li>• An evaluation plan in place to measure each goal and objective for continuous improvement</li> <li>• The program will provide an annual performance report</li> </ul>
Identification and recruitment of eligible participants most in need	<ul style="list-style-type: none"> <li>• Comprehensive outreach and recruitment plan in place</li> <li>• Rubric developed to determine those applicants most in need of financial, academic and social support</li> </ul>

## 6. Adequacy of Resources

*i. Adequacy of ASU support.* ASU CAMP has secured comprehensive support and commitments from across the University, which includes facilities, services, personnel, services, supplies, resources, and scholarships, These resources are provided at no cost to the grant and are reflective of the University commitment to the Project from the highest levels (see **President’s Letter of Support** in the Appendices).

*ii. Commitment of each partner to the implementation and success of the project.* Building on the existing relationships within the migrant service community forged by the ASU Conexiones Program, ASU CAMP has established an extensive network of collaborations including: **1)** Arizona Department of Education Migrant Education Program, **2)** Arizona College Access Network, **3)** Yuma Union High School District, **4)** University College Academic Success Programs, **5)** Educational Outreach and Student Services, **6)** Herberger Institute of Design and the Arts, and **7)** Professional Partnership Initiative collaborators: Lincoln Center for Applied

Ethics, Office of Innovation and Entrepreneurship, Public Service Academy, and the Congressman Ed Pastor Center for Politics and Public Service (see **letters of support** in the Appendices). These partnerships will support ASU CAMP with the critical functions of outreach and recruitment, scholarship assistance, subject area tutoring and supplemental instruction, cultural activities, internship and community service placements, leadership training, and follow-up services for CAMP alumni.

***iii. Reasonable costs in relation to the objectives, design, and potential significance of the project.*** The budget adequately supports the proposed project as it includes comprehensive holistic support for students, across multiple domains of identified need. ASU CAMP has allocated sufficient funds to cover the costs of full-time staff; supplies and materials to support activities; travel for outreach, student leadership, and staff professional development; and external expertise for evaluation. The budget narrative details appropriate and reasonable costs in light of ASU CAMP's recruitment and persistence objectives.

***iv. Reasonable costs in relation to the number of persons to be served, results and benefits.*** ASU CAMP proposes a total budget of ~\$2M to serve 160 MSFW students over 5 years. The cost per student served is approximately \$12,900. These costs are reasonable given the scope, intensity, and range of support services provided to each student in a residential program sited at a Research I university in a metropolitan area. The anticipated results and benefits are substantial as ASU CAMP proposes an 86% first year retention rate of MSFW students, and an 85% persistence rate. MSFW students who graduate will have greater lifetime earnings, better job satisfaction, greater civic engagement, enhanced health and increased life expectancy.<sup>39</sup>

***v. Potential for the incorporation of project activities into the ongoing activities of ASU.*** The President of ASU has committed to providing the necessary institutional support to facilitate and

manage the services of ASU CAMP, increasing the potential for future institutionalization of these services. ASU's Office of Admissions and Financial Aid will add a question on the supplemental admission form for identification and tracking purposes; service-providing units have committed to staff professional development about the needs of MSFW students and to the provision of a variety of support services to CAMP Scholars beyond their first year. ASU will also pursue other funding opportunities to sustain this program and its practices.

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

*i. Methods of evaluation.* The external evaluation team College Research and Evaluation Services Team (CREST) has significant experience working in educational settings, non-profit agencies, social service programs, and state agencies, and currently oversees the evaluation activities of 3 US Department of Education (USDOE) grants. All CREST staff have graduate level training and professional development in evaluation methodology.

*Outcome/Impact Evaluation:* The impact evaluation plan will focus on 1) the stated goals, objectives and outcomes of ASU CAMP, and 2) examination of factors in the underlying theoretical model (i.e. sense of belonging, student adaptation to college, academic disposition, social network, and academic performance). The evaluation will assess achievement of GPRA performance measures using institutional data that will be collected and analyzed on a regular basis: participant GPA, academic credit completion, and graduation from the first year and persistence to the second year of enrollment and beyond. CREST will oversee data collection from Institutional Analysis and will provide an independent review of all data collection and analysis. Benchmark data will be captured to examine progress toward the following goals: 1) Increase academic achievement of students in CAMP as measured by accumulated credit hours, GPA, and "on track" status; 2) Increase persistence and retention of students in CAMP as

measured by persistence semester to semester as measured by institutional data; and 3) Increase college graduation of students in CAMP as measured by institutional data. Participation in activities, satisfaction surveys and perception surveys will be utilized to assess participants' feedback on the program and their own engagement in the program. Validated surveys will be used to examine non-cognitive academic dispositions over time (see **Table 9**).

**Table 9: Description of Data Collection, Analysis, and Timeline**

	<b>Data Source</b>	<b>Timeline</b>	<b>Instruments</b>	<b>Analysis</b>	<b>Progress Reporting</b>
Quantitative	Survey (Self-Report)	Pre-Program, End of Fall semester	Academic Disposition Self-efficacy <sup>74,75</sup> Motivation <sup>57</sup> Intent to Persist Theory of Intelligence, <sup>76</sup> Grit (effort towards long-term goals) <sup>77</sup>	Paired Sample T-Test	Response rates daily, summative data reported Spring semester
	Survey (Self-Report)	End of Fall semester	Student Adaptation to College Questionnaire <sup>79</sup> Cultural Congruity (Sense of Belonging) <sup>80</sup>	Independent T-Test with matched comparison group	Data reported Spring semester
	Survey (Self-Report)	Pre-Program, End of Fall semester, End of Spring semester	Social Network <sup>78</sup>	Social Network Analysis	Data reported Fall semester Y2
	Institutional Data	End of each semester	Persistence (semester to semester and year to year) GPA Credits accrued "On track" status	Descriptive	Mid-semester review of "on track" status
Qualitative	Focus Group Interviews	Mid-Fall semester (Y1 only)	Semi-structured questions	Qualitative, thematic summaries	Data reported Fall semester

**ii. Performance feedback and periodic assessment of progress.** To ensure a rigorous evaluation, evaluators will collect data on an ongoing basis, thus allowing for formative evaluation, which will be used to inform continuous program improvement and ensure fidelity to the program model.

*Program Monitoring:* CREST will work with the CAMP Project Coordinator to ensure that program activities are being delivered as indicated and participants are being tracked within the system. Feedback loops on a regular (monthly) basis will be instituted to monitor implementation of the program, address challenges as they occur, and modify program elements as necessary. Progress monitoring of all activities will occur on a regular basis. Quarterly progress reports will be utilized to show progress toward program goals. Prior to the impact evaluation of the program, descriptive information (i.e. outputs) on the participants and their level of participation in activities will be examined and reported. Project evaluation will be guided by a logic model.

**iii. *Methods of evaluation will provide evidence of promise.*** The evaluation will employ a comprehensive design to demonstrate the impact of the program on persistence and completion rates for MSFW. A quasi-experimental design utilizing a matched comparison group will be used to identify and interpret differences between the treatment and control groups. Matching characteristics will include both pre-enrollment student characteristics (e.g., English Language Learners, economically disadvantaged, GPA, etc.) and college characteristics (e.g., migrant student status, financial aid status, or first generation “flag”).<sup>1</sup> Using this quasi-experimental design will provide the evaluation team with information to assert moderate evidence of effectiveness. To meet What Works Clearinghouse Group Design Standards with Reservations, comparison groups will be matched based on observable characteristics at baseline and at the conclusion of the study. If at the conclusion of the period of study, the difference between group characteristics exceeds the 0.25 standard deviation for any outcome variable, a statistical adjustment for the difference will be made in the analysis. Additionally, equivalence will be established for each outcome during analysis.<sup>81</sup>

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<sup>1</sup> ASU will add a question about MSFW experience to the supplemental admission form

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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

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There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN:

DATE:06/15/2015

ORGANIZATION:

FILING REF.: The preceding agreement was dated 05/29/2014

Arizona State University  
 Fulton Center 410, Rm. 4478  
 P.O. Box 87705  
 Tempe, AZ 85287-7605

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

**SECTION I: INDIRECT COST RATES**

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2011	06/30/2012	52.50	On-Campus	Organized Res.
PRED.	07/01/2012	06/30/2014	54.00	On-Campus	Organized Res.
PRED.	07/01/2014	06/30/2016	54.50	On-Campus	Organized Res.
PRED.	07/01/2011	06/30/2016	26.00	Off-Campus	Organized Res.
PRED.	07/01/2011	06/30/2012	53.00	On-Campus	Instruction
PRED.	07/01/2012	06/30/2016	51.60	On-Campus	Instruction
PRED.	07/01/2011	06/30/2016	26.00	Off-Campus	Instruction
PRED.	07/01/2011	06/30/2012	36.00	On-Campus	Other Spon Act
PRED.	07/01/2012	06/30/2016	37.50	On-Campus	Other Spon Act
PRED.	07/01/2011	06/30/2016	26.00	Off-Campus	Other Spon Act
PROV.	07/01/2016	Until Amended		(1)	

\*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.

(1) Use same rates and conditions as those cited for fiscal year ending June 30, 2016.

ORGANIZATION: Arizona State University

AGREEMENT DATE: 6/15/2015

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**SECTION I: FRINGE BENEFIT RATES\*\***

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<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%) LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2015	6/30/2016	28.70 All	Faculty
FIXED	7/1/2015	6/30/2016	40.60 All	Staff
FIXED	7/1/2015	6/30/2016	11.00 All	Part Time
FIXED	7/1/2015	6/30/2016	1.70 All	Student
FIXED	7/1/2015	6/30/2016	12.60 All	RA/TA
FIXED	7/1/2015	6/30/2016	25.00 All	Post Doc

**\*\* DESCRIPTION OF FRINGE BENEFITS RATE BASE:**

Salaries and wages including vacation, holiday, sick leave pay and other paid absences.

ORGANIZATION: Arizona State University

AGREEMENT DATE: 6/15/2015

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**SECTION II: SPECIAL REMARKS**

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TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) 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 costs for salaries and wages. Separate claims for the costs of these paid absences are not made except for paid absences that have been earned but not taken when an individual separates from the university prior to the completion of the grant, contract or other agreement.

OFF-CAMPUS DEFINITION

An off-campus rate is applicable to those projects conducted in facilities not owned or operated by the University, which include charges for facility rental as a direct expenditure, and for which more than 50% of the project salaries and wages are for effort conducted in the rental facility.

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 included in the fringe benefit rate(s): FICA, WORKERS COMPENSATION, HEALTH/DENTAL/LIFE INSURANCE, UNEMPLOYMENT INSURANCE, DISABILITY INSURANCE, ACCIDENTAL DEATH, RETIREMENT PLANS (STATE RETIREMENT PROGRAMS AND TIAA/CREF), FLEXIBLE SPENDING PLAN, RETIREE ACCUMULATIVE SICK LEAVE, AND EMPLOYEE TUITION REMISSION, EMPLOYEE WELLNESS, SABBATICAL PAYMENTS, EMPLOYEE ASSISTANCE, AND TERMINAL LEAVE.

NEXT PROPOSAL DUE DATE

A proposal based on actual costs for fiscal year ending 6/30/15, will be due no later than 12/31/15.

This rate agreement updates the fringe benefits only.

ORGANIZATION: Arizona State University

AGREEMENT DATE: 6/15/2015

**SECTION III: GENERAL**

**A. LIMITATIONS:**

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

**B. ACCOUNTING CHANGES:**

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

**C. FIXED RATES:**

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

**D. USE BY OTHER FEDERAL AGENCIES:**

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

**E. OTHER:**

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

BY THE INSTITUTION:

Arizona State University

(b)(6)

(SIGNATURE)

*Tamara K. Deuser*

(NAME)

*Associate Vice President*

(TITLE)

*6/22/15*

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

**Arif M. Karim -S**

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(TITLE)

6/15/2015

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## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

**PART 5: BUDGET NARRATIVE**

**Applicant:** Arizona State University - School of Transborder Studies

**BUDGET SUMMARY: July 1, 2016 – June 30, 2021**

A total of \$2,054,916 is requested to implement a College Assistance Migrant Program (CAMP) in the state of Arizona. If funded, the Arizona State University (ASU) CAMP Scholars Project (hereafter ASU CAMP) will provide eligible migrant and seasonal farmworker (MSFW) students with a full range of services and personnel necessary to recruit, retain, persist, and graduate migrant and seasonal farmworker students as outlined in the program objectives. Projected service numbers are highlighted below.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Enrollment Numbers</b>					
	20	35	35	35	35

The following budget narrative justifies the costs that are necessary to carry out the project. The narrative justification is followed by a detailed budget by year, as specified in the request for proposal.

**KEY/SENIOR PERSONNEL**

The proposed project will be led by an individual with an active academic and research career: Principal Investigator (PI) Carlos Vélez-Ibáñez, PhD. Individuals with combined expertise in migrant education, first-generation student needs, and culturally relevant and responsive service delivery will assist him with this project. The individuals and their role in accomplishment of the proposed goals/objectives are described below.

- ▶ Carlos Vélez-Ibáñez, PhD, PI, will commit approximately 5% effort to this project. As the PI, he will provide project leadership, project oversight, and teach the CAMP research

seminar throughout the academic year. No salary support is requested for Dr. Vélez-Ibáñez. His time will be available for the performance of the project including through the academic year and summer.

Project funding is requested for ten staff members at varying degrees of effort as discussed below.

► Seline Szkupinski Quiroga, PhD, (co-PI) will serve as Project Director (1.0 FTE). She will be responsible for implementing the project, coordinating working relationships to access ASU support services for CAMP Scholars, bridging campus and community resources, providing management, and supervising staff in accomplishing all activities and objectives. She will also co-teach the research seminar with Dr. Vélez-Ibáñez.

#### **OTHER PERSONNEL**

► Elizabeth Cantú, MA (PhD in progress and scheduled for dissertation defense May, 2016), will serve as the Academic Success/Retention Specialist (1.0 FTE). She will be responsible for coordinating the Early Start program, providing academic, career/personal/social counseling and referrals to CAMP scholars, and monitoring their academic progress. As the Academic Success/Retention Specialist, she will also supervise and assign the Academic Mentors.

► Sandra Castro Solis, MA, will serve as the Recruiter/Parent Engagement Specialist. She will dedicate 1.0 FTE in years 1-4 and 75% effort in year 5. She will implement the outreach and recruitment plan for prospective CAMP Scholars in collaboration with state- and district-level Migrant Education Programs, the National Farmworker Jobs Program, community, non-profit and faith-based organizations, and ASU's Early Outreach programs and Office of Admissions. She is also responsible for coordinating migrant parent/familial engagement.

► The Program Coordinator (75% effort) will serve as administrative staff and will manage program coordination and clerical office duties. The Program Coordinator will also assist the Project Director with report preparation, and oversight of budget and Human Resources (HR) procedures.

► Four Academic Mentors will be hired to provide residential hall-based tutoring services in math and English, academic skill workshops, and peer advising for CAMP Scholars. Two mentors will be hired in year 1 at 7.21% effort (approximately 5 hours/week for 30 weeks). Four mentors will be hired to work in years 2-5, also at 7.21% effort.

► The College Research and Evaluation Services Team (CREST), the evaluation and data services unit of ASU's Institute for the Science of Teaching and Learning will be paid as an independent evaluator. Specifically, they will be responsible for evaluation design, data quality assurance, survey development and analysis, collecting and analyzing student data, and providing technical assistance and analysis to complete the APR in each grant year. CREST has significant experience working in educational settings, non-profit agencies, social service programs, and state agencies. Staff all have advanced degrees (PhD or Masters) and all have graduate level training and professional development in evaluation methodology. Currently, CREST oversees the evaluation activities of three United States Department of Education (USDOE) grants. This unit was selected as our independent evaluator because of their experience and expertise with USDOE grant evaluation. This unit will devote two staff to the project, Dr. Hongxia Fu, at 4% effort annually for grant years 1-5 and a graduate student, Bei Wang at 2.56% annual effort in grant years 1-5.

All requested funding is commensurate with base salaries and current University benefits. Each listed position is critical to the success of this project. This staffing approach ensures

that all key components of the CAMP Project design are sufficiently staffed in order to meet all project objectives. The salaries and hourly wages are in accordance with ASU's wage scale and based on comparable work responsibilities in the regional area. A 3% salary increase in out years is standard ASU practice. In order for our project to be more competitive, we have received permission to reduce this to 1.5% for salaried employees.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Personnel Total</b>					
Director, Seline Szkupinski Quiroga (1.0 FTE)	\$68000	\$69020	\$70055	\$71106	\$72173
Student Development/Retention Specialist, Elizabeth Cantú (1.0 FTE)	\$56460	\$57307	\$58167	\$59039	\$59925
Recruitment/Parent Engagement Specialist, Sandra Castro Solis (years 1-4: 1.0 FTE; Year 5: 75% effort)	\$40000	\$40600	\$41209	\$41827	\$31841
Program Coordinator, (75% effort)	\$28500	\$28928	\$29362	\$29802	\$30249
Academic Mentors (2 mentors in year 1; 4 mentors in years 2-5)	\$3150	\$6300	\$6300	\$6300	\$6300
CREST-Hongxia Fu	\$2311	\$2345	\$2381	\$2416	\$2453
CREST-Bei Wang	\$745	\$756	\$768	\$779	\$791

## **2. FRINGE BENEFITS**

Arizona State University (ASU) defines fringe benefits as direct costs, estimates benefits as a standard percent of salary applied uniformly to all types of sponsored activities, and charges benefits to sponsors in accordance with the Federally-negotiated rates in effect at the time salaries are incurred. Benefit costs are expected to increase approximately 3% per year; the rates used in the proposal budget are based on the current Federally-negotiated Rate Agreement rate plus annual escalation for out years. ASU Employee Related Expenses are calculated based on

rates approved by the University's cognizant federal agency, the Department of Health and Human Services. The approved rates can be found at <https://researchadmin.asu.edu/proposal-information-and-resources/salaries-wages-and-ere>. The rates are fixed through June 30, 2016.

Provisional rates will apply thereafter until a new rate agreement is negotiated. ASU fringe benefits rates for full-time faculty is 29.56 % for FY 2016. The rate for staff is 41.82%. The rate for undergraduate students is 1.75 %. The rate for graduate students is 12.98%.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Fringe Benefits</b>					
Director, Seline Szkupinski Quiroga (1.0 FTE)	\$28438	\$29727	\$31076	\$32488	\$33965
Student Development/Retention Specialist, Elizabeth Cantú (1.0 FTE)	\$23612	\$24682	\$25803	\$26975	\$28201
Recruitment/Parent Engagement Specialist, Sandra Castro Solis (years 1-4: 1.0 FTE; Year 5: 75% effort)	\$16728	\$17486	\$18280	\$19111	\$14984
Program Coordinator, (75% effort)	\$11919	\$12459	\$13025	\$13617	\$14235
Academic Mentors (2 mentors in year 1; 4 mentors in years 2-5)	\$56	\$112	\$116	\$120	\$124
CREST-Hongxia Fu	\$966	\$1010	\$1056	\$1104	\$1154
CREST-Bei Wang	\$97	\$101	\$106	\$110	\$116

## **1. TRAVEL**

Funding of \$60873 (\$12942 annually in years 1-2 and \$11663 annually in years 3-5) is requested for domestic travel. As is customary, appropriate and allowable travel expenses to be incurred include registration fees, airfare (economy), baggage fees, ground transportation (taxi, rental car, or mileage for personal vehicle), lodging, meals, and incidentals. Local mileage rates are also

included in the budget to accommodate the outreach and recruitment travel required by staff. All travel expenses will be reimbursed subject to ASU and Federal and State government policies. Travel rates were estimated using ASU standard per diem rates for meals (includes per diem rates for breakfast, lunch and dinner). Lodging rates are in accordance with State of Arizona accounting procedures and are based on room rates in the destination cities. Flight estimates are based on current rates found on expedia.com as of February, 2016. Ground transportation estimates are based on local shuttle fare costs to and from destination airports and conference hotels or by using the State of Arizona's mileage reimbursement rate of 44.5 cents per mile. Specific travel costs include:

- \$1267 is requested annually (\$6335 in total for all five years) for the CAMP Scholars Project Director, Dr. Seline Szkupinski Quiroga to attend the required two-day Office of Migrant Education annual meeting for CAMP directors. This estimate is based on \$540 roundtrip airfare from Phoenix to Washington, DC; \$174 hotel per night for one person for three nights (\$522 in total); \$28 for ground transportation; and \$59 for meals per day for three days (\$177 in total).
- \$3837 annually in years 1-2 and \$2558 annually in years 3-5 (\$15348 in total for all five years) is requested for three Project staff in years 1-2 and two Project staff in years 3-5 to attend the National HEP CAMP Association Conference. The Conference was held in Tampa in 2015 and the 2015 cost for this destination was the basis of estimating future years. This request includes \$250 per person for registration fees (\$750 annually in years 1-2 and \$500 annually in years 3-5); \$515 roundtrip airfare per person from Phoenix to Tampa (\$1545 annually in years 1-2 and \$1030 annually in years 3-5); \$106 hotel per night, per person for three nights (\$954 annually in years 1-2 and \$636 annually in years

3-5); \$20 for ground transportation, per person, per trip (\$60 annually in years 1-2 and \$40 annually in years 3-5); and \$44 for meals per day, for four days (\$528 annually in years 1-2 and \$352 annually in years 3-5).

- \$1444 is requested annually (\$7220 in total for five years) for one Project staff member to attend the National Association for State Directors of Migrant Education Conference. This request includes \$375 for conference registration, \$370 for roundtrip airfare for one person from Phoenix to Seattle (estimate based off 2014 conference site); \$157 hotel per night for one person for three nights (\$471 in total); \$36 for ground transportation; and \$64 for meals per day for three days (\$192 in total). This individual will chaperone the CAMP Scholar attendees.
- \$1284 is requested annually (\$6420 in total for five years) for one Project staff member to attend the Southwest Region HEP/CAMP Leadership Conference. This individual will chaperone the CAMP Scholar attendees. This request includes \$50 registration fee; \$525 for roundtrip airfare for one person (rate is based on current cost of roundtrip airfare from Phoenix to Albuquerque as of February, 2016); \$250 ground transportation (cost estimate is for a 7 passenger minivan for three days using ASU's Enterprise account); \$99 for hotel lodging per night per person for three nights (\$297 in total); and \$54 for meals per day for three days (total \$162). Attendance of these meetings/conferences will allow for the staff to share best practices, improve their ability to deliver high-quality services to ASU CAMP Scholars, and network with other CAMP/migrant education professionals. Additionally, staff serving as chaperones at meetings/conferences will be able to ensure the safety of the CAMP Scholar attendees.

- \$5110 is requested annually (\$25550 in total for five years) for in-state recruiting. Cost estimates for recruitment are based on extrapolating data from an existing migrant education program run by the director that requires travel to migrant-impacted school districts in the Project’s three county recruitment targets, San Luis in Yuma county, Avondale in Maricopa county, and Marana in Pinal county. Approximately 12 trips to each site will be needed annually (1 trip per month to each site). Roundtrip mileage to San Luis from ASU’s main campus (based out of Tempe, AZ) is 425. Roundtrip mileage to Marana from Tempe, AZ is 175. Roundtrip mileage to Avondale from Tempe, AZ is 58. Total estimated roundtrip mileage to these locations is 658 miles per month. ASU’s current rate for mileage reimbursement is 44.5 cents per mile. Using ASU’s mileage reimbursement rate and the cost for 658 miles per month for 12 months, it is estimated that \$3514 will be needed for mileage annually. Trips to San Luis require an overnight stay to maximize recruiting visits. ASU’s per diem rate is \$89 for hotel lodging per night and \$44 for meals per day. At twelve visits annually, we estimate that we would need funding of \$1596 to cover lodging and food on a yearly basis for those recruiting efforts.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Travel</b>					
Migrant Education annual meeting for CAMP directors	\$1267	\$1267	\$1267	\$1267	\$1267
National HEP CAMP Association Conference	\$3837	\$3837	\$2558	\$2558	\$2558
National Migrant Association for State Directors of Migrant Education Conference	\$1444	\$1444	\$1444	\$1444	\$1444

Southwest region HEP/CAMP Leadership Conference	\$1284	\$1284	\$1284	\$1284	\$1284
In-State Recruiting	\$5110	\$5110	\$5110	\$5110	\$5110

#### 4. EQUIPMENT

ASU CAMP is not requesting any equipment funds.

#### OFFICE SUPPLIES (7320)

ASU CAMP is requesting office supplies for use by ASU CAMP staff and Scholars. ASU CAMP is requesting support to purchase 2 printers (one Dell Color Laser Printer C2600dn and one Dell E310dw Wireless Mono Black and White Laser Printer), 8 computers (including three iMac 21 3.1 i5 8GB desktop computers, one Macbook Pro 13 R2.7, and four Dell Inspiron 14 5000), and related computer equipment (i.e., 5 laptop cases, Thunderbolt to GB Ethernet, Apple MiniDisplay Port/VGA Adaptor, AppleCare Auto-Enroll three year warranty for Apple desktops and laptop, and four 1 Terabyte external backup drives). The Macbook Pro is necessary for the Student Recruitment Coordinator to perform job related deliverables (e.g. documenting eligibility determinations, entering student data and communicating with the project team) while traveling to various recruitment sites and remote areas. A recent survey with Arizona MSFW students in Yuma and Maricopa county found that 60% do not have a computer at home. Due to this need, the remaining four laptops (Dell Inspiron) will be used as loaner laptops for CAMP Scholars to check out when they visit family on weekends so they can continue with their school work.

Project staff, including the Director, the Program Coordinator, and the Student Development/Retention Specialist, will use the desktop computers. The responsibilities of these staff members

will involve extensive data accumulation, tracking of CAMP Scholar activities and participation, and academic progress monitoring, respectively. The printers will be used to produce application, recruiting, marketing and educational materials. Office supply costs associated with printing of marketing and educational materials are also requested. This will include paper and toner costs. The requested funding for computers, printers, paper, and toner will be used exclusively for the proposed activities and objectives outlined in this proposal and are necessary to complete project goals and objectives. Produced volumes of recruiting, marketing and educational materials will be in amounts significantly greater than those routinely supported by the School of Transborder Studies.

We are also requesting funds for a cell phone. The phone will be used as a 24/7 hotline specifically for CAMP Scholar students and their families. Responsibility for being 'on-call' will rotate among Project staff members. Due to the work patterns of MSFW, regular daytime business hours can be a barrier; as well, knowing bilingual ASU CAMP staff are always available will allay the fears of migrant parents who are apprehensive about having their child live away from home in an urban area. The hotline supports the Project in meeting its objective (4.2) of fostering trust with families. The cell phone cost request is based on a quote from Verizon Wireless taking into account ASU's 15% employee discount on phone service, cost of phone, data, unlimited call and text fees, warranty costs, and tax.

We also request supplies and materials related to evaluation, including purchasing the administration manual for the Student Adaptation to College Questionnaire (SACQ) in Y1 and proprietary questionnaires and scoring sheets for each year of the Project. The results of the SACQ instrument helps determine how well a student is handling the demands of college, and provides clear guidelines for subsequent intervention.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Supplies</b>					
Printer (Dell Color Laser Printer C2600dn)	\$378				
Printer (Dell E310dw Wireless Mono Black and White Laser Printer)	\$141				
3 Desktop computers (iMac 21 3.1 i5 8GB)	\$4197	\$0	\$0	\$0	\$0
1 Laptop (MacBook Pro 13R 2.7)	\$1399	\$0	\$0	\$0	\$0
Laptops (Dell Inspiron 14 5000; 2 in year 1 and 2 in year 2)	\$1295	\$1295	\$0	\$0	\$0
Case for Laptop (3 in year 1, and 2 in year 2)	\$90	\$60	\$0	\$0	\$0
Thunderbolt to GB Ethernet	\$29	\$0	\$0	\$0	\$0
Apple MiniDisplay Port/VGA Adaptor	\$29	\$0	\$0	\$0	\$0
3-year computer warranty (AppleCare Auto-Enroll for Apple desktops and laptop)	\$476	\$0	\$0	\$0	\$0
4 Terabytes (backup drives)	\$130	\$0	\$0	\$0	\$0
Paper and toner (\$125 per unit X 4 units)	\$500	\$500	\$500	\$500	\$500
Cell phone	\$100	\$100	\$100	\$100	\$100
Student Adaptation to College Questionnaire	\$120	\$120	\$120	\$120	\$120

manual and scoring sheets					
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## 6. CONTRACTUAL

In project year 1, funding of \$6750 is requested for two consultants who will provide expertise and guidance to the project team within their respective content areas.

- Michelle Tellez, PhD, from Northern Arizona University has agreed to serve as a consultant for the CAMP Scholars program. In this role she will assist with the design and implementation of the Early Start program and the Parent Orientation. She was chosen because of her knowledge of university resources, educational needs of first-generation students, and her extensive experience in community engagement. Dr. Tellez' consultant compensation rate is \$37.50 per hour. We will need 100 hours of her time.
- A consultant will be hired to design and revise as necessary a *platica* (i.e. Spanish for conversation) process support group for CAMP Scholars, one of the Project's signature services and congruent with Project objective (3.1) to provide structures for formal and informal peer mentoring and psychological support. The hired candidate will have training and expertise in designing programs to support the success of minority youth in college. Based on quotes we have obtained from potential candidates, we estimate that program development will cost \$3000. Design and development will take 100 hours at approximately \$30 per hour.

For procurements already secured, we have followed Federal procurement standards in accordance with 2 CFR § 200.318 et seq.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Contractual</b>					
Michelle Tellez	\$3750	\$0	\$0	\$0	\$0
Platica Design and Revision	\$3,000	\$0	\$0	\$0	\$0

## **7. CONSTRUCTION**

ASU CAMP is not requesting any construction funds.

## **8. OTHER**

### **ACTIVITY COSTS**

#### **Early Start Family Orientation and Program (participant support)**

ASU CAMP is requesting funds to pay for an annual Family Orientation and student Early Start program. The Orientation will be used as an opportunity to familiarize CAMP Scholar participants and their parents with ASU and CAMP program goals/expectations. The Early Start program will assist CAMP Scholars with transition; next steps of Math & English placement, course advisement and registration, and building college support networks. Specific costs related to the orientations include:

- Funding for ASU Maroon and Gold meal plan cards for parents of CAMP Scholars. We are requesting meal cards for 40 people in year 1 and 70 people annually in years 2-5. Day 1 will cover \$5 breakfast, \$8 lunch, \$10 dinner, per person. Day 2 will cover \$5 breakfast and \$8 lunch, per person. This equals \$36 per person for both days.
- Funding for ASU Maroon and Gold meal plan cards for CAMP Scholars. We are requesting meal cards for seven full days for 20 CAMP scholar participants in year 1 and 35 annually in years 2-5. Days 1-7 will cover \$5 breakfast, \$8 lunch, \$10 dinner, per person. This equals \$161 per person for the seven day event.

- One night of lodging for parents to attend the early start program orientation is requested. Lodging is estimated at \$30 per night, assuming two parents per room. We are requesting 20 rooms in year 1 and 35 in years 2-5. ASU Housing will provide rooms for CAMP Scholar parents at the conference rate of \$30.

### **Early Start Family Orientation and Program (food for project staff)**

Funding for ASU Maroon and Gold meal plan cards for CAMP Scholar project staff. We are requesting meal cards for seven full days for 3 CAMP Scholar staff members in years 1-5 so they may supervise and run the Early Start student orientations. Costs are estimated as discussed above for students (i.e. \$161 per person for a seven day event for a total of \$483 annually).

Meal plans that come with the residential halls are not yet operating at the time of Early Start. ASU maroon and gold meal card plans can be used to purchase meals throughout the ASU campus dining facilities, offer more flexibility, and are more affordable than catering.

### **Conferences (participant support)**

ASU CAMP is also requesting funds to support CAMP Scholars by exposing and providing them with opportunities to attend educational and leadership development activities. Associated cost would include flights, lodging, ground transportation, and meal expenses. We are requesting funding for student travel for the following events:

- \$2492 will be reserved annually (\$12,460 in total for all five years) for two CAMP scholars to attend the National Association for State Directors of Migrant Education Conference. Cost estimates are based off travel from Phoenix to Seattle, WA. Seattle was the location of the 2014 conference. This request includes \$375 for conference registration (\$750 in total for two people); \$370 roundtrip airfare per person from

Phoenix to Seattle (total \$740 for two people); \$157 for one hotel, for two people for three nights (\$471 total); \$72 for ground transportation; and \$64 for meals per day, per person, for three days (\$384 total for two people) using standard per diem rates used by ASU.

- \$4585 will be reserved annually (\$22,925 in total for all five years) for five CAMP scholars to attend the Southwest HEP/CAMP Leadership Conference. This request includes \$50 for registration fee (\$250 in total for 5 CAMP Scholars); \$525 roundtrip airfare per person from Phoenix to Albuquerque (total \$2625 for five people); \$100 hotel per night, for three rooms for three nights (\$900 total); and \$54 for meals per day, for three days, for five individuals (\$810 total) using standard per diem rates used by Arizona State University.

Additionally, ASU CAMP is requesting funds for student teambuilding/mentoring/retention activities, cultural activities, parent workshops, ceremonies (3 per year) and follow-up CAMP services/leadership activities. This would include meals for student events/cultural enrichment activities and related supplemental materials.

#### **Teambuilding (participant support)**

- A total of \$6400 (\$800 in year 1 and \$1400 annually in years 2-5) is requested for costs associated with team building activities in each year of the grant (\$40 per student/year). Teambuilding is important in supporting CAMP Scholars' sense of belonging within a university environment and structures for informal peer mentoring. Teambuilding activities will take place on and off campus and will pay for group activity classes and related fees for the CAMP Scholar participants.

### **Cultural (participant support)**

- A total of \$8000 (\$1000 in year 1 and \$1750 annually in years 2-5) is requested for 2 cultural activities in each year of the grant (\$25 per student 2 x/year). The purpose is to expose students to cultural activities they would not normally have access to and supports the Project goal of creating “whole person” CAMP Scholars. Costs were estimated from the group rates for attending a play at ASU’s Gammage Auditorium. Funding will pay for taking students to events at ASU Gammage (subsidizing ticket cost), and taking students to events in downtown Phoenix (paying for transportation and ticket costs).

### **EVENTS**

#### **Workshops (participant support costs associated with workshop attendance)**

- A total of \$1500 (\$300 annually in years 1-5) is requested for parent workshops in each year of the grant, which supports the Project goals of building relationships and fostering trust with CAMP Scholar families. Three workshops will be held in families’ local community in collaboration with community partners and three workshops will be held on campus at an estimated cost of \$50 each to support snacks, materials and transportation.

#### **Ceremonies (catering costs)**

- \$15093 is requested for catering of three annual CAMP Scholar ceremonies (send off, research symposium reception, and end of year celebration) in each year of the grant. These celebrations acknowledge CAMP Scholars’ achievements and maintain relationships with families and community partners. We are anticipating 75 participants in year 1 and 125 individuals annually in years 2-5. Costs are based on quotes from ASU’s catering company, Aramark and are estimated at \$8.75 per person. Per ASU

policy, Aramark is the onsite catering company we are required to use for on-campus events.

#### COMMUNICATION COSTS

- Cost are also budgeted for recruiting, including marketing in local papers and radio stations, printing bilingual program brochures, and promotional materials. We have budgeted a total of \$8000 (\$2000 in year 1; \$1800 in years 2-3; and \$1200 in years 4-5). Cost estimates are based off newspaper and radio station quotes as well as costs incurred for bilingual printing and promotional items from an existing migrant education program run by Dr. Seline Szkupinski Quiroga.

#### ASSOCIATION FEES

A request for funding for CAMP association fees is also included.

#### TUITION AND FEES (tuition remission)

- Tuition remission for graduate students is included as a mandatory benefit and is charged to projects in proportion to the amount of effort the graduate student will work on the project. Tuition charges are exempt from Facilities and Administrative (F&A) costs.

#### FOLLOW-UP SERVICES

- \$500 annually is requested to support follow-up services in years 2-5.

#### MISCELLANEOUS

- \$3788 (\$535 in year 1 and \$813 in years 2-5) is requested in total for CAMP Scholar Polo shirts with Project logo to increase the visibility of ASU CAMP Scholars on campus, at conferences and leadership events, and when performing community service. Estimated costs are based off previous ASU t-shirt purchases and include a \$65 one time logo fee.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Other</b>					
Early start orientation for parents (ASU Maroon and Gold meal plan cards)	\$1440	\$2520	\$2520	\$2520	\$2520
Early start orientation for CAMP Scholars (ASU Maroon and Gold meal plan cards)	\$3220	\$5635	\$5635	\$5635	\$5635
Early start orientation for 3 CAMP scholar project staff (ASU Maroon and Gold meal plan cards)	\$483	\$483	\$483	\$483	\$483
Early start orientation for parents (lodging for one night)	\$600	\$1050	\$1050	\$1050	\$1050
National Association for State Directors of Migrant Education Conference	\$2492	\$2492	\$2492	\$2492	\$2492
Southwest HEP/CAMP Leadership Conference	\$4585	\$4585	\$4585	\$4585	\$4585
Team building activities	\$800	\$1400	\$1400	\$1400	\$1400
Cultural activities	\$1,000	\$1750	\$1750	\$1750	\$1750
Workshops	\$300	\$300	\$300	\$300	\$300
Ceremonies (catering costs)	\$1969	\$3,281	\$3,281	\$3,281	\$3,281
Communication costs	\$2000	\$1800	\$1800	\$1200	\$1200
Association Fees	\$1200	\$1200	\$1200	\$1200	\$1200
Tuition Fees	\$861	\$930	\$1004	\$1085	\$1172
Follow-up services	\$500	\$500	\$500	\$500	\$500

Misc.-T-shirts (20 in year 1 and 35 annually in years 2-5)	\$525	\$813	\$813	\$813	\$813
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## 9. TOTAL DIRECT COSTS

ASU CAMP is requesting the following total direct costs, as summed annually by budget category.

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Direct Costs</b>					
1. Personnel Total	\$199166	\$205256	\$208242	\$211269	\$203732
2. Fringe Benefits	\$81816	\$85577	\$89462	\$93525	\$92779
4. Travel Total	\$12942	\$12942	\$11663	\$11663	\$11663
5. Equipment	\$0	\$0	\$0	\$0	\$0
6. Supplies	\$8884	\$2075	\$720	\$720	\$720
7. Contractual	\$6750	\$0	\$0	\$0	\$0
8. Construction	\$0	\$0	\$0	\$0	\$0
9. Other	\$21,975	\$28,739	\$28,813	\$28,294	\$28,381
<b>Total Direct Costs</b>	<b>\$331,533</b>	<b>\$334,589</b>	<b>\$338,900</b>	<b>\$345,471</b>	<b>\$337,275</b>

## 10. INDIRECT COSTS

ASU CAMP is requesting 8% of modified total direct costs, which is below the University's approved indirect cost rate with the Department of Health and Human Services. When using a MTDC costs base, ASU applies F & A to all of the direct costs minus the following: equipment with a unit cost greater than or equal to \$5,000, tuition/fees, participant support, in/out patient care costs, rental of outside facilities, amounts over the first \$25,000 of each subcontract, and

alterations/renovations. Alterations/Renovations are defined as having a cost of \$15,000 or more per alteration or renovation. Costs of less than \$15,000 are considered a miscellaneous expense.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>Indirect Costs requested</b>						
	\$25,299	\$25,114	\$25,453	\$25,972	\$25,310	\$127,148

## 11. TRAINING STIPENDS

ASU CAMP is requesting training stipends to support first year CAMP Scholars until their successful completion of 24 semester credit hours. CAMP Scholars will receive training stipends to offset additional barriers/expenses they incur as university students that might not be covered by financial aid. All CAMP scholars will receive a minimum of \$100 per year in training stipends. Given the diversity of individual CAMP Scholar financial situations and our commitment to serve the most needy, CAMP Scholars will also be eligible to receive training stipends of varying amounts based on unmet financial need for things such as on-campus room and board, transportation, health and wellness costs (i.e. ASU Health Services Bridge Service Plan for the uninsured, fitness passes, vision and dental assistance), books and course-required supplies. We have identified these services as most likely to be needed by CAMP Scholars. Providing this financial support to CAMP Scholars will eliminate barriers, allowing them to focus on their academics.

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Training Stipends</b>					
Stipend for each student	\$2000	\$3500	\$3500	\$3500	\$3500
Financial Need Stipends	\$28000	\$49000	\$49000	\$49000	\$49000

## 12. TOTAL COSTS

ASU CAMP is requesting the following total costs, as summed annually by budget category.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Project Total</b>
<b>Total Costs</b>						
1. Personnel Total	\$199,166	\$205,256	\$208,242	\$211,269	\$203,732	\$1,027,665
2. Fringe Benefits	\$81,816	\$85,577	\$89,462	\$93,525	\$92,779	\$443,159
3. Travel Total	\$12,942	\$12,942	\$11,663	\$11,663	\$11,663	\$60,873
4. Equipment	\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$8,884	\$2,075	\$720	\$720	\$720	\$13,119
6. Contractual	\$6750	\$0	\$0	\$0	\$0	\$6750
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other	\$21,975	\$28,739	\$28,813	\$28,294	\$28,381	\$136,202
<b>Total Direct Costs</b>	\$331,533	\$334,589	\$338,900	\$345,471	\$337,275	\$1,687,768
<b>Indirect Costs</b>	\$25,299	\$25,114	\$25,453	\$25,972	\$25,310	\$127,148
Training Stipends	\$30,000	\$52,500	\$52,500	\$52,500	\$52,500	\$240,000
<b>Total Costs</b>	\$386,832	\$412,203	\$416,853	\$423,943	\$415,085	\$2,054,916

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.	Carlos	Guillermo	Velez-Ibanez	

Address:

Street1:	15078 E. San Blas Cr
Street2:	
City:	Fountain Hills
County:	
State:	AZ: Arizona
Zip Code:	85268
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(480) 965-4908	(480) 965-7165

Email Address:

Carlos.Velez-Ibanez@asu.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.

HumanSubjectsExemptNarrative.pdf	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

AZ Board of Regents on behalf of Arizona State University

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	199,166.00	205,256.00	208,242.00	211,269.00	203,732.00	1,027,665.00
2. Fringe Benefits	81,816.00	85,577.00	89,462.00	93,525.00	92,779.00	443,159.00
3. Travel	12,942.00	12,942.00	11,663.00	11,663.00	11,663.00	60,873.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	8,884.00	2,075.00	720.00	720.00	720.00	13,119.00
6. Contractual	6,750.00	0.00	0.00	0.00	0.00	6,750.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	21,975.00	28,739.00	28,813.00	28,294.00	28,381.00	136,202.00
9. Total Direct Costs (lines 1-8)	331,533.00	334,589.00	338,900.00	345,471.00	337,275.00	1,687,768.00
10. Indirect Costs*	25,299.00	25,114.00	25,453.00	25,972.00	25,310.00	127,148.00
11. Training Stipends	30,000.00	52,500.00	52,500.00	52,500.00	52,500.00	240,000.00
12. Total Costs (lines 9-11)	386,832.00	412,203.00	416,853.00	423,943.00	415,085.00	2,054,916.00

**\*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: 07/01/2011 To: 06/30/2016 (mm/dd/yyyy)

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

The Indirect Cost Rate is 8.00%.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.  
PR/Award # S149A160017

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

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

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

ED 524

Exempt Research Narrative.

This project is not a research project but an educational proposal to recruit, enroll, support, and integrate Migrant students within Arizona State University to graduation. There are no human subjects involved as research targets nor are enrollees asked to participate in any research process involving human subject requirements. All assessment and evaluation mechanisms are designed to evaluate, measure, and assess educational outcomes of the project itself in its areas of design: recruitment, enrollment, academic and social preparation, financial assistance and development, and measures of retention. Program effectiveness all are gauged in relation to these areas of design by an external evaluator. All assessments therefore are program specific and do not involve any direct human subject inquiry.