

**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 # S149A160018**

**Grants.gov Tracking#: GRANT12113814**

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Assurances Non-Construction Programs (SF 424B)</b>	e6
<b>3. Disclosure Of Lobbying Activities (SF-LLL)</b>	e8
<b>4. ED GEPA427 Form</b>	e9
<i>Attachment - 1 (1236-PCC_CAMP 2016_GEPA statement_FINAL)</i>	e10
<b>5. Grants.gov Lobbying Form</b>	e12
<b>6. ED Abstract Narrative Form</b>	e13
<i>Attachment - 1 (1235-PCC_CAMP 2016_Abstract_FINAL)</i>	e14
<b>7. Project Narrative Form</b>	e15
<i>Attachment - 1 (1238-PCC_CAMP 2016_Project Narrative_FINAL wTOC)</i>	e16
<b>8. Other Narrative Form</b>	e42
<i>Attachment - 1 (1237-PCC_CAMP 2016_Appendices_FINAL)</i>	e43
<b>9. Budget Narrative Form</b>	e63
<i>Attachment - 1 (1234-PCC_CAMP 2016_Budget Narrative_FINAL)</i>	e64
<b>10. Form ED_SF424_Supplement_1_3-V1.3.pdf</b>	e74
<b>11. Form ED_524_Budget_1_3-V1.3.pdf</b>	e75

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="03/07/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="930575187"/>	* c. Organizational DUNS: <input type="text" value="0509720250000"/>
---	---

**d. Address:**

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

**e. Organizational Unit:**

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

**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:  Fax Number:

\* 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:**

Portland Community College CAMP

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="2,061,170.00"/>
* 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="2,061,170.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Dr. Christine Chairsell</p>	<p>TITLE</p> <p>Interim President</p>
<p>APPLICANT ORGANIZATION</p> <p>Portland Community College</p>	<p>DATE SUBMITTED</p> <p>03/07/2016</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: N/A * Street 1: N/A    Street 2: _____ * City: N/A    State: _____    Zip: _____ Congressional District, if known: _____		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> N/A	<b>7. * Federal Program Name/Description:</b> Migrant_Education_College_Assistance_Migrant_Program CFDA Number, if applicable: 84.149	
<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix: _____ * First Name: N/A    Middle Name: _____ * Last Name: N/A    Suffix: _____ * Street 1: _____    Street 2: _____ * City: _____    State: _____    Zip: _____		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix: _____ * First Name: N/A    Middle Name: _____ * Last Name: N/A    Suffix: _____ * Street 1: _____    Street 2: _____ * City: _____    State: _____    Zip: _____		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. <b>* Signature:</b> Dr. Christine Chairsell <b>* Name:</b> Prefix: _____ * First Name: Sylvia    Middle Name: _____ * Last Name: Kelley    Suffix: _____ <b>Title:</b> Interim President <b>Telephone No.:</b> 9717224365 <b>Date:</b> 03/07/2016		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S149A160018

## 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.**

PCC\_CAMP\_2016\_GEPA\_statement\_FINAL.pdf

Add Attachment

Delete Attachment

View Attachment

## **GENERAL EDUCATION PROVISIONS ACT (GEPA) STATEMENT**

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### **Portland Community College CAMP Program**

In accordance with the **General Education Provisions Act (GEPA)**, Portland Community College (PCC) is committed to providing equal access and treatment for all students and ensures equitable access and participation in all federally funded programs by accommodating the needs of all eligible program beneficiaries. All project activities are guided by PCC's adherence to Section 427 of GEPA. PCC College Assistance Migrant Program (CAMP) is specifically designed to reach migrant and seasonal farmworkers and their immediate family and assist them in completing their first year of college and continuing in postsecondary education. These groups – migrant and seasonal farmworkers and their families – are all traditionally underrepresented in higher education. Every effort will be made to hire CAMP staff who can serve as role models to underrepresented populations in higher education. Job applicants will be asked to speak to their experience overcoming barriers similar to those encountered by CAMP participants and are required to be bilingual. Hiring of CAMP staff will be done in accordance with PCC's non-discriminatory human resource policies, which include strategies to recruit, retain, and promote a diverse staff that reflects the area's demographics throughout all levels of the institution. PCC's policies state that any current or potential staff member, student, or participant, regardless of gender, race, religion, ethnicity, national origin, color, use of native language, sexual orientation, marital status, veteran status, height/weight ratio, disability, age, or other protected class will have **equitable access** to programs of any kind offered at PCC. To ensure this occurs, accommodations for students with disabilities are coordinated with PCC's **Disability Services Office**, and all educational materials, student services, and other materials created to support the project will be developed and disseminated in consultation with PCC's **Office of Equity and Inclusion**. All PCC campuses participating in grant activities will ensure equitable access to, and participation in, the proposed

program for students, teachers, and any other program beneficiary with special needs. Any suggestions for addressing equity issues as they relate to grants/programs will be addressed. Requests will be honored in ways that meet the needs of all staff and participants.

PCC does not tolerate unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, marital status, height/weight ratio, disability, veteran status, age, or sexual orientation in any area, activity or operation of the District. In addition, the college complies with the Civil Rights Act of 1964 (as amended), related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, USERRA – Uniformed Services Employment and Reemployment Rights Act, and all civil rights laws of the City of Portland and the State of Oregon. Accordingly, equal opportunity for employment, admission, and participation in the college’s benefits and services shall be extended to all persons, and the college shall promote equal opportunity and treatment through a positive and continuing affirmative action plan.

## 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**

Portland Community College

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

Prefix:  \* First Name: Sylvia Middle Name:

\* Last Name: Kelley Suffix:

\* Title: Interim President

**\* SIGNATURE:** Dr. Christine Chairsell

**\* DATE:** 03/07/2016

## Abstract

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

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

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

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## 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

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Portland Community College (PCC) is the largest institution of higher education in Oregon. In 2014-15, PCC enrolled nearly 90,000 full- and part-time students at four comprehensive campuses (Sylvania, Rock Creek, Southeast, and Cascade) and provides additional academic offerings at eight smaller centers around the Portland metropolitan area. Located in Portland, Oregon, PCC proposes to start a College Assistance Migrant Program (CAMP) based at the **Rock Creek Campus** in Washington County. PCC CAMP will annually *serve 45 commuter* migrant and seasonal farmworkers (MSFWs) and their immediate family members in five Oregon counties. In accordance with the Government Performance Results Act (GPRA), two GPRA objectives and one additional objective that are specific and clearly defined will ensure measurement of program outcomes. **Objective 1:** 86% of students (39) will complete the first academic year of college (GPRA 1). **Objective: 2:** 85% of students (33) who complete their first academic year of college will continue their postsecondary education (GPRA 2). **Objective 3:** 75% of students (33) will have a term GPA qualifying as satisfactory academic progress (following the Social Belonging Intervention). (Evidence of Promise Objective). To accompany these objectives, PCC will provide a comprehensive **array of services and activities** that address the economic, and education challenges faced by MSFWs. Services include financial support, tutoring, academic advising, college and career readiness courses, leadership development, STEM activities, cultural activities, college visits, parental involvement, and follow-up services. **Applicable Priorities:** PCC CAMP addresses *Invitational Priority 1* to promote science, technology, engineering, and mathematics (STEM) education and *Invitational Priority 2* to engage faith-based and community organizations in the delivery of services under this program.

## Project Narrative File(s)

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

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

## TABLE OF CONTENTS

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<b>1. Need for &amp; Significance of the Project:</b>	i. Magnitude of the need .....	1
	ii. Project’s focus on serving the needs .....	2
	iii. Gaps or weaknesses in services addressed.....	4
	iv. Importance or magnitude of the project.....	4
<b>2. Quality of Project Design:</b>	i. Goals, objectives, and outcomes .....	5
	ii. Appropriateness of project design.....	5
	iii. Project coordination and linkages .....	9
	iv. Efficiency of project.....	9
	v. Project supported by strong theory.....	9
<b>3. Quality of Project Services:</b>	i. Training and professional development.....	12
	ii. Services focused on those with greatest need.....	12
	iii. Services provided for student achievement .....	12
<b>4. Quality of Project Personnel:</b>	i. Qualifications of Project Director.....	13
	ii. Qualifications of Key Personnel.....	13
<b>5. Quality of Management Plan:</b>	i. Adequacy of management plan.....	14
	ii. Adequacy of procedures for improvement .....	17
	iii. Time commitments of staff.....	18
<b>6. Adequacy of Resources:</b>	i. Facilities, supplies and other resources .....	18
	ii. Commitment of community partners .....	19
	iii. & iv. Reasonability of project costs .....	21
	v. Incorporation of project after funding ends.....	21
<b>7. Quality of Project Evaluation:</b>	i. Appropriateness of evaluation methods .....	22
	ii. Evaluation methods for assessing progress .....	23
	iii. Evaluation producing evidence of promise.....	23

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

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Portland Community College (PCC) is the largest institution of higher education in Oregon, enrolling nearly 90,000 full- and part-time students at four comprehensive campuses (Sylvania, Rock Creek, Southeast, and Cascade) and provides additional academic offerings at eight smaller centers around the Portland metropolitan area. PCC offers university transfer courses, career-technical training, college preparation and community education classes to residents of a five-county area that is roughly the size of Rhode Island. Of Oregon's 160,429 migrant and seasonal farmworkers (MSFWs), most of whom are Mexican or Mexican American, nearly one-third (27.4%) live in the PCC District, the largest concentration of MSFWs in the state (Oregon Child Development Coalition Community Assessment, 2013; Larson, 2013).

PCC serves an extraordinary 4,349 Latino students who make up 11.5% (3,070) of credit students and 13.1% (1,279) of non-credit students (PCC Institutional Effectiveness [IE], 2015). To help MSFWs enroll and succeed in college, PCC CAMP services will be located at its Rock Creek (RC) Campus in Washington County, where numerous MSFWs live and work.

The PCC District includes parts of Columbia, Clackamas, Multnomah, Washington, and Yamhill counties, where 27% of the state's migrant students live and go to school (*Larson, 2013*). *See Appendix A for map*. School districts served by PCC CAMP enroll 5,215 migrant students – 27% of those in the state. (ODE "Migrant Counts from 1990-91 to Present [2012-13]).

**i. Magnitude of the need** Of the 160,429 MSFWs, over 44,000 MSFWs (or 27%) reside in PCC's District (Larson, 2013). They work the fields, vineyards and nurseries of the Willamette Valley covering 5,200 square miles. Nationally and regionally, MSFWs fare the worst on indicators of economic, education, and health factors and face multiple challenges on their road to economic and educational success (The Kresge Foundation, 2012; Kandel, 2008).

Economic Challenges Seasonal employment and educational disparity leads to low wages for MSFWs. In 2012, around 72% of Oregon farm laborers worked less than 150 days in the year. The average income for Oregon farmworkers was \$19,150, 180% below the federal poverty level in 2013. In Washington County, where the majority of CAMP-eligible students reside, this figure represents 30% of the county’s \$64,180 median household income (US Census Bureau, 2009-2013). The Self-Sufficiency Standard (estimated amount needed to live without assistance) for a two adult, two children family in Washington County is \$65,800 – 276% of the federal poverty level (D. M. Pearce, *The Self-Sufficiency Standard for Oregon 2014*).

Educational Challenges MSFW students face frequent educational interruptions as their families relocate to obtain employment. MSFW youth drop out of school at a rate four times higher than other students (U.S. Dept. of Education, 2014), and many who stay in school perform poorly. In the Beaverton and Hillsboro school districts (in PCC’s District), Table 1 shows that migrant students performed well below all students on the Smarter Balanced Assessment (SBA).

<b>Table 1. Beaverton and Hillsboro school district students meeting/exceeding SBA standards</b>				
<b>Subject</b>	<b>Beaverton SD</b>		<b>Hillsboro SD</b>	
	<b>Migrant Students 11<sup>th</sup> Grade</b>	<b>All Students 11<sup>th</sup> Grade</b>	<b>Migrant Students 11<sup>th</sup> Grade</b>	<b>All Students 11<sup>th</sup> Grade</b>
English Language Reading	28.0%	70.7%	28.6%	66.0%
Mathematics	8.0%	45.0%	<5.0%	26.0%
<i>Source: 2014-2015 ODE District SBA Results (www.ode.state.or.us/search/page/?=5387)</i>				

**ii. Project focusing on serving the needs of disadvantaged individuals** PCC CAMP will address the following needs MSFWs face as they pursue obtaining a college education:

Extremely Limited Incomes MSFWs struggle with poor living conditions and housing, transportation, medical and childcare needs. (Oregon Child Development Commission, 2014). Without the assistance of programs like CAMP, it is unlikely that they can afford the costs of

postsecondary education or training (Teranishi, Suárez-Orozco, & Suárez-Orozco, M. 2011; National Farm Worker Ministry, 2016).

*Lack of Academic Preparation* Many area migrant students want to go to college but never enroll because they face sizable barriers such as being academically unprepared. For example, from 2011-15, only 40% of Latino graduates in Beaverton, Aloha and Hillsboro high schools enrolled in college the following fall, 27% lower than the national percentage of 66% enrolling in college (Beaverton and Hillsboro School District data, 2014-15 & NCES, 2015). For MSFWs who desire more gainful employment, earning a college degree or certificate is essential (Gonzales-Berry, Mendoza and Plaza, 2006; National Farm Worker Ministry, 2016).

*Lack of Role Models and Parental Involvement* The high school students PCC CAMP will target lack role models—professionals with college degrees who share the same cultural background. For example, approximately 13% of teachers in the Beaverton and Hillsboro school districts are minorities while an extraordinary 35% of students are minorities (Beaverton and Hillsboro School District data, 2014-15). While many MSFW parents value education for their children, they have difficulty navigating the educational system due to low levels of educational attainment as well as cultural and language barriers. Research suggests that migrant students may drop out of high school and not continue to college because their teachers do not often provide incentives or encouragement in their educational pursuits (Gonzales-Berry, et. al, 2006).

*Isolation from programs and opportunities that serve as pathways to college* Many MSFWs live in and/or travel to and from rural areas for agricultural/seasonal work. Long work hours and commutes create a need for programs in the area where they live and work. Besides the proposed PCC CAMP, there is no targeted, tailored program in the region serving the over 44,000 MSFWs in accessing education and training needed to obtain family wage and stable employment.

**iii. Gaps or weaknesses in services that will be addressed**

<b>Table 2. How Gaps in Services to MSFWs Attending PCC Will Be Addressed</b>	
<b>Gaps in Services</b>	<b>PCC CAMP Services Addressing Gaps</b>
Lack of financial resources	Tuition scholarships, books, supplies, monthly stipend, bus/gas passes, emergency fund to cover health care and other expenses. Assistance with financial aid applications.
Lack of academic preparation	Tutoring, individualized academic advising and counseling, and college guidance courses.
Lack of role models and parental involvement	PCC Latino faculty and staff, partners, Advisory Committee, peer mentors, Oregon Leadership Institute (OLI), MEChA ( <i>Movimiento Estudiantil Chicano de Aztlán</i> ), CAMP staff outreach, empowering parents through educational information.
Isolation from programs and opportunities	Program location in area convenient to MSFWs, referrals to academic programs; career counseling; field trips to transfer colleges and campus tours; information to services and programs in the region.

**iv. The importance of the results or outcomes likely to be attained by the project MSFWs'**

low attainment of postsecondary certificates and degrees puts them at risk for economic insecurity. In Oregon, students who do not have at least some college earn less than \$27,000 a year, and have a poverty rate of 15.6%, while students who have a bachelor's degree earn over \$43,000 per year and experience unemployment at less than half the rate (6.1%) (*U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimate*). A college degree or certificate can make a significant impact on the lives of MSFWs and their families. Post secondary certificate holders earn an average of 20% more than high school graduates without any post secondary education (National Skills Coalition, 2014).

PCC CAMP will provide its 45 participants with academic, social, personal, and financial services to help both them and their families. As indicators of student success, PCC expects that 86% of CAMP participants will complete their first year of college (**GPRA 1**) and a minimum of 85% of these students will continue into a successful second year (**GPRA 2**).

## 2. QUALITY OF PROJECT DESIGN

i. **Clearly specified and measurable goals, objectives, and outcomes** PCC CAMP will use the following specific goals, objectives, and outcomes to measure success as outlined in Table 3.

<b>Table 3. Goal 1: Provide comprehensive student services to support CAMP participants' academic success</b>	
<b>Objective 1 (GRPA 1):</b> Annually, 86% of PCC CAMP students (39) will complete the first academic year of college.	
<b>Outcome 1.1:</b> 100% will attend an orientation event.	<b>Outcome 1.2:</b> 100% will receive appropriate academic advising and tutorial services.
<b>Goal 2: Transition CAMP participants to a second year of college.</b>	
<b>Objective 2 (GRPA 2):</b> Annually, 85% of students (33) who complete their first academic year of college will continue their postsecondary education.	
<b>Outcome 2.1:</b> 100% of participants will complete their FAFSA prior to the deadline.	<b>Outcome 2.2</b> 100% of students will receive advising and transfer information by the end of the spring term for the pending fall term.
<b>Goal 3: Increase CAMP participants' sense of social belonging in the postsecondary environment.</b>	
<b>Objective 3:</b> Annually, 75% of students (33) will have a term GPA qualifying as satisfactory academic progress. (Evidence of Promise Objective).	
<b>Outcome 3.1:</b> 100% of students complete the College Guidance course, experiencing the Social Belonging Intervention	

ii. **Appropriateness of the project design in addressing the target population's needs** *In accordance with GEPA, PCC will ensure access to and participation in all services for all students regardless of gender, race, national origin, color, disability, or age (See Assurances).*

PCC incorporated 40 years of experience serving underrepresented students into its CAMP project design. Working collaborations and discussions with partners who serve the migrant community in the target region also contributed to the design of the project.

*Financial Assistance* Students will receive financial support including \$1,000/year tuition scholarships, \$720/year for books and supplies, and bus passes/parking permits, and emergency assistance based on need. The total cost of books and tuition for 2015-16 is approximately \$5,400 per year. Financial assistance provided by CAMP covers nearly one third (32%) of these costs. **Individual student support:** The PCC Financial Aid office will work individually with

CAMP students to access federal financial aid and scholarship resources, assist students to meet financial aid deadlines, and resolve financial aid disqualification issues. **Scholarship assistance:** The CAMP Director will work with the PCC Foundation to identify scholarships for CAMP students, particularly students in their second year. Students will also be referred to free scholarship workshops through the Women’s Resource Center and Financial Aid office. The CAMP Advisor will provide individual assistance to students in completing scholarship applications and will write letters of recommendation for students. The CAMP Advisor will also work with the Financial Aid office and to assist in securing financial aid packages for students interested in transferring to a four-year institution.

Academic Advising and Counseling The **CAMP Advisor** will conduct a comprehensive assessment of students’ academic, career, social, and economic needs. Working together, the student and Advisor will create an **Individual Education Development Plan (IEDP)** that sets benchmarks, identifies courses and monitors student progress. CAMP students will be required to meet with their advisor at least three times per term. PCC Rock Creek’s Counseling Department will provide 20 hours per week of **one-on-one counseling** specifically for CAMP students.

Cohort Classes CAMP students will enroll in **mandatory Career Guidance courses** that will help students learn how to manage time, finances, and personal commitments while developing an understanding of their unique strengths and skills. They are designed to improve students’ ability to succeed and provide a structured first-year experience. These courses will be dedicated exclusively to PCC CAMP students, creating a supportive cohort with shared goals of persistence, academic achievement, and graduation or transfer plans. Courses will include visits to the Library, the Computer Resource Center, and the Career Exploration Center. Students can use their \$1,000 tuition scholarships and Financial Aid package toward the cost of the courses.

Table 4 outlines outcomes of the Career Guidance course sequence.

<b>Table 4. Career Guidance Course</b>	<b>Outcomes</b>	<b>Term</b>
<i>College Survival and Success, CG 100 (3 credits) – Evidence of Promise Intervention</i>	Time management; motivation; goal setting; communications	Fall
<i>Financial Survival for College Students, CG 114 (1 credit)</i>	Financial plan development; short-term, mid-term and long-term financial goal setting; informed financial decision making	Winter
<i>Transfer to Four Year College, CG 225 (2 credits)</i>	Academic plan assessment to facilitate transfer; locating academic financial resources; transitioning from a community college	Spring

Tutoring: a critical need for MSFW college students as they begin classes will be available in the Writing Center, the Student Learning Center (SLC) and on-line for writing and math. Tutors, who are current faculty members in the subject areas (e.g., writing, math, biology), will support first year CAMP students both with their content area expertise and by teaching problem solving strategies, reinforcing classroom learning and helping students build confidence.

Peer Mentoring: Without college role models, peer support is critical to migrant students, who often feel alone and insecure as they begin college. CAMP will offer a peer mentoring program to provide vital personal support for CAMP students. Mentors will be selected from students who share similar backgrounds to CAMP students, and will be carefully screened by the Director. Mentors will commit to a weekly meeting with a CAMP staff member for guidance. Six peer mentors will mentor students for 10 weeks per term. Each contact (e.g. in-person meetings, homework assistance, email, and phone contact) will be for 30 to 60 minutes.

*College Engagement, Leadership Development, Cultural Events, and Student Recognition*

One of the key college engagement activities will be a one week **Summer Orientation and Leadership Institute** culminating in a team-building ropes course session provided to all 45 CAMP students before the school year begins. CAMP students will foster relationships with each other that will support them throughout their educational experience. This institute focuses on

leadership, group dynamics and teamwork, trust, problem solving, and overcoming challenges.

Other activities that CAMP students will have access to are detailed below.

<b>Engagement &amp; Leadership Development</b>	PCC student clubs of interest; Leadership development through Oregon Leadership Institute (OLI); Associated Students of PCC; César Chávez Leadership Conference, Hermanas STEM Conference
<b>Cultural Enrichment</b>	Annual <i>Semana de la Raza</i> (week of Latino culture, advocacy and celebration); Chicano Latino Studies Gala; Multicultural Center events; Martin Luther King Day Food Drive; Annual Pow-Wow
<b>Student Recognition</b>	Initial orientation; CAMP scholar recognition for Honor Roll students; year-end celebration with parents

STEM Activities designed to address the Secretary’s **Invitational Priority 1** for promoting science, technology, engineering and mathematics education will be intermingled throughout the program year through a variety of venues. Highlights include:

<b>Presentations</b>	PCC Faculty Department Chairs present to CAMP students to promote STEM careers and advise on course selection
<b>PCC Campus Events</b>	Oregon State University (OSU) Math Investigative Learning; STEM-focused sessions at annual <i>Semana de la Raza</i> and the Women's Resource Center Self-Care Retreat; Chemistry Fair; Hermanas technology conference (in partnership with Intel)
<b>Field Trips</b>	Oregon Museum of Science and Industry; Oregon Health and Science University STEM Careers Day; Portland State University Robotics Lab

Parental Involvement Parents will attend an **orientation** to review their child’s financial aid package and class schedule and set goals with their child for the academic year. In addition, parents will attend a **Parent Day** event hosted by PCC Rock Creek’s Oregon Leadership Institute (OLI) where they get information on what it’s like to be in college, tours of key student service locations, information on financial aid and scholarships, etc. The Parent Day will be culturally and linguistically relevant as many of the presenters are bi-cultural and bilingual in Spanish.

Transition and Follow-Up Activities As students transition to the second year of college, the CAMP Advisor will develop a Year Two Academic Plan, provide support services referrals, and assist with financial aid/scholarship applications. Students can continue to access counseling and

apply to mentor first year CAMP students.

**iii. The project’s linkages with other agencies and organizations** PCC CAMP staff will coordinate with the College’s other federally-funded programs serving related populations (HEP, Talent Search, Student Support Services, etc.) to recruit and/or support CAMP students *in accordance with Section 418A (d)*. Specifically, PCC CAMP will utilize two key resources to establish linkages. First, PCC’s HEP program has developed a unique network of partners called the Oregon Farmworkers Coalition (OFC). OFC is made up of faith-based and community organizations (*Invitational Priority 2*) that employ and serve MSFWs. OFC meets bi-monthly and will be a valuable resource for recruiting and supporting CAMP students. Second, PCC CAMP will have an Advisory Committee (AC) of internal and external partners to facilitate partnership, and to provide feedback and input on the program. The AC will meet three times a year and the composition of the committee is outlined in Table 5.

HEP Director	Local Migrant Ed Program Administrator
HEP Advisor	Local migrant employer
Rock Creek, Division Dean	Faith-based organization representative
Rock Creek, Dean of Students	Peer Evaluator
Rock Creek, Student Development	Two CAMP students and/or parents

**iv. The proposed project’s efficiency to improve results and increase productivity** *In accordance with Section 418A(d)*, PCC will coordinate with other local, state, and federal programs to maximize resources available to migrant students. CAMP staff will coordinate with other federally funded programs serving related populations (*e.g.*, TRIO programs, PCC HEP) to recruit and/or support students. PCC will also work with state and federal agencies such as Oregon Employment Department, the Office of Migrant Education, and the OFC and AC to coordinate resources and services available to MSFWs in the region.

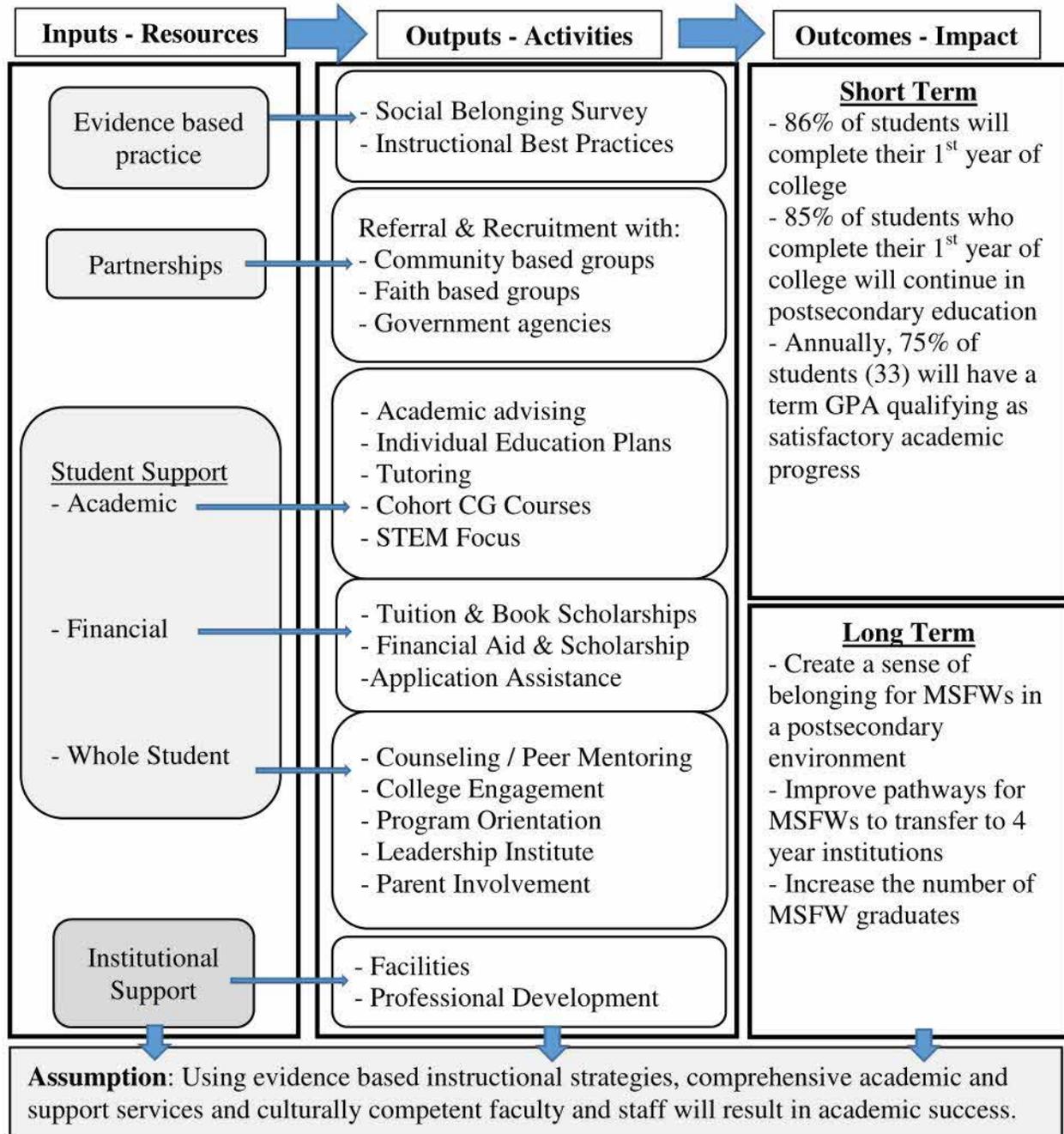
**v. The project’s support of strong theory** PCC will incorporate an element from the Walton,

G. M. & Cohen, G. L. (2011) study, *A brief social-belonging intervention improves academic and health outcomes of minority students*. Science, 331, 1447-1451. This study can be accessed at the following source: [http://gregorywalton-stanford.weebly.com/uploads/4/9/4/4/49448111/walton\\_cohen\\_2011\\_science.pdf](http://gregorywalton-stanford.weebly.com/uploads/4/9/4/4/49448111/walton_cohen_2011_science.pdf). According to Walton and Cohen, members of socially marginalized groups often arrive at college with a sense of uncertainty about whether they belong in higher education. It can be difficult for them to imagine developing positive social relationships when their background and experience is so different from the rest of the student body. Within the community college setting, migrant, low income, and first generation students frequently report feeling isolated at college. These feelings of isolation often become a barrier to academic success, persistence and completion. This study meets the What Works Clearinghouse definition of moderate evidence of effectiveness.

To identify and address these feelings of isolation and their negative impact on academic achievement, PCC CAMP will implement a Social Belonging Intervention (SBI) in a College Success course that will be required for all first year CAMP students. The goal of the intervention is to develop an academic mindset and cultivate a sense of belonging at PCC.

The SBI that will be used in PCC CAMP is a modification of the one discussed by Walton & Cohen. Walton & Cohen's "Sense of Social and Academic Fit" survey (2007) will be administered to students during their first term and again following the intervention in the College Guidance course. This instrument measures the psychological factor of belonging and belonging uncertainty. Pre-scores and post-scores for CAMP students and GPAs for CAMP students and a control group will be collected. PCC's hypothesis is that the population receiving SBI will have a larger proportion of students with a term GPA qualifying as satisfactory academic progress than the comparison group. Specific SBI outcomes for PCC CAMP students

include: sustained engagement in the academic environment, participation in student leadership and extracurricular activities, increased positive interaction with faculty, and the use of support services (such as tutoring). Successfully achieving these outcomes will lead to students' increased academic success and ultimately completion of the first year of college and transition to year two. The Logic Model below outlines the conceptual framework for program evaluation.



### **3. QUALITY OF PROJECT SERVICES**

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**i. Training or professional development services leading to improvement in practice** Aimed at furnishing outstanding CAMP management and services, the Dean/PI and Director will attend trainings on MSFW characteristics/needs, retention best practices, and peer support during program start-up. The Director will go to the CAMP Annual Directors Meeting and HEP/CAMP Association Conference. Staff will also participate in annual trainings through PCC's Staff Development Office, like leadership, effective student services and/or diversity training.

**ii. Services focused on those with the greatest need** PCC CAMP provides services focused on reaching MSFWs with the greatest needs who can benefit from CAMP services. OFC will be a valuable resource in recruiting the most underserved MSFWs such as those living in migrant housing or camps. PCC CAMP will also recruit from high schools and alternative education programs that have high numbers and percentages of students in need, including those with large numbers of migrant, low-income, and first-generation college students, English Language Learners, and students with documented disabilities. Appropriate services include: financial tuition scholarships, financial assistance for books and supplies, assistance with applying for financial aid and scholarships, bus passes/parking permits, and emergency assistance based on need, counseling, Financial Survival College Guidance course, career exploration services, peer mentoring, and parent orientations and parent days.

**iii. Services provided that will lead to improvements in academic achievements** CAMP students must attend the Summer Orientation and Leadership Institute, meet with the CAMP Advisor at least three times per term, complete an IEDP, and attend the Career Guidance courses. In addition to these expectations, participants are expected to review midterm progress reports and final grades with their CAMP Advisor, attend tutorial sessions, and remain in good academic

standing (2.0 or better). The CAMP advisor will also work closely with subject area faculty to ensure that students have completed essential assignments and are on track to pass their courses.

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

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CAMP staff will be hired in accordance with PCC's non-discriminatory human resource policies including strategies to recruit, retain, and promote a diverse staff that reflects the area's demographics throughout all levels of the institution.

**i. Qualifications, including relevant training and experience, of the project director** The CAMP Director is a management position requiring a minimum of a Bachelor's degree, with a Master's degree preferred. Two years' of supervisory experience in education or social service; grant management and administration; bilingual in Spanish and English; experience working with diverse populations; excellent communication and problem solving skills; and experience overcoming barriers similar to those of the project participants. *Job descriptions and qualifications for all grant-funded positions are in Appendix C.*

**ii. Qualifications, including relevant training and experience of key project personnel** The other key CAMP personnel include an Advisor, Recruiter, and Administrative Assistant. A summary of job descriptions and qualifications are described below. ***All key personnel must have the following experience:*** Experience working in teams and with diverse populations; experience working with MSFWs, low-income or first-generation students, and an understanding of overcoming barriers similar to those of project participants; and be bilingual in Spanish and English. The **Advisor** requires a Bachelor's degree in Education, Psychology, or Social Sciences. Other primary requirements include experience in student services, assessing student needs, advising and developing goals with students. The **Recruiter** requires a Bachelor's degree in student services or related field. Demonstrated experience in customer oriented or student

centered advising, public speaking, educational marketing and recruitment. The **Administrative Assistant** requires a high school diploma or GED or equivalent and five years of administrative experience. *Resumes for the Recruiter and Assistant are provided in Appendix D.*

## **5. QUALITY OF THE MANAGEMENT PLAN**

### **i. Adequacy of management plan to achieve project objectives on time and within budget**

Experience gained from the successful implementation U.S. Department of Education grants, such as HEP, TRIO Educational Talent Search and Student Support Services, was incorporated into the CAMP management plan and will help ensure that objectives are achieved on time and within budget. The timeline (Table 6) identifies milestones and responsibilities for Year One project tasks. Project Years 2 through 5 follow a similar timeline, with the first cohort beginning in Fall Term 2016. *The management plan complies with requirements of section 418A (d).*

<b>Table 6.</b>			
<b>Timeline</b>	<b>Project Tasks</b>	<b>Milestones</b>	<b>Person Responsible</b>
July 2016 – June 2017	Ongoing marketing and outreach	Email award notice to PCC internal stakeholders and external partners.	Principal Investigator (Dean/PI)
		Distribute program materials and present to key internal and external partners	PCC Outreach Coordinator (OC), HEP Recruiter, Future Connect (FC) Recruiter, CAMP Director & Recruiter (when hired).
July – September 2016	Student recruitment for Fall Term 2016	Recruit 60 potential students - accept 45 for fall term; ongoing outreach	OC, HEP Recruiter, FC Recruiter, CAMP Director & Recruiter.
July – October 2016	Staff recruitment, hiring, training	Hire and train program personnel	Dean/PI; CAMP Hiring Committee
July – September 2016	Office and program set-up	Office configuration; database and file set-up	Dean/PI; Director; Admin Assistant

July – September 2016	Student selection	Applications received; screening; interviews; students notified of status	Dean/PI, CAMP Director & Advisor
	Summer Ropes Course & Orientation	Students and parents receive support and training	Dean/PI & Director
September – December 2016  First CAMP cohort of 45 students	Fall Term (Winter and Spring Term the same)	Students enroll full time; Students enroll in CG course	Advisor; Director
		Students attend tutoring	Tutoring Center; Peer Tutors
		Students meet with advisor 3 times/term; create IEDP	Advisor
		Student surveys completed	Advisor; CAMP Students
October 2016	AC meeting	Form and hold initial meeting	Director
November 2016	Conference attendance	Annually attend HEP/CAMP and Directors Conferences	Director
January - March 2017	Winter Term	Same as Fall Term (see above)	Same as Fall Term (see above)
January -May 2017	Recruitment for Fall term 2017	At least 60 potential students recruited each Fall term (to accept 45)	Director; Recruiter
February 2017	AC meeting	2nd meeting	Director
April –June 2017	Spring Term	Same as Fall & Winter Terms (see above)	Same as Fall & Winter Terms (see above)
May 2017	Student selection	45 students selected by May 2016 for fall term	CAMP Director & Advisor
May 2017	AC meeting	3 <sup>rd</sup> meeting	Director
June 2017	2 <sup>nd</sup> year students enrolled Fall Term	Registration complete	Director; Advisor
June 2017	Data collection and Year 1 reporting & evaluation	End of year student surveys	Director; PCC Research Analyst; Peer Evaluator

*Participant Recruitment and Selection Plan* PCC Rock Creek Campus is uniquely positioned to market and recruit CAMP-eligible students. The campus is ***located near a large agricultural area where many MSFWs live.*** Also, many ***staff assisting with recruitment come from similar backgrounds as MSFWs and have connections within the Latino community and local media.***

PCC has established effective college-wide recruitment strategies for special populations including MSFW that will enable PCC to immediately deploy recruitment resources to CAMP upon award notification. For example, staff from PCC HEP will assist in outreach and make program referrals. In addition, PCC Future Connect, a large PCC scholarship program which focuses on students who identify as first generation or low-income, that already does extensive recruiting throughout the region, will include the promotion of CAMP in all of its efforts.

*PCC will identify and recruit eligible students who are most in need of academic, support services and financial assistance in accordance with section 206.20 (d)(1).* All students must meet the Office of Migrant Education eligibility criteria and the criteria outlined in Table 7. Students will complete a written application and interview. **Applications** will be available at schools serving MSFWs, at community/faith-based agencies, on the program website, at CAMP

<b>Table 7. PCC CAMP Student Profile Criteria</b>
High School Graduate with at least a 2.5 GPA
PCC placement scores at the Math 20, Reading and Writing 90, or ESOL Level 8
Stated intention and desire to complete at least 2 years college
Commit to full-time study for 4 consecutive terms
Recommendations from school counselors and/or caseworkers
Previous experience in clubs
Overall need for the program and financial aid eligibility

and HEP offices, and PCC instructional/student service offices. Students will be interviewed by CAMP staff and parents will be invited to attend. Personnel Management The organizational placement and CAMP reporting structure are illustrated in

*Appendix B.* The Director will manage all project personnel, conduct weekly staff meetings, address programmatic issues and meet individually with staff. The Director will ensure staff understand the program objectives and requirements and receive **training** on the characteristics and needs of the MSFW population. The Dean/PI (*See Appendix D for resume*) will ensure **inter-agency coordination** and provide oversight of the Director.

The Advisory Committee (AC), led by the Director, will include members that share similar characteristics with, or have experience working with, MSFWs to ensure the management plan is inclusive of input from diverse populations. Monthly internal PCC staff meetings will provide additional programmatic input. PCC's HEP Director, a founding member of the National HEP/CAMP Association, will be an invaluable resource in support of the CAMP program.

*Financial Management* PCC has an exceptional financial management structure and has been recognized by the Government Finance Officers Association of the United States and Canada for its high standards. PCC uses accounting procedures consistent with generally accepted accounting principles, applicable state and federal laws, including FERPA (student privacy regulations) and Uniform Grant Guidelines relating to grant-funded programs. The College has a specialized Contracts and Grants Accounting Office, staffed by professional accountants, who are responsible for all accounting and billing. An accountant will be assigned to PCC CAMP will work closely with the Director to ensure effective fiscal management. The Director will track all grant expenditures and maintain program records which are reconciled monthly. Accounting will conduct at least one internal fiscal management review of PCC CAMP during the grant period.

*Student Records Management* CAMP will maintain paper and electronic files. Records will be confidential and stored in a secure area and computerized records will be password-protected. Student files include application, eligibility documentation, demographic data, placement scores, case notes, faculty progress reports, official transcripts, financial aid status, records of financial support, services received, and participation in activities.

**ii. Adequacy of procedures for ensuring feedback and continuous improvement** The program will incorporate a *comprehensive evaluation plan* to ensure feedback and continuous improvement and allow program staff to resolve any identified problems quickly. A formative

evaluation plan will include strategies such as student surveys and course evaluations, annual focus groups of key stakeholders, and mid-term and end-of-term monitoring of student progress.

<b>Table 8. Time Commitment of CAMP Staff</b>		
Staff	% of Time	Duration
Director	1.0 FTE	12 months
Advisor	.80 FTE	9.6 months
Recruiter	.50 FTE	12 months
Admin Asst.	.50 FTE	12 months
6 Peer Mentors	10 hrs/week	36 weeks

**iii. Appropriateness and adequacy of time**

**commitments of personnel** Staffing needs were

determined through consultation with PCC’s HEP

program, existing CAMP programs, and

community/faith-based partners. The Division Dean of

Business, Applied Technology and College Preparation

will serve as the PI and will commit .05 FTE (in-kind) to oversee the project and supervise the

CAMP Director. The Dean/PI, also supervises PCC HEP, ESOL, and multiple college transfer

and Career Technical programs. The joint administration of HEP and CAMP will ensure

coordination and enhanced recruitment, referral and maximization of resources between

programs. A Research Analyst from PCC’s Office of Institutional Effectiveness will also provide

20 hours per year (in-kind) to assist with data collection and evaluation.

**6. ADEQUACY OF RESOURCES**

**i. Adequacy of support, including facilities, supplies, and other resources from applicant** *In*

*accordance with section 206.20 (d) (2)*, PCC has developed a plan for identifying and using the

College and community resources to supplement and enhance the services provided by the

project. PCC has committed significant resources to ensure that PCC CAMP is successful.

Facilities: The CAMP program will be located in Building 2 at the Rock Creek Campus near

the Student Learning Center and other key student services (e.g., HEP). See Program Location in

Appendix E. All CAMP staff will have dedicated office space. Tutoring space is available in the

Student Learning Center. Confidential meeting space is available for staff to use as needed. PCC will provide classrooms and activity spaces.

Supplies: PCC will supply staff with desks, chairs, filing cabinets, Internet access, site licenses for computer applications and phones. CAMP staff will have access to computers labs, LCD/overhead projectors and TV/DVD units. PCC will also contribute instructional supplies such as Reading and ESOL computer software.

Other Resources: A range of Personnel resources have been committed, including:

<b>Table 9. PCC Personnel Resources Committed to CAMP</b>	
<b>Personnel</b>	<b>Commitment</b>
Rock Creek (RC) President	Administrative leadership and support
RC Dean of Student Development	Assist with participant recruitment, ensure support and participation of Student Services Staff. Pay for the cost of instruction for the required CG courses.
RC Division Dean	.05 FTE for project oversight and support of PCC CAMP
RC Counselors	20 hours/week of counseling for CAMP students
PCC Research Analyst	20 hours/year for data collection and reporting
PCC Grant Accountant	Assist in budget development, financial reports and provide and an internal fiscal review of the program
<i>Additional PCC Rock Creek Programs</i> lending project support for CAMP: College Guidance Faculty Chair, Enrollment Services, College Placement Testing Coordinator, Multicultural Center Coordinator, Women’s Resource Center Coordinator, Outreach and Orientation Coordinator, Future Connect Recruiter, Talent Search Director, PCC HEP Director, OLI Coordinator, and the Campus Community Relations Manager.	

**ii. Partner commitments for implementation/success** In addition to PCC’s commitment and contributions to CAMP, 35 partners who may be part of OFC and or the AC, including area school districts, other regional CAMP programs, and community and faith-based organizations have committed resources to the implementation and success of PCC CAMP. *The commitments from each partner comply with 206.20 (d)(1) and (2) and address **Invitational Priority 2**.*

Partners will make referrals, be a recruitment/orientation site, post flyers and distribute program information, provide support services to CAMP students and their parents, conduct parent

workshops, present career seminars, give tours of their facilities, and provide technical assistance to the Director. A summary of commitments from partners is in Table 10 below (*See Appendix F for selected letters of commitment; letters from all partners are on file.*)

<b>Table 10. Summary of Commitments from PCC CAMP Partners</b>
<b>Education Partners</b>
<b>School Districts:</b> <i>Beaverton, Forest Grove, Hillsboro and Newberg</i> Identify/recruit/refer students, distribute CAMP information, support outreach, access to Parent Advisory Committee meetings, liaison with PCC
<b>Oregon Colleges and Universities:</b> <i>Linfield College, Oregon Health and Sciences University, Oregon State University (OSU), Pacific University, Portland State University</i> Referrals, distribute brochures, tours, class visits, cultural events, career seminars, admissions, advising and financial aid staff to assist with transfer, internships, (Linfield) advise students on nursing careers/admission requirements
<b>CAMP Directors:</b> <i>Chemeketa Community College, OSU CAMP</i> Referrals from waiting lists, technical peer support, monthly meetings, mentoring the director
<b>US Senators Jeff Merkley and Ron Wyden, and US Representative Earl Blumenauer</b>
Support of proposal and program
<b>Mexican Consulate Claudia Cabrera, Consul for Community Affairs</b>
Support of proposal and program
<b>Community Partners</b>
<i>Adelante Mujeres</i> Adult/early childhood education, youth support, small business development to MSFW parents, distribute program information, outreach/ referrals
<i>Bienestar</i> PCC staff make presentations, distribute program information, liaison for 200 high school residents, provide housing and other services to families
<i>Centro Cultural</i> Outreach, information distribution, access to programs
<i>Latino Network</i> Referrals from high school programs and Parent College program, outreach, information distribution
<i>Oregon Child Development Coalition</i> Early childhood education services, strong parent involvement, needs assessment for MSFWs
<i>Oregon Human Development Corporation</i> Identification, pre-screening/referral of clients, job search/placement, distribute program information
<i>Oregon Association of Nurseries</i> Information distribution to both MSFWs and employers through publications and meetings
<i>Tuality Healthcare</i> Access health screenings, preventative care, health care, outreach; referral, information distribution
<i>Virginia Garcia Memorial Health Center (Oregon Migrant Health Center)</i> Health services, tour/presentation on careers, outreach, referrals and information distribution
<b>Faith-Based Partners</b>
<i>Catholic Charities (Aloha, Beaverton, Cornelius, Forest Grove, Hillsboro, Portland, Tigard Parishes), St. Elizabeth Ann Seton, St. Alexander, St. San Juan Diego, Hillsboro Catholic Church</i> Referrals, outreach, distribute information, social services, emergency assistance, orientations, weekly announcements about program, sites for community service

**Government Agencies**

*Oregon Department of Education, Migrant Education Programs (MEP), Oregon Employment Department CAMP presentations, distribute information, refer students, liaise with districts*

**iii. Extent to which the costs are reasonable in relation to the objectives and design**

The budget is adequate to achieve program objectives based on a review of the barriers that MSFW face and PCC's experience serving MSFW students. Funds provide advising, tutoring, instruction, books, supplies, financial support, and cultural enrichment. As financial barriers are the biggest challenge to CAMP students' education, \$1,720 has been budgeted for tuition and direct student support each year as well as funds for emergency assistance, bus passes and gas vouchers. PCC funds and partner support services will supplement the budget.

**iv. Extent to which costs are reasonable in relation to number of persons to be served and anticipated results and benefits**

PCC CAMP will serve 45 students per year at a cost of \$9,137 per student in grant funds. Based on PCC's experience operating federally funded programs, this cost is reasonable to ensure that 86% of students complete their first-year of college and 85% enter their second year. PCC proposes a particularly cost-effective program due to low community college tuition and substantial in-kind contributions of staff.

**v. Potential for the incorporation of project purposes, activities, or benefits into the ongoing program at the end of Federal funding**

PCC will institutionalize lessons learned in CAMP in increasing access and success of MSFWs. Faculty and staff involved with CAMP will be a resource to other programs serving MSFW students. If CAMP funding ended, PCC would continue to provide targeted community outreach and recruitment, access to targeted advising and leadership development for MSFW students, using contacts and resources established during the CAMP program as well as an existing mentoring program at the Rock Creek campus for first year Latino and migrant students.

## **7. QUALITY OF PROJECT EVALUATION**

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**i. Appropriateness of the methods of evaluation** A strong evaluation plan is in place to assess the effectiveness of PCC CAMP, track program progress, and ensure quantifiable measurements of project outcomes in accordance with the **Government Performance and Results Act (GPRA)**. The evaluation includes both **formative** and **summative** measures. The evaluation will include extensive internal monitoring conducted by CAMP staff. The data collected will include **quantitative** measures (e.g., completion and persistence by term and year, promotion to the next school year, grades, and maintaining good academic standing), and **qualitative** measures (e.g., student and parent satisfaction with activities and staff effectiveness, exit surveys, and College Guidance course evaluations). *Table 11 details the components of the Evaluation Plan.*

PCC has solid capacity to conduct the project evaluation. The CAMP Director will work with the Institutional Effectiveness (IE) Office and a Research Analyst to collect data and manage evaluation activities. IE has experience in data collection and evaluation for other grant-funded programs such as TRIO SSS and Talent Search, HEP, and CCAMPIS, to name a few.

The Director will oversee evaluation activities and provide quarterly reports to the Dean/PI and Advisory Committee (AC). CAMP staff will meet bi-monthly to discuss student progress, staff concerns, and program data and feedback. Programmatic changes will be made based on the data, feedback from surveys, the AC, and staff recommendations to ensure objectives are met.

In addition, PCC CAMP will identify a Peer Evaluator with expertise in working with migrant students (likely a current or former CAMP Director) to do a program review and fiscal analysis of funding allocation based on regulation and OME mandates, resulting in a written report including findings and related recommendations in years one through four of the project.

**ii. Methods of evaluation that will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes** The Director will report progress toward objectives to the AC each term. Enrollment status reports, generated by IE and reviewed by staff and the AC will include students' credit accumulation, withdrawal status, grades, and survey summaries. If warranted, the CAMP Advisor will use instructors' mid-term progress reports to develop a corrective plan to the IEDP. These actions will be used to make **continuous improvements** and **mid-course corrections** to ensure that the program is on track to meet its objectives. The Director will implement improvements and leverage support of other PCC resources to address identified needs. A **summative** evaluation report, the Annual Performance Report (APR), will be compiled at the end of each project year and will outline effectiveness in meeting objectives, with a final cumulative report compiled at the end of grant funding. APRs will be reviewed by the Director, Dean/PI and the AC and additional program modifications will be implemented as appropriate. APRs will be submitted to the Office of Migrant Education as requested. Data provided will address the CAMP **GPRA** and other objectives.

**iii. Methods of evaluation that will produce evidence of promise** In order to produce evidence of promise with regard to the Social Belonging Intervention (SBI) (*Outlined in Section 2, v.*), the PCC Research Analyst will utilize a correlational design with controls for extrinsic factors in the recruitment process of a comparison group. Students for the comparison group will be randomly selected via computer algorithm as well as matched demographically to the intervention population (CAMP students). Internal validity of the study will be made more robust using the comparison group to compare the outcome measure of satisfactory academic progress against the same measure for the intervention population. The evaluation design will also establish the time order of key occurrences for the intervention population with pre-scores and post-scores on an

attitudinal survey instrument appearing in research by Gregory M. Walton. Modifications (question order and substitution of words using synonyms) to the survey instrument will be employed in order to reduce any reactive effects to experiencing the survey multiple times.

The hypothesis of the evaluation is that the population receiving SBI is expected to have a larger proportion of students with a term GPA qualifying as satisfactory academic progress than the comparison group. In addition, it is expected to be found that there is a substantively important favorable association between receiving SBI and achieving a term GPA that meets satisfactory academic progress. The hypothesis will be tested with the methods described above, and data collected will be studied with categorical data analysis in order to describe association. Measures used to describe association will be statistics based on appropriateness for the scale of measurement of the data, such as the odds ratio and prevalence ratio.

<b>Guideline</b>	<b>Objective 1- Completing first year of college</b>	<b>Objective 2- Continuing post- secondary enrollment</b>	<b>Objective 3-Social Belonging (Evidence of Promise)</b>
<b>Benchmark</b>	86% of students (39) successfully complete their first academic year	85% of students (33) continue post-secondary education	75% of students (33) will start the proceeding term with a GPA that meets PCC’s definition of satisfactory academic progress.
<b>What types of data will be collected</b>	<u>Student progress:</u> grades, withdrawals and midterm progress reports <u>PCC student enrollment database reports</u>	<u>PCC enrollment records</u>	<u>Demographics</u> (gender, age, race/ethnicity, prior academic experience) of CAMP students and a comparison group <u>Final grade</u> for the CG course (indication of completion) <u>Term GPA</u> of CAMP students and a comparison group <u>Pre- and post scores on survey, “Belonging and Belonging Uncertainty”</u>

**Table 11. PCC CAMP Evaluation Plan Summary Table**

<b>Guideline</b>	<b>Objective 1- Completing first year of college</b>	<b>Objective 2- Continuing post- secondary enrollment</b>	<b>Objective 3-Social Belonging (Evidence of Promise)</b>
<b>When data will be collected</b>	At program entry, quarterly, annually	At the fourth week of fall term each year	<u>Demographics:</u> At program entry <u>Final grade for CG course:</u> 3 <sup>rd</sup> week of winter term <u>Term GPA:</u> 3 <sup>rd</sup> week of winter term <u>Pre-scores on survey:</u> Beginning of fall term <u>Post-course survey:</u> End of fall term
<b>What methods will be used</b>	Director will extract data from student database	Registrar will verify enrollment status	College Guidance Course instructor will assist students in completing pre- and post surveys and Research Analyst (RA) will analyze survey findings
	Registrar will verify enrollment status		RA will extract CAMP student and comparison group data from Banner database
<b>What instruments will be developed and when</b>	<u>What:</u> Enrollment status and credit completion reports	<u>What:</u> Advisor follows- up report	<u>What:</u> Modified “Belonging and Belonging Uncertainty” Pre- and post survey
	<u>When:</u> Already developed	<u>When:</u> Fall 2016	<u>When:</u> Fall 2016
<b>How the data will be analyzed and when it will be reported</b>	For Objectives 1 & 2: Director will use data to calculate appropriate percentages to be compared at the end of each term to the benchmarks. The results will be available four weeks after the end of each academic term, prior to quarterly AC meeting. The RA will help collect and analyze feedback from student surveys and staff and will examine student enrollment data.		For Objective 3: The RA will use categorical data analysis to evaluate SBI and will compile a report for the Director at the end of winter term. Director shares the report with AC, Dean/PI and Peer Evaluator once a year.
<b>How info will monitor progress and provide accountability</b>	For all three objectives: Director will use evaluation data to analyze progress towards each benchmark to include reports submitted quarterly to the Dean/PI, and Peer Evaluator, and AC meetings. If benchmarks are not met, Director and Dean/PI will create a Corrective Action Plan (CAP) for CAMP team to implement and Director will provide progress reports to Dean/PI, Peer Evaluator and AC.		

## 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.

## APPENDICES

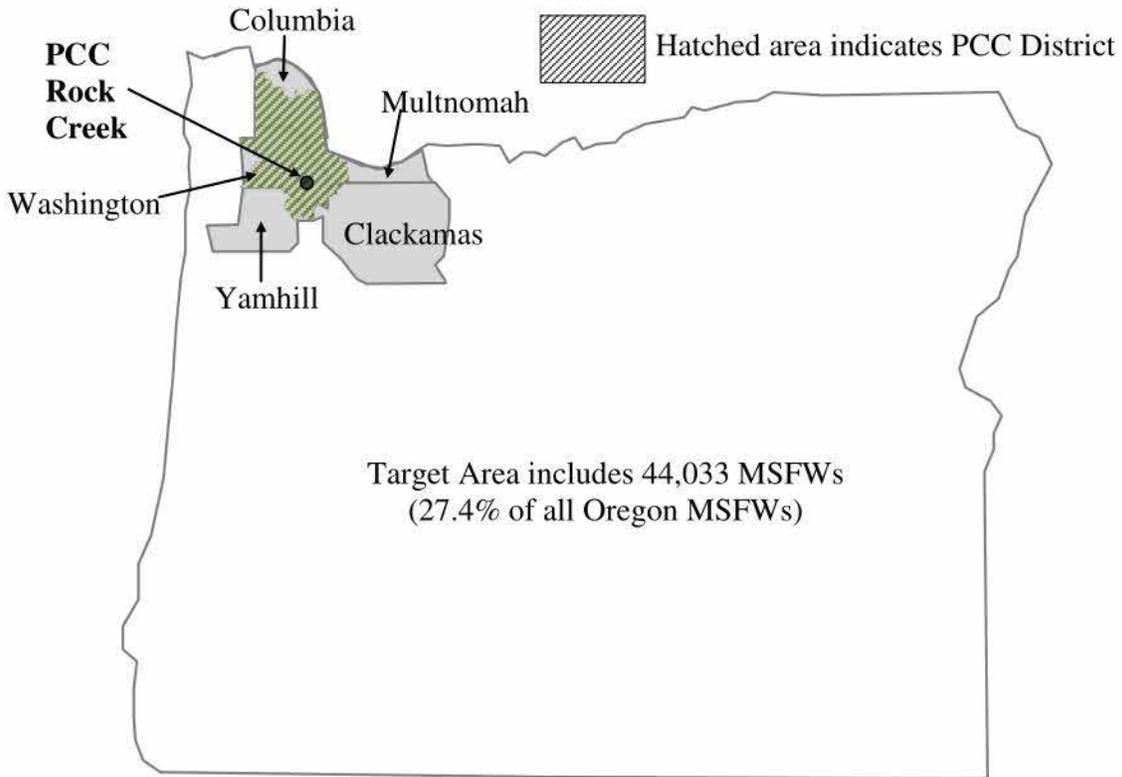
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- A. PCC CAMP Target Area Map
- B. Organizational Chart
- C. Job Descriptions and Qualifications for CAMP Personnel
- D. Resumes for Current Staff Selected for CAMP
- E. Facilities and Services at PCC Rock Creek
- F. Selected Letters of Commitment
  - Portland Community College
    - Dr. Sylvia Kelley, PCC District President
    - Dr. Sandra Fowler-Hill, PCC Rock Creek Campus President
    - Dr. Karen Sanders, PCC Division Dean
  - Education Partners
    - Beaverton School District
    - Forest Grove School District
    - Hillsboro School District
    - Oregon Migrant Education Program
  - Community and Faith-Based Partners
    - Centro Cultural
    - Catholic Charities (Archdiocese of Portland)
    - Oregon Association of Nurseries
    - Oregon Human Development Corporation
- G. Indirect Cost Rate Justification

**Appendix A**

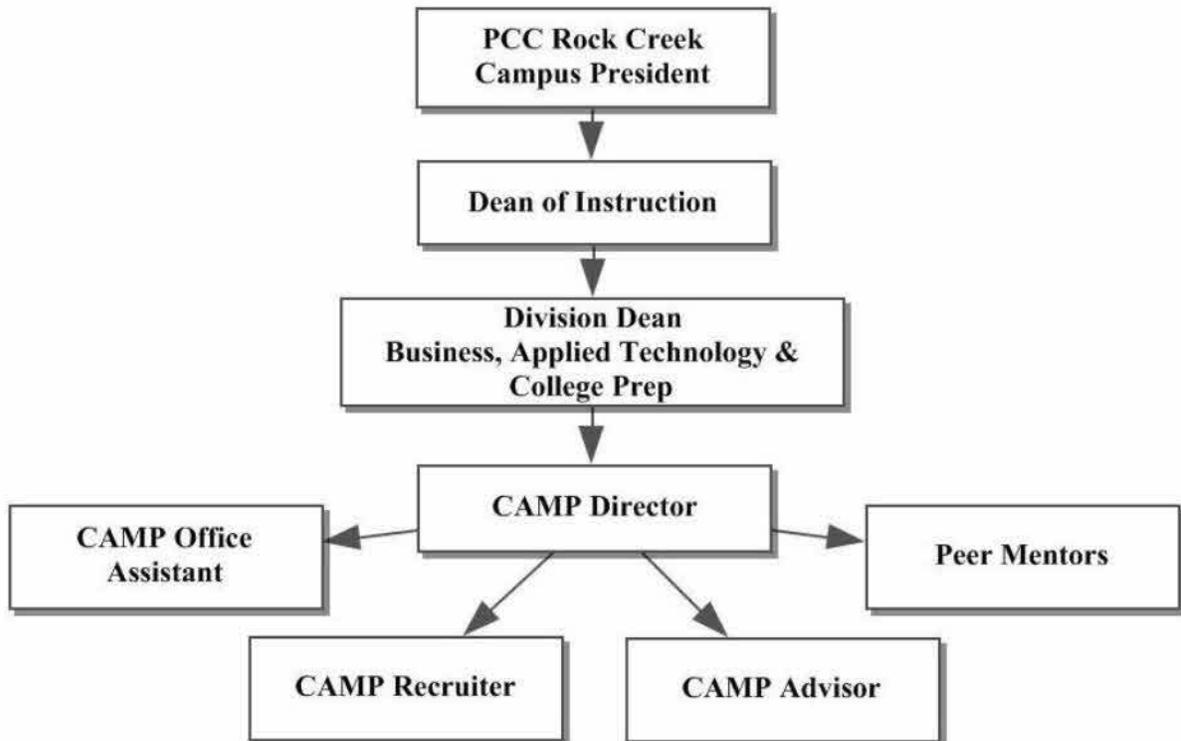
**PCC CAMP Target Area**

**PCC CAMP will serve MSFWs in parts or all of the five shaded counties.**



**Appendix B**

**PCC CAMP Organizational Chart**



## Appendix C

## PCC CAMP Personnel Job Descriptions

- **CAMP Director:** Education: PCC management position. Requires a minimum of a Bachelor's degree in educational administration, educational leadership, counseling, curriculum and instruction, or a related field. Master's degree preferred. Requirements: Two years of supervising education or social services; grant management and administration; experience working in teams and with diverse populations; Bilingual in Spanish and English; and excellent communication and problem solving skills. Responsibilities: Manage and direct all CAMP services to ensure objectives are achieved, including program planning, implementation, and evaluation. Hire, supervise, and evaluate program staff; lead and coordinate the activities of the Advisory Committee; supervise the recruitment and selection of program participants; develop and monitor the program budget; prepare quarterly and annual reports; and act as a resource to the PCC community and community at-large regarding CAMP-eligible students.
- **Advisor:** Education: Bachelor's degree in education, social science, psychology, counseling, or a related field or experience in related job duties may substitute for degree on a case-by-case basis. Requirements: Bilingual in Spanish and English. Excellent organizational, communication and problem solving skills. Demonstrated experience working in teams and with diverse populations. Responsibilities: Conduct retention/placement activities with all CAMP students, including monitoring and tracking attendance, coordinating testing (practice/official), support services, tuition waivers, and other needs identified on individual education & development plan (IEDP); execute exit interviews for graduates and withdrawals; coordinate with service providers; and empower students with guidance and information to foster self-reliance.
- **Recruiter:** Education: Bachelor's degree in student services or related field. Experience performing related job duties may substitute for the degree requirement on a year-for-year basis. Requirements: Demonstrated experience in customer oriented or student centered advising preferably in an academic environment; public speaking, educational marketing and recruitment experience. Demonstrated experience working in teams and with diverse populations. Bilingual in Spanish and English. Excellent organizational, communication and problem solving skills. Responsibilities: Identifies and recruits all program students; conducts presentations at schools, migrant and seasonal head start centers, migrant health care providers, and key employers with high concentration of MSFWs; coordinates the Oregon Farmworkers Coalition (OFC) comprised of MSFWs community-serving agencies; prepares marketing and recruitment materials; works with each student on eligibility and support documentation; and entry placement coordination with teachers.
- **Administrative Assistant:** Education: A high school diploma (or equivalent) and three years administrative support experience. College or business school training may fulfill up to two years of the experience requirement. Requirements: Three years of office support experience is required, one of which in a key support role. Skills include: filing, data entry, standard office software, word processing, spreadsheets, and organizational, communication, and interpersonal skills. Demonstrated experience working in teams and with diverse populations. Bilingual in Spanish and English. Responsibilities: Provides reception area coverage and manages phone system; screens students for eligibility and informs on eligibility; manages student records and filing system; coordinates with staff on office and students support materials, keeps inventories on resources, including testing vouchers, transportation and childcare stipends; coordinates with business, registration and admissions offices to serve students; coordinates students' college admission and registration, including MyPCC accounts.

## Appendix D

**Karen M. Sanders, PhD**  
**(Division Dean, Supervising Administrator for HEP/CAMP)**

### **Education**

PhD in Education (with a focus in Community College Leadership): Oregon State University. 2007.

MAT – Adult Education: Alaska Pacific University. 1995.

BA – Political Science / History: Concordia College, Moorhead, MN. 1988

### **Work Experience**

#### **Portland Community College, Portland, Oregon**

2007-Present: Division Dean, Rock Creek Campus

2006-2007: Division Dean, Adult Basic Skills: Extended Learning Campus

2002-2006: District Director, Adult Basic Skills: Extended Learning Campus

2000-2002: Senior Volunteer Coordinator: Volunteer Literacy Tutoring: Extended Learning Campus

#### **Abt Associates, Bethesda, Maryland**

1999-2002: Lead Data Collector: Portland, OR: National Study of First Level Learners

#### **Anchorage Literacy Project, Anchorage, Alaska**

1999 – 2000: Director of Programs

1993 – 1999: ESL Program Specialist / Volunteer Coordinator / Certified Tutor Trainer

### **Publications**

2007: Doctoral Dissertation: *The Relationship of Selected Academic Factors to the Persistence of General Educational Development (GED) Recipients Enrolled in Community Colleges: An Oregon Study*

2004: *New Visions in Foreign and Second Language Education*(Ed):LARC Press, San Diego,CA.

2000: *The Successful Use of Dialog Journals in the Adult ESL Classroom:A Practitioner's View*  
In: *Writing Across Languages*, Gerd Brauer, ed., ABLEX Publishing Corp. Stamford, CT.

1999: *Creative Cards: Picture Cards & Activities for English Language Learners*: Dominic Press, Carlsbad, CA.

1998: *The Interactive Tutorial: Activities for the Adult ESL/EFL Student*: Pro Lingua Assoc. Brattleboro, VT.

### **Recent Awards & Presentations**

2011: National Institute for Staff & Organizational Development (NISOD) Leadership Excellence Award

2008: Presentation at the National GED Administrators Annual Conference – Reno, NV.

2007: Presentation: National Council for Workforce Education National Conf.: Savannah, GA.

2007: Finalist for the 2007 National Council on Student Development Dissertation of the Year award

2006: Receipt of the National Council for Workforce Education (NCWE) Jim Jacobs Award (honoring outstanding scholarly contributions made in the area of workforce education)

## Ivan Hernandez (HEP/CAMP Recruiter)

### Overview

An accomplished, high motivated leader with exemplary communication skills, searching for a position where I can apply my extensive experience working with the Hispanic community. I work well independently or can lead a team, perform well under fast-paced environments and respond assertively to stressful situations. I thrive in developing innovative solutions for unexpected challenges.

### Education

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**Associate of Science Oregon Transfer in Business** Portland  
Community College 01/2013 – Present  
Expected graduation, fall 2016

### Skills and Experience

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#### Public Relations:

- **Student Leadership:** Women's Resource Center Advocate; OLI Mentor, Career Peer Adviser.
- **Community Outreach:** High School Equivalency Program (HEP), Recruiter.
- **Marketing:** Lines Dance Academy, Marketing Specialists.

#### Communication:

- **Public Speaking:** HEP presentations Beaverton School District, Healthy Masculinity workshop presenter
- **Bilingual:** Volunteer Interpreter at St. Vincent Hospital (Spanish/English).
- **Math Tutor:** High School Equivalency Program.

#### Office:

- **Microsoft Office Suites:** Word, Access, Excel, PowerPoint.
- **Google:** E-mail, Calendar, Slides, docs, Sheets.
- **Office Equipment:** Computer, Printer, telephone trouble shooting experience.

### Employment History

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Portland Community College

**High School Equivalency Program Recruiter** **06/2015 – Present**

Develop and facilitate recruitment and marketing strategies for the program, develop close partnerships with community programs and coordinate testing sessions for potential students.

**Women's Resource Center Advocate** **09/2015 – Present**

Coordinate events such as the Domestic Violence Awareness week, facilitate workshops, and participate in several advocacy trainings throughout the academic year, I also assist the from desk.

**Career Peer Adviser** **09/2014 06/2015**

Scheduled student appointments, to help them find a career of interest. I used career information systems and maintained close communication with advisers and counselors to provide the best career research experience for students.

## Angela Vasquez (HEP/CAMP Administrative Assistant)

### Education

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- Bachelor's Degree in Psychology and Spanish, *Portland State University*  
September, 2014- Expected Graduation: Fall 2016
- Associate in Science, *Portland Community College*  
September, 2009-June 2014

### Skills

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- Bicultural and fluently bilingual in English and Spanish
- Quality interpersonal and communicational skills
- Strong command of Microsoft office and general computer skills
- Attention to detail and organization

### Work History

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- Administrative Assistant, *Portland Community College*. September 2015-Present  
Provide administrative support for the High School Equivalency Program (HEP). This includes data entry, run Banner system reports, and accounting tasks. Attend meetings and also write the corresponding minutes. Manage the reception area, inventory supplies, telephones, and put in work orders. Additionally, planning events for the students, create program files, and coordinate student's registration.
- Program Coordinator, *Bienestar*. July 2014-December 2014  
Oversaw assigned programs and coordinated the Individual Development Account (IDA). All of the programs served farm-working families. For every program coordinated, I was responsible for the logistics, development and advertisement of the program. Additionally, at the end of every program, a report was created and presented during the staff meeting. Completed office work such as filing, using telephones, Microsoft Office, copier faxing machine.
- Member Service Representative, *Unitus Community Credit Union*. April 2013-July 2014  
Provided quality member service during financial transactions including deposits, withdrawals, transfers, referrals and monetary inquiries.
- Sales Associate, *Marshalls*. September, 2009-March 2013  
Give outstanding customer in the process of every sale transaction, such as purchases, returns, and credit card applications.

### Extracurricular Activities

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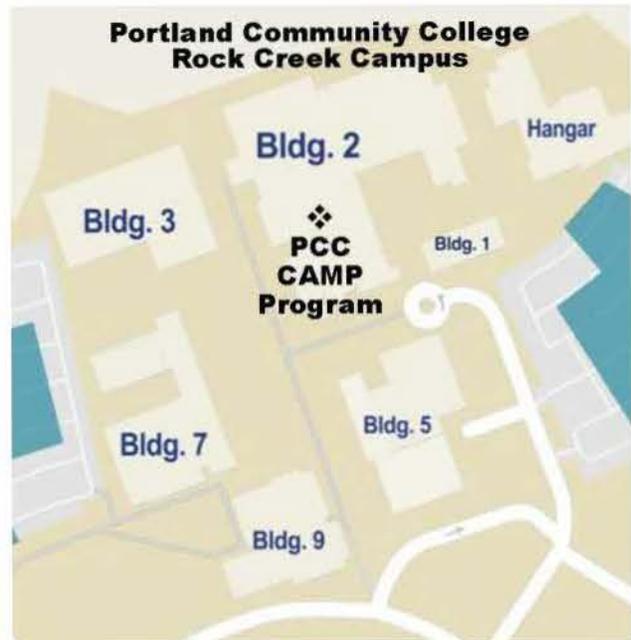
- Mentor, *Portland State University*: Gaining Awareness & Networking for Academic Success September 2015-Present
- Mentee, *Portland State University*: Gaining Awareness & Networking for Academic Success September 2014-June 2016

## **Appendix E**

### **Location of the PCC CAMP Program in Building 2, PCC Rock Creek Campus**

#### **Services available in Building 2:**

- ABE/GED Department
- ESOL Department
- HEP Program Staff
- Community Education
- Veteran's Resource Center
- Jobs and Internships Offices
- Student services staff including the ABE/GED and ESOL Assessment Specialist, the GED Student Success Coach, and Perkins Advising Specialists
- Computer Resource Center
- Facilities for CTE programs
- Computer labs and general purpose classrooms
- Language (computer) Lab
- Math, Manufacturing, and Transportation Division Offices Business, Applied Technology and College Prep Division Offices



#### **Services available in Building 3:**

- Arts and English Division Offices
- Art Studios
- Music Classrooms
- Computer lab and general purpose classrooms
- Office of International Education
- Developmental Education Department
- PAVTEC (Dual Credit/High School) Program

#### **Services available in Building 7:**

- Women's Resource Center
- Multicultural Center
- Teaching Learning Center
- Writing Center
- Student Learning Center
- Science labs and general purpose classrooms
- Science & Technology Division Offices

#### **Services available in Building 5:**

- Bookstore
- Information Center
- Cafeteria and Coffee Bar
- Student Center / Student Government Offices
- Gym / Weight Room / Dance Studio
- General purpose classrooms
- Social Science, Communications and Health Division

#### **Services available in Building 9:**

- Admissions
- Advising
- Placement Testing/ESOL Testing
- Library
- Financial Aid



**Portland  
Community  
College**

Office of Interim President  
Sylvia Kelley

www.pcc.edu · 971-722-4365  
PO Box 19000, Portland, Oregon 97280-0990  
An Affirmative Action, Equal Employment  
Opportunity Institution

March 2, 2016

Lisa Ramirez  
Director, Office of Migrant Education  
400 Maryland Ave.,  
SW Washington, DC  
20202

Dear Ms. Ramirez:

Portland Community College (PCC) is the largest institution of higher learning in the state of Oregon, annually nearly 90,000 students, including 4,349 Latino students. PCC's 1,500 square-mile district includes five neighboring counties along the agriculture-rich northwest border of the state. Comprised of four main campuses (Cascade, Rock Creek, Southeast, and Sylvania) and eight smaller centers, PCC offers university transfer courses, professional-technical career training, and community education classes to all residents of our five-county district.

I enthusiastically endorse our College Assistance Migrant Program (CAMP) proposal to the US Department of Education because I believe that it embodies the College's, as well as my own personal mission and values. PCC's mission is to support student success by delivering access to quality education while advancing economic development and promoting sustainability in a collaborative culture of diversity, equity and inclusion. The College offers opportunities for academic, professional, and personal growth to students of all ages, races, cultures, economic levels, and previous educational experiences.

In addition, PCC prioritizes having a diverse staff that reflects the area's demographics throughout all levels of the institution. This is especially true in programs such as CAMP that target a unique group of participants. I strongly encourage applications from qualified minority candidates and personally want to know if minority candidates encounter any barriers at PCC. Narce Rodriguez, dean of student development at our Rock Creek Campus, is a wonderful example of these priorities. Ms. Rodriguez grew up in a migrant and seasonal farmworker family and was a College Assistance Migrant Program participant.

Migrant students face numerous barriers to graduating from high school. Despite this, I have seen that with additional supports provided by programs like CAMP, students have great potential to succeed and advance in their personal, academic and career goals. PCC CAMP has my full support as well as the support of the entire institution. Thank you for your consideration of our application. If you need additional information, you may contact Dr. Sandra Fowler-Hill, Campus President at PCC Rock Creek, by telephone: (971-722-7305) or email ([sandra.fowlerhill@pcc.edu](mailto:sandra.fowlerhill@pcc.edu)).

Sincerely,

(b)(6)

Sylvia Kelley, Interim District President



March 4, 2016

Sylvia Kelley  
Interim President  
Portland Community College  
12000 SW 49<sup>th</sup> Avenue  
Portland, OR 97219

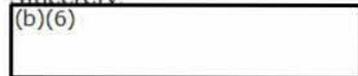
Dear Sylvia,

As the President of PCC Rock Creek Campus, I am pleased to be submitting an application to the US Department of Education for a College Assistance Migrant Program Grant (CAMP) for \$2,053,502 over five years. As you know, the proposed Rock Creek CAMP program will help migrant and seasonal farm workers and their immediate family members throughout the PCC District complete their first academic year of college and continue in postsecondary education. To ensure the success of the program, as PCC Rock Creek Campus President, I commit to providing the following resources from the Rock Creek budget:

- Leveraged personnel resources of \$259,576 for project and staff oversight, counseling and outreach services, faculty, and other support services
- Year Five costs of \$8,631 to cover the gap between the funding cap and the necessary budget to run the program effectively
- Other program costs totaling \$11,690 for staff conference travel and the monthly cost of reimbursement for a wireless device for the Director
- Dedicated office space for CAMP staff, including a private office for the full time Program Director, and cubical space for the Advisor, Recruiter, and Administrative Assistant and a study and meeting space for students
- All associated furniture
- Phones and internet connections and access to fax and copy machines and instructional technology
- A variety of supplies and instructional materials

If the program is funded, I will work with the PCC Rock Creek Campus Deans of Instruction and Student Development to identify other resources that Rock Creek can contribute to the program's implementation and success. The Rock Creek CAMP program has my full personal support and commitment and I look forward to working with CAMP staff to ensure the success of some of our most needy students.

Sincerely,

(b)(6)  


Sandra A. Hill-Fowler, Ed.D.  
Campus President  
Portland Community College  
Rock Creek Campus

March 1, 2016

Dr. Sandra Fowler Hill, President  
Portland Community College Rock Creek Campus  
17705 NW Springville Road  
Portland, OR 97229



Dear Dr. Fowler-Hill:

I am writing to express the commitment of my Division to Portland Community College's (PCC) College Assistance Migrant Program (CAMP) proposal to the U.S. Department of Education. As Division Dean of the Business, Applied Technology, World Languages and College Preparation Division (BATCP) at the Rock Creek campus, I have been highly involved in the planning and development of the proposal.

If the CAMP proposal is funded, I will play an active role in the program, dedicating 5% of my time to supervising the CAMP Director, participating on the CAMP Advisory Committee, and coordinating efforts between the PCC Rock Creek Campus's ESOL programs, PCC HEP and CAMP. I will distribute CAMP program recruitment information to PCC Rock Creek faculty and staff and also include information on the CAMP program in annual campus and quarterly Division meetings. In addition, I will provide office space for the CAMP staff where they are co-located with PCC HEP staff.

It is my sincere belief that this program can make a tremendous difference for individuals who would otherwise not have the opportunity to earn an education or be exposed to a college environment. I will work closely with the HEP program staff and students to ensure a supportive and successful environment for the program and its participants. This program has my full and enthusiastic support.

(b)(6)

Dr. Karen Sanders  
Division Dean, BATCP, PCC Rock Creek



February 26, 2016

Dr. Sandra Fowler Hill, President  
Portland Community College Rock Creek Campus  
17705 NW Springville Road  
Portland, OR 97229

Dear Dr. Fowler-Hill:

I would like to strongly support Portland Community College's (PCC) application to the US Department of College Assistance Migrant Program (CAMP). As director of the Migrant Education Program in the Beaverton School District, I work with migrant and seasonal farm worker (MSFW) students and families daily. These students face numerous barriers to graduating from high school, such as poverty and poor English language skills. Despite this, I have seen that with additional supports provided by programs like CAMP, MSFWs have great potential to succeed and advance in their personal, academic and career goals.

Having been a teacher and principal in the Beaverton School District, I worked with this population and understand the challenges they face while trying to access an appropriate education and services. Without CAMP and its outreach efforts, many MSFWs would be left behind. A commuter CAMP serving MSFW graduates locally would greatly enhance the opportunity for this growing community.

The Beaverton School District is committed to supporting migrant students in their academic and career pursuits. We will identify, recruit, and refer our students to PCC's CAMP and will act as a liaison between the migrant families in our community and PCC. We will welcome CAMP staff to make presentations to students and staff and will distribute outreach and application materials.

It is my sincere belief that this program can make a tremendous difference for MSFWs and their families in accessing post-secondary education. I look forward to the opportunity of assisting PCC with this project and enthusiastically support this endeavor.

Sincerely,

(b)(6)

Toshiko Maurizio, Director  
ELL/Migrant Education Program  
Beaverton School District

District Goal: WE empower all students to achieve post-high school success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.



March 3, 2016

*Serving the communities of Forest Grove, Cornelius, Gales Creek and Dilley*

Dr. Sandra Fowler Hill, President  
Portland Community College Rock Creek Campus  
17705 NW Springville Road  
Portland, OR 97229

Dear Dr. Fowler-Hill:

We are pleased to support Portland Community College's (PCC) application to the US Department of Education's College Assistance Migrant Program (CAMP). As the Migrant Education Facilitator and Area Coordinator at the Forest Grove School District, we work with schools across the state serving migrant and seasonal farm worker (MSFW) students and families. We have worked with other CAMP programs across the state and have seen how CAMP reduces the barriers MSFW students face when pursuing post-secondary education, personal development and career advancement. It would be great to have a local, commuter CAMP where our home-bound MSFW graduates could pursue their higher education.

We are excited that PCC is proposing to add a CAMP program at their Rock Creek campus. Migrant families and students face many obstacles in pursuing a college education. While we do our best to encourage and support the transition to post-secondary education for every migrant student, it can be difficult. I have seen how CAMP program staff members encourage and support high school students in that transition and believe that PCC's CAMP will help these students achieve an education that will support them throughout their lives.

The Title I-C, Migrant Program is committed to supporting migrant students in their academic and career pursuits. We will distribute information about PCC CAMP within our school district network, work with Oregon schools' Migrant Education programs to refer students, act as a liaison between the school districts and PCC and will invite PCC CAMP staff to parent advisory meetings to make presentations about the program.

It is our sincere belief that this program can make a tremendous difference for migrant students and their families in educational attainment, career advancement, and personal development. We look forward to the opportunity of assisting PCC with this project. We enthusiastically support this proposal.

Sincerely,

FOREST GROVE SCHOOL DISTRICT

(b)(6)

John O'Neill, Assistant Superintendent

(b)(6)

Kathy Rodolouet, Migrant Education Facilitator

(b)(6)

Leonard Terrible, Title IC Area Coordinator

PR/Award # S149A160018



Office of Federal Programs  
3083 NE 49 Place, AC 200  
Hillsboro OR 97124-6008  
TEL: 503-844-1500

February 26, 2016

Dr. Sandra Fowler-Hill, President  
Portland Community College Rock Creek Campus  
17705 NW Springville Road  
Portland, OR 97229

Dear Dr. Fowler-Hill:

I am pleased to support Portland Community College's (PCC) application to the US Department of Education's College Assistance Migrant Program (CAMP). As the Director of Federal Programs & Parent and Community Engagement in the Hillsboro School District, I oversee migrant education programs and services in all thirty-five schools in my district. As a former CAMP student, I understand first hand the significant impact this program can make on the life of a student.

I'm excited that PCC is proposing to add a CAMP program at their Rock Creek campus. The Hillsboro School District serves approximately two thousand migrant and seasonal students and families each year. Most of these families and students face many obstacles in pursuing a college education. While we do our best to encourage and support the transition to post-secondary education for every migrant student, it can be difficult for many of these students to access the programs at the college level if there is a lack of support systems. I have seen how CAMP program staff members encourage, support, and mentor high school students in that transition. I strongly believe that PCC's CAMP can help prepare these students with the skills sets they will need to pursue college and career pathways.

The district is committed to supporting migrant students in their academic and career pursuits, and continues our partnership and collaboration with PCC. We will promote PCC's CAMP program within our school district network, refer students, act as a liaison between the district and PCC, and invite CAMP staff to present at general migrant education student and parent meetings.

It is my sincere belief that this program can make a tremendous difference for migrant students and their families in educational attainment, career advancement, and personal development. Furthermore, by serving commuter migrant students and seasonal farmworkers, PCC will playing a very important role in the empowerment of those who would otherwise not be able to access this great program due to significant barriers.

I look forward to the opportunity of assisting PCC with this project. I enthusiastically support this proposal.

Sincerely,

(b)(6)

Olga L. Acuña, Director of Federal Programs  
PR/Award # S149A160018  
Portland Community College – College Assistance Migrant Program



# Oregon Department of Education

Kate Brown, Governor

## Office of Learning – Equity Unit

255 Capitol St NE  
Salem, OR 97310  
Voice: 503-947-5600  
Fax: 503-378-5156

February 29, 2016

Dr. Sandra Fowler Hill, President  
Portland Community College, Rock Creek Campus  
17705 NW Springville Road  
Portland, OR 97229

Dear Dr. Fowler-Hill:

I am pleased to support Portland Community College's (PCC) application to the US Department of Education's College Assistance Migrant Program (CAMP). As the Migrant Education Specialist at the Oregon Department of Education, I work with schools across the state serving migrant and seasonal farm worker (MSFW) students and families. I have worked with other CAMP programs across the state and have seen how CAMP reduces the barriers MSFW students to pursuing post-secondary education, personal development, and career advancement.

I am excited that PCC is proposing to add a CAMP program at their Rock Creek campus. The Oregon Migrant Education Program works hard to ensure that migrant and seasonal students have the best education possible. Migrant families and students face many obstacles in pursuing a college education. While we do our best to encourage and support the transition to post-secondary education for every migrant student, it can be difficult. I have seen how CAMP program staff encourage and support high school students in that transition, and believe that PCC's CAMP will help these students achieve an education that will support them throughout their lives. It is of particular interest to have a CAMP commuter program in the PCC's service area, since many MSFW students are home-bound yet strive to pursue higher education, along with the rest of the community.

The Title I-C, Migrant Program at the Oregon Department of Education is committed to supporting migrant students in their academic and career pursuits. We will distribute information about PCC CAMP within our school district network, refer students, act as a liaison between the school districts and PCC, and invite PCC CAMP staff to make presentations to general migrant educational meetings and parent advisory committee meetings.

Dr. Sandra Fowler Hill, President  
February 29, 2016  
Page 2 of 2

It is my sincere belief that this program can make a tremendous difference for migrant students and their families in educational attainment, career advancement, and personal development. I look forward to the opportunity of assisting PCC with this project. I enthusiastically support this proposal.

Sincerely

(b)(6)



Jonathan Fernow  
Migrant Education Specialist  
Office of Teaching and Learning  
[Jonathan.fernow@state.or.us](mailto:Jonathan.fernow@state.or.us)  
503-947-5807



February 26, 2016

Dr. Sandra Fowler Hill, President  
Portland Community College Rock Creek Campus  
17705 NW Springville Road  
Portland, OR 97229

Dear Dr. Fowler-Hill:

Centro Cultural of Washington County (Centro) strongly supports the application to the US Department of Education College Assistance Migrant Program (CAMP). The PCC program, based at the Rock Creek campus in Washington County will provide academic and financial support to help migrant and seasonal farmworkers (MSFW) overcome barriers to enrolling and completing higher education. PCC CAMP students will be supported through academic advising, financial assistance, tutoring, and personal and career counseling, along with opportunities for leadership and career development.

Centro serves Latino MSFWs in Washington County; a population that historically been excluded from the greater economy and job market. Centro has been a reliable source of tools and supports that empower people throughout its 43-year history. The organization plays a crucial role in the healthy development of our increasingly diverse community of Washington County. Centro is a trusted member of the Latino and greater community. We serve all of Washington County by providing education and workforce development programs such as English as a Second Language (ESOL), Spanish Literacy, Computer Literacy, GED, Cultural Integration, Leadership Training, Science Technology Engineering Arts and Mathematics (STEAM); as well as providing Information and Referral services.

We are committed to assisting CAMP students and their families with our services, including the use of our computer lab to connect them with the educational resources through the internet portal designed and maintained by the Instituto Tecnológico y de Estudios Superiores de Monterrey. We will also refer our clients to PCC's CAMP program, post flyers, and make CAMP brochures available to our clients.

Centro Cultural welcomes the opportunity to support the PCC CAMP proposal to address a critical sector of our community and their invaluable contribution to our economy and welfare of our region.

Sincerely,

(b)(6)

Maria Caballero-Rubio  
Executive Director  
Centro Cultural



# ARCHDIOCESE OF PORTLAND

IN OREGON

February 29, 2016

Dr. Sandra Fowler Hill, President  
Portland Community College Rock Creek Campus  
17705 NW Springville Road  
Portland, OR 97229

Dear Dr. Fowler-Hill:

I am pleased to support Portland Community College's (PCC) application to the US Department of Education's College Assistance Migrant Program (CAMP). It is my understanding that PCC CAMP, based at the Rock Creek campus, will provide academic and financial support to help migrant and seasonal farmworkers (MSFW) overcome barriers in enrolling and completing higher education. PCC CAMP students will be supported through academic advising, financial assistance, tutoring, and personal and career counseling, along with opportunities for leadership and career development. Moreover, I acknowledge that as a faith-based organization, I am very pleased to enter onto this partnership.

The Catholic Church through the Office of Hispanic Ministry brings hope, resources, and advocacy to the poor and most vulnerable among us regardless of faith, race, marital status, or condition in life, including the migrant and seasonal farm working families in our area. The organization operates a diverse portfolio of over twenty programs throughout western Oregon, which provides a wide array of faith and social services to migrant and seasonal farm workers (MSFWs) in the greater Portland, via parishes in communities like West Portland (St. Pius X and San Juan Diego), Beaverton (St. Cecilia), Tigard (St. Anthony), Aloha (St. Elizabeth Ann Seton), Cornelius (St. Alexander), Forest Grove (St. Anthony), and Hillsboro (St. Matthew), key service areas for PCC CAMP at Rock Creek. The Office of Hispanic Ministry is committed to supporting PCC CAMP, their students and families by referring potential students and families and promoting the program through those communities.

The strong network of support that CAMP offers is an example of how educational institutions, community and faith-based organizations, and businesses can work together to provide quality services to migrant students and their families. We look forward to joining with PCC CAMP to maximize these opportunities.

It is our sincere belief that this program can make a tremendous difference for the economic and personal advancement of the MSFW population in the Portland Metropolitan Area, so we urge the Department of Education to fund this critical program.

(b)(6)

Raul Velazquez, Director  
Office of Hispanic Ministry

2838 E. Burnside Street, Portland, Oregon 97214-1895 503-234-5334 Fax: 503-234-2545

PR/Award # S149A160018



**OREGON**  
ASSOCIATION OF  
NURSERIES

29751  
SW Town Center  
Loop W

Wilsonville, OR  
97070

Phone  
503.682.5089

Toll-Free  
1.888.283.7219

Fax  
503.682.5099

Web  
[www.oan.org](http://www.oan.org)

March 2, 2016

Dr. Sandra Fowler Hill, President  
Portland Community College Rock Creek Campus  
17705 NW Springville Road  
Portland, OR 97229

Dear Dr. Fowler-Hill:

I am pleased to support Portland Community College's (PCC) application to the US Department of Education's College Assistance Migrant Program (CAMP). The PCC program, based at the Rock Creek campus, will provide academic and financial support to help migrant and seasonal farmworkers overcome barriers in enrolling and completing higher education. PCC CAMP students will be supported through academic advising, financial assistance, tutoring, and personal and career counseling, along with opportunities for leadership and career development.

The nursery and greenhouse industry is the state's second largest agricultural sector, and ranks third in the nation, with over \$830 million in sales annually to customers in Oregon, as well as markets throughout the United States and abroad. Nursery association members represent wholesale plant growers, Christmas tree growers, retailers, and greenhouse operators. Our members are located throughout the state, with our largest nursery growing operations found in Clackamas, Marion, Washington, Yamhill and Multnomah Counties. The industry employs almost 10,000 full time jobs not counting seasonal fluxuations.

We are excited to partner with PCC in this project. We have a variety of tools – a monthly magazine, an email newsletter, social media, educational meetings -- we can use to communicate to industry members and their employees. And, we deliver educational opportunities in Spanish for the industry's Spanish-speaking workforce. The Oregon Association of Nurseries (OAN) welcomes the opportunity to support PCC's grant proposal and to promote education opportunities to our many members and their workers.

OAN looks forward to working with PCC to maximize opportunities for the migrant and seasonal farmworker and their families who are so critical to Oregon's economic vitality. The strong network of support that CAMP offers is an example of how educational institutions, community agencies, and businesses can work together to provide quality services to migrant students and their families. OAN urges the Department of Education to fund this critical program.

Sincerely,

(b)(6)

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

Jeff Stone, Executive Director  
Oregon Association of Nurseries



**OREGON  
HUMAN  
DEVELOPMENT  
CORPORATION**

February 29, 2016

**Central Office**

9600 S.W. Oak Street  
Suite 565  
Tigard, Oregon 97223  
Tel (503) 245-2600  
Fax (503) 245-9602

**Regional Service Offices**

334 S.E. 5th Avenue  
Hillsboro, Oregon 97123  
Tel (503) 640-5496  
Fax (503) 648-0625

9055 S.W. Locust Street  
Tigard, Oregon 97223  
Tel (503) 208-7376  
Fax (503) 360-1085

120 E. Lincoln Street  
Suite 125  
Woodburn, Oregon 97071  
Tel (503) 982-5100  
Fax (503) 980-6789

531 S. 6th Street  
Klamath Falls, Oregon 97601  
Tel (541) 883-7186  
Fax (541) 883-8053

1100 E. Marina Way  
Suite 102  
Hood River, Oregon 97031  
Tel (541) 386-0333  
Fax (541) 436-0675

955 S.E. Fourth Street  
Suite A  
Hermiston, Oregon 97838  
Tel (541) 701-0550  
Fax (541) 701-0661

1076 S.W. 4th Avenue  
Ontario, Oregon 97914  
Tel (541) 881-1491  
Fax (541) 881-8592

[www.ohdc.org](http://www.ohdc.org)

Dr. Sandra Fowler Hill, President  
Portland Community College Rock Creek Campus  
17705 NW Springville Road  
Portland, OR 97229

Dear Dr. Fowler-Hill:

I am pleased to support Portland Community College's (PCC) application to the U.S. Department of Education's College Assistance Migrant Program (CAMP). As the Executive Director of Oregon Human Development Corporation (OHDC), our institution works with migrant and seasonal farmworker (MSFW) families daily. MSFWs face numerous barriers such as poverty, difficulty in acculturating into their community, limited education, and health issues. Despite this, I have seen that with additional support provided by programs like CAMP, MSFWs have great potential to succeed and advance in their personal, academic and career goals.

OHDC receives funding from the U.S. Department of Labor to operate the National Farm Worker Jobs Program (NFJP) for the entire state of Oregon. Assisting migrant and seasonal farmworkers in transitioning to year-round employment, OHDC operates the Hillsboro Service Site which is located in the proposed PCC CAMP target area (all or parts of Multnomah, Clackamas, Washington, Columbia, and Yamhill counties). PCC and OHDC collaborate through the NFJP and PCC HEP to provide educational services, vocational training, as well as job search and placement services to our MSFW clients. OHDC, where eligible, can provide a dual enrollment partnership with PCC's College Assistance Migrant Program (CAMP).

As the Executive Director of OHDC, I highly admire the dedication and interest that PCC places on serving the needs of the area's farmworker population and their children. OHDC strongly supports the effort that PCC continues to demonstrate towards the enhancement of educational and vocational trainings for MSFW students in Oregon.

We look forward to working closely with PCC to maximize opportunities for MSFWs. OHDC urges the Department of Education to fund this critical program.

Sincerely,

(b)(6)

Ronald J. Hauge  
Executive Director

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: DATE:06/21/2013  
 ORGANIZATION: FILING REF.: The preceding  
 Portland Community College agreement was dated  
 P.O. Box 19000 01/15/2010  
 Portland, OR 97280-0990

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

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

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2013	06/30/2018	32.30	All	All Programs
PROV.	07/01/2018	06/30/2019	32.30	All	All Programs

\*BASE

Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations) and subawards.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

## **BUDGET NARRATIVE**

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The proposed PCC CAMP budget is reasonable, cost effective and adequate to support program services. The costs are based on current cost rates of similar PCC projects, including US Department of Education HEP, TRIO Educational Talent Search and TRIO Student Support Services grants. Salaries and benefits are based on 2016-17 rates, set by union contracts, with 3-5% annual contractual increases in subsequent years. As bilingual staff, CAMP personnel will receive an additional 5% in salary. Fringe benefits are detailed at the end of the personnel section.

### **REQUESTED FUNDS**

#### **1. & 2. PERSONNEL - Salary and Benefits**

##### **PCC CAMP Director: 1.0 FTE**

The PCC CAMP Director is responsible for providing overall management of program implementation, evaluation, reporting and fund expenditure and ensuring that objectives are achieved. The Director supervises and evaluates PCC CAMP staff and leads the Advisory Committee. In addition, the Director supports student recruitment and acts as a resource to the PCC staff and community on behalf of the CAMP program and students.

**Salary:** Year One - \$72,008; Year Two - \$74,346; Year Three - \$76,765; Year Four - \$79,269;

Year Five - \$81,861. **Five Year Total: \$384,249**

**Benefits:** Year One - \$34,919; Year Two - \$35,709; Year Three - \$36,526; Year Four - \$37,372;

Year Five - \$38,248. **Five Year Total: \$182,774**

##### **CAMP Advisor: 0.8 FTE**

The PCC CAMP Advisor assists students with their individualized educational developmental plan, reviews progress at mid-term and end-of-year and assesses student needs. They will

coordinate educational, career awareness and communities based services, and collaborate with PCC departments and community and faith-based agencies.

**Salary:** Year One - \$38,178; Year Two - \$39,896; Year Three - \$41,691; Year Four - \$43,567; Year Five - \$45,528. **Five Year Total: \$208,860**

**Benefits:** Year One - \$20,451; Year Two - \$20,991; Year Three - \$21,556; Year Four - \$22,147; Year Five - \$22,764. **Five Year Total: \$107,909**

**CAMP Recruiter: 0.5 FTE**

The CAMP Recruiter will coordinate and implement recruitment strategies and assist with development of marketing materials. They will work with the Oregon Farmworkers Coalition (OFC) to conduct community recruitment and collaborate with community agencies.

**Salary:** Year One - \$22,405; Year Two - \$23,413; Year Three - \$24,467; Year Four - \$25,568; Year Five - \$26,719. **Five Year Total: \$122,572**

**Benefits:** Year One - \$12,323; Year Two - \$12,641; Year Three - \$12,972; Year Four - \$13,319; Year Five - \$13,681. **Five Year Total: \$64,936**

**CAMP Administrative Assistant: 0.50 FTE**

The Administrative Assistant performs reception, office support, information dissemination, data entry, reporting, and budget monitoring tasks in support to the Director and program staff.

**Salary:** Year One - \$17,964; Year Two - \$18,772; Year Three - \$19,617; Year Four - \$20,500; Year Five - \$21,423. **Five Year Total: \$98,276**

**Benefits:** Year One - \$10,926; Year Two - \$11,180; Year Three - \$11,446; Year Four - \$11,724; Year Five - \$12,014. **Five Year Total: \$57,290**

**CAMP Peer Mentors: 1.04 FTE total (2,160 total hours per year)**

Six Student Peer Mentors will serve CAMP as college role models and provide peer support to CAMP students. They will mentor 2-4 students and have 30-60 minute contacts (in person, phone, email, etc.) The rate is \$9.40 per hour for 10 hours per week for 36 weeks per tutor per year.

**Salary:** Year One - \$20,304; Year Two - \$20,710; Year Three - \$21,124; Year Four - \$21,546; Year Five - \$21,977. **Five Year Total: \$105,661**

**Benefits:** Year One - \$264; Year Two - \$269; Year Three - \$275; Year Four - \$280; Year Five - \$286. **Five Year Total: \$1,374**

**Personnel (Salary) Totals:** Year One - \$170,859; Year Two - \$177,137; Year Three - \$183,664; Year Four - \$190,450; Year Five - \$197,508. **Five Year Total: \$919,618**

**\*Explanation of Fringe:** Fringe benefits are budgeted according to PCC schedules set by union contracts. The fringe rate is 33.78% of the Director's salary; 31.47% for the Advisor, Recruiter, and Administrative Assistant; and 9.55% for the Peer Mentors. The fringe benefits include: FICA Medicare, FICA Social Security Old Age, Tax Sheltered Annuity (Director only), Public Employees Retirement System, Unemployment, Worker's Compensation, and Long-term Disability Insurance. The Peer Mentors receive only FICA Medicare and Social Security Old Age, Worker's Compensation and Unemployment. In addition, the College provides a lump sum, pro-rated to the employee's FTE, for enrollment in Medical/Dental, Life Insurance, and an Employee Assistance Program. The Director receives a lump sum of \$10,595 per year and the Advisor, Recruiter, and Administrative Assistant each receive \$10,545.

**Fringe Benefits Totals:** Year One - \$78,883; Year Two - \$80,790; Year Three - \$82,775; Year Four - \$84,842; Year Five - \$86,993. **Five Year Total: \$414,283**

### 3. TRAVEL

**Annual Directors Meeting (ADM):** As encouraged by the Department of Education, the Director will attend the ADM to keep abreast of best practices. Roundtrip airfare is budgeted at \$700. Hotel accommodations are budgeted at \$195 per night for three nights. Per diem is budgeted at \$61 per day for four days (IRS/PCC rate). Ground travel and miscellaneous costs are budgeted at \$15 per day for four days, plus \$50 for baggage fees.

**Total:** Year One - \$1,639; Year Two - \$1, 639; Year Three - \$1, 639; Year Four - \$1, 639; Year Five - \$1, 639. **Five Year Total: \$8,195**

**National HEP/CAMP Association Conference:** In order to ensure that CAMP staff is trained to provide services to MSFWs, the Director and Advisor will attend the national HEP/CAMP Association conference each year. Roundtrip airfare is budgeted at \$700. Hotel accommodations are budgeted at \$195 per night for three nights. Per diem is budgeted at \$61 per day for four days (the IRS and PCC rate). Ground travel and miscellaneous costs are budgeted at \$15 per day for four days, plus \$50 for baggage fees. In Year Five, the Advisor will apply for PCC professional development funds to attend the conference to defray costs.

**Total:** Year One - \$3,278; Year Two - \$3,278; Year Three - \$3,278; Year Four - \$3,278; Year Five - \$1,639. **Five Year Total: \$14,751**

**Staff Mileage:** PCC CAMP staff will be required to attend meetings at PCC and across the target area. The Recruiter will travel within the district to conduct outreach. Mileage will also be used for staff training, recruitment events, and coordination with partners providing services to CAMP students. Mileage is budgeted at 200 miles per month (Years One and Two) and 100 miles per month (for Years Three through Five) for 12 months at the IRS and PCC rate of \$0.54/mile.

**Total:** Year One - \$1,296; Year Two - \$1,296; Year Three - \$648; Year Four - \$648;  
Year Five - \$648. **Five Year Total: \$3,888**

**Travel Total:** Year One - \$6,213; Year Two - \$6,213; Year Three - \$5,565;  
Year Four - \$5,565; Year Five - \$3,926. **Five Year Total: \$27,482**

#### **4. EQUIPMENT**

No funds are requested for equipment purposes.

#### **5. SUPPLIES**

**Office Supplies:** Office supplies such as paper, filing materials, computer file storage, and printer cartridges are budgeted at \$100 per month for 12 months. These items are required for CAMP management, recruitment and advising. In Year Five, PCC will assume some costs for office supplies to meet the grant cap.

**Total:** Year One - \$1,200; Year Two - \$1,200; Year Three - \$1,200; Year Four - \$1,200;  
Year Five - \$502. **Five Year Total: \$5,302**

**Computers and Electronics Equipment:** A laptop computers will be purchased for the Director at \$1,200 per laptop and a desktop computer with monitor will be purchased for the Advisor at \$900 per computer. These computers will allow the program staff to perform the duties of the grant. PCC will use existing computers for the Recruiter and Office Assistant.

**Total:** Year One - \$2,100; Year Two - \$0; Year Three - \$0; Year Four - \$0;  
Year Five - \$0. **Five Year Total: \$2,100**

**Supplies Total:** Year One - \$3,300; Year Two - \$1,200; Year Three - \$1,200;  
Year Four - \$1,200; Year Five - \$502. **Five Year Total: \$7,402**

## 6. CONTRACTUAL

**CAMP Peer Evaluator:** An expert in working with migrants students (likely a current or former CAMP Director) will be contracted at \$5,000 per year in Years One through Four. The Peer Evaluator will do a program review and fiscal analysis of funding allocation based on regulation and OME mandates, resulting in a written report including findings and related recommendations in years one through four of the project.

**Total:** Year One - \$5,000; Year Two - \$5,000; Year Three - \$5,000; Year Four - \$5,000; Year Five - \$0. **Five Year Total: \$20,000**

<p><b>Contractual Total:</b> <u>Year One</u> - \$5,000; <u>Year Two</u> - \$5,000; <u>Year Three</u> - \$5,000; <u>Year Four</u> - \$5,000; <u>Year Five</u> - \$0. <b>Five Year Total: \$20,000</b></p>
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## 7. CONSTRUCTION

No funds are requested for construction purposes.

## 8. OTHER

**Printing:** Printing a program brochure is budgeted at \$500 per year, and printing program flyers is budgeted at \$600 in each year. These items support outreach, recruitment and interagency coordination.

**Total:** Year One - \$1,100; Year Two - \$1,100; Year Three - \$1,100; Year Four - \$1,100; Year Five - \$1,100. **Five Year Total: \$5,500**

**Photocopying:** Photocopying of PCC CAMP instructional materials, newsletters, announcements of college visits and cultural events, reports, student records, and other materials is budgeted at \$0.05/copy x approximately 400 copies per month for 12 months per year. These materials will assist in recruitment and outcome achievement, cohort development, and data reporting.

**Total:** Year One - \$240; Year Two - \$240; Year Three - \$240; Year Four - \$240;

Year Five - \$240. **Five Year Total: \$1,200**

**Postage:** Postage is budgeted for \$0.49 per piece for 45 pieces per month for 12 months, and \$1.00 per piece for 45 pieces 4 times per year. These mailings support CAMP management, advising, recruitment and communication with students, family members and community partners. A 2% annual increase is included for rising postal costs.

**Total:** Year One - \$445; Year Two - \$453; Year Three - \$462; Year Four - \$471;

Year Five - \$480. **Five Year Total: \$2,311**

**Events:** A Parent College Day during the first term will allow parents to join their child on campus to experience being a college student; this will increase involvement and support of their student (\$585 = 45 parents at \$13 per person (breakfast and lunch) for food). A Student Recognition event at the end of the year will celebrate student success (\$2,310 = 110 students, parents, guests and staff at \$21 per person for lunch).

**Total:** Year One - \$2,895; Year Two - \$2,895; Year Three - \$2,895; Year Four - \$2,895;

Year Five - \$2,895. **Five Year Total: \$14,475**

**Summer Orientation/Leadership Institute:** This program will provide orientation to the program, team building and leadership development. Costs include: Food and program materials daily for students (\$4,050 = 45 students at \$18 per student per day for five days); and a summer ropes course for team/cohort building (\$2,475 = \$90 per person for 45 students, six peer mentors and four staff).

**Total:** Year One - \$6,525; Year Two - \$6,525; Year Three - \$6,525; Year Four - \$6,525;

Year Five - \$6,525. **Five Year Total: \$32,625**

**External activities:** CAMP students will make two trips to local four-year colleges to explore transfer and further education opportunities (\$800 = bus rental for two trips at eight hours per trip and \$50 per hour). Admission fees will be paid for students to attend educational and cultural activities in the community (\$540 = \$10 per person for one event per year for students, staff and mentors). This expense will be moved to leveraged funds in Years Four and Five.)

**Total:** Year One - \$1,340; Year Two - \$1,340; Year Three - \$1,340; Year Four - \$1,340; Year Five - \$1,340. **Five Year Total: \$6,700**

**Transportation assistance:** In order to address challenges to retention, CAMP students will receive transportation assistance in two ways, to ensure they are able to get to school. Twenty-two students will receive discounted public transportation passes (\$9,900 in Year One = 22 passes per term for three terms at \$100 per pass. A 2% cost increase is included.

**Total:** Year One - \$9,900; Year Two - \$10,197; Year Three - \$10,503; Year Four - \$10,818; Year Five - \$11,143. **Five Year Total: \$52,561**

**National Association:** The PCC CAMP program will join the National HEP/CAMP Association and pay an annual membership fee as a resource for information and networking.

**Total:** Year One - \$1,200; Year Two - \$1,200; Year Three - \$1,200; Year Four - \$1,200; Year Five - \$1,200. **Five Year Total: \$6,000**

**Student Emergency Support:** An average of \$175 per student for 45 students per year is budgeted for emergency support such as rental and medical assistance. This assistance will help students deal with barriers to retention during the year and help reach program objectives by keeping the participants in school.

**Total:** Year One - \$8,000; Year Two - \$8,000; Year Three - \$8,000; Year Four - \$8,000; Year Five - \$8,000. **Five Year Total: \$40,000**

**Other Total:** Year One - \$31,645; Year Two - \$31,950; Year Three - \$32,265;  
Year Four - \$32,589; Year Five - \$32,923. **Five Year Total: \$161,372**

## 9. TOTAL DIRECT COSTS

**Total Direct Costs:** Year One - \$295,900; Year Two - \$302,290; Year Three - \$310,469;  
Year Four - \$319,646; Year Five - \$321,852. **Five Year Total: \$1,550,157**

## 10. INDIRECT COSTS

PCC requests indirect costs of 8% of a modified direct cost base to cover program-related expenses such as human resources (to hire staff and address employee-relations issues) and the cost of space and utilities. *Note: The College's federally approved indirect rate is 32.3%.*

**Total Indirect Costs:** Year One - \$23,672; Year Two - \$24,183; Year Three - \$24,838;  
Year Four - \$25,572; Year Five - \$25,748. **Five Year Total: \$124,013**

## 11. TRAINING STIPENDS

Training stipends are designed to address critical challenges migrant workers face in regards to retention and to provide global support to these at-risk students.

**Textbooks and Supplies:** Each of the 45 students will receive \$240 per term for three terms each year to assist in purchasing required textbooks and supplies.

Year One - \$32,400; Year Two - \$32,400; Year Three - \$32,400; Year Four - \$32,400;  
Year Five - \$32,400. **Five Year Total: \$162,000**

**Tuition Scholarships:** Each of the 45 students will receive a \$1,000 tuition assistance to be used over the course of the year.

Year One - \$45,000; Year Two - \$45,000; Year Three - \$45,000; Year Four - \$45,000;  
Year Five - \$45,000. **Five Year Total: \$225,000**

**Training Stipends Total:** Year One - \$77,400; Year Two - \$77,400; Year Three - \$77,400;  
Year Four - \$77,400; Year Five - \$77,400. **Five Year Total: \$387,000**

**TOTAL FEDERAL FUNDS REQUESTED**

Year One - \$396,972; Year Two - \$403,873; Year Three - \$412,707;

Year Four - \$422,618; Year Five - \$425,000. **Five Year Total: \$2,061,170**

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:
	Karen		Sanders	

Address:

Street1:	PO Box 19000
Street2:	RC 2 210
City:	Portland
County:	
State:	OR: Oregon
Zip Code:	972800990
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
9717227085	

Email Address:

ksanders@pcc.edu
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**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

Portland Community College

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	170,859.00	177,137.00	183,664.00	190,450.00	197,508.00	919,618.00
2. Fringe Benefits	78,883.00	80,790.00	82,775.00	84,842.00	86,993.00	414,283.00
3. Travel	6,213.00	6,213.00	5,565.00	5,565.00	3,926.00	27,482.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	3,300.00	1,200.00	1,200.00	1,200.00	502.00	7,402.00
6. Contractual	5,000.00	5,000.00	5,000.00	5,000.00	0.00	20,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	31,645.00	31,950.00	32,265.00	32,589.00	32,923.00	161,372.00
9. Total Direct Costs (lines 1-8)	295,900.00	302,290.00	310,469.00	319,646.00	321,852.00	1,550,157.00
10. Indirect Costs*	23,672.00	24,183.00	24,838.00	25,572.00	25,748.00	124,013.00
11. Training Stipends	77,400.00	77,400.00	77,400.00	77,400.00	77,400.00	387,000.00
12. Total Costs (lines 9-11)	396,972.00	403,873.00	412,707.00	422,618.00	425,000.00	2,061,170.00

**\*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: 07/01/2013 To: 06/30/2018 (mm/dd/yyyy)

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

The Indirect Cost Rate is 32.30%.

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

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

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

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

PR/Award # S149A160018

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

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

ED 524