

**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 # S149A160022**

**Grants.gov Tracking#: GRANT12114091**

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
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* 3. Date Received: 03/07/2016	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____
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**State Use Only:**

6. Date Received by State: _____	7. State Application Identifier: _____
----------------------------------	--

**8. APPLICANT INFORMATION:**

\* a. Legal Name: West Hills Community College District

* b. Employer/Taxpayer Identification Number (EIN/TIN): 770323447	* c. Organizational DUNS: 0801217180000
--	--

**d. Address:**

\* Street1: 9900 Cody Street  
Street2: \_\_\_\_\_  
\* City: Coalinga  
County/Parish: \_\_\_\_\_  
\* State: CA: California  
Province: \_\_\_\_\_  
\* Country: USA: UNITED STATES  
\* Zip / Postal Code: 93210-9246

**e. Organizational Unit:**

Department Name: _____	Division Name: _____
---------------------------	-------------------------

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

Prefix: \_\_\_\_\_ \* First Name: Anita  
Middle Name: \_\_\_\_\_  
\* Last Name: Wright  
Suffix: \_\_\_\_\_

Title: Director of Grants

Organizational Affiliation:  
\_\_\_\_\_

* Telephone Number: 559 934-2144	Fax Number: 559 934-2832
----------------------------------	--------------------------

\* Email: anitawright@whccd.edu

**Application for Federal Assistance SF-424**

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

S: Hispanic-serving Institution

Type of Applicant 2: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

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:**

West Hills Community College District CAMP Services

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="425,000.00"/>
* 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="425,000.00"/>

**\* 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>Anita Wright</p>	<p>TITLE</p> <p>Chancellor</p>
<p>APPLICANT ORGANIZATION</p> <p>West Hills Community College District</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 checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: West Hills Community College District * Street 1: 9900 Cody Street    Street 2: * City: Coalinga    State: CA: California    Zip: 93210 Congressional District, if known: CA-021		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> U.S. Department of Education	<b>7. * Federal Program Name/Description:</b> Migrant_Education_College_Assistance_Migrant_Program CFDA Number, if applicable: 84.149	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix:    * First Name: Not Applicable    Middle Name: * Last Name: Not Applicable    Suffix: * Street 1:    Street 2: * City:    State:    Zip:		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix:    * First Name: Not Applicable    Middle Name: * Last Name: Not Applicable    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. * Signature: Anita Wright * Name: Prefix: Dr.    * First Name: Frank    Middle Name: * Last Name: Gornick    Suffix: Title: Chancellor    Telephone No.: 559-934-2180    Date: 03/07/2016		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S149A160022

## 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.**

WHCCDCAMPFY16GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

**GEPA Section 427: Ensuring Equitable Access and Participation Without Regard to Gender, Race, National Origin, Color, Disability or Age.**

In keeping with West Hills Community College District's standard practice, CAMP will promote equal access and opportunity to ensure equitable access to, and participation in, the CAMP program for students, teachers, and other program beneficiaries with special needs. Potential participants in the rural service area will be identified and selected solely on the basis of the eligibility criteria referenced in the WHCCD CAMP application and need for project services. The same systems and procedures will be used to disseminate information, identify participants through the schools and community agencies, and select participants, and are assured for all potential participants. All potential participants will have full access to the accommodation services they may require through the program. All program materials will be available in both English and Spanish. All facilities are ADA compliant.

The CAMP Director will maintain a master list of all participants to include: date applied, date selected, ethnicity, disability, low income and first generation status, U.S. citizenship, age, veteran status, and educational level. All information will be reviewed monthly by the Director to ensure that this identification and selection process promotes participation without regard to gender, race, national origin, color, disability or age.

The plans for disseminating program information, receiving referrals, working with school and organization personnel, conducting intakes, and selecting and providing services will focus on ensuring that all participants meet the eligibility criteria and show need for the program without regard to gender, race, national origin, color, disability, or age.

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

#### \* APPLICANT'S ORGANIZATION

West Hills Community College District

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

Prefix: Dr.

\* First Name: Frank

Middle Name:

\* Last Name: Gornick

Suffix:

\* Title: Chancellor

\* SIGNATURE: Anita Wright

\* 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.]

---

## 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:

**Contact Information:** West Hills Community College District

**Name of Applicant by City and State:** Coalinga, California

**Project Objectives and Activities:** WHCCD will provide quality instruction and an array of comprehensive academic and supportive services to migrant and seasonal farmworkers and their immediate family members in California's San Joaquin Valley. We will identify, enroll and assist 45 migrant and seasonal farmworkers and their immediate family members in completing their first academic year of college and in continuing with postsecondary education. We will provide academic and support services **that will address their educational, career, personal, medical, and financial needs.**



**Proposed Project Outcomes:** 100% of CAMP students will be provided the following services: tuition scholarships; CAMP orientation; develop a student educational plan; receive tutoring; receive supportive services; be referred to service providers if needed; receive mentoring; attend financial aid workshops; be invited to attend cultural/educational enrichment activities and participate in field trips to four-year universities.

**Number of Participants to be Served Annually:** 45 participants; **commuter program.**

**Number and Location of Proposed Sites:** WHCCD CAMP will be located at three (3) rural locations: West Hills Coalinga, North District Center Firebaugh, and West Hills Lemoore.

**Project Targets for Meeting each of the GPRA measures each year:**

*GPRA #1:* 86% of CAMP students will complete first academic year of postsecondary program.

*GPRA #2:* 85% of CAMP students who complete their first academic year of college will continue their postsecondary education.

## Project Narrative File(s)

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

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

## 1. NEED FOR AND SIGNIFICANCE OF PROJECT

### (i) Magnitude of Need for Project Services/Activities - West Hills Community College

District (WHCCD), a Hispanic Serving Institution, is located in the agriculturally rich farmlands of Central California. As a rural, public community college district, WHCCD' mission is to provide access to higher education opportunities for area residents. The 3,464 square mile service area of WHCCD is characterized by rural isolation, first-generation students, and a high proportion of low-income migrant/seasonal farmworker families. WHCCD will offer CAMP program services to 45 students at West Hills College Coalinga and North District Center in Fresno County and at West Hills College Lemoore in Kings County.

The US Census, ranks *California first in the nation for the highest migrant/farmworker population* (US Census Bureau, 2013).

WHCCD's service area in rural Fresno County is home to roughly 67,500 migrant

farmworkers and 78,000 seasonal farmworkers, totaling 28% of the county population. Twenty percent of Kings County's population is classified as migrant or seasonal farmworkers.

California's agricultural workers are primarily Latino/Hispanic (92%): 77% are non-citizens, 9% naturalized, and 14% natural born citizens (California Research Bureau, 2013). Nearly 80% of WHCCD students are low-income, first-generation, minority students (Gornick, 2016). Migrant youth in this rural, isolated area are historically underserved and need academic support, structure, and encouragement to escape poverty through education.

<b>Migrant/Seasonal Farmworkers (MSFW)</b>		
<b>County</b>	<b># MSFW</b>	<b>% County</b>
<b>Fresno County Population: 930,450</b>		
Migrant Farmworkers	67,561	7.26%
Seasonal Farmworkers	78,359	8.42%
MSFW Total	145,919	15.68%
Household Total	<b>259,665</b>	<b>27.91%</b>
<b>Kings County Population: 150,000</b>		
Migrant Farmworkers	8,910	5.94%
Seasonal Farmworkers	7,682	5.12%
MSFW Total	16,592	11.06%
Household Total	<b>29,526</b>	<b>19.68%</b>
Source: Mines, R., Nichols, S. & Runsten, D.		

**(ii) Project Will Focus on Addressing Needs of Disadvantaged Individuals** - The needs of eligible migrant and seasonal farmworkers and their families will be targeted by the CAMP program. There are great disadvantages for migrant/farmworker populations in Fresno and Kings Counties that are not prevalent in other, more affluent and urbanized, parts of California. Chief areas of concern include ***poverty and unstable employment:***

over 94% of the children in the service area received free or reduced lunches, an indicator of familial poverty, where the state average was 50% in 2015 (CA Dept. of Education, 2015).

Average wages for farmworkers in the service area hover near minimum wage (\$9.00/hr. in 2015 and \$10.00/hr. in 2016)

while the state average is double that at \$24.96/hr. (US Dept. of

Labor, 2014). This equates to a yearly salary for California farmworkers of \$14,000, well below the national poverty level for a family of three or more (California Research Bureau, 2013).

CAMP will provide scholarships and a textbook lending library to alleviate some financial

burden. ***Lack of Transportation/Long Commutes:*** Transportation logistics are problematic. The WHCCD rural service area has no mass-transit system. Fifty-one percent of farmworkers in California reported that they owned their own vehicle, 39% drove themselves, 28% shared rides, and 31% took labor buses or got rides from labor brokers known as “raiteros” (CA Labor Force, 2005). Even if a migrant student’s family owns a car, there is a financial and time-spent burden

for the student to use the car to drive to class. The transportation hardship for migrant and seasonal farmworkers is exacerbated by the vast distances between WHCCD campuses. As students must travel up to 70 miles between campuses to attend classes, CAMP will provide services at each local campus through an inter-district van pool at NO cost. ***Lack of English***



**Proficiency:** Over 60% of farmworkers reported that they did not speak any English or that they spoke “a little” English. (NAWS, 2010). Individuals in our service area are more at risk for **linguistic isolation** (living in a home where only one family member over the age of 13 speaks English well). All CAMP staff will be English and Spanish bilingual. **Low or Fragmented Educational Attainment:** 99% of migrant and seasonal farmworkers in the service area identify as Hispanic/Latino. In 2011, 50% of Latinos/Hispanics in Fresno and Kings Counties claimed educational attainment of ‘*Less than High School Diploma*’ compared to 9.3% of Caucasians. Only 6.6% of Latinos/Hispanics had attained a ‘Bachelor’s Degree or Higher’ compared to 30.5% of Caucasians (Gonzalez, Immekus, & Joubert, 2011). In a 2009 cross-ethnic study, it was found that “Latinos/Hispanics have the lowest college completion rate of any ethnic group” (Bravo-Morena, p. 429). For California farmworkers, the numbers are even less encouraging; 78% reported having less than a high school education. (California Research Bureau, 2013). As primarily first-generation students, migrant populations experience financial obstacles and little guidance through higher education. Dedicated CAMP staff will provide the pathway, funds, and proactive advising needed for migrant students to attain a higher education.

**(iii) Specific Gaps/Weaknesses will be Identified and Addressed.** A needs evaluation assessment completed by the WHCCD Office of Institutional Research resulted in the identification of several key weaknesses/gaps adversely affecting the success of MSFW students in the service area. These chief areas of concern for disadvantaged individuals include:

**Academic GAP/Weakness:** *First generation MSFW students have a limited understanding of institutional resources and lack short and long-term academic and career planning abilities.*

CAMP will address this gap/weakness by providing enrollment assistance, academic and career counseling, peer support, exposure to multi-cultural events and referrals to other campus

services. Each CAMP student will begin their academic career with a Student Education Plan (SEP) to ensure they stay on track to graduate/transfer as scheduled. If CAMP students travel within the District for courses they can access inter-district van pool transportation at no cost.

**Financial GAP/Weakness:** *MSFW students and their parents' lack of information about college and university financial aid availability results in students not applying to institutional benefits for which they are eligible* (Dillon & Smith, 2013). CAMP will address this gap/weakness by having staff facilitate financial aid workshops and assist with form completion. Students will also review eligibility criteria for other possible scholarship opportunities. Staff will assist students throughout the scholarship application process. CAMP students will also be awarded stipends to offset financial needs during the academic year.

**Individual GAP/Weakness:** *According to WHCCD Institutional Research, on fall 2013 college applications, over 15% of WHCCD students, many of whom identify themselves from farmworker families, stated that English was not their first language.* CAMP will address this gap/weakness with a comprehensive supplemental instruction (SI)/tutoring program to help improve language/academic skills. To monitor improvement, CAMP students will submit periodic progress reports. All CAMP staff and tutors will be bilingual in English/Spanish.

**(iv) The importance/magnitude of the results or outcomes attained.** Students will be selected based on demonstrated need, merit, and college aspirations. CAMP staff will work closely with WHCCD financial aid to ensure that students with the greatest unmet financial need are served, ensuring the highest magnitude of benefit per student. Beyond the initial advantage of providing students with academic funding, we will provide learning disability testing and accommodation, individualized tutoring, academic intervention strategies, Priority Registration, social inclusion workshops, leadership development and educational field trips. CAMP will partner with internal

departments [SSS/Trio, Extended Opportunity Programs & Services (EOPS), Disabled Students Program & Services (DSPS), Cooperative Agencies Resources for Education (CARE), and WIOA Workforce/OneStop] and external partners (County MEP offices, Kings County JTO/Human Services, Proteus and Fresno DSS) to ensure the level of services provided to students are appropriate. Projections for magnitude of expected results are based upon our large area of influence (composed of currently unserved populations), improvement on baseline conditions (40 CAMP students will complete first year of college/ GPRA1), duration (five years lends stability to a program), sensitivity to resources (our unique service area and population demographic), and timing (CAMP is crucial due to extended state drought conditions).

## **2. QUALITY OF PROJECT DESIGN**

**(i.) Goals, Objectives and Outcomes are Specified and Measurable.** CAMP program will identify, enroll, and assist 45 migrant students each year in completing their first academic year of college and in continuing with their postsecondary education—providing funding for first year tuition, fees and books (lending library format), substantial tutoring, advising, counseling and enrichment opportunities to ensure academic success. CAMP is designed around two (2) overarching GPRA measures and three (3) Areas of Focus: Academics, Counseling/Support Services, and Enrichment. Program goals align with or exceed GRPA 1: 86% of CAMP students will complete the first academic year of their postsecondary program and GPRA 2: 85% of CAMP students who complete their first academic year of college will continue their postsecondary education. WHCCD defines a successful first-year completer as passing 30 college units while consistently enrolled as a full-time student. WHCCD minimum full-time enrollment is 15 units per semester to ensure completion in two years or four semesters. CAMP students may complete their 30 units by also enrolling in 6 summer units, should they need.

CAMP goals, objectives, and outcomes are clearly specified and measurable in order to exceed national averages. Using the Office of Migrant Education’s recommended data management template, data will be collected monthly and after each academic semester to measure results, keep a record of the CAMP program’s success and prepare the CAMP APR.

<b><i>GOAL 1: 86% of WHCCD CAMP students will be 1<sup>st</sup> Year Completers</i></b>	
<b><i>GOAL 2: 85% of 1<sup>st</sup> Year Completers will Continue Education</i></b>	
<b><i>FOCUS: ACADEMICS</i></b>	
<b><i>OBJECTIVES</i></b>	<b><i>OUTCOMES</i></b>
1.1 <b>100%</b> of CAMP students will receive scholarships toward their unmet financial need for tuition, fees, and books.	1.1 <b>100%</b> of CAMP students receive scholarship support to finance the first-year WHCCD college expenses.
1.2 <b>100%</b> of CAMP students will register as full-time students with 15 units at WHCCD.	1.2 <b>86%</b> of CAMP students will end their first year with at least 30 units.
1.3 <b>100%</b> of CAMP students will be monitored with academic and attendance progress reports on a monthly basis during CAMP Chats.	1.3 <b>80%</b> of CAMP students will submit completed progress reports on time.
1.4 <b>100%</b> of CAMP students will work with an Advisor to develop an SEP by the end of their first semester.	1.4 <b>100%</b> of CAMP students will have their personal and academic needs assessed during orientation.

<b><i>FOCUS: COUNSELING and SUPPORT SERVICES</i></b>	
<b><i>OBJECTIVES</i></b>	<b><i>OUTCOMES</i></b>
1.1 <b>100%</b> of CAMP students will attend WHCCD orientation and meet staff and mentors. Parents will be invited to participate in initial CAMP orientation.	1.1 <b>90%</b> of CAMP students will understand the requirements for academic success for year one.
1.2 Tutoring services will be available to <b>100%</b> of CAMP students.	1.2 <b>85%</b> of CAMP students will participate in the tutoring services.
1.3 <b>100%</b> of CAMP students will be informed of supportive services available through existing college programs: Student Support Services/TRIO, EOPS, DSPS, CARE, Workforce Investment Board Job Services, Financial Aid and Work Study. Health screening will be a part of initial intake process.	1.3 <b>70%</b> of CAMP students with identifiable learning challenges will take advantage of specialized services for their individualized special needs (may receive referrals for medical, dental, vision, disability, child care and/or transportation services).
1.4 <b>100%</b> of CAMP 1 <sup>st</sup> Year Completers will receive financial aid information on continuing school (scholarships, work study, financial aid).	1.4 <b>80%</b> of CAMP students will take advantage of additional college support programs.

<b><i>FOCUS: ENRICHMENT</i></b>	
<b><i>OBJECTIVES</i></b>	<b><i>OUTCOMES</i></b>

1.1 <b>100%</b> of CAMP students will be invited to contribute to WHCCD newsletters/be featured in media and news releases.	1.1 <b>80%</b> of CAMP students will contribute to at least one of the listed media options.
1.2 <b>100%</b> of CAMP students will be invited to take part in sponsored field trips, retreats, Financial Literacy Workshops, and other enrichment activities.	1.2 <b>95%</b> of CAMP students will take part in at least one of the listed enrichment opportunities.
1.4 <b>100%</b> of CAMP students successfully completing their first year of college will be invited to a Recognition Reception.	1.4 <b>75%</b> of eligible students will attend the end of year Recognition Reception.

**(ii.) Design is Appropriate and Will Address Needs of Target Population.** Financial obstacles to MSFW higher education will be summited through scholarship funding of tuition, books, and fees for each of our 45 accepted CAMP students. Four (4) additional specific needs will be addressed in our target population: *1) Academic Under-Preparedness 2) Knowledge/Support; 3) English Proficiency; 4) Examples of Success.* To demonstrate the strength of our program design, the following table of “Proven Practices,” previously used by WHCCD CAMP, illustrates which of the four specific needs will be addressed and responsible personnel to oversee completion:

WHCCD CAMP Proven Practices PD – Project Director; AS – Advising Specialist	Specific Needs			
	#1	#2	#3	#4
1) Reg365 priority registration system will enable CAMP students to enroll in all required classes for the entire academic year at once (AS)	X	X		X
2) Mandatory <u>monthly</u> ‘CAMP Chat’ meetings to discuss adjustments to family demands; college culture; and time commitments to studies (PD)	X	X	X	X
3) <u>Each semester</u> “WHCCD Transfer Days” workshops provide students with information on university transfer requirements (PD/AS)	X	X		X
4) <u>Continuous</u> hiring of 2 <sup>nd</sup> -year CAMP student as Tutors/ Mentors to help 1 <sup>st</sup> -year students with social adjustments to college life (PD)	X	X	X	X
5) Financial Literacy workshop <u>each semester</u> for students (PD/AS/Partners)	X	X		X
6) Participation by students in Job Preparedness Workshops offered by WHCCD’s Workforce-Connection staff for pre-employment preparation (PD/AS/Partners)	X	X		X
7) Professional migrant leadership/mentorship meetings. (PD)		X	X	X

**(iii.) Project Coordination & Linkages with Community, State, and Federal Resources.** Per the amended Section 418A(2)(B)(ii) of the reauthorized Higher Education Act, WHCCD CAMP will coordinate its program with local, State, and Federal programs to maximize the resources

available for migrant students. WHCCD has robust linkages with numerous agencies and organizations. ***Local partnerships include:*** CAMP freshmen will be referred to additional college support programs such as the TRIO Student Support Services, DSPS, Workforce Investment Act Youth Services, Farm of the Future, and EOP\S. Regional migrant collaboration is an integral component of CAMP's daily operations. Proven long-term working relationships have been established by formal Memorandums of Understanding (MOU) with MEP Programs, Migrant Regional Programs (IV, VIII), Out-of-School Youth (OSY), and Inter-Act Migrant Leadership Programs. ***State partnerships include:*** Teaching Fellows of California, CalSoap, California CAMP Consortium, and USDA Regional Director, Mr. Juan Alvarez, who can provide USDA summer internships. ***Federal program associations include:*** WHCCD DoE Student Support Services, DoE Upward Bound, and DoE Upward Bound Math and Science.

**(iv.) Use of Time, Staff, Money, to Improve Results and Increase Productivity.** Staff collaboration through a web based "CAMP Team Portal" will ensure program data is updated in real time and remain current. Monthly staff meetings will be conducted via videoconferencing, reducing travel time and costs. Daily communication and weekly updates from PD will ensure issues are addressed in a timely manner. Monthly meetings will occur with Grant Accounting staff who are familiar with all federal reporting mechanisms and fiscal responsibilities. To utilize funds efficiently and to avoid duplication of services, CAMP staff will collaborate with WHCCD Financial Aid for FAFSA/ financial aid workshops; with Student Services for Priority Registration (register early before regular students) and REG365 (register for classes for the full academic year during Priority Registration); and the Transfer Center for university field trips.

**v. Project is supported by strong theory (defined 34CFR 77.1c)**

WHCCD CAMP Logic Model					
Inputs	Outputs		Outcomes - Impact		
	Activities	Participation	Short	Medium	Long
<b>STAFF</b> Project Director Principal Invest. Advising Specialists Tutors/Mentors <b>FACILITIES</b> Student Services Library <b>TECHNOLOGY</b> ITS Department Computer labs, library, resource room <b>IN-KIND FUNDS</b> Programmatic and fiscal leadership <b>PARTNERSHIPS</b> Various	<b>Academic Support</b> Needs Evaluation Assessment (NEA) Student Education Plan (SEP) Enrollment Assistance <u>Proactive</u> <u>Monthly</u> <u>College advising/</u> <u>counseling</u> Tutoring <b>Social Support</b> Student mentoring Leadership activities Health support <b>Financial Support</b> Financial literacy workshops FAFSA assistance Scholarships assistance Stipends – tuition, books, referrals	<b>Students</b> CAMP students Non-CAMP students <b>Staff</b> Project Director Principal Investigator Advising Specialists <b>Community</b> <b>Partners</b> WHCCD EOPS DSPS Fresno County DSS Kings County HHS	<b>Engagement</b> 45 students per year will: Attend orientation Register for college Enroll in 30 units (15 per semester through REG365) Develop an SEP Receive academic, social, and financial support Receive tutoring Receive referrals to internal and external partners **Completion rates of CAMP Students Compare results to institutional research data – Complete 1st Year	<b>Continued student            engagement</b> 45 students per year will: Enroll for 2 <sup>nd</sup> year of college (30 units) Re-apply for financial aid Receive tutoring Develop Career Plan Student progression toward transfer and AS/AS degree Assess program effectiveness Compare results to institutional research data – Student graduates	<b>Continued            education            toward BA/BS            degree</b> Fostering environment for MSFW students at college campuses Increase of MSFW students enrolling in college and transferring to four-year universities Assess program effectiveness Compare results to institutional research data – Student transfers
<b>Assumptions:</b> MSFW students are unprepared to attend or graduate college in a timely manner due to lack of resources and knowledge of college requirements. WHCCD CAMP offers unique opportunities for MSFW students to attend and complete their first year of college. CAMP produces measureable benefits for students as compared to those not receiving services.			<b>External Factors:</b> MSFW students are likely to forego college to work part-time, seasonal jobs. Low-wage, low-skill, seasonal employment is lucrative for low-income MSFW students in need of immediate monetary support. High-wage, high-skill, permanent employment demands college degree attainment.		

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

**(i) Quality, Intensity and Duration of Professional Development Services.** Ongoing training and staff development sessions will be scheduled to prepare CAMP staff to assist students in attaining grant goals. In addition to daily communication and brief weekly updates, all CAMP staff will convene on a monthly basis to discuss in detail the overall progress toward meeting CAMP goals and objectives, academic intervention strategies, and monitoring techniques to facilitate academic improvement among students. CAMP Advising Specialists will participate in monthly campus-wide Counselors/AS meetings where student success, retention and technology will be discussed. Each semester, CAMP staff will participate in the WHCCD Staff Development day: breakout sessions will cover topics such as student retention strategies; team-building strategies; diversity awareness; the influence of non-cognitive factors on student learning; learning styles and soft skills. Annually, the PD will attend the OME HEP/CAMP Director's Meeting; PD and AS will attend the National HEP/CAMP Association Meeting to learn best practices for student achievement.

**(ii.) Project Services Focused on those with Greatest Needs.** WHCCD CAMP will focus its outreach and recruitment efforts on geographic areas that are typically overlooked and underserved. The program will identify students with the greatest need, and select the students with the highest potential to succeed. To determine the greatest need/potential to succeed, students will be evaluated on several different criteria including recent moves, financial aid eligibility, high school GPA/completion, placement exams scores, highest degrees sought and current support services being received. Committee members consisting of CAMP staff will select student candidates based on rubric results. To emphasize commitment and accountability, students considered for CAMP will be required to sign a contract agreeing to meet program

expectations to ensure a positive program experience.

Selection Criteria Assessment Rubric			
Does Selection Criteria Apply	YES	NO	N/A - Explain
Migrant Moves within Last 12 Months			
First Generation College Student			
FAFSA Determination – Highest Need			
High School Dropout			
High School GPA Above 2.5			
Placement Exams in Remedial Range			
Highest Degree Sought Greater Than AA/AS			
Receiving Services From Other WHCCD Program			
Receiving Services From Multiple WHCCD Programs			
Receiving Services Directly From Other Organizations			

In this region, students with the greatest identifiable needs belong to the low-income migrant and/or seasonal farmworker demographic. Individuals in this group are in need of assistance beyond the assurance of a rigorous and appropriate educational curriculum. They also require financial assistance to help with tuition, textbook acquisition, and other concomitant fees, as well as extensive college counseling, proactive advising, and college assimilation skills to ensure that they have the opportunity to academically succeed.

**(iii.) Services Lead to Achievement of Students as Measured against Rigorous Standards.**

WHCCD holds its students to rigorous academic standards. Enrolled CAMP students succeeding academically in this environment will represent a great achievement. However, WHCCD CAMP aims to ensure further growth in the Academic and Professional Achievement of its participants in the following ways: ***Academic Achievement:*** All CAMP Freshmen will be required to enroll in a 3-unit course, Interdisciplinary Studies/College Success (IS). This semester-long course provides an instructional sequence intended to upgrade the student's academic preparedness including: library research, test preparation, study skills, time management skills, and matriculation navigation. CAMP students will receive individualized guidance, counseling, and advising from the CAMP AS. Each student will attend mandatory monthly advising sessions for

the purpose of financial aid advising, review of general education requirements, or personal, family and other social concerns that could affect academic success. Students will receive eye exams upon admission to the CAMP program and will be supplied with corrective lenses if necessary to ensure vision impairments do not hinder student performance. Student academic progress, persistence, and retention will be monitored by grade checks at week 6 and week 12, as well as through monthly direct contact with CAMP staff at CAMP Chats. Life skills workshops will address nutrition education, stress management, communication skills, and self-esteem. Second year students may be hired as mentors or tutors to assist 1<sup>st</sup> year students by modeling success, thus providing direct connection to career and employment preparedness. ***Professional Achievement:*** WHCCD CAMP will provide an array of services to assist students in entering and retaining employment. By networking with other agencies and WHCCD programs, CAMP students will have the ability to participate in job readiness workshops designed to improve their skills in resume writing, cover letter preparation and interviewing for employment. Workforce Youth and Adult Programs on campus offer the above-mentioned workshops monthly. Student commingling will add richness and depth and open new relationship opportunities for our CAMP students. The California Career Café provides free services such as advanced vocational skills training and job placement services which will help CAMP students strengthen their soft skills. Services such as work readiness assessments, paid work experience and limited internships, leadership activities, and other supportive services are part of the career pathways that WHCCD offers to all students who choose to participate. PD will establish a robust working relationship with the WIA Program Director and students each semester.

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

(i.) **The Qualifications, Relevant Training, Experience of the Project Director.** WHCCD is

an Equal Opportunity Employer and hires qualified individuals to serve as role models to CAMP students. The proposed PD, Javier Cazares (resume attached), will be responsible for the administration and success of the CAMP program. PD will have excellent interpersonal/communication skills, managerial and administrative strengths. Position Description: Full Time, 12 months. PD will report to the Director of Grants, provide direct services to CAMP participants and be responsible for the development and administration of the CAMP program, including hiring, training, supervising and evaluating program staff, fiscal and program management, and serve as the CAMP liaison to the communities. For the past five years, Javier served as the HEP Coordinator, facilitating all day-to-day operations of the program and is currently the PD of a HEP grant. There are five institutions where OME has allowed one PD to manage both a CAMP and HEP program setting a precedent we wish to follow (HEP CAMP Association, 2016). Based on past experience, this dual role strengthens the administrative organization. Anita Wright, WHCCD Director of Grants, will serve as Principal Investigator (PI-10% in-kind) providing programmatic and fiscal oversight. If awarded, CAMP PD salary/benefits savings will be reallocated to scholarship/book support and other student services.

Project Director Responsibilities	Qualifications/Requirements
<ul style="list-style-type: none"> <li>• Conduct informational presentations at area schools and community agencies.</li> <li>• Prepare and submit press-releases and promotional materials in target areas.</li> <li>• With program staff, develop and implement all services to meet CAMP objectives.</li> <li>• Administer annual budget.</li> <li>• Hire, train, supervise, &amp; evaluate staff.</li> <li>• Serve as the CAMP liaison to departments, target school administrators &amp; CBOs.</li> <li>• Conduct regular individual &amp; group meetings with participants to provide support for successful school entry/re-entry and completion.</li> <li>• Monitor participant progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Bachelor Degree in education, counseling, public administration, sociology, social work, or a related field required. (Master's preferred.)</li> <li>• 2+ years' experience with designing, managing, or implementing programs for disadvantaged adults.</li> <li>• Demonstrated teaching and/or counseling experience.</li> <li>• Demonstrated sensitivity to the needs of migrant students.</li> <li>• Demonstrated ability to communicate with people from diverse backgrounds required.</li> <li>• Bilingual preferred (Spanish/English)</li> </ul>

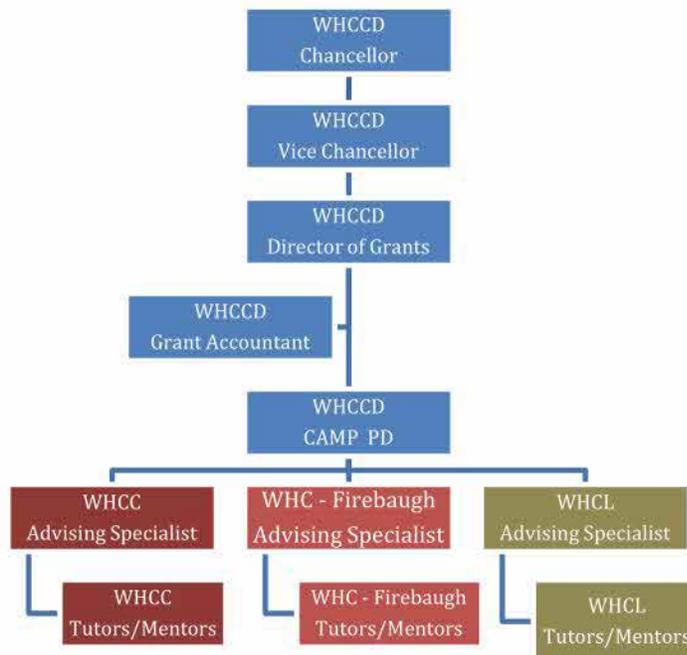
<ul style="list-style-type: none"> <li>• Prepare APR; maintain accurate data; compile and generate reports.</li> <li>• Supervise CAMP data to generate monthly/quarterly/annual reports and evaluate participant performance and program objectives.</li> <li>• Oversee recruitment and selection of CAMP participants. Implement a coordinated approach among components to assess participants' needs, delivery of services, and monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to maintain flexible work schedule.</li> <li>• Knowledge of personal/instructional computing applications.</li> <li>• Ability to prepare continuation budgets and competitive program proposals.</li> <li>• 3 years of educational supervision.</li> <li>• Knowledge of CAMP program and background similar to those of the target population preferred.</li> </ul>
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### (ii.) The Qualifications, Relevant Training, Experience of Key Project Personnel

Advising Specialist Responsibilities	Qualifications / Requirements
<ul style="list-style-type: none"> <li>• Meet regularly individually and in groups to provide academic advisement and assistance related to successful college completion.</li> <li>• Assist participants with goal setting, planning, and follow through. Monitor participants' progress.</li> <li>• Provide workshops for participants and parents.</li> <li>• Maintain database of student records.</li> <li>• Prepare and maintain accurate program administration records.</li> <li>• Supervise and coordinate student tutors and mentors.</li> <li>• Compile and analyze data for reports and evaluations.</li> <li>• Assist PD with program evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>• Bachelor's degree in counseling or related field; two years' experience working in a student services capacity.</li> <li>• Effective communication &amp; organizational skills.</li> <li>• Ability to prepare &amp; submit program reports.</li> <li>• Ability to plan and coordinate college visitations, cultural activities, workshops, and events for students, teachers, parents and the community.</li> <li>• Freedom from racial / ethnic biases.</li> <li>• Ability to maintain flexible work schedule.</li> <li>• Knowledge of personal and instructional computing applications required.</li> <li>• Assessment experience preferred.</li> <li>• Background similar to that of the participants preferred.</li> <li>• Fluency in Spanish preferred.</li> </ul>

*Advising Specialist (AS) Position Description:* 0.5 FTE, 12 months. AS will work with PD to provide recruitment, assessment, orientation, advising, financial aid and academic and career planning information. (Job descriptions are in Attachments.) Each campus location (Coalinga, Firebaugh, and Lemoore) will have 1 AS to assist and guide students through program requirements. WHCCD CAMP will seek AS with experience working with MSFW students and will be bilingual in Spanish and English. Preference will be given to candidates with MSFW

backgrounds themselves. Candidates will serve as examples of migrant educational success to our CAMP students.



## 5. QUALITY OF THE MANAGEMENT PLAN

### (i.) Adequacy of the Management

#### Plan to Achieve Objectives on

**Time/Budget.** Project personnel will create participant records and a financial management plan including staff responsibilities and timelines to ensure program objectives are achieved on schedule and within budget. Participant

**Records Management:** Student performance records, including an SEP, Early Alert academic progress reports, unit loads, grades received, and special services received (tutoring, counseling, mentoring, etc.) will be maintained for each student and monitored monthly. CAMP program records will be pivotal in alerting the CAMP PD and AS to potential academic problems.

Appropriate documentation validates historic program success and serves as the framework for continued attainment of student success measures. CAMP staff will ensure participants' confidentiality following FERPA regulations. CAMP AS on each campus will maintain a database on participant services, including: 1) Eligibility, 2) Tutoring Services, 3) Entry/Exit, 4) Course Completion, 5) GPA, 6) Monthly Student Progress Report, and 7) Degree Progress. At the end of each semester, the data above will be summarized and reviewed by PD to determine student progress and achievement toward CAMP goals to ensure program is on-time and within

budget. PD will maintain records in compliance with the rules and regulations of the U.S.

Department of Education, Education Department General Administrative Regulations (EDGAR), 2 CFR Part 200 Uniform Grant Guidelines, and WHCCD policies and procedures. CAMP records will include participant files, staff time sheets, personnel evaluations, monthly time and effort reports, accounting and operating reports. CAMP documentation will enable staff to generate and analyze student progress reports and budget expenditure reports each month, semester and annually. These reporting mechanisms will ensure program efficiency and budget compliance in the delivery of services.

**Defined Responsibilities: Dr. Carole Goldsmith and Dr. Kristin Clark, Presidents of WHC Coalinga and Lemoore, respectively**, are supportive and progressive in their efforts to educate our growing migrant population. **CAMP Project Director (PD), Javier Cazares** reports to **Anita Wright, Director of Grants**, who will oversee the implementation and integration of this program with other college programs and services. PD will ensure that all documentation and guidelines are tracked and improved annually on all campus sites. As the majority of our CAMP students transfer to California State University-Fresno, WHCCD CAMP staff will work with CSU Fresno personnel to successfully facilitate the transfer of our migrant students to their University Migrant Services Program. **CAMP Advising Specialists** understand the migrant experience and will guide our students through every aspect of integration into college life. **CAMP Accounting Support** will assist both PD and AS with fiscal controls. **CAMP Tutors** – Math and English continue to be the greatest academic weaknesses among migrant students at WHCCD. CAMP will hire tutors who excel in these subjects to provide additional academic resources for students throughout each semester. CAMP sophomores may be hired as tutors after completing WHCCD tutor training. **CAMP Mentors** – will conduct leadership development

workshops. Leadership role models will present motivational activities/events.

**Project Timeline:** A projected summary of major CAMP activities and the timeframe are:

ACTIVITY BY MONTH:	J	A	S	O	N	D	J	F	M	A	M	J
<i>Academic Year</i>												
Workshops			X	X					X	X		
Tutoring		X	X	X	X	X	X	X	X	X	X	
Community Service	As Available											
<i>Weekend Sessions</i>												
Personal Development			X		X			X		X		
College Visits				X					X			
Educational/Cultural Field Trips				X					X			
<i>Academic Semesters</i>												
Orientation		X					X					
Recognition Reception												X

**Milestones: End of Semester:** 100% of CAMP students will have an SEP; 86% of CAMP students will have completed 15 units and participated in tutoring services. **Annual:** 100% of CAMP students will receive scholarship support; 86% of CAMP students will have completed 30 units; 85% of CAMP 1<sup>st</sup> year completers will continue post-secondary education at WHCCD.

**Financial Management:** PD is responsible for developing the annual budget, as well as monthly monitoring the budget to ensure compliance with both federal and college guidelines. Records will be maintained by the PD and overseen by the CAMP PI and the District's Business Office Grants Accounting Supervisor through monthly meetings. Electronic records will be maintained for all grant funds by the designated CAMP Grant Accountant, and an annual report of all federal funds received and dispersed is included in the District's annual audit. Business Office staff follows all EDGAR and Uniform Grant Guidelines fiscal directives to monitor program expenditures. All accountants have been trained at Federal Audit Conferences.

**(ii.) Procedures for Ensuring Project Feedback and Continuous Improvement.** WHCCD's

CAMP procedures allow for monthly monitoring, assessment, and adjustment of process and outcome objectives. CAMP participants will complete anonymous evaluative questionnaires at the end of each semester and/or significant activity (i.e. cultural event, orientation, workshops, etc.). CAMP staff will distribute evaluations to each student and students will then have the option of returning their evaluations directly to CAMP staff or submitting them through interoffice mail via Student Service. Student surveys will provide staff with a means to assess its successes and identify areas for improvement. On a monthly basis and at the end of each semester PD and staff will conduct a progress review of program objectives: 1) student academic progress and enrollment, 2) participation rates, 3) completion of planned activities, and 4) budget expenditures. At monthly staff meetings, data will be reviewed to determine individual student progress. Academic interventions (specialized tutoring, note taking/time management skills, etc.) will be implemented immediately to meet individualized student need. Proactive advising and monthly monitoring of data will ensure student needs are identified and addressed to facilitate program improvement. Monthly budget meetings will confirm expenditures are on track.

**(iii.) Time Commitments of Project Director(PD)/Key Personnel are Appropriate.**

CAMP will employ a 100% PD and will provide individualized services on three separate campuses. One AS will be assigned per campus. Throughout the month, PD will travel across District sites to ensure adequate supervision of staff. PD will also conduct annual evaluations to assess staff performance. As over 80% of West Hills' students are low-income, first generation, we administer numerous grants and initiatives focused on providing additional academic and supportive services to these

students. AS funding will be split with one of these

KEY PERSONNEL TIME COMMITMENTS			
POSITION	# STAFF	% TIME	MONTHS
Project Director	1	100%	12
Principal Investigator	1	10% in-kind	12
Advising Specialists	3	50%	12

additional funding sources ensuring our CAMP students will have access to every opportunity

WHCCD provides *to ensure students meet the objectives of the program.*

**(iv.) Adequacy of Project Mechanisms for Ensuring High-Quality Products/Services.**

To ensure program processes and procedures are adequate for delivery of high quality products and services, WHCCD CAMP will foster an open and active line of communication between staff, students, and program partners. Communication is vital to identifying the cause of interruptions to services and making proper adjustments in a timely manner. PD will further assess program effectiveness through the results of student GPA, course completion, and program participation. CAMP staff will conduct monthly meetings to monitor grant progress toward achieving goals, objectives, activities, and student success indicators. Monthly fiscal meetings with grant accounting staff will verify proper expenditure of funds and fiscal reporting mechanisms. Staff time commitments will be monitored monthly through Time and Effort reporting to ensure all personnel meet program requirements. Student supportive services implementation will be monitored monthly through CAMP Chats and the CAMP student database. CAMP student academic achievement will be monitored monthly through tutoring schedules, class progress reports, and SEP. Each semester, workshops will be scheduled utilizing our collaborative partnerships to ensure high-quality services and sharing resources in a cost-effective manner. All monitoring mechanisms will be analyzed on a monthly basis ensuring adequate progress is maintained. If weaknesses in academic progress are revealed, additional tutoring/monitoring/academic interventions will be provided.

**6. ADEQUACY OF RESOURCES**

**(i.) WHCCD Adequacy of Support (Facilities, Equipment, Supplies, other Resources)**

CAMP AS will have offices ensuring student/counselor privacy. Other resources provided to

the program include a reception area, tutorial space, standard office equipment, and campus facilities such as classrooms, conference rooms, learning labs, video conferencing classrooms, college libraries, and tutorial centers. CAMP personnel have direct access to office equipment, technology, software, copy machines, fax machines and laptop check-out throughout the district. CAMP staff has access to student records, admissions data, financial aid, transcripts, evaluations, and other student records. Ellucian (the student information system formerly known as Datatel) is available at all campus locations. PD will be available to cover the absence of an AS if needed.

**(ii.) Relevance/ Commitment of Partners to Implementation & Success of Project**

WHCCD Vice Presidents of Educational Services will provide instructional oversight of the CAMP program and will ensure the provision of additional academic and supportive services for CAMP students. Migrant students enrolled in CAMP will have access to additional institutional in-kind benefits; migrant students seeking a degree or major in our Science Technology Engineering and Mathematics (STEM) career fields will have access to the latest distance learning and online technology. WHCCD Farm of the Future implements Global Position System (GPS) technology to give migrant students the edge in the field of precision agriculture. Strong partnerships with our feeder high schools and Regional MEP will ensure our migrant/seasonal farmworker high school students are fully aware of the WHCCD CAMP program. The Information Technology (IT) department will support the program with technical assistance with software/hardware, distance learning, and other online platforms. The Office of Institutional Research department will provide internal data to monitor program effectiveness.

**(iii.) Costs Reasonable in Relation to Objectives, Design, and Potential Significance.** The CAMP budget has been carefully developed to attain the objectives outlined in this grant narrative serving 45 students annually. An appropriate balance between staff salaries and student

resources was achieved through evaluation of program objectives and staffing requirements.

Staff positions are in alignment with institutional salary scales and will enable sustained contact with migrant students, area high schools, families and members of the migrant community.

Resources are allocated to promote academic services, workshops, books, scholarships and academic safety-nets for CAMP students. CAMP will provide cultural enrichment activities and will offer quality experiences in leadership and community service. The CAMP program will broaden career options for migrant students emphasizing STEM careers. The grant objectives align with the national program goals and specifically address the needs of migrant students.

Objectives are specific, measurable and are attainable within both the budget and program period. In preparing the evaluation design, careful attention was given to time, resources, and staff expertise required to implement the program.

**(iv.) Costs Reasonable in Relation to Number of Persons Served, Results, & Benefits.**

CAMP will serve 45 MSFW students each year at an average cost of \$9,444 per student which is significantly lower than the target average for commuter projects of \$12,003 (Monaghan, E., 2013). Considering the scope, intensity and range of services provided, the budget requested is reasonable and meets the financial needs of the program based on the local economy and educational expenses. CAMP personnel will practice financial prudence so the allotted grant award maximizes migrant services and maintains effective levels of operation. The cost-benefit ratio per student served is enormously positive, given the nature of our CAMP program's financial contribution toward the costs of tuition, fees, and books—in addition to the non-quantifiable benefits of reliable student support and regular enrichment activities. CAMP will make optimum use of personnel as our plan assesses current staff knowledge of college processes, policies and procedures to ensure strong student success.

**(v.) Potential for Incorporation of Project Purposes into On-Going College Program.** All program objectives support WHCCD’s vision “*the relentless pursuit of student success*” which guarantees the on-going pursuit of resources and prioritizes funds to maintain CAMP services. Exceptional departmental collaboration throughout the five year grant period will ensure CAMP students seamlessly integrate with campus activities in the event of an interruption in funding. Student Services Department will absorb all advising, tutoring costs, and academic interventions. Financial Aid Department will work with CAMP students to avoid any disruption to federal financial aid and to ensure all scholarship avenues are explored. Eligible students will be referred to other student support programs on each campus for additional assistance with academic needs, career exploration, and unmet financial obligations.

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

**(vi.) Methods of Evaluation are Appropriate to Goals, Objectives/Outcomes of Project.**

WHCCD CAMP will be evaluated using methods that are appropriate to each particular evaluation context (objectives or outcomes) and will use mixed methods, including quantitative and qualitative strategies to document program success. At every juncture of the program – from identification of students to providing supportive services – there are mechanisms in place to measure progress, quantify results, and institute changes that will improve and enhance all CAMP program activities and ensure program appropriateness. We will conduct internal and external annual evaluations to report compliance with Federal and WHCCD regulations. Internally, program staff will conduct pre- and post-evaluations for all program activities. Standardized and program developed assessments will provide necessary feedback to correct, modify, or change the scope and delivery of services provided to best meet our students’ needs. Externally, a program evaluator will be hired to assess program performance and identify areas

in need of improvement and/or compliance. WHCCD CAMP will seek an educated, bilingual knowledgeable person experienced in serving migrant and seasonal farmworkers as an external evaluator; preferably a current CAMP PD from a distinguished program. Ofelia Gamez, CSU Fresno CAMP PD, has committed to serve as external evaluator. She has over 10 years' experience and has conducted over 30 external program evaluations.

**(vii.) Methods of Evaluation will provide Performance Feedback, permit Periodic Assessment of Progress toward Achieving Intended Outcomes.** CAMP will employ mixed methods analyses to document CAMP program success. Quantitative methodologies include stating the performance criteria for each activity, specifying the type of data to be collected, the frequency of data collection, and indicating the source of documentation leading to quantifiable outcomes for each objective and activity. Qualitative measures include student surveys, interviews, interactions and comments. Evaluators will apply statistical methods to analyze quantitative data collected, looking for patterns related to student success in relation to appropriate comparison groups. These insights and narratives often contain unanticipated outcomes and are the best source of implementation effectiveness information. All activities will be monitored for efficiency and effectiveness by using 1) pre- and post-evaluations, 2) quantitative and qualitative evaluations, and 3) program discussion and assessment on strengths and weaknesses. The CAMP PD and staff will evaluate all activities and program services through monthly, mid-year and annual performance reports to monitor services and duties performed. Evaluations will be conducted on three areas that encompass all program implementation strategies: management, staff, and activity-based evaluations.

Management evaluations will determine and document the extent to which Federal and college policies are being addressed. Elements of the management assessment, conducted twice

each program year, will include the following: 1) fiscal management and accounting procedures, 2) staff training and development, 3) adequacy of facilities and other capital resources, 4) post-award compliance with Federal and college regulations, and 5) policies affecting current and anticipated special program funding. Staff evaluations will serve as an accountability tool during their annual performance evaluation, which will be conducted by PD and reviewed by the Human Resources Director. Activity evaluations will utilize key elements from the CAMP work plan, described herein, to serve as the guide for conducting program activities.

**(viii.) Method of Evaluation: if well-implemented, produce Evidence of Promise.** Student feedback on orientation, leadership, classes, and cultural enrichment activities will provide a means to gauge success and identify areas for improvement. Questionnaires will be completed by students at the end of each semester as well as after critical program activities. These will provide useful evaluations and recommendations for program enhancement and will be utilized in planning for the following year. At the end of each semester, CAMP staff will conduct an assessment of the program objectives and outcomes, utilizing evaluation instruments and statistical data. Quantifiable data will also be collected at the end of each semester by the college's research department and used to document the extent to which the academic student objectives, instructional support and academic skills development are being met. Progress will be determined by the following: 1) The CAMP program follows procedural guidelines to ensure an effective evaluation is conducted. 2) The CAMP PD prepares a comprehensive annual report including evaluation findings and recommendations, information on all objectives and pertinent data on the students served. 3) If desired results are not achieved, an analysis and corrective action plan will be implemented until success is attained. 4) A process analysis will be included as part of the final evaluation, which will include any structural changes made in the program as

a result of the formative evaluation and feedback. Weekly, PD will involve staff in a continuous review of the progress made toward program objectives: 1) student enrollment, 2) student participation rates, 3) completion of planned events, and 4) other program related accomplishments. As specified in the GPRA, PD will prepare a comprehensive annual report that will include evaluation findings, detailed information on all objectives and pertinent data on the students served. An External Evaluator (Ofelia Gamez, with over 10 years' experience evaluating CAMP programs and knowledge of best practices in instruction and support for student retention and success) will develop a framework for studying program's progression through intermediate milestones and success indicators as signals of whether the project is on track for program completion. A CAMP program at WHCCD will ensure the educational opportunities for our MSFW students are just as rich as central California's agricultural landscape.

Evidence of Promise will be demonstrated through a correlation study with statistical controls for selection bias. Monthly, scheduled, dedicated proactive advising (not common intuitional practice) will produce empirical evidence to support the linkage between this critical component of CAMP and the relevant outcome of student completion. Intuitional research has shown that over the past five years WHCCD has served over 55,000 new students. From those students approximately 1500 identified themselves as MSFW having been employed as a seasonal agricultural worker for at least a total of two months in each of the past two years. With only 47% of students completing their first semester (15 units), a dismal 6% completed their first year (30 units). 4% have gone on to earn a degree and graduate while only 2% have transferred to four-year universities. With proper implementation of CAMP supportive services, we are confident that CAMP students will out preform each area by 20% or more.

## Other Attachment File(s)

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**Javier D. Cazares**

**Objective** Obtain a position at an educational institution where my management skills, program development, and training experience can be maximized.

**Education**

2011-2013	Franklin University	Columbus, OH
▪ M.B.A.		
2007-2009	Franklin University	Columbus, OH
▪ B.S. - Business Administration		
▪ B.S. - Business Forensics		
2004-2006	West Hills College	Lemoore, CA
▪ A.A. - Business Administration		
2003-2005	West Hills College	Coalinga, CA
▪ A.S. - Computer Information Systems		

**Experience**

**Coordinator of Special Grants**

3/2011-Present West Hills College Coalinga, CA

- Current Coordinator C6 TAACCCT Grant
  - Job developer for local training programs
  - Conduct client quarterly follow-ups
  - Prepared multiple program reports
  - Maintain grant database
  - Perform program reviews at partner sites
  - Testing proctor
  - Collect and maintain program data
  - Supervise subordinate staff
- Previous Coordinator for HEP Grant
  - Hire/Train staff
  - Supervise subordinate staff
  - Conduct staff annual evaluations
  - Schedule High School Equivalency (HSE) courses.
  - Coordinate HSE testing
  - Maintain participant records
  - Collect and maintain program data
  - Generate program Annual Performance Report (APR)
- Previous Coordinator for Pathways out of Poverty Grant
  - Integrated training and supportive services that help target rural disadvantaged adults and provide an array of supportive services including pre-training assessments, pre-employment workshops, GED training and applied basic skills remediation to prepare participants for local green employment opportunities.

**Adjunct Instructor Computer Information Systems/Business**

3/2007-present West Hills College Coalinga, CA

- Maintain accurate attendance and academic records of students

- Participate in the college's assessment process
- Submit required reports and documents
- Experience teaching courses inside correctional facility and online

**Education Coordinator**

11/2006-6/2011

West Hills College

Coalinga, CA

- Managed education programs at Claremont Custody Center, Avenal High School and Avenal State Prison
- Developed, instituted and managed GED Preparatory Program throughout the West Hills College District
- Produced curriculum for potential education courses at Claremont Custody Center, Avenal High School and Avenal State Prison and researched other possible distance learning possibilities
- Prepared budgets, revenue summaries and maintained proper records for multiple programs
- Assisted in the hiring of part-time instructors
- Supervise subordinate staff
- Conduct staff annual evaluations
- Served as liaison between West Hills College and Claremont Custody Center, Avenal High School and Avenal State Prison

**Instructor/Network Specialist**

2003-2006

US Navy Reserves

Lemoore, CA

- Assisted in the installation of network services
- Configured CPU's for squadron detachments
- Taught non-prior service members basic military requirements including anti-terrorist courses, military customs and courtesies, sexual harassment, etc.

**Information System Administrator**

2001-2003

US Navy

Manama, Bahrain

- Supervisor of the Network Operations Center
- Configured, maintained, secured, upgraded operation of network system components to include Domain Name System, firewalls, mail server, routers and switches
- Effectively solved problems with IP, DNS mail, mail accounts and internet connectivity
- Trained network operations center personnel in the performance of daily system checks and troubleshooting procedures
- Operated, managed, and controlled telecommunication transmissions, computer networks, terminals, and processing equipment

***Skills and Abilities***

- Bilingual in Spanish (Reading/Writing)
- Proficient in Microsoft Office Suite
- Experience working in culturally diverse environment
- Adaptive to dynamic working environments

## WEST HILLS COMMUNITY COLLEGE DISTRICT

### **Class Title: Director of College Assistance Migrant Program (CAMP) Administrative Salary Range 31**

#### **BASIC FUNCTION:**

Under the direction of an area administrator the Director of CAMP will have administrative responsibility for accomplishing objectives, documentation and evaluation for outcomes; supervision of staff; compliance with federal and institutional requirements; fiscal and student data record-keeping, and networking with other college district personnel for the program.

#### **REPRESENTATIVE DUTIES:**

- Management of CAMP Program and integration of services with other college programs.
- Direct the program of the district to accommodate a diverse student population.
- Assist in the growth and success of a diverse population of students through careful preparation of materials.
- Submission of semester and end-of-year progress reports on project activities to the area administrator in a timely manner, in addition to completing appropriate reports required by the funding agency.
- Administer and supervise the CAMP Program and its staff throughout West Hills College District.
- Identify and select program participants in cooperation with CAMP staff.
- Conduct weekly meetings with CAMP staff to monitor and evaluate such activities as the needs assessment process, financial aid program, activities and general administration.
- Develop and maintain liaison with college administrators, faculty and staff to provide them with orientation to the program's goals and objectives and to develop courses or services to help CAMP students.
- Develop and maintain working relationships with other local programs, and other public or private agencies serving CAMP students in Fresno, Kings, Tulare and Madera Counties.
- Attend regional or national office of education sponsored workshops and brief CAMP staff and the area administrator.
- Supervise all evaluation activities and prepare reports.
- Review, on a regular basis, all students in the program to assure CAMP compliance.
- Provide counseling and development of individual education plans for students as needed.
- Incorporate the use of technology in the delivery of computerized presentations, and Microsoft Office Suite.
- Provide specialized assessment of participants' persistent barriers.
- Interpret assessment tests and the development of individual educational plans.
- Conduct individual advising sessions for participants.
- Arrange for participant "Support Groups".
- Supervise and evaluate assigned staff.
- Assist faculty and others, where appropriate, in the development of Student Learning Outcomes (SLOs) and the determination of their effectiveness in helping students achieve their desired learning outcomes. In addition, provide leadership for the development of SLOs within their program areas of responsibility.
- Perform related duties as assigned.
- Bilingual preferred (but not required).

#### **KNOWLEDGE AND ABILITIES:**

#### KNOWLEDGE OF:

- Microcomputer and mainframe computer applications, and other computerized analysis tools.
- Demonstrated sensitivity to, and understanding of, the diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of community college students.
- Incorporate the use of technology in the delivery of computerized presentations, and Microsoft Office Suite.
- Knowledgeable and conversant with student assessment, placement, retention and tracking.
- College functions, policies, rules and regulations.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Applicable sections of State Education Code and other applicable laws.
- Principles and practices of administration, supervision and training.

#### ABILITY TO:

- Understand and carry out oral and written instructions.
- Work cooperatively with college staff and faculty.
- Communicate effectively both orally and in writing to work in a variety of locations on campus and different situations.
- Operate office equipment including computer terminal and knowledge of all Microsoft Office Suite and its components.
- Work independently.
- Establish good working relationships with a variety of constituent groups and co-workers.
- Meet schedules and timelines.
- Provide training and supervision to others.
- Travel through the college service area.

#### MINIMUM QUALIFICATIONS:

Understanding of, sensitivity to, and respect for the diverse academic, socio-economic, ethnic, cultural, disability, religious background of community college students.

Any combination equivalent to: a bachelor's degree preferably in higher education administration, educational guidance and counseling, social work, public administration, or a related field.

Two years of administrative or programmatic experience, with progressive responsibility in Student Services or related programs in higher education institution with demonstrated ability to relate to and work with CAMP population.

Preference for experience working with handicapped, minority and non-traditional college students; grants/categorically funded programs including the monitoring of program goals and objectives. Desire proven leadership, organizational skills, and ability to work as a team member.

**Equal Opportunity Employer**

## West Hills Community College District

**Class Title: ADVISING SPECIALIST**

**Classified Salary Range 56**

### **BASIC FUNCTION:**

Under the direction of the appropriate Dean and/or Director/Coordinator, perform work relating to the activities of assessment, recruitment, orientation, registration and advising, financial aid, career planning and other related duties as assigned.

### **REPRESENTATIVE DUTIES:**

- Administer assessment exams and provide explanation of assessment scores to students. **E**
- Develop and coordinate the orientation program for new students. **E**
- Communicate with students regarding programs, support services and College rules and regulations. **E**
- Disseminate information regarding course offering, student registration and transfer information. **E**
- Compile, prepare and distribute registration materials; participate in the registration and enrollment of students. **E**
- Provide a variety of services to students particularly in the area of career information and outreach; advise students in career exploration and course selection. **E**
- Assist students with the completion of the financial aid application process. **E**
- Determine need for additional counseling and refer as appropriate. **E**
- Input, maintain and update student information. **E**
- Attend and represent the College at various meetings, workshops and conventions; travel within the District to articulate with area high schools. **E**
- Implement an effective communication linkage with each of the area high schools and middle school student government organizations, guidance and counseling offices. **E**
- Provide assistance with the early contact outreach program.
- Provide and assist with the financial aid workshop to be held at District high schools and other locations.
- Arrange for special events at the College such as high school/middle school field days and College program visitation.
- Assist with the visitation of high school students on campus.
- Assist in interpreting College programs to the general public through community contacts and participation in community activities.
- Datatel proficient
- Operate a variety of office machines including computer terminal and other office equipment and knowledge of all Microsoft Office Suite and its components.
- Incorporate the use of technology in the delivery of computerized presentations, and Microsoft Office Suite.
- Bilingual preferred (but not required).
- Perform related duties as assigned.
- Responsible for assisting in the progress of students toward desired student learning outcomes.
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### **KNOWLEDGE AND ABILITIES:**

- KNOWLEDGE OF:
- College and community resources to assist students.
- Administrative policies and procedures of the College.

- College admission, general education and graduation requirements.
- Student transcripts and Privacy Act.
- Functions of student services.
- Community organizations, public and private agencies.
- Curriculum and the College catalog.
- Advising and interview techniques.
- Operation of a computer terminal.
- Interpersonal skills using tact, patience and courtesy.
- District organization, operations, policies and objectives.
- Datatel and its components

**ABILITY TO:**

- Work effectively with College students, their families, counselors, faculty and other staff and the public.
- Assist with the development of services for College students.
- Write legibly.
- Make arithmetic calculations quickly and accurately.
- Work confidentially with discretion.
- Perform routine, repetitive duties to completion.
- Travel to attend training, workshops and orientations.
- Assist in training of other classified employees.
- Work with students, staff, faculty and public.
- Work confidentially with discretion.
- Work independently with little direction.
- Plan and organize work.
- Learn, train and supervise personnel in Datatel and its components.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Student Services office environment.

Constant interruptions and frequent interaction with students, staff and the public.

**PHYSICAL ABILITIES:**

Hearing and speaking to exchange information in person or on the telephone.

Dexterity of hands and fingers to operate standard office equipment.

Sitting or standing for extended periods of time.

Seeing to read records and reports.

**EDUCATION AND EXPERIENCE:**

Associate's degree or equivalent and two years of experience working in a student services capacity



UNITED STATES  
HOUSE OF REPRESENTATIVES

March 4, 2016

Dr. Lisa Ramirez  
Director, Office of Migrant Education  
Office of Elementary and Secondary Education  
400 Maryland Avenue, S.W., LBJ 3E-317  
Washington, D.C. 20202

Dear Dr. Lisa Ramirez,

I am writing this letter in support of West Hills Community College District's application to the United States Department of Education College Assistance Migrant Program (CAMP).

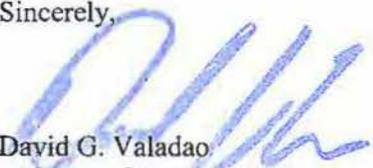
For over eighty years, West Hills Community College District has strived to enhance student learning and enrich the lives of the populations it serves throughout the Westside of California's Central Valley. As a United States Department of Education designated Hispanic Serving Institution, West Hills Community College District has been dedicated to empowering students, faculty, staff, and the community to reach their full potential.

The CAMP program assists students who are migratory or seasonal farmworkers, or the children of these workers, enrolled in their first year of undergraduate studies. West Hills Community College District's service area encompasses Kings and Fresno Counties. The total area population of Kings County is just over 150,000. Migrant and farm worker households represent twenty percent of Kings County's residents. Fresno County has a total population of 930,450 and twenty eight percent of the population is migrant and/or farmworker.

I am told that through the CAMP program, West Hills Community College District will identify, enroll, and assist forty five migrant and seasonal farmworkers and their immediate family members in completing their first academic year of college and in continuing with postsecondary education. This includes providing academic and other support services that will address their educational, career, personal, medical, and financial needs.

The need for this type of program is high in the areas surrounding my Congressional District, and I request your full and thorough consideration of the West Hills Community College District CAMP application. If you have any questions or comments regarding the enclosed information, please do not hesitate to contact my Constituent Services Director, Alicia Wolfe at (559) 582-5526 or by email at [alicia.wolfe@mail.house.gov](mailto:alicia.wolfe@mail.house.gov).

Sincerely,

  
David G. Valadao  
Member of Congress



# COALINGA-HURON UNIFIED SCHOOL DISTRICT

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Jim Allen, Business Services  
Joseph E. Casarez, Instructional Services

February 23, 2016

Dr. Lisa Ramirez, Director  
U. S. Department of Education Office of Migrant Education  
HEP/CAMP Team Room 3E319  
400 Maryland Avenue S.W.  
Washington, DC 20202-6135

RE: *West Hills Community College District College Assistance Migrant Program (CAMP) Grant Application CFDA 84.149*

Dear Dr. Lisa Ramirez

I fully support the West Hills Community College District College Assistance Migrant Program (CAMP) grant application. Our rural communities in Huron and Coalinga desperately need the academic and financial resources offered through the CAMP grant to afford seasonal farm-working families the opportunity of an education.

The West Hills Community College District CAMP Grant would help rural agricultural region farm working adults and youth attend college for the first time and continue a post-secondary education. Many families in the Coalinga-Huron School District experience education, training and socio economic barriers that impede them from pursuing an education.

CAMP would help provide the appropriate academic and training supportive services. An education can provide hope for economic self-sufficiency to many families living in bleak circumstances. In collaboration with WHCCD CAMP, our office commits the following resources and services to the program:

- Provide internships and volunteer opportunities for CAMP students
- Promote CAMP program at conferences and events
- CAMP staff presentations on MEP events

I strongly support West Hills Community College District's CAMP proposal and urge your consideration. The CAMP project's academic and financial resources will provide the invaluable education our communities farm-working families need to be successful and have upward mobility in the workforce.

Sincerely,

(b)(6)

Joseph E. Casarez  
Coalinga Huron Joint Unified School District  
Associate Superintendent of Instructional Services



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**Firebaugh-Las Deltas Unified School District**  
1976 Morris Kyle Dr • Firebaugh, CA 93622 • (559) 659-1476 • FAX (559) 659-2355

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**Russell Freitas**  
Superintendent

• **Roy Mendiola, Ed.D.**  
Assistant Superintendent

• **Debie Wood** •  
Director of Educational Services

**Maria Calderon**  
Business Manager

February 29, 2016

Dr. Lisa Ramirez, Director  
U. S. Department of Education Office of Migrant Education  
HEP/CAMP Team Room 3E319  
400 Maryland Avenue S.W.  
Washington, DC 20202-6135

RE: *West Hills Community College District College Assistance Migrant Program (CAMP) Grant Application CFDA 84.149*

Dear Dr. Lisa Ramirez

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The West Hills Community College District CAMP Grant would help rural agricultural region farm working adults and youth attend college for the first time and continue a post-secondary education. Many families in the (DISTRICT AREA) experience education, training and socioeconomic barriers that impede them from pursuing an education.

CAMP would help provide the appropriate academic and training supportive services needed in the area. An education can provide hope for economic self-sufficiency to many families living in bleak circumstances. In collaboration with WHCCD CAMP, our office commits the following resources and services to the program:

- Provide internships and volunteer opportunities for CAMP students
- Promote CAMP program at conferences and events
- CAMP staff presentations on MEP events

I strongly support West Hills Community College District's CAMP proposal and urge your consideration. The CAMP project's academic and financial resources will provide the invaluable education our communities farm-working families need to be successful and have upward mobility in the workforce.

Sincerely

(b)(6)

Nora Copeland  
Firebaugh Las Deltas USD  
Migrant Clerk

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*Achieve: All Children Have Instructional Excellence Verified Every Day*

PR/Award # S149A160022



United States Department of Agriculture  
Hispanic-Serving Institutions National Program

March 1, 2016

Dr. Lisa Ramirez  
Director, Office of Migrant Education  
Office of Elementary and Secondary Education  
400 Maryland Avenue, S.W., 3E-317  
Washington, D.C. 20202

Re: *Expressing Support for the West Hills Community College District College Assistance Migrant Program (CAMP) CFDA 84.149 Application.*

Dear Dr. Lisa Ramirez,

In my role as the USDA-HSI National Program Regional Director for Central-Northern California and Washington, I work to create and optimize partnerships and collaboration between the U.S. Department of Agriculture (USDA) and Hispanic Serving Institutions (HSIs). Hence, I am in support of a West Hills Community College District's College Assistance Migrant Program (CAMP). I am looking forward to working with the CAMP program in Firebaugh, West Hills College, Coalinga and Lemoore to promote USDA internships, scholarships, prospective employment, and fellowship sponsorship opportunities to participating students and staff.

As the USDA-HSINP Regional Director in Central-Northern California, I will commit to invite CAMP students from West Hills College, Coalinga and Firebaugh to future USDA events; to provide students and staff the opportunity to network with participating USDA Agencies and Special Guest representatives, and learn about internships, scholarships, sponsorships, student employment programs, career opportunities, and public service with USDA and government.

At these events, students will have the opportunity to explore and expand on their educational choices, and receive first-hand advice on how to apply to student employment programs, that include Science, Technology, Engineering, Agriculture, and Mathematics (STEAM), such as the Pathways Program on USAjobs.gov and the HACU-National Partnership Program (HNIP).

Thank you in advance for your consideration of a West Hills Community College District's CAMP proposal that will unarguably impact underserved migrant students and their families in our vast rural agricultural region.

Sincerely,

(b)(6)

Juan Manuel Alvarez, M.P.A.  
USDA-HSI Regional Director  
Central-Northern California & Washington

March 4, 2016

Dr. Lisa Ramirez, Director  
Office of Migrant Education  
Office of Elementary and Secondary Education  
400 Maryland Avenue, SW, LBJ 3E-317  
Washington, DC 20202

**Re: District Letter of Support for US Department of Education College Assistance Migrant Program (CAMP) Application CFDA 84.149 FY 2016**

Dear Dr. Ramirez,

The West Hills Community College District is affirming its support for the *College Assistance Migrant Program (CAMP) Application FY 2016*.

The West Hills Community College District is in alignment with the CAMP program's purpose to assist migrant and seasonal farmworkers and members of their immediate family to complete their first academic year of college and to continue in postsecondary education.

Our institution's mission, "*The Relentless Pursuit of Student Success*", reflects the dedicated strive to offer quality education for the residents from our vast, rurally agricultural region. Over the past two decades, many new and former seasonal workers, primarily Hispanic (up to 98% in West Hills' service areas), have settled in the farming communities.

Our District is comprised of two accredited, designated Hispanic-serving colleges (West Hills College Coalinga and West Hills College Lemoore); the North District Center, Firebaugh; and recently constructed Farm of the Future facilities. We have regionally solidified partnerships and collaborate with K-12 unified school districts, community colleges, four year universities, and industry, allowing us to bridge the gap and provide a pipeline for students to receive the academic support needed to complete two years of college, transfer into a university, or enter directly into a career pathway.

We urge a positive consideration of West Hills Community College's CAMP application to continue offering education that will improve the quality of life for all our underserved migrant seasonal farmworkers.

Sincerely,

(b)(6)

Frank Gornick  
Chancellor

**WHCCD Vision**

The relentless pursuit of student success.

## COALINGA

February 25, 2016

Dr. Lisa Ramirez  
Director, Office of Migrant Education  
Office of Elementary and Secondary Education  
400 Maryland Avenue, S.W., LBJ 3E-317  
Washington DC 20202

*Re: Letter of Support and Commitment – West Hills Community College District  
College Assistance Migrant Program (CAMP) CFDA 84.149 Application*

Dear Dr. Lisa Ramirez,

This letter is to convey my strong support for the West Hills Community College District's (WHCCD) application for the College Assistance Migrant Program (CAMP) Grant. The colleges of WHCCD serve rural migrant populations in Fresno and Kings Counties, and provides access to students who would otherwise have to commute long distances to earn a college degree.

West Hills College Coalinga (WHCC) has been meeting the educational needs of students and their families who are employed, or whose immediate family is employed, in migrant and other seasonal farm work in the vast agricultural west side region of the Central San Joaquin Valley, California. WHCC has provided students the opportunity to meet their full potential – academically, socially, and economically.

WHCC unequivocally commits to providing supportive and instructional services to migrant students, which include, counseling, library resources, assistance in obtaining financial aid and career exploration. WHCC's professional and culturally sensitive Student Supportive Services and Workforce Connection staff will assist with the necessary resources to help migrant students successfully complete their first academic year and continue their post-secondary / transfer education or career pathways.

WHCC's service area are historically underserved rural communities, documented with high poverty and unemployment statistics above both national and state averages, exacerbating the need for a CAMP Program. Serving as President in this rurally underserved region, I know firsthand the complexity and challenges migrant students and families experience. Our institutions mission of the *Relentless Pursuit of Student Success* confirms the crucial importance of how education is key to improving the quality of life for migrant families.

Thank you in advance for your review and consideration of the West Hills Community College District CAMP application. A subsequent award will intensify our efforts of providing quality education and career pathways to this regions academic and economically underserved migrant population.

Sincerely,

(b)(6)

Carole Goldsmith Ed.D.  
President

February 25, 2016

Dr. Lisa Ramirez, Director  
U. S. Department of Education Office of Migrant Education  
HEP/CAMP Team Room 3E319  
400 Maryland Avenue S.W.  
Washington, DC 20202-6135

Subject: West Hills Community College District College Assistance Migrant Program (CAMP) CFDA  
84.149 Application –Support and Commitment

Dear Dr. Lisa Ramirez,

This letter serves as my utmost support and commitment of West Hills Community College District's application for the U.S. Department of Education College Assistance Migrant Program (CAMP). As a President in the Community College systems, I have experienced the importance and benefits that these grant programs contribute to the success of our students.

West Hills Community College District's external communication is noteworthy for the number of partnerships we have solidified within the regional community college collaborative consortiums, K-12 Unified School Districts and their Migrant Education services, rural municipalities and workforce development partners including employers. In an underserved region such as ours, we value partnership collaboration. Combining resources allows us to successfully create access and opportunity for our vast rural agricultural service areas' students that would have been impossible relying strictly on college funds.

West Hills College Lemoore is committed to offering the academic support, counseling, financial aid and resources through our Student Services programs such as CalWORKs, EOPs, DSPS and the Workforce Connection One Stop which provides career pathways opportunities. Combined supportive services will be available for students to achieve their first CAMP academic year and to continue their postsecondary education.

Your review of the West Hills Community College District CAMP application and subsequent award will greatly benefit the underserved and rural constituency of migrant students and their families in Fresno and Kings Counties.

Sincerely,

(b)(6)

Kristin Clark PhD  
President

TIME RECEIVED

March 3, 2016 3:20:53 PM PST

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Page:1/1



**Jeffrey W. White, O.D.**

*Vision Correction, Diseases of the Eye*

March 1, 2016

Dr. Lisa Ramirez  
Director, Office of Migrant Education  
Office of Elementary and Secondary Education  
400 Maryland Avenue, S.W., LBJ 3E-317  
Washington DC 20202

*Re: Commitment for West Hills Community College District  
College Assistance Migrant Program (CAMP) CFDA 84.149 FY 2016 Application*

Dear Dr. Lisa Ramirez:

This letter is my candid support and commitment for the West Hills Community College District FY 2016 College Assistance Migrant Program (CAMP) application that will provide post-secondary education opportunities to Migrant seasonal farm-working families of the West Hills service areas.

Farm working families living in this Valley's rural impoverished communities are faced with many socio-economic barriers stemmed by geographical challenges and the renowned plight for water which is vital to continue the growth of crops in this vast agricultural region.

As a Doctor offering optometry services for these rurally isolated towns *I commit to work collaboratively with the Program Director to provide identified needed optometry medical services to eligible students.*

Please consider West Hills Community College District as a primary for the FY2016 CAMP Application. Services and resources offered through the CAMP Program will provide educational attainment that will help alleviate economic hardships experienced by these farm working families.

Sincerely,

(b)(6)

Jeffrey W. White, O.D.

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN:	DATE:01/16/2014
ORGANIZATION:	FILING REF.: The preceding
West Hills Community College District	agreement was dated
9900 Cody Avenue	05/01/2008
Coalinga, CA 93210	

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

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

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2013	06/30/2018	29.50	On-Campus	All Programs
PRED.	07/01/2013	06/30/2018	13.30	Off-Campus	All Programs
PROV.	07/01/2018	06/30/2019	29.50	On-Campus	All Programs
PROV.	07/01/2018	06/30/2019	13.30	Off-Campus	All Programs

\*BASE

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

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

**WEST HILLS COMMUNITY COLLEGE**  
**College Assistance Migrant Program**  
**Budget Summary**

**SALARIES**

DISTRICT CAMP Director (100%) <i>*Lead program, campus and migrant community liaison, develop &amp; implement program strategies, network with regional partners</i>	352,687	
Advising Specialists <i>*advising, student support, outreach and recruitment</i>		
(Lemoore College/assist at Firebaugh .5 FTE)	162,723	
(Firebaugh Center .5 FTE)	186,135	
(Coalinga College .5 FTE)	162,723	
Grant Accounting Support (.15 FTE)	38,205	
3 Peer Tutors/Mentors <i>*tutoring &amp; weekly student support (3504hrs x \$12/hr)</i>	177,500	
.5 Adjunct Instructor CS x 2 classes 108hrs/\$69hr	18,630	
<b>TOTAL</b>	<b>1,098,603</b>	<b>1,098,603</b>

**BENEFITS**

PERS	\$902,473 X 11.847%	106,916	
STRS	\$18,630 X 10.73%	1,999	
APPLE	\$196,130 X 3.75%	7,355	
FICA	\$902,473 X 6.2%	55,953	
M/C	\$902,473 X 1.45%	13,086	
SUI	\$1,098,603 X .05%	549	
W/C	\$1,098,603 X 2.0%	21,972	
Health/Welfare Benefits	\$18,000 X 2.65 FTE	238,500	
<b>TOTAL</b>		<b>446,330</b>	<b>446,330</b>

**TRAVEL AND CONFERENCE**

National Directors Conf.-Washington D.C. & National Migrant Conf.		
1 staff X 2 conferences per year (split funded 50/50)	9,000	
Staff to National HEP/CAMP Association Conference		
3 staff X 1 conference per year (split funded 50/50)	13,500	
Staff Mileage (District-wide travel x 3 Staff)		
total staff mileage	15,795	
<b>TOTAL</b>	<b>38,295</b>	<b>38,295</b>

**EQUIPMENT**

**TOTAL** **0**

**SUPPLIES**

Book Lending Library	13,500
Outreach/Recruitment	5,000
Office Supplies	4,891

Duplicating		2,295	
	TOTAL		25,686
<b>CONTRACTUAL</b>			
External Evaluator		16,000	
Cultural Enrichment Activities		4,700	
	TOTAL		20,700
<b>OTHER SERVICES</b>			
CAMP Chats (throughout academic year)			
Firebaugh, Coalinga & Lemoore		4,830	
CAMP Leadership Conference-students			
<i>Statewide Student Leadership Conference</i>		11,550	
University Campus Visits & Cultural Exploration			
Two Field Trips (Fall & Spring)		18,070	
CAMP recognition reception		6,000	
CAMP Association fee		6,000	
	TOTAL		46,450
	TOTAL DIRECT COSTS		1,676,065
INDIRECT COST 8%			134,085
<b>STUDENT SUPPORT</b>			
Eye Exams		3,000	
Eye Glasses		4,500	
Tuition Scholarship		307,350	
	TOTAL		314,850
	<b>GRAND TOTAL</b>		<b>2,125,000</b>

*\*California salaries may seem high compared to national norms; however, salaries adhere to the WHCCD salary schedule and are in proportion to California cost of living. The WHCCD CAMP Director has 5 years experience in the higher education system implementing strategies to improve the lives of migrant and seasonal farmworkers. The WHCCD service area encompasses 3,464 square miles; currently, gasoline in Coalinga is \$2.79/gallon.*

**WEST HILLS COMMUNITY COLLEGE**  
**College Assistance Migrant Program**  
**Year 1 Budget Detail 2016-2017**

**SALARIES**

DISTRICT CAMP Director (100%) <i>*Lead program, campus and migrant community liaison, develop &amp; implement program strategies, network with regional partners</i>	63,827	
Advising Specialists <i>*advising, student support, outreach and recruitment</i>		
(WHC Lemoore .5 FTE)	29,449	
(Firebaugh Center .5 FTE)	35,795	
(WHC Coalinga .5 FTE)	29,449	
Grant Accounting Support (.15 FTE)	6,914	
3 Peer Tutors/Mentors <i>*tutoring &amp; weekly student support (3504hrs x \$12/hr)</i>	35,500	
.5 Adjunct Instructor CS x 2 classes 108hrs/\$69hr	3,726	
<b>TOTAL</b>	<b>204,660</b>	<b>204,660</b>

**BENEFITS**

PERS	\$165,434 X 11.847%	19,599	
STRS	\$3,726 X 10.73%	400	
APPLE	\$39,226 X 3.75%	1,471	
FICA	\$165,434 X 6.2%	10,257	
M/C	\$165,434 X 1.45%	2,399	
SUI	\$204,660 X .05%	102	
W/C	\$204,660 X 2.0%	4,093	
Health/Welfare Benefits	\$18,000 X 2.65 FTE	47,700	
<b>TOTAL</b>		<b>86,021</b>	<b>86,021</b>

**TRAVEL AND CONFERENCE**

National Directors Conf.-Washington D.C. & National Migrant Conf.			
\$1,800 X 1 staff X 2 conferences (split funded 50/50)	1,800		
Staff to National HEP/CAMP Association Conference			
\$1,800 X 3 staff X 1 conference (spli funded 50/50)	2,700		
Staff Mileage (District-wide travel x 3 Staff)			
(12,750 miles X .54 cents/mi)	6,885		
<b>TOTAL</b>		<b>11,385</b>	<b>11,385</b>

**EQUIPMENT**

**TOTAL** **0**

**SUPPLIES**

Book Lending Library	6,000
Outreach/Recruitment	3,000
Office Supplies	2,500

Duplicating		1,064	
	TOTAL	<u>1,064</u>	12,564
<b>CONTRACTUAL</b>			
External Evaluator		3,200	
Cultural Enrichment Activities		1,500	
	TOTAL	<u>1,500</u>	4,700
<b>OTHER SERVICES</b>			
CAMP Chats (throughout academic year)			
Firebaugh, Coalinga & Lemoore		1,080	
CAMP Leadership Conference-students			
<i>Statewide Student Leadership Conference</i>		2,550	
University Campus Visits & Cultural Exploration			
Two Field Trips (Fall & Spring)		4,270	
CAMP recognition reception		1,200	
CAMP Association fee		1,200	
	TOTAL	<u>1,200</u>	<u>10,300</u>
	TOTAL DIRECT COSTS		<u>329,630</u>
INDIRECT COST 8%			26,370
<b>STUDENT SUPPORT</b>			
Eye Exams (\$60 x 10 students)		600	
Eye Glasses (\$90 x 10 students)		900	
Tuition Scholarship (\$1,500 x 45 students)		67,500	
	TOTAL		<u>69,000</u>
	<b>GRAND TOTAL</b>		<u><b>425,000</b></u>

*\*California salaries may seem high compared to national norms; however, salaries adhere to the WHCCD salary schedule and are in proportion to California cost of living. The WHCCD CAMP Director has 5 years experience in the higher education system implementing strategies to improve the lives of migrant and seasonal farmworkers. The WHCCD service area encompasses 3,464 square miles; currently, gasoline in Coalinga is \$2.79/gallon.*

**WEST HILLS COMMUNITY COLLEGE**  
**College Assistance Migrant Program**  
**Year 2 Budget Detail 2017-2018**

**SALARIES**

DISTRICT CAMP Director (100%) <i>*Lead program, campus and migrant community liaison, develop &amp; implement program strategies, network with regional partners</i>	67,019	
Advising Specialists <i>*advising, student support, outreach and recruitment</i>		
(WHC Lemoore .5 FTE)	30,921	
(Firebaugh Center .5 FTE)	37,585	
(WHC Coalinga .5 FTE)	30,921	
Grant Accounting Support (.15 FTE)	7,260	
3 Peer Tutors/Mentors <i>*tutoring &amp; weekly student support (3504hrs x \$12/hr)</i>	35,500	
.5 Adjunct Instructor CS x 2 classes 108hrs/\$69hr	3,726	
<b>TOTAL</b>	<b>212,932</b>	<b>212,932</b>

**BENEFITS**

PERS	\$173,706 X 11.847%	20,579	
STRS	\$3,726 X 10.73%	400	
APPLE	\$39,226 X 3.75%	1,471	
FICA	\$173,706 X 6.2%	10,770	
M/C	\$173,706 X 1.45%	2,519	
SUI	\$212,932 X .05%	106	
W/C	\$212,932 X 2.0%	4,259	
Health/Welfare Benefits	\$18,000X 2.65 FTE	47,700	
<b>TOTAL</b>		<b>87,803</b>	<b>87,803</b>

**TRAVEL AND CONFERENCE**

National Directors Conf.-Washington D.C. & National Migrant Conf.			
\$1800 X 1 staff X 2 conferences		1,800	
Staff to National HEP/CAMP Association Conference (split funded 50/50)			
\$1,800 X 3 staff X 1 conference (split funded 50/50)		2,700	
Staff Mileage (District-wide travel x 3 Staff)			
(7500 miles X .54 cents/mi)		4,050	
<b>TOTAL</b>		<b>8,550</b>	<b>8,550</b>

**EQUIPMENT**

**TOTAL** **0**

**SUPPLIES**

Book lending Library	4,000
Outreach/Recruitment	1,500
Office Supplies	744

Duplicating	500	
		<u>500</u>
TOTAL		6,744
<b>CONTRACTUAL</b>		
External Evaluator	3,200	
Cultural Enrichment Activities	1,500	
		<u>1,500</u>
TOTAL		4,700
<b>OTHER SERVICES</b>		
CAMP Chats (throughout academic year)		
Firebaugh, Coalinga & Lemoore	1,000	
CAMP Leadership Conference		
<i>Statewide Student Leadership Conference</i>	2,500	
University Campus Visits & Cultural Exploration		
Two Field Trips (Fall & Spring)	3,000	
CAMP recognition reception	1,200	
CAMP Association fee	1,200	
		<u>1,200</u>
TOTAL		<u>8,900</u>
	TOTAL DIRECT COSTS	329,629
INDIRECT COST 8%		26,371
<b>STUDENT SUPPORT</b>		
Eye Exams (\$60 x 10 students)	600	
Eye Glasses (\$90 x 10 students)	900	
Tuition Scholarship (\$1,500 x 45 students)	67,500	
		<u>67,500</u>
TOTAL		69,000
<b>GRAND TOTAL</b>		<u><b>425,000</b></u>

*\*California salaries may seem high compared to national norms; however, salaries adhere to the WHCCD salary schedule and are in proportion to California cost of living. The WHCCD CAMP Director has 5 years experience in the higher education system implementing strategies to improve the lives of migrant and seasonal farmworkers. The WHCCD service area encompasses 3,464 square miles; currently, gasoline in Coalinga is \$2.79/gallon.*

**WEST HILLS COMMUNITY COLLEGE**  
**College Assistance Migrant Program**  
**Year 3 Budget Detail 2018-2019**

**SALARIES**

DISTRICT CAMP Director (100%) <i>*Lead program, campus and migrant community liaison, develop &amp; implement program strategies, network with regional partners</i>	70,370	
Advising Specialists <i>*advising, student support, outreach and recruitment</i>		
(WHC Lemoore .5 FTE)	32,467	
(Firebaugh Center .5 FTE)	37,585	
(WHC Coalinga .5 FTE)	32,467	
Grant Accounting Support (.15 FTE)	7,623	
3 Peer Tutors/Mentors <i>*tutoring &amp; weekly student support (3504hrs x \$12/hr)</i>	35,500	
.5 Adjunct Instuctor CS x 2 classes 108hrs/\$69hr	3,726	
<b>TOTAL</b>		<b>219,738</b>

**BENEFITS**

PERS	\$180,512 X 11.847%	21,385	
STRS	\$3,726 X 10.73%	400	
APPLE	\$39,226 X 3.75%	1,471	
FICA	\$180,512 X 6.2%	11,192	
M/C	\$180,512 X 1.45%	2,617	
SUI	\$219,738 X .05%	110	
W/C	\$219,738 X 2.0%	4,395	
Health/Welfare Benefits	\$18,000 X 2.65 FTE	47,700	
<b>TOTAL</b>		<b>89,270</b>	

**TRAVEL AND CONFERENCE**

National Directors Conf.-Washington D.C. & National Migrant Conf.			
\$1800 X 1 staff X 2 conferences (split funded 50/50)	1,800		
Staff to National HEP/CAMP Association Conference			
\$1,800 X 3 staff X 1 conference (split funded 50/50)	2,700		
Staff Mileage (District-wide travel x 3 Staff)			
(4000 miles X .54 cents/mi)	2,160		
<b>TOTAL</b>		<b>6,660</b>	

**EQUIPMENT**

**TOTAL** **0**

**SUPPLIES**

Book lending Library	1,500
Outreach/Recruitment	500
Office Supplies	345
Duplicating	200

	TOTAL	2,545
<b>CONTRACTUAL</b>		
External Evaluator	3,200	
Cultural Enrichment Activities	600	
	TOTAL	3,800
<b>OTHER SERVICES</b>		
CAMP Chats (throughout academic year)		
Firebaugh, Coalinga & Lemoore	1,000	
CAMP Leadership Conference		
<i>Statewide Student Leadership Conference</i>	2,500	
University Campus Visits & Cultural Exploration		
Two Field Trips (Fall & Spring)	3,800	
CAMP recognition reception	1,200	
CAMP Association fee	1,200	
	TOTAL	9,700
	TOTAL DIRECT COSTS	331,713
INDIRECT COST 8%		26,537
<b>STUDENT SUPPORT</b>		
Eye Exams (\$60 x 10 students)	600	
Eye Glasses (\$90 x 10 students)	900	
Tuition Scholarship (\$1450 x 45 students)	65,250	
	TOTAL	66,750
	<b>GRAND TOTAL</b>	<b>425,000</b>

*\*California salaries may seem high compared to national norms; however, salaries adhere to the WHCCD salary schedule and are in proportion to California cost of living. The WHCCD CAMP Director has 5 years experience in the higher education system implementing strategies to improve the lives of migrant and seasonal farmworkers. The WHCCD service area encompasses 3,464 square miles; currently, gasoline in Coalinga is \$2.79/gallon.*

**WEST HILLS COMMUNITY COLLEGE**  
**College Assistance Migrant Program**  
**Year 4 Budget Detail 2019-2020**

**SALARIES**

DISTRICT CAMP Director (100%) <i>*Lead program, campus and migrant community liaison, develop &amp; implement program strategies, network with regional partners</i>	73,888	
Advising Specialists <i>*advising, student support, outreach and recruitment</i>		
(WHC Lemoore .5 FTE)	34,091	
(Firebaugh Center .5 FTE)	37,585	
(WHC Coalinga .5 FTE)	34,091	
Grant Accounting Support (.15 FTE)	8,004	
3 Peer Tutors/Mentors <i>*tutoring &amp; weekly student support (3504hrs x \$12/hr)</i>	35,500	
.5 Adjunct Instuctor CS x 2 classes 108hrs/\$69hr	3,726	
<b>TOTAL</b>		<b>226,885</b>

**BENEFITS**

PERS	\$187,659 X 11.847%	22,232	
STRS	\$3,726 X 10.73%	400	
APPLE	\$39,226 X 3.75%	1,471	
FICA	\$187,659 X 6.2%	11,635	
M/C	\$187,659 X 1.45%	2,721	
SUI	\$226,885 X .05%	113	
W/C	\$226,885 X 2.0%	4,538	
Health/Welfare Benefits	\$18,000 X 2.65 FTE	47,700	
<b>TOTAL</b>		<b>90,810</b>	

**TRAVEL AND CONFERENCE**

National Directors Conf.-Washington D.C. & National Migrant Conf.			
\$1800 X 1 staff X 2 conferences (split funded 50/50)	1,800		
Staff to National HEP/CAMP Association Conference			
\$1,800 X 3 staff X 1 conference (split funded 50/50)	2,700		
Staff Mileage (District-wide travel x 3 Staff)			
(3000 miles X .54 cents/mi)	1,620		
<b>TOTAL</b>		<b>6,120</b>	

**EQUIPMENT**

**TOTAL** **0**

**SUPPLIES**

Book lending Library	1,500	
Office Supplies	1,000	
Duplicating	531	
<b>TOTAL</b>		<b>3,031</b>

**CONTRACTUAL**

External Evaluator	3,200	
Cultural Enrichment Activities	600	
<b>TOTAL</b>	<u>3,800</u>	<b>3,800</b>

**OTHER SERVICES**

CAMP Chats (throughout academic year)		
Firebaugh, Coalinga & Lemoore	1,000	
CAMP Leadership Conference		
<i>Statewide Student Leadership Conference</i>	2,500	
University Campus Visits & Cultural Exploration		
Two Field Trips (Fall & Spring)	3,500	
CAMP recognition reception	1,200	
CAMP Association fee	1,200	
<b>TOTAL</b>	<u>9,400</u>	<b>9,400</b>

**TOTAL DIRECT COSTS** 340,046

**INDIRECT COST 8%** 27,204

**STUDENT SUPPORT**

Eye Exams (\$60 x 10 students)	600	
Eye Glasses (\$90 x 10 students)	900	
Tuition Scholarship (\$1,250 x 45 students)	56,250	
<b>TOTAL</b>	<u>57,750</u>	<b>57,750</b>

**GRAND TOTAL** 425,000

*\*California salaries may seem high compared to national norms; however, salaries adhere to the WHCCD salary schedule and are in proportion to California cost of living. The WHCCD CAMP Director has 5 years experience in the higher education system implementing strategies to improve the lives of migrant and seasonal farmworkers. The WHCCD service area encompasses 3,464 square miles; currently, gasoline in Coalinga is \$2.79/gallon.*

**WEST HILLS COMMUNITY COLLEGE**  
**College Assistance Migrant Program**  
**Year 5 Budget Detail 2020-2021**

**SALARIES**

DISTRICT CAMP Director (100%) <i>*Lead program, campus and migrant community liaison, develop &amp; implement program strategies, network with regional partners</i>	77,583	
Advising Specialists <i>*advising, student support, outreach and recruitment</i>		
(WHC Lemoore .5 FTE)	35,795	
(Firebaugh Center .5 FTE)	37,585	
(WHC Coalinga .5 FTE)	35,795	
Grant Accounting Support (.15 FTE)	8,404	
3 Peer Tutors/Mentors <i>*tutoring &amp; weekly student support (3504hrs x \$12/hr)</i>	35,500	
.5 Adjunct Instructor CS x 2 classes 108hrs/\$69hr	3,726	
	<u>                    </u>	
<b>TOTAL</b>		<b>234,388</b>

**BENEFITS**

PERS	\$195,162 X 11.847%	23,121	
STRS	\$3,726 X 10.73%	400	
APPLE	\$39,226 X 3.75%	1,471	
FICA	\$195,162 X 6.2%	12,100	
M/C	\$195,162 X 1.45%	2,830	
SUI	\$234,388 X .05%	117	
W/C	\$234,388 X 2.0%	4,688	
Health/Welfare Benefits	\$18,000 X 2.65 FTE	47,700	
		<u>                    </u>	
<b>TOTAL</b>			<b>92,426</b>

**TRAVEL AND CONFERENCE**

National Directors Conf.-Washington D.C. & National Migrant Conf.			
\$1800 X 1 staff X 2 conferences (split funded 50/50)		1,800	
Staff to National HEP/CAMP Association Conference			
\$1,800 X 3 staff X 1 conference (split funded 50/50)		2,700	
Staff Mileage (District-wide travel x 3 Staff)			
(2000 miles X .54 cents/mi)		1,080	
		<u>                    </u>	
<b>TOTAL</b>			<b>5,580</b>

**EQUIPMENT**

<b>TOTAL</b>	<b>0</b>
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**SUPPLIES**

Book lending Library	500	
Office Supplies	302	
	<u>                    </u>	
<b>TOTAL</b>		<b>802</b>

**CONTRACTUAL**

External Evaluator	3,200	
Cultural Enrichment Activities	500	
<b>TOTAL</b>		<b>3,700</b>

**OTHER SERVICES**

CAMP Chats (throughout academic year)		
Firebaugh, Coalinga & Lemoore	750	
CAMP Leadership Conference		
<i>Statewide Student Leadership Conference</i>	1,500	
University Campus Visits & Cultural Exploration		
Two Field Trips (Fall & Spring)	3,500	
CAMP recognition reception	1,200	
CAMP Association fee	1,200	
<b>TOTAL</b>		<b>8,150</b>

**TOTAL DIRECT COSTS** 345,046

**INDIRECT COST 8%** 27,604

**STUDENT SUPPORT**

Eye Exams (\$60 x 10 students)	600	
Eye Glasses (\$90 x 10 students)	900	
Tuition Scholarship (\$1,130 x 45 students)	50,850	
<b>TOTAL</b>		<b>52,350</b>

**GRAND TOTAL** 425,000

*\*California salaries may seem high compared to national norms; however, salaries adhere to the WHCCD salary schedule and are in proportion to California cost of living. The WHCCD CAMP Director has 5 years experience in the higher education system implementing strategies to improve the lives of migrant and seasonal farmworkers. The WHCCD service area encompasses 3,464 square miles; currently, gasoline in Coalinga is \$2.79/gallon.*

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:
<input type="text"/>	Javier	<input type="text"/>	Cazares	<input type="text"/>

Address:

Street1:	9900 Cody Street
Street2:	<input type="text"/>
City:	Coalinga
County:	<input type="text"/>
State:	CA: California
Zip Code:	93210-9246
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
559 934-2176	559 934-2872

Email Address:

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #, if available:

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

<input type="text"/>	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

West Hills Community College District

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	204,660.00	212,932.00	219,738.00	226,885.00	234,388.00	1,098,603.00
2. Fringe Benefits	86,021.00	87,803.00	89,270.00	90,810.00	92,426.00	446,330.00
3. Travel	11,385.00	8,550.00	6,660.00	6,120.00	5,580.00	38,295.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	12,564.00	6,744.00	2,545.00	3,031.00	802.00	25,686.00
6. Contractual	4,700.00	4,700.00	3,800.00	3,800.00	3,700.00	20,700.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	10,300.00	8,900.00	9,700.00	9,400.00	8,150.00	46,450.00
9. Total Direct Costs (lines 1-8)	329,630.00	329,629.00	331,713.00	340,046.00	345,046.00	1,676,064.00
10. Indirect Costs*	26,370.00	26,371.00	26,537.00	27,204.00	27,604.00	134,086.00
11. Training Stipends	69,000.00	69,000.00	66,750.00	57,750.00	52,350.00	314,850.00
12. Total Costs (lines 9-11)	425,000.00	425,000.00	425,000.00	425,000.00	425,000.00	2,125,000.00

**\*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): Department of Health and Human Services

The Indirect Cost Rate is 29.50%.

(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 # S149A160022

Name of Institution/Organization West Hills Community College District	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
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)**

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