

**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 # S149A160024**

**Grants.gov Tracking#: GRANT12114188**

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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

**Application for Federal Assistance SF-424**

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

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

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Millersville University of Pennsylvania"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="12323478926"/>	* c. Organizational DUNS: <input type="text" value="7969012050000"/>

**d. Address:**

* Street1: <input type="text" value="P.O. Box 1002"/>
Street2: <input type="text"/>
* City: <input type="text" value="Millersville"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="PA: Pennsylvania"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="17551-0302"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Deans Office"/>	Division Name: <input type="text" value="Col. of Educ. and Human Serv."/>
---	--

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

Prefix: <input type="text" value="Dr"/>	* First Name: <input type="text" value="Rene"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Munoz"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director, Sponsored Programs"/>
--

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

* Telephone Number: <input type="text" value="717-8781-4457"/>	Fax Number: <input type="text"/>
--	----------------------------------

* Email: <input type="text" value="rene.munoz@millersville.edu"/>
---

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.149

CFDA Title:

Migrant Education\_College Assistance Migrant Program

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

ED-GRANTS-010716-001

\* Title:

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

**13. Competition Identification Number:**

84-149A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Millersville University CAMP: Providing Financial, Academic and Social Support to Migrant Students and Thier Families Through Their First Year at Millersville University of Pennsylvania.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="2,108,192.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,108,192.00"/>

**\* 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

**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:

The MU CAMP Program will recruit and support Migrant Education Program (MEP) participants from all 5 MEP program areas in the Commonwealth of the Pennsylvania.

This includes U.S. Congressional Districts 1 through 18.

The MU CAMP Program will recruit and support Migrant Education Program (MEP) participants from all 5 MEP program areas in the Commonwealth of the Pennsylvania.

This includes U.S. Congressional Districts 1 through 18.

## 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>Arturo Munoz</p>	<p>TITLE</p> <p>Director, Sponsored Programs</p>
<p>APPLICANT ORGANIZATION</p> <p>Millersville University of Pennsylvania</p>	<p>DATE SUBMITTED</p> <p>03/07/2016</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: MILLERSVILLE UNIVERSITY OF PA * Street 1: PO BOX 1002    Street 2: _____ * City: MILLERSVILLE    State: PA: Pennsylvania    Zip: 17551-0302 Congressional District, if known: 16		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> NA	<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 NA Middle Name _____ * Last Name NA Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix _____ * First Name NA Middle Name _____ * Last Name NA Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. <b>* Signature:</b> Arturo Munoz <b>* Name:</b> Prefix _____ * First Name NA Middle Name _____ * Last Name NA Suffix _____ <b>Title:</b> _____ <b>Telephone No.:</b> _____ <b>Date:</b> 03/07/2016		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S149A160024

## 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.**

MU CAMP GEPA 2016.pdf

Add Attachment

Delete Attachment

View Attachment

## **GEPA Statement**

The proposed Millersville University College Access Migrant Program (MU CAMP) specifically targets and will serve students come from traditionally under represented and underserved populations and who are at risk of poverty, academic failure, and school dropout. The MU CAMP will - by design - serve low-income, impoverished, and disadvantaged children frokm migrant families who have patruicpated in the Millersville Migrant Education Program (MEP). To increase awareness and participation in the MU CAMP, the applicant will recruit (through solicitation by MU MEP staff, MU admissions recruiters, and MU CAMP staff members) students and families who fit this high-needs criteria. Additionally, data will be monitored to gauge the program's effectiveness in reaching under represented groups and corrective steps will be taken, if necessary, to maximize their participation. All instructional and support services will be culturally sensitive to the needs of all learners to be served. The program will further be delivered based on the specific needs and challenges of program participants. Informational brochures and materials will be in multilingual and in other accessible formats, as appropriate.

The staff of the MU CAMP, MU faculty and staff participating in the project, and the partnering community and faith-based organizations all serve an academically, culturally, and racially diverse student population and are committed to equal access and treatment for all students, employees, and the general public. With respect to this commitment, the lead applicant's board policy of nondiscrimination guides and governs decision making at all levels. Our policies incorporate the following principles: The staff of the MU CAMP, MU faculty and staff participating in the project shall not discriminate against students, parents or guardians of students, employees, applicants, contractors, or individuals participating in MU CAMP activities.

The MU CAMP is committed to the provision of equal access in all student, programs, activities, services and operations provided directly by the Board, as well as those operated or provided by another entity on behalf of the MU CAMP by partnering organizations. This policy is established to provide an environment free from discrimination and harassment based upon age, race, color, disability, gender, national origin, religion or sexual orientation.

The MU Human Resources Office and the University's Office of the Dean of Education monitors, coordinates, and recommends action to ensure compliance with these policies. To effectively and fairly resolve conflicts should they arise, the MU will establish grievance procedures related to equal access for students and their families alleging discrimination. These procedures, which are administered by the MU Human Resources, will be accessible for use by students and their families. MU also offers in-service training to increase staff awareness regarding recognizing and correcting bias. In accordance with the Americans with Disabilities Act, MU will provide appropriate accommodations so that the proposed program is accessible to students and staff with disabilities.

MU and its partners are committed to implementing specific strategies for ensuring equal access to and participation in the program. The following steps will be implemented with the intent to reduce access barriers based on gender, race, national origin, color, and disability, and to maximize participation, as necessary:

1. Work with MEP staff to identify special access requirements – such as wheel chair access, signers, and interpreters, as needed.
2. Develop and implement a strategy plan that will address the identified special access needs indicated by MU CAMP participants prior to every MU CAMPO event. All program-related sessions must be held in ADA accessible facilities.

3. Coordinate and offer cultural sensitivity and ADA training for program staff, as recommended by MU Human Resources
4. Hire, recruit, and involve individuals from ethnic minority groups, bilingual individuals, and individuals with disabilities to implement, and evaluate program services.
5. Develop or acquire and disseminate culturally relevant and sensitive informational materials that can be understood and accessible to all potential participants.
6. Offer interpretation services for MU CAMP participants and others as needed and appropriate.
7. Arrange for assistive technology devices to translate materials for participants in need of such services.
8. Post information materials, schedules of events, and program assessments on the internet – which will enable assistive computer devices to interpret the materials for users.

## 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

Millersville University of Pennsylvania

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

Prefix: Dr \* First Name: Rene Middle Name:

\* Last Name: Munoz Suffix:

\* Title: Director, Sponsored Programs

\* SIGNATURE: Arturo Munoz

\* DATE: 03/07/2016

## Abstract

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

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

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

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## You may now Close the Form

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## **ABSTRACT**

- Name of Applicant:** Millersville University of Pennsylvania (MU)
- City and State:** Millersville, Lancaster County, Pennsylvania 17551-0302
- Priorities:** Invitations Preference Priorities:
1. Promotes STEM education
  2. Engages Faith-based and community organizations
  3. Supported by strong evidence and theory

**Goals:** The goal of MU CAMP is to recruit students from statewide migrant education programs to MU and provide a residential university experience supported by financial assistance and academic and social services to help these students complete their first year of postsecondary education and persist as college students. MU will provide mentoring, service learning, STEM curriculum and additional supports in collaboration with community and faith-based institutions.

### **Objectives Project Targets**

1. Recruitment of 20 student each year of a 5 year program.
2. 90% of participant complete their first year of postsecondary education
3. Matriculation of at least 90% of students to their second year of college,
4. 100% of students exposed to STEM disciplines, and
5. 100% of students provided broad-based academic, social and financial services.

The project will be evaluated using formative and summative methods as well as mixed methods to ensure continuous improvement, effective management, and attainment of proposed outcomes.

This project follows a logic model aligning project goals, services, and personnel to the needs of migrant children seeking postsecondary education who are interested.

## Project Narrative File(s)

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## **Need for/and Significance of Project**

Magnitude of the Need for Services: According to the 2013-14 data, Pennsylvania Department of Education (PDE), Pennsylvania is home to 2874 migrant families and 5343 migrant children. Of the children enrolled in the Migrant Education Program (MEP), 100% receive free or reduced lunch and 16% are considered homeless, moving on average 5-10 times a year. Of migrant families being served, 75% to 90% have a combined income of \$10,000 or less and 80% to 97 % of migrant parents do not have a high school diploma.

Currently, these migrant children and families have benefitted from a strong support network provided by PDE and the Migrant program at Millersville University (MU) to enhance children's Pre-K – 12 educational experiences. However, upon graduation from high school, necessary supports needed to navigate post-secondary education, including tuition relief, acculturation services, culturally sensitive counseling, family support, academic tutoring and language services, are not available. The College Assistance Migrant Programs (CAMP) could fill this gap. At this time, none exist in the US Northeast and Mid-Atlantic regions.

Research indicates that although migrant students have limited access to postsecondary education and financial aid, they are highly motivated to attend once they are made aware of the opportunities (Gibson & Higaldo, 2009; Moorse & Hammer, 2009; Hamilton, 2012; Shepard, et.al. 2012). Indeed, 2012 data available from the PA MEP program indicate that in the PA region, of those migrant students who graduated from high school, 47% go on to post-secondary education. In 2012-13, the last year in which the CAMP grant was funded, of 71 area migrant students going on to college, 31 students applied for a CAMP grant to an in-state institution. Since then only one student has received CAMP support to attend Michigan State, incurring costly out-of-state tuition and having to move a considerable distance from home and thus losing

family and local community supports.

The Extent to which Project Focuses on Serving Migrant Students: Millersville University is committed to expanding and enhancing the services that it has provided to migrant students through the K-12 MEP since 1964. These students face the challenges of unsettled continuous mobility, poverty, limited English speaking ability, cultural isolation, low self-esteem, and high dropout rates (Hamilton, 2012; Lopez, Scribner, & Mahitivanichcha, 2001; Reyes & Fletcher, 2003; Shepard, et.al. 2012;Torrez, 2004).

Through CAMP, MU will be able to address the needs of migrant students by providing financial, academic, social, and cultural supports through a collaborative effort with community and faith based groups. The Program will also foster families' involvement by providing orientation meetings and assisting with transportation for campus events held throughout the year.

Gaps in Existing Services: As measured by second year persistence rates, MU has experienced successful implementation of programs serving underrepresented groups. Programs include the Millersville Scholars Program (MSP) and Lancaster Leadership Program (LLP) that provides financial assistance, tutoring, and mentoring supports to students. Migrant students, not only need these supports, but also face other critical challenges such as cultural barriers, family issues, poverty and educational trials, Free, et. al. (2014). In addition, migrant students are underrepresented in the STEM areas (Griffith, 2010), which could be essential to 21<sup>st</sup> century success and necessitate a more intensive level of support than currently exists.

The proposed CAMP will go a long way to rectifying these issues. In addition to the financial support of tuition and room and board assistance, MU CAMP will facilitate acculturation to college-life through the development of a CAMP Support Center (CSC) that will serve students as a clearinghouse for available services and needed information. CSC will direct students to

academic supports, culturally sensitive counseling, community networks including faith-based organizations, and dedicated coursework and mentoring that will aid students' acceleration of academic language. The CSC will also offer families planned programs and transportation assistance, keeping them informed about and assimilated to college life and enabling them to support their child in pursuing a college education. To address the STEM needs of students, Millersville University will expand its learning community model delivering STEM coursework to migrant students.

Magnitude of Outcomes: This project has the potential to make a huge difference in the lives of many migrant students and their families. Many of these students will become first generation college students breaking the cycle of poverty and underemployment in their family.

The projected outcomes of MU CAMP are: 1) Recruit 100 students (20 per year) for the program; 2) Attain a 90% participant completion rate during the first year of postsecondary education; 3) Enroll at least 90% of students in a second year of higher education; 4) Expose and prepare 100% of students to explore STEM disciplines; and 5) Provide 100% of students with wide-range social and financial supports. These measures will strengthen and augment the efforts of students to achieve a college education that could change their life. This has the potential to impact not only the region but also sets an example for and could inspire other migrants throughout the nation.

### **Quality of the Project Design**

Goals and Objectives: The priority for the project design is deliberate in its focus on monitoring the CAMP students, offering academic, social, and emotional supports, and keeping the goal of persistence into the second year and beyond paramount in the actions and minds of the program participants. MU Camp Goals are: 1) Recruit a total of 100 migrant students (20 per year) during the life of this grant, 2) Provide broad-based social and financial services for 100% of CAMP participants to ensure successful transition to college life, 3) Achieve a 90% completion rate for

CAMP participants in their first year of postsecondary education at MU, 4) Expose 100% of CAMP participants to STEM disciplines and 5) Achieve a 90% rate of CAMP participants, who after completing their first academic year of college, continue their post- secondary education.

These goals are measurable as indicated in Table 1.

Table 1

MU CAMP Goals

Goal	Data Sources	Time Frame	Evaluation	Dissemination
1. Recruit 20 migrant students per year for 5 consecutive years.	Admissions, Registrar's Reports, Migrant Education Program (MEP) staff, Migrant students and families	First year data collection: Fall cohort- August, Spring cohort, January. Second year and beyond: August	Enrollment data; MEP's feedback; Surveys from migrant students and families	Project Evaluator presents to PMT, PMT reviews, studies, recommendations and adjustments for next recruitment year.
2. Provide broad-based social and financial services for 100% of CAMP participants to ensure successful transition into college life	Records of the services provided and the level of participation by each participating student	Fall cohort- August, Spring cohort to January.	Evidence that each participating student received necessary services	Project Evaluator presents to PMT, PMT reviews, studies, recommendations and adjustments for next session.
3. Achieve a 90% completion rate for CAMP students in their first year of post-secondary education at MU.	Registrar' Office, Faculty advisors, CAMP students, CAMP staff, CAMP student and families whole left the program	Data collected at the end of each semester	Student GPA's, Surveys from migrant students and families, Early Warning reports	Project Evaluator presents to PMT, PMT reviews and discusses and adjusts. Reports prepared for Provost.
4. Encourage CAMP participants	Enrollment rosters in	Data collected at	Completion of UNIV 103 for	Project Evaluator presents to PMT,

to enter STEM disciplines	UNIV 103 for CAMP cohort, CAMP Students, CAMP staff	the end of the semester	CAMP cohort, Student surveys	PMT reviews and discusses and adjusts.
5. Achieve a 90% rate of CAMP participants, who after completing their first academic year of college, continue their post-secondary education	Registrar data CAMP Students	Retention data gathered at the end of each semester	Retention data (persists to second year)	Project Evaluator presents to PMT, PMT reviews and discusses and adjusts. Reports prepared for Provost.

Appropriateness of Project Design: The goals and activities of MU CAMP are designed to meet the needs of migrant students as informed by research (Free, et. al., 2014) and to be evaluated as indicated in Table 1 to support continuous improvement.

In order to address the unique needs of the MU CAMP students, MU proposes the creation of a CAMP Support Center (CSC). The CSC will provide guidance services, academic services, scholarship information/resources, as well as financial counseling. This center will also serve as a clearinghouse for access to community agencies, churches, wellness programs etc. that exist, not only in the MU geographic area, but across the state. The Center staff will coordinate all student resources that are available at MU to address the additional needs of the students. The Center will provide referral services and essential supports unique to migrant students as needed. The CSC will be available, to not only first year students, but all CAMP students during their stay at MU. All CAMP cohorts will benefit from established services and supports. The Center will also provide access to instructional materials/supplies and services such as copiers, FAX, telephones etc.

Cultural Barriers: Acculturation to college life as well as to the larger culture is critical to academic

success, and meaningful relationships and provide an invaluable pathway towards this process (Hamilton, 2012; Manaster, Chan, Safady, 1992; Shepard, et.al. 2012). To support students in their assimilation to this, MU provides access to social activities on campus and in the community through community partners. The CAMP Program Director (PD) and CAMP Counselor/Resource Coordinator (COUNS) will expose students to programs on or off campus--especially those that specifically address the needs of underrepresented students.

The CSC staff would also be charged with seeking and securing community, faculty and/or peer mentors (including those that are culturally sensitive and/or a member of the students' native language and culture). In addition, through the MU MEP, participants will have access to translation/interpretation resources in their native tongue and from his/her native culture that are available throughout the state. These include the MEP Student Support Specialists who have been a part of students' K-12 educational and support experiences, which supported them in the admission process to Millersville University and provided engagement and guidance to parents.

Family Issues: Engaging parents plays a critical role in sustaining long-term success (Lopez, Scribner, & Mahitivanichcha, 2001; Torrez, 2004). Support will be provided to the CAMP families through 1) An open house event where they will be trained in the college application process, 2) Spring/ fall welcome events, where families will have an opportunity to meet their son's/daughter's faculty advisor and peer mentor, and 3) An annual event hosted by the Project Management Team to promote awareness and celebrate successes.

MU recognizes that parental engagement, guidance and support are critical to students' success. The CSC will address this through frequent communications and personal interactions with parents, establishment of a CAMP Parental Advisory Council (CPAC) and hosting of at least two face-to-face meetings per semester. The CAMP staff will establish monthly meetings with the

CAMP student cohorts (Years 1-5) which will offer training (as determined by the advisors, students or the CPAC), advisement of actions to follow regarding academics and finances, and peer support. These monthly meetings will always include a social aspect in order to build cohesive interactions, positive relationships, and peer support amongst the members of the CAMP cohorts.

Poverty: Research indicates that poverty requires not only a financial support but also financial counseling and education. Millersville University will provide financial supports through a student stipend of up to \$3,400 (33 % of tuition costs and fees) and 50% rate for room and board, as well as financial aid counseling and training for seeking additional funding.

Educational Barriers: Linguistic challenges and lack of knowledge of how to navigate university systems are educational barriers. Academic interventions to overcome these barriers to be offered to migrant students include establishing a culture of self-efficacy that is focused on self-improvement, as well as student-centered instruction (Reyes & Fletcher, 2003). To that end, the project will provide a “First Year Experience, UNIV 103” for CAMP students in STEM course that has been specifically designed to their needs and which also provides practical tools/strategies including study skills and metacognitive understanding. CAMP participants will also be enrolled in the University’s Early Warning Program designed to identify students who are experiencing academic difficulties early in the semester. Should they need academic tutoring, it will be provided. English Language Learning (ELL) support will be provided by Dr. Persida Himmele who is a nationally recognized ELL specialist.

One of the very strong unique features of the MU CAMP program is that MU has been a grantee of the PA MEP since 1964 and has grown to be the largest migrant program in Pennsylvania serving over 1700 students and their families. Many of the processes learned and obstacles these students need to overcome have been identified and addressed and could be

modified and replicated in the post-secondary realm for CAMP students. The resources of the school age MU MEP office, with a staff of over 40 multicultural/ multilingual personnel, would be an essential support and resource to the MU Higher Education Community, the CAMP students and their families. Through this grant proposal, a CAMP Migrant Education (ME) Coordinator will be provided and be an essential part of the program implementation, supervision and evaluation and would establish direct links and partnerships with local, regional and statewide MEP's and their staff.

Linkages with Agencies and Organizations: MU has a very high, documented level of support and commitment for this grant from Harrisburg Area Community College, Gettysburg College, Reading School District, Boys and Girls Club, three Intermediate Units (serving exceptional children and families), Upward Bound, Adelante Latino Lancaster Education Committee, and PA Office of Migrant Education. In addition, MU has benefitted from long standing collaboration with local faith based and cultural organizations (e.g. Nepali Community Center, Spanish American Association, Dominican Association, the Lancaster Council of Churches, and Church World Services). The MU MEP will be instrumental in recruiting students, facilitating services when students are home on breaks, and providing transportation for families to make campus visits, and establishing additional relationships with cultural and community organizations. CAMP will collaborate with MEP to coordinate services for project participants.

Increasing Efficient Use of Resources: CAMP will ensure efficient use of time and resources by:

- 1) Utilizing and building upon existing MU and MEP services and programs,
- 2) Addressing the financial needs of migrant students by providing stipends to defray the costs of the first year college,
- 3) Providing numerous services and supports from highly qualified faculty and staff,
- 4) Contributing in-kind effort and resources, and
- 5) Providing services from community

organizations.

MU has an abundance of student organizations, academic support programs, social programs, counseling (personal and financial) etc. The CSC will first connect students to available on-campus services that will meet their needs, however if additional support is necessary for the students success, CSC will elicit support from Pennsylvania MEP offices and/or the community to meet students' needs. In addition, they will provide the scaffolding and support services needed to meet the unique needs (i.e. language, social, cultural barriers etc.) of migrant students.

### **Quality of Project Services**

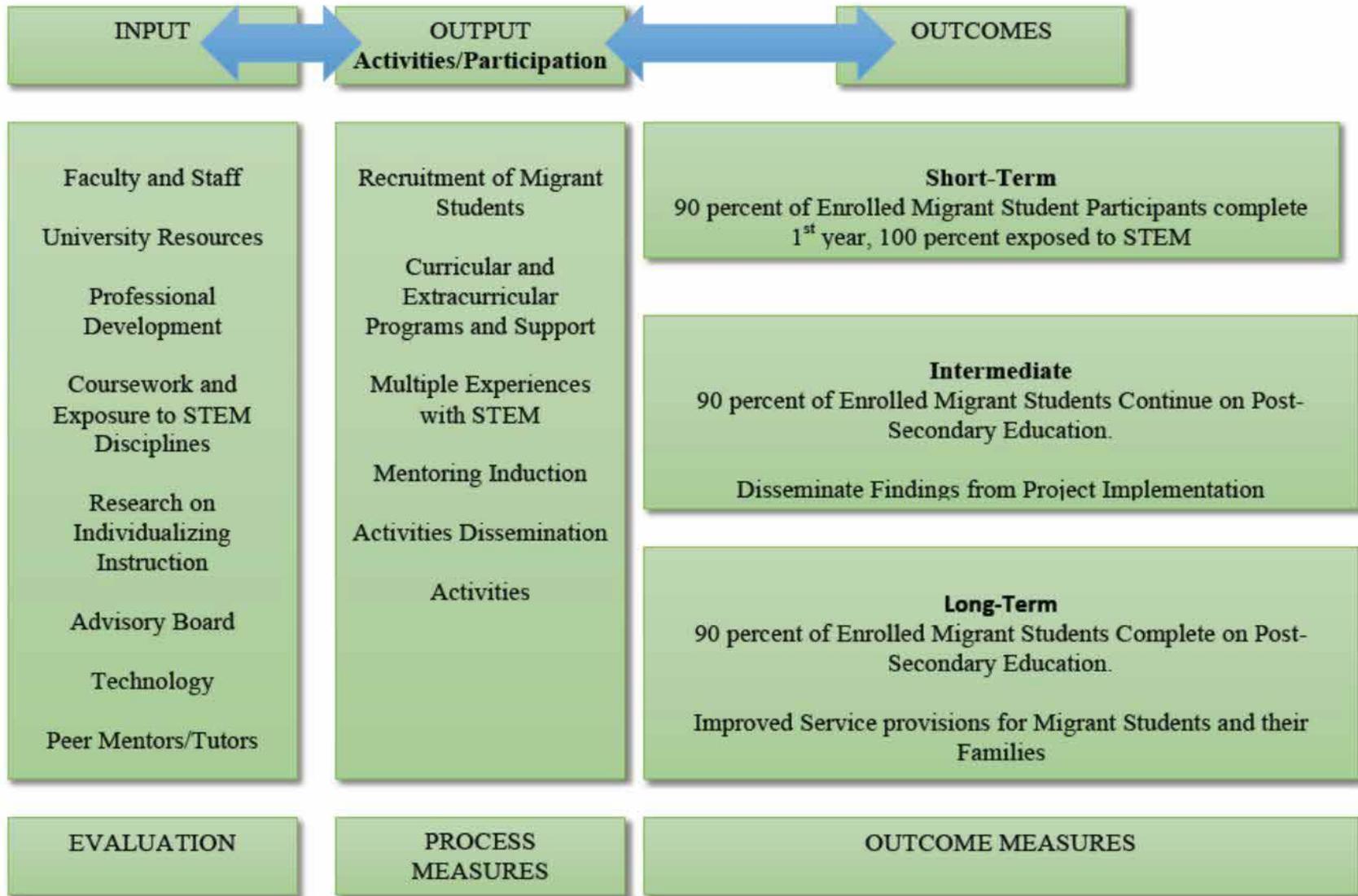
Quality, Intensity, Duration of Professional Development Services: CAMP will provide a high quality, intensive professional development program for faculty and staff who will serve project participants. All MU CAMP personnel will participate in intensive trainings including: local meetings; PA meetings and conferences; webinars provided by local MEP staff, state MEP staff, community centers for children, Pennsylvania Technical Training and Assistance Network, and National experts. Professional development services will be ongoing, student centered, and delivered on and off campus and include those offered by faith or ethnic based organizations. Trainings will focus on the challenges of cultural barriers, family issues, poverty and educational barriers facing migrant students and will cover every phase of the project from student recruitment, to persistence into the second year and beyond. Additionally, MU will take full advantage of the extensive professional development services offered through the PDE. CAMP personnel will be required to attend a one-day Migrant Education 101 orientation, one MEP Parent Advisory Council meeting each semester, national and state sponsored conferences (annual State/HEP/CAMP), CAMP meetings, and relate webinars etc. This would include, at

minimum, monthly formal meetings with ME Coordinator, as well as daily interaction. MU CAMP staff would be formally evaluated twice yearly by the ME Coordinator.

Services Focused on Greatest Need. Migrant students include a high number of underrepresented groups and first generation students with diverse needs including: financial, social, academic, and cultural needs. Typically, academic challenges relate to poverty, high mobility, and lack of social supports these students have experienced. The MU application process includes a needs based assessment of students' academic, financial, and social needs. Data from these assessments will be utilized to determine students' academic placement and services appropriate for them and their families.

In addition, the MU CAMP Program will develop a Needs Assessment (NA), similar to K-12 Office of Migrant Education guidelines, that will be used to determine which CAMP students should be considered "Priority for Service" at the time of enrollment. This NA document will account for any factors that are unique to migrant children's pursuit of higher education opportunities, (i.e. family community support, transportation needs, housing needs, campus living etc.) in the Pennsylvania region. Student services will be aligned with student needs as determined by the NA with students of higher needs being served first. The MU CSC staff will have the charge of addressing student needs.

**MU CAMP LOGIC MODEL**



Services Leading to Academic Improvement: The MU Registrar determines academic standing of all students at the end of each semester. Academic standing is based on: 1) A student's cumulative grade point average (CGPA) and 2) the total number of credits for which the student has enrolled prior to the review. Review credits include transfer credits, CLEP credits, and credits for repeated courses. Students with a CGPA of 2.00 or higher are in satisfactory academic standing. Students with less than satisfactory academic standing are subject to warning, probation, or dismissal. MU CAMP will ensure academic success for project participants through intensive counseling, tutoring, social and cultural supports, as well as professional development in STEM and college success in the University 101 CAMP course. Likewise, participants will serve as mentors for subsequent program students who can support personal and professional growth. Students will be continually informed of their progress towards meeting academic goals and will be monitored closely by CAMP personnel and university faculty. This may be most critical in our efforts to encourage students to explore and enter the STEM fields. The tutoring supports built into the program and available through the university will enhance performance. In addition to the services offered at MU, we will work with community and agency partners to extend the educational supports during the semester and over school breaks.

### **Quality of Project Personnel**

Responsive and qualified personnel are essential to the outcomes of the MU CAMP project. MU adheres to both GEPA and GEPRA requirements to ensure equitable access and hiring of underrepresented groups (e.g. race, color, gender, national origin, age, or disability).

Qualifications of Principal Investigator Co-PI and Project Director: Principal Investigator- Dr. George Drake has supervised the Migrant Education Program at MU since assuming the role of

Dean of the College of Education and Human Services in 2015. He works directly with Mr. Albino, Director of the MEP at MU who, along with his staff, offers programs for migrant children ranging from birth to grade 12, including programs for out-of-school youth, pre-school programs, summer school, and summer camp programs. Dr. Drake has direct oversight for the MEP budget as well as the MEP monthly reports focused on student recruitment, parent involvement, pre- school activities, and priority for service programs and participates in the annual evaluations of the program.

Program Director will be required to have a Bachelor's or Master's Degree in human services or a related field and at least five years of experience serving migrant and/or multiethnic groups. Bilingual Spanish/English preferred.

### **Qualification of Key Project Personnel**

Migrant Education (ME) Coordinator: Mr. Albino has been the Region # 3 Director of Migrant Education at MU for 3 years and associated with the program for five. He has over 28 years of experience in public education in various roles (e.g. School Principal and Multicultural Instructional Support). Mr. Albino is a bicultural bilingual advocate for migrant children and families. Under his direction the MU MEP has become the largest program in Pennsylvania.

Evaluator: This project will engage the resources of Achieving Competencies and Cultural Relevance in Education (A.C.E.) in the role of Project Evaluator. ACE personnel have extensive expertise in program evaluation, cultural diversity, equity and access in education, grant management and mentorship

Counselor/Resource Coordinator: (to be hired) This person will have at least a Bachelor's Degree in counseling, education, or a related field, familiarity with higher education student affairs, experience serving migrant/ multiethnic groups. Bilingual English/Spanish preferred.

## **Quality of Management Plan**

Adequacy of Management Plan to Meet Objectives: CAMP activities will be directed by a CAMP Program Director (PD) who will be hired specifically to manage the MU CAMP. The PD will devote 100% of his/her time to the administration, management, and evaluation of this project. He/she will lead the Project Management Team (PMT), which consists of 1) the PI, Dr. George Drake, 2) CAMP ME Coordinator Mr. Albino (COORD), 3) One Counselor/Resource Coordinator (COUNS), 4) the Director of Financial Aid, Mr. Horsey (FA), 5) the Director of Admissions, Ms. Ferrier, 6) Vice President of Student Affairs, Housing, Mr. Richardson, 7) three full-time faculty members (FSTEM) representing the MU STEM departments - Drs. Litowitz, Moss, Taylor, one faculty member with academic language acquisition expertise (FELL), Dr. Himmele, and 8) one evaluator (EVAL), A.C.E. An advisory board (AB) will include the PD, a parent of a migrant education student enrolled in the program, a migrant student currently enrolled in CAMP, a member of a faith-based organization, and a member of the local business community who employs migrant workers and has demonstrated understanding of the needs of migrant families. The PMT will meet at least once a semester to provide information (e.g., student success indicators) and review evaluation data. In addition, the PD will report to Mr. Damaso Albino, and will facilitate bi-weekly staff meetings with the PI of the grant to discuss the progress of the CAMP project. The AB will convene once per semester to review evaluation data and advise Program Staff.

The PD in consultation with the PMT and the assistance of the program staff will be responsible for the implementation of this project, beginning with pre-college activities, the recruitment of prospective migrant students as awardees, the selection, communication and awarding of CAMP scholarships, the activities conducted to support the migrant participants and

their families through the first year of college, and also the structures needed to provide continuous support for the migrant participants in postsecondary education. Table 2 outlines the timeline for this proposed grant.

Table 2: Timeline and Milestones Chart

Activities/Tasks	Person Responsible	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
<b>Goal 1: Recruit 20 students each year (Total of 100 for the project)</b>	PD, COORD	x	x	x	x	x
Establish an application review and candidate selection procedure	PD, COORD	x				
Collaborate with MEP and participating community/faith based organizations to identify and recruit students	PD, COORD	x	x	x	x	
Develop and update recruitment plan	PD, COORD	x	x	x	x	x
Review and update marketing materials	PD, PMT	x	x	x	x	x
Host open house and recruitment events w/ families	PD, COORD	x	x	x	x	x
Create application with needs assessment screening	PD, COORD	x				
Provide parent training for application process and campus services	PD, COORD Admissions	x	x	x	x	x
<b>Goal 2: Monitor delivery of broad-based social and financial services for 100% of CAMP students</b>	PD, COUNS, PMT	x	x	x	x	x
Provide financial aid counseling	COUNS, FA	x	x	x	x	x
Ensure student access to campus opportunities (e.g. work study programs, counseling, social clubs, health services etc.)	COUNS, FA	x	x	x	x	x

Provide weekly contact w/ CAMP participants	PD	x	x	x	x	x
Provide CAMP participants opportunities for communication with their family members and resources to support travel during university holidays.	PD, COORD, COUNS	x	x	x	x	x
Work with identified community partners such as school districts, the Council of Churches, the Keystone Farm Workers Outreach program, and the Pathstone Social Services to provide social and cultural support and services to CAMP participants.	PD, COORD, COUNS	x	x	x	x	x
Assign peer mentors	COUNS	x	x	x	x	x
<b>Goal 3: Achieve a 90% completion rate for CAMP students in their first year of post-secondary education at MU</b>	PD, PMT	x	x	x	x	x
Ensure placement in classes according to assessment of academic readiness.	PD, COUNS, PMT	x	x	x	x	x
Assign CAMP participants to a living/learning community	PMT, SS	x	x	x	x	x
Provide tutoring in academic language and metacognitive skills.	FELL, peer tutors	x	x	x	x	x
Provide monthly support meetings for Camp participants to include social and team building activities	PD, COUNS	x	x	x	x	x
Provide regular contact w/ advisor	FSTEM, MU faculty	x	x	x	x	x
Inform CAMP participants about technology services	COUNS	x	x	x	x	x
Provide access to technology through a lending library for program participants	COUNS	x	x	x	x	x
<b>Goal 4: Expose CAMP participants to STEM disciplines</b>	FSTEM, COUNS	x	x	x	x	x
Provide STEM exposure through professional development, service learning, and relevant STEM classes	FSTEM, MU STEM faculty	x	x	x	x	x

Enroll all students in STEM focused UNIV 103 for CAMP	PMT	x	x	x	x	x
Encourage attendance in STEM related activities on and off campus	COUNS, FSTEM, SS	x	x	x	x	x
Expose students to STEM professional organizations	FSTEM	x	x	x	x	x
<b>Goal 5: Achieve at least a 90% rate of CAMP participants, who after completing their first academic year, continue their post-secondary education</b>	PD, PMT		x	x	x	x
Provide financial aid counseling and services	COUNS, FA	x	x	x	x	x
Recruit and train peer mentors	COUNS	x	x	x	x	x
Provide weekly meetings w/ project staff	PD	x	x	x	x	x
Provide internship, research, and civic engagement opportunities in STEM areas	FSTEM	x	x	x	x	x
Collaborate with community organizations including faith-based groups	AB, PMT	x	x	x	x	x
Provide for communication and visits with family members	PD, AB, COUNS	x	x	x	x	x

A major task of the project, is to identify prospective program participants. It will begin upon submission of the CAMP grant, March, 2016. These efforts include coordination with Pennsylvania MEP regional directors to announce application for the grant and to determine migrant students currently enrolled at MU who could be used as peer mentors in Year 1. The PI, Dr. George Drake, will work with the Admissions Office to identify students already admitted who may be eligible for the CAMP award and collaborate with members who will make up the PMT if the grant is awarded.

Upon awarding of the grant in June, the PI will advertise the PD position, with the PMT, select the Fall 2016 cohort of 20 students, ensure housing and schedule arrangements

to reflect a living/learning community, and enroll students in UNIV 103 for CAMP. Upon hire, management of CAMP will transition to the PD upon estimated for August 1. The PD will be responsible for recruitment and duties listed in Table 2.

After Year 1, the PD and the PMT will focus on strategies to ensure continued support for the CAMP participants. All previously provided academic supports will remain in place, including monitoring the migrant students' progress, providing strong faculty mentoring, offering on campus work-study opportunities, organized CAMP activities, and support and counseling from the Financial Aid office. Migrant students in the CAMP project will be encouraged to participate in opportunities afforded to all students at MU, including independent research with faculty, cooperative learning experiences, or internships.

Beginning Year 2, two additional components will be implemented. Migrant students who have successfully completed their first year and who are rising sophomores will be asked to serve as peer mentors for incoming CAMP participants. In addition, the CAMP participants will be encouraged to participate in recruitment efforts for the CAMP project.

Ensuring Feedback for Continuous Improvement: Throughout the grant period, the Evaluator, the PD and the PMT will review and evaluate the success of the CAMP grant through formative and summative measures at least once each semester. Formative measures will include survey feedback from CAMP participants and their families collected each semester, number of applications from migrant students, end of first semester GPA, feedback from the PMT and CAMP staff, feedback from faculty mentors and advisors, peer mentors, Advisory Board community partners, and the Early Warning Program. Summative measures will include end of first year GPAs and enrollment data to determine persistence in higher education beyond the first year. The data will be reviewed to determine if progress is being

made toward goals and if not, adjustments to CAMP services being provided will be made. Assessment will then be conducted to determine if the new adjustments supported progress towards desired goals.

Adequacy of Time Commitments: Time commitments have been allocated for CAMP key personnel that will assure appropriate delivery of services. The PD will be a full-time employee and devote 100% of time to the CAMP project (including recruitment initiatives) and a half-time secretary will provide necessary support to the Project. The PI and his staff will be allocating a proportion of their services in the period before the hire of a PD. The COUNS will be a full-time position in order for students to have on-going access to available supports.

Mechanisms to Ensure High Quality-Products and Service: The PI will ensure high quality services through direct supervision of the ME Coordinator and indirect supervision of the PD and COUNS. The PD and Counselor are charged in their job descriptions with ensuring that students have access to quality services.

The PMT will be actively engaged throughout the project through regular review of evaluation data. This will serve as a continuous improvement process to ensure high quality services. Students will complete surveys each semester (twice a year), indicating the services in which they participated, rating the quality of those services and offering suggestions for improvement. Data from these surveys will be compiled each semester and reviewed by the PMT. Based on the information of the surveys, the PMT will determine improvements needed that will be implemented by the PD the following semester. The Project Evaluator will provide regular analysis of this and other evaluation data to the PI, the PD and PMT. Another measure of quality assurance for the program is the fact that academic resources available to the CAMP. MU courses such as UNIV 103 for CAMP

have been developed through a rigorous curricular review process and regularly evaluated.

### **Adequacy of Resources**

Adequacy of Facilities and Other Resource: Migrant students accepted into the CAMP program exposed to the STEM areas will receive their education in MU's state-of-the art facilities. MU's STEM facilities have all been recently constructed or renovated and are well- equipped.

The MU CAMP will have dedicated office space on campus appropriate to the needs of the project and determined by the PMT. Office furniture, a copier, telephone sets and connections. will be supplied by MU. Grant funds will be used to purchase iPads for CAMP project students and computers and printers for the CAMP offices.

To complete classwork that cannot be completed on iPads, the university has fourteen computer labs with printers accessible to CAMP students at any time that campus buildings are open. Each student will be provided with a generous printing budget each semester—300 free pages and copy and fax services will be provided free of charge to CAMP students at the CSC.

MU CAMP students will be housed in one of the university's newly constructed dorms on the same floor following the living learning community models. They will have ample opportunity to interact with students from diverse backgrounds who will also be living in the same residential dorm.

Finally, the CAMP students will have full access to the significant support systems available to all MU students. The CSC will assist CAMP students in accessing these available student services that includes tutoring, mentoring and financial aid advice to students entering the university from underserved communities. The expert resident in these centers will assist CAMP staff to ensure that the programs offered to CAMP participants are high quality and,

more importantly, are delivered as a part of a larger campus effort focusing on success and delivered in a way that will not isolate these students from the larger MU student community.

Commitment to the MU CAMP Project: An important indication of the adequacy of resources is the extent to which MU will provide in kind services and personnel for this CAMP project. While not required within the budget, MU notes the extended commitment of time and resources for those on the Project Management Team that includes: 1) Use of resources from the accounting office providing assistance in the submission of grant reports, 2) Use of the administrative staff in the Dean's office who will assist with the reporting process, 3) The Financial Aid office who will assist in supporting the migrant students in obtaining financial aid in the years leading to their graduation, 4) Student Affairs who will assist in the operations of the living/learning communities and other extra-curricular activities, 5) The Director of Admissions who will be actively engaged throughout all five years of the CAMP project, and 6) faculty time to develop sections of UNIV 103 specific to the STEM needs of the migrant students as well as the mentoring to be provided by STEM faculty.

MEP is a critical partner in the CAMP project. We have received commitments from the MU MEP and Pennsylvania regional directors (See attached letters) to provide services including 1) Referral of students to the CAMP project, 2) Advisement to CAMP and MU staff, 3) Training of CAMP and MU staff on migrant related issues, 4) Liaison services to inform MEP parents and students of CAMP and its offerings to potential college students, 5) Bilingual assistance when working with future CAMP students and families, and 6) Assistance in recruitment of identified of migrant students to the CAMP program.

Costs Related to Project Design: In an effort to effectively use funds over the five year

cycle, in the budget, project personnel and additional resources, are allocated according to greatest need and the timing of the need. For example, oversight by the ME Coordinator will be necessary throughout the five-year grant period. The Program Director will manage all staff and services related to the CSC. The budget was developed to maximize the number of students served each year, to provide substantial financial support and to support the hiring of essential personnel i.e. COUNS, tutors, mentors etc. The PD will be given substantial support from offices such as Financial Aid, Admissions and Student Affairs to identify resources for students. Students will be placed in existing UNIV 103 for CAMP sections that are taught by faculty from the STEM areas.

Costs Related to Persons Served: The budget was carefully constructed to maximize the greatest amount of funding be given to students. Funding for positions and time allocations were devised to maximize the number of students served. Throughout the five-year cycle, 100 students will receive awards with all students receiving ongoing services to assist them in persistence in post-secondary education. Each student will receive a \$3,400 stipend (33% of tuition and fees, which is \$10,918.00 a year for 30 credits) and 50% reduction in room and board during their first year at MU.

Continuation of Services at Program End: MU is committed to serving the needs of migrant students and their families and sustaining support for them at the conclusion of this project. The training of University personnel pertaining to the needs of migrant students will sensitize staff to students' needs and continue after the project. The continuous feedback provided throughout the project from on-going evaluations will serve as a catalyst to enhancing the services the institution can provide. Our commitment to the migrant students' graduation and subsequent employment will remain paramount for this institution.

MU will continue to nurture the established cooperative relationships with community, faith-based organizations and state agencies to jointly serve migrant students. The implementation of the strategic plan, Our Bold Path, for all MU students will heighten the availability of support structure and services for migrant students beyond the scope of the grant for many years to come. The strategies to be implemented include: 1) Creating a new MU Student Success Center to improve student retention through enhanced mentoring, tutoring, and advisement, 2) Increasing the number of students in high-impact learning communities, and 3) Increasing diversity among the student body through increasing the admission of international and out-of-state students. Finally, the University will continue to pursue additional funding through private foundations, state and federal agencies and scholarship opportunities to support the education of migrant students.

### **Quality of Project Evaluation**

This project evaluation will be conducted by project staff in collaboration with external evaluators from Achieving Competencies and Cultural Relevance in Education (A.C.E.), the PMT and the AB. ACE personnel have extensive expertise in program evaluation, cultural diversity, equity and access in education, grant management and mentorship (See attached CVs).

The evaluation plan utilizes comprehensive methodologies (quantitative and qualitative) and processes (formative and summative) to evaluate the effectiveness of project processes and the success in meeting the targeted outcomes for CAMP participants. Qualitative data will be analyzed using NVIVO and descriptive coding (Miles, Huberman, & Saldaña, 2013). Quantitative data will be analyzed using Statistical Package for the Social Sciences (SPSS) software. Evaluation methods are **aligned with goals, objectives, and outcomes** and are guided by Stufflebeam's Context, Input, Process, and Product (CIPP) evaluation model.

The CIPP model is a “framework for guiding evaluations of programs, projects, personnel, products, institutions, and evaluation systems” (Stufflebeam, 2003). In this decision-oriented approach, the four CIPP elements guide program evaluation that is defined as the “systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming” (Patton, 1997, p. 23). Evaluation data will be reviewed each semester with appropriate adjustments to the project services implemented in the following semester.

Table 3  
Evaluation Table

Goal	Evaluation Question	Formative	Summative	Methods
1. Recruit 20 students each year.	To what extent are recruitment efforts successful in meeting target numbers?	Recruitment materials disseminated, hours logged  Biannually Yrs-1-4	End of year and project reports  Yrs 1-5	Hours logged, numbers of materials disseminated, number of applications, student satisfaction
2. Provide broad-based social and financial services for 100% of CAMP students to ensure successful transition into college life.	To what extent are students receiving financial and other supports.	Record of stipends and other financial support, logging of support quantity and quality of support services and hours involved  Yrs 1-5	Student survey on supports and stipends, End of year and project calculation of hours and dollars contributed.  Yrs 1-5	Hours logged, types of services contributed summarized, focus group interview of participants and their families.

3. Achieve a 90% completion rate for CAMP students in their first year of post-secondary education at MU.	To what extent are retention efforts meeting the needs of students?	Record of numbers retained  Yrs. 2-5	Numbers retained  Yrs. 2-5	Focus group of participants, satisfaction
4. Goal 4: Encourage CAMP participants to enter STEM disciplines	To what extent have CAMP students been exposed to and expressed interest in STEM?	Record of hours logged and types of experiences  Yrs. 1-5	Yearly and final report of STEM exposure  Yrs. 1-5	Syllabi, meeting/professional development agendas, student survey, focus groups
5. Achieve 90% rate of CAMP participants, continue their post-secondary education after their 1st year.	To what extent have CAMP students enrolled in a second year of college and/or graduate?	Enrollment and completion numbers, satisfaction surveys  Yrs. 2-5	Yearly and final report  Yrs. 1-5	Enrollment numbers, completion rosters, Focus group of students and families, survey, individual interviews.

Data collection will be conducted in alignment with management plan activities. Persons responsible for each activity will collect and submit data and related documents to the evaluation team and the Project Director. The external evaluation team, A.C.E., will create survey, interview, and focus group protocols and will implement these in collaboration with the program management team. Data analysis and reporting will be completed by the external evaluators in collaboration with the project management team. The evaluation will be conducted by Gerald Powers, Ed.D./ACE evaluation consultants).

## Other Attachment File(s)

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## **CAMP Grant Job/Role Descriptions**

### **MU Program Coordinator**

Qualifications: Minimum requirement of a Master's degree in Education or related field.

Familiarity with the Migrant Education Program. Must be bilingual.

1. Serves as the liaison between the Statewide Migrant Education Program and MU CAMP.
2. Directly supervises the Project Director.
3. Collaborates with Project Director in designing and implementing recruitment plan and the needs assessment application.
4. Ensures MU CAMP staff accessibility to migrant students and parents,
5. Ensures that students and families enrolled in the Migrant Education program and considering Millersville have access to Millersville resources including recruiters, financial aid counselors and other professionals and offices as necessary
6. Coordinates recruiting and other activities between the MU CAMP program and the Migrant Education Field Offices.
7. Ensure continuity in services between Migrant Education field offices and CAMP program participants.
8. Coordinate activities between MU CAMP and community and faith-based agencies.
9. Serves as a member of the CAMP Management Team.
10. Serves as a resource for training for the management team and CAMP staff members.
11. Meets monthly with Principal Investigator for staffing and updates.

### **CAMP Project Director**

Qualifications: Minimum requirement of a Bachelor's degree in counseling, human services or related field. Familiarity with the Migrant Education Program. Must be bilingual.

1. Works full time to administer, manage, and evaluate Millersville's CAMP project including providing oversight for CAMP participants' and staff recruitments, budget, community partnerships, etc.
2. Arranges and conducts visits with migrant families to deliver informational and welcome packets regarding Millersville University.
3. Organizes recruiting/informational events including those at PA migrant education field offices, on campus and the community.
4. Recruit CAMP participants and assist them with the application process.
5. Maintains regular communication (monthly) meeting with Migrant Education Director and field office staff.
6. Provides program staff with guidance regarding Migrant Education interventions and delivery of services.
7. Provides program staff with guidance regarding Migrant Education interventions and delivery of services.
8. Maintains dialogue with University personnel in charge of essential services for CAMP participants including those in admissions, financial aid office, student affairs, etc.
9. Monitors, implements and/or partners with Millersville, community and faith-based partners for service delivery.
10. Lead the CAMP staff to attend monthly MEP families meeting.
11. Maintains open communication with migrant families, community- and faith-based partners, and MU community.

12. Maintains open communication between team members to share information and provide services for MU migrant students.
13. Maintains open communication between CAMP Management team and field office teams.
14. Organizes and attends leadership meeting as necessary.
15. Helps with the training, evaluation and support of new staff members.
16. Works with instructional and support staff to oversee the completion of assessments, delivery of supplemental services, and monthly reporting.
17. Oversees program budget.
18. Understands assessment and retention data for designing and implementing effective interventions and meeting project goals.
19. Performs other duties as assigned by the PA Migrant Education Director at Millersville University.

#### **Counselor/Resource Coordinator**

Qualifications: Minimum requirement of a Bachelor's degree in Counseling, Academic Advisement or related field. Familiarity with higher education student affairs services is a plus.

1. Arranges and conducts welcoming events for migrant students and families.
2. Oversees the provision of student services at Millersville.
3. Works to involve migrant families in Millersville program activities.
4. Serves as a liaison between MU and community and faith-based partners.
5. Designs, coordinates and attends programs and activities supporting the needs of the CAMP program participants.
6. Serves as a resource for Millersville migrant students directing and helping arrange access to all of the support services offered by Millersville community and faith-based partners including transportation, cultural events, healthcare, social services and other services as needed.
7. Assists with the design and provisioning of student services at Millersville.
8. Coordinate with Millersville staff providing services to migrant students.
9. Advise and direct students to Millersville University resources for academic, financial and counseling support.
10. Attend and participate in staff meetings.
11. Organize meetings with Millersville service providers (admission, financial aid, and counseling) as needed to ensure adequate service delivery to migrant students.
12. Perform other duties and responsibilities to support program as necessary.

#### **Clerical Support**

Qualifications: High School diploma. Ability to handle basic office procedures. Must have computer networking skills and be proficient in Microsoft office suites. Must be bilingual.

1. Sort correspondence addressed to CAMP Program Coordinator.
2. Mail correspondence to CAMP families and students as needed.
3. Type letters, memos, etc. in both Spanish and English.
4. Communicate in Spanish with CAMP students and families as needed.
5. Route telephone calls regarding University/project information, staff, etc.
6. Take minutes at CAMP grant staff meetings.
7. Prepare requisitions for order and distribute as necessary.
8. Maintain an outlook calendar and assists in scheduling staff travel, meetings, and other CAMP grant activities.

### **Project Evaluator**

Qualifications: Master's or higher in Education with 3-5 years' experience as a grant writer and reviewer. Knowledge of evaluation procedures, funding processes and compliance issues regarding state or federal grants. Ability to communicate data findings to different constituents.

1. Identify the instruments that will be used to provide the necessary information regarding the success of the grant activities.
2. Identify the timeline for when formative assessments will be administered.
3. Develop an evaluation plan using methods appropriate to collect formative and summative data on project operations.
4. Develop an evaluation plan using methods appropriate to collect data on the effectiveness of the project implementation.
5. Develop an evaluation plan for providing ongoing feedback on progress towards project outcomes.
6. In collaboration with the project director, develop a plan for collecting, analyzing and sharing data for closing the feedback loop. In addition, provide that information to the Project Director and Project Management Team so necessary changes and adjustments may be instituted to more effectively serve the CAMP participants.
7. In collaboration with the project director, develop a plan for collecting, analyzing and sharing data for end of project reporting.

### **Peer Mentors**

Qualifications: bilingual (Spanish/English), Upperclassman (more than 30 credits) and live in the same residence hall as CAMP participants.

1. Foster a positive living-learning community for first-year students.
2. Attend the seminar with the first-year students
3. Encourage students to integrate in-class instruction with out-of-class experiences.
4. Help CAMP students transition from home to campus.
5. Help with the development of basic life skills.
6. Facilitate extra-curricular activities enabling first-year students to acculturate to campus life while maintaining their own identity.
7. Encourage student participation in volunteer activities to further enhance learning and civic responsibility.

### **Tutors**

Qualifications: Must be a junior or a senior who has received training through the University Service Learning office and have participated in the Migrant Education 101 training. Must have a minimum GPA of 3.50 and major in a STEM discipline.

1. Help CAMP participants succeed academically by conducting tutoring sessions
2. Help CAMP participants understand their assignments.
3. Offer effective organization and study strategies including strategies in test preparation, test taking, time management and note taking to CAMP participants.
4. Explain key concepts of course materials.
5. Offer feedback and encouragement.
6. Share appropriate resources.

**Graduate Assistant (GA):** One Graduate assistant will be hired to assist CAMP project. The GA will:

1. Serves as a resource for Millersville migrant students directing and helping arrange access to all of the support services offered by Millersville community and faith-based partners

## George P. Drake, Jr. Vita

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- LinkedIn (public) - <https://www.linkedin.com/pub/george-drake-jr/14/331/230>
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### EDUCATION

- Ph.D., Education, Graduate School of Arts and Sciences, University of Virginia, Charlottesville, Virginia, 1993. Major area of study: special education with emphasis in severe disabilities and inclusion. Minor areas of study: college teaching and research. Dissertation: *Parental Perceptions of the Inclusive Placements of their Children with Severe Disabilities* (funded by U.S. Department of Education, Office of Special Education and Rehabilitative Services [USDOE-OSERS]).
- M.Ed., Special Education, School of Education, The College of New Jersey, Ewing, New Jersey, 1990.
- B.S., Elementary Education, College of Human Resources and Education, West Virginia University, Morgantown, West Virginia, 1979. Area of specialization: intellectual disabilities.

### APPOINTMENTS AND EXPERIENCES AS AN EDUCATIONAL LEADER

#### *Millersville University of Pennsylvania, Millersville, Pennsylvania*

- **Founding Dean, College of Education and Human Services (2015-present).** I am the chief academic officer of a College comprised of the departments of Educational Foundations; Early, Middle, and Exceptional Education; Psychology; Wellness and Sport Sciences; and the School of Social Work. I promote and foster high quality teaching, research, scholarship, service, and collaboration. I also manage the fiscal resources of the College, engage in fundraising activities, coordinate planning and development of new programs and scheduling of courses, review and analyze resource implications for programs, supervise program reviews, supervise faculty searches, undertake faculty evaluation, provide oversight on assessment activities associated with accreditation, and monitor compliance with the collective bargaining agreement. I am a permanent member of the Dean's Council, the leadership team for the Division of Academic Affairs led by the Provost. The Associate Dean, the College Administrative Manager, the Field Services Director, the Migrant Education Site Director, the Digital Learning Studio Director, and the department chairs are direct reports.
- **Founding Dean, School of Social Work (2015-present).** I am likewise the chief academic officer of the School of Social Work, a unit embedded within the College of Education and Human Services and consisting of bachelor, master, and doctoral programs in social work. I perform identical duties and have identical responsibilities as Dean of the School.
- **Head of the Professional Education Unit (2015-present).** I am head of a professional education unit spanning three academic colleges and comprised of initial teacher preparation programs at the undergraduate and post baccalaureate levels; master's degree programs; graduate level endorsement programs; educational specialist, program specialist, supervisory, and administrative certification

programs, and a doctoral degree in educational leadership. The Unit has been NCATE accredited since 1981, and had its last accreditation visit in the spring of 2014.

*West Chester University of Pennsylvania, West Chester, Pennsylvania*

- **Associate Dean for Curriculum and Accreditation, College of Education (2007-2010, 2011-2015).** As associate dean, I provided university-wide leadership in a Professional Education Unit of approximately 3,500 teacher candidates on matters related to unit collaboration, curriculum, national accreditation by NCATE/CAEP, national recognition of academic programs by Specialized Professional Associations, and approval by the Pennsylvania Department of Education (PDE). I had permanent seats on the Executive Committee of the Council of Professional Education (CPE), CPE Assessment and Accreditation Committee, Dean's Cabinet, Academic Affairs Council, and President's Council. I addressed general candidate concerns, had adjudicatory responsibilities in the candidate disposition monitoring process, and provided counsel to individual candidates when they presented criminal clearances with arrests or convictions. The Professional Education Unit Assessment Specialist, the Director of the Office of Field Placements and Student Teaching, the LiveText Coordinator, and the Undergraduate Program Counselor were direct reports. Activities and accomplishments as associate dean include:
  - Facilitating preliminary discussions with our Professional Education Advisory Council on the development of a doctoral program in Educational Leadership;
  - Provided overall leadership to a very successful reaccreditation visit by the Board of Examiners of NCATE which found that the Unit met all six NCATE Unit standards and had all existing Areas for Improvement removed;
  - Wrote Institutional Report and compiled electronic exhibits and evidence for 2014 NCATE reaccreditation visit;
  - Provided oversight to the completion of national recognition of 19 educator preparation programs by 12 Specialized Professional Associations (SPA);
  - Providing leadership and curricular expertise to the development of new teacher education programs across the Professional Education Unit designed to meet new regulatory obligations from the State Board of Education and PDE;
  - Providing leadership to the production of annual reports to Title 2, NCATE, PDE, and other ad hoc requests;
  - Drafted, vetted through legal counsel, and shepherded through a two-tiered policy approval process several policies related to criminal background clearances and status in educator preparation programs;
  - Designed a unified data reporting and analysis method designed to facilitate initial and advanced educator preparation programs across Professional Education Unit closing the assessment loop using candidate performance data;
  - Provided leadership to the 2009 reorganization of the College of Education; and
  - Chaired or co-chaired searches for WCU Executive Director of Distance Education, College of Education Distance Education Coordinator, Associate Director for Clinical Experiences, and Associate Director for Candidate Services.
  
- **Dean (Interim), College of Education (2010-2011).** As dean, I was the chief academic officer of the College of Education and Head of the Professional Education Unit, I provided leadership in academic programming in educator preparation in both the College and the Unit, budget management, accreditation, compliance with collective bargaining agreements, faculty development, faculty evaluation, fundraising and development, partnerships with external entities, and collaboration with the deans of the other colleges. I had permanent seats on the Executive Committee of CPE, Academic Affairs Council, and President's Council, and I convened the Dean's

Cabinet. Accomplishments as dean include the following:

- Hired Budget Manager and Interim Associate Dean of the College of Education;
- Collaborated with colleagues at Cheyney University to develop a joint M.Ed. program in educational leadership;
- Oversaw, with the College of Education Distance Education Coordinator, the development of online M.Ed. in Special Education;
- Hosted two visiting scholars from the University of Istanbul and facilitated their research agenda in local school districts;
- Became President of Philadelphia P-16 Council, a partnership with the School District of Philadelphia, Holy Family University, and the Community College of Philadelphia;
- Established faculty evaluation procedures that brought enhanced transparency to the process;
- Developed and implemented interactive planning tools designed to give department chairs better control over achieving student credit hours/faculty FTE ratio targets;
- Identified over \$600,000 in base budget reductions needed after significant reduction in state appropriation; and
- Collaborated with COE Development Director in order to meet with alumni groups, donors, and friends of the college in a variety of hosted development activities.

***Pennsylvania Professional Standards and Practices Commission, Harrisburg, Pennsylvania***

- **Commissioner** (2014-present), **Standards Committee Member** (2014-present). I was nominated by Pennsylvania Governor Tom Corbett in December 2013 and confirmed by the Pennsylvania Senate in April 2014. I took the constitutional oath of office in April 2014; my term expires in January 2016. The primary role of the Commission is to use the adjudicatory powers vested by the Pennsylvania General Assembly to administer professional educator discipline in Pennsylvania in criminal and noncriminal cases by: (1) revoking or suspending a Pennsylvania professional educator certification and employment eligibility, (2) stipulating a public or private reprimand for cause, or (3) reinstating certification or employment eligibility of an educator whose certification has been suspended, surrendered, or revoked. The Standards Committee enables the Commission to fulfill its other role – to advise the Pennsylvania State Board of Education and the Pennsylvania Department of Education on matters related to educator preparation and certification standards and requirements.

***American Association of Colleges for Teacher Education (AACTE), Washington, DC***

- **Member of the Standing Committee of Professional Preparation and Accountability** (2015-2018). As a member of this committee, I provide leadership in the development of professional consensus on standards, assessment, and practice in educator preparation. The committee oversees the design and implementation of technical assistance related to professional standards and practice, and to initiatives that support and strengthen linkages between the professional standards for educators, professional education preparation programs, and student learning. Additionally, the Committee advocates for the state and place accreditation, licensure, certification, and program approval in strengthening both the field and profession of education.

***Pennsylvania Association of Colleges and Teacher Educators (PAC-TE), Edinboro, Pennsylvania***

- **President-Elect** (2016), **Member of the Board of Directors** (2013-2016), **Nominations and Elections Committee** (2013-2014), **Government Relations Committee** (2014-present). I represent institutions in Pennsylvania's State System of Higher Education (PASSHE). I was elected in 2012 to a three year term that began on July 1, 2013. I served as a member of the Associate Membership/Sponsorship and Budget Work Group in 2013. I was elected as President-Elect (2016-2018), President (2018-2020), and Past President (2020-2022). PAC-TE is a nonprofit professional association for all those in Pennsylvania who are engaged in the preparation and development of professional educators. My responsibilities as a board member include representing PASSHE

institutions at meetings of the Board of Directors on matters related to educator preparation; representing the PAC-TE Board of Directors at Pennsylvania State Board of Directors meetings, regional forums, PDE meetings, and other state or regional events; developing PAC-TE policy; and approving an annual budget, financial reports, and the parameters of all contracts obligating over \$500 as may be necessary to carry out the business of PAC-TE.

***Kennett Consolidated School District, Kennett Square, Pennsylvania***

- **Member of the Board of School Directors, (2005-2013).** I was elected to four year terms in 2005 and 2009 to represent Region B, New Garden Township (Chester County, Pennsylvania precincts 385, 390, and 391). Kennett Consolidated School District is public school district with an enrollment of approximately 4,100 students. As a school board member, I had responsibilities to represent the public interest, monitor student growth and achievement, provide oversight to the superintendent, provide for efficient school facilities, secure adequate financial resources, adopt an annual budget (FY14 - \$73.9M), execute taxing authority, develop and enforce board policy, and provide opportunities for communication with stakeholders. I served in the following roles as a member of the board:
  - Curriculum Committee Member (2005-2007, 2011-2013); Chairperson (2005-2007).
  - Board President (2008-2009). Presided over the approval of construction of a new \$29M elementary school, reorganization of elementary feeder patterns, developing a full-day Kindergarten, and the hiring of a new superintendent. Addressed and conferred diplomas upon high school graduating classes of 2008 and 2009. Portions of 2008 address (captured by a member of the graduating class): [http://www.youtube.com/watch?v=7Bg03sg\\_sFU](http://www.youtube.com/watch?v=7Bg03sg_sFU)
  - Board Vice-President (2010-2011).
  - Finance Committee Member (2009-2010).
  - Personnel Chairperson (2009-2011).
  - Liaison and Communication Committee Chairperson (2012).
  - Board Negotiation Team Member, Act 93 (administrator’s ‘bargaining unit’) contract discussions (2012). Successfully negotiated a new contract for Act 93 administrators.

***North Country Treetops Foundation (Camp Treetops), Lake Placid, New York***

- **Program Director (Summers 2006-2008), Assistant Program Director (Summer 2005), “Super” Program Coordinator (Summers 2002-2005), Senior Camp Float (Summers 1999-2001).** I provided leadership in a community of approximately 100 children aged 11-14 and approximately 35 adult staff members at a seven week progressive residential summer camp in the Adirondack Mountains of upstate New York. Responsibilities as program director included approving weekly program plans in swimming, horseback riding, wilderness trip program (hiking, canoeing, horseback riding, and rock climbing), music, arts, community service, and farm and garden education; planning and conducting pre-camp staff development; planning and conducting weekly staff meetings; conducting staff evaluations; addressing camper behavioral issues; and communicating with parents as needed.

**APPOINTMENTS AND EXPERIENCES AS A FACULTY MEMBER IN HIGHER EDUCATION**

***Millersville University of Pennsylvania, Millersville, Pennsylvania***

- Professor of Education, Department of Early, Middle, and Exceptional Education (starting July 15, 2015).

***West Chester University of Pennsylvania, West Chester, Pennsylvania***

- Associate Professor of Special Education, Department of Early Childhood and Special Education (1999-2007).
  - Coordinator of Graduate Studies (2005-2007).

- Assistant Professor of Special Education, Department of Special Education (1994-1999).
  - Chairperson (1996-1997).
  - Coordinator of Student Teaching (1995-1999).

Courses Developed and/or Taught at West Chester University

- **Inclusive Classrooms** (EDA230) – A course designed to prepare candidates to support students with disabilities in general education settings. Co-taught with elementary education faculty.
- **Inclusive Practices in Music Education** (EDA250) – A course I developed for the Department of Music Education to help candidates learn how to support students with disabilities in general music class.
- **Field Experience & Seminar: Low Incidence Disabilities** (EDA301) – A junior-level field experience course in which candidates weekly (1) engaged with students with severe disabilities, (2) met in seminar, and (3) completed a reflective writing assignment.
- **Field Experience & Seminar: High Incidence Disabilities** (EDA302) – A junior-level field experience course in which candidates weekly (1) engaged with students with mild disabilities, (2) met in seminar, and (3) completed a reflective writing assignment.
- **Behavior Management** (EDA320) – Course designed to prepare special education candidates to conduct functional analyses of student behavior and develop behavioral intervention plans based on behavioral function.
- **Low Incidence Methods and Field** (EDA347) – A methods and field course I developed in which candidates learned about assessment, curriculum, and instructional strategies unique for students with severe disabilities. Candidates completed a weekly field experience with students with severe disabilities.
- **Methods in Low Incidence Disabilities** (EDA349) – An older course providing methods of assessment, curriculum, and instruction for students with severe disabilities.
- **Senior Seminar** (EDA403) – A culminating current issues seminar taken concurrently with student teaching.
- **Student Teaching Supervision** (EDA416-417) – Supervision of culminating clinical experience for candidates.
- **Senior Honors Thesis** (HON490) – I directed the original research of a senior honors student who examined general education students' attitudes toward students with disabilities as a function of inclusive placements.
- **Systematic Instruction of Life Skills** (EDA504) – A graduate course I developed in which candidates learned about assessment, curriculum, and instructional strategies unique for students with severe disabilities.
- **Classroom Management** (EDA544) – A graduate course designed to provide candidates with knowledge and skills in functional analysis of student behavior and behavioral intervention plans.
- **Practicum in Special Education** (EDA581) – A graduate level field experience and seminar course.

*North Country Treetops Foundation, Lake Placid, New York*

- Lead Instructor, **A Practical Application of Progressive Educational Theory**, a six-credit undergraduate course accredited by the Board of Regents of the University of the State of New York—National College Credit Recommendation Service (National CCRS), Camp Treetops, summers 2002-2008. I conducted a successful reaccreditation visit by National CCRS in 2007.

*Virginia Commonwealth University, Richmond, Virginia*

- Collateral Assistant Professor, Virginia Institute for Developmental Disabilities, 1993-1994. I

served as coordinator of the Person-Centered Planning Training Initiative (U.S. Department of Health and Human Services [USHHS]), 1993-1994.

*University of Virginia, Charlottesville, Virginia*

- Research Assistant, Statewide Systems Change in Virginia: Integration of School Programs for Students with Severe Handicaps (USDOE-OSERS), 1991-1992.
- Project Assistant, Virginia Statewide Project to Endorse Teachers in Severe and Profound Disabilities (USDOE-OSERS), 1991-1993.

Courses Taught at University of Virginia

- **Non-aversive Interventions for Problem Behavior in Persons with Severe Disabilities** (EDIS 715) – A graduate course in the Department of Curriculum, Instruction, and Special Education (CISE) designed to prepare candidates to conduct functional analyses of student behavior; and develop, implement, and assess the effectiveness of behavioral intervention plans. Co-taught with Dr. Martha E. Snell as an internship in college teaching.
- **Single-Subject Design Research** (EDES733) – A doctoral course in the Department of Educational Studies designed to provide detailed knowledge and skills associated with single-subject design research methods. Co-taught with Dr. John Wills Lloyd as an internship in college teaching
- **Practicum in Special Education** (EDIS789) – A CISE graduate course enabling candidates to complete supervised field experiences in special education.
- **Independent Study in Special Education** (EDIS793) – A CISE graduate course designed to allow candidates to complete research projects for credit.
- **Readings and Research in Special Education** (EDIS802) – A CISE graduate course offered during a summer institute associated with the Virginia Statewide Project to Endorse Teachers in Severe and Profound Disabilities.

APPOINTMENTS AND EXPERIENCES AS A P-12 TEACHER

*Charlottesville School Division, Charlottesville, Virginia*

- Substitute Teacher, Venable Elementary School (1992).

*Hopewell Valley Regional School District, Pennington, New Jersey*

- Homebound Instructor—Middle School Mathematics and Science (1985-1986).

*Mercer County Special Services School District, New Jersey*

- Special Education Teacher, Regional Day School (1985-1990); Life Skills Team Leader (1988-1990). I was a lead teacher of students with severe disabilities in regional educational program in West Windsor, NJ. I developed the school's first functional approach to curriculum and instruction for students with severe disabilities, and engaged my students in 50% community-based instruction.
- Special Education Teacher, Mercer County Juvenile Shelter (1980-1985). I developed and directed the educational program in a county residential shelter for adjudicated youth in Trenton, NJ.

RELATED PROFESSIONAL EXPERIENCES

- Due Process Hearing Officer, Delaware State Department of Education, Dover, Delaware (1997-200).
- Test Developer, Praxis Series Special Education Tests, Educational Testing Services (ETS), Princeton, New Jersey (1995-1997).
- Intern, Nonaversives Awareness Project, Office of Government Relations, The Association for Persons with Severe Handicaps (TASH), Washington, DC (1993).
- Consultant, Severe and Profound Handicaps/Deaf-Blind Technical Assistance Center, Center for

- Human disabilities, George Mason University, Fairfax, Virginia (1991-1993).
- Project coordinator, Technology 4 Children Project (NJDOE), Regional Day School, MCSSSD, Trenton, New Jersey (1988-1990).
- Research assistant, Child Behavior Study, The College of New Jersey, Ewing, New Jersey (1987).

#### **PUBLIC SCHOOL TEACHING CERTIFICATIONS**

- New Jersey, Teacher of the Handicapped, K-12
- New Jersey, Elementary School Teacher, K-6
- New Jersey, Nursery School Teacher, N-3

#### **PROFESSIONAL DEVELOPMENT**

- Writing Across the Curriculum
- Cooperative Learning
- TracDat
- Basic SAP
- SAP Business Intelligence Financial/Budget Reporting
- Title IX Discrimination/Harassment Fact Finding
- Legal Issues in Higher Education

#### **HONORS**

- Kappa Delta Pi Point of Excellence Award (1997).
- Outstanding Professor of the Year, West Chester University PanHellenic Council & Interfraternity Council (2004).
- Inaugural member of the *Prezi Educators Society* (2014).

#### **PUBLICATIONS AND MANUSCRIPTS**

- Drake, G. P., Snell, M. E., & Koontz-Lowman, D. (1992). Graduate programs leading to endorsement in severe and profound disabilities and preschoolers with disabilities: Practicum handbook. Unpublished manuscript, University of Virginia.
- Drake, G. P. (1993, October). Focus on student research: Parental perceptions of the inclusive placements of their children with severe disabilities. *Focus on Research*, 8 (1).
- Snell, M. E., & Drake, G. P. (1994). Replacing cascades with supported education. *The Journal of Special Education*, 27, 393-409.
- Drake, G. P. (1994). Person-centered planning: Community training curriculum. Unpublished manuscript, Virginia Institute for Developmental Disabilities, Virginia Commonwealth University (USHHS).
- Lloyd, J. W., Eberhard, M. J., & Drake, G. P. (1996). Group- versus individual-reinforcement contingencies within the context of group study conditions. *Journal of Applied Behavior Analysis*, 29, 189-200.

#### **PAPERS AT INTERNATIONAL, NATIONAL, AND REGIONAL CONFERENCES**

- Finkel, J. S., & Drake, G. P. (November, 1996). The mentorship program: A model of collaboration. Paper presented at the 19th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Washington, DC.
- Brown, D. F., Haggard, C., & Drake, G. P. (February, 1997). Developing teacher leaders: Describing the process of designing a collaborative masters degree in the school of education. Paper presented at the 20th Annual Conference of the Eastern Educational Research Association (EERA), Hilton Head, SC.
- Drake, G. P. & McGinley, V. M. (November, 1999). The inclusive education instructional strategy project. Paper presented at the Annual Conference of Region IX of the American Association on

Mental Retardation (AAMR), Annapolis, MD.

- McGinley, V. M., Drake, G. P., & Foley, T. (October, 2000). The inclusive education instructional strategy project. Paper presented at the 7<sup>th</sup> Annual International Conference of the Mental Retardation and Developmental Disabilities Division of the Council for Exceptional Children, Baltimore, MD.
- McGinley, V. M. & Drake, G. P. (December, 2001). The inclusive education instructional strategy project. Paper accepted at the Annual International Conference of TASH, Miami, FL.
- Drake, G. P., Karkosak, R., Pedroso, J., & Callahan, W. (2008, March). Leap ahead! One district's steps toward full-day kindergarten. Paper presented at 68<sup>th</sup> Annual Conference of the National School Board Association, Orlando, FL.
- Drake, G. P., Karkosak, R., Pedroso, J., & Callahan, W. (March, 2008). Kennett Consolidated School District's LEAP kindergarten program. Exhibition selected to represent Pennsylvania in the "Walk of Excellence" at 68<sup>th</sup> Annual Conference of the National School Board Association, Orlando, FL.
- Gehrt, V., Tischer, N., Drake, G. P., & Winterton, S. (April, 2011). Revolutionizing the student teaching experience. Paper presented at the 71<sup>th</sup> Annual Conference of the National School Board Association, San Francisco, CA.

#### PAPERS AT STATE AND LOCAL CONFERENCES

- Drake, G. P., Wood, C. F., Albe, L. C., Gallucci, C., & Bricketto, R. (September, 1989). Community-based instruction at the Regional Day School, MCSSSD. The Second Annual Fall Forum of the New Jersey Council for Exceptional Children, Burlington, NJ.
- Drake, G. P. (January, 1992). Functional curricula for students with severe disabilities. Invited address at a conference of The Virginia Chapter of The Association for Persons with Severe Handicaps, Vinton, VA.
- Drake, G. P. (March, 1994). Person-centered approaches to transition planning—VIDD's Person-centered planning training initiative. 1994 Vocational Assessment & Transition Forum, Virginia Beach, VA.
- Drake, G. P. (May, 1994). Management and manipulation of qualitative interview data: An electronic file card system. Technology 94—Transforming the Academy, Virginia Commonwealth University, Richmond, VA.
- Drake, G. P. (November, 1994). Parental perceptions of inclusion. 35th Annual Convention of the Pennsylvania Federation: Council for Exceptional Children, Hershey, PA.
- Finkel, J., Drake, G., Strunk, Y., Quinn, M., & Marvin, M. (November, 1995). Mentorship: A model of collaboration. 36th Annual Convention of the Pennsylvania Federation: Council for Exceptional Children, Hershey, PA.
- Drake, G. P., & Gallagher, M. (November, 1997). Effects of inclusion on students' attitudes toward interactions with children with disabilities. 38th Annual Convention of the Pennsylvania Federation: Council for Exceptional Children, Hershey, PA.
- McGinley, V. A. & Drake, G. P. (November, 1998). Using CEC standards to evaluate pre-service teachers. 39th Annual Convention of the Pennsylvania Federation: Council for Exceptional Children, Hershey, PA.
- Witmer, K. D. & Drake, G. P. (October, 2012). A new level of advocacy: Uncomfortable, but unavoidable. 41<sup>st</sup> Annual Teacher Education Assembly of the Pennsylvania Association of Colleges and Teacher Educators, Harrisburg, PA.

#### FUNDED GRANTS

- Drake, G. P. & Snell, M. E. (1992). Parental perceptions of the integrated placements of their children with severe disabilities. (USDOE-OSERS, Student-Initiated Research), \$12,780.

- Brown, D. S., Welsh, L. A., Finkel, J. S., & Drake, G. P. (1996). A full inclusion project (WCU Team Grants), \$500.
- Drake, G. P. (1996). Instructional design multimedia software development (Dean's Office, School of Education, West Chester University), \$3250.
- Drake, G. P., McGinley, V. A., & Foley, T. (1998). The inclusive education instructional strategy project (Pennsylvania State System of Higher Education, Faculty Professional Development Council), \$4204.
- Drake, G. P. (1998). Special Education Undergraduate Program Assessment Plan (West Chester University), \$1000.

#### **UNFUNDED GRANTS**

- Drake, G. P. (1995). The New Garden inclusive multiage grouping research project. (Pennsylvania State System of Higher Education, Faculty Professional Development Council), \$2913.
- Drake, G. P. (1996). The instructional design multimedia software development project (West Chester University, Faculty Development Committee), \$4441.

#### **THESIS DIRECTION**

- Gallagher, M. C. (1996). Effects of inclusion on students' attitudes toward interactions with children with disabilities. Senior Honors Thesis, West Chester University.

#### **POLICY AND TECHNICAL DOCUMENTS**

- Drake, G. P. (2007). Annual report to NCATE.
- Drake, G. P. (2007). Criminal background check policy. Council of Professional Education, Professional Education Unit, West Chester University. Approved by Consensus-Determining Membership of Council of Professional Education, January 25, 2008. Updated September 26, 2011. Retrievable at <http://www.wcupa.edu/academics/coed/studentinfo/documents/ClearancePolicyamended2011.pdf>
- Drake, G. P. (2008). Annual report to NCATE.
- Drake, G. P. (2009). Annual report to NCATE.
- Drake, G. P. (2011). Annual report to NCATE.
- Drake, G. P. (2012). Criminal clearance enrollment revocation policy. Council of Professional Education, Professional Education Unit, West Chester University. Approved by Consensus-Determining Membership of Council of Professional Education, November 9, 2012. Retrievable at <http://www.wcupa.edu/academics/coed/studentinfo/documents/FieldCourseClearancepolicy.pdf>
- Drake, G. P. (2013). West Chester University institutional report to NCATE. No longer publicly available on web.
- Drake, G. P. (2014). Annual Report on Candidate Performance. No longer publicly available on web.
- Drake, G. P. (2015). Annual Report on Candidate Performance. Retrievable at <http://www.wcupa.edu/academics/coed/accred/ncate/documents/WCUProfessionalEducationUnitReportonCandidatePerformance.pdf>

#### **STUDENT JUDICIAL PROCEEDINGS AND DECISIONS**

- Teacher candidate dispositions, Professional Education Unit (2007). Concurred with department recommendation of removal from program for inappropriate interactions with minors, sharing pornography with minors. Candidate removed without appeal.
- Teacher candidate dispositions, Professional Education Unit (2008). Concurred with department recommendation of removal from program for inappropriate interactions with classroom teacher, lack of preparedness, poor attendance in student teaching, and lack of responsibility. Candidate removed after lost appeal to CPE Student Appeals Committee.

- Teacher candidate dispositions, Professional Education Unit (2009). Overturned department recommendation of removal from program, candidate was not afforded rights of due process.
- Teacher candidate dispositions, Professional Education Unit (2010). Concurred with department recommendation of removal from program for lack of preparedness, lack of consistent attendance, lack of professional interactions with students and cooperating teacher. Candidate removed after lost appeal to CPE Student Appeals Committee.
- Step 3 Grade Appeal, College of Education (2010). Denied appeal to overturn a failing grade in a graduate counselor education course.
- Academic Integrity Board (2010). Wrote the recommendation stipulating removal from major for academic dishonesty related to falsifying timecards associated with an internship in social work.
- Academic Integrity Board (2012). Wrote the 5-0 recommendation stipulating expulsion from the university for stealing and selling copies of a secure Chemistry final exam copyrighted by the American Chemical Society.
- Teacher candidate dispositions, Professional Education Unit (2012). Overturned department recommendation of removal from program, department failed to do due diligence to dispositions monitoring process.
- Step 3 Grade Appeal, College of Education (2012). Denied appeal to convert a D+ to an A- based on unfair removal from field experience. Neither the decision to remove from the field nor subsequent drop in grade was done with capriciousness or prejudice.
- Counselor education candidate dispositions, Professional Education Unit (2012). Concurred with department recommendation of removal from program for failure to develop and implement age-appropriate interventions, accept and implement constructive feedback, communicate empathy and establish rapport; and for a notable lapse of ethics. Candidate has not yet chosen to exercise his right of appeal.
- Grade Appeal Board, West Chester University (2013). Concurred with the decision that student receiving D+ in a course had not received ADA accommodations related to extended test time. Stipulated a re-test of the final exam with extended time after a brief study period.
- Step 3 Grade Appeal, College of Education (2014). Concurred with faculty and department chair that a final course of F was assigned in a manner that was fair and in accordance with university policy designed to meet the stipulations of the ADA. Nevertheless, suggested that the student be allowed to retake the course and not be dismissed from the university.
- Academic Integrity Board (2014). Wrote the 5-0 recommendation providing for Disciplinary Probation with an educative aspect (meeting to discuss ethical standards in teacher preparation) for cheating and plagiarism.
- Special Grade Appeal hearing convened by the Dean of Graduate Studies (2014). Concurred with decision to change grades for two student teaching course from F to W based on evidence of poor advisement regarding student's right to seek a W during the semester. Concurred with decision to deny request to change subsequent grade on student teaching course from C- to A for lack of evidence of miscalculation or capriciousness.
- Academic Integrity Board (2014). Wrote the 5-0 recommendation for an educative consequence for a student accused of plagiarism for whom English is not his first language. Student will receive an F in the course and participate in mandatory evaluation and programming at the WCU Writing Center.

### **BLOG ACTIVITIES**

- Drake, G. P. (2005-2008). *Classroom reflecting pool*. (<http://geodrake.blogspot.com>)
- Drake, G. P. (2008). *Special education blog*, WCU 3E Institute, West Chester University. No longer available on web.
- Drake, G.P. (2011). Staff blog on issues in education for WestChester-PA.com, a community website serving West Chester, PA. No longer available on web.

- Drake, G.P., Ward, J., & Price, G. (2014-present). *PASSHE on PAC-TE*. Designed to communicate with constituents from PASSHE institutions we represented on PAC-TE (<http://passheonpacte.blogspot.com/>)

### **EDITORIAL ACTIVITIES**

- Field Reviewer, Sage Publishing Co., Newberry Park, California (1991).
- Field Reviewer, Paul H. Brookes Publishing Co., Baltimore, MD (1994).
- Guest Reviewer, *Early Education and Treatment*, Volume 6 (1995).
- Field Reviewer, CEC, Division for Research conference presentation proposals (1996).
- Field Reviewer, Annual Grant Program, Faculty Professional Development Council, Pennsylvania State System of Higher Education (1996, 1997, 1998).
- Field Reviewer, Addison Wesley Longman Publishing Co., New York, NY (1997).
- Field Reviewer, Addison Wesley Longman Publishing Co., New York, NY (1999).

### **CONSULTANCIES**

- Charlottesville School Division, evaluation of challenging behavior problems of elementary student with multiple disabilities (1991), Charlottesville, VA.
- Charlottesville School Division, evaluation of program for elementary student with physical disabilities (1992), Charlottesville, VA.
- Fluvanna County School Division, evaluation of secondary special education programs (1992), Palmyra, VA.
- Orange County School Division, provision of technical assistance to child study team on implementation of ecological assessment with two high school students with severe disabilities (1992), Orange, VA.
- Roanoke School Division, evaluation of curriculum and programming for student with severe disabilities (1992), Roanoke, VA.
- Faculty consultant on inclusion and behavioral issues for inclusive summer camp (1995-1997), West Chester University, West Chester, PA.
- Chester-Upland School District, Chester High School Academy (1995), Chester, PA (pro bono).
- William Penn School District, inclusive practices for a student with severe disabilities (1997), Lansdowne, PA (pro bono).
- Springfield School District, issues related to transition from elementary to middle school for a student with severe disabilities (1998), Springfield, PA (pro bono).
- West Chester Area School District, advocacy for parents of Jane Doe, a Kindergarten student with disabilities and challenging behaviors (2000-2001), West Chester, PA.
- Trenton Public Schools, provision of technical assistance related to behavior and inclusive education (2000-2001), Trenton, NJ.
- Rider University, external consultant for new graduate degree program in special education (2000), Lawrenceville, NJ.
- Kennett Consolidated School District, advocacy for parents of John Doe, a sixth grade student having educational difficulties and challenging behaviors (2004), Kennett Square, PA (pro bono).
- St. Joseph's University, invited consultant at a day of conversation and planning with the teacher education faculty at St. Joseph's University as they move toward initial NCATE accreditation (2013), Philadelphia, PA.

### **LECTURES, INSERVICES, ROUNDTABLES, AND PANEL PARTICIPATION**

- Integration of therapy in community-based instruction (March, 1989), Mercer County Special Services School District inservice, Trenton, NJ.
- Augmentative communication using the Apple computer (September, 1989), Mercer County Special

- Services School District inservice, Trenton, NJ.
- Invited lecture on life skills curriculum (November, 1989), The College of New Jersey, Ewing, NJ.
  - Invited lecture on community-based instruction (November, 1989), The College of New Jersey, Ewing, NJ.
  - Invited lecture on positioning and handling of students with physical disabilities (April, 1990), The College of New Jersey, Ewing, NJ.
  - Invited talk on extended school year programs for students with severe disabilities (January, 1992), with Martha E. Snell, for the Charlottesville Special Education Advisory Committee, Charlottesville, VA.
  - Point/counterpoint discussion on inclusion, with Betty Hallenbeck, at a regular meeting of the Student Virginia Education Association (February, 1993), University of Virginia, Charlottesville, VA.
  - Parental perceptions of the inclusive placements of their children with severe disabilities: A case report (March, 1993), Minot State University, Minot, ND.
  - Parental perceptions of the inclusive placements of their children with severe disabilities: The Herald County cases (April, 1993), Monthly special education faculty seminar. University of Virginia, Charlottesville, VA.
  - Parental perceptions of the inclusive placements of their children with severe disabilities (July, 1993), University of South Florida, Tampa, FL.
  - Panel discussion on inclusion, Parent Information Night (January, 1995), West Chester Area School District, West Chester, PA.
  - Invited speaker at a presentation on multiage classrooms to the Board of Education (October, 1995), Kennett Consolidated School District, Kennett Square, PA.
  - Mentorship program (October, 1995). West Chester University Academic Festival, West Chester, Pennsylvania, with Finkel, J., Grice, S., Mims, J., Haggard, C., Welsh, L., & Drobnak, M.
  - Invited speaker at faculty luncheon on use of Internet listserv technology to promote writing skills among college WCU students majoring in special education (November, 1995), West Chester University, West Chester, PA.
  - Invited speaker on inclusion of students with disabilities in music classes (each semester, 1996-1997), School of Music, West Chester University, West Chester, PA.
  - Invited speaker on issues of behavior management (April, 1996), Department of Kinesiology, School of Health Sciences, West Chester University, West Chester, PA.
  - Supporting students with severe disabilities in inclusive general education settings (June, 1996), William Penn School District inservice presentation, Aldan, PA.
  - Supporting students with disabilities in inclusive settings through collaboration (January, 1997), Bordentown Regional School District inservice presentation, Bordentown, NJ.
  - Inclusion and multi-age classrooms (February, 1997). Chester County Reading Association, Immaculata College, Immaculata, PA.
  - Multi-age classrooms: Promises and pitfalls (April, 1998), College of Education, University of New Mexico, Albuquerque, NM.
  - Invited lecture on inclusion of students with severe disabilities (June, 1998). Holy Family College, Newtown, PA.
  - Facilitator, Individuals with Disabilities Education Act Workshop for Faculty and Students (September, 1998), West Chester University, West Chester, PA.
  - “Cool-operative” learning: Faculty challenges and renewal (October, 1998), University Festival, West Chester University, West Chester, PA.
  - Assessment projects at WCU (October, 1998), University Festival, West Chester University, West Chester, PA.

- Participant, panel discussion on inclusive practices (April, 1999), Penn Delco School District, Aston, PA.
- Multiage classrooms in the elementary school: One school's attempt at changing the system (June, 1999), College of Education, University of Cincinnati, Cincinnati, OH.
- Invited speaker, Kappa Delta Pi Initiation Ceremony (April, 2001), West Chester University, West Chester, PA.
- Oops, the milk has spilled: The nature of community at Camp Treetops (July, 2001), Invited Address, Board of Trustees, North Country Treetops, Lake Placid, NY.
- Invited participant, panel discussion on inclusive education (March, 2006), Chester County Intermediate Unit, Downingtown, PA.
- Invited participant and mock interviewer, Mock interview session for secondary education student teachers (March, 2012, 2013), Downingtown High School, Downingtown, PA.
- Session moderator, Strand 1: Outcomes and Assessment (October, 2012), Teacher Education Council of State Colleges and Universities/The Renaissance Group (TECSCU/TRG) Fall 2012 Joint Conference, Arlington, VA.
- Invited participant, roundtable discussion on transforming educator preparation in the Commonwealth of Pennsylvania (January, 2013), Pennsylvania Department of Education, Harrisburg, PA. Personal invitation from the Deputy Secretary of Education.
- Invited panelist (representing PAC-TE), panel session designed to augment the keynote address and respond to the question: *What changes are required to improve student teaching clinical experiences in Pennsylvania's future teachers so as to have more realistic practice-based experiences that enable them to demonstrate the requisite knowledge, skills and pedagogy require for supporting student achievement and growth in today's schools?* (April, 2013), Annual Spring Conference, Pennsylvania Association of Colleges and Teacher Educators, State College, PA. (<http://www.youtube.com/watch?v=XO83IHdFJhQ>)
- Moderator, Remarks and Q & A with Pennsylvania Secretary of Education Carolyn Dumesque (October, 2013), Annual Fall Teacher Education Assembly: *Cultivating Common Ground – Collaborating for Excellence*, Pennsylvania Association of Colleges and Teacher Educators, Harrisburg, PA.

#### **PROFESSIONAL ASSOCIATIONS (Former and Current)**

- The Association for Persons with Severe Handicaps
- American Association on Mental Retardation
- Council for Exceptional Children
- Pennsylvania Council for Exceptional Children
- Phi Kappa Delta, Professional Fraternity in Education
- Kappa Delta Pi, International Honor Society in Education
- History of Education Society
- National School Boards Association
- Pennsylvania School Boards Association
- Association for Supervision and Curriculum Development
- American Association of Colleges for Teacher Education
- Kennett Education Foundation
- Association of Teacher Educators

#### **EXPERT WITNESS EXPERIENCE**

- Member of expert witness team in Alabama Coalition for Equity, Inc., et al. v. Guy Hunt (May, 1992). (Circuit Court, Montgomery County, Alabama), Civil Action No. CV-90-883-R.

## **SELECTED SERVICE ACTIVITIES**

### **Mercer County Special Services School District**

- Member (1985-1986), Regional Day School Computer Committee.
- Chair (1988-1990), Regional Day School Behavior Management Committee.
- Member (1988-1990), Superintendent's Council.

### **Virginia Commonwealth University**

- Member (1993-1994), Virginia Intercommunity Transition Council, Commonwealth of Virginia.
- Member (1993-1994), Person-Centered Planning Workgroup, Virginia Institute for Developmental Disabilities.
- Member (1993-1994), Philosophy Committee, The Sabot School, Richmond, VA.
- Member (1993-1994), State Planning Team, State and Local Team Partnership Project, Virginia Institute for Developmental Disabilities.
- Member (1993-1994), Committee on Accessibility, Virginia Institute for Developmental Disabilities.

### **Kennett Consolidated School District (Unrelated to School Board Duties)**

- Member (1997), Grant Writing Subcommittee (1997), Kennett Elementary School Technology Planning and Implementation Committee.
- Vice-President (1999-2001), New Garden Elementary School Parent Teacher Organization, New Garden Elementary School.
- Member (1999-2001), Chair of Needs Assessment Subcommittee (2000-2001), School Uniforms Committee.
- Co-Chair (2003), Additional Learning Opportunities Action Group, Strategic Planning Committee.
- Member (2008), Inclusive Practices Task Force.
- Member (2014), Special Education Strategic Planning Work Group.

### **West Chester University**

#### *As a Member of the Faculty*

- Member (1994-2000), University Research Consortium.
- Member (1994-1995), West Chester University/Fuget Middle School Collaborative, Partnership Action Team.
- Member (1994-1995), NCATE Curriculum Design Task Groups I & II, School of Education.
- List owner (1995-1997), Department of Special Education listserv ("SPECIAL-ED").
- Member (1995-2000), Executive Committee (1996-1997), University Forum.
- Member (1995-1997), School of Education Organizational Analysis Steering Committee.
- Member (1996, 1997), University Academic Festival Planning Committee.
- Member (1996-1997) Steering Committee on Inclusive Practices, West Chester Area School District (Co-facilitator, Workgroup on Staff Development)
- Member (1996), Search Committee, Department of Special Education (Faculty Positions).
- Member (1996-1997), Search Committee, Division of Academic Affairs (Dean of the School of Education).
- Member (1996-1997), Teacher Education Council.
- Member (1996-1997), Dean's Cabinet, School of Education.
- President (1997-1998), WCU Chapter of Phi Delta Kappa.
- Founding Chair (1997-2003), School of Education Scholarship Committee.
- Member, Task Force on Increasing Community among Special Education Researchers, Division for Research (Council for Exceptional Children - Unfortunately the task force was never convened, but I was named to the original group).

- Member (1997-2000), Curriculum Committee (BSED in Special Education), Department of Early Childhood and Special Education.
- Senator (1998-2001), Member of Ethics Subcommittee (1998-2001), Chair of Ethics Subcommittee (1999-2001), Faculty Senate.
- Member, (1998-1999), Undergraduate Council, School of Education.
- Member (1998-1999), Search Committee, Department of Professional and Secondary Education (Faculty Positions), School of Education.
- Member (1999-2002), University Scholarship Committee.
- Member (1999-2005), National Advisory Committee, Praxis Series: Special Education, Educational Testing Service, Princeton, NJ.
- Member (2000-2005), Faculty Evaluation Committee, Department of Early Childhood and Special Education.
- Member, (2002-2006), Graduate Council, School of Education.
- Chair (2003), Search Committee, Department of Early Childhood and Special Education (faculty position), School of Education.
- Faculty Liaison (2003-2007), Full Member (2007-present), University Academic Advising Committee.
- Member (2004), By-Laws Committee, Department of Early Childhood and Special Education.
- Member (2004, 2005), Search Committee, Department of Early Childhood and Special Education (faculty position), School of Education.
- Member (2006-2009), University Faculty Development Committee.
- Member (2006-2009), Education Committee (PA-TASH).
- Member (2006-present), Assessment and Accreditation Committee, Council of Professional Education.
- Member (2006-2007), Faculty Evaluation Committee, Department of Early Childhood and Special Education.

*As a Member of the Administration*

- Member (2007-present), Dean's Cabinet, College of Education; Convener (2010-2011).
- Member (2007-present), Academic Affairs Council.
- Member (2007-present), President's Council.
- Chair (2007), Professional Education Unit Criminal Clearance Policy Workgroup.
- Member, (2007-2010), Academic Recognition Committee.
- Member (2008-present), Student Information Committee, Council of Professional Education.
- Member (2008-present), LGBTQA Advisory Committee.
- Academic Affairs Council Representative (2008-present), WCU Americans with Disabilities Act (ADA) Committee.
- Member (2008-present), Secondary Education Forum, Council of Professional Education.
- Member (2009), College of Education Reorganization Steering Committee.
- Member (2009-present), WCU Technology Task Force.
- Member (2009), Distance Education Workgroup, Finance subcommittee.
- Member (2009), Presidential Inaugural Committee; Chairperson (2009), Formal Ceremony Subcommittee.
- Member (2009-21011), Middle States Workgroup-Standards 11 & 13.
- Chair (2010), Search Committee, COE Distance Education Coordinator.
- President (2010-2011), Greater Philadelphia P-16 Council.
- Member (2010-2013), Advisory Council, The 3E Institute, College of Education.

- Member (2010-2011), Executive Committee, Council of Professional Education.
- Co-Chair (2010-2011), Search Committee, WCU Executive Director of Distance Education.
- Member (2010-2011; 2012-2013), Management Team, WCU/APSCUF (faculty union) Meet and Discuss.
- Co-Chair (2011-2014), WCU Distance Education Advisory Committee.
- Institutional Representative (2011-present), American Association of Colleges of Teacher Education.
- Member (2014). University Commencement Committee.
- Member (2014), Student Success Network.
- Member (2014-2015), University Retention and Graduation Committee.

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Withheld pursuant to exemption

(b)(6)

of the Freedom of Information and Privacy Act

## DAMASO ALBINO JR.

(b)(6)

**Current Goal (not seeking employment at the time):** Employment/work in an educational/social work/community service setting educating children and adults and/or supporting educational programs dealing with children, adults and their families. I have a special interest in educating/supporting non-English speaking adults/students and their families.

### PROFESSIONAL SUMMARY:

- Experienced Educator, Administrator, Supervisor and Instructional Leader (over 30 years in educational settings).
- Proven ability to educate adults and students in diverse settings including multi-grade instructional, at-risk students, adjudicated students, Out of School Youth, ESL students and adults in regular/work related and vocational settings.
- Recruited, screened, interviewed, hired, evaluated and dealt with disciplinary issues for many teachers and staff.
- Possess Bi-lingual proficiencies in English and Spanish. Exposure to many languages and cultures through over 30 years of experience as an ESL instructor and school administrator in highly diverse school environments.

### EDUCATION:

Elementary and Secondary School Principal Certificate (3.95), Penn State University  
MA in Educational Administration (4.0) Penn State University  
MA in Teaching and Curriculum (3.97), Penn State University  
BA in Secondary Ed-Math (Cum Laud), College of the Antilles, Mayagüez, Puerto Rico  
Permanent- Kindergarten through 12 Grade School Administrator Certificate (Pennsylvania)  
Permanent- Teaching Certification in Mathematics (Pennsylvania)  
Permanent- Program Specialist Certification Bi-Lingual Education (ELL/ESL Pennsylvania)

### PROFESSIONAL WORK HISTORY:

1/11 to Present	Millersville University Migrant Education Program (MEP) Director Region #3 (Lehigh Valley/Berks County/Lancaster County) Teacher Supplemental Programs and Adult ESL Instructor Team Leader MEP Berks County Project Area 4
9/08 to 1/11	Small Business Owner (Restaurant) Ahold USA – Customer Service Representative Substitute Teacher Service
8/02 to 8/08	High School Principal and Assistant Principal, J.P. McCaskey High School in Lancaster Pennsylvania (3000 students, 250 professional staff members, close to 400 staff total)
12/99 to 8/02	Administrator/Dean of Students, The Lancaster Partnership Charter School, Lancaster, PA
4/90 to 12/99	Mathematics and ESL Language Instructor – School District of Lancaster ESL Teacher and Film Director, Millersville University Migrant Program Administrator of 1) the Teen Achievement Program (Vocational Based Drop-Out Prevention - School District of Lancaster (SDoL), 2) Summer Intensive Language Program (SDoL) and 3) Summer Training and Education Program –(Drop-Out Prevention SDoL) Curriculum Developer - School District of Lancaster
9/88 to 8/95	Evening Mathematics Instructor, Harrisburg Area Community College
3/86 to 4/90	Teacher and Administrator - Lancaster County Career and Technology Center
8/84 to 12/85	Mathematics and English Teacher, Ponce - Puerto Rico
8/82 to 6/83	Teachers Aide, Peñuelas Puerto Rico

References Available Upon Request

Beth Powers (Costello), PhD

### EDUCATION

Ph.D.	Education, Curriculum, Culture and Change	August 2007
M.Ed.	Department of Education, Antioch New England University	August 1997
M.Ed.	Department of Reading, Bloomsburg University of Pennsylvania Major emphasis: Learning Disabilities	August 1993

### SELECTED POSITIONS HELD

2014-Present	Assistant Professor, Early Childhood, Middle & Exceptional Education School of Education Millersville University Millersville, Pennsylvania
2007-2014	Assistant Professor, Early Childhood Education Program, Department of Instruction and Teacher Education University of South Carolina Columbia, South Carolina
2003-2006	Evaluation Specialist Evaluation, Assessment, and Policy Connections (EvAP) University of North Carolina at Chapel Hill Chapel Hill, North Carolina

### SELECTED SCHOLARLY ACTIVITIES

#### Articles and Chapters

Powers, B. (2016). Making Invisible Intersectionality Visible Through Theater of the Oppressed in Teacher Education. *Journal of Teacher Education*.

Powers, B. (2015). Play as a Social Justice Issue. *Connections*.

Powers-Costello, B. (2015). School's out: Lessons from a forest kindergarten. *European Journal of Education*. 47(3), 291-293

Powers-Costello, B. & Swick, K. J. (2011). Transforming teacher constructs of homeless children and families. *Early Childhood Education Journal*. 36, 3, 207-212.

Boutte, G., Lopez-Robertson, J., & Powers-Costello, B. (2011). Moving beyond colorblindness in early childhood classrooms. *Early Childhood Education Journal*. 39, 5, 335-342.

### SELECTED GRANTS AND CONTRACTS

2013	A Comparison of Culture and Behavioral Norms in Northern Italy and the United States Magellan Scholars Program University of South Carolina, Columbia, South Carolina	\$3000 PI
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2011	Using PhotoVoice and Literacy Through Photography to Enhance Literacy Skills for Children and Understanding of Diverse Children and Communities for Educators College of Education Research Incentive Grant University of South Carolina	\$4,990 PI
2008	South Carolina Program for Infant/Toddler Care Infant-Toddler Specialist Network Division of Family Assistance and Child Care Services SC Department of Social Services	\$180,309 PI
2008	Strengthening Educators' Involvement with Homeless Students and Their Families McKinney-Vento Act Office SC Department of Education	\$10,000 Co-PI
2008	Who Are the Best Teachers for Young African American Boys Magellan Scholars Program	\$3,000 PI
2008	Empowering Teachers to Serve Homeless Children and Their Families: Technology Enhanced Action Research and Service Learning College of Education Technology Incentive Grant University of South Carolina	\$1,787 PI
2007	Utilizing an Inquiry-Based Approach to Study Poverty and Homelessness Center for Teaching Excellence University of South Carolina	\$3,500 PI
2006	Pilot Evaluation of The Children's Television Workshop's Global Grover Global Awareness Program for Preschoolers Children's Television Workshop	\$14,000 Co-PI

**Other Grant and Sponsored Research Related Activities**

**2007-2014 Grant Mentor**  
Monarch Center  
University of Illinois at Chicago

**2005-Present Grant Panelist/Reviewer**  
Reviewed Personnel Preparation Grant Proposals for OSEP/OSERS

## Gerald W. Powers, Ed.D. (ACE)

**Office**  
**Professor Emeritus**  
**Department of Exceptional Programs**  
**Bloomsburg University of Pennsylvania**  
**Bloomsburg, PA 17815**  
**E-mail:** (b)(6)

**Home**

(b)(6)

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### Professional Experience

- Professor Emeritus, Bloomsburg University of PA, 1999- present
- Professor of Special Education, Bloomsburg University of PA, 1971-1999
- Departmental Chair, Communication Disorders & Special Education, Bloomsburg University of PA, 1979-1983
- Bloomsburg School Board Member Elected 1983-1996. (President 1991 and 1994)
- Licensure Board of Speech, Hearing and Language, Commonwealth of Pennsylvania, 1989-1997 (Chair 1993 and 1996)
- Expert witness, Department of State Commonwealth of Pennsylvania, 1998
- Mediator: Office of Dispute Resolution, Pennsylvania Department of Education, 1988-present
- IEP Facilitator: Office of Dispute Resolution, Pennsylvania Department of Education, 2005-present
- Compliance Monitor, Pennsylvania Department of Education, 1999- present
- Grant Mentor, Monarch Center, University of Illinois at Chicago, 2003- present
- Grant Reviewer and Evaluator, Office of Special Education and Rehabilitation, US Office of Education, 1971- present
- Supervisor (elected) Montour Township 2008-Present
- Chair: Montour Township Supervisors 2010-Present

### Educational Background

#### *Doctoral Degree*

University of Northern Colorado Greeley, Colorado (1971)  
Primary Area: Special Education; Supporting Area: Administration

#### *Master's Degree*

University of New Hampshire Durham, New Hampshire (1965)  
Primary Area: Deaf and Hard of Hearing; Supporting Area: Education

#### *Bachelor's Degree*

University of Massachusetts (Cum Laude), Amherst, Massachusetts (1962)  
Primary Area: History; Supporting Area: Secondary Education

### Post Doctoral Study

- Office of Dispute Resolution: Harrisburg, PA; IEP Facilitation October 2005
- Update IDEA, CSIU #16, Lewisburg, PA, November 19, 2003
- Mediation Training Workshop, Pennsylvania Training and Technical Assistance Network, (Biannual Training) 2003-Present
- Grant Mentor Training, Alliance Project, Vanderbilt University, Nashville Tennessee, 2001
- International Conference for the Deaf, Hamilton, Bermuda, November 17-22, 1998
- Council of Education of the Deaf (CED) Program Evaluation Training: ACEDHH Annual Convention, Santa Fe, NM, March 1997
- Deaf Culture Short Course, Pennsylvania Speech and Language Convention, Pittsburgh, PA, April 1993
- Grant Mentor Training Workshop, Monarch Center, University of Illinois at Chicago, (Annual Training) 2003-Present

### Professional Experience

#### Consultantships, 1998-Present

Expert witness- testifies in a court of law regarding issues that effect person with special needs

Mediator- acts to resolve disputes between parents and school districts regarding differences in a child's individual education plan, 1988-Present

Compliance monitor- conducts site visits to schools throughout Pennsylvania to assess compliance with school law related to children with disabilities, 1999-Present

Grant reviewer and evaluator- review and evaluate grants based on specific criteria for grants through the US office of Education, 1971-Present

Grant Mentor- Sever as an advisor, instructor, and facilitator to minority colleges to provide equal opportunity in developing grant proposals for federal funds, 2001-Present

#### Teacher (Higher Education)

*Professor* Communication Disorder & Special Education, Bloomsburg University of PA, 1971-1999  
Responsible for courses in Research, Problems and Trends, Curriculum, Introduction to Communication Disorders, Speech, Language, Manual Communication, Methods, Aural Rehabilitation, Clinic, Sign Language, ASL, Manually Coded English, and Practicum. Primary Advisor of over Two Hundred and fifty graduate research projects.

*Instructor* Special Education Consultant for the Educational Planning Service of the University of Northern Colorado, 1970-1971. Served as program and faculty planning consultant to school programs in Colorado and Iowa.

*Instructor* Speech and Hearing Department, Lamar University, Beaumont, Texas, 1969. Taught courses Speech, Language and Curriculum and created program in Education of the Deaf and Hard of Hearing.

#### Teaching (Basic Education)

Director, Beaumont School for the Deaf 1969-1971 Beaumont, Texas; Chief administrator for a K-8 School Program for children with disabilities

Teacher of Hearing Impaired, Amsterdam, NY, 1965-1967. Taught and supervised program which mainstreamed hearing impaired children into classes with non-handicapped children.

High School Teacher, Pittsfield High School, Massachusetts, 1962-1964. Teacher of English, History, and Social Studies.

#### Administrative (Academic)

*Chair* Department of Communication Disorders, Bloomsburg University of PA, 1979-1983. (In 1983 School of Education was reorganized and Department of communication Disorders was combined with Department of Special Education): Ten Faculty, Two hundred fifty graduate and undergraduate students, twenty graduate teaching assistants, and one clerical staff person. Programs in Audiology, Education of the Hearing Impaired, Interpreting and Speech Pathology.

*Coordinator* Education of the Hearing Impaired Program, Bloomsburg University of PA 1971-1979. Three Faculty, ten graduate and one hundred undergraduate students, and six graduate teaching assistants. Programs in Education of the Deaf and Hard of Hearing. Created this Education of the Deaf Hard of Hearing Program in August, 1971.

*Project Coordinator* Personnel Preparation Training Grant(s) funded by Division of Personnel Preparation, Special Education programs. Office of Education, Washington, DC, 1979-1987. Project coordination, allocation, administration of grant funds for personnel, graduate assistantships, travel, supplies and workshops.

*Director Research Project* Funded by Division Research, Pennsylvania Department of Education, 1975- 1976. Follow-up graduates. Five research specialties, four graduate research assistants, and two clerical staff to conduct a state wide assessment of the educational performance of children with disabilities (K-12).

*Vice-President* Association of Pennsylvania State College and University Faculty (Local Faculty Association), Bloomsburg University of PA, 1977-1980. Vice-Presidential duties included serving on executive committee of APSCUF and assisting President on administration of Local Faculty Association in activities such as Collective Bargaining, Local negotiations, elections, political action, etc.

*Director* Camp Wilaha, Idaho Springs, CO, 1971. Camp for Campfire Girls, sponsored by Denver Area Council. Staff included over twenty counselors, kitchen staff, and maintenance personnel

*Director* Beaumont School, Beaumont, TX, 1967-1969. School for exceptional children. Responsibilities: Chief Administrator for staff and grounds, including eleven faculty, two teacher aids, kitchen staff and maintenance personnel.

#### Administrative Experience (other)

*Chair* Montour Township Supervisors: January 2010-Present

#### Presentations

Zalewski, T. R. & Powers, G. W. (2011, November). *Training Educational/Pediatric Audiologist in Due Process & Compliance*. Presented at the American Speech-Language-Hearing Association Convention, San Diego, CA.

References and recommendations available upon request

ORGANIZATION: Millersville University

AGREEMENT DATE: 10/31/2012

**SECTION III: GENERAL**

**A. LIMITATIONS:**

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

**B. ACCOUNTING CHANGES:**

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

**C. FIXED RATES:**

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

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

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

**E. OTHER:**

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

BY THE INSTITUTION:

Millersville University

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

Kenneth E. Dearstyne Jr  
(NAME)

Assoc VP Finance / Admin  
(TITLE)

12/5/12  
(DATE)

Darryl W. Mayes  
(NAME)

Director, Mid-Atlantic Field Office  
(TITLE)

10/31/2012  
(DATE) 0673

HHS REPRESENTATIVE: Phat Chau

Telephone: (301) 492-4855

**ORIGINAL**

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 232397926  
ORGANIZATION:  
Millersville University  
P.O. Box 1002  
Millersville, PA 17551-0302

DATE: 10/31/2012  
FILING REF.: The preceding  
agreement was dated  
10/28/2009

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2013	06/30/2016	46.60	On-Campus	All Programs
PRED.	07/01/2012	06/30/2016	20.00	Off-Campus	All Programs
PROV.	07/01/2016	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2016.

\*BASE

Direct salaries and wages including all fringe benefits,

Dr. Lisa Ramirez, Director  
Office of Migrant Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-6135

Dear Dr. Ramirez:

On behalf of the Pennsylvania Department of Education, Migrant Education Program (PA-MEP), I am pleased to write this letter of commitment and support for the College Assistance Migrant Program (CAMP), at Millersville University.

The goal of the PA-MEP is to ensure that all migrant students achieve challenging academic standards and graduate with a high school diploma (or obtain a GED), that prepares them for responsible citizenship, further learning and productive employment. Our collaboration with Millersville CAMP will enhance our goal by providing opportunities and first-year support for our graduating migrant students. We had collaborated with Penn State CAMP, since its inception 20 years ago. Unfortunately, that program was not funded last year, leaving a big void. There are currently no CAMP programs in the state of Pennsylvania. Evidence of CAMP's impact, is the numerous alumni that have joined PA-MEP's staff across the state.

Working in partnership with CAMP will be mutually beneficial. As a part of this collaboration, the PA-MEP commits to assist CAMP with identification and nomination of qualified migrant students.

In closing, the College Assistance Migrant Program has our strong support and we look forward to a thriving and successful partnership in the coming years.

(b)(6)

Carmen M. Medina  
Chief  
Division of Student Services



**COMMITTEE MEMBERS**

Norman Bristol Colón  
*Co-Chair*

Frances Rodriguez  
*Co-Chair*

- Damaso Albino
- Deb Flores
- Deborah Gonzalez
- Lucinda Harnish
- Elaine Moreno-Raffucci
- Angel M. Rivera Torres
- Ada Rodriguez-Lopez
- Lourdes Vazquez
- Orlando Vazquez

◆ **OUR MISSION** ◆

The Lancaster Latino Education Committee seeks to serve as a catalyst for students, parents, educators and members of the community by proactively addressing and supporting innovative educational ideas.

The various initiatives addressed by the committee further seek to transform our community into a learning hub in preparing students to become intellectual citizens of the world.

Dr. Lisa Ramirez, Director  
Office of Migrant Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-6135

Dear Dr. Ramirez:

On behalf of the PA Adelante Education Committee, I am pleased to write this letter of commitment and support for the College Assistance Migrant Program (CAMP), at Millersville University of Pennsylvania.

As a member of the first CAMP graduating class at Penn State, I value the immense impact CAMP has on first generation, underprivileged college migrant students. It afforded me the opportunity to obtain a degree while defeating the odds. As former Executive Director of the PA Governor's Advisory Commission on Latino Affairs, I witnessed in communities statewide the lack of higher education opportunities, resources and genuine commitment to address the needs of this special population.

The Adelante Education Committee serves as the entity in the region providing professional development opportunities for educators, counselor, social workers, administrators, students, parents and policy-makers. Our future collaboration with CAMP @ MU will enhance our mission and deliver on our strategic goals in making the region's educational community a model to the state and an inspiration to the nation. Our partnership with more than 150 private and public organizations can provide the support system necessary for a successful CAMP Program at Millersville University.

As the public higher education institution of this caliber, Millersville University is an excellent choice in our national collective efforts to advance higher education opportunities for America's migrant children.

Respectfully,

(b)(6)

Norman Bristol Colón  
Co-Chair & Founder



An educational service agency

## Chester County Intermediate Unit

Dr. Lisa Ramirez, Director  
Office of Migrant Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington D.C. 20202-6135

Dear Dr. Ramirez:

I am writing in support of Millersville University's application for a College Assistance Migrant Program (CAMP) grant. As the project manager of the Pennsylvania Migrant Education Program in southeastern PA, I am acquainted with several former Migrant Education students who benefitted from CAMP's academic, social and financial assistance. Five of our current MEP staff members attended university with CAMP support. All attest to the fact that they would not have been able to go to college – let alone graduate from college – without CAMP's support.

I enthusiastically support Millersville University's CAMP application because its campus is located within easy driving distance for our families in southeastern PA, the majority of whom live in Chester County and Philadelphia. It is important to our families that their children not be too far away from them and that they be able to transport them without much difficulty. Millersville's campus is approachable and inviting to families as it is relatively small and set in the farmland of Lancaster County, PA. Our migrant families would feel comfortable sending their children there.

Personally, I can vouch for the academic rigor of Millersville University because I have taken many graduate level courses there, and I completed my Supervisory Certification at Millersville. As a resident of Lancaster County, PA, I know many Millersville University (MU) graduates who strengthen and contribute to the growth of our county. The University is highly regarded, is an asset to our county and is committed to educational diversity. The academic and social success of all students is a top priority for their professors and administrators, and they are willing to do the hard work to assure all MU students graduate.

Our Migrant Education students would be well served at Millersville University. I encourage OME to support Millersville's application for a CAMP grant as it would be a worthy investment in our students' futures.

(b)(6)

Dr. Jane Hershberger  
Supervisor, Student Services Division

Educational Service Center, 455 Boot Road, Downingtown, PA 19335  
Phone: 484-237-5000 • DeafRelay@cciu.org • FAX: 484-237-5154 • www.cciu.org



**OLIVET  
BOYS & GIRLS CLUB**

**GREAT FUTURES START HERE.**

Dr. Lisa Ramirez, Director  
Office of Migrant Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington D.C. 20202-6135

Dear Dr. Ramirez:

On behalf of the Olivet Boys & Girls Club, I am pleased to provide commitment and support for the proposed College Assistance Migrant Program (CAMP) Grant, which is being submitted to the U.S. Department of Education by Millersville University of Pennsylvania. I understand that this federally funded program supports students from migrant and seasonal farmworker backgrounds during their first year in college. This project provides students with both financial assistance and support services, with the goal of preparing them to continue their education at a four-year college or university. Olivet Boys & Girls Club and the Migrant Education Program have enjoyed an established collaborative relationship in a number of areas, and we support this grant, as it will include outreach to students who are eligible in the areas of counseling, tutoring, skills workshops, housing assistance, and financial aid stipends.

We believe this project will have an immediate and sustainable impact on under-represented students as they progress to secondary and post-secondary education. We look forward to supporting this grant and believe that it will have a positive outcome for our migrant students.

Migrant students often lack experiences that will serve them in selecting their life's work. We are confident that this project will strengthen the determination of our migrant students to successfully complete a four-year degree program.

Sincerely,

(b)(6)

Pablo Tejada/  
CEO/ President  
Olivet Boys & Girls Club

Administrative Office • 1161 Pershing Boulevard • Reading, PA 19611  
Tel. 610-373-1314 • Fax 610-373-8815 • E-mail [olivet@olivetbqc.org](mailto:olivet@olivetbqc.org)



United Way of Berks County



90 Lawton Lane  
Milton, PA 17847  
(570) 523-1155  
www.csiu.org

FEB 6 AM 11:38

Dr. Lisa Ramirez, Director  
Office of Migrant Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington D.C. 20202-6135

Dear Dr. Ramirez,

On behalf of the Northeast Pennsylvania Migrant Education Program at Central Susquehanna Intermediate Unit, I am pleased to provide commitment and support of the proposed College Assistance Migrant Program (CAMP) to be hosted by Millersville University in central PA. The program as proposed will provide services to include outreach to persons who are eligible, counseling, tutoring, skills workshops, financial aid stipends, health services, and housing assistance to eligible students during their first year of college per the Office of Migrant Education CAMP program mission.

As partners collaborating on behalf of all eligible migrant students in Pennsylvania, the CSIU will provide local tutoring, mentoring and transportation to ensure full and active program participation; information sharing specific to CAMP program goals to promote first year college student academic success, MEP staff time to discuss issues relevant to perspective CAMP enrollees participating in the Northeast PA MEP, liaisons to inform migrant parents and student of CAMP and its offerings to first year college student, and bilingual assistance when working with migrant families.

We believe this project will have an immediate and sustainable impact on under-represented students as they progress to post-secondary education and beyond. We look forward to developing this partnership.

Sincerely,

(b)(6)

David Baird, MEP Site Director

✓ c. Mr. Damaso Albino Jr., M.Ed.



731 Old Harrisburg Road, Gettysburg, PA 17325-3403  
T:717.337.3855 F:717.337.3015  
[www.hacc.edu](http://www.hacc.edu)

Office of Postsecondary Education  
U.S. Department of Education  
1990 K Street, N.W., 6th floor  
Washington, D.C. 20006

Dear FITW Reviewers,

The HACC Gettysburg Campus, located in Gettysburg, PA, is writing to offer support for the College Assistance Migrant Program (CAMP) grant proposal, which is being submitted to the U.S. Department of Education by Millersville University of Pennsylvania. HACC Gettysburg Campus is a comprehensive community college, committed to providing accessible, affordable, high quality educational programs to meet the needs of the community. Our campus offers associate degree, certificate and diploma programs which equip students to directly enter their chosen career fields, or to transfer their HACC credits and continue their education at a four-year college or university.

Millersville University and HACC have a strong collaborative relationship by virtue of a dual admission agreement. This agreement is a cooperative partnership between HACC and Millersville University that facilitates the admission process for community college students interested in pursuing their bachelor's degree. The agreement prepares HACC students to transfer their associate degree credits into a bachelor degree program at Millersville University.

This proposed grant will bring our educational institutions even closer as we at HACC have a strong commitment to assist underrepresented, non-traditional and underprepared students develop the skills necessary to enroll in and complete college level programs of study. We are delighted that Millersville University is pursuing this sort of program for this population of students. We fully support the proposed program and hope that you will give it serious consideration and look forward to our continued future collaborations with Millersville University.

Sincerely,

(b)(6)

Shannon Harvey  
Campus vice president



# READING SCHOOL DISTRICT

800 Washington Street, Reading, PA 19601-3591  
PHONE 484-258-7030 FAX 610-371-5971

Dr. Khalid N. Mumin  
*Superintendent of Schools*

Dr. Lisa Ramirez, Director  
Office of Migrant Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington D.C. 20202-6135

Dear Dr. Ramirez:

On behalf of the Reading School District, Reading, Pennsylvania, I am pleased to provide commitment and support for the proposed College Assistance Migrant Program (CAMP) Grant, which is being submitted to the U.S. Department of Education by Millersville University of Pennsylvania. I understand that this federally funded program supports students from migrant and seasonal farmworker backgrounds during their first year in college. This project provides students with both financial assistance and support services, with the goal of preparing them to continue their education at a four-year college or university. The Reading School District and the Migrant Education Program have enjoyed an established collaborative relationship in a number of areas, and we support this grant, as it will include outreach to students who are eligible in the areas of counseling, tutoring, skills workshops, housing assistance, and financial aid stipends.

We believe this project will have an immediate and sustainable impact on under-represented students as they progress to secondary and post-secondary education. We look forward to supporting this grant and believe that it will have a positive outcome for our migrant students.

Migrant students often lack experiences that will serve them in selecting their life's work. We are confident that this project will strengthen the determination of our migrant students to successfully complete a four-year degree program.

(b)(6)

Dr. Khalid N. Mumin  
Superintendent

Office of Postsecondary Education  
U.S. Department of Education  
1990 K Street, N.W., 6<sup>th</sup> Floor  
Washington, D.C. 20006

Dear CAMP Reviewers:

Lincoln Intermediate Unit 12 Migrant Education Program is writing to offer support for the Millersville University grant application for the College Assistance Migrant Program.

Our program currently works with the migrant farmworker population in 19 counties and supports them in educational, healthy living and cultural services. We believe that the College Assistance Migrant Program would improve upon these current services and is a valuable program for our migrant youth to access the resources that would empower them and their communities.

These underrepresented students would be able to explore opportunities that will enhance their future in this program. We fully support Millersville University Migrant Education Program and its proposal for the College Assistance Migrant Program grant. There is no question that Millersville University would be in a key geographical location for easy access for our student populations.

Thank you for your consideration of this applicant for the CAMP program

Sincerely,

(b)(6)

Dr. Suzanne E. Benchoff  
Director, Migrant Education Program  
Lincoln Intermediate Unit 12  
Phone: 717-624-6453  
Email: [sebenchoff@iu12.org](mailto:sebenchoff@iu12.org)

# Penn State **Extension**

Office of Postsecondary Education  
U.S. Department of Education  
1990 K Street, N.W., 6th floor  
Washington, D.C. 20006

Dear CAMP Reviewers,

I am pleased to have this opportunity to support the Millersville University grant application for the College Assistance Migrant Program. We have a large migrant population in this part of the state, and our Penn State Extension office has worked extensively with the LIU 12 Migrant Education Program to offer educational courses in agriculture and entrepreneurship for migrant and seasonal employees, and we recognize the need for partnerships for the next generation of youth who will return to our communities.

Currently Penn State Extension partners with the Migrant Education Program because their mission mirrors our efforts to better serve minority populations. In the past we have held workshops on farming practices, employer and employee communications, and safety in the field. Workshop attendance is steady but we recognize that we are limited to the adult farmworkers. Migrant Education Programs are able to assist the migrant youth in our communities and we believe that the College Assistance Migrant Program would improve upon the current services. We would support the expanded outreach with more diverse programming and encouraging them to make use of our online and print materials.

The College Assistance Migrant Program is another opportunity for Latino youth in the Commonwealth to access the resources to improve themselves and their community. As it stands, many migrant employees report that their employment ambitions are high, but they are limited due to a lack of education. CAMP empowers students and inspires their peers and parents. This program would increase our number of skilled employees, an important community investment.

This program grants educational access to our underrepresented and under-prepared students. We fully support MIU Migrant Education Program in this proposal as it will broaden the experiential base of our migrant students and make higher education more of an option for their future.

Sincerely,

(b)(6)

Tara A. Baugher, Ph. D.  
Senior Extension Educator  
Tree Fruit Team  
Penn State Extension  
Adams County Office  
670 Old Harrisburg Road  
Gettysburg, PA 17325

Phone: 717-334-6271  
Email: tab36@psu.edu  
Web: extension.psu.edu

**PENNSTATE**



Cooperative Extension  
College of Agricultural Sciences

Office of Postsecondary Education  
U.S. Department of Education  
1990 K Street, N.W., 6<sup>th</sup> floor  
Washington, D.C. 2006

Dear CAMP Reviewers,

We are excited that Millersville University is applying for the College Assistance Migrant Program. In Adams County, there is a large migrant population and Gettysburg College has worked with the LIU #12 Migrant Education Programs for the last 25 years to support educational and cultural programming. We recognize the need for continued partnership in order to support migrant youth while meeting educational goals of Gettysburg College.

Currently, we partner with LIU #12 Migrant Education Programs to provide after-school tutoring for middle and high school children twice a week. We host the annual Fiesta with over 1,200 individuals to celebrate the end of the harvest season. We host weekly swimming clinics for children, assist with adult ESL class and collaborate on multiple healthy living and gardening activities.

We believe that the College Assistance Migrant Program will only improve upon the outcomes of these initiatives. The program will empower more youth in our community and enable to reach their personal goals of education and employment.

We are in full support.

Sincerely,

(b)(6)

Kim Davidson  
Director, Center for Public Service  
Gettysburg College

Pennsylvania Migrant Education  
Mifflin House  
Phone: 717-872-3678  
Fax: 717-872-3961

Dr. Lisa Ramirez, Director  
Office of Migrant Education  
United States Department of Education  
400 Maryland Avenue, SW  
Washington D.C. 20202-6135

Dear Dr. Ramirez,

On behalf the Region # 3 (Lancaster, Berks, Northampton and Lehigh Counties) Migrant Education Program (MEP) of Pennsylvania at Millersville University, I am pleased to provide commitment and support of the proposed College Assistance Migrant Program (CAMP) to be hosted by at our home institution of Millersville University in central PA. The program as proposed will provide services to include outreach to persons who are eligible, counseling, tutoring, skills workshops, financial aid stipends, health services, and housing assistance to eligible students during their first year of college per the Office of Migrant Education CAMP mission. It will be a great opportunity for our students as we strive to continue educational services of high quality as those that we provide through the Pre-School-K12 and OSY/EY students.

As partners collaborating on behalf of all eligible migrant students and their families in Pennsylvania, the Region # 3 MEP at Millersville University will provide local tutoring, mentoring, and transportation as needed to ensure that all secondary migrant students throughout our region are exposed to the CAMP opportunities and the benefits and services provided by CAMP if they decide to attend our institution. We will also provide information sharing specific to CAMP goals to promote first year college student academic success, MEP staff time to discuss issues relevant to perspective CAMP enrollees participating in the Region # 3 MEP, liaisons to inform migrant parents and students of CAMP and its offerings to first year college students, and bilingual assistance when working with migrant families as needed.

We believe this project will have an immediate and sustainable impact on under-represented students as they progress to post-secondary education and beyond, on our communities at large and on our commonwealth of Pennsylvania as a whole.

Sincerely,

(b)(6)

Dámaso Albino Jr.  
Director of Migrant Education Region #3

## 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.

**Migrant Education Coordinator:** -The Director of the MEP field services will devote 10 percent (2.7 hrs/wk) of his time annually to working with the CAMP in Year 1 and 2 to ensure accessibility to migrant students and parents, and to ensure continuity in services between MEP offices and program participants.<sup>1</sup> During years 3, 4 and 5, the director’s participation will be reduced to 5 percent with the expectation that the Program Director will take on additional responsibilities.

MU Migrant Education Coordinator annual base salary	\$86,536
Benefits (39.7%)	\$34,407
10% annual base salary + benefits (Year 1-3)	\$
5% annual base salary + benefits (Year 4-5)	\$8,959
<b>5 year total =</b>	<b>\$51,464</b>

A 2 percent **annual** increase was included in calculating the 5-year total.

**CAMP Project Director** - Following MU/Pennsylvania State System of Higher Education guidelines, the CAMP Program Coordinator must be classified as a State University Administrator 1 (SUA 1).

CAMP Coord.	Base salary	\$54,600
	Benefits (41%)	\$22,386
		\$74,037/year
	<b>5 year total =</b>	<b>\$384,930</b>

No annual increase was included in calculating the 5-year total.

**Counselor/Resource Coordinator** - Following MU/Pennsylvania State System of Higher Education classification guideline, the CAMP Program Coordinator must be classified as a State University Administrator 1 (SUA 1).

9 month/.5 time	\$31,500
Benefits (31%)	\$4,080
	<b>\$35,580</b>
<b>5 year total =</b>	<b>\$157,900</b>

No annual increase was included in calculating the 5-year total.

**Peer Mentors** - Peer mentors are students hired to provide academic and social support to students. MU offices hiring peer mentors pay \$8.00/hr. The MU CAMP program will hire two mentors in Year 1 and **four** peer mentors thereafter to work with program participants.

Peer Mentor (4)	
Wage \$8.00/hr * 10 hrs/wk * 28 weeks	\$11,520
Benefits (8.5%)	\$ 806
	\$12,380
<b>5 year total =</b>	<b>\$61,420</b>

<sup>1</sup> The Migrant Education director’s salary is paid for by federal funds. Therefore, this cannot be offered as an in-kind match. CAMP funds will be used to reimburse the Migrant Education program for the director’s time.

**Tutors** - Tutors will provide academic support, primarily in math and english/composition when required. and will have special competency in issues specific to the CAMP Program participants. University offices or departments hiring tutors typically pay \$8.00/hr. The MU CAMP program will hire two mentors in year 1 and **four** tutors thereafter to work with program participants.

Wage \$8.00/hr * 10 hrs/wk * 28 weeks	\$11,520
Benefits (8.5%)	\$ 806
	<hr/>
	\$12,380
<b>5 year total =</b>	<b>\$61,420</b>

No annual increase was included in calculating the 5-year total.

**Univ. 103 Complement** - The three credit University 103 course that all CAMP program participants will be required to take will be taught by a Millersville faculty member, either an adjunct or regular faculty member who will direct the course and arrange lectures and activities with faculty from various STEM fields. The person holding this position will be hired at the University Assistant Professor Step 1 rate.

Assistant Prof. Step 1 \$2,354/credit * 3 credit	\$7,275
Benefits (18.2%)	\$1,285
	<hr/>
	<b>\$8,560</b>
<b>5 year total =</b>	<b>\$44,750</b>

A three percent increase was included in calculating the 5-year total.

**Clerical** - Following guidelines mandated for the state for part time clerical support, Clerical help will be paid at the rate of Clerk/Typist 2:

Clerk/Typist 2@\$13/hr @18.25 hrs/wk =	\$13,162
Benefits (9.0%)	\$ 1,091
	<hr/>
	\$14,253
<b>5 year total =</b>	<b>73,281</b>

**Training Stipend - Room and Board** - Room and Board at Millersville University for the 2014-2015 academic year cost \$9,894 and included 18 meals/week. We propose using CAMP grant funds to cover ½ the cost of room and board for CAMP students. 15 students in Year 1 and 20 students/year thereafter.

½ annual room and board	\$6,635
students/year	x 20
	<hr/>
	\$132,700

**5 year total = \$698,970**

A three percent increase was included in calculating the 5-year total.

**Training Stipend - Stipends** - CAMP Program participants will each receive a stipend of \$4,000 to assist with any expense incurred during the academic year including books, tuition, fees, or other miscellaneous costs. 15 students in Year 1 and 20 students/year thereafter will receive stipends.

Annual stipend	\$3,400
Students/year	x 20
	<hr/>
	\$68,000

**5 year total = \$340,000**

No annual increase was included in calculating the 5-year total.

**Events** - These include for example, New Student and Parent receptions, recruiting events at Migrant Education field sites, mid- and end-of-year gatherings, etc.

Events = \$1,500/year

**5 year total = \$7,000**

No annual increase was included in calculating the 5-year total.

**Supplies** -In Year 1 expenses for supplies include 1 computers for use by CAMP staff (\$1,500), 20 iPads for use by CAMP students \$10,000 and an additional \$1,500 for miscellaneous expenses. In Year 3, funds for an additional 10 iPads were budgeted (\$5,000, bringing the total to 20 and matching the number of students recruited into each new cohort). Years 3 thru 5 include \$3,000/year for miscellaneous expenses.

Year 1=	\$13,000
Year 2=	\$1,500
Year 3=	\$7,000
Year 4=	\$1,500
Year 3=	\$1,500
<b>Total =</b>	<b>\$22,000</b>

**Travel** - Travel expenses include transportation costs related to Migrant Education field site and home visits by CAMP Program staff for recruiting. This includes room, food lodging, and incidentals.

**5 year total = \$25,000**

No annual increase was included in calculating the 5-year total.

Any shortfalls in the travel budget will be supplied by Millersville University

**Evaluator** - A former CAMP program director has agreed to serve as an evaluator for and advisor to the MU CAMP program. Compensation is calculated at 3 percent of total annual direct costs.

**5 year total = \$75,446**

An annual increase were included in the 5 year total as annual direct costs will increase

**Indirect Costs** - Indirect costs were calculated at 8 percent of total modified direct costs. For the purposes of this grant modified direct costs included only personnel, travel, event and evaluator costs. Funds going directly to support participants (stipends, room and board) were excluded.

**5 year total = \$73,575**

An annual increases were included in the 5 year total as annual direct costs will increase.

<b>YEAR</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Personnel - Wages</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
ME Coord	\$8,771	\$8,947	\$9,125	\$6,844	\$7,049
CAMP Prgrm Director	\$54,600	\$54,600	\$54,600	\$54,600	\$54,600
Peer Mentors	\$11,520	\$11,750	\$11,985	\$11,985	\$11,985
Tutors	\$11,520	\$11,750	\$11,985	\$11,985	\$11,985
Counselor/Resource Coord	\$31,500	\$31,500	\$31,500	\$31,500	\$31,500
Clerical	\$13,163	\$13,426	\$13,694	\$13,694	\$13,694
Univ. 103 Complement	\$7,275	\$7,493	\$7,718	\$7,950	\$8,188
<b>Subtotal Wages</b>	<b>\$138,349</b>	<b>\$139,466</b>	<b>\$140,609</b>	<b>\$138,559</b>	<b>\$139,003</b>
<b>Personnel - Fringe</b>					
ME Coord	\$3,482	\$3,552	\$3,623	\$2,717	\$2,799
CAMP Prgrm Director	\$22,386	\$22,386	\$22,386	\$22,386	\$22,386
Peer Mentors	\$806	\$823	\$839	\$839	\$839
Tutors	\$806	\$823	\$839	\$839	\$839
Counselor/Resource Coord	\$4,080	\$4,080	\$4,080	\$4,080	\$4,080
Clerical	\$1,091	\$1,113	\$1,135	\$1,135	\$1,135
Univ. 103 Complement	\$1,324	\$1,351	\$1,378	\$1,378	\$1,378
<b>Subtotals</b>	<b>\$33,977</b>	<b>\$34,127</b>	<b>\$34,280</b>	<b>\$33,374</b>	<b>\$33,456</b>
<b>SUBTOTAL WAGES and FRINGES</b>	<b>\$172,325</b>	<b>\$173,593</b>	<b>\$174,889</b>	<b>\$171,933</b>	<b>\$172,458</b>
<b>Participant Support Costs</b>					
<b>Room and Board</b>	<b>\$132,700</b>	<b>\$135,354</b>	<b>\$139,415</b>	<b>\$143,597</b>	\$147,905
Stipend	\$68,000	\$68,000	\$68,000	\$68,000	\$68,000
<b>SUBTOTAL PART. SUPPORT</b>	<b>\$200,700</b>	<b>\$203,354</b>	<b>\$207,415</b>	<b>\$211,597</b>	<b>\$215,905</b>
<b>Other</b>					
<b>Events</b>	\$1,500	\$1,500	\$1,500	\$1,500	\$1,000
Supplies	\$15,000	\$1,500	\$5,000	\$1,500	\$1,000
Travel	\$5,000	\$5,000	\$5,000	\$5,000	\$4,000
<b>Subtotals</b>	<b>\$21,500</b>	<b>\$8,000</b>	<b>\$11,500</b>	<b>\$8,000</b>	<b>\$6,000</b>
Evaluator	\$11,836	\$15,728	\$16,023	\$15,880	\$15,979
Indirect Costs	\$15,506	\$14,522	\$14,899	\$14,364	\$14,284
<b>SUBTOTAL OTHER</b>	<b>\$48,842</b>	<b>\$38,250</b>	<b>\$42,423</b>	<b>\$38,244</b>	<b>\$36,263</b>
<b>TOTALS</b>	<b>\$421,867</b>	<b>\$415,197</b>	<b>\$424,726</b>	<b>\$421,774</b>	<b>\$424,627</b>

**FIVE YEAR TOTAL = \$2,108,190**

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

**1. Project Director:**

Prefix: DR	First Name: GEORGE	Middle Name:	Last Name: DRAKE	Suffix:
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Address:

Street1:	P.O. BOX 1002
Street2:	
City:	MILLERVILLE
County:	
State:	PA: Pennsylvania
Zip Code:	17551-0302
Country:	USA: UNITED STATES

Phone Number (give area code) 7178714457	Fax Number (give area code)
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Email Address:  
GEORGE.DRAKE@MILLERSVILLE.EDU

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?  
 Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #, if available: NOT AVAILABLE, IRB STATEMEMNT ATTACHED

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.

MU CAMP Human Subjects 2016.pdf	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

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

Name of Institution/Organization

Millersville University of Pennsylvania

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	138,349.00	139,466.00	140,609.00	138,559.00	139,003.00	695,986.00
2. Fringe Benefits	33,977.00	34,127.00	34,280.00	33,374.00	33,456.00	169,214.00
3. Travel	5,000.00	5,000.00	5,000.00	5,000.00	4,000.00	24,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	15,000.00	1,500.00	5,000.00	1,500.00	1,000.00	24,000.00
6. Contractual	11,836.00	15,728.00	16,023.00	15,880.00	15,979.00	75,446.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	134,200.00	136,854.00	140,915.00	145,097.00	148,905.00	705,971.00
9. Total Direct Costs (lines 1-8)	338,362.00	332,675.00	341,827.00	339,410.00	342,343.00	1,694,617.00
10. Indirect Costs*	15,506.00	14,522.00	14,899.00	14,364.00	14,284.00	73,575.00
11. Training Stipends	68,000.00	68,000.00	68,000.00	68,000.00	68,000.00	340,000.00
12. Total Costs (lines 9-11)	421,868.00	415,197.00	424,726.00	421,774.00	424,627.00	2,108,192.00

**\*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: 07/12/2012 To: 06/30/2016 (mm/dd/yyyy)

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

The Indirect Cost Rate is 46.60%.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.  
PR/Award # S149A160024

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

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

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

ED 524

## **MU CAMP Human Subjects Non-Exemption Narrative**

The evaluative research proposed as part of this project will not be exempt from human subjects review. Project evaluations will be designed to test the effectiveness of service delivery for college age students participating in the Millersville University College Access Migrant Program. Data will be collected through the use of surveys, questionnaires, observations and interviews.

In general, evaluations will consist of surveys and questionnaires conducted in established or commonly accepted educational settings, involving normal educational practices, such as research on regular and special education instructional strategies, or research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods. Additionally, evaluative research may involve the use of educational tests (e.g., aptitude, achievement), survey procedures, interview procedures or observation of public behavior. Outside of the University, surveys, questionnaires, and interviews may be conducted with the parents and families of CAMP participants. These data will be collected without regard for age, gender or disability.

However, MU does recognize that the nature of the population under study (minors and college-age children from migrant/refugee families, other members of migrant/refugee families) may be at risk for legal or other repercussions if the disclosure of identifying information occurs or if disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Given this, every effort will be made to record information obtained in such a manner that human subjects cannot be identified, directly or through identifiers linked to the subjects. All data will be anonymized and stored in a secure location at Millersville University. Importantly, given the nature of the population and the research, all MU CAMP staff participating in project research will be required to take CITI Human Subjects Research and Ethical Conduct of Research training before beginning any evaluative work. Furthermore, all proposed research will be subject to review by Millersville's Institutional Review Board, which will review all survey, questionnaires and other data collection tools and methods to ensure that all rights and protections afforded CAMP participants and their families.

**Human Subjects Involvement and Characteristics:**

At Millersville University survey participants are expected to range in age between 18 and 20 years old and will all be within their first year of college attendance. At locations outside of Millersville, such as at MEP field sites, participants are expected to range in age between 17 and 60 years old and will include MEP participants and family members. Participation is voluntary and, given the nature of the population, it is difficult to estimate the total number of participants. There are no specific criteria for inclusion or exclusion of this study other than participation in an MEP or the MU CAMP program. No exclusions will be made based on sex, gender or health status. As some of the participants in the MEP programs who are considering college may be minors, but may be surveyed, interviewed, etc. to determine the effectiveness of service delivery. Furthermore, some of the subjects participating in this research may have legal or financial issues that participation may exaggerate if care is not taken in data collection, storage and

dissemination. These issues, which may include immigration status, are strongly identified with MEP program participants and these populations are key to the evaluative research proposed as part of this program.

**Sources of Materials:** The source of research materials will include data gathered through surveys, interviews and questionnaires. Data will be collected specifically for this project and will be anonymized and securely stored.

**Recruitment and Informed Consent:** Subjects will be recruited from the population of MEP and MU CAMP participants. Prior to **all** research activities, subjects will be given a written informed consent form in either English or translated into the appropriate language. Every effort will be made to stress in the verbal description of the research and on the informed consent form that participation is voluntary and that participation in the research is NOT tied to continued participation in MEP or MU CAMP activities. Consent will be sought by any CAMP staff member engaging in research activities. All survey, questionnaires, and other data collection instruments, including the informed consent form will be reviewed and approved by the Millersville IRB committee prior to the start of any research.

**Potential Risks/Protection Against Risk:** The risks of this research are minimal but may include legal or financial repercussions if care is not taken in data collection or storage. Many of the participants in the MEP program are recognized MEP staff as potentially in violation of US immigration regulations. As such care will be taken at every phase of ME and MU CAMP data collection to minimize the collection or exposure of identifying data. These steps will include the anonymization of data, minimizing the

collection of personal or otherwise identifying data, storage of program in data in encrypted or otherwise secure formats and locations.

**Importance of the Knowledge to be Gained:** The effectiveness of the MU CAMP program lies in the ability of program staff to effectively evaluate the program and implement changes efficiently and quickly with regard for the needs of the program participants. For that reason continuing evaluation of the program and the collection of data regarding the delivery of services, participant satisfaction, overall program success is critical. Furthermore program evaluation is a necessary aspect of the project to ensure that Federal funds are being used in the best way possible.