

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 # S149A160025

Grants.gov Tracking#: GRANT12114200

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="Fresno City College"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="94-1574802"/>	* c. Organizational DUNS: <input type="text" value="1203438190000"/>

d. Address:

* Street1: <input type="text" value="1101 E. University Ave."/>
Street2: <input type="text"/>
* City: <input type="text" value="Fresno"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="CA: California"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="93704-6219"/>

e. Organizational Unit:

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

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Cynthia"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Azari"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Interim President"/>	

Organizational Affiliation: <input type="text" value="Fresno City College"/>

* Telephone Number: <input type="text" value="559-489-2212"/>	Fax Number: <input type="text" value="559-489-2280"/>
---	---

* Email: <input type="text" value="cynthia.azari@fresnocitycollege.edu"/>

Application for Federal Assistance SF-424

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

S: Hispanic-serving Institution

Type of Applicant 2: Select Applicant Type:

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:**

Fresno City College; College Assistance Migrant Program FY 2016

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="390,012.00"/>
* 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="390,012.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Edwin Eng</p>	<p>TITLE</p> <p>Vice Chancellor, Finance & Administration</p>
<p>APPLICANT ORGANIZATION</p> <p>Fresno City College</p>	<p>DATE SUBMITTED</p> <p>03/07/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: NA * Street 1: NA Street 2: _____ * City: NA State: _____ Zip: _____ Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: NA	7. * Federal Program Name/Description: Migrant_Education_College_Assistance_Migrant_Program CFDA Number, if applicable: 84.149	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix: _____ * First Name: NA Middle Name: _____ * Last Name: NA Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix: _____ * First Name: NA Middle Name: _____ * Last Name: NA Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Edwin Eng * Name: Prefix: Mr. * First Name: Edwin Middle Name: _____ * Last Name: Eng Suffix: _____ Title: Vice Chancellor, Finance & Admin. Telephone No.: 559-226-0720 Date: 03/07/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S149A160025

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

FCC GEPA STATEMENT.pdf

Add Attachment

Delete Attachment

View Attachment

Fresno City College, General Education Provision Act (GEPA) Statement

Equal access and treatment for eligible project participants is a priority for Fresno City College (FCC), State Center Community College District (SCCCD), and the College Assistance Migrant Program (CAMP) project. We will ensure equitable access to program services for students including program beneficiaries with special needs. Students with special needs are individually evaluated and reasonable accommodations are made on their behalf.

Every effort will be made to ensure that all students have equal opportunity to be accepted into the program without regard to gender, race, national origin, color disability or age. All students who are enrolled in or intend to enroll in the CAMP project at FCC will have equal opportunity and are encouraged to apply for the program. Students with possible barriers will be given great care for additional information, fliers, individual informational sessions to clearly explain the program services and its benefits to assure a strong and diverse applicant pool for participants and staff.

FCC hires conscientious individuals with expertise in their fields who have succeeded in overcoming barriers similar to those confronting the proposed project's target population. SCCCDD is an Equal Opportunity Employer providing equal employment and educational opportunities without regard to race, ethnicity, national origin, gender, age, disability, medical condition, marital status, religion, or other similar factors as defined by law

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 Fresno City College	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Edwin Middle Name:
* Last Name: Eng	Suffix:
* Title: Vice Chancellor, Finance & Administration	
* SIGNATURE: Edwin Eng	* DATE: 03/07/2016

Abstract

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

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

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

You may now Close the Form

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

* Attachment:



College Assistance Migrant Program 2016 - ABSTRACT

Fresno City College (FCC) in Fresno, CA seeks to provide postsecondary educational support to the regions vast number of migrant students at its main campus site (1101 E. University Ave., Fresno, CA; 93704-6219). The FCC CAMP program will serve 65 migrant students annually at its non-residential college location. The following basic outline provide details on the planned project.

Objectives	Activities	Outcomes
<p>1.1: FCC CAMP will identify, recruit, and provide access to services to 65 migrant students with the most need.</p> <p>1.2: 86% of FCC CAMP students will successfully complete their first academic year of postsecondary education.</p>	Establish and refine campus/community referral network and associated student support systems for migrant participants.	<u>65 migrant students will be recruited each year with 86% of these (280 students; GPRA #1) successfully completing their first college year.</u>
<p>2.1: 85% of FCC CAMP students will enroll in second year of post-secondary education or will have met educational and/or vocational goal.</p>	Invasive counseling and support efforts including financial aid and transfer support systems	85% of these (<u>276 students; GPRA #2</u>) enroll in second year of college or will have met their goals in education or certification.
<p>3.1: A minimum of 80% of FCC CAMP students will maintain a GPA of 2.0 or higher.</p>	Intensive tutorial, learning community, and skills development assistance	CAMP students will <u>achieve academically</u> ; thus encouraging their continued college efforts
<p>4.1: FCC CAMP will ensure 100% of staff receive in-service training, cultural sensitivity preparation, and technical assistance each year.</p> <p>4.2: FCC CAMP will ensure 100% of participants are afforded efficient and effective coordination with existing student support programs.</p> <p>4.3: FCC CAMP will meet 100% of administrative requirements. Participants' records will be maintained and monitored. Performance reports will be completed on time each year. Fiscal records will be reviewed as part of the college's audit.</p>	CAMP leadership will coordinate ongoing activities with both on- and off-campus resources and services in order to ensure that both CAMP staff and participants have the tools necessary to ensure program success. This includes excellent coordination of reporting and records keeping for evaluation and program evolution.	Strong and supported CAMP leadership will <u>ensure program success</u> throughout project period and into future years. Students will have <u>access to a wide variety of supportive services</u> , many at no additional cost to the project. <u>Reporting and records of CAMP activities will guide and channel program efforts</u> throughout project period.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)



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NEED FOR AND SIGNIFICANCE OF PROJECT

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

Located in Fresno, California, the heart of the Central Valley’s agricultural region, Fresno City College (FCC) currently serves 23,902 students. Our college was the first community college in the area and has produced innovative short-term, vocational, degree, and transfer programs.

Although one of the world’s most productive agriculture areas, Fresno County is one of the nation’s most impoverished regions. Residents of Fresno and the surrounding counties of the south San Joaquin Valley suffer unemployment at the high rate of 8.9 percent, compared to 5.8 percent for the state overall (*Source: U.S. Bureau of Labor Statistics, October 20, 2015*), and also experiences a high incidence of poverty, with 26.0 percent of the households living below the poverty level during 2009-2013, compared to the national average of 15.4 percent for the same period (*Source: U.S. Census, 2013*). Over 2/3rds (71.7%) of students in Fresno County receive Free or Reduced Meals compared to the state, which is at 58.6 percent (*Source: CA Department of Education DataQuest, 2014-15*).

For migrants these numbers reflect similar dire living conditions; 74 percent of migrant students are English learners (*Source: CA Migrant Education Regional Offices, 2016*). Of migrant students in California, only 12 percent met the state standards in English-language arts compared to 33 percent of non-migrants, and only 18 percent of migrant students met state standards in mathematics as compared to 32 percent of non-migrants (*Source: Migrant Education, 2013*).

Table I (following page) displays number of migrant families in the Central Valley and the tremendous unmet need of services to migrant students.

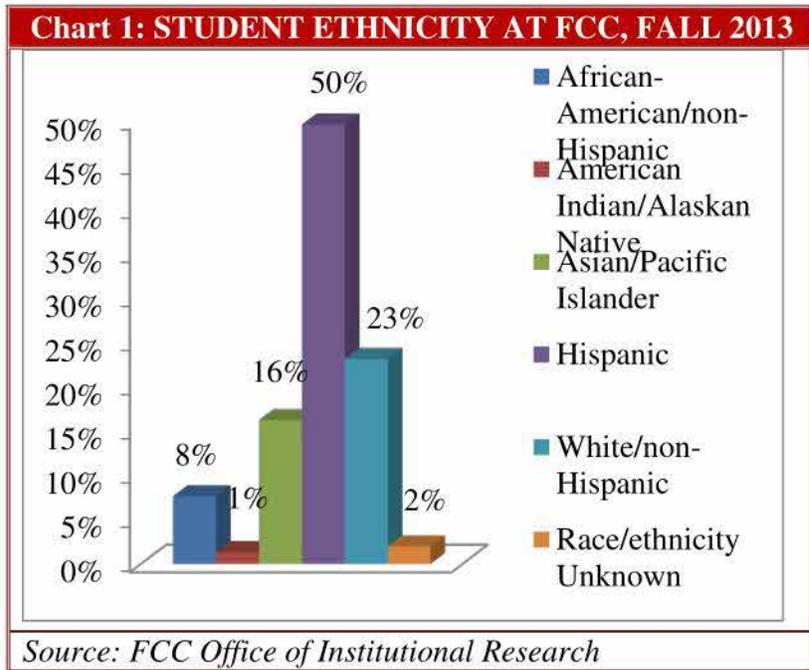


Table I – HIGH NUMBER OF MIGRANT IN THE REGION TO BE SERVED			
CA Migrant Regions/Counties to be Served	Farm Workers and Laborers	Migrant Students Served	Migrant High School Seniors
Region III: Merced & Madera	8,070	4,459	336
Region IV: Fresno	25,900	4,454	211
Region VIII: Tulare & Kings	19,140	6,145	298
Regional Total:	53,110	15,058	845
California Total:	180,040	69,864	4,059

Source: WestEd (2016); U.S Bureau of Labor Statistics, Occupational Labor Statistics (2014)

FCC Demographics: The outreach efforts of FCC produce a diverse student population as reflected in the graph at the right. The college has created a variety of orientation, retention, and graduation efforts for many special groups of its students,

including disabled, first-generation, and low-income programs. FCC is committed to helping all students to reach their educational goals and learn the skills needed to be successful participants in the economic mainstream,



recognizing that CAMP will address the critical needs of incoming migrant students.

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

The California Department of Education reported in Fresno County for the 2011-12 high school cohort that 22.3 percent of English language learners and 18.2 percent of socioeconomically disadvantaged students had dropped out prior to graduation in 2015. This



compares to 15.2 percent of all students. These numbers are substantially the same or even higher in neighboring Madera and Tulare Counties. (Source: CA Department of Education)

FCC's CAMP program will annually recruit and retain 65 migrant students with the greatest academic and financial need from Fresno and surrounding counties. Due to the dense migrant population in the Central Valley, FCC is an ideal location for a CAMP program, particularly with a STEM emphasis. Based on prior experiences and best practices, our proposed CAMP services will focus on tutoring and mentoring our students to improve their English and mathematics skills so they can quickly succeed at college level coursework in the field majors. Additionally, our partnerships with regional school districts allow FCC to identify potential migrant students early to better streamline the matriculation process.

Furthermore, the California Department of Education Comprehensive Needs Assessment notes that migrant students who graduate from high school do not meet prerequisites to attend selective four-year universities. Many migrant students seek to extend their educational opportunities at open access institutions such as FCC. Working in tandem with FCC resources and programs, we will prepare our students for transfer to a four-year institution.

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

A review of the literature and FCC institutional research data reveal gaps and weaknesses in services, infrastructure or opportunities for migrant students. From this research, several areas of weakness of our target students emerged and are further detailed below:

Academic: 1) limited English proficiency; 2) limited knowledge of the rigors of college; 3) low test scores in reading, writing, and mathematics. Lower-income families generally live in school districts that lack the resources to support a high-quality STEM education at the high



school level. In 2015 at area high schools, just 22 percent of migrant students tested at the proficient level in English (compared to 36 percent overall) and just 15 percent in math (compared to 26 percent overall) on state mandated CAASPP tests. Just 33.9% percent completed the coursework needed to be eligible for admission to California's public university system. (Source: CA Department of Education, Dataquest – CAASPP Report & A-G Data).

Lack of role models with careers in STEM: Low educational attainment is a chronic condition among the population of Fresno County. As a result, there are few professionals that students can turn to for mentoring, social and emotional support. Often social or peer pressures cause students to leave school, or to withdraw from STEM programs to enroll in other coursework that they feel is less demanding.

Lack of information and knowledge about STEM careers: While FCC's offers comprehensive guidance counseling to all students, the number of transfer students is beyond the Transfer Center's capacity to provide extensive amount of information on transfer requirements for various majors at all of the public universities in California.

Personal: 1) demands on school schedule and homework due to work (field); 2) lack of role models who have attended or completed college (first-generation); 3) lack of parental understanding of college resources available for success.

Financial: 1) derive from predominantly low-income family; 2) lack financial literacy; 3) pressure to support the family financially; 4) limited knowledge of financial aid and scholarships.

Inadequate academic preparation in secondary school: Only 10 percent of migrant students in the 12th grade pass the English-Language Arts portion of California High School Exit Exam in comparison to over 24 percent of non-migrant students. (Source: California Department of Education, Dataquest – CAHSEE Demographic Summary Report).



Structural barriers: There is a huge discrepancy in the ratio of migrant students to services available to this population. Although a majority of community colleges in California are considered “Hispanic Serving Institutions” (HSI), that title is bestowed not because of missions or goals tailored to serve Latino students but simply because of the large Latino demographics. While FCC’s own mission and core values do address Hispanic student needs, there remains a gap in supportive aid to migrant students.

iv. Importance/magnitude of results or outcomes to be attained by proposed project.

The purpose and scope of CAMP reaches beyond its 65 students and affects their immediate families as well. CAMP students become role models for family and friends as they complete their first academic year of college and upon graduation become vital leaders in their communities. Anticipated benefits of our project include the following: increase and maintenance of a GPA of 2.0 or higher; increased migrant student enrollment in their second year of post-secondary education; increased migrant student attainment of educational and/or vocational goals; successfully completion of participants’ first year of post-secondary education. In addition, the FCC CAMP project believe that all participants will benefit from increased access to counselors and instructors who specialize in STEM fields in order to better access potential STEM careers. Being a part of CAMP will allow all participants to serve as role models and mentors for siblings, friends, and community youth in their pursuit of higher education.

Strategies to increase students graduating in STEM fields, with rationales and justifications for these efforts: FCC proposes to increase the number of migrant students in STEM disciplines who graduate and/or transfer to universities, and to increase the percentage of transfer-ready students. FCC will focus its efforts on the following fields: Engineering, Computer Science, Mathematics, Geology, Biology, Chemistry and Physics. The focus on these



fields is due to the college’s capacity to increase enrollments in these disciplines and because model transfer and articulation agreements already exist for these curriculums.

QUALITY OF PROJECT DESIGN

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

FCC CAMP will engage 65 first-year migrant students in services developed for successful matriculation, retention, timely graduation, and career preparation. Measured and assessed for quality and effectiveness, these academic, career, financial, and support services will provide CAMP participants with a foundation that serves as a springboard for success. FCC developed five goals with corresponding supporting objectives for its proposed CAMP project:

Table II: PROGRAM GOALS AND OBJECTIVES	
Goals	Objectives
Goal One: Successful completion of the first year of postsecondary education.	<i>1.1:</i> FCC CAMP will identify, recruit, and provide access to services to 65 migrant students with the most need. <i>1.2:</i> A minimum of 86% of FCC CAMP students will successfully complete their first academic year of postsecondary education.
Goal Two: Enroll in second year of post-secondary education.	<i>2.1:</i> A minimum of 85% of FCC CAMP students will enroll in second year of post-secondary education or will have met educational and/or vocational goal.
Goal Three: Complete first academic year in Good Academic Standing.	<i>3.1:</i> A minimum of 80% of FCC CAMP students will maintain a GPA of 2.0 or higher.
Goal Four: Implementation of an effective management plan for the program to ensure the proper and cost effective administration of the project.	<i>4.1:</i> FCC CAMP will ensure 100% of staff receive in-service training, cultural sensitivity preparation, and technical assistance each year. <i>4.2:</i> FCC CAMP will ensure 100% of participants are afforded efficient and effective coordination with existing student support programs. <i>4.3:</i> FCC CAMP will meet 100% of administrative requirements. Participants’ records will be maintained and monitored. Performance reports will be completed on time each year. Fiscal records will be reviewed as part of the college’s audit.



These objectives create a framework by which our project can most effectively address the needs of its students. Each objective has been reviewed to ensure adequate staffing and resources; academic skills and enrichment activities avoid duplication and have been designed with individual student need in mind. In association with Institutional Research, evidence of program effectiveness will be regularly reviewed and assessed by CAMP program staff.

ii. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

CAMP staff will provide information in English, Spanish, and other major languages spoken in the region to ensure equal access for eligible project participants who are traditionally underrepresented. Translation and interpretation services will be offered to both students and parents to convey vital program, college admission, and financial aid information. Additionally, housing our CAMP in a centrally located site for easy access, close proximity to financial aid, counseling services, psychological services, and health services is essential.

While casual and intermittent contact produces benefits, scheduling a series of mandatory meetings will reduce the number of students on academic probation and teach individual responsibility. Along with these meetings, staff will strive to develop interactive and social workshops, creating a fun and academic learning environment. These interactive activities and interventions will create an environment for success and address needs for FCC CAMPers.

Table III: ADDRESSING THE NEEDS OF OUR STUDENTS		
	Activity	Staff
Identification/ Selection (65 students)	<ul style="list-style-type: none"> Application reviewed by Office Assistant, Coordinator Verification of migrant status Financial information of student and family (if applicable) collected to determine need for support Eligibility and final selection will be based on financial and academic need Priority list designed 	Coordinator (Coor.) Counselor (Coun.) Office Assistant (OA)



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Orientation	<ul style="list-style-type: none"> Mandatory orientation; student contract discussed, signed Overview of CAMP/college services, referrals, etc. Good standing, academic probation, GPA, and student activities/workshops reviewed 	Coor. Coun.
SEP	<ul style="list-style-type: none"> Student Educational Plan (SEP) designed, discussed minimum of four semesters 	Coun.
Workshops	<ul style="list-style-type: none"> Minimum of two group meetings/semester with focus on study, social, and life skills (required) Other subjects include wellness, financial literacy, community and campus involvement, goal-setting, and transfer requirements/planning 	CAMP staff Coor. Coun.
Financial Aid Workshops	<ul style="list-style-type: none"> FCC CAMP/Financial Aid department to provide financial aid and scholarship hands-on workshop CAMPers provided assistance in applying for scholarships, and federal/state grants to include a tuition fee waiver 	FCC staff Coor.
Peer Mentoring	<ul style="list-style-type: none"> Student leaders facilitate the peer-mentoring sessions A minimum of three peer-mentoring sessions/semester required Peer-mentoring sessions held to brainstorm study skills and problem solving with student leaders, learning communities, and personal problem solving techniques 	Tutor-Mentors (TM)
Follow Up Services	<ul style="list-style-type: none"> Via collaboration with EOPS and TRIO Student Support Services Program (SSSP) for follow-up services Via collaboration with University Migrant Services at California State University Fresno (CSUF) for transfer purposes 	Coun. FCC Staff TM CSUF staff
Learning Community	<ul style="list-style-type: none"> Learning communities established Training for mentor faculty and counselors STEM faculty and students in the learning community cohorts 	FCC faculty Coor.
Tutoring	<ul style="list-style-type: none"> FCC tutorial center coordination and referral Coordination for computer lab access Probation plan for students earning a GPA below 2.0 	FCC staff TM Coun., Coor.
Progress Monitoring	<ul style="list-style-type: none"> Student/counselor conferences – three sessions required Tutorial referral/Mandatory for students 2.0 or below Referral to workshops and on-campus enrichment events 	OA, TM Coor. Coun.
Fiscal Help	<ul style="list-style-type: none"> Coordinator of CAMP grant for the cost of books Transportation challenges in rural area/gas cards Financial Aid evaluation of unmet need, additional grants 	FCC Fin Aid Coun. TM, Coor



<p><i>STEM Support</i></p>	<ul style="list-style-type: none"> • Provide 4 hours of mentor training of selected faculty mentors on the unique needs of migrant students • Assign STEM learning community faculty to teach the course sections assigned to the STEM cohorts • Design and implement the summer courses with a Basic Skills & higher level math component 	<p>TM FCC faculty Coun.</p>
<p><i>Health Screenings</i></p>	<ul style="list-style-type: none"> • Via FCC Health Sciences Division’s Department of Dental Hygiene, students will have access to free dental exams and comprehensive dental hygiene treatment • FCC CAMP students will receive free health screening • Students access to free vision exams and eye glasses • Students required to attend one health awareness workshop 	<p>FCC Health Services, Dental services</p>
<p><i>Parent Conference</i></p>	<ul style="list-style-type: none"> • FCC CAMP will offer at least one comprehensive parent conference in English and Spanish (other languages as needed) • Provide supportive strategies to parents 	<p>Coor. Coun.</p>
<p><i>Campus Tours/Leadership</i></p>	<ul style="list-style-type: none"> • FCC CAMP will facilitate tours of local universities • Students will participate in weekend Leadership University retreat yearly; leadership workshops, campus tours, and cultural enrichment and reflection at various museums and universities across the state • Students will attend Summer Leadership day camp at which they will participate in team building and leadership workshops facilitated by student leaders and community mentors 	<p>FCC Career Services Coun. Coor. TM Community Partners College staff</p>

iii. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

Housed in the Student Services Unit, CAMP will collaborate and work in close proximity to **Extended Opportunity Program & Services (EOPS)**. This connection will provide CAMP students with an opportunity to apply and to continue similar services with EOPS. Having participated with EOPS students and staff for acceptably combined services (workshops, guest speakers, etc.), CAMPers will have developed relationships with EOPS and other FCC staff, providing a seamless continuation of success. It should be noted that CAMP students are not guaranteed spots in the college EOPS program. CAMP students may apply to EOPS (during the



time period when the EOPS program accepts applications) and if they meet the EOPS eligibility criteria, they will be accepted into the EOPS program.

As a member of the Student Services management team, the Coordinator will participate in bi-weekly meetings with other program managers to discuss retention, follow-up services, improved orientation, financial aid, and admissions issues. In collaboration **Student Support Services Program (SSSP, federal TRIO program)**, all students who qualify will receive follow-up services after the first successful academic year. Furthermore, in collaboration with **University Migrant Services** at California State University Fresno (Fresno State), FCC CAMP will ensure follow-up services upon transferring to Fresno State. CAMP staff will collaborate with similar programs at other transfer campuses to create similar follow-up transitions.

iv. The extent to which the proposed project will increase efficiency in the use of time, staff, money, or other resources in order to improve results and increase productivity.

CAMP will collaborate with **Fresno County Office of Education (FCOE)** to develop a system of identifying and recruiting students into the program. Counselors and support staff will coordinate with **FCC College Relations (Outreach)** and **Fresno County Office of Education (FCOE) Migrant Education, Regions III (Merced County) and IV (Fresno County)** to visit high schools located within school districts with a high enrollment of migrant students. This collaboration and others based on the Fresno City College campus will reduce staff time through the sharing of the work load and time spent on projects (workshops, presentations, etc.).

iv. The extent to which the proposed project is supported by strong theory.

The FCC CAMP project has been developed in cooperation with both internal and external stakeholders. These groups met regularly in the development period to discuss available resources, participant need, and regional capacity. The following logic model is based on these meetings and the program planned to address the areas migrant students.



SITUATION	INPUTS	ACTIVITIES	OUTCOMES		
			Knowledge	Actions	Conditions
<p>-Low # of migrant students with sense of belonging in college environ.</p> <p>-Few campus role models for migrant students in academics</p> <p>-Poor academic preparation of migrant students in the target region</p> <p>ASSUMPTIONS</p> <p>-With proper training, education and exposure students will matriculate successfully</p> <p>-Mentor and role models will increase retention</p> <p>-Addressing “belonging uncertainly” increased graduation rates</p>	<p>Campus</p> <p>-FCC College Relations (outreach)</p> <p>- Role Models</p> <p>- Dream Resource Center</p> <p>-Learning Center & Resource Center</p> <p>-CAMP Peer Tutors</p> <p>- Psych. Services</p> <p>-Disabled Students Programs & Services</p> <p>-Early Alert</p> <p>Community</p> <p>-Fresno Unified School District</p> <p>-Offices of Migrant Education</p>	<p>Outreach/Recruitment</p> <p>-FCC CAMP outreach and orientations</p> <p>Retention</p> <p>-CAMP Advisor assessments</p> <p>-CAMP Cohort Classes</p> <p>-Mandatory informational workshops</p> <p>Experiential Learning</p> <p>-College Visits</p> <p>-Field Trips</p> <p>-Alumni panel presentations</p> <p>-CAMP Career Guidance class</p>	<p>-Improved knowledge of college process</p> <p>-Increased knowledge of college culture and environ.</p> <p>-Increased ability to communicate with college faculty and staff</p> <p>-Improved ability to organize and complete college coursework</p> <p>-Understanding that the “belonging uncertainty” is temporary and normal</p> <p>-Engage and inform high school guidance counselors about FCC CAMP</p>	<p>-Outreach activities to reach 300 potential CAMP students</p> <p>-Complete enrollment of 65 CAMP students</p> <p>-86% of CAMP students successfully complete 1st college year</p> <p>-85% of CAMP students enroll in 2nd college year or meet ed./voc. goals</p> <p>-80% of CAMP students maintain GPA of 2.0+</p>	<p>-Increased # of grads with migrant farmworker background</p> <p>-Improved pathway(s) for CAMP students to transfer to four-year college of their choice</p>



QUALITY OF PROJECT SERVICES

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

The FCC CAMP program commits to provide all faculty and staff, including part-time employees, appropriate opportunities for professional development according to the college’s Operating Agreement. The CAMP Coordinator will facilitate monthly in-service trainings per this arrangement. Personnel from various agencies will aid in these trainings, including FCOE Migrant Education, CSUF University Migrant Services, FCC TRIO, FCC EOPS, and other campus departments. Trainings will focus on project staff services to migrant students.

The CAMP Coordinator will attend the National HEP/CAMP Conference as well as the Statewide Directors’ meeting(s) in order to stay updated on program policies and procedures. Additional local and regional conferences and workshops, as needed and appropriate, will also be included as a part of the Coordinator’s professional development.

ii. The extent to which the services to be provided by the proposed project are focused on those with greatest needs.

The CAMP project will work with a variety of partners to identify and recruit students and will admit students based on a combination of financial, personal, and academic needs.

These partnerships include:

Title	Specific Programs
FCC TRIO	Student Support Services, Upward Bound
Migrant Education Programs	Region III, Region IV, & Region VIII
CSU, Fresno TRIO	ELL Upward Bound, Student Support Services
FCC Student Services Division	College Relations Office (Outreach), Extended Opportunity Program & Services (EOPS), Dean of Students Office
Fresno County Office of Education	Various high schools within the service area
Fresno Unified School District	Various high schools within the District/FCC Feeder schools



CAMP staff will also seek to foster outreach and support coordination with additional programs both on and off campus. The goal will be to build the largest pool possible from which to select students with the most need. Once identified, students testing into a remedial English and/or Math class will receive priority points. Staff will also consider financial need, verified through the student’s financial aid application, as a priority. Additional assessment inventories will identify students lacking self-esteem or career goals. A *Priority Participation* list based on these qualifications and other will provide the Coordinator with the ability to calculate and rank need. This list will also serve to identify the neediest students for a waiting list.

iii. Likelihood that services to be provided by the project will lead to improvements in the achievement of students as measured against rigorous academic standards.

Through the efforts of the learning communities, tutoring, and peer mentoring, CAMP students will improve in basic skills and demonstrate significant progress in the areas of English and Mathematics-as evidenced by course completion, GPA, goal-completion, and attendance at CAMP workshops. Individual education plans, designed by the program Counselors, ensure each student will carry a full-time course schedule. Counselors will also create academic/vocational goals with each student and conduct personalized advising and referrals to partner agencies and programs. Campus support services suggestions will be tailored to student needs, and will include the following types of assistance:

Service	Assistance Provided to Migrant Students
Early Alert	Early Alert informs students of their academic standing prior to receiving an unsatisfactory grade so they may access resources to change this outcome.
Supplemental Instruction	Learning assistance model, modified to meet the needs of students; a student leader who has successfully completed the course/level is in classroom with regular students in order to understand what is expected from the course. Outside class, the SI leader hold sessions to support course work.
Employment Resource Center	The Center provides a broad range of services including job listings, employment advising, job search workshops, and on-campus interviews with employers



Disabled Student Services	Programs and services include Adaptive Physical Education, Interpreting services for Deaf and hard of hearing students, Independent Living and Consumer Skills Classes and a Transition to college course.
Psychological Services	Assistance in a number of areas, including: personal growth, crisis resolution, daily living problems, relationship and family issues, and as a support network for students with more serious emotional disorders.
Learning Resources Center (LRC)	Houses all supplemental learning resources including Technology Support Services, Student Success Computer Lab, Disabled Students Programs and Services High Tech Computer Lab, and a distance learning classroom.

QUALITY OF PROJECT PERSONNEL

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

A full-time coordinator will provide day to day management and supervision of the program under the direction of Dean for Student Services, who in turn reports to the Vice President. Minimum qualifications for this position will include a Master’s degree in Education, Counseling, or related field; at least five years of experience developing and administering educational programs for migrant and/or disadvantaged persons; demonstrated ability in managing budgets; demonstrated ability to communicate effectively (written and oral); bilingual (English/Spanish or other languages spoken by the target population); sensitivity to and understanding of the needs of migrant and economically and educationally disadvantaged persons; ability to teach workshops for project and agency staff and participants; training or experience in assessment and evaluation; and experience working with the target population.

ii. The qualifications, including relevant training and experience of key project personnel.

Title	Qualifications
<i>Counselor (Two Adjunct Positions)</i>	1) Master’s degree in counseling or a related field
	2) A conversational command of the Spanish or target population language
	3) Strong interpersonal, communication, and organizational skills
	4) Demonstrated ability in both writing and oral communication
	5) Demonstrated ability to teach workshops for project staff and participants
	6) Experience working with migrant, low-income, and academically disadvantaged participants



Office Assistant	1) High school diploma required and Associate of Arts or Associate of Science in office administration or related field preferred
	2) One year of office experience or technical training
	3) Conversational command of the Spanish language or language spoken by a majority of the target population
	4) Demonstrated competency in filing and bookkeeping procedures
	5) Demonstrated ability in both writing and oral communication
	6) Demonstrated ability to relate to economically/educationally disadvantaged persons
	7) Knowledge and skills in basic computer applications, including word processing, databases, and spreadsheets
	8) Demonstrated ability to enter data and generate reports from computer databases
Student Leaders	1) Will have completed at least 30 credit hours of higher education with a minimum 3.0 GPA in order to provide tutorial support
	2) Required 16 hours of tutor training and demonstrated mastery of the content
	3) Preference will be given to applicants who have a conversational command of the Spanish language or language spoken by a majority of the target population; sensitivity to the needs of the migrant, disadvantaged target population in order to provide mentorship support
<i>Candidates will preferably be from a background similar to the target population.</i>	

QUALITY OF THE MANAGEMENT PLAN

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

To assure quality of program management, FCC will employ one full-time coordinator responsible for the day to day operation of the project. The coordinator will ensure that students receive all services as outlined in the Quality of Project Design. The coordinator will collaborate with the Financial Aid department on the distribution of cash aid to students, ensure that CAMP students have access to a counselor at convenient times, and collaborate with the Extended Opportunity Programs and Services (EOPS) and the Tutorial Center to ensure that students will have access to individual and group tutoring.

The coordinator will report to the Dean of Students who reports to the Vice President of Student Services. This access to the highest levels of campus administration assures that FCC



CAMP has the administrative support to assure its success. **Table IV** clarifies the program objectives with activities, timelines, responsible person(s) and milestones.

Table IV: OBJECTIVES, TIMELINES & MILESTONES			
GOAL ONE	Objective 1.1: FCC CAMP will identify, recruit, and provide access to services to 65 migrant students with the most need.		
<i>Activity/Task</i>	<i>Timeline</i>	<i>Staff</i>	<i>Milestones</i>
Develop network referral system and establish a contact person at each agency, department, and school	Onset of grant	Project Coordinator (PC)	Network referrals system in place
Develop marketing plan with Public Information Office	Onset of grant	PC	Marketing plan developed
Develop program brochures/fliers	Onset of grant, update yearly	PC	Brochure and fliers developed
Contact appropriate agencies and organizations to inform them about FCC CAMP	Onset of grant and each year thereafter	PC	Organizations and agencies informed about CAMP
Develop initial referral directory	Onset of grant; update monthly	Office Ass't. (OA)	Referral directory in place
Present at schools, agencies, community organizations, media, and public events, review services	Twice per year; and as necessary	PC, <i>Two</i> Counselors (Couns)	20 presentations conducted/year
Develop appropriate forms including applications, release forms, etc.	Onset of grant; updated yearly	PC OA	Appropriate forms are developed
Recruit potential participants	Ongoing	PC, Couns	Applicants secured
Collect and review applications for eligibility and acceptance	As received	PC, Couns OA	Eligible applicants are enter project
Develop a schedule of services and activities	Onset of grant; Update yearly	PC, OA, Couns	Yearly schedule of services/activities
Establish baseline information	Completion of 1st acad. yr.	PC, OA, Couns	Baseline established
GOAL ONE	Objective 1.2: 86% of FCC CAMP students will successfully complete their first academic year of postsecondary education.		
<i>Activity/Task</i>	<i>Timeline</i>	<i>Staff</i>	<i>Milestones</i>
FCC CAMP Orientation	Each year	PC, Couns	Orientation held
Student signs FCC CAMP contract	FCC CAMP Orientation	Couns	Student signs and understands contract
Student will complete a Student Educational Plan (SEP)	Each semester	Couns	Student & Counselor formulate SEP



Provide individual academic counseling to all CAMP students	Ongoing	Couns, PC, OA	All students receive academic counseling
Provide students intensive instruction in learning communities setting	Ongoing	PC, Couns, Instructors	Students assigned to cohorts
Provide hands-on assistance with financial aid and scholarship applications	February	Financial Aid Dept, PC, Couns	Students complete applications
Provide students with grants to help cover cost of books & transportation	Ongoing each semester	PC, OA	Students receive grants and assistance
Provide group meetings and workshops	Ongoing	Couns, PC, OA	Students attend meetings/workshop
Provide students with peer-mentoring meetings	Ongoing	Student Leaders (SL), Couns	All students attend peer-mentoring meetings
Provide informational workshops for parents of FCC CAMP students	January, April, July, October	PC, Couns, OA	Parents will attend meetings
Provide students with exposure to leadership and cultural events	Twice per semester	PC, Couns, SL	Students exposed to leadership/cultural events
Provide individual and group tutoring for students	Ongoing	Tutors	Supplemental instruction received
GOAL TWO	Objective 2.1: 85% of FCC CAMP students will enroll in second year of post-secondary education or will have met educational and/or vocational goal.		
Activity/Task	Timeline	Staff	Milestones
Assess student post-program completion needs	Last semester with CAMP	PC, Couns	Student met with CAMP counselor
Provide student referral to EOPS or SSSP.	Last semester with CAMP	PC, Couns, OA	Students referred EOPS/SSSP
Follow-up counseling	Ongoing	Couns, PC	Student receives follow-up services
Provide college/university application aid to transfer students	Prior to deadline	Couns, PC, OA	Students applies to college/university
Develop memorandum of agreement with California State University Fresno (CSUF) University Migrant Services (UMS)	Onset of grant	PC Couns	Completed agreement
Provide university tours	Ongoing	PC, Couns, SL	Participants visit universities
Evaluate project in enrolling students in second year of college	At the end of each grant year	PC, Couns, OA	Program is evaluated for effectiveness



GOAL THREE	Objective 3.1: 80% of FCC CAMP students will maintain a GPA of 2.0 or greater.		
<i>Activity/Task</i>	<i>Timeline</i>	<i>Staff</i>	<i>Milestones</i>
Provide intensive instruction in a learning communities setting	Ongoing	PC, Couns, Instructors,	Students in cohorts receive instruction
Provide individual and group tutoring for students	Ongoing	Tutors	Students receive additional services
Provide group meetings and workshops	Ongoing	Couns, PC, OA	Students attend meeting/workshop
Provide individual academic counseling to all CAMP students	Ongoing	Couns, PC, OA	Students receive counseling
Provide students with peer-mentoring meetings	Ongoing	Student Leaders (SL), Couns	All students attend peer-mentoring meetings
Evaluate success of the project to help students maintain GPA of 2.0+	At the end of each grant year	PC, Couns, OA	Program evaluated for effectiveness
GOAL FOUR	Objective 4.1: FCC CAMP will ensure 100% of staff receive in-service training, cultural sensitivity preparation, and technical assistance each year.		
<i>Activity/Task</i>	<i>Timeline</i>	<i>Staff</i>	<i>Milestones</i>
CAMP New Directors Training	Onset of grant	PC, Office of Migrant Ed. (ME)	Director trained
Annual CAMP Coordinators Meeting	Yearly	ME, PC	Meetings attended, training provided
National Migrant Education Conference	Yearly	ME, PC	Meetings attended, training provided
FCC Professional Development	Ongoing	PC	Training finished
GOAL FOUR	Objective 4.2: FCC CAMP will ensure 100% of participants are afforded efficient and effective coordination with existing student support programs.		
<i>Activity/Task</i>	<i>Timeline</i>	<i>Staff</i>	<i>Milestones</i>
Develop memorandum of agreement with Tzu Chi for health services	Onset of grant	PC	Completed agreement
Develop agreement with FCC Health Sciences Division Department of Dental Hygiene	Onset of grant	PC	Completed agreement
Provide student referral to Extended Opportunities Program & Services (EOPS) or Student Supportive Services Program (SSSP)	Before last semester with FCC CAMP	PC, Couns, OA	Student receives referral from FCC CAMP to EOPS or SSSP



Provide hands-on assistance with financial aid and scholarship applications	February	Financial Aid Dept, PC, Couns	Students complete applications
Memorandum of agreement with CSUF; UMS to accept graduates	Onset of grant	PC Couns	Completed agreement
GOAL FOUR	Objective 4.3: FCC CAMP will meet 100% of administrative requirements. Participants' records will be maintained & monitored. Performance reports will be completed on time. Fiscal records will be reviewed as part of the college's single unit audit.		
<i>Activity/Task</i>	<i>Timeline</i>	<i>Staff</i>	<i>Milestones</i>
Implement and maintain record system for all project services	Onset of grant	PC, OA	Record keeping system in place
Ensure review/audit of fiscal records. Submit annual financial report	Monthly/at the end of each year	PC, OA	Fiscal records are reviewed/audited
Ensure participant records are maintained, periodically monitored	Monthly	PC, OA	Participants records current/complete
Complete performance reports for the Department of Education	Mid-year and year-end report	PC, OA	Reports completed, submitted on time
Ensure staff hiring practices are consistent with college policies	As needed	PC	Staff hiring adheres to guidelines
Participant identification and selection practices provide equal access and opportunity to migrant population	Ongoing	PC	Applicants are ensured equal access and opportunity
Ensure that effective communication is maintained	Ongoing	PC	Effective communication
Implement and monitor evaluation plan	Ongoing	PC	Evaluation plan up-to-date and effective
Ensure all expenditures are justified and consistent with project budget; maintain a purchase order system	Ongoing	PC, OA	Budget is well maintained

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

A CAMP Advisory Committee will be established; charged with reviewing and evaluating services provided to the migrant students served by, the committee will meet a minimum of once each semester. Members will include CAMP staff, CAMP students, feeder high schools' migrant programs, a parent, college personnel, business personnel, and



representatives from Migrant Education Regions III, IV, and VIII. The CAMP Coordinator will identify possible members of the Advisory, to be confirmed by the FCC President.

Along with the input of the Advisory, CAMP will receive feedback from students through a program evaluation form, to be collected twice each year at the end of each semester. The feedback will provide assessment of the academic and financial services students received during the semester. Using feedback provided by evaluation results, the staff will add, modify, or delete any component as appropriate.

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

FCC will assure that time commitments of CAMP staff are adequate to meet objectives of the project. The professional staff of the

Position	Percent of time
Coordinator	100 percent/12 months
Part-time counselors	20 hrs/week, 50 weeks
Office Assistant	25 percent 12 months
Tutors	19 hrs/week, 40 weeks

FCC CAMP will provide quality services to successfully carry out the goals and objectives of the program. The Coordinator will ensure appropriate staffing is available during peak days and hours.

A Counselor will be available at all times during the week to ensure seamless and adequate services to CAMP participants. The Coordinator will assist the Counselors in effectively and efficiently managing a case load. The Counselors will utilize the college’s appointment management system to assist students in scheduling appointments in person or through the Fresno City College website. Selected Faculty members (perhaps as many as 10), who are already trained mentors, will receive further training to facilitate a faculty advising role for CAMP students.



ADEQUACY OF RESOURCES

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

Fresno City College commits to the success of CAMP by providing the following support at no cost to the program: 1) office space in a visible, accessible location central to the college campus; 2) furniture, including desks, filing cabinets, and telephones; 3) facilities for instructional staff to provide a learning community for FCC CAMP students, workshops, CAMP Advisory meetings, and special events.

ii. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

FCC’s strong history of collaboration among community based agencies, educational agencies, and service agencies in the populations involved in this project is considerable. FCC has a strong, long standing relationship with feeder schools and community agencies. When approached about supporting FCC CAMP, all contacts responded enthusiastically and were eager to work toward the successful implementation of the project. The following districts, schools, programs, departments, and agencies, are considered FCC CAMP partners:

Name of the Partner	Contribution
Fresno County Office of Migrant Education Regions III, IV, and VIII	Provide referrals, serve on advisory committee
President, Fresno City College	Provide support per this Project Narrative
Vice President (FCC)	Provide support per this Project Narrative
<i>Participant Referral Partners Supporting FCC CAMP Application</i>	
Kerman Unified School Dist.	Caruthers High School
Golden Plains Unified	Clovis Unified School Dist.
Sanger Unified School Dist.	Central Unified School Dist.

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

The budget was prepared with guidance from the VP of Student Services, Dean of Students, and the FCC account auditor to assure that all instructional and support activities of the



project receive adequate funding. The budget request is realistic, cost effective, and based on actual costs. The budget was also constructed with the proposed objectives, design, and significance of the project in mind. Funding is requested only for items that are not available through college and community support. The overall benefit to participants will be to raise their earning potential, once they meet their educational and/or vocational goal and increase their marketable skills.

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

Costs represented in the budget for this project were derived with 65 participants in mind. Each participant will receive tangible services such as intrusive academic advising from qualified counselors, book grants that ease the cost of college, transportation to educational and cultural events, and basic school supplies to perform academic work to name a few. With a reasonable cost of \$6,212 per student, FCC proposes a budget designed to carry out the project services and activities efficiently and effectively.

In previous sections in this proposal the commitments of the partners has been discussed at length. Each of the partners and cooperating agencies and organizations are committed to ensuring that the project becomes a reality and each of the partners recognizes how this opportunity will have a significant impact on improving educational opportunities for the target area. Through cooperation, collaboration, and resource sharing involved with the FCC CAMP project, new pathways between existing community resources and a new range of services and ways of doing business for a previously underserved population.

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

The potential for the continued support of the FCC CAMP project should grant funds expire is substantial. Because this program will be closely aligned with the other Title IV



programs (EOPS, Student Support Services Program, Upward Bound), and with Fresno County Office of Education Migrant Education Regions III, IV and VIII, the potential for continuation is strong. Personnel from FCC will have a system in place for service referral and delivery. Upon termination of grant funds, an infrastructure will be in place for continued support along with the patterns of communications and collaboration toward the common goals of helping students to succeed in postsecondary education and their chosen career path.

QUALITY OF THE PROJECT EVALUATION

i. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project

Evaluating the effectiveness of progress in meeting the FCC CAMP goals and objectives using the data collected and evaluated throughout the year will provide the basis for the summative evaluation. These evaluation methods will allow FCC CAMP to make additions, eliminations, and modifications in the project’s objectives, activities, and procedures accurately and in a timely manner. Accurate, current, and valid information will be readily available to evaluate the success of FCC CAMP in achieving its objectives at the end of each year.

Data Gathered & Evaluate by FCC CAMP Each Project Year	
Number of participants who:	Enroll in the project; successfully complete their first year; are retained in the program; enroll in second year of postsecondary education; meet educational goal or entering workforce each year; apply for and receive financial aid; receive additional grants/stipends; receive health services; transfer; and receive follow-up services.
Times and number of participants attending FCC CAMP:	Leadership functions; group meetings; peer mentoring; and tutorial services.
Also collected: Dates of Student Educational Plan plus changes and modifications	

Data appropriate for the evaluation will be collected on a weekly, monthly, and quarterly basis and entered into the district database. Whenever reports show evidence of problems with objectives or activities, appropriate alternatives will be explored and changes made accordingly, following appropriate procedures for approval of program revisions.



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

Our FCC administration recognizes that the evaluation plan will play a critical role in the effective implementation and management of CAMP. A comprehensive evaluation plan has been developed to assist in maintaining a high degree of program quality by ensuring the multi-faceted complex tasks involved are carried out in a coordinated, effective, and efficient manner. Data will be collected and analyzed so decisions about the program’s progress in relationship to Government Performance and Result Act (GPRA) can be carefully considered. The designed evaluation objectives are listed in **Table V**.

Table V: EVALUATION OBJECTIVES	
❖	To measure progress towards attainment of standardized program objectives and goals, and provide quantifiable data regarding those outcomes;
❖	To collect reliable data and conduct timely and regular quantitative/qualitative analysis about each of the project objectives;
❖	To identify problems and explore formative alternative processes and qualitative solutions;
❖	To provide complete reports at the conclusion of each grant year;
❖	To provide summative reports at the conclusion of the grant period.

Early in the evaluation, baseline data will be established in the form of a normative standard, from which changes can be determined over time. The design includes both Formative and Summative approaches while using both quantitative and qualitative methods. Formative processes assess implementation in such areas as meeting timelines and measurable objectives. These processes serve to be useful in the early identification of any possible straying from timelines. Summative evaluations look at outcomes and impacts. Because the CAMP funding period is five years, it is fully expected that the impact of program services will be measurably different over this time.

Application of a four-step evaluation process will ensure that all appropriate data needed for comprehensive and effective evaluation are gathered, recorded, reviewed, analyzed, and



reported, both within the institution and with the Department. Direct comparison of baseline data (participants beginning) against outcomes data (participants successfully completed first academic year and enroll in the following year) will be made with specific, quantifiable data to determine whether the performance standard is achieved. Data accumulated through this process will provide information for further strengthening of performance or, if the established performance standard is not achieved, a basis for examining the reasons for this shortfall, and the programmatic changes that must be made to services provided to participants to meet the original objective.

iii. The extent to which the methods of evaluation will, if well-implemented, produce evidence of promise (as defined in 34 CFR 77.1(c)).

CAMP participants will have access to a program counselor, be enrolled in courses in which Supplemental Instruction are incorporated, and receive additional assistance from a Peer Mentor. As a measured through empirical research, CAMP participants will have increased knowledge of college customs, and the ability to organize and complete college coursework. As a result, a minimum of 86% of CAMP students will successfully complete their first year of college. Data will be collected through the college's Institutional Research department to demonstrate the results of research based interventions on the project's outcomes. It is anticipated that these interventions will show demonstrable impacts on migrant student success.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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Appendices

RESUME, PROJECT DIRECTOR:

Perry Angle

3309 W. Norwich, Fresno, CA 93722, 559.267.3343

Career Objective: *To provide proactive leadership to organizations that serve students from traditionally disadvantaged backgrounds and to develop the abilities of students and professionals by serving as a leader, mentor, and role model.*

Career Experience

Director of TRIO Programs, Fresno City College <u>Programs:</u> Upward Bound, Student Support Services	2012-present
Director of Early Outreach and Support Programs, CSU, Monterey Bay <u>Programs:</u> CAMP, Imagine College, Talent Search, EAP, EOP, Student Support Services, Migrant Education Summer Academy, Parent Institute for Quality Education (PIQE)	2008-2012
Director of Federal Programs and Division Communications, CSU, Fresno <u>Programs:</u> UB, ELL UB, Talent Search, CCEOC, SSS, CAMP	2006-2008
Director, CSU Alcohol Prevention Program, CSU, Fresno	2002-2006
Principal, School of Unlimited Learning, Charter High School	2001-2002
Director of Upward Bound Programs, CSU, Fresno	1990-2001
Academic Coordinator, Upward Bound, CSU, Fresno	1987-1990

Education

- M.A., Higher Education Administration and Supervision, CSU, Fresno
- B.A., English, CSU, Fresno
- A.A., General Education, Merced College

Current Positions and Memberships

- Western Association of Educational Opportunity Personnel (WESTOP), 1987-present
- Students Without Borders, Advisor, Fresno City College (2013-14)
- Native American Heritage Committee, Co-chair, Fresno City College
- Latino Faculty and Staff Association, member, Fresno City College
- WESTOP CenCal Chapter, TRIO
- Education-Leadership Foundation, Board of Directors, (Member, 2010 – present; President 2013-15, term)
- National TRIO Day, Cen Cal WESTOP, Chair, 2014

Current Committees

- Facilities Advisory Committee, FCC



Fresno Unified School District/FCC Partnership Team
Student Services Managers Committee, FCC
Confidential Managers Committee, State Center Community College District
Veteran’s Resource Center Development Committee, FCC
President’s Management Council, FCC
Migrant Student Success Task Force, FCC

Recent and Past Committees/Boards

Undergraduate Advising Board, CSU, Monterey Bay
President’s Foster Youth Advisory, Chair (2008-2012)
CAMP Advisory Board, CSU, Monterey Bay
Fresno State Parents Association, 2002-2008
Student Affairs Staff Development Institute, co-chair, CSU, Fresno
McCardle Elementary School Site Board, elected 2006
Campus/Community Task Force on Alcohol and Substance Abuse, CSU Fresno, 2002-2007
Enrollment Management Council, CSU, Monterey Bay
Campus/Community Task Force on Alcohol and Substance Abuse, CSU, Fresno
CSU Alcohol Conference planning committee
Wellness Development Committee, Chair, CSU, Fresno

Awards/Reconition

Director of the Year, Central California WESTOP, 2011
Unit Excellence Award, Early Outreach and Support Programs, CSUMB, 2010-11
Golden Bell Award, State of CA, for Migrant Junior Otters, 2011
Collaboration Award, NADSME, for Migrant Junior Otters, 2010
Community Collaboration Award, CSU Alcohol Abuse Prevention Conference, 2006
Commendation for Outstanding Service, Upward Bound, Lt. Gov. C. Bustamante, 2000
Outstanding Service Award, Upward Bound, Sarah Reyes, 31st District, 2000

Grant Writing and Program Evaluation

Extensive grant writing and program evaluation experience, primarily TRIO and CAMP programs.

References

Martina Granados, Director of Upward Bound Programs, CSU, Fresno (559) 321-3533
Raul Moreno, Director, University Migrant Services, CSU, Fresno (559) 278-5750
Dr. Carolyn Coon, Dean of Students, CSU, Fresno (559) 278-4100



JOB DESCRIPTIONS, KEY PERSONNEL:

Coordinator

- Develop a network referral system and establish a contact person at each appropriate agency, department, and school.
- Develop program manual that describes all aspects of project staff and campus partners.
- Develop all appropriate forms including applications and release forms.
- Develop program brochures and fliers.
- Recruit potential students.
- Coordinate and oversee orientation process.
- Review applications for eligibility and acceptance.
- Develop a schedule of services and activities.
- Provide informational workshops for parents of all CAMP students.
- Provide students with exposure to leadership and cultural events.
- Coordinate tutorial services.
- Evaluate effectiveness of project in meeting goals objectives.
- Assess student post-program completion needs.
- Provide student referral to Extended Opportunities Program & Services (EOPS), TRIO, and Puente.
- Provide student referral to University Migrant Services at California State University Fresno (CSUF).
- Coordinate tours of universities.
- Coordinate leadership retreats.
- Develop professional development opportunities for each CAMP staff member.
- Implement and maintain adequate record keeping system for project services/activities.
- Ensure review and audit of fiscal records and submit annual financial report.
- Ensure students records are maintained and periodically monitored.
- Complete performance reports to ensure compliance of regulations.
- Ensure all expenditures are justified and consistent with project budget.

Counselors

- Recruit potential participants.
- Collect and review applications for eligibility and acceptance.
- Provide information to new CAMP students during orientation.
- Meet individually with all CAMP students to complete a Student Educational Plan (SEP).
- Update SEP with students every semester.
- Provide academic counseling to all CAMP students as needed.
- Provide instruction for Life Management course to all CAMP students.
- Provide hands-on assistance with financial aid and scholarship applications.
- Assist with parent information workshops.
- Provide group meetings and workshops.
- Provide students with exposure to leadership and cultural events
- Provide student referral to Extended Opportunities Program & Services (EOPS), TRIO,



and Puente.

- Provide student referral to University Migrant Services at California State University Fresno (CSUF).
- Provide college and university application assistance for transferring students.
- Supervise leadership retreats.
- Refer students to individual or group tutoring as needed.
- Refer students to peer-mentoring as needed.
- Maintain an adequate record keeping system for all project services and activities.
- Maintain student records.
- Participate in professional development opportunities.

Student Leaders

- Provide students with peer-mentoring.
- Provide individual and group tutoring.
- Assist staff with university tours and leadership retreats.
- Assist staff with group meetings and workshops.

Office Assistant

- Collect student applications for eligibility and acceptance.
- Answer incoming phone calls and route to appropriate personnel.
- Ensure office supplies are adequate.
- Gather necessary documents for CAMP orientations.
- Maintain Coordinator and Counselor appointments.
- Assist with the development and production of program brochures and flyers.
- Maintain an adequate record keeping system for all project services and activities.
- Maintain student records.
- Participate in professional development opportunities.
- Report and track expenses associated with grant.
- Submit requisitions for program



INDIRECT COST RATE AGREEMENT, DEPT. OF HEALTH AND HUMAN SERVICES:

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: DATE:01/30/2013
ORGANIZATION: FILING REF.: The preceding
State Center Community College District agreement was dated
1525 East Weldon Avenue 05/07/2008
Fresno, CA 93704-6398

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

Table with 6 columns: TYPE, FROM, TO, RATE(%), LOCATION, APPLICABLE TO. Rows include PRED. and PROV. rates for On-Campus locations, all applicable to All Programs.

*BASE

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



College Assistance Migrant Program 2016

ORGANIZATION: State Center Community College District

AGREEMENT DATE: 1/30/2013

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

DEFINITION OF EQUIPMENT

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

The following fringe benefits are treated as direct costs:

FICA, SUI, WORKERS COMPENSATION, MEDICARE,
MEDICAL/DENTAL/VISION/LIFE INSURANCE, LONG-TERM DISABILITY,
EMPLOYEE ASSISTANCE PROGRAM, AND PENSION (PERS, STRS, OR PARS).



College Assistance Migrant Program 2016

ORGANIZATION: State Center Community College District

AGREEMENT DATE: 1/30/2013

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. GENERAL:

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

BY THE INSTITUTION:

State Center Community College District

(b)(6)

EDWIN ENG

(NAME)

VICE CHANCELLOR FINANCE & ADMIN

(TITLE)

2-13-13

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Arif Karim

(NAME)

Director, Division of Cost Allocation

(TITLE)

1/30/2013

(DATE) 3153

HIS REPRESENTATIVE:

Stanley Huynh

Telephone:

(415) 437-7820

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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



Budget Narrative

1. Personnel

Coordinator

- Develop a network referral system and establish a contact person at each appropriate agency, department, and school.
- Develop program manual that describes all aspects of project staff and campus partners.
- Develop all appropriate forms including applications and release forms.
- Develop program brochures and fliers.
- Recruit potential students.
- Coordinate and oversee orientation process.
- Review applications for eligibility and acceptance.
- Develop a schedule of services and activities.
- Provide informational workshops for parents of all CAMP students.
- Provide students with exposure to leadership and cultural events.
- Coordinate tutorial services.
- Evaluate effectiveness, appropriateness, and usefulness of the project in meeting goals and objectives.
- Assess student post-program completion needs.
- Provide student referral to Extended Opportunities Program & Services (EOPS), TRIO, and Puente.
- Provide student referral to University Migrant Services at California State University Fresno (CSUF).



College Assistance Migrant Program 2016

- Coordinate tours of universities.
- Coordinate leadership retreats.
- Develop professional development opportunities for each CAMP staff member.
- Implement and maintain an adequate record keeping system for all project services and activities.
- Ensure review and audit of fiscal records and submit annual financial report.
- Ensure students records are maintained and periodically monitored.
- Complete performance reports to ensure compliance of regulations.
- Ensure all expenditures are justified and consistent with project budget.

Counselors

- Recruit potential participants.
- Collect and review applications for eligibility and acceptance.
- Provide information to new CAMP students during orientation.
- Meet individually with all CAMP students to complete a Student Educational Plan (SEP).
- Update SEP with students every semester.
- Provide academic counseling to all CAMP students as needed.
- Provide instruction for Life Management course to all CAMP students.
- Provide hands-on assistance with financial aid and scholarship applications.
- Assist with parent information workshops.
- Provide group meetings and workshops.
- Provide students with exposure to leadership and cultural events



College Assistance Migrant Program 2016

- Provide student referral to Extended Opportunities Program & Services (EOPS), TRIO, and Puente.
- Provide student referral to University Migrant Services at California State University Fresno (CSUF).
- Provide college and university application assistance for transferring students.
- Supervise leadership retreats.
- Refer students to individual or group tutoring as needed.
- Refer students to peer-mentoring as needed.
- Maintain an adequate record keeping system for all project services and activities.
- Maintain student records.
- Participate in professional development opportunities.

Student Leaders

- Provide students with peer-mentoring.
- Provide individual and group tutoring.
- Assist staff with university tours and leadership retreats.
- Assist staff with group meetings and workshops.

Office Assistant

- Collect student applications for eligibility and acceptance.
- Answer incoming phone calls and route to appropriate personnel.
- Ensure office supplies are adequate.
- Gather necessary documents for CAMP orientations.
- Maintain Coordinator and Counselor appointments.



College Assistance Migrant Program 2016

- Assist with the development and production of program brochures and flyers.
- Maintain an adequate record keeping system for all project services and activities.
- Maintain student records.
- Participate in professional development opportunities.
- Report and track expenses associated with grant.
- Submit requisitions for program.

The compensation for the **Coordinator** is as follows:

First year - \$70,251

Second year - \$73,933

Third year - \$77,672

Fourth year - \$81,484

Fifth year - \$85,356

The combined compensation for two **Counselors** are as follows:

First year - \$90,052

Second year - \$90,952

Third year - \$91,862

Fourth year - \$92,780

Fifth year - \$93,708



The compensation for the **Office Assistant III** is as follows:

First year -\$13,206

Second year - \$13,643

Third year - \$13,778

Fourth year - \$13,915

Fifth year - \$14,052

The compensation for two **Student Leaders** is \$16,720 for all 5 years.

- 100% of the Coordinator's salary is charged to CAMP as 100% time will be dedicated to CAMP.
- The Counselors' compensation is based on working 50 weeks annually (1000 hours) providing services to CAMP students.
- The Office Assistant's compensation is based on 25% of a full time salaried employee shared with another federally funded program.
- The Student Leader's compensation is based on working a total of 1520 hours annually
- The Coordinator will be responsible for the day to day operation of the project. The Coordinator will ensure students are receiving all services as outlined in the Project Narrative. The Coordinator will collaborate with the Financial Aid department allowing students to receive all CAMP grants. The Coordinator will ensure Counseling staff is available during peak times.
- The Counselors will meet with the student a minimum of three times per semester



- to ensure student is progressing during the semester. The Counselor may refer students to tutoring and mentoring as needed.
- The Office Assistant will answer student questions and guide them to the appropriate CAMP faculty member. This staff member will play a vital role in ensuring office is operating and functioning in such a way in which services to CAMP students are seamless.
 - STEM instructors will have the opportunity to earn a stipend by participating in a yearly training. The stipend will be in the amount of \$200 for 10 instructors.
 - A stipend will be offered to instructors who meet with CAMP faculty and staff at annual meeting. The stipend will be in the amount of \$50 for 10 instructors.

2. Fringe Benefits

Total fringe benefits are as follows:

First year - \$46,784

Second year - \$51,203

Third year - \$55,474

Fourth year - \$59,956

Fifth year - \$62,866

Benefits are based on State Center Community College District rates. Benefits for Coordinator include: medical, dental, vision, life, STRS, SUI & worker's compensation. Benefits for the Counselors includes STRS, SUI and worker's compensation. Benefits for the Office Assistant include: medical, dental, vision, life, PERS, FICA, SUI & worker's compensation Benefits for the Student Leaders includes worker's compensation.



3. Travel

The budget for program staff travel for first and subsequent years is \$7500.

The budget will cover expenses incurred for travel by program staff which includes airfare, lodging, and per diem. The Coordinator will attend one national conference, one regional conference, two area meetings, parent conferences, university visits, Leadership Retreat, and Summer Leadership; Counselors will attend area conference, university visits, parent conferences, Leadership Retreats, Summer Leadership, and other local professional development meetings and conferences. The Office Assistant will attend professional development meetings and training. Two additional mentoring staff will participate in university visits, Leadership Retreat, and Summer Leadership. As a result of the conferences, the Coordinator will be up to date on new requirements that will help the program to provide services in the most effective manner. Other program staff will take part of training that will help better serve the needs of the students.

The budget for the Leadership Retreat for program staff and mentoring staff is \$2500 which will cover transportation, per diem, and lodging. The retreat will consist of a 3 day, 2 night event at a prominent university. The activities will include a campus tour, various leadership workshops, and a visit to a local museum. The Leadership Retreat will encourage students to develop their leadership abilities while exposing the students to a university outside of the students' local area. Furthermore, the budget will cover the cost of \$500 for two trips to local universities which will cover transportation and a lunch meal. These day trips will consist of a comprehensive university tour.

The budget in the amount of \$2500 will cover expenses incurred for one national



conference; \$1500 for one regional conference; and \$500 for two area meetings and local meetings. The estimated costs were generated by analyzing travel of similar events by other departments and adjusting to the amount of personnel that will be attending.

4. Equipment (items with per-unit cost of over \$5,000 each)

No equipment purchases will be made as a result of this project.

5. Supplies

Total startup cost for supplies for the CAMP program will be \$8,750.

These funds will pay for 3 computer workstations at a total cost of \$3600; 1 mobile laptop at a cost of \$1500; 1 printer at a cost of \$500; 1 fax machine at a cost of \$200; 1 multimedia portable projector at a cost of \$1200; general office supplies such as pencils, pens, paper, printer cartridges, toner cartridges, flash drives and other general program supplies at a total cost of \$1000; printing and copying of newsletters at a cost of \$750.

Each subsequent year, \$1,750 will be allocated for supplies. The costs are as follows: general office supplies such as pencils, pens, paper, printer cartridges, toner cartridges, flash drives and other general program supplies at a total cost of \$1000; printing and copying of newsletters at a cost of \$750;

One computer workstation will be solely used by the coordinator to assist in keeping track with student success and overall program success. A computer workstation will be used by each counselor to assist in making educational plans with each student. The counselor will also use workstation to communicate with other CAMP staff as



needed for student success. The mobile laptop and portable multimedia projector will assist in the program's outreach efforts. The items will also be used to present to parents of CAMP students.

The estimated costs for the supplies are based on the average costs of two supply catalogs.

6. Contractual

A consultant will be hired to train STEM instructors on best teaching practices specifically for Migrant college students. This annual training will cost \$2000 to include travel and other expenses incurred.

7. Construction No cost allowed.

8. Other

For the first and subsequent years of operation, the budget will cover expenses for students to attend one Leadership Retreat, and two local University visits. The budget for the Leadership Retreat for all CAMP students is \$8,000 which will cover transportation, per diem, and lodging. The retreat will consist of a 3 day, 2 night event at a prominent university. The activities will include a campus tour, various leadership workshops, and a visit to a local museum. The Leadership Retreat will encourage students to develop their leadership abilities while exposing the students to a university outside of the students' local area.

The budget will also cover the cost of \$2000 for two trips to local universities



which will cover transportation and a lunch meal. These day trips will consist of a comprehensive university tour.

Students will also participate in a Summer Leadership event with an annual cost of \$1500. The cost incurred will cover transportation, an Honorarium of \$100 for a guest speaker, and rental of facilities which includes a meal at a cost of \$1400.

The program has an annual budget for \$800 for two Parent conferences which will cover the costs of brochures printed in English and Spanish and light refreshments. The cost of the brochures has an estimated cost of \$600 while the light refreshments are estimated to cost \$1000.

The program has an annual budget of \$7,735 for vision services for all participants that will cover the cost of eye exam and one pair of glasses or contacts. A quote was provided by a local vendor for \$119 per participant.

Other associated program costs include postage for mailings at a cost of \$250; rental and maintenance contract at a cost of \$1000, prorated 25% agreement for use of shared digital copier.

All participants will be eligible for a book service every year in the amount of \$300 twice per year. The total cost for 65 students will be \$40,000.

All participants will be eligible for transportation assistance. The annual budget allocated for transportation is \$18,200. Each participant will have the option of a \$35 monthly bus pass or a \$35 gas card eight times each year that will help students to offset transportation expenses.



9. Total Direct Costs

First year - \$337,048

Second year - \$339,486

Third year - \$348,541

Fourth year - \$357,890

Fifth year - \$365,737

10. Indirect Costs

The institution's indirect cost rate is 8% per project year. Indirect costs are calculated on all direct costs to the institution excluding supplemental grant aid to students and are as follows:

First year - \$26,964

Second year - \$27,159

Third year - \$27,883

Fourth year - \$28,631

Fifth year - \$29,259

11. Training Stipends

All participants will be eligible for a supplement grant of \$200 twice a year for a total cost of \$26,000 annually. This grant will help students to offset additional costs students encounter during the middle of each semester.



12. Total Costs

Total cost for this project is as follows:

First year - \$390,012

Second year - \$392,645

Third year - \$402,424

Fourth year - \$412,521

Fifth year - \$420,996

The total cost for all five years of project is \$2,018,598.

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

1. Project Director:

Prefix: Mr.	First Name: Perry	Middle Name:	Last Name: Angle	Suffix:
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Address:

Street1:	1101 E. University Ave.
Street2:	
City:	Fresno
County:	
State:	CA: California
Zip Code:	93704-6219
Country:	USA: UNITED STATES

Phone Number (give area code) 559-442-4600 ext. 8689	Fax Number (give area code)
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Email Address:
perry.angle@fresnocitycollege.edu

2. Novice Applicant:

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

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?
 Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?
 Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

Fresno City College

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	192,729.00	197,748.00	202,532.00	207,399.00	212,336.00	1,012,744.00
2. Fringe Benefits	46,784.00	51,203.00	55,474.00	59,956.00	62,866.00	276,283.00
3. Travel	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	37,500.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	8,750.00	1,750.00	1,750.00	1,750.00	1,750.00	15,750.00
6. Contractual	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	10,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	79,285.00	79,285.00	79,285.00	79,285.00	79,285.00	396,425.00
9. Total Direct Costs (lines 1-8)	337,048.00	339,486.00	348,541.00	357,890.00	365,737.00	1,748,702.00
10. Indirect Costs*	26,964.00	27,159.00	27,883.00	28,631.00	29,259.00	139,896.00
11. Training Stipends	26,000.00	26,000.00	26,000.00	26,000.00	26,000.00	130,000.00
12. Total Costs (lines 9-11)	390,012.00	392,645.00	402,424.00	412,521.00	420,996.00	2,018,598.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2016 (mm/dd/yyyy)

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

The Indirect Cost Rate is 36.70%.

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

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

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

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

PR/Award # S149A160025

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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