

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 # S149A160027

Grants.gov Tracking#: GRANT12114308

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" value="NA"/>
--	--

State Use Only:

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

* a. Legal Name: <input type="text" value="Idaho State University"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="826000924"/>	* c. Organizational DUNS: <input type="text" value="0783414680000"/>

d. Address:

* Street1: <input type="text" value="921 South 8th Avenue, STOP 8046"/>
Street2: <input type="text"/>
* City: <input type="text" value="Pocatello"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="ID: Idaho"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="83209-8046"/>

e. Organizational Unit:

Department Name: <input type="text" value="Academic Affairs"/>	Division Name: <input type="text" value="Student Success Center"/>
--	--

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Dave"/>
Middle Name: <input type="text" value="B."/>	
* Last Name: <input type="text" value="Harris"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Assistant Vice President for Research"/>

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

* Telephone Number: <input type="text" value="208-282-2592"/>	Fax Number: <input type="text" value="208-282-4723"/>
---	---

* Email: <input type="text" value="harrdave@isu.edu"/>
--

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.149

CFDA Title:

Migrant Education_College Assistance Migrant Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-010716-001

* Title:

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

13. Competition Identification Number:

84-149A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Idaho State University CAMP 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.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="398,929.00"/>
* 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="398,929.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?** a. This application was made available to the State under the Executive Order 12372 Process for review on b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)** Yes No

If "Yes", provide explanation and attach

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

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

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Cornelis Van der Schyf"/>	TITLE <input type="text" value="Vice President for Research"/>
APPLICANT ORGANIZATION <input type="text" value="Idaho State University"/>	DATE SUBMITTED <input type="text" value="03/07/2016"/>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Idaho State Univeristy

* Street 1: 921 South 8th Avenue, STOP 8046 * Street 2: _____

* City: Pocatello * State: ID: Idaho * Zip: 83209-8046

Congressional District, if known: ID-002

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

6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Migrant_Education_College_Assistance_Migrant_Program CFDA Number, if applicable: 84.149
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8. Federal Action Number, if known: N/A	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

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

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

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: Cornelis Van der Schyf

* Name: Prefix Dr. * First Name Corneillis Middle Name _____
* Last Name Van der Schyf Suffix PhD

Title: Vice President for Research Telephone No.: 208-282-2592 Date: 03/07/2016

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.

General Education Provisions Act_ISU.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) Section 427

Idaho State University (ISU) is committed to ensuring equal access and treatment for both participation and employment in/for the program. ISU in project narrative **Quality of Project Services** briefly outlines how ISU will ensure equal access.

ISU has created policies and procedures to identify barriers for **Sexual Orientation and Gender Identity (participation and employment) below:**

Idaho State University strives to maintain a campus environment where all decisions affecting an individual's education, employment, or access to programs, facilities, or services are based on bona fide occupational or educational criteria such as merit or performance. Factors or personal characteristics that have no connection with such bona fide criteria have no place in the University's decision making. Accordingly, to the extent that it does not conflict with a contractual obligation, federal, state or local law or regulation, it is the policy of ISU that an individual's sexual orientation and gender identity shall not be a basis for institutional decisions relating to education, employment, or access to programs, facilities or services. 1 This policy is not intended to nor shall in any way be interpreted to infringe upon individual rights guaranteed by state and federal law, or the policies that implement them.

ISU has created policies and procedures to identify barriers for **Equal Opportunity and Affirmative Action policy (participation and employment) below:**

The University does not discriminate against any employee or applicant for employment because of race, color, religion, gender, national origin, age, genetic information, disability, or veteran status, or any other status protected by state or local law, and provides equal employment opportunity and affirmative action for qualified individuals. This policy statement is included in

ISU's Affirmative Action Plan and the statement posted on University bulletin boards. The University will endeavor to recruit, hire, train, and promote persons in all job titles in accordance with our Affirmative Action Plan and this policy. All other personnel actions are administered without regard to race, color, religion, gender, national origin, age, genetic information, disability, or veteran status, or any other status protected by federal, state or local law, and all employment decisions are based on valid job requirements.

ISU has created policies and procedures to identify barriers for **Non-Discrimination and Anti-Harrasment (participation and employment):**

In accordance with Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments Act of 1972, the Age Discrimination in Employment Act of 1976; the Equal Pay Act of 1963; Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990 as amended by the Americans with Disabilities Act Amendments Act of 2008; Title II of the Genetic Information Nondiscrimination Act of 2008; the Vietnam Era Veterans' Readjustment Assistance Act; Executive Order 11246; Executive Order 13672; the Idaho Human Rights Act and the Idaho State Board of Education Governing Policies and Procedures, unlawful discrimination, harassment (including sexual harassment) and retaliation against any employee, student, visitor, guest, contractor, subcontractor, vendor or volunteer is prohibited.

Other areas:

Limited English: CAMP materials will be in both Spanish and English for participants, families and the Idaho (MSFW) community that is predominately Hispanic/Latino. Participants, faculty

and staff have the resources such as the Intensive English Institute, Adult Basic Education and START program to aid in the effort to increase their English capabilities.

Instructional Materials for students with disabilities: ISU's Disability Services will be available to students, faculty, staff who has a qualified permanent or temporary disability:

1. Authorizing and providing reasonable accommodations and related disability services for qualified individuals with disabilities,
2. Advocating for an accessible and hospitable learning environment through removal of informational, physical, and attitudinal barriers, and
3. Promoting self-determination and personal responsibility for students with disabilities.

Outreach and Recruitment: Outreach and requirement will not discriminate as student on but not limited to age, race, ethnicity, gender, sexuality, or other areas protected under ISU equal access policy.

As stated in the narrative section, Participants and Employment will ensure that all who are part of CAMP will have equal access. ISU staff will also partake in ISU and community training on issues related to LBGT+, employment policies, student policies and other areas that will and can have an impact on participation and employment in CAMP.

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 Idaho State University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Cornelis Middle Name:
* Last Name: Van der Schyf	Suffix: Ph.D
* Title: Vice President for Research	
* SIGNATURE: Cornelis Van der Schyf	* 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:

Abstract

Idaho State University (ISU) requests funds from the United States Department of Education to implement and operate the College Assistance Migrant Program (CAMP) described herein at its main campus in Pocatello, Idaho. ISU CAMP will serve eligible migrant seasonal farm workers (MSFW) and their families from the ten surrounding counties - identifying, recruiting, enrolling and retaining 40 eligible participants per year. As ISU CAMP targets a local population, we anticipate that 40% of the participants will reside on campus, with the other 60% commuting from surrounding communities. By addressing the educational, social, cultural and financial needs of the students selected to participate in the program, we will ensure success in their first academic year of college, and set them up to successfully complete their post-secondary degree and transition into a career. In accordance with GRPA 1 and 2, Idaho State's CAMP is designed with the goal that 86% of participants will complete their first year of college and 86% will return for their second year at ISU.

ISU CAMP will rely on the following goals and objectives to achieve the GPRA requirements: 1) Outreach and recruitment: identify and enroll 40 participants per year from the counties identified in our CAMP service area. 2) Integrative support services: provide comprehensive support targeting academic, personal, cultural, social and career needs to ensure that CAMP students successfully complete their undergraduate degree. 3) Interagency coordination and collaboration: maximize delivery of academic and retention resources through interagency coordination streamlining access to services and facilitating tracking of CAMP participants' progress and outcomes. 4) Network development and community involvement: aid students in developing connections that will lead to positive placement outcomes in the form of student-faculty collaborations, internships, externships and careers.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:** IDAHOSTATEUNIVERSITY_CAMP_2016 Final.pdf

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Idaho State University
College Assistance Migrant Program (CAMP)

Proposal 2016 – 2021

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Project Narrative

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1. 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.

67% of Idaho's migrant seasonal farmworkers (MSFW) reside within Idaho State University's (ISU) service area (with an 8% increase over the past 2 years). Idaho ranks 6th for agriculture production, as Idaho is a rural and heavily agricultural state. (Distribution and Profile of Farmworkers Eligible for DAPA or DACA, 2014; Community Assessment Summary Update, 2015). With more than 28,808 farms across rural Idaho, MSFW are a crucial part of the labor force and rely mainly on Hispanic MSFW's (Dearien & Salant, 2010; Migrant and Seasonal Farmworker Demographics, 2009). According to the Idaho Dairymen's Association, 90% of MSFW in dairy farms are undocumented immigrants from Mexico. Migrant housing run by the Community Council of Idaho (CCI) is only located in the select target areas, is at max capacity and on a waitlist. Overall, Idaho's Hispanic population has increased 67% in the last ten years. According to the Department of Labor (DOL) National Agricultural Workers Survey, 83% of MSFW identified themselves as a member of a Hispanic group; 75% identified their place of birth as Mexico; in southern Idaho the majority of MSFW workers identify as Hispanic (National Center for Farmworker Health, Inc., 2005).

In 2015, 75% of the children of Idaho MSFW were from families who had incomes at below poverty level, 16% were at incomes of 101-130% below poverty level, and 33% came from single parent households (Community Assessment Summary Update, 2015). Table 1.1 illustrates 10 of the counties with the highest need to be serviced by ISU CAMP. 70% of the counties

targeted had an increase of MSFW over the last two years with Clark county at the highest with a 218% increase (Community Assessment Summary Update, 2015).

Table 1.1: Idaho Demographics				
County /State	College Go On %	MSFW Employment	% students enrolled-free/reduced lunch	% Bachelor's degree or higher
<i>State of Idaho</i>	53	18,781	49.1	25.1
Canyon	37.16	4,578	62.0	16.8
Cassia	39.03	2,913	54.6	15.6
Clark	NA	344	74.5	11.4
Fremont	26.4	1,101	55.0	19.7
Gooding	37.57	3,091	60.0	12.1
Jerome	34.2	2,754	65.7	13.4
Minidoka	36.44	2,426	62.4	9.9
Owyhee	44.14	1,638	58.1	8.2
Power	41	1,090	73.3	15.9
Twin Falls	37.95	3,008	55.4	16.3
<i>Source: Idaho Department of Education National School Lunch Program. 2009-2013, U.S Census Bureau, State and County Quick Facts 2014. Idaho State Board of Education. 2015. Community Council Of Idaho, Migrant and Seasonal Farmworkers Employment, 2013-2015.</i>				

Idaho is home to more than 44,000 rural Hispanic children who are more likely to come from low-income families, work in agriculture, read below grade level on the Idaho Reading Indicator (IRI) and account for 50% the of state’s public school enrollment growth at a 65% increase in less than 10 years (Idaho at a Glance: Hispanic and Education, 2011). In 2015, of children who participated in Migrant and Seasonal Head Start (MSHS), 29% graduated from high school (or received a GED), 59% did not complete high school, 11% attained some college, and less than 1% earned an advanced degree.

Migrant students in K-12 education are considered due to a number of factors including: lower rates of enrollment in college preparatory or dual enrollment courses, limited English proficiency, and significantly lower scores on standardized tests. In an educational setting, these

factors include: lower parent involvement, lack of educational tools, and lack of understanding of the benefits of higher education. As a result, MSFW are underrepresented and marginalized in higher education (Flores, 2011, Gildersleeve, 2010). In Idaho, by 12th grade, 19% of Hispanic MSFW students in rural areas read proficiently and 7% are proficient in mathematics, drastically below their white counterparts at 46% and 28% respectively (Idaho at a Glance: Rural Education, 2009). 38% of Idaho MSFW students are proficient in the state language arts according to state standards (The Hispanic Profile Data Book for Idaho, 2012). **Currently Idaho is 50th in the nation for high school seniors who attend a 2 or 4-year institution after high school, 41st for high school graduation, and 50th in the nation for spending per student. Fewer than 5% of Hispanic students enroll in higher education** (Esto Perpetua: How Idaho can perpetuate best practices to help students succeed, 2015).

ii. Extent to which the proposed project will focus on meeting the needs of disadvantaged individuals

Compared to students coming from households with one or more college degrees, first-generation students are twice as likely to fail to complete their degree program (Scott, 2011). MSFW students face additional barriers to educational attainment. The ISU CAMP program has designed the appropriate services and support to address the needs of disadvantaged MSFW students as outlined in Table 1.2.

Table 1.2: Summary of Needs for Disadvantaged Individuals		
Educational Needs	Social & Cultural Needs	Financial Needs
<ul style="list-style-type: none"> • College readiness/preparedness • Academic support • Navigating college admissions • Career exploration 	<ul style="list-style-type: none"> • Social integration • Positive role models • Campus and community connection • Parental support and involvement • Lower educational aspirations • Peer and mentor support 	<ul style="list-style-type: none"> • Living at poverty level, low-income • Lack of understanding related to financial resources

<ul style="list-style-type: none"> • Parental educational attainment • Linguistic barriers • Limited college study skills • Transition and integration 	<ul style="list-style-type: none"> • Social capital • Student-faculty relationships • Physical and emotional stressors 	<ul style="list-style-type: none"> • Working part-time/fulltime expectations • High educational needs unmet
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Table 1.1b: Areas of Focus for students needs

Drawing upon best practices models, ISU CAMP will support MSFW participants in the following ways: Outreach and recruitment; learning communities; academic and social intervention; academic, career and personal support; campus integration; individualized educational plans; peer/staff and faculty mentorship; financial literacy; college funding awareness; academic tracks in general education, health sciences, and STEM; and parent bilingual workshops.

Sources; *Supporting First Generation College Students 2011, Hispanics and Higher Education: An overview of research, theory and practice, 2009. Increasing College Opportunity for Low Income Housing: White House Initiative, 2014. A Latino Migrant and Seasonal Farmworker College Student (Diaz, 2012).*

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.

ISU CAMP has identified the nature and magnitude of a number of gaps and weaknesses (Hutchens, Deffendall, & Peabody, 2011) among our potential population, as well as the ways ISU CAMP would aid better serve the MSFW community as outlined in Table 1.4.

Table 1.4: Barriers to Attainment and Proposed Actions		
Needs	Nature and Magnitude	Proposed Actions by ISU CAMP
Target Area	<ol style="list-style-type: none"> 1. Sixth grade level of MSFW parents have limited familiarity of US higher education 2. Lower Math and English scores on IRI 3. Lower academic achievement due to first generation status, limited English for MSFW students 4. No bilingual material/workshops on 	<ol style="list-style-type: none"> 1. Bilingual information workshops on college admissions, Financial aid/scholarships and the college going process 2. Provide academic cohort tracks, tutoring in Math, English and other courses as needed 3. Enroll in summer Bengal Bridge for completion of remedial courses (Math & English) 4. Provide bilingual workshops/information on college process including admissions, financial aid, course enrollment, etc. and bilingual staff for support

admissions process/enrollment of courses 5. Lack of career exploration 6. Lack of peer and mentor support 7. Acculturation to college environment 8. Lack of financial resources and knowledge for both parent and students	5. Provide career workshops, internship opportunities and research opportunities 6. Provide support through peer-to-peer mentors, participants activity engagement, faculty and staff mentorship opportunities 7. Register for Orientation to University, will help participants acclimate and gain foundations for participants success 8. Bilingual workshops/informational material/sessions on scholarships, grants and other source of funding. Yearly completion of FAFSA.
Sources: <i>Idaho at a glance: Rural Education, 2009. Community level Impacts on Idaho's Changing Dairy Industry</i> (Salant, Hulthorst, & Dearien, 2009)	

iv. The importance or magnitude of the results or outcomes likely to be attained by the proposed project.

In 2014-2015, 64% of ISU first year students (0-25 academic credits) were retained to their second year. Of those students, more than 70% continued their secondary education past the second year. Students who did not return for their second year attributed their attrition to the following: lack of academic preparedness, need for remedial courses, financial difficulties, insufficient advising, lack of career guidance, lack of peer support, lack of awareness of campus resources, and personal/family issues. ISU CAMP will address the stated challenges identified by participants in order to meet the GPRA 1 requirements that **86% of 1st year ISU CAMP participants will complete the first academic year of their post-secondary program.** As previously stated, currently of ISU students who complete their second year, more than 70% continue. ISU CAMP will meet the GPRA 2 requirements that **86 % of CAMP participants who complete their first academic year of college continue their post-secondary education by addressing the needs identified by ISU students.**

2. 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.

Based on the documented needs of the MSFW population in the ISU service area, and as a result of a thorough evaluation of best practice models for effective programs aimed at recruiting and retaining (GPRA 1 and GPRA 2) MSFW participants, ISU CAMP has developed the following goals and outcome measures in Table 2.1:

Table 2.1: ISU Goals and Objectives	
Goal 1: Support the Success of 1st year MSFW students (GPRA 1) (order of academic year)	
Measurable objectives:	<ol style="list-style-type: none"> 1. By February 15, 300 eligible participants will be contacted by ISU CAMP. 2. By August 1, ISU will successfully identify, assess, select 40 eligible CAMP participants, enroll in appropriate English and Math and register for fulltime status. 3. By May 30, 90% of ISU CAMP participants will have participated in the required tutoring study hall. 4. By May 30, 90% of ISU CAMP participants will have identified and utilized two campus resources for academic, personal, and financial assistance. 5. By May 30, 90% of ISU CAMP participants will have secured financial aid for the second year of study. 6. By May 30, 90% of CAMP participants will meet ISU Satisfactory Academic Progress 7. By May 30, 86% of 1st year ISU CAMP participants will complete the first academic year of their postsecondary program.
Goal 2: Provide MSFW students with academic, career, and personal support for postsecondary continuation (GPRA 2)	
Measurable objectives:	<ol style="list-style-type: none"> 1. By May 30, 90% of ISU CAMP participants will have met with ISU CAMP Academic Coach to discuss their transition to general university services for academic, personal, and career support. 2. By May 30, 90% of ISU CAMP participants enrolled at ISU will continue to visit ISU CAMP for follow-up services. 3. By May 30, 85% of ISU CAMP participants will have enrolled for a subsequent semester of study based on first year outcomes and proposed plan of study. 4. By May 30, 86 % of CAMP participants who complete their first academic year of college will continue their post-secondary education.

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.

ISU’s CAMP initiative is modeled after the criteria identified by Johnson and Bozeman (2012), which outlines asset bundles that, when provided to underrepresented college students, lead to marked improvements in college graduation rates. Based on this method, we propose that the keys to MSWF participants success in the university environment are **Educational Endowments; College Engagement and Integration; Personal and Career Socialization; Network Development; Family Expectations; and Material Resources**. ISU CAMP is designed to support and augment each of those bundles in order to give each CAMP participant the greatest chance of successful integration into the college, 1st year completion, environment, and continuing into post-secondary education.

Table 2.2: Asset Bundle Model: Target Population Identified needs & ISU Program Support	
Asset Bundle 1: Educational Endowments	
<i>Student Needs</i>	<i>ISU CAMP Program Support</i>
1. Early Math and English Placement	<ul style="list-style-type: none"> • Entry assessment /placement in Math & English • Creation of IEP, four-year plan of study
2. Career and Academic guidance/advising	<ul style="list-style-type: none"> • Priority Registration, ACAD freshman course
3. College acculturation	<ul style="list-style-type: none"> • Mandatory campus tutoring sessions with bilingual CAMP tutors for English/Math
4. Ongoing tutoring for English, Math and general education courses	<ul style="list-style-type: none"> • Bengal Bridge Summer courses, up to 9 academic credits in small group setting
5. 4 year academic plan of study and course registration	<ul style="list-style-type: none"> • Monthly meeting with academic coach; early grade intervention
Asset Bundle 2: College engagement and integration	
<i>Student Needs</i>	<i>ISU CAMP Program Support</i>
1. Connections with current or previous college peers	<ul style="list-style-type: none"> • CAMP peer mentorship program
2. Social peer support group(s)	<ul style="list-style-type: none"> • Early Orientation for college acculturation
3. Student social life integration/Campus life engagement and participation	<ul style="list-style-type: none"> • 1st year CAMP cohorts, dedicated course sections • Required attendance at 2 campus cultural events
4. Mentorship and social relationships	<ul style="list-style-type: none"> • Required attendance/participation in 2 ISU Student Activity Center student life workshops

Asset Bundle 3: Career Socialization

<i>Student Needs</i>	<i>ISU CAMP Program Support</i>
<ol style="list-style-type: none"> 1. Understanding of graduation requirements 2. Career options and exploration 3. Shadowing and internship experience 	<ul style="list-style-type: none"> • CAMP Advisors • Faculty/community partner mentorship • Workshops: life planning, internship and career • Shadowing and internship experience • Resume and interview workshops • Internal/external partnerships for internships • Career Path Internships (CPI) on campus • Graduate School exploration

Asset Bundle 4: Network Development

<i>Student Needs</i>	<i>ISU CAMP Program Support</i>
<ol style="list-style-type: none"> 1. Mentorship from upper-level students in the field of interest to the student 2. Mentorship and social relationships with students who have successfully graduated from college and transitioned into the work world 3. Mentorship and relationships with community members and local professionals who can provide guidance, shadowing or internship opportunities, and information about job opportunities 	<ul style="list-style-type: none"> • Introduction to ISU academic societies, clubs • Peer-to-Peer mentorship program • CAMP Early Orientation • CAMP faculty and staff matched with participants • CAMP Partners and area professionals matched with participants according to interests. • ISU Student Leadership programming for networking, mentorship, and career opportunities

Asset Bundle 5: Family Expectations

<i>Student Needs</i>	<i>ISU CAMP Program Support</i>
<ol style="list-style-type: none"> 1. Families need a clear understanding of the requirements, cost, and anticipated length of college study 2. Families should have a clear understanding of the social, emotional, and academic challenges that students commonly face, especially during the first year of college 3. Families need to demonstrate a commitment to support the college student 	<ul style="list-style-type: none"> • Bilingual Spanish recruitment, financial information, and CAMP educational requirement workshops for parents • Bilingual social media, question- and-answer forum for parents and participants • Semester Parent CAMP bilingual newsletter • End-of-the year participant/parent banquet • Parent bilingual contract outlining participants requirements and educational obligations

Asset Bundle 6: Material Resources

<i>Student Needs</i>	<i>ISU CAMP Program Support</i>
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|--|---|
| <p>1. Ongoing financial support</p> <p>2. Ongoing advising regarding options and alternatives for college financial planning</p> | <ul style="list-style-type: none"> • Eligibility for ISU CAMP scholarship • Workshops: Yearly bilingual FAFSA completion, financial literacy workshops for 1st year and beyond • ISU fee waivers, emergency housing, medical care, Head Start Child care, clothing, Bennie’s Pantry food • Scholarship and portfolio development workshops • CPI positions, paid internships • On and off-campus part-time job opportunities |
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iii. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

ISU CAMP, in accordance with section 418A(d) of the reauthorized Higher Education Act, will establish interagency collaborations to provide services to MSFW. ISU CAMP currently coordinates services with a number of established community partners (faith based and MSFW serving) while constantly working to identify future partners. ISU has active relationships with the Community Council of Idaho and Catholic Charities, which both serve migrant families, and has support/commitment from sixteen other community organizations. Through TRiO Services, ISU academic colleges, and Research Outreach & Diversity, ISU faculty and staff provide systems linkages with community, state, federal, and faith based organizations. Appendix C lists ISU CAMP partners but is not exhaustive.

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.

ISU CAMP will coordinate and streamline existing programs and services and community partner relationships to reach the GRPA 1 and GPRA 2 goals. As outlined in Table 2.3, ISU CAMP will utilize existing resources to reduce duplication and increase efficient use of current resources for improved results, increased performance, and to meet program goals and

objectives. As an example, the ISU Student Success Center will coordinate tutoring services, intensive English courses, and the administration of the First Year Transition Program (FYTP) as well as other academic and student support services. ISU community partners, such as the Community Council of Idaho, will collaborate with ISU CAMP to recruit eligible participants, provide event facilities, medical services, employment, career training, and head start programming for participants with children.

Table 2.3: ISU CAMP Partnerships for Reduction of Time, Staff, Money, and Resources	
Goal 1: Support the Success of 1 st year MSFW Students Goal 2: Provide MSFW students with academic, career, and personal support for post-secondary continuation.	
Campus Resources Committed:	Admissions application waivers, individualized campus tours, admission materials, ISU CAMP informational events, ISU CAMP marketing materials, ISU CAMP webpage, TRiO educational talent search and Upward Bound recruitment assistance, Math/English tutoring, TRiO support services, university tutoring, first-year academic support, university Honors Program, disability services, Native-American student services, English for speakers of other languages, intensive English institute, career and personal advising, academic advising, financial aid/scholarship workshop, veterans student services, health services, facility space, office space, SSC administrative assistant sharing, Bengal Bridge summer courses and FYTP services.
Community Partnership Resources Committed:	Student recruitment referrals based on eligibility, ISU CAMP informational events, ISU CAMP application workshops, outreach services, community fair and events for student recruitment, job placements, free laundry facilities, free clothes, workforce training, financial workshops, meeting space, tutoring, office space use, computer lab, MSFW scholarship, health services, housing assistance, counseling, ISU CAMP scholarship, job training, family counseling, cultural activities, faith services, free apartment for visiting parents, internship opportunities, fund raising support, cultural and leadership development.

Table 1.5: ISU CAMP Logic Model Demonstrating Application of Theory

Inputs	Outputs		Outcomes and Impacts	
	Activities	Indicators	Short Term	Long Term
<ul style="list-style-type: none"> • Funding • Targeted academic remediation • Trained Staff • Community partnerships • Cultural engagement opportunities • Structured Peer to Peer activities • Mentorship • Interagency collaboration • Facilities • Materials • Curriculum • Time 	<ul style="list-style-type: none"> • Recruitment • Orientation • Tutoring • Workshops • Campus cultural events • IEP completion • Mentorship • Service referrals • Academic Cohorts • Bengal Bridge • Advising • Career coaching • Campus resources 	<ul style="list-style-type: none"> • # of participants applied, enrolled, tutored, 1st year completion • # of participant referrals • GPA • Evaluations: pre and post, participant, staff, external, advisory • # of staff trainings • Meetings • IEP completed • Goals & Objectives • APR • Completion of 26 credits • GPRA 1, GPRA2 	<ul style="list-style-type: none"> • GPRA 1 • Satisfactory academic progress • Improved college study skills • # of declared majors • # of FAFSA renewal • # of campus resources utilized • Student articulation of career path • Social, academic support networks established 	<ul style="list-style-type: none"> • GPRA 2 • Higher graduation rates for MSFW students • Ongoing engagement with campus resources • Participant /parent engagement • Knowledge of Financial aid • Increase in problem solving • Sustained mentoring and social networking • Employment • Productive citizens

v. The extent to which the proposed project is supported by strong theory as defined in 34CFR77.1C.

The logic model above demonstrates ISU CAMP theory in practice to meet Goal 1 (GPRA 1) and Goal 2 (GPRA 2).

A successful CAMP initiative must be responsive to and supportive of the remediation needs of the CAMP participants, which are broadly and substantially addressed in Johnson and Bozeman’s (2012) model of remediating college student deficiencies through the augmentation of the asset bundles identified by the scholars as the key factors in student

success in higher education, and in post-graduation success. In addition, based on significant data linking student engagement with positive academic outcomes at the university level, we have supplemented the **Johnson’s model with a college integration and engagement asset bundle** (Kuh, Kuh et al., Higher Education Research Institute).

3. Quality of Project Services

Quality and sufficiency of ensuring equal access and treatment: ISU CAMP is committed to providing program and employment opportunities to eligible individuals. Table 3.1 outlines ISU CAMP’s pledge for equal access and treatment.

Table 3.1: Commitment to Equal Access and Treatment	
ISU human resources (HR) (employment)	ISU does not discriminate against any employee or applicant for employment because of race, color, religion, national origin, gender, sexual orientation, age, gender identity, genetic information, disability, or protected veteran status, or any other status protected by state or local law, and provides equal employment opportunity and affirmative action for qualified individuals.
ISU CAMP (recruitment, participation, employment)	ISU CAMP will commit equal access and treatment to ISU CAMP participants in the recruitment/selection process, selecting those with the greatest need for services provided. Staff will receive training regarding gender equality, students with disabilities, adult learners, cultural awareness and other areas related to equal access and to MSFW needs.

i. The extent to which the training for 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.

In-Service Training and Professional Development: In-service training opportunities are available on a continual basis at ISU through university departments and the HR *Mentoring Project*. CAMP staff will participate in two trainings per semester that coincide with the proposed goals and objectives. Conference trainings, onsite or external will treat topics such as,

but are not limited to: Migrant Education Program, National HEP/CAMP Association, educational state and national conferences. Each of these addresses best recruitment and retention practices and trends in MSFW. The external evaluator(s) will evaluate internal trainings based on quality, intensity, and duration, and help set clear goals, actions, and timelines for improvements and modifications to CAMP trainings and workshops.

Staff, CAMP and Participants Evaluation: Performance evaluations will identify areas for improvement and build upon strengths in the proposed goals/objectives to improve not only efficiency, but also the effectiveness of the staff, participant and overall. Table 5.2 illustrates the commitment of ISU CAMP to continually evaluate and improve the quality and extent of services that are provided for program participants. A detailed evaluation model is located in **Section 5: Quality of Management Plan.**

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

ISU CAMP outreach and recruitment will identify MSFW participants with the greatest needs through the Migrant Education Program (Title 1- Certificate of Eligibility), faith-based organizations, TRiO programs, targeted service area high schools and other MSFW affiliated or service organizations. Identification criteria utilized during the recruitment process include, but are not limited to, a participant's financial need, academic need, career goals, personal strengths, and likelihood to benefit from program services.

Participants with the greatest needs will be assessed and selected through a process that will include but is not limited to: academic and financial need, standardized test scores, high school transcripts, work history, parental educational attainment, personal biographical statement, and

recommendation letters. A point system using the factors outlined will be applied to assess participants needs, and identify outside factors that may affect participants success. Application materials will be reviewed by committee using a scoring system to evaluate and select those with the highest need for program services (based on highest scores). Selected participants will receive appropriate academic services and then participate in the creation of an Individual Educational Plan (IEP). ISU CAMP will track for three academic emphases: humanities or social sciences, STEM, and health sciences.

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

ISU CAMP services and retention programs concentrate on building and strengthening the asset bundles that correlate with college success. ISU CAMP will require program participants to meet monthly individually with their academic coach and those meetings will focus on academic, career, personal, and financial needs. In addition, participants will meet monthly as a cohort for the first year. These meetings will focus on mutual support, campus engagement, and common topics of interest to first year students. Participants with low academic standing or at risk of low academic attainment will be monitored through additional one-on-one meetings, tutoring, and other referral support as directed by their CAMP Academic Coach. ISU has established early intervention processes through the existing First Year Transition Program (FYTP). FYTP monitors participants and provides low grade performance notification and counseling. FYTP will provide the same service to CAMP participants. CAMP staff will be additionally involved should a CAMP participant fall below ISU's Satisfactory Academic Progress (SAP) of 2.0/4.0. ISU CAMP staff will administer a college readiness evaluation that evaluate a participants academic and non-cognitive abilities, at the beginning of the first semester and will conduct a

post evaluation at the conclusion of the first academic year. ISU CAMP will evaluate and make modifications based upon participants' outcomes. Table 3.3 summarizes the ISU CAMP services provided and how outcomes will be measured.

Table 3.3 – ISU CAMP Academic Preparedness Model		
Services Provided	Proposed outcome	Academic Success Indicators
Summer Bengal Bridge/Orientation to University	Gain study/test/note taking skills, Reduce remedial courses, enter declared major earlier, complete university 'objectives' faster, Gain academic/non-cognitive skills, acculturation to university, Peer support.	Earn 9 academic credits. 2015 - 87% avg. retention rate. 100% pass rate of Biology 1101
Cohorts/ Priority registration	Register for academic courses earlier, Peer support from academic cohort, meet graduation requirements, group study hour completion, on track 4 year academic plan, peer to peer support.	Complete 25 academic credits in 1 st year. Sophomore standing by second year. Meet 4 year graduate plan requirements
Tutoring	Increase in student academic achievement, increase in GPA, understanding of material, critical thinking.	Meet or exceed ISU Satisfactory Academic Progress

4. Quality of Project Personnel

i. The qualifications, including relevant training and experience, of the project director or Principal investigator (PI).

The **minimum qualifications** for the PI/project director will be a master's degree in student affairs, counseling, education or related field. The relevant **training and experience** will include: grant writing experience, knowledge of student development theories related to recruitment and retention of at-risk students; experience with CAMP program; bilingual (Spanish/English), worked with MSFW families and students, management of staff, conducting needs assessments, interventions, strategies and evaluations. **Mr. Guillermo Raya** holds an MPA. Mr. Raya is an Idaho native, is a first-generation, underrepresented student from an

MSFW background, is bilingual/bicultural and himself is a **former CAMP student and alumni** would serve (with appointment through ISU hiring policies) as PI/project director. Additional institutional support from Dr. Carmen Febles will focus on outside evaluation data collection and program evaluation. Mr. Raya’s and Dr. Febles abbreviated CV is located in Appendix A.

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

Table 4.1 – Qualifications of key project personnel	
Academic Coach - Math/STEM Specialist	
Education and Training	Work Experience
<u>Minimum Qualifications</u> i. Master’s degree in Counseling, Education, Student Personnel, Science, Technology, Engineering, Mathematics or related field.	<u>Minimum Qualifications</u> i. Work experience that includes postsecondary advising, teaching, academic coaching, and/or mentoring. ii. Demonstrated ability in working with underrepresented and MSFW students. iii. Bilingual (Spanish and English) iv. <u>Preferred</u> : applicants with similar background as participants.
Admissions Recruiter	
Education and Training	Work Experience
<u>Minimum Qualifications</u> i. Bachelor’s degree in Counseling, English, Public Administration, or related field.	<u>Minimum Qualifications</u> i. Knowledge of current recruitment/retention strategies for underrepresented groups. ii. Demonstrated ability in working with underrepresented and MSFW students. iii. Bilingual (Spanish-English) iv. Sensitive to the needs of MSFW students/families v. <u>Preferred</u> : applicants with similar background as participants.

5. 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.

Dr. Cindy Hill, Executive Director of the Student Success Center, will oversee ISU CAMP. Dr. Hill has extensive background working with underrepresented groups and will be an advocate for CAMP as she directly reports to the Provost and Vice President of ISU. The ISU CAMP director will have scheduled meetings with Dr. Hill and other meetings as needed. ISU CAMP will adhere to section 418A(d) in coordinating projects with both on and off-campus partnerships to maximize resources and serve MSFW needs while successfully meeting ISU CAMP goals and objectives within time and on budget. Table 5.1 is a breakdown of ISU CAMP objectives, clearly defined responsibilities timeline and milestones.

Table 5.1 - ISU Management Plan 2016 - 2020			
Goal 1: Support the Success of 1 st year MSFW Students			
Objective: By May 30, 86% of 1 st year ISU CAMP participants will complete the first academic year of their postsecondary program.			
<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Milestone (all within budget)</i>
Program Establishment	Director	As soon as notified	Staff will be hired using university protocol
Identification of MSFW through referrals	Director, Recruiter	September (annually)	100% of community partners will be contacted about ISU CAMP, sent materials
Create annual budget plan	Director	June (annually)	Budget will outline monthly benchmarks for fiscal year
Recruitment/Outreach	Admission Recruiter	February (annually)	300 MSFW eligible participants will be contact
Eligible MSFW participants will be selected	Director, Admissions Recruiter, Academic coach	February/ March (annually)	40 ISU CAMP participants will be identified, assessed and selected.
Student academic and personal assessment	Academic coach, Admission Recruiter,	April, (annually)	100% of participants will be assessed on academic and remedial needs, and a 4 year degree plan created
Career counseling and academic advising	Academic coach, Admission Recruiter	Ongoing	100% of participants will declare their major at the completion of their first year
Financial aid/scholarship completion	Academic coach, Admission Recruiter	March, ongoing	100% will complete some form of financial aid/scholarship
Tutoring and Academic Support	Academic coach, Admission Recruiter	Ongoing	90% of participants will meet study hall hour requirements

Student Engagement and integration	Academic coach, recruiter	Ongoing	By end of the first year, 90% of participants will have participated in two campus event
Review budget	Director	Bi-monthly	Check budget plan, make modifications as needed
Goal 2: Provide MSFW students with academic, career and personal support for postsecondary continuation.			
Objective: By May 30, 86 % of CAMP participants who complete their first academic year of college will continue their postsecondary education.			
<i>Activity</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Milestone (all within budget)</i>
Follow-up Services	Director, Academic coach, Admission Recruiter	Ongoing	90% of 2 nd year and beyond participants will visit their academic coach once a semester
Create annual follow up budget plan	Director	June (annually)	<10% of budget used for continuing support
Student Academic Intervention	Academic coach, Admission Recruiter	October, March, Ongoing	100% of 2 nd year and beyond participants will have their GPA and courses reviewed for academic intervention
Career Exploration	Academic coach, Admission Recruiter	Ongoing	90% will declare major, attend career exploration workshops and have a 4 year degree plan
Review budget	Director	Bi-monthly	Check budget plan, make modifications as needed

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

The university’s banner system will house student data in a secure server that allows CAMP personnel to view participants academic performance and enrollment data to provide timely intervention as needed. ISU CAMP will employ a continuous improvement management model to ensure attainment of program goals. (For a more detailed evaluation plan, see Section 7). Table 5.2 represents the continuous feedback and improvement model that will be employed for the evaluation of interagency coordination, student success, and the overall performance of ISU CAMP.

Table 5.2: Continuous Feedback and Improvement Model

Goal 1: Support the Success of 1st year MSFW Students Goal 2: Provide MSFW students with academic, career and personal support for postsecondary continuation.	
<i>Methods of Feedback</i>	<i>Improvement Plan</i>
Goal 1: Student demographic information, test scores, enrollment numbers, student demographics, recruitment budget, evaluation of program by outreach partnerships, parent survey, student evaluation of program services, 1 st year pre/post-student assessment, tutoring logs, ACAD course evaluation GPA, workshops evaluations, event evaluations, staff evaluation, End of year program evaluation, students, parents and community partners.	eligibility and qualifications, recruitment strategic efforts, budget, partnership effectiveness, participant and parent pre-enrollment needs, tutoring services, workshops, support services, staff meeting objectives, participant activities, participant and parent needs, support services, staff trainings, program goals/objectives, retention effectiveness, academic advising, financial services. ISU CAMP goals and objectives
Goal 2: Student grades, tutoring logs camp staff meetings, course schedules, activity evaluations, , semester evaluation, student focus group, external evaluator, advisory board evaluation, staff evaluation, exit interview, post student evaluation, semester/course grades	

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.

Three professional ISU CAMP staff will be employed, along with four peer mentors. The Office of Human Resources will oversee employment records. Time commitments are appropriate. The Director is a full time employee (FTE) – responsibilities include running the program along with meeting goal 1 and goal 2. Works summers in the efforts to support Bengal Bridge. Academic Coach is FTE position – responsibilities are working with ISU CAMP participants year around, including summer for Bengal Bridge. Academic Coach supports goal 1 and is involved extensively with goal 2. Admissions Recruiter is FTE, recruits year around including summer, along with working with Bengal Bridge students. Admissions Recruiter aligns with goal 1 and supports goal 2. Peer mentors work during the academic year, are needed for goal 1 and goal 2.

Job descriptions and resumes are presented in the Appendix A and B. Table 5.3 displays position, percent commitment, and months employed for program staff.

Table 5.3: Time Commitment of Key Personnel		
Position	Percentage	Months Employed
Program Director/PI	100%	12
Academic Coach	100%	12
Admissions Recruiter	100%	12
Peer Mentors	25%	9

6. Adequacy of Resources

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

ISU CAMP has considerable support and commitment as shown in “Letters of Support” Appendix C. Facilities, Equipment, Furniture and Office Supplies: ISU CAMP will occupy office space in the Rendezvous building, which is centrally located near Student Affairs, Financial Aid, Office of Admissions, Housing, Office of the Registrar, Central Academic Advising, and other key academic and support offices. Equipment will be provided to CAMP staff through a contract with the University. ISU will provide all furniture including office desks, chairs, copier equipment, phone/internet access, and access to the ISU information management system.

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

The success of ISU CAMP will be reinforced by support systems across the university and community, including the University President, Provost, Executive Director of the Student Success Center and other key departments across campus. The Student Success Center has

committed a computer lab, two administrative assistants, physical space, tutoring services, staff and student training/workshops. The Vice President of Enrollment Management has committed staff and student trainings/workshops, priority registration, fee waivers, and academic intervention services. Community partners such as the CCI have committed physical space, workshop training/development, employment opportunities, medical care, and student recruitment. Catholic Charities of Idaho and St. Paul have committed free clothes, short term accommodations, and laundry facilities. Appendix Table 6 illustrates the deep community commitment to making the program a success.

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

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.

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 operating budget is reasonable to meet the objectives as outlined in **Section 2: Quality of Project Design**, and is suitable to meet the needs of the number of participants served (40). At a service delivery cost per participants of \$2,875, ISU CAMP costs are reasonable to fully recruit and retain participants, especially those paying in-state tuition. The average cost of one academic year at ISU including tuition, housing, fees, books and other costs associated with college are \$13,232. Coordinating with the Office of Financial Aid and participants, after all federal and state support has been exhausted, ISU CAMP will award tuition assistance to leverage costs to help reduce loan dependency. ISU CAMP, with the help of institutional and community support

will help offset costs related to the recruitment of participants, referral services, services for academic success and career exploration. The proposed CAMP grant is an evolution of an already existing support and advocacy network that would give ISU and the CAMP staff the necessary funding and support for more expansive and targeted programming. Just as the basis for ISU CAMP program design precedes the grant, ISU CAMP will ensure that activities and services extend beyond the five year cycle through continued collaboration with the stated on and off-campus partners. The **Quality of Project Design and Adequacy of Resources** sections detail the grant-specific services that will be offered to continuing MSFW participants in their second year and beyond.

7 Quality of 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

ISU CAMP has designed evaluations in accordance with GPRA 1, GPRA 2, APR and EDGAR requirements. The ISU CAMP evaluation plan is comprehensive and has been designed to meet the goals and objectives required for accountability and identify modifications needed to ensure program achievement through the use of formative, summative, qualitative, and quantitative data/evaluation. Table 7.1 illustrates the evaluation methods and tools that will be used to determine program effectiveness.

Table 7.1: Evaluation Methods and Data Sources		
Goal 1: Support the Success of 1 st year MSFW Students		
Goal 2: Provide MSFW students with academic, career and personal support for post-secondary continuation.		
Program Area	Evaluation Questions	Data Sources Q=Quarterly, A=Annual
Pre Enrollment	Questions will examine: outreach, recruitment, orientation, academic	<u>Primary Staff Responsible: Director and Admissions Advisor</u>

(Formative Evaluation)	services, participants application eligibility	Recruitment logs (Q), counselor contacts (Q), orientation attendance (A), participants applications (A)
Management (Formative Evaluation)	Questions will examine: staff evaluations, university policies/procedures, professional development opportunities, retention of participants, budgets, participant performance, program objectives, internal and external collaborations	<u>Primary Staff Responsible: Director, Dr. Febles</u> Staff evaluations (Q), meeting minutes (Q), budget (Q), CAMP advisory (Q), advisory council feedback (Q), external evaluation (A), participants evaluations (A), policy & procedure handbook (A), staff/participants evaluations (A)
Support Services (Formative)	Questions will examine: Participant retention, grades, classes, on and off campus services, participant satisfaction, academic standing	<u>Primary Staff Responsible: Academic Coach</u> Participant evaluations (A), class schedules (A), participant logs (Q), participant transcript (Q), academic records (Q), exit interviews (Q), focus groups (Q), feedback from instructors (Q)
Follow up Services (Formative)	Questions will examine: Program goals, objectives, retention, referrals,	<u>Primary Staff Responsible: Director and Academic Coach.</u> Staff/ participant evaluations (Q) Participants academic performance (Q), assessment test (Q), CAMP advisory (Q), performance report (Q), external evaluator (A), focus groups (A)

There will be both internal and external evaluation of ISU CAMP. An outside consultant will review the program in its second and fourth year. The external evaluator will review the ISU CAMP goals, objectives and program outcomes based on available data, including interviews with CAMP participants, staff and campus/community partners. Based on these findings, the evaluator will outline recommendations for program revisions. The ISU CAMP Advisory Board will review partnerships, objectives, outcomes, analyze the efficiency of the programs, and suggest needed modifications for program success. The ISU CAMP Advisory board will consist of a diverse group of five members and will meet for periodic updates, evaluations, and

recommendations to better serve ISU CAMP MSFW. The Program Director will review both internal and external evaluation and implement necessary changes in the program structure.

Appendix B outlines the external evaluator's qualifications.

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

The process of collecting data, soliciting participants and staff feedback, measuring participants' progress, and improving delivery of services will be an integral part of project operation throughout the year(s). Planning meetings will be held during the summer to review participants surveys and focus group data, present staff summaries of individual services and participants progress, measure project progress toward completion of long-term goals, discuss possible program changes, and set schedules for the coming year. Overall, the evaluation process will give ISU CAMP the ability to review baseline data, develop benchmarks, and compare data longitudinally. ISU CAMP will work with the ISU Office of Institutional Research and other collaborating units involved in or responsible for participant and program evaluation. Evaluation results will be reviewed on an on-going basis and examined for ways to improve the program services, achieve benchmarks, and continually improve outcomes. Formative results will allow the CAMP project to make programmatic changes in a timely manner, especially those linked to project objectives.

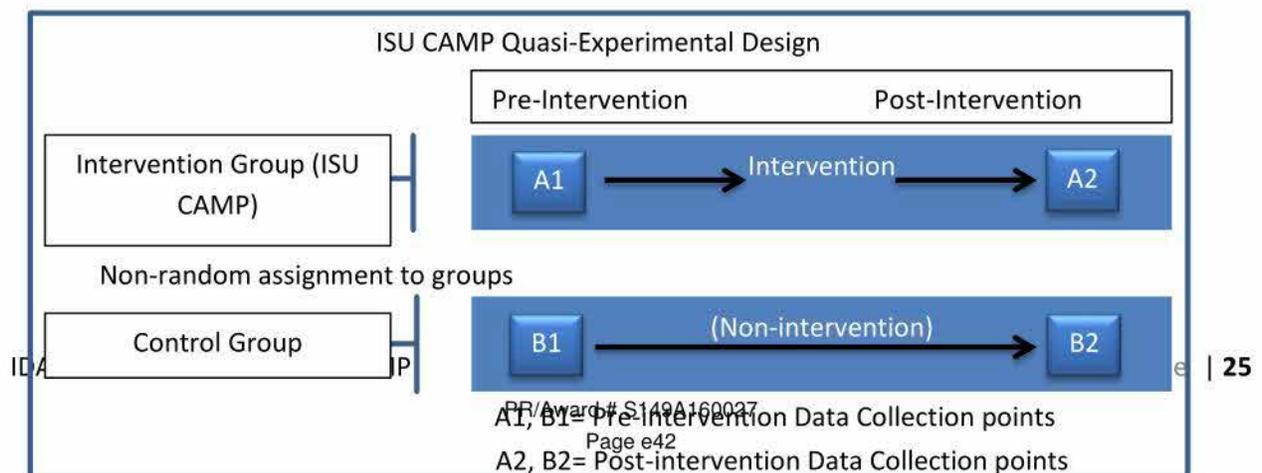
iii. The extent to which the methods of evaluation will, if well implemented, produce evidence of promise.

ISU CAMP will employ a quasi-experimental design to evaluate the outcomes of students enrolled in the program. ISU CAMP will also track participant's satisfaction with the program,

participation in ISU organizations, and other experiential data. This data will be collected on a yearly basis, and will continue to be collected from CAMP participants throughout their tenure at ISU, allowing for longitudinal analysis beyond the first-year experience.

A similar approach will be used to evaluate the ISU CAMP resources from the perspective of ISU CAMP parents and family in acknowledgement of the fact that their involvement and support of the student is crucial to the success of the program.

During ISU CAMP, specific data will be gathered on ISUCAMP participants and on a control group of non-CAMP students both at-risk and mainstream. All surveys, evaluation and participants input documents will be approved by ISU institutional review board (IRB) in accordance with institutional research policies. At-risk non-CAMP participants included in the analysis will be identified with help from the Offices of Student Services, the Registrar, and Academic Advising to create a subject pool which is similar to ISU CAMP participants across a number of demographics, including declared majors, year in school, family income, ACT/SAT scores, admissions scores, course placement scores, and other factors. All data will be depersonalized and presented in aggregate prior to distribution to ISU CAMP personnel or other interested parties. This 2-cell, quasi-experimental design will provide for direct comparisons between groups, and illustrate the measureable benefits of ISU CAMP. The chart below briefly summarizes the ISU CAMP quasi-experimental design to show the evidence of promise utilizing an academic evaluation method.



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Guillermo Raya

(b)(6)

Education

Masters of Public Administration

May 2015

Idaho State University

Pocatello, Idaho

Professional Experience

Faculty Instructor - First Year Transition Program

August 2015 - Present

Idaho State University, Pocatello, Idaho

- Expanded the University's student retention initiatives through multiplatform communication
- Headed student retention social media initiatives for student engagement and retention
- Taught Orientation to University and College learning strategies for first time students
- Evaluated both qualitative and quantitative student feedback for an increase in course goals achieved
- Headed numerous committees for first year student retention efforts, and collaborated with institutional partners and community organizations
- Handled student complaints, sensitive data, confidential information in the most ethical and appropriate manner
- Created first year events for student retention such as FAFSA completion days, course registration, and informational workshops
- Collaborated with institutional partners for workshops, presentations, keynote speakers and resources for first year students
- Created Bengal Bridge Marketing plan and initiatives for university partners and educational and community constituents
- Collaborated with educational constituents for the successful recruitment of summer bridge students
- Attended workshops on best practices for student retention using social media and texting initiatives

Admissions Advisor

November 2008 - 2015

Idaho State University, Pocatello, Idaho

- Expand the University's international recognition and increase diversity of international student population
- Developed and implemented a strategic plan for international admissions
- Created Latino recruitment initiatives to target a diverse student body

Appendix A – Individual Resumes for Project Directors and Key Personnel

- Created workshops, visit programs and recruitment events for underrepresented, at risk, low-income students
- Headed scholarship committees for students of diverse ethnic backgrounds
- Prepared budget proposals, reviews and budget forecasts for recruitment events annually.
- Created territory management process for admissions using quantitative analysis of applications.
- Evaluated Semiannually and yearly data reports for recruitment efforts and provided constituents with updates regarding program specific departments

Academic Advisor

November 2008 - July 2010

Idaho State University, Pocatello, Idaho

- Created students 4 year degree and graduation plans
- Advising for students of MSFW backgrounds and their families in Spanish and English
- Referred students to academic, career and personal services
- Worked with Admissions Agreement and students in low satisfactory academic progress
- Collaborated with New Student Orientation, New Freshman Registration and Scholarship Awards.

Resident Director

February 2007 - August 2008

Lewis – Clark College, Lewiston, Idaho

- Implemented e-advising sessions to admitted students for yield and pre-arrival information
- Work with students, parents, counselors and community members to build collaborative efforts.
- students in their adaptation to a new environment and place of residence
- Participated in various orientation sessions throughout the new international student orientation program
- Guided students to specific academic activities while maintaining a leadership role
- Escorted students and families around campus residence and attended to initial adaptation needs
- Provided individual assistance to incoming international students

BIOGRAPHICAL SKETCH

NAME Febles, Carmen Gabriela	POSITION TITLE CAMP Grant CO-PI, Research Associate, School of Nursing Instructor of Spanish, Department of Global Studies and Languages		
eRA COMMONS USER NAME			
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
Western Michigan University, Kalamazoo, MI	B.A.	2002	Spanish & English
Western Michigan University, Kalamazoo, MI	M.A.	2004	Spanish
University of Wisconsin-Madison, Madison, WI	Ph.D.	2015	Latin American Literature and Culture

A. Personal Statement: Throughout my life, I have always worked in some capacity helping migrant and non-English speaking communities to navigate US bureaucratic systems, including gaining access to education and healthcare services. I volunteered as a Big Sister to a child from an MSFW family in Wisconsin for three years, and I worked with and advocated for both the child and family in a variety of situations related to health, education and social service access during that time. In addition, I have extensive experience translating and interpreting in various situations for non-speakers of English, both as a child and as an adult, and in both formal and informal settings. Having grown up as the daughter of Cuban refugees, I have ample personal experience with and investment in the facilitation of access to education and other social services for my own family. My understanding of the challenges and benefits of such access have motivated me to work actively to pursue advancement opportunities for individuals that I encounter professionally and personally as well, particularly those in the Latino community. I teach Latin American culture and language at ISU, and am also a certified medical interpreter in the state of Idaho. In addition to having worked as an interpreter, I have taught courses in Spanish for Mental Health and also Medical Terminology to current and future health professionals at ISU. My role on this project is to work with the grant team on the development of a cohesive and achievable CAMP initiative, and to collaborate with the grant team on tracking, analyzing and reporting data gathered as part of the grant. In addition, I will work with other grant team members on the dissemination of project findings to various audiences and assist with interpretation of project outcomes, and with the annual program assessment.

B. Positions and Honors.**Positions:**

2002-2004	Graduate Teaching Assistant of Spanish , Department of Spanish, Western Michigan University.
2005-2012	Graduate Teaching Assistant of Spanish , Department of Spanish and Portuguese, The University of Wisconsin-Madison.
2011	Honored Instructor Award , UW Housing, University of Wisconsin-Madison, December 2011.
2012-20014	Visiting Assistant Professor of Spanish , Department of Modern Languages, Susquehanna University.
2014-present	Instructor of Spanish , Department of Global Studies and Languages, Idaho State University.
2012-2014	Language Lab Director , Department of Global Studies and Languages, Idaho State University.
2016-present	Research Associate , College of Nursing, Idaho State University

Other Experience and Professional Memberships

2012- present	Member, Modern Language Association
2014, 2015	Grader, AP Spanish Language Examination

C. Peer-reviewed publications

Principal Investigator/Program Director (Last, First, Middle):

Febles, Carmen. "Erinia: Matas entre lo policial y lo fantástico". Dossier: Julio Matas. Rolando Morelli, ed. Ediciones La gota de agua.

Additional publications (in chronological order)

Published Book Reviews:

1. González Montes, Yara and Matías Montes Huidobro, eds. José Antonio Ramos: Itinerario del deseo, diario de amor. *Caribe* 9:1 (2006): 154-161.
2. Jáuregui, Carlos A. ed. The Conquest on Trial: Carvajal's Complaint of the Indians in the Court of Death. *Latin American Theatre Review* 43:1 (2009): 213-214.
3. Dominguez Michael, Christopher, ed. Memorias de Fray Servando. *Caribe*, winter 2009-2010: 172-174

D. Invited Lecture (in chronological order):

Invited Lectures:

1. *Course*: Span 326: Survey of Spanish American Literature
Topic: "El humanismo renascentista en los *Comentarios del Inca Garcilaso*" (March, 2009)
2. *Course*: Span 468: Race and Gender in Colonial Spanish America
Topic: "Los cuadros de castas" (November, 2010, December, 2011)
3. *Lunch and learn*: Idaho State University Kasiska School of Health Professions
Topic: "Death, dying and the Latino Community" (October 3, 2014)
4. *Frank Church Symposium*: Department of International Studies and Languages
Topic: "Globalization Meets Life on the Hyphen" (February 27, 2015)
5. *Lunch and learn*: Idaho State University Kasiska School of Health Professions
Topic: "Death, dying and the Latino Community" (September 18, 2015)

E. Research Support.

ONGOING RESEARCH SUPPORT

National Endowment for the Humanities and American Library Association 2015

Latino Americans: 500 Years of History

The purpose of this project is to recognize and commemorate the history and societal contributions of Latino Americans in the U.S. over the past half-century.

Role: Co-PI



DEPARTMENT OF HEALTH AND HUMAN SERVICES

Program Support Center
Financial Management Service
Cost Allocation Services

CAS Western Field Office
90 7th Street, Suite 4-600
San Francisco, CA 94103
PHONE: (415) 437-7820
FAX: (415) 437-7823
E-MAIL: CAS-SF@psc.hhs.gov

July 21, 2014

James A. Fletcher
Vice President for Finance and Administration
Idaho State University
921 South 8th Avenue
Stop 8219
Pocatello, ID 83209-8219

Dear Mr. Fletcher:

A copy of an indirect cost Negotiation Agreement is attached. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for indirect costs on grants and contracts with the Federal Government. Please have the Agreement signed by a duly authorized representative of your organization and return it to me BY EMAIL OR FAX, retaining the copy for your files. We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

An indirect cost proposal together with required supporting information must be submitted to this office for each fiscal year in which your organization claims indirect costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on your fiscal year ending 06/30/16 is due in our office by 12/31/16.

Sincerely,

(b)(6)

(b) Arif Karim, Director
(c) Cost Allocation Services

Attachment

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY EMAIL OR FAX

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:	DATE: 07/21/2014
ORGANIZATION:	FILING REF.: The preceding
Idaho State University	agreement was dated
921 South 8th Avenue	04/25/2012
Stop 8219	
Pocatello, ID 83209-8219	

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

TYPE	FROM	TO	RATE (%) LOCATION	APPLICABLE TO
FINAL	07/01/2012	06/30/2014	47.00 On-Campus (1)	All Programs
FINAL	07/01/2012	06/30/2014	23.00 Off-Campus (1)	All Programs
PRED.	07/01/2014	06/30/2017	42.00 On-Campus (2)	Research
PRED.	07/01/2014	06/30/2017	26.00 Off-Campus (2)	Research
PRED.	07/01/2014	06/30/2017	39.50 On-Campus (2)	Instruction
PRED.	07/01/2014	06/30/2017	26.00 Off-Campus (2)	Instruction
PRED.	07/01/2014	06/30/2017	33.50 On-Campus (2)	Other Sponsored Activities
PRED.	07/01/2014	06/30/2017	26.00 Off-Campus (2)	Other Sponsored Activities
PROV.	07/01/2017	Until Amended	Use same rates and conditions as those cited for fiscal year ending June 30, 2017.	

*BASE

- (1) Direct salaries and wages including vacation, holiday, sick pay and other paid absences but excluding all other fringe benefits.
- (2) 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.

ORGANIZATION: Idaho State University

AGREEMENT DATE: 7/21/2014

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.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

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, WORKERS COMPENSATION, HEALTH/LIFE INSURANCE, INEMPLOYMENT INSURANCE, RETIREMENT, STATE PERSONNEL COMMISSION ASSESSMENT, AND EMPLOYEE ASSISTANT PLAN.

NEXT PROPOSAL DUE DATE

A proposal based on actual costs for fiscal year ending 06/30/16, will be due no later than 12/31/2016.

ORGANIZATION: Idaho State University
AGREEMENT DATE: 7/21/2014

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. OTHER:

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

BY THE INSTITUTION:

Idaho State University

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

James A. Fletcher

(NAME)

Vice President of Finance & Administration

(TITLE)

8-25-14

(DATE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

7/21/2014

(DATE)

HHS REPRESENTATIVE: Helen Fung

Telephone: (415) 437-7820

IDAHO STATE UNIVERSITY
 FACILITIES AND ADMINISTRATIVE COST RATES
 FOR THE PERIOD JULY 1, 2012 THROUGH JUNE 30, 2017

EXHIBIT A

	All Programs (Note 1)		Organized Research	
	JULY 1, 2012 THROUGH JUNE 30, 2014		JULY 1, 2014 THROUGH JUNE 30, 2017	
	ON-CAMPUS	OFF-CAMPUS	ON-CAMPUS	OFF-CAMPUS
BUILDING			1.4%	
EQUIPMENT			1.3%	
OPERATIONS & MAINTENANCE			12.6%	
LIBRARY			0.7%	
GENERAL ADMINISTRATION			11.2%	
DEPARTMENT ADMINISTRATION			9.9%	
SPONSORED PROJECTS ADMINISTRATION			4.9%	
ADMINISTRATION COMPONENTS			26.0%	26.0%
TOTAL	47.0%	23.0%	42.0%	26.0%

	Instruction / Departmental Research		Other Sponsored Activity	
	JULY 1, 2014 THROUGH JUNE 30, 2017		JULY 1, 2014 THROUGH JUNE 30, 2017	
	ON-CAMPUS	OFF-CAMPUS	ON-CAMPUS	OFF-CAMPUS
BUILDING	2.0%		1.2%	
EQUIPMENT	1.0%		0.2%	
OPERATIONS & MAINTENANCE	7.5%		5.3%	
LIBRARY	3.0%		0.8%	
GENERAL ADMINISTRATION	8.3%		13.2%	
DEPARTMENT ADMINISTRATION	6.9%		6.4%	
SPONSORED PROJECTS ADMINISTRATION	3.3%		6.4%	
STUDENT SERVICES ADMINISTRATION	7.5%			
	26.0%	26.0%	26.0%	26.0%
TOTAL	39.5%	26.0%	33.5%	26.0%

Note 1: The All Programs rates were calculated using "Direct salaries and wages including vacation, sick pay and other paid absences but excluding all other fringe benefits".

ADMINISTRATIVE COMPONENTS ARE CAPPED AT 26.0% IN ACCORDANCE WITH OMB A-21, DATED JULY 26, 1993.

CO: (b)(6)

(b)(6)

Vice President of Finance & Administration

TITLE

8/25/14

DATE

Appendix B

Appendix – Job Description of Duties and Required Minimum Qualifications for Hiring

Director Job Descriptions

- Oversee the everyday responsibilities and expansion of the CAMP program
- Collaborate with on and off campus departments/organizations and constituents for recruitment, outreach and retention of MSFW students.
- Have managerial experience with hiring, training and supervising staff
- Have develop and monitor all budgets related to the management of program and student support services
- Conduct ongoing assessments and meet GPRA requirements and goal/objectives for program success
- Review and submit yearly ARP for GPRA, evaluate both quantitative and qualitative data and make changes needed for program improvement

Minimum qualifications (Director)

- Master’s degree in counselling, student affairs or related area from an accredited university or college
- Bilingual (English/Spanish)
- Experience similar to MSFW students
- Leadership experience in managing, training, and budgets preferably in student affairs
- Minimum five years’ experience in working with multicultural development and first generation and underrepresented MSFW students and their needs.

Academic Coach Job Descriptions

- Demonstrate the ability to develop and implement curriculum in a classroom setting; teach Orientation to University course
- Collaborate to develop new programs and initiatives that address and support MSFW students, including collaborating with other community partners, ISU departments, faculty, staff and students for MSFW student needs
- Engage and advise students by planning and executing culturally-relevant programming, activities, and events that align with student academic and personal development
- Develop and implement retention plans for the purpose of student grade evaluation, referral services, tutoring services and other support services as needed for degree completion.
- Collaborate with a broad range of campus entities to create and execute a calendar of programs and activities that focus on MSFW students and overall student development; coordinate, develop, and promote leadership development and educational programs through personal development seminars, conferences, retreats, forums, programs, workshops, advising, and mentoring.

Minimum qualifications (Academic Coach)

- Master's degree in counseling, student affairs, STEM areas or related fields from an accredited university or college
- Teaching and tutoring experience
- Bilingual, having excellent oral and written communication skills in English and Spanish.
- Experience similar to MSFW students

Admissions Recruiter Job Responsibility

- Have the ability to work with diverse, ethnic, first generation and MSFW students; understanding their needs and being sensitivity and helpful through the admissions and financial aid processes.
- Represent the university, ISU CAMP program at selected college fairs, high school and other recruitment events.
- Build, communicate and maintain outreach partnerships with community organizations that serve MSFW for recruitment and support.
- Track student applications through qualitative and quantitative data for recruitment purposes and modifications
- Develop and implement recruitment strategies through mailings, college visits, information sessions and special events for MSFW eligible students
- Assist the academic coach in retention efforts, student programs and activities that align with program goals and objectives.

Minimum Qualifications (Admissions Recruiter)

- Bachelor's degree in English, student personnel or related area from accredited university or college
- Understanding of recruitment strategies, best practices and the ability to work with MSFW students and families
- Ability to communicate effectively and efficiently in both Spanish and English
- Experience similar to MSFW students

External Evaluator Qualifications

- Doctoral degree in student affairs, educational leadership or related area
- Experience working with institutions of higher education
- Experience with Federal grants
- Experience with Federal Budgets
- Experience with Office of Migrant Education grants
- Experience reporting GPRA measures
- Experience in analyzing and reporting quantitative and qualitative data
- Experience producing evaluation reports for program success

Appendix Table 6: Community support for ISU CAMP –

Agency	Type of Support
Community Council of Idaho	Referrals for farmworkers, counseling, meeting space, phone, fax, computer lab, scholarships specifically for children of migrant farmworkers.
Idaho Department of Labor	Outreach services by 6 DOL Representatives assigned to conduct outreach to migrant and seasonal farmworkers located throughout South Central and Eastern Idaho.
Vocational Rehab	Referrals, counseling and guidance, services to eligible applicants
Department of Health and Welfare	Publicizing Camp services, Logistical Support, Referral, services to eligible families.
Southeast Idaho Community Action Agency (SEICAA)	G.E.D. Education, referrals, budgeting classes, youth mentoring, family development, Space for counseling, tutoring, and information space.
Idaho Commission on Hispanic Affairs	Referral services, on-line publication, access to information regarding Latinos in Idaho.
Consulate of Mexico in Boise	Referral, scholarship specifically for migrant and seasonal farmworkers to be used at Idaho State University
Saint Vincent de Paul Thrift Store	Free shoes and clothing for low-income students. Free clothing for students unable to afford appropriate attire for a job interview or on the job training. Free housewares, furniture, and bedding.
Catholic Charities of Idaho	Family counseling, immigration services, and referral services.
Saint Bernard’s Catholic Church, Blackfoot Idaho	With over 300 parishioners, mostly low-income farmworkers. Saint Bernard’s provides: Cultural activities, Dia de Los Muertos, Virgen de Guadalupe celebration, “Quermes” festivals that center on Latino food and music, worship, and a place to call home. A celebration of culture and the human spirit.
Presbyterian Church	Referral, Family Counseling, Sunday worship.
Saint Johns Student Center at ISU	Referral services, full time youth counselor, free lunch, free internet, free laundry facilities, free apartment for visiting parents, meeting space, morning coffee and snacks, lounge for studying, meeting rooms, Sunday meal, and worship.
Fort Hall, Shoshone Bannock Tribes	Referral Services, space for counseling, tutoring and information sessions, scholarships for those who qualify.
Voz Latina, PBS Channel 12	Referral services, broadcasting, internships, cultural experiences, and a public forum for discussion, cultural celebrations

Latino Economic and Development Center	Referral via Latino Small business owners located in migrant communities, internships, cultural celebrations, Cinco de Mayo, networking and social capital opportunities
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Appendix C - Community, Faith Based and MSFW serving support.



February 5, 2016

Ms. Tara Ramsey
College Assistance Migrant Program
U.S. Department of Education
4000 Maryland Avenue, SW.
LBJ Building, Rm 3E344

Dear Ms. Ramsey:

I am honored to present this letter of commitment in support of the Idaho State University College Assistance Migrant Program (CAMP). The CAMP program goal is to assist students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an institution of Higher Education.

The availability of financial support, in addition to counseling, tutoring, and mentoring, is valuable in helping first-year students succeed; students consider the program a supportive foundation that encourages them as they pursue and expand their education. Students the program engage in internships, studies abroad, student leadership, and honors programs. After their first year, CAMP continues to offer academic and personal support throughout college, assisting participants in finding secure jobs and/or internships, grants, and scholarships to finance the remainder of their college costs. Upon graduation, CAMP alumni become successful in a wide variety of fields including, but not limited to, engineering, accounting, business administration, entrepreneurship, social work, education, criminal justice, government, information technology, healthcare, and community leadership.

Catholic Charities of Idaho is committed to assisting the CAMP program with providing program referral service to students and families of low-income migrant and seasonal farmworkers. I am pleased to be asked to be a part of this process, and fully endorse said program.

Should you have any questions regarding this correspondence, or wish to speak to me directly regarding same, please feel free to contact me at your convenience.

Respectfully submitted,

(b)(6)

Richard J. Meyers, M.S.
Regional Director



SOUTHEASTERN IDAHO COMMUNITY ACTION AGENCY

Administration Office 641 N. 8th Avenue, 5th Floor Pocatello, ID 83201
phone (208) 232-1114 • fax (208) 233-8122 • email: www.seicca.org

February 1, 2016

Tara Ramsey, Program Officer
College Assistance Migrant Program
U.S. Department of Education
4000 Maryland Avenue, SW.
LBJ Building, Rm 3E344

Dear Ms. Ramsey:

Please accept this letter of commitment in support of the Idaho State University College Assistance Migrant Program (CAMP). The CAMP program goal is to assist students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an institution of Higher Education.

With this goal in mind, SouthEastern Idaho Community Action Agency, Inc (SEICAA) located at 641 N 8th Avenue, Pocatello, Idaho is committed to assisting the CAMP program with Family Development, Emergency Services including but not limited to; clothing, food, shelter, simple budgeting, and homeownership opportunities. SEICCA will also provide the opportunity for students to apply for volunteer work experience.

Sincerely,

(b)(6)

Debra Hemmert, SEICAA CEO



317 HAPPY DAY BLVD., SUITE 250
CALDWELL, IDAHO 83607
OFFICE: 208-454-1652
FAX: 208-459-0448

January 2016

College Assistance Migrant Program
U.S. Department of Education
4000 Maryland Avenue, SW
LBJ Building, Rm 3E344
Washington, DC 20202-4260

To Whom It May Concern:

Please accept this letter of commitment as the Community Council of Idaho's support for the Idaho State University College Assistance Migrant Program (CAMP) proposal. The CAMP program's goal is to assist students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an institution of higher education.

The Community Council of Idaho is a 501(c)(3) nonprofit organization that has served Idaho since 1971. Our mission is to strengthen families in our communities by offering opportunities in education, housing, health, and employment. We serve mostly migrant and seasonal farmworkers, but also low-income individuals and families, at-risk youth, and at-risk families through our four departments: Migrant & Seasonal Head Start, Employment and Training, Affordable Housing, and Community Family Clinics.

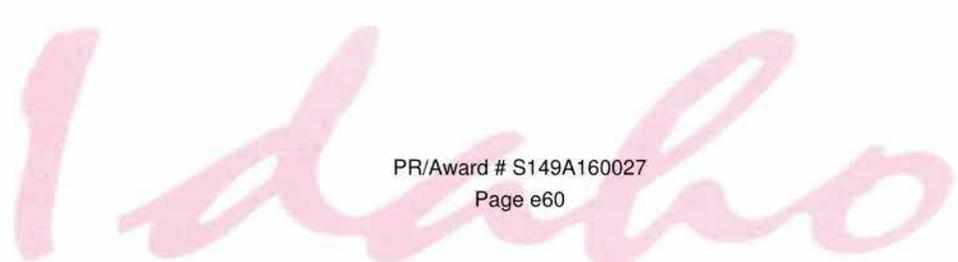
Under our Employment and Training department, we are funded to help migrant or seasonal farmworkers and their families gain better employment by providing assistance in their final year of undergraduate studies. We understand the need, and it exceeds what we can provide alone.

It is for this reason that I put my full, enthusiastic support for ISU in its proposal for the College Assistance Migrant Program. Thank you for your time and consideration.

Sincerely,

(b)(6)

Irma Morin
Executive Director
Community Council of Idaho, Inc.





Boise, Idaho, February 25, 2016

College Assistance Migrant Program
U.S. Department of Education
4000 Maryland Avenue, SW.
LBJ Building, Rm 3E344

Office of Migrant Education:

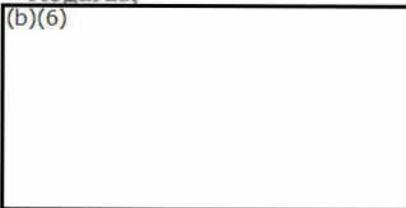
Please accept this letter of commitment in support of the Idaho State University College Assistance Migrant Program (ISU-CAMP). The CAMP program's goal is to assist students who are migratory or seasonal farm workers (or children of such workers) enrolled in their first year of undergraduate studies at an institution of Higher Education.

With this goal in mind, the Consulate of Mexico in Boise, located in 701 Morrison Knudsen Dr. Suite 102, Boise, Idaho, is committed to working collaboratively with Idaho State University by referring Latino families to the CAMP program. Furthermore, the Consulate of Mexico is considering ISU-CAMP to invite them to submit an application for the IME Becas Scholarship. This program will open the reception of proposals in November 2016.

Should you have any questions, please contact Ms. Odette Gutierrez at 208 954 8852.

Regards,

(b)(6)



Celso H. Delgado
Consul of Mexico

(b)(6)





State of Idaho

Idaho Commission on Hispanic Affairs

2399 S. Orchard Street, Suite 102 ❖ Boise, ID 83705-3794
P.O. Box 83720 ❖ Boise, ID 83720-0006
Ph: (208) 334-3776 ❖ TDD: 1-800-377-3529
<http://www.icha.idaho.gov>

C.L. "Butch" Otter
Governor

Friday, January 22, 2016

Juan Álvarez
Chairperson

College Assistance Migrant Program
U.S. Department of Education
4000 Maryland Avenue, SW.
LBJ Building, Rm 3E344

Margie Gonzalez
Executive Director

Office of Migrant Education:

Please accept this letter of commitment in support of the Idaho State University College Assistance Migrant Program (CAMP). The CAMP program goal is to assist students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an institution of Higher Education.

COMMISSIONERS:

Tim Corder

With this goal in mind, The Idaho Commission on Hispanic Affairs located in 2399 S. Orchard Street, Suite 102 in Boise, ID fully endorses the goal and objectives of the Idaho State University College Assistance Migrant Program (CAMP). We recognize that the academic support services that CAMP provides are critical to the success of students from migrant and seasonal farm working backgrounds.

Lucy R. Juárez

Raquel Romero Arenz

Erika L. Allen

Senator Dan Johnson

The Commission is the state agency tasked with working toward educational, economic, and social equality for Hispanics in Idaho. We advise the Governor and the State Legislature on issues and problems impacting the Hispanic community. In addition, we partner with other state agencies to consult on education issues relevant to the Hispanic population and the effective delivery of academic services to them.

Senator Roy Lacey

Rep. Sue Chew

Rep. Greg Chaney

As a state agency charged as the liaison between government and our Hispanic population we commit to assisting the CAMP by providing:

Willingness to put forth the necessary time and effort in areas such as:

- Referral
- Facility usage
- Student Support Services

We fully support the collaboration and our partnership between our agency and the CAMP. We recognize the need for these services, couple with outreach and promotional efforts, and we are prepared to support this project. Please do not hesitate to contact me if you require further information.

(b)(6)

Margie Gonzalez
Executive Director

(b)(6)



January 14, 2016

Tara Ramsey
College Assistance Migrant Program
U.S. Department of Education
4000 Maryland Avenue, SW.
LBJ Building, Rm 3E344

Dear Ms. Ramsey:

Please accept this letter of commitment in support of the Idaho State University College Assistance Migrant Program (CAMP). The CAMP program goal is to assist students who are migratory or seasonal farm workers (or children of such workers) enrolled in their first year of undergraduate studies at an institution of Higher Education.

St. Vincent de Paul Thrift Stores throughout the United States are an association of lay employees and volunteers dedicated to serve our needy sisters and brothers. All who come to our stores are welcomed with dignity and respect.

With our mission in mind, St. Vincent de Paul will provide free clothing for CAMP students unable to afford appropriate attire for a job interview or workplace experience.

You are the servant of the poor They are your masters, and the more difficult they will be, the more unjust and insulting, the more love you must give them. It is your love alone that the poor will forgive you the bread you will give them. "

Brenda May
Manager
St Vincent de Paul
855 So 2nd Ave
Pocatello, Idaho 83201
208-478-2062



St. John's

CATHOLIC STUDENT CENTER

IDAHO STATE UNIVERSITY

January 11, 2016

College Assistance Migrant Program
U.S. Department of Education
4000 Maryland Avenue, SW.
LBJ Building, Rm 3E344

Office of Migrant Education:

Please accept this letter of commitment in support of the Idaho State University College Assistance Migrant Program (CAMP). The CAMP program goal is to assist students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an institution of Higher Education.

With this goal in mind, St. John's Catholic center, located at 920 E. Lovejoy in Pocatello, is committed to assisting the CAMP students with spiritual and cultural experiences. Our four-part mission of hospitality, liturgy/sacraments, prayer, and outreach provides a myriad of opportunities for the Catholic students at Idaho State University. Some of our most popular services include free daily lunch, free laundry facilities, a study lounge, daily Mass, free tutoring, and daily prayer.

St. John's is committed to helping Catholic students get through college successfully. Feel free to contact me if you have any additional questions.

(b)(6)

J. P. "Pete" Espil

Campus Minister

Appendix C – Idaho State University Letters of Support (select letters of commitment shown)

Appendix Table 5: University Partnership(s) the university will provide the following		
Department	Person	Grant Commitment/Support
University	Provost	Provides free space and facilities for CAMP. Overall support of the mission of CAMP programs and sees participation in key committees vital to shape the institutional climate.
Student Success Center	Dr. Cynthia Hill, Executive Director	Provides administrative oversight and coordination with other programs including Academic Programs, Disability Services, Honors Program, Native American Student Services, University Tutoring, TRIO and CAMP
University Tutoring	Dr. Cynthia Hill, Executive Director	Provides student tutoring services for CAMP students in the areas of content area tutoring, English intensive learning, math center and writing center.
First Year Transition (FYT)	Dr. Kelly Moor, Director	Offers ACAD workshops for staff and students on academic skill development and service learning. First Year Transition will work with 1 st year CAMP students to successfully complete their 1 st year and enroll the following semester. Supplies teaching stipend for CAMP Academic coaches to teach CAMP dedicated sections of ACAD courses. Provides training for staff on department changes and major requirements. CAMP-developed workshops for students on major selection and graduation.
Disability Services	Karina Hensley, Director	Provides resources and support for students with disabilities and training for CAMP staff. Offers collaboration and time and effort of DS Learning Specialist when needed, as well as access to Computer Lab and Assistive Technology.
Office of Equal Opportunity, Affirmative Action and Diversity	Stacey Gibson, Director	Collaborates with Diversity Programs/Gender Resource Center to provide cultural activities and workshops for CAMP students. Ensures support throughout the hiring process to recruit and maintain diverse staff across campus.
Pond Student Union	Lowell Richards, AVP for Student Affairs	Provides free space in the Student Union Building and classrooms for CAMP activities.
Career Center	Dr. Lance Erickson, Director	Offers CAMP-developed workshops and one-on-one meetings with CAMP students to explore majors and career opportunities. Offers 2 year and beyond CAMP students ACAD 1150, career and life planning for career and course exploration.
University Counseling and Testing	Dr. Donald Paulson, Director	Provides CAMP students clinical support and counseling services, including crisis management. Provides QPR training to CAMP staff.

Idaho State UNIVERSITY

Office of the Vice President for Student Affairs

921 South 8th Avenue, Stop 8123 • Pocatello, Idaho 83209-8123

March 3, 2016

Tara Ramsey
Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW, LBJ-3E317
Washington, DC 20202-6135

Office of Migrant Education,

Please accept this letter of commitment in support of the Idaho State University (ISU) College Assistance Migrant Program (CAMP) proposal. The division of Student Affairs supports the efforts of migrant seasonal farm working (MSFW) students completing their first academic semester with a continuation in post-secondary education. Student Affairs and services include student support resources such as the Career Center, the Counseling and Testing Center, University Housing, the University Health Center, Student Life, the Veterans' Sanctuary, Campus Recreation, and New Student Services. Our commitment is as follows:

- **Space:** provide the student union building and rooms free of charge for CAMP sponsored events.
- **Housing living learning community:** An ISU CAMP housing living learning community for CAMP students based on available occupancy.
- **Training:** training sessions for ISU CAMP staff in areas such as suicide prevention, QPR, and other student support related concerns.
- **Career Workshops:** workshops for ISU CAMP students on career options, exposure to internships, and off- and on-campus employment opportunities.

The division of Student Affairs fully supports ISU CAMP staff in working with MSFW to address academic, career, and personal needs for the successful completion of their first year. I look forward to having CAMP at ISU and the opportunity to assist in making a positive experience in higher education more accessible to MSFW students.

Sincerely,

(b)(6)

Patricia S. Terrell, Ed.D.
Vice President for Student Affairs

Idaho State UNIVERSITY

Student Success Center

921 South 8th Avenue, Stop 8010 • Pocatello, Idaho 83209-8010

March 2, 2016

Tara Ramsey
Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW, LBJ-3E317
Washington, DC 20202-6135

To the Office of Migrant Education,

As Executive Director of the Student Success Center (SSC) at Idaho State University (ISU), I oversee a number of programs designed to assist students in achieving their academic goals. These include TRiO, the University Honors Program, the Intensive English Institute, First Year Transition, Disability Services, Native American Student Services, and University Tutoring.

The SSC fully supports and commits to the goals and objectives of the proposed ISU College Assistance Migrant Program (CAMP). CAMP seeks to help Migrant and Seasonal Farm worker (MSFW) students complete their first academic year and continue to graduation, and the SSC has committed the following in order to help make this possible:

- **Administrative Assistants I & II:** the SSC commits two administrative assistants to spend part of their work week supporting and helping complete the CAMP goals and objectives
- **Training:** training sessions for ISU CAMP staff in the areas of intrusive coaching/advising, student communication, first year curriculum advising, Bengal Bridge recruitment, and other areas related to the needs of MSFW students
- **Space:** physical space to host the ISU CAMP program near student and staff resources and shared space that includes general office equipment/supplies
- **Computer lab:** availability of a computer lab for ISU CAMP students
- **Tutoring & Training:** tutoring resources for ISU CAMP students and training for Peer Mentors
- **First Year Transition:** curriculum for ACAD 1104 First Year Transition course

I look forward to helping to facilitate the endeavors of ISU CAMP on behalf of the students, staff, university, and community. SSC wholeheartedly supports the success of the CAMP program at ISU.

Sincerely,

(b)(6)

Cynthia Hill, Ph.D.
Executive Director, Student Success Center

PR/Award # S149A160027

Page e67

Idaho State UNIVERSITY

Provost and Vice President for Academic Affairs
921 South 8th Avenue, Stop 8063 • Pocatello, Idaho 83209-8063

March 2, 2016

Tara Ramsey
Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW, LBJ-3E317
Washington, DC 20202-6135

To the Office of Migrant Education,

I am pleased to be writing in support of the College Assistance Migrant Program (CAMP) at Idaho State University (ISU). As an institution focused on academic excellence and student success, our community and those we serve are of great importance to us, motivating us to make an enriching educational experience accessible to all. The administration of ISU and countless members of its offices and departments are committed to ensuring that we provide the student support services for the academic, career, and personal development that migrant seasonal farmworker students need.

The Office of Academic Affairs fully supports the ISU CAMP proposal, anticipating that this partnership will enhance our ability to meet the needs of migrant seasonal farmworker students in our community.

Sincerely,

(b)(6)

Laura Woodworth-Ney, PhD
Provost & Vice President for Academic Affairs

Idaho State UNIVERSITY

Office of Enrollment Management
921 S. 8th Avenue, Stop 8100 • Pocatello, Idaho 83209-8100

February 10, 2016

Tara Ramsey
Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW, LBJ-3E317
Washington, DC 20202-6135

Office of Migrant Education,

Please accept this letter of commitment in support of Idaho State University's (ISU) College Assistance Migrant Program (CAMP) proposal. The CAMP program is designed to assist students who are migratory or seasonal farmworkers (or children of such workers) enroll and complete their first year of undergraduate studies.

Given this goal, the Office of Enrollment Management is committed to assisting the CAMP program by pledging support for these students. The Office of Enrollment Management commits to the following:

- **Priority Registration:** allowing CAMP students to register early for classes based on their academic needs.
- **Waiving of Application Fee:** selected students for the ISU CAMP program will have their admission fee waived to help offset cost.
- **Aid in Recruitment Efforts:** working with the Admissions Visitors Center, eligible CAMP students will be referred to ISU CAMP, participate in on-campus recruitment events, visit campus through our visitation program, and receive assistance with the admissions process.
- **Scholarship Assistance:** through workshops and webinars, the Scholarship Office will aid both staff training and student scholarships. The Scholarship Office has pledged (b)(4) for scholarships for eligible CAMP students from 2017-2021.

The Office of Enrollment Management, which includes Central Academic Advising, the Office of the Registrar, the Admissions Visitors Center, and the Scholarship Office, looks forward to the opportunity to bring CAMP to the ISU campus and to serve migrant seasonal farm working students at our institution.

If further information is required, please feel free to contact me at (208) 282-6122.

(b)(6)

J. Scott Scholes

Associate Vice President of Enrollment Management

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Date Revised: 03/04/2016

ISU CAMP Proposal 2016 - 2021

Projected Dates: July 2015-June 2020

Budget Detail Narrative

Students served: 40

Grantor: USDE - OME

PI: Guillermo Raya

Org. Unit: Idaho State University

Application for: College Assistance Migrant Program (CAMP)

1. Personnel					Year 1 FY 15-16	Year 2 FY 16-17	Year 3 FY 17-18	Year 4 FY 18-19	Year 5 FY 19-20	
<u>Title</u>	<u>Duties/Importance</u>	<u>Type</u>	<u>Amount Time</u>	<u>Starting Salary</u>	*2% increase assumed for each subsequent year Basis for salary are aligned with government & institutional guidelines					<u>Total</u>
PI/Director*	Oversee: Employment, student selection, budget compliance, program leadership, determine policies and ensures program goals/objectives, GRPA's are met.	Full Time Employee (FTE)	100%	\$ 50,000	\$ 50,000	\$ 51,000	\$ 52,020	\$ 53,060	\$ 54,121	\$ 260,201
Academic Coach*	Oversee peer mentors, coordinate student support/leadership activities, retention efforts, academic advising and instruct orientation to university. Meet 1 and 2.	FTE	100%	\$ 40,000	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297	\$208,161

Admissions Recruiter*	Oversee CAMP planning and implementation of recruitment and outreach events, attend college fairs, visit targeted high school schools and successfully recruit >40 eligibly MSFW students. Meet goal 1; support goal 2 and 3.	FTE	100%	\$ 36,000	\$ 36,000	\$ 36,540	\$ 37,088	\$ 37,644	\$ 38,209	\$185,481
Office Assistant 1*	Oversee CAMP technical records, budgets, reports, general office support (phones, emails, purchasing, etc.)	Part Time Employee (PTE)	25%	\$ 7,691	\$ 7,691	\$ 7,845	\$ 8,002	\$ 8,162	\$ 8,325	\$40,025
Peer Mentors	junior and senior undergrads or graduate students will focus on coordinating activities, events, tutoring sessions, mentoring and being part of student instruction in Orientation to University. Meet and support goal 1,2 and 3	Student Employee	25%	\$9 hour x 10 hours a week x 4 peers x 32 weeks	\$ 11,520	\$ 11,520	\$ 11,520	\$ 11,520	\$ 11,520	\$57,600

Personnel Salaries TOTAL:	\$145,211	\$147,705	\$150,246	\$152,834	\$155,472	\$751,468
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Date Revised: 03/04/2016

ISU CAMP Proposal 2016 - 2021
Budget Detail Narrative

Students served: 40

Projected Dates: July 2015-June 2020

Grantor: USDE - OME

PI: Guillermo Raya

Org. Unit: Idaho State University

Application for: College Assistance Migrant Program (CAMP)

2. Fringe Benefits				Year 1	Year 2	Year 3	Year 4	Year 5	
(21% if F/T, 8.9% if P/T or Student)				FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20	
Title	Rate	Amount	Time						Total
PI/Director			100%	\$ 10,500	\$ 10,710	\$ 10,924	\$ 11,143	\$ 11,365	\$ 54,642
Academic Coach	FTE		100%	\$ 8,400	\$ 8,568	\$ 8,739	\$ 8,914	\$ 9,092	\$ 43,714
Admissions Recruiter	FTE		100%	\$ 7,560	\$ 7,673	\$ 7,788	\$ 7,905	\$ 8,024	\$ 38,951
Office Assistant 1	PTE		25%	\$ 1,615	\$ 1,647	\$ 1,680	\$ 1,714	\$ 1,748	\$ 8,405
Peer Mentors	PTE		25%	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025	\$ 1,025	\$ 5,126
Health Insurance									
PI/Director				\$ 12,240	\$ 13,464	\$ 14,810	\$ 16,291	\$ 17,921	\$ 74,726
Academic Coach				\$ 12,240	\$ 13,464	\$ 14,810	\$ 16,291	\$ 17,921	\$ 74,726
Admissions Recruiter				\$ 12,240	\$ 13,464	\$ 14,810	\$ 16,291	\$ 17,921	\$ 74,726
Office Assistant 1				\$ 3,060	\$ 3,366	\$ 3,703	\$ 4,073	\$ 4,480	\$ 18,682
Peer Mentors									
Fringe Benefits TOTAL:				\$ 68,880	\$ 73,382	\$ 78,292	\$ 83,648	\$ 89,497	\$ 393,700

Date Revised: 03/04/2016

**Idaho State University
Budget Detail Narrative**

Students served: 40

Projected Dates: July 2015-June 2020

Grantor: USDE - OME

PI: Guillermo Raya

Org. Unit: Idaho State University

Application for: College Assistance Migrant Program (CAMP)

Cost Justification: All cost estimates/computations are either university policy (enterprise contract) or the GSA rate (lodging/per diem).

				Year 1 FY 15-16	Year 2 FY 16-17	Year 3 FY 17-18	Year 4 FY 18-19	Year 5 FY 19-20		
3. Travel	Purpose	Project Success/Description	Cost Est.	tes						Total
National HEP/CAMP Conference	Pocatello, ID - Washington DC. National conference for up to date on policies, procedures and workshops. The program success, goals/objectives demand for the attendance to the CAMP conference for update policies, trends, initiatives and informational workshops. The Director and Academic Coach will be responsible for attending and other staff as needed.	1-3 staff, \$1,500 transportation, lodging 5 nights \$2,000, \$750 meals, registration \$90	\$1,660 avg. per person	\$ 4,340	\$ 3,320	\$ 3,320	\$ 3,320	\$ 3,192	\$17,492	
Noel Levits Conference	National conference on student recruitment and retention for underrepresented groups. Advising and recruiting at-risk students, 1st generation and students with academic, career, and personal needs. Aligns with goal 1 and 2	1-3 staff, \$1,500 transportation, lodging 5 nights \$2,000, \$750 meals.	\$1,416 avg. per person	\$ 4,250	\$ 4,250	\$ 4,250	\$ 4,250	\$ 2,000		

Office of Migrant Education	Pocatello, ID - Washington DC. Directors training is essential for program director for up-to-date policies, trends, initiatives and formal workshops/trainings. The Director will be responsible for attending.	1 staff, \$600 Transportation; \$700 Lodging; Meals \$225	\$1,525 avg. per person	\$ 1,525	\$ 1,525	\$ 1,525	\$ 1,525	\$ 1,525	\$7,625
Professional Development	State, Regional and National Conference. Professional Development for staff in the areas of recruitment and retention related to the needs of MSFW.	1-3 staff: 6 trips. Local \$ 600, State \$1,530, National \$2,820	\$1,650 avg. per person	\$ 4,950	\$ 4,950	\$ 4,950	\$ 4,950	\$ 4,950	\$24,750
Recruitment and Outreach	Student Recruitment travel will focus on high school visit, parent informational events, college fairs, and other events related to the recruitment of MSFW students. Recruitment of > 40 students is crucial to meet goal one of the proposed plan and to enroll students into ISU CAMP. Admissions Recruiter will be responsible for recruitment and other staff as needed. Goal 1 and support of goal 2	Eastern Idaho (Clark and Power County) 15 Visits = \$2,206; Southern Idaho (Cassia, Canyon, Gooding, Jerome, Lincoln, Minidoka and Twin Falls County) 35 Visits = \$2,255; Western Idaho (Owyhee County) - 10 Visits) = \$1,130. College Fairs and Events 3 = \$1,500		\$ 7,091	\$ 7,091	\$ 7,091	\$ 7,091	\$ 7,091	\$35,455

On Campus Recruitment Events	Recruitment of students on main campus. Breakout session targeting MSFW students, parents and families on CAMP. Meets goals 1 and 2			Institutionally provided					
Travel TOTAL:				\$ 22,156	\$ 21,136	\$ 21,136	\$ 21,136	\$ 18,758	\$85,322

Date Revised: 03/04/2016

Projected Dates: July 2015-June 2020

Grantor: USDE - OME

PI: Guillermo Raya

Org. Unit: Idaho State University

Application for: College Assistance Migrant Program (CAMP)

ISU CAMP Proposal 2016 - 2021

Budget Detail Narrative

Students served: 40

5. Supplies			Year 1	Year 2	Year 3	Year 4	Year 5	
			FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20	
Purpose	Purpose of Supplies/Project Success	Est. Cost						Total
Consumable Office Supplies	Materials for office include items such as paper, pens, notebooks, pen etc. Items include business cards, student academic portfolios and other general office supplies. Materials are needed for student and staff use to meet program goals/objectives.		\$ 1,100	\$ 1,100	\$ 1,100	\$ 1,100	\$ 1,100	\$5,500
Early Student Orientation	Supplies for ISU CAMP orientation includes pens, labels, folders, manuals and activity materials. Student orientation materials are needed to meet program goals/objectives including but not limited to Goal one. Orientation is the socialization and introduction for students to ISU campus and community. Orientation allows for students to meet their peers, engage with peer mentors, faculty, and staff and orient them to the university (classes, fees, etc.) Meet goal 1; supports goal 2.	avg \$37.5 per person	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$7,500

Recruitment items	Table Drape, 2 banners, CAMP polos, and other recruitment items that will be used for recruitment at events. Items can be used multiple time. Align with goal 1 and support 2.	Table Drape \$250, 2 Display Banners \$400, CAMP gear \$200	\$ 850		\$ 850			
Staff Computers, hardware, software and updates	Computer software and updates are needed to keep up with university software/technology. Computer resources are needed for first academic year, planning and implementation of program; computers are needed for day-to-day activities including but not limited to emails, student engagement, recruitment and retention activities. Support for Goal 1 and 2.		\$ 2,500		\$ 1,000			\$3,500
			\$ 5,950	\$ 2,600	\$ 4,450	\$ 2,600	\$ 2,600	\$16,500

Date Revised: 03/04/2016
Projected Dates: July 2015-June 2020

ISU CAMP Proposal 2016 - 2021
Budget Detail Narrative

Students served: 40

Grantor: USDE - OME
PI: Guillermo Raya
Org. Unit: Idaho State University
Application for: College Assistance Migrant Program (CAMP)

			Year 1	Year 2	Year 3	Year 4	Year 5		
			FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20		
<u>6. Contractual</u>	<u>Item</u>	<u>Purpose/Project Success/Product</u>	<u>Est. Cost/Amount of time</u>						<u>Total</u>
	External Evaluator/Consultation	qualifications: 4 years minimum experience, grant writing/analysis, CAMP projects; experience with	Appx. 60 hours, \$25 per hour		\$1,500		\$1,500		\$3,000

Date Revised: 03/04/2016
Projected Dates: July 2015-June 2020

ISU CAMP Proposal 2016 - 2021
Budget Detail Narrative

Students served: 40

Grantor: USDE - OME
PI: Guillermo Raya
Org. Unit: Idaho State University
Application for: College Assistance Migrant Program (CAMP)

8. Other								
8. Other								
<u>Item/Purpose</u>	<u>Purpose of Supplies/ Project Success</u>	<u>Basis for Cost/Estimate</u>	Year 1 FY 15-16	Year 2 FY 16-17	Year 3 FY 17-18	Year 4 FY 18-19	Year 5 FY 19-20	<u>Total</u>
Application fee waiver	Application fee waivers for >50 CAMP students. Meets program goal 1.		Institutionally provided					
ISU CAMP Early Orientation	5 day orientation will serve as the first step for college transition; will include workshops on academic advising, time management, financial aid and other ISU/community resources. Is part of Goal 1 and needed for the starting of student acculturation to university campus/environment.	Cost includes, lodging, transportation, venue space. Avg per student \$187.5	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$37,500
Cultural, Educational, Academic and Support Activities	Activities will expose ISU camp students to the university environment while promoting social, emotional and academic support to finish their first year of college and continue to their second year. Activities align with goal 1 and 2.	\$100/student/year x 40 participants	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$20,000

CAMP Banquet	Recognizing students' achievements and volunteers and ISU Faculty/Staff's efforts for achieving program goals. Families, counselor, professors will be invited to the banquet. Will promote social and emotional support for continuation into their second year of college and beyond. Aligns with goal 1 and 2	Cost includes, awards, meal, materials and supplies	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$20,000
Recruitment Materials	Recruitment materials ensure ISU CAMP program goals/objectives are met by disseminating appropriate program information. Align with Goal 1 of ISU CAMP.	cost per potential participate \$6	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$10,000
CAMP Association Membership Fee	Membership needed for HEP-CAMP National Association. Meets project success as director will attend for trainings and workshops, all relevant to program goals (1 and 2)/objectives.	As set by association	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$6,000
State Student Leadership Conference	State wide student leadership on scholarships, leadership opportunities, internship opportunities and mentoring opportunities. Supports goal 1 and 2.	Lodging, rental car, meals per person \$200	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$10,000
								\$0
								\$0
Other TOTAL:			\$20,700	\$20,700	\$20,700	\$20,700	\$20,700	\$93,500

Date Revised: 03/04/2016

ISU CAMP Proposal 2016 - 2021

Students served: 40

Projected Dates: July 2015-June 2020

Budget Detail Narrative

Grantor: USDE - OME

PI: Guillermo Raya

Org. Unit: Idaho State University

Application for: College Assistance Migrant Program (CAMP)

9. Total Direct		Year 1	Year 2	Year 3	Year 4	Year 5	
Costs		FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20	
Item	Purpose/Project Success/Product	Est. Cost/Amou nt of time					Total
		\$369,177	\$375,442	\$381,639	\$389,308	\$395,495	\$1,911,061

Date Revised: 03/04/2016

**Idaho State University
Budget Detail Narrative**

Students served: 40

Projected Dates: July 2015-June 2020

Grantor: USDE - OME

PI: Guillermo Raya

Org. Unit: Idaho State University

Application for: College Assistance Migrant Program (CAMP)

3. Training Stipends	<i>Cost Justification:</i> All cost estimates/computations are either university policy (enterprise contract) or the GSA rate (lodging/per diem).			Year 1 FY 15-16	Year 2 FY 16-17	Year 3 FY 17-18	Year 4 FY 18-19	Year 5 FY 19-20	
	<u>Purpose</u>	<u>Project Success/Description</u>	<u>number of student</u>	<u>Est. Cost</u>					<u>Total</u>
Tuition/Room/Board Assistance	Tuition Assistance will be available to ISU CAMP students once all FAFSA/scholarship monies have been exhausted; will serve as a scholarship for unmet educational tuition costs. Assist ISU CAMP students with Housing scholarship and be housed in CAMP living arrangements. Goal 1	40	avg. per student \$ 2,125	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000	\$425,000

Bengal Bridge Tuition Assistance	Assist ISU CAMP students with Housing scholarship and be housed in CAMP living arrangements. Once FAFSA/scholarships monies have been exhausted; will serve as scholarship for unmet housing costs. Goal 1 and 2	20	avg. per student \$500	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$50,000
Stipend	Provide stipend for students to use towards incidental costs and focus their attention on the completion of their first year of college. Goal 1	40	\$250 per student x 2 semesters	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$100,000
									\$0
				Institutionally provided					
Travel TOTAL:				\$ 115,000	\$ 115,000	\$ 115,000	\$ 115,000	\$ 115,000	\$575,000

Date Revised: 03/04/2016
Projected Dates: July 2015-June 2020

ISU CAMP Proposal 2016 - 2021
Budget Detail Narrative

Students served: 40

Grantor: USDE - OME

PI: Guillermo Raya

Org. Unit: Idaho State University

Application for: College Assistance Migrant Program (CAMP)

Total		Year 1 FY 15-16	Year 2 FY 16-17	Year 3 FY 17-18	Year 4 FY 18-19	Year 5 FY 19-20	
Category							Total
1. Personnel		\$ 145,211	\$ 147,705	\$ 150,246	\$ 152,834	\$ 155,472	\$751,468
2. Fringe Benefits		\$ 68,880	\$ 73,382	\$ 78,292	\$ 83,648	\$ 89,497	\$393,700
3. Travel		\$ 22,156	\$ 21,136	\$ 21,136	\$ 21,136	\$ 18,758	\$104,322
4. Equipment		\$ -	\$ -	\$ -	\$ -	\$ -	\$0
5. Supplies		\$ 5,950	\$ 2,600	\$ 4,450	\$ 2,600	\$ 2,600	\$18,200
6. Contractual		\$ -	\$ 1,500	\$ -	\$ 1,500	\$ -	\$3,000
7. Construction		\$ -	\$ -	\$ -	\$ -	\$ -	\$0
8. Other		\$ 20,700	\$ 20,700	\$ 20,700	\$ 20,700	\$ 20,700	\$103,500
11. Stipends							\$0
9. Total Direct Costs	total+stipen	\$ 377,897	\$ 382,023	\$ 389,824	\$ 397,418	\$ 402,027	
Modified Total Direct Costs	total-stipen	\$ 262,897	\$ 267,023	\$ 274,824	\$ 282,418	\$ 287,027	
10. Indirect Cost		\$ 21,032	\$ 21,362	\$ 21,986	\$ 22,593	\$ 22,962	\$109,935
11. Training stipends		\$ 115,000	\$ 115,000	\$ 115,000	\$ 115,000	\$ 115,000	\$575,000
TOTAL:		\$ 398,929	\$ 403,385	\$ 411,809	\$ 420,012	\$ 424,989	\$2,059,125

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

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mr.	Guillermo		Raya	

Address:

Street1:	921 South 8th Avenue
Street2:	
City:	Pocatello
County:	Bannock
State:	ID: Idaho
Zip Code:	83209-8046
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
208-282-1322	

Email Address:

rayagui2@isu.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

Idaho State University

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	145,211.00	147,705.00	150,246.00	152,834.00	155,473.00	751,469.00
2. Fringe Benefits	68,880.00	73,382.00	78,292.00	83,648.00	89,497.00	393,699.00
3. Travel	22,156.00	21,136.00	21,136.00	21,136.00	18,758.00	104,322.00
4. Equipment						
5. Supplies	5,950.00	2,600.00	4,450.00	2,600.00	2,600.00	18,200.00
6. Contractual		1,500.00		1,500.00		3,000.00
7. Construction						
8. Other	20,700.00	20,700.00	20,700.00	20,700.00	20,700.00	103,500.00
9. Total Direct Costs (lines 1-8)	262,897.00	267,023.00	274,824.00	282,418.00	287,028.00	1,374,190.00
10. Indirect Costs*	21,032.00	21,362.00	21,986.00	22,593.00	22,962.00	109,935.00
11. Training Stipends	115,000.00	115,000.00	115,000.00	115,000.00	115,000.00	575,000.00
12. Total Costs (lines 9-11)	398,929.00	403,385.00	411,810.00	420,011.00	424,990.00	2,059,125.00

***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: 07/01/2014 To: 06/30/2017 (mm/dd/yyyy)

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

The Indirect Cost Rate is 42.00%.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S149A160027

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524