

**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 # S149A160029**

**Grants.gov Tracking#: GRANT12114361**

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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

Form	Page
<i>1. Application for Federal Assistance SF-424</i>	e3
<i>2. Assurances Non-Construction Programs (SF 424B)</i>	e6
<i>3. Disclosure Of Lobbying Activities (SF-LLL)</i>	e8
<i>4. ED GEPA427 Form</i>	e9
<i>Attachment - 1 (GEPASTatement1009041033)</i>	e10
<i>5. Grants.gov Lobbying Form</i>	e12
<i>6. ED Abstract Narrative Form</i>	e13
<i>Attachment - 1 (Abstract1009041034)</i>	e14
<i>7. Project Narrative Form</i>	e15
<i>Attachment - 1 (ProjectNarrative1009041035)</i>	e16
<i>8. Other Narrative Form</i>	e42
<i>Attachment - 1 (Resumes1009012038)</i>	e43
<i>Attachment - 2 (JobDescriptions1009012039)</i>	e49
<i>Attachment - 3 (LetterOfSupport1009012040)</i>	e53
<i>Attachment - 4 (IDCrateagmt1009012041)</i>	e60
<i>9. Budget Narrative Form</i>	e66
<i>Attachment - 1 (BudgetNarrative1009012037)</i>	e67
<i>10. Form ED_SF424_Supplement_1_3-V1.3.pdf</i>	e74
<i>11. Form ED_524_Budget_1_3-V1.3.pdf</i>	e75
<i>Attachment - ExemptResearchNarrative1009012036.pdf</i>	e77

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

**Application for Federal Assistance SF-424**

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

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="CSU Fullerton Auxiliary Services Corporation"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="952081258"/>	* c. Organizational DUNS: <input type="text" value="106670755"/>

**d. Address:**

* Street1: <input type="text" value="2600 Nutwood Avenue, Suite 250"/>
Street2: <input type="text"/>
* City: <input type="text" value="Fullerton"/>
County/Parish: <input type="text" value="Orange"/>
* State: <input type="text" value="CA: California"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="928313137"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Grants and Contracts"/>	Division Name: <input type="text"/>
--	-------------------------------------

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Tina"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Tranilla"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Senior Grants and Contracts Coordinator"/>	

Organizational Affiliation: <input type="text" value="CSU Fullerton Auxiliary Services Corporation"/>
---

* Telephone Number: <input type="text" value="657-278-4097"/>	Fax Number: <input type="text" value="657-278-1409"/>
---	---

* Email: <input type="text" value="ttranilla@fullerton.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:**

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:

College Assistance Migrant Program (CAMP) CFDA Number 84.149A

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

Add Attachment

Delete Attachment

View Attachment

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

Pathways2Success: College Assistance Migrant Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="424,978.00"/>
* 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="424,978.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Paulina Tagle</p>	<p>TITLE</p> <p>Director, Grants and Contracts</p>
<p>APPLICANT ORGANIZATION</p> <p>CSU Fullerton Auxiliary Services Corporation</p>	<p>DATE SUBMITTED</p> <p>03/07/2016</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: CSU Fullerton Auxiliary Services Corporation * Street 1: 2600 Nutwood Ave    Street 2: * City: Fullerton    State: CA: California    Zip: 92831 Congressional District, if known:		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Migrant_Education_College_Assistance_Migrant_Program CFDA Number, if applicable: 84.149	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix    * First Name: N/A    Middle Name: * Last Name: N/A    Suffix: * Street 1: N/A    Street 2: * City:    State:    Zip:		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix    * First Name: N/A    Middle Name: * Last Name: N/A    Suffix: * Street 1:    Street 2: * City:    State:    Zip:		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Paulina Tagle * Name: Prefix    * First Name: Paulina    Middle Name: * Last Name: Tagle    Suffix: Title: Director, Grants and Contracts    Telephone No.: 657-278-7679    Date: 03/07/2016		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S149A160029

## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

**Optional - You may attach 1 file to this page.**

GEPAStatement1009041033.pdf

Add Attachment

Delete Attachment

View Attachment

**General Education Provisions Act (GEPA) Statement**  
**United States Department of Education's General Education Provisions Act, Section 427**

Steps the California State University, Fullerton (CSUF), will take to ensure equitable access to and participation in the Department of Education – Office of Migrant Education. This project will support the development of the Pathways2Success College Assistance Migrant Program (P2S CAMP)

CSUF is an equal opportunity employer and a comprehensive, regional university. CSUF aims to become a model of faculty and staff inclusivity, diversity and engagement in order to better serve our diverse student population. CSUF is committed to improving the recruitment and retention of a high-quality and diverse faculty and staff. CSUF will provide the following strategies and activities in an effort to complement existing anti-discrimination policies and procedures with the intent to reduce and eliminate access barriers on gender, race, national origin, color, disability and age to maximize participation in the grant program:

- Fully inform all students of the availability of services that will be offered through this grant funded program. This information will be disseminated in both printed and electronic formats throughout the university, including the CSUF website. Program staff and counselors will also disseminate information related to equal access for all persons.
- Coordinate and offer cultural sensitivity, ADA and related training for program staff, as appropriate. Additionally, CSUF meets the ADA requirements for access to classrooms, restrooms and other areas where the project will take place. Moreover, CSUF will adhere to their normal practices of providing reasonable accommodations to both students and staff with disabilities who are participating in the Department of Education's Language Resource Center Program activities.
- Hire, recruit, and involve individuals from traditionally underserved ethnic minority groups, bilingual individuals, individuals with disabilities to manage, plan, implement, and receive program services.
- Develop or acquire and disseminate culturally relevant and sensitive curriculum and information materials that can be understood and accessible to all potential participants, regardless of their unique challenges or backgrounds
- Arrange for assistive technology devices to translate/make accessible grant and program materials for participants requiring such accommodations. Hold program-related sessions and activities in Americans with Disabilities Act (ADA) accessible and compliant facilities.
- Post information materials, schedule of events, and program assessments on the internet – which will enable assistive computer devices to interpret the materials for participants and users. Additionally, make technology accessible to all users.

- Disseminate program updates and results to education and community-based partners so that they may offer insight into continuous program improvement or training related program services.

The above listed provisions and strategies will help to ensure that the following principles are reflected in our work with students, consultants, participants and the community: valuing diversity and similarities among all peoples; understanding and effectively responding to cultural differences; willingness to continually engage in cultural self-assessment at the individual and organizational level; making adoptions to the delivery of services; and institutionalizing cultural knowledge and avenues for improvement in programming and service delivery.

## 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

CSU Fullerton Auxiliary Services Corporation

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

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

\* SIGNATURE:

\* DATE:

## 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:

**Name, City, State:** CSU Fullerton Auxiliary Services Corporation, Fullerton, CA

**Number and Location of Proposed Sites:** One site, California State University, Fullerton

**Objective 1:** Identify and recruit 240 migrant students over five years

***Activities:*** Collaborate with partner agencies and campus units to outreach to participants

**Objective 2:** Provide participants with intensive and individualized academic advising for streamlined and coordinated utilization of support services

***Activities:*** Frequent meetings with advisor; Incentivize utilization of support services; Integrate participants into university support programs

**Objective 3:** Support transition to college with pre-enrollment activities and advising

***Activities:*** Implement writing and math and physics Summer Bridge programs; Support and develop writing skills year-round; Provide mid-semester progress reports

**Objective 4:** Introduce STEM students to career options and research prospects in STEM

***Activities:*** Engage students in STEM-focused high-impact programs; Provide guidance to STEM graduate schools and careers; Fund travel to professional conferences

**Objective 5:** Establish an on-campus support network for migrant students

***Activities:*** Provide bilingual family orientation; Create a migrant student resource training guide for faculty; Provide cohort class scheduling; Establish peer mentoring; Start a migrant student club; Train P2S instructors in culturally-relevant instruction methods

**Number and Type of Participants Projected:** At least 40 commuter and residential migrant students, and 50 each subsequent year, for a total of 240 migrant youth students over five years.

**Performance Outcomes:** **GRPA 1:** 86% of CAMP participants will complete the first year of their postsecondary program; **GRPA 2:** 85% of CAMP participants, after completing the first academic year of college, will continue their postsecondary education.

## Project Narrative File(s)

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## Table of Contents for Project Narrative

<b>Section</b>	<b>Page</b>
I. Need for and Significance of Project	1
II. Quality of Project Design	5
III. Quality of Project Services	13
IV. Quality of Project Personnel	15
V. Quality of Management Plan	17
VI. Adequacy of Resources	19
VII. Quality of the Project Evaluation	21

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

**i. Magnitude of Need:** For many migrant farmworker youth, graduation from high school, let alone college, remains but a dream. In California during the 2013-2014 school year, over 63,000 K-12 students were identified as migrant students, 98% of whom were Latino. In 2014-2015, 6,000 K-12 students were identified as migrant in Orange, San Diego, and Riverside counties alone. A sizeable proportion of students in these counties come from low socioeconomic and English Language Learner (ELL) backgrounds (See Table 1), which are factors that can negatively impact educational achievement for Latino students (Gandara & Contreras, 2010).

Despite spending nearly \$550 billion annually on public elementary and secondary education, California has fallen short in providing interventions that effectively address the attainment gap for the state's substantial migrant student population. The educational and social disparities faced by migrant students throughout their primary and secondary educational years often translate into a lack of foundational knowledge and skills that discourages many from pursuing higher education. According to American Community Survey Data, about 78% of farmworkers lack a high school diploma or equivalent, and of the 21% who have a diploma or GED, only slightly over 1% hold a college degree (CRB, 2013). While no data exists reflecting the status of migrant workers in STEM academia, Hispanics as a group are significantly underrepresented; despite comprising 19% of the college-aged U.S. population and 11.9% of enrolled undergraduates, Latinos earn only 8% of all STEM undergraduate degrees, 3.5% of STEM master's, and 4.4 % of STEM doctoral degrees (Dowd, Malcom, & Bensimon, 2009).

**ii. Extent to which the Project will Serve the Needs of Disadvantaged Individuals:**

California State University, Fullerton (CSUF) is the ideal institution to host a Pathways2Success (P2S) CAMP through which it can make a significant contribution to

migrant students and families in our area. Thirty-seven percent of the CSUF Fall 2015 entering class identified themselves as Latino and more than half came from families in which neither parent graduated from college. *Hispanic Outlook in Higher Education* (2015) ranks CSUF first in California and fifth in the nation in awarding baccalaureate degrees to Latino students, and eleventh in the nation in awarding baccalaureate degrees to minority students (U.S. DOE, 2013). Located at the juncture of a three-county service region, including Orange, San Diego, and Riverside Counties, CSUF is ranked seventh in “Top Public Regional Universities” in the West, and sixth in the nation in conferring bachelor’s degrees to Latinos. As of 2006-07, 56% of all bachelor’s degrees granted to Latinos in California have been CSU degrees.

*Table 1. CSU Migrant Student Potential Applicants, by County*

<b>County (Grades 9-12)</b>	<b># of HS Migrant Students (2014-2015)</b>	<b>% CSU Eligible-Migrant Students (2013-2014)</b>	<b>% Socioeconomically Disadvantaged- All Students (2014-2015)</b>	<b>ELL- All Students (2014-2015)</b>
Orange	186	23.9%	47%	14%
San Diego	861	27.8%	51%	12%
Riverside	710	31.6%	62%	7%
<b>Total</b>	1,757	27.8%	53%	11%

CSUF has a long history of developing and effectively implementing strong collaborative initiatives with local high schools focused on serving Latino and high-need students, as exemplified by such programs as the Department of Education-funded GEAR-UP, Upward Bound, and Talent Search. Additional support services that CSUF provides underrepresented students include the Educational Opportunity Program (EOP) and the Student Support Services (SSS) Program. CSUF also has a long history of successfully implementing STEM-specific initiatives, such as the Mathematics Intensive Summer Session and STEM<sup>2</sup>. Finally, CSUF’s strategic plan for 2013-2018 contains a commitment to the success of all students, particularly

those from historically underrepresented groups. CSUF's P2S CAMP will build off these initiatives and provide targeted interventions for participants.

**iii. Gaps in Services, Infrastructure, or Opportunities:** While CSUF has many quality academic and support services, there is a need to tailor these programs to the unique needs of migrant students, as well as enhance and add new components targeted to STEM students. For example, in 2014-2015, Latino students in the Colleges of Engineering & Computer Science (ECS) and Natural Sciences & Mathematics (NSM) had the lowest end of first-year mean GPAs (2.4) relative to their Latino peers (2.64) in all other CSUF colleges. Additional gaps include:

***Migrant student recruitment services:*** We recognize that recruitment needs to be sensitive to the migrant lifestyle for project success, and thus requires the establishment of strong relationships with local school districts, existing academic support services programs, and trusted organizations, including Migrant Education Program (MEP) Region IX. To effectively address this need, we propose a full-time Recruitment/Outreach Coordinator who will provide outreach to families and work with CSUF Admissions and Records to establish a migrant identifier.

***Academic support services:*** Migrant students are already one to two years below grade level in math by eighth grade and nearly 40% of eighth-grade migrant students (compared with 10% of non-migrant students) score below basic or far below basic levels on the mathematics, language arts, and social sciences batteries of the California State Standards Test (CDE, 2007). To address this shortfall, the P2S CAMP will provide two Summer instructors and one writing instructor to work intensely with participants for the duration of the program.

Compounding the effects of the above disadvantages, there is also gap in the availability of advisors who have intimate knowledge of the migrant worker's culture and experiences. The university's academic advisement services fall short in providing the level of attention that fully

address the needs of this at-risk population; the current caseload for EOP advisors is 450 to 1, and students are allotted only 30-minute appointments with CSUF general advisors. To address these gaps, the proposed project will hire a full-time Academic Advisor (AA) from a bilingual/bicultural background who will work with CAMP participants to identify and enhance services that will promote their academic and career success.

***Support system for students and families:*** Latino students are often unable to benefit from in-group success and self-concept due to the limited number of college-educated Latino role models (Solorzano, 2005; Gates 2010). Additionally, given that a majority of Latino students are the first in their families to go to college, the sense of isolation as they pursue their postsecondary degree can be heightened (Johnson et al., 2007). The concentration of Latino students in HSIs such as CSUF can help produce morally supportive environments (Nuñez, Hurtado, & Galdeano, 2015). While CSUF currently has several programs in place specifically for Latino students and those entering STEM fields, the university lacks social support systems targeted at migrant students. We will address this gap by providing opportunities for students and families to become acclimated to campus life and to enjoy campus-based social and cultural events. Examples include the development of a peer-to-peer mentoring program, implementation of a CAMP orientation (and CAMP STEM orientation), and outreach to families to participate in *Dia de los Padres* (“Parent’s Day”), and *Celebracion Familiar de “Titans”* (“Welcome Celebration for new Titan Families”). The latter two programs are annual CSUF programs geared toward Spanish-speaking parents.

***Financial support to assist migrant students:*** CSUF does not currently provide scholarships to migrant students for books, supplies, research travel support, or transportation passes. To offset these educational expenses and support the educational success of migrant students in their first

year of college, this project will provide stipends through the completion of various criteria (e.g., attend STEM orientation, go to tutoring at least once per semester, meet with an AA, etc.).

**iv. Magnitude of Results:** By paving the educational pathway to higher paying, safer careers, the proposed P2S CAMP program will open up new opportunities for migrant youth. CSUF CAMP will reduce the isolation that migrant families experience and improve the situations for migrant children who experience more acute poverty, health problems, health hazards, social alienation, educational disadvantages, mobility, and lack of educational opportunities than any other major school population segment (Gildersleeve, 2010). Through CAMP, we will support migrant students and their families and serve as a regional resource for migrant communities.

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

**i. Goals, Objectives, and Outcomes Clearly Specified and Measurable:** The proposed P2S CAMP project will provide comprehensive academic and social support to first-year college migrant students at CSUF. The **goals** of the proposed program are:

*1. To support migrant students in their first year of college.*

*2a. To prepare migrant students to successfully complete a college degree program.*

*2b. To prepare migrant STEM students to successfully complete a STEM degree.*

To carry out these goals, we will implement the objectives and activities outlined in Table 2. Our comprehensive approach to supporting migrant students in a successful transition to college will ensure that 86% of participants will complete their first year at CSUF (GRPA 1) and 85% of those students will re-enroll at CSUF (GRPA 2), meeting the national annual performance targets. We will use CSUF's minimum full-time enrollment units, 12 units per semester, to characterize first-year completion as 24 completed units. Re-enrolled students will be defined as

those who remain enrolled at the university after the drop deadline of the following Fall semester (Summer or Fall).

*Table 2. Program Objectives, Activities, and Outcomes*

<b>Obj. 1: Identify and recruit at least 240 eligible participants to P2S CAMP program.</b>	
<ul style="list-style-type: none"> <li>a. Collaborate with CSUF outreach programs, academic support services, admissions and recruitment offices, and regional MEP and Migrant Student Leadership Institute (MSLI) to identify entering migrant students.</li> <li>b. Disseminate P2S applications, including via relevant on-campus student organizations.</li> <li>c. Add a question to campus transition program applications (e.g., EOP, SSS) and orientation materials to identify migrant students.</li> </ul>	<ul style="list-style-type: none"> <li>i) At least 40 migrant students will be recruited to participate in Yr 1, and at least 50 migrant students will be recruited in each subsequent year. At least <u>240 students</u> will be served in a five-year period.</li> </ul>
<b>Obj. 2: Ensure participants are utilizing existing academic and support services.</b>	
<ul style="list-style-type: none"> <li>a. AA will advise and guide migrant students to existing support programs.</li> <li>b. AA will assist students with the application process for various student service programs.</li> <li>c. AA will develop accountability process to ensure participants make use of support services.</li> <li>d. Incentivize use of various campus resources (e.g., tutoring, supplemental instruction, faculty office hours) through stipends.</li> </ul>	<ul style="list-style-type: none"> <li>i) 100% of students will participate in at least one student support program each semester of the first year.</li> <li>ii) 100% of students will receive incentives after attending supplemental instruction, tutoring, or faculty office hours at least once each semester of the first year.</li> </ul>
<b>Obj. 3: Support academic transition to college with pre-enrollment activities and intensive academic advising.</b>	
<ul style="list-style-type: none"> <li>a. Implement Orientation for entering P2S students.</li> <li>b. Implement Consecutive three-week Summer Bridge programs focused on (1) college-level writing and (2) math or physics.</li> <li>c. Advise and assist participants with completing the application process for Summer Bridge programs, such as EOP Summer Bridge or Early Start, if applicable.</li> <li>d. Evaluate instructors and assess student learning outcomes (SLOs) for Summer</li> </ul>	<ul style="list-style-type: none"> <li>i) 90% (Yr 1) and 100% (Yrs 2-5) of participants will attend P2S orientation.</li> <li>ii) 75% (Yr 1) and 90% (Yrs 2-5) will attend a Summer Bridge program.</li> <li>iii) 100% of P2S Summer Bridge attendees will make progress, as determined by SLOs.</li> <li>iv) 100% of students will meet with AA at least twice per semester, at least once by the fourth week of the first semester.</li> <li>v) AA will use mid-semester reports for</li> </ul>

<p>programs.</p> <p>e. AA will request mid-semester progress reports from course instructors.</p> <p>f. AA will meet with P2S participants frequently.</p> <p>g. Writing instructor will assist students with assignments and help them develop college writing skills.</p>	<p>advisement and to procure university resources.</p> <p>vi) All students receiving a grade of C or lower on a writing assignment or mid-semester progress report will be required to meet with writing instructor.</p>
<p><b>Obj. 4: Introduce STEM students to career options and research prospects related to STEM.</b></p>	
<p>a. Collaborate with Career Center, ECS, and NSM to reach out to CSUF Latino alumni for STEM Success Panel.</p> <p>b. Prepare participants to join competitive STEM graduate school preparation programs.</p> <p>c. Increase awareness of STEM careers and pathways.</p> <p>d. Promote participation in STEM student clubs.</p> <p>e. Award competitive travel grants to STEM professional conferences.</p>	<p>i) Hold a bi-annual panel highlighting successful migrant graduates.</p> <p>ii) 100% of STEM participants will apply to at least one program promoting graduate studies or careers in STEM.</p> <p>iii) Conduct STEM career modules in Summer programs.</p> <p>iv) Five participants will receive travel grants to STEM professional conferences.</p>
<p><b>Obj. 5: Establish a support system for cohorts of CAMP participants.</b></p>	
<p>a. Create opportunities for participants to build a peer support network.</p> <p>b. Incorporate parents and families in program.</p> <p>c. Introduce faculty to purpose, context, and students of migrant education programs.</p> <p>d. Train and evaluate CAMP instructors in culturally-relevant teaching methods.</p> <p>e. Continuously evaluate students' satisfaction with college and integration into campus life.</p>	<p>i) Establish Migrant Student Club (Yr. 1).</p> <p>ii) 100% of new participants will have a peer mentor beginning in Yr 2.</p> <p>iii) Coordinate cohort/block scheduling.</p> <p>iv) Hold <i>Bienvenida</i> orientation for CAMP parents and families.</p> <p>v) 100% of faculty of migrant students will receive a resource training guide.</p> <p>vi) Conduct annual evaluations of student satisfaction.</p>

Objective 4, and other activities associated with Objectives 2-3, address the invitational priority to address persistence in STEM careers. While these activities will be targeted to migrant students who have declared a STEM major, all migrant students will be invited to participate.

**ii. Design Appropriate to Addressing Needs of Target Population:** P2S will address barriers that migrant students face in their transition to the university and completion of their first year in

higher education. Feelings of alienation or not belonging to the institution and lacking adequate academic preparation for college-level work are often cited reasons for attrition among non-white and first-generation students, such as migrant students (Gildersleeve, 2010; Zalaquett et al., 2007). In addition to these challenges, students of color pursuing STEM majors are often hindered by social and cultural identity incongruence with STEM peers and lack of engagement with faculty and STEM peers (Bonous-Hammarth, 2014; Cole & Espinoza, 2008; Gasiewski, et al., 2012).

This program will incentivize and advise students to participate in existing effective social and academic support programs, and will establish additional supportive peer networks through the development and implementation of a welcome program for parents, cohort scheduling, peer mentoring, and a Migrant Student Club. To address institutional inclusion of migrant students and the critical role that faculty play in supporting first-generation college students, faculty instructors of migrant students will receive training and resource guides introducing them to migrant programs, students, and their families. Academic support will address two common obstacles students face in the transitions to college: (1) college-level writing, which will be addressed through a three-week Summer program and year-round writing instructor, and (2) entry-level math or physics requirements for STEM majors, which will be addressed through a three-week Summer program (following the P2S writing component) designed to prepare students for non-calculus-based physics or calculus series classes. Whether the Bridge program focuses on calculus or physics content will depend on each cohorts' dominant need.

Finally, a STEM strand of activities will be woven throughout the social and academic support objectives of the program. By exposing students to successful STEM professionals sharing similar initial challenges, providing programs for continued support after their first-year

at CSUF, and encouraging participation in professional conferences, P2S will improve STEM migrant students’ mathematic, science, and academic abilities, and, in turn, help solidify their aspirations in STEM-related higher education and careers.

**iii. Establish Linkages with Other Appropriate Agencies/Organizations:** The co-Principal Investigators (PIs) have confirmed the support from various units at CSUF. Because P2S participants must first be admitted to and enrolled at CSUF and meet federal guidelines (Section 206.3 of 20 U.S.C. 1070d–2) to be eligible to participate, the Outreach Coordinator (OC) and co-PIs will work with the university’s admissions and recruitment offices and outreach and transition programs to identify migrant students. To efficiently reach the targeted population, we will add a census question asking for current or prior migrant status to the applications for EOP and other student support programs that target first-generation students or students from households reporting low incomes. Moreover, the regional MEP offices and its reimbursement areas will assist in identifying students who have been admitted to CSUF.

Specific CSUF partnering departments and offices that have committed to assisting with the identification and recruitment of P2S CAMP participants include: Recruitment Programs; Office of Admissions and Records; Educational Partnerships, which hosts GEAR UP, Upward Bound, and Talent Search; Student Academic Services (EOP, SSS); MESA Cooperativa de CSUF; and CSUF’s pre-admit Mathematics Intensive Summer Session (MISS) program. The Region IX MEP and the MEP’s MSLI have also committed to assisting with the CAMP recruitment efforts.

*Table 3. Participants Linked to Resources and Programs*

	<b>Funding Source</b>	<b>Summer Program</b>	<b>Financial Aid/ Incentives</b>	<b>STEM</b>	<b>Student Advising</b>	<b>Tutoring/ Instruction</b>
Educational Opportunity	State	X	X		X	X

Program (EOP)						
Student Support Services (SSP)	DOE (TRIO)				X	X
CASECS <sup>1</sup>	CSUF	X		X	X	X
Supplemental Instruction	CSUF			X		X
Strengthening Transfer Education & Matriculation in STEM (STEM <sup>2</sup> )	DOE	X	X	X	X	X
Learning Assistance Centers & Programs (LAC&P)	CSUF					X
Graduate Readiness & Access in Mathematics (GRAM)	NSF		X	X	X	X
Louis Stokes Alliance for Minority Participation (LSAMP)	NSF/ State		X		X	
Maximizing Access to Research Careers (MARC)	NIH		X	X	X	
Early Start	State	X				
Chicano/a Student Resource Center (CSRC)	CSUF				X	
Health Careers Opportunity Program (HCOP)	HHS			X	X	X
Prep for McNair Academy	CSUF				X	X

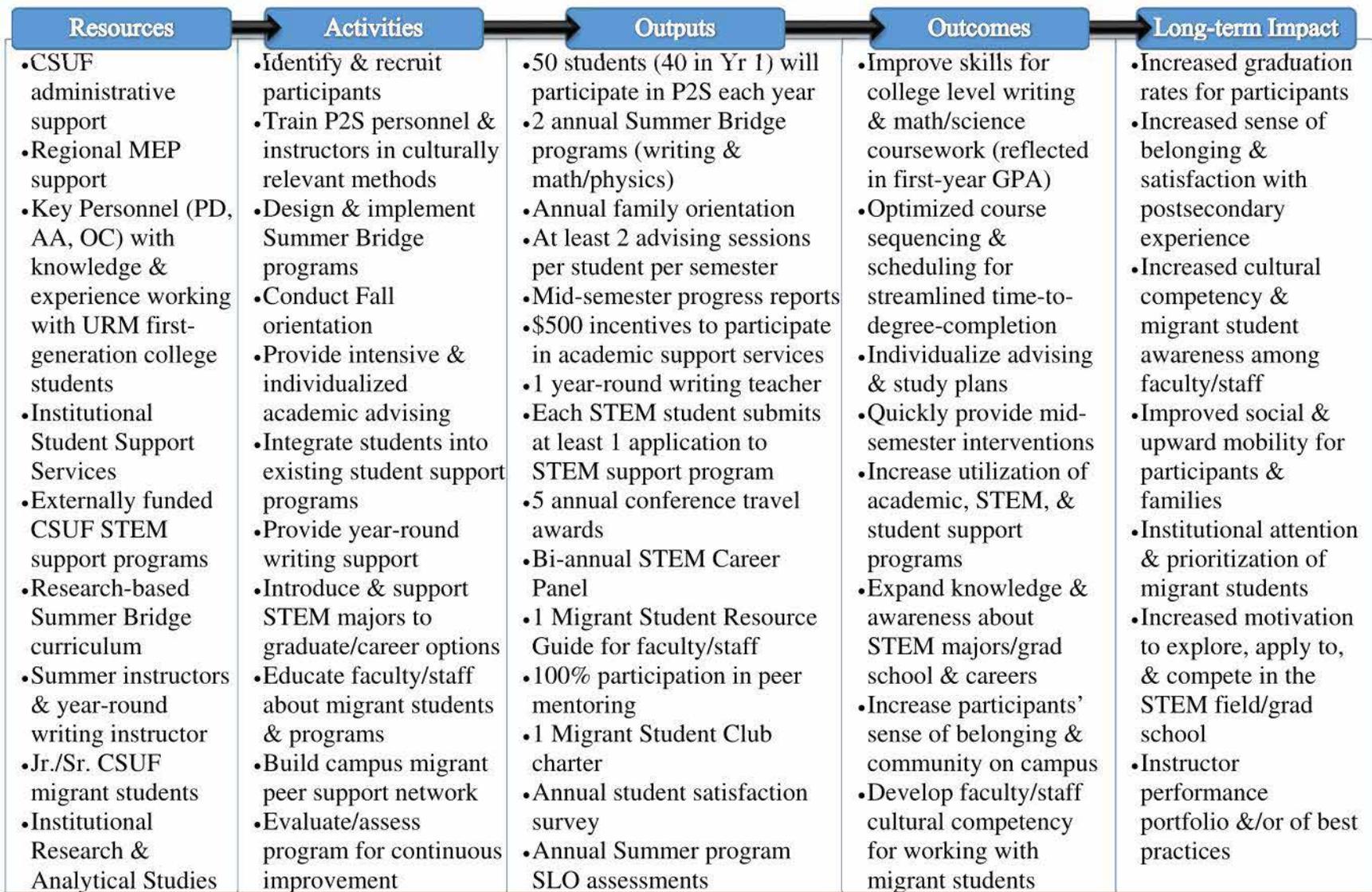
<sup>1</sup> Center for Academic Support in Engineering and Computer Science

In addition, the proposed program will integrate P2S participants into existing on-campus state- and federally funded resources to support participants' transition to higher education (See Table 3). None of the existing student support services target migrant students and it is unclear what the utilization rate may be for migrant students. Because these programs have had successful outcomes among underrepresented students, confirmed by a high persistence rates and excellence awards, Objective 2 of the proposed program ensures that P2S participants will apply

to and enroll in at least one of these support programs. This approach then links students to an institutional network of resources to support students after their first year at CSUF.

**iv. Project will Increase Efficiency to Improve Results and Increase Productivity:** P2S is designed to leverage and supplement, not replicate, existing programs and resources. P2S will focus on developing and delivering higher-impact interventions that address gaps in academic support. For example, existing Summer Bridge programs for entering students are primarily concerned with addressing math or English remedial status. We will improve migrant students' academic preparation with a three-week college-level writing Summer program followed by a three-week Bridge program introducing non-calculus-based physics or calculus, which are critical bottleneck courses for STEM majors. P2S will also offer migrant students a lower academic counselor-to-student ratio (50:1), which will afford greater individual monitoring of academic performance and more frequent meetings with students. In addition, the program will provide an accessible writing instructor knowledgeable of writing concerns specific to migrant students likely formerly classified as ELs, who will review students' work and create individualized developmental goals. These enhanced services will provide greater efficiency in specifically targeting the academic needs of migrant students.

**v. Project Supported by Strong Theory:** The rationale driving the project activities (See Figure 1) is informed by existing empirical evidence. Two components of the intervention, the STEM Success Panel and pre-college Summer engagement, are informed by studies meeting the



**PROBLEM:** Barriers, such as high mobility, EL status, low income households, & poor schooling conditions, are often faced by migrant college students. As first-generation students, they likely underutilize university support programs, lack adequate academic preparation, and do not know how to navigate higher education systems.

*Figure 1: Pathways2Success-CAMP Logic Model*

standards of “strong evidence of effectiveness,” according to the What Works Clearinghouse (WWC) Standards (Castleman, et al., 2014; Stephens, et al., 2014).

The WWC has not reviewed any empirical studies of interventions targeting migrant college students and research around migrant college students, in general, is sparse. Thus, components of the project are informed by studies of first-generation or underrepresented minority (URM) college students using primarily convenience sampling. For example, in a review of the evaluations of intervention programs for URMs, Gandara and Bial (2001) reported that Summer Bridge programs with academic emphasis and mentoring programs have a positive effect on college transitions. Rios-Aguilar and Deli-Amen (2012) point to the need to develop social support networks among first-generation college students within the college. The P2S strategy of introducing faculty to migrant students in their classes is supported by evidence that students who feel more supported by their instructors are likely to have higher GPAs (Cole & Espinoza, 2008). Finally, intensive and frequent advising and the integration of P2S students into existing support programs are strategies correlated with URM student success (Ellington & Frederick, 2010; Solorzano, et al., 2013). Given these theoretical underpinnings, the framework of the project is poised to impact students along multiple dimensions.

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

**i. Sufficiency of Training/Professional Development:** The Project Director (PD) and co-PIs will participate in all required and suggested HEP/CAMP trainings, webinars, and annual meetings. In addition, the PD, AA, and OC will attend all relevant university-wide staff trainings associated with their roles. For example, the OC will attend an orientation and participate in trainings targeting admissions and recruitment staff, while the AA will participate in trainings targeted to undergraduate academic advisors regarding remedial courses, academic progress

tracking systems, solicitation of progress reports, referrals to student services, and individualized education plans. Drawing from their extensive experience with various migrant programs, the co-PIs will provide the Summer and writing instructors with an in-depth orientation about the history of the migrant program and training in how to achieve cultural proficiency and competence in teaching migrant students. The co-PIs will also collaborate with program instructors to develop culturally competent and formative assessments. In the P2S organizational model, the PD and Coordinators will also fulfill a mentorship role and provide initial and ongoing training to the graduate student assistant. Finally, ongoing professional development will be incorporated as needed and per formative assessments and personnel evaluations.

**ii. Services Focused on Those with Greatest Needs:** Narrowing the graduation rate gap between URMs and non-URM students is one of four key strategic goals at CSUF. The 5-year graduation rate gap between first-generation Latino students and their White peers persists at 14% for the most recent cohort (2015 graduates). In contrast to their White peers at CSUF, Latino students are more likely to have parents who did not attend college and come from households with lower incomes. Because most migrant students in Southern California are Latino, we deduce that migrant students are a subgroup that merits closer inspection and targeted intervention to ensure on-time college completion. Most migrant students in the surrounding counties have been classified as EL at some point in their schooling trajectory, and, given the high mobility rates of migrant students, they are a particularly vulnerable group at risk of not completing college (Gildersleeve, 2010). Although various intervention programs have emerged on campus in the past five years and the first-year retention rate gap between Latinos and White students has improved, no programs specifically target migrant students. Because Latinos are underrepresented among STEM majors nationally (Chapa & De La Rosa, 2006) and at CSUF,

and STEM course sequencing is very rigid, we argue that STEM migrant students demand specific interventions like the ones we propose to ensure timely completion of STEM degrees.

**iii. Project will Improve Achievement:** In addition to the GRPA performance targets, P2S will use course grade minimums determined by CSUF's academic standards and mean cumulative first-year GPAs of Latino students as benchmarks of rigorous academic standards. Although minimum course grade standards vary by major and type of general education requirement, program participants will generally be expected to complete all courses with at least a C grade. In addition, participants will be expected to complete their coursework with at least a 2.64 GPA, the current mean freshman GPA for CSUF Latino students. Through Summer programming and ongoing assistance, CAMP will provide academic support specifically targeting potential challenges that could impact grades and progress in college, such as transitioning to college-level writing, stalling in remedial math courses, and passing entry-level physics for STEM majors.

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

**i. PI Qualifications:** Drs. Zarate and Pérez will serve as co-PIs. Their professional careers and research backgrounds have revolved around increasing educational attainment for first-generation college students, undocumented students, Latino students, ELs, and migrant students along the Pre-K-20 spectrum. Drs. Zarate's and Pérez' expertise will allow them to implement the evidence-based interventions for P2S participants and offer theoretically sound and data-driven solutions to carry out a successful program.

Dr. Ruiz Alvarado, who will serve as the PD, is a postdoctoral scholar at the Higher Education Research Institute (HERI). Prior to working at the HERI, she was an undergraduate advisor in the UCLA Spanish and Portuguese Department for five years. Her research focuses on improving the conditions for and increasing the success of historically underrepresented students.

She is also the co-recipient of research grants from the Jack Kent Cooke Foundation and the Spencer Foundation for projects focused on examining the success of low-income students.

**ii. Qualifications of Key Project Personnel:** All P2S staff will be able to speak and write Spanish fluently; have professional experience working with migrant or first-generation Latino college students; be sensitive to the needs of migrant students and families; and have professional degrees or be in student affairs degree programs. In addition to the co-PIs and PD, P2S staff will include an OC, an AA, a graduate student assistant, two Summer program instructors, and one writing instructor (See Appendix X for job descriptions).

**Co-PI:** Dr. Zarate is an experienced project manager and an expert researcher in national and local educational policy and issues related to immigrant, Latino, and working class students. She is bilingual and has carried out large-scale, quantitative and small-scale, qualitative studies with short-term and multi-year timelines. In the proposed project, Dr. Zarate will oversee budget reporting and serve as the principal contact to the contracting agency. She will also oversee day-to-day project activities, supervise personnel with the co-PI, and complete the interim, annual, and final performance reports.

**Co-PI:** Dr. Pérez is also bilingual and has previously worked with and conducted research in migrant communities. As Program Coordinator for the statewide MSLI Student Leadership and Parent Institute, she was responsible for overseeing and coordinating the program components, budget, reporting, and submission of the renewal grant, among other tasks. Dr. Pérez is a former Research Analyst for the National Center for Research on Evaluation, Standards, and Student Testing. In the proposed project, Dr. Pérez and the co-PI will supervise CAMP staff, help oversee day-to-day program activities, and contribute to the interim, annual, and final performance reports.

**PD:** Dr. Ruiz Alvarado is keenly aware of the educational attainment rates for Latino students as a result of her research and first-hand knowledge. She is the daughter of immigrant parents and a first-generation college student. As an undergraduate student at the University of California, Berkeley, she learned about the disparities in the educational system and became very involved with the student-initiated Raza Recruitment and Retention Center. Dr. Ruiz Alvarado will manage the day-to-day project activities and provide data to complete performance reports.

## 5. QUALITY OF THE MANAGEMENT PLAN

**i. Adequacy of Management Plan:** The following plan will ensure objectives are implemented effectively.

*Table 4: CSUF CAMP Management Plan*

Objective	Staff	Milestones	Timeline
1. Identify and recruit at least 240 eligible participants to P2S. <sup>1</sup>	co-PIs, PD, OC	Identify sources of potential participants	April
		Disseminate applications to potential participants	May
		Confirm P2S cohort	July
2. Ensure participants are utilizing existing academic and support services.	PD, AA	First individual meetings with AA	September
		Students are linked to support program(s) and/or academic resources	December
3. Support academic transitions with pre-enrollment activities and academic advising.	co-PIs, PD, AA, OC	Finalize summer program curriculum; hire and train instructors <sup>1</sup>	May
		Participants attend a Summer Bridge program	June – Aug.
		P2S Orientation	August
		Midterm progress reports	October
4. Introduce STEM students to STEM career pathways and research prospects.	PD, AA	Host STEM Success Panel (bi-annual)	March
		Link students to STEM support program	January

		Award annual travel grants	April
5. Establish a support system for cohorts of CAMP participants.	PD, AA, OC	Charter for migrant student club submitted (first year only)	May
		<i>Bienvenida</i> family event	August
		Faculty receive resources and training guide	September
		Conduct pre/post surveys of students	June/May

<sup>1</sup>In Year 1 of grant, these items will be consolidated into the first two months of the grant.

Note: PD = Project Director, AA=Academic Advisor(s), OC=Outreach Coordinator

**ii. Procedures for Ensuring Feedback and Continuous Improvement:** There will be several levels of feedback and improvement throughout the duration of the project. Formative evaluations will consist of participant surveys after larger-scale events, such as the STEM Success Panel and *Bienvenida* event for parents. For Summer programs, the co-PIs will work with instructors and the Office of Assessment and Educational Effectiveness to identify and design assessments to measure student learning outcomes. The co-PIs will also evaluate Summer program instruction, incorporating student evaluations. Weekly project staff meetings will be held to discuss individual student progress and program operations. The co-PIs will conduct annual personnel evaluations per university guidelines and with additional emphasis on project staff's knowledge of and disposition towards the unique needs of migrant students.

The Center for Research on Educational Access and Leadership (C-REAL), the external evaluator, will design and conduct annual participant (current and former) surveys and interviews to measure the short- and long-term impact of P2S program on students' adaptation to college. This annual and longitudinal evaluation will also identify areas needing improvement for future cohorts of participants. The PD and AA will collaborate with the Institutional Research and Analytical Studies office to identify and collect end-of-semester outcome data for each current and former participant to inform student advising and future programming. Collectively,

these multiple sources of feedback and evaluation will guide future directions of Summer programs and student recruitment and advising.

**iii. Time Commitments of Key Personnel:** The co-PIs will each dedicate 25% of their time to hire and train personnel and set up project operations (Years 1-3). Thereafter, they will reduce their time commitment to 12.5%, as startup processes will have stabilized. The PD will commit 100% of her time to this project for 12 months and oversee all aspects of the project, ensuring that program objectives are met. The AA and OC will also devote 100% and 81% of their time, respectively, to this project for 12 months. During the Summer and Fall terms, the OC will coordinate Summer and transition programs with the AA. In addition, an administrative assistant, committed to 50% for 12 months, will manage office operations, including carrying out financial administrative tasks. A graduate research assistant pursuing a degree in student affairs will assist the AA and OC and devote 49% time to the project; he or she will coordinate events and programs, collect progress reports, and be an additional resource to P2S participants.

## **6. ADEQUACY OF RESOURCES**

**i. Support from Applicant Organization:** CSUF has extensive experience in and an administrative infrastructure for managing all aspects of federal projects and grants. The university has adequate and accessible space for orientations, meeting rooms, and classrooms to facilitate successful implementation of P2S, and will provide a centrally-located office space for the PD and other staff. The Deans of the Colleges of Education and Humanities/Social Sciences have committed to releasing the co-PIs from teaching units to administer the program. CSUF will also grant the PD and AC access to electronic student records to monitor student progress.

**ii. Demonstrated Commitment of Partners:** Relevant colleges and university administrative units have committed their support for CAMP (See Letters of Support in Appendix). The

Division of Student Affairs, which houses partner programs facilitating the use of academic services (EOP, SSP, SI, LAC&P, Early Start, Prep for McNair Academy), student engagement (CSRC, MESA), and student transitions (Educational Partnerships), has committed office space, will provide assistance with identifying participants (Student Transitions Unit), and will support the integration of P2S participants into existing support services. The colleges offering STEM majors (NSM, ECS) have committed to supporting the transition of P2S participants into STEM support services after the first year. NSM is home to such programs as STEM<sup>2</sup>, GRAM, LSAMP, MARC, and MISS, and ESC houses CASECS. Finally, the Office of Admissions and Records and the regional MEP have committed to assisting in the identification and recruitment of P2S participants.

**iii. Costs Reasonable for Objectives, Design, and Significance:** All line items are directly related to proposed goals and objectives. Based on our experience with grants, we are confident the budget reflects actual costs and is adequate to support the program. P2S will make a significant impact on the educational success, persistence, and eventual degree attainment of migrant students at CSUF. More broadly, as an HSI, CSUF will benefit from having a program that brings attention and resources to a sometimes overlooked subgroup of Latino students.

**iv. Costs Reasonable for Number Served and Results:** The proposed budget will serve 40 students in the first year and 50 students each year thereafter for a total of at least 240 students. From our review of existing federally funded programs on campus, the staffing priorities and cost per student are consistent with other programs providing individualized advising and targeted interventions. The potential benefits of the program far outweigh the cost associated with a student leaving the institution or prolonging degree attainment.

**v. Incorporation of Project into Ongoing Program:** CSUF has a long history of successfully institutionalizing federally funded projects that demonstrate impact. CASECS is one example of a former federally funded program that has been incorporated in the College of ECS. Because the program design and activities are “high-impact practices” as defined by CSUF’s Student Success Initiative, a university strategic goal, effective CAMP activities will be incorporated into student service programs. In particular, the Summer programs that will be implemented are new approaches to freshman transition strategies and pending evidence of impact could be incorporated into university-wide Summer Bridge programs. CSUF currently hosts a HEP program and hosted a MSLI last Summer. The co-PIs also recently conducted a regional MEP’s comprehensive needs assessment, and are editing a volume about interventions for migrant families. This concentration of initiatives positions CSUF as an institutional leader for migrant students and families and confers advantages in collaborations and sharing of best practices.

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

C-REAL, housed in CSUF’s College of Education has agreed to serve as the evaluator. Dr. Dawn Person, Professor of Educational Leadership and Director of C-REAL, will oversee all evaluation activities. C-REAL is a data-driven interdisciplinary research center that is committed to identifying and responding to complex educational problems through solution-focused program evaluation and assessment. Dr. Person is the co-founder of C-REAL and has served as Director since 2008. She currently serves as the evaluator for the CSUF HEP grant serving migrant students in high school and college. She recently completed two five-year evaluations for GEAR UP and a Title V community college student persistence study. Given Dr. Person's more than 25 years of evaluation work, she has a wealth of experience with longitudinal program evaluations and is expert in applying both quantitative and qualitative methodologies. She has

supported interventions in making formative adjustments based on findings from mixed methods studies leading to more effective program delivery, impact, and outcomes.

The evaluation will measure the impact of P2S in serving 240 migrant students over five years and provide annual feedback for continuous improvement. In addition, this evaluation will yield the only existing methodologically robust longitudinal dataset of migrant college students.

**i. Quality of Methods:** This evaluation will employ a quasi-experimental, longitudinal research design with mixed-methods to measure program impact and fidelity of implementation. A quasi-experimental sampling frame will include a treatment group (all program participants) and a comparison group (non-P2S CSUF first-year students) with comparable background and demographic characteristics. The evaluation will: (1) monitor the project’s progress in meeting goals, objectives, and outcomes; (2) track program utilization; (3) provide feedback for continuous improvements to achieve project objectives; and (4) measure impact of program on students’ academic progress and transitions to college. As reflected in Table 5, this evaluation will utilize objective performance measures and criteria that are related to the project objectives and outcomes.

*Table 5: Project Objectives, Scope of Work, Data Sources, and Timeline*

Scope of Work	Data Source	Timeline
1. Identify and recruit 240 migrant students over five years		
<ul style="list-style-type: none"> <li>• Identify comparison group</li> <li>• Design longitudinal database</li> <li>• Administer Pre-Survey</li> </ul>	<ul style="list-style-type: none"> <li>• University records</li> <li>• Pre-college benchmarks</li> </ul>	Summer - Fall
2. Ensure participants are utilizing existing academic and student support services		
<ul style="list-style-type: none"> <li>• Co-development participation tracking system</li> <li>• Design and implement survey and interview instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Program documents/data</li> <li>• Interviews</li> </ul>	Spring
3. Support academic transition to college with pre-enrollment activities and academic advising		
<ul style="list-style-type: none"> <li>• Co-development of participation tracking system</li> <li>• Design and implement survey and interview instruments</li> <li>• Collect high school and college transcript data</li> </ul>	<ul style="list-style-type: none"> <li>• Program documents</li> <li>• Surveys</li> <li>• Student transcripts</li> <li>• Interviews</li> </ul>	Summer, Spring, Fall

4. Introduce STEM students to post-college options		
•Co-development of participation tracking system	• Surveys • Interviews	Spring
5. Establish a support system		
•Co-development of participation tracking system •Design and implement parent survey	• Surveys • Interviews	Spring

**Quasi-Experimental Design:** The evaluator will identify key participant demographic and background variables, such as ethnicity, language, gender, and other variables, which will be used by CSUF’s Institutional Research & Analytical Studies office to annually construct a comparison group. From that identified group, a randomly-selected subgroup will be invited and incentivized to participate. Both groups will be tracked over time and compared to determine program impact (See Table 6).

*Table 6: Quasi-Experimental Sampling Frame (N after Year 5 = 490)*

		Year 1	Year 2	Year 3	Year 4	Year 5
Pre / Post Survey	Treatment	40	50	50	50	50
	Comparison	50	50	50	50	50
Follow-up Survey	Treatment/Comparison		90	190	290	390
Interviews	Treatment/Comparison	5	10	15	20	25

**Data Collection:** Survey instruments will be designed upon grant award and revised as needed in the summer before each new cohort enters the program. After Institutional Review Board (IRB) approval, the evaluator will begin data collection. A pre-survey will be implemented at the beginning of the program (Fall semester for control group) (see Table 5) and a post-survey will be administered at the end of the program (Spring semester for control group) for the entering cohorts. A follow-up survey will be administered annually in the Spring for both treatment and control groups for continuing cohorts. The surveys will measure students’ transitions and adjustment to college, students’ growth and awareness of STEM majors and careers, program utilization and effectiveness, and institutional reception of students. Finally, a short parent survey will be administered to control for parental participation and support in analysis.

Interviews will be developed in the Fall, administered in the Spring term, and will explore, in depth, emerging findings and nuances associated with students' transitions to college, sense of belonging, and navigation of university networks and resources. Academic progress will also be measured through midterm progress reports, semester-end grades obtained from the university, along with survey questions of students' self-perceptions as learners. Pre-college benchmarks will include pre-survey items and high school transcript records.

**ii. Performance Feedback: *Formative Feedback:*** The evaluator will provide annual reports at the end of each Spring term with analysis of qualitative and quantitative data for program improvement. The report will include descriptive statistics of student pre- and post-surveys and academic progress indicators and pre-college benchmarks. Paired sample t-tests will be utilized to examine pre- and post-test differences in measures of first year completion, reenrollment, student engagement, awareness and knowledge of STEM majors and careers, and self-perceptions as learners. Finally, independent sample t-tests will be used to explore differences between treatment and control groups. Researchers will analyze qualitative data using Dedoose and, through open-coding, will identify both convergent and divergent themes. Qualitative data will provide information about program effectiveness and offer insight into the quantitative data; both will be used to support recommendations for program improvement. P2S-CAMP will also use formative evaluations to support annual and final performance reports to the funder.

***Summative Evaluation:*** To understand the long-term and independent effect of program participation, regressions will be used to predict the effect of P2S-CAMP participation on college persistence, student satisfaction, adaptation transitions, sense of belonging, and STEM career awareness. These factors will be predicted by involvement in program components (i.e., peer

mentoring, advising, use of services, Summer Bridge participation, involvement in the migrant student club, participation in professional conferences, etc.).

**iii. Evidence of Promise:** This evaluation meets the WWC evidence of promise with reservation via a quasi-experimental research design. A randomized control trial is not feasible because the treatment group cannot be selected randomly; thus, the quasi-experimental evaluation design is the best option to investigate program effectiveness while minimizing selection bias. To reduce selection bias, baseline equivalencies will be established by selecting a comparison group with comparable background and demographic characteristics and similar academic trajectories. In addition, the pre-survey administered to comparison and treatment groups will provide baseline controls for student engagement and sense-of-belonging. To further address selection bias in attrition, participants will receive payment for participation in follow-up surveys.

Regression models will investigate the statistical significance of the effects associated with participation in P2S on the expected outcomes per Logic Model. Analyses of intervention will also be disaggregated by specific components of P2S, such as advising frequency, intensity of writing support, Summer Bridge participation, and utilization of support services. Outcomes to be examined in regression and descriptive models include first-year GPA, re-enrollment, STEM major persistence, knowledge of STEM careers and graduate school, integration into support program, students' satisfaction with transition to college, and sense of belonging. We hypothesize that students in the treatment group will have a statistically higher reported use of academic advising compared to the comparison group, at the .05 significance level.

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**CURRICULUM VITAE**  
**MARIA ESTELA ZARATE**

**EDUCATION**

- Ph.D., Education** *May 2005*  
Graduate School of Education and Information Studies  
University of California, Los Angeles, California
- B. A., Mathematical Economic Analysis; Policy Studies** *1996*  
Rice University, Houston, TX

**PROFESSIONAL EXPERIENCE**

- Associate Professor** *August 2013 – present*  
College of Education  
Department of Educational Leadership  
California State University, Fullerton, CA  
Teach graduate courses and seminars in research methods. Participate in mentoring programs for undergraduate and graduate students. Carry out individual research agenda and supervise research assistants. Advise doctoral and master's graduate students and chair dissertation committees. Participate in department and university committees. Serve as coordinator of EdD recruitment and M.S. Educational Administration program.
- Assistant Professor** *July 2007 – June 2013*  
School of Education  
Department of Education Policy and Social Cultural Contexts  
University of California, Irvine CA
- Director of Educational Policy Research** *April 2005 – June 2007*  
Tomás Rivera Policy Institute,  
School of Public Policy, Planning, and Development  
University of Southern California, Los Angeles, CA

**SELECTED PUBLICATIONS**

- Zarate, M.E. & Zaragoza-Petty, A. (Revise and Resubmit). The evolution of social capital among Latina girls: A K-12 process. *Teachers College Record*
- Woods, C.S. & Zarate, M.E. (Accepted for Publication). Teaching College: Evaluating an In-Class Early College Curriculum for Sixth Grade Students. *Journal of Research and Practice in K-20 Education*
- Ward, K.M. & Zarate, M.E. (2015). The influence of campus racial climate on graduate student attitudes about the benefits of diversity. *Review of Higher Education, 38 (4)*, 589 - 617
- McCall, J., Zarate, M.E., & Perez, W. (2015). Sixth grade teachers' perceptions of the college bound student. In P.A. Perez and M. A. Ceja (Eds.), *Latina and Latino College Access and Choice: Critical Findings and Theoretical Perspectives for a Changing Demographic*. New York: RoutledgeFalmer.
- Zaragoza-Petty, A. & Zarate, M.E. (2014). College access factors among urban Latina girls: The role of perceptions of math ability. *Journal of Urban Learning, Teaching, and Research,*

10 (1), 60 - 72

- Gandara, P. & Zarate, M.E. (2014). *Seizing the opportunity to narrow the achievement gap for English learners: Research-based recommendations for the use of LCFF funds. Policy Report.* UCLA Civil Rights Project.
- Zarate, M.E. & Pineda, C.G. (2014). Effects of Elementary School Home Language, Immigrant Generation, Language Classification, and School's English Learner Concentration on Latinos' High School Completion. *Teachers College Record*, 116 (2), 1-37.
- Santibanez, L. & Zarate, M.E. (2014). The influence of speaking a non-English language on college enrollment. In P. Gandara and R. Callahan (Eds.), *The Bilingual Advantage: Language, Literacy, and the Labor Market.* Clevedon, Bristol, U.K.: Multilingual Matters.
- Zarate, M.E. & Burciaga, R. (2010). Latinos and college access: Trends and future directions. *Journal of College Admissions, Winter (209)*, 24-29.
- Zarate, M. E. & Fabienke, D. (2007). Financial aid as a perceived barrier to college. *American Academic*. 3(1), 129 – 140.
- Zarate, E., & Gallimore, R. (2005). Gender differences in factors leading to college enrollment: A longitudinal analysis of Latina and Latino students. *Harvard Educational Review*. 75(4), 383-489.
- Zarate, M.E., Saenz, V., & Oseguera, L. (2010). Supporting the Participation and Success of Chicanos in Higher Education. In R.R. Valencia (Ed.), *Chicano School Failure and Success* (3 ed.). New York, NY: Routledge Falmer. (Book received 2012 Critics Choice Book Award from the American Educational Studies Association.)
- Zarate, M.E. (2007). *Understanding parental involvement: Perspectives, Expectations and Recommendations.* Policy Report. Tomas Rivera Policy Institute.

## GRANTS

SDCOE Migrant Education Program	Needs Assessment	Co-PI	\$145,000	2015 -2016
ENGAGE (Santa Ana Community College)	Needs Assessment	Co-PI	\$45,000	2014-2016
Junior Faculty Research Award	Intramural Award	PI	\$8200	2014-2015
Nicholas Foundation <i>College Outreach Programs in Southern California</i>	Needs Assessment	Co-PI	\$34,800	2009- 2010
Alliance for Better Community <i>Dual Language Learner Teacher Competencies</i>	Evaluation Grant	PI	\$34,000	2010 – 2012
Hispanic College Fund <i>University Alliance Program</i>	Evaluation Grant	PI	\$7,600	2009
UC ACCORD: <i>Dropout Study</i>	Research Grant	Sub - contract	\$11,000	2007 – 2008
TRPI/Time Warner, Inc <i>Parental Involvement in Middle and High School</i>	Research Grant	PI	\$150,000	2007 – 2008
California Dropout Research Project	Research Grant	Co-PI with Jeannie Oakes	\$5300	2007-2008
Sallie Mae Foundation <i>Kids to College Project</i>	Program Grant	Co-PI	\$750,000	2006 - 2009

**PATRICIA A. PÉREZ**

(b)(6)

**EDUCATION**

- Ph.D.            2007    UCLA- Higher Education and Organizational Change
- Ed.M.            2000    Harvard University- Education: Administration, Planning, & Social Policy
- B.A.             1999    UCLA- Chicana/o Studies; College Honors Graduate

**PROFESSIONAL EXPERIENCE**

Sept 2015 – Jan 2016, *Visiting Scholar*  
UCLA Higher Education Research Institute

Since June 2015, *Co-Principal Investigator*  
San Diego County Office of Education Migrant Education Program Comprehensive Needs Assessment (California Department of Education)

Since Aug 2012, *Associate Professor*  
Chicana and Chicano Studies Department, California State University, Fullerton

Feb 2008 – June 2008, *Principal Investigator*  
Engaging Latino Communities for Education (W.K. Kellogg Foundation)

July 2007 – July 2012, *Assistant Professor*  
Chicana and Chicano Studies Department, California State University, Fullerton

June 2006 – Oct 2006, *Research Consultant*  
Title V Program, Mount St. Mary's College

March 2005 – Dec 2007, *Research Analyst*  
National Center for Research on Evaluation, Standards, and Student Testing/Center for the Study of Evaluation, University of California, Los Angeles

Sept 2003 – Sept 2004, *Graduate Student Researcher/Program Coordinator*  
Statewide Migrant Student Leadership Institute

Oct 2001 – Sept 2003, *MD Admissions Counselor*  
Stanford University School of Medicine

Jan 2001 – Oct 2001, *Program Assistant II*  
Upward Bound, University of California, Santa Barbara

## SCHOLARLY AND CREATIVE ACTIVITIES (Blind, Refereed Publications)

- Pérez, P.A.,** Rodríguez, J.L., & Guadarrama, J. (2015). Rising voices: College opportunity and choice among Latina/o undocumented students. In P.A. Pérez & M. Ceja (Eds.), Higher education access and choice for Latina/o students: Critical findings and theoretical perspectives (pp. 84-93). New York, NY: Routledge.
- Zavala, M., **Pérez, P.A.,** González, A., & Díaz Vilella, A. (2014). *Con respeto*: A conceptual model for building healthy community-university partnerships alongside Mexicana/o migrant families. *Journal of Critical Thought and Praxis*, 3(2), 1-31.
- Huang, D., Kim, K.S., Cho, J., Marshall, A., & **Pérez, P.A.** (2011). Keeping kids in school: A study examining the long-term impact of afterschool enrichment programs on students' high school dropout rates. *Journal of Contemporary Issues in Education*, 6(1), 4-23.
- Pérez, P.A.** & Rodríguez, J.L. (2011). Creating access and opportunity for Latino undocumented college students: Familial and institutional support factors. *Association of Mexican American Educators Journal*, 5(1), 14-21.
- Pérez, P.A.** & Ceja, M. (2010). Building a Latina/o student transfer culture: Best practices and outcomes in transfer to universities. *Journal of Hispanic Higher Education*, 9(1), 6-21.
- Pérez, P.A.** (2010, Winter). The college choice process of Latina/o undocumented students: Implications for recruitment and retention. *Journal of College Admission*, 206, 21-25.
- Cerna, O.S., **Pérez, P.A.,** & Sáenz, V.B. (2009). Examining the pre-college attributes and values of Latina/o bachelor's degree attainers. *Journal of Hispanic Higher Education*, 8(2), 130-157.
- Pérez, P.A.** & McDonough, P.M. (2008). Understanding Latina and Latino college choice: A social capital and chain migration analysis. *Journal of Hispanic Higher Education*, 7(3), 249-265.
- 1 Blind Refereed Book, 1 Refereed Publication, 29 Refereed Scholarly Paper Presentations (e.g., AERA, AAHHE, ASHE), and 27 Non-refereed Technical, Evaluation, and Research Reports

## Grants Awarded

- 2015 San Diego County Office of Education Migrant Education Program Comprehensive Needs Assessment (with Maria Estela Zarate) (\$143,429)
- 2014 CSUF Center for Internships & Community Engagement- Developing Healthy Community-University Partnerships Alongside Migrant Communities (\$1,500)
- 2013 – 2014 CSUF Mentoring Undergraduate Research Grant- The Role of Family, Peers and Schools in Mexican-origin student college choice (\$750)
- 2011 CSUF Intramural External Initiative Grant- Pathways to Academic Success for Mexican American College Students Attending an HSI (with James L. Rodríguez) (\$10,000)
- 2010 CSUF H&SS Summer Research Stipend- Alternative Theoretical Frameworks in Chicana and Chicano College Choice (\$3,000)
- 2009 – 2010 CSUF Intramural Grant- Demystifying the College Choice Process of Undocumented Latina/o Students at an HSI (\$3,000)
- 2009 CSUF Intramural Grant- The Role of Networks in the Chicana and Chicano College Choice Process (Salary Summer Stipend)
- 2007 – 2008 CSUF President's Probationary Faculty Stipend (\$6,500)

# ADRIANA RUIZ ALVARADO

(b)(6)

## EDUCATION

---

### University of California, Los Angeles

Graduate School of Education and Information Studies (GSE&IS)

Ph.D. Higher Education and Organizational Change (HEOC) June 2014

M.A. Higher Education and Organizational Change June 2011

M.Ed. Student Affairs June 2009

### University of California, Berkeley

B.A. Social Welfare, Minor in Education May 2004

## PROFESSIONAL EXPERIENCE

---

**Postdoctoral Fellow**, UCLA Higher Education Research Institute (HERI) 2014 – present

- Manage project, Understanding the College Experiences of High-Achieving, Low-Income Students, sponsored by the Jack Kent Cooke Foundation
- Supervise doctoral and undergraduate students on day to day operations of the project
- Develop and implement mixed methods study, including survey instrument and interview protocols, for administration with national sample of over 2,000 college students
- Analyze all quantitative and qualitative data to produce public reports

**Undergraduate Advisor**, UCLA Department of Spanish and Portuguese 2005 – 2010

- Advised over 500 students in six distinct majors and four minors
- Responsible for all new student welcome and culminating commencement events
- Conducted assessment of department's lower division Spanish program to help determine how budget cuts should be absorbed in the programming of courses
- Organized restructuring of all majors and accompanying revisions to course catalog listings
- Assisted with proposal for and implementation of new service-learning major, Spanish and Community and Culture

**Employment Assistant**, UCLA Campus Human Resources – Employment Services Unit 2004 – 2005

- Served as liaison between Employment Consultants and campus departments
- Assisted prospective employees with completion of job applications and resumes
- Researched and compiled information requested for legal, compliance, bargaining unit activities

**Recruitment Coordinator**, UC Berkeley Raza Recruitment and Retention Center 2002 – 2004

- Served as program coordinator for Raza Day, Transfer Raza Day, Kindercominata, and Raza Senior Weekend events, which included up to 800 participants ranging from elementary to community college students, teachers, counselors, and parents
- Oversaw various committees and provided leadership development opportunities for over 50 interns and volunteer student staff
- Led team in outreaching to over 500 students through LAUSD classroom visits to explain admissions requirements, financial aid options, and university student life

## AWARDS AND HONORS

---

American Association of Hispanics in Higher Education Outstanding Dissertation 2015

UC All Campus Consortium on Research for Diversity Fellow 2013

Philip N. Clark Memorial Award 2013

University of California Regents Fellow 2012

UCLA Graduate Summer Research Mentorship Program Award 2011

## TEACHING EXPERIENCE

---

### California State University, Fullerton College of Education (Graduate Courses)

- Lecturer Summer 2015 – Spring 2016

### UCLA Graduate School of Education and Information Studies (Graduate Courses)

- Lecturer Fall 2015
- Teaching Assistant Winter 2011 – Spring 2014

### University of Redlands School of Education (Graduate Courses)

- Lecturer Fall 2013

### UCLA Community Health Sciences (Undergraduate Courses)

- Teaching Assistant Fall 2009 – Spring 2010

## SELECTED PUBLICATIONS

---

Hurtado, S., **Ruiz Alvarado, A.**, & Guillermo-Wann, C. (2015). Thinking about race: The salience of racial identity at two and four-year colleges and the climate for diversity. *Journal of Higher Education*, 86(1), 127-155.

Hurtado, S., **Ruiz Alvarado, A.**, & Guillermo-Wann, C. (2015). Creating inclusive environments: The mediating effect of faculty and staff validation on the relationship of discrimination/bias to students' sense of belonging. *Journal for Social Change on Race and Ethnicity in Higher Education*, 1(1), online.

**Ruiz Alvarado, A.**, & Hurtado, S. (2015). Campus climate, intersectional identities, and institutional support among Mexican American college students. In R.E. Zambrana & S. Hurtado (Eds.). *The magic key: The educational journey of Mexican-Americans from K-12 and to college and beyond* (Ch.8, pp.168-189). Austin, TX: University of Texas Press.

Hurtado, S., & **Ruiz Alvarado, A.** (2015). Realizing the potential of Hispanic Serving Institutions: Multiple dimensions of organizational transformation. In A.M. Nuñez, S. Hurtado, & E. Calderon Galdeano (Eds.) *Hispanic-Serving Institutions: Advancing research and transformative practice* (Ch.2, pp.25-45). New York, NY: Routledge.

**Ruiz Alvarado, A.**, & Hurtado, S. (2015). Salience at the intersection: Latina/o identities across different campus contexts. In D.J. Davis, R.J. Brunn, & J.L. Olive (Eds.) *Intersectionality in education research* (Ch.3, pp.48-67). Sterling, VA: Stylus Publishing, LLC.

Fuentes, M., **Ruiz Alvarado, A.**, Berdan, J., & DeAngelo, L. (2014). Mentorship matters: Does early faculty contact lead to quality faculty interaction? *Research in Higher Education*, 55(3), 288-307.

**Ruiz, A.** (2012). Toward an understanding of who leaves, when they leave, and where they go. *Proceedings of the 8<sup>th</sup> Annual National Symposium on Student Retention*. New Orleans, LA.

Hurtado, S., **Ruiz, A.**, & Whang, H. (2012). Advancing and assessing civic learning: New results from the Diverse Learning Environments Survey. *Diversity & Democracy: Civic Learning for Shared Futures*, 15(3), 10-12.

**Ruiz, A.**, & Pryor, J.H. (2011). Assessing the climate for transfer at two and four-year institutions: How understanding diverse learning environments can help repair the pipeline. *College and University*, 87(1), 2-6.



California State University, Fullerton  
Pathways2Success (P2S) College Assistance Migrant Program (CAMP)

### **Job Descriptions: Primary Duties and Responsibilities**

California State University Fullerton aims to become a model public comprehensive university, nationally recognized for exceptional programs that prepare our diverse student body for academic and professional success. The CSUF-based P2S CAMP is designed to provide migrant students with comprehensive, culturally relevant, support services and intensive academic support that lead to successful completion of the first year in college and beyond.

#### **Principal Investigator**

The Principal Investigator (PI) has primary responsibility for achieving the technical success of the project, while also complying with the financial and administrative policies and regulations associated with the award. Although the Principal Investigator has administrative staff to assist with the management of project funds, the ultimate responsibility for the management of the sponsored program award rests with the Principal Investigator. The fundamental responsibilities of the Principal Investigator during the post-award phase of a sponsored program award include:

- Execute the project as outlined in the funded proposal, using sound management techniques
- Hire, train, and supervise key personnel
- Oversee development of curriculum and content for summer programs
- Carry out the project's financial plan as presented in the funded proposal, or make changes to the plan following a prescribed set of policies and procedures
- Report project progress to the sponsor as outlined in the terms of award, in collaboration with the Project Director
- Comply with all CSUF policies and procedures related to project management and personnel practices
- Comply with all applicable sponsor rules, regulations, and/or terms and conditions of the award

#### **Minimum Qualifications**

CSUF requires the PI of a project to be either a member of the Faculty or a designated senior staff covered under the Assurance. Persons holding the following positions may be designated as PIs in applications for externally sponsored funding: All tenured and tenure-track Assistant, Associate, and Full Professors and Librarians (All Doctorate level). All persons holding appointments as Research Assistant Professor, Research Associate Professor, Research Professor, Extension Specialists, and Clinical Professors.

#### **Project Director**

The Project Director oversees the day-to-day coordination and administration of all aspects of an ongoing program including planning, organizing, staffing, leading, and managing program activities. Their primary duties and responsibilities include:

- Ensure that program activities operate within the policies and procedures of the organization and comply with all relevant legislation and professional standards
- Develop forms, records, and processes to document program activities
- Oversee the collection and maintenance of records on program participants for evaluation purposes according to the confidentiality/privacy policy of the organization

- Ensure that all financial records for the program are up-to-date and financial reports and supporting documentation for funders are prepared as outlined in funding agreements
- Monitor and approve all budgeted expenditures and ensure the program operates within the approved budget
- In consultation with PI, write reports on the program for management and for funders, communicating with funders as outlined in agreements
- Identify and evaluate the risks associated with program activities and take appropriate action to control the risks
- Monitor and evaluate program activities on a regular basis and conduct an annual evaluation according to the program evaluation framework
- Manage staff and provide ongoing professional development
- Collaborate with instructors to develop curriculum and content for summer programs
- Maintain and foster communication with staff and university and external stakeholders

#### **Minimum Qualifications**

- M.S. or M.A. in relevant field required; Ph.D. preferred
- Three years of successful working experience in the area of higher education student affairs
- Ability to work independently
- Experience supervising and managing staff
- Excellent written, spoken, and presentation skills in English and Spanish

#### **Academic Advisor**

The Academic Advisor will provide academic support to CAMP participants and coordinate activities to facilitate academically successful transitions to college and through participants' first year. The Academic Advisor will report to the Project Director. Their primary duties and responsibilities include:

- Develop, coordinate and deliver academic-related student services, such as individual advising
- Coordinate the implementation of summer bridge programs
- Develop accountability processes and forms to track student participation in university support services
- Oversee and maintain comprehensive, confidential student files
- Design individual academic success plans with participating students to integrate students to student support programs
- Communicate with faculty to request and receive mid-semester reports
- Provide and attend training sessions and staff meetings as specified by Project Director, including presentations to staff, faculty, and students
- Assist with recruitment and training of graduate student assistants
- Other duties as assigned by Project Director

#### **Minimum Qualifications**

- M.A. required, Ph.D. preferred, and demonstrated counseling and student affairs experience
- Minimum 3-years experience in providing support services to students of diverse backgrounds, especially migrant Latino/Chicano students
- Knowledge of educational issues related to transitions to college for first-generation students

- Ability to work cooperatively with other staff members and contribute to the development of strategies and interventions
- Spanish oral and written proficiency

### **Recruitment & Outreach Coordinator**

The coordinator will outreach, recruit, and enroll CAMP participants and report to the Project Director. Their primary duties and responsibilities include:

- To design, implement, and assess effective outreach and recruitment efforts
- Manage communication and collaboration for recruitment and outreach with university and regional partners
- Develop and implement application, selection, and intake processes for program
- Assist Academic Advisor and Project Director with Summer programs
- Coordinate events such as orientation and panels

### **Minimum Qualifications**

- Bachelor of Arts or Bachelor of Science required; M.A. preferred
- Professional experience in higher education student support settings
- Experience with educational and social contexts of students of diverse backgrounds, especially migrant Latino/Chicano students
- Ability to work cooperatively with other staff members and contribute to the development of program strategies/interventions
- Spanish oral and written proficiency

### **Instructors (Writing Instructor and Summer Program Instructors)**

#### **Primary Duties and Responsibilities**

- In collaboration with Project Director, develop curriculum, content, and assessment instruments for summer programs
- Implement content, lesson plans, and instructions using culturally relevant approaches
- Implement instruction according to program's lesson plans and instructional calendar
- Attend scheduled instructor meetings, summer orientation and Bienvenida event, as well as appropriate training sessions
- Report to and be supervised by Project Director and co-PIs
- Complete individual student progress reports as requested
- Hold regular office hours

#### **Minimum Qualifications**

- Advanced degree or currently in graduate degree program in related field
- Experience with educational and social contexts of students of diverse backgrounds, especially migrant Latino/Chicano students
- Ability to work cooperatively with other staff members and contribute to the development of program strategies/interventions
- Spanish Fluency preferred

#### **Administrative Assistant - Primary Duties and Responsibilities**

- Primary phone coverage (first to answer all incoming calls) and reply to general incoming emails
- Prepare, sort, distribute, and mail all US/UPS/Fed Ex packages and incoming mail.
- Support program's accounting and communication procedures

- Oversee all aspects of publication and supply orders including inventory and maintenance of inventory
- Oversee all administrative aspects of training seminars including confirmations, evaluations, room preparations, and materials
- Assist Recruitment & Outreach Coordinator and Academic Advisor in administrative aspects of event preparation, such as summer programs, orientation, panels, etc.
- Assist Recruitment & Outreach Coordinator with preparing and processing application and recruitment materials
- Assist Project Director in developing and instituting methods for quality control and accuracy in student tracking processes
- Be familiar with functions of Project Director so as to enable him/her to ensure work continuity in his/her absence
- Addressing all facility needs of Program
- May be called to assist with special projects and develop, administer, and promote specific projects, as required

**Minimum Qualifications:**

- Must have at least 3 years of job experience in office procedures and use of office equipment
- Must have the ability to communicate accurately and clearly both orally and in writing; pleasant telephone manner; able to think on feet when dealing with callers; customer service-oriented
- Proficiency with Microsoft Office products, including MS Excel
- Must have superior organizational skills and accuracy.
- Excellent problem-solving and people skills also required
- Spanish fluency is mandatory

**Graduate Student Assistant**

The Graduate Student Assistant participates in the design, execution, analysis and evaluation of CAMP projects. CAMP is committed to providing student employees with educational and professional experience, significant responsibility that expands with experience, and a congenial team atmosphere. Their primary duties and responsibilities include:

- Support Academic Advisor with student support activities
- Provide clerical support as needed, including copying course materials, providing general office support, correspondence, receptionist duties
- Technical / Support Services, such as web page design and updates
- Assist outreach coordinator with recruiting students
- Support special events
- Data entry of student information
- Communicate with participants as it relates to delivery of student services

**Minimum Qualifications:**

- Must be enrolled in a graduate degree or certificate (Graduate Certificate or Post-Master's Certificate) program in related field
- Must be in good standing (academic and otherwise) with the University
- High personal motivation, self-management, and detail-orientation; ability to take responsibility in meeting deadlines and making progress without direct supervision
- Strong spoken and written communications skill
- Orally and Verbally Proficient in Spanish

LORETTA SANCHEZ

46TH DISTRICT, CALIFORNIA

WASHINGTON OFFICE  
1114 LONGWORTH BUILDING  
WASHINGTON, DC 20515-0546  
(202) 225-2965  
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E-mail:  
Loretta@mail.house.gov

Website:  
www.house.gov/sanchez



Congress of the United States  
House of Representatives  
Washington, DC 20515

COMMITTEE ON ARMED SERVICES

SUBCOMMITTEES:  
RANKING MEMBER, TACTICAL AIR AND  
LAND FORCES  
STRATEGIC FORCES

COMMITTEE ON HOMELAND SECURITY

SUBCOMMITTEES:  
BORDER AND MARITIME SECURITY  
COUNTERTERRORISM AND INTELLIGENCE

JOINT ECONOMIC COMMITTEE

March 4, 2016

Lisa Ramirez, Ed.D.  
U.S. Department of Education, Office of Migrant Education  
400 Maryland Avenue, SW, LBJ- 3E311  
Washington, DC 20202-6135

Dear Dr. Ramirez:

As the U.S. Representative of California's 46<sup>th</sup> Congressional District, I am pleased to express my strong support of California State University, Fullerton's (CSUF) College Assistance Migrant Program (CAMP) grant application for submission to the U.S. Department of Education, Office of Migrant Education.

CSUF's proposal would support the development of a STEM-focused preparation program designed to provide comprehensive, culturally relevant academic support services to first generation migrant students in STEM education, leveraging the campus' nationally renowned student support services to remove barriers and create pathways to student success. The project aims to increase the number of underrepresented students in STEM majors who become competitive STEM professionals in today's global economy.

The University is a national leader with respect to low tuition cost, low student indebtedness, diversity, educational impact and was recently awarded the High School Equivalency Program (HEP). Therefore, it is the ideal institution to host a CAMP. As a Hispanic Serving Institution (HSI), CSUF has consistently demonstrated its dedication and commitment to supporting English Learners – both long-term English learners and recently arrived limited English proficient students; serving diverse student populations, expanding research on second language acquisition, and enhancing teaching and learning. I firmly believe that hosting a CAMP at CSUF will have a positive impact on my constituents and the overall diverse and vibrant Southern California region.

It is without reservation that I support CSUF's proposal and hope the U.S. Department of Education also finds merit in the goals and objectives of this application. Thank you for your full and fair consideration of their request.

Sincerely,

A handwritten signature in blue ink that reads "Loretta Sanchez". The signature is fluid and cursive, with the first name "Loretta" written in a larger, more prominent script than the last name "Sanchez".

Loretta Sanchez  
Member of Congress



# CALIFORNIA STATE UNIVERSITY, FULLERTON

*Office of the Deputy Provost*

P.O. Box 6850, Fullerton, CA 92834-6850 / T 657-278-2614 / F 657-278-5853  
www.fullerton.edu

February 29, 2016

Lisa Ramirez, Ed.D.  
U.S. Department of Education, Office of Migrant Education  
400 Maryland Avenue, SW, LBJ- 3E311  
Washington, DC 20202-6135

Dear Dr. Ramirez:

It is my pleasure to write this letter in support of the Pathways2Success (P2S) College Assistance Migrant Program (CAMP) submitted by Dr. Estela Zarate and Dr. Patricia Perez from California State University Fullerton (CSUF). The proposal aims to establish a culturally relevant comprehensive program of coordinated support services designed to increase the number of migrant students recruited, retained and who graduate in STEM-focused fields.

At CSUF, we promote an environment of academic success for all students, incentivize our faculty to continuously improve instruction, and serve as an exceptional educational and cultural resource for our communities, all while promoting a global outlook. I am fully prepared to provide the institutional leadership required to assure the successful implementation of the P2S CAMP program at Cal State Fullerton.

As the Deputy Provost and Associate Vice President for Academic Affairs I will ensure the coordinated efforts between P2S and the Office of Admissions and Records to identify potential migrant students. We will explore ways in which the various admissions and recruitment programs units can identify prospective and new migrant students. I fully support the efforts of Drs. Zarate and Perez, and am committed to ensuring a welcoming, collegial integration of the CAMP program into CSUF STEM-focused programs.

In addition, as Co-PI of a recently NIH-funded Health Careers Opportunity Program (HCOP), we will collaborate with CAMP to identify and encourage migrant student participation in HCOP. In fact, CAMP students would be one of the targeted groups that HCOP seeks to attract.

In summary, I am confident that the Pathways2Success program will be a powerful force for change at CSUF, and our students and institution will benefit as a result. I respectfully ask for your favorable consideration of this proposal due to its extremely positive impact in providing valuable resources to our campus and community.

Sincerely,

(b)(6)

Dr. Shari McMahan  
Deputy Provost and Associate Vice President for Academic Affairs  
California State University, Fullerton



# CALIFORNIA STATE UNIVERSITY, FULLERTON

Office of the Vice President for Student Affairs

800 N. State College Blvd., Fullerton, CA 92831 T 657-278-3221 F 657-278-5300

February 24, 2016

Lisa Ramirez, Ed.D.  
U.S. Department of Education, Office of Migrant Education  
400 Maryland Avenue, SW, LBJ- 3E311  
Washington, DC 20202-6135

## Re: CSUF Pathways2Success - College Assistance Migrant Program

Dear Dr. Ramirez:

I wish to express my strong support for California State University, Fullerton's (CSUF) Pathways2Success - College Assistance Migrant Program (CAMP). Student Success is the primary driver of CSUF Student Affairs. That is why I am excited about supporting a CAMP program on our campus. Providing college pathways to migrant youth speaks to the very essence of who we are as a community.

It is because of CSUF's innovative programs, services, events and activities that we are ranked sixth in the United States in conferring bachelor's degrees to minority students. We are able to accomplish these type of goals because we work in partnership to administer programs that meet our students where they are, and then strategically, but lovingly guide them to where we want them to be.

I am fortunate to lead a team of dedicated educators, mentors, and students who are committed to student academic success; and it is through the various departments that Student Affairs will support the CAMP participants. Specifically, we will:

- assist CAMP staff to identify and recruit students to participate in the program;
- help CAMP participants access student advising, peer mentoring, and tutoring services;
- expose CAMP participants to culturally-engaging and supportive events and activities;
- provide CAMP participants with STEM-focused education and matriculation and supplemental instruction support services;
- and connect CAMP participants with peer mentors, academic advisors, and STEM-focused high-impact practice opportunities.

As a community of learners, California State University, Fullerton takes pride in providing a high caliber of quality support services to its student body. It is without reservation that I support this proposal and hope the U.S. Department of Education also finds merit in the goals and objectives of the program.

Sincerely,

(b)(6)

Berenecea Johnson Eanes, Ph.D.  
Vice President for Student Affairs



Claire C. Cavallaro, Ph.D.  
Dean, College of Education  
P.O.Box 6868  
Fullerton, CA 92834-6868  
T 657 - 278 - 3411

February 29, 2016

Lisa Ramirez, Ed.D.  
U.S. Department of Education, Office of Migrant Education  
400 Maryland Avenue, SW, LBJ- 3E311  
Washington, DC 20202-6135

Dear Dr. Ramirez,

On behalf of the College of Education (COE) at California State University, Fullerton (CSUF), I am pleased to provide this letter in support of developing a campus-wide College Access Migrant Program (CAMP) for migrant youth in our region. The CSUF-based CAMP will offer quality educational enrichment services designed to increase access, retention, and graduation rates of underrepresented students in STEM majors that lead to STEM career fields.

This program addresses the need to provide access to underrepresented students in STEM-focused majors by capitalizing on interdisciplinary collaborations designed to increase academic success in migrant communities. Specifically, youth will receive comprehensive campus-based support services, intensive academic instruction, and be introduced to pathways that lead to STEM-focused majors and careers.

Additionally, partnerships with campus-based student success programs, community-based organizations, and community colleges will ensure the program's success.

If awarded, this program is poised to complement our recently awarded High School Education Program (HEP) and strengthen the college's efforts to develop a pipeline of qualified students entering the STEM field.

I know our students and the region will benefit greatly from a college access migrant program. As Dean, I fully support this proposal and am hopeful that you will find merit to initiate this excellent program.

Sincerely,

(b)(6)

Claire C. Cavallaro, Ph.D.  
Dean  
College of Education  
California State University, Fullerton



# CALIFORNIA STATE UNIVERSITY, FULLERTON

College of Engineering and Computer Science

*Raman Menon Unnikrishnan, PhD, Dean*

P.O. Box 6870, Fullerton, CA 92834-6870 657-278-3362 Fax 657-278-7108

February 29, 2016

Lisa Ramirez, Ed.D.

U.S. Department of Education, Office of Migrant Education

400 Maryland Avenue, SW, LBJ- 3E311

Washington, DC 20202-6135

Dear Dr. Ramirez:

I enthusiastically support California State University Fullerton's (CSUF) Pathways2Success (P2S) College Assistance Migrant Program (CAMP) application to the U.S. Department of Education Office of Migrant Education. The work being proposed is critical for several reasons, locally and nationally.

In the College of Engineering and Computer Science (ECS) we are committed to providing every student a pathway to a career in engineering and computer science. The national urgency to produce more domestically trained engineers and scientists in the next decade creates a sense of urgency to develop high quality programs that will create a pipeline of STEM professionals to fill these roles.

Our commitment is demonstrated in our ability to create award-winning support programs like the Center for Academic Support in Engineering and Computer Science (CASECS). CASECS serves educationally disadvantaged students and is specifically designed to recruit, retain and graduate students. Because of our success in retaining students in engineering and computer science majors, we are excited to collaborate with P2S in including migrant youth in our efforts.

We are cognizant that if we are to remain true to our national values of closing the achievement gap for all, we must develop capacity to deliver culturally relevant and adaptable STEM-focused support services to disenfranchised populations such as migrant workers. That is why we are excited about this proposal. Specifically, their proposed summer bridge program on non-calculus based physics in one such intervention that will have an important impact on entering engineering migrant students. The low counselor-to-student ratios and individualized advising that this project proposes will also ensure that migrant engineering and computer science students receive adequate academic guidance and are integrated into our support programs.

We are looking forward to collaborating with P2S by sharing information and opportunities with the staff and students about graduate preparation programs, graduate schools, and existing academic support services. I look forward to engaging this work, and partnering with P2S to move this effort forward.

(b)(6)

Raman M Unnikrishnan, Ph.D.

Dean, College of Engineering and Computer Science

THE CALIFORNIA STATE UNIVERSITY



# CALIFORNIA STATE UNIVERSITY, FULLERTON

Office of the Dean

*College of Natural Sciences and Mathematics*

P.O. Box 6850, Fullerton, CA 92834-6850 / T 657-278-2638 / F 657-278-5390

February 29, 2016

Lisa Ramirez, Ed.D.  
U.S. Department of Education, Office of Migrant Education  
400 Maryland Avenue, SW, LBJ- 3E311  
Washington, DC 20202-6135

## **Re: CSUF Pathways2Success CAMP**

Dear Dr. Ramirez:

I am writing in wholehearted support of the proposed Pathways2Success (P2S) College Assistance Migrant Program (CAMP) by California State University Fullerton (CSUF). The College of Natural Sciences and Mathematics (NSM) is committed to supporting the success of traditionally underrepresented populations in the pursuit of Science, Technology, Engineering, and Mathematics (STEM) majors and careers, and believes Pathways2Success is a meaningful way to engage and support migrant youth on this path.

NSM has a long history of developing and executing initiatives and programs designed to increase the number of traditionally underrepresented students in STEM. It is because of this commitment that we are excited to partner with the P2S CAMP program in including migrant youth in this effort. The proposed summer bridge program will be of particular benefit to students' success in mathematics entry-level bottleneck courses. We have also found that low counselor-to-student ratios and individualized advising, like this project proposes to implement, are highly impactful to first-generation STEM students. To assist with the success of P2S, NSM will:

- assist CAMP staff by sharing information about STEM-related opportunities such as internships, research projects and presentations through email blasts and announcements;
- encourage CAMP participants to apply and participate in existing STEM support programs, such as Graduate Readiness & Access in Mathematics (GRAM), Strengthening Transfer Education & Matriculation in STEM (STEM<sup>2</sup>), Maximizing Access to Research Careers (MARC), and the Louis Stokes Alliance for Minority Participation (LSAMP).

The college of NSM has a strong culture of engaging undergraduates in student-faculty research. Given this emphasis and the hierarchical nature of science curricula, we understand the importance of removing barriers to student success early in their academic career. We have a record of success increasing the number of underrepresented students who pursue STEM-based majors and go on to pursue successful STEM careers. We are excited to partner with P2S CAMP and share our signature "pathway" with migrant youth in order to increase their representation among our graduates. We look forward to a positive funding decision to help us increase the pool of talented underrepresented youth in STEM fields.

Sincerely,

(b)(6)

Dr. David Bowman, Interim Dean  
College of Natural Sciences and Mathematics  
California State University, Fullerton

THE CALIFORNIA STATE UNIVERSITY



# SAN DIEGO COUNTY OFFICE OF EDUCATION

6401 Linda Vista Road, San Diego, CA 92111 • 858-292-3500 • [www.sdcoe.net](http://www.sdcoe.net)  
Randolph E. Ward, Ed.D., Superintendent of Schools

February 25, 2016

Lisa Ramirez, Ed.D.  
U.S. Department of Education, Office of Migrant Education  
400 Maryland Avenue, SW, LBJ- 3E311  
Washington, DC 20202-6135

Dear Dr. Ramirez:

On behalf of the San Diego County Office of Education, Migrant Education Program- Region IX, I am happy to provide this letter of support for the Pathways2Success- College Assistance Migrant Program (CAMP) at California State University, Fullerton (CSUF).

The CSUF CAMP will offer much needed targeted programs and services designed to increase the college retention rates of students from migrant farmworker backgrounds. Further, a CSUF CAMP will address the lack of a local CAMP program and strengthen an already established and long-standing partnership with CSUF. Finally, we are enthusiastic about the STEM-focused initiatives and programming that will dramatically improve the lifestyles and opportunities not only for our migrant youth but for their families as well.

As a partner in this exciting endeavor we are committed to providing the following support: 1) Identification and recruitment of potential CAMP participants; 2) Dissemination of CSUF CAMP materials and applications to eligible migrant youth; and 3) Sharing CSUF CAMP materials with migrant families.

We are excited about the opportunity to continue to collaborate with CSUF via CAMP with the central mission to increase college retention rates for migrant youth. Please do not hesitate to reach out for additional information regarding this collaboration.

Respectfully Submitted,

(b)(6)

Monica Nava, Sr. Director  
San Diego County Office of Education  
Migrant Education Program, Region IX  
135 Vallecitos de Oro, Ste. A  
San Marcos, CA 92069  
Phone: 760-520-0350  
Email: [mnava@sdcoe.net](mailto:mnava@sdcoe.net)

*Service and leadership that maximize the success of all students*

Board of Education

Mark C. Anderson    Guadalupe Gonzalez # SPSA160029    Gregg Robinson    Rick Shea



DEPARTMENT OF HEALTH AND HUMAN SERVICES

Program Support Center  
Financial Management Service  
Division of Cost Allocation

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

MAY 14 2013

Frank A. Mumford  
Executive Director  
Calif State Univ, Fullerton and the  
Auxiliary Services Corporation  
800 North State College Blvd.  
Fullerton, CA 92634

Dear Mr. Mumford:

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 supporting information are required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on your fiscal year ending 06/30/14, is due in our office by 12/31/14.

(b)(6)

Arif Karim, Director  
Division of Cost Allocation

Attachment

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY EMAIL OR FAX

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN:

DATE:05/02/2013

ORGANIZATION:

FILING REF.: The preceding agreement was dated 10/25/2012

Calif State Univ, Fullerton and the Auxiliary Services Corporation  
800 North State College Blvd.  
Fullerton, CA 92634

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

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

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2012	06/30/2015	39.10	On-Campus	Organized Research
PRED.	07/01/2012	06/30/2015	26.00	Off-Campus	Organized Research
PRED.	07/01/2012	06/30/2015	45.00	On-Campus	Instruction
PRED.	07/01/2012	06/30/2015	26.00	Off-Campus	Instruction
PRED.	07/01/2012	06/30/2015	37.00	On-Campus	Other Sponsored Activities
PRED.	07/01/2012	06/30/2015	26.00	Off-Campus	Other Sponsored Activities
PROV.	07/01/2015	Until Amended		(A)	

\*BASE

ORGANIZATION: Calif State Univ, Fullerton and the Auxiliary  
Services Corporation

AGREEMENT DATE: 5/2/2013

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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.

(A) Use same rates and conditions as those cited for fiscal year ending June 30, 2015.

ORGANIZATION: Calif State Univ, Fullerton and the Auxiliary  
Services Corporation

AGREEMENT DATE: 5/2/2013

---

**SECTION II: SPECIAL REMARKS**

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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, SUI, WORKERS COMPENSATION, HEALTH/LIFE/DENTAL/VISION INSURANCE, LONG-TERM DISABILITY AND RETIREMENT.

ORGANIZATION; Calif State Univ, Fullerton and the Auxiliary Services Corporation

AGREEMENT DATE: 5/2/2013

SECTION III: GENERAL

A. LIMITATIONS.

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

B. ACCOUNTING CHANGES.

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

C. FIXED RATES.

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

D. USE BY OTHER FEDERAL AGENCIES.

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

E. 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:

ON BEHALF OF THE FEDERAL GOVERNMENT:

CSU Fullerton Auxiliary Services Corp.

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)



Frank A. Mumford

Arif Karim

(NAME)

(NAME)

Executive Director

Director, Division of Cost Allocation

(TITLE)

(TITLE)

5/15/13

5/2/2013

(DATE)

(DATE) 0168

HHS REPRESENTATIVE:

Jeanette Lu

Telephone:

(415) 437-7820

CALIFORNIA STATE UNIVERSITY, FULLERTON  
 FACILITIES AND ADMINISTRATIVE COST RATES  
 FOR THE PERIOD JULY 1, 2012  
 THROUGH JUNE 30, 2015

EXHIBIT A  
 PAGE 1 OF 1

	ORGANIZED RESEARCH			INSTRUCTION			OTHER SPONSORED ACITIVITES		
	JULY 1, 2012 THROUGHT JUNE 30, 2015			JULY 1, 2012 THROUGHT JUNE 30, 2015			JULY 1, 2012 THROUGHT JUNE 30, 2015		
		ON-CAMPUS	OFF-CAMPUS		ON-CAMPUS	OFF-CAMPUS		ON-CAMPUS	OFF-CAMPUS
BUILDING		3.5%			4.5%			3.2%	
EQUIPMENT		0.9%			1.2%			0.7%	
INTEREST		0.0%			0.0%			0.0%	
OPERATIONS & MAINTENANCE		7.1%			7.3%			6.3%	
LIBRARY		1.6%			6.0%			0.8%	
GENERAL ADMINISTRATION	10.8%			7.9%			8.1%		
DEPARTMENT ADMINISTRATION	9.1%			7.3%			8.3%		
SPONSORED PROJECTS ADMINISTRATION	4.6%			0.3%			3.4%		
STUDENT SERVICES	1.5%			10.5%			6.2%		
ADMINISTRATION COMPONENTS	26.0%	26.0%	26.0%	26.0%	26.0%	26.0%	26.0%	26.0%	26.0%
TOTAL		39.1%	26.0%		45.0%	26.0%		37.0%	26.0%

Page # 665  
 Award # 3449AT160029

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

CONCUR:  
 (b)(6)

Executive Director

TITLE

05/15/13

DATE

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

**Cal State Fullerton – College Assistance Migrant Program (CAMP)**

**1. PERSONNEL - SALARIES & WAGES**

<b>Program Personnel: Federally Funded</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>
Principal Investigator – 25% course release time (Yr 1, 2, Yr, 4) 16.67% (YR 3), 12.50% (Yr 5) , 9 months	\$ 20,943	\$ 21,571	\$ 14,812	\$ 22,885	\$ 11,786
Principal Investigator – 1/2 summer months @ 100% (Yr 1) , 50% (Yrs 2-5)	\$ 4,654	\$ 2,397	\$ 2,469	\$ 2,543	\$ 2,619
Co-Principal Investigator – 25% course release time (Yrs 1-3), 12.50% (Yrs 4-5) , 9 months	\$ 18,882	\$ 19,448	\$ 20,032	\$ 10,316	\$ 10,626
Co-Principal Investigator – 1/2 summer months @ 100% (Yr 1) , 50% (Yrs 2-5)	\$ 4,196	\$ 2,161	\$ 2,226	\$ 2,293	\$ 2,361
Project Director – full-time, 12 months	\$ 65,000	\$ 66,950	\$ 68,959	\$ 71,027	\$ 73,158
Academic Advisor – full-time, 12 months	\$ 45,000	\$ 46,350	\$ 47,741	\$ 49,173	\$ 50,648
Administrative Coordinator – 50% time, 12 months	\$ 18,000	\$ 18,540	\$ 19,096	\$ 19,669	\$ 20,259
Recruitment/Outreach Coordinator – part-time, 12 months	\$ 36,563	\$ 37,659	\$ 38,670	\$ 39,953	\$ 41,126
Summer Instructors (2) – part-time, temporary employee	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Writing Instructor – part-time, temporary employee	\$ 6,000	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500
Graduate Research Assistant \$15 hr x 20 hrs/wk x 52 wks	\$ 15,600	\$ 15,600	\$ 15,600	\$ 15,600	\$ 15,600
<b>Total Personnel- Salaries &amp; Wages</b>	<b>\$ 244,838</b>	<b>\$ 248,176</b>	<b>\$ 247,105</b>	<b>\$ 250,959</b>	<b>\$ 245,683</b>

*Program Personnel: Federally Funded*

· **Program Staff** - Cal State Fullerton is requesting funding for a Principal Investigator (25% release time in Year 1-2, 16.67% in Year 3, 12.50% in Year 4-5, 9-Month and ½ [half] summer months at 100% in Year 1 & 50% in Year 2-5) who will provide program oversight for the College Assistance Migrant Program (CAMP), serve as a liaison between partners and continue to leverage support from partners; Co-Principal Investigator (25% release time in Year 1-3, 12.50% in Year 4-5, 9-Month and ½ [half] summer months at 100% in Year 1 & 50% in Year 2-5) who will co-lead all aspects of the project with PI; Project Director (full-time, 12 months) will provide day-to-day direction and supervision to instructional and programmatic services of CAMP project, ensure activities towards goals and objectives, supervise personnel, collect evaluation data and ensure consistency with proposal funding guidelines, supervise student records; Academic Advisor (full-time, 12 months) will provide coordination for advising component of the project, advise students, coordinate transition components of the programs; Administrative Coordinator (12-month, 50% time) will provide administrative support to the program staff; Recruitment/Outreach Coordinator (81%, 12 months) will coordinate all aspects of the project related to identification and recruitment of participants, assist with coordination of transition events. The salary and wage rates for faculty employees include a projected 3% salary increase per year.

· **Summer Instructor(s)** - Two (2), temporary part-time instructors will be hired to co-design and implement summer bridge programs. Instructors will be compensated at a rate of \$5,000.

**Writing Instructor** - One (1), temporary part-time instructor will be hired to review and revise participants' writing assignments and develop individual interventions as needed. Instructor will be compensated at a rate of \$15 per hour for 15 hours per week during Fall and Spring sessions.

· **Graduate Research Assistant(s)** - One (1) part-time graduate research assistants will be hired to support the academic advisor and recruitment coordinator with coordination of events and records and coordinate the peer mentoring initiative. The student will devote approximately 1,040 hours per year at an hourly rate of \$15 per hour.

<b>2. FRINGE BENEFITS</b>					
<b>Employee Benefits: Federally Funded</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>
Full-time benefits @ 58.410% (Principal Investigator and Co-Principal Investigator)	\$ 23,262	\$ 23,960	\$ 20,353	\$ 19,393	\$ 13,091
Full-time Faculty benefits - Overload (Summer) - Principal Investigator & Co-Principal Investigator @ 1.45%	\$ 128	\$ 66	\$ 68	\$ 70	\$ 72
Full-time ASC employee benefits @ 45.50% (Project Director, Academic Advisor, Administrative Coordinator)	\$ 58,240	\$ 59,987	\$ 61,787	\$ 63,640	\$ 65,550
Part-time, ASC employee partial benefits @30% (Recruitment/Outreach Coordinator)	\$ 10,969	\$ 11,298	\$ 11,601	\$ 11,986	\$ 12,338
Temporary, ASC employee @12% (Summer Instructors & Writing Instructor)	\$ 1,920	\$ 2,100	\$ 2,100	\$ 2,100	\$ 2,100
Part-time Graduate Research Assistant benefits @ 4.50%	\$ 702	\$ 702	\$ 702	\$ 702	\$ 702

<b>2. FRINGE BENEFITS</b>					
<b>Employee Benefits: Federally Funded</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>
<b>Total Personnel - Employee Benefits</b>	<b>\$ 95,221</b>	<b>\$ 98,113</b>	<b>\$ 96,611</b>	<b>\$ 97,891</b>	<b>\$ 93,853</b>

*Personnel Benefits: Federally Funded*

- **Employee Fringe benefits for faculty and university employees** - (hired through State, not the CSUF Auxiliary Services Corporation (ASC)) are budgeted by CSUF at 58.410%. Overload salary rate is 1.45% (medicare only) of their salary.

- **Employee Fringe benefits for Full-time CSUF Auxiliary Services Corp. (ASC) employees** are budgeted to cover all other full-time project personnel for health insurance, dental insurance, vision insurance, long term disability, and retirement benefits beginning two years from employee's start date, workers compensation, life insurance, FICA, and SUI tax. To ensure sufficient funding for the fringe benefits line item, the program computes benefits by multiplying total salaries by 45.50%.

- **Employee Fringe benefits for part-time CSUF Auxiliary Services Corp. (ASC) staff** is calculated by multiplying total salaries by 30.00%.

- **Employee Fringe benefits for temporary CSUF Auxiliary Services Corp. (ASC) staff** is calculated by multiplying total salary by 12%.

- **Employee Fringe benefits for students** is calculated by multiplying total salary by 4.50% (student payroll taxes).

<b>3. TRAVEL</b>					
<b>Travel: Federally Funded</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>
<i>Office of Migrant Education (OME) Annual Meeting for Director, PIs, and/or staff: 3 person (3 days, 2 nights)</i>					
Airfare \$500/person	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Per diem (lodging & food) \$800/person	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400
Registration Fees \$250/person	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750
Ground Transportation – Home/office to airport to hotel and back \$115/person	\$ 345	\$ 345	\$ 345	\$ 345	\$ 345
<b>Total Travel</b>	<b>\$ 4,995</b>				

*Travel: Federally Funded*

- **Travel expenses** - funds are requested to cover the expenses for program staff to travel to a two-day OME Annual Meeting for CAMP Directors in Washington DC. It is important for staff to collaborate with other programs locally, regionally and nationally to learn about other best practices and seek alternative strategies. The request for conference travel will include combination of staff to attend conferences to extend the quality of program services. The cost for travel is based on the most recent OME annual conference.

- The per diem are based on CSUF ASC rates.

- The travel costs are based upon historical usage and include coach airfare on domestic U.S. flag carriers, ground transportation, lodging, registration fees (when applicable), and meals and incidental expenses.

<b>5. SUPPLIES</b>					
<b>Supplies: Federally Funded</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>
Program Supplies	\$ 1,500	\$ 400	\$ 1,000	\$ 1,000	\$ 400
<b>Total Supplies</b>	<b>\$ 1,500</b>	<b>\$ 400</b>	<b>\$ 1000</b>	<b>\$ 1,000</b>	<b>\$ 400</b>

*Supplies: Federally Funded*

· **General office supplies** will be purchased on an annual basis, and will include reprographics (CAMP materials for all student participants and instructors), ink cartridges, printing paper, business cards, and office supplies.

<b>8. OTHER</b>					
<b>Other: Federally Funded</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>
Program Evaluation - Center for Research on Educational Access and Leadership (C-REAL)	\$ 9,000	\$ 9,700	\$ 11,300	\$ 6,500	\$ 16,500
Participant Incentives	\$ 20,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Participant Travel and Registration	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500
Electronics (computers, iPads)	\$ 10,500	\$ -	\$ -	\$ -	\$ -
Printing/Duplication	\$ 500	\$ 150	\$ 500	\$ 200	\$ 50
<b>Total Other</b>	<b>\$ 47,500</b>	<b>\$ 42,350</b>	<b>\$ 44,300</b>	<b>\$ 39,200</b>	<b>\$ 49,050</b>

*Other: Federally Funded*

· **Program Evaluation** - Cal State Fullerton CAMP evaluation will be carried out by the Center for Research on Educational Access and Leadership (C-REAL). The evaluation component will

monitor the program’s progress in meeting expected objectives, track student academic progress and participation longitudinally, provide feedback to make necessary improvements towards achieving expected objectives, and assess systemic change that will maintain a college going culture after program funding ends.

- **Participant Incentives** – Stipends will be provided to CAMP participants to encourage participation of several program activities to offset educational expenses.
- **Participant Travel and Registration** – Competitive travel grants will be awarded to five participants to attend STEM professional conferences to encourage STEM career and graduate school pathways.
- **Electronics (Technology support)** will include a one-time purchase of 1 desktop computer, 3 laptops, and 1 printer (plus warranties) to support program function.
- **Printing and duplicating** of program materials, brochures, and instructional materials are required to meet program objectives.

<b>INDIRECT COST</b>						
<b>Cal State Fullerton - (CAMP)</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>TOTAL</b>
<b>TOTAL DIRECT COST</b>	<b>394,054</b>	<b>394,034</b>	<b>394,011</b>	<b>393,845</b>	<b>394,045</b>	<b>1,970,125</b>
<b>INDIRECT COST (8%)</b>	<b>30,924</b>	<b>30,923</b>	<b>30,921</b>	<b>30,908</b>	<b>30,924</b>	<b>154,610</b>
<b>TOTAL COST</b>	<b>\$424,978</b>	<b>\$424,957</b>	<b>\$424,932</b>	<b>\$424,753</b>	<b>\$424,969</b>	<b>\$2,124,735</b>

*Indirect Cost:* For this proposal, we are charging the 8%. Our Federally negotiated rate can be found at [http://www.fullerton.edu/research/ogc/docs/IDC%20rate%20agmt%202012-15\\_revised\\_May2013.pdf](http://www.fullerton.edu/research/ogc/docs/IDC%20rate%20agmt%202012-15_revised_May2013.pdf)

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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Maria	Estela	Zarate	<input type="text"/>

Address:

Street1:	800 N. State College Blvd.
Street2:	CP-520
City:	Fullerton
County:	Orange
State:	CA: California
Zip Code:	92834-9480
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="657-278-4023"/>	<input type="text"/>

Email Address:

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #, if available:

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

<input type="text" value="ExemptResearchNarrative1009012036.pdf"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="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

CSU Fullerton Auxiliary Services Corporation

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	244,838.00	248,176.00	247,105.00	250,959.00	245,683.00	1,236,761.00
2. Fringe Benefits	95,221.00	98,113.00	96,611.00	97,891.00	93,853.00	481,689.00
3. Travel	4,995.00	4,995.00	4,995.00	4,995.00	4,995.00	24,975.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	1,500.00	400.00	1,000.00	1,000.00	400.00	4,300.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	40,000.00	34,850.00	36,800.00	31,700.00	41,550.00	184,900.00
9. Total Direct Costs (lines 1-8)	386,554.00	386,534.00	386,511.00	386,545.00	386,481.00	1,932,625.00
10. Indirect Costs*	30,924.00	30,923.00	30,921.00	30,924.00	30,918.00	154,610.00
11. Training Stipends	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	37,500.00
12. Total Costs (lines 9-11)	424,978.00	424,957.00	424,932.00	424,969.00	424,899.00	2,124,735.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2015 (mm/dd/yyyy)

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

The Indirect Cost Rate is 39.10%.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.  
PR/Award # S149A160029

Name of Institution/Organization CSU Fullerton Auxiliary Services Corporation	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

## **EXEMPT RESEARCH NARRATIVE**

The research activities in which the only involvement of human subjects fall under

*Exemption (2): Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk or criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. If the subjects are children, exemption 2 applies only to research involving educational tests and observations of public behavior when the investigator(s) do not participate in the activities being observed. Exemption 2 does not apply if children are surveyed or interviewed or if the research involves observation of public behavior and the investigator(s) participate in the activities being observed. [Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]*

Research activities include:

1. Collection of surveys of students and parents
2. Administration of surveys for evaluation of program activities
3. Review outcomes for students participating in the program compared to non-participants
4. Administration of focus groups of students, school personnel, community partners, and parents
5. Evaluation section covers all program and evaluation activities for the year and will be delivered by the end of the year and at the close of the project